

STATE BOARD OF REGENTS MEETING  
SNOW COLLEGE, EPHRAIM, UTAH  
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MAY 18, 2012

AGENDA

**8:00 – 9:20 a.m. BREAKFAST MEETING – STATE BOARD OF REGENTS, SNOW COLLEGE BOARD OF TRUSTEES, PRESIDENT WYATT, COMMISSIONER SEDERBURG**  
Location: Room 102

**9:20 – 9:30 a.m. EXECUTIVE SESSION (CLOSED MEETING – STATE BOARD OF REGENTS)**  
Location: Room 102

9:15 a.m. Continental Breakfast (Location: 3<sup>rd</sup> Floor)

**9:40 – 10:30 a.m. COMMITTEE OF THE WHOLE** (Location: 3<sup>rd</sup> Floor)

- |  |       |
|--|-------|
| 1. Policy Revision of R141: Functions of the Commissioner of Higher Education    | TAB A |
| 2. Policy Revision of R143: Succession Plan for Commissioner of Higher Education | TAB B |
| 3. Salt Lake Community College – Campus Technology Plan                          | TAB C |
| 4. Snow College – Campus Technology Plan   | TAB D |

10:30 a.m. Refreshment Break (Location: 3<sup>rd</sup> Floor)

**10:30 a.m. – 12:00 p.m. MEETINGS OF BOARD COMMITTEES**

**PROGRAMS/PLANNING COMMITTEE**

**Regent John H. Zenger, Chair**

Location: 2<sup>nd</sup> Floor

**ACTION:**

- |  |       |
|--|-------|
| 1. Snow College – Bachelor of Music in Commercial Music  | TAB E |
| 2. Dixie State College – Bachelor of Arts/Bachelor of Science in Art with Emphasis in Art Education and Other Emphases | TAB F |
| 3. Utah Valley University – Bachelor of Science in Computer Engineering  | TAB G |
| 4. Regents' Policy R428: Coordination, Support and Monitoring of Career and Technical Education                        | TAB H |

**INFORMATION:**

- |   |       |
|---|-------|
| 1. Institutional Efforts to Award Degrees to Near Completers and Baccalaureate Candidates Earning Associate's Degrees | TAB I |
| 2. College Access Grant Challenge Annual Report   | TAB J |
| 3. College Access Challenges Grant Subgrant Recipients  | TAB K |

**FINANCE/FACILITIES COMMITTEE**

**Regent Nolan E. Karras, Chair**

Location: Room 307

**ACTION:**

- |   |       |
|---|-------|
| 1. Proposed Revision to Policy R512: Determination of Resident Status             | TAB L |
| 2. Presidential Compensation Commitment   | TAB M |
| 3. Presidential Salary COLA Adjustments   | TAB N |
| 4. Capital Development Priority (CDP) Cycle – Adoption of Priority Guidelines     | TAB O |
| 5. USHE – Enrollment Projections  | TAB P |
| 6. Weber State University (WSU) – Bond Resolution Authorization                   | TAB Q |
| 7. Repeal of Regents Policy 607: Utah Higher Education Tuition Assistance Program | TAB R |
| 8. University of Utah (UU) – Bond Resolution Authorization                        | TAB S |

**INFORMATION:**

- |  |       |
|--|-------|
| 1. USHE – 2012-13 Capital Improvement Funding Update | TAB T |
|--|-------|

**12:00 – 1:00 p.m.      Lunch** (Location: Terrace)

**1:00 – 1:30 p.m.      State of the College – President Wyatt** (Location: 3<sup>rd</sup> Floor)

**1:30 – 3:00 p.m.      COMMITTEE OF THE WHOLE** (Location: 3<sup>rd</sup> Floor)

- |  |       |
|--|-------|
| 1. Commissioner’s Report                     |       |
| 2. Reports of Board Committees               |       |
| 3. General Consent Calendar                  | TAB U |
| 4. Resolutions                               |       |
| a. A. Lorris Betz                            |       |
| b. David E. Smith                            |       |
| c. David Jordan & Passing of the Gavel       |       |
| 5. Report of the Chair – Bonnie Jean Beesley |       |

**3:00 – 4:00 p.m.      EXECUTIVE SESSION (CLOSED MEETING – STATE BOARD OF REGENTS)**  
(Location: Room 102)

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

May 9, 2012

MEMORANDUM

TO: State Board of Regents  
FROM: William A. Sederburg  
SUBJECT: Policy Revision of R141: Functions of the Commissioner of Higher Education

Issue

R141, *Functions of the Commissioner of Higher Education*, is the first of two Regents' policies being updated to reflect the findings pursuant to the Board's facilitated retreat by AGB consultants on February 16, 2012 and in preparation for the current search for the next Commissioner.

Background

During its February 16, 2012 retreat, the Board evaluated the responsibilities, duties and functions of the Commissioner as well as the Board and its leadership structure. Consultants from the Association of Governing Boards of Universities and Colleges (AGB) facilitated the retreat. The suggested amendments to R141 are consistent with the AGB recommendations to the Board to provide greater clarity regarding the functions and duties of the Commissioner as the Board's chief executive officer.

Policy Issues

The proposed amendments to R141 are consistent with the Board approved amendments to R120, *Bylaws of the State Board of Regents*, on March 30, 2012 and are also in harmony with legislative changes made during the 2012 session to Utah Code §53B-1-105, *Appointment of Commissioner of Higher Education – Qualifications – Duties* (effective May 8, 2012).

Commissioner's Recommendation

The Commissioner recommends the Regents approve the amendments to R141, *Functions of the Commissioner of Higher Education* (effective upon approval).

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William A. Sederburg  
Commissioner of Higher Education

WAS/CKM  
Attachment



## R141, Functions of the Commissioner of Higher Education<sup>1</sup>

**R141-1. Purpose:** To describe the duties and responsibilities of the Commissioner of Higher Education.

### R141-2. References

- 2.1. Utah Code [§53B-1-105](#) (Duties of the Commissioner of Higher Education)
- 2.2. [Policy and Procedure R120, Bylaws of the State Board of Regents](#)
- 2.3. [Policy and Procedure R143, Succession Plan for Commissioner of Higher Education](#)
- 2.4. [Policy and Procedure R203, Search Committee Appointment and Function, and Regents' Selection of Presidents of Institutions](#)
- 2.5. [Policy and Procedure R205, Presidential Appointment, Term of Office, and Compensation and Benefits](#)
- 2.6. [Policy and Procedure R209, Evaluation of Presidents](#)

**R141-3. Functions:** The Commissioner of Higher Education serves as the Chief Executive Officer of the Board of Regents (Board) and performs the following functions:

- 3.1. **Policy Coordination:** Facilitates and coordinates the execution of all Board policies and procedures.
- 3.2. **Leadership:** Provides state level leadership in ~~all-any~~ activities affecting the Utah System of Higher Education ~~in support of the best interests of the state and the policies of the Board of Regents, taking a collaborative approach that enhances the ability of member institutions to contribute to state and Board of Regents goals.~~
- 3.3. **Master Planning:** Coordinates the master planning efforts of the Utah System of Higher Education (USHE) ~~through developing and implementing, jointly with leadership from the Board of Regents and institutions, a strategic planning process for USHE that collectively marshals system and institutional resources to address the educational needs of the state.~~
- 3.4. **Public Information:** Serves as the spokesman for the Utah System of Higher Education ~~subject consistent with to the provisions of 3.8 of the Bylaws of direction established by~~ the Board.
- 3.5. **Council of Presidents:** Serves as Chairman of the Council of Presidents ~~in a collegial and collaborative manner, including coordination of meeting agendas, and reports-Council deliberations, and makes-recommendations to the Board, facilitating communication among the presidents.~~
- 3.6. **Presidential Hiring:** ~~Coordinate the presidential hiring processes on behalf of the Board and provides the Board with recommendations regarding the finalists recommended by the search committee.~~

<sup>1</sup> Adopted September 21, 1976; amended May 22, 1978.

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**3.7. Presidential Review:** Facilitates presidential review processes and provides the Board with his or her recommendation regarding presidential performance and compensation.

**3.69. Consultation:** Provides leadership, advice and consultation as may be sought by institutional Presidents or directed by the Board.

**3.79. Support Programs:** Administers approved statewide support programs, subject to applicable Board policies.

**3.810. Board Agenda:** Prepares and presents the agenda for all Board meetings after consultation with the Council of Presidents and the Board.

**3.811. Policy Considerations:** ~~Identifies policy considerations, specifies the significance thereof, and makes recommendations thereon to the Board~~ Provides sound professional advice and recommendations independent of any one group's or interest's perspective to the Board of Regents on all board and committee action agenda items, and all matters that do or should come to the attention of the Board of Regents, including advice on institutional and system budget requests, new programs, policy proposals, and an overall legislative agenda.

**3.102. Communications:** Supports the work of individual presidents and serves as a liaison between presidents and the Board of Regents; ~~Directs continuous communication between the colleges and universities and between them,~~ the State Board of Regents, ~~and~~ the Office of the Commissioner, related to problems and issues of common interest to the Utah System of Higher Education, establishes and maintains positive, productive relationships with the Board of Regents, the institutional presidents, the boards of trustees, and the legislative and executive branches of state government;

**3.113. Reporting Relationship of the Commissioner's Staff:** Leads the staff of the Office of the Commissioner of Higher Education (OCHE) so that it fulfills its statutory responsibilities and duties to the Board of Regents.

**3.113.1.** All members of the Commissioner's staff shall be hired upon recommendation of the Commissioner and shall report directly to him or her. The standing and special committees of the Board shall work with the Commissioner's staff through the Commissioner.

**3.113.2.** Associate Commissioners and other staff members involved in committee work and other assignments shall report to the Commissioner, who shall then report to the Board, unless the Commissioner on a case by case basis specifically requires an Associate Commissioner or staff member to report directly to the Board.

**3.113.3.** Members of the Board in fulfilling committee assignments should be cognizant of lines of authority and should obtain the Commissioner's authorization in dealing with Associate Commissioners or other staff members.

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May 9, 2012

MEMORANDUM

TO: State Board of Regents  
FROM: William A. Sederburg  
SUBJECT: Policy Revision of R143: Succession Plan for Commissioner of Higher Education

Issue

R143, *Succession Plan for Commissioner of Higher Education*, is the second of two Regents' policies being updated to reflect the findings pursuant to the Board's facilitated retreat by AGB consultants on February 16, 2012 and in preparation for the current search for the next Commissioner.

Background

As part of the February 16, 2012 Board retreat, which was facilitated by consultants from the Association of Governing Boards of Universities and Colleges (AGB), it is necessary to update policies dealing with the office and function of the Commissioner of Higher Education for the Utah System of Higher Education. This proposed policy amendment to R143 is consistent with the AGB consultants' recommendations and findings.

Policy Issues

The proposed amendments to R143 are consistent with the Board approved amendments to R120, *Bylaws of the State Board of Regents*, on March 30, 2012 and are also in harmony with legislative changes made during the 2012 session to Utah Code §53B-1-105, *Appointment of Commissioner of Higher Education – Qualifications – Duties* (effective May 8, 2012).

Commissioner's Recommendation

The Commissioner recommends the Regents approve the amendments to R143, *Succession Plan for Commissioner of Higher Education* (effective upon approval).

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William A. Sederburg  
Commissioner of Higher Education

WAS/CKM  
Attachment



## R143, Succession Plan for Commissioner of Higher Education<sup>1</sup>

**R143-1. Purpose:** The purpose of this policy is to establish procedures necessary to ensure stability, continuity, and accountability of the Board of Regents and the Office of the Commissioner of Higher Education in the event the Commissioner of Higher Education becomes unable to lead due to a sudden and unexpected change in circumstances (e.g., illness, emergency, disability, death) or due to planned retirement. This policy is intended to provide a clear plan for delegation of management authority so that operations of the Regents and Utah System of Higher Education (USHE) continue in an efficient, legally responsible manner during the period of time in which the Commissioner is unable to perform the duties of chief executive officer [to the Board](#).

### R143-2. References

[2.1. Utah Code Ann. § 53B-1-105, Appointment of Commissioner of Higher Education – Qualifications – Duties](#)

[2.1.2.2. Utah Code Ann. § 53B-2-102, Board to Appoint President of Each Institution](#)

[2.3. Policy and Procedure R120, Bylaws of the State Board of Regents](#)

[2.4. Policy and Procedure R141, Functions of the Commissioner of Higher Education](#)

[2.2.2.5. Policy and Procedures R205, Presidential Appointment, Term of Office, and Compensation and Benefits](#)

[2.3.2.6. Policy and Procedures R209, Evaluation of Chief Executive Officers](#)

### R143-3. Policy

**3.1.** The Board of Regents is responsible for the effective management of the USHE and its member institutions. Specific responsibilities are delegated to the Commissioner of Higher Education, as [the Board's](#) chief executive officer. Therefore, the Board will address any interruption, planned or unplanned, temporary or permanent, of the Commissioner's responsibilities according to the following succession procedures.

**3.2.** This policy will be reviewed annually at the time of the Commissioner's Research and Review Team report or formal evaluation report. An acting CEO will be identified at that time.

### R143-4. Delegation of Authority During Unplanned and Temporary Absence of the Commissioner

**4.1.** In the event the Commissioner becomes temporarily incapable of leading due to a weather emergency, illness, short-term disability, travel delay, civil unrest, terrorist threat, or other unexpected circumstance, the Associate Commissioner designated by the Commissioner shall be appointed Acting CEO of the USHE, and authorized to act on behalf of the Commissioner and the Board as may be necessary. The Acting CEO shall have the authority to take all actions necessary to ensure that the USHE continues to operate without disruption, and that all organizational responsibilities normally assigned to the Commissioner are adequately executed, including but not limited to loan and lease approval; completion and filing of reports; fulfillment of contracts; communication with the press and political leaders; supervision

<sup>1</sup> Adopted December 8, 2006.

of employees within the Office of the Commissioner of Higher Education; direction of regular meetings of the Board, as well as meetings of Board committees, including the Executive Committee; and implementing other actions as assigned by the State Board of Regents.

4.2. If the Acting CEO is for some reason unavailable, the designation of Acting CEO will be made by the Regents from the following list:

4.2.1. Associate Commissioner for Public Affairs

4.2.2. Associate Commissioner for Finance & Facilities

4.2.3. Associate Commissioner for Academic Affairs

4.2.4. ~~Director of Communications~~ Associate Commissioner for Economic Development and Planning

#### R143-5. Delegation of Authority During Unplanned, Extended Absence of Commissioner

5.1. In the event of the death, extended absence, termination, or unplanned resignation of the Commissioner, the Acting CEO designated by the Commissioner shall serve as Acting Commissioner until the Board of Regents determines otherwise. If the designated Acting CEO is for any reason unavailable or indisposed, the position of Acting Commissioner will be filled according to the list above, pending action to the contrary of the Board of Regents.

5.2. Within 15 business days after the occurrence of the Commissioner's absence, the Executive Committee of the Board shall meet and determine whether a permanent change in leadership is required, and if so, shall appoint-establish an executive transition committee, which shall minimally be comprised of at least one member of the Executive Committee and two other members of the Board of Regents ~~the Board Chair and Vice Chair~~. The ~~Executive T~~ransition ~~C~~ommittee shall have the responsibility to implement the following transition plan:

5.2.1. Communicate with the Governor, the Board of Regents, USHE employees, and other key stakeholders regarding actions taken by the Board in naming an interim successor, appointing establishing an executive transition committee, and implementing ~~the~~ this succession policy.

5.2.2. Consider the need for a search consultant or search firm, based on the circumstances of the transition.

5.2.3. Review the Board's strategic plan and conduct an assessment of the USHE's strengths, weaknesses, challenges, and opportunities in order to identify priorities that need to be addressed during the transition period, and to identify attributes and characteristics that are important to consider in the selection of the next permanent Commissioner.

5.2.4. Establish a time frame and plan for the recruitment and selection process.

5.2.5. Refer to and follow the procedures outlined in R205 in appointing a permanent successor.

#### R143-6. Planned Transition When the Commissioner Is Retiring or Providing Extended Notice

6.1. Planning for the Commissioner's succession should be discussed between the Commissioner and the Board Chair as early as possible, preferably at least one year before the effective date.



6.2. Upon learning of the Commissioner's intended retirement, the Executive Committee of the Board shall meet and Board Chair will appoint establish an executive Ttransition/Search Ccommittee, which shall minimally be comprised of the Board Chair and Vice Chair. The duties of the executive transition Ccommittee shall include:

6.2.1. Discuss with the Commissioner his/her plans and develop a transition plan and schedule.

6.2.2. Discuss the possible future role of the Commissioner within the USHE. If the Commissioner is to have a role in USHE after retirement, that role should be clearly defined so as to not interfere with the new-next permanent Commissioner's responsibilities.

6.2.3. Ensure communication by the Board Chair and the Commissioner of the planned change in leadership to the Governor, the Board of Regents, USHE employees and institutions, the public, and key stakeholders.

6.2.4. Assess the need to conduct a search for the next permanent Commissioner in consultation with the Governor. If it is determined there is a need to conduct a search, recommend to the Board such action be taken and if a search consultant or firm should be employed to enrich the candidate pool. Searches are to be conducted in accordance with the procedures outlined in Regents' Policy R205.

6.2.4.6.2.5. Identify the characteristics that will be critical to the success of the new-next permanent Commissioner. In developing the criteria, the Committee will seek the input of the Governor, Regents, the Commissioner, USHE employees, institutional presidents, institutional trustees, and other important stakeholders.

6.2.5. Consult with the Commissioner to determine potential candidates to serve as the next Commissioner.

6.2.6. The Transition/Search Committee shall develop and implement an open search in accordance with the procedures outlined in R205 in order to find and select the best qualified candidate as soon as possible.

6.2.7-6.2.6. During the period of the a search, the Board and Office of the Commissioner of Higher Education shall be managed in accordance with the emergency/temporary procedures set forth above.

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May 9, 2012

MEMORANDUM

TO: State Board of Regents  
FROM: William A. Sederburg  
SUBJECT: Salt Lake Community College - 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 continues the response to that charge.

For USHE institutions this will be an iterative process given the dynamic nature of higher education and technology. Representatives from Salt Lake Community College will be in attendance to present their plan.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the Technology Strategy Plan for Salt Lake Community College.

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William A. Sederburg  
Commissioner of Higher Education

WAS/GLS/EMD

# Office of Information Technology Strategic Plan

Calendar Year 2012-2015



Step Ahead.

**Prepared by:**

The SLCC Technology Strategic Action Team  
March 01, 2012



## **Executive Summary**

*SLCC provides integrated, flexible, and dependable technology ensuring anytime/anywhere access for students, faculty, staff, and the community to enhance instructional quality and help all SLCC constituents to meet their goals.*

The IT Strategic Planning Team also reflected on the institution's core values and how the College should take those values into account when making decisions regarding its technological development. As a result of those discussions, the Planning Team identified a set of guiding principles for IT decision-making that reflect SLCC's values "in action." In other words, they indicate how the College will rely on its values when choosing between competing demands and courses of action to ensure that its decisions regarding technology are consistent with its institutional mission and vision.

### ***SLCC's Guiding Principles for IT Decision-Making***

- 1. SLCC provides opportunities for students to develop the skills needed in today's increasingly technology-dependent economy.*
- 2. SLCC provides innovative, technology-enabled learning environments that are flexible, reliable, and capable of accommodating multiple approaches to teaching.*
- 3. SLCC provides information, services, and resources anytime, anywhere, as appropriate.*
- 4. SLCC uses technology to be responsive to the needs of its diverse community.*
- 5. SLCC technology environments support effective partnerships and interaction with institutions, companies, and the community.*
- 6. SLCC provides faculty and staff with the training and support necessary to facilitate their efficient use of the available technological resources.*
- 7. SLCC provides a stable, supportable foundation of technology that evolves without disrupting the College's core functions.*

Finally, after assessing the current state of SLCC's environment in relation to its vision for the future of technology at the College, the IT Strategic Planning Team developed a series of IT goals and strategies intended to support the institution's progress toward that future.

### GOALS

The following information technology goals align and support the Salt Lake Community College Strategic Vision and initiatives.

#### GOAL 1: (INTEGRATION & ACCESS)

Information Technology will plan and deliver integrated information services to enable customers to access the information they need, when and where they need it.

#### GOAL 2: (SERVICE DELIVERY)

Information Technology will meet or exceed customer requirements for technology service delivery.

#### GOAL 3: (IMPROVE & STREAMLINE)

Information Technology will leverage existing, emerging, and innovative technologies to enhance, improve, and streamline business processes.

#### GOAL 4: (PRIVACY & SECURITY)

Information Technology will ensure the privacy, integrity, reliability and appropriate use of information resources.

## INFORMATION TECHNOLOGY STRATEGIC PLAN – CY 2012-2015

The table below summarizes the objectives and strategies and how they map to each of the Office of Information Technology Strategic Goals which are shown at the right.

The table below summarizes the objectives and strategies and how they map to each of the Office of Information Technology Strategic Goals which are shown at the right.		Goal 1: Integration & Access	Goal 2: Service Delivery	Goal 3: Improve & Streamline	Goal 4: Privacy & Security
Objectives	Strategies	Goals			
1. Assess, coordinate, oversee, and fund all technology activities.	1.1 Strengthen the charter of the IT Steering Committee, including the approval, coordination and prioritization of projects, the coordination of purchasing activities, and the communication of these activities to the College community.	✓	✓	✓	✓
	1.2 Identify and obtain institutional funding sources for IT projects, including technology lifecycle replacements including PC's, Laptops, infrastructure, expansion projects, and ongoing hardware and software maintenance.		✓	✓	
	1.3 Provide motivation/incentives for utilization of existing technology resources and applications.	✓	✓	✓	✓
	1.4 Maintain and participate in ensuring ADA compliancy.	✓	✓	✓	✓
	1.5 Develop strategies for staff recruitment and development.			✓	✓

## INFORMATION TECHNOLOGY STRATEGIC PLAN – CY 2012-2015

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		Goal 1: Integration & Access	Goal 2: Service Delivery	Goal 3: Improve & Streamline	Goal 4: Privacy & Security
Objectives	Strategies	Goals			
<b>2.</b> Work collaboratively with campus areas and other school units to leverage technology as a means of conducting College business and eliminating manual transactions to create a user friendly “paperless college”.	<b>2.1</b> Take advantage of current and developing technologies to provide students an external “one stop shopping” view of detailed course information and availability.	✓	✓	✓	
	<b>2.2</b> Maintain, support and provide expanded capabilities to the e-commerce technologies used across the campus.	✓	✓	✓	
	<b>2.3</b> Work collaboratively with the School of Applied Technology (SAT) to develop and integrate an administrative application that meets the flexible needs of SAT and integrates into Banner ERP systems that help align their business processes.	✓	✓	✓	✓
	<b>2.4</b> Provide development, integration and operational support for the enhancement of existing applications used in the administration of SLCC - Online Application, Online Registration, Online Residency application, Course Pre-requisite checking, Online grading, etc.	✓	✓	✓	✓
	<b>2.5</b> Collaborate with the campus community on new and emerging technologies that enhance or provide new solutions to support SLCC business operations and enrollment growth – Degree Works, Mobile Applications, etc.	✓	✓	✓	✓

## INFORMATION TECHNOLOGY STRATEGIC PLAN – CY 2012-2015

The table below summarizes the objectives and strategies and how they map to each of the Office of Information Technology Strategic Goals, which are shown at the right.

		Goal 1: Integration & Access	Goal 2: Service Delivery	Goal 3: Improve & Streamline	Goal 4: Privacy & Security
Objectives	Strategies	Goals			
3. Create and implement a current, stable, and reliable Enterprise Infrastructure.	3.1 Continue to provide and expand a ubiquitous secure wireless infrastructure in public areas, both indoors and outdoors, to meet the increasing demand for wireless access.	✓	✓	✓	✓
	3.2 Utilize current industry best practices to implement infrastructure redundancy and remove single points of failure.	✓	✓	✓	
	3.3 Eliminate WAN/LAN bottlenecks to support intra/inter-campus communications and collaboration.	✓	✓	✓	✓
	3.4 Update/Improve power resiliency for infrastructure on critical systems to ensure systems availability.	✓	✓	✓	
	3.5 Continue to provide resilient, flexible, and scalable voice communications to support college business operations and collaboration.	✓	✓	✓	✓
	3.6 Integrate a scalable video communications platform to support college business operations and collaboration.	✓	✓	✓	✓
	3.7 Integrate Fax over IP technology into existing infrastructure to reduce equipment management and equipment costs.	✓	✓	✓	✓



## INFORMATION TECHNOLOGY STRATEGIC PLAN – CY 2012-2015

The table below summarizes the objectives and strategies and how they map to each of the Office of Information Technology Strategic Goals which are shown at the right.

		Goal 1: Integration & Access	Goal 2: Service Delivery	Goal 3: Improve & Streamline	Goal 4: Privacy & Security
Objectives	Strategies	Goals			
4. Research and development of emerging web based technologies to enhance existing tools and provide new solutions to match the changing needs of the college community.	4.1 Implementation of new college wide content management system (CMS), migrating from EOL system.	✓	✓	✓	✓
	4.2 Enhance single sign-on technologies to provide a better end user experience.	✓	✓	✓	✓
	4.3 Research and development of mobile applications to allow the accessing of information anytime and anyplace.	✓	✓	✓	✓
	4.4 Provide a dashboard service to end users, which will provide a conduit for real-time monitoring and notification of issues with technologies that may impact the end user experience.	✓	✓	✓	✓
	4.5 Maintenance of existing software developed by web services to not only enhance functionality but evaluate and test security mechanisms to provide up to date security controls to protect user information.	✓	✓	✓	✓

## INFORMATION TECHNOLOGY STRATEGIC PLAN – CY 2012-2015

The table below summarizes the objectives and strategies and how they map to each of the Office of Information Technology Strategic Goals which are shown at the right.

		Goal 1: Integration & Access	Goal 2: Service Delivery	Goal 3: Improve & Streamline	Goal 4: Privacy & Security
Objectives	Strategies	Goals			
5. Establish teaching and laboratory environments that most effectively provide the learning tools required by students.	5.1 <u>Standardize</u> instructional computing core hardware and software configurations, purchases and licensing, refresh cycles and user authentication.	✓	✓	✓	
	5.2 Aggressively pursue <u>research and development</u> of technologies that will provide student learning experiences comparable with those practiced in industry.	✓	✓	✓	✓
	5.3 Consolidate technological resources and trained personnel to <u>create "Technology Centers"</u> (near multiple lab areas) that will effectively provide vital services in a shared learning environment.		✓	✓	
	5.4 <u>Continue to Integrate</u> student-owned electronic devices with the college's available technology.	✓	✓	✓	✓
	5.5 Effectively <u>train faculty and staff</u> how to use the learning tools in classrooms and labs.		✓	✓	
	5.6 Establish a <u>collaborative governing body</u> to oversee best practices for computer labs.	✓	✓	✓	✓

## INFORMATION TECHNOLOGY STRATEGIC PLAN – CY 2012-2015

The table below summarizes the objectives and strategies and how they map to each of the Office of Information Technology Strategic Goals which are shown at the right.

		Goal 1: Integration & Access	Goal 2: Service Delivery	Goal 3: Improve & Streamline	Goal 4: Privacy & Security
Objectives	Strategies	Goals			
6. Design and implement a comprehensive IT training facility that can be utilized by students, faculty and staff in an anytime-and-for-any-purpose environment.	6.1 Design a training facility that can be used effectively for training on infrastructure hardware and software, new PC/mobile devices/apps and newly implemented technology.	✓	✓	✓	✓
	6.2 Make available teaching/training materials on an as needed/requested basis. Hardware and software can be easily available.	✓	✓	✓	
	6.3 Survey student, faculty and staff about technology and technical training needs.		✓	✓	
	6.4 Provide training for Supervisors on account creation and maintenance and department network share security.	✓	✓	✓	✓

## INFORMATION TECHNOLOGY STRATEGIC PLAN – CY 2012-2015

The table below summarizes the objectives and strategies and how they map to each of the Office of Information Technology Strategic Goals which are shown at the right.

		Goal 1: Integration & Access	Goal 2: Service Delivery	Goal 3: Improve & Streamline	Goal 4: Privacy & Security
Objectives	Strategies	Goals			
7. Increase and assess user security awareness, classify and protect sensitive data, secure the technical environment and support institutional initiatives.	7.1 Provide training for large groups, departments and individuals.	✓		✓	✓
	7.2 Maintain an up-to-date security website to provide user resources and contact information.	✓	✓	✓	✓
	7.3 Conduct regular assessments to identify end-user awareness regarding sensitive information and security best practices.		✓	✓	✓
	7.4 Identify and secure data stores according to sensitivity.		✓		✓
	7.5 Secure the environment utilizing Firewalls and other security technologies.	✓			✓
	7.6 Report on sensitive discoveries and facilitate remediation.		✓	✓	✓
	7.7 Support the development and maintenance of policy and procedure.	✓			✓
	7.8 Support institutional auditing and compliance initiatives.			✓	✓

## INFORMATION TECHNOLOGY STRATEGIC PLAN – CY 2012-2015

The table below summarizes the objectives and strategies and how they map to each of the Office of Information Technology Strategic Goals which are shown at the right.

		Goal 1: Integration & Access	Goal 2: Service Delivery	Goal 3: Improve & Streamline	Goal 4: Privacy & Security
Objectives	Strategies	Goals			
8. Leverage public and private cloud technologies that enhance College technology initiatives and student learning.	8.1 Leverage Virtual Computing System to improve student, faculty and staff access to College licensed programs. Utilize system to reduce numbers of college labs and computers by using personal devices and making labs more flexible for software delivery.	✓	✓	✓	✓
	8.2 Implement Google Apps for Edu or similar technologies and integrate into MyPage portal. Utilize system to provide improved email solution and enhanced collaboration for students.	✓	✓	✓	✓
	8.3 Work with Academic Schools and Divisions to make lab software licensing compatible with online virtual environment.	✓		✓	
	8.4 Research available cloud service offerings, and implement those that complement the institution's goals and needs.	✓	✓	✓	✓

## INFORMATION TECHNOLOGY STRATEGIC PLAN – CY 2012-2015

The table below summarizes the objectives and strategies and how they map to each of the Office of Information Technology Strategic Goals which are shown at the right.

		Goal 1: Integration & Access	Goal 2: Service Delivery	Goal 3: Improve & Streamline	Goal 4: Privacy & Security
Objectives	Strategies	Goals			
9. Ensure ability to address a disaster or carry on in the face of a disaster.	9.1 Maintain documentation of a disaster recovery plan and procedures to be followed in the event of a disaster.		✓		
	9.2 Identify operations and timelines to be restored in the event of a disaster.		✓		
	9.3 Prepare the organization to effectively recover from a disaster.		✓	✓	
	9.4 Identify key operations (software & hardware) to recover.		✓		
	9.5 Train staff to deal with various emergencies and system disruptions.		✓	✓	
	9.6 Ensure business continuity of key systems (financial and student).		✓		
	9.7 Run annual test of Disaster Recovery / Business Continuity plans.			✓	✓



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May 9, 2012

MEMORANDUM

TO: State Board of Regents  
FROM: William A. Sederburg  
SUBJECT: Snow College - 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 continues the response to that charge.

For USHE institutions this will be an iterative process given the dynamic nature of higher education and technology. Representatives from Snow College will be in attendance to present their plan.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the Technology Strategy Plan for Snow College.

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William A. Sederburg  
Commissioner of Higher Education

WAS/GLS/EMD

May 9, 2012

MEMORANDUM

TO: State Board of Regents  
FROM: William A. Sederburg  
SUBJECT: Snow College – Bachelor of Music in Commercial Music

Issue

Snow College proposes to offer a Bachelor of Music (BM) Degree in Commercial Music with emphases in Instrumental Performance, Vocal Performance, Music Production and Songwriting/Composition, beginning Fall of 2012. The Snow Board of Trustees approved the program on June 16, 2011.

Background

This is the first four-year program submitted by Snow College. As with all new submissions that reflect a mission change, the academic affairs staff has spent considerable time in assisting Snow with this proposal.

The proposed degree will provide students with fundamental competencies in the core areas of music study including music theory, sight singing and ear training, piano proficiency and individual musicianship. The commercial performance, production and music business components of the degree will further prepare students to succeed as musicians at every level and in a wide range of musical styles and genres. The degree proposal has been modeled after similar programs offered at other out-of-state institutions, but is unique among the USHE schools, although Utah Valley University has a commercial music emphasis and plans to bring to the Regents a request to offer a baccalaureate degree in this area. The Regents already approved two AAS degrees akin to commercial music proposed by Salt Lake Community College.

Students completing four-year degrees in music can expect job growth of 7 to 13% according to the U.S. Department of Labor's Bureau of Labor Statistics. Those that opt to perform will face keen competition for the job openings for professional players and singers. However, most professional performers also make a significant part of their income from teaching private lessons; and job growth in this area is also expected to be very strong, although supporting data are speculative.

Currently there are 132 music majors at Snow College. Of these majors, more than 82% have expressed an interest in the Bachelor's of Music in Commercial Music and stated it would influence their decision to remain at Snow College to earn the four-year degree. Funding for the proposed degree will come from tuition revenue and a pledged donation of \$68,000 from an anonymous source. The pledged donation is for only one year.



Snow has a unique summer jazz workshop offered by The Julliard School of Music. This summer workshop is expected to continue and to draw students from throughout the country to Snow College.

### Policy Issues

The Chief Academic Officers (CAOs) reviewed the Snow proposal very carefully and several themes emerged:

1. That the proposed program will produce entrepreneurs who can make a living in Sanpete County or elsewhere is questionable. Snow will need to scrutinize its graduates to assure its program is preparing them to sustain themselves and their families economically.
2. The CAOs recommended Snow pursue a BA/BS instead of the more rigorous BM in Commercial Music. While Snow demonstrated that other programs across the country resemble the Snow proposal for the BM, in actuality, Snow lacks some of the courses typically found in the foundations of music portion of the curriculum, such as instrumental music literature and fingerboard theory, which are offered by other USHE institutions in their BM degrees. The Snow College curriculum, as proposed, contains the minimum number of courses for the BM degree.
3. The quality and quantity of faculty were of concern. CAOs cited that Snow does not have a full-time PhD musicologist needed to teach history, literature and theory, which is typical in a BM degree. Instead, Snow has a part-time person qualified to teach these courses and will seek a full-time person if Snow's projections on enrollments warrant the change. In addition, CAOs also raised concern that some of the faculty are teaching in areas that are not supported by their educational backgrounds. While Snow has hired three Julliard alumnae, it also includes three full-time Julliard faculty to teach drums, trombone, and bass. These faculty come to Snow when they are able, but not once a week, a necessity for training and producing competent musicians. It should be noted that both Dixie State College, in music, and Southern Utah University, in art, did not have programs approved until appropriate faculty were hired.
4. Snow College music faculty did not appear to consult with their colleagues across the system as they designed the program curriculum. Such consultation could have resolved curricular issues earlier in the program development process and could have better served the College, the system and the students. A consequence of the lack of collegial review and feedback is that Snow's program is small and does not have the breadth or depth of courses offered throughout the USHE. Collaboration between and among other USHE institutions could have been developed to offer a full complement of courses. Snow music faculty would be well served in the future to attend the music faculty discipline major's meetings each year with a focus on consultation with colleagues that will help build and strengthen the Snow BM degree.

At the present time, Snow has the faculty and courses to begin a BM in Commercial Music. The institution will need to attend to the above if it is to develop a viable four-year program.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the commencement of the Bachelor of Music in Commercial Music requested by Snow College. The Commissioner also recommends Snow College provide to the Regents both two-year and three-year reports that demonstrate that appropriate faculty have been hired, particularly a full-time PhD Musicologist, with an accurate accounting of the number of students in the major.

---

William A. Sederburg  
Commissioner of Higher Education

WAS/PCS  
Attachment

Programs and Planning Committee

Action Item

Request to Offer a Bachelor of Music in Commercial Music

Snow College

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

May 9, 2012

**Program Request  
Snow College  
BM in Commercial Music**

**Section I: The Request**

Snow College requests approval to offer a Bachelor of Music (BM) degree in Commercial Music effective Fall Semester 2011. The institutional Board of Trustees approved this program on June 16, 2011.

**Section II: Program Description**

**Overview**

This proposed Bachelor of Music Degree in Commercial Music at Snow College is part of an effort to fill its mission and to connect its fine arts programming with meaningful workforce preparation and economic development. Further, if approved, it will be the only program of its kind among USHE institutions. Although Utah Valley University offers some elements of this type of program in its newly approved Bachelor of Music in Performance degree, the focus of this proposal on preparing students to work in a broad range of commercial music idioms makes it unique in the Utah System of Higher Education. The UVU degree is a traditional performance degree, with some coursework required or elected in music technology, and business. The Snow College proposal is a commercial music degree with emphases in performance, technology, and songwriting/composition. The proposal fits squarely within R-312-4.4, which allows for less than 10 percent of all degrees offered at Snow College to be bachelor's degrees. It is particularly timely in that it answers the call from leadership of the Utah Higher Education Appropriations Subcommittee to make academic programs as relevant to workforce preparation as possible. While the proposed degree is an academic and not a CTE-type degree, the focus of this particular program will be occupational, focusing on the preparation of students to become working musicians in the field of contemporary music performance and production.

**Complete Program Description**

Snow College proposes to offer a Bachelor of Music Degree in Commercial Music with emphases in Instrumental Performance, Vocal Performance, Music Production and Songwriting/Composition. The proposed degree will provide students with fundamental competencies in the core areas of music study including music theory, sight singing and ear training, piano proficiency and individual musicianship. The commercial performance, production and music business components of the degree will further prepare students to succeed as musicians at every level. The degree proposal has been modeled after similar Bachelor of Music degrees offered at other out-of-state institutions, but is unique among USHE schools. No USHE institution currently offers such a degree program.

**Purpose of the Degree**

It is the purpose of this degree to provide students with the core skills necessary to be successful in a wide range of musical endeavors, including traditional, commercial and jazz performance, contemporary songwriting, scoring and arranging and music recording and production. It is also the purpose of this degree to provide students with training on the tools used by commercial musicians, including hardware and software platforms and web-based delivery systems. In addition, there is a business element in the proposed curriculum, designed to prepare students to compete in the marketplace and to imbue them with an entrepreneurial spirit as they prepare to enter the music industry. In short, it is the purpose of this degree to prepare students to begin work as professional musicians. For this reason, Snow College is

proposing that this be a Bachelor of Music degree, rather than a Bachelor of Arts or other degree. The BM degree is the professional music degree. It has the necessary depth of study and musical rigor to prepare graduates to be competitive in the music profession.

Students attending Snow College have the advantage of a unique learning environment. Very few music students at the college commute between home and campus. Most live less than a half mile from the music teaching and performing facility, the George S. and Dolores Dore Eccles Center for the Performing Arts. This residential environment creates a unique opportunity for immersion in music learning.

### **Institutional Readiness**

The study of music has been a special area of emphasis at Snow College for decades. The Board of Regents and State Legislature have supported this emphasis through the prioritization and funding of the Eccles Center for the Performing Arts, which opened in 2003. As measured by headcount, the music department grew more than any other department at Snow College between the years 1999-2008 (*Snow College Budget Reduction Plan*, 2008, p. 5). The cost study from the 2010-11 academic year reveals a continuation of this growth trend.

Music has been an important part of Snow College since the institution's founding in 1888. Music classes were a feature of the curriculum during that first year. In 1894, Anthony C. Lund was hired as its first special instructor of music. Mr. Lund ultimately became the Director of the Mormon Tabernacle Choir, and Chair of the Music Department at Brigham Young University. The first College orchestra was founded in 1896 and the first band in 1897. The College began offering diplomas in band, orchestra, and choral teaching in 1905. Many prominent early Utah music educators received their training at Snow College.

Snow College has continued its historical legacy in music. Beginning in 1997, with associate membership, and culminating with full accreditation after a ten-year process, The Horne School of Music at Snow College became a fully accredited member of the National Association of Schools of Music (NASM) in 2009. Snow College has one of only 26 accredited music programs out of the 1,200 two-year colleges in the country.

The Eccles Center for the Performing Arts, completed in 2003, contains a 700-seat concert hall, 120-seat recital hall, and significant rehearsal, practice, and classroom space. It also includes a 16-seat, electronic music/keyboard lab (updated 2010) and a multi-track digital audio recording and production facility. The College's "All-Steinway" designation has ensured students access to exceptional pianos.

Snow College has one dedicated recording studio, but also a number of other spaces that serve this purpose and others. Included in this is a concert hall that doubles as a scoring stage with a 24 channel, multi-track Pro Tools recording system, two theaters with similar 24-channel Pro Tools systems. In addition there is a smaller recital hall and dedicated percussion room that are multi-track capable and connected to the central recording studio. Further, there are 14 computer based recording/MIDI stations in the keyboard lab with access to Logic, Pro Tools and Sibelius.

The college also operates a radio station – KAGE – that has small recording facilities, and provides a platform for the broadcast of student projects. The current facility provides sufficient capacity for the next 5 years.

In the Sanpete County area there are three recording studios with which the College has partnerships. Mid-Utah Radio operates several professional recording spaces in Manti, while JD Fox Productions operates a studio in Mount Pleasant, and MeWe Productions has a studio in Ephraim. In addition, the college partners with Manti Cable for recording and delivery of audio and video, providing students with an outlet for projects created through the Merrill Osmond Musical Entrepreneurship Center.

The Juilliard School in New York City has partnered with the College to teach and recruit music students. This partnership is evidence of the exceptional quality of the music program at Snow College, including its faculty and facilities. In July 2011, Snow College hosted the seventh annual Juilliard Jazz Workshop at Snow College in Ephraim, Utah. Several times during each academic year Snow College hosts faculty from The Juilliard School in residence, providing students with opportunities for master classes and other training.

### **Partnership**

The Juilliard School is partnering with Snow College on this proposal in developing the program, including curriculum, recruiting students to the program, and teaching credit courses and noncredit workshops in Ephraim and via distance education.

### **Faculty**

The National Association of Schools of Music (NASM) Visitors Report (2009) lists the music faculty at Snow College as one of the two-year program's strengths. The visiting team found the faculty "committed," and also cited the faculty's "high standards," and "deep [concern] for student success."

The music faculty at Snow College are well known and respected as both educators and performers. Snow College faculty have performed on the great concert stages of the world as both soloists and ensemble members. They have performed with luminaries in the fields of traditional art music and jazz and popular music. They are nationally published composers and arrangers, regularly recognized by their peers. They appear as clinicians, panelists and presenters at music events throughout the United States. They also have significant experience in the commercial world, having produced and/or performed on recordings used for television, feature films and other electronic media. Specifically as it relates to the teaching of upper division music history, Snow College is fortunate to have a terminally-degreed musicologist living in Sanpete County who will assume responsibility for the teaching of the two sections of traditional Music History and Literature at the 3000 level. These are the only upper division courses in this content area required for the proposed degree. Based on the enrollment projections contained herein, this would mean the teaching of one section of upper division Music History and Literature in the Fall and one section in the Spring. If the program grows beyond projected enrollment, Snow College will expand this position as needed and hire accordingly. The other upper division music history courses required for this degree are in Jazz and Popular Music, and will be taught by the Director of Jazz Studies, who holds the appropriate degree to teach these classes.

A degree such as the type proposed in this document requires that the affected faculty work closely to integrate the study of music. It is the ongoing goal of the combined faculty at the Horne School of Music at Snow College to actively pursue opportunities for integrated learning and to work to create whole musicians, and not merely students with seemingly unrelated skill-sets. Snow College has received recognition for its efforts in demonstrating that coursework can be integrated. Because of their current efforts, the faculty at Snow College are well-suited to teach the curriculum as it is proposed in this document, and are confident

that the proposed curriculum would produce students who are prepared to face the challenges of the workplace as musicians.

More specific information about music faculty qualifications and accomplishments is provided in Section VII.

In addition to the music department faculty, the occupational focus of this degree has led to the inclusion of nine credit hours of business courses (three specifically related to music business and six hours of business electives). The Snow College Business Department faculty, as well as The Juilliard School faculty, support the inclusion in this degree program of coursework from their curricular area.

### **Staff**

The Snow College Division of Fine Arts includes the departments of Visual Arts, Dance, Music and Theater Arts. The division is supported by an administrative assistant who reports to the Dean of Fine Arts. The Fine Arts Division Administrative Assistant is supported by two part-time student clerical workers. Each full-time music department faculty member is supported by a part-time student assistant. Student workers also support the in-house music library, concert production, and technology lab efforts. This proposal includes increased administrative support as the department grows.

### **Library and Information Resources**

Snow College opened the new state-of-the-art Karen H. Huntsman Library in 2010. Present Snow College library holdings in music provide a solid foundation for the resources necessary to support the proposed degree. As an accredited NASM institution, Snow College has worked aggressively to ensure the library collection meets NASM standards. Each music faculty member is responsible for ensuring holdings in his or her areas are adequate to meet student needs. The College has recently added the Grove Online database Naxos Music Library and Oxford Music Online to its electronic holdings.

### **Admission Requirements**

Any matriculated Snow College student is eligible to apply to the proposed program. Acceptance will be determined through a process of application and audition. Declaration of the major is required for admission and accomplished through the process defined by the registrar's office. Auditions for admission for fall semester will be held in February and auditions for admission for spring semester will be held in November. Successful applicants will demonstrate musical competence and potential on their individual instrument or voice commensurate with the demands of the rigorous musical requirements of the degree.

### **Student Advisement**

Advisement of music majors at Snow College is the responsibility of the full-time faculty in concert with professional advisors in the College Student Success Center. A music major meeting is conducted at the beginning of each semester to ensure incoming students have accurate information about program requirements. Faculty members meet each semester with the music majors assigned to them, and update their music major tracking form, ensuring progress is being made toward program completion.

### **Justification for Number of Credits**

124 credits will be required for the completion of this degree. The degree has been structured to ensure students are able to master necessary competencies and still progress toward graduation in a timely

manner. It has also been written to comply with the NASM standards for professional degrees in music, with more than 65% of the content of the degree being comprised of music courses.<sup>1</sup>

### **External Review and Accreditation**

Faculty from the Juilliard School review the music program at Snow College on an ongoing basis. Continuation of the partnership with the New York conservatory has been as a result of continuing positive reviews. The Juilliard School will support and review the program through its transition to a four-year program.

As required by NASM standards for degrees in music industry, the department also has an advisory committee made up of educators and professionals from the music business in the areas of performance, composition and technology. This committee includes:

- Carl Allen, Artistic Director of Juilliard Jazz
- Laurie Carter, Executive Director of Juilliard Jazz, and Vice President and General Counsel of The Juilliard School
- Sam Cardon, Emmy Award winning composer
- Caleb Chapman, Founder of Caleb Chapman Music and Director of Grammy Award winning Crescent Superband
- Merrill Osmond, Ephraim resident and popular entertainer
- Tommy Tallarico, video game composer and creator of *Video Games Live*
- Scott Guy, Executive Director of the Academy for New Musical Theater
- Scott Wilson, Director of Jazz Studies at the University of Florida
- Chandler Judkins, Freelance musician and contractor in Las Vegas
- Nick Fryman, Composer/arranger for Royal Caribbean, Carnival, Celebrity and Disney cruise lines
- Rich Dixon, guitarist, producer, 3-time winner of Utah Studio Musician of the Year
- Jay Lawrence, percussionist with over 30 years experience playing with some of the great luminaries of popular American music
- Dick Wells, Los Angeles based singer/songwriter and studio singer with more than 50 full length film scores to his credit

as well as other individuals representing various areas of the commercial music industry. A complete list of committee members, along with their biographies is available upon request. The advisory committee has participated in the preparation of this program application and will continue to review the program as it progresses. The members of the advisory committee have also provided letters of support for the degree which can be provided if requested. In one such letter, Sam Cardon wrote, "[t]he program as outlined is thorough, smart, challenging and tailor made for the training and education of music professionals. I am personally acquainted with many of the full-time and adjunct faculty and am confident in their ability to execute such a program".

Snow College is an accredited member of the National Association of Schools of Music (NASM). Upon approval of the proposed degree by the Utah State Board of Regents, Snow College will submit an *Application for Substantive Change* to NASM. This application is required for "the addition of courses or programs at a degree or credential level above that included in the institution's current accreditation or preaccreditation" (NASM Handbook, 2009). Once the *Application for Substantive Change* has been

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<sup>1</sup> National Association of Schools of Music. *NASM Handbook*. 2010, p.76



submitted, Snow College will submit an *Application for Plan Approval* to NASM. Ultimately, when students have graduated from the new degree program, transcripts will be submitted to NASM as part of an *Application for Final Approval for Listing*.

The 2009 NASM visiting team viewed the transition to four-year status as the music unit's "primary futures issue." Because Snow College is already an accredited NASM institution, the first two years of the proposed degree already meet NASM standards as documented by the conditions of membership. The music unit understands the NASM process and will meet requirements of the proposed degree.

**Projected Enrollment**

Snow College reported 132 music majors to NASM in the 2011 Higher Education Arts Data Summary. These students are freshman and sophomores. This cohort includes students who are expected to remain at Snow College in order to continue progress toward the Bachelor's Degree in Commercial Music and also those students who will transfer to a university for other music degrees. The chart below assumes a base year enrollment in the new program of 80 lower-division students (42 freshmen and 38 sophomores). The first enrollment of junior students is projected to be 34 students, bringing the first year student headcount to 118 students.

**Projected Enrollment**

Year	Student Headcount	# of Faculty	Student –to-Faculty Ratio	Accreditation Req'd Ratio
1	118	7	16.9	N/A
2	152	8	19	N/A
3	160	8	20	N/A
4	168	8	21	N/A
5	176	8	22	N/A

NASM does not proscribe an acceptable student to full-time faculty ratio. Snow College is fortunate to be supported by a large number of adjunct faculty members who are working in the industry. This proposal includes a budget to expand the role of key adjuncts who are working professionals in the commercial music industry. Snow College is confident that students will have adequate access to faculty.

**Expansion of Existing Program**

Syllabi are being prepared and instructors identified for the upper division courses required for the proposed degree. Snow College is prepared to begin offering the coursework upon approval of the degree.

**Section III: Need**

**Program Need**

The music industry has seen significant change in methods of production, distribution and teaching over the past ten years. These changes have come as a result of extraordinary advancements in personal computer software and hardware and the Internet. Music is an integral part of the entertainment industry in the United States, with revenues in 2010 exceeding 10 billion dollars. These revenues come from a variety of traditional sources, including music recording, physical music sales (CD's, tapes, records), concert revenues, licensing and broadcast, but also from a very large number of revenue streams that didn't exist

ten years ago, including digital downloads, ringtones and streaming.<sup>2</sup> Graduates of this program should enjoy a substantial employment advantage over musicians without these skills. Training students to enter this field meets a need not currently served by any other Utah System of Higher Education institution. Letters of support for this program written by commercial musicians are available upon request.

This Bachelor of Music Degree in Commercial Music at Snow College is an ideal fit for the College and supportive of its community college mission, which includes the offering of degrees in technical and career training. While the proposed degree is an academic and not a CTE-type degree, the focus of this particular program will be both talent and occupational, i.e., the preparation of students to become working musicians in the field of contemporary music performance and production. Snow College chooses to propose this degree as a Bachelor of Music degree (as opposed to a BA degree) because its focus on professional preparation is more in keeping with Snow College's mission of preparing students for professional careers – in this case as performers, composers, and music technologists in the modern music industry.

Snow College is home to one of the nation's premiere two-year music programs. The Horne School of Music at Snow College has been an accredited member of the National Association of Schools of Music (NASM) since 1997 and is one of only 26 community colleges in the nation with NASM credentials. NASM visitors have commended the quality of Snow's music program, commenting on its growing "regional and national reputation" (NASM Visitor's Report, 2004, 2009). Snow College's musical ensembles have been honored with multiple invitations to perform at the College Band Director's National Association Regional Conference in Reno, Nevada, The Utah Symphony's *Video Games Live* concerts, the Costa Rica International Jazz Festival and many other events. Snow College student ensembles have performed all over the world, including concerts in Italy, Slovakia, the Czech Republic, Austria, and The Netherlands. The Eccles Center for the Performing Arts provides Snow College students with an exceptional, state of the art facility in which to pursue the study of music. Snow College has been an All-Steinway School since 2003. Snow's unique collaboration with the Juilliard School is possible because of the quality of music instruction at Snow (*Snow and Juilliard Jazz Programs Jam Together*, Deseret News, August 15, 2006). The proposed degree would significantly benefit all music students by providing that premiere experience over the entire baccalaureate degree, rather than having to transfer midway through the process. This can be especially difficult for music students, as they develop a master/apprentice relationship with a private instructor in their area of expertise, and then have to interrupt that study to transfer.

In addition to its role as the provider of higher education to residents in the six-county service area, Snow College also provides those citizens with access to cultural and artistic events. The college is the artistic center of central Utah, an area of the state that is otherwise underserved in this important "quality-of-life" factor. The college plays host to over 100 concerts, plays, visual arts and dance events each year. These concerts include recent performances by The Utah Symphony, Utah Opera, Repertory Dance Theater, The Canyon Winds, and The Juilliard Jazz Quartet, along with many student-based performances. The proposed bachelors degree will increase both the number of concerts, and the quality of student performing ensembles, thereby providing even greater levels of cultural enrichment to the community.

It is not the intention of this request to change the mission of Snow College, which is that of a community college or associate college. Current Board of Regent policy, R-312-4.4, allows this program at Snow College. Further, there is a growing trend among community colleges throughout the country to offer a very

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<sup>2</sup>The New York Times. *Digital Sales Surpass CDs at Atlantic*. On the Internet, <http://www.nytimes.com/2008/11/26/business/media/26music.html? r=1>

limited number of four-year programs to meet particular needs. The scope of this request is therefore limited: a single, four-year Bachelor of Music degree in Commercial Music that leads directly to employment and/or transfer opportunities, all of which would be of significant benefit to the residents of the Snow College service area, and to those who choose to study music at Snow College. No change in the mission of the college need take place. The department in question, The Horne School of Music, already has two-year accreditation by the National Association of Schools of Music, and is an all-Steinway school. It is housed in the Eccles Center for the Performing Arts, a state-of-the-art facility and has both the necessary number of faculty members and the necessary faculty qualifications to begin offering the proposed degree immediately.

### **Labor Market Demand**

According to the US Department of Labor, Bureau of Labor Statistics, "Employment [for musicians] is expected to grow as fast as average (7-13%). Keen competition for jobs, especially full-time jobs, is expected to continue. Talented individuals who are skilled in multiple instruments and musical styles will have the best job prospects."<sup>3</sup> The proposed program will be particularly helpful for students seeking employment due to its focus on multiple instruments and musical styles.

