STATE BOARD OF REGENTS MEETING
UTAH VALLEY UNIVERSITY, OREM, UTAH
UVU LIBRARY
NOVEMBER 16, 2012

AGENDA

7:30 – 8:50 a.m.   **BREAKFAST MEETING – STATE BOARD OF REGENTS, UVU BOARD OF TRUSTEES,
PRESIDENT HOLLAND, COMMISSIONER BUHLER**
(Timpanogos Room)

8:30 a.m.   Continental Breakfast (Lakeview Room)

9:00 – 9:30 a.m.   **COMMITTEE OF THE WHOLE** (Lakeview Room)

1. Oath of Office for Nina R. Barnes
2. Commissioner's Overview
3. Resolution Endorsing Higher Education's 66% Goal and the Governor's Education Excellence
    Commission's PACE Metrics   TAB A
4. College Readiness Memorandum of Understanding with the State Board of Education   TAB B

9:30 – 10:30 a.m. MEETINGS OF BOARD COMMITTEES

PROGRAMS/PLANNING COMMITTEE
Regent France A. Davis, Chair
Location: Timpanogos Room

ACTION:
1. Dixie State College – Bachelor of Arts and Minor in Spanish   TAB C
2. Dixie State College – Bachelor of Arts / Bachelor of Science in Social Sciences Composite Teaching   TAB D
3. Regents' Policy R401, Approval of New Programs, Program Changes, Discontinued Programs,
    and Program Reports   TAB E

INFORMATION:
1. USHE Secondary School and Administrators and Counselor Conference   TAB F
2. College Access Network of Utah Update   TAB G
3. "Expect the Great" College and Career Readiness Fair   TAB H
4. Report to the Legislature on the New Century and Regents' Scholarships   TAB I
5. Career and Technical Education Report 2011-12   TAB J

CONSENT:
Please see the General Consent Calendar at TAB X.

FINANCE/FACILITIES COMMITTEE
Regent Jed H. Pitcher, Chair
Location Change: Library Room 302 (Inside Center for Constitutional Studies Office)

ACTION:
1. Proposed Revision to Policy R510, Tuition and Fees   TAB K
2. Proposed Revision to Policy R504, Budget Adjustments for Declining Enrollments   TAB L

3.	Proposed Revision to Policy R710, Capital Facilities	TAB M
4.	Utah State University – Bonding Authorization for the Athletics Competitive/Practice Facility	TAB N
5.	Utah State University – Approval of Donated Land for USU Eastern Campus	TAB O
6.	Weber State University – Approval of a Non-state Funded Public Safety Building Project	TAB P
7.	University of Utah – Purchase of Property for a Mid-valley Clinical Services Facility	TAB Q
8.	University of Utah – Davis County Land Purchase for University of Utah Hospital and Clinics	TAB R

INFORMATION:
1.	Weber State University – Sale of Surplus Property in Kaysville, Utah	TAB S
2.	USHE – Annual Report on Leased Space	TAB T
3.	USHE – Institutional Residences Annual Report	TAB U
4.	USHE – Fall 2012 Enrollment Report	TAB V
5.	Salt Lake Community College – Purchase of Property Contiguous to Campus	TAB W

10:30 a.m.   Refreshment Break (Lakeview Room)

10:45 – 11:15 a.m.   **COMMITTEE OF THE WHOLE (Continued)** (Lakeview Room)

5.	Reports of Board Committees	
6.	General Consent Calendar	TAB X
7.	Approval of Board of Regents Meeting Schedule	TAB Y
8.	Resolutions	

11:15 – 11:45 a.m.   **State of the University - President Holland** (Lakeview Room)

11:45 a.m. – 12:30 p.m.   **Campus Connections**

12:30 p.m.   Lunch for All (Lakeview Room)

12:30 – 2:00 p.m.   **LUNCH & EXECUTIVE SESSION (CLOSED MEETING – STATE BOARD OF REGENTS)**
                          (Timpanogos Room)

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

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November 7, 2012

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Resolution Endorsing Higher Education's 66% Goal and the Governor's Education Excellence Commission's PACE Metrics

Issue

The Board of Regents have already endorsed the goal of having 66% of adults in Utah, age 25-34, hold a post-secondary degree or certificate by 2020. The resolution affirms the Board's commitment to this goal and also provides support for the PACE Metrics defined by the Governor's Education Excellence Commission.

Background

At its September 2012 meeting, the Board of Regents adopted a plan to seek funding from the Utah Legislature to build capacity toward meeting the 66% Goal. In order to build momentum and create a statewide collaborative effort in support of the 66% Goal, the Office of the Commissioner has drafted a resolution which articulates the benefits of higher education in economic and social terms, and highlights the reasons Utah must achieve this goal. The resolution has already been adopted by the Board of Trustees of the Utah College of Applied Technology, and is being considered for adoption by the Utah State Board of Education, Prosperity 2020, the Utah Legislature and Governor. Adoption of the resolution by all of these entities will create a cohesive public statement of support for Utah's 66% Goal and the metrics by which success will be measured.

Commissioner's Recommendation

The Commissioner recommends the Regents' approve the Resolution Endorsing Higher Education's 66% Goal and the Governor's Education Excellence Commission's PACE Metrics.

David L. Buhler
Commissioner of Higher Education

DLB/PAS
Attachment

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Resolution Endorsing Higher Education's 66% Goal and the Governor's Education Excellence Commission's PACE Metrics

WHEREAS, we recognize that education is the foundation which underlies Utah's success, well-being, and prosperity; and

WHEREAS, K-12 public education provides a foundation in social interaction, citizenship, knowledge, understanding, and basic life skills including reading, math, science, and history; and

WHEREAS, higher education provides opportunities for employment, service, leadership, and personal enrichment; and

WHEREAS, it is well-documented that individuals with higher levels of education enjoy greater health and are more engaged in civic life; and

WHEREAS, for Utah's residents to succeed, higher education in the state must achieve a new level of innovation and excellence; and

WHEREAS, K-12 public and higher education in Utah must be strengthened and empowered to increase the educational attainment of all Utahns; and

WHEREAS, higher education in Utah provides opportunities for individuals to enhance their quality of life and economic success and this should be available to all Utahns; and

WHEREAS, by 2018, 66% of all jobs in Utah will require post-secondary education; and

WHEREAS, adults with an associate's or bachelor's degree earn 20% to 80% more than those without a degree; and

WHEREAS, college graduates earn an average of $650,000 more over their lifetimes than high school graduates; and

WHEREAS, only 43% of adults in Utah currently hold a higher education degree or certificate; and

WHEREAS, the Governor, the State Board of Regents, the Utah System of Higher Education, the Utah College of Applied Technology, and Prosperity 2020 have adopted a goal that 66% Utah's adults will hold a post-secondary degree or one year certificate by the year 2020; and

WHEREAS, the Governor, the State Board of Regents, the Utah System of Higher Education, the Utah College of Applied Technology, the Utah State Board of Education, and Prosperity 2020 have endorsed the PACE metrics that focus on Preparation, Access, Completion, and Economic Success for all of Utah's students; and

NOW, THEREFORE, BE IT RESOLVED that the Utah State Board of Regents will work to achieve the 66% goal through increased innovation and investment, and utilizing the PACE metrics as a measure of success, and urge all Utahns to unite behind this goal.

Dated this 16th day of November 2012.

Bonnie Jean Beesley, Chair
State Board of Regents

David L. Buhler
Commissioner of Higher Education

November 07, 2012

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: College Readiness Memorandum of Understanding with the State Board of Education

Issue

The United States Department of Education requires states to file an "ESEA (Elementary Secondary Education Agency) Flexibility Request" when seeking a waiver of federal education rules and regulations. The Utah State Office of Education (USOE), on behalf of the State Board of Education (SBE), is seeking such a waiver for Principle I: College- and Career-Ready Expectations for All Students, Part I.A, for which the SBE, with the support of Governor Gary Herbert, has selected the following option:

Option B

The State has adopted college- and career-ready standards in at least reading / language arts and mathematics that have been approved and certified by a state network of institutions of higher education (IHE's), consistent with part (2) of the definition of college- and career-ready standards.

- Attach evidence that the state has adopted the standards, consistent with the state's standards adoption process.
- Attach a copy of the memorandum of understanding or letter from a state network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level.

The USOE has requested that the Utah System of Higher Education (USHE) provide the described memorandum of understanding.

Background

SB284, passed during the 2012 legislative session, required the preparation of a web-based college readiness self-assessment in mathematics. A Request for Proposals (RFP) has been posted to seek a vendor to prepare the self-assessment. To identify for the vendor the specific mathematics student learning outcomes the self-assessment is to measure, the USHE convened a task force, headed by Dr. Hugo Rossi, Director of the Center for Science and Math Education at the University of Utah, and made up of math educators at both the high school and college levels. Diana Suddreth (science, technology,

engineering and math – STEM – Coordinator for the USOE) took a very active role in this task force. In completing the identification of the standards to be assessed, close attention was paid to assuring the curriculum in the K-12 schools (based on the Utah Core Standards) would prepare students for beginning-level college mathematics. The attached letter from Dr. Rossi and Diana Suddreth confirms they were successful in assuring the desired curriculum / learning outcomes alignment in mathematics.

The success of the mathematics alignment process triggered by SB284 is now being duplicated for English / language arts via two routes: (1) formulation of an English / language arts standards task force, and (2) continuing work on a project supported by the Lumina Foundation for "tuning" elementary education.

With the completion of the work of the Mathematics Assessment Task Force and the continuing work of the English / language arts alignment efforts, the USHE can provide the memorandum requested by the USOE.

<u>Recommendation</u>

<u>The Commissioner recommends the Board support the attached Memorandum of Understanding with the State Board of Education in support of the SBE's waiver application to the United States Department of Education.</u>

_____
David L. Buhler
Commissioner of Higher Education

DLB/EJH
Attachment

2

MEMORANDUM OF UNDERSTANDING
between
The State Board of Regents (SBR)
and
The State Board of Education (SBE)
regarding
College Readiness Standards in Mathematics and English / Language Arts

November 07, 2012

On behalf of and with the support of the Presidents of the Institutions of Higher Education in the State of Utah, the State Board of Regents hereby asserts that students who successfully attain the mutually agreed-upon standards for K-12 Mathematics and K-12 English/Language Arts will be prepared for beginning level college courses in each of these subject areas. High school students who "successfully attain" the standards will have completed the assessments that address the standards with a grade of "B" or better. It is understood by the signatories that students who delay enrolling in college level courses for a year or more after successfully attaining the standards may experience a deterioration in the knowledge, skills and abilities successfully attained and, under these circumstances, may no longer successfully meet the standards, thus needing to refresh or remediate their learning to again be ready for beginning level college courses,

While the standards set the mutually agreed-upon expectations, student attainment of those expectations can be variable and can deteriorate over time. The USHE institutions reserve the right to assess students requesting admission to each institution on the agreed-upon standards for readiness in Mathematics and English/Language Arts to determine the likelihood of student success in beginning level college classes and to provide the appropriate support for student success in these courses and in college in general.

_____   _____
Bonnie Jean Beesley, Chair   Debra Roberts, Chair
State Board of Regents   State Board of Education

TAB C

November 7, 2012

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Dixie State College – Bachelor of Arts and Minor in Spanish

Issue

Dixie State College of Utah, hereinafter referred to as DSC or Dixie State College, requests approval to offer a new Bachelor of Arts Degree in Spanish and a Minor in Spanish. The program was approved by the institutional Board of Trustees on September 17, 2012.

Dixie State College's academic plan as approved by the Board of Regents has identified select baccalaureate programs deemed necessary to fulfill the institution's objective to obtain university status. Foreign languages are an integral component of this objective. Given the demographics in DSC's region, Spanish is viewed as a keystone degree. After English, Spanish is the common language in Texas, Florida, New York, California, and in the southwest, including Utah. The United States is the second largest Spanish-speaking country in the world. Spanish is the official language of 20 Latin American countries, Spain, and some parts of Africa, and is the second most used language in international communication. Given the pervasive use of Spanish in society, there is need for a workforce conversant and knowledge in the Spanish language and with an understanding of Spanish-speaking cultures.

Background

During the 2012 Spring Semester, department faculty surveyed 61 students enrolled in upper-division Spanish courses. Of the students surveyed, 11 indicated they would be interested in pursuing a Spanish major; 23 students were interested in pursuing a Spanish minor; and 27 students said they would consider pursuing either a major or minor. Several students surveyed independently inquired about the possibility of earning double majors, one in Spanish and one in another discipline (psychology, business, criminal justice, and the health professions being most commonly mentioned).

Careers for people with Spanish competencies are growing with expanding global markets. As the United States expands trade partnerships and expands diplomatic and cultural exchange programs in Latin America and other Spanish-speaking nations in Europe and Africa, opportunities for entry-level employment and careers include positions in government, social services, education, travel and tourism, communications, and other industries. In March, 2012 the institution reported to have found 16 online

postings for Spanish/bilingual positions and Spanish interpreter jobs in Washington County and nearly 29,000 listings nationally.

The bachelor's program will prepare students for a variety of positions in industry, commerce, social work, and government where fluency in the Spanish language is required, or to continue graduate-level studies in Spanish or Latin American Studies. Graduates will acquire speaking, reading, and writing proficiency in Spanish, as well as knowledge of customs and cultures of Spanish-speaking countries. The minor in Spanish will similarly help prepare students to converse effectively in Spanish in professional settings, but will have a lesser focus on culture.

The proposed program will provide courses in literature, culture, and linguistics. Students will learn forms of speech, manners, and deportment appropriate to Spanish and Latin American cultures and will acquire skills necessary to work in a variety of settings where English is not commonly used.

Dixie State College's service area has experienced rapid growth of Hispanics. According to the U.S. Census Bureau, nearly 10% of Washington County's population in 2010 was of Hispanic or other Spanish-speaking ethnicity, nearly doubling from the 2000 census.

Policy Issues

The proposed program has been developed through established institutional procedures and Regent policy. Chief Academic officers as well as faculty in language departments from the Utah System of Higher Education institutions have reviewed the proposal and are supportive of it.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by Dixie State College to offer the Bachelor of Arts Degree in Spanish and the Minor in Spanish, effective Spring Semester 2013.

David L. Buhler
Commissioner of Higher Education

DLB/BKC
Attachment

Programs and Planning Committee

Action Item

Request to Offer a Bachelor of Arts and Minor in Spanish

Dixie State College

Prepared for:
David L. Buhler
by
Blair K. Carruth

Program Description
Dixie State College
BA and Minor in Spanish
June 2012

Section I: The Request

Dixie State College (DSC) requests approval to offer a Bachelor of Arts (BA) in Spanish and a Minor in
Spanish, effective Spring Semester, 2013. This program has been approved by the institutional Board of
Trustees on September 17, 2012.

Section II: Program Description

Complete Program Description

The Spanish program will provide courses in literature, culture, and linguistics. In the course of their
studies, students will learn forms of speech, manners, and deportment appropriate to Spanish and Latin
American cultures, both at home and abroad, and will acquire skills necessary to work in a variety of
settings where English is not commonly spoken.

The bachelor's program will prepare students for a variety of positions in industry, commerce, social work,
and government where fluency in the Spanish language is required, or to continue graduate-level studies in
Spanish or Latin American Studies. Graduates will acquire speaking, reading, and writing proficiency in
Spanish, as well as knowledge of customs and cultures of Spanish-speaking countries. The minor in
Spanish will similarly help prepare students to converse effectively in Spanish in professional settings, but
will have a lesser focus on culture.

Purpose of the Degree

The Bachelor of Arts in Spanish will prepare students for positions in industry, commerce, social work, and
government where fluency in the Spanish language is required, or to continue graduate-level studies in
Spanish or Latin American Studies. Students will develop the necessary skills for work or further study
involving the language, literatures, and cultures of Latin America and Spain. Graduates will acquire
speaking, reading, and writing proficiency in Spanish, as well as a solid knowledge of the customs and
cultures of Spanish-speaking countries. The minor in Spanish will prepare students to function effectively
in Spanish for professional purposes in such fields as international business, government, teaching,
medicine, social work, arts, travel, and journalism.

Institutional Readiness

Dixie State College has been offering a Spanish emphasis in its Integrated Studies program since 2008, so
most of the courses for a baccalaureate curriculum have been created and taught for some time. The
Department of Foreign Languages resides in the Division of Humanities and Social Sciences and the
administrative structure is in place to support the proposed Spanish degree and minor. No new
organizational structures will be needed to deliver the Spanish program.

Faculty

The existing full-time tenured and tenure-track faculty members bring academic qualifications and
experience in Spanish literature, linguistics, and pedagogy. To implement the degree program in addition to
the three existing full-time faculty members, a full-time Spanish linguistics faculty member and a .74 FTE

lecturer/ advisor will be hired. In the third year of the program, the college will hire a full-time Latin American literature specialist. All new tenure-track hires will hold terminal degrees.

Faculty Category	Faculty Headcount –Prior to New Program Implementation	Faculty Additions to Support Program	Faculty Headcount at Full Program Implementation
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	1	2	3
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	1		1
With Master's Degrees			
Full-time Tenured	1		1
Full-time Non-Tenured	1		1
Part-time Tenured			
Part-time Non-Tenured	1	1	2
With Bachelor's Degrees			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	1-3		1-3
Other			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
Total Headcount Faculty			
Full-time Tenured	2	**2	4
Full-time Non-Tenured	1		1
Part-time Tenured			
Part-time Non-Tenured	3	***1	4
Total Department Faculty FTE (As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")	4.81*	2.00	6.81

*The 4.81 faculty headcount recorded includes the use of adjunct faculty.
** One full-time faculty will be added in year one, and the other full-time faculty will only be added in year three since DSC is using faculty from the University of Utah to teach some classes on-line until then.
*** The part-time faculty (lecturer/advisor) will be added in year one, but it is anticipated that the part-time faculty member's workload will eliminate the need for equivalent workload by current adjunct faculty, thus having a null effect on total department faculty FTE.

Staff
In addition to the lecturer-advisor described above, the program will be supported by existing secretarial and clerical personnel, constituting of 1.50 FTE, which it shares with other programs in the Humanities and Social Sciences Division. No new support staff will be immediately required, but as the program enrollment increases, additional secretarial support may be hired.

Library and Information Resources
The Val A. Browning library has the following resources to support the Spanish program at Dixie State College:

Monographs
- Books: Approximately 879 print titles in subjects ranging from linguistics and pedagogy to the history and culture of various Spanish-speaking nations.
- Ebooks: Approximately 412 books on a broad range of topics are available through two large ebook collections, ebrary and the EBSCOhost eBook Collection.