Because of the size and complexity of the modern music industry, many opportunities, both traditional and contemporary, exist for employment for those completing the proposed degree. An abbreviated list of these jobs includes:

- Professional performance
- Commercial arranging and composition
- Film, TV or game scoring
- Music recording and production
- Live event production
- Music management, business or law
- Music online or retail sales
- Private instruction
- Music supervisor

It is clear that for the training of a contemporary musician to be complete, he or she must receive strong training in the traditional core skills, but that a greater emphasis must also be placed on use and mastery of the new tools available for use. For this reason, the proposed degree in Commercial Music will have a focus that is practical, applied and occupational. In his article, *The Coming Melt-Down in Music Higher Education* music educator and critic David Cutler of the Duquesne University Center for Music Entrepreneurship Studies suggests that this focus might be critical to the future of music education in general:

As we have witnessed in the recording, automobile, and housing sectors, past formulas for success may not last forever. Industries that fail to adapt to current realities are often unsustainable...Over the coming decades, the music schools that thrive will be those that differentiate their offerings, cultivate entrepreneurial leaders, and best prepare students for

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<sup>3</sup> US Department of Labor, Bureau of Labor Statistics. *Occupational Outlook Handbook, 2010-11 Edition: Musicians, Singers, and Related Workers*. On the Internet at <http://www.bls.gov/oco/ocos095.htm>

professional realities.<sup>4</sup>

Students completing four-year degrees in music can expect job growth of seven to 13% by the year 2013 according to the U.S. Department of Labor's Bureau of Labor Statistics. Those that opt to perform, rather than teach in public or private school programs will face keen competition for the job openings for professional players, singers, composers, or other music professionals. Most of the graduates of the proposed program will be competing for these jobs which are typically entrepreneurial in nature, ie., wherein the musician contracts for professional services. According to the US Department of Labor, the annual mean wage for such contractors is \$94,220.00<sup>5</sup> However, most professional performers also make a significant part of their income from the teaching of private lessons, and job growth in this area is also expected to be very strong. Job growth for "self-enrichment teachers" will be much higher than average during that same period of time, with job growth projected to be 32%, particularly in subjects that are not easily delivered by the Internet such as the arts, with the average starting salary in excess of \$17 per hour.<sup>6</sup>

### **Student Demand**

Currently there are 132 music majors at Snow College. Of these majors more than 82% have expressed an interest in the Bachelor's of Music in Commercial Music and stated it would influence their decision to remain at Snow College to earn the four-year degree. As indicated above in the section entitled *Institutional Readiness*, enrollment in the music department is growing at a rate faster than any other department at the College. Consequently it is expected that the number of music majors will continue to grow from the current number of 132.

The Horne School of Music at Snow College has, on several occasions, surveyed its students to determine their level of interest in the Bachelor of Music degree. The most recent written survey was conducted in November of 2010. The results of the last survey (99 of 132 declared music majors participating) follow below.<sup>7</sup>

#### Statement #1

- A 4- Bachelor of Music Degree would be an important factor in my choice of colleges.

RESPONSE: 89% of those surveyed responded that the BM degree would be an important or very important factor in their choice of a college.

#### Statement #2

- A 4-year Bachelor of Music degree would increase the likelihood that I would stay at Snow College until I completed the program of study.

RESPONSE: 82% of those surveyed responded that a BM degree would make it likely or very likely that they would stay at Snow College for four years or until they graduated.

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<sup>4</sup> David Cutler. *The Savvy Musician*. On the Internet at <http://www.savvymusician.com/blog/2010/10/the-coming-melt-down-in-music-higher-education/>

<sup>5</sup> US Department of Labor, Bureau of Labor Statistics, Occupational Employment and Wages, May 2010, on the internet, <http://www.bls.gov/oes/current/oes272041.htm>

<sup>6</sup> US Department of Labor, Bureau of Labor Statistics. *Occupational Outlook Handbook, 2010/11 Edition: Musicians, Singers, and Related Workers*. On the Internet at <http://www.bls.gov/oco/ocos095.htm>.

<sup>7</sup> <http://www.deseretnews.com/article/645193104/Juilliard-and-Snow-jazz-programs-jam-together.html>

### Statement #3

- A 4-year Bachelor of Music degree would increase the likelihood that I would become or continue as a Commercial Music major at Snow College.

RESPONSE: 88% of those surveyed responded that a BM degree would likely or very likely influence them to become or remain a Commercial Music major.

### Statement #4

- I believe that a 4-year Bachelor of Music degree would be beneficial to me in pursuing my musical career.

RESPONSE: 89% of those surveyed responded that a BM degree would be beneficial or very beneficial in pursuing their musical career.

### Statement #5

- If available today, I would be interested in pursuing a 4-year Bachelor of Music degree at Snow College.

RESPONSE: 86% of those surveyed responded that they would be very interested or interested in pursuing the BM degree if it were available today.

### **Similar Programs Already Offered in the USHE**

Utah Valley University incorporates some features of the proposed degree's performance track in their newly approved bachelor's degree in music performance, and Salt Lake Community College has proposed AAS degrees that include lower division instruction in music technology, however, although many music degrees contain areas of curricular overlap, the Snow College proposal is unique in its singular focus on preparation for all of the skills necessary for students to work successfully in a wide variety of contexts in the commercial music industry. Graduates of this program should be prepared for the highly entrepreneurial model that now exists in the music industry. This means that musicians must be prepared to perform, create, or produce in the widest array of musical styles possible. Further, they should have a strong foundation of knowledge and understanding of both the Western Classical tradition and Jazz and Contemporary musical idioms. This means that they must be competent in their area of specialization, but also possess the theoretical and historical understanding necessary to provide context for the musical decisions they will make. In addition, graduates will have a high level of technological competence, knowledge of small business operations, experience with marketing and promotion, and a professional portfolio containing evidence of competencies in these areas. In short, graduates of this program will be highly qualified practitioners whose skills rest on a solid theoretical and historical foundation and who possess the practical skills necessary to apply their expertise in the professional world. Therefore, the degree proposed in this document is not offered at any USHE school. It is offered as a Bachelor of Music degree in many other states, including New York, Florida, Tennessee, Minnesota, California and Texas.

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

There are no in-state collaborators for this degree. The only partner is The Juilliard School in New York City.

The impact on other USHE institutions is limited to the number of students who choose to change their major from music education, or some other music degree, offered at any USHE institution and pursue a degree in Commercial Music at Snow College.

## **Benefits**

Based on the changes in the music industry brought about by the personal computer and the Internet, commercial musicians can live virtually anywhere they choose. Musicians no longer have to reside and work in or near large metropolitan areas in order to make an income sufficient to support a family. Commercial performance track graduates will be more successful in larger metropolitan areas but graduates of the other two tracks can successfully enjoy their livelihood living in any of the small communities found in rural Utah. This program should help the economy in Snow College's service region by providing students who chose to live and work in rural Utah with the core skills necessary to be successful in a wide range of musical endeavors, including traditional, commercial and jazz performance, contemporary songwriting scoring and arranging, music recording and production, hardware and software platforms and web-based delivery systems.

The office of Economic Development for Sanpete County estimates that 6% of the nonfarm workers in Sanpete County make all or a substantial portion of their income in the arts. Some are originally from the area while others have relocated here to join with the artist communities that have emerged over the years. The addition of this program is intended to function as a cluster acceleration to expand the artist communities in Sanpete County with the development of highly skilled and entrepreneurial commercial musicians. The synergy that will come as a result of a broader focus on commercial fine arts, as assisted by Snow College, should build economic opportunities in these rural areas.

Approving this degree will improve educational access for the population of Central Utah. Snow College music students have already indicated their desire to remain at Snow College to complete their baccalaureate degree. Although Snow College's role as a transfer institution will not change, the approval of this proposal would serve those students by eliminating the expense and difficulty of transferring to another institution.

Further, the qualitative growth of the music program at Snow College that would result from the retention of these talented students for two additional years will greatly benefit the college service area, by improving access to cultural events for one of the most culturally deprived areas of the state. Further, the curricular uniqueness of the proposed degree would benefit the entire USHE system by providing students seeking this kind of experience with an opportunity to remain in Utah.

## **Consistency With Institutional Mission**

Utah State Board of Regents' policy allows community colleges (or associate colleges) to offer a limited number of baccalaureate degrees (See R312-4.4), which is consistent with national trends.

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

Students entering the proposed Bachelor of Music in Commercial Music program at Snow College will gain the knowledge and skills required in order to become highly successful music professionals. Students choosing the performance track will gain professional level skills in voice or on their instrument in a variety of musical idioms. Students choosing the songwriting/composition track will be prepared to work as arrangers and composers in commercial idioms. Students choosing the music technology/audio recording track will be competent and certified in the operation of music software and recording studio technology.

All students will gain necessary skills in business in order to successfully market themselves as professional musicians and manage the financial aspects of their careers. In addition, all students will be

given pre-professional and intern-like opportunities in the music industry through the Merrill Osmond Musical Entrepreneurship Center. The center will act as the in-house, music business operation for the Horne School of Music, overseeing professional performance, production and distribution opportunities for students. In the Osmond Center, students will have the opportunity to interact with music professionals on the Snow College faculty, and also professionals who are members of the Snow College Music Advisory Committee. Students will have the opportunity to work on professional-level projects, and these and other artifacts of professional readiness will be collected for the pre-professional portfolio to be kept by each student and assessed during the required senior capstone course.

In addition to the commercial application of music, all students will receive a solid foundation in fundamental musicianship through a common core of music courses designed to produce musical literacy and analytical skills. The competencies listed below are based on the "Expected Standards of Performance" guidelines of the National Association of Schools of Music.

#### Instrumental Performance Emphasis

- a. Upon graduation, students of the BM degree in Commercial Music with an emphasis in Instrumental Performance will have met the following competencies:
- b. Students will have foundational capabilities in classical performing mediums including the ability to work independently to prepare performances at the highest possible level;
- c. Students will have knowledge of a wide variety solo and ensemble literature suitable for use in public performance, classroom and private studio;
- d. Students will show competency in the performance of a wide variety of solo and ensemble performance in both formal and informal settings;
- e. Students will know and be able to demonstrate basic pedagogical techniques related to their instrument;
- f. Students will demonstrate performance capabilities in various jazz/commercial idioms, including the ability to perform (including doubling on secondary instruments), improvise, compose, arrange, and score;
- g. Students will demonstrate knowledge of musical theater history and jazz/commercial history and literature, including the cultural sources and influences of these musical genres;
- h. Students will possess the skills necessary to begin work as a performer and composer/arranger in a variety of jazz and commercial studio music idioms in various settings as a soloist, and with various sizes and types of ensembles. This includes the ability to produce the appropriate expressive style of the music being created or presented;
- i. Students will possess business and entrepreneurial skills necessary to succeed as professional musicians.

#### Program Assessment - Instrumental Performance Emphasis

Competencies will be assessed in the following ways:

- Standards a, b, and c will be assessed through evaluation of student performance in recitals required each semester, through faculty juries at the conclusion of each semester and through student participation in ensemble performances.
- Standards d, e and f will be assessed during the coursework defined in the standards and through student recital, ensemble performances, and juries. Of particular importance to this effort are the idioms course, where students will demonstrate comprehensive capability in the various idioms studied, and the Capstone course.

- Standards g and h will be assessed through the evaluation of a student portfolio as part of the Capstone course, where independent studies, internships and field work in conjunction with the Merrill Osmond Musical Entrepreneurship Center (, and similar experiences will be strongly encouraged.

#### Vocal Performance Emphasis Standards

Upon graduation, students of the BM degree in Commercial Music with an emphasis in Vocal Performance will have met the following competencies:

- Students will know and be able to demonstrate vocal production and technique sufficient to meet the demands of a variety of commercial music idioms;
- Students will know and be able to demonstrate interpretative skills that enable understanding and performance in a wide variety of styles and formats;
- Students will know and be able to demonstrate basic movement skills necessary for stage including ballet and tap;
- Students will be able to demonstrate the ability to memorize music, learn lines as needed, and perform (in character) literature from opera, operetta and musical theater;
- Students will know and be able to demonstrate a professional level of musicianship, including sight-singing competence, harmonic independence and analytic skills;
- Students will know and be able to demonstrate a clear understanding of meaning, diction and pronunciation in English, and also possess a pronouncing fluency in Italian, German, French, Spanish and Latin;
- Students will demonstrate knowledge of musical theater history and jazz/commercial history and literature, including the cultural sources and influences of these musical genres;
- Students will possess the skills necessary to begin work as a performer or composer/arranger in a variety of music idioms in various settings as a soloist, and with various sizes and types of ensembles. This includes the ability to produce the appropriate expressive style of the music being created or presented;
- Students will possess business and entrepreneurial skills necessary to succeed as professional musicians.

#### Program Assessment - Vocal Performance Emphasis

Competencies will be assessed in the following ways:

- Standards a, b, c and d will be assessed through evaluation of student performance in recitals required each semester, through faculty juries at the conclusion of each semester and through student participation in opera, musical theater or ensemble performances.
- Standards e, f and g will be assessed during the coursework defined in the standards and through student recital, ensemble performances, and juries.
- Standards h and i will be assessed through the evaluation of a student portfolio as part of the Capstone course, where independent studies, internships and field work in conjunction with the Merrill Osmond Musical Entrepreneurship Center (, and similar experiences will be strongly encouraged

#### Songwriting/Composition Emphasis Standards

Upon graduation, students of the BM degree in Commercial Music with an emphasis in Songwriting/Composition will have met the following competencies:



- a. Students will know and be able to demonstrate a professional level of skill in the concepts, tools, techniques, and procedures necessary to develop a composition from concept to finished product;
- b. Students will know and be able to demonstrate competency working in a variety of idioms, including electronic and acoustic media; work with a variety of forms, styles, genres, and notations; and be able to apply principles of scoring appropriate to particular compositions;
- c. Students will be able to demonstrate fluency in the use of tools needed by composers. This includes keyboard skills, spoken and written language, conducting and rehearsal skills, analytical techniques, and other applicable technologies;
- d. Students will demonstrate the skills necessary to produce public performances of their own works in venues appropriate to the event;
- e. Students will demonstrate knowledge of musical theater history and jazz/commercial history and literature, including the cultural sources and influences of these musical genres;
- f. Students will possess the skills necessary to begin work as a composer/arranger in a variety of music idioms, in various settings, and with various sizes and types of ensembles;
- g. Students will possess business and entrepreneurial skills necessary to succeed as professional musicians;
- h. Students will demonstrate competence on their individual instrument or voice at a level commensurate with a student in a performance degree at the end of the junior year.

#### Program Assessment – Songwriting/Composition Emphasis

Competencies will be assessed in the following ways:

- Standards a through e will be assessed as part of the coursework defined by the standards. Students will demonstrate competence in the standards through recitals, recordings and performances of their work, culminating in the Capstone course.
- Standards f and g will be assessed through the evaluation of a student portfolio as part of the Capstone course, where independent studies, internships and field work in conjunction with the Merrill Osmond Musical Entrepreneurship Center, and similar experiences will be strongly encouraged.
- Standard h will be assessed through the jury process.

#### Music Production Emphasis Standards

Upon graduation, students of the BM degree in Commercial Music with an emphasis in Music Production will have met the following competencies:

- i. Students will know and be able to demonstrate the basic skills necessary for work in a recording studio or sound stage, including signal flow, signal routing, microphone types, usage and placement, and cable/connector usage;
- j. Students will know and be able to demonstrate the fundamentals of hardware installation, typical equipment usage and testing/calibration;
- k. Students will know and be able to demonstrate the proper set up for a variety of events including live concerts, acoustic and electric recording sessions and scoring sessions for motion picture or television;
- l. Students will know and be able to demonstrate the ability to work with, interpret and translate files in a variety of digital formats used by audio and video professionals
- m. Students will be able to demonstrate comprehensive literacy of current music software programs for notation, MIDI sequencing, audio recording/sampling and audio/video editing.

- n. Students will be able to demonstrate a comprehensive knowledge of music hardware platforms, including mixing consoles, control surfaces, hard disk recorders, digital audio workstations, audio and MIDI interfaces, channel strips and preamplifiers;
- o. Students will know and be able to demonstrate skills in the use of MIDI – related equipment, including keyboards, percussion and other MIDI – control devices;
- p. Students will be able to demonstrate a comprehensive knowledge of electronic music synthesis, including the history of electronic instruments, additive and subtractive synthesis, FM synthesis, and sample-based synthesis;
- q. Students will possess the skills necessary to begin work as an entry level sound engineer, board operator, producer, keyboard programmer, notation copyist or other entertainment field specialist;
- r. Students will possess business and entrepreneurial skills necessary to succeed as professional music technologists.
- s. Students will demonstrate competence on their individual instrument or voice at a level commensurate with a student in a performance degree at the end of the junior year

#### Program Assessment – Music Production Emphasis

Competencies will be assessed in the following ways:

- Standards a through d will be assessed through the evaluation of student projects produced in connection with the coursework defined by the standards and through the Capstone course.
- Standards d through h will be assessed through the evaluation of student projects produced in connection with the coursework defined by the standards and through the production of recorded projects that benefit the department or other entities.
- Standards i and j will be assessed through the evaluation of a student portfolio as part of the Capstone course, where independent studies, internships and field work in conjunction with the Merrill Osmond Musical Entrepreneurship Center, and similar experiences will be strongly encouraged.
- Standard k will be assessed through the jury process.

The proposed program will be formally evaluated as part of the USHE R411 policy. Further, the Snow College music unit will track and survey graduates to provide data to support program improvement. Core musicianship competencies will be assessed using performance based comprehensive exit exams at the conclusion of music theory, aural skill, piano proficiency, music history and literature and applied private lessons. Ongoing program development will be tied to student course and faculty peer evaluations. Formal external evaluations will be conducted as part of the accreditation process by representatives from the National Association of Schools of Music. All acquired information will be assessed regularly in an effort to increase the quality of the proposed BM degree. Continued national accreditation by NASM will be sought after as part of the BM degree.

## Section V: Finance

The new costs and revenues associated with the proposed program at Snow College are outlined in Template #1 below. For the sake of clarity, a second template is also included that shows the budget for the current two-year program. Please note that the costs of all lower division coursework common to both the proposed degree and the current two-year program as well as personnel, facilities and other costs associated with delivering the existing program are included in Template #2.

**Template 1. New Costs/Revenues Associated with the Proposed Degree**

<b>Financial Analysis Form</b>					
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>Students</b>					
Projected FTE Enrollment	118	152	160	168	176
Cost Per FTE (see note 2)	\$4,538	\$3,778	\$2,951	\$2,687	\$2,582
Student/Faculty Ratio	16.9	19	20	21	22
Projected Headcount	118	152	160	168	176
<b>Projected Tuition</b>					
Gross Tuition	\$101,606	\$199,162	\$219,183	\$240,205	\$262,277
Tuition to Program	<i>See Note 1</i>	<i>See Note 1</i>	<i>See Note 1</i>	<i>See Note 1</i>	<i>See Note 1</i>
<b>5 Year Budget Projection</b>					
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>Expense</b>					
Salaries and Wages	\$28,000	\$82,000	\$82,000	\$82,000	\$82,000
Benefits	\$2,422	\$28,633	\$28,633	\$28,633	\$28,633
<b>Total Personnel</b>	<b>\$30,422</b>	<b>\$110,633</b>	<b>\$110,633</b>	<b>\$110,633</b>	<b>\$110,633</b>
Current Expense	\$0	\$2,419	\$4,959	\$7,626	\$10,426
Travel	\$198	\$406	\$624	\$853	\$1,094
Capital	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
Library Expense	\$2,304	\$2,304	\$2,304	\$2,304	\$2,304
<b>Total Expense</b>	<b>\$47,924</b>	<b>\$130,762</b>	<b>\$133,520</b>	<b>\$136,416</b>	<b>\$139,457</b>
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>Revenue</b>					
Legislative Appropriation					
Grants and Contracts					
Donations	\$65,000				
Reallocation					
Tuition to Program	\$101,606	\$134,162	\$154,183	\$175,205	\$132,277
Tuition Other Programs		\$65,000	\$65,000	\$65,000	\$130,000
<b>Total Revenue</b>	<b>\$166,606</b>	<b>\$199,162</b>	<b>\$219,183</b>	<b>\$240,205</b>	<b>\$262,277</b>
<b>Difference</b>					
Revenue-Expense	+ \$118,682	+ \$68,400	+ \$85,663	+ \$103,789	+ \$122,820

*Note 1: Snow College does not allocate tuition revenues directly to programs. However, increased tuition revenue from growth in the proposed degree is projected to be adequate to fund the expenses of the new degree.*

*Note 2: These numbers reflect the cost per FTE for students admitted to the new degree. Since Snow will continue to serve students seeking to transfer to baccalaureate programs in music education, music therapy and other areas not addressed by this*

degree, the cost per FTE figures only reflect the expenses new to the college as a result of the degree, plus 60% of the music unit's current base budget. The proposal projects that approximately 60% of Snow's music majors will pursue the new degree.

**Template 2. Existing General Fund Appropriation for 2-year program**

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Expense</b>					
Salaries and Wages	\$329,817	\$329,817	\$329,817	\$329,817	\$329,817
Benefits	\$132,409	\$132,409	\$132,409	\$132,409	\$132,409
<b>Total Personnel</b>	<b>\$462,226</b>	<b>\$462,226</b>	<b>\$462,226</b>	<b>\$462,226</b>	<b>\$462,226</b>
Current Expense	\$46,073	\$46,073	\$46,073	\$46,073	\$46,073
Travel	\$3,962	\$3,962	\$3,962	\$3,962	\$3,962
Capital	\$0	\$0	\$0	\$0	\$0
Library Expense	\$0	\$0	\$0	\$0	\$0
<b>Total Expense</b>	<b>\$50,035</b>	<b>\$50,035</b>	<b>\$50,035</b>	<b>\$50,035</b>	<b>\$50,035</b>
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>Revenue</b>					
Legislative Appropriation	\$512,261	\$512,261	\$512,261	\$512,261	\$512,261
Grants and Contracts	\$0	\$0	\$0	\$0	\$0
Donations	\$0	\$0	\$0	\$0	\$0
Reallocation	\$0	\$0	\$0	\$0	\$0
Tuition to Program	\$0	\$0	\$0	\$0	\$0
Tuition Other Programs	\$0	\$0	\$0	\$0	\$0
<b>Total Revenue</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Difference</b>					
Revenue-Expense	\$0	\$0	\$0	\$0	\$0

The numbers in Template #3 represent total funding for both the existing two-year program (which also encapsulates the first two years of the proposed program), plus the new expenses/revenues associated with the proposed program. FTE costs are not included in Template 3 because the costs associated with the generation of the new degree are shown in Template #1.

**Template 3. Total Funding for existing program and proposed new program**

<b>5 Year Budget Projection</b>					
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>Expense</b>					
Salaries and Wages	\$357,817	\$411,817	\$411,817	\$411,817	\$411,817
Benefits	\$134,831	\$161,042	\$161,042	\$161,042	\$161,042
<b>Total Personnel</b>	<b>\$492,648</b>	<b>\$572,859</b>	<b>\$572,859</b>	<b>\$572,859</b>	<b>\$572,859</b>
Current Expense	\$46,073	\$48,492	\$51,032	\$53,699	\$56,499
Travel	\$4,160	\$4,368	\$4,586	\$4,815	\$5,056
Capital	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
Library Expense	\$2,304	\$2,304	\$2,304	\$2,304	\$2,304
<b>Total Expense</b>	<b>\$560,185</b>	<b>\$643,023</b>	<b>\$645,781</b>	<b>\$648,677</b>	<b>\$651,718</b>
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>Revenue</b>					
Legislative Appropriation	\$512,261	\$512,261	\$512,261	\$512,261	\$512,261
Grants and Contracts	\$0	\$0	\$0	\$0	\$0
Donations	\$65,000	\$0	\$0	\$0	\$0
Reallocation	\$0	\$0	\$0	\$0	\$0
Tuition to Program	\$101,606	\$134,162	\$154,183	\$175,205	\$132,277
Tuition Other Programs	\$0	\$65,000	\$65,000	\$65,000	\$130,000
<b>Total Revenue</b>	<b>\$678,867</b>	<b>\$711,423</b>	<b>\$731,444</b>	<b>\$752,466</b>	<b>\$774,538</b>
<b>Difference</b>					
Revenue-Expense	+\$118,682	+\$68,400	+\$85,663	+\$103,789	+\$122,820

It is projected that the Bachelor's of Music in Commercial Music program at Snow College will produce a stream of revenue beyond its cost and assist the College in funding faculty or staff positions outside the music program, help the College become more efficient and better utilize its facilities. In these ways the program helps the College fulfill its community college mission, in addition to the obvious programmatic benefits of improving the quality of the music education and affording more opportunities for students.

As indicated above, 86% of the College's 132 music majors indicated they would be very interested or interested in pursuing the BM in Commercial Music at Snow College if such a degree is offered. The College assumed 60% of its freshman and sophomore students would choose to stay at Snow College and pursue the degree. Under this assumption 34 students would articulate as juniors in the first year of the program and 30 of them would continue as seniors in the second year. It is further assumed over the course of the first five years enrollment would grow by approximately 5%.

The College will hire one additional full-time faculty member in year two of the program. A long time donor to the College, who has honored all prior commitments and who wishes to remain anonymous, pledged to fund the cost of the new faculty member upon approval of the program by the Board.

Based on the enrollment expectations described above, it is reasonably certain that the tuition revenue and one-time donation received during the first year of the program will net \$118,682 in excess of costs. The net revenue in the second year is expected to be \$68,400 and growing each year to \$122,820 in the fifth year of the program.

Full detail for this projection is available upon request.

### Funding Sources

Funding for the proposed degree will come from tuition revenue and a pledged donation, as set forth above.

### Reallocation

Reallocation of funds to support his program will not be necessary.

### Impact on Existing Budgets

The impact on existing budgets will be positive. Tuition revenue in excess of program costs will be used to support other College departments. For example, by the fifth year of the program net tuition revenue will be sufficient to hire one additional developmental English or mathematics faculty member and one additional academic advisor.

## Section VI: Program Curriculum

<b>Bachelor of Music in Commercial Music – Performance, Instrumental Emphasis</b>					
ALL General Education Courses for this degree are lower-division courses as defined by the Snow College AA/AS degree requirements. GE Coursework is distributed throughout the entirety of the 4-year program of study.					
<b>Freshman Year</b>					
<b>Fall Semester</b>			<b>Spring Semester</b>		
MUSC 1110	Music Theory I	3	MUSC 1120	Music Theory II	3
MUSC 1130	Sight Singing/Ear Training I	1	MUSC 1140	Sight Singing/Ear Training II	1
	Private Lessons I	1		Private Lessons II	1
	Ensemble	1		Ensemble	1
	General Education	3		General Education	3
	General Education	3		General Education	3
	General Education	3		General Education	3
<b>TOTAL</b>		<b>15</b>	<b>TOTAL</b>		<b>15</b>
<b>Sophomore Year</b>					
<b>Fall Semester</b>			<b>Spring Semester</b>		
MUSC 2110	Music Theory III	3	MUSC 2350	Fundamentals of Conducting	2
MUSC 2130	Sight Singing/Ear Training III	1	MUSC 2120	Music Theory IV	3
	General Education	3	MUSC 2140	Sight Singing/Ear Training IV	1
	Private Lessons III	1		Business Elective	3
	Ensemble	1		Private Lessons IV	1
	General Education	3		Ensemble	1
	General Education	3		General Education	6
<b>TOTAL</b>		<b>15</b>	<b>TOTAL</b>		<b>17</b>
<b>Junior Year</b>					

Fall Semester			Spring Semester		
MUSC 3630	Music History & Literature I	3	MUSC 4110	Keyboard Harmony	3
MUSC 3306	Improvisation I	2	MUSC 3160	Instrumental Methods/Ped.	2
MUSC 3350	Music Technology I	2	MUSC 3352	Music Technology II	2
MUSC 3540	Form and Analysis	3	MUSC 3406	Improvisation II	2
MUSC 3560	Songwriting I	3	MUSC 3750	Survey of Music Business	3
	Private Lessons V	1		Private Lessons VI	1
	Ensemble	1		Ensemble	1
<b>TOTAL</b>		<b>15</b>	MUSC 3640	Music History and Literature II	3
			<b>TOTAL</b>		<b>17</b>
Senior Year					
Fall Semester			Spring Semester		
MUSC 3030	History of Jazz & Popular Music I	3	MUSC 3031	History of Jazz & Popular Music	3
MUSC 4350	Advanced Conducting	3	MUSC 4840	Live Sound/Concert Production	3
MUSC 4400	Survey Of Contemp. Musical Styles	3	MUSC 4901	Senior Capstone	2
	Private Lessons VII	1		Private Lessons VIII	1
	Commercial Music Ensemble	1		Commercial Music Ensemble	1
MUSC 4130	Commercial Arranging	3		General Education	3
<b>TOTAL</b>		<b>14</b>		Business Elective	3
			<b>TOTAL</b>		<b>16</b>
Bachelor of Music in Commercial Music – Performance, Vocal Emphasis					
ALL General Education Courses for this degree are lower-division courses as defined by the Snow College AA/AS degree requirements. GE Coursework is distributed throughout the entirety of the 4-year program of study.					
Freshman Year					
Fall Semester			Spring Semester		
DANC 1100	Ballet I	1	MUSC 1120	Music Theory II	3
MUSC 1100	Music Theory I	3	MUSC 1140	Sight Singing/Ear Training II	1
MUSC 1130	Sight Singing/Ear Training I	1		Private Lessons II	1
	Private Lessons 1	1		Ensemble	1
	Ensemble	1		General Education	3
	General Education	3		General Education	3

	General Education	3		General Education	3
	General Education	3			
		<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>
					<b>15</b>
<b>Sophomore Year</b>					
<b>Fall Semester</b>			<b>Spring Semester</b>		
DANC 1580	Tap I	1	MUSC 2350	Fundamentals of Conducting	2
MUSC 2110	Music Theory III	3	MUSC 2120	Music Theory IV	3
MUSC 2130	Sight Singing/Ear Training III	1	MUSC 2140	Sight Singing/Ear Training IV	1
	General Education	3		Business Elective	3
	Private Lessons III	1		Private Lessons IV	1
	Ensemble	1		Ensemble	1
	General Education	3		General Education	6
	General Education	3			
		<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>
					<b>17</b>
<b>Junior Year</b>					
<b>Fall Semester</b>			<b>Spring Semester</b>		
MUSC 3630	Music History & Literature I	3	MUSC 3640	Music History and Literature II	3
MUSC 3150	Vocal Methods/Pedagogy	2	MUSC 3352	Music Technology II	2
MUSC 3350	Music Technology I	2	MUSC 3750	Survey of Music Business	3
MUSC 3540	Form and Analysis	3	MUSC 3920	Opera Workshop	1
MUSC 3560	Songwriting I	3		Private Lessons VI	1
	Private Lessons V	1		Ensemble	1
	Ensemble	1	MUSC 4110	Keyboard Harmony	3
		<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>
					<b>14</b>
<b>Senior Year</b>					
<b>Fall Semester</b>			<b>Spring Semester</b>		
MUSC 3920	Opera Workshop	1	MUSC 3031	History of Jazz & Popular Music II	3
MUSC 3030	History of Jazz & Popular Music I	3	MUSC 4840	Live Sound/Concert Production	3
MUSC 4350	Advanced Conducting	3	MUSC 4901	Senior Capstone	2
MUSC 4400	Survey of Contemp. Musical Styles	3		Private Lessons VIII	1
	Private Lessons VII	1		Commercial Music Ensemble	1
	Commercial Music Ensemble	1		General Education	3



MUSC 4130	Commercial Arranging	3		Business Elective	3
<b>TOTAL</b>		<b>15</b>	<b>TOTAL</b>		<b>16</b>
<b>Bachelor of Music in Commercial Music – Music Production Emphasis</b>					
ALL General Education Courses for this degree are lower-division courses as defined by the Snow College AA/AS degree requirements. GE Coursework is distributed throughout the entirety of the 4-year program of study.					
<b>Freshman Year</b>					
<b>Fall Semester</b>			<b>Spring Semester</b>		
MUSC 1110	Music Theory I	3	MUSC 1120	Music Theory II	3
MUSC 1130	Sight Singing/Ear Training I	1	MUSC 1140	Sight Singing/Ear Training II	1
	Private Lessons 1	1		Private Lessons II	1
	Ensemble	1		Ensemble	1
	General Education	3		General Education	3
	General Education	3		General Education	3
	General Education	3		General Education	3
<b>TOTAL</b>		<b>15</b>	<b>TOTAL</b>		<b>15</b>
<b>Sophomore Year</b>					
<b>Fall Semester</b>			<b>Spring Semester</b>		
MUSC 2110	Music Theory III	3	MUSC 2350	Fundamentals of Conducting	2
MUSC 2130	Sight Singing/Ear Training III	1	MUSC 2120	Music Theory IV	3
	General Education	3	MUSC 2140	Sight Singing/Ear Training IV	1
	Private Lessons III	1		Business Elective	3
	Ensemble	1		Private Lessons IV	1
	General Education	3		Ensemble	1
	General Education	3		General Education	6
<b>TOTAL</b>		<b>15</b>	<b>TOTAL</b>		<b>17</b>
<b>Junior Year</b>					
<b>Fall Semester</b>			<b>Spring Semester</b>		
MUSC 3630	Music History & Literature I	3	MUSC 3640	Music History & Literature II	3
MUSC 3350	Music Technology I	2	MUSC 3352	Music Technology II	2
MUSC 3540	Form and Analysis	3	MUSC 3750	Survey of Music Business	3
MUSC 3560	Songwriting I	3	MUSC 4450	Audio Recording Techniques	3
MUSC 4440	Audio Recording Theory	3		Private Lessons VI	1
	Private Lessons V	1		Ensemble	1

	Ensemble	1		General Education	3
<b>TOTAL</b>		<b>16</b>	<b>TOTAL</b>		<b>16</b>
<b>Senior Year</b>					
<b>Fall Semester</b>			<b>Spring Semester</b>		
MUSC 3500	Recording Studio Operations	3	MUSC 4700	Advanced Audio Production	3
MUSC 3720	Audio/Video Post-Production	3	MUSC 4840	Live Sound/Concert Production	3
MUSC 4750	Electronic Music	3	MUSC 4901	Senior Capstone	2
	Private Lessons VII	1		Private Lessons VIII	1
	Commercial Music Ensemble	1		Commercial Music Ensemble	1
MUSC 3030	History of Jazz & Popular Music I	3	MUSC 3031	History of Jazz & Popular Music II	3
<b>TOTAL</b>		<b>14</b>		Business Elective	3
<b>TOTAL</b>			<b>TOTAL</b>		<b>16</b>
<b>Bachelor of Music in Commercial Music – Songwriting/Composition Emphasis</b>					
ALL General Education Courses for this degree are lower-division courses as defined by the Snow College AA/AS degree requirements. GE Coursework is distributed throughout the entirety of the 4-year program of study.					
<b>Freshman Year</b>					
<b>Fall Semester</b>			<b>Spring Semester</b>		
MUSC 1110	Music Theory I	3	MUSC 1120	Music Theory II	3
MUSC 1130	Sight Singing/Ear Training I	1	MUSC 1140	Sight Singing/Ear Training II	1
	Private Lessons 1	1		Private Lessons II	1
	Ensemble	1		Ensemble	1
	General Education	3		General Education	3
	General Education	3		General Education	3
	General Education	3		General Education	3
<b>TOTAL</b>		<b>15</b>	<b>TOTAL</b>		<b>15</b>
<b>Sophomore Year</b>					
<b>Fall Semester</b>			<b>Spring Semester</b>		
MUSC 2110	Music Theory III	3	MUSC 2350	Fundamentals of Conducting	2
MUSC 2130	Sight Singing/Ear Training III	1	MUSC 2120	Music Theory IV	3
	General Education	3	MUSC 2140	Sight Singing/Ear Training IV	1
	Private Lessons III	1		Business Elective	3
	Ensemble	1		Private Lessons IV	1
	General Education	3		Ensemble	1
	General Education	3		General Education	6
<b>TOTAL</b>		<b>15</b>	<b>TOTAL</b>		<b>17</b>

Junior Year					
Fall Semester			Spring Semester		
MUSC 3630	Music History & Literature I	3	MUSC 3640	Music History and Literature II	3
MUSC 3350	Music Technology I	2	MUSC 3352	Music Technology II	2
MUSC 3540	Form and Analysis	3	MUSC 3570	Songwriting II	3
MUSC 3560	Songwriting I	3	MUSC 3750	Survey of Music Business	3
	Private Lessons V	1		Private Lessons VI	1
	Ensemble	1		Ensemble	1
MUSC 4110	Keyboard Harmony	3	MUSC 4150	Commercial Composition	3
<b>TOTAL</b>		<b>16</b>	<b>TOTAL</b>		<b>16</b>
Senior Year					
Fall Semester			Spring Semester		
MUSC 3030	History of Jazz & Popular Music I	3	MUSC 3031	History of Jazz & Popular Music II	3
MUSC 4130	Commercial Arranging	3	MUSC 4140	Contemporary Orchestration	3
MUSC 4350	Advanced Conducting	3	MUSC 4901	Senior Capstone	2
MUSC 4400	Survey of Contemp. Musical Styles	3		Private Lessons VIII	1
	Private Lessons VII	1		Commercial Music Ensemble	1
	Commercial Music Ensemble	1		General Education	3
				Business Elective	3
<b>TOTAL</b>		<b>14</b>	<b>TOTAL</b>		<b>16</b>
All students must also complete the following: Piano Proficiency, Senior Recital, and Concert Attendance (4 Semesters)					

## Section VII: Faculty

### Full Time Faculty (tenured or tenure-track)

Snow College has seven full-time music faculty members, four of whom are women, and one full-time instructional staff assistant. All full-time faculty members hold at least the MM degree; five hold the DA, DMA or AD degree. Faculty members hold graduate or undergraduate degrees from such schools as The Juilliard School, the Manhattan School of Music, the University of North Texas, the Cleveland Institute of Music, the University of Miami, the University of North Texas, Arizona State University and Indiana University, as well as Brigham Young University, the University of Utah and Utah State University. One faculty member is a graduate of the US Army Command and General Staff College, and spent 27 years in the military, retiring as a Lt. Colonel and battalion commander.

Please note that an additional full-time faculty slot is included as part of this proposal. It is anticipated that this position will be used to hire faculty in music theory/composition during the first year of the program.

The full-time faculty members have exceptional professional performance and commercial credentials. In these roles, they have shared the stage with many notable artists and conductors. The faculty members, including a brief vita, are as enumerated as follows:

- Willie Applewhite
  - MM, Jazz Studies, The Juilliard School
  - BM, Jazz Studies, The Juilliard School
  - Teaching Assignment: Aural Skills, Jazz Ensembles, Music History and Private Instruction

Willie Applewhite, trombonist, composer and arranger, was born and raised in Chicago, Illinois. After graduating from Thornton Township High School, Mr. Applewhite attended the Institute for Jazz Studies at The Juilliard School, where he earned both Bachelor of Music and Master of Music degrees. Mr. Applewhite has been featured in a variety of touring ensembles including performances at the New Orleans Jazz and Heritage Festival, the Spoleto Jazz Festival in Italy and the Sons D'hiver Festival in France. As an internationally acclaimed soloist, Mr. Applewhite received the 2004 National AI Grey Musical Merit Award, which was presented through *Highlights in Jazz Magazine*. He received runner up honors in the 2004 Frank Rosolino International Jazz Soloist Competition and first place in the 2005 International Trombone Association's Edwards Jazz Solo Competition. Mr. Applewhite has performed with many of the great jazz artists including Paul Simon, Slide Hampton, Wycliffe Gordon, Cooper-Moore, Victor Goines, Loren Schoenberg, David Oswald and the Gully Low Ensemble, Wynton Marsalis, William Parker, Carla Cook, Bobby Broom and Junior Mance. In 2011, he joined the faculty of the Horne School of Music at Snow College as Director of Jazz Studies.

- Madeline LeBarron
  - DMA, Clarinet Performance, University of North Texas
  - MM, Clarinet Performance, Arizona State University
  - BM, Clarinet Performance, Brigham Young University
  - Teaching Assignment: Chamber Music, Music Theory and Private Instruction

Dr. Madeline LeBarron has performed with orchestras and bands throughout the United States, Canada, the United Kingdom, Europe and the South Pacific. She has also appeared as a chamber musician at festivals such as the Bay View Music Festival, the Park City Music Festival and the Manhattan to the Mountains Chamber Music Festival. Dr. LaBarron was also a woodwind quintet finalist at the Fischhoff and Coleman National Chamber Music competitions. Dr. LaBarron has performed with the world-renowned Mormon Tabernacle Choir as a member of its companion orchestra, the Orchestra at Temple Square. She has performed at clarinet festivals, including the International Clarinet Association's Clarinetfest and Utah Clarinet Festival. Dr. LaBarron maintains an active performing schedule and has presented recitals at many locations throughout the Intermountain region. She is in frequent demand as a teacher and adjudicator.

- Elaine Jorgensen
  - Post-doctoral fellowship (3 years), The Juilliard School
  - DMA, Flute Performance, Manhattan School of Music
  - MM, Flute Performance, Manhattan School of Music
  - BM, Music Education, University of Utah
  - Teaching Assignment: Chamber Music, Music History, Woodwind Pedagogy and Private Instruction

Dr. Elaine Jorgensen has studied flute with the major flutists of our generation - Julius Baker, William Kincaid, Jeanne Baxtresser, Sandra Church and Linda Chesis. She has concertized in Italy, Germany, China, Slovakia, Czech Republic and throughout the United States. She has been a member of the Utah Symphony, the American Symphony, the Tanglewood Orchestra at the Berkshire Music Festival, and recorded for Columbia Records with the Boston Pops Orchestra, the Utah Symphony and the Mormon Tabernacle Choir. Dr. Jorgensen has taught at the University of Utah, Brigham Young University, Utah Valley State College, Riverdale School of Music (New York), and the Waterford School (Utah). She has conducted professional flute choirs and choral groups in the United States and Europe. Her students have won many national and state prizes for their performances and many have one on to graduate programs at nationally ranked universities and conservatories for their master's and doctorate degrees.

- Vance Larsen
  - PhD Candidate, Music Education, University of Utah
  - MM, Music Education, Brigham Young University
  - BM, Music Education, Utah State University
  - AS, Music Emphasis, Snow College
  - United States Army Command and General Staff College Officers Course
  - Teaching Assignment: Bands, Brass Pedagogy, Conducting, Music Education and Music History

Vance Larsen has served as both Director of the Horne School of Music and Dean of the Fine Arts Division at Snow. During his tenure in these leadership positions, the music program at the college has seen significant growth in enrollment and quality. His ensembles have been recognized by multiple performances at CBDNA and other state and regional events. Mr. Larsen has been instrumental in the introduction of contemporary music study into the music history curriculum at Snow, having written courses in Jazz and Popular Music, Rock Music History, and the History of Rap and Hip Hop. He has also worked to integrate contemporary music into the performance curriculum, using pop and rock music groups as a lab experience for advanced performance students. Mr. Larsen has considerable experience in the public schools, where he taught for five years and was named UMEA "Rookie of the Year." Mr. Larsen is also a drummer/guitarist/songwriter, with significant professional experience. As a professional performer, he has played as the opening act for Credence Clearwater Revisited and Performed with Merrill Osmond. Mr. Larsen has also had a distinguished career as a field artillery officer in the Army National Guard. He served as a firing battery commander and battalion executive officer. His military career culminated with an assignment as a field artillery battalion commander, where he presided over two successful active duty deployments. He retired as a Lieutenant Colonel after 27 years of service.

- Yiu-Hsuan "Amber" Liao
  - DMA, Piano Performance, Manhattan School of Music
  - MM, Piano Performance, Peabody Institute
  - BFA, Piano Performance, National Taiwan Normal University

Dr. Amber Liao has given recitals and solo performances throughout United States and Taiwan. Recent engagements include recitals at the Bruno Walter Auditorium at Lincoln Center in NYC, Weill Recital Hall at Carnegie Hall, the National Concert Hall in Taiwan, the Richard Nixon Presidential Library and Museum in California and the world premiere of *Between Stream and Hills III* for piano solo by Chih-Chen Wei. Dr. Liao's recording of works by Schumann, Beethoven and Granados was recently released on the MSR Classics label. She has been invited to participate in several music festivals in Europe, including Courchevel Academie Musicale in France, Internationale Sommerakademie Mozarteum in Salzburg and

New Millenium Piano Festival in Gijón, Spain. She has also been selected to perform in the master classes of distinguished artists such as Leon Fleisher, Dmitri Bashkirov, John Perry, Leslie Howard, Oxana Yablonskaya, Michel Béroff and Robert McDonald. As a chamber musician, Dr. Liao's collaborations with vocalists and instrumentalists have led to performances in the CAMI Hall, Symphony Space and the Lenox Athenaeum, among others. She was the pianist in the Emerald Quintet, a group dedicated to both standard repertoire and the works of contemporary composers. Dr. Liao started her early music training in Taiwan. As a teenager, she was the prizewinner of several regional and national composition competitions. She continued her studies in piano performance in the United States under the tutelage of Boris Slutsky and Arkady Aronov. A winner of the Rose Marie Milholland Award and the President's Award, she received her Master of Music from the Peabody Institute and Doctor of Musical Arts from the Manhattan School of Music. Dr. Liao taught at Montclair State University and Seton Hall University, before joining the faculty of the Horne School of Music at Snow College as Director of Piano/Theory.

- Steven Meredith
  - DMA, Choral Music, Arizona State University
  - MM, Music Education, University of Utah
  - BM, Music Education, University of Utah
  - Teaching Assignment: Aural Skills, Choirs, Music Technology, Music Theory, Private Instruction

Dr. Steve Meredith has appeared as a soloist with orchestras throughout the country, including the symphonies of Chicago, St. Louis, Florida, Vancouver, San Antonio, San Diego, and locally, with the Utah Symphony, the Mormon Tabernacle Choir and Utah Opera. He has also had an outstanding career as a recording artist having appeared in recordings for ABC Sports and Disney, on the soundtrack of *Xena: Warrior Princess*, and in feature films, IMAX films and commercials for radio and television. Dr. Meredith is also a Telly award-winning television producer, having created soundtrack music, and video for a number of large-scale performance events. He has also produced audio books, commercial music and numerous awards ceremonies and other events at performance venues throughout the United States. He is an Apple Certified Pro user on the Final Cut Pro editing platform, and has made presentations on the use of technology in music performance and arts integration at the MENC, UMEA, TIME and NAMM conventions and the Sedona Conference. His professional activities have also provided additional opportunities for his college students, as his choirs have performed on stages with the Utah Symphony, Las Vegas Symphony, Mesa (Arizona) Symphony and the Golden State Symphony. The choirs have also appeared as part of numerous national tours of *Video Games Live* and the international tour of *Star Wars Live*. Dr. Meredith serves the Department Chair of the Horne School of Music, Snow College.

- Brent Smith
  - DA, Cello Performance and Music Education, University of Northern Colorado
  - MM, Cello Performance, University of Miami,
  - BM, Music Education, Utah State University
  - Teaching Assignment: Music Theory, Music History, Orchestras and Private Instruction

Dr. Brent Smith is an active and accomplished composer. In 2004, Latham Music published *Caravan*, his original composition for cello quartet. During the past several years LudwigMasters Publications has published four of his compositions for string orchestra including *Fire Dance*, *Jungle Life*, *Antarctica* and *Lewis and Clark*. In 2009, Dr. Smith composed *Sacagawea*, which became the 2009 Winner of the Texas Orchestra Director Association's composition contest, and was recently published by Wingert-Jones Publications.

Under Dr. Smith's direction, the orchestra program at Snow College has greatly expanded both in size and performance repertoire. Recent commercial activities by the Snow College orchestra include concert performances with *Kansas* and *Kurt Bestor*.

#### **Full-Time Instructional Staff Assistant**

- Kathleen Hansen

Teaching assignment: assistant in choral and vocal area and accompanist.

#### **Adjunct Faculty**

The Horne School of Music at Snow College has many exceptional adjunct faculty. Among them are members of the Utah Symphony and in-demand session performers. The National Association of Schools of Music, which is the specialized accreditation organization for the Snow College music unit requires the following with respect to music faculty qualifications:

1. The institution shall maintain faculties and staff whose aggregate individual qualifications enable the music unit and the specific educational programs offered to accomplish their purposes.
2. Faculty members (including part-time faculty and graduate teaching assistants, as applicable) shall be qualified by earned degrees and/or professional experience and/or demonstrated teaching competence for the subjects and levels they are teaching.
3. All faculty must be able to guide student learning and to communicate personal knowledge and experience effectively (NASM Handbook, pp. 63-64).

NASM has reviewed the qualifications and teaching assignments of all Snow College faculty, both full time and adjunct and visited all music classes during the three Snow College accreditation visits for the two-year program since 1997. The Snow College music unit's fully accredited membership in NASM is evidence of the qualifications of Snow's music faculty to teach the courses to which they are assigned. From the summary of the most recent NASM Visiting Team Reports' list of strengths of the Snow College music program:

Committed Faculty, ensembles, high percentage of [college] involved in music and music ensembles, students passion for music and respect and appreciation for the faculty, faculty's high standards, good student teacher ratio and faculty who care deeply about student success, positive rapport among the faculty and great respect for the department chair and Dean of fine arts, facility, pianos, and other instruments, recognition and awareness by the upper administration of the dedication and quality of music faculty and programs, students [interaction and respect] for each other, effective recruiting efforts, strong innovative partnerships with other respected institutions (NASM, March 20, 2009).

As mentioned earlier in this document, Snow College is fortunate to have a terminally-degreed musicologist living in Sanpete County who will assume responsibility for the teaching of the two sections of traditional Music History and Literature at the 3000 level. These are the only upper division courses in this content area required for the proposed degree. Based on the enrollment projections contained herein, this would mean the teaching of one section of upper division Music History and Literature in the Fall and one section in the Spring. If the program grows beyond projected enrollment, Snow College will expand this position as needed and hire accordingly. The other upper division music history courses required for this degree are in Jazz and Popular Music, and will be taught by the Director of Jazz Studies, who holds the appropriate degree to teach these classes.

- Joseph Allred
  - MM, Music Education - Vocal, Brigham Young University
  - BM, Music Education - Vocal, Southern Utah University
  - Teaching Assignment: Voice

The BM in Vocal/Choral Music Education is the means whereby public school choir and vocal music directors are trained. This degree includes substantial training in vocal production, vocal techniques, rehearsal techniques, vocal methods and pedagogy, and conducting. The MM in Music Education provides similar training at the graduate level, as well as more focus on the philosophical and theoretical aspects of the music education process and further training in core subjects common to all music degrees.

Joseph Allred studied vocal music education at Dixie College, Southern Utah University and Brigham Young University. He received 5 years of private vocal instruction as part of his degrees, studying with such teachers as Bart Shanklin and Mark Mecham, and has continued to attend master classes and presentations on singing and vocal pedagogy as part of his ongoing professional development activities. He has been a vocal soloist with choirs and orchestras throughout the central and southern part of the state. He has been a full time instructor in choral/vocal music at Gunnison Valley High School for 17 years, and has been a member of the adjunct vocal faculty at Snow College for four years. His high school and college solo vocal students have regularly received superior ratings and transferred successfully to 4-year colleges throughout the state.

- Alice Ashton
  - MM, Violin Performance, Brigham Young University
  - BM, Violin Performance, Brigham Young University
  - Teaching Assignment: Violin and Viola/Chamber Music
- Jack Ashton
  - Member, Utah Symphony
  - MA, University of Utah
  - BA, University of Utah
  - Teaching Assignment: Violin and Viola
- Heidi Reed
  - DMA (ABD), Oboe Performance (with a certificate in Ethnomusicology), UNC Greensboro
  - MM, Oboe Performance, Brigham Young University
  - BM, Oboe Performance, Brigham Young University
  - Teaching Assignment: Oboe
- David Blackinton
  - DMA, Trumpet Performance, Catholic University of America
  - MM, Trumpet Performance, University of Michigan
  - BM, Trumpet Performance, University of Michigan
  - Teaching Assignment: Trumpet, Brass Chamber Music

David Blackinton is active as an adjudicator and guest conductor. He recently retired as Director of Bands at Brigham Young University. His bands have performed at Music Educators National Conference and at both the national and divisional meetings of the College Band Directors National Association as well as the



American Bandmasters Association convention. He is past President of the western division of the College Band Directors National Association and President of the Utah Music Educators Association. His professional memberships also include the MENC and the American Bandmasters Association.

- Gregory L. Boothe
  - ME, Guidance Skills, University of Phoenix
  - BS, Business, University of Phoenix
  - Teaching Assignment: Guitar

Mr. Boothe is an award winning singer-songwriter with numerous commercial credits. He is the director of the music program at the Ephraim LDS Institute of Religion. His teaching assignment at Snow College is beginning class guitar.

- Heather Bosshardt
  - MM, Piano Performance, University of Utah
  - MM, Jazz Studies, Southern Illinois University Edwardsville
  - BM, Piano Performance, University of Utah
  - Teaching Assignment: Piano, Jazz

- Jesse Fox Brunner
  - MM, Saxophone Performance, Brigham Young University
  - BM, Saxophone Performance, California State University, Fresno
  - Teaching Assignment: Saxophone and Music Appreciation

Mr. Brunner, as both an undergraduate and graduate student in saxophone performance has had extensive training in the music core courses common to all music degrees. These core courses provide the training necessary to teach music appreciation at the freshman and sophomore level. Music appreciation is a general music course that not only provides students with a broad survey of musical history, it also teaches students how to understand and value different kinds of musical performances, and how to understand the fundamentals of musical notation. Understanding and valuing musical performance requires teachers with training in theory, history, and performance- in other words, training in the music core common to all music degrees. In his graduate coursework, Mr. Brunner has four semesters of graduate level music history and literature, graduate music theory courses, private applied lessons, and many ensemble experiences. In discussions with currently practicing NASM evaluators, and having reviewed the NASM standards pertaining to faculty qualifications, it is clear that Mr. Brunner is qualified to teach the assigned music appreciation course at the general education level. His academic credentials are identical or superior to many graduate assistants assigned to teach similar courses in most US Institutions. Snow College also reviews the performance of all part-time faculty members each semester. We are satisfied that he further meets the NASM requirement of "demonstrated competence in teaching" (NASM Handbook).

- Brian Booth
  - MM, Jazz Studies, University of Utah
  - BM, Jazz Studies, University of Utah
  - Teaching Assignment: Saxophone and Jazz

Brian Booth has been a professional free-lance musician since the early 1980s. He has performed with his own groups and with many of the premier groups from around the area. He has also performed with the Utah Symphony, backing many notables including Mel Torme, Frank Sinatra Jr., Maureen McGovern,

Natalie Cole, Lou Rawls, Rosemary Clooney, Johnny Mathis, Ray Charles, Bernadette Peters, Debbie Reynolds, and many others.

Brian is also a member of the Salt Lake City Jazz Orchestra (SLCJO) where he plays lead tenor, and has written numerous works which have been performed by the band. Through his association with SLCJO, Brian has had the opportunity to perform with many of the top jazz musicians in the world: Eddie Daniels, Phil Woods, Bill Watrous, Chuck Fendley, Don Menza, Pete Christlieb, Nancy Wilson, Patty Austin, and several others.

In 2002, Brian partnered up with former school mate and professional trombonist Kevin Stout to produce and release three cd's. "Good Pals" "Up Jazz Creek" and "Tales of the Tetons" all received national airplay with "Good Pals" climbing the national jazz chart to number 23.

Brian has been a featured performer at Brigham Young University, Utah State University, the University of Utah, the Grand Teton Music Festival, the Salt Lake City International Jazz Festival, and at the Wolf Creek Concert Series.

- Cathy Clayton
  - DMA, Harp Performance, University of Arizona
  - MM, Musicology, University of Utah
  - BM, Music, University of Utah
  - BS, Biology, University of Utah

Cathryn Clayton obtained her Doctor of Musical Arts in Harp Performance from the University of Arizona. She holds a Master's degree in Musicology and Bachelor's degrees in Music and Biology from the University of Utah. She also obtained her Registered Respiratory Therapy degree from Weber State University. During her years of graduate study, Dr. Clayton researched Welsh harp music and obtained a Doctoral Minor in Ethnomusicology. She currently teaches Harp Performance, World Music, and Music History at the University of Utah and Music Appreciation and Music History at Snow College.

Dr. Clayton presented a paper on her research and Master's thesis, *The Composer John Parry and His "Collection of Welsh English, & Scotch Airs" (1761)*, at the Society for Ethnomusicology Regional Conference in March 2006. Her research on Welsh harpists continued with her doctoral dissertation, *The Importance of Harpist John Thomas as a Welsh Nationalistic Composer and his Impact on the Development of Virtuositic Harp Repertoire*.

Dr. Clayton has studied with harpists throughout the United States, including Dr. Carrol McLaughlin (University of Arizona), Alice Chalifoux (Salzedo School), and Eileen Malone (Eastman School of Music). She co-founded the Arizona Harp Experience Youth Summer Camp with Dr. Carrol McLaughlin, which has been going strong since 2003. She has taught private students for over fifteen years, and her students have competed in Regional and National competitions.

Dr. Clayton has toured throughout Europe, performing with HarpFusion, the largest touring harp ensemble in the United States. She has arranged and recorded several works for harp ensemble, some of which can be heard on HarpFusion recordings. She also recorded works on the CD *Fragile Tears, Stories & Guidance for Youth on the Passing Away of Beloved Animal Companions* (2005). She has performed extensively for the Utah Governor's Mansion, the United States Olympic Committee, and currently performs throughout Utah.

- Rich Dixon
  - Teaching Assignment: Guitar and Jazz

Rich Dixon is perhaps the most captivating guitarist in Utah and, by profession, is a studio musician who records heavily for television, radio, video, movies, etc., including recording for the legendary *Donny and Marie Show* here in Utah. Mr. Dixon has earned "Studio Musician of Year" several times over in Utah, has performed extensively internationally, and is a leading voice nation-wide with regards to modern jazz guitar.

- Roy M. Ellefsen
  - PhD, Musicology, Old Testament Studies, Medieval-Renaissance Studies, Florida State University
  - MA, Music Theory, Brigham Young University
  - BA, Music Theory and French, Brigham Young University
  - Teaching Assignment: Music Theory and Music Appreciation

- Tim Kidder
  - BM, Music Education, University of Utah
  - Graduate Studies in Saxophone Performance, University of Utah
  - Teaching Assignment: Saxophone

- Sarah Gunnell
  - MM, Violin Performance, Ohio University
  - BM, Violin Performance, Utah State University
  - Teaching Assignment: Violin and Music Appreciation

- Roger Hicks
  - Utah Opera Orchestra
  - Former Member, Utah Symphony Orchestra
  - DDS, West Virginia University School of Dentistry
  - Teaching Assignment: Bassoon

- Ted Hinckley
  - BA, American Studies, Brigham Young University
  - Teaching Assignment: Commercial Music

Ted Hinckley has worked as a music editor, supervisor and producer in the film and TV industry for more than 25 years. His recent film credits include: *Saving Grace B. Jones*, *The Assignment*, *The Velveteen Rabbit*, *Forever Strong*, and *The Flyboys*. He worked as a producer on the music for the 2002 Olympic Games and has produced music for many regional and national commercial clients.

- Steve Hunter
  - DMA, Trombone Performance, University of North Texas
  - MM, Trombone Performance, Manhattan School of Music
  - BM, Trombone Performance, Brigham Young University
  - AS, Snow College
  - Teaching Assignment: Low Brass and Chamber Music, Music Appreciation

Dr. Hunter teaches low brass and music appreciation for Snow College and Utah Valley University.

- Chandler Judkins
  - BM, Music Education, University of Nevada Las Vegas
  - AA, Snow College
  - Teaching Assignment: Jazz Trumpet

Chandler Judkins has shared the stage with some of the biggest names in jazz and entertainment including: Ben Vareen, Marvin Hamlisch, Ron Carter, Monty Alexander, Ravi Coltrane, Kenny Burrell, James Moody, Phil Woods, Richie Cole, Buddy Greco, Johnny Pate, Wayne Bergeron, Walter Cronkite, James Darren, Clint Holmes, Lance Burton, George Wallace, Tommy Tune, Marlena Shaw, Tim Hagens, Shirley Horn, Harvey Mason, Juan Gabriel, Jennifer Pena and The Tito Puente Orchestra. Mr. Judkins' Recording credits include a CD release *Johnny Pate 80th Birthday Celebration*, TNC Jazz Records; *Chandler Judkins Quartet*, Fubeca Records; *Three Steps Forward* and *Chunk* with the University of Nevada, Las Vegas, Wind Orchestra on which Mr. Judkins was a featured soloist on the title track.

- Jay Lawrence
  - Teaching Assignment: Percussion and Jazz

Jay Lawrence has enjoyed a career in excess of 30 years as a performing and recording artist, composer, arranger, clinician, educator and adjudicator. He has been voted the "Best Drummer in Utah" and "Utah's Favorite Jazz Drummer." He has vast professional experience playing percussion for such artists as Sammy Davis Jr., Lou Rawls, Della Reese, Liza Minelli, Cher, Gladys Knight, Dionne Warwick, Loretta Lynn, Nancy Sinatra, Tom Jones, Ben E. King, Ann-Margret, Linda Ronstadt and many others. He is also an Adjunct Professor at the University of Utah (1989 to present) and Brigham Young University (1996 to present).

- Laurel James
  - MM, Vocal Performance, University of Utah
  - BM, Music Education, Utah State University
  - Teaching Assignment: Voice

Laurel James has had a significant career as a vocal soloist that began with her winning the western division of the Metropolitan Opera Auditions. She was also a finalist for the internationally acclaimed McAllister Award where she placed in the top 20 among 800 singers from around the world. She has performed as a soloist with many orchestras throughout the US. Her Utah performances include numerous lead roles with the Utah Opera, and solo performances with the Utah Symphony. She has studied with some of the great teachers in the country, including coaching with Steven Crawford and Tim Lindberg of New York City Opera, and Joan Dornamen, the principal voice coach for the Metropolitan Opera. She has been a private voice teacher for 18 years, with students excelling in a wide range of musical styles.

- Ron Litteral
  - MM, Music Education, Boston University
  - BS, Elementary Education, Southern Utah University
  - Teaching Assignment: Music Appreciation
- Louise Pratt
  - Former Member, Utah Symphony Orchestra
  - Teaching Assignment: Harp

- Josh Rasmussen
  - MM, Music Education, University of Hawaii
  - BM, Music Education, Utah State University
  - Teaching Assignment: Trumpet, Jazz, Band and Music Education

The BM in Instrumental Music Education is the means whereby public school band and jazz band directors are trained. This degree includes substantial training in rehearsal techniques, instrumental methods and pedagogy, and conducting. The MM in Music Education provides similar training at the graduate level, as well as more focus on the philosophical and theoretical aspects of the music education process and further training in core subjects common to all music degrees. Mr. Rasmussen has the same academic qualifications to teach band and jazz as does the director of bands at the University of Utah. Furthermore, he has 8 years successful public school teaching experience as a band director, choir director and general music teacher and three years experience teaching band and jazz at Snow College. His bands and jazz bands have received superior ratings at Utah's state band and state jazz festivals. His college groups have been visited by NASM evaluators and have been found to meet NASM standards. Snow College evaluates the performance of each adjunct instructor each semester. Mr. Rasmussen's college groups consistently perform well and provide necessary training for students seeking to move up to the auditioned groups.

- Marcie Smith
  - BM, Music Therapy, Utah State University
  - Orff Teacher Training- Level One
  - Teaching Assignment: Class Piano

She has studied private piano for 20 years and has been an active private teacher for 10 years. She is also an active composer, whose popular piano trio works have been published by Latham Publishing Co.

- Dan Waldis
  - Teaching Assignment: Piano/Jazz

Dan Waldis is recognized as one of the area's most sought after jazz pianists, teachers and arrangers. His creative ideas and stellar technical facility place him at the top of the list among local jazz artists. Whether performing with his trio or accompanying Salt Lake's finest vocalists, Dan is the man.

- Bruce Woodward
  - BM, Music Education, Brigham Young University
  - Teaching Assignment: Horn

Bruce Woodward has been involved in various aspects of the music business for over 30 years. As a french horn player, Bruce has performed and recorded with the Utah Symphony, appeared as a horn soloist on tour with the Mormon Tabernacle Choir, recorded for film, network, and religious broadcasts. He is also a sought after clinician and adjudicator. As an educator, Bruce has taught instrumental music in the public schools in Arizona and Utah and is currently on the adjunct instrumental faculty at Snow College, while also maintaining a large horn studio in the Salt Lake area. He was presented the special "Outstanding Service To Music Education Award" at the annual Utah Music Educator's Association's Convention in 2004. Bruce has enjoyed a career as a school music representative of the past 26 years. His association with the Summerhays family has been very fulfilling because of the fact that the company is always on the cutting edge of the best musical products and services- not only in the U.S., but throughout the world. As a result, Bruce has been able to confidently service his customers with all of their musical needs.

## The Juilliard School Adjunct Faculty

The following distinguished members of the faculty at The Juilliard School teach workshops and private lessons regularly to students at Snow College.

- Carl Allen
  - BM, Percussion Performance, University of Wisconsin
  - Teaching Assignment: Drums Private Instruction

Carl Allen is the Artistic Director of the Jazz Studies Program at the Juilliard School in New York. He has performed with many of the great jazz and pop artists of the 20th century, including Benny Golson, Freddie Hubbard, Jennifer Holliday, J.J. Johnson, Rickie Lee Jones, Sammy Davis Jr., Branford Marsalis, James Moody, Kenny Garrett, Lena Horne, Sonny Stitt, and numerous others. Recordings that have featured him as leader include: *Piccadilly Square* (Timeless, 1989), *The Dark Side of Dewey* (Evidence), *The Pursuer* (Atlantic), *Testimonial* (Atlantic), and *Get Ready* (Mack Avenue), a gospel/Motown-accented release with co-leader, bassist Rodney Whitaker; as sideman: Jackie McLean (*Dynasty*), Donald Harrison (*Indian Blues, Nouveau Swing*), Donald Byrd (*A City Called Heaven*), and Art Farmer (*The Company I Keep*); as producer: recordings for pianist Eric Reed, Dewey Redman, Pharoah Sanders, Freddie Hubbard, and guitarist Lage Lund. He is the co-founder of Big Apple Productions, and leader of Carl Allen and New Spirit.

- James Burton III
  - Artist Diploma, The Juilliard School
  - MM, Jazz Studies, The Juilliard School
  - BM, The Hart School of Music
  - Teaching assignment: Trombone Private Instruction

James Burton III has performed alongside many great jazz artists, including Illinois Jacquet, Gerald Wilson, James Moody, Frank Wess, Jimmy Heath, Slide Hampton, Herbie Hancock, Jon Faddis, and Eric Alexander. Mr. Burton has also performed with the Ray Charles Orchestra, the Duke Ellington Orchestra, the Count Basie Orchestra, the Lionel Hampton Orchestra, the Dizzy Gillespie All Star Big Band, the Carnegie Hall Jazz Orchestra, the Lincoln Center Jazz Orchestra and the Roy Hargrove Big Band. In addition to his musical credits, James has appeared in the major motion picture *Bolden*, as well as a national television ad campaign for Grey Goose. James has played many venues and festivals around the world, some of these include Tanglewood, the Litchfield Jazz festival, the Berghausen jazz festival (Germany), the Spoleto festival (Italy), the Tim Festival (Rio de Janeiro), the JVC jazz festival (NYC), the Lionel Hampton Festival, the Kennedy Center, Alice Tully Hall, Avery Fisher Hall, Aaron Davis Hall, the Blue Note, Birdland, Iridium, Jazz Standard, Smoke, Dizzy's Club, Rose Theater, Smalls, Scullers, Regatta Bar, B.B. King's Club and the Sporting Club of Monte Carlo, Monaco.

- Ben Wolfe
  - Teaching Assignment: Bass Private Instruction

Ben Wolfe has recently released his new CD, *No Strangers Here* on MAXJAZZ. As Wynton Marsalis said, "Ben Wolfe swings with authority." Chamber Music America awarded him the 2004 New Works: Creation and Presentation Program Grant, funded through the generosity of the Doris Duke Charitable Foundation. As a result of this award, Wolfe was able to compose his extended composition *Contradiction: Music for Sextet*. Mr. Wolfe also recently made his mark as a film composer, working with Matthew Modine on the film short, *I Think I Thought*. At the 2008 Tribeca Film Festival, The New York Sun reviewed his work on this film as, "a standout music score." Born in Baltimore, Maryland and raised in Portland, Oregon, Wolfe has gained a large following from his performances with Wynton Marsalis, Harry Connick, Jr. and Diana

Krall. Early on in his career, he formed a Duo with Harry Connick, Jr. and went on to record over a dozen albums and soundtracks. During his years with Harry Connick, Jr., he performed on numerous world tours as musical director. He then joined the Wynton Marsalis Septet and remained until it disbanded. Wolfe also became an integral part of Diana Krall's touring band and played on many of her recordings, including the Grammy Award winning CD, *When I Look In Your Eyes*. Mr. Wolfe teaches at The Juilliard School and Snow College.

May 9, 2012

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Dixie State College – Bachelor of Arts/Bachelor of Science in Art with Emphasis in Art Education and Other Emphases

Issue

Dixie State College of Utah (DSC) requests approval to offer the Bachelor of Arts (BA) and Bachelor of Science (BS) Degrees in Art, including an emphasis in Art Education and four additional emphasis areas, effective Fall semester 2012 or the first full semester after approval. The program was approved by the institution's Board of Trustees on March 19, 2012.

Background

The core of the BA/BS in Art will require students to obtain a broad base of art and design skills consistent with the core offerings of other USHE institutions. It will also allow students to pursue one of a number of emphases, including 3D/Sculpture/Ceramics, Graphic Design, Painting/Drawing, and Photography/Digital Imagery, as well as an emphasis in Art Education, which can lead to teacher certification. The new degrees will prepare students to seek opportunities in art and design and will also promote the development of transferable skills that can be applied in other settings. The requirements for the new Art degree/emphases are consistent with the guidelines and requirements set forth by the National Association of Schools of Art and Design (NASAD) in the 2010-2011 handbook.

Dixie State College cites US Bureau of Labor and Statistics data to support job growth in art and design. At the state level, the Utah Department of Workforce Services expects to see a 2.1% increase in Art, Design, Entertainment, Sports, and Media jobs, although there is no breakout of art and design specifically.

DSC reports significant demand for the degrees, gathered by surveys of students already enrolled at DSC and anecdotally from the larger St. George and Washington County areas. St. George has a vibrant visual arts community and BA/BS in Art and Art Education and the other proposed emphasis areas would recognize and support local artistic activities.

The funding for the new degrees will come from tuition revenue and institutional funds from state allocations. The Art faculty will pursue sources of external funding as time allows. The proposed degree will not require internal reallocations.



## Policy Issues

The Chief Academic Officers (CAOs) expressed concern over the number of emphases – five – which includes Art Education. The list of current faculty appears insufficient to cover all five emphasis areas including Art Education, although the proposal indicated that DSC is looking for one 3D and one Art Education faculty.

The other concern expressed by the CAOs is DSC's intent to hire new faculty at .74% time. This means that new faculty would have neither benefits nor tenure track positions. The CAOs questioned DSC's ability to both support a new program and to attract good faculty while not offering full time positions with benefits.

DSC provided the Commissioner's office with a new list of faculty and the courses they would teach, particularly in the five emphases areas. If there are emphases that cannot be adequately covered by qualified faculty, these will be discontinued and will not be offered. Preparation for secondary education teaching certification, required for the Art Education emphasis, would be covered by DSC's Secondary Education Teaching (SET) program. However, DSC will need a new Art Education faculty as its student enrollments increase. DSC will need to address adequate faculty coverage in the recommended reviews of the program at two years and three years in order for the programs to be continued.

## Commissioner's Recommendation

The Commissioner recommends the Regents approve the request from Dixie State College to offer a BA/BS in Art with an emphasis in Art Education and emphases in four additional areas. In addition, DSC will submit a plan that demonstrates how the institution intends to move faculty from .74% time to tenure track, full-time positions in order to offer the BA/BS in Art with an Emphasis in Art Education and other emphases. The Commissioner also recommends the Regents request both two- and three-year reports that include the hiring of qualified faculty to provide the four emphases, in addition to the Art Education emphasis, that demonstrate that faculty are being hired in full-time, tenure track positions as student enrollments increase.

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William A. Sederburg  
Commissioner of Higher Education

WAS/PCS  
Attachment

Programs and Planning Committee

Action Item

Request to Offer a Bachelor of Arts/Bachelor of Science in Art  
with Emphasis in Art Education and other Emphases

Dixie State College of Utah

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

May 9, 2012

**Program Description**  
**Dixie State College**  
**BA/BS in Art with Emphasis in Art Education and Other Emphases**

**Section I: The Request**

Dixie State College of Utah (DSC) requests approval to offer the Bachelor of Arts (BA) and Bachelor of Science (BS) Degrees in Art, including an Art Education Emphasis and four additional emphasis areas, effective Fall semester 2012 or the first full semester after approval. The program was approved by the institution's Board of Trustees on March 19, 2012.

**Section II: Program Description**

**Complete Program Description**

A growing number of jobs in today's market require creative visual skills. The rise of the Internet, the dominance of advertising and the omnipresence of a diverse array of media offer a wealth of work opportunities for those with a baccalaureate degree in Art. DSC can prepare its students for this area of the job market by offering BA/BS degrees in Art with emphasis in Art Education leading to teacher certification. Art is a "core and foundational" area recognized by other USHE institutions, and DSC is now ready to add degrees in this discipline to its offerings. The DSC Art faculty have been teaching upper-division classes since 2007 with the introduction of the Art Emphasis in the BA/BS Integrated Studies degree, and have seen enrollment in Art classes increase significantly. The Integrated Studies degree was intended as an incubator for individual departmental degrees and it is now appropriate for the DSC Department to begin offering baccalaureate degrees in Art.

The core of the BA/BS in Art will require students to obtain a broad base of art and design skills consistent with the core offerings of other USHE institutions. It will also allow students to pursue one of a number of areas of concentrations, including 3D/Sculpture/Ceramics, Graphic Design, Painting/Drawing, and Photography/Digital Imagery, and an emphasis in Art Education. The new degrees will prepare students to seek opportunities in art and design and will also allow them to develop transferable skills that can be applied in other settings such as K-12 education. The requirements for the new Art degrees are consistent with the guidelines and requirements set forth by the National Association of Schools of Art and Design (NASAD) in the 2010-2011 handbook.

**Purpose of Degree**

There is evidence of significant demand for the degrees, gathered by surveys of students already enrolled at DSC and anecdotally from the larger St. George and Washington areas (see Student Demand). St. George has a vibrant visual arts community and the BA/BS in Art degrees would recognize and support local artistic activities. According to DSC's mission statement, "The College also offers baccalaureate programs in high demand areas and in core or foundational areas consistent with four-year colleges."<sup>1</sup> DSC has identified Art as one of these foundational areas by observing that all institutions in the region and of comparable size already offer a baccalaureate degree in Art. A BA/BS in Art will help DSC better fulfill its mission and meet the needs of students in its service area.

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<sup>1</sup>[http://www.dixie.edu/aboutdixie/mission\\_statement.php](http://www.dixie.edu/aboutdixie/mission_statement.php)

### **Institutional Readiness**

DSC first granted baccalaureate degrees in 2000 and now has over a decade of experience with these programs. The Art faculty developed and began teaching upper division classes in 2007. In 2008, DSC started offering Integrated Studies baccalaureate degrees, including Integrated Studies with an Emphasis in Art. Both the College and the Art Department have matured since that time in a number of significant ways, namely by only hiring full-time faculty with terminal degrees, developing and expanding student services and library resources, and by seeking and securing funds for new facilities. DSC is committed to supporting the new Art degrees by expanding the teaching facilities. The Art Department currently occupies half of the North Plaza Building, and in Fall 2012 will expand into other parts of the building. As a result, the Art Department will have a dedicated sculpture lab in addition to the Mac lab it uses in conjunction with Computer Science.

### **Faculty**

The Art faculty at DSC are qualified and experienced. All of the full-time faculty members hold terminal (MFA) degrees, as do many of the adjuncts. The .74 FTE art historian holds a PhD.

The degrees will require at least one new full-time faculty member. DSC plans to hire a full-time tenure-track faculty member with an MFA and a specialization in 3D. Unless the successful 3D candidate also has Art Education qualifications, DSC additionally anticipates hiring a .74 Art Education faculty member to teach the education courses required for the Art Education Emphasis. DSC also plans to hire a .74 FTE lecturer/advisor who will teach some classes and provide academic advisement and counseling. The 3D and lecturer/advisor positions will start Fall 2012 and if the Art Education position is required, it will be added in 2013. DSC anticipates that the Art degrees will be popular with students and recognizes the need to hire additional faculty as the program grows.

### **Staff**

One full-time secretary currently supports the Fine Arts Division, including Art, Dance, Music and Theatre. This secretary is not housed in the North Plaza Building, the home of the Art Program, but in the Eccles Fine Arts Center across campus. The Art Department will need a part-time secretary located in the North Plaza to cover a growing number of clerical and administrative tasks. The secretary will also facilitate better communication between full-time faculty, part-time faculty, adjuncts, and students. The Art program will continue to employ student assistants as part-time staff members to maintain the photography lab and to load, unload and operate the kilns. These positions would not involve any teaching. At present, these tasks are performed by full-time faculty members whose time would be better spent on teaching and teaching-related activities.

### **Library and Information Resources**

DSC's Browning Library holds adequate book resources for the current art program, though the book collection will need to continue to expand to fully support the degree curriculum. The Art Department's educational and professional activities also require the use of online databases in the field. The library currently subscribes to a number of excellent online resources, including ARTstor, JSTOR, Oxford Art Online, and Oxford Reference Online – Premium. A full list of DSC's relevant subscription databases is available upon request. The pricing for some of these essential databases, such as *Oxford Art Online*, is not fixed, but depends on FTE enrollment for the College. As the College grows, the price increases.

Currently, a portion of the library's annual budget is dedicated to purchasing art materials (\$3,600), and one-time funding has been used in previous years to supplement up to \$10,000. In addition, the library

subscribes to several annual publications that support various portions of the Art curriculum. Funding must be increased to expand the book collection, ensure continuing access to database subscriptions, and subscribe to new databases. To create and maintain the collection necessary to support the curriculum, the library needs an annual allocation of \$5,000 for monographs (books, videos, e-books, periodicals, and standing orders). This sum is included in the budget. The proposed budget provides \$10,000 per year to ensure that the library is able to continue database subscriptions and occasionally subscribe to new ones as the program expands. Total new library funding to support the Art degrees is \$15,000.

### **Admission Requirements**

The Art faculty will conduct a portfolio and grade review for each student wishing to be admitted into the proposed Art degree program. In order to be eligible for the review, students must complete ART 1001, ART 1110, ART 1120, and ART 1130. Assignments from these classes will make up the portfolio. In order to pass the review and be admitted to the program, each portfolio must demonstrate significant progress and personal investment in a range of artistic areas. The lecturer/advisor will prepare students for the review. Students must maintain an overall GPA of 2.0 and earn at least a B- in all art classes in order to be eligible to proceed. Once students have satisfied these requirements, they can declare Art as their major. The requirements for the review and admission to the program will be presented to students during the First Year Experience class and will continue through contact with the lecturer/advisor.

### **Student Advisement**

As previously mentioned, DSC is planning to hire a .74 FTE lecturer/advisor for the Art Department. This person will guide students through the post-sophomore review. It will also be the lecturer/advisor's responsibility to teach the First Year Experience class, where students will learn about the degrees, emphases, requirements, departmental expectations and policies. The rest of the Art faculty play a less formal role in student advisement, with each faculty member mentoring students in his or her area of concentration.

All students who have declared an Art major will be required to undergo a junior review in the second semester of their third year, after accruing 75 credits, or at least two semesters before enrolling in ART 4800 Senior Exhibition. The Department will review the portfolio and transcript of each major and make recommendations as to needed improvements and/or work required before the senior project. This process will afford students the benefit of receiving needed guidance while also providing the department faculty with oversight of student progress.

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

Students must complete 120 credits in order to graduate with an Art baccalaureate degree, which is within the 126 credit limit for a BA or BS degree, as required by the Regents. Art degree emphases other than Art Education require 29 credits in General Education (minus requirements met through Art program core courses), 0-3 for the computer literacy institutional requirement, and 53 Art credits. The Bachelor of Arts degree also requires 16 credits in a single foreign language. The Art Education emphasis is only available in the Bachelor of Science degree, and requires 52 credits of Art program courses (ART 4800 Senior Exhibition is not required). Both BA and BS programs require 40 upper-division credits with the 120 required, and all students must complete at least 30 semester hours of upper-division credit from DSC for institutional residency.

See Section VI for a complete list of the requirements for the Art degree.

<b>Degree Requirements for BA in Art</b>	<b>Credits</b>
General Education (minus requirements met through Art Program required courses)	29
Foreign Language	16
Art Program	53
Non-Art Upper-Division	12
CIS 1200	3
Electives	7
<b>Total Semester Credits</b>	<b>120</b>
<b>Degree Requirements for BS in Art</b>	<b>Credits</b>
General Education (minus requirements met through Art Program required courses)	29
Art Program	53
Non-Art Upper-Division	12
CIS 1200	3
Electives	23
<b>Total Semester Credits</b>	<b>120</b>
<b>Degree Requirements for BS in Art with an Emphasis in Art Education</b>	<b>Credits</b>
General Education (minus requirements met through Art program required courses)	29
Art Program	52
CIS 1200	0
SET Licensure Program	39
<b>Total Semester Credits</b>	<b>120</b>

### **External Review and Accreditation**

The Art Department contracted with Jay Kvapil, a consultant for the National Association of Schools of Art and Design (NASAD) to perform an assessment of the Art program at DSC. He is an acting dean at California State University at Long Beach and holds an MFA. Dean Kvapil visited the Art Department in January 2011, and subsequently submitted his recommendations. The full text of the evaluation is available upon request.

In the conclusions section of the report, Jay Kvapil noted a number of areas that require attention before converting to a BA/BS program with NASAD accreditation. The Art faculty have since been working to address his concerns and have made substantial progress, as detailed below. The numbers correspond to the numbers in Jay Kvapil's full report.

1. There is no longer any confusion as to demand for a BA/BS in Art. The students' survey, detailed in Section III, shows student demand for such a degree. Historical enrollment figures for the Art program and the BA/BS in Integrated Studies with an emphasis in Art, reveal significant interest in

the Art program and also show that student enrollment has grown dramatically in recent years. (See Expansion of Existing Program.)

2. Shane Prine, Associate Professor in Visual Technologies at DSC, joined the Art faculty on July 1, 2011. Further curricular changes will be made to bring the Graphic Design portion of the Visual Technologies program under the umbrella of the Art program. The majority of students in the Visual Technologies program want an art-based graphic design education, not a computer programming education. These students need foundational art classes and they will get these with the new degree. Visual Technology students will continue to receive the programming foundations that they need. DSC administrators are paying careful attention to both the Art and the Visual Technology Programs to make sure that these programs will support each other without unnecessary overlap.
3. At the time of Jay Kvapil's visit in January of 2011, there were only three full-time faculty members: Glen Blakley, Del Parson, and Dennis Martinez. Since then, the department has added Shane Prine; additionally, Dr. Nancy Ross was hired in a .74 FTE position. DSC plans to hire a full-time tenure-track 3D specialist with art education experience to begin in Fall 2012 and a .74 FTE lecturer/adviser to start at the same time. By August 2012 there will be 6.48 full-time faculty members, adding expertise in the areas of graphic design, photography, art education, and sculpture or ceramics. The new faculty will increase the variety and diversity of the Art Program.
4. DSC is in the process of reconstructing the Graphic Communications AAS degree and the new program will feature only a few art-related courses, which will be administered by the Art Department.
5. The Art faculty has worked to ensure a clear and coherent curriculum for the Art degrees. There is a clear separation of lower and upper division classes. The Art faculty has put forth considerable effort to bring the DSC Art program in line with other Utah institutions. The 1000 and 2000-level requirements match those at UVU, USU, SUU, and Weber.
6. DSC and the Art faculty are committed to ensuring that those who teach classes are qualified to do so.
7. As the number of full-time Art faculty increases, the Department will naturally have more influence in college-level faculty governance, as faculty members will serve on more college committees. In the next few years it is likely that they will become a department. As a department organizationally separate from the performing arts, Art will have a voting membership in important college committees like Curriculum Committee.
8. St. George has a vibrant art community and the Art faculty believe that the BA/BS in Art degrees will appeal to more established artists as well as to traditional students.
9. DSC is committed to the growth of the Art program and is prepared to keep up with growing administrative, maintenance and facilities costs. As mentioned previously, DSC is in the process of dedicating more facility space to the Art Department and has plans to hire more faculty members.
10. DSC and the Art faculty have made substantial progress in scheduling studio classes for the NASAD (National Association of Schools of Art and Design) requirement of 6 contact hours per week and will ensure that every studio class is fully meeting that requirement by Fall 2012.
11. The Art faculty are committed to student success. In preparing for the new degrees, the Art faculty has become much more aware of the issues surrounding recruitment, admission, retention, and advisement. The Art faculty are better prepared and committed to assisting students as they progress through their college careers.
12. The current library holdings are consistent with NASAD requirements. The Art faculty is working with the Browning librarians to maintain and increase the art resources. (See Section II Program Description, Library Information and Resources.)
13. As demonstrated in this proposal, DSC plans to establish strong BA and BS degrees before

requesting approval to grant BFA degrees.

DSC has a goal of eventually reducing faculty work load to 24 credits per year.

### Projected Enrollment

These numbers are based on the enrollment for the BA/BS Integrated Studies with Art Emphasis degree and its growth in the three years it has been offered.

Year	Student Headcount	# of Faculty, including adjunct FTE	Student-to-Faculty Ratio	Accreditation Req'd Ratio
1	150	12	12.5:1	None*
2	161	13	12.3:1	None*
3	172	13	13.2:1	None*
4	184	13	14.1:1	None*
5	197	13	15.1:1	None*

\*According to NASAD guidelines, individual classes involving creative work should not exceed 25 students. This standard applies to many of the courses taught by the Art Department, but not all of them. There is no NASAD guideline for student headcount-to-faculty ratio.

### Expansion of Existing Program

The BA/BS in Art degrees will be an expansion of the existing Art program. DSC students have been able to earn a BA/BS in Integrated Studies with Art as one of two required emphases. In the table below, data were taken from the third week of each term and summer terms were not included. The data in the following two tables show an unduplicated head count of all degree-seeking students.

	AY 2008-2009	AY 2009-2010	AY 2010-2011
Fall	0	26	51
Spring	25	46	55
Total	25	49	69
Percentage change		96%	41%

The following table details student enrollment in Art and Art History courses. The majority of these enrollments reflect the department's General Education offerings. Summer terms are not included and the data come from the third week of the semester.

FALL	AY 2005/06	AY 2006/07	AY 2007/08	AY 2008/09	AY 2009/10	AY 2010/11
Fall ART	753	717	625	751	780	803
Fall ARTH	11	21	20	34	27	51
<b>Total</b>	764	738	645	785	807	854
SPRING	AY 2005/06	AY 2006/07	AY 2007/08	AY 2008/09	AY 2009/10	AY 2010/11
Spring ART	654	690	753	695	788	848
Spring ARTH	10	11	11	29	40	39



<b>Total</b>	664	701	764	724	828	887
<b>Yearly Totals</b>	<b>1428</b>	<b>1439</b>	<b>1409</b>	<b>1509</b>	<b>1635</b>	<b>1741</b>

### Section III: Need

#### Program Need

In the student survey detailed below, over 220 students expressed an interest in receiving a BA/BS degree in Art from DSC. Apart from students currently enrolled at DSC, there is some anecdotal evidence that there are practicing artists in the community who would like a baccalaureate degree in Art. These individuals would likely enroll in the degree at DSC if it were offered. The degree should be initiated at DSC because it is in high demand in the local area. Apart from student demand, Art is now implemented as a foundational area almost always offered by four-year colleges of comparable size in the region.

#### Labor Market Demand

The US Bureau of Labor and Statistics projects that between 2008 and 2018, the demand for art and design jobs will grow by 10.57%, from 834,000 to 922,100 jobs nationally.<sup>2</sup> At the state level, the Utah Department of Workforce Services expects to see a 2.1% increase in Art, Design, Entertainment, Sports, and Media jobs for that same period, and will reach 37,260 jobs by 2018.<sup>3</sup> This is a broad category, but graduates with a BA/BS in Art will gain employment across the discipline in a number of art-related jobs and will not be concentrated in a specific field. While some graduates will work in the fields of Art and Design, many will find employment in other areas, possibly including Art Education. A liberal arts BA/BS degree in Art will provide them with transferable skills that are necessary in any job requiring a bachelor's degree. These skills include creative problem solving, written and oral communication, research, planning and executing projects, and working to a deadline.

#### Student Demand

In April and May 2011, the Art faculty surveyed students in Art, Art History, and Visual Technologies classes to determine how many would like to receive a BA/BS degree in Art from DSC. There were 325 responses. Question 1 of the survey asked students to indicate their feelings toward the statement "If I had the opportunity, I would like to receive a bachelor's degree in Art from Dixie State College." They were instructed to select one of five responses: Strongly Agree, Agree, No Opinion, Disagree and Strongly Disagree. Of the students that responded to the survey, 41.23% of them strongly agreed that if they had the opportunity, they would like to receive a bachelor's degree in Art from DSC and 26.46% agreed.

Question 1 Responses						
If I had the opportunity, I would like to receive a bachelor's degree in Art from Dixie State College.						
Year in School	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	Total (row)
Freshmen	26	24	16	9	4	79
Sophomores	23	13	15	4	4	59
Juniors	36	22	9	8	2	77

<sup>2</sup>[http://www.bls.gov/emp/ep\\_table\\_106.htm](http://www.bls.gov/emp/ep_table_106.htm)

<sup>3</sup><http://jobs.utah.gov/opencms/wi/pubs/outlooks/state/>

Question 1 Responses						
If I had the opportunity, I would like to receive a bachelor's degree in Art from Dixie State College.						
Year in School	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	Total (row)
Seniors	40	18	16	8	5	87
Unidentified	9	9	4	0	1	23
<b>Column Total</b>	<b>134</b> 41.23%	<b>86</b> 26.46%	<b>60</b> 18.46%	<b>29</b> 8.92%	<b>16</b> 4.16%	<b>325</b> 100%

The survey also asked Juniors and Seniors who were enrolled in the BA/BS in Integrated Studies with an Emphasis in Art to respond to the following statement, "If I had the opportunity, I would like to receive a bachelor's degree in Art from Dixie State College." Of the 77 students that responded to the survey, 51.95% strongly agreed and 16.88% agreed that if they had the opportunity, they would like to receive a bachelor's degree in Art from DSC.

Question 3 Responses						
If I had the opportunity, I would change my major from "Integrated Studies with Art" to "Art".						
Year in School	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	Total (row)
Juniors	23	5	6	4	3	40
Seniors	17	8	10	1	1	37
<b>Total (column)</b>	<b>40</b> 51.95%	<b>13</b> 16.88%	<b>16</b> 20.78%	<b>5</b> 6.49%	<b>3</b> 3.90%	<b>77</b> 100%

### Student Demand for the DSC Art Education Emphasis

In September of 2011, the Art Department conducted a follow-up student survey to the one conducted in May 2011 (see Section III: Need). The questions on both surveys were similar, but the follow-up survey included "Art Education" as an area of interest. Eighty-five students from all grades participated in the survey. Questions 1 and 2 of the survey dealt with demographic information and Question 5 asked students to indicate their interest in the various areas of Art, and particularly Art Education.

Of the students that responded to Question 1 of the survey, 76.2% were female. Of the students that responded to Question 2 of the survey, 36.5% were Freshman and 16.5% were Sophomore. A more detailed classification of the respondents' demographics (i.e., gender and student classification) is shown below.

Question 1. Gender		
	Response Count	Response Percent
Male	20	23.8%
Female	64	76.2%
<b>Answered Question</b>	<b>84</b>	
<b>Skipped Question</b>	<b>1</b>	

<b>Question 2. Student Classification</b>		
	<b>Response Count</b>	<b>Response Percent</b>
Freshman	31	36.5%
Sophomore	14	16.5%
Junior	18	21.2%
Senior	21	24.7%
Other	1	1.2%
<b>Answered Question</b>	85	
<b>Skipped Question</b>	0	

Of the students that responded to Question 5 of the survey, 33.3% of them indicated a particular interest in the area of Art Education. The results of the relevant question are detailed in the table below.

<b>Question 5. Interest Within Art</b>		
	<b>Response Count</b>	<b>Response Percent</b>
Art Education	27	33.3%
Art History	29	35.8%
Graphic Design	36	44.4%
Painting and Drawing	53	65.4%
Photography and Digital Imagery	46	56.8%
3D Art with Sculpture and Ceramics	24	29.6%
I am not interested in Art	5	6.2%
<b>Answered question</b>	81	
<b>Skipped question</b>	4	

### **Similar Programs**

The Art faculty is confident that the BA/BS Art curriculum is consistent with other institutions in the state. In preparing the BA/BS curriculum, the Art faculty examined Art programs at Utah Valley University, Weber State University, Southern Utah University and Utah State University. These institutions provide the most relevant comparisons because they are the most similar Art BA/BS-granting USHE institutions within the USHE system. The core classes offered by these institutions and DSC are similar, although the proposed core pathway, with its required and optional classes, is modeled on Utah State's BA/BS in Art. A comparison of foundation and core requirements across comparable USHE Institutions is available upon request.

When comparing the curriculum outlined in this proposal, it is important to compare it with other BA/BS programs and not with Bachelor of Fine Art (BFA programs). NASAD states that the BFA professional degree usually requires at least 65% of credits are completed in Art and Design for the purpose of preparing students for professional artistic practice. Liberal arts degrees, such as the BA and BS degrees, should allow students to study and develop artistic skills within a broader program of general studies, but they are not professional degrees. According to NASAD guidelines, BA and BS degrees in Art should require students to take 30-45% of credits in Art and Design.<sup>4</sup> The 53 credits required by the proposed DSC program would represent approximately 43% of the credits required for the degree. UVU's Art BA/BS program requires 54 Art credits, Weber's program requires 48 credits, SUU requires 46, and USU requires 50.

<sup>4</sup>NASAD Handbook for 2010-11, p. 72-74.

Media-based emphases will recognize students' interest and achievement in particular areas. The Art degree at DSC will allow students to choose one of five emphases at the BA/BS level, including 3D Art with Sculpture and Ceramics, Art Education, , Graphic Design, Painting and Drawing, and Photography and Digital Imagery. Other USHE institutions allow BA and BS students to choose classes that focus on variety of media, but DSC's BA/BS Art degree will acknowledge a student's interest and progress in a particular area. Again, it is not that the requirements are different at DSC and other USHE institutions. However, DSC's Art degrees will offer focus within an emphasis. The Art faculty believes that the emphases are valuable for students seeking further training and careers in Art as well as students who will seek post-graduation employment in other fields.

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

Currently, students wishing to obtain a bachelor's degree in Art must go elsewhere or do without. College-bound students from Washington and Kane Counties traditionally attend DSC. A large majority of DSC's students, about 70%, are Washington County residents. Unfortunately, some are foregoing their desired degree because they are tied to the local area. DSC is prepared to meet the educational needs of these students who need to be educated locally. Art degrees at DSC would not diminish enrollment numbers at other USHE institutions, but would tap into an overlooked market of students in Washington and Kane Counties. This will help USHE meet its HigherEdUtah2020 Master Plan, which includes a goal of 66% of Utahns aged 24-64 achieving an associate's degree or higher by the year 2020.<sup>5</sup>

### **Benefits**

Offering the BA/BS degree in Art at DSC is a clear benefit to the state, community and individual students. The Art faculty consensus is that these Art degrees will be very popular at DSC and will attract students who would not have otherwise pursued a college education. Washington County has a reputation for lagging behind the rest of the state and nation in educational attainment. By increasing the diversity of its baccalaureate offerings, DSC can help to change the community and perceptions of the community. The Art faculty have developed and are continuing to refine a rigorous and demanding program that will allow students to develop as artists and teachers, while accumulating valuable transferable skills. The Art Department will be educating a segment of the community that might otherwise be content not to continue their higher education. Art baccalaureate degrees will support the cultural and artistic activities that are already present in the community and help them to grow.

### **Consistency with Institutional Mission**

DSC recently identified Art as a "core and foundational area" of higher education in Utah. It is part of DSC's educational mission to increase its baccalaureate degree offerings in these areas. Furthermore, the addition of the Art degrees with their distinctive curricula will help DSC fulfill a particular area of its mission in unique ways that other academic programs may not employ. DSC's mission statement includes the following paragraph:

Graduates will be able to think critically, communicate clearly, and solve problems. Through exposure to the breadth of human knowledge and experience, they will investigate and enhance their world views to achieve a global perspective. They will make responsible and meaningful contributions to society, in part through service to

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<sup>5</sup><http://www.higheredutah2020.org/>

others. Graduates will become citizen-scholars.<sup>6</sup>

The Art History classes taught by the Art faculty address the particular topics and issues of different world views and global perspectives, including courses that will fulfill the recently added General Education Global and Cultural Perspectives requirements.

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

### **Program Assessment**

According to the 2010-2011 *Handbook for the National Association of Schools of Art and Design* (NASAD), students graduating with a BA/BS in Art must possess:<sup>7</sup>

1. A developed sense of visual sensitivity
2. The technical skills, perceptual development, and understanding of the principles of visual organization sufficient to achieve basic visual communication and expression in one or more media
3. Ability to make workable connections between concepts and media
4. Some familiarity with the works and intentions of major artists/designers and movements of the past and present, both in the Western and non-Western worlds

The Art faculty have interpreted these guidelines and set forth their own student learning outcomes. Graduates of DSC's BA/BS Art degrees will demonstrate the following abilities:

1. To produce a body of work (portfolio) suitable for seeking opportunities in art and design
2. To solve creative problems within the field of art
3. To communicate their ideas using visual, oral and written presentation skills relevant to their field
4. To evaluate work, including their work, using professional terminology
5. To have a solid understanding of the development of art throughout history

These outcomes are consistent with the guidelines set forth by NASAD in their handbook for 2010-11. The Art Department will be seeking NASAD accreditation for the Art degree. All Art and Art Education courses align with these program goals. The methods of program assessment are outlined in the previous section.

### **Expected Standards of Performance**

DSC's Art Department is committed to enrich the lives of its students by instilling an appreciation and enjoyment of the visual arts and to provide students a strong foundational art curriculum that focuses on art application, conceptualization and theory and that helps students develop these skills in design, drawing, painting, photography, and in work with three-dimensional form.

The Art faculty spent the 2010-11 academic year mapping the curriculum. This has happened in several stages, including identifying the objectives for each course and their corresponding assessments. The Art faculty have collected, and will continue to collect, a body of student work representing A-grade, B-grade and C-grade work for each class, with the intent of unifying grade expectations across courses. In terms of the overall program, the introduction and development of particular skills have been mapped across courses. The Art faculty are in the process of unifying 1000-level and 2000-level courses, which are largely taught by adjuncts, in an effort to improve learning outcomes, achievement standards, and overall rigor.

The Art faculty will use the following methods of assessment to determine if these outcomes are being met:

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<sup>6</sup>[http://www.dixie.edu/aboutdixie/mission\\_statement.php](http://www.dixie.edu/aboutdixie/mission_statement.php)

<sup>7</sup><http://nasad.arts-accredit.org/index.jsp?page=Books>, "Free Access to PDF version", p. 81

1. Monitoring enrollment, retention, GPA, and progress toward degree
2. Yearly assessment of collected student work
3. Post-sophomore portfolio reviews
4. Junior portfolio reviews
5. Assessments of Senior Exhibitions
6. Graduation exit surveys
7. Acceptance to graduate programs and post-graduation job placement
8. Periodic meetings with individual students and groups of students to determine satisfaction and hear student concerns

A Junior Portfolio Review will be required in 3-D/Sculpture/Ceramics, Drawing/Painting, Graphic Design, Photography/Digital Imaging emphases.

At least two full semesters before the student enrolls in ART 4800 Senior Exhibition, the student must submit a portfolio for department review. The deadline is the end of the third week of the semester, and reviews will be scheduled by the department to take place between the third and tenth weeks of the semester. A student may be required to present additional works and/or engage in additional research or coursework before being allowed to enroll in ART 4800 Senior Exhibition. Successful completion of the Junior Portfolio Review is a prerequisite to ART 4800. The portfolio is submitted in a combination of a text submission followed by a presentation.

The print portion should contain:

- A two-page self-assessment of the student's work and progress in the major.
- A list of classes taken in art history, studio art, and any related fields that have contributed to the student's understanding and practice of art.
- A one-page explanation of the concept, scope, media, and research process for the proposed Senior Exhibition.

The PowerPoint presentation should contain at least 10 works and evidence of the student's individual development through examples of the student's work in art at all levels. The presentation:  
Should include works clearly labeled with medium/support, date of creation, and size.  
May include detail photos in addition, but a minimum of 10 separate works must be presented.  
Should include at least one piece that represents the major theme (either in concept or execution) of the intended senior exhibition.

During their presentation to the department faculty (which may include selected outside reviewers), students will be expected to explain the research processes they used in creating these works. The department faculty will offer a written critique of the student's work and his/her development as well as suggesting areas for improvement and/or further study leading up to the Senior Exhibition. The written critique will be returned to the student not later than the end of the twelfth week of the semester to allow for the student to enroll in suggested courses during the next semester.

### **Program and Student Assessment / Expected Standards of Performance for the DSC Art Education Emphasis**

The only art courses unique to the Art Education Emphasis are ART 3510 and 3520, which are the discipline-specific teaching methods courses. The content, activities, outcomes, and assessments of those

two courses will be carefully coordinated with DSC's nationally accredited Secondary Education Program in order to assure professional rigor. Other than those two specialized courses, the inventory of courses for art education students is fully shared with other emphases within the degree. Therefore, all of the information about course and program assessment processes and standards of performance provided in Section IV of the degree proposal apply directly to the question of demonstrating quality in the Art Education Emphasis.

Careful attention was given to National Association of Schools of Art and Design (NASAD) guidelines in shaping standards of performance for the proposed degree. NASAD has rigorous standards for assessing outcomes of professional programs like the Art Education Emphasis. DSC's intention to seek accreditation with NASAD is an important component in assuring quality in Art Education.

DSC views the Praxis test as a check on the quality of programs that provide discipline content knowledge for students who plan to teach in the secondary education arena. Successful completion of that test is required of students before they are allowed to start the student teaching component of the degree. This provides nationally benchmarked evidence that DSC students have the content knowledge that merits highly-qualified status as they move into the professional teaching world.

DSC's Secondary Education Program is accredited by the Teacher Education Accreditation Council (TEAC). This external professional accrediting agency sets the national standards for such programs. Having the TEAC stamp of approval assures that rigorous professional standards are applied in assessing program quality. Art Education students will benefit from the high standards that have already been demonstrated in the secondary education courses that are a vital part of the emphasis curriculum.

## Section V: Finance

### Budget

Financial Analysis Form					
	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Students</b>					
Projected FTE Enrollment	60	64	69	74	79
Cost Per FTE	\$2,425	\$2,778	\$2,660	\$2,565	\$2,483
Student/Faculty Ratio	12.5:1	12.3:1	13.2:1	14.1:1	15.1:1
Projected Headcount	150	161	172	184	197
	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Projected Tuition</b>					
Gross Tuition	\$197,280	\$218,880	\$245,364	\$273,726	\$303,834
Tuition to Program	\$69,048	\$76,608	\$85,877	\$95,804	\$106,341
<b>5 Year Budget Projection</b>					
	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Expense</b>					
Salaries and Wages*	\$87,000	\$116,680	\$121,201	\$126,201	\$131,249
Benefits	\$27,500	\$30,100	\$31,304	\$32,556	\$33,858
Total Personnel	20	20	20	20	20
Current Expense	10,000	10,000	10,000	10,000	10,000
Travel	3,000	3,000	3,000	3,000	3,000
Capital	3,000	3,000	3,000	3,000	3,000
Library Expense	15,000	15,000	15,000	15,000	15,000
<b>Total Expense</b>	\$145,520	\$177,800	\$183,525	\$189,777	\$196,127
	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Revenue</b>					
Legislative Appropriations	\$76,472	\$101,192	\$97,648	\$93,973	\$89,786
Grants and Contracts	0	0	0	0	0
Donations	0	0	0	0	0
Reallocation	0	0	0	0	0
Tuition to Program	\$69,048	\$76,608	\$85,877	\$95,804	\$106,341
Fees	0	0	0	0	0
<b>Total Revenue</b>	\$145,520	\$177,800	\$183,525	\$189,777	\$196,127
<b>Difference</b>					
Revenue-Expense	0	0	0	0	0

\*Salary and Benefits for year one include a full time 3D faculty, a .74 Lecturer/Advisor, and a part-time secretary. Year two increase includes a .74 Art Education hire if needed.

Projected FTE enrollment numbers were estimated by looking at the enrollment in Art and Art History classes for the last five years. Since offering the BA/BS in Integrated Studies, including the Art emphasis, enrollment in Art classes has grown approximately 7-9% per year since 2008. The BA/BS degrees in Art would offer students a more widely recognized qualification, and, as a result, the Art faculty expects that the numbers will continue to grow at about 7% per year for the first five years of the proposed program.

The tuition rate for state residents for the 2011-12 academic year is \$3,288. Tuition is likely to increase by



the rate of 4% per year. Tuition to program is 35% of gross tuition.

Salaries, wages and benefits are listed at current levels for year one and then increased by 4% per year thereafter. A financial analysis follows on the next page.

### **Funding Sources**

The funding for the new degrees will come from tuition revenue and institutional funds from state allocations. The Art faculty will pursue sources of external funding as time allows.

### **Reallocation**

The new degrees will not require internal reallocation of resources.

### **Impact on Existing Budgets**

Existing budgets will not be impacted by the new degrees.

## **Section VI: Program Curriculum**

### **All Program Courses**

Course Prefix and Number	Title	Credit Hours
<b>Art Core Courses</b>		
ART 1001*	First Year Experience	1
ART 1110	Drawing and Composition	3
ART 1120	2-Dimensional Design	3
ART 1130	3-Dimensional Design I	3
ARTH 2710	Art History I	3
ARTH 2720	Art History II	3
<b>Total Semester Core Credits</b>		<b>16</b>
<b>Art Emphasis Courses (see specific emphasis requirements, 36-37 credits)</b>		
ART 1050	Introduction to Photography	3
ART 2060	Digital Photography	3
ART 2110	Intermediate Drawing	3
ART 2190	Intro to Sculpture	3
ART 2210	Intro to Oil Painting	3
ART 2250	Intro to Watercolor	3
ART 2270	Phenomenon of Color	3
ART 2300*	Intro to Contemporary Painting	3
ART 2410	Intro to Life Drawing	3
ART 2420	Intro to Portrait	3

Course Prefix and Number	Title	Credit Hours
ART 2570	Intro to Ceramics	3
ART 3030*	Intermediate Photography – Majors	3
ART 3040*	Intermediate Digital Photography	3
ART 3050	Advanced Photography I: Analog/Darkroom	3
ART 3060	Digital Commercial Studio Photography	3
ART 3070*	Advanced Photography II: Digital	3
ART 3110	Creative Perspective Drawing	3
ART 3130	3-D Design II	3
ART 3190	Intermediate Sculpture	3
ART 3200**	Graphic Design Problems	3
ART 3210	Head and Figure Painting	3
ART 3250	Intermediate Watercolor	3
ART 3410	Intermediate Life Drawing	3
ART 3420	Intermediate Portrait Drawing	3
ART 3430	Media Experimentation	3
ART 3500*	Installation Art I	3
ART 3510*	Art Methodology I	3
ART 3520*	Art Methodology II	3
ART 3570	Intermediate Ceramics	3
ART 3700**	Typography	3
ART 3710**	Advanced Typography	3
ART 3780**	Prepress and Print Design	3
ART 4000*	Ceramic Technology	3
ART 4110	Expressive Drawing	3
ART 4190	Advanced Sculpture	3
ART 4210	Advanced Head and Figure Painting	3
ART 4250	Advanced Watercolor	3
ART 4410	Advanced Life Drawing	3
ART 4420	Advanced Portrait Drawing	3
ART 4570	Advanced Ceramics	3
ART 4650**	Publication Design	3
ART 4700*	Photographic Alternative Processes	3

Course Prefix and Number	Title	Credit Hours
ART 4750**	Package Design	3
ART 4800*	Senior Exhibition	1
ART 4950	Art Internship	1-3
ARTH 3030	Medieval Art	3
ARTH 3050	Renaissance Art	3
ARTH 3080	Nineteenth Century Art	3
ARTH 3090	Twentieth Century Art	3
ARTH 3700*	History and Theory of Photography	3
ARTH 3750**	Graphic Design History	3
COMM 2660	Intro to Digital Motion Picture Production	3
COMM 3640	Digital Motion Picture Pre-Production	3
COMM 3660/3665	Digital Motion Picture Production/Lab	2/1
COMM 3680/3685	Digital Motion Picture Post-Production/Lab	2/1
VT 1300	Communication Design	3
VT 2500	Computer Illustration	3
VT 2600	Creative Imaging	3
VT 3800	Corporate Identity	3
<b>Total Semester Emphasis Credits</b>		<b>36-37</b>
<b>Total Art Credits</b>		<b>52-53</b>
General Education Requirements		29
Foreign Language Requirement (BA only)		16
Non-Art Upper-Division Credits		12
CIS 1200		3
Electives (BA)		7
Electives (BS, not Education Emphasis – see below)		24
<b>Total Semester Credits</b>		<b>120</b>

*\*New courses to be added.*

*\*\*Courses currently existing under VT prefix to be moved to ART/ARTH*

The core Art courses required of all majors total 16 credits. There are six areas of concentration in the BA/BS Art degree: 3D/Sculpture/Ceramics, Art History, Graphic Design, Painting/Drawing, and Photography/Digital Imagery, and an emphasis in Art Education. In order to be awarded an emphasis other than Art Education, students must complete 37 credits in the emphasis (Art Education requires 36 because ART 4800 Senior Exhibition is not mandatory.). The specific requirements for each emphasis follow, and electives draw upon established, well-regarded existing courses as well as selected new offerings.