Databases
The Browning Library's databases provide the full text of tens of thousands of periodicals that serve to broadly support humanities programs. The following resources contain examples specifically related to Spanish literature and culture.
- Academic Search Premier: a multi-disciplinary database that provides access to journals such as *Confluencia*, the *Hispanic American Historical Review* and the *Journal of Iberian and Latin-American studies.*
- Communication and Mass Media Complete: a database with a focus on mass media. Examples include journals such as *Ibero-romania* and *Studies in Hispanic Cinemas.*
- JSTOR: a scholarly journal archive that provides full text access to archival scholarly journals in a wide variety of subject areas. It provides access to a number of different journals such as *Hispamérica,* the *Latin American literary review,* and *Revista de crítica literaria latinoamericana.*
- Literature Resource Center: Provides full text access to biographies, bibliographies, and critical analysis of authors and contains access to journals such as the *Anales de la literatura española contemporánea, Taller de letras,* and *Dieciocho.*
- MLA International Bibliography: This database offers a detailed bibliography of journal articles, books and dissertations produced by the Modern Language Association. Topics include language, literature, linguistics, and folklore.
- Project MUSE: Provides full-text access to a selection of humanities and social sciences journals. Examples include the *Hispanic Review, Revista hispánica moderna,* and *Hispania.*

The program intends to build a larger collection of Spanish-language literature and linguistics books, audio-visual language-learning material, and Spanish-language cultural materials such as films and music, which could be accomplished with one-time funding.

Admission Requirements
Any matriculated DSC student in good academic standing is eligible for admission as a major in the Spanish baccalaureate or minor. Students are admitted to the degree program immediately upon declaring the major.

Student Advisement

The program's lecturer-advisor will work closely with majors and minors to guide them toward timely graduation and assist them in customizing their studies to their personal interests and career goals. Additionally, faculty advisement will augment the formal advisement provided by the lecturer-advisor. Relatively small class sizes provide opportunities for faculty-student collaboration and appropriate informal advisement.

Justification for Graduation Standards and Number of Credits

The proposed baccalaureate degree requires graduates to earn a total of 120 credits. In addition, all graduation requirements specified by Regents and DSC policies are met, including fulfillment of DSC General Education requirements, 40 credits of upper-division coursework, 30 credits upper-division work at DSC, and a minimum GPA of 2.0. The Spanish Minor will require ten credits of core requirements and nine Spanish elective credits for a total of nineteen credits.

External Review and Accreditation

Dr. Fernando Rubio of the University of Utah served as the external reviewer for the proposed degree. Dr. Rubio provided resources in the form of on-line and video classes to augment the proposed offerings.

Dr. Rubio offered several recommendations:

1. The department should hire a linguist (ideally with interest/expertise in language for the professions and/or integration of technology in language teaching) and a Latin-Americanist.
2. Increase the amount and variety of modes of assessment included throughout the program in an effort to make assessment an ongoing formative practice rather than a summative intervention at the end of the program. The goal should be to increase the number and effectiveness of the mechanisms in place to guarantee that the stated learning outcomes are being achieved.
3. Offer a DSC faculty-led study abroad program in Spanish, or collaborate with other USHE institutions to give DSC students the opportunity to study Spanish abroad.

Dixie State College is working to implement the recommendations made by Dr. Rubio. Until the two additional faculty are hired, University of Utah faculty members will teach in DSC's Spanish program to augment courses taught by existing DSC faculty.

Projected Program Enrollment and Graduates:

Data Category	Current—Prior to New Program Implementation	Projected Year 1	Projected Year 2	Projected Year 3	Projected Year 4	Projected Year 5
Data for Proposed Program						
Number of Graduates in Proposed Program	X	0	10	12	15	15
Total # of Declared Majors in Proposed Program	X	10	15	20	20	25
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE (as reported in the	*4.81	**5.81	5.81	6.81	6.81	6.81

4

Faculty table above)						
Total Department Student FTE (based on third week)	***149.33 (all) 28.80 (UD)	****155 (all) 32 (UD)	160 (all) 40 (UD)	165 (all) 40 (UD)	165 (all) 40 (UD)	170 (all) 45 (UD)
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)	31.04:1 (all) 6.0:1 (UD)	26.7:1 (all) 5.5:1 (UD)	27.5:1 (all) 6.0:1 (UD)	24.2:1 (all) 5.9:1 (UD)	24.2.:1 (all) 5.9:1 (UD)	25.0:1 (all) 6.6:1 (UD)
Program accreditation required ratio of Faculty FTE to Student FTE, if applicable. (Provide ratio here:_____)	NA	NA	NA	NA	NA	NA

*The total department faculty FTE listed for the current year prior to new program includes adjunct faculty FTE and support the general education.
**The total department faculty FTE listed for the projected years include adjunct faculty FTE and support to general education.
***This information is taken from the 2011-2012 data and includes general education and upper division (UD) courses.
****The numbers on the top line estimate the FTE for all Spanish students, and the bottom line estimates the upper division student FTE. The student FTE per faculty FTE will be estimated in the same manner.

Expansion of Existing Program

The Spanish emphasis in Integrated Studies has been offered at Dixie since Fall Semester 2008. The Integrated Studies program was conceived, in part, to provide an incubation medium for needed baccalaureate degrees, including Spanish. Currently, the emphasis in Spanish in that program has nineteen declared students. Since fall semester 2008, the average enrollment in the 39 upper division courses offered is 15.8 students.

Section III: Need

Program Need

The proposal to offer a BA in Spanish and a Spanish Minor has been prepared under the direction of DSC President Stephen D. Nadauld and Vice President of Academic Services, Dr. Donna Dillingham-Evans in fulfillment of DSC's objective to seek university status. The academic plan adopted by the college and approved by the Board of Regents identified select baccalaureate degrees deemed necessary for this objective and established a timeline for development and implementation. Foreign languages are an integral component of a university's liberal arts and humanities program. Spanish is a keystone degree in a foreign language curriculum, given Utah's geographical and demographic circumstances.

The United States is the second largest Spanish-speaking country in the world. After English, Spanish is the common language in Texas, Florida, New York, California, and the southwest, including Utah. Furthermore, Spanish is the official language of twenty Latin American countries, Spain, and some parts of Africa, and is the second-most used language in international communication. Given the pervasive use of Spanish in society, there is need for a workforce conversant and knowledgeable in the Spanish language and with an understanding of Spanish-speaking cultures.

Labor Market Demand
Careers for Spanish majors are growing due to expanding global markets in emerging and developing nations. As the United States expands trade partnerships and expands diplomatic and cultural exchange programs in Latin America and other Spanish-speaking nations in Europe and Africa, opportunities for entry-level employment and careers include:

- Government positions as diplomats, translators, interpreters (US or UN), court interpreters; CIA and FBI linguists and, special agents, Peace Corps or VIST, and employees in the Agency for International Development and; State Department. Other opportunities exist as government research specialists, or positions in the Immigration and Naturalization Service, Bureau of Narcotics, Armed forces, Department of Treasury, Foreign Claims Settlement Commission, Office of Economic Opportunity, agricultural specialist; all levels of government in areas with large immigrant population.
- Social Service work in law enforcement; welfare; health services; income tax consultant; missionary, minister; nursing; medical research writer; vocational counselor; case worker.
- Educational positions as teachers; translators; editors and textbook authors. Given that over 50 percent of foreign language learning in the U.S. in is Spanish, there is a high demand for teachers in public and private education at the K-12 and higher education levels for Spanish speakers who have proficiency in Spanish and a teaching credential.
- Library positions as librarians in U.S. or overseas; translators; and classifiers of foreign documents.
- Positions in scientific fields such as: technical writers, translators; researchers; technical liaisons for U.S. firms abroad; archaeologists; museum workers; and medicine.
- Travel and tourism positions such as travel agents; tour guides; hotel, restaurant employee; flight attendant; and airport personnel.
- Business opportunities include international law, banking; U.S. representative for foreign company; patent attorney; representative for U.S. firm abroad; foreign branch of U.S. firm; advertising, sales, fashion buyer; marketing; executive or manager; technical expert; personnel manager; Public Relations; secretarial and clerical opportunities; import-export firms; brokerage firms; banks; medical organizations; service, cultural organizations.
- Communication offers positions in journalism: foreign correspondent, photographer, writer, editor; TV or radio writer, reporter, technician, executive; CNN, network reporter, video crew; Voice of America writer, editor; translator; advertiser for ethnic, foreign markets; film, entertainment; interpreter; international telephone operator.

A growing Hispanic population in southern Utah is changing the local demographic. Dixie State College's service area has experienced rapid growth of Hispanics. According to the U.S. Census Bureau, nearly10% of Washington County's population in 2010 was of Hispanic or other Spanish-speaking ethnicity, nearly doubling from the 2000 census. In March, 2012 the institution reported to have found 16 online postings for Spanish/bilingual positions and Spanish interpreter jobs in Washington County and nearly 29,000 listings nationally.

Student Demand
During the 2012 Spring Semester, department faculty surveyed 61 students enrolled in upper-division Spanish courses. Of the students surveyed, 11 indicated that they would be interested in pursuing a Spanish major; 23 students were interested in pursuing a Spanish minor; and 27 students said they would consider pursuing either a major or minor. Several students surveyed independently inquired about the

possibility of earning double majors, one in Spanish and one in another discipline (psychology, business, criminal justice, and the health professions being most commonly mentioned).

Similar Programs
The University of Utah, Utah State University, Utah Valley University, Weber State University, and Southern Utah University all offer Bachelor's Degrees and minors in Spanish. The degrees are in many ways similar, but each institution has developed its degree around its individual strengths. The degree being proposed for Dixie State College is similar to other programs in the state, but is designed to take advantage of the DSC Spanish program's strengths.

Collaboration with and Impact on other USHE Programs
Faculty members in the Spanish program have communicated via email with Spanish department faculty at each of the sister institutions to seek advice on how to proceed with the development of the curriculum and other aspects of the degree. The input received assisted the DSC faculty to evaluate the program proposal and served as a lever to develop a stronger program. Chief Academic officers from the institutions within the state system have reviewed the proposal and are supportive of it moving forward.

Benefits
It is anticipated that a number of benefits will result from program implementation. These benefits include helping students better understand global perspectives of a pluralistic society, preparation for a modern workforce in which Spanish-speaking people are an increasing demographic, and helping to advance DSC as an increasingly vibrant institution in its service area.

Consistency with Institutional Mission
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." Furthermore, the mission statement asserts:

> 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 others. Graduates will become citizen-scholars.

The proposed Spanish BA and Spanish Minor align with the mission as articulated above and enhance the college's ability to attain mission fulfillment.

Section IV: Program and Student Assessment

Program Assessment:
Graduates will meet the following program goals:

Core Program Goal #1: Oral Proficiency
Learning Outcomes:
- Converse in a clearly participatory fashion

- Initiate, sustain, and bring to closure a wide variety of communicative tasks, including those that require an increased ability to convey meaning with diverse language strategies due to a complication or an unforeseen turn of events.
- Satisfy the requirements of school and work situations, and
- Narrate and describe with paragraph-length connected discourse.

Measurement: Oral Interview (OI) at strategic points in the students' progress for formative assessment and feedback, and at the end of the program to see if learning goals have been met. The final OI will be a part of the required capstone class.

Core Program Goal #2: Writing
Learning Outcomes:
- Argue, describe, collect and practice the lexical and syntactic aspects of the target language through the arrangement of words, sentences and paragraphs.
- Communicate conclusions from research and argue the case in Spanish.
- Demonstrate satisfactory control of the language by writing.

Measurement: A comparison of a set of creative writing samples from the beginning of Spanish 3060 and a set of samples from any of the upper division Spanish classes. This allows evaluation of the consistency of students' improvement throughout the program. Final assessment will be made as part of the student's project in the capstone course.

Core Program Goal #3: Cultural Awareness
Learning Outcomes:
- Have a fuller understanding of the peoples of Latin America and Spain
- Have studied concepts and information in the area of fine arts or civilization. This area includes art, literature, history, geography, music and architecture.
- Understand patterns of life, value systems, and everyday behavior.
- Understand the cultural difference that exists between countries in Latin America and Spain.
- Appreciate the Hispanic culture through its language.
- Students will demonstrate knowledge, understanding and appreciation for the Hispanic culture.

Measurement: As soon as the student declares Spanish as his/her major, he/she will take a pretest in culture as part of SPAN 4550/60 class. A student's understanding of culture will be demonstrated as part of the assessment done in the capstone course.

Core Program Goal #4: Literary Analysis
Learning Outcomes:
- Comprehend and use comfortably a variety of literary lexicon.
- Interpret and analyze literary texts in Spanish.
- Interpret and analyze the significance of time, place, class in which the works of literature in Spanish were created.
- Evaluate and construct arguments in Spanish when comparing two or more literary pieces belonging to different periods of time.

8

Measurement: At the beginning of SPAN 3390, Introduction to Spanish Literature, the student will take a pre-test in Spanish Literature. As a part of the capstone course, students will take a post-test to evaluate value added. Additionally, students will demonstrate their understanding of literature through projects assigned as part of the capstone course requirements.

Expected Standards of Performance
At the time of graduation, faculty will expect students to have achieved the learning outcomes presented above. These standards were adapted from guidelines utilized by similar programs and tailored to fit DSC's unique institutional vision and mission. Each course will be aligned with specific learning outcomes, thus ensuring that students are meeting these expected standards of performance.

Section V: Finance

Budget

5-Year Budget Projection						
Departmental Data	Current Budget—Prior to New Program Implementation	Year 1	Year 2	Year 3	Year 4	Year 5
Personnel Expense						
Salaries and Wages	$181,813	*$72,500	$75,038	$124,239	$128,587	$133,088
Benefits	$74.922	$23,806	24,639	$51,003	$52,788	$54,636
Total Personnel Expense	$256.735	$96,306	$99,677	$175,242	$181,375	$187,724
Non-Personnel Expense						
Travel	1,000	$2,500	$2,500	$2,500	$2,500	$2,500
Capital	500	$0	$0	$0	$0	$0
Library		$10,000	$10,000	$10,000	$10,000	$10,000
Current Expense	1,000	$10,000	$10,000	$10,000	$10,000	$10,000
Total Non-personnel Expense	500	$22,500	$22,500	$22,500	$22,500	$22,500
Total Expense (Personnel + Current)	$259,235	$118,806	$122,177	$197,742	$203,875	$210,224
Departmental Funding						
Appropriated Funding	$259,235	$111,659	$112,931	$184,983	$190,669	$193,139
Other						
Special Legis. Approp.						
Grants and Contracts						
Tuition to Program	0	**$7,147	$9,246	$12,759	$13,206	$17,085
Total Revenue	$					
Difference						
Revenue-Expense	$0	$0	$0	$0	$0	$0

Departmental Instructional Cost/ Student Credit Hour (as reported in Institutional Cost Study for "Current" and using the same Cost Study definition for "Projection")	$1,739***	$2,392	$2,326	$2,692	$2,726	$2,661

*Assumes an average individual faculty salary of $45,000 and salary increases of 3.5%. This figure includes the hire of a full-time tenure-track faculty member and a .74 lecturer/advisor for year one.
**Tuition to program is based on the Upper Division estimated student FTE.
*** Departmental Instructional Cost determined by dividing the estimated departmental FTE into the estimated departmental funding.

Funding Sources
Funding for the [rogram will come from tuition revenue and institutional funds from state allocations. External funding sources will be pursued as needs arise.

Reallocation and Impact of Existing Budgets
The new degree and minor will not require internal reallocation of resources. Existing budgets will not be impacted.

Section VI: Program Curriculum

Course Requirements for the Spanish Bachelor of Arts
The Bachelor of Arts in Spanish degree requires a total of 120 credits. Requirements include, in addition to 35 credits in General Education Core and Distribution courses and Institutional Requirements:
- Spanish Major Core Requirements: 22-23 credits
- Spanish Elective Requirements: 12 credits
- Additional Electives: 51 credits (10 must be upper-division)

Required Courses (22-23 Credits)		
Course and Prefix Number	**Title**	**Credit Hours**
ONE of the following:		
SPAN 2020	Intermediate Spanish II	4
SPAN 3010	Spanish for Heritage Learners	3
SPAN 3060	Advanced Grammar, Culture and Composition I	3
SPAN 3070	Advanced Grammar, Culture and Composition II	3
SPAN 3390	Understanding Spanish Literature	3
ONE of the following:		
SPAN 4550	Iberian Culture and Civilization	3
SPAN 4560*	Culture and Civilization of Spanish America	
ONE of the following:		
SPAN 4610	Survey of Peninsular Literature I	3
SPAN 4620	Survey of Peninsular Literature II	

ONE of the following: SPAN 4630 SPAN 4640	Survey of Latin American Literature I Survey of Latin American Literature II	3
SPAN 4800	Senior Capstone	1
	Subtotal	22-23

Elective Courses (12 Credits)

Course and Prefix Number	Title	Credit Hours
SPAN 3020	Conversation/Reading	3
SPAN 3040	Introduction to Spanish Linguistics	3
SPAN 3080	Spanish Phonetics and Pronunciation	3
SPAN 3090	Spanish for the Professions	3
SPAN 3570	Spanish Cinema	3
SPAN 3580R	Contemporary Issues	3
SPAN 3950	Hispanics in the U.S./Service Learning	3
SPAN 4510*	Business Spanish I	3
SPAN 4520*	Business Spanish II	3
SPAN 4550	Iberian Culture and Civilization	3
SPAN 4560*	Culture and Civilization of Spanish America	3
SPAN 4610	Survey of Peninsular Literature I Note: Pending title change to Literature of Spain before the 18th Century	3
SPAN 4620	Survey of Peninsular Literature II Note: Pending title change to Literature of Spain after the 18th Century	3
SPAN 4630	Survey of Latin American Literature I Note: Pending title change to Latin American Literature to 1826	3
SPAN 4640	Survey of Latin American Literature II Note: Pending title change to Latin American Literature after 1826	3
SPAN 4700	Teaching Modern Languages: Spanish	3
SPAN 4910	Study Abroad	3-9
	Subtotal	12

*Taught by the University of Utah faculty for DSC

NOTE: A course may only be used once to fulfill a program requirement. SPAN 3580R may be repeated for a total of six credits toward program and graduation requirements.

Graduation Requirements:
1. Complete a minimum of 120 college-level credits (1000 and above).
2. Complete at least 40 upper-division credits (3000 and above).
3. Complete at least 30 upper-division credits at DSC for institutional residency.
4. Cumulative GPA 2.0 or higher (institutional minimum)
5. Grade C of higher in each Core Discipline Requirement course

Course Requirements for the Minor in Spanish

The Spanish minor will require a total of 18-19 credits.

- Core Requirements: 9-10 credits
- Elective Requirements: 9 credits

Core Requirements (9-10 credits)		
Course and Prefix Number	**Course Title**	**Credit Hours**
ONE of the following:		
SPAN 2020	Intermediate Spanish II	4
SPAN 3010	Spanish for Heritage Learners	3
SPAN 3060	Advanced Grammar and Composition I	3
SPAN 3390	Understanding Spanish Literature	3
	Subtotal	9-10
Electives (9 credits)		
SPAN 3020	Conversation/Reading	3
SPAN 3040	Introduction to Spanish Linguistics	3
SPAN 3070	3	
SPAN 3080	Spanish Phonetics and Pronunciation	3
SPAN 3090	Spanish for the Professions	3
SPAN 3570	Spanish Cinema	3
SPAN 3580R**	Contemporary Issues	3
SPAN 3950	Hispanics in the U.S./Service Learning	3
SPAN 4510*	Business Spanish I	3
SPAN 4520*	Business Spanish II	3
SPAN 4550	Iberian Culture and Civilization	3
SPAN 4560*	Culture and Civilization of Spanish America	3
SPAN 4610	Survey of Peninsular Literature I Note: Pending title change to Literature of Spain before the 18th Century	3
SPAN 4620	Survey of Peninsular Literature II Note: Pending title change to Literature of Spain after the 18th Century	3
SPAN 4630	Survey of Latin American Literature I Note: Pending title change to Latin American Literature to 1826	3
SPAN 4640	Survey of Latin American Literature II Note: Pending title change to Latin American Literature after 1826	3
SPAN 4700	Teaching Modern Languages: Spanish	3
SPAN 4910	Study Abroad	3-9
	Subtotal	9

*Taught by the University of Utah faculty for DSC
** SPAN 3580R may be repeated for a total of six credits toward program and graduation requirements.