**BA/BS Art Core Requirements**

Complete All

Course	Title	Credits
ART 1001	Art First Year Experience	1
ART 1110	Drawing and Composition	3
ART 1120	2-Dimensional Design	3
ART 1130	3-Dimensional Design I	3
ARTH 2710	Art History I	3
ARTH 2720	Art History II	3
<b>Total Semester Credits</b>		<b>16</b>

**BA/BS Art with 3-D/Sculpture/Ceramics Emphasis Requirements**

Complete All

ART 2190	Intro to Sculpture	3
ART 2570	Intro to Ceramics	3
ART 3130	3-D Design II	3
ART 4800	Senior Exhibition	1
<b>Total Semester Credits</b>		<b>10</b>

Complete 27 Credits

ART 3190	Intermediate Sculpture	3
ART 3430	Media Experimentation	3
ART 3570	Intermediate Ceramics	3
ART 3500	Installation Art I	3
ART 4000	Ceramic Technology	3
ART 4190*	Advanced Sculpture	3
ARTH 4200	Ceramic History and Contemporary Trends	3
ART 4570*	Advanced Ceramics	3
<b>Total Semester Credits</b>		<b>24</b>
<b>Total Art Credits</b>		<b>50</b>

*\*Repeatable up to six credits each**Must complete 12 upper-division credits in non-Art program courses***BA/BS Art with Graphic Design Emphasis Requirements**

Complete All

ART 3700	Typography	3
ART 4800	Senior Exhibition	1
VT 1300	Communication Design	3
VT 2500	Computer Illustration	3
VT 2600	Creative Imaging	3
<b>Total Semester Credits</b>		<b>13</b>

Complete 24 Credits

ART 3200*	Graphic Design Problems	3
ART 3710	Advanced Typography	3
ART 3780	Prepress and Print Design	3

<b>BA/BS Art with Graphic Design Emphasis Requirements</b>		
ART 4700	Publication Design	3
ART 4750	Package Design	3
ART 4950	Art Internship	1-3
ARTH 3750	Graphic Design History	3
VT 3800	Corporate Identity	3
<b>Total Semester Credits</b>		<b>24</b>
<b>Total Art Credits</b>		<b>53</b>

*\*Repeatable up to six credits*

*Must complete 12 upper-division credits in non-Art program courses*

<b>BA/BS Art with Painting/Drawing Emphasis Requirements</b>		
<b>Complete Both</b>		
ART 2210	Intro to Oil Painting	3
ART 4800	Senior Exhibition	1
<b>Total Semester Credits</b>		<b>4</b>
<b>Complete Two</b>		
ART 2110	Intermediate Drawing	3
ART 2250	Intro to Watercolor	3
ART 2300	Intro to Contemporary Painting	3
ART 2410	Intro to Life Drawing	3
ART 2420	Intro to Portrait	3
<b>Total Semester Credits</b>		<b>6</b>
<b>Complete 27 Credits</b>		
ART 3110	Creative Perspective Drawing	3
ART 3210	Head and Figure Painting	3
ART 3250	Intermediate Watercolor	3
ART 3410	Intermediate Life Drawing	3
ART 3420	Intermediate Portrait Drawing	3
ART 4110	Expressive Drawing	3
ART 4210*	Advanced Head and Figure Painting	3
ART 4220	Advanced Landscape Painting	3
ART 4250*	Advanced Watercolor	3
ART 4410*	Advanced Life Drawing	3
<b>Total Semester Credits</b>		<b>21</b>
<b>Total Art Credits</b>		<b>47</b>

*\*Repeatable up to six credits each*

*Must complete 12 upper-division credits in non-Art program courses*

<b>BA/BS Art with Photography/Digital Imaging Emphasis Requirements</b>		
<b>Complete All</b>		
ART 1050	Introduction to Photography	3
ART 2060	Digital Photography	3
ART 3030	Intermediate Photography - Majors	3
ART 3040	Intermediate Digital Photography	3

ART 3050	Advanced Photography I: Analog/Darkroom	3
ART 4800	Senior Exhibition	1
COMM 2660	Intro to Digital Motion Picture Production	3
<b>Total Semester Credits</b>		<b>19</b>
<b>Complete 18 Credits</b>		
ART 3060	Digital Commercial Studio Photography	3
ART 3070	Advanced Photography II: Digital	3
ART 4700	Photographic Alternative Processes	3
ARTH 3710	History and Theory of Photography	3
COMM 3640	Digital Motion Picture Pre-Production	3
COMM 3660/65	Digital Motion Picture Production/Lab	2/1
COMM 3680/85	Digital Motion Picture Post-Production/Lab	2/1
<b>Total Semester Credits</b>		<b>18</b>
<b>Total Art Credits</b>		<b>53</b>

*Must complete 12 upper-division credits in non-Art program courses*

- **BS in Art with an Emphasis in Art Education**

It is appropriate to include Art Education with this proposal, as all comparable USHE institutions (UVU, USU, SUU and Weber) offer BA, BS, and/or BFA degrees in Art Education. The Art faculty at DSC will be able to accommodate Art Education, as the two programs are so closely aligned. Students will benefit from the additional job opportunities that are associated with this emphasis. DSC has an established and TEAC-accredited Education Department with a Secondary Education Teaching (SET) licensure program, whose faculty will offer students the professional education training and practical experience necessary for the degree.

The requirements and pathway for an Art Education emphasis will be different from the other emphases, in order to accommodate NASAD guidelines and SET licensure. The Bachelor of Art degree will not be available to students in this emphasis because the credits required for that designation would put the degree far above the maximum allowed. The requirements for a BS in Art with an emphasis in Art Education are detailed below.

### **BA/BS Art Core Requirements**

Complete All

<b>Course</b>	<b>Title</b>	<b>Credits</b>
ART 1001	Art First Year Experience	1
ART 1110	Drawing and Composition	3
ART 1120	2-Dimensional Design	3
ART 1130	3-Dimensional Design I	3
ARTH 2710	Art History I	3
ARTH 2720	Art History II	3

### **BS in Art with Art Education Emphasis Requirements**

**Complete Three**

ARTH 3030	Medieval Art	3
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ARTH 3050	Renaissance Art	3
ARTH 3080	Nineteenth Century Art	3
ARTH 3090	Twentieth Century Art	3
<b>Complete All</b>		
ART 2060	Digital Photography	3
ART 2250	Intro to Watercolor	3
ART 3510	Art Methodology I	3
<b>Complete One</b>		
ART 2210	Intro to Oil Painting	3
ART 2300	Intro to Contemporary Painting	3
Complete One		
ART 2190	Intro to Sculpture	3
ART 2570	Intro to Ceramics	3
Art Studio Electives	Complete four upper-division Studio Art Courses	12
<b>Total ART/ARTH Semester Credits</b>		<b>46</b>

### Secondary Education Teaching (SET) Requirements

Students seeking a BS in Art Education must also meet the requirements for the Secondary Education Teaching (SET) Program. These requirements include completion of all General Education and institutional requirements (32 or more credits). Pre-professional classes may be taken at any time before admission into the SET program. The SET requirements are outlined below.<sup>8</sup>

Course	Title	Credits
<b>Pre-Professional SET Courses</b>		
EDUC 1010	Intro to Education	3
EDUC 2010	Intro to Teaching Exceptional Learners	3
EDUC 2400	Foundations of Multicultural & ESL	3
EDUC 2500	Technology for Educators / Electronic Portfolios	3
EDUC 3110	Educational Psychology	3
<b>Total Pre-Professional Semester Credits</b>		<b>15</b>

To be admitted to the SET program and enroll in professional courses, students must have completed all pre-professional Education classes with 3.0 or higher GPA with no D credit, and students must pass the appropriate PRAXIS II content area subject test(s). In addition, one of the following must be completed:

- Students with BA/BS degrees in progress must have completed at least 95% of major coursework

<sup>8</sup>[http://www.dixie.edu/education/secondary\\_education.php](http://www.dixie.edu/education/secondary_education.php), SET Course Requirements

and have approval of major academic content area department advisor

- Students with completed BA/BS or higher degrees must have their transcripts reviewed by content area department advisor

Course Prefix and Number	Title	Credits
<b>Professional SET Classes Semester 1</b>		
SCED 3720	Reading and Writing in the Content Areas	3
SCED 4100	Curriculum, Instruction, and Assessment	3
SCED 4600	Classroom Management	3
ART 3520	Art Methodology II	3
<b>Total Credits for SET Semester I</b>		<b>12</b>
<b>Professional SET Classes Semester II</b>		
SCED 4900	Secondary Student Teaching	10
SCED 4989	Student Teaching Seminar	2
<b>Total Credits for SET Semester II</b>		<b>12</b>
<b>Total SET Semester Credits</b>		<b>39</b>

Minimum cumulative GPA must be attained to be eligible to graduate (2.75 or higher, and 3.00 GPA or higher in pre-professional education classes with no D credit.

*New Courses to Be Added in the Next Five Years*

Course Prefix and Number	Course Title	Credit Hours	Pre-requisite
ART 2300	Intro to Contemporary Painting	3	
ART 3030	Intermediate Photography - Majors	3	ART 1050
ART 3040	Intermediate Digital Photography	3	ART 2060
ART 3070	Advanced Photography II: Digital	3	ART 3040
ART 3500	Installation Art I	3	ART 3130
ART 3510	Art Methodology I	3	
ART 3520	Art Methodology II	3	ARTH 3520, with grade of C- or higher
ART 4000	Ceramic Technology	3	ART 3570
ART 4700	Photographic Alternative Processes	3	ART 2050
ART 4800	Senior Exhibition	1	Instructor Permission
ARTH 3050	Renaissance Art	3	
ARTH 3700	History and Theory of Photography	3	

**Program Schedule**

**Hypothetical Three-Year Teaching Rotation**

Dixie State College requires full-time faculty to teach 27 credits per year. Please note that all classes from the Core and Electives list are covered by permanent faculty. There is some flexibility in the permanent



faculty schedule to teach some courses more frequently and also to add sections, which can also be achieved through the use of adjunct faculty.

Teacher	Year	Semester	Classes
Shane Prine	1 (13.5 credits)	Fall	ART 3050, 3070, 4650
	1 (11.5 credits)	Spring	ART 1050, 3030, ARTH 3700
	2 (11.5 credits)	Fall	ART 1050, 3060, 4750
	2 (12 credits)	Spring	ART 3030, 4700, ARTH 3750
	3 (13.5 credits)	Fall	ART 1050, 3050, 3070
	3 (7.5 credits)	Spring	ART 3030, ARTH 3700
Del Parson	1 (13.5 credits)	Fall	ART 1110, 2110, 3210/4210
	1 (13.5 credits)	Spring	ART 2210, 2110, 3410/4410
	2 (13.5 credits)	Fall	ART 1110, 2410, 2210
	2 (13.5 credits)	Spring	ART 2210, 3410/4410, 4220
	3 (13.5 credits)	Fall	ART 1110, 2110, 3420
	3 (9 credits)	Spring	ART 2210, 2420
Dennis Martinez	1 (13.5 credits)	Fall	ART 1100, 1120, 3110
	1 (13.5 credits)	Spring	ART 1130, 2720, 3430
	2 (13.5 credits)	Fall	ART 1100, 1120, 2250
	2 (13.5 credits)	Spring	ART 1130, 3500, 3250
	3 (13.5 credits)	Fall	ART 1100, 1120, 4110
	3 (13.5 credits)	Spring	ART 1130, 4220, 4250
Glen Blakely	1 (12 credits)	Fall	ART 1010, 2570, 2060
	1 (14.5 credits)	Spring	ART 1010, 3040, 4800, 4950, 3130
	2 (12 credits)	Fall	ART 1010, 2570, 2060
	2 (15.5 credits)	Spring	ART 1010, 3040, 4800, 4950, 3130
	3 (12 credits)	Fall	ART 1010, 2570, 2060
	3 (14.5 credits)	Spring	ART 1010, 3040, 4800, 4950, 3130
Nancy Ross (.74)	1 (9 credits)	Fall	ARTH 2710, 2710, 3080
	1 (9 credits)	Spring	ARTH 2720, 2720, 3090
	2 (9 credits)	Fall	ARTH 2710, 2710, 3030
	2 (9 credits)	Spring	ARTH 2720, 2720, 3050
	3 (9 credits)	Fall	ARTH 2710, 2710, 3080
	3 (9 credits)	Spring	ARTH 2720, 2720, 3090
New Full-Time Hire	1 (13.5 credits)	Fall	ART 2190, 4190, 3510
	1 (13.5 credits)	Spring	ART 3190, 3770, 3520
	2 (13.5 credits)	Fall	ART 2190, 4570, 3510

	2 (13.5 credits)	Spring	ART 3190, 3570, 3520
	3 (13.5 credits)	Fall	ART 2190, 4000 , 3510
	3 (13.5 credits)	Spring	ART 3190, 3570, 3520
<b>Lecturer-Advisor (.74)</b>	1 (5.5 credits)	Fall	ART 1001, 3700
	1 (5.5 credits)	Spring	ART 1001, 3710
	2 (5.5 credits)	Fall	ART 1001, 3200
	2 (5.5 credits)	Spring	ART 1001, 3780
	3 (5.5 credits)	Fall	ART 1001, 3700
	3 (5.5 credits)	Spring	ART 1001, 3710

The three-year teaching rotation outlined above indicates that the Core and Elective courses are taught by the current permanent faculty plus the proposed New Full-Time Hire. A second full-time faculty position will be filled for FY2014.

- Hypothetical Program Schedule, Baccalaureate of Science in Art with an Emphasis in Digital Imaging and Photography.

<b>Semester One</b>	
<b>Courses</b>	<b>Credits</b>
ART 1001 First Year Experience	1
ART 1110 Drawing and Composition	3
ART 1120 2D Design	3
ENGL 1010 Intro to Writing	3
LIB 1010 Information Literacy	1
Elective	3
<b>Total</b>	<b>14</b>
<b>Semester Two</b>	
<b>Course</b>	<b>Credits</b>
ART 1130 3D Design I	3
Art Emphasis Course	3
CIS 1200 Computer Literacy	3
ENGL 2010 Intermediate Writing	3
GE Mathematics	3
Elective	1
<b>Total</b>	<b>16</b>
<b>Semester Three</b>	
<b>Course</b>	<b>Credits</b>
ARTH 2710 Art History I	3

Art Emphasis Course	3
GE American Institutions Course	3
GE Life Sciences Course	3
GE Social and Behavioral Sciences Course	3
Elective	1
<b>Total</b>	<b>16</b>
<b>Semester Four</b>	
<b>Course</b>	<b>Credits</b>
Art Emphasis Course	3
Art Emphasis Course	3
ARTH 2720 Art History II	3
Physical Science GE Course/Lab	3/1
Elective	3
<b>Total</b>	<b>16</b>
<b>Semester Five</b>	
<b>Course</b>	<b>Credits</b>
Art Emphasis Course	3
Art Emphasis Course	3
Art Emphasis Course	3
GE Humanities Course	3
Elective	3
<b>Total</b>	<b>15</b>
<b>Semester Six</b>	
<b>Course</b>	<b>Credits</b>
Art Emphasis Course	3
Art Emphasis Course	3
Art Emphasis Course	3
GE Exploration Course	3
Elective	3
<b>Total</b>	<b>15</b>
<b>Semester Seven</b>	
<b>Course</b>	<b>Credits</b>

Art Emphasis Course	3
Art Emphasis Course	3
Elective	3
Upper-division Elective	3
Upper-division Elective	3
<b>Total</b>	<b>15</b>
<b>Semester Eight</b>	
<b>Course</b>	<b>Credits</b>
ART 4999 Senior Exhibition	1
Elective	3
Elective	3
Upper-division Elective	3
Upper-division Elective	3
<b>Total</b>	<b>13</b>
<b>Total Credits</b>	<b>120</b>

Hypothetical Program Schedule, Baccalaureate of Science in Art with an emphasis in Art Education.

<b>Semester One</b>	
<b>Course</b>	<b>Credits</b>
ART 1001 First Year Experience	1
ART 1110 Drawing and Composition	3
ART 1120 2D Design	3
CIS 1201 Computer Literacy	0
EDUC 1010 Intro to Education	3
ENGL 1010 Intro to Writing	3
LIB 1010 Information Literacy	1
<b>Total</b>	<b>14</b>
<b>Semester Two</b>	
<b>Course</b>	<b>Credits</b>
ART 1130 3D Design	3
ART 2060 Digital Photography	3
ENGL 2010 Intermediate Writing	3
GE Exploration Course	3

GE Mathematics Course	3
<b>Total</b>	<b>15</b>
<b>Semester Three</b>	
<b>Course</b>	<b>Credits</b>
ART 2570 Intro to Ceramics	3
ARTH 2710 Art History I	3
FCS 1500, PSY 1010, or PSY 1100	3
GE Physical Sciences Course/Lab	3/1
HIST 1700 or POLS 1100	3
<b>Total</b>	<b>16</b>
<b>Semester Four</b>	
<b>Course</b>	<b>Credits</b>
ART 2300 Intro to Contemporary Painting	3
ARTH 2720 Art History II	3
GE Life Sciences Course	3
Upper-division Art History Course	3
Upper-division Art Studio Course	3
<b>Total</b>	<b>15</b>
<b>Semester Five</b>	
<b>Course</b>	<b>Credits</b>
ART 2250 Intro to Watercolor	3
EDUC 2010 Intro to Teaching Exceptional Learners	3
EDUC 2400 Foundations Multicultural/ ESL	3
GE Humanities Course	3
Upper-division Art Studio Course	3
<b>Total</b>	<b>15</b>
<b>Semester Six</b>	
<b>Course</b>	<b>Credits</b>
ART 3510 Art Methodology I	3
EDUC 2500 Tech for Educators / Electronic Portfolios	3
EDUC 3110 Educational Psychology (K-12)	3
Upper-division Art History Course	3

Upper-division Art Studio Course	3
<b>Total</b>	<b>15</b>
<b>Semester Seven</b>	
<b>Course</b>	<b>Credits</b>
ART 3510 Art Methodology II	3
SCED 3720 Reading and Writing in the Content Areas	3
SCED 4100 Curriculum, Instruction, and Assessment	3
SCED 4600 Classroom Management	3
Upper-division Art History Course	3
Upper-division Art Studio Course	3
<b>Total</b>	<b>18</b>
<b>Semester Eight</b>	
<b>Course</b>	<b>Credits</b>
SCED 4900 Secondary Student Teaching	10
SCED 4989 Student Teaching Seminar	2
<b>Total</b>	<b>12</b>
<b>Total Credits</b>	<b>120</b>

### Section VII: Faculty

The following table lists all full-time and instructor-level faculty members. The adjuncts that are included are those that Art Department uses regularly. Depending on need, the Art Department uses adjuncts that are not included in this table.

#### Art Program Faculty

Name	Position	Degree	Institution	Specialty
Del Parson	Professor, Program Coordinator	MFA	Brigham Young University	Painting and Drawing
Glen Blakley	Professor	MFA	Brigham Young University	3 Dimensional Art
Dennis Martinez	Professor	MFA	University of Colorado at Boulder	Painting, Drawing and Installation
Shane Prine	Associate Professor	MFA	Washington State University	Graphic Design/Photography
Nancy Ross	Instructor (.74 FTE)	PhD	University of Cambridge	Art History
Patty Bingham	Adjunct	MEd	Southern Utah University	Painting and Drawing

Name	Position	Degree	Institution	Specialty
M. Shane Christensen	Adjunct	MFA	University of Pennsylvania	Sculpture/3 Dimensional Art/Art Education
James Larkin	Adjunct	MEd	Utah State University	Art Education/Painting and Drawing
Michelle Kurtz	Adjunct	MFA	University of Utah	Painting and Drawing
Jeff Layne	Adjunct	MEd	Brigham Young University	Art Education
Shazad Sheikh	Adjunct	MFA	University of Punjabi	Graphic Design

### Education Faculty

Faculty	Area of Specialization	Institution
Tracy Wheeler, Ed.D.	Classroom Management and Motivation; Educational Technology; Multicultural; Curriculum Design and Assessment; current Utah secondary licensure; 8 years' teaching experience, grades 7-12; Educational Technology Endorsement	Utah State University
John Goldhardt, Ed.D.	Educ. Psychology; Classroom Mgmt. Secondary; Multicultural Ed; Curriculum, Instruction & Assessment; Washington County School District Liaison	UNLV
Brenda Sabey, PhD	Curriculum and Instruction; Literacy Studies	University of Nevada Reno
Chizu Matsubara-Jaret, PhD	Curriculum and Instruction/TESOL	University of Nevada
Sandy Peterson, PhD	Curriculum and Instruction, Cultural Foundations of Education	University of Utah
Nancy Hauck, M.A.	Curriculum and Instruction	EdD in progress, USU
Harry Odil, M.A.	Foundation Courses; SET Advisor, Secondary Administration	University of No. Colorado

May 9, 2012

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Utah Valley University – Bachelor of Science in Computer Engineering

Issue

The Utah Valley University (UVU) Department of Computer Science requests approval to offer the Bachelor of Science in Computer Engineering (BSCE) Degree, effective Fall Semester 2012.

Background

Since 2001 UVU has offered an emphasis in Computer Engineering within the Bachelor of Science Computer Science (BSCS) program. The Computer Engineering emphasis program currently has 102 declared majors.

Computer engineering encompasses computer science and electrical engineering disciplines. The BSCE program prepares students for careers that deal with computer systems, including both hardware and software, from design through implementation. These computer systems, sometimes referred to as *embedded systems*, are components of many commercial products such as cell phones, smart mobile devices, fuel injection systems in vehicles, and controller units in washing machines. They can also be found in medical products such as x-ray machines. The program will prepare students to create specification and design documents, become skilled in the use of comprehensive and up-to-date design tools, work in teams, and complete complex projects. The program curriculum is the same curriculum as that currently required for the BSCS/Computer Engineering emphasis with the deletion of some electives to accommodate the addition of a few degree-related courses that more effectively define the course of study as a computer engineering major.

The U.S. Department of Labor Bureau of Labor Statistics lists computer systems design and related services as third for industries having the largest wage and salary employment growth from 2008-2018. Further, the U.S. Department of Labor reported "computer systems design and related services industry is among the economy's largest and fastest sources of employment growth" in the 2004 to 2014 time period (Employment Outlook: 2004-2014, industry output and employment projections to 2014). In the state of Utah, the Governor's Office of Economic Development stated that Utah needs more engineers to meet economic development needs. The Utah Occupational Projections 2008-2018 published by the Utah Department of Workforce Services shows an estimated 250 annual openings in Utah for occupations



related to computer engineering with median hourly wages ranging from \$37.40–\$44.20. In 2011, UVU's Computer Science Department surveyed 39 Utah County companies who currently employ 84 computer engineers. Survey results indicated the companies need to hire an additional 27 computer engineers in the coming year.

In 2008, the OCHE staff commissioned three consultants to examine the need for a computer engineering degree at UVU. The consultants recommended that action be deferred until a statewide plan for technical workforce development and workforce creation was developed. Using studies conducted by the Georgetown University Center on Education and the Workforce, the OCHE developed the *UtahHigherEd2020* plan that calls for increasing the number of college-credentialed adults to 66% of Utah's total workforce. Examining data specific to Utah, researchers suggested that Information Technology and STEM, employment categories in which this proposed program would provide graduates, are key areas for Utah's workforce development. Information Technology is expected to be the fastest growing employment sector in the state with a 37% increase anticipated between 2008 and 2018 with STEM showing a 29% anticipated growth rate over the same period. This information, together with the labor market data cited above and UVU's growing enrollments over the last decade in the computer engineering emphasis, provides justification to support moving this proposal forward. Simply put, Utah needs more engineers. In order to meet strategic economic and workforce development objectives, the state needs to foster and encourage students to enter engineering programs. Making engineering programs available to more students is a means to achieve that goal.

#### Policy Issues

There are no known policy issues that would prevent this degree from going forward. The proposal was vetted through the chief academic officers at each institution within the Utah System of Higher Education. Questions that arose were addressed.

#### Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by Utah Valley University to offer the Bachelor of Science in Computer Engineering, effective Fall Semester 2012.

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William A. Sederburg  
Commissioner of Higher Education

WAS/BKC  
Attachment

Programs and Planning Committee

Action Item

Request to Offer a Bachelor of Science in Computer Engineering

Utah Valley University

Prepared for:  
William A. Sederburg  
by  
Blair K. Carruth

May 9, 2012

**Program Description  
Utah Valley University  
BS Computer Engineering**

**Section I: The Request**

The Utah Valley University (UVU) Department of Computer Science requests approval to offer the Bachelor of Science in Computer Engineering (BSCE) Degree, effective Fall Semester 2012. Since 2001 this proposed program has been offered as an emphasis in Computer Engineering within the UVU Bachelor of Science Computer Science (BSCS) program. The computer science emphasis currently enrolls 102 declared majors.

**Section II: Program Description**

**Complete Program Description**

Computer engineering encompasses the computer science and electrical engineering disciplines. The BSCE program prepares students for computer systems careers, including both hardware and software, from design through implementation. These computer systems, sometimes referred to as embedded systems, are components of many commercial products such as cell phones, smart mobile devices, fuel injection systems in vehicles, and controller units in washing machines. They can also be found in medical products such as x-ray machines. The program will prepare students to create specification and design documents, become skilled in the use of comprehensive and up-to-date design tools, work in teams, and complete complex projects. The program curriculum is the same curriculum as that currently required for the BSCS/Computer Engineering emphasis with the deletion of some electives to accommodate the addition of a few degree-related courses that more effectively define the course of study as a computer engineering major. Probably the most significant way in which the emphasis and the new degree program are different is the way in which the degree title will appear on a student's transcript.

**Purpose of Degree**

UVU is making this proposal for the following reasons:

- *Student Employment*  
Computer Engineering emphasis graduates currently receive a degree in Computer Science, although they have received specialized training in Computer Engineering. Some government entities, e.g., Hill Air Force Base and many other federal agencies, have strict regulations in hiring. UVU officials report that these entities can hire individuals with a BSCE degree but not individuals with a BSCS degree with an emphasis in Computer Engineering. With a degree program that clearly designates the specialized training they are receiving (the BSCE program), UVU graduates will be able to seek employment that matches their education in all employment sectors.
- *Student Education*  
Since the current UVU Computer Engineering program is an emphasis area in the BSCS program, some students have transferred to other emphasis areas within the UVU BSCS program because they believed their diploma would not allow them to compete for BSCE jobs. Some students have transferred to other institutions in order to obtain a degree labeled as Computer Engineering. The proposed degree eliminates some electives and requires certain courses so that the program is even more robust and aligned with the Accreditation Board for Engineering and Technology standards. With the clear BSCE degree program title, students will be able to complete their entire

program at UVU, receive the appropriate degree designation, and have greater opportunities for employment in their chosen field.

- *Labor Market*

As described in the Labor Market Demand section below, there is growing demand for computer engineers throughout Utah as well as locally in Utah County. Students are served by being able to go to school and find employment without the inconvenience of having to relocate.

- *Population Growth in Utah County*

According to the Utah Process Economic and Development Model data used by the State, Utah's school-age population will increase by 163,000 students in the next ten years. The Bureau of Economic and Business Research at the University of Utah predicts that the college-aged population will see a steady increase from 2009 and see a boom period between 2016 and 2025. According to a 2007 U.S. Census Bureau report, four Utah County cities are among the top ten fastest growing cities in Utah, and according to data from the Governor's Office of Planning and Budget, Utah County's population of adults ages 18-29 is expected to increase nearly 19% from 140,434 in 2010 to 167,099 in 2020. Current student enrollment in the program, expected college-aged population growth, and increasing labor market demand portend program need.

### **Institutional Readiness**

Currently, the Computer Engineering emphasis in the Computer Science program is housed in the Department of Computer Science in the College of Technology and Computing. The proposed BSCE degree will be housed in the same department. The administrative structure is adequate to support the new degree program. Since all the courses for the new BSCE degree program are being offered as the Computer Engineering emphasis in the BSCS program, the new degree program is not expected to impact the delivery of existing courses or other departmental resources in the first several years. Since the purpose of the new degree is to enhance UVU's offering in the computing area, the new degree will not change the current administration organization at the College level. The name of the college will remain the College of Technology and Computing.

### **Faculty**

The courses for the proposed degree program have been offered to support the emphasis in the Bachelor of Science in Computer Science program since 2001. Thus, the faculty required for this degree program is in place. Currently, there are 14 full-time and four adjunct faculty members in the Computer Science Department. All of these faculty members are supporting the Computer Engineering emphasis area. The additional sections needed for the projected growth in the proposed program will be taught by existing salaried faculty. Adjunct faculty members (existing and/or new) will be used to teach some lower division courses currently being taught by salaried faculty.

### **Staff**

The Computer Engineering emphasis is currently being supported by the staff in the Computer Science Department and the Information Technology staff in the Dean's Office of the College of Technology and Computing. No new staffing will be required to support the new degree program.

### **Library and Information Resources**

The library at UVU is positioned to support the proposed computer engineering degree. Because of the changing nature of computer science and computer engineering, journals and conference proceedings are central to literature needed by students in these fields. The UVU library subscribes to the ACM electronic

library that includes the publications and proceedings of that major professional society. The UVU library also subscribes to the Institute of Electrical and Electronics Engineers (IEEE) Online core collection of journals and conference proceedings.

The library provides an information commons area (a combination computer lab and reference area) where students can research, select and print or file-save full text articles and other materials, as well as use the most common desktop applications. The library is also part of the campus-wide wireless network that students and faculty can access free of charge. The library also provides numerous data ports where students can wire-connect their notebook computers for access to the campus network.

### **Admission Requirements**

To be admitted to the BS degree program in Computer Engineering, a student will be required to complete the following courses with an overall grade point average of 2.5 or higher.

- MATH 1210 Calculus I
- MATH 1220 Calculus II
- PHYS 2210 Physics for Scientists and Engineers I
- CS 1400 Fundamentals of Programming
- CS 1410 Object-Oriented Programming
- CS 2810 Computer Organization and Architecture
- EENG 1020 Computer Engineering Problem Solving with MATLAB
- EENG 2700 Digital Design I
- EENG 2705 Digital Design I Lab
- EENG 2250 Circuit Theory

### **Student Advisement**

Two department advisors are currently in place, one who advises Computer Science and Information Systems and Technology students and one who advises Computer Science and Pre-engineering students. They currently assist students in planning and tracking their programs. These advisors are familiar with all of the college requirements, as well as the requirements for the BSCE degree. Faculty will mentor the students as needed to help them understand the academic and professional aspects of the computer engineering discipline.

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

The curriculum of the proposed degree program was developed in 2001 based on the ACM and IEEE curriculum guidelines for Computer Engineering programs. It has been under regular review and improvement since 2001. The existing curriculum received the Accreditation Board for Engineering and Technology (ABET) accreditation in 2002 and 2010 as an emphasis in the BSCS program. The proposed curriculum for this program requires the completion of 126 credit hours.

### **External Review and Accreditation**

At the inception of the Computer Engineering emphasis in 2000, Dr. Gordon Stokes, then Associate Dean of the School of Computer Science and Engineering Technology, consulted with Dean Douglas Chabries, Dean of the College of Engineering and Technology and former chair of the Electrical and Computer Engineering Department at Brigham Young University, to design a computer engineering program consistent with ABET accreditation standards. Later that year the program was reviewed by Dr. Willis King, then President of the IEEE Computer Society. Dr. King's feedback was incorporated into the original

program. Dean Warren R. Hill, Dean of the College of Applied Sciences and Technology at Weber State University, also reviewed the curriculum and provided feedback.

Since 2001, UVU's Computer Engineering curriculum has been regularly reviewed and modified based on the ACM and IEEE curriculum guidelines through established UVU curriculum review processes. In 2002 the emphasis program was accepted as part of the BSCS ABET program accreditation. The new Bachelors degree program has been designed to meet the requirements of the Engineering Accreditation Commission (EAC) of ABET. ABET accreditation requires that the programs seeking accreditation have graduates of the program that have met all of the program requirements. Thus, providing for that outcome, it is anticipated UVU will apply for an ABET accreditation review of the new BSCE program in January 2015.

In May 2011, the UVU administration invited Shahram Latifi, Ph.D., P.E., IEEE Fellow, and Professor of Electrical and Computer Engineering at the University of Nevada Las Vegas, to review UVU's Computer Engineering emphasis. Dr. Latifi's evaluation was based on criteria specified for Baccalaureate Level Engineering Programs as articulated in the ABET 2010-2011 accreditation cycle. Dr. Latifi expressed a concern regarding the number of faculty members available for Computer Engineering courses. That concern was been addressed through a new faculty position that was approved and filled in Fall 2011.

### Projected Enrollment

Year	Student Headcount*	# of Faculty**	Student-to-Faculty Ratio***	Accreditation Req'd Ratio
1	102	7	14.6	About 30:1****
2	115	7	16.4	About 30:1
3	120	8	15.0	About 30:1
4	122	8	15.25	About 30:1
5	124	8	15.5	About 30:1

*Note: The Computer Science Department has 14 tenured or tenure-track faculty members teaching courses in the Computer Engineering emphasis. However, only four current faculty members are involved in teaching upper division computing engineering courses. This number was used in the table to calculate the FTE-to-Faculty Ratio. Based on actual enrollments, additional adjunct faculty will be used to handle additional teaching load.*

*\*Student Headcount represents new majors only.*

*\*\*# of Faculty represents the portion of the departmental faculty headcount anticipated to support this new program.*

*\*\*\*Student-to-Faculty Ratio represents the Student Headcount (new majors only) divided by the # of Faculty; this ratio is comparable to the Fall 2011 student-to-faculty ratio for the Computer Science Department.*

*\*\*\*\*The language used in ABET criteria is: "There must be sufficient faculty to accommodate adequate levels of student-faculty interaction, student advising and counseling, university service activities, professional development, and interactions with industrial and professional practitioners, as well as employers of students." This statement is interpreted as approximately a 30:1 ratio.*

### Expansion of Existing Program

The Computer Science Department has both two-year and four-year degree programs in Computer Science and Software Engineering. The four-year Computer Science degree has emphases in Computer Engineering, Computer Science, Computer Networking, and Database Engineering. The Bachelor of Science in Computer Engineering (BSCE) program will replace the existing Computer Engineering emphasis. The BSCE program will adopt the approved curriculum of the Computer Engineering emphasis without adding any new courses. The new degree will utilize existing courses from the Computer Science programs. The enrollment history of the past five years is provided in the table below.

Year	2006-07	2007-08	2008-09	2009-10	2010-11
CS Program	350	349	338	468	544
CE Emphasis	39	51	87	102	102

### Section III: Need

#### Program Need

Utah County is a rapidly growing area of the state with a large high technology industry segment. To support the continued growth of the local economy, it is necessary that a growing supply of people be educated in high technology fields. Utah Valley University has a robust Computer Science program that helps meet this need. The requested degree program would complement the Computer Science program and provide additional talent to the high technology employee pool needed in Utah County and outlying areas. With this relatively low cost expansion of its programs, UVU will be positioned to better accommodate the needs of the local student and employer population. Further, it is anticipated that the UVU Computer Engineering degree will enhance the position of the state in providing an attractive environment for high technology industries and increase the number of students eligible for graduate programs.

#### Labor Market Demand

The U.S. Department of Labor Bureau of Labor Statistics lists computer systems design and related services as third for industries having the largest wage and salary employment growth in 2008-2018.<sup>1</sup> Further, the U.S. Department of Labor reported "computer systems design and related services industry is among the economy's largest and fastest sources of employment growth" in the 2004 to 2014 time period (Employment Outlook: 2004-14, industry output and employment projections to 2014). In the state of Utah, the Governor's Office of Economic Development stated that Utah needs more engineers to meet economic development needs.

The Utah Occupational Projections 2008-2018 published by the Utah Department of Workforce Services shows the following information for career positions related to Computer Engineering.

SOC Code	Occupation	Average Annual Growth Rate (Percent)	Annual Openings	Median Hourly Wage
15-1032	Computer Software Engineers, Systems Software	4.3%	180	\$37.40
17-2061	Computer Hardware Engineers	0.1%	30	\$44.20
17-2071	Electrical Engineers	1.2%	40	\$38.20

In 2011, UVU's Computer Science Department surveyed 39 Utah County companies who currently employ 84 computer engineers. Survey results indicated the companies need to hire an additional 27 computer engineers in the coming year.

<sup>1</sup> <http://www.bls.gov/news.release/ecopro.t03.htm>

### **Student Demand**

A survey of 345 computer science students (across all areas of emphases) was conducted by UVU's Computer Science Department in 2011. The survey revealed (with 93% confidence) that the current Computer Engineering emphasis students (102 declared majors as of Fall 2011) would choose a Computer Engineering degree if it were offered at UVU. This survey also indicated that if UVU offered a Computer Engineering degree, 45% of the Computer Science majors in other areas of emphasis would be interested in pursuing that degree.

### **Similar Programs**

The University of Utah, Utah State University and Brigham Young University have Electrical and Computer Engineering departments offering baccalaureate degrees in Computer Engineering. Weber State University started a BS program in Electronics Engineering in 2010. Utah Valley University's proposed BS in Computer Engineering program would take advantage of the unique background of the UVU faculty and their research areas, placing emphasis on the programming aspect of embedded systems. Utah Valley University has offered the computer engineering curriculum as an emphasis in the BSCS since 2001 with little or no impact to other USHE institutions. The proposed BS Computer Engineering degree at UVU will provide students with a credential that better describes the courses they have taken.

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

Utah Valley University has carefully reviewed the programs at the University of Utah, Utah State University, and Brigham Young University. Utah Valley University participated in the annual state higher education majors meeting to ensure that common courses are aligned with other USHE institutions. It is anticipated that graduates from the BSCE program at UVU will provide a larger pool of candidates for graduate degrees at other USHE institutions.

Some institutions expressed a concern that adding an additional program in computer engineering may oversupply the market at a time when existing programs are capable of enrolling additional students. In 2008, the OCHE staff commissioned three consultants to examine the need for a computer engineering degree at UVU. The consultants recommended that action be deferred until a statewide plan for technical workforce development and workforce creation was developed. Using studies conducted by the Georgetown University Center on Education and the Workforce, the OCHE developed the UtahHigherEd2020 plan that calls for increasing the number of college-credentialed adults to 66% of Utah's total workforce. Examining data specific to Utah, researchers suggested that Information Technology and STEM, employment categories in which this proposed program would provide graduates, are key areas for Utah's workforce development. Information Technology is expected to be the fastest growing employment sector in the state with a 37% increase anticipated between 2008 and 2018 with STEM showing a 29% anticipated growth rate over the same period. This information, together with the labor market data cited above and UVU's growing enrollments over the last decade in the computer engineering emphasis, provides justification to support moving this proposal forward. Simply put, Utah needs more engineers. In order to meet strategic economic and workforce development objectives, the state needs to foster and encourage students to enter engineering programs. Making engineering programs more available to students is a means to achieve that goal.

### **Benefits**

It is anticipated that the proposed new degree will increase student retention and graduation in the computer engineering area. With only minimal increase in the use of adjunct faculty the number of graduates will increase on a regular basis.



From the perspective of community engagement, the image of UVU as a partner to area industry will be enhanced. The ability to have engineering programs available to support local employee development should attraction high quality technical employers to the area. Well-trained, high-quality engineers produced by an additional state institution of higher education will demonstrate the system's ability to support economic development in regional areas of growth. The program will also be a source of well-trained students ready to enter graduate programs at other state institutions.

**Consistency with Institutional Mission**

Utah Valley University's mission statement specifies that UVU meets regional educational needs. Consistent with UVU's mission, the BSCE program "prepares professionally competent people of integrity" and promotes "economic and cultural development" with a commitment to meet current and future workforce needs. This engineering program will provide occupational, technical, and career opportunities to students. Utah Valley University expects this program to grow as the technical industry base grows in Utah County, developing, broadening, and strengthening mutually beneficial partnerships with business and industry.

**Section IV: Program and Student Assessment**

**Program Assessment**

The UVU BSCE program's assessment process will be outcomes-based. Results will be used to provide continuous program improvement. The assessment process will be centered on institutional and program objectives, including those required by ABET accreditation criteria. Evidence of student performance will be taken from the following assessment mechanisms:

- Conventional assignments and exams in individual courses
- Student rating of instruction in individual sections of courses
- Exit survey of student results
- Survey of students three years after graduation
- Annual Faculty Curriculum Committee evaluation of courses in the curriculum
- Utah Valley University program assessment instruments
- Utah State Board of Regents 3 year new program review
- Utah State Board of Regents 7 year program review
- Northwest Accreditation self-study and review

**Expected Standards of Performance**

The table below relates each BSCE program goal and performance outcome with the associated assessment method.

**Program Goal 1:** To provide graduates with a thorough grounding in the key principles and practices of engineering and computing, and the basic mathematical and scientific principles that underpin them.

Outcomes	ABET 2012-2013 Criterion 3.(a-k)	Assessment Methods and Feedback Mechanisms
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Outcomes	ABET 2012-2013 Criterion 3.(a-k)	Assessment Methods and Feedback Mechanisms
Computer Engineering students will demonstrate proficiency in the areas of programming languages, algorithms, operating systems, computer architecture, digital and analog circuits, and engineering design.	a, c, d, e, g, i, k	Evaluate student proficiency in these tasks by assigning suitable laboratory tasks in appropriate courses, and by conducting mid-term and final examinations in various courses. The results of these evaluations will be used by the individual instructors and the department curriculum committee to improve the various courses.
Students will demonstrate proficiency in relevant aspects of mathematics as well as the appropriate concepts from physics and electrical circuits and devices.	a, i, k	Evaluate via examinations and appropriate assignments how well students have acquired the required technical knowledge. Provide this information to the faculty involved in teaching this material.
Students will successfully apply these principles and practices to a variety of problems.	a, b, c, e, k	Evaluate in advanced courses, including the capstone design courses, students' ability to apply the principles and practices they have acquired in earlier courses. The department curriculum committee will use these results to improve the curriculum.  On a long term basis, use feedback from employee and supervisor surveys to gauge graduates' ability to apply these principles and practices in the workplace.
Students will demonstrate an understanding of differential and integral calculus, advanced engineering mathematics, discrete structures, probability and statistics, physics, and other areas of science pertinent to engineering.	a, b, e, k	Evaluate via examinations and appropriate assignments, in courses where students apply these skills, as well as in courses where these skills are acquired, how well students are able to use the required technical knowledge. Provide feedback to the faculty teaching this material.
Students will apply modern engineering tools necessary for computer engineering practice including computer based analysis, design, and simulation tools.	k	Provide laboratory and classroom assignments that require the use of the engineering tools for the solution of problems. Evaluate the students' proficiency in the use of these tools.  Survey alumni and employers to see how well the graduates are able to use the tools.
Students will have the ability to work with others and on multidisciplinary teams in both classroom and laboratory environments.	d	Evaluate the individual and team performance in courses organized to provide team experiences. Use feedback from graduates of the program and from employers to gauge how well graduates are able to function as team members in the workplace.

Outcomes	ABET 2012-2013 Criterion 3.(a-k)	Assessment Methods and Feedback Mechanisms
Students will demonstrate critical and abstract thinking.	a, e	Provide coursework and laboratory exercises that are designed to require critical and abstract thinking. Student performance on these exercises will be examined and evaluated for the students' ability to apply these skills. Feedback will be provided to the instructors in these courses.

**Program Goal 2:** To provide graduates with an understanding of the overall human context in which engineering and computing activities take place.

Outcomes	ABET 2012-2013 Criterion 3.(a-k)	Assessment Methods and Feedback Mechanisms
Students will demonstrate an ability to communicate effectively.	g	Assign design documents and other technical communication as part of the required work in several courses. Evaluate the student's performance in both written and oral communication. Provide feedback to the courses where the communication skills are taught.  Survey employers to see how effectively the graduates communicate in the workplace.
Students will obtain familiarity with basic ideas and contemporary issues in the social sciences and the humanities.	g, j	Review on a regular basis the course content of the programs required courses that cover these issues. Provide feedback to the department curriculum committee.
Students will obtain an understanding of social, professional, and ethical issues related to engineering.	f, h, j	Review on a regular basis course content and student performance in the courses required by the department that cover these issues. Provide feedback to the department curriculum committee.

**Program Goal 3:** To prepare graduates for immediate employment in the Computer Engineering profession and for admission to graduate school.

Outcomes	ABET 2000 Criterion 3.(a-k)	Assessment Methods and Feedback Mechanisms
The majority of the graduates will be immediately employed in high-technology companies that utilize their computer engineering skills.	e, k	Use data from the placement office to obtain information about how actively the graduates are being recruited by high-tech companies.  Use survey data from graduates and from employers to see how successful the graduates are in the workplace.
Strong graduates from the program	a, b, c, e,	Use data from departmental exit surveys to see how

Outcomes	ABET 2000 Criterion 3.(a-k)	Assessment Methods and Feedback Mechanisms
will be prepared to enter graduate programs.	h, i	many of the graduates are accepted to graduate programs.

### Section V: Finance

Budget					
	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Students</b>					
Projected FTE Enrollment*	5.47	6.83	7.20	7.47	7.67
Cost Per FTE*	\$5,052.00	\$5,957.00	\$5,902.00	\$6,805.00	\$6,835.00
Student/Faculty Ratio*	10.93	9.76	10.29	9.33	9.58
Projected Headcount**	102	115	120	122	124
<b>Projected Tuition</b>					
Gross Tuition	\$21,561.00	\$26,951.00	\$28,397.00	\$29,449.00	\$30,237.00
Tuition to Program	See Notes	See Notes	See Notes	See Notes	See Notes
<b>5 Year Budget Projection (for new courses/sections only)</b>					
	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Expense***</b>					
Salaries and Wages	\$20,000.00	\$29,120.00	\$30,285.00	\$35,996.00	\$37,435.00
Benefits	\$2,120.00	\$3,087.00	\$3,210.00	\$3,816.00	\$3,968.00
Total Personnel	\$22,120.00	\$32,207.00	\$33,495.00	\$39,811.00	\$41,404.00
Current Expense	\$500.00	\$3,000.00	\$3,000.00	\$5,000.00	\$5,000.00
Travel	\$0.00	\$500.00	\$1,000.00	\$1,000.00	\$1,000.00
Capital	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00
Library Expense	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>Total Expense</b>	<b>\$27,620.00</b>	<b>\$40,707.00</b>	<b>\$42,495.00</b>	<b>\$50,811.00</b>	<b>\$52,404.00</b>
<b>Revenue***</b>					
Legislative Appropriation					
Grants and Contracts					
Donations					
Reallocation					
Tuition Generated by new FTE	\$21,561.00	\$26,951.00	\$28,374.00	\$29,449.00	\$30,237.00
Fees					
Other (Tuition growth in other programs)	\$6,059.00	\$13,756.00	\$14,098.00	\$21,363.00	\$22,166.00
<b>Total Revenue</b>	<b>\$27,620.00</b>	<b>\$40,707.00</b>	<b>\$42,495.00</b>	<b>\$50,811.00</b>	<b>\$50,404.00</b>
<b>Difference</b>					
Revenue-Expense	\$ -	\$ -	\$ -	\$ -	\$ -

\*Projected FTE Enrollment, Cost Per FTE, and Student/Faculty Ratio are for the additional sections of existing courses ONLY. Given the nature of these courses, the Student/Faculty Ratio for these additional sections will be lower than that of the entire Computer Science Department

\*\*Projected number of majors in this new program

\*\*\*Expenses and Revenues are for the additional sections of existing courses ONLY

Note: UVU does not allocate tuition revenues directly to any programs. Increased tuition revenue from general UVU growth and/or additional enrollment growth tax fund support would be allocated through UVU's Planning, Budgeting, and Accountability process.

### Funding Sources

Utah Valley University utilizes a Planning, Budgeting, and Assessment process to allocate new and reallocate existing resources (including tuition from enrollment growth). As part of this process, the College of Technology and Computing regularly assesses student demand in all of its programs and identifies and prioritizes initiatives for funding consideration. Given historic and projected enrollment growth, UVU anticipates additional tuition revenue from growth sufficient to support the proposed budget. Further, new base funding provided through the Engineering Initiative can be directed to support this program.

### Reallocation

No reallocation is anticipated.

### Impact on Existing Budgets

Since the computer engineering emphasis has been in existence since 2001, the impact on the existing budgets will be minimal once the new degree is approved. The new degree will use the existing administrative structure to support its operation.

## Section VI: Program Curriculum

### All Program Courses

Course Number	Title	Credit Hours
<b>General Education</b>		
ENGL 1010	Introduction to Writing	3.0
ENGL 2020	Intermediate Writing: Science and Technology	3.0
American Institutions choice	American Institutions choice	3.0
PHIL 2050	Ethics and Values	3.0
HLTH 1100	Personal Health and Wellness	2.0
or PES 1097	Fitness for Life	
COMM 1020	Public Speaking	3.0
COMM 2110	Interpersonal Communications	3.0
Fine Arts Choice	Fine Arts Choice	3.0
Biology Choice	Biology Choice	3.0
<b>Sub-Total</b>		<b>26.0</b>
<b>Core Courses</b>		
MATH 1210	Calculus I*	5.0
MATH 1220	Calculus II	5.0
MATH 2210	Calculus III	3.0
MATH 2040	Principles of Statistics	4.0
PHYS 2210	Physics for Scientists and Engineers I**	4.0
PHYS 2215	Physics for Scientists and Engineers I Lab	1.0
PHYS 2220	Physics for Scientists and Engineers II**	4.0
PHYS 2225	Physics for Scientists and Engineers II Lab	1.0
CHEM 1210	Principles of Chemistry I	4.0

Course Number	Title	Credit Hours
CHEM 1215	Principles of Chemistry I Lab	1.0
CS 1400	Fundamentals of Programming	3.0
CS 1410	Object-Oriented Programming	3.0
CS 2300	Discrete Structures I	3.0
CS 2420	Introduction to Algorithms and Data Structures	3.0
CS 2600	Computer Networks I	3.0
CS 2810	Computer Organization and Architecture	3.0
COMP 301R	Digital Lecture Series	1.0
CS 305G	Global Social and Ethical Issues in Computing	3.0
CS 3060	Operating Systems Theory	3.0
CS 3240	Introduction to Computational Theory	3.0
CS 4380	Advanced/High-Performance Computer Architecture	3.0
EENG 1020	Computer Eng Problem Solving with Matlab	1.0
EENG 2700	Digital Design I	3.0
EENG 2705	Digital Design I Lab	1.0
EENG 2250	Circuit Theory	3.0
EENG 2255	Circuit Theory Lab	1.0
EENG 3720	Interfacing to Microprocessors	3.0
EENG 3740	Digital Design II	3.0
EENG 3750	Engineering Analysis	3.0
EENG 3770	Signals and Systems	3.0
EENG 4730	Embedded Systems	3.0
EENG 4760	Electronic Systems	3.0
EENG 4765	Electronic Systems Lab	1.0
EENG 4800	Computer Engineering Senior Design Project	3.0
<b>Sub-Total</b>		<b>94.0</b>
<b>Elective Courses</b>		
Any CS 3000 or 4000 level class	Any CS or EENG 3000 or 4000 level class	6.0
<b>Sub-Total</b>		<b>6.0</b>
<b>Total Number of Credits</b>		<b>126.0</b>

\* Fulfills general education math requirement

\*\* Fulfills general education physical science requirement

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

No new courses are needed to implement the degree. The necessary courses are already delivered in the Computer Engineering emphasis in the Computer Science BS degree.

### Program Schedule

#### Computer Engineering

##### 1<sup>st</sup> Semester

- MATH 1210 Calculus I 5.0
- CS 1400 Fundamentals of Programming 3.0
- EENG 1020 Computer Eng Problem Solving with Matlab 1.0

• ENGL 1010	Introduction to Writing	3.0
• GE Elective	Biology	<u>3.0</u>
	<b>Total</b>	<b>15.0</b>
2 <sup>nd</sup> Semester		
• MATH 1220	Calculus II	5.0
• PHYS 2210	Physics for Scientists and Eng. I	4.0
• PHYS 2215	Physics for Scientists and Eng. I Lab	1.0
• CS 1410	Object Oriented Programming	3.0
• CS 2810	Computer Organization and Architecture	<u>3.0</u>
	<b>Total</b>	<b>16.0</b>
3 <sup>rd</sup> Semester		
• PHYS 2220	Physics for Scientists and Eng. II	4.0
• PHYS 2225	Physics for Scientists and Eng. II Lab	1.0
• CS 2420	Introduction to Algorithms and Data Structures	3.0
• EENG 2700	Digital Design I	3.0
• EENG 2705	Digital Design I Lab	1.0
• EENG 3750	Engineering Analysis	<u>3.0</u>
	<b>Total</b>	<b>15.0</b>
4 <sup>th</sup> Semester		
• MATH 2210	Calculus III	3.0
• CHEM 1210	Principles of Chemistry I	4.0
• CHEM 1215	Principles of Chemistry I Lab	1.0
• EENG 2250	Circuit Theory	3.0
• EENG 2255	Circuit Theory Lab	1.0
• ENGL 2020	Intermediate Writing–Sci/Tech	<u>3.0</u>
	<b>Total</b>	<b>15.0</b>
5 <sup>th</sup> Semester		
• CS 2300	Discrete Structures I	3.0
• CS 2600	Computer Networks I	3.0
• CS 3060	Operating Systems Theory	3.0
• COMP 301R	Digital Lecture Series	1.0
• EENG 3720	Interfacing to Microprocessors	3.0
• COMM 2110	Interpersonal Communication	<u>3.0</u>
	<b>Total</b>	<b>16.0</b>
6 <sup>th</sup> Semester		
• MATH 2040	Principles of Statistics	4.0
• CS 3240	Introduction to Comp. Theory	3.0
• EENG 3740	Digital Design II	3.0
• EENG 3770	Signals and Systems	3.0
• COMM 1020	Public Speaking	<u>3.0</u>
	<b>Total</b>	<b>16.0</b>
7 <sup>th</sup> Semester		
• CS 305G	Global Social and Ethical Issues in Computing	3.0
• CS 4380	Advanced/High Performance Comp. Arch.	3.0
• EENG 4730	Embedded Systems	3.0

• Technical Elective		3.0
• GE Elective	Health/PE	2.0
• GE Elective	American Institutions	<u>3.0</u>
	<b>Total</b>	<b>17.0</b>
8 <sup>th</sup> Semester		
• EENG 4760	Electronic Systems	3.0
• EENG 4765	Electronic Systems Lab	1.0
• EENG 4800	Computer Engineering Senior Design Project	3.0
• Technical Elective		3.0
• PHIL 2050	Ethics and Values	3.0
• GE elective	Fine Arts	<u>3.0</u>
	<b>Total</b>	<b>16.0</b>
<b>Total Hours BSCE Program</b>	<b>126.0</b>	

### Section VII: Faculty

The following salaried faculty will be supporting the proposed new program:

- Charles Allison MS
  - Applied Math/Computer Science University of Arizona 1985
  - Completed Ph.D. coursework in Applied Math/CS, University of Arizona
  - Over 20 years industrial experience
- Roger K. deBry PhD
  - Electrical Engineering University of Utah 1973
  - Over 25 years as a practicing engineer with IBM
- Brian Durney PhD
  - Computer Science University of Oregon 1994
  - 17 years of teaching experience at BYU Hawaii and UVU
  - 3 years industrial experience
- Dennis Fairclough MS
  - Electrical Engineering University of Santa Clara 1968
  - Completed doctoral coursework in EE Brigham Young University
  - Extensive industrial experience as a practicing computer engineer
- Neil Harrison MS
  - Computer Science Purdue University 1982
  - PhD Student Computer Science University of Groningen
  - 24 years industrial experience
  - 5 years teaching experience
- Dave Heldenbrand MS
  - Computer Science John Hopkins University 1991
  - Over 18 years teaching experience in Computer Science
- Kirk Love MS
  - Computer Science Brigham Young University 1987
  - Over 26 years industrial experience
  - 10 years of teaching experience
- Afsaneh Minaie PhD
  - Electrical Engineering University of Oklahoma 1989



- BS and MS in Electrical Engineering
- 4 years industrial experience
- 17 years teaching experience in Electrical and Computer Engineering
- Keith Olsen PhD
  - Mathematics University of Utah 1965
  - 28 years experience teaching computer science
- Cheol Hwan Oh PhD
  - Electrical and Computer Eng. Purdue University 2005
  - 2 years post-doctoral research experience
  - 3 years teaching experience
- Todd Peterson PhD
  - Computer Science University of Alabama 1999
  - 10 years teaching experience
- Reza Sanati-Mehrizi PhD
  - Computer Science University of Oklahoma 1987
  - 20 years teaching experience
- Timothy D. Stanley PhD
  - Electrical Engineering University of New Mexico 1985
  - 22 years industrial experience
  - 8 years teaching experience
  - CS faculty, UVU since 2011
- Curtis Wellborn PhD
  - Computer Science Texas Tech. University 2005
  - 20 years of industrial experience
  - 5 years teaching experience

The following adjunct faculty will be supporting the program:

- Abraham Teng PhD
  - Mechanical Engineering Brigham Young University
  - 10 years industrial experience in software production and automation projects
- Charles Knadler PhD
  - Computer Science, George Washington University
  - 36 years of industrial experience in software development
- Harold Harken MS
  - Computer Engineering, Air Force Institute of Technology
  - 25 years of industrial experience in software development
- John Jolley BS
  - Computer Science, Utah Valley University
  - 18 years of industrial experience in software development experience

May 9, 2012

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Regents' Policy R428: Coordination, Support and Monitoring of Career and Technical Education

Issue

Board of Regent Policies R427 (Applied Technology Master Plan) and R428 (Support and Monitoring of Applied Technology Education) have not been updated for many years. Over the last several months, the OCHE staff members reviewed these policies and noted a number of changes that needed to be made. It was noted the content and intent of R427 dealt more with coordination and support of career and technical education (CTE) than the development of a CTE master plan and that the coordination and support encouraged in R427 in essence was the basis for CTE planning. As such, it was determined the two policies could be combined into one policy with the revised name R428, Coordination, Support and Monitoring of Career and Technical Education. The OCHE staff members have made changes to these policies and merged them. Changes have been shared with the USHE CTE Directors, Chief Academic Officers, and Council of Presidents. Feedback has been received and incorporated into the new policy. All groups support this revision.