New Courses to Be Added in the Next Five Years

	Course Prefix and Number	Course Title	Credit Hours
Semester 1	SPAN 3080	Spanish Phonetics and Pronunciation	3
	SPAN 4700	Teaching Modern Languages: Spanish	3
Semester 2	SPAN 3090	Spanish for the Professions	3
	SPAN 3040	Introduction to Spanish Linguistics	3
Semester 3	SPAN 3570	Spanish Cinema	3
	SPAN 4010	Study Abroad	3-9

Hypothetical Program Schedule - BA in Spanish		
Freshman Semester 1		
Course Prefix and Number	**Course Title**	**Credit Hours**
ENGL 1010	Introduction to Writing	3
LIB 1010	Information Literacy	1
SPAN 1010	Beginning Spanish I	4
HIST 1700	American Civilization	3
HUM 1001	First Year Experience: Humanities	1
CIS 1200	Computer Literacy	3
	Semester Credit Total	**15**
Freshman Semester 2		
Course Prefix and Number	**Course Title**	**Credit Hours**
ENGL 2010	Intermediate Writing	3
BIOL 1010	General Biology	3
BIOL 1015	Biology Lab	1
SPAN 1020	Beginning Spanish II	4
PHIL 1000	Introduction to Philosophy	3
	Semester Credit Total	**14**
Sophomore Semester 3		
Course Prefix and Number	**Course Title**	**Credit Hours**
GEO 1060	Environmental Geography	3
SPAN 2010	Intermediate Spanish I	4
ART 1010	Introduction to Art	3
COMM 2110	Interpersonal Communication	3
POLS 2100 (GLOCUP)	Introduction to International Relations	3
	Semester Credit Total	**16**
Sophomore Semester 4		
Course Prefix and Number	**Course Title**	**Credit Hours**
ENGL 2270 (GLOCUP)	Introduction to World Literature	3
SPAN 2020 **OR** SPAN 3010	Intermediate Spanish II **OR** Spanish for Heritage Learners	3-4
ANTH 1000 (EXPL)	Multicultural Studies	3
MATH 1050	College Algebra	4
Elective	Any Course	2
	Semester Credit Total	**15-16**

Junior Semester 5		
Course Prefix and Number	Course Title	Credit Hours
SPAN 3060	Advanced Grammar, Culture and Composition I	3
SPAN 3390	Understanding Spanish Literature	3
SPAN 3020	Conversation/Reading	3
SPAN 3080	Spanish Phonetics and Pronunciation	3
Elective	Any Course	3
	Semester Credit Total	15

Junior Semester 6		
Course Prefix and Number	Course Title	Credit Hours
SPAN 3070	Advanced Grammar, Culture and Composition II	3
SPAN 4550	Iberian Civilization and Culture	3
Elective	Upper-Division Elective	3
Elective	Any Course	3
Elective	Any Course	3
	Semester Credit Total	15

Senior Semester 7		
Course Prefix and Number	Course Title	Credit Hours
SPAN 3040	Introduction to Spanish Linguistics	3
SPAN 4610	Survey of Peninsular Literature I	3
SPAN 4510	Business Spanish I	3
Elective	Any Course	3
Elective	Any Course	3
	Semester Credit Total	15

Senior Semester 8		
Course Prefix and Number	Credit Hours	Course Title
SPAN 4630	Survey of Latin American Literature I	3
SPAN 4520	Business Spanish II	3
SPAN 3570	Spanish Cinema	3
SPAN 4800	Senior Capstone	1
Elective	Any Course	3
Elective	Any Course	2
	Semester Credit Total	15
	TOTAL CREDITS FOR GRADUATION	120

Section VII: Faculty

Full-time Faculty
- **Leonor Ceballos**, (Hired in 2007) Associate Professor of Spanish
  - BA, 2000, Universidad de Deusto (Bilbao, Spain)
  - MA, 2003, PhD, 2007, University of Nebraska, Lincoln
  - Area of emphasis – 20th-century peninsular literature and women's writing
  - Awarded tenure January, 2011
- **S. Addison Everett**, (Hired in 1981) Associate Professor of Spanish
  - BA, 1977

- o MA, 1980, Brigham Young University
- o One year of graduate studies beyond the MA at the University of Colorado, Boulder (1985-86)
- o Area of emphasis—Spanish linguistics.
- o Awarded tenure September, 1990
- **Ana Maria Hawkins,** (Hired in 2008) Instructor of Spanish
  - o BA 1992, MA, 1997, Brigham Young University
  - o Certified Oral Proficiency Tester (certified by ACTFL)
  - o Area of emphasis—Spanish pedagogy
  - o Non-tenure track

Lecturer
- **Ronald Gill**
  - o BA Spanish, 1971, Brigham Young University
  - o MS Education, 1993, Nova Southeastern University
  - o EdD, 2006, Nova Southeastern University

University of Utah Faculty
- **Isabel Dulfano** (Hired in 1998) Associate Professor of Spanish
  - o BA, 1982, Middlebury College
  - o MA, 1980 University of Arizona
  - o MA Phil, 1988, Yale University
  - o PhD, 1993, Yale University
  - o MBA, 2002, David Eccles School of Business, University of Utah
  - o Awarded tenure September, 2009
- **Andrea Claros Ordóñez**, Associate Instructor of Spanish
  - o BA, 2001
  - o MA, 2008, Bachelors in Fine Arts Modern Languages English and French, University of Cauca, Popayán, Colombia, South America
  - o MA in Language Pedagogy, University of Utah
  - o Area of emphasis – Spanish and Latin American literature and culture

Adjunct Faculty (current)
- **David S. Cluff**
  - o BA Spanish, Education Minor, English, 2004, Southern Utah University
  - o MEd Education Administration, 2011, University of Phoenix
- **Ronald Gill**
  - o BA Spanish, 1971, Brigham Young University
  - o MS Education, 1993, Nova Southeastern University
  - o EdD, 2006, Nova Southeastern University
- **Robert N. Thiess**
  - o BA, Political Science and Latin American Studies, Spanish Minor, 1968, Brigham Young University

UTAH SYSTEM OF
HIGHER EDUCATION
Building a Stronger State of Minds

November 7, 2012

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Dixie State College – Bachelor of Arts / Bachelor of Science in Social Sciences
            Composite Teaching

Issues

Dixie State College of Utah requests approval to offer a Bachelor of Arts degree and a Bachelor of Science degree in Social Sciences Composite Teaching, effective the first full semester after approval by the Board of Regents. This program was approved by the Institutional Board of Trustees on September 17, 2012.

Background

Dixie State College's (DSC) mission calls for selected baccalaureate degrees to provide a well-trained workforce for regional employers; in addition, the institution's strategic academic plan includes baccalaureate degrees in programs of study that build upon existing curricula and programs. The Social Sciences Composite Teaching degrees are well adapted to meet the rapidly expanding needs and opportunities of southwestern Utah for trained secondary teachers. The degrees are appropriate for a comprehensive four-year institution's offerings in the regional area served by DSC.

The Dixie State College Social Sciences Composite Teaching degrees will prepare social studies teachers for Utah's secondary schools. The program will graduate teachers who can demonstrate knowledge in the content area by passing the required PRAXIS exams and by meeting the requirements of DSC's teacher preparation program. To accomplish this goal, the degrees will help students develop competencies in American history, world history, Utah history, political science, geography, economics, sociology, and anthropology. Students choosing the Social Studies Composite will develop expertise in curriculum development, teaching methods, and classroom management in order to serve Utah's secondary schools so that they have informed, competent, and innovative teachers in social sciences.

The Utah Department of Workforce Service's "Utah Occupational Projections, 2006-2016" estimates that demand for high school teachers in Utah will grow by 2.6% annually and for middle school teachers the growth will be at 3.2% annually through 2016.[1] And this trend will continue. Utah has the highest ratio in

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[1] Utah Occupational Projections, 2006-2016, (Excel Spreadsheet, rows 219 220) Utah Department of Workforce Services, http://jobs.utah.gov/opencms/wi/pubs/outlooks/stateoutlook/index.html

the nation of children fewer than five years of age per 100 working adults. Much of the demand to serve children/youth will come from Washington and Kane Counties – the Dixie State College service area.

The proposed degrees will be supported by institutional funds, state allocations, and new tuition revenue.

Policy Issues

Most of the USHE institutions expressed support for the program. However, Southern Utah University raised concern over the inadequacy of faculty able to teach sociology, political science and geography. Utah Valley University suggested DSC add needed PhD-prepared faculty and strengthen its student assessment. DSC intends to hire additional faculty in the next several years and has added a few new courses as suggested. It is expected that the third year report on these new degrees will demonstrate DSC has hired the new, adequately-prepared faculty they have identified as necessary for the program.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by Dixie State College to offer the Bachelor of Arts / Bachelor of Science in Social Sciences Composite Teaching, effective Spring, 2013.

David L. Buhler
Commissioner of Higher Education

DLB/PCS
Attachment

Programs and Planning Committee

Action Item

Request to Offer a BA/BS in Social Sciences Composite Teaching

Dixie State College

Prepared for:
David L. Buhler
by
Phyllis C. Safman

November 7, 2012

SECTION I: The Request

Dixie State College of Utah requests approval to offer a Bachelor of Arts degree and a Bachelor of Science degree in Social Sciences Composite Teaching, effective the first full semester after approval by the Board of Regents. This program was approved by the institutional Board of Trustees on September 17, 2012.

SECTION II: Program Description

Complete Program Description

The main goal of Dixie State College's Social Sciences Composite degree program will be to prepare social studies teachers for Utah's secondary schools. The program will produce graduates who, as teachers, can demonstrate knowledge in the content area by passing the required PRAXIS exams and by meeting the requirements of Dixie's nationally accredited teacher preparation program. To accomplish this goal, the degree will help students develop teacher competencies in American history, world history, Utah history, political science, geography, economics, and sociology. Students choosing the Social Sciences Composite will develop expertise in curriculum development, teaching methods, and classroom management which ensures that students in Utah's secondary schools have informed, enthusiastic, competent, and innovative teachers.

All content courses in the program will be taught by qualified faculty members in economics, history, political science, sociology, while the secondary education courses will be taught by qualified faculty in DSC's Secondary Education Teacher Program (SET).

Purpose of Degree

Dixie State College's dual mission includes offering "baccalaureate programs in high demand areas and in core or foundational areas consistent with four-year colleges"[2] DSC intends to seek approval for this and other baccalaureate degrees in core or foundational academic areas that are traditional at nearly every baccalaureate-granting institution of higher education in the nation.

The Social Sciences Composite Teaching degrees are integral to DSC's mission. The important issues that confront the world, including war and peace, prosperity and depression, and civil rights and liberties demand teachers who are prepared to help students make sense of the social world. Dixie State College, therefore, makes three fundamental commitments. The first commitment is to create Social Sciences Composite Teaching degrees built on a foundation of courses that require wide and critical reading in, clear and coherent writing about, and deep understanding of history, geography, economics, sociology, politics and government, and psychology. The second commitment is to use the degree programs to prepare teachers who are knowledgeable in history and each of the social sciences disciplines, prepared for the classroom, excited and committed both to work hard at adding to their classroom competence and to deepening their knowledge and understanding of the social world throughout their careers. The third

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[2] Dixie State College Mission Statement (approved 2005) http://new.dixie.edu/aboutdixie/mission_statement.php

commitment is to prepare graduates who are fully licensed with the necessary endorsements, as designated by the Utah Office of Education, to become professional teachers.

Institutional Readiness

Dixie State College is well prepared to support the Social Sciences Composite degrees. Population growth in Washington and Kane Counties for several decades has created demand for more educational opportunities. Since the first three baccalaureate degrees were initiated in 2000, DSC has continued to develop its faculty resources, infrastructure, and student support services to meet the needs of its constituents.

Institutional readiness for the Social Sciences Composite degree is reflected in the secondary education degrees in Art, English, Biology, Music, Physical Science Composite Teaching, and Theater. These content area degrees are further supported by DSC's Secondary Education Teaching Licensure program which is fully approved by the Utah State Board of Regents, the Utah State Office of Education, and is nationally accredited by the Teacher Education Accreditation Council (TEAC).

To ensure continued excellence in campus education programs, the College has instituted the Professional Educator Coordinator Committee (PECC). This committee is directed through the Academic Vice President's office in consultation with the Department of Education. Members include the Education School's dean and chair, the SET director, and selected deans, faculty, and advisors from approved undergraduate majors for secondary licensure along with four-year degree programs that are interested in developing an education emphasis. The purpose of PECC is to plan, coordinate, and evaluate the content, quality and effectiveness of the DSC teacher preparation program. It provides an avenue for discussion and coordination between all parties who have a vested interest in teacher education. The committee reviews program elements, curriculum, field experiences, student concerns, and makes recommendations for improvements.

Faculty

The roster of highly qualified and credentialed faculty in history, psychology, sociology, political science, and education bring a strong foundation for the proposed degree. DSC is aware that additional full-time terminally degreed faculty members will be needed. In addition to a lecturer-advisor, to be hired within the year, the History Department will have a full-time, tenure-track faculty position currently posted for an Asian specialist.[3] The Social Sciences Composite Teaching degrees will be submitted with the request for the Bachelor of Science and Bachelor of Arts History degrees.[4] To establish basic program faculty, the department is asking for one additional faculty member in geography with a specialty in human geography (the lecturer-advisor and full-time faculty with an Asian specialty are accounted for in the History degree proposal).

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[3] The department's faculty members are listed in Section VII.
[4] This Social Studies Composite degrees will be submitted concurrently with the College's History degree proposal. The additional history faculty and the lecturer/advisor requested in that proposal will be shared with the social studies composite program.

Faculty Category	Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Faculty Headcount at Full Program Implementation
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	12	1	13[5]
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	3		3
With Master's Degrees			
Full-time Tenured	1		1
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	19		19
With Bachelor's Degrees			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	3		3
Other			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
Total Headcount Faculty			
Full-time Tenured	13	1	14
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	25		25
Total Department Faculty FTE (As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")	Because this is a new program, related data from the Institutional Cost Study is not meaningful.		

Staff

The degrees will be supported by an existing department secretary and advising will be provided by a .74 FTE lecturer/advisor that will be hired as soon as the degrees are approved.

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[5] The Social Science Composite degree will use existing faculty from all social science disciplines. One additional faculty hire in human geography and a lecturer-advisor for the program will be sought when the degree is approved.

Library and Information Resources
The Holland Centennial Commons Library has been a willing partner as the College continues to expand appropriate collections to support its baccalaureate offerings. Keyword searches of the library's online catalog yields the totals summarized below:

- History: Of 30,871 items, of which 15,077 are books; 1,721 are audio-visual media; 2211 are microforms; and the rest are electronic resources.
- Economics: Of 1,918 items, 718 are books; 97 are audio/visual media; 135 are microforms, and the remainder are electronic resources.
- Sociology: Of 901 items, 293 are books; 13 are audio/video media; 60 are microforms and the remainder are electronic resources.
- Geography: Entries number 814, including 383 books; 45 audio/visual media; 23 microforms; and various electronic resources.
- Political Science: Of the 795 entries, 317 are books; 12 are audio/visual media; 90 are microforms; and the remainder are electronic resources.

In addition, the library subscribes to online databases which allow students and faculty to access specific academic journals, opinion and specialty magazines, and newspapers. These include *American History and Life, Global Search, Academic Search Premier, JSTOR, LexisNexis Congressional, Decades in America, Legal Collection, Milestone Documents in American History, Gender Watch, Ethnic NewsWatch, Company Profiles, Project Muse* (scholarly journals), *Salem History, Sage Journals, Social Studies Citation Index, Sage eReference Encyclopedias and Handbooks, Gale Virtual Reference Library, Oxford Reference Online*, Electronic Books, and Full Text Periodicals List.

DSC recognizes that library resources must be enhanced in history and the social sciences, requiring extra library resources, especially books and other hard copy materials for student use. The budget funding for library materials is reflected in the budget for the History BS and BA degrees proposal. A detailed list of library holdings is available for review upon request.

Admission Requirements
Students may be admitted into the Social Sciences Composite Teaching program by meeting with the lecturer/advisor and showing that they are in good standing with Dixie by maintaining a 2.75 cumulative GPA. Students must maintain a minimum 2.75 overall GPA in order to remain in good standing with the department. The Secondary Education has SET admission requirements consistent with the admission requirements used by other institutions in the Utah System of Higher Education.

Student Advisement
The department will create a lecturer/advisor position, shared with the history program, to handle student advisement in keeping with established Dixie precedents implemented in all other bachelor degree programs. Initially, the lecture/advisor is expected to spend about 40% of his or her time in advisement and 60% teaching; however, the proportion of time spent in advising will increase as the number of potential graduates grows. In addition, advisors in the Secondary Education program will advise majors in successful completion of their SET requirements, student teaching, various practica, and other requirements.

Justification for Graduation Standards and Number of Credits
Students will be able to complete the Social Science Composite Degrees at DSC in 125 credits, easily accomplished in four years of undergraduate work. After completing the general education requirements,[6] students will complete 66 hours of core courses in social studies disciplines and thirty-six credits in secondary education coursework as required by Utah Board of Education standards. Selection of social science core and elective courses ensures students have the best opportunity to pass the PRAXIS test. The list is also consistent with the Utah Board of Education's teacher requirements for the Social Studies composite endorsement.

External Review and Accreditation
Dr. Stephen Francis, Director of the Social Science Composite Teaching program at Weber State University, has reviewed the Dixie State proposal and offers valuable suggestions. A letter from Dr. Francis supporting this proposal and suggesting changes that would strengthen the program is summarized and available in its entirety upon request.

In addition to Dr. Francis' review, Carolee Coleman, a Social Studies specialist who consults with Utah State Office of Education and several school districts in the state, has reviewed the Dixie State College Social Sciences Teaching Composite degrees. The letter containing her proposal is also available upon request. Recommendations have been carefully and thoughtfully evaluated and incorporated into this proposal, as appropriate.

Accreditation of the Social Sciences Composite Teaching program will be incorporated into the institution's established accreditation process with all appropriate evaluations and measures to ensure rigor and excellence. Accreditation of the Secondary Education Teacher licensure program associated with the degree is based on state, national, and institutional standards. The SET program at Dixie State is currently accredited by the Teacher Education Accrediting Council (TEAC).

Projected Enrollment
Nationwide and local data (described in detail under "Need" and "Market Demand" below) suggest that this degree will be modestly popular among majors at the college. Projected enrollment growth for the program is detailed in the table below. This estimate is based on the growth at levels experienced in the secondary education programs in music, biology, and English. The department also knows that demand for teachers in Washington County was much more robust in the 2002-07 period when the economy was growing and school district budgets were more robust than in the 2008-11 period when government budgets and education spending have been sparse. Nevertheless, the department has adopted a conservative estimate for the degree's first five years. An initial cohort of three students seeking the degree is anticipated along with 10% per year growth.

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[6] The college's general education program requires 31 hours; however, many GE requirements will be filled within the core requirements for the degree.

Data Category	Current—Prior to New Program Implementation	Projected Year 1	Projected Year 2	Projected Year 3	Projected Year 4	Projected Year 5
Data for Proposed Program						
Number of Graduates in Proposed Program	0	0	0	1	3	5
Total # of Declared Majors in Proposed Program	0	3	3	4	4	5
Departmental Data – For All Programs Within the Department*						
Total Department Faculty FTE (as reported in the Faculty table above)	0	0	0	0	0	0
Total Department Student FTE (based on third week)	0	2	2	3	3	4
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)	0	0	0	0	0	0
Program accreditation required ratio of Faculty FTE to Student FTE, if applicable. NA	NRPA – COAPRT Accreditation guidelines make no fixed recommendation. The expectation is that Faculty/Student ratios conform to established overall institutional standards.					

Since there are no specific faculty designated to this shared program, Faculty FTE statistics could not be compiled.

SECTION III: Need

Program Need
As DSC moves to meet the identified benchmarks required for regional university status, several additional baccalaureate degrees will be needed; among them, history and Social Sciences Composite Teaching. These degrees would be the first baccalaureate degree programs in the history and social sciences area at Dixie State College. The need for the program is demonstrated by labor market demand, by anecdotal evidence and other evidence from student comments and other feedback, and by the success of similar programs at other institutions of higher education.

Labor Market Demand
While the study of history and the social sciences prepares students for careers in the private sector, law, and government, most of those who choose to major in history or a social studies aim at a teaching career. Some graduates will desire careers at the college and university level, but most will seek teaching positions in the secondary school system. The Utah Department of Workforce Service's "Utah Occupational Projections, 2006-2016" estimates that demand for high school teachers will grow by 2.6% annually and for middle school teachers the growth will be at 3.2% annually through 2016.[7] And this trend will continue.

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[7] *Utah Occupational Projections, 2006-2016*, (Excel Spreadsheet, rows 219 220) Utah Department of Workforce Services, http://jobs.utah.gov/opencms/wi/pubs/outlooks/stateoutlook/index.html

Utah has the highest ratio of children under the age of five years per 100 people of working age in the nation at 16.4. The next highest is Texas at 13.4. Utah is also the leader in the number of school age (5-17 years) children per 100 people of working age at 35.4.[8] This is further emphasized by the federal government which predicts good job prospects for all teachers through 2016.[9] A consultant for the USHE reported that teacher shortages in Utah remain critical and "Utah's colleges and universities need to be given the resources to recruit more students into education as well as the resources to train them."[10] The current economic downturn has mitigated the teacher shortages reported in 2007. However, the inevitable return of economic growth and the demographic imperatives listed above guarantee a return to the 2007 conditions. Graduates of Dixie State's Social Sciences Composite Teaching program will be in high demand based on their versatility in training that covers multiple subjects.

Much of this demand will come from Washington and Kane Counties, the Dixie State College service area. Between 2000 and 2009, the Washington County population grew by 61%. Where 90,300 people resided in the county in 2000, by 2009 the population had grown to 145,400.[11] The recession of 2008-09 has dampened this rapid growth temporarily, but as the State emerges from the economic downturn, the population growth should return. The Governor's Office of Planning and Budget believes the county will reach a population of 200,000 by 2014, a projected increase of 27% from the 2009's 145,400 residents.[12]

Student Demand

The department has two indicators of student demand. The first is a survey conducted by the department in Spring 2008 to determine whether students were interested in a baccalaureate degree in history. The sample included all sections of History 1700 taught by full-time faculty as well as a section of History 1110.[13] Because students in these courses are drawn from all interests across the campus, our sample reflects general student attitudes rather than those of individuals just interested in the social studies.

Of the 309 surveys collected over a two-day period, 246 of the respondents (80%) indicated they would stay at Dixie State College to complete their college work if degrees were offered in their chosen field. Of the 246 who wished to stay, 109 (44%) answered yes to a question asking if they would choose to complete their degree at Dixie State in history or one of the social studies. Those 109 were then asked the discipline they would choose if any option were available. The results are as follows:

- Anthropology   4%
- Economics   9%
- History   22%
- Political Science   8%
- Psychology   42%
- Sociology   15%

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[8] *2010 Economic Report of the Governor*, pg. 52, http://www.governor.utah.gov/dea/ERG/2010ERG.pdf
[9] U.S. Bureau of Labor Statistics, www.bls.gov
[10] David Sperry "Utah's K-12 Teacher Shortage Update." Utah System of Higher Education Press Release, November13, 2007.
[11] 2010 Economic Report of the Governor, pg. 48
[12] Population Area and Component of Change, (Excel Spreadsheet, row 32), Utah Governor's Office of Planning and Budget, http://www.governor.utah.gov/dea/projections.html
[13] History 1700 is Utah's one semester American History survey course used by most students at the college and in that state to fill the American Institutions requirement for graduation. History 1110 is Western Civilizations II which surveys European history from the French Revolution to the Present.

The 44% who chose social studies is so startling as to constitute prima facie evidence of student interest in additional social studies courses and baccalaureate offerings. The Regents have already recognized this by authorizing the Psychology program which was instituted fall semester of 2009. For the purposes of this proposal, the probability is that a significant proportion of these students will choose a teaching path.

The second indicator of student demand is the growth of the education majors on campus. The department assumes that if 44% of students in the survey were interested in history or the social sciences, a significant number would see education as the way to combine their interests with meaningful employment. To assess the interest in education, enrollment in two education courses were selected as indicators. First is EDUC 3110, Education Psychology, the initial upper division course required of Education majors. The growth of this course serves as an indicator of the number of students on campus who are serious about Education as a career. Its growth path, therefore, help predict interest in education degrees in the future. By itself, however, EDUC 3110 is inadequate, because the course includes students pursuing both Elementary and Secondary Education majors. A second indicator of such interest is SCED 4900, Secondary Student Teaching. Students who register for this student teaching have invested seven semesters completing their major and Education requirements and they have taken the Praxis test in their teaching area. The data, however, are limited because the Secondary Education program only started on the campus in the spring of 2009, and the sections of SCED were not offered until Fall of 2009. EDUC 3110 enrollment demonstrates a steady increase in popularity:
- 2007-2008 - 62 students
- 2008-2009 – 94 students
- 2006-2010 - 144 students
- SCED 4900 enrolled fourteen students in 2009-2010.

The growth in enrollments in EDUC 3100 show a 52% growth from 2007-2008 to 2008-2009 and another 52% increase from 2008-2009 to 2009-2010. This growth indicates real demand for training for a career in education at Dixie State College. The department assumes that growth in Secondary Education will follow a similar trajectory, and, combined with the interest in history and social studies demonstrated in the 2008 survey, justify the conclusion that a strong student demand for a Social Sciences composite teaching degree exists at Dixie State.

Similar Programs
Social Sciences Composite Teaching is a standard degree at four-year academic institutions. The University of Utah and Utah State University offer the program though their Education departments. Weber State and Southern Utah University have their history departments supervise their Social Sciences teaching composite. Much like Weber and SUU, the Humanities department will administer the program at Dixie State.

Collaboration with and Impact on Other USHE Institutions
Aside from the collaboration with Weber State University through Dr. Stephen Francis, social sciences faculty have had no communication with other USHE schools beyond the usual Majors' meetings and the careful review of similar program curricula at institutions offering a Social Sciences Composite Teaching program. DSC does not anticipate that implementation of this degree will have a significant impact on other institutions, even those nearest to St. George.

Dixie State acknowledges that Southern Utah University, the USHE institution closest to DSC, has a notable history program. However, Washington County supplies only 9% of SUU's total student body.[14] By contrast, 68% of DSC's freshman class comes from Washington County.[15] There is no evidence that recent expansion of degree offerings at DSC has had a negative impact on SUU's enrollments, and given the data about enrollment trends at the two institutions, it is not expected that the addition of a Social Science Composite Teaching degree at DSC will adversely affect SUU's student population.

Benefits
Washington County has only about 24% of population over the age of 25 holding a four-year degree of any kind, and Kane County is similarly aligned with 23.7% while the statewide average for Utah as a whole is currently about 29%[16]. There appear to be several factors at work keeping young college-age persons in the DSC service area from re-locating to pursue higher education, but the dynamics of expense, family pressures, and a highly desirable overall local environment seem to be potential influences. The approval of the proposed Social Science Composite degrees will improve access for the growing population of southwest Utah. The degrees will allow DSC to develop further its baccalaureate mission and to provide a number of skilled and well-trained teachers for local and regional high schools and middle schools.

Consistency with Institutional Mission
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." Furthermore, the mission statement states:

> 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 others.[17]

Baccalaureate degrees in history and the social sciences are "core or foundational areas" to which the Dixie State College's mission statement explicitly refers. The proposed Social Sciences Composite Teaching degrees align with the mission as articulated above and enhance the college's ability to attain mission fulfillment; furthermore, the community and service areas will benefit from the increase in well-trained and qualified teaching professionals who will enter the local secondary education workforce.

Section IV: Program and Student Assessment

Program Assessment
Student Learning Goals: The department's academic curriculum is organized around three learning goals:
1. Retention and Comprehension
2. Analysis and Application
3. Evaluation and Creation.

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[14] "All Students by County of Origin and Residency 2006-07 to 2010-11 (fall)," Fact Book for 2010-11, http://www.suu.edu/general/ir/fact10/enrollment-allcountyorigin.pdf
[15] Dixie State College End of Term Enrollment Report, Fall 2010, Tables 1-10, http://new.dixie.edu/ir/File/Fall10EOTEnrl.pdf
[16] US Census, http://quickfacts.census.gov/qfd/states/49/49053.html
[17] http://www.dixie.edu/aboutdixie/mission_statement.php

These goals are loosely based on Bloom's hierarchy which ranks thought processes from lower to higher level skills.

Goal #1, retention and comprehension, reflects the knowledge and comprehension skills at the bottom of Bloom's hierarchy. The fundamental task of introductory courses, and a primary goal of general education, is to enhance these first and second level intellectual skills by introducing freshmen and sophomores to the language and basic concepts of the disciplines. Introductory courses also start students on the road to acquiring the tools they need for analysis and application skills, Bloom's levels three and four, delineated in Goal #2. While upper division courses do engage in some Goal #1 skills, they are primarily concerned with developing the tools listed in Goal #2 and initiating students into the skills the Bloom places at the top of his hierarchy: the synthesis and evaluation associated with goal #3.

The primary focus of the Social Sciences Composite Teaching program will be guiding students to attain the skills outlined in Goals #1, #2, and #3. Assessment methods, therefore, are considered critical to the success of the undertaking. Not only must the students possess these skills, but the department must be able to demonstrate that they do. Consequently, the department has created an assessment system involving four interdependent components: faculty commitment to excellence, ongoing measurement of student achievement, the PRAXIS test, and successful placement of graduates.

Faculty Commitment: Each faculty member in the department is fully committed to rigorous and enthusiastic classroom environments that stimulate student learning; a commitment to ask students to read widely and critically; a commitment to ensure that students can write coherently, accurately, and competently; and a commitment to grade student performance fairly and honestly.

Expected Standards of Performance
Ongoing Measurable Student Achievement: The second component is measuring student achievement in class. For each existing course, and any future course, individual faculty create a set of instruments for measuring student achievement with predetermined education outcomes. This process begins with the establishment of objectives for each course based on a department generated list of learning goals and outcomes. Once the objectives are identified, a set of individual, independent measurement tools are created for assessing how well students in each class have achieved the goals. These range from traditional quantitative pre- and post-test instruments, to qualitative appraisal of reading and writing improvement during a semester, to the successful completion of major class projects that require deep knowledge, original thinking, and critical judgment. The assessment program is scheduled so that each tool is used several times in a three year cycle but no class uses all the tools in a single semester. This continuous approach allows faculty to adjust each course in specific ways to improve the course and enhance student learning.

The PRAXIS Test: Students desiring to teach in a state's secondary school systems must pass the PRAXIS test in their discipline.

Students seeking a teaching license through the Education department at Dixie State College are required to take the PRAXIS test in their discipline near the beginning of their senior year, the year devoted to education courses and student teaching. By their senior year, therefore, most will have finished their history and social studies requirements. The PRAXIS test will act as a program summative assessment in the Social Studies Composite program, serving as the primary indicator of the department's success in preparing the students for their teaching careers.

Placement: The final assessment tool used by the new program will involve tracking graduates to determine the number actually hired in as secondary school teachers. The lecturer/advisor will keep in long-term communication with graduates by requesting pertinent contact information. Partnerships with the alumni program and the career center will assist in tracking students after graduation. Each graduate will be contacted after four months, after one year, and after five years to determine their success at finding teaching positions and to request critiques and recommendations that can help the program improve.

Section V: Finance

Budget

Departmental Data	Current Budget—Prior to New Program Implementation	Year 1	Year 2	Year 3	Year 4	Year 5
5-Year Budget Projection						
Personnel Expense						
Salaries and Wages	0.0	$45,500	$47,092	$48,741	$50,447	$52,212
Benefits	0.0	$24,711	$25,575	$26,471	$27,397	$28,356
Total Personnel Expense	0.0	$70,211[18]	$72,667	$75,212	$77,844	$80,568
Non-Personnel Expenses						
Travel	0.0	0.0	0.0	0.0	0.0	0.0
Capital	0.0	0.0	0.0	0.0	0.0	0.0
Library	0.0	0.0	0.0	0.0	0.0	0.0
Current Expense	0.0	0.0	0.0	0.0	0.0	0.0
Accreditation Related Professional Activity	0.0	0.0	0.0	0.0	0.0	0.0
Total Non-personnel Expense	0.0	0.0	0.0	0.0	0.0	0.0
Total Expense (Personnel + Current)	0.0	$70,211	$72,667	$75,212	$77,844	$80,568
Departmental Funding		Year 1	Year 2	Year 3	Year 4	Year 5
Appropriated Funding	0.0	$66,742	$69,198	$70,009	$72,641	$73,630
Other	0.0	0.0	0.0	0.0	0.0	0.0
Special Legislative Appropriation	0.0	0.0	0.0	0.0	0.0	0.0
Grants and	0.0	0.0	0.0	0.0	0.0	0.0

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[18] Assumes an average individual faculty salary of $45,500 and salary increases of 3.5%. All other new program costs are requested in the History Program proposal.

Contracts						
Tuition to Program	0.0	$ 3,469	$ 3,469	$ 5,203	$ 5,203	$ 6,938
Total Revenue	0.0	$70,211	$72,667	$75,212	$77,844	$80,568
Difference						
Revenue-Expense	0.0	0.0	0.0	0.0	0.0	0.0
Departmental Instructional Cost/ Student Credit Hour (as reported in Institutional Cost Study for "Current" and using the same Cost Study definition for "Projection")	N/A					

Funding Sources

The funding for the proposed degrees will come from institutional funds, state allocations, and new tuition revenue. External funding sources will be vigorously pursued as conditions allow.

Reallocation

No current reallocation of program funds is planned.

Impact on Existing Budgets

No other programs will be affected by this program.

Section VI – Program Curriculum

Bachelor of Science in Social Sciences Composite Teaching

General Education Requirements		23*
*Other General Education Requirements are fulfilled in the Core Requirements for the degree **Indicates new courses to be added.		
History Core Courses		
Complete all of the following:		
HIST 1500	World History to 1500	3
HIST 1510	World History since 1500	3
HIST 2700	United States History to 1877	3
HIST 2710	United States History since 1877	3
HIST 3870	History of Utah	3
History Elective Courses		
Complete three of the following:		
HIST 3180	Nineteenth Century Europe	3
HIST 3190	Twentieth Century Europe	3
HIST 3670	Slavery and the American Republic	3
HIST 3700	Colonial America (1607 to 1763)	3
HIST 3730	Civil War and Reconstruction (1848 to 1876)	3

HIST 3740	Emergence of Modern America (1877 to 1941)	3
HIST 3750	Contemporary America	3
HIST4400	History of Islam	3
HIST 4490	Nazi Germany and the Holocaust	3
HIST 4730	Society and Culture in the United States (1780-1860)	3
	History Subtotal	**24**

Geography Core Courses		
Complete all of the following:		
GEOG 1000	Physical Geography (GE)	3
GEOG 1300**	World Regional Geography	3
GEOG 4200**	Geography of Utah	3
	Geography Subtotal	**9**

Economics Core Course		
Complete the following:		
ECON 1740	Economic History of the United States	3
ECON 1010	Economics of Social Issues	3
	Economics Subtotal	**6**

Political Science Core Course		
Complete the following:		
POLS 1100	American National Government	3
POLS 2100	Introduction to International Relations	3
	Political Science Subtotal	**6**

Sociology Core Course		
Complete all of the following:		
SOC 1010	Introduction to Sociology (GE Breadth)	3
SOC 3020	Social Psychology (GE Global)	3
	Sociology Subtotal	**6**

Psychology Core Courses		
Complete all of the following:		
PSYCH 1010	Introduction to Psychology (GE)	3
PSYCH 3400	Abnormal Behavior	3
PSYCH 3120	Cognitive Psychology	3
PSYCH 3710	Behavioral Neuroscience	3
	Psychology Subtotal	**12**

Teaching Social Studies Core Courses		
SS 4100**	Social Studies Curriculum and Methods	3
	Teaching Social Studies Subtotal	**3**
TEACHING SOCIAL STUDIES CORE AND ELECTIVES SUBTOTAL		**66**

SET EDUCATION COURSES		
Complete all of the following:		
EDUC 1010	Introduction to Education	3
EDUC 2010	Introduction to Exceptional Learners	3
EDUC 2400	Foundations in Multicultural Education & ESL	3
EDUC 2500	Technology for Educators and Electronic Portfolios	3
EDUC 3110	Educational Psychology (K-12)	3

SCED 3720	Reading and Writing in the Content Areas	3
SCED 4100	Curriculum, Instruction and Assessment w/ Practicum	3
SCED 4600	Classroom Management w/ Practicum	3
SCED 4900	Secondary Student Teaching	10
SCED 4000	Student Teaching Seminar	2
	Education Requirements Subtotal	**36**
	TOTAL CREDITS	**125**

Bachelor of Arts in Social Sciences Composite Teaching

General Education Requirements		**23***
*Other General Education Requirements are fulfilled in the Core Requirements for the degree **Indicates new courses to be added. 16 credits earned through coursework, examination, or vertical credit in a single Foreign Language required for BA. This degree plan and the sample schedule shows credit by examination for FL.		
History Core Courses		
Complete all of the following:		
HIST 1500	World History to 1500	3
HIST 1510	World History since 1500	3
HIST 2700	United States History to 1877	3
HIST 2710	United States History since 1877	3
HIST 3870	History of Utah	3
History Elective Courses		
Complete three of the following:		
HIST 3180	Nineteenth Century Europe	3
HIST 3190	Twentieth Century Europe	3
HIST 3670	Slavery and the American Republic	3
HIST 3700	Colonial America (1607 to 1763)	3
HIST 3730	Civil War and Reconstruction (1848 to 1876)	3
HIST 3740	Emergence of Modern America (1877 to 1941)	3
HIST 3750	Contemporary America	3
HIST4400	History of Islam	3
HIST 4490	Nazi Germany and the Holocaust	3
HIST 4730	Society and Culture in the United States (1780-1860)	3
	History Subtotal	**24**
Geography Core Courses		
Complete all of the following:		
GEOG 1000	Physical Geography (GE)	3
GEOG 1300**	World Regional Geography	3
GEOG 4200**	Geography of Utah	3
	Geography Subtotal	**9**
Economics Core Course		
Complete the following:		
ECON 1740	Economic History of the United States	3
ECON 1010	Economics of Social Issues	3
	Economics Subtotal	**6**