Description

The proposed policy provides the following changes:

1. Merges R427 and R428 into one policy entitled R428, Coordination, Support and Monitoring of Career and Technical Education.
2. Specifically references Utah Code §53B-16-202, Curricula at the Community Colleges, in the policy document.
3. Emphasizes the need to maintain high priority treatment of CTE programs among the USHE institutions that fulfill a community college role.
4. Updates references to the organizations in the state that provide CTE programs and with whom the State Board of Regents (SBR) and its staff coordinate CTE activities.
5. Clarifies the coordination and planning role of the SBR with the Utah State Office of Education and the Utah College of Applied Technology (UCAT).
6. Clarifies institutional roles regarding reporting, monitoring, and changing CTE programs.
7. Updates CTE references to use current terminology.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the revised policy R428: Coordination, Support and Monitoring of Career and Technical Education, which updates and clarifies the existing R427 and R428 policy language and merges the two current policies into one.

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William A. Sederburg  
Commissioner of Higher Education

WAS/BKC  
Attachment

## R428, Coordination, Support and Monitoring of Career and Technical Education<sup>1</sup>

**R428-1. Purpose:** To affirm the commitment of the Utah System of Higher Education (USHE) to career and technical Education (CTE), to encourage coordination of statewide CTE issues among the USHE, the State Office of Education (USOE), and the Utah College of Applied Technology (UCAT), and to provide policy for regular USHE career and technical education reviews

### R428-2. References

- 2.1. Utah Code §53B-16-202, Curricula at the Community Colleges
- 2.2. Policy and Procedures R301, Master Plan Executive Summary
- 2.3. Policy and Procedures R411, Cyclical Institutional Program Reviews

### R428-3. Coordination

- 3.1. Wherever practical and under direction of their respective boards, the USHE, the UCAT, and the USOE staff will coordinate in the development of short- and long-range plans pertaining to career and technical education to include items such as:
  - a. Funding requests for either state, federal, or private sources for CTE programs.
  - b. Proposed changes in CTE mission or role assignments.
  - c. Development of new campuses or significant repurposing of existing facilities that impact CTE.
  - d. Maintaining a joint resolution of collaboration, cooperation, and coordination that is updated on an as needed basis to reflect current practices and circumstances.

### R428-4. Support and Monitoring

- 4.1. Consistent with Utah Code §53B-16-202 the Board of Regents develops specific funding mechanisms that maintain the high priority treatment of CTE programs and address the fact that many CTE programs are more costly than general education/transfer programs.
- 4.2. Career and technical education programming shall continue to be provided by all USHE institutions that embed a community college role within their respective missions.
- 4.3. Appropriated budgets that support career and technical education shall reflect the high priority of meeting local and statewide industry training needs consistent with Utah Code §53B-16-202.
- 4.4. The USHE institutions that offer CTE programs shall ensure that the programs are regularly monitored, reviewed, and adapted to meet changing local and regional education and training needs.

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<sup>1</sup> Adopted April 28, 1989, revised 05-18-2012

**4.5.** Results of career and technical education program reviews as required in R411, Cyclical Institutional Program Reviews, and information acquired from industry representatives and other means of institutional assessment provide data USHE institutions use in determining program offerings and allocation of resources consistent with Utah Code §53B-16-202 and 4.1. through 4.4. above.

**4.6.** Each USHE institution that has funding for Short Term Intensive Training (STIT) shall follow the STIT guidelines in managing the program and expending funds, and will make an annual reporting of these funds and their use to the Commissioner's office. Reportable data includes types of training performed, enrollments, numbers of sections, numbers of completers, cost of training, and other information as may be requested by the Board of Regents, the Utah State Legislature, or other state entities. The institution's CTE Director has responsibility to ensure proper management and reporting of STIT funds.

**4.7.** No later than September 30 of each year, the President of each institution covered by this policy in collaboration with the institution's CTE Director will ensure submission to the Commissioner's office of information necessary to complete a career and technical education annual report in a format and containing such information as specified by the Commissioner's office after consultation with the institutions. The Commissioner's office will compile and analyze the information and prepare a report for the legislature and the Board of Regents. The report will include information such as, but not necessarily limited to, program developments and changes, initiatives to meet training needs of business and industry, information on credit and non-credit offerings, and enrollment, completion, placement, and financial trends.

**4.8.** The Commissioner will provide financial maintenance of effort comparisons calculated in consultation with the institutional budget officers.

May 9, 2012

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Institutional Efforts to Award Degrees to Near Completers and Baccalaureate Candidates Earning Associate's Degrees

Issue

Utah System of Higher Education (USHE) institutions have implemented several strategies to encourage students near completion of a degree to complete that degree. The spreadsheet summarizes the efforts and results to date.

Background

In the last several years, there has been significant interest in the education and policy communities that would spur adults with some college but no certificate or degree to actually complete a postsecondary program. There is clear evidence that postsecondary certificate and degree completion leads to higher wages in most cases. The data and exceptions on the relationships between postsecondary education by field are outlined in *Hard Times*, a publication of the Georgetown Center on Education and the Workforce. There is also considerable evidence that the person who holds a postsecondary degree or certificate has an improved quality of life and contributes to better lives for their children, family and community.

With Utah's goal of 66% of its population holding a postsecondary degree or certificate by 2020, attention is being directed to all of the possible ways to encourage postsecondary degree or certificate completion.

Policy Issues

Efforts and results to date are impressive. There are no policy issues to consider.

Commissioner's Recommendation

The Commissioner recommends the Regents accept the summary report and recognize the success of many of the efforts.

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William A. Sederburg  
Commissioner of Higher Education

WAS/EJH  
Attachment

USHE Institution	Degree Completion/Near Completers	Award of Associate Degrees to Baccalaureate Candidates Who Earn Them
UofU	<p>Launched "Return to the U" in 2007: <a href="http://www.return.utah.edu/">http://www.return.utah.edu/</a> Over 500 requests for information; 100 completers.</p>	<p>The University of Utah does not award Associate's Degrees.</p>
USU	<p>With the implementation of DegreeWorks software, USU is now poised to track near completers and launch a campaign to identify near completers and the requirements for them to complete degrees.</p>	<p>Presidential Curriculum Task Force finalizing recommendations regarding awarding of associate degrees for those students completing requirements for those degrees.</p>
WSU	<p>Students close to earning a degree but no longer enrolled contacted by phone and encouraged to see advisor. Many did meet with advisor. Most indicated that personal circumstances (e.g., finances), academic issues they did not wish to address, or other problems would keep them from enrolling or completing.</p>	<p>Spring 2012 study of students with 90 hours or more identified 2,274 students; 673 qualified and were contacted; 73 AA/AS awarded. Weber intends to continue identification and notification processes.</p>
SUU	<p>Recently created BA/BS in General Studies was designed to target students wishing a more flexible degree option. SUU systematically identifying and contacting near completers who might also complete, using the General Studies major.</p>	<p>AA/AS in General Studies created to assist students in staying to complete at least the two-year degree and the baccalaureate degree beyond that. Appears it is having the desired effect since 40-50% of students completing the AA/AS in General Studies stay at SUU to complete the baccalaureate.</p>
UVU	<p>In planning a university studies baccalaureate, University College did try to identify those former students who are close to completing a degree to see if we can help them finish. Nothing has been done yet, but we will take another look at it.</p>	<p>Linda Makin has formed a committee to look into awarding associate degrees to students planning to complete a baccalaureate degree. I keep you posted</p>
DSC	<p>Dixie State is in the preparation stage to implement Degree Works. Not only will it provide more consistent and concise advisement for continuing students, but it is anticipated that it will allow for rapid identification of those who interrupt their studies. It is anticipated that this population will receive personal completion plans that will identify the most expeditious route to degree completion. In addition to Degree Works, Dixie added a Testing Center tutorial model, an extended retention model and STARFISH, the most notable early alert program on the market. Each of these programs is designed to support students at timely points of need with the intention of retention.</p>	<p>Although initial discussions have begun on this issue, no formal recommendation has been made to Academic Council. It is anticipated that Degree works will provide a means to collect potential awardees each year.</p>



USHE Institution	Degree Completion/Near Completers	Award of Associate Degrees to Baccalaureate Candidates Who Earn Them
<b>SNOW</b>	<p>Snow College has both Associates Degree completion and transfer missions, often linking them so that students can select and complete in the most relevant way. Both degree completion and transfer are considered successes. Initial efforts are beginning this summer to contact "near completers"—transfers and well as stop-out students—to implement completion plans.</p>	<p>Not applicable.</p>
<b>SLCC</b>	<p>SLCC has both Associates' Degree completion and transfer missions. Both degree completion and transfer are considered successes. No current effort to encourage Associate's Degree completion by near completers.</p>	<p>Not applicable.</p>



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May 9, 2012

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: College Access Challenge Grant Annual Report

Background

The Board of Regents was originally designated in 2008 by Governor Huntsman and then again in 2010 by Governor Herbert, as the state agency to apply and receive the College Access Challenge Grant Program (CACG) from the U.S. Department of Education. The CACG, is a formula grant and was created and funded as part of the College Cost Reduction and Access Act of 2007, and was extended two years ago through the Healthcare and Education Affordability Reconciliation Act with the purpose of helping low-income student and families learn about, prepare for, and finance postsecondary education. The program at the federal level received an appropriation of \$150 million for fiscal years (FY) 2010-2014. We will have to reapply each year to secure additional funding through 2014. The Office of the Commissioner's proposal was approved in August 2011 for fiscal year 2012 and Utah received \$1.5 million dollars of these federal funds. 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.

As outlined in the grant proposal the Office of the Commissioner of Higher Education, UHEAA, and our college, university, and K-12 partners are pursuing the following three objectives:

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.
2. To develop and deliver professional development events and resources for school 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 to better assist them in their roles in working and increasing students and parents understanding of:
  - 1) Admission requirements and application deadlines and processes; 2) Financial aid and scholarship opportunities and procedures; 3) Academic and financial preparation to

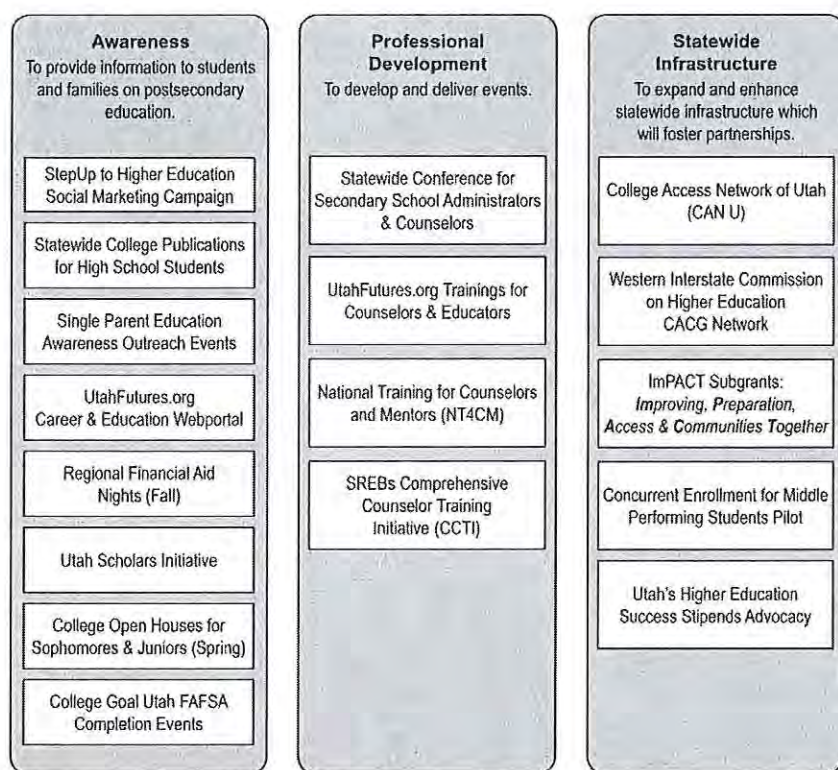
improve postsecondary success; 4) Activities such as tutoring/ mentoring, and support instruments and models to assist students' in preparing for and succeeding in college.

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 low-income and underrepresented students who are prepared to enter and be successful in postsecondary education.

### Issue

The College Access Challenge Grant (CACG) has assisted the Utah State Board of Regents and the Office of the Commissioner of Higher Education and the Utah System of Higher Education (USHE) in moving

forward on a number of initiatives aimed at increasing the number of low-income and underrepresented students who are prepared to enter and succeed in postsecondary education. 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.



made possible by our subgrantees, we reached 389,002 Utah students, 652 school counselors, 27 financial aid administrators, and 139 college admissions and access counselors throughout the 2011-2012 reporting period.

### CACG 2011-2012 Program Highlights

#### Awareness

- **Social Marketing Campaign**  
On September 26, 2012 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*, and Parents, families, mentors and educators: *Support the Journey*

**Strategies and Grassroots Efforts:** Developed five television commercials, two radio ads, a robust website that serves as a "front desk" to higher education in Utah, [www.StepUpUtah.com](http://www.StepUpUtah.com) that has had 10,725 visits and 34,771 page views, online banners, and incorporated social media, public relations, printed materials, through presentations and college and university partnership grassroots events we have reached **3,024** Utah public educators, students and families.

- **Regional Scholarship and Financial Aid Nights, College Nights, FAFSA Completion and Single Parent Events, and Utahfutures.org Training**

We have resoundingly over the past three years extended our reach and increased awareness of students and parents about how to plan, pay, and utilize resources to attend postsecondary education as a result of our partnership with UHEAA and their outreach team. They facilitated **132 events** in addition to their work at various community fairs around the state.

- 21 Regional Scholarship & Financial Aid Nights with 5,379 attendees
- 5 Spring College Nights with 777 attendees
- 34 FAFSA Completion Events with over 1,200 total attendees
- 14 Events focused on providing postsecondary education information to single parents, reaching 982 individuals
- 58 UtahFutures.org specific trainings and events reaching a total of 2,330 students and parents and 918 counselors and educators

- **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 11 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 2011-2012 academic year (to date) **699 presentations**, were given by **80** business and community volunteers in **11 districts**, reaching approximately **23,432 8<sup>th</sup> graders**. Additionally we have **four businesses** that have adopted a partner school and our district.

#### Professional Development for Counselors

- **USHE Secondary School Administrator and Counselor Conference**  
One of the crowning events was the delivery of our third annual conference for secondary school administrators and counselors, *Tools for Building a College-Going Culture*. On September 16, 2011, we brought together over **430 counselors, administrators and college/university representatives** for a day of networking, institution updates, UtahFutures.org training, access and outreach program information, and tools and resources on how to encourage students to think beyond high school. This event continues to grow in popularity. As a result of this continued positive response, we moved to a larger location in a more centralized location along the Wasatch Front that allowed for more counselors, as well secondary school administrators to attend.
- **Collaborative Counselor Training Initiative**  
This year we were thrilled to purchase the SREB's Collaborative Counselor Training Initiative curriculum to strengthen the professional development efforts of counselors in our state. In January, we launched our customization efforts with a kick-off meeting with an SREB representative, current middle grades and secondary counselors chosen by their superintendents to participate as well as our Utah State Office of Education Comprehensive Guidance Counseling leadership, GEAR UP and College Advising Corps leaders, and faculty from our two institutions of higher education who offer master level counseling degrees. Over the past four months the University of Utah Masters in Counseling Program director and two grad students have been facilitating customization of the curriculum with Utah specific information through utilizing a listserv and face to face meetings. Additionally, curriculum mapping teams have been organized at both the University of Utah and Utah State University and preparations are being made to deploy this new curriculum into their pre-service programs starting with their summer and fall cohorts.

#### Statewide Infrastructure

- **College Access Network of Utah (CAN U)**  
Over the past 18 months 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 in advocacy, professional and partnership development and leveraging our resources is essential to our success in reaching and supporting more students. Currently our steering committee has representatives from all eight USHE institutions and Westminster College, Davis, Salt Lake Granite and canyons school districts, the State Office of Education, Direct Service Statewide Access Programs such as GEAR UP, TRIO, College Advising Corps, UHEAA, and other community partners such as Latinos in Action and United way of Salt Lake.

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.**

On May 23 we will be hosting the CAN U Steering Committee Meeting and retreat where we will be testing our new program searchable database which will be a resource added to the StepUpUtah.com website and launching our working groups which will bring about 30 new individuals from higher education, k-12 and community partners into the CAN U umbrella. The working groups will be co-chaired by steering committee members will be comprised of 8-12 members. They are as follows:

- |                                  |                                    |
|----------------------------------|------------------------------------|
| 1. Data Sharing & Assessment     | 2. Program Collaboration & Mapping |
| 3. Community & Family Engagement | 4. Public Policy & Advocacy        |
| 5. College Readiness & Success   | 6. Early Awareness Outreach        |

It has not yet been determined what exact issues or outcomes that will come from each group. However, each group will tackle different dimensions of the complex issue of the common agenda of helping more Utahns have a credential beyond high school (focusing in on low-income and underserved specifically).

- **ImPACT Subgrant: *Improving Preparation, Access, & Communities Together***  
In its second year, this subgrant opportunity encourages college and university access and outreach programs to develop, strengthen, and/or enhance collaborations between K-12 schools and communities. The Office of Commissioner disbursed just over \$562,000 of our \$1.5 million 2011-2012 CACG funds in support of these institutions and programs.
- **Concurrent Enrollment Pilot for Middle Performing Students**  
Where the current CE eligibility criteria targets students with high academic performance and participation is voluntary, this project's overall goal is to develop eligibility criteria for middle performing students, particularly students undecided about college attendance, and a set of guidelines for identifying and recruiting middle and high performing students whose success in one or two college dual credit classes may be the motivation needed for that student to commit to a postsecondary path.

During this initial year, Moya Kessig, USOE, Cyd Grua, USHE and their partners have identified five key objectives:

1. Develop a set of eligibility criteria for the state CE program for middle performing high school students.
2. Develop a collection of collateral materials to support middle performing student success in the CE program.
3. Develop program components for exposing student participants to college culture and to quick start a college-going culture in the students' high schools.

4. Develop a mentoring program component to involve past student participants who will mentor students in subsequent years.
5. Track success of program over time.

While these objectives have not yet been met, great progress has been made:

- o Established two study teams, one involving Salt Lake Community College and a metro high school principal, counselors, and registrar, one involving Snow College and two rural high schools – one principal, counselors, and registrar.
- o Convened both study teams to develop a list of characteristics of middle performing students.
- o Convened study groups a second time to develop: a. a list of data available to identify middle performing students and b. a teacher survey to validate middle performing student selection for participation in the concurrent enrollment program. During the second meeting, the study teams began discussion of staging the pilot cohorts Fall semester 2012. This discussion includes appropriate course selection, scheduling students to maximize cohort community building, and the logistics of building fieldtrips to two USHE campuses into class schedules.
- o The metro study team is currently in process identifying students to participate, and the rural study team is near ready to launch a student self-nomination process for a 2012 Fall pilot.

It is anticipated that after the Fall semester pilots, some degree of validation may be shown for the characteristics and eligibility and participant validation process as well as modifications to those criteria and processes. Findings will be reported to the USHE Chief Academic Officers for formal consideration.

This federal grant is consistent with the Regents' strategic priority of increasing participation in higher education. It 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.

#### 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.

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William A. Sederburg  
Commissioner of Higher Education

May 9, 2012

MEMORANDUM

TO: State Board of Regents  
FROM: William A. Sederburg  
SUBJECT: College Access Challenge Grant Subgrant Recipients

Background

One of Utah's three core objectives of its College Access Challenge Grant Program (CACGP) is to:

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 low-income and underrepresented students who are prepared to enter and be successful in postsecondary education.

In 2011 the Office of the Commissioner Outreach and Access department created the ImPACT: *Improving Preparation, Access, & Communities Together* subgrant opportunity to encourage not-for-profit college and university access and outreach programs to develop, strengthen or enhance collaborations between K-12 schools and communities. At the conclusion of the RFP process we were able to award 12 projects totaling just under \$714,000.

Issue

Given the momentum, successful work and partnerships made possible by the 2011 ImPACT Subgrant opportunity, once we received award notification of our 2011-2012 CACG funding a similar process was launched. The subgrant RFP was released in late October 2011 throughout the state and interested applicants were invited to participate in a Technical Assistance meeting on November 9. Completed proposals and letters of support were due on December 15, 2011.

In order to be considered an applicant's lead partner must be not-for-profit college or university and must contain one or more of the following activities:

1. Provide information on financing options, including activities that promote financial literacy and debt management among students and families;
2. Conduct outreach activities for students who may be at risk of not enrolling in or completing college;
3. Assist students in completing the Free Application for Federal Student Aid (FAFSA);



4. Implement professional development for guidance counselors at middle and secondary schools, and financial aid administrators and college admissions counselors at institutions of higher education, to improve such individuals' capacity to assist students and parents with:
  - a. Understanding entrance requirements for admission to institutions of higher education, and
  - b. Applying to institutions of higher education, applying for financial assistance and scholarships;
  - c. Activities that increase students' ability to successfully complete the coursework required for a postsecondary degree (including tutoring and mentoring); and
  - d. Activities to improve secondary school students' preparedness for postsecondary entrance examinations.

Through the ImPACT Subgrant applicants were encouraged to partner, establish, strengthen, or expand access and outreach programs geared towards supporting Utah's Big 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*. Applicants could submit for one of the following levels of funding and must demonstrate a 50% institution match:

1. Planning Grant (Up to \$8,000) to support the planning process for creating a college access program.
2. Startup Grant (Up to \$75,000) to support the startup of a new college access program.
3. Expansion Grant (Up to \$50,000) to support the expansion of an existing college access program.

A selection committee made up of staff from the Office of the Commissioner, higher education and public education district level representatives reviewed nineteen outstanding proposals. The selection committee determined the following 10 proposals be approved and funded:

**Salt Lake Community College, Jill Kemerer & Richard Diaz, School Relations,  
Expansion Grant, \$50,000  
SLCC/Horizonte College Access Scholars Program**

This project will partner with Horizonte Alternative High School to provide information to underrepresented students and families on postsecondary education through college financial education and planning, supported preparation of FAFSA applications, and individual college preparation coaching. Outreach activities proven to impact student access and success will be provided. Selected students will be advised by the SLCC Program Coordinator stationed at Horizonte. Additionally workshops, field trips and parent engagement activities uniquely designed to increase their enrollment and persistence in higher education will be offered. Partnerships with SLCC departments will continue to serve students' needs and encourage persistence once in college.

**Snow College, Greg Dart & Vandy Moore, Office of Admissions & Communication  
Expansion Grant, \$41,131  
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. This year, three additional schools will offer workshops. Students and their parents will

also be able to choose from two options for on-campus visits. In the summer, a week-long College Study Skills program will take place at the Snow College Mountain Campus. Students will live on campus, attend a college course, and receive college credit.

**University of Utah, Dolores Delgado Bernal & Enrique Aleman, College of Education  
Expansion Grant, \$35,500  
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.

**University of Utah, Octavio Villalpando, Office of Equity & Diversity  
Startup Grant, \$75,033  
Diversity Scholars Transfer Initiative**

The "Diversity Scholars Transfer Initiative" is based on the need to increase access to students of color to higher education, more specifically to support their retention and graduation from University of Utah. The program works in a collaborative model to foster effective and strong relationships across two postsecondary institutions, the University of Utah and Salt Lake Community College. Our partnership creates a pipeline by providing programming at SLCC before transfer, during the transfer process and once arriving at the UofU for transfer students of color. This approach facilitates a greater rate of access and academic success, while promoting strong leadership skills to transfer students.

**University of Utah & Dixie State College, Sandi Pershing/Aretha Minor & Rick Palmer,  
Continuing Education  
Expansion Grant, \$50,000  
Utah College Advising Corps in Washington County**

The Utah College Advising Corps (UCAC) is a 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 assist students with preparing for, applying to and financing a college education. This year the UCAC program expanding to St. George, Utah in partnership with Dixie State College and Pineview High School in Washington County.

**Utah State University, Nicole Pyle & Robert Morgan, Teacher Education and Leadership  
Startup Grant, \$68,951  
College PASS Initiative**

The College PASS (Preparation, Access, Strategies for Success) Initiative will match a Utah State University (USU) undergraduate mentor with incoming high school students who are low-income and have been historically underrepresented in postsecondary education. College PASS will recruit 50 9th and 10th graders in 6 high schools, across 3 districts, to engage in activities to receive information on postsecondary education in 3 phases: (I) Preparation promotes awareness of college readiness, (II) Access advances knowledge of college requirements, and (III) Strategies for Success supports understanding of college responsibilities.

**Utah Valley University, Eldon McMurray & Kirk Young, Student Affairs & Enrollment  
Management  
Startup Grant, \$66,622  
Educational Leadership Program**

Utah Valley University's 2011-2012 ImPACT subgrant targets low-income and underrepresented Native American, migrant/immigrant, at-risk students and families in Utah, Wasatch, and Juab counties. Dynamic new partnerships with the Alpine, Nebo, Provo, and Wasatch school districts and Title VII programs will be initiated. Project components will include workshops and seminars in college preparation, access and financial aid; direct mentor/tutor support for academic advancement, professional development, college visits, and conferences held at UVU and partnership locations. A core objective is the increase of minority enrolment in UVU's leadership programs.

**Weber State University, Ruth Patiño Stubbs & Asha' Jones, Education Access & Outreach  
Expansion Grant, \$49,933  
Creating a Pathway to College**

This proposal will focus on the expansion of the "Creating a Pathway to College" Initiative (CPC), which contributes to the broader vision of increasing college participation for underrepresented students. CPC will continue to include targeted college access events that build upon each other and provide a university experience for 9th-12th grade students and their parents. To further develop the efforts of this initiative, the program intends to place a stronger emphasis on the personnel support to improve the quality of services throughout the year and expand the "College Summer Summit" to a three-day residential experience. This will allow for a more comprehensive college placement preparation course, an expanded leadership component for mentors and participants and an integrated cultural awareness series of facilitated discussions. With this focus, participants will be better prepared to enroll and eventually succeed in the appropriate university program.

**Weber State University, Brian Stecklein & Kristie Nielsen, Continuing Education  
Startup Grant, \$74,970  
The Gateway Center and El Grito De La Prosperidad (The Cry for Prosperity)**

Latinos represent 28.8% of the Ogden community but only 6% of the Weber State University enrollment. Weber State University will create a Gateway Center in the heart of downtown Ogden to provide postsecondary education opportunities for the underserved community for years to come. "El Grito de la Prosperidad," a Gateway Center initiative, will create Spanish speaking Parent Prosperity Groups in inner-city Ogden following an internationally-tested parent involvement model of training and outreach. A weekly Spanish speaking radio program and a Spanish speaking DVD with educational terms and opportunities in Ogden and the Gateway Center will be developed. Thousands of underserved families will be reached through the Gateway Center and the "El Grito De La Prosperidad" initiative.

**Westminster College, Richard Garcia & Bridget Newell, Diversity Office  
Expansion Grant, \$49,953  
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, 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.

The Office of Commissioner disbursed just over \$562,000 of our \$1.5 million 2011-2012 CACG funds in support of these institutions and programs. The remainder of the grant funds is used for 16 other coordinated strategies to meet the following three objectives; to provide information to students and families on postsecondary education, to develop and deliver professional development events and resources for secondary school counselors, and to expand and enhance the statewide infrastructure for access in Utah. Subgrantees have the 2012 calendar year to implement their program plans and all funds must be obligated by year end. Additionally, they must submit three quarterly reports, provide a site visit opportunity, and participate in the annual sharing meeting.

This federal grant is consistent with the Regents' strategic priority of increasing participation in higher education. It 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.

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.

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William A. Sederburg  
Commissioner of Higher Education

WAS/MMK

May 9, 2012

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Proposed Revisions to Policy R512: Determination of Resident Status

Issue

The proposed revision to policy R512 amends the current policy on residency by (1) requiring students who recently moved to Utah to provide a declaration of relinquished residency, (2) clarifying that the list of documentation enumerated in the policy is not necessarily all inclusive in determining residency, (3) providing system consistency in regards to identifying the waivers that do not count toward residency (time in school on certain tuition waivers does not count toward the waiting period for establishing residency), (4) reinforcing the ability of residency officers to re-assess the residency status of students transferring from other USHE schools, and (5) updating the policy to include the new provisions of HB 124 (2012 General Session) regarding residency for reserve members of the United States Armed Forces. This policy revision also eliminates the current R512 waiver policy sections that have been moved to R513 *Tuition Waivers and Reductions*.

Background

The proposed revision to R512 is the culmination of the efforts of the residency officers. At various stages of the revision process, the policy has been reviewed by the Budget Officers and Vice Presidents of Finance and their suggestions have been incorporated. In addition, legal counsel to the State Board of Regents has reviewed the policy and helped to clarify language and to ensure consistency with state statute. During the Council of Presidents (COP) May 1<sup>st</sup> meeting, the proposed policy revision was presented and endorsed for presentation to the SBR. It is also important to note that the legislative auditor sampled the residency determinations of five of the institutions in the Utah System of Higher Education. Overall, the audit was favorable to the residency processes and determinations.

Policy Changes to R512

- Inclusion of language in 4.2.3 that requires a written declaration that the student who recently moved to Utah has relinquished residency in any other state as required by statute.
- Inclusion of the statement "Evidence to satisfy the requirements of Utah resident student status may include" in 4.3 to clarify that the list of documentation is not necessarily all inclusive.

- Removing waivers (time in school on tuition waivers) from the list in R512.7 that may count toward the waiting period for residency.
- Clarifying that the residency status of USHE transfer students can be re-evaluated under certain circumstances.
- Updating the policy to include the new provisions of HB 124 regarding residency for reserve members of the United States Armed Forces.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve Policy R512, Determination of Resident Status.

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William A. Sederburg  
Commissioner of Higher Education

WAS/GLS/PCM  
Attachment



## R512, Determination of Resident Status<sup>1</sup>

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

### R512-2. References

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

### R512-3. Definitions

- 3.1. **"Domicile":** For purposes of this policy, the term "domicile" shall be defined consistent with general Utah law defining domicile, and shall mean the place
  - 3.1.1. where an individual has a fixed permanent home and principal establishment;
  - 3.1.2. to which the individual if absent, intends to return; and
  - 3.1.3. in which the individual, and the individual's family, voluntarily reside, not for a special or temporary purpose, but with the intention of making a permanent home.
- 3.2. **"Parent":** As used in this policy, the term "parent" means the biological or adoptive parent of the student, regardless of whether the parent has legal custody of the student or whether the parent claims the student as a dependent.
- 3.3. **"Resident Student":** An individual who
  - 3.3.1. can prove by substantial evidence, based on the totality of the circumstances, that, prior to the first day of classes for the term the student seeks to attend as a resident student, he or she has established domicile in Utah and satisfied relevant waiting periods and other criteria, where applicable; or
  - 3.3.2. meets one or more of the other criteria defining "resident student" set forth in this policy.

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



R512-4. Resident Student Status—Waiting Period Required If Residence in Utah Was Established for Educational Reasons

4.1. Institutional Discretion to Set Policy for Resident Student Status

4.1.1. **Policies for Students Enrolled in Credit-Bearing Degree Programs:** Each institution may, at its discretion, and at the recommendation of the president, implement its own policy regarding the criteria for resident student status for either undergraduate students or graduate students, or both, in credit-bearing degree programs, that deviates from the criteria set forth in this policy. Such a policy shall not be more lenient than requiring a one-year waiting period as set forth here in 1.1.1.

4.1.2. **Policies for Non-Credit Programs:** Because most non-credit applied technology programs are short-term (require less than a year to complete), USHE institutions offering non-credit courses or programs may, at their discretion, implement a policy that does not require residency classification for students enrolled in non-credit courses or programs.

4.2. **General Rule:** ~~Unless otherwise stipulated by institutional policy, any person who has come to Utah for the purpose of attending an institution of higher education may establish resident student status prior to the first day of classes of the term the student seeks to attend as a resident student by: A person who comes to Utah for the purpose of attending a USHE institution must satisfy one of the following criteria in order to be eligible for resident student status.~~

~~4.2.1. **Establishing Utah Domicile and Maintaining Continuous Utah Residency for One Year (12 continuous months) and Declaring Financial Independence:** Unless otherwise stipulated by institutional policy, any person who has come to Utah and established residency for the purpose of attending an institution of higher education may establish resident student status prior to the first day of classes of the term the student seeks to attend as a resident student by~~

~~4.2.1.~~ demonstrating by objective evidence (see R512-4.3.) that he or she has established domicile-resident student status in Utah; and

~~4.2.2.~~ maintain~~ing~~ continuous Utah residency for one year (12 continuous months prior to the term for which residency is being sought) beginning July 1, 2007 or any date thereafter; ~~(an individual will not jeopardize his/her status as a "continuous" resident solely by absence from the state for less than 30 total days during the 12-month period the individual seeks to count as the requisite waiting period); and,~~

~~4.2.2.~~~~4.2.3.~~ submitting a written declaration that the student has relinquished residency in any other state; and

~~4.2.3.~~~~4.2.4.~~ submitting a declaration of financial independence to include documentation that the student is not claimed as a dependent on the tax returns of any person who is not a resident of Utah (see R512-4.5.);

4.3. **Creating Establishing Utah Domicile Resident Student Status:** In determining whether an individual has established domicile in Utah, and is therefore a bona fide resident eligible for resident student status ~~stitution~~, USHE institutions will review all relevant documentation submitted by the student, and make the residency determination based on the totality of the evidence circumstances. Students applying for

resident student status are expected to submit as much of the following documentation as possible. Evidence to satisfy the requirements of Utah resident student status may include:

4.3.1. A Utah high school transcript issued in the previous year (12 months) confirming attendance at a Utah high school in the previous 12 months;

4.3.2. Utah voter registration dated a reasonable period at least (generally meaning three (3) months (90 days)) prior to the first day of class of the term for which the student is seeking resident status;

4.3.3. Utah driver license or identification card with an original date of issue or renewal date at least three (3) several months (90 days) prior to the first day of class of the term for which the student is seeking resident status;

4.3.4. Utah vehicle registration dated a reasonable period t least three (generally meaning (3) months (90 days)) prior to the first day of class of the term for which the student is seeking resident status;

4.3.5. Evidence of employment in Utah for a reasonable period t least three (generally meaning (3) months (90 days)) prior to the first day of class of the term for which the student is seeking resident status;

4.3.6. Proof of payment of Utah state income tax for the previous year;

4.3.7. A rental agreement or mortgage document showing the student's name and Utah address for at least 12 months prior to application for resident student status; and

4.3.8. Utility bills showing the student's name and Utah address for at least 12 months prior to application for resident student status;

4.4. **Continuous Residency:** Having established domicile resident student status in Utah as outlined in 4.3., an individual will not jeopardize his/her status as a "continuous" Utah resident solely by absence from the state. For example:

4.4.1. After establishing domicile resident student status, a student may be absent from the state for purposes such as temporary employment, education, or religious, charitable, or military service and continue to be considered a resident for tuition purposes provided he or she has not taken action to establish domicile elsewhere during his/her absence from Utah.

4.4.2. A student with long term ties to Utah, who is 18 years of age or older, who has graduated from a Utah high school, and who has been absent from the state for a period of less than 12 months, may be considered a resident for tuition purposes if evidence can be presented showing that the student has maintained or reestablished a Utah domicile.

4.5. **Declaration of Financial Independence:** In addition to submitting objective evidence of domicile, a person seeking resident student status following 12 months of continuous residence in Utah must also submit a declaration of financial independence, which must include, at a minimum, evidence that the person is not claimed as a dependent on the most recently filed federal tax returns of any person who is not a resident of Utah. Institutional residency officers shall require such documentation at the time of initial application for resident student status.

**4.6. International Students without U.S. Residency Status:** Aliens who are present in the U.S. on visitor, student, or other visas which authorize only temporary presence in this country, do not have the capacity to intend to reside in Utah for an indefinite period and therefore must be classified as nonresident. Aliens who have been granted immigrant or permanent resident status in the U.S. shall be classified for purposes of resident status according to the same criteria applicable to citizens.

~~4.7. \_\_\_\_\_ **Exemption of Nonresident Tuition for Certain Foreign Nationals:** A student shall be exempt from paying the nonresident portion of total tuition if the student~~

~~4.7.1. \_\_\_\_\_ is a foreign national legally admitted to the United States;~~

~~4.7.2. \_\_\_\_\_ attended a Utah high school in Utah for three or more years;  
and~~

~~4.7.3. \_\_\_\_\_ graduated from a Utah high school or received the equivalent of a high school diploma in Utah.~~

**R512-5. Resident Student Status Based on Evidence of Residence in Utah for Non-educational Reasons—  
No Waiting Period Required If Presumption of Nonresident Status Is Rebutted**

**5.1. Rebuttable Presumption of Nonresident Status:** A person who enrolls as a postsecondary student at a USHE institution prior to living in Utah for more than 12 continuous months, and who has therefore not met the waiting period criteria set forth in R512-4, will ordinarily be deemed a nonresident student for tuition purposes unless he or she presents evidence demonstrating that he or she moved to Utah and established domicile for non-educational reasons. A student may rebut the presumption of nonresident status and seek resident student status immediately, without satisfying the one-year continuous residency requirement, but still satisfying the financial independence and domiciliary evidence set forth in R512-4, by submitting evidence of Utah residence arising from one or more of the following circumstances.

**5.1.1. United States Armed Forces Personnel Who are Utah Residents Prior to Active Duty Assignment or Deployment Outside Utah:** Personnel of the U.S. Armed Forces who had Utah residency immediately prior to their deployment to active duty or reserve assignment outside of Utah, and who reestablish residency in Utah no later than 90 days after the termination of active duty status or reserve assignment, are immediately eligible, together with the immediate members of their families residing with them in Utah, to apply for resident student status for tuition purposes.

**5.1.1.1. Prior Utah Residency:** For purposes of this section, an individual will be deemed to have prior Utah residency if he or she can show, in the year immediately prior to active duty deployment, indicia of Utah domicile, such as the filing of a Utah tax return in the year prior to deployment; Utah voter registration; possession of a Utah driver's license; and establishment of Utah banking connections.

**5.1.1.2. Immediate Family Member:** For purposes of this section, the term "immediate family member" means the spouse or unmarried dependent child of the individual in the Armed Forces.

**5.1.1.3. Residing With:** For purposes of this section, an immediate family member will be considered to be "residing with" an individual in the Armed Forces so long as the family member's domicile, or permanent address, is the same as that of the individual in the Armed Forces. If an "immediate family member" meets the domiciliary requirement, he or she may attend, with resident tuition rates at, any public college or university in Utah.

**5.1.2. Residency for Veterans of the United States Armed Forces:** An institution within the state system of higher education shall grant resident student status for tuition purposes to a military veteran and the military veteran's immediate family members who reside in the state if the military veteran provides:

5.1.2.1. evidence of a discharge from the United States Armed Forces, other than a dishonorable discharge, that occurred within the previous 12 months

5.1.2.2. a signed written declaration that the military veteran has relinquished residency in any other state and does not maintain a residence elsewhere; and

5.1.2.3. objective evidence that the military veteran has taken overt steps to relinquish residency in any other state and establish residency in Utah, which may include evidence of the following:

5.1.2.3.1. a Utah voter registration card;

5.1.2.3.2. a Utah driver license or identification card;

5.1.2.4. a Utah vehicle registration;

5.1.2.5. evidence of employment in Utah;

5.1.2.6. a rental agreement showing name and Utah address; and

5.1.2.7. utility bills showing name and Utah address

~~5.1.2.5.1.3. **Children of Active Duty, United States Armed Forces Personnel:** A child of a United States military person assigned to active duty shall be granted resident student status for tuition purposes if the child produces one of the following: the military parent's United States active duty military identification card; the child's United States active duty military identification and privilege card; or a statement from the military parent's current company commander stating that the military parent is on active duty. Also, the child must produce the military parent's state of legal residence certificate with Utah listed as the military parent's home of record.~~

~~5.1.3.5.1.4. **Marriage to Utah Resident:** A person who marries a Utah resident is eligible to be a resident student under this policy and establishes his/her domicile in Utah as demonstrated by objective evidence as provided in 4.4 is immediately eligible to apply for resident student status.~~

**5.1.5. Full-time, Permanent Employment in Utah:** A person who has established domicile in Utah for full-time permanent employment may rebut the presumption of a nonresident classification ~~as provided in subsection 5.1 of this policy~~ by providing substantial evidence that the reason for the individual's move to Utah was, in good faith, based on an employer requested transfer to Utah, recruitment by a Utah employer, or a comparable work-related move for full-time permanent employment in Utah.

5.1.5.1. As with all such applications, the burden of proof is on the applicant to rebut the presumption of nonresident status. All relevant evidence concerning the motivation for the move should be considered, including, but not limited to, such factors as:

~~5.1.5.1.1.~~ ~~(a)~~ the person's employment and educational history;

~~5.1.5.1.2.~~ ~~(b)~~ the dates when Utah employment was first considered, offered, and accepted;

~~5.1.5.1.3.~~ ~~(c)~~ when the person moved to Utah;

~~5.1.5.1.4.~~ ~~(d)~~ the dates when the person applied for admission, was admitted, and was enrolled as a postsecondary student;

~~5.1.5.1.5.~~ ~~(e)~~ whether the person applied for admission to a USHE institution sooner than four months from the date of moving to Utah;

~~5.1.5.1.6.~~ ~~(f)~~ evidence that the person is an independent person (at least 24 years of age, or not listed as a dependent on someone else's tax forms); and

~~5.1.5.1.7.~~ ~~(g)~~ any other factors related to abandonment of a former domicile and establishment of a new domicile in Utah for purposes other than to attend an institution of higher education. ~~As with all such applications, the burden of proof is on the applicant to rebut the presumption of nonresident status.~~

~~5.1.3.1.5.1.5.2.~~ Furthermore, absent extraordinary evidence to the contrary, if an applicant applies for admission to a USHE institution prior to the application for employment, prior to the offer of employment, prior to the commencement of employment, or within four months of moving to Utah, ~~absent extraordinary evidence to the contrary~~, it shall be strongly presumed that the person came to Utah for the purpose of attending an institution of higher education, and shall be subject to the requirements of section 4 of this policy.

~~5.1.4.5.1.6.~~ **Spouse's or Parent's Full-time Work:** A spouse or dependent child of an individual who moves to Utah for full-time permanent employment, and establishes Utah domicile on that basis, is eligible to apply for resident student status. In determining the residency status of the enrolling spouse or dependent child, the institution shall consider all relevant evidence related to the individual's intent and domicile, including but not limited to, documentation set forth in section ~~5.1.4.0~~ of this policy.

~~5.1.5.5.1.7.~~ **Parent Domiciled in Utah for at Least 12 Months:** A dependent student who has at least one parent who has been domiciled in Utah for least 12 months prior to the first day of class of the term for which the student is seeking resident status is eligible for immediate for resident student status, ~~upon submission of~~ The student shall be responsible to submit the documentation identified in section ~~4.34~~ of this policy demonstrating that the parent has established Utah domicile.

~~5.1.6.5.1.8.~~ **Extenuating Circumstances:** A person who has established domicile in Utah for child care obligations or extenuating financial or health reasons related to his/her divorce, the death of a spouse, or long-term health care needs or responsibilities related to the person's own health, or the health of an immediate family member, including the person's spouse, parent, sibling, or child, may apply for immediate resident student status. The student shall be responsible to upon submitting evidence that the move to Utah was, in good faith, based on such extenuating circumstances. All relevant evidence concerning the motivation for the move shall be considered, including:

~~5.1.6.1.5.1.8.1.~~ the person's employment and educational history;

~~5.1.6.2.5.1.8.2.~~ the dates when the long-term health care or child care responsibilities in Utah were first considered, offered, and accepted;

~~5.1.6.3.5.1.8.3.~~ when the person moved to Utah;

~~5.1.6.4.5.1.8.4.~~ the dates when the person applied for admission, was admitted, and was enrolled as a postsecondary student;

~~5.1.6.5.5.1.8.5.~~ whether the person applied for admission to a USHE institution sooner than four (4) months from the date of moving to Utah;

~~5.1.6.6.5.1.8.6.~~ evidence that the person is an independent person who is

~~5.1.6.6.1.5.1.8.6.1.~~ at least 24 years of age; or

~~5.1.6.6.2.5.1.8.6.2.~~ not claimed as a dependent on someone else's tax returns;

~~5.1.6.7.5.1.8.7.~~ any other factors related to abandonment of a former domicile and establishment of a new domicile in Utah for purposes other than to attend an USHE institution.

~~Receipt of State Social Services Benefits: A person who has been determined by a Utah governmental social or rehabilitation services agency to be a Utah resident for purposes of receiving state aid to attend a USHE institution and demonstrates objective evidence of domiciliary intent as provided in 4.4 is immediately eligible to register as a resident student. Upon the termination of such government agency support, the person is governed by the standards applicable to other persons. Any time spent domiciled in Utah during the time the individual received government aid shall count towards the one-year time period for Utah residency for tuition purposes upon termination of the government aid.~~

~~5.1.7.5.1.9. Immigrant Placed in Utah as Political Refugee: An immigrant, not otherwise qualified as a resident, is immediately eligible, upon establishment of Utah domicile, to apply for resident student status, if he or she is placed involuntarily in Utah as part of a United States or Utah government relocation program for foreign refugees fleeing civil war, religious or racial persecution, political oppression, or other legitimate reason. This section does not apply to refugees who are originally placed in another state and subsequently move to Utah voluntarily.~~

**5.2. Documentation Required to Rebut Presumption of Nonresident Status:** The institution, through its registrar, or designated person, is authorized to require written documents, affidavits, verifications, or other evidence deemed necessary to determine why a student is in Utah. The burden of rebutting the presumption that the student is in Utah for educational reasons, and of establishing that he or she is in Utah for other than educational purposes, is upon the student. A student may be required to file any or all of the following within applicable timelines established by the institution.

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

**5.2.2.** A statement from the student's employer;

- 5.2.3. Supporting statements from persons who might be familiar with the family situation;
- 5.2.4. Birth certificate;
- 5.2.5. Marriage certificate;
- 5.2.6. Documentation of eligibility for state social or rehabilitation services;
- 5.2.7. Documentation of immigration status and placement as political refugee;
- 5.2.8. Indicia of Utah domicile, including Utah voter registration, Utah vehicle registration, Utah driver's license or identification card, Utah state income tax return, rental contract or mortgage documents, bank records, and utility bills.

**5.3. Penalties for Giving Incorrect or Misleading Information:** A student who gives incorrect or misleading information to evade payment of nonresident fees shall be subject to serious disciplinary action and must also pay the applicable nonresident fees for each term previously attended.

#### **R512-6. Exceptions to Requirements of Domicile—Resident Student Status Based on Special Circumstances**

**6.1. Job Corps Students:** A Job Corps student is entitled to resident student status if the student: (A) is admitted as a full-time, part-time, or summer school student in a program of study leading to a degree or certificate; and (B) submits verification that the student is a current Job Corps student. Upon the termination of Job Corps enrollment/participation, the individual is governed by the standards applicable to non-Job Corps persons. The time spent residing in Utah during Job Corps enrollments counts toward the one-year time period required for Utah residency for tuition purposes upon termination of Job Corp status.

**6.2. Participation in Olympic Training Program:** An athlete who ~~is in~~resides~~in~~ in Utah to participate in a United States Olympic athlete training program, at a facility in Utah, approved by the governing body for the athlete's Olympic sport, shall be immediately eligible for resident status for tuition purposes. The student shall certify his or her participation in the Olympic training program through a supporting letter from the United States Olympic Committee verifying eligibility.<sup>2</sup> Upon the termination of the athlete's participation in such training program, the athlete shall be subject to the same residency standards applicable to other persons under this policy. The time spent residing in Utah during the Olympic athlete training program in Utah counts toward the one-year time period required for Utah residency for tuition purposes upon termination of the athlete's participation in a Utah Olympic athlete training program.

#### **6.3. Membership of an American Indian Tribe**

**6.3.1.** An American Indian, not otherwise qualified as a resident, shall be entitled to resident student status if he/she is

**6.3.1.1.** enrolled on the tribal rolls of a tribe whose reservation or trust lands lie partly or wholly within Utah or whose border is at any point contiguous with the border of Utah; or

**6.3.1.2.** a member of a federally recognized or known Utah tribe and has graduated from a Utah high school.

<sup>2</sup> The address for the United States Olympic Committee is as follows: Sports Performance Dept., USOC, 1 Olympic Plaza, Colorado Springs, Colorado 80909-5760.

6.3.2. A list of recognized tribes will be maintained by the Office of the Commissioner of Higher Education and distributed to all campus residency officers.

6.4. **Member of Utah National Guard:** A person is entitled to resident student status if the person: (a) is admitted as a full-time, part-time, or summer school student in a program of study leading to a degree or certificate; and (b) submits verification, in the form of either an enlistment contract or "orders of unit assignment," that he or she is an active member of the Utah National Guard. Upon the termination of Utah National Guard enlistment or duty, the individual is governed by the standards applicable to non-Utah National Guard persons. Any time spent residing in Utah counts toward the one-year time period required for Utah residency for tuition purposes upon termination of Utah National Guard status.

6.4.1. A member of the Utah National Guard shall be considered to maintain continuous Utah residency under this section for the length of time that he or she maintains membership in the Utah National Guard.

6.4.2. A member of the Utah National Guard who performs active duty service outside the state of Utah shall be considered to maintain continuous Utah residency under this section.

**6.5. Active Duty United States Armed Forces Personnel Who are Residents of Other States but Stationed in Utah:** Personnel of the U.S. Armed Forces, who are residents of another state, but who are assigned to active duty in Utah or members of a reserve component of the United States Armed Forces assigned to Utah, together with the immediate members of their families residing with them in Utah, are entitled to resident student status for tuition purposes during the time they are stationed in Utah on active duty. The student shall complete the institutional certification form and provide a copy of the military orders assigning the military personnel to active duty in Utah. Upon the termination of active duty status, the military personnel and their family members are governed by the standards applicable to nonmilitary persons. Any time spent residing in Utah during the period of active duty in Utah counts toward the one-year time period required for Utah residency for tuition purposes upon termination of active duty status in Utah.

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

**6.5.6.7. Receipt of State Social Services Benefits:** A person who has been determined by a Utah governmental social or rehabilitation services agency to be a Utah resident for purposes of receiving state aid to attend a USHE institution is immediately eligible to apply for resident student status. The state aid must, at a minimum, cover the full cost of resident tuition. Upon the termination of such government agency support, the person is governed by the standards applicable to other persons. Any time spent domiciled in Utah during the time the individual received government aid shall count towards the one-year time period for Utah residency for tuition purposes upon termination of the government aid

**R512-7. Waivers of Nonresident Tuition—Nonresident Students Exempt from Nonresident Portion of Tuition.**

The following students who attend a USHE institution may receive a waiver of nonresident tuition under Regents' Policy R513; however, these students may not use time spent in Utah as a student on any of these programs



toward the waiting period required for resident tuition status. For more information on all tuition waivers, please see Regents' Policy R513.

~~7.1. — **Exemption of Nonresident Tuition as Athletic Scholarships:** In addition to the waivers of nonresident tuition available to each institution under Utah Code Ann. § 53B-8-101 et seq., and Policy R513, each institution may, at its discretion, grant as athletic scholarships full waiver of fees and nonresident tuition, up to the maximum number allowed by the appropriate athletic conference, and as recommended by the president of each institution.~~

~~**Exemption of Nonresident Tuition Under Tuition Waiver Policy:** A nonresident student may be eligible for a full or partial waiver of nonresident tuition according to the applicable provisions of Policy R513 (Tuition Waivers and Scholarships).~~

~~7.2.7.1. **Western Undergraduate Exchange (WUE) Students:** A student attending a USHE institution under the Western Undergraduate Exchange program is considered to be domiciled in his/her home state.<sup>3</sup>~~

~~7.3.7.2. **Western Regional graduate Program (WRGP):** A student attending a USHE institution under the Western Regional Graduate Program is considered to be domiciled in his/her home state.~~

~~7.4.7.3. **Professional Student Exchange/WICHE Students:** A student attending a USHE institution under the Professional Student Exchange/WICHE Program is considered to be domiciled in his/her home state.<sup>4</sup>~~

~~7.5.7.4. **Exemption for Alumni Legacy Scholarships:** ~~The president of an institution may waive an amount up to the full nonresident portion of the tuition for alumni legacy nonresident scholarships.~~ The students attending a USHE institution under this scholarship are considered to be domiciled in his/her home state ~~and time spent in Utah on Legacy Scholarship cannot count towards the required twelve continuous months to attain Utah residency.~~<sup>5</sup>~~

~~7.6.7.5. **Dixie State College of Utah's Good Neighbor Students:** ~~DSC may waive an amount up to the nonresident portion of the tuition for residents of counties located within 70 miles of DSC's main campus.~~ The students attending DSC under this scholarship are considered to be domiciled in his/her home state.<sup>6</sup>~~

## R512-8. General Provisions

**8.1. Reclassification by the Institution:** If a student is classified as a resident, or granted residency by a USHE institution, the USHE institution may initiate a reclassification inquiry and in fact reclassify the student, based on any facts, error, or changes in facts or status which would justify such an inquiry, even if the error was on the part of the USHE institution.

### **8.2. Reciprocity:**

~~8.1.1.8.2.1.~~ A determination to grant residency to a student at a USHE institution shall be honored at other USHE institutions, unless:

~~8.2.1.1.~~ the student obtained residency-resident student status under false pretenses, or

<sup>3</sup> See Regents' Policy R513-8 for further details regarding WUE.

<sup>4</sup> See Regents' Policy R513-8 for further details regarding WICHE.

<sup>5</sup> See Regents' Policy R513-17 for further details regarding Alumni Legacy Scholarships.

<sup>6</sup> See Regents' Policy R513-4.2. for further details regarding Good Neighbor Students.

8.2.1.2. the facts existing at the time of the granting of residency-resident student status have significantly changed.

8.2.2. The USHE institution to which a resident student transfers may initiate a reclassification inquiry (see R512-8.1) and in fact reclassify the student based on any facts, error, or changes in facts or status which would justify such an inquiry, even if the error was on the part of a USHE institution.

## R512-9. Procedures for Determining Resident Status

**9.1. Application Deadline:** Students must meet institutional application deadlines for each term. Institutions may establish policy regarding acceptance of late residency applications for current term consideration. Unless institutional policy allows otherwise, institutions may not accept applications for resident student status or supporting documentation after the third week of the semester or term for which the student seeks resident student status. Ordinarily applications or supporting documentation received after the third week should be considered for the following semester.

**9.2. Initial Classification:** Each institution shall classify all applicants as either resident or nonresident. If there is doubt concerning resident status, the applicant shall be classified as a nonresident.

**9.3. Application for Reclassification:** Every student classified as a nonresident shall retain that status until he/she is officially reclassified to resident status.

**9.4. Informal Discussion with Responsible Officer:** If a written application for a change from nonresident to resident classification is denied, the applicant shall have the right to meet with the responsible officer for the purpose of submitting additional information and discussing the merits of his/her application.

**9.5. Appeals:** An applicant for resident status may appeal an adverse ruling in accordance with procedures approved by the institutional Board of Trustees. The appeal tribunal shall make an independent determination of the issues presented upon the basis of such oral and written proofs as may be presented, and shall finally determine the status of the applicant consistent with the law and these policies.

**9.6. Due Process:** In order to provide due process to students who may want to appeal decisions made concerning nonresident status, each institution shall be responsible for providing a means for appeals to be made. Each institution shall adopt procedures that fit the local campus situation, but the following guidelines shall be followed.

**9.6.1.** Procedures for appeal shall be set out in writing by the institution, subject to approval by the Office of the Commissioner.