Political Science Core Course		
Complete the following:		
POLS 1100	American National Government	3
POLS 2100	Introduction to International Relations	3
	Political Science Subtotal	6
Sociology Core Course		
Complete all of the following:		
SOC 1010	Introduction to Sociology (GE Breadth)	3
SOC 3020	Social Psychology (GE Global)	3
	Sociology Subtotal	6
Psychology Core Courses		
Complete all of the following:		
PSYCH 1010	Introduction to Psychology (GE)	3
PSYCH 3400	Abnormal Behavior	3
PSYCH 3120	Cognitive Psychology	3
PSYCH 3710	Behavioral Neuroscience	3
	Psychology Subtotal	12
Teaching Social Studies Core Courses		
SS 4100**	Social Studies Curriculum and Methods	3
	Teaching Social Studies Subtotal	3
	TEACHING SOCIAL STUDIES CORE AND ELECTIVES SUBTOTAL	66
SET EDUCATION COURSES		
Complete all of the following:		
EDUC 1010	Introduction to Education	3
EDUC 2010	Introduction to Exceptional Learners	3
EDUC 2400	Foundations in Multicultural Education & ESL	3
EDUC 2500	Technology for Educators and Electronic Portfolios	3
EDUC 3110	Educational Psychology (K-12)	3
SCED 3720	Reading and Writing in the Content Areas	3
SCED 4100	Curriculum, Instruction and Assessment w/ Practicum	3
SCED 4600	Classroom Management w/ Practicum	3
SCED 4900	Secondary Student Teaching	10
SCED 4000	Student Teaching Seminar	2
	Education Requirements Subtotal	36
	TOTAL CREDITS	125

New Courses to Be Added in the Next Five Years

	Course	Course Title	Credit Hours
Semester 3	GEOG 1300	World Regional Geography	3
Semester 6	GEOG 4200	Geography of Utah	3
Semester 7	SS 4100	Social Studies Curriculum and Methods	3

Sample Program Schedule

Hypothetical Program Schedule, Baccalaureate in Social Sciences Composite Teaching

Semester 1	
Course Prefix and Title	**Credits**
ENGL 1010, Introduction to Writing	3
LIB 1010, Information Literacy	1
MATH 1040, Introduction to Statistics	3
HIST 1500, World History to 1500 (Core)	3
GEOG 1000, Physical Geography (Core)	3
CIS 1200, Computer Literacy (Institutional Requirement)	3
First Year Experience (Institutional Requirement)	1
Total	17

Semester 2	
Course	**Credits**
ENGL 2010, Intermediate Writing	3
BIOL 1010/1015, General Biology with Lab	4
ANTH 1000, Introduction to Anthropology (Core)	3
HIST 1510, World History since 1500 (Core)	3
SOC 1010, Introduction to Sociology (Core)	3
Total	15

Semester 3	
Course	**Credits**
PSYC 1010, General Psychology (Core)	3
HIST 2700, America to 1877 (Core)	3
SOC 3020, Social Psychology (Core)	3
EDUC 1010, Introduction to Education (Core)	3
GEOG 1300, World Regional Geography (Core)	3
Total	15

Semester 4	
Course	**Credits**
ECON 1740, Economic History of the US (Core)	3
HIST 2710, America since 1877 (Core)	3
EDUC 2010, Introduction to Exceptional Learners (Core)	3
POLS 1100, American Government (Core)	3
HIST Upper-level electives	6
Total	18

Semester 5	
Course	**Credits**
ARTH 2710, Art History I	3
PSYCH 3400, Abnormal Behavior (Core)	3
ENGL 2200, Introduction to Literature	3
EDUC 2400, Introduction to Multicultural Education and ESL (Core)	3
EDUC 2500, Technology for Educators and Electronic Portfolios (Core)	3
HIST Upper-level elective	3
Total	18

Semester 6	
Course	Credits
PSYC 3120, Cognitive Psychology (Core)	3
TSCC 3000, Social Studies Curriculum and Methods (Core)	3
GEOG 4200, Geography of Utah (Core)	3
EDUC 3110, Educational Psychology (K-12) (Core)	3
HIST 3870, History of Utah (Core)	3
Total	15

Semester 7	
Course	Credits
HIST Upper-level elective	3
PSYC 3710, Behavioral Neuroscience (Core)	3
SCED 3720, Reading and Writing in the Content Areas(Core)	3
SCED 4100, Curriculum, Instruction and Assessment w/Practicum (Core)	3
SCED 4600, Classroom Management (Core)	3
Total	15

Semester 8	
Course	Credits
SCED 4900, Secondary Student Teaching (Core)	10
SCED 4986, Student Teaching Seminar (Core)	2
Total	12
Total for Graduation	125

Section VII: Faculty

Full-time Faculty

- Joe A. Green — Political Sci. — MS, 1978, Utah State University
- Joel A. Lewis — History — PhD, 2006 Central Michigan U./Strathclyde U.
- Norman C. McLeod — History — PhD 1991, Howard University
- Frank J. Klackle Universidad — History — ABD, Central Michigan U./ Benemérita Autónoma de Puebla
- Matthew Smith-Lahrman — Sociology — PhD, 1996, Northwestern University
- Munir Mahmud — Economics — PhD 1997, University of Illinois, Urbana-Champaign
- Robert Carlson — Psychology — PhD 1998, UC Irvine
- Christine Chew — Psychology — PhD 2006, University of Denver
- John T. Jones Buffalo — Psychology — PhD 2003, State University of New York at
- Danielle Larsen-Rife — Psychology — PhD, 2006, UC Davis
- Kristine Olson — Psychology — PhD 2011, Washington State University
- Michael Rahilly — Psychology — PhD 2003, UC Davis

Part-time (.74) Faculty

- Ron Rife — History — MA 2009, California State, Sacramento
- Valerie Carlson — Psychology — MS 1995, UC Irvine

- Aaron Combs   Lect/Advisor   BS 1995, Utah State University
- Deborah Decker   Lect/Advisor   BS 2011, Dixie State College

Adjunct Faculty

Bruce Belmont	Political Sci.	MA 2005, University of Nevada, Las Vegas
Lyle Hughes	Political Sci.	PhD 1993, University of Mississippi
Joana Odencrantz	Political Sci.	PhD 2011, University of Utah
Nathan Caplin	History/Law	JD 2010, Brigham Young University
Reuben Wadsworth	History	MA 2009, University of Nevada, Las Vegas
Edward Lyman	History	MS 1967, University of Utah
Marilyn White	History	MA 1989, Brigham Young University
Ann Greathouse	Sociology	MA, University of Nebraska Omaha
Read Logan	Sociology	MA 2008, Utah State University
Mariana Taylor	Anthropology	MA 1977, Loma Linda University
Palwasha Ahad	Psychology	PhD 2010, University of Nevada, Reno
Jim Cantrell	Psychology	MS 1980, Chapman University
Steven Child	Psychology	MSW 1997, Arizona State University
William Endsley	Psychology	PhD, 1976 Brigham Young University
Dan Huntsman	Psychology	MS 2009, University of Phoenix
Colin Metzger	Psychology	MS 2003, Utah State University
Mark Richins	Psychology	MFHD 2008, Utah State University
Jeannie Robinson	Psychology	MS 1994, Utah State University
Russell Talbot	Psychology	MSW 1993, University of Nevada, Las Vegas
Alahassan Wahabu	Psychology	MPA 2009, Southern Utah University

Full-time Education Faculty

John Goldhardt	Education	EdD 2004, University of Nevada, Las Vegas
Nancy Hauck	Education	EdD 2012, Utah State University
Chizu Matsubara	Education	PhD 2007, University of Nevada, Reno
Sandy Peterson	Education	PhD 1999, University of Utah
Brenda Sabey	Education	EdD 1997, University of Nevada, Reno
Tracy Wheeler	Education	EdD 2006, Utah State University
Deanne Murray	Social Studies	MEd 1993, Brigham Young University

November 7, 2012

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

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

Introduction

Regents' Policy R401 sets forth the processes by which the Regents will assure appropriate program offerings throughout Utah System of Higher Education (USHE) institutions and the quality and viability of those program offerings. As the program approval and review process has evolved, it has become more complex. Last year, revision to the policy involved assuring internal consistency of the policy and improved organization. This year's proposed revision to the policy streamlines the approval process into two major "levels:" (1) Approval by the Program Review Committee (PRC) for all new degree programs; and (2) approval by the Office of the Commissioner of Higher Education (OCHE) staff with approval by the Regents on the General Consent Calendar for all other program approvals and changes that are not handled by the Boards of Trustees of the institutions.

This policy, as revised, has the support of the Chief Academic Officers (CAOs), who have suggested revisions which have been incorporated in this revision.

Program Description

The following actions have been taken and are reflected in the revised version of the R401 being provided for review:

- **Organizes the two levels of Regent approval** as follows:
    - Approval by the PRC and Committee of the Whole (Regents' Agenda)—New Degrees
    - Approval by the OCHE Staff and on the General Consent Calendar of the Regents— All Other Items that Receive Regent Review
- **Clusters** like items together within the policy (e.g., all information about Certificate approval in one location) for ease of institutional use.
- **Clarifies data required for Full Template** with an emphasis on department-level data and how it will change with program implementation.
- **Adjusts language** to clarify procedures and submission information for the institutions.

<u>Commissioner's Recommendation</u>

<u>The Commissioner recommends the Board approve the revision of Regents' Policy R401: Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports.</u>

_____
David L. Buhler
Commissioner of Higher Education

DLB/EJH
Attachments

Utah System of Higher Education

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

~~Approved~~Submission for Approval on November ~~18, 2011~~16, 2012

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UTAH SYSTEM OF HIGHER EDUCATION

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

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

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

R401-2. References.

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

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

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

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

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

2.6.   Policy and Procedures R411, Cyclical Institutional Program Reviews

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

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

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[1] Approved November 7, 1972, amended September 25, 1973, February 21, 1984, April 27, 1990 and revised and combined with R402 October 27, 2000. [R402 was approved September 10, 1971, amended November 18, 1980, July 19, 1983, March 20, 1984, September 12, 1986, August 7, 1987, October 26, 1990, April 16, 1993, January 21, 1994, May 1, 1997, May 29, 1998, and revised and combined with R401 October 27, 2000.] R401 amended June 1, 2001, November 6, 2002, May 30, 2003, May 30, 2003, October 19, 2004, December 14, 2007, April 1, 2010, and November 18, 2011.
[2] The Preamble was adopted by the Chief Academic Officers of the Utah System of Higher Education in September 2004.

2.9. Policy and Procedure R481, Academic Freedom, Professional Responsibility, Tenure, Termination, and Post-Tenure Review

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

R401-3. Definitions

3.1. Articulation Agreement: All transfer and articulation agreements between lower- and upper-division programs and largely inclusive of general education courses are discussed and agreed upon at the annual Faculty Discipline Majors' Meetings. Additional transfer and articulation agreements, such as those in Career and Technical Education (CTE), may be developed between and among institutions. If the CTE agreements affect general education transfer and articulation, they should be introduced to the appropriate Faculty Discipline Major's Meeting in order to inform other USHE institutions.

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

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

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

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

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

3.6.3.7. Program Review Committee (PRC): A subcommittee of The Board of Regents' Programs and Planning Committee serves as the PRC and is responsible for academic program review.

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

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

3.9.3.10. Certificate of Proficiency: A program of study that can be constructed in two ways: (1) less than a year in length (less than 30 semester credit hours, or less than 900 clock hours) ending in a certificate issued under the authority of the institution, not requiring approval by the Board of Regents, or (2) 600 - 899 clock hours or 16 – 29 semester credit hours, meeting federal financial aid requirements, and requiring approval by the Board of Regents. Certificates of proficiency may be entry-level or with industry experience and clear explanation of total time to completion may require prerequisites of related industry experience and/or previous course work or degree attainment.

3.10.3.11. Certificate of Completion: A program of study more than atypically one year in length (30-33 semester credit hours or 900-990 clock hours) authorizedapproved by the Board of Regents, and approved through. Certificates of completion may be entry-level or with industry justification and clear explanation of total time to completion may require prerequisites of related industry experience and/or

previous course work or degree attainment. Certificates more than 45 credit hours or 1350 clock hours must show how the new program approval process. Based on compelling reasons, exceptions to certificate can lead to an associate's degree within the maximumnormal credit hour requirement may be granted by the Regentsrequirements for that degree. When appropriate, transfer agreements should be included in the program proposal.

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

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

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

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

R401-4. Regents' Approval, Agenda. Institutions submitting program proposals requiring approval by the Regents' approvalCommittee of the Whole shall adhere to the procedures shown in R401-4.2 and summarized in **Appendix A: Flow Chart for Procedures for Items Requiring Regent Approval, Agenda.** When submitting proposals to the OCHE for one of the items specified in R401-4.1, the institution should use the template specified for each item in R401-4.1 and follow the Proposal Notification and Submission Procedures (R401-76).

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

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

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

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

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

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

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

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

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

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

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

4.1.5.1.1.687081155.   Minor (Abbreviated Template required, including the curriculum, Appendix G). The term "minor" refers to a coherent collection of related courses that are deemed to be a student's secondary field of academic concentration or specialization during undergraduate studies. A Minor which is presented within a Bachelor's Degree proposal will be identified and included in the full template.

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

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

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

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

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

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

4.1.11.1.1.687081155. Follow-up Reports on Approved Programs (New Programs Follow-up Report Template Required, Appendix D). All programs approved by the Regents require a report three years after implementation or two years after implementation for programs approved under the Fast-Track procedure.

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

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

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

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

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

4.2.3. **Institutional Submission of Request to the OCHE.** See R401-76, Proposal and Notification Submission Procedures, and appropriate Template instructions.

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

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

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

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

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

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

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

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

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

    4.3.2.1.1.1.1.687081155. Review and Approval by Institutional Board of Trustees. The certificate must have been approved by the institution's internal program development and approval procedure.

    4.3.2.2.1.1.1.687081155. Review through the Career and Technical Education Regional Planning Process. Institutional CTE Directors coordinate regional planning processes.

        4.3.2.3. Institutional Submission of Request to OCHE Academic Affairs Staff. See R401-7, Proposal and Notification Submission Procedures, and appropriate Template instructions.

~~4.3.2.4. Review by OCHE Academic Affairs Staff and Commissioner Response. The OCHE Academic Affairs staff will review the proposal and recommend action to the Commissioner. Within 15 days of the item being received by OCHE, the institution will be notified that either: (1) further information is required by the Commissioner, or (2) the item is being returned~~ with approval for immediate effect.

~~4.3.2.5. Regent Consideration.~~ ~~The program will be placed~~ Regent Approval on the General Consent Calendar ~~of the next Regents' meeting.~~

~~4.3.3.1.1.687081155.~~ ~~Two-Year Review of Programs Approved through the Fast-Track Procedure (Report Template Required, Appendix D). Institutions operating programs approved through the Fast-Track procedure must submit a report to the Commissioner's Academic Affairs staff for review two years from the date the program is implemented. Once the report has been reviewed and found to contain the required information, it will be posted on a website for review by PRC members if they so choose, and forwarded to the Regents for the next agenda. The Regents may request information in addition to that contained in the report.~~

R401-5. ~~Review by OCHE with Return to Institutional Boards of Trustees If No Concerns Exist.~~ Institutions submitting proposals under R401-5 shall adhere to the procedures shown in R401-5.2 and summarized in **Appendix E: Flow Chart for Items Reviewed by** ~~OCHE and Returned to Institutional Boards of Trustees if No Concerns Exist.~~ the OCHE and Approved on the General Consent Calendar. When submitting proposals to the OCHE for one of the items specified in R401-5.1, the institution should use the template specified for each item in R401-5.1 and the Proposal Notification and Submission Procedure (R401-~~7~~6).

5.1. Minors and Emphases.

5.1.1. Minor (Abbreviated Template required, including the curriculum, Appendix G). The term "minor" refers to a coherent collection of related courses that are deemed to be a student's secondary field of academic concentration or specialization during undergraduate studies. A Minor which is presented within a Bachelor's Degree proposal will be identified and included in the full template.

~~5.1. Program Items to be Reviewed by OCHE and Returned if No Concerns Exist.~~

~~5.1.1.~~5.1.2. **Emphasis.**

~~5.1.1.1.~~5.1.2.1. **Emphasis Added to an Existing Degree.** The proposing institution shall submit an **Abbreviated Template, with the program curriculum section (Appendix G)** to add an emphasis to an existing degree.

~~5.1.1.2.~~5.1.2.2. **Emphasis Contained within a Proposal for a New Degree.** When an emphasis is contained within a degree being presented for initial approval, the emphasis should be identified within the new degree proposal and approved through the new degree approval process (see R401-4).

5.2. **Certificates.**

5.2.1. **Certificate** of Proficiency ~~Not Eligible for Financial Aid~~ (**Abbreviated Template Required** with Curriculum, **Appendix G).** ~~CTE programs~~Certificates of ~~less than 900~~Proficiency with 600-899 clock hours ~~that~~ or 16-29 credit hours, meeting federal financial aid requirements, are approved through this process. Certificates of Proficiency not falling within these parameters are

offered under the authority of the institution and do not require Regent approval. See definition in 3.9 above. May be submitted for Fast-Track approval with Full Template (5.2.4).

5.1.2.5.2.2. **Certificate of Completion (Full Template Required, Appendix B).** A program of study typically one year in length (30-33 semester credit hours or 900-990 clock hours). See definition in 3.10 above. May be submitted for financial aid.Fast-Track approval (5.2.4).

5.2.3. Graduate Certificate (Abbreviated Template Required with Curriculum, Appendix G). A program of study less than a year in length made up of graduate level course work with a prerequisite of at least a baccalaureate degree.

5.2.4. Fast Track Approval for Certificates (Template Required Consistent with Certificate Type as Noted in 5.2.1. and 5.2.2.). To meet immediate industry needs and for other compelling reasons Certificates of Proficiency needing approval for financial aid, and Certificates of Completion, may be submitted for Fast Track approval.

5.3. **Review Procedure for Fast Track Certificate Requests.**

5.3.1. Eligible Programs for Fast Track Approval (Template Required Consistent with Certificate Type as Noted in 5.2.1. and 5.2.2.). Certificates of Proficiency needing approval for financial aid and Certificates of Completion may be submitted to the Commissioner for Fast Track approval.

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

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

5.3.2.2. Review through the Career and Technical Education Regional Planning Process. Institutional CTE Directors coordinate regional planning processes.

5.3.2.3. Institutional Submission of Request to the OCHE Academic Affairs Staff. See R401-6, Proposal and Notification Submission Procedures, and appropriate Template instructions.

5.3.2.4. Review by the OCHE Academic Affairs Staff and Commissioner Response. The OCHE Academic Affairs staff will review the proposal and recommend action to the Commissioner. Within 15 days of the item being received by the OCHE, the institution will be notified that either: (1) further information is required by the Commissioner, or (2) the item is being returned with approval for immediate effect.