**9.6.2.** The institution shall provide a hearing officer or hearing committee with appropriate clerical and other services as necessary to the effective function of the hearing process.

**9.6.3.** The student appealing the decision shall have the responsibility of providing evidence that proves that he/she has met the residency requirements. Students shall be given copies of the Regents' policies pertaining to determination of residency. The student shall also be given an explanation of the rationale of the decision-maker who previously ruled that the student was classified as a nonresident.

9.6.4. Both the student and the administration's representative are entitled to representation by counsel.

9.6.5. Oral and written evidence may be presented. It is not required that a formal, written, verbatim record of the proceedings be kept, but a written summary of the significant assertions and findings of the hearing shall be prepared.

9.6.6. It is not required that formal rules of evidence be followed; administrative hearing rules may be used.

9.6.7. Decisions of the appeals tribunal must be in writing and must give reasons for the decision.

9.6.8. **Refund:** A ruling favorable to the applicant shall be retroactive to the beginning of the academic period for which application for resident status was made, and shall require a refund of the nonresident portion of any tuition charges paid for that and subsequent academic periods.



# R512, Determination of Resident Status<sup>1</sup>

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

## R512-2. References

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

## R512-3. Definitions

- 3.1. **"Domicile":** For purposes of this policy, the term "domicile" shall be defined consistent with general Utah law defining domicile, and shall mean the place
  - 3.1.1. where an individual has a fixed permanent home and principal establishment;
  - 3.1.2. to which the individual if absent, intends to return; and
  - 3.1.3. in which the individual, and the individual's family, voluntarily reside, not for a special or temporary purpose, but with the intention of making a permanent home.
- 3.2. **"Parent":** As used in this policy, the term "parent" means the biological or adoptive parent of the student, regardless of whether the parent has legal custody of the student or whether the parent claims the student as a dependent.
- 3.3. **"Resident Student":** An individual who
  - 3.3.1. can prove by substantial evidence, based on the totality of the circumstances, that, prior to the first day of classes for the term the student seeks to attend as a resident student, he or she has established domicile in Utah and satisfied relevant waiting periods and other criteria, where applicable; or
  - 3.3.2. meets one or more of the other criteria defining "resident student" set forth in this policy.

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

**R512-4. Resident Student Status—Waiting Period Required If Residence in Utah Was Established for Educational Reasons**

**4.1. Institutional Discretion to Set Policy for Resident Student Status**

**4.1.1. Policies for Students Enrolled in Credit-Bearing Degree Programs:** Each institution may, at its discretion, and at the recommendation of the president, implement its own policy regarding the criteria for resident student status for either undergraduate students or graduate students, or both, in credit-bearing degree programs, that deviates from the criteria set forth in this policy. Such a policy shall not be more lenient than requiring a one-year waiting period as set forth here in **Error! Reference source not found.**

**4.1.2. Policies for Non-Credit Programs:** Because most non-credit applied technology programs are short-term (require less than a year to complete), USHE institutions offering non-credit courses or programs may, at their discretion, implement a policy that does not require residency classification for students enrolled in non-credit courses or programs.

**4.2. General Rule:** Unless otherwise stipulated by institutional policy, any person who has come to Utah for the purpose of attending an institution of higher education may establish resident student status prior to the first day of classes of the term the student seeks to attend as a resident student by:

**4.2.1.** demonstrating by objective evidence (see R512-4.3.) that he or she has established resident student status in Utah; and

**4.2.2.** maintaining continuous Utah residency for one year (12 continuous months prior to the term for which residency is being sought) beginning July 1, 2007 or any date thereafter; an individual will not jeopardize his/her status as a "continuous" resident solely by absence from the state for less than 30 total days during the 12-month period the individual seeks to count as the requisite waiting period; and,

**4.2.3.** submitting a written declaration that the student has relinquished residency in any other state; and

**4.2.4.** submitting a declaration of financial independence to include documentation that the student is not claimed as a dependent on the tax returns of any person who is not a resident of Utah (see R512-4.5)

**4.3. Establishing Resident Student Status:** In determining whether an individual has established resident student status, USHE institutions will review all relevant documentation submitted by the student, and make the residency determination based on the totality of the circumstances. Students applying for resident student status are expected to submit as much of the following documentation as possible. Evidence to satisfy the requirements of Utah resident student status may include:

**4.3.1.** A Utah high school transcript issued in the previous year (12 months) confirming attendance at a Utah high school in the previous 12 months;

**4.3.2.** Utah voter registration dated a reasonable period (generally meaning three (3) months (90 days)) prior to the first day of class of the term for which the student is seeking resident status;

4.3.3. Utah driver license or identification card with an original date of issue or renewal date several months prior to the first day of class of the term for which the student is seeking resident status;

4.3.4. Utah vehicle registration dated a reasonable period (generally meaning (3) months (90 days)) prior to the first day of class of the term for which the student is seeking resident status;

4.3.5. Evidence of employment in Utah for a reasonable period (generally meaning (3) months (90 days)) prior to the first day of class of the term for which the student is seeking resident status;

4.3.6. Proof of payment of Utah state income tax for the previous year;

4.3.7. A rental agreement or mortgage document showing the student's name and Utah address for at least 12 months prior to application for resident student status; and

4.3.8. Utility bills showing the student's name and Utah address for at least 12 months prior to application for resident student status;

4.4. **Continuous Residency:** Having established resident student status in Utah as outlined in 4.3., an individual will not jeopardize his/her status as a "continuous" Utah resident solely by absence from the state. For example:

4.4.1. After establishing resident student status, a student may be absent from the state for purposes such as temporary employment, education, or religious, charitable, or military service and continue to be considered a resident for tuition purposes provided he or she has not taken action to establish domicile elsewhere during his/her absence from Utah.

4.4.2. A student with long term ties to Utah, who is 18 years of age or older, who has graduated from a Utah high school, and who has been absent from the state for a period of less than 12 months, may be considered a resident for tuition purposes if evidence can be presented showing that the student has maintained or reestablished a Utah domicile.

4.5. **Declaration of Financial Independence:** In addition to submitting objective evidence of domicile, a person seeking resident student status following 12 months of continuous residence in Utah must also submit a declaration of financial independence, which must include, at a minimum, evidence that the person is not claimed as a dependent on the most recently filed federal tax returns of any person who is not a resident of Utah. Institutional residency officers shall require such documentation at the time of initial application for resident student status.

4.6. **International Students without U.S. Residency Status:** Aliens, who are present in the U.S. on visitor, student, or other visas which authorize only temporary presence in this country, do not have the capacity to intend to reside in Utah for an indefinite period and therefore must be classified as nonresident. Aliens who have been granted immigrant or permanent resident status in the U.S. shall be classified for purposes of resident status according to the same criteria applicable to citizens.

**R512-5. Resident Student Status Based on Evidence of Residence in Utah for Non-educational Reasons—  
No Waiting Period Required If Presumption of Nonresident Status Is Rebutted**

**5.1. Rebuttable Presumption of Nonresident Status:** A person who enrolls as a postsecondary student at a USHE institution prior to living in Utah for more than 12 continuous months, and who has therefore not met the waiting period criteria set forth in R512-4, will ordinarily be deemed a nonresident student for tuition purposes unless he or she presents evidence demonstrating that he or she moved to Utah and established domicile for non-educational reasons. A student may rebut the presumption of nonresident status and seek resident student status immediately, without satisfying the one-year continuous residency requirement, but still satisfying the financial independence and domiciliary evidence set forth in R512-4, by submitting evidence of Utah residence arising from one or more of the following circumstances.

**5.1.1. United States Armed Forces Personnel Who are Utah Residents Prior to Active Duty Assignment or Deployment Outside Utah:** Personnel of the U.S. Armed Forces who had Utah residency immediately prior to their deployment to active duty or reserve assignment outside of Utah, and who reestablish residency in Utah no later than 90 days after the termination of active duty status or reserve assignment, are immediately eligible, together with the immediate members of their families residing with them in Utah, to apply for resident student status for tuition purposes.

**5.1.1.1. Prior Utah Residency:** For purposes of this section, an individual will be deemed to have prior Utah residency if he or she can show, in the year immediately prior to active duty deployment, indicia of Utah domicile, such as the filing of a Utah tax return in the year prior to deployment; Utah voter registration; possession of a Utah driver's license; and establishment of Utah banking connections.

**5.1.1.2. Immediate Family Member:** For purposes of this section, the term "immediate family member" means the spouse or unmarried dependent child of the individual in the Armed Forces.

**5.1.1.3. Residing With:** For purposes of this section, an immediate family member will be considered to be "residing with" an individual in the Armed Forces so long as the family member's domicile, or permanent address, is the same as that of the individual in the Armed Forces. If an "immediate family member" meets the domiciliary requirement, he or she may attend, with resident tuition rates at, any public college or university in Utah.

**5.1.2. Residency for Veterans of the United States Armed Forces:** An institution within the state system of higher education shall grant resident student status for tuition purposes to a military veteran and the military veteran's immediate family members who reside in the state if the military veteran provides:

**5.1.2.1.** evidence of a discharge from the United States Armed Forces, other than a dishonorable discharge, that occurred within the previous 12 months

**5.1.2.2.** a signed written declaration that the military veteran has relinquished residency in any other state and does not maintain a residence elsewhere; and

**5.1.2.3.** objective evidence that the military veteran has taken overt steps to relinquish residency in any other state and establish residency in Utah, which may include evidence of the following:

**5.1.2.3.1.** a Utah voter registration card;

5.1.2.3.2. a Utah driver license or identification card;

5.1.2.4. a Utah vehicle registration;

5.1.2.5. evidence of employment in Utah;

5.1.2.6. a rental agreement showing name and Utah address; and

5.1.2.7. utility bills showing name and Utah address

**5.1.3. Marriage to Utah Resident:** A person who marries a Utah resident is eligible to be a resident student under this policy and establishes his/her domicile in Utah as demonstrated by objective evidence as provided in 4.4 is immediately eligible to apply for resident student status.

**5.1.4. Full-time, Permanent Employment in Utah:** A person who has established domicile in Utah for full-time permanent employment may rebut the presumption of a nonresident classification by providing substantial evidence that the reason for the individual's move to Utah was, in good faith, based on an employer requested transfer to Utah, recruitment by a Utah employer, or a comparable work-related move for full-time permanent employment in Utah.

**5.1.4.1.** As with all such applications, the burden of proof is on the applicant to rebut the presumption of nonresident status. All relevant evidence concerning the motivation for the move should be considered, including, but not limited to, such factors as:

5.1.4.1.1. the person's employment and educational history;

5.1.4.1.2. the dates when Utah employment was first considered, offered, and accepted;

5.1.4.1.3. when the person moved to Utah;

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

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

5.1.4.1.6. evidence that the person is an independent person (at least 24 years of age, or not listed as a dependent on someone else's tax forms); and

5.1.4.1.7. any other factors related to abandonment of a former domicile and establishment of a new domicile in Utah for purposes other than to attend an institution of higher education..

**5.1.4.2.** Furthermore, absent extraordinary evidence to the contrary, if an applicant applies for admission to a USHE institution prior to the application for employment, prior to the offer of employment, prior to the commencement of employment, or within four months of moving to Utah it shall be strongly presumed that the person came to Utah for



the purpose of attending an institution of higher education, and shall be subject to the requirements of section 4 of this policy.

**5.1.5. Spouse's or Parent's Full-time Work:** A spouse or dependent child of an individual who moves to Utah for full-time permanent employment, and establishes Utah domicile on that basis, is eligible to apply for resident student status. In determining the residency status of the enrolling spouse or dependent child, the institution shall consider all relevant evidence related to the individual's intent and domicile, including but not limited to, documentation set forth in section 5.1.4. of this policy.

**5.1.6. Parent Domiciled in Utah for at Least 12 Months:** A dependent student who has at least one parent who has been domiciled in Utah for least 12 months prior to the first day of class of the term for which the student is seeking resident status is eligible for resident student status. The student is responsible to submit the documentation identified in section 4.3 of this policy demonstrating that the parent has established Utah domicile.

**5.1.7. Extenuating Circumstances:** A person who has established domicile in Utah for child care obligations or extenuating financial or health reasons related to his/her divorce, the death of a spouse, or long-term health care needs or responsibilities related to the person's own health, or the health of an immediate family member, including the person's spouse, parent, sibling, or child, may apply for immediate resident student status. The student is responsible to submit evidence that the move to Utah was, in good faith, based on such extenuating circumstances. All relevant evidence concerning the motivation for the move shall be considered, including:

5.1.7.1. the person's employment and educational history;

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

5.1.7.3. when the person moved to Utah;

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

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

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

5.1.7.6.1. at least 24 years of age; or

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

5.1.7.7. any other factors related to abandonment of a former domicile and establishment of a new domicile in Utah for purposes other than to attend an USHE institution.

**5.1.8. Immigrant Placed in Utah as Political Refugee:** An immigrant, not otherwise qualified as a resident, is immediately eligible, upon establishment of Utah domicile, to apply for resident student status, if he or she is placed involuntarily in Utah as part of a United States or Utah

government relocation program for foreign refugees fleeing civil war, religious or racial persecution, political oppression, or other legitimate reason. This section does not apply to refugees who are originally placed in another state and subsequently move to Utah voluntarily.

**5.2. Documentation Required to Rebut Presumption of Nonresident Status:** The institution, through its registrar, or designated person, is authorized to require written documents, affidavits, verifications, or other evidence deemed necessary to determine why a student is in Utah. The burden of rebutting the presumption that the student is in Utah for educational reasons, and of establishing that he or she is in Utah for other than educational purposes, is upon the student. A student may be required to file any or all of the following within applicable timelines established by the institution.

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

5.2.2. A statement from the student's employer;

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

5.2.4. Birth certificate;

5.2.5. Marriage certificate;

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

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

5.2.8. Indicia of Utah domicile, including Utah voter registration, Utah vehicle registration, Utah driver's license or identification card, Utah state income tax return, rental contract or mortgage documents, bank records, and utility bills.

**5.3. Penalties for Giving Incorrect or Misleading Information:** A student who gives incorrect or misleading information to evade payment of nonresident fees shall be subject to serious disciplinary action and must also pay the applicable nonresident fees for each term previously attended.

#### **R512-6. Exceptions to Requirements of Domicile—Resident Student Status Based on Special Circumstances**

**6.1. Job Corps Students:** A Job Corps student is entitled to resident student status if the student: (A) is admitted as a full-time, part-time, or summer school student in a program of study leading to a degree or certificate; and (B) submits verification that the student is a current Job Corps student. Upon the termination of Job Corps enrollment/participation, the individual is governed by the standards applicable to non-Job Corps persons. The time spent residing in Utah during Job Corps enrollments counts toward the one-year time period required for Utah residency for tuition purposes upon termination of Job Corp status.

**6.2. Participation in Olympic Training Program:** An athlete who resides in Utah to participate in a United States Olympic athlete training program, at a facility in Utah, approved by the governing body for the athlete's Olympic sport, shall be immediately eligible for resident status for tuition purposes. The student shall certify his or her participation in the Olympic training program through a supporting letter from the United States Olympic Committee verifying eligibility.<sup>2</sup> Upon the termination of the athlete's participation in such training program, the athlete shall be subject to the same residency standards applicable to other

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<sup>2</sup> The address for the United States Olympic Committee is as follows: Sports Performance Dept., USOC, 1 Olympic Plaza, Colorado Springs, Colorado 80909-5760.

persons under this policy. The time spent residing in Utah during the Olympic athlete training program in Utah counts toward the one-year time period required for Utah residency for tuition purposes upon termination of the athlete's participation in a Utah Olympic athlete training program.

**6.3. Membership of an American Indian Tribe**

**6.3.1.** An American Indian, not otherwise qualified as a resident, shall be entitled to resident student status if he/she is

**6.3.1.1.** enrolled on the tribal rolls of a tribe whose reservation or trust lands lie partly or wholly within Utah or whose border is at any point contiguous with the border of Utah; or

**6.3.1.2.** a member of a federally recognized or known Utah tribe and has graduated from a Utah high school.

**6.3.2.** A list of recognized tribes will be maintained by the Office of the Commissioner of Higher Education and distributed to all campus residency officers.

**6.4. Member of Utah National Guard:** A person is entitled to resident student status if the person: (a) is admitted as a full-time, part-time, or summer school student in a program of study leading to a degree or certificate; and (b) submits verification, in the form of either an enlistment contract or "orders of unit assignment," that he or she is an active member of the Utah National Guard. Upon the termination of Utah National Guard enlistment or duty, the individual is governed by the standards applicable to non-Utah National Guard persons. Any time spent residing in Utah counts toward the one-year time period required for Utah residency for tuition purposes upon termination of Utah National Guard status.

**6.4.1.** A member of the Utah National Guard shall be considered to maintain continuous Utah residency under this section for the length of time that he or she maintains membership in the Utah National Guard.

**6.4.2.** A member of the Utah National Guard who performs active duty service outside the state of Utah shall be considered to maintain continuous Utah residency under this section.

**6.5. Active Duty United States Armed Forces Personnel Who are Residents of Other States but Stationed in Utah:** Personnel of the U.S. Armed Forces, who are residents of another state, but who are assigned to active duty in Utah or members of a reserve component of the United States Armed Forces assigned to Utah, together with the immediate members of their families residing with them in Utah, are entitled to resident student status for tuition purposes during the time they are stationed in Utah on active duty. The student shall complete the institutional certification form and provide a copy of the military orders assigning the military personnel to active duty in Utah.

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

**6.7. Receipt of State Social Services Benefits:** A person who has been determined by a Utah governmental social or rehabilitation services agency to be a Utah resident for purposes of receiving state aid to attend a USHE institution is immediately eligible to apply for resident student status. The state aid must, at a minimum, cover the full cost of resident tuition. Upon the termination of such government agency support, the person is governed by the standards applicable to other persons. Any time spent domiciled in Utah during the time the individual received government aid shall count towards the one-year time period for Utah residency for tuition purposes upon termination of the government aid

**R512-7. Waivers of Nonresident Tuition—Nonresident Students Exempt from Nonresident Portion of Tuition.**

The following students who attend a USHE institution may receive a waiver of nonresident tuition under Regents' Policy R513; however, these students may not use time spent in Utah as a student on any of these programs toward the waiting period required for resident tuition status. For more information on all tuition waivers, please see Regents' Policy R513.

**7.1. Western Undergraduate Exchange (WUE) Students:** A student attending a USHE institution under the Western Undergraduate Exchange program is considered to be domiciled in his/her home state.<sup>3</sup>

**7.2. Western Regional graduate Program (WRGP):** A student attending a USHE institution under the Western Regional Graduate Program is considered to be domiciled in his/her home state.

**7.3. Professional Student Exchange/WICHE Students:** A student attending a USHE institution under the Professional Student Exchange/WICHE Program is considered to be domiciled in his/her home state.<sup>4</sup>

**7.4. Exemption for Alumni Legacy Scholarships:** The students attending a USHE institution under this scholarship are considered to be domiciled in his/her home state.<sup>5</sup>

**7.5. Dixie State College of Utah's Good Neighbor Students:** The students attending DSC under this scholarship are considered to be domiciled in his/her home state.<sup>6</sup>

**R512-8. General Provisions**

**8.1. Reclassification by the Institution:** If a student is classified as a resident, or granted residency by a USHE institution, the USHE institution may initiate a reclassification inquiry and in fact reclassify the student, based on any facts, error, or changes in facts or status which would justify such an inquiry, even if the error was on the part of the USHE institution.

**8.2. Reciprocity:**

**8.2.1.** A determination to grant residency to a student at a USHE institution shall be honored at other USHE institutions, unless:

**8.2.1.1.** the student obtained resident student status under false pretenses, or

**8.2.1.2.** the facts existing at the time of the granting of resident student status have significantly changed.

<sup>3</sup> See Regents' Policy R513-8 for further details regarding WUE.

<sup>4</sup> See Regents' Policy R513-8 for further details regarding WICHE.

<sup>5</sup> See Regents' Policy R513-17 for further details regarding Alumni Legacy Scholarships.

<sup>6</sup> See Regents' Policy R513-4.2. for further details regarding Good Neighbor Students.

8.2.2. The USHE institution to which a resident student transfers may initiate a reclassification inquiry (see R512-8.1) and in fact reclassify the student based on any facts, error, or changes in facts or status which would justify such an inquiry, even if the error was on the part of a USHE institution.

#### **R512-9. Procedures for Determining Resident Status**

9.1. **Application Deadline:** Students must meet institutional application deadlines for each term. Institutions may establish policy regarding acceptance of late residency applications for current term consideration. Unless institutional policy allows otherwise, institutions may not accept applications for resident student status or supporting documentation after the third week of the semester or term for which the student seeks resident student status. Ordinarily applications or supporting documentation received after the third week should be considered for the following semester.

9.2. **Initial Classification:** Each institution shall classify all applicants as either resident or nonresident. If there is doubt concerning resident status, the applicant shall be classified as a nonresident.

9.3. **Application for Reclassification:** Every student classified as a nonresident shall retain that status until he/she is officially reclassified to resident status.

9.4. **Informal Discussion with Responsible Officer:** If a written application for a change from nonresident to resident classification is denied, the applicant shall have the right to meet with the responsible officer for the purpose of submitting additional information and discussing the merits of his/her application.

9.5. **Appeals:** An applicant for resident status may appeal an adverse ruling in accordance with procedures approved by the institutional Board of Trustees. The appeal tribunal shall make an independent determination of the issues presented upon the basis of such oral and written proofs as may be presented, and shall finally determine the status of the applicant consistent with the law and these policies.

9.6. **Due Process:** In order to provide due process to students who may want to appeal decisions made concerning nonresident status, each institution shall be responsible for providing a means for appeals to be made. Each institution shall adopt procedures that fit the local campus situation, but the following guidelines shall be followed.

9.6.1. Procedures for appeal shall be set out in writing by the institution, subject to approval by the Office of the Commissioner.

9.6.2. The institution shall provide a hearing officer or hearing committee with appropriate clerical and other services as necessary to the effective function of the hearing process.

9.6.3. The student appealing the decision shall have the responsibility of providing evidence that proves that he/she has met the residency requirements. Students shall be given copies of the Regents' policies pertaining to determination of residency. The student shall also be given an explanation of the rationale of the decision-maker who previously ruled that the student was classified as a nonresident.

9.6.4. Both the student and the administration's representative are entitled to representation by counsel.

**9.6.5.** Oral and written evidence may be presented. It is not required that a formal, written, verbatim record of the proceedings be kept, but a written summary of the significant assertions and findings of the hearing shall be prepared.

**9.6.6.** It is not required that formal rules of evidence be followed; administrative hearing rules may be used.

**9.6.7.** Decisions of the appeals tribunal must be in writing and must give reasons for the decision.

**9.6.8. Refund:** A ruling favorable to the applicant shall be retroactive to the beginning of the academic period for which application for resident status was made, and shall require a refund of the nonresident portion of any tuition charges paid for that and subsequent academic periods.



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May 9, 2012

MEMORANDUM

TO: State Board of Regents  
 FROM: William A. Sederburg  
 SUBJECT: Presidential Compensation Commitment

Background

In order to meet a compensation commitment previously made to one of the institutional presidents, a corrective salary action is recommended. These are not equity adjustments, but rather the meeting of commitments made previously as outlined below.

Issue

**Dr Michael Benson** – Dr Benson was appointed president of Southern Utah University effective January 2007. In the Spring of that year, the then Commissioner of Higher Education committed to provide Southern Utah University's president with a larger increase in the following year. Due to a transition of Commissioners in that year, the action did not take place. The former Chair of the State Board of Regents, recognizing the earlier pledge, sent SUU's president a letter in the spring of 2010, committing to a salary level aligned with the base pay of UVU's [then] newly appointed president, the compensation to be retroactive to July 1, 2009. This recommendation is to increase the current base salary of \$186,559 by \$6,441 to honor the earlier commitments.

Commissioner's Recommendation

Following discussion and consideration by the full Board, the Commissioner recommends the adoption of this retroactive base salary adjustment in order to meet the prior commitment made, the change to commence with the June 1<sup>st</sup> payroll.

---

William A. Sederburg  
 Commissioner of Higher Education

WAS/GLS



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

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May 9, 2012

MEMORANDUM

TO: State Board of Regents  
FROM: William A. Sederburg  
SUBJECT: Presidential Salary COLA Adjustments

Background

In line with actions taken by the Legislature during the 2012 Legislative Session, it is recommended that the institutional Presidents receive a salary adjustment increase equivalent to one percent (1%) of their current base salary levels.

Issue

The institutional presidents have not received any salary adjustments since 2008. During the 2012 Legislative Session, funds were appropriated to provide for the State portion of the equivalent of a 1% salary & salary related benefit compensation increase to campus employees. The action being recommended here would allow the presidents to participate in compensation increases, providing each president with a 1% increase to their base salary and salary related benefits level, with the increases to be effective July 1<sup>st</sup>, 2012.

Commissioner's Recommendation

The Commissioner recommends that, if adopted by the Board of Regents at the May meeting, the 1% increase to base salary and salary related benefits become effective July 1<sup>st</sup>, 2012.

---

William A. Sederburg  
Commissioner of Higher Education

WAS/GLS





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May 9, 2012

MEMORANDUM

TO: State Board of Regents  
 FROM: William A. Sederburg  
 SUBJECT: Capital Development Prioritization (CDP) Cycle – Adoption of Priority Guidelines

Issue

Regent policy R741, Capital Development Prioritization (CDP), requires the Regents to establish priority guidelines to be used in each Capital Facilities Evaluation Cycle. The materials that follow are prepared for that purpose.

Background

The four steps of the policy are:

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

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

The attached proposed guidelines are based on the provision of the policy that a portion of the points should be structured to apply to predetermined goals and objectives (Guideline Based Points) and that a portion be reserved for Regents' application after careful and deliberate evaluation of the most urgent needs and most significant opportunities for moving the higher education system forward as a whole (Discretionary Points). The relevant section of the policy is as follows:

**3.4.1. Regents' Priority Points** – *In addition to the "Scoring Points" of the projects, the Regents may award up to 25 additional points per institution. These points are designed to position institutions to further develop and enhance their assigned missions and roles, including projects to: improve existing facilities and restore building life, update existing space to meet current and emerging program requirements, changes in role and mission, emerging needs in branch and satellite campuses, projects for which a prior year commitment has been made, projects to resolve major infrastructure problems, etc.*

*These points, ranging from 0-25, are to be assigned discretionarily by the Regents in the context of the approved capital facilities priority guidelines, and after careful consideration of the relative importance and/or seriousness of the need for the affected projects as determined by the Regents. These points should be used in a consistent manner that enables USHE institutions to pursue strategic and long-term capital development planning while also providing the means to respond to external time-sensitive factors such as: the existing funding climate; environmental, political, demographic, and economic development considerations; technological needs; et al.*

The proposed guidelines are consistent with those of last year when the Regents chose to award up to ten (10) points based on the "guidelines" they established with the remaining fifteen (15) points to be awarded on a discretionary basis after careful evaluation of each project and conscientious consideration of those representing the most pressing and critical USHE needs. The guidelines state that the goal is "to position institutions to further develop and enhance their assigned missions and roles" and "to give appropriate consideration to projects that respond straightforwardly in helping to achieve the goals and recommendations of the *HigherEdUtah 2020 Plan*."

The information and space model provided in the Paulien Facilities Space Study will also be used in Step 3 – Analysis and Scoring of Needs of the process to help analyze space needs for future growth. The Regents may also take information from that study into account, as they deem appropriate, in their assignment of Regents Priority Points during Step 4 – Prioritization of Projects for Funding Consideration.

The use of these points is purposefully intended to provide flexibility in responding to:

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

#### Commissioner's Recommendation

The Commissioner recommends that the proposed guidelines and procedures be adopted after careful deliberation and consideration by the Board. It is further recommended that the Regents continue the practice of the past two years of appointing a Building Priorities Task Force to visit each institution; to carefully evaluate the circumstances of each project requested to enable the Regents to become more familiar with the pressing needs and become focused on those that are the most critical; and at the appropriate time to make a recommendation to the full board for application of the Regents' Priority Points.

---

William A. Sederburg  
Commissioner of Higher Education

**2012-13 USHE CDP GUIDELINES & PRIORITIZATION PROCESS**  
**Application of Regents Priority Points**

**Step 3 - Analysis and Scoring of Needs** - The “Analysis and Scoring of Needs” component of the CDP process using space standards and driven primarily by growth in enrollment and staffing remains in force as do consideration for serious facility condition and functional obsolescence needs, donated and/or other non-state provided funds, and/or critical infrastructure defects. In addition, relevant information from the Paulien Facilities Space Study will be utilized in this analysis and scoring process.

**Step 4 – Prioritization of Projects for Funding Consideration** - After these issues have been dealt with in the scoring process, the Regents have a category of **Regents Priority Points** that they may use on a discretionary basis to address what are determined to be the most pressing and critical USHE needs. The proposed guidelines for the 2012-13 prioritization process are as follows:

**Guideline Based Points** **0-10 Points**

<p>Critical Programmatic and Infrastructure Needs</p> <ul style="list-style-type: none"> <li>• Imminent threats to daily operations and program delivery</li> <li>• Extraordinary economic development/competitive opportunities</li> <li>• Enhancement of critical programs (science, engineering, technology, etc.)</li> </ul>	<p>10 Points</p>
<p>High Priority Issues</p> <ul style="list-style-type: none"> <li>• Strategic Planning &amp; Time-sensitive Issues               <ul style="list-style-type: none"> <li>Branch and satellite campus development</li> <li>Significant changes in role and mission</li> <li>Mergers and Partnerships</li> <li>Emerging time-sensitive opportunities</li> </ul> </li> <li>• Operational and Programmatic Efficiency               <ul style="list-style-type: none"> <li>Sustainability (energy conservation and efficiency)</li> <li>Operational Efficiency (optimization of O&amp;M costs)</li> <li>Innovative and cost effective delivery of academic programs</li> <li>Improved space utilization</li> <li>Eliminate functional obsolescence of equipment and space</li> </ul> </li> </ul>	<p>} 5-8 Points</p>
<p>Fulfills a Non-Critical Need</p> <ul style="list-style-type: none"> <li>Core programmatic enhancement</li> <li>Strengthen program deficiencies</li> </ul>	<p>3 Points</p>
<p>Project Does Not Qualify for Regents’ Priority Points</p>	<p>0 Points</p>

**Discretionary Points** **0-15 Points**

These points are designed to position institutions to further develop and enhance their assigned missions and roles (see R741.3.4.1). It also is the intent of the Regents to give appropriate consideration to projects that respond straightforwardly in helping to achieve the goals and recommendations of the *HigherEdUtah 2020 Plan*. Appropriate consideration will also be given to projects with prior approved Legislative planning funding.

**Total Regents Discretionary Points** **25 Points**

May 9, 2012

MEMORANDUM

TO: State Board of Regents  
FROM: William A. Sederburg  
SUBJECT: USHE Enrollment Projections

Issue

Attached are enrollment projections from the 2012-13 through the 2021-2022 academic years for the Utah System of Higher Education. These projections estimate Fall Headcount, Fall Full-Time Equivalent (FTE), and Annualized FTE based on end-of-term enrollments for each of the system institutions. Regents and state-level policymakers should use these estimates in concert with additional data points when conducting mid to long-range planning.

In order to recognize the distinct missions and goals, institutions have developed unique projection models to estimate future enrollments. These models are based on institutional and state data sets that include (but are not limited to) such variables as: Utah population by age, high school graduations, and unemployment estimates. On March 29, 2012 the Institutional Research Offices were asked to present their projection model for peer review and discussion. At the March 29<sup>th</sup> meeting, several of the institutions indicated that they have evaluated the accuracy of their models by comparing the projected value and observed value for the 2011 estimates. The estimates derived from the projection models were within  $\pm 2\%$  of observed values. Additional checks indicate that the estimates all fall within a  $\pm 5\%$  margin of error.

These projection models will be re-evaluated annually and adjustments to the models made as needed to maintain appropriate levels of accuracy. Updated projections will be presented each spring at the May or June Regents meetings.

Current projections estimate that the USHE system will grow to 235,003 students, generating 165,259 FTE for Fall Semester 2021 with an annualized FTE of 181,636 for the 2021-22 academic year.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the long-term enrollment projections for higher education in the State of Utah.

---

William A. Sederburg  
Commissioner of Higher Education

WAS/GLS/CKM/JAC  
Attachment

# Headcount

Fall Semester

Institution	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	Average Annual Growth
University of Utah Annual Growth	33,955	34,770 2.4%	35,361 1.7%	35,856 1.4%	36,287 1.2%	36,650 1.0%	36,943 0.8%	37,164 0.6%	37,387 0.6%	37,574 0.5%	1.1%
Utah State University Annual Growth	30,374	31,310 3.1%	32,279 3.1%	33,282 3.1%	34,320 3.1%	35,394 3.1%	36,506 3.1%	37,657 3.2%	38,848 3.2%	40,081 3.2%	3.1%
Weber State University Annual Growth	26,485	27,559 4.1%	28,672 4.0%	29,823 4.0%	31,014 4.0%	32,247 4.0%	33,524 4.0%	34,845 3.9%	36,212 3.9%	37,627 3.9%	4.0%
Southern Utah University Annual Growth	8,882	9,033 1.7%	9,241 2.3%	9,437 2.1%	9,543 1.1%	9,680 1.4%	9,859 1.8%	10,057 2.0%	10,220 1.6%	10,432 2.1%	1.8%
Snow College Annual Growth	4,610	4,796 4.0%	5,008 4.4%	5,249 4.8%	5,523 5.2%	5,834 5.6%	6,186 6.0%	6,584 6.4%	7,033 6.8%	7,539 7.2%	5.6%
Dixie State College Annual Growth	9,211	9,598 4.2%	10,001 4.2%	10,421 4.2%	10,859 4.2%	11,315 4.2%	11,790 4.2%	12,286 4.2%	12,802 4.2%	13,339 4.2%	4.2%
Utah Valley University Annual Growth	34,085	35,443 4.0%	36,853 4.0%	38,280 3.9%	39,765 3.9%	41,311 3.9%	42,920 3.9%	44,596 3.9%	46,340 3.9%	47,871 3.3%	3.8%
Salt Lake Community College Annual Growth	36,871	37,679 2.2%	38,375 1.8%	39,018 1.7%	39,641 1.6%	39,973 0.8%	40,179 0.5%	40,339 0.4%	40,452 0.3%	40,541 0.2%	1.1%
USHE Totals Annual Growth	184,473	190,187 3.1%	195,790 2.9%	201,366 2.8%	206,952 2.8%	212,405 2.6%	217,907 2.6%	223,527 2.6%	229,294 2.6%	235,003 2.5%	2.7%

# Full-Time Equivalent

## Fall Semester

Institution	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	Average Annual Growth
University of Utah Annual Growth	28,067	28,741 2.4%	29,230 1.7%	29,639 1.4%	29,995 1.2%	30,294 1.0%	30,537 0.8%	30,720 0.6%	30,904 0.6%	31,059 0.5%	1.1%
Utah State University Annual Growth	22,159	22,916 3.4%	23,674 3.3%	24,431 3.2%	25,189 3.1%	25,947 3.0%	26,704 2.9%	27,462 2.8%	28,220 2.8%	28,977 2.7%	3.0%
Weber State University Annual Growth	16,573	17,282 4.3%	18,016 4.2%	18,775 4.2%	19,562 4.2%	20,375 4.2%	21,218 4.1%	22,089 4.1%	22,991 4.1%	23,925 4.1%	4.2%
Southern Utah University Annual Growth	6,721	6,903 2.7%	7,046 2.1%	7,208 2.3%	7,456 3.4%	7,666 2.8%	7,846 2.3%	8,004 2.0%	8,150 1.8%	8,250 1.2%	2.3%
Snow College Annual Growth	3,642	3,824 5.0%	4,032 5.4%	4,270 5.9%	4,541 6.3%	4,848 6.8%	5,198 7.2%	5,595 7.6%	6,044 8.0%	6,552 8.4%	6.7%
Dixie State College Annual Growth	6,799	7,105 4.5%	7,425 4.5%	7,759 4.5%	8,108 4.5%	8,473 4.5%	8,854 4.5%	9,252 4.5%	9,669 4.5%	10,104 4.5%	4.5%
Utah Valley University Annual Growth	23,636	24,924 5.4%	26,085 4.7%	27,351 4.9%	28,692 4.9%	30,111 4.9%	31,613 5.0%	33,203 5.0%	34,888 5.1%	36,257 3.9%	4.9%
Salt Lake Community College Annual Growth	18,505	18,863 1.9%	19,173 1.6%	19,459 1.5%	19,734 1.4%	19,883 0.8%	19,974 0.5%	20,045 0.4%	20,095 0.2%	20,134 0.2%	0.9%
USHE Totals Annual Growth	126,102	130,558 3.5%	134,680 3.2%	138,892 3.1%	143,276 3.2%	147,597 3.0%	151,944 2.9%	156,370 2.9%	160,961 2.9%	165,259 2.7%	3.1%

# Annualized FTE

Institution	Academic Year											Average Annual Growth
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	
University of Utah Annual Growth	31,610 2.4%	32,369 2.4%	32,919 1.7%	33,380 1.4%	33,780 1.2%	34,118 1.0%	34,391 0.8%	34,597 0.6%	34,805 0.6%	34,979 0.5%	34,979 0.5%	1.1%
Utah State University Annual Growth	24,344	25,331 4.1%	26,352 4.0%	27,410 4.0%	28,504 4.0%	29,637 4.0%	30,810 4.0%	32,023 3.9%	33,279 3.9%	34,579 3.9%	34,579 3.9%	4.0%
Weber State University Annual Growth	17,979	18,676 3.9%	19,398 3.9%	20,144 3.8%	20,917 3.8%	21,717 3.8%	22,545 3.8%	23,401 3.8%	24,288 3.8%	25,206 3.8%	25,206 3.8%	3.8%
Southern Utah University Annual Growth	8,067	8,315 3.1%	8,515 2.4%	8,739 2.6%	9,072 3.8%	9,356 3.1%	9,603 2.6%	9,822 2.3%	10,024 2.1%	10,167 1.4%	10,167 1.4%	2.6%
Snow College Annual Growth	3,695	3,884 5.1%	4,099 5.6%	4,346 6.0%	4,626 6.5%	4,945 6.9%	5,307 7.3%	5,717 7.7%	6,181 8.1%	6,707 8.5%	6,707 8.5%	6.9%
Dixie State College Annual Growth	6,896	7,034 2.0%	7,175 2.0%	7,318 2.0%	7,465 2.0%	7,614 2.0%	7,766 2.0%	7,922 2.0%	8,080 2.0%	8,242 2.0%	8,242 2.0%	2.0%
Utah Valley University Annual Growth	25,574	26,968 5.4%	28,224 4.7%	29,594 4.9%	31,045 4.9%	32,580 4.9%	34,205 5.0%	35,926 5.0%	37,749 5.1%	38,795 2.8%	38,795 2.8%	4.7%
Salt Lake Community College Annual Growth	21,069	21,485 2.0%	21,847 1.7%	22,183 1.5%	22,492 1.4%	22,671 0.8%	22,778 0.5%	22,860 0.4%	22,917 0.2%	22,961 0.2%	22,961 0.2%	1.0%
USHE Totals Annual Growth	139,234	144,062 3.5%	148,529 3.1%	153,115 3.1%	157,901 3.1%	162,638 3.0%	167,405 2.9%	172,268 2.9%	177,323 2.9%	181,636 2.4%	181,636 2.4%	3.0%



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May 9, 2012

MEMORANDUM

TO: State Board of Regents  
FROM: William A. Sederburg  
SUBJECT: Weber State University (WSU) - Bond Resolution Authorization

Issue

Weber State University is seeking authorization to issue revenue bonds, with a principle amount not to exceed \$17.5 million, for financing of three projects at its Ogden and Davis Campuses as follows:

- Student Housing - \$1.1 million of unused portion of \$15 million bonding authority approved by the 2010 Legislature
- Davis Campus Professional Programs Classroom Building - \$8.4 million authorized by the 2011 Legislature
- Stromberg Center Addition - \$8.0 million authorized by the 2012 Legislature.

Background

Approval for the University to seek Legislative authorization for these bonds was provided by the Regents and Legislative authorization was provided as noted above. A maximum amount of \$20 million of bonding authority is requested, which includes the \$17.5 million principal amount plus costs of issuance and a debt service reserve fund deposit if required. The parameters of the issuance are as follows:

- |                  |   |
|------------------|---|
| • Par Amount     | Not to exceed \$20 million                            |
| • Total Discount | Not to exceed 2.0% (including underwriter's discount) |
| • Interest Rates | No coupon rate to exceed 6.0%                         |
| • Maturity Dates | Not to exceed 30 years                                |
| • Redemption     | Not to exceed 11 years at 101%                        |

Please note that this issue requires a slight addition to the usual bond resolution approval process since a portion of the Professional Programs Classroom Building project will be leased to a non-governmental charter school (NUAMES). As a result, tax law requires that a public hearing regarding the bonds be held following newspaper publication of a notice of the public hearing. Bond counsel (Chapman and Cutler, LLP) arranged for that publication on behalf of the Board of Regents (a copy of the notice is attached). This public hearing needs to be held as part of the Finance and Facilities Committee meeting, just before consideration of the bond resolution. The Chair will open the meeting briefly for public comment and then



close the hearing before the committee approves the bond resolution. Also pursuant to tax law, after Regent approval of the bond resolution, bond counsel will arrange for a certificate to be provided to the Governor's office, and the Governor (as the applicable elected official set forth in the tax law) will, at a date following the board meeting, sign a certificate prepared by bond counsel, approving the bonds.

Copies of the University's request, the Financing Summary, and the Approving Resolution are attached to provide additional information. In addition, members of the University administration, Bond Counsel, and the Financial Advisor will be present to respond to needs for additional information.

Commissioner's Recommendation

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

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William A. Sederburg  
Commissioner of Higher Education

WAS/GLS/WRH  
Attachment

## NOTICE OF PUBLIC HEARING

NOTICE IS HEREBY GIVEN that on May 18, 2012, the Finance and Facilities Committee (the "*Committee*") of the State Board of Regents of the State of Utah (the "*Board*") shall hold its regularly scheduled public meeting at which (i) there shall be proposed for approval a resolution (the "*Resolution*") declaring the Board's intent to issue its State Board of Regents of the State of Utah, Weber State University Student Facilities System Revenue Bonds (the "*Bonds*") for and on behalf of Weber State University (the "*University*") and (ii) there shall be held a public hearing with respect to the Bonds pursuant to the provisions of Section 147(f) of the Internal Revenue Code of 1986, as amended.

The Bonds shall be issued in one or more series in an aggregate principal amount of not to exceed \$20,000,000.

The Bonds are to be issued for the purpose of (i) financing part of the cost of acquisition, construction, improvement and equipping of a portion of a Professional Programs Classroom Building on the University's Davis campus (the "*Project*") and certain other University projects, (ii) paying costs of issuance, (iii) paying capitalized interest, and (iv) funding a debt service reserve. The Project will consist of an approximately 118,000 square-foot Professional Programs Classroom Building and will include (i) student union facilities, (ii) student recreation facilities, (iii) classroom facilities, certain of which the University anticipates will initially be used jointly by the University and NUAMES, a Utah charter school, and (iv) related facilities. The Project will be located on the University's Davis campus, which is located at 2750 North University Park Boulevard, □Layton, Utah. The Project will be owned and operated by the University.

The Committee will hold the public hearing as part of the meetings of the Board that begin at 8:00 a.m. on May 18, 2011. The public hearing will be held at the meeting place of the Board at Snow College, at 150 East College Ave, Ephraim, Utah. All members of the public are invited to attend and participate in the public hearing. Prior to the public hearing, written comments may be submitted to the Board, to the attention of the Secretary of the Board, at 360 South 400 West, Salt Lake City, Utah 84101. Additional information may be obtained from the Board's office.

The purpose of the hearing is to provide a reasonable opportunity for interested individuals to express their views, both orally and in writing, on the proposed issuance of the Bonds and the location and nature of the Project. Section 147(f) of the Internal Revenue Code of 1986, as amended, requires that before any of the Bonds may be issued, the Bonds must be approved following a public hearing.

DATED this 4th day of May, 2012.

STATE BOARD OF REGENTS OF  
THE STATE OF UTAH



April 27, 2012

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

Dear Commissioner Sederburg:

Weber State University seeks authorization to issue revenue bonds to aid with the financing of three different construction projects at its Ogden and Davis Campuses. Please place this item on the May 18<sup>th</sup> agenda of the Board of Regents for approval.

As background, the Board of Regents and the Legislature have previously authorized 3 different construction projects for WSU: 1) the Davis Campus Professional Programs and Classroom Building, 2) the Stromberg Building Expansion, and 3) Wildcat Village (new student housing). Each of these projects will, in part or in whole, be financed by revenue bonds.

The Davis Campus Building is a state-funded facility currently under construction. It will include a component of Student Union Space for the Davis Campus. Up to \$8.4 million will be used to finance this component of the building.

The Stromberg Building Expansion is currently under design and will add approximately 30,000 square feet of student recreation space to the Ogden Campus. Up to \$8 million will be issued to finance this project.

Wildcat Village is more than 50% constructed and will replace the legacy dormitories at the Ogden Campus. The project includes a total of 525 beds. Revenue bonds totaling \$14 million have been previously issued for this project. The current bonding authorization being sought includes an additional \$1 million for this project.

In total, the bond issue supporting all three projects will not exceed \$17.4 million (plus issuance costs).

The State Attorney General has appointed Chapman and Cutler (Eric Hunter) to be bond counsel on this transaction. WSU has retained SNW (Carl Empey) as its financial advisor.

The financing team will be present at the May Regents meeting to address any questions the Board may have.

Sincerely,

A handwritten signature in black ink, appearing to read "Norm Tarbox". The signature is stylized with a large initial "N" and a long horizontal stroke.

Dr. Norm Tarbox  
Vice President for Administrative Services

**State Board of Regents of the State of Utah**  
**Weber State University**  
**Student Facilities System Revenue Bonds**

**Financing Summary**

Purpose:	Proceeds from the sale of the above-reference bonds (the " <i>Bonds</i> ") will be used to: <ul style="list-style-type: none"><li>(i) finance costs of construction, improvement and equipping portions of the professional programs classroom building on the Davis Campus including student union and recreation facilities, student housing facilities and recreation facilities on University's (the "<i>University</i>") Ogden campus;</li><li>(ii) fund a deposit to a debt service reserve fund, if any; and</li><li>(iii) pay costs of issuance of the Bonds.</li></ul>
Par Amount:	Not to exceed \$20,000,000
Security:	The Bonds are payable from and secured by a pledge of the University's (i) Net Operating Revenues (revenues from the Student Facilities System—which includes student housing facilities, the Student Union Building, the University bookstore, and the Dee Events Center—after payment of operating and maintenance costs of such facilities), and (ii) Student Building Fees.
Total Discount:	Not to exceed 2.0% (including underwriter's discount).
Interest Payment Dates:	April 1 and October 1.
Interest Rates:	Not to exceed 6.0%.
Maturity Dates:	Not to exceed 30 years.
Redemption:	Not to exceed 11 years at 101%
Weber State University Contact:	Dr. Norm Tarbox, (801) 626-6004
Bond Counsel	Chapman and Cutler LLP
Financial Advisor	SNW Securities Corporation

Ephraim, Utah

May 18, 2012

The State Board of Regents of the State of Utah (the "*Board*") met in regular session at Snow College, 150 East College Ave, Ephraim, Utah, on May 18, 2012, commencing at 8:00 a.m. The following members of the Board were present:

David J. Jordan	Chair
Bonnie Jean Beesley	Vice Chair
Keith Buswell*	Member
Daniel W. Campbell	Member
Wilford W. Clyde	Member
France A. Davis	Member
James T. Evans*	Member
Katharine B. Garff	Member
Meghan Holbrook	Member
Nolan E. Karras	Member
Thomas D. Leavitt*	Member
Robert S. Marquardt	Member
Carol Murphy*	Member
Jed H. Pitcher	Member
Robert W. Prince	Member
David Smith	Student Member
Marlon O. Snow	Member
Mark Stoddard	Member
Teresa L. Theurer	Member
ABSENT: John H. Zenger	Member.

ALSO PRESENT:

---

\* Non-voting Member.

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

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

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

YEA:

NAY:

ABSENT:

The resolution is as follows:

### RESOLUTION

A RESOLUTION OF THE STATE BOARD OF REGENTS OF THE STATE OF UTAH AUTHORIZING THE ISSUANCE AND SALE OF ITS WEBER STATE UNIVERSITY STUDENT FACILITIES SYSTEM REVENUE BONDS IN THE AGGREGATE PRINCIPAL AMOUNT OF NOT TO EXCEED \$20,000,000; AUTHORIZING THE EXECUTION OF A SUPPLEMENTAL INDENTURE OF TRUST, AN OFFICIAL STATEMENT AND OTHER DOCUMENTS REQUIRED IN CONNECTION THEREWITH; AUTHORIZING THE TAKING OF ALL OTHER ACTIONS NECESSARY TO THE CONSUMMATION OF THE TRANSACTIONS CONTEMPLATED BY THIS RESOLUTION; AND RELATED MATTERS.

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

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

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

WHEREAS, pursuant to the provisions of Section 63B-21-102(5), Utah Code Annotated, as amended, the Board is authorized to issue revenue bonds on the credit and income of the University, other than appropriations by the Utah Legislature, to provide up to \$8,000,000 to finance the costs of acquisition, construction, improvement and equipping of an addition to the Stromberg Center for student recreation and related facilities (the "*Recreation Center Project*"), together with other amounts necessary to pay capitalized interest, to pay costs of issuance, and fund a debt service reserve;

WHEREAS, pursuant to the provisions of Section 63B-20-103, Utah Code Annotated, as amended, the Board is authorized to issue revenue bonds on the credit and income of the University, other than appropriations by the Utah Legislature, to provide up to \$8,400,000 to finance the costs of acquisition, construction, improvement and equipping of those portions of a Professional Programs Classroom Building on the University's Davis campus to consist of certain academic classrooms, student union facilities, student recreation facilities, and related facilities (the "*Professional Programs Classroom Building Project*"), together with other amounts necessary to pay capitalized interest, to pay costs of issuance, and to fund a debt service reserve;



WHEREAS, pursuant to the provisions of Section 63B-19-102, Utah Code Annotated, as amended, the Board is authorized to issue revenue bonds on the credit and income of the University, other than appropriations by the Utah Legislature, to provide up to \$15,000,000 to finance the cost of demolition, replacement, and construction of student housing facilities on the University's Ogden campus (the "*Student Housing Project*" and, together with the Recreation Center Project and Professional Programs Classroom Building Project, the "*Projects*"); the Board previously issued its Weber State University Taxable Student Facilities System Revenue Bonds, Series 2010A (Build America Bonds-Issuer Subsidy) (the "*Series 2010A Bonds*") to finance the costs of a portion of the Student Housing Project; only \$13,000,000 of such authorization was utilized in connection with the Series 2010A Bonds; and the Board desires to issue additional bonds on behalf of Weber State University to finance additional capital costs of the Student Housing Project;

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

WHEREAS, the Bonds will be issued in an aggregate principle amount of not to exceed \$20,000,000 and will be issued pursuant to the General Indenture of Trust dated as of July 1, 1997, as heretofore amended and supplemented (the "*General Indenture*"), and as further supplemented by one or more Supplemental Indentures of Trust (collectively, the "*Supplemental Indenture*" and, together with the General Indenture, the "*Indenture*"), each by and between the Board, acting for and on behalf of the University, and Wells Fargo Bank, National Association, as trustee (the "*Trustee*");

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

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

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

WHEREAS, pursuant to Section 53B-21-102(3)(m) of the Act, the Board desires to grant to the Chair and/or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee of the Board the authority to approve the final principal amounts,

terms, maturities, interest rates and purchase prices at which the Bonds shall be sold and any changes with respect thereto from those terms which were before the Board at the time of adoption of this Resolution, provided such terms do not exceed the parameters set forth in this Resolution, and the authority to approve and execute all documents relating to the issuance of the Bonds.

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

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

*Section 2.* All action heretofore taken (not inconsistent with the provisions of this Resolution) by the Board and the officers of the Board or the University directed toward the issuance of the Bonds, including the holding of a public hearing relating to the Bonds by the Finance and Facilities Committee of the Board, are hereby ratified, approved and confirmed.

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

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

*Section 5.* (a) For the purpose of providing funds to be used for the purpose of (i) financing all or a portion of the cost of the Projects, and the facilities so financed with proceeds of the Bonds will constitute Additional Facilities and part of the Student Facilities System under the General Indenture, (ii) providing capitalized interest on the Bonds, (iii) funding a deposit to a debt service reserve fund, and (iv) paying costs of issuance of the Bonds, the Board hereby authorizes the issuance of the Bonds, from time to time in one or more series, in the aggregate principal amount of not to exceed \$20,000,000. The Bonds shall bear interest at the

rates, shall mature in the principal amounts and on the dates, and shall be subject to redemption, as shall be approved by the Chair or Vice Chair of the Board or the Chair of the Finance, Facilities and Accountability Committee as provided below, all within the parameters set forth in *Schedule A* attached hereto and incorporated herein by reference.

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

*Section 7.* The Bonds shall be sold to the initial purchaser (the "*Underwriter*") pursuant to a public sale at a discount of not to exceed 2.0% of the face amount of the Bonds plus accrued interest, if any. Pursuant to Section 53B-21-102(3)(m) of the Act, the Chair or Vice-Chair of the Board or the Chair of the Finance, Facilities and Accountability Committee (with concurrence of the President or the Vice President for Administrative Services of the University) is hereby authorized to specify and agree as to the final principal amounts, interest rates, maturities and purchase price with respect to the Bonds for and on behalf of the Board and the University by the execution of the Indenture, such bond purchase contract or other instrument or instruments as may be necessary to confirm the award of the Bonds to the Underwriter, and any changes to the Supplemental Indenture from those terms which were before the Board at the time of adoption of this Resolution, provided such terms are within the parameters set by this Resolution.

*Section 8.* The appropriate officers of the Board and the University, including without limitation the Chair, Vice Chair, the Chair of the Finance, Facilities and Accountability Committee, Commissioner of Higher Education and Secretary of the Board and the President and Vice President for Administrative Services of the University are hereby authorized to take all action necessary or reasonably required by the Indenture to carry out, give effect to and consummate the transactions as contemplated thereby and are authorized to take all action necessary in conformity with the Act.

*Section 9.* The appropriate officials of the Board and the University, including without limitation the Chair or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee and the President or the Vice President for Administrative Services of the University are authorized to make any alterations, changes or additions to the Supplemental Indenture, the Bonds, the Preliminary Official Statement, or any other document herein authorized and approved which may be necessary to correct errors or omissions therein, to remove ambiguities therefrom, to conform the same to other provisions of said instruments, to the provisions of this Resolution or any resolution adopted by the Board or the provisions of laws of the State of Utah or the United States.

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

*Section 11.* Upon their issuance, the Bonds will constitute special limited obligations of the Board payable solely from and to the extent of the sources set forth in the Indenture. No provision of this Resolution, the Bonds, the Indenture or any other instrument, shall be construed as creating a general obligation of the Board or the University, or of creating a general obligation of the State of Utah or any political subdivision thereof, nor as incurring or creating a charge upon the general credit of the Board, the University, the State of Utah or any political subdivision thereof.

*Section 12. Reimbursement Intent.* In satisfaction of certain requirements under the Internal Revenue Code of 1986, the District reasonably expects to reimburse the Expenditures with proceeds of the Bonds to be issued in the maximum principal amount of not more than \$20,000,000.

*Section 13.* All proceedings, resolutions and actions of the Board and the University and their officers and employees taken in connection with the Bonds are hereby ratified, confirmed and approved.

*Section 14.* After any of the Bonds are delivered by the Trustee to the Underwriter and upon receipt of payment therefor, this Resolution shall be and remain irrevocable until the principal of, premium, if any, and interest on the Bonds are deemed to have been fully discharged in accordance with the terms and provisions of the Indenture.