5.3.2.5. Regent Consideration. The program will be placed on the General Consent Calendar of the next Regents' meeting.

5.4. **Administrative Unit Creation or Change.**

5.4.1. Creation, Transfer, Restructuring, or Consolidation of Existing Administrative Units (Abbreviated Template Required, Appendix G).

5.4.2. New Centers, Institutes, or Bureaus (Abbreviated Template Required, Appendix G). Administrative entities that perform primarily research, instructional, or technology transfer functions and are intended to provide services to students, the community, businesses, or other external audiences, or to obtain external funds.

5.5. Program Change.

~~5.1.3.~~5.5.1. Out-of-Service-Area Delivery of Programs (Abbreviated Template Required, Appendix G).~~Out-of-Service-Area Delivery of Programs (Abbreviated Template Required, Appendix G).~~ Programs that require substantive change notification to the regional accreditation organization and/or are offered outside of the institution's designated service area (see ~~R315, Service Area Designations and Coordination of Off-Campus Courses and Programs; R350-55~~R512, Institutional Mission and Roles; R355, Education Television and Communications Networking~~; and R508, Guidelines for Approving Lists of Comparable Institutions)~~.

Transfer, Restructuring, or Consolidation of Existing Programs (Abbreviated Template Required, Appendix G).———

5.5.2.

~~5.1.4.~~ Name Changes of Existing Programs (Abbreviated Template Required, Appendix G).

~~5.1.5.~~5.5.3. ~~Transfer, Restructuring, or Consolidation of Existing Programs (Abbreviated Template Required, Appendix G).~~

~~5.1.6.~~5.5.4. Discontinuation or Suspension of Programs (Abbreviated Template Required, Appendix G).

~~5.1.6.1.~~5.5.4.1. **Discontinuation.** Discontinuation of a program consists of entirely removing the program from the institution's and the Board of Regents' list of approved programs, after current students have an opportunity to complete.

~~5.1.6.2.~~5.5.4.2. **Suspension.** Suspension of a program is a temporary prohibition of new enrollments to the program. The program will remain on the Board of Regents' list of approved programs and may, according to the institution's discretion, remain in the online and/or printed catalog until fully discontinued.

~~5.1.6.3.~~5.5.4.3 **Student Completion.** Students currently admitted to the program must be provided a way to complete the program in a reasonable period of time compatible with accreditation standards. This may require:

    a.   Enrollment of students at other institutions of higher education, or

    b.   Courses to be taught for a maximum of two years after discontinuation of the program or until there are no other admitted students who are entitled to complete the program, whichever comes first.

~~5.1.6.4.~~5.5.4.4. **System Coordination.** Institutions should consider the statewide impact of discontinuing the program and identify opportunities for establishing the program at another USHE institution. Institutions should consider discontinuance of unnecessarily duplicated programs within the USHE, particularly programs that may be high cost and/or low producing.

5.1.7.1.1.687081155. Creation, Transfer, Restructuring, or Consolidation of Existing Administrative Units (Abbreviated Template Required, Appendix G).

5.1.8.1.1.687081155. New Centers, Institutes, or Bureaus (Abbreviated Template Required, Appendix G). Administrative entities that perform primarily research, instructional, or technology transfer functions and are intended to provide services to students, the community, businesses, or other external audiences, or to obtain external funds.

5.1.9. Graduate Certificates (Abbreviated Template Required, Appendix G). A program of study, less than a year in length, made up of graduate level courses, with a pre-requisite of at least a Bachelor's degree.

5.2. Review Process for Program Items Requiring OCHE Review with Return to the Institution if No Concerns Exist. See Appendix F for the flowchart of this process.

5.2.1.1.1.687081155. Review and Approval by Institutional Board of Trustees.

5.2.2. Institution Submits Request to the OCHE. See R401-7, Proposal and Notification Submission Procedures.

5.2.3. OCHE Staff Review.

5.2.4.1.1.687081155. CAO Review (optional, necessity determined by OCHE staff). The OCHE may share proposals with the institutional CAOs for further feedback as needed.

5.2.5. OCHE Notice to the Institution of Need for Further Information or Approval. Within 15 days of the item being received by OCHE, the institution will be notified that either: (1) further information is required by the Commissioner, or (2) the item is being returned with approval.

5.2.6. OCHE Staff Places Item on the Regents' General Consent Calendar for approval.

R401-6. Items Approved by Institutional Boards of Trustees with Notice to OCHE. The program items specified in R401-6.1 will be the responsibility of the institutional Boards of Trustees. Institutions submitting proposals under R401-6 shall adhere to the procedures shown in R401-6.2 and summarized in **Appendix H: Flow Chart for Items Approved by Institutional Boards of Trustees with Notice to OCHE**. When providing notice to the OCHE for one of the following items, the institution should use the template specified for each item in R401-6.1, and follow the Proposal Notification and Submission procedures (R401-7).

6.1. Program Items Requiring Approval by Institutional Boards of Trustees with Notice to OCHE.

5.5.5. Reinstatement of Previously Suspended Program or Administrative Unit (Abbreviated Proposal Template Required, Appendix G). If circumstances change and an institution plans to restart a suspended program or an administrative unit, the institution must give notice to the Board of Regents. Notice should include a statement verifying the program name, administrative unit structure and/or the curricular content are identical to the original program. If either the name or curricular content of the program have changed, the program should be submitted as a new program and the suspended program should be deleted.

5.6. Review Process for Program Items Requiring the OCHE Review and Recommendation with Regent Approval on the General Consent Calendar. See Appendix F for the flowchart of this process.

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

5.6.2. Two-Year Review of Programs Approved through the Fast Track Procedure (Report Template Required, Appendix D). Institutions operating programs approved through the Fast Track procedure must submit a report to the Commissioner's Academic Affairs staff for review two years from the date the program is implemented. Once the report has been reviewed and found to contain the required information, it will be posted on a website for review by PRC members if they so choose, and forwarded to the Regents for the next agenda. The Regents may request information in addition to that contained in the report.

5.6.3. Review and Approval by Institutional Board of Trustees.

5.6.4. Institution Submits Request to the OCHE. See R401-6, Proposal and Notification Submission Procedures.

5.6.5. OCHE Staff Review.

5.6.6. CAO Review (optional, necessity determined by the OCHE staff). The OCHE may share proposals with the institutional CAOs for further feedback as needed.

5.6.7. OCHE Notice to the Institution of Need for Further Information or Approval. Within 15 days of the item being received by the OCHE, the institution will be notified that either: (1) further information is required by the Commissioner, or (2) the item is being placed on the Regents' General Consent Calendar.

5.6.8. OCHE Staff Places Item on the Regents' General Consent Calendar for approval.

6.1.1.5.6.9. **Reinstatement of Previously Suspended Program or Administrative Unit (Abbreviated Proposal Template Required, Appendix G).** If circumstances change and an institution plans to restart a suspended program or an administrative unit, the institution must give notice to the Board of Regents. Notice should include a statement verifying the program name, administrative unit structure and/or the curricular content are identical to the original program. If either the name or curricular content of the program have changed, the program should be submitted as a new program and the suspended program should be deleted.

5.7. Reports.

6.1.2.5.7.1. **Cyclical Institutional Program Reviews.** See Policy and Procedures, R411, Cyclical Program Reviews.

6.1.3.5.7.2. **List of Scheduled Program Reviews.** The annual list of scheduled program reviews as defined in R411, Review of Existing Programs, including date of review. The list is due at the beginning of each September.

6.1.4.5.7.3. **Programs under Development or Consideration (Program Planning Report Required, Appendix IH).** These planning documents submitted in February of each year will provide Regents with a system-wide view of the programs that may be brought to them for approval.

5.7.3.1. Submission Timeline for Program Planning Report. In February of each year, each institution shall submit an updated program planning report of programs under development or consideration that may be brought to the Regents for formal approval within the next 36 months.

6.1.4.1.5.7.3.2. **Continuous Update.** The information in each matrix is to be updated whenever the status of a program changes or a new program is being considered. Once a program has been approved by the Regents or is no longer under consideration at an institution, it should not appear in the matrix.

6.1.4.2.1.1.1.1. Submission Timeline for Program Planning Report. In February of each year, each institution shall submit an updated program planning report of programs under development or consideration that may be brought to the Regents for formal approval within the next 36 months.

6.2. Review Process for Items Requiring Approval by Institutional Boards of Trustees and Notice to OCHE.

6.2.1. Review and Approval by Institutional Board of Trustees.

6.2.2. Institution Submits Notice to OCHE. See R401-7 and the instructions for the appropriate template for submission guidelines.

6.2.3. OCHE Staff Review. OCHE Academic Affairs staff reviews the notice to assure the action requested is clear and documents the information in OCHE files and data bases.

R401-7.R401-6. **Proposal and Notification Submission Procedures.**

7.1.6.1. **Proposal Templates.** The template required for each type of item is specified in the listing of items (R401-4.1, R401-5.1, and R401-6.15). For those approvals requiring only an Abbreviated Proposal Template, the Commissioner reserves the right to require a more detailed proposal, including a full proposal, if questions or concerns are raised.

7.1.1.6.1.1. **Classification of Instructional Program (CIP) Codes.** When preparing the submission template, the institution must choose an appropriate CIP code. For CIP code classifications, see: http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55. The CIP code is a critical data element and will be recorded by the OCHE and used for data requests, reporting, and tracking.

7.1.1.1.6.1.1.1. **CIP Codes for All Programs except Apprenticeship Programs.** Only one CIP code will be accepted per program—including all emphases under that program. The only exception is for apprenticeship programs.

7.1.1.2.6.1.1.2. **CIP Codes for Apprenticeship Programs.** The institution will be allowed to use multiple appropriate CIP codes for different apprenticeship emphases. These CIP codes will be recorded by the OCHE for data requests, reporting, and tracking.

7.2.6.2. **Proposal Style.** All submissions must:

7.2.1.6.2.1. Be written in a formal style, using third person.

7.2.2.6.2.2. _____Use Arial Narrow 12-point font, single-spaced. Remove italics when using templates.

7.2.3.6.2.3. _____Have 1" margins.

7.2.4.6.2.4. _____Be sent to the Commissioner's Academic Affairs staff as an electronic word processing document (preferably Microsoft Word).

R401, Appendices

UTAH SYSTEM OF
HIGHER EDUCATION

Appendix A: Flow Chart for Regent's Approval, Agenda

| Institutional review and Board of Trustees approval. | → | Specialized approval for selected programs. (4.2.2). May be concurrent with institutional review. | → | Full proposal template to OCHE. | → | OCHE staff review. |

| Regents' Committee of the Whole | ← | Regents' Planning and Programs" Committee | ← | PRC review. • More info needed OR • Item approved; prepared for Regents' agenda. | ← | Council of CAOs review. |

| Institutional review and Board of Trustees approval. | → | Specialized approval for selected programs (4.2.2). May be concurrent with institutional review. | → | Full proposal template to the OCHE. | → | OCHE staff review. |

| Regents' Committee of the Whole | ← | Regents' Planning and Programs Committee | ← | PRC review. • More info needed OR • Item recommended for approval; prepared for Regents' agenda. | ← | Council of CAOs review. |

Appendix B: Full Template

Instructions:

- The Full Template should be used for those items identified as needing the Full Template in R401-4 and R401-5 and listed as possible items to check on the Cover/Signature Page below.

- A Full Template consists of a **Cover/Signature Page — Full Template, Executive Summary — Full Template, and Program Description — Full Template.**

  - **Cover/Signature Page — Full Template:** —Complete the items requested at the top of the page, INCLUDING SELECTING a CIP Code.- Check which type(s) of item(s) apply. For example, you may check a certain kind of certificate AND "fast tracked."

  - **Executive Summary — Full Template:** The executive summary must not exceed two (2) pages.

  - **Program Description — Full Template:** Complete the sections requested, removing the descriptive italics and replacing them with the content of the proposal.

- Prepare the Full Template per R401-76 instructions **as a Word document** (no PDF formats). Begin each of the three sections (Cover/Signature Page, Executive Summary, and Program Description) at the top of a new page. When *descriptions of the content required for each section appear in this font color,* **the italics are to be removed before the institution submits the proposal to the OCHE.**

- The CAO or his/her designated representatives should e-mail the completed Full Template (including electronic signature) to academicaffairs@utahsbr.edu.

- The institution is responsible for maintaining a record of the submission as the OCHE Academic Affairs office is not responsible for storing electronic copies of submitted proposals.

Appendix B: Full Template

Institution Submitting Request: *Name of Institution*
Proposed Title: *Program or Unit Title being proposed*
School or Division or Location: *Name of School/Division Location*
Department(s) or Area(s) Location: *Name of Department/Area Location*
Recommended Classification of Instructional Programs (CIP) Code[3] : *00.0000*
Proposed Beginning Date: *MM/DD/YEAR*
Institutional Board of Trustees' Approval Date: *MM/DD/YEAR*

Proposal Type (check all that apply):

R401-4Regents' Agenda Items	
Items submitted will be reviewed by the Office of the Commissioner of Higher Education (OCHE), then forwarded to the Chief Academic Officers (CAO) and Program Review Committee (PRC) before being presented to the Regents. K-12 Personnel Programs are also reviewed by appropriate officials and faculty of the schools and colleges of education. See R401-4.2.2 for all programs requiring specialized reviews R401-4 and R401-5 Approval by Committee of the Whole	
SECTION NO.	**ITEM**
4.1.1 ☐	Non-Credit Certificate of Proficiency Eligible for Financial Aid Associate of Applied Science Degree
E	Credit Certificate of Proficiency Eligible for Financial Aid
4.1.1 E	Non-Credit Certificate of Completion
E	Credit Certificate of Completion
E	Fast-Tracked Certificate
4.1.2 ☐	Associate of Applied Science Arts Degree
4.1.3 ☐	Associate of Science Degree
4.1.3 ☐	Specialized Associate of Arts Degree
4.1.54 ☐	Bachelor's Baccalaureate Degree
4.1.65 ☐	K-12 School Personnel Programs
4.1.76 ☐	Master's Degree
4.1.87 ☐	Doctoral Degree
5.2.2 ☐	Certificate of Completion
5.2.4 ☐	Fast Tracked Certificate

Chief Academic Officer (or Designee) Signature:
I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

_____   **Date:** *MM/DD/YEAR*
Signature

Printed Name: *Name of CAO or Designee*

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[3] CIP codes must be recommended by the submitting institution. For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.

Appendix B: Full Template

Executive Summary — Full Template

Higher Education Institution
Degree Type and Title
MM/DD/YEAR

NOTE: Please limit the Executive Summary to no more than two pages.(Remove these descriptive italics when using template.)

Program Description
One paragraph description of the program. (Remove these descriptive italics when using template).)

Role and Mission Fit
One paragraph statement showing how the proposed certificate or degree is in harmony with the current role and mission of the institution as set forth in Regents' Policy (R312). (Remove these descriptive italics when using template.)

Faculty.
State the level of preparedness of current faculty and the level of preparedness that will be needed by the fifth year. Identify the need for additional faculty for each of the first five years of the program. Describe the faculty development procedures that will support this program. (Remove italics when using template.)

Market Demand
One paragraph giving current data on market demand or the utility of the degree, how the program will accommodate a changing market, and hiring patterns including local, state, and national trends (long-term market needs and numbers to be included). Note that the Department of Workforce Services provides labor market demand data for Utah. It is acknowledged that some degree proposals may be in response to student demand rather than immediate labor market demand. (Remove these descriptive italics after completing this section of the template.)

Student Demand
One paragraph giving current student demand, which is demonstrated by student surveys, petitions. Detail potential students' preparation for the program. (Remove these descriptive italics after completing this section of the template.)

Statement of Financial Support.
Indicate from which of the following the funding will be generated. Provide the detail for funding as part of the "Financial Analysis" section. (Remove these descriptive italics after completing this section of the template.)

> *Appropriated Fund ....☐*
> *Special Legislative Appropriation ....☐*
> *Grants and Contracts....................................☐*
> *Special Fees/Differential Tuition...................☐*
> *Other (please describe) ....☐*

Similar Programs Already Offered in the USHE
A list of similar programs already approved and functioning at USHE institutions. (Remove these descriptive italics after completing this section of the template.)

Appendix B: Full Template

Program Description – Full Template

Section I: The Request

Name of Institution requests approval to offer *Name of Degree* effective *Semester Year.* This program has been approved by the institutional Board of Trustees on *Date.*

Section II: Program Description

Complete Program Description
Present the complete, formal program description as it ~~appears or~~ will appear in the institution's catalog. (Remove these descriptive italics after completing this section of the template.)

Purpose of Degree
State why your institution should be approved to offer this degree and the expected outcomes. (Remove these descriptive italics after completing this section of the template.)

Institutional Readiness
Describe how the existing administrative structures support the proposed program and identify new organizational structures that may be needed to deliver the program. Describe how the proposed program will or will not impact the delivery of undergraduate and/or lower-division education. (Remove these descriptive italics after completing this section of the template.)

Departmental Faculty
*Using the format below, indicate the **headcount of departmental (not program-specific) faculty** in each category. In the final row of the chart, provide departmental faculty FTE. "Tenured" includes already tenured and tenure-track. "Non-tenured" includes faculty NOT tenured or on the tenure track. "Non-Tenured" includes all non-tenured and non-tenure track (including teaching assistants) who provide instruction in the department. Describe in general terms how faculty/instructional staff will be deployed to successfully deliver this program. (Remove these descriptive italics after completing chart below.)*

Department Faculty Category	Department Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Department Faculty Headcount at Full Program Implementation
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
With Master's Degrees			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			

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Appendix B: Full Template

Part-time Non-Tenured			
With Bachelor's Degrees			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
Other			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
Total Headcount Faculty in the Department			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
Total Department Faculty FTE (As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")		X	

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Staff
List all additional staff needed to support the program in each of the first five years, e.g., administrative, secretarial, clerical, laboratory aides/ instructors, advisors, teaching/graduate assistants. (Remove these descriptive italics after completing this section of the template.)

Library and Information Resources
Describe library resources required to offer the proposed program if any. Does the institution currently have the needed library resources? (Remove these descriptive italics after completing this section of the template.)

Admission Requirements
List admission requirements specific to the proposed program. (Remove these descriptive italics after completing this section of the template.)

Student Advisement
Describe the advising procedure forhow students in the proposed program will be advised. (Remove these descriptive italics after completing this section of the template.)

Justification for Graduation Standards and Number of Credits
Provide graduation standards. Provide justification if number of credit or clock hours exceeds 63 for AA or AS, 69 for AAS, 126 credit hours for BA or BS; and 36 beyond the baccalaureate for MS. (Remove these descriptive italics after completing this section of the template.)

External Review and Accreditation
Indicate whether any external consultants, either in- or out-of-state, were involved in the development of the proposed program, and describe the nature of that involvement. For a career and technical education program, list the members and describe the activities of the program advisory committee. Indicate any special professional accreditation which will be sought and how that accreditation will impact the program. Project a future date for a

Appendix B: Full Template

Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students:
Using the format below, indicate the projected number of graduates and declared majors expected over the next five years in the new program proposed.