*Section 15.* If any provisions of this Resolution should be held invalid, the invalidity of such provisions shall not affect the validity of any of the other provisions of this Resolution.

*Section 16.* All resolutions of the Board or parts thereof inconsistent herewith, are hereby repealed to the extent only of such inconsistency. This repealer shall not be construed as reviving any bylaw, order or resolution or part thereof.

*Section 17.* This Resolution shall become effective immediately upon its adoption.

PASSED AND APPROVED by the State Board of Regents of the State of Utah this 18th day of May, 2012.

STATE BOARD OF REGENTS OF  
THE STATE OF UTAH

---

Chair

[SEAL]

ATTEST:

---

Secretary

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

\_\_\_\_\_  
Chair

[SEAL]

ATTEST:

\_\_\_\_\_  
Secretary

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

I, Kirsten Schroeder, do hereby certify that I am the duly qualified and acting Secretary of the State Board of Regents of the State of Utah.

I further certify that the above and foregoing constitutes a true and correct copy of an excerpt of the minutes of a meeting of said Board held on May 18, 2012 and of a resolution adopted at said meeting, as said minutes and resolution are officially of record in my possession.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of said Board this 18th day of May, 2012.

\_\_\_\_\_  
Secretary

[SEAL]

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

I, Kirsten Schroeder, the undersigned, the duly qualified and acting Secretary of the State Board of Regents of the State of Utah (the "Board"), do hereby certify, according to the records of the Board in my official possession, and upon my own knowledge and belief, that:

(a) in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, I gave public notice of the agenda, date, time and place of the May 18, 2012 public meeting held by the members of the Board by causing a Notice of Public Meeting to be posted at the principal office of the State Board of Regents at 60 South 400 West in Salt Lake City, Utah, on May \_\_, 2012, at least 24 hours prior to the convening of such meeting, in the form attached hereto as *Exhibit A*, said Notice of Public Meeting having continuously remained so posted and available for public inspection during the regular office hours of the Board until the convening of the meeting; causing a copy of said Notice of Public Meeting in the form attached hereto as *Exhibit A* to be provided on May \_\_, 2012 at least 24 hours prior to the convening of such meeting, to the *Deseret News* and *The Salt Lake Tribune*, newspapers of general circulation within the geographic jurisdiction of the Board, and to each local media correspondent, newspaper, radio station or television station which has requested notification of meetings of the Board; and causing a Notice of Public Meeting to be posted on May \_\_, 2012 at the Utah Public Notice Website at least 24 hours before the convening of the meeting; and



(b) in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, public notice of the 2012 Annual Meeting Schedule of the Board was given specifying the date, time and place of the regular meetings of the Board scheduled to be held during the year, by causing a Notice of Annual Meeting Schedule for the Board in the form attached as *Exhibit B* to be posted during or before January 2012 at the principal office of the Board in Salt Lake City, Utah; such Notice of Annual Meeting Schedule having continuously remained so posted and available for public inspection during the regular office hours of the undersigned until the date hereof; causing a copy of such Notice of Annual Meeting Schedule to be provided during or before January 2012 to a newspaper of general circulation within the geographic jurisdiction of Salt Lake City, Utah; and causing a Notice of Annual Meeting Schedule to be posted during or before January 2012 at the Utah Public Notice Website.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of the State Board of Regents of the State of Utah, this 18th day of May, 2012.

\_\_\_\_\_  
Secretary

[SEAL]

## SCHEDULE A

### PARAMETERS

PRINCIPAL AMOUNT:	Not to exceed \$20,000,000.
TERM:	Not to exceed 30 years from their date or dates.
INTEREST RATE:	Fixed rates such that no coupon rate exceeds 6.0% per annum.
REDEMPTION FEATURES:	Optional redemption at not more than 101% of par within 11 years of issuance.
SALE PRICE:	Not less than 98% of the principal amount of the Bonds.

**EXHIBIT A**

[ATTACH NOTICE OF PUBLIC MEETING]

**EXHIBIT B**

[ATTACH NOTICE OF ANNUAL MEETING SCHEDULE]



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

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May 9, 2012

## MEMORANDUM

TO: State Board of Regents  
FROM: William A. Sederburg  
SUBJECT: Repeal of Regents Policy 607: Utah Higher Education Tuition Assistance Program

### Background

The Utah Higher Education Tuition Assistance Program (known as "UTAP") was enacted by the Utah Legislature in 1998 to provide need-based grants for students attending Utah community colleges and the centers of Utah State University. UTAP is administered by the Utah Higher Education Assistance Authority (UHEAA) on behalf of the Board of Regents.

Legislative appropriations for UTAP have been historically modest and have been below the funding levels necessary to create a viable, ongoing program. In the 2007 Utah State Legislative session, the state code for UTAP was revised to change the program from a matching endowment grant to a need-based grant. The original appropriation was an ongoing base of \$50,000 and, beginning in FY2002, the appropriation was reduced gradually to \$36,200 for FY2012.

UTAP was repealed in the 2012 legislative session by H.B. 285, *Repeal of Higher Education Tuition Assistance Program*, which passed both houses of the Legislature and was signed into law by Governor Gary Herbert on March 20, 2012. Repeal of UTAP streamlines program administration for need-based grants and focuses future funding on the Higher Education Success Stipend, Utah's primary need-based higher education grant program.

### Issue

The enactment of H.B. 285, *Repeal of Higher Education Tuition Assistance Program*, eliminated UTAP. Consistent with legislative action, Regent Policy R607 and its accompanying state Administrative Rule must be repealed by Board action.

### Commissioner's Recommendation

The Commissioner Recommends the Board repeal Regent Policy R607, Utah Higher Education Tuition Assistance Program, and the associated Administrative Rule.

---

William A. Sederburg  
Commissioner of Higher Education

WAS/DAF



## R607, Utah Higher Education Tuition Assistance Program<sup>1</sup>

**R607-1. Purpose:** To provide Utah Higher Education Assistance Authority ("UHEAA") policy and procedures for implementing the Utah Higher Education Tuition Assistance Program ("UTAP," or "program")

### R607-2. References

- 2.1. Utah Code. Title 53B Utah System of Higher Education, Chapter 7, Part 5 (Utah Higher Education Tuition Assistance Program)
- 2.2. State Board of Regents Policy R601, Board of Directors of the Utah Higher Education Assistance Authority.
- 2.3. Utah Code Title 53B, Chapter 8-102, Definition of Resident Student.
- 2.4. Utah Code Title 53B, Chapter 8-106, Resident tuition – Requirements – Rules.
- 2.5. State Board of Regents Policy R512, Determination of Resident Status.

### R607-3. Effective Date

- 3.1. **Effective Date of Policy:** These policies and procedures are effective June 21, 2007.

### R607-4. Policy

- 4.1. **Program Description:** UTAP is a need based grant program to provide need-based grants at the community colleges and at centers of the Utah State University. The program recognizes "that tuition and general fee costs to students at Utah community colleges and established branch campuses and centers represent significant challenges for many of the students they serve". Program funds may be used only for need-based grants to students attending higher education institutions as provided herein.
- 4.2. **Program Administration:** The Board of Regents has delegated to the UHEAA Board of Directors the authority to govern UTAP on behalf of the Board of Regents. The program is administered by the Associate Commissioner for Student Financial Aid as Executive Director of UHEAA, reporting to the Commissioner of Higher Education.
- 4.3. **Institutions Eligible to Participate:** Eligible institutions include Snow College, Dixie State College, the College of Eastern Utah, Utah Valley State College, Salt Lake Community College, and Utah State University on behalf of its off-campus centers.
- 4.4. **Students Eligible to Receive UTAP Grants:** To be eligible to receive a need-based grant funded by UTAP, 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

<sup>1</sup> Adopted by UHEAA Board of Directors November 10, 1999, revised June 21, 2007.

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.

**4.4.2.** Be unconditionally admitted and currently enrolled in a degree, diploma, or certificate program at the community college entity (specific campus or extension of the specific campus) for which the UTAP grant fund is established, or at a branch campus or center of Utah State University for receipt of a grant from the University's UTAP grant fund.

**4.4.3.** Be in the first term of the student's enrollment at the institution or be maintaining satisfactory progress, as defined by the institution, toward the degree, diploma, or certificate objective in which enrolled.

**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.

**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. Initial Allocation of Appropriated Funds:** Money appropriated to the program for a specific fiscal year, plus any remaining balance at the end of the preceding fiscal year, shall be allocated to eligible institutions as follows:

**4.5.1.** Fifty percent of the amount available for allocation each fiscal year shall be allocated in equal proportions to:

**4.5.1.1.** Snow College, for its main campus and extensions;

**4.5.1.2.** Dixie State College, for its main campus and extensions;

**4.5.1.3.** College of Eastern Utah, for its main campus and extensions of the main campus;

**4.5.1.4.** College of Eastern Utah, for its San Juan Campus and extensions of the San Juan Campus;

**4.5.1.5.** Utah Valley State College, for its main campus and extensions;

**4.5.1.6.** Salt Lake Community College, for its Taylorsville Campus and extensions of the Taylorsville Campus; and

**4.5.1.7.** Salt Lake Community College, for its South City Campus and extensions of the South City Campus.

**4.5.2.** Fifty percent of the amount available for allocation each fiscal year shall be allocated to the Utah State University for its instructional centers at Roosevelt, Blanding, Randolph, Price, Moab, Brigham City, Tooele, Richfield, and Ephraim, and such other centers as UHEAA may determine.



**4.5.3. Individual Award Limits** – The total amount of any UTAP grant award to an eligible student in an award year will not exceed \$2,500, and the minimum UTAP grant award to an eligible student will be \$250, except that:

**4.5.3.1.** 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 UTAP grant award for the year; and

**4.5.3.2.** 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.

**4.6. Institution Participation Agreement** – Participating Institutions shall provide a statement that the institution agrees to maintain appropriate financial records, and records regarding the determination of grant awards to qualifying students, and to make such records available upon request for review by UHEAA or State Board of Regents officers or auditors for a period of three years after the applicable transaction dates.

**4.6.1. Program Rosters** – Each eligible institution shall, at the conclusion of the awarding cycle, no later than 30 days after the end of the fiscal year, provide UHEAA with a roster of the eligible students who received funds.

**4.7. Three Years to Use Allocations** – An eligible institution which receives funds in a fiscal year shall have that fiscal year and the two following fiscal years to award the funds to eligible students. If, by the end of the three-year period, the funds from the first fiscal year have not been awarded to eligible students, the funds shall be returned to the pool of program money available for allocation for the following fiscal year.

**4.8. Investment of Program Funds** – Funds appropriated for the program shall be invested with the State Treasurer's Public Treasurer Investment Fund, and interest earned shall be retained in the program fund and added to the pool available for allocation in the following fiscal year.

**4.9. Disbursement of Funds** – UHEAA shall promptly disburse the allocated funds to the institution as soon after July 1 of each Fiscal Year as the funds become available for disbursement.



State Board of Regents  
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May 9, 2012

MEMORANDUM

TO: State Board of Regents  
FROM: William A. Sederburg  
SUBJECT: University of Utah (UU) - Bond Resolution Authorization

Issue

The University of Utah is seeking authorization to issue revenue bonds, with a bond amount of \$52,718,000 plus amounts necessary for issuance costs, a debt service reserve, and capitalized interest, as applicable, for financing of three projects as follows:

- Ambulatory Care Complex Parking Structure - \$16,328,000 of bonding authority approved by the 2011 Legislature
- Ambulatory Care Complex Infrastructure - \$6,390,000 of the \$119,541,000 authorized by the 2010 Legislature for the Ambulatory Care Complex
- Dee Glen Smith Athletic Complex - \$30,000,000 authorized by the 2012 Legislature.

Background

Approval for the University to seek Legislative authorization for these bonds was provided by the Regents and Legislative authorization was provided as noted above. A maximum amount of \$55 million of bonding authority is requested, which includes the \$52,718,000 of project costs noted above plus amounts necessary for issuance costs, a debt service reserve, and capitalized interest, as applicable. The parameters of the issuance are displayed in the attached Financing Summary.

Please note that this request was received after the deadline for materials for this meeting and the materials have been assembled quickly to meet the mailing deadline for the agenda book.

Copies of the University's request, the Financing Summary, and the Approving Resolution are attached to provide the basic information. In addition, members of the University administration, Bond Counsel (Ballard Spahr, LLP), and the Financial Advisor (Wells Fargo Bank) will be present to respond to needs for additional information.

Commissioner's Recommendation

Because the information for this request was late arriving, the Commissioner recommends that the Regents carefully review the attached materials and request additional information and clarification as they deem necessary prior to consideration of the University's request for approval to issue these bonds.

---

William A. Sederburg  
Commissioner of Higher Education

WAS/GLS/WRH  
Attachment



Office of the Vice President  
for Administrative Services

May 7, 2012

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

Re: Dee Glen Smith Athletics Expansion  
Ambulatory Care Complex

Dear Dr. Stauffer,

The University of Utah requests Board of Regents approval to issue Utah State Revenue Bonds for the two projects noted below approved by the University's Board of Trustees, Board of Regents, Utah State Building Board and Utah State Legislature.

#### **Dee Glen Smith Athletic Complex**

The Board of Regents approved authorization to the University of Utah to issue revenue bonds not-to-exceed \$30 million, plus amounts necessary for issuance costs, a debt service reserve, and capitalized interest, as applicable, for the Dee Glen Smith Athletic Complex expansion.

It has become apparent that required facilities for University of Utah Athletics, as members of the PAC-12 Conference, require additional scope and substance. Added features include new lockers and offices, a full-scale dining facility, specialized media rooms, additional support spaces, and integration with exterior practice facilities. Heery Associates, the professional services firm engaged to produce programming, estimates project cost at \$30 million. Revenues resulting from athletic operations, including PAC-12 proceeds, have been identified to retire debt.

#### **Ambulatory Care Complex and Related Parking Structure**

The Board of Regents approved authorizations to the University of Utah to issue revenue bonds not-to-exceed \$119,541,000 and \$16,328,000, plus amounts necessary for issuance costs, a debt service reserve, and capitalized interest, as applicable, for the Ambulatory Care Complex being constructed in conjunction with Intermountain HealthCare.

As Phase I of the University of Utah project, the University seeks approval to issue bonds to construct appropriate infrastructure to commence development that will include an approximate 600 car parking garage (consistent with the master plan for this complex). The value of this bond issuance is \$22,718,000 plus amounts necessary for issuance costs, a debt service reserve, and capitalized interest, as applicable. Revenues resulting from parking and University of Utah Health Science Center operations, as well as proceeds from an Intermountain HealthCare ground lease have been identified to retire the debt.

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

Dr. Gregory L. Stauffer  
May 7, 2012  
Page Two

I, and other University administrators, will be available to answer questions.

Thank you for consideration and support of this request.

Sincerely,



Arnold B. Combe  
Vice President

cc: David W. Pershing  
Ralph Harding  
Mike Perez



**\$55,000,000\***  
**State Board of Regents of the State of Utah**  
**University of Utah**  
**Auxiliary and Campus Facilities System Revenue Bonds**  
**Series 2012**

**FINANCING SUMMARY**

Purpose:	Proceeds from the sale of the Series 2012 Bonds will be used to finance (i) Construction of the proposed 'Dee Glen Smith Athletics Center, (ii) Construction of an Ambulatory Parking Project" (iii) Pay capitalized interest costs, if any, and pay traditional costs of issuance.
Par Amount:	Not-to-exceed \$55,000,000 (includes costs of issuance, and capitalized interest, if determined necessary).
Security:	The Series 2012 Bonds are payable from and secured by a pledge and assignment of the net revenues of the University of Utah's Auxiliary and Campus Facilities System which includes certain student building fees and auxiliary revenues (Parking, Bookstore and Student Housing, to name a few).
Ratings:	'AA/Aa2' (expected).
Method of Sale:	Negotiated public offering
Underwriters:	TBD
Total Discount:	Not-to-exceed 2.00% (including an Underwriter's Discount of not-to-exceed 1.00%)
Sale Date:	TBD*

Closing Date:	TBD*
Interest Payment Dates:	April 1 <sup>st</sup> and October 1 <sup>st</sup> , commencing October 1, 2012
Interest Basis:	30/360
Interest Rates:	Not-to-exceed 6.00%
Principal Payment Date:	April 1
Maturity:	Not-to-exceed 31-years from date of issuance.
Redemption:	Not-to-exceed 11 years @ 101%.
University of Utah Contacts:	Arnold B. Combe (801-581-6404)
Financial Advisor:	Kelly Murdock, Wells Fargo Securities (801-246-1732)
Trustee, Paying Agent/Reg.:	Wells Fargo Bank, National Association
Bond/Disclosure Counsel:	Blake Wade, Ballard Spahr, LLP (801-531-3031)
Underwriter's Counsel:	TBD

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Preliminary, subject to change



**\$55,000,000\***  
**State Board of Regents of the State of Utah**  
**University of Utah**  
**Auxiliary and Campus Facilities System Revenue Bonds**  
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Underwriter's Counsel:	TBD

---

Preliminary, subject to change

APPROVING RESOLUTION  
UNIVERSITY OF UTAH AUXILIARY AND CAMPUS FACILITIES SYSTEM  
REVENUE BONDS, SERIES 2012

Ephraim, Utah

May 18, 2012

The State Board of Regents of the State of Utah met in regular session (including by electronic means) at Snow College on May 18, 2012, commencing at 9:00 a.m. The following members were present:

David J. Jordan	Chair
Bonnie Jean Beesley	Vice Chair
Keith Buswell*	Member
Daniel W. Campbell	Member
Wilford Clyde	Member
France A. Davis	Member
James T. Evans*	Member
Katherine B. Garff	Member
Meghan Holbrook	Member
Nolan E. Karras	Member
Thomas D. Leavitt (Student Regent)*	Member
Robert S. Marquardt	Member
Carol Murphy*	Member
Jed H. Pitcher	Member
Robert W. Prince	Member
David Smith (Student Regent)	Member
Marlon O. Snow	Member
Mark Stoddard	Member
Teresa L. Theurer	Member
John H. Zenger	Member

Absent:

Also Present:

William A. Sederburg	Commissioner of Higher Education
Kirsten Schroeder	Secretary

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\* Non-voting member

After the meeting had been duly convened and called to order by the Chair, the roll had been called with the above result and after other matters not pertinent to this Resolution had been discussed, the Chair announced that one of the purposes of the meeting was the consideration of various matters with respect to the issuance and sale of the State Board of Regents of the State of Utah, University of Utah Auxiliary and Campus Facilities System Revenue Bonds, Series 2012.

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

AYE:

NAY:

The resolution is as follows:

## RESOLUTION

A RESOLUTION OF THE STATE BOARD OF REGENTS OF THE STATE OF UTAH AUTHORIZING THE ISSUANCE AND SALE OF ITS UNIVERSITY OF UTAH AUXILIARY AND CAMPUS FACILITIES SYSTEM REVENUE BONDS, SERIES 2012 IN THE AGGREGATE PRINCIPAL AMOUNT OF NOT TO EXCEED \$55,000,000; AUTHORIZING THE EXECUTION OF A SUPPLEMENTAL INDENTURE OF TRUST, A BOND PURCHASE AGREEMENT, AN OFFICIAL STATEMENT AND OTHER DOCUMENTS REQUIRED IN CONNECTION THEREWITH; AUTHORIZING THE TAKING OF ALL OTHER ACTIONS NECESSARY TO THE CONSUMMATION OF THE TRANSACTIONS CONTEMPLATED BY THIS RESOLUTION; AND RELATED MATTERS.

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

WHEREAS, pursuant to the provisions of Title 53B, Chapter 1 of the Utah Code Annotated 1953, as amended, the Board is authorized to act as the governing authority of the University of Utah (the "University") for the purpose of exercising the powers contained in Title 53B, Chapter 21, Utah Code Annotated 1953, as amended and the specific authorization of Sections 63B-20-103(3), 63B-19-102(5) and 63B-20-103(6) of the Utah Code Annotated 1953, as amended (collectively, the "Act"); and

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

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

WHEREAS, pursuant to the Act, the Board, for and on behalf of the University, is authorized to issue bonds payable from certain revenues of the University for the purpose of (i) financing all or part of the costs of (x) acquiring and constructing a parking structure for, the initial infrastructure improvements relating to, an ambulatory care complex and (y) expanding the Dee Glenn Smith Athletic Center (collectively, the "Project"), (ii) funding any reserves and capitalized interest and (iii) paying costs of issuance related thereto; and

WHEREAS, in order to accomplish the purposes set forth in the preceding recital, the Board desires to authorize and approve the issuance and sale of the State Board of

Regents of the State of Utah, University of Utah Auxiliary and Campus Facilities System Revenue Bonds, Series 2012 (or such other title and/or series designation(s) as may be determined by the officers of the Board or University) (the "Series 2012 Bonds") in an aggregate principal amount of not to exceed \$55,000,000 pursuant to the General Indenture and a Supplemental Indenture of Trust between the Board and the Trustee (the "Supplemental Indenture" and collectively with the General Indenture, the "Indenture"); and

WHEREAS, the Series 2012 Bonds shall be payable solely from the University's revenues and other moneys pledged therefor in the Indenture and shall not constitute nor give rise to a general obligation or liability of the Board, the University or the State of Utah or constitute a charge against their general credit; and

WHEREAS, there has been presented to the Board at this meeting a form of a Bond Purchase Agreement (the "Bond Purchase Agreement") to be entered into among the Board, the University and the underwriter for the Series 2012 Bonds (the "Underwriter"), a form of a Preliminary Official Statement relating to the Series 2012 Bonds (the "Preliminary Official Statement") and a form of the Supplemental Indenture; and

WHEREAS, the Board desires to grant to the Chair, Vice Chair and/or the Chair of the Finance, Facilities and Accountability Committee of the Board the authority to approve the final interest rates, principal amounts, terms, maturities, redemption provisions and purchase price at which the Series 2012 Bonds shall be sold and any changes with respect thereto from those terms which were before the Board at the time of adoption of this Resolution; provided such terms do not exceed the parameters set forth in this Resolution.

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

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

2. All action heretofore taken, not inconsistent with the provisions of this resolution ("Resolution"), by the Board and the University and the officers of the Board or the University directed toward the issuance of the Series 2012 Bonds are hereby ratified, approved and confirmed.

3. The Board hereby authorizes, approves and directs the use and distribution of the Preliminary Official Statement substantially in the form of the Preliminary Official Statement presented to the Board at this meeting in connection with the offering and sale of the Bonds. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee of the Board and the President and/or Vice President for Administrative Services of the University are hereby authorized to execute and deliver on behalf of the Board a final Official Statement in substantially the same form and with substantially the same content as the form of the Preliminary Official Statement presented

to this meeting with any such alterations, changes or additions as may be necessary to finalize the Official Statement. The preparation, use and distribution of the Official Statement are also hereby authorized.

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

5. For the purpose of providing funds to be used for (i) financing all or part of the costs of acquiring, constructing, furnishing and equipping the Project, (ii) funding any reserves and capitalized interest, and (iii) paying costs of issuance of the Series 2012 Bonds, the Board hereby authorizes the issuance of the Series 2012 Bonds in the aggregate principal amount of not to exceed \$55,000,000. The Series 2012 Bonds shall mature on such date or dates, be subject to redemption and bear interest at the rates, as shall be approved by the Chair or Vice Chair of the Board or the Chair of the Finance, Facilities and Accountability Committee, all within the parameters set forth on Exhibit A attached hereto and incorporated herein by reference. The issuance of the Series 2012 Bonds shall be subject to the final advice of Bond Counsel and to the approval of the office of the Attorney General of the State of Utah.

6. The form, terms and provisions of the Series 2012 Bonds and the provisions for the signatures, authentication, payment, registration, transfer, exchange, interest rates, redemption and number shall be as set forth in the Indenture. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee and the Secretary of the Board and the President and/or Vice President for Administrative Services of the University are hereby authorized to execute and seal by manual or facsimile signature the Series 2012 Bonds and to deliver the Series 2012 Bonds to the Trustee for authentication. All terms and provisions of the Indenture and the Series 2012 Bonds are hereby incorporated in this Resolution. The appropriate officials of the Board and the University are hereby authorized to execute and deliver to the Trustee the written order of the Board for authentication and delivery of the Series 2012 Bonds in accordance with the provisions of the Indenture.

7. The Series 2012 Bonds shall be sold to the Underwriter with an Underwriter's discount of not to exceed one percent (1.0%) of the face amount of the Series 2012 Bonds. The Bond Purchase Agreement in substantially the form presented to this meeting is hereby authorized, approved and confirmed. The Chair or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee and the President and/or Vice President for Administrative Services of the University are hereby authorized to execute and deliver the Bond Purchase Agreement in substantially the same form and with substantially the same content as the form of the Bond Purchase Agreement presented at this meeting for and on behalf of the Board with final terms as

may be established for the Series 2012 Bonds within the parameters set forth herein and with such alterations, changes or additions as may be necessary or as may be authorized by Section 8 hereof. The Chair, Vice Chair and/or the Chair of the Finance, Facilities and Accountability Committee of the Board and the President and/or Vice President for Administrative Services of the University are hereby authorized to specify and agree as to the final principal amounts, terms, discounts, maturities, interest rates, redemption provisions and purchase price with respect to the Series 2012 Bonds for and on behalf of the Board and the University and any changes thereto from those terms which were before the Board at the time of adoption of this Resolution, provided such terms are within the parameters set by this Resolution, with such approval to be conclusively established by the execution of the Bond Purchase Agreement and the Supplemental Indenture.

8. The appropriate officials of the Board and the University, including without limitation the Chair or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee and the President and/or Vice President for Administrative Services of the University are authorized to make any alterations, changes or additions to the Supplemental Indenture, the Series 2012 Bonds, the Bond Purchase Agreement, the Preliminary Official Statement, the Official Statement or any other document herein authorized and approved which may be necessary to correct errors or omissions therein, to complete the same, to remove ambiguities therefrom, to conform the same to other provisions of said instruments, to the provisions of this Resolution or any resolution adopted by the Board or the provisions of the laws of the State of Utah or the United States.

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

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

11. Upon their issuance, the Series 2012 Bonds will constitute special limited obligations of the Board payable solely from and to the extent of the sources set forth in

the Indenture. No provision of this Resolution, the Series 2012 Bonds, the Bond Purchase Agreement, the Official Statement, the Indenture or any other instrument, shall be construed as creating a general obligation of the Board or the University, or of creating a general obligation of the State of Utah or any political subdivision thereof, nor as incurring or creating a charge upon the general credit of the Board, the University, the State of Utah or any political subdivision thereof.

12. After any of the Series 2012 Bonds are delivered by the Trustee to or for the account of the Underwriter and upon receipt of payment therefor, this Resolution shall be and remain irrevocable until the principal of, premium, if any, and interest on the Series 2012 Bonds are deemed to have been fully discharged in accordance with the terms and provisions of the Indenture.

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

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

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



PASSED AND APPROVED BY THE STATE BOARD OF REGENTS OF THE  
STATE OF UTAH THIS 18TH DAY OF MAY, 2012.

STATE BOARD OF REGENTS OF THE  
STATE OF UTAH

(SEAL)

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Chair

ATTEST:

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Secretary

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

(SEAL)

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Chair

ATTEST:

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Secretary

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

I, Kirsten Schroeder, do hereby certify that I am the duly qualified and acting Secretary of the State Board of Regents of the State of Utah.

I further certify that the above and foregoing constitutes a true and correct copy of an excerpt of the minutes of a meeting of said Board held on May 18, 2012, and of a resolution adopted at said meeting, as said minutes and resolution are officially of record in my possession.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of said Board this 18th day of May, 2012.

---

Secretary

(SEAL)

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

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

(i) in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, public notice was given of the agenda, date, time and place of the May 18, 2012 public meeting held by the Members of the State Board of Regents by causing a Notice of Public Meeting, in the form attached hereto as Exhibit A, to be: (i) posted at the principal office of the State Board of Regents at 60 South 400 West, Salt Lake City, Utah, on May \_\_, 2012, at least 24 hours prior to the convening of such meeting, in the form attached hereto as Schedule 1; said Notice of Public Meeting having continuously remained so posted and available for public inspection during the regular office hours of the State Board of Regents until the convening of the meeting; and causing a copy of said Notice of Public Meeting in the form attached hereto as Schedule 1 to be (ii) published on the Utah Public Notice Website (<http://pmn.utah.gov>), at least 24 hours prior to the convening of such meeting; and (iii) provided on May \_\_, 2012, at least 24 hours prior to the convening of such meeting, to the Deseret News and The Salt Lake Tribune, newspapers of general circulation within the geographic jurisdiction of the State Board of Regents, and to each local media correspondent, newspaper, radio station or television station which has requested notification of meetings of the State Board of Regents; and

(ii) in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, public notice of the 2012 Annual Meeting Schedule of the State Board of Regents was given, specifying the date, time and place of the regular meetings of the State Board of Regents scheduled to be held during the year, by causing a Notice of Annual Meeting Schedule for the State Board of Regents, in the form attached hereto as Exhibit B, to be (i) posted at the principal office of the State Board of Regents at 60 South 400 West, Salt Lake City, Utah on July 18, 2011, (ii) provided on July 18, 2011 to a newspaper of general circulation within the geographic jurisdiction of the State Board of Regents and (iii) published on the Utah Public Notice Website (<http://pmn.utah.gov>) during the current calendar year; and

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

the meeting, including a description of how they could be connected to the meeting. The Board held the meeting (the anchor location) in the building where it normally meets and provided space and facilities at the anchor location so that interested persons and the public could attend and participate.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of the State Board of Regents of the State of Utah, this 18th day of May, 2012.

---

Secretary

SCHEDULE 1

NOTICE OF PUBLIC MEETING

(See Transcript Document No. \_\_\_\_)

SCHEDULE 2

NOTICE OF ANNUAL MEETING SCHEDULE

(See Transcript Document No. \_\_\_)

SCHEDULE 3

ELECTRONIC MEETING POLICY



EXHIBIT A

PARAMETERS OF THE SERIES 2012 BONDS

Principal amount not to exceed	\$55,000,000
Interest rates not to exceed	6.0%
Discount from par not to exceed	2.0%
Final Maturity not to exceed	31 years from date of issuance
Optional call at not more than 101% of par on or prior to:	11 years from date of issuance

Bonds may be non-callable or subject to redemption, including make whole type redemption, as deemed advantageous at the time of sale



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May 9, 2012

MEMORANDUM

TO: State Board of Regents  
FROM: William A. Sederburg  
SUBJECT: USHE – 2012-13 Capital Improvement Funding Update

Issue

At the March 25, 2012 Board Meeting in St. George, a tentative allocation in the amount of \$40.0 million for USHE Capital Improvement Funding was reported to the Board pending the final decision by the State Building Board. The Building Board subsequently met on May 2, 2012 and approved the final amount of \$40.5 million for USHE. State agencies, colleges, and universities work collaboratively with DFCM to identify and prioritize their capital improvement needs. The materials that follow provide additional information about the process used to acquire and allocate these funds and their intended use.

Background

As defined by statute, capital improvement projects include those facilities and infrastructure projects that cost less than \$2.5 million. The statute providing the funds prohibits the Legislature from funding the design or construction of any new capital development projects, except to complete already begun projects, until the Legislature has appropriated 1.1 percent of the replacement cost of existing state facilities to capital improvements. However, during a time of budget deficit, the Legislature may reduce the appropriation to 0.9 percent of the replacement cost of existing state facilities. During each of the past five years the legislature has, on a year by year basis, amended the statute to drop below the "budget deficit" threshold and allow them to fund high priority capital development projects. The total amount of \$71.7 million funded for FY 2013 statewide needs is only .84 percent of the replacement cost of existing state facilities. While the funding provided for FY 2013 is an increase over the prior year, capital improvement needs continue to greatly exceed the funding provided.

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

Commissioner's Recommendation

This is an information item. No action is needed.

---

William A. Sederburg  
Commissioner of Higher Education

WAS/GLS/WRH  
Attachment

SUMMARY OF DFCM/BUILDING BOARD  
ALLOCATION GUIDELINES AND PROCEDURES

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

Summary of Facility Replacement Cost vs. Share of Capital Improvement Funding			
Agency/Institution	FY 2013 Funding	% FY 2013 Funding	% Replacement Cost
Higher Education	\$ 40,537,000	60.4%	58.5%
UCAT	\$ 3,340,401	5.0%	3.0%
State Agencies	\$ 23,199,699	34.6%	38.5%
SUBTOTAL	\$ 67,077,100	100.0%	100.0%
Statewide funding Acct.	\$ 4,662,000		
Grand Total	\$ 71,739,100		

- Because total needs far exceed available funds, even in good economic times, narrowing the list of projects to the highest priority needs is a significant challenge for DFCM. For FY 2013 the statewide requests totaled \$196.3 million (of which \$78.0 million was from USHE institutions) while funding from the Legislature was only \$71.7 million.
- The Statewide Capital Improvement Fund (\$4,662,000 for FY 2013) is used to deal with statewide emergency needs that surface during the year (e.g., roofing repairs, paving needs, planning, Hazmat issues) and for other ongoing project needs. Higher education institutions can qualify for some of these funds in any given year.
- Determination of the specific projects to be funded is a collaborative effort between DFCM and the institutions. The priorities developed by each campus are generally followed unless DFCM, as a result of their analysis of the needs, deems other projects to be more important.
- Because of the limited amount of funding, DFCM and the Building Board, in making their decision, generally place the highest priority on issues raised in assessment of facility condition and on critical repairs needed on HVAC, structural, electrical, and infrastructure systems. Repairs and upgrades addressing life safety issues are generally given the highest priority, with 75-80% of the funds typically going to these issues.

For FY 2013, the Legislature adopted intent language that specifies that these funds "primarily be used for infrastructure needs, including HVAC, heating, air conditioning, plumbing, electrical, storm water, parking lots, and roofing." Further intent requires that DFCM report back to the IGG Appropriations Subcommittee during the 2012 interim on any funds not used for infrastructure needs.

- A smaller percentage of the funds can be allocated to deal with other pressing needs on the campuses.

# Summary of Capital Improvement Funding FY2009 - FY2013

Agency	FY2009	%	FY2010	%	FY2011	%	FY2012	%	FY2013	Total	%
<b>Utah System of Higher Education</b>											
College of Eastern Utah	992,822	1%	420,000	1%	1,120,000	2%	910,000	2%	800,000	4,242,822	1%
Dixie College	2,497,328	3%	600,400	2%	1,125,000	2%	1,323,100	3%	1,659,500	7,205,328	2%
Salt Lake Community College	3,703,989	5%	1,733,200	5%	2,207,585	5%	2,260,000	5%	2,861,000	12,765,774	4%
Snow College	1,680,160	2%	781,700	2%	1,046,500	2%	1,244,000	3%	1,448,000	6,200,360	2%
Southern Utah University	2,428,595	3%	1,199,400	3%	1,750,000	4%	1,646,000	3%	2,010,000	9,033,995	3%
University of Utah	16,679,405	22%	8,288,000	23%	10,252,000	22%	11,124,000	23%	20,586,000	66,929,405	24%
Utah State University	8,400,799	11%	4,000,000	11%	4,970,000	11%	5,059,000	10%	5,752,000	28,181,799	9%
Utah Valley State College	2,932,643	4%	1,526,300	4%	2,411,000	5%	2,125,000	4%	2,645,000	11,639,943	4%
Weber State University	4,246,222	6%	1,958,500	5%	2,449,500	5%	2,417,000	5%	2,775,500	13,846,722	5%
<b>Total USHE</b>	<b>\$ 43,561,961</b>	<b>57%</b>	<b>\$ 20,507,500</b>	<b>56%</b>	<b>\$ 27,331,585</b>	<b>58%</b>	<b>\$ 28,108,100</b>	<b>57%</b>	<b>\$ 40,537,000</b>	<b>\$ 160,046,146</b>	<b>58%</b>
<b>UCAT</b>	<b>2,703,530</b>	<b>4%</b>	<b>1,485,000</b>	<b>4%</b>	<b>1,867,000</b>	<b>4%</b>	<b>1,462,555</b>	<b>3%</b>	<b>3,340,401</b>	<b>10,858,486</b>	<b>4%</b>
<b>State Agencies</b>											
Agriculture	76,371	0%	27,900	0%	172,760	0%	215,982	0%	255,485	748,498	0%
Alcoholic Beverage Control	305,484	0%	284,200	1%	234,909	0%	267,484	1%	844,977	1,937,054	1%
Capitol Preservation Board	1,756,531	2%	1,317,600	2%	1,842,000	4%	2,560,500	5%	1,432,000	8,908,631	3%
Community & Economic Dvlp.	404,766	1%	328,200	1%	240,000	1%	80,000	0%	102,000	1,154,966	0%
Corrections	4,154,577	5%	1,994,400	5%	2,476,900	5%	2,387,869	5%	3,137,869	14,151,615	5%
Courts	3,016,651	4%	1,806,800	4%	2,305,766	5%	2,514,092	5%	2,715,000	12,358,309	4%
DFCM	3,459,602	5%	1,423,200	4%	2,822,600	6%	2,831,350	6%	2,147,571	12,684,323	5%
Environmental Quality	129,831	0%	1,000,000	3%	89,192	0%	-	0%	600,000	1,819,023	1%
Fairpark	504,048	1%	183,200	1%	174,000	0%	250,457	1%	357,820	1,469,525	1%
Health	801,894	1%	303,000	1%	540,000	1%	245,381	0%	903,423	2,793,698	1%
Human Services	3,795,634	5%	1,574,200	4%	2,048,945	4%	2,072,000	4%	3,878,151	13,368,930	5%
National Guard	2,993,739	4%	720,000	2%	975,476	2%	1,008,264	2%	2,127,000	7,824,479	3%
Natural Resources	4,780,818	6%	1,265,000	6%	1,527,382	3%	2,669,000	5%	780,580	11,022,780	4%
Public Ed/Rehab/Deaf & Blind	572,782	1%	310,200	1%	189,472	0%	256,418	1%	600,000	1,928,872	1%
Public Safety	313,121	0%	172,300	0%	255,000	1%	353,423	1%	520,000	1,613,844	1%
Tax Commission	259,661	0%	112,500	0%	342,663	1%	326,776	1%	799,773	1,841,373	1%
Transportation	1,939,821	3%	1,120,000	3%	1,322,000	3%	1,260,000	3%	1,637,525	7,279,346	2%
Veterans Affairs	206,201	0%	180,000	0%	-	0%	120,000	0%	-	506,201	0%
Workforces Services	633,878	1%	299,800	1%	477,750	1%	408,949	1%	360,525	2,180,902	1%
<b>Total State Agencies</b>	<b>\$ 30,105,409</b>	<b>39%</b>	<b>\$ 14,422,500</b>	<b>40%</b>	<b>\$ 18,036,815</b>	<b>38%</b>	<b>\$ 19,827,945</b>	<b>40%</b>	<b>\$ 23,199,699</b>	<b>\$ 105,592,368</b>	<b>38%</b>
<b>Subtotal</b>	<b>\$ 76,370,900</b>	<b>100%</b>	<b>\$ 36,415,000</b>	<b>100%</b>	<b>\$ 47,235,400</b>	<b>100%</b>	<b>\$ 49,398,600</b>	<b>100%</b>	<b>\$ 67,077,100</b>	<b>\$ 276,497,000</b>	<b>100%</b>
Restore/Deduct FY2009 Funds**	\$ (15,000,000)		\$ 15,000,000								
Statewide Funding	\$ 6,467,200		\$ 4,247,500		\$ 3,450,000		\$ 4,250,000		\$ 4,662,000	\$ 23,076,700	
<b>Grand Total</b>	<b>\$ 67,838,100</b>		<b>\$ 55,662,500</b>		<b>\$ 50,685,400</b>		<b>\$ 53,648,600</b>		<b>\$ 71,739,100</b>	<b>\$ 299,573,700</b>	

**FY 2013 USHE Capital Improvement Funding**

Institution	Original Request	Building Board Allocation	Unfunded Balance
<b>University Of Utah</b>			
Eyring Chemistry North Tower East Fumehood Upgrade - Construction Funding	1,880,000	1,880,000	-
Social & Behavioral Science - Repair Deteriorating Exterior Concrete & Steel	225,000	225,000	-
Hillside Fire Suppression	350,000	350,000	-
John Price Museum of Fine Art Humidity Problem Design only	100,000	100,000	-
Fletcher Physics Bldg - Replace Heating Water Pipes	1,305,000	1,305,000	-
HTW Plant Seismic Upgrade - Design Only		-	
Social & Behavioral Sciences Building - Replace 3 Elevators	1,001,000	1,001,000	-
Miscellaneous, Critical Improvements	300,000	300,000	-
HTW Plant - Replace Generator Abate Old tanks	1,750,000	1,750,000	-
Study & Design Funds	89,000	89,000	-
Eccles Genetics RO System Replacement - 2 Floors	360,000		360,000
Campus Wide - Hazardous Materials Abatement	50,000		50,000
Replace HVAC Controls in Buildings	750,000		750,000
Sidewalk and Bike Path Improvements	135,000	135,000	-
Develop Secondary Water System for Landscape Irrigation - North Area	1,500,000		1,500,000
Emergency Generator Replacement	400,000		400,000
Water Conservation Measures	300,000		300,000
John Widtsoe Bldg. Stair Replacement	125,000		125,000
HPER Mall Storm Water Retention/Drainage System	1,000,000		1,000,000
Humanities Plaza	750,000		750,000
Campus Site Lighting Upgrade	400,000		400,000
Merrill Engineering Bldg. Comprehensive Condition Assessment	200,000		200,000
HPEB - Replace Boilers	250,000		250,000
Browning Bldg - Exterior Wall Repair	655,000		655,000
Biomedical Polymers Research Bldg Elevator Upgrades	500,000		500,000
Fieldhouse - Replace fire alarm & sprinkler systems	500,000		500,000
<b>Roofing Projects:</b>			
South Biology Bldg. Screen Panels	172,000	172,000	-
Performing Arts Building Re-roof	217,000		217,000
Regulated Waste management Facility Roof Upgrade	24,000	24,000	-
Biomedical Polymers Research Bldg Roof Upgrade	70,000		70,000
Chemistry Building Plaza Deck repairs	35,000	35,000	-
<b>Paving Projects:</b>			
Paving Around Biology Building	115,000		
1900 East to Nursing	170,000	170,000	-
Various Paving Repairs on Campus	50,000	50,000	-
Repave Heritage Bus Loop	200,000		200,000
<b>SUBTOTAL</b>	<b>15,928,000</b>	<b>7,586,000</b>	<b>8,227,000</b>
Utilities Infrastructure Project		13,000,000	
<b>TOTAL UU</b>		<b>20,586,000</b>	
<b>Utah State University</b>			
Planning and Design Fund	100,000	100,000	-
Campus-Wide Health, Life Safety, Code Compliance & Asbestos Abatement	150,000	150,000	-
Campus-Wide Classroom and Auditorium Upgrades	300,000	300,000	-
Campus-Wide Building Commissioning	200,000	200,000	-
Misc Critical Improvements	250,000	250,000	-
Roofing Projects Old Main and Geology Center	200,000	200,000	-
Campus-Wide Bike Racks	50,000	50,000	-
Campus-Wide Sign System	50,000	50,000	-
Campus Concrete Replacement	250,000	250,000	-
Campus-Wide Access Control	150,000	150,000	-
Campus-wide Controls Upgrade	250,000	250,000	-
FAV Cooling	1,200,000	1,200,000	-
Campus Wide E-Generator	250,000	250,000	-
Fine Arts Precast Concrete Panel Replacement	350,000	350,000	-
Business Bldg Steam Line Connection	500,000	500,000	-
Medium Voltage Upgrade	250,000	250,000	-
OM Masonry Restoration So wing	250,000	250,000	-
HPER Field Irrigation Upgrade	360,000	360,000	-
BNR Fire Protection Upgrade -Phase III	600,000		600,000
Replace piping and refurbish existing tunnel located North of Ray B West and Family Life.	600,000		600,000
Family Life Chilled Water	250,000		250,000
Mtn View parking lot west of tennis courts	440,000		440,000
Site & Safety Lighting	350,000		350,000
NFS Mechanical System PH I	800,000		800,000
Morgan Theater Ceiling Replacement	990,000		990,000
Kent Concert Hall New Elevator and Restroom Lobby	1,200,000		1,200,000
Geology Greenhouse	250,000		250,000
Water Lab front bridge	500,000		500,000
Fine Arts Seismic Upgrades	50,000		50,000
South Farm Paving	76,000		76,000
Education Atrium	350,000		350,000
U. Inn to Widstos Steam Line Replacement	400,000		400,000
Campus-wide Irrigation & Landscape Upgrades	100,000		100,000
Exterior Shades for Library Phase I	300,000		300,000
Ag Sci Site Restoration	250,000		250,000
NFS Elevator	100,000		100,000
Campus Fire Alarm Upgrades	250,000		250,000
Campus Electrical Upgrades	250,000		250,000

700 North Crosswalks	100,000		100,000
USU HPER Reroof Lower roof	142,000	142,000	-
Skaggs Lab Building HVAC retrofit	500,000	500,000	-
<b>TOTAL USU</b>	<b>13,958,000</b>	<b>5,752,000</b>	<b>8,206,000</b>
<b>USU/Eastern</b>			
Price Campus: Library Building Fire System, HVAC, & Door/Window Upgrade	1,394,117	800,000	594,117
Price Campus: CBB Building Fire System & HVAC upgrade	881,109		881,109
Price Campus: Purchasing Building Fire System, HVAC & Electrical Upgrade	631,200		631,200
Price Campus: Career Center Building Fire System & Door/Window Upgrade	1,036,285		1,036,285
Price Campus: Art Building Fire System & Seismic Upgrade	100,446		100,446
Price Campus: Old Student Activity Center Seismic & Fire System Upgrade	5,909,821		5,909,821
Price Campus: Geary Theater Fire System, HVAC, & ADA Upgrade	2,130,437		2,130,437
Price Campus: Music Building Structural, Fire System, HVAC, Doors Upgrade	1,110,939		1,110,939
<b>TOTAL USU/EASTERN</b>	<b>13,194,354</b>	<b>800,000</b>	<b>12,394,354</b>
<b>Weber State University</b>			
Demolition of Promontory Tower	800,000		800,000
Phase II: Steam Tunnel Repairs	575,000	575,000	-
Phase III: Dee Event Center Site Improvements	650,000	650,000	-
Concrete Sidewalk and Handrail Replacement	250,000	250,000	-
Irrigation System Improvements	200,000	200,000	-
Phase I: High Voltage Substation and Building Switching Upgrades	528,000	528,000	-
Library Fire Riser Relocation	21,500	21,500	-
Swanson Gym Roof Replacement (Lower West Roof)	236,000	236,000	-
Campus Services Parking Area Asphalt Overlay	65,000	65,000	-
Boiler and Controls Replacement Dee Events Center	250,000	250,000	-
Tracy Plaza Retaining Walls and Landing	150,000		150,000
Fire Sprinkle Vista	65,000		65,000
Dee Event Center Concrete and Stair Replacement	300,000		300,000
Pay Lot Asphalt Overlay and Site Improvements	162,000		162,000
Engineering Technology Building Ceiling Tile & Light Fixture Lens Replacement	45,000		45,000
North East Campus Irrigation	225,000		225,000
Galvanized Piping Replacement and Restroom Upgrades Miller Administration	687,000		687,000
Campus Facilities ADA Upgrades Analysis	85,000		85,000
Mechanical System, Piping and Controls Upgrades Social Sciences Building	500,000		500,000
Boiler Replacement Facilities Management	66,000		66,000
Stromberg Athletic Office Breezeway Enclosure	177,000		177,000
Landscape and Irrigation in the Areas Surrounding the Browning Center and Visual Arts.	250,000		250,000
Improve Landscaping east of Engineering Tech (failed retaining wall and walks)	148,000		148,000
Galvanized Piping and Controls Replacement and Restroom Upgrades Stewart Library	800,000		800,000
Dee Events Center Irrigation Upgrades	225,000		225,000
Browning Center Roof Replacement	630,000		630,000
W8 Parking Lot Asphalt and Site Improvements	261,000		261,000
Replace Entry Doors - Lind Lecture Hall & Technical Education Building	59,000		59,000
Edvalson Walk A2 to Wattis building Drive	21,000		21,000
Galvanized Piping Replacement and Restroom Upgrades Education Building	450,000		450,000
Raised Floor Replacement Technical Education Building	85,000		85,000
Galvanized Piping Replacement and Restroom Upgrades Stromberg Athletic	219,000		219,000
A10 Parking Lot Asphalt and Site Improvements	182,000		182,000
<b>TOTAL WSU</b>	<b>9,367,500</b>	<b>2,775,500</b>	<b>6,592,000</b>
<b>Southern Utah University</b>			
Re-roof Hunter Conference Center	200,000	300,000	(100,000)
Harris Center Safety Improvements	450,000	450,000	-
Hunter Conference Center Fire Sprinkler Upgrade	45,000	45,000	-
Chiller and Cooling Tower Replacement: Centrum	365,000	365,000	-
Replace stairway between Music Building and ELC	500,000	500,000	-
Automation and Building Mechanical System Commissioning and Upgrade: Campus Sites	250,000	250,000	-
Campus Utility Tunnel Master Plan Study	35,000		35,000
Door Locks: ADA upgrade	200,000		200,000
Medium Voltage cabling replacement - Phase I	230,000		230,000
Electronic access control Phase I	150,000		150,000
Library Cooling Tower Replacement and underground tank sealing	60,000		60,000
ADA Access improvements	180,000		180,000
Medium Voltage cabling replacement - Phase II	200,000		200,000
Boiler #3 replacement: Heat Plant	1,200,000		1,200,000
Exterior Walkway and Parking Lot Lighting Impr.	230,000		230,000
Water Conservation: Connect Irrigation to Cedar City Pressurized System	225,000		225,000
Convert Woods Lab to best use academic space: Technology Building	250,000		250,000
Upgrade Womens and Mens Locker Room Area: Multi-purpose Building	600,000		600,000
Medium Voltage extension	185,000		185,000
Storm Water Drainage Improvements	85,000		85,000
Water Delivery System Improvements: Mountain Center	80,000		80,000
Roof Fall Protection Anchors	280,000		280,000
Xeriscape Projects: Various Sites	50,000		50,000
Extend Loading Dock at Receiving	200,000		200,000
New Storm Drain: 300 West	300,000		300,000
Press Box and Locker Room Improvements: Coliseum	350,000		350,000
General Paving Maintenance	100,000	100,000	-
<b>TOTAL SUU</b>	<b>7,000,000</b>	<b>2,010,000</b>	<b>4,990,000</b>
<b>Snow College</b>			
Noyes Building Seamless Gutters, Soffit and wood shake shingle seating	125,000		125,000
Science Building - Motor Control Upgrade & Switchgear Replacement -motor replace 120/208 volt	614,000	614,000	-
Science Building - Motor Replace 120/208-volt Switchgear-			-
Washburn Building Motor Control Panel	150,000	150,000	-
Washburn Building - Electrical Upgrade to Cosmetology Including Attic Sprinkler Head replacement	194,000	194,000	-

Retro-Commissioning of Humanities Building - Ephraim	25,000		25,000
Business Building (Old Ephraim Elementary) - parking lot re-build and addition	105,000		105,000
Stadium House Roofing Project	60,000		60,000
Washburn Building Restroom Remodel and ADA Upgrade	195,000		195,000
Irrigation System Central Control System - Ephraim	115,000		115,000
Replacing Aging Irrigation System - Ephraim	600,000		600,000
Sevier Valley Center VFD's and Smart Lighting Controls Replacement - Richfield	12,000		12,000
Business Building Re -Roof	60,000	200,000	(140,000)
Ephraim Campus SQB parking lot reconstruction	290,000	290,000	-
<b>TOTAL SNOW</b>	<b>2,545,000</b>	<b>1,448,000</b>	<b>1,097,000</b>
<b>Dixie State College</b>			
Val Browning Science/Math Bld. Remodel-(\$1,200,000 Based on May Building Board approval)	1,800,000	1,200,000	600,000
Upgrade to HoneyWell Systems Phase I (Bid from HoneyWell)	125,000		125,000
New Boiler for Campus Heating System	300,000		300,000
North Instruction Building Remodel for Education	2,188,000		2,188,000
Education and Family Studies	1,193,000		1,193,000
Searl Drive Sidewalk and Landscape Improvements	1,000,000		1,000,000
Upgrade to HoneyWell Systems Phase II	490,000		490,000
Gymnasium Roof	210,000	327,000	(117,000)
General Campus parking lot maintenance.	50,000		50,000
Underground Oil Tank Removal	100,000		100,000
Paving improvement to roadways and parking lots throughout	132,500	132,500	-
<b>TOTAL DSC</b>	<b>7,588,500</b>	<b>1,659,500</b>	<b>5,929,000</b>
<b>Utah Valley University</b>			
Mckay Education Chiller Replacement	75,000		75,000
Repair and replacement of Fire Alarm System	100,000	100,000	-
Administration Building Roof	281,000	281,000	-
Science Building - Exhaust Fans	50,000	50,000	-
Business Building - Mixing boxes need replacement	332,000	332,000	-
Carpet Replacement-campus wide	250,000	250,000	-
HVAC GT-517	200,000	200,000	-
ME Building - Outside lights	297,000	297,000	-
Road and Parking Lot repair	450,000	450,000	-
Campus Walkway lighting repairs	137,000	75,000	62,000
GT Building Elevator replacement Phase II	120,000	120,000	-
GT 3rd Level VFD Supply fan	30,000	30,000	-
Central Plant replace Chiller- per UVU Recommend	150,000	150,000	-
HVAC Repairs GT338 609, 625	150,000		150,000
HVAC Lower Plant expansion tanks and repairs	60,000	60,000	-
Sprinkler Repairs	75,000		75,000
Concrete Repairs	100,000		100,000
Faculty Annex Roof	50,000		50,000
Domestic Plumbing Activity Center	75,000		75,000
Sparks Automotive Bldg. - handrail & guardrail	75,000		75,000
Administration Building Fan Coil replacement Phase II	250,000	250,000	-
Resurface Tennis Court	100,000		100,000
<b>TOTAL UVU</b>	<b>3,407,000</b>	<b>2,645,000</b>	<b>762,000</b>
<b>Salt Lake Community College</b>			
SCC - REPAIR OF PARAPET WALL OVER WEST ENTRANCE	300,000	300,000	-
RRC - LAC REPLACE HOT WATER STORAGE	80,000	80,000	-
RRC - CT REPLACE HOT & COLD WATER PIPING	365,000	365,000	-
RRC - PHASE II OF CONDENSATE LINE REPLACEMENT	75,000	75,000	-
SCC - FIRE ALARM SYSTEM UPGRADE (10/04)	450,000	450,000	-
RRC - ATC RESTROOMS REMODEL	358,000	358,000	-
RRC - LAC REPLACE CARPETING IN ALL LOCKER ROOMS	175,000	175,000	-
RRC - CONDENSER PIPING FOR S&I FOR 400 TON CHILLER	80,000	80,000	-
RRC - CONDENSER PUMPS FOR EAST LOOP COOLING TOWERS	50,000	50,000	-
JC - REPLACE BOILER LOOP PUMPS - DC	18,000	18,000	-
SCC - REPAIR/REPLACE AHU 16 ENCLOSURE	89,000	89,000	-
RRC - TB 207 & 209 FURNITURE AND CARPETING REPLACEMENT	90,000	90,000	-
RRC - CT FURNITURE AND CARPET REPLACEMENT	60,000	60,000	-
SCC - STORM DRAIN MODIFICATION	300,000	300,000	-
LHM - MFEC CARPET REPLACEMENT	100,000	100,000	-
JC/SCC - CONVERT WATERLESS URINALS TO LOW FLOW URINALS	25,000	25,000	-
SCC - REPLACE EAST WING ENTRANCE STAIRS & HANDRAIL	36,000	36,000	-
SCC - GARBAGE DUMPSTER CONTAINMENT	40,000	40,000	-
SCC - SCM - WINDOW SILL REPAIR AND /OR REPLACEMENT - Phase II	300,000		300,000
LHM - EXTERIOR HANDRAIL REPLACEMENT	90,000	90,000	-
RRC - TUNNEL LEAKAGE REPAIR	250,000		250,000
RRC - S&I WINDOW REPLACEMENT	100,000		100,000
RRC - BB WINDOW REPLACEMENT	90,000		90,000
SCC - REPLACEMENT OF GALVANIZED PIPING IN NORTH WING	200,000		200,000
JC - AHU #1 HEALTH SCIENCE CENTER	10,000		10,000
COLLEGE WIDE EXTERIOR SIGNAGE REPLACEMENT	750,000		750,000
RRC - REPLACE FIRE ALARM SYSTEM - STUDENT CENTER	95,000		95,000
RRC - INSTALL FIRE SUPPRESSION SYSTEM - STUDENT CENTER	400,000		400,000
GENERAL PAVING MAINTENANCE	100,000	100,000	-
<b>TOTAL SLCC</b>	<b>5,056,000</b>	<b>2,861,000</b>	<b>2,195,000</b>
<b>GRAND TOTAL UVC</b>			
Capital Improvement Projects	78,044,354	27,537,000	50,392,354
UU Utilities Infrastructure Project		13,000,000	
<b>GRAND TOTAL</b>		<b>40,537,000</b>	



May 9, 2012

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 Board Meeting March 30, 2012, Salt Lake Community College, Miller Campus, Sandy, Utah.