Data Category	Current – Prior to New Program Implementation	Projected Year 1	Projected Year 2	Projected Year 3	Projected Year 4	Projected Year 5
Data for Proposed Program						
Number of Graduates in **Proposed Program**	X					
Total # of Declared Majors **in Proposed Program**	X					
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE (as reported in Faculty table above)						
Total Department Student FTE (Based on Fall Third Week)						
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)						
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here:_____)						

Expansion of Existing Program
If the proposed program is an expansion or extension of an existing program, present enrollment trends by headcount and by student credit hours (if appropriate) produced in the current program for each of the past five years for each area of emphasis or concentration. (Remove these descriptive italics after completing this section of the template.)

Section III: Need

Program Need
Clearly indicate why such a program should be initiated. (Remove these descriptive italics after completing this section of the template.)

Labor Market Demand
Include local, state, and national data, and job placement information, the types of jobs graduates have obtained from similar programs. Indicate future impact on the program should market demand change. (Remove these descriptive italics after completing this section of the template.)

Student Demand
Describe evidence of student interest and demand that supports potential program enrollment. (Remove these descriptive italics after completing this section of the template.)

Appendix B: Full Template

Similar Programs

Are similar programs offered elsewhere in the state or Intermountain Region? If yes, cite justifications for why the Regents should approve another program, of this type. How does the proposed program differ from similar program(s)? Be specific. (Remove these descriptive italics after completing this section of the template.)

Collaboration with and Impact on Other USHE Institutions

Describe discussions with other USHE institutions that are already offering the program that have occurred regarding your institution's intent to offer the proposed program. Include any collaborative efforts that may have been proposed. Analyze the impact that the new program would have on other USHE institutions. (Remove these descriptive italics after completing this section of the template.)

Benefits

State how the institution and the USHE benefit by offering the proposed program. (Remove these descriptive italics after completing this section of the template.)

Consistency with Institutional Mission

Explain how the program is consistent with and appropriate to the institution's Regents-approved mission, roles, and goals. (Remove these descriptive italics after completing this section of the template.)

Section IV: Program and Student Assessment

Program Assessment

State the goals for the program and the measures that will be used in the program assessment procedure to determine if goals are being met. (Remove these descriptive italics after completing this section of the template.)

Expected Standards of Performance

List the standards and competencies that the student will have met and achieved at the time of graduation. How or why were these standards and competencies chosen? Include formative and summative assessment measures you will use to determine student learning. (Remove these descriptive italics after completing this section of the template.)

Section V: Finance

Department Budget

Include the Financial Analysis form followed immediately by comments if necessary. In the following table project the increased expenses to the institution by adding the proposed program.

Departmental Data	Current Departmental Budget— Prior to New Program Implementation	Year 1 Departmental Budget		Year 2	Year 3	Year 4	Year 5
		Year 1		**Year 2**		**Year 3**	
		Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget
Personnel Expense							
Salaries and Wages							
Benefits							
Total Personnel Expense	$	$	$	$	$	$	$
Non-Personnel Expense							
Travel							
Capital							
Library							
Current Expense							
Total Non-personnel Expense							
Total Expense (Personnel + Current)	$	$	$	$	$	$	$
Departmental Funding		Year 1	Year 2	Year 3	Year 4	Year 5	
Appropriated Fund							
Other:							
Special Legislative Appropriation							
Grants and Contracts							
Special Fees/Differential Tuition							
Total Revenue	$	$	$	$	$	$	$
Difference							
Revenue - Expense	$	$	$	$	$	$	$
Departmental Instructional	$	$	$	$	$	$	$

5-Year Budget Projection

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Appendix B: Full Template

Cost/Student Credit Hour* (as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")						

** **Projected Instructional Cost/Student Credit Hour** data contained in this chart are to be used in the Third-Year Follow-Up Report and Cyclical Reviews required by R411.*

Funding Sources
Describe how the program will be funded, i.e. new state appropriation, tuition, reallocation, enrollment growth, grants or other sources. (Remove these descriptive italics after completing this section of the template.)

Reallocation
If program is to be supported through internal reallocation, describe in specific terms the sources of the funds. (Remove these descriptive italics after completing this section of the template.)

Impact on Existing Budgets
If program costs are to be absorbed within current base budgets, what other programs will be affected and to what extent? Provide detailed information. Confidential information may be sent to the Commissioner under seal. (Remove these descriptive italics after completing this section of the template.)

Section VI: Program Curriculum

All Program Courses (with New Courses in Bold)
List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences) The total number of courses shown and credit hours should match the required number of credits to be awarded the degree. Use the following format. (Remove these descriptive italics after completing this section of the template.)

Course Prefix &and Number	Title	Credit Hours
Required Courses		
	Sub-Total	
Elective Courses		
	Sub-Total	
Track/Options (if applicable)		
	Sub-Total	
	Total Number of Credits	

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New Courses to Be Added in the Next Five Years
List all new courses to be added in the next five years by prefix, number, title, and credit hours (or credit equivalences) to serve this program. Use the following format. (Remove these descriptive italics after completing this section of the template.)

Semester 1	Course Prefix and Number	Course Title
(List courses – use one row per course)		

Appendix B: Full Template

Semester 2		
(List courses – use one row per course)		
Continue with Semesters for Entire Program		

Program Schedule
For each level of program completion, present, by semester, a suggested class schedule—by prefix, number, title, and semester hours. (Remove these descriptive italics after completing this section of the template.)

Section VII: Faculty

List current faculty within the institution, – with their qualifications, – to be used in support of the program. Do not include resume– or resume material. If new faculty lines are being used for the program, but the faculty member has not yet been hired, so indicate. (Remove these descriptive italics after completing this section of the template.)

Appendix C: General Studies' Guidelines

A General Studies Bachelor's Degree proposal must:

1. 1. Define the purpose of the degree and the institution's rationale for offering the program. Explain how the proposed degree differs from other multidisciplinary degrees (such as university studies, integrated studies, etc.) that may be offered by the institution. Compare the General Studies degree proposal to others around the country.

2. 2. Define the audiences for this degree including types and needs of students.

3. 3. Discuss the value of the degree to graduates of this program.

4. 4. Set admission requirements for entry into the degree program and require students to petition for admission by explaining why they want the degree and what they intend to study. (Discussion of appropriate GPA and accumulated credits at entry in a concentration is ongoing.)

5. 5. Provide evidence that intentionality of student learning is expected and built into the course of study.

6. 6. Show how the proposed degree will require and evaluate curricular coherence.

7. 7. Show how the degree program will require and facilitate student intellectual engagement with relevant academic content.

8. 8. State the institution's procedure for incorporating learning goals with demonstrable learning outcomes.

9. 9. Show how students will demonstrate integration of content and learning experiences through reflective activities, such as capstones, research projects, responding to critical questions, and/or portfolios, during their programs.

10. 10. Require a curricular concentration.

11. 11. Clarify how academic oversight will be provided by faculty.

12. 12. State graduation standards.

Appendix D: New Programs Follow-up Report Template

Appendix D: Follow-Up Report Template

Instructions:

- The New Programs Follow-up Report Template should be used for those items identified as needing the Report Template in R401-4.1 and listed as possible items to check on the Cover/Signature Page below.

- A Report Template consists of a **Cover/Signature Page – New Programs Follow-up Report Template** and a **Report – New Programs Follow-up Report Template**.

- Prepare the Three- (or Two-) Year Follow-Up Report per R401-76 instructions **as a Word document** (no PDF formats). When *descriptions of the content required for each section appear in this font color*, **the descriptive italics are to be removed and replaced with the institutional content before the institution submits the proposal to the OCHE.**

  NOTE: Two-year templates are required for certificates approved on the Fast Track. All other programs require a three-year follow-up report.

- The CAO or his/her designated representatives should e-mail the completed Abbreviated Template (including electronic signature) to academicaffairs@utahsbr.edu.

- The institution is responsible for maintaining a record of the submission as the OCHE Academic Affairs office is not responsible for storing electronic copies of submitted proposals.

Appendix D: New Programs Follow-up Report Template

Cover/Signature Page – New Programs Follow-up Report Template

Institution Submitting Request: *Name of Institution*
Program Title: *Program being reported*
School or Division or Location: *Name of School/Division Location*
Department(s) or Area(s) Location: *Name of Department/Area Location*
Recommended Classification of Instructional Programs (CIP) Code[4]: *00.0000*
Board of Regents' Approval Date: *MM/DD/YEAR*

Proposal Type (check all that apply):

R401-4Regents' General Consent Calendar Items		
Items submitted will be reviewed by OCHE and posted on a website for PRC member review. If there are any issues, the proposal will be returned for clarification/correction. If no issues, the proposal will be returned with a note of approval and the request will be placed on the General Consent Calendar of the next Regents' agenda. R401-5 OCHE Review and Recommendation; Approval on General Consent Calendar		
SECTION #NO.		**ITEM**
45.6.1.10		Three-Year Follow-Up Report of Recently Approved Programs
4.3.35.6.2		Two-Year Follow-Up Report of Fast- Tracked Certificate

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Chief Academic Officer (or Designee) Signature:
I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

_____

Signature   **Date:** *MM/DD/YEAR*

Printed Name: *Name of CAO or Designee*

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[4] CIP codes must be recommended by the submitting institution. For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.

Appendix D: New Programs Follow-up Report Template

Report – Third-Year Report Template
Higher Education Institution
Degree Type and Title
MM/DD/YEAR

Program Description
One paragraph description of the program. Include Regents' approval date and date when program first started admitting students. (Remove these descriptive italics after completing this section of the template.)

Enrollment and Revenue Data
Use department or unit numbers as reported in the approved R401 proposal for "Prior to Program Implementation" and "Estimated" columns.

	Prior to Program Implementation	Year 1		Year 2		Year 3	
Departmental/Unit Enrollment and Staffing Data		Est.	Actual	Est.	Actual	Est.	Actual
Total Department Student FTE (Based on Fall Third Week Data)							
Total Department Faculty FTE (A-1/S-11/Cost Study Definition)							
Student FTE per Faculty FTE (from Faculty FTE and Student FTE above)							
Program Level Data							
Total Number of Declared Majors in Program	X						
Total Number of Program Graduates	X						
Departmental Revenue		Est.	Actual	Est.	Actual	Est.	Actual
Total Revenue to Department (Total of Funding Categories from R401 Budget Projection Table)							
Departmental Instructional Cost per Student Credit Hour (per Institutional Cost Study Definition)		X		X		X	

Institutional Analysis of Program to Date
Provide a statement that summarizes the institution's current analysis of the program's strengths and weaknesses relative to enrollments, staffing, and funding. Describe any actions the institution has taken or will take to respond to any issues with the program.
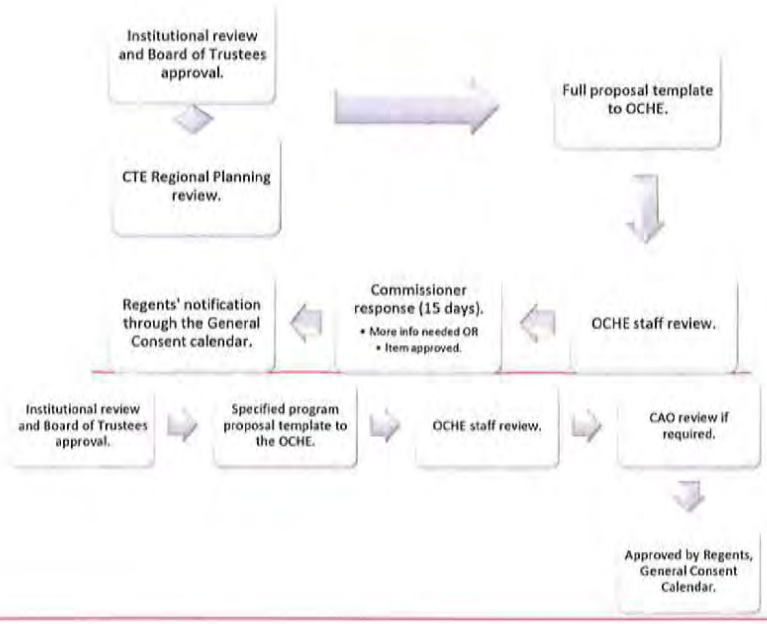
Employment Information
Provide employment information on graduates of the program. (Remove these descriptive italics after completing this section of the template.)
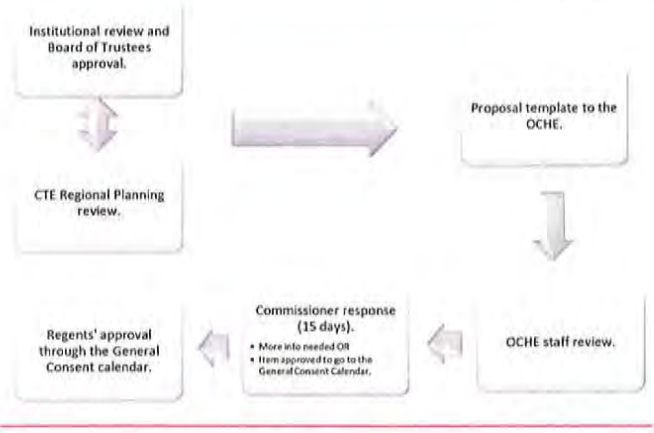
Appendix E: Flow Chart for ~~Fast-Track~~the OCHE Approval

Appendix F: Flow Chart for ~~OCHE~~Fast Track Approval

Appendix G: Abbreviated Template

Instructions:

- The Abbreviated Template should be used for those items identified as needing the Abbreviated Template in R401-4 and R401-5 and listed as possible items to check on the Cover/Signature Page below.

- **An Abbreviated Template consists of a Cover/Signature Page — Abbreviated Template and Program Request — Abbreviated Template.**
  - o **Cover/Signature Page — Abbreviated Template:** —Complete the items requested at the top of the page, INCLUDING SELECTING A CIP CODE. Check which type(s) of item(s) apply.
  - o **Program Request — Abbreviated Template:** Complete the sections requested, removing the descriptive italics and replacing them with the content of the proposal.

- Prepare the Abbreviated Template per R401-76 instructions **as a Word document** (no PDF formats). Begin each of the two sections (Cover/Signature Page and Program Request) at the top of a new page. When *descriptions of the content required for each section appear in this font color,* **the descriptive italics are to be removed and replaced with the institutional content before the institution submits the proposal to the OCHE.**

- The CAO or his/her designated representatives should e-mail the completed Abbreviated Template (including electronic signature) to academicaffairs@utahsbr.edu.

- The institution is responsible for maintaining a record of the submission as the OCHE Academic Affairs office is not responsible for storing electronic copies of submitted proposals.

Appendix G: Abbreviated Template

Cover/Signature Page - Abbreviated Template/Abbreviated Template with Curriculum

Institution Submitting Request: *Name of Institution*
Proposed Title: *Program or Unit Title being proposed*
Currently Approved Title: *Current Program or Unit Title -- if Title is being changed from current title to a new title*
School or Division or Location: *Name of School/Division Location*
Department(s) or Area(s) Location: *Name of Department/Area Location*
Recommended Classification of Instructional Programs (CIP) Code⁵ (for new programs): *00.0000*
Current Classification of Instructional Programs (CIP) Code (for existing programs): *00.0000*
Proposed Beginning Date (for new programs): *MM/DD/YEAR*
Institutional Board of Trustees' Approval Date: *MM/DD/YEAR*

Proposal Type (check all that apply):

R401-5	R401-6

Items submitted will be reviewed by OCHE. If there are any issues, the proposal will be returned for clarification/correction. If no issues, the proposal will be returned with a note of approval and the request will be placed on the General Consent Calendar of the next Regents' agenda. **Regents' General Consent Calendar Items**

Items submitted will be reviewed by OCHE. If there are any issues, the proposal will be returned for clarification/correction. If no issues, the proposal will be returned with a note of approval and the request will be placed on the General Consent Calendar of the next Regents' agenda.

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Section #R401-5 OCHE Review and Recommendation: Approval on General Consent Calendar	Item	Section #	Item
SECTION NO.	**ITEM**		
		6.1.4	Reinstatement of Previously Suspended Program
45.1.5.21 ☐	Minor*		
5.1.4.12 ☐	New Emphasis on an Existing Degree*	6.1.5	Reinstatement of Previously Suspended Unit
5.2.13 ☐	Certificate of Proficiency Not Eligible for Financial Aid*		
5.12.3 ☐	Out-of-Service Area Delivery of Programs Graduate Certificate*		
5.4.14 ☐	Name Change of Existing Programs New Administrative Unit		
5.1.5 ☐	Program Administrative Unit Transfer		
☐	Program Administrative Unit Restructure		
☐	Program Administrative Unit Consolidation		
5.1.64.2 ☐	Program Discontinuation New Center		
☐	Program Suspension New Institute		

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⁵ CIP codes <u>must</u> be recommended by the submitting institution. For CIP code classifications, please see

Appendix G: Abbreviated Template

	☐	New Bureau		
5.5.1.7	☐	~~Administrative Unit Creation~~Out-of-Service Area Delivery of Programs		Deleted Cells / Split Cells / Formatted Table
5.5.2	☐	~~Administrative Unit~~Program Transfer		
	☐	Program Restructure		
	☐	~~Administrative Unit~~Program Consolidation		Deleted Cells / Formatted Table
5.1.85.3	☐	~~New Center~~Name Change of Existing Programs		
5.5.4	☐	~~New Institute~~Program Discontinuation		
	☐	~~New Bureau~~Program Suspension		
5.1.95.5	☐	~~Graduate Certificate~~Reinstatement of Previously Suspended Program		
	☐	Reinstatement of Previously Suspended Administrative Unit		

*Requires "Section ~~VI~~V: Program Curriculum" of Abbreviated Template

Chief Academic Officer (or Designee) Signature:
I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

_____   Date: *MM/DD/YEAR*
Signature

Printed Name: *Name of CAO or Designee*

Appendix G: Abbreviated Template

<div align="center">

Program Request - Abbreviated Template
Higher Education Institution
Degree Type and Title
MM/DD/YEAR

Section I: Request

</div>

Briefly describe the request. Indicate the primary activities impacted, especially focusing on any instructional activities. (Remove these descriptive italics after completing this section of the template.)

<div align="center">

Section II: Need

</div>

Indicate why such an administrative change, program, or center is justified. Reference need or demand studies if appropriate. Indicate the similarity of the proposed unit/program with similar units/programs which exist elsewhere in the state or Intermountain region. (Remove these descriptive italics after completing this section of the template.)

<div align="center">

Section III: Institutional Impact

</div>

Will the proposed administrative change or program affect enrollments in instructional programs of affiliated departments or programs? How will the proposed change affect existing administrative structures? If a new unit, where will it fit in the organizational structure of the institution? What changes in faculty and staff will be required? What new physical facilities or modification to existing facilities will be required? Describe the extent of the equipment commitment necessary to initiate the administrative change. If you are submitting a reinstated program, or program for off-campus delivery, respond to the previous questions as appropriate. (Remove these descriptive italics after completing this section of the template.)

<div align="center">

Section IV: Finances

</div>

What costs or savings are anticipated from this change? If new funds are required, describe in detail expected sources of funds. Describe any budgetary impact on other programs or units within the institution. (Remove these descriptive italics after completing this section of the template.)