B. Grant Proposals

1. Utah State University – Navajo Department of Workforce Development (NDWD); "Adult Literacy and Basic Education – Opportunities with NO Boundaries"; \$3,630,180. Dennis Crane, Principal Investigator.
2. Utah State University – U.S. Department of Ed. – Office of Elementary and Secondary Ed; "Developing the Next Generation of American Indian Educations"; \$1,231,844. James Barta, Principal Investigator; Marilyn Cuch, Virginia Exton, Co-Principal Investigators.
3. Utah State University – U.S. National Science Foundation; "Collaborative Research: Faster Than the Speed of Life: A Computational Foundation for Multiscale..."; \$1,806,856. Nicholas Flann, Principal Investigator.
4. Utah State University – U.S. National Science Foundation; "Modeling and Managing Mass Pedestrian Evacuations Involving Individuals with Disabilities: Networked"; \$1,500,319. Yangquan Chen, Principal Investigator; Anthony Chen, Keith Christensen, Co-Principal Investigators.
5. Utah State University – U.S. National Aeronautics and Space Administration; "A Unified Approach for Kinetic Studies of Multi-Species Hot and Cold Ion Interactions in the M-I-P-P"; \$1,000,000. Robert Schunk, Principal Investigator; Abdallah Barakat, Co-Principal Investigator.
6. Utah State University – U.S. National Aeronautics and Space Administration; "Modeling and Observations of Ionospheric Region-E (MOIRE)"; \$3,623,301. Jan Sojka, Principal Investigator; Robert Schunk, Larry Gardner, Co-Principal Investigators.

7. Utah State University – U.S. National Aeronautics and Space Administration; "Multi-Scale Flows from Data Assimilation System for Global Ionosphere-Theropshere-Electrodynamics"; \$3,528,092. Robert Schunk, Principal Investigator; Ludger Scherliess, Co-Principal Investigator.
8. Utah State University – U.S. Department of Energy; "iPhage Probe for PET Imaging of K-ras Protein"; \$2,023,387. Liaohai Chen, Principal Investigator; Irina Polejaeva, Zhongde Wang, Aaron Olsen, Co-Principal Investigators.
9. Utah State University – University of Wisconsin – Madison; "Integrating Systems and Synthetic Biology for Engineering Production of Biofuels in L. Casei"; \$1,322,074. Jeff Broadbent, Principal Investigator.
10. Utah State University – Naval Research Lab; "Naval Research Laboratory (NRL) Advanced Ground, Air, Space, Systems Integration (AGASSI) Task Order 6"; \$1,584,894. Lance Fife, Program Manager.
11. Utah State University – Lockheed Martin Integrated Systems and Solutions; "Cryocooler Electronics for Lockheed Martin Precision Tracking Space System (PTSS); \$7,320,478. Kirk Larsen, Program Manager.
12. Utah State University – Northrop Grumman – General; "Northrop Grumman – Common Mission Management System (CMMS) Ground Segment Re-Architecture (GSRA) Phase 1B Sensor Processing, Exploitation, and Dissemination (PED) Software"; \$10,084,752.93. Lance Fife, Program Manager.
13. Utah State University – Lockheed Martin Space Systems; "Cryo-cooler Electronics for the Lockheed Martin 'GEOCARB' Program"; \$1,426,755. Kirk Larsen, Program Manager.
14. Utah State University – Air Force Research Laboratory; "Reduction of Data Using Compression Enhancement (RDUCE)"; \$2,202,452. Scott Anderson, Program Manager.
15. Utah State University – Air Force Research Laboratory; "Micro Airborne Global Positioning System Inertial Measurement Unit and Imagery Combination (MAGIC)"; \$3,488,328. Scott Anderson, Program Manager.
16. Utah State University – Missile Defense Agency; "Air Force Research Laboratory Space Vehicles Directorate Support"; \$3,999,917. John Santacroce, Program Manager.
17. University of Utah – National Science Foundation; "Load monitoring system"; \$1,937,225. Robert Hitchcock, Principal Investigator.
18. University of Utah – National Science Foundation; "Imperceptible Wearable Microsy"; \$1,908,090. Carlos H. Mastrangelo, Principal Investigator.

19. University of Utah – Army Medical Research Acquisition Activity; "Blast-Induced Vascular Injury"; \$1,908,090. Kenneth L. Monson, Principal Investigator.
20. University of Utah – DHHS National Institutes of Health; "Interdisciplinary" \$2,090,954. Susan L. Beck, Principal Investigator.
21. University of Utah – DHHS National Institutes of Health; "Newborn Screening"; \$1,920,579. Erin Rothwell, Principal Investigator.
22. University of Utah – DHHS National Institutes of Health; "Tumor ECM Remodeling" \$1,150,000. Riccardo Baron, PhD, Principal Investigator.
23. University of Utah - DHHS National Institutes of Health; "NIH R01 CBS Assay"; \$1,097,696. Amy M. Barrios, Principal Investigator.
24. University of Utah – NIH National Institute on Deaf & Other Communications Disorders; "Vocal Control"; \$1,868,750. Tobias Riede, Principal Investigator.
25. University of Utah – DHHS National Institutes of Health; "Inhibitors of T. B-Catenin/TCF"; \$1,863,750. Mark Ji, Principal Investigator.
26. University of Utah – DHHS National Institutes of Health; "Cyclopropylazetidines"; \$1,863,542. Jon Rainier, Principal Investigator.
27. University of Utah – Northern California Institute Research & Education; "Breast Can Fam Reg"; \$1,086,646. Sandra S. Buys, Principal Investigator.
28. University of Utah – US Department of Defense; "Breast Cancer Explants"; \$4,088,157. Alana Lee Welm, Principal Investigator.
29. University of Utah – DHHS National Institutes of Health; "CRC Massive Parallel Sequence"; \$3,708,526. Sean Vahram Tavtigian PhD, Principal Investigator.
30. University of Utah – US Department of Defense; "Breaking Barriers"; \$2,971,925. Alana Lee Welm, Principal Investigator.
31. University of Utah – US Department of Defense; "Novel Pathway Regulating"; \$2,223,885. Alana Lee Welm, Principal Investigator.
32. University of Utah – NIH National Institute of General Medical Science; "Transcriptional ETS Factors"; \$1,865,000. Barbara J. Graves, Principal Investigator.

33. University of Utah - DHHS National Institutes of Health; "UV Response Melanocytes"; \$2,776,908. Sancy A. Leachman, Principal Investigator.
34. University of Utah – NIH National Cancer Institute; "Genomic Cancer Control"; \$2,153,480. Anita Kinney, Principal Investigator.
35. University of Utah - DHHS Centers for Medicare & Medicaid SVC; "CMS Innovation Challenge Propo"; \$18,780,469. Michael K. Magill, Principal Investigator.
36. University of Utah - DHHS National Institutes of Health; "Targeted Therapy for All"; \$1,865,000. Nikolaus S. Trede, Principal Investigator.
37. University of Utah – NIH National Heart, Lung & Blood Institute; "U2M2-TRCT"; \$13,644,089. Andrew S. Weyrich, Principal Investigator.
38. University of Utah – DHHS Centers for Medicare & Medicaid SVC; "SPRING: Surgical"; \$11,621,831. Catherine R. Devries, Principal Investigator.
39. University of Utah – NIH National Library of Medicine; "NLM Training Grant"; \$5,345,013. John Franklin Hurdle, Principal Investigator.
40. University of Utah – NIH National Institute Biomedical Imaging & Bioengineering; "HIFU for Breast Cancer"; \$3,196,335. Dennis L. Parker, Principal Investigator.
41. University of Utah – DHHS National Institutes of Health; "VAAST+" \$2,837,743. Mark Yandell, Principal Investigator.
42. University of Utah – NIH National Institute of Diabetes & Digestive & Kidney Diseases; "Kidney Perfusion and Oxygenati"; \$2,805,127. Lei Zhang, Principal Investigator.
43. University of Utah – DHHS Centers for Disease Control & Prevention; "Incidence of Comm-Assoc Infu"; \$2,500,000. Kwabena Krow Ampofo, Principal Investigator.
44. University of Utah – NIH National Institute of Mental Health; "Genetic Risk in Suicide"; \$2,242,500. Hilary H. Coon, Principal Investigator.
45. University of Utah – DHHS National Institutes of Health; "C3orf75"; \$1,992,500. Lori A. Wagner, Principal Investigator.
46. University of Utah - DHHS National Institutes of Health; "Biochem/Pharm of Macular Carot"; \$1,932,885. Paul S. Bernstein, Principal Investigator.

47. University of Utah - DHHS National Institutes of Health; "Mechanisms/Strategies for PCV"; \$1,863,750. Yingbin Fu, Principal Investigator.
48. University of Utah - DHHS National Institutes of Health; "Muscle Afferent Feedback"; \$1,863,750. Markus Amann, Principal Investigator.
49. University of Utah - DHHS National Institutes of Health; "GIT1 in Vascular Stability"; \$1,863,750. Dean Y. Li, Principal Investigator.
50. University of Utah – NIH National Institute of Mental Health; "In vivo probes for GALK"; \$1,863,125. Kent Lai, Principal Investigator.
51. University of Utah – University of Michigan; "Longitudinal Pharm Analysis of PSOR"; \$1,806,813. Gerald Gene Krueger, Principal Investigator.
52. University of Utah – DHHS National Institutes of Health; "Improved Decision Support"; \$1,741,370. Joyce A. Mitchell, Principal Investigator.
53. University of Utah – DHHS National Institutes of Health; "Age-Dependent Cardiac Remodel"; \$1,729,229. Rajasekara N. Namakkal Soorappan, Principal Investigator.
54. University of Utah – DHHS Health Resources & Services Admin; "Utah Model AHEC Program"; \$1,657,395. Michael K. Magill, Principal Investigator.
55. University of Utah – NIH National Institute of General Medical Science; "Holsti/Letson NIGMS PREP R25"; \$1,530,523. Maija Holsti, Principal Investigator.
56. University of Utah – DHHS National Institutes of Health; "Music Engagement - Pain Reduction"; \$1,491,250. David H. Bradshaw, Principal Investigator.
57. University of Utah – NIH National Library of Medicine; "Exploring Medical Paths in EHR"; \$1,480,620. Marta Heilbrun, Principal Investigator.
58. University of Utah – NIH National Heart Lung & Blood Institute; "Training Surgeons in Research"; \$1,416,824. Raminder Nirula, Principal Investigator.
59. University of Utah – DHHS National Institutes of Health; "Fellow: Lisa Zhang"; \$1,024,224. Li Wang, Principal Investigator.
60. University of Utah – DHHS National Institutes of Health; "Multidimensional Data"; \$1,100,874. Christopher R. Johnson, Principal Investigator.

61. University of Utah – National Science Foundation; "Sustainable Cities"; \$2,000,362. Eric Pardyjak, Principal Investigator.
62. University of Utah – NIH National Institute of Neurological Disorders and Stroke; "Neuro-Informational Biomarkers"; \$1,863,750. Alan Dorval, Principal Investigator.
63. University of Utah – University of Wisconsin-Madison; "Fluid Content and Mobility"; \$1,421,373. Ingo R. Titze PhD, Principal Investigator.
64. University of Utah – NASA Science Mission Directorate; "Greenhouse Gases & Air Quality"; \$1,224,582. John Chun-Han Lin, Principal Investigator.
65. University of Utah – National Science Foundation; "Plant Canopy Disease Forecasting"; \$1,999,963. Mark Andrew Minor, Principal Investigator.
66. University of Utah – National Science Foundation; "CPS Omnimagnets March 2012"; \$1,995,980. Jake Abbott, Principal Investigator.
67. University of Utah – NIH National Institute Biomedical Imaging & Bioengineering; "Vision Prosthesis"; \$1,842,515. Bradley Edward Greger, Principal Investigator.
68. University of Utah – National Science Foundation; "Rigorous Nuclear Engineering"; \$1,514,655. Ganesh Gopalakrishnan, Principal Investigator.
69. University of Utah – DHHS National Institutes of Health; "Dynamic Population Models"; \$1,121,250. Chris Myers, Principal Investigator.
70. University of Utah – Research Partnership to Secure Energy; "Hydraulic Fracturing Gas Shale"; \$1,086,728. John David McLennan, Principal Investigator.
71. University of Utah – US Agency for International Development; "UUEC Uganda"; \$9,969,566. Kelly Sue Bricker, Principal Investigator.
72. University of Utah – NIH National Cancer Institute; "CTD2: Novel Systems Approach"; \$5,740,695. Chris Ireland, Principal Investigator.
73. University of Utah – NIH National Cancer Institute; "Integrative Signal Models"; \$3,373,851. Andrea H. Bild, Principal Investigator.
74. University of Utah – DHHS National Institutes of Health; "Marine Natural Products"; \$1,868,750. Eric W. Schmidt, Principal Investigator.

75. University of Utah – DHHS National Institutes of Health; "Tumor Specific ECM Remodeling"; \$1,863,750. You Han Bae, Principal Investigator.
76. University of Utah – DHHS National Institutes of Health; "Multi-Hit Strategy for CML"; \$1,863,021. Carol Lim, Principal Investigator.
77. University of Utah – DHHS National Institutes of Health; "Encaps of RNA by Protein"; \$1,848,882. Kenneth J. Woychechowsky, Principal Investigator.
78. University of Utah – NIH National Cancer Institute; "Classifying DNA MMR Gene VUS"; \$2,694,925. Sean Vahram Tavtigian PhD, Principal Investigator.
79. University of Utah – DHHS National Institutes of Health; "Short Form RON KINASE"; \$2,396,076. Alana Lee Welm, Principal Investigator.
80. University of Utah – DHHS National Institutes of Health; "CAM Natural Products"; \$1,863,750. Diana M. Stafforini, Principal Investigator.
81. University of Utah – DHHS National Institutes of Health; "Modulation of Oncogenic Signal"; \$1,491,000. Matthew K. Topham, Principal Investigator.
82. University of Utah – DHHS National Institutes of Health; "Model for Human Melanoma"; \$1,118,250. Sheri L. Holmen, Principal Investigator.
83. University of Utah – NIH National Library of Medicine; "Genealogic/Phenotypic Resource"; \$3,280,295. Lisa Anne Albright, Principal Investigator.
84. University of Utah – DHHS National Institutes of Health; "JS-K as an Anti-Leukemic Agent"; \$2,806,016. Paul J. Shami, Principal Investigator.
85. University of Utah – NIH National Eye Institute; "Parallel Pathways Vis. Cortex"; \$2,694,477. Alessandra Angelucci, Principal Investigator.
86. University of Utah – NIH National Institute of General Medical Science; "Graphical Models for Linkage"; \$2,261,195. Alun William Thomas, Principal Investigator.
87. University of Utah – NIH National Cancer Institute; "Goldgar/Leachman R01"; \$2,068,282. David Elliot Goldgar, Principal Investigator.
88. University of Utah – NIH National Institute of Diabetes, Digestive & Kidney Disorders; "Mitochondrial Iron Metabolism"; \$1,868,750. Jerry Kaplan, Principal Investigator.

89. University of Utah – DHHS National Institutes of Health; "Metabolism in Drosophila"; \$1,863,750. Carl Sennrich Thummel, Principal Investigator.
90. University of Utah – NIH National Eye Institute; "Retinal Mechanosensation"; \$1,863,750. David Krizaj, Principal Investigator.
91. University of Utah – DHHS National Institutes of Health; "Biogenesis of the BC1 Complex"; \$1,863,750. Dennis R. Winge, Principal Investigator.
92. University of Utah – DHHS National Institutes of Health; "Molecular Mech of Neocytolysis"; \$1,863,750. Donghoon Yoon, Principal Investigator.
93. University of Utah – DHHS Health Resources & Services Administration; "Ryan White Part D"; \$1,500,000. Harry Santos-Rosado, Principal Investigator.
94. University of Utah – DHHS National Institutes of Health; "HTS for Hereditary Stroke"; \$1,118,750. Dean Y. Li, Principal Investigator.
95. University of Utah – DHHS National Institutes of Health; "Molecular Biological Data"; \$1,884,774. Orly Alter, Principal Investigator.
96. University of Utah – DHHS National Institutes of Health; "Mechanics of Connective Tissue"; \$1,152,077. Jeffery Weiss, Principal Investigator.
97. University of Utah – DHHS National Institutes of Health; "3D Imaging Grant R01"; \$3,724,035. Julie R. Korenberg, Principal Investigator.
98. University of Utah – NIH National Institute of Deaf & Other Communication Disorders; "Semicircular Canals Renewal"; \$2,511,606. Richard Rabbitt, Principal Investigator.
99. University of Utah – NIH Institute of Neurological Disorders and Stroke; \$2,150,567. Karen S. Wilcox, Principal Investigator.

C. Awards

1. Utah State University – Missile Defense Agency; "Air Force Research Laboratory Space Vehicles Directorate Support"; \$1,147,400. John Santacrose, Principal Investigator.
2. Utah State University – Missile Defense Agency; "Air Force Research Laboratory Space Vehicles Directorate Support"; \$2,088,000. John Santacrose, Principal Investigator.



3. Utah State University – Missile Defense Agency; "Air Force Distributed Common Ground System (DCGS) Virtualized Imagery Processing Capability (VIP-C) Support 2012"; \$4,500,000. Glen Wada, Principal Investigator.
4. University of Utah – NIH National Institute on Drug Abuse; "Methamphetamine and Cocaine"; \$1,043,590. James W. Gibb, Principal Investigator.
5. University of Utah – Air Force Office of Scientific Research; "Nanocatalysts in Propulsion"; \$1,100,000. Scott L. Anderson, Principal Investigator.
6. University of Utah – NIH National Heart Lung & Blood Institute; "Sprint"; \$4,453,306. Alfred K. Cheung, Principal Investigator.
7. University of Utah – UT Department of Health; "Medicaid Subaward-Chic"; \$1,710,041. Ernest Charles Norlin, Principal Investigator.
8. University of Utah – RTI International; "NUMOM2B Capitation Funding"; \$1,258,692. Robert M. Silver, Principal Investigator.

D. Academic Items Received and Approved

1. New Programs

- a. University of Utah – Graduate Certificate in Health Communication (Interdisciplinary)
- b. Utah State University – Minor in Sustainable Systems
- c. Weber State University – Graduate Certificate in Nursing Administration
- d. Weber State University – Graduate Certificate in Nursing Education

2. New Emphases

- a. University of Utah – Emphases in Bachelor of Arts Comparative Literary and Cultural Studies
  - i. Emphasis in Literature and Culture
  - ii. Emphasis in Religion and Culture
- b. University of Utah – Emphases in Mechanical Engineering
  - i. Emphasis in Aerospace Engineering
  - ii. Emphasis in Biomechanics
  - iii. Emphasis in Design and Manufacturing
  - iv. Emphasis in Dynamics and Control
  - v. Emphasis in Ergonomics and Safety
  - vi. Emphasis in Fluid Mechanics
  - vii. Emphasis in Mechatronics
  - viii. Emphasis in Micro/Nanoscale Engineering
  - ix. Emphasis in Modeling
  - x. Emphasis in Robotics and Control
  - xi. Emphasis in Solid Mechanics
  - xii. Emphasis in Thermal Science and Energy Engineering

- c. Southern Utah University – Emphases in Master of Public Administration
  - i. Emphasis in State and Local Government
  - ii. Emphasis in Criminal Justice
  - iii. Emphasis in Nonprofit Management and Administration
  - iv. Emphasis in Student Services
  
- 3. New Unit
  - a. University of Utah – National Science Foundation Materials Research Science and Engineering Center at the University
  - b. Utah State University – Thermohydraulics and Materials Properties Research Center
  - c. Utah State University – Science, Technology, Engineering, Education, and Mathematics (STE<sup>2</sup>M) Center
  
- 4. Three-Year Reports

Southern Utah University – Associate of Applied Science in Equine Studies
  
- 5. Name Change
  - a. Weber State University – Department of Telecommunications and Business Education to Department of Network Technology and Business Multimedia
  - b. Weber State University – Bachelor of Science in Telecommunication to Bachelor of Science in Network Management Technology
  - c. Weber State University – Associate of Applied Science in Telecommunication to Associate of Applied Science in Network Management Technology
  - d. Weber State University – Minor in Telecommunication to Minor in Network Management Technology
  - e. Weber State University – Department of Performing Arts to Department of Performing Arts Sid and Mary Foulger School of Music
  
- 6. Consolidate/Combine

University of Utah – Bachelor of Art/ Bachelor of Science in Mass Communication and Bachelor of Arts/Bachelor of Science in Speech Communication to Bachelor of Art/ Bachelor of Science in Communication
  
- 7. Discontinue
  - a. University of Utah – Bachelor of Art in Associate of Signe Language Teaching
  - b. Southern Utah University – Emphasis n Bioinformatics in Bachelor of Science Mathematics
  - c. Southern Utah University – Associate of Pre-Engineering in Biological Engineering
  - d. Southern Utah University – Associate of Pre-Engineering in Chemical Engineering
  - e. Southern Utah University – Associate of Pre-Engineering in Civil Engineering
  - f. Southern Utah University – Associate of Pre-Engineering in Computer Engineering
  - g. Southern Utah University – Associate of Pre-Engineering in Electrical, Electronics, and Communication Engineering
  - h. Southern Utah University – Associate of Pre-Engineering in Environmental Engineering
  - i. Southern Utah University – Associate of Pre-Engineering in Mechanical Engineering
  - j. Southern Utah University – Certificate of Completion in Cabinet Making an Millwork

- k. Salt Lake Community College – Diploma in Barbering/Cosmetology
- l. Salt Lake Community College – Certificate of Completion in Barbering/Cosmetology
- m. Salt Lake Community College – Certificate of Proficiency in Barbering
- n. Salt Lake Community College – Associate of Applied Science in Barbering/Cosmetology

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William A. Sederburg  
Commissioner of Higher Education

WAS/KLS  
Attachment

STATE BOARD OF REGENTS MEETING  
SALT LAKE COMMUNITY COLLEGE, MILLER CAMPUS, SANDY, UTAH  
MILLER FREE ENTERPRISE CENTER  
MARCH 30, 2012

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STATE BOARD OF REGENTS  
SALT LAKE COMMUNITY COLLEGE, MILLER CAMPUS, SANDY, UTAH  
MILLER FREE ENTERPRISE CENTER  
MARCH 30, 2012

COMMITTEE OF THE WHOLE  
MINUTES

Regents Present

David J. Jordan, Chair  
Bonnie Jean Beesley, Vice Chair  
Keith M. Buswell  
Daniel W. Campbell  
France A. Davis  
James T. Evans  
Katharine B. Garff  
Meghan Holbrook  
Nolan E. Karras  
Thomas D. Leavitt  
Robert S. Marquardt  
Carol Murphy  
Jed H. Pitcher  
Robert W. Prince  
David E. Smith  
Marlon O. Snow  
Mark R. Stoddard  
Teresa L. Theurer  
John H. Zenger

Regents Excused

Wilford W. Clyde  
Nolan E. Karras

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 Buhler, Associate Commissioner for Public Affairs  
David Feitz, Associate Commissioner and Executive Director, UHEAA  
Holly Braithwaite, Director of Communications  
Andrew J. Stone, Special Assistant to the Commissioner  
Phyllis C. Safman, Assistant Commissioner for Academic Affairs  
Gary S. Wixom, Assistant Commissioner for Academic Affairs  
Blair Carruth, Assistant Commissioner for Academic Affairs  
Paul Morris, Assistant Commissioner for Budget and Planning  
Ralph Hardy, Special Assistant for Finance and Facilities  
Darren Marshall, Manager of Audit and Financial Services

Mark McCain, Manager of Accounting and Finance  
Joseph Curtin, Director of Institutional Research Economic Development  
Jeff Aird, UCAP Program Manager for Economic Development

Institutional Presidents

David W. Pershing, University of Utah  
Stan L. Albrecht, Utah State University  
F. Ann Millner, Weber State University  
Provost Bradley J. Cook, Southern Utah University  
Scott L. Wyatt, Snow College  
Matthew S. Holland, Utah Valley University  
Cynthia A. Bioteau, Salt Lake Community College

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

The Regents began the day at 7:30 a.m. at a breakfast meeting with the Salt Lake Community College Board of Trustees. Chair Jordan called the Regents to order in the Committee of the Whole at **9:13 a.m.**

Commissioner's Report

**See attached** for the Commissioner's report.

Report of the 2012 Legislative Session (TAB A)

Associate Commissioner Buhler gave a report on the 2012 Legislative Session. He recognized the efforts on the part of staff, legislative liaisons and institution presidents in a successful session. He reported there were several legislations which would have negatively impacted higher education that did not pass and some positive that did. For the first time in three years funding is up for higher education and overall funding tended to focus on areas most directly linked to economic development. The Regents' top two budget priorities were partially funded, which are employee compensation and Mission Based Funding. He reported that the legislature funded two capital projects and authorized eight non-state funded projects.

Chair Jordan asked for a report out on the new Concurrent Enrollment Amendments. Commissioner Sederburg explained that the bill allows higher education institutions charge for concurrent enrollment. Associate Commissioner Hitch reported that the Chief Academic Officers (CAOs) are currently discussing the technicalities of how to implement the bill.

Policy Revision of R120, Bylaws of the State Board of Regents (TAB B)

Associate Commissioner Cameron Martin reported that the update of this policy has been necessitated by SB 39, but also has been updated to reflect current practice of the Board. **It was moved by Regent Snow and seconded by Regent Theurer to approve the policy revision with the following edits: 3.1.1 replace "four non-voting members" with the role of each non-voting member detailed and 3.3.2.2 replace "after consultation with the board" to "after consultation with the Board of Regents". The motion carried.**

Policy Revision of R141, Functions of the Commissioner of Higher Education (TAB C)

Associate Commissioner Cameron Martin reported that the changes in R141 are a result of the AGB facilitated retreat with the Board on February 16, 2012 and are a clarification to the role of the Commissioner as the Board's chief executive officer. Upon some discussion, Chair Jordan announced that this item would be tabled so as to seek input from the Council of Presidents before the item comes back to the Board.

Annual 2011 Faculty Discipline Majors' Meetings – Report (TAB D)

Assistant Commissioner for Academic Affairs Phyllis (Teddi) Safman reported on the annual 2011 Faculty Discipline Majors' Meetings that were held on September 30. Utah is the only state that brings faculty to meet together. This meeting not only brought our institutions together, but also Westminster College, Brigham Young University and Western Governor's University.

University of Utah – Campus Technology Plan (TAB E)

Eric Denna, Chief Information Officer, presented on IT strategy for USHE and the University of Utah. He discussed the five pillars of IT investment portfolios of research, teaching and learning, health care services, business support services and infrastructure and middleware. Eric focused his presentation on the teaching and learning piece of IT and how this has changed teaching and learning. He also reported on the University of Utah's accomplishments in the realm of teaching and learning technology, including hybrid course development.

Following this report there was a discussion on system-wide collaboration. Chair Jordan asked for a joint effort from the CIOs and CAOs to present our system's strategic plan for teaching and learning to the legislature.

The Regents adjourned from the Committee of the Whole at **10:40 a.m.** to attend committee meetings until 12:15 p.m. followed by lunch until 1:00 p.m.

State of the Salt Lake Community College – President Bioteau

President Bioteau presented on Salt Lake Community College's commitment to college readiness, transfer readiness and workforce readiness. She also presented the highlights of each of the college's campuses.

The Committee of the Whole reconvened at **1:24 p.m.** following President Bioteau's presentation.

Reports of the Board Committees

Programs/Planning Committee

University of Utah – Bachelor of Arts/Bachelor of Science in Peace and Conflict Studies (TAB F)

University of Utah – Doctor of Philosophy in Occupational and Environmental Health with Emphases (TAB G)

Utah State University – Bachelor of Arts in Art History (TAB H)

Utah State University – Bachelor of Science in Environmental and Natural Resource Economics (TAB I)

Utah State University – Master of Science in International Food and Agribusiness (TAB J)

Regent Zenger requested the above programs be approved with one motion. **It was moved by Regent Zenger and seconded by Regent Garff to approve the programs outlined in Tabs F, G, H, I and J. The motion carried.**



Snow College – Associate of Applied Science in Natural Resources (TAB K)

Salt Lake Community College – Associate of Applied Science Degree in American Sign Language (ASL)/English Interpreting (TAB L)

Salt Lake Community College – Associate of Applied Science in Media Music (TAB M)

Salt Lake Community College – Associate of Applied Science in Music Recording Technology (TAB N)

Regent Zenger reported it had been ten years since Snow last came to the Regents with a new degree request and reported that the Programs and Planning Committee approved it and the other above programs. **It was moved by Regent Zenger and seconded by Regent Garff to approve the programs outlined in Tabs K, L, M and N. The motion carried.**

Award Amounts for New Century and Regents' Scholarship Awards 2012-13 (TAB O)

Policy Revisions to Policy R604, New Century Scholarship (TAB P)

2011 Report of the HigherEdUtah2020 Plan (TAB Q)

Regent Zenger reported that due to the large number of applicants and the incomplete funding by the legislature the amount of the New Century and Regents' Scholarship awards will be reduced. The committee approved the amounts outlined in TAB O. He reported the committee approved the policy revisions to R604 which provides greater clarity to probation status for the New Century Scholarship. He also reported the committee approved the change in reporting structure of the HigherEdUtah2020 Plan to mirror the academic year and approved the annual posting of the report under Regents' Policy R303. **It was moved by Regent Zenger and seconded by Regent Garff to approve these three items as outlined in Tab O, P & Q. The motion carried.**

Symposium: Jobs for Utah's Future (TAB R)

This was an information item, no action was taken.

#### Finance/Facilities Committee

UHEAA – Gateway Office Building Refinance (TAB S)

Regent Pitcher and Executive Director David Feitz reported that the current Gateway Office Facility bonds can be refunded at an approximate savings of \$950,000. **It was moved by Regent Pitcher and seconded by Regent Holbrook to approve the Approving Resolution to authorize issuance of the Series 2012 Gateway Facility Revenue Refunding Bonds. The motion carried.**

Proposed Revisions to Policy R512, Determination of Resident Status (TAB T)

Regent Pitcher reported the committee decided to table this item pending further vetting through the Council of Presidents. The item will be on the agenda in May.

Utah State University – Tooele Regional Campus (TRC) Property Purchases and Ground Lease Approval (TAB U)

Regent Pitcher reported that Utah State University (USU) has requested approval of a ground lease with UCAT's Tooele Applied Technology College (TATC) on recently acquired property contiguous to the existing USU Toole Regional Campus, to enable the TATC to construct a joint use building. **It was moved by Regent Pitcher and seconded by Regent Campbell to approve the proposal outlined in Tab U. The motion carried.**

Utah State University – Property Transfer(TAB V)

Regent Pitcher reported that Utah State University is requesting approval to execute a property exchange with the Church of Jesus Christ of Latter-day Saints at 122 East and Highway 89 affectionately known as "The Golden Toaster" for nine acres of vacant land at the east end of the former Utah State University Trailer Court. **It was moved by Regent Pitcher and seconded by Regent Theurer to approve the property exchange.** President Albrecht commented that Utah State University owns the property surrounding "The Golden Toaster" and anticipates the LDS Church will begin construction on the 9 acres as early as next spring. Upon completion, Utah State University will occupy "The Golden Toaster" for a period of time until they are ready to propose another building in its stead. **The motion carried.**

Salt Lake Community College – Campus Master Plan Progress Report (TAB X)

USHE – Capital Facilities Update (TAB Y)

S.B. 153 S2 State Procurement Code Amendments (TAB Z)

USHE – Annual Money Management Report for Fiscal Year Ending June 30, 2011 (TAB AA)

USHE – Spring Enrollment Report (TAB BB)

Update of Institutional Audit Reports to the Regents' Audit Committee (TAB CC)

USHE – Report of Auxiliary Funds (TAB DD)

USHE – Annual Report of Institutional Revenue Bonded Indebtedness (TAB EE)

USHE – Annual Contract and Grant Report (TAB FF)

Regent Pitcher called the attention of the board to the above information items. No action was taken.

General Consent Calendar (TAB GG)

**On a motion by Regent Smith and seconded by Regent Snow, the following items were approved on the Regents' General Consent Calendar:**

A. Minutes

1. Minutes of the Board Meeting January 11, 2012, Board of Regents Building at The Gateway, Salt Lake City, Utah.
2. Minutes of the Board Meeting via conference call January 17, 2012.
3. Minutes of the Board Meeting January 20, 2012, University of Utah, Salt Lake City, Utah.
4. Minutes of the Board Retreat February 16, 2012, Board of Regents Building at The Gateway, Salt Lake City, Utah.

B. Grant Proposals

C. Grant Proposals – Augmentation or Revision

D. Awards

E. Academic Items Received and Approved

Legislative Update: Budget Summary (TAB HH)

Associate Commissioner Gregory Stauffer reported that nationally state economies are improving and budget gaps are diminishing, and Utah is doing better than most. This trend is reflected in the budget as this was the first time since 2008 USHE received a budget increase and the equivalent of a 1% salary increase. Assistant Commissioner Paul Morris reported on other major budget changes including a summary of appropriations, 2012-23 capital facilities, 2012-13 tax fund appropriations by institution, comparison of new appropriated ongoing operation budgets, and 2012-13 appropriations detail.

USHE – Tuition Increases for 2012-2013 (1<sup>st</sup>- and 2<sup>nd</sup>- tier) (TAB II)

Associate Commissioner Gregory Stauffer reported that for the past several years, higher education has seen rapid growth on our campuses and state funding that has been unable to keep pace. He asked the Regents to look at the big picture issue of the ever evolving relationship of the tuition levels between institutions. Assistant Commissioner Paul Morris reported that the proposal for uniform 1<sup>st</sup> tier tuition increase is 4.5%. He also reported on the following institutions 2<sup>nd</sup> tier increase proposals for resident undergraduate tuition:

University of Utah – 1.5%

Utah State University – 1.5%

Weber State University – 0.5%

Southern Utah University – 2.0%

Snow College – 2.5%

Dixie State University – 1.0%

Utah Valley University – 0.0%

Salt Lake Community College – 0.0%

**It was moved by Regent Pitcher and seconded by Regent Stoddard to approve the recommended increases to tuition as outlined in Tab II.** Chair Jordan discussed tuition increases in terms of the equity study. Commissioner Sederburg reported that the state increase in funding of 3% helped mitigate higher tuition increases which would have been required. This is the lowest total tuition increase in over ten years adding that the Presidents are very sensitive to the access for students. Regent David Smith expressed appreciation for Regents and Presidents on behalf of the students for the modest tuition increase request. He added that in future years students would like to see the tuition percentage increase broken down in more detail. **The motion carried.** Regent Holbrook voted against the motion.

USHE – Proposed Fee Increases for 2012-2013 (TAB JJ)

Associate Commissioner Gregory Stauffer reported that as a result from an audit, the Regents approved in January 2012 a new student fee process to create advisory boards on each campus to create, review, and maintain student fee increases. Assistant Commissioner Paul Morris reported that if an institution's fee increase request is higher than the first tier tuition increase, the campuses must provide a letter showing student support. This year, Utah State University and Southern Utah University provided letters showing the reason for their increase and student support which were included in the agenda material. **It was moved by Regent Zenger and seconded by Regent Pitcher to approve the student fee increases as outlined in Tab JJ Attachment 1. The motion carried.**

Resolution

Clifford S. LeFevre

Chair Jordan read a Resolution honoring Clifford S. LeFevre who served the Utah System of Higher Education as a member of the Utah State Board of Regents for twelve years and who had recently passed away. **Regent Garff moved adoption of the resolution and it was seconded by Regent Stoddard. The motion carried unanimously.**

Report of the Chair

Chair Jordan asked for input from the Regents and Presidents regarding topics they would like to discuss at the May meeting. He reported there were items tabled that day which would be brought back in May. He

also asked if Associate Commissioner Liz Hitch would be ready for a discussion on what the system can do for partial completers. Associate Commissioner Hitch agreed to report on this in May.

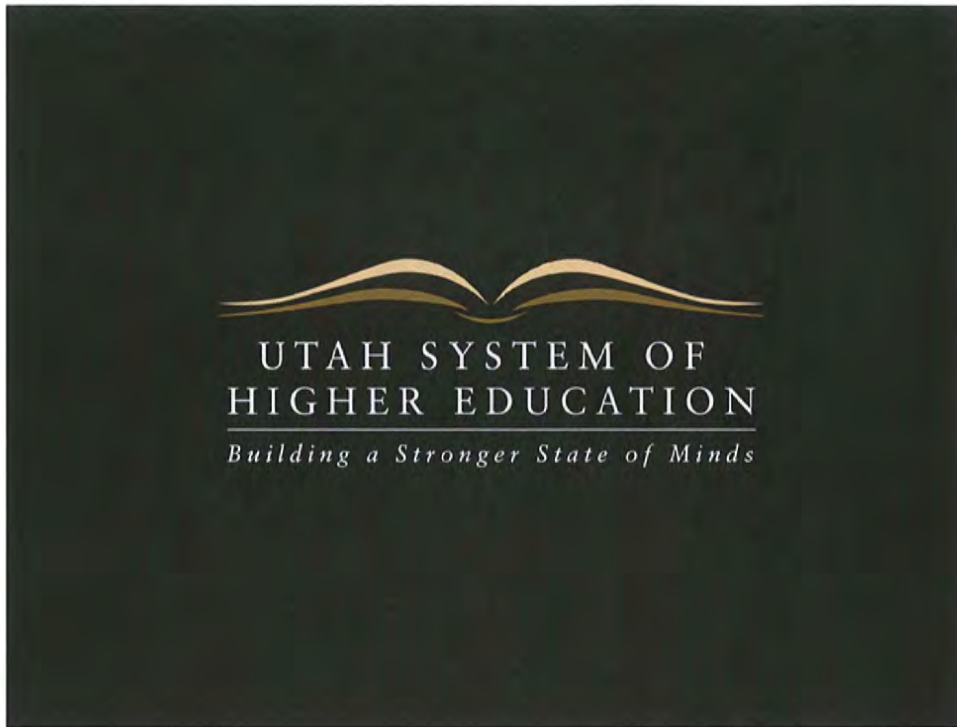
**It was moved by Regent Davis and seconded by Regent Marquardt that the board should meet in Executive Session for the sole purpose of discussing legal and personnel matters. The motion passed unanimously. The motion carried.**

The Committee of the Whole adjourned at **2:55 p.m.** and the Regents met in Executive Session until 3:55 p.m.

---

Kirsten Schroeder, Executive Secretary

Date Approved:  
Attachment



UTAH SYSTEM OF HIGHER EDUCATION

# Commissioner's Report

State Board of Regents  
Salt Lake Community College  
March 30, 2012

Presented by:  
William A. Sederburg  
Commissioner of Higher Education

Three photographs are arranged vertically on the right side of the slide. The top photo shows a young man in a white hoodie looking at a laptop screen while a woman stands behind him. The middle photo shows three students sitting at a long desk in a classroom, looking at their work. The bottom photo shows a young woman in a pink shirt looking at a document while two young men look on.

UTAH SYSTEM OF HIGHER EDUCATION

## Legislative Update





Stay tuned for an update from Dave Buhler

3

UTAH SYSTEM OF HIGHER EDUCATION

## Prosperity 2020 & Education First made a Difference



4

## Complete College Utah Academy

- Co-sponsored w/ Complete College America & NGA
- 9 Institutions
- 100 Participants
- 9 Facilitators
- 7 Content Experts
- Special Guests-
  - Lt. Governor Bell
  - Kristin Kearl
  - Dan Campbell



**COMPLETE  
COLLEGE  
AMERICA**

- Senator Steve Urquhart
- Stan Jones

5

- Rick Palmer, Dixie State College-


“I have been in the higher education system now for 3 years and 7 months and these two days could be the most productive two days I have enjoyed in relationship to addressing (the) Big Goal. Our committee from Dixie State College worked hard for two days and I believe we have a very practical and reasonable plan to address (the) Big Goal. Thank you for the time away and putting on such a great Academy.”



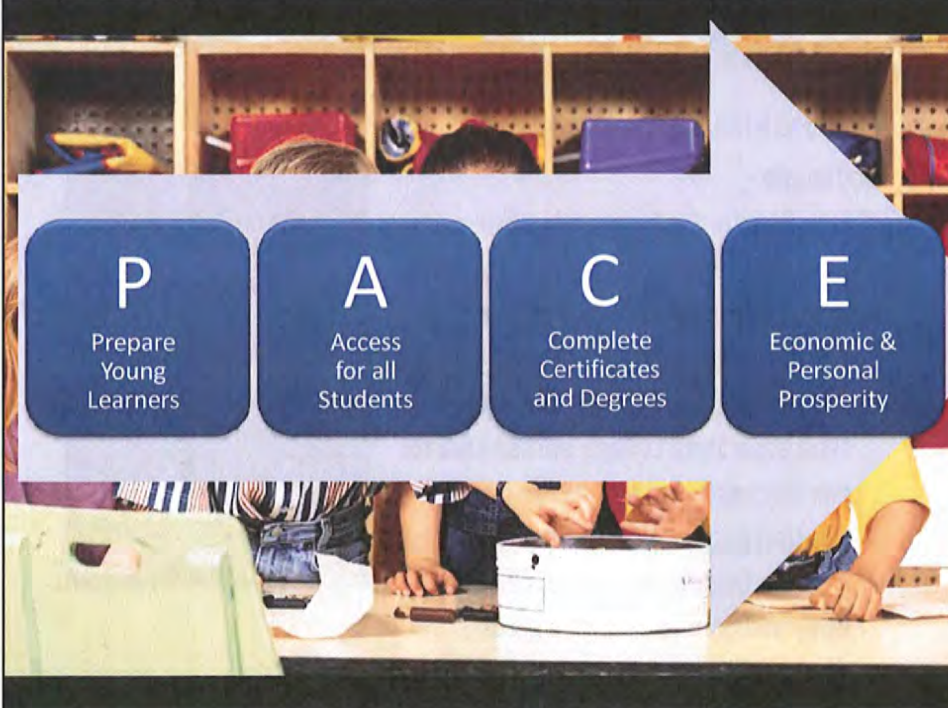
6

UTAH SYSTEM OF HIGHER EDUCATION

## Governor's Education Excellence Commission



7



**P**  
Prepare Young Learners

**A**  
Access for all Students

**C**  
Complete Certificates and Degrees

**E**  
Economic & Personal Prosperity

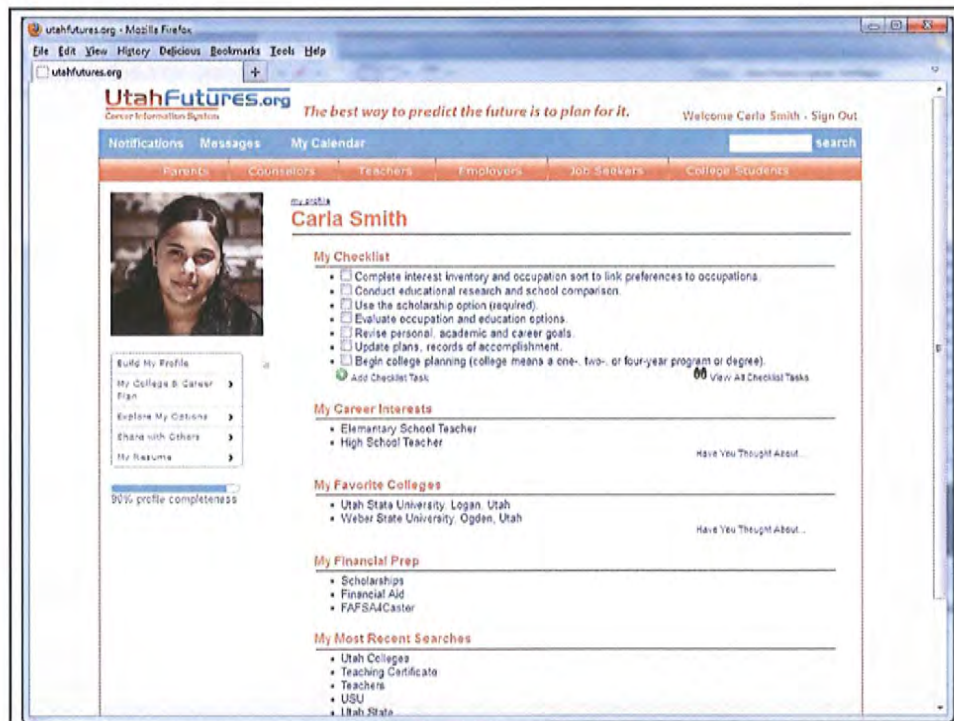


<b>P</b> Prepare Young Learners	<b>A</b> Access for all Students	<b>C</b> Complete Certificates and Degrees	<b>E</b> Economic & Personal Prosperity
<u>What it means</u> Ensure literacy and numeracy; students college/career ready	<u>What it means</u> Help all students transition to college and careers	<u>What it means</u> Boost retention levels and reward performance outcomes	<u>What it means</u> Expand education opportunities and align education with the economy
<u>How we succeed</u> ___% proficiency in 3 <sup>rd</sup> grade reading and 6 <sup>th</sup> grade math ___% High School graduation rate	<u>How we succeed</u> Increase college participation rate by ___% Increase adult return rate ___%	<u>How we succeed</u> Increase degrees and certificates awards by ___% Close gap on national female graduation rates	<u>How we succeed</u> Unemployment rate below ___% 66% Utahns with a postsecondary education

UTAH SYSTEM OF HIGHER EDUCATION

**UtahFutures.org**  
Career Information System

10



UtahFutures.org Career Information System

The best way to predict the future is to plan for it.

Welcome Carla Smith - Sign Out

Notifications Messages My Calendar

Parents Counselors Teachers Employers Job Seekers College Students

**Carla Smith**

My Checklist

**Have You Thought About...**

**Pharmacists**  
Pharmacists dispense drugs and provide information about their use.  
Yearly Median Wage: \$111,970  
Strong employment outlook and high wages.

**Engineering Technicians**  
Engineering technicians design, test, and assess products to improve them.  
Yearly Median Wage: \$53,730  
Moderate employment outlook and low to moderate wages.

My Financial Prep

- Scholarships
- Financial Aid
- FAFSA/Caster

My Most Recent Searches

- Utah Colleges
- Teaching Certificate
- Teachers
- USU
- Utah State

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**Pharmacists**

Description

According to folklore, the symbol "Rx" is a variation of the ancient symbol for the Roman god Jupiter. Apparently, the symbol was used to pray for the treatment to be effective. Others believe that the symbol is derived from the "Eye of Horus," which is a symbol made up of an eye and an X beneath it. Horus was an Egyptian god who is called the "father of pharmacy." Still others believe that Rx is little more than the abbreviation for the Latin word for recipe. Regardless of its origins, the chances are good that you've already filled an Rx or two for an illness or condition that requires medication, and been in touch with a pharmacist.

Preparation

Wages

Location	Pay Period	25%	Median	75%
Utah	Hourly	\$47.64	\$53.83	\$60.16
	Yearly	\$99,690	\$111,970	\$126,140
Box Elder and Rich counties	Hourly	\$31.97	\$48.23	\$62.51
	Yearly	\$66,560	\$100,316	\$130,020
Central	Hourly	\$46.77	\$53.92	\$60.90
	Yearly	\$101,450	\$112,150	\$122,510
Eastern	Hourly	\$33.11	\$51.94	\$59.47
	Yearly	\$68,880	\$108,036	\$123,700
Logan	Hourly	\$46.82	\$51.79	\$56.30
	Yearly	\$97,380	\$107,730	\$117,110

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my profile >> [Share My Profile](#)

## University of Utah

Bachelor's, Doctorate - Pharmacy

[Add to My Favorite Colleges](#)

### Program Description

Pharmacy programs prepare people to work as pharmacists. Students learn to combine and dispense prescribed medicines. They study chemistry, biology, and other sciences. They learn to manage a pharmacy.

**University of Utah**  
201 Presidents Circle  
Salt Lake City, UT 84112  
Main telephone 801 581 7200  
utah.edu

**School Information**

- Salt Lake City, UT
- Urban (in a large city)
- 23,116 undergraduate students
- 7,443 graduate students
- Admissions: Moderately difficult (about 65% of all applicants accepted)
- In-state tuition: \$5,850 for freshman and sophomores \$3,914 for junior and senior (60+ hrs)
- Out-of-state tuition: \$20,476 for freshman and sophomores \$11,582 for junior and senior (60+ hrs)
- Public
- Applications due: April 1 (December 15 for priority)

Build My Profile

- My College & Career Plan
- Explore My Options
- Share with Others
- My Resume

50% profile completeness

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## Pharmacists

[Add to My Career Interests](#)

### Description

According to folklore, the symbol "Rx" is a variation of the ancient symbol for the Roman god Jupiter. Apparently, the symbol was used to pray for the treatment to be effective. Others believe that the symbol is derived from the "Eye of Horus," which is a symbol made up of an eye and an S beneath it. Horus was an Egyptian god. The symbol is a talisman that Rx is little more than that. The chances are good that you've already filed an application, and been in touch with a pharmacist.

**Added To My Career Interests**

Pharmacists has been added to your Career Interests

Share with this career interest with others

Facebook Twitter LinkedIn

### Wages

Location	Hourly	Median	75%	
Utah	Hourly	\$17.64	\$53.83	\$60.16
	Yearly	\$38,890	\$111,970	\$126,340
Box Elder and Rich counties	Hourly	\$31.97	\$40.23	\$82.51
	Yearly	\$66,600	\$100,310	\$130,020
Central	Hourly	\$48.77	\$53.92	\$58.91
	Yearly	\$101,490	\$112,160	\$122,510
Eastern	Hourly	\$32.11	\$51.94	\$59.47
	Yearly	\$66,890	\$108,030	\$124,700
	Hourly	\$46.82	\$51.79	\$56.30
	Yearly	\$97,380	\$107,730	\$117,110

50% profile completeness

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Notifications Messages My Calendar search

Parents Counselors Teachers Employers Job Seekers College Students

**Ed Smith**

**My Children**

- Carla Smith
- Billy Smith
- Milhouse Smith

**My Checklist**

- Update resume
- Check Carla's profile
- Research college requirements for mechanical engineering degree
- Add Checklist Task

00 View All Checklist Tasks

**My Career Interests**

- Machinist [Jobs Search](#) [Have You Thought About...](#)

**My Favorite Colleges**

- Brigham Applied Technology College, Logan, Utah
- Davis Applied Technology College, Kayville, Utah

[Have You Thought About...](#)

**My Job Search**

- Jobs I've Searched For
- Jobs I've Applied For

**My Most Recent Searches**

- Machinist jobs
- machinist related
- teen career planning
- kids job planning
- helping plan career

Build My Profile

- My Education & Training Plan
- My Career Plan
- Explore My Options
- Share with Others
- My Resume
- Parental Resources

40% profile completeness

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Parents Counselors Teachers Employers Job Seekers College Students

**Carla Smith**

**Carla's Checklist**

- Complete interest inventory and occupation sort to Eric preferences to occupations
- Conduct educational research and school comparison
- Use the scholarship option (required)
- Evaluate occupation and education options
- Revise personal, academic and career goals
- Update plans, records of accomplishment
- Begin college planning (college means a one-, two-, or four-year program or degree)

00 View All Checklist Tasks

**Carla's Career Interests**

- Elementary School Teacher
- High School Teacher

[Send a Comment](#)

**Carla's Favorite Colleges**

- Utah State University, Logan, Utah
- Weber State University, Ogden, Utah

[Send a comment](#)

**Carla's Financial Prep**

- Scholarships
- Financial Aid
- FAFSA4Caster

Build My Profile

- My Education & Training Plan
- My Career Plan
- Explore My Options
- Share with Others
- My Resume
- Parental Resources

40% profile completeness

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Welcome Ed Smith - Sign Out

Notifications Messages My Calendar search

Parents Counselors Teachers Employers Job Seekers College Students

Carla Smith

Carla's Checklist

- Complete interest inventory and occupation sort to link preferences to occupations.

Post a comment...

Send Carla a comment about... Careers

Carla- My friend Joe is a pharmacy tech, you may want to talk to him about this career option.

-Dad

Send Comment

Send a comment

Send a comment

Build My Profile

- My Education & Training Plan
- My Career Plan
- Explore My Options
- Share with Others
- My Resume
- Parental Resources

49% profile completeness

Carla's Financial Prep

- Scholarships
- Financial Aid
- FAFSA/Caster

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## UTAH EDUCATIONAL SAVINGS PLAN

- More than **197,000** accounts
- **\$4.6 billion** in assets under management

**“First among equals is Utah,  
the nation’s finest 529.”**

— Clark Howard, March 2, 2012

Nationally syndicated radio personality and consumer advocate Clark Howard placed UESP at the top of his annual *529 Plan Guide*.

## UHEAA Federal Contract Award

- UHEAA Federal Contract operational
- One of 3 agencies in nation to receive contract award
  - 105,000 Federal accounts
  - \$2 billion
- Plan to grow loan servicing volume over time



**uheaa**  
UTAH HIGHER EDUCATION  
ASSISTANCE AUTHORITY

## UHEAA Student Loan Servicing Volume

- Legacy FFELP portfolio
  - 134,000 accounts
  - \$1.7 billion
- Total student loan servicing volume at UHEAA:
  - \$3.7 billion
  - 239,000 student accounts




**uheaa**  
UTAH HIGHER EDUCATION  
ASSISTANCE AUTHORITY

UTAH SYSTEM OF HIGHER EDUCATION

## Additional Updates

- Weber State University- Presidential search
- SB286- \$500k for an online college readiness assessment tool
- Women's College Task Force
- Concurrent Enrollment



23

The slide features a header with the Utah System of Higher Education logo and a title 'Additional Updates'. Below the title is a bulleted list of four items. To the right of the list is a photograph of three young adults (two women and one man) standing and talking. The number '23' is in the bottom right corner.

UTAH SYSTEM OF HIGHER EDUCATION

## Highlights for Today


- Legislative update
- University of Utah- Campus Technology Plan
- 2011 Report of HigherEdUtah 2020 Plan
- Approve tuition rates for 2012-2013



24

The slide features a header with the Utah System of Higher Education logo and a title 'Highlights for Today'. Below the title is a bulleted list of four items. At the bottom center is a photograph of the Utah State Capitol building. The number '24' is in the bottom right corner.





UTAH SYSTEM OF HIGHER EDUCATION

# Questions & Conversation

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