<div align="center">

Section ~~V~~IV: Program Curriculum
THIS SECTION OF THE ABBREVIATED TEMPLATE REQUIRED FOR EMPHASES AND MINORS ONLY.***

</div>

All Program Courses (with New Courses in Bold)
List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences) The total number of courses shown and credit hours should match the required number of credits to be awarded the degree. Use the following format. (Remove these descriptive italics after completing this section of the template.)

Course Prefix ~~&~~and Number	Title	Credit Hours
Required Courses		
	Sub-Total	
Elective Courses		
	Sub-Total	
Track/Options (if applicable)		
	Sub-Total	
	Total Number of Credits	

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Appendix G: Abbreviated Template

New Courses to Be Added in the Next Five Years
List all new courses to be added in the next five years by prefix, number, title, and credit hours (or credit equivalences) to serve this program. Use the following format. (Remove these descriptive italics after completing this section of the template.)

Semester 1	Course Prefix and Number	Course Title
(List courses — use one row per course)		
Semester 2		
(List courses — use one row per course)		
Continue with Semesters for Entire Program		

Program Schedule

For each level of program completion, present, Present by semester, a suggested class schedule—by prefix, number, title, and semester hours. (Remove these descriptive italics after completing this section of the template.)

Appendix H: Flow Chart of Procedures for Items Approved by Institutional Boards of Trustees with Notice to OCHE. See R401-6.2.

Appendix H: Flow Chart for Board of Trustees Approval

| Institutional review and Board of Trustees approval. | → | Specified program template to OCHE. | → | OCHE staff review. | → | OCHE documentation of change. |

Appendix I: Programs under Development or Consideration Template

Instructions:

- The Programs under Development or Consideration Template should be used consistent with R401-6.1.45.7.3.

- Prepare the Programs under Development or Consideration Template per R401 instructions **as a Word document** (no PDF formats). Begin each of the two sections (Cover/Signature Page and Program Request) at the top of a new page. When *descriptions of the content required for each section appear in this font color,* **the descriptive italics are to be removed and replaced with the institutional content before the institution submits the proposal to the OCHE.**

- The CAO or his/her designated representatives should e-mail the completed PUDC Template (including electronic signature) to academicaffairs@utahsbr.edu.

- The institution is responsible for maintaining a record of the submission as the OCHE Academic Affairs office is not responsible for storing electronic copies of submitted proposals.

Programs under Development or Consideration Template
Higher Education Institution
February (MM/DD/YEAR)

Use the following table to update the Commissioner's Academic Affairs staff with information for all programs under development or consideration in the next 36 months.

Program Name	Degree Type	Current Status	Projected for Regents' Agenda
			Date MM/DD/YEAR

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Utah State Board of Regents

R-401 Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports

LEVEL OF APPROVAL / SUBMISSION GUIDE

R401-4 / SBR APPROVAL

Items submitted will be reviewed by the Office of the Commissioner of Higher Education (OCHE), then forwarded to the Chief Academic Officers (CAO) and Program Review Committee (PRC) before being presented to the Regents. K-12 Personnel Programs are also reviewed by appropriate officials and faculty of the schools and colleges of education. See R401-4.2.2 for all programs requiring specialized reviews.

SECTION NO	SECTION TITLE	TEMPLATE REQUIRED
4.1.1	Non-Credit Certificate of Proficiency Eligible for Financial Aid	Appx B: Full
	Credit Certificate of Proficiency Eligible for Financial Aid	Appx B: Full
4.1.1	Non-Credit Certificate of Completion	Appx B: Full
	Credit Certificate of Completion	Appx B: Full
4.1.9	Fast-Tracked Certificate	Appx B: Full
4.1.2	Associate of Applied Science Degree	Appx B: Full
4.1.3	Associate of Science Degree	Appx B: Full
	Associate of Arts Degree	Appx B: Full
4.1.5	Bachelor's Degree	Appx B: Full
4.1.6	K-12 School Personnel Programs	Appx B: Full
4.1.7	Master's Degree	Appx B: Full
4.1.8	Doctoral Degree	Appx B: Full

R401-4 / OCHE APPROVAL

Items submitted will be reviewed by OCHE and posted on a website for PRC member review. If there are any issues, the proposal will be returned for clarification/correction. If no issues, the proposal will be returned with a note of approval and the request will be placed on the General Consent Calendar of the next Regents' agenda.

SECTION NO	SECTION TITLE	TEMPLATE REQUIRED
4.1.10	Three-Year Follow-Up Report of Recently Approved Programs	Appx D: Follow-Up Report
4.3.3	Two-Year Follow-Up Report of Fast Tracked Certificate	Appx D: Follow-Up Report

Created 01-05-2011. Updated 06-28-2011 and 11-22-2011.

UTAH SYSTEM OF HIGHER EDUCATION
Building a Stronger State of Minds

R401-5 / OCHE APPROVAL

Items submitted will be reviewed by OCHE. If there are any issues, the proposal will be returned for clarification/correction. If no issues, the proposal will be returned with a note of approval and the request will be placed on the General Consent Calendar of the next Regents' agenda.

SECTION NO	SECTION TITLE	TEMPLATE REQUIRED
4.1.5.2	Minor*	Appx G: Abbreviated
5.1.1.1	New Emphasis on an Existing Degree*	Appx G: Abbreviated
5.1.2	Certificate of Proficiency Not Eligible for Financial Aid	Appx G: Abbreviated
5.1.3	Out-of-Service Area Delivery of Programs	Appx G: Abbreviated
5.1.4	Name Change of Existing Programs	Appx G: Abbreviated
5.1.5	Program Transfer	Appx G: Abbreviated
	Program Restructure	Appx G: Abbreviated
	Program Consolidation	Appx G: Abbreviated
5.1.6	Program Discontinuation	Appx G: Abbreviated
	Program Suspension	Appx G: Abbreviated
5.1.7	Administrative Unit Creation	Appx G: Abbreviated
	Administrative Unit Transfer	Appx G: Abbreviated
	Administrative Unit Consolidation	Appx G: Abbreviated
5.1.8	New Center	Appx G: Abbreviated
	New Institute	Appx G: Abbreviated
	New Bureau	Appx G: Abbreviated
5.1.9	Graduate Certificate	Appx G: Abbreviated

Requires "Section VI: Program Curriculum" of Abbreviated Template

R401-6 / NOTIFICATION TO OCHE

Items submitted will be reviewed by OCHE. If there are any issues, the proposal will be returned for clarification/correction. If no issues, the proposal will be returned with a note of approval and the request will be placed on the General Consent Calendar of the next Regents' agenda.

SECTION NO	SECTION TITLE	TEMPLATE REQUIRED
6.1.1	Reinstatement of Previously Suspended Program	Appx G: Abbreviated
6.1.5	Reinstatement of Previously Suspended Unit	Appx G: Abbreviated

Old Version
Nov 2011

Utah System of Higher Education

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

Submission for Approval on November 16, 2012

R401, Table of Contents

UTAH SYSTEM OF HIGHER EDUCATION
Building a Stronger State of Minds

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

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

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

R401-2. References.

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

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

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

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

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

2.6. Policy and Procedures R411, Cyclical Institutional Program Reviews

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

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

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[1] Approved November 7, 1972; amended September 25, 1973, February 21, 1984, April 27, 1990 and revised and combined with R402 October 27, 2000. [R402 was approved September 10, 1971, amended November 18, 1980, July 19, 1983, March 20, 1984, September 12, 1986, August 7, 1987, October 26, 1990, April 16, 1993, January 21, 1994, May 1, 1997, May 29, 1998, and revised and combined with R401 October 27, 2000.] R401 amended June 1, 2001, November 8, 2002, May 30, 2003, May 30, 2003, October 19, 2004, December 14, 2007, April 1, 2010, and November 18, 2011.

[2] The Preamble was adopted by the Chief Academic Officers of the Utah System of Higher Education in September 2004.

2.9. Policy and Procedure R481, Academic Freedom, Professional Responsibility, Tenure, Termination, and Post-Tenure Review

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

R401-3. Definitions

3.1. **Articulation Agreement:** All transfer and articulation agreements between lower- and upper-division programs and largely inclusive of general education courses are discussed and agreed upon at the annual Faculty Discipline Majors' Meetings. Additional transfer and articulation agreements, such as those in Career and Technical Education (CTE), may be developed between and among institutions. If the CTE agreements affect general education transfer and articulation, they should be introduced to the appropriate Faculty Discipline Major's Meeting in order to inform other USHE institutions.

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

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

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

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

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

3.7. **Program Review Committee (PRC):** The Board of Regents' Programs and Planning Committee serves as the PRC and is responsible for academic program review.

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

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

3.10. **Certificate of Proficiency:** A program of study that can be constructed in two ways: (1) less than a year in length (less than 30 semester credit hours, or less than 900 clock hours) ending in a certificate issued under the authority of the institution, not requiring approval by the Board of Regents, or (2) 600 - 899 clock hours or 16 – 29 semester credit hours, meeting federal financial aid requirements, and requiring approval by the Board of Regents. Certificates of proficiency may be entry-level or with industry experience and clear explanation of total time to completion may require prerequisites of related industry experience and/or previous course work or degree attainment.

3.11. **Certificate of Completion:** A program of study typically one year in length (30-33 semester credit hours or 900-990 clock hours) approved by the Board of Regents. Certificates of completion may be entry-level or with industry justification and clear explanation of total time to completion may require prerequisites of related industry experience and/or previous course work or degree attainment. Certificates more than 45

credit hours or 1350 clock hours must show how the certificate can lead to an associate's degree within the normal credit hour requirements for that degree. When appropriate, transfer agreements should be included in the program proposal.

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

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

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

R401-4. Regents' Approval, Agenda. Institutions submitting program proposals requiring approval by the Regents' Committee of the Whole shall adhere to the procedures shown in R401-4.2 and summarized in **Appendix A: Flow Chart for Procedures for Items Requiring Regent Approval, Agenda.** When submitting proposals to the OCHE for one of the items specified in R401-4.1, the institution should use the template specified for each item in R401-4.1 and follow the Proposal Notification and Submission Procedures (R401-6).

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

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

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

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

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

> **4.1.2.1. Pre Major.** Courses contained in a pre-major in an AA or AS degree should be the same or similar to courses offered at four-year institutions as determined by the Faculty Discipline Majors committees. When a pre major is designed for transfer to (a) four-year program(s), it must follow statewide articulation agreements where such agreements have been formulated subject to (R470) or, if this is a specialized program, have (a) formal, written, articulation agreement(s) for the courses transferring. The program outline (advising sheet) should clearly designate the courses that will transfer to a four-year program major and those that will not transfer to the major, but may count as electives in a baccalaureate degree.

> **4.1.2.2. An "Emphasis" may not be defined within an AA or AS degree.**

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

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

> **4.1.4.1. Major (Full Template Required, Appendix B).** The term "major" refers to the discipline in which the degree resides.

> **4.1.4.2. Pre-major.** A pre major for a BA/BS or Professional Bachelor's Degree may be specified by the institution, *but does not require Regent approval.* The pre major should consist of preparatory, lower division courses which prepare students for a specific major, but are not sufficient to admit the student to the major in cases where the institution has

admission requirements and a limited number of students who may pursue a particular major. Courses in a pre major should be the same or similar to those offered by the two-year programs as determined by the Faculty Discipline Majors committees. When a pre major affects students transferring from two-year institutions, formal articulation agreements are desirable and students should be clearly informed of the transferability of the courses taken in the pre major at the two-year institution.

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

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

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

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

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

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

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

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

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

4.2.3. **Institutional Submission of Request to the OCHE.** See R401-6, Proposal and Notification Submission Procedures, and appropriate Template instructions.

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

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

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

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

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

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

R401-5. Review and Recommendation by the OCHE with Regent Approval on the General Consent Calendar. Institutions submitting proposals under R401-5 shall adhere to the procedures shown in R401-5.2 and summarized in **Appendix E: Flow Chart for Items Reviewed by the OCHE and Approved on the General Consent Calendar.**

When submitting proposals to the OCHE for one of the items specified in R401-5.1, the institution should use the template specified for each item in R401-5.1 and the Proposal Notification and Submission Procedure (R401-6).

5.1.   **Minors and Emphases.**

    5.1.1.   Minor (Abbreviated Template required, including the curriculum, Appendix G). The term "minor" refers to a coherent collection of related courses that are deemed to be a student's secondary field of academic concentration or specialization during undergraduate studies. A Minor which is presented within a Bachelor's Degree proposal will be identified and included in the full template.

    5.1.2.   Emphasis.

        5.1.2.1. Emphasis Added to an Existing Degree. The proposing institution shall submit an **Abbreviated Template, with the program curriculum section (Appendix G)** to add an emphasis to an existing degree.

        5.1.2.2. Emphasis Contained within a Proposal for a New Degree. When an emphasis is contained within a degree being presented for initial approval, the emphasis should be identified within the new degree proposal and approved through the new degree approval process (see R401-4).

5.2.   **Certificates.**

    5.2.1.   Certificate of Proficiency (Abbreviated Template Required with Curriculum, Appendix G). Certificates of Proficiency with 600-899 clock hours or 16-29 credit hours, meeting federal financial aid requirements, are approved through this process. Certificates of Proficiency not falling within these parameters are offered under the authority of the institution and do not require Regent approval. See definition in 3.9 above. May be submitted for Fast-Track approval with Full Template (5.2.4).

    5.2.2.   Certificate of Completion (Full Template Required, Appendix B). A program of study typically one year in length (30-33 semester credit hours or 900-990 clock hours). See definition in 3.10 above. May be submitted for Fast-Track approval (5.2.4).

    5.2.3.   Graduate Certificate (Abbreviated Template Required with Curriculum, Appendix G). A program of study less than a year in length made up of graduate level course work with a prerequisite of at least a baccalaureate degree.

    5.2.4.   Fast Track Approval for Certificates (Template Required Consistent with Certificate Type as Noted in 5.2.1. and 5.2.2.). To meet immediate industry needs and for other compelling reasons Certificates of Proficiency needing approval for financial aid, and Certificates of Completion, may be submitted for Fast Track approval.

5.3.   **Review Procedure for Fast Track Certificate Requests.**

    5.3.1.   Eligible Programs for Fast Track Approval (Template Required Consistent with Certificate Type as Noted in 5.2.1. and 5.2.2.). Certificates of Proficiency needing approval for financial aid and Certificates of Completion may be submitted to the Commissioner for Fast Track approval.

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

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

5.3.2.2. Review through the Career and Technical Education Regional Planning Process. Institutional CTE Directors coordinate regional planning processes.

5.3.2.3. Institutional Submission of Request to the OCHE Academic Affairs Staff. See R401-6, Proposal and Notification Submission Procedures, and appropriate Template instructions.

5.3.2.4. Review by the OCHE Academic Affairs Staff and Commissioner Response. The OCHE Academic Affairs staff will review the proposal and recommend action to the Commissioner. Within 15 days of the item being received by the OCHE, the institution will be notified that either: (1) further information is required by the Commissioner, or (2) the item is being returned with approval for immediate effect.

5.3.2.5. Regent Consideration. The program will be placed on the General Consent Calendar of the next Regents' meeting.

5.4.   Administrative Unit Creation or Change.

5.4.1.   Creation, Transfer, Restructuring, or Consolidation of Existing Administrative Units (Abbreviated Template Required, Appendix G).

5.4.2.   New Centers, Institutes, or Bureaus (Abbreviated Template Required, Appendix G). Administrative entities that perform primarily research, instructional, or technology transfer functions and are intended to provide services to students, the community, businesses, or other external audiences, or to obtain external funds.

5.5.   Program Change.

5.5.1.   Out-of-Service-Area Delivery of Programs (Abbreviated Template Required, Appendix G). Programs that require substantive change notification to the regional accreditation organization and/or are offered outside of the institution's designated service area (see R512, Institutional Mission and Roles; R355, Education Television and Communications Networking.

5.5.2.   Transfer, Restructuring, or Consolidation of Existing Programs (Abbreviated Template Required, Appendix G).

5.5.3.   Name Changes of Existing Programs (Abbreviated Template Required, Appendix G).

5.5.4.   Discontinuation or Suspension of Programs (Abbreviated Template Required, Appendix G).

5.5.4.1. Discontinuation. Discontinuation of a program consists of entirely removing the program from the institution's and the Board of Regents' list of approved programs, after current students have an opportunity to complete.

5.5.4.2. Suspension. Suspension of a program is a temporary prohibition of new enrollments to the program. The program will remain on the Board of Regents' list of approved programs and may, according to the institution's discretion, remain in the online and/or printed catalog until fully discontinued.

5.5.4.3. Student Completion. Students currently admitted to the program must be provided a way to complete the program in a reasonable period of time compatible with accreditation standards. This may require:

    a.   Enrollment of students at other institutions of higher education, or

    b.   Courses to be taught for a maximum of two years after discontinuation of the program or until there are no other admitted students who are entitled to complete the program, whichever comes first.

5.5.4.4. System Coordination. Institutions should consider the statewide impact of discontinuing the program and identify opportunities for establishing the program at another USHE institution. Institutions should consider discontinuance of unnecessarily duplicated programs within the USHE, particularly programs that may be high cost and/or low producing.

5.5.5. Reinstatement of Previously Suspended Program or Administrative Unit (Abbreviated Proposal Template Required, Appendix G). If circumstances change and an institution plans to restart a suspended program or an administrative unit, the institution must give notice to the Board of Regents. Notice should include a statement verifying the program name, administrative unit structure and/or the curricular content are identical to the original program. If either the name or curricular content of the program have changed, the program should be submitted as a new program and the suspended program should be deleted.

5.6. Review Process for Program Items Requiring the OCHE Review and Recommendation with Regent Approval on the General Consent Calendar. See **Appendix F** for the flowchart of this process.

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

5.6.2. Two-Year Review of Programs Approved through the Fast Track Procedure (Report Template Required, Appendix D). Institutions operating programs approved through the Fast Track procedure must submit a report to the Commissioner's Academic Affairs staff for review two years from the date the program is implemented. Once the report has been reviewed and found to contain the required information, it will be posted on a website for review by PRC members if they so choose, and forwarded to the Regents for the next agenda. The Regents may request information in addition to that contained in the report.

5.6.3. Review and Approval by Institutional Board of Trustees.

5.6.4. Institution Submits Request to the OCHE. See R401-6, Proposal and Notification Submission Procedures.

5.6.5. OCHE Staff Review.

5.6.6.   CAO Review (optional, necessity determined by the OCHE staff). The OCHE may share proposals with the institutional CAOs for further feedback as needed.

5.6.7.   OCHE Notice to the Institution of Need for Further Information or Approval. Within 15 days of the item being received by the OCHE, the institution will be notified that either: (1) further information is required by the Commissioner, or (2) the item is being placed on the Regents' General Consent Calendar.

5.6.8.   OCHE Staff Places Item on the Regents' General Consent Calendar for approval.

5.6.9.   Reinstatement of Previously Suspended Program or Administrative Unit (Abbreviated Proposal Template Required, Appendix G). If circumstances change and an institution plans to restart a suspended program or an administrative unit, the institution must give notice to the Board of Regents. Notice should include a statement verifying the program name, administrative unit structure and/or the curricular content are identical to the original program. If either the name or curricular content of the program have changed, the program should be submitted as a new program and the suspended program should be deleted.

5.7.   **Reports.**

5.7.1.   Cyclical Institutional Program Reviews. See Policy and Procedures, R411, Cyclical Program Reviews.

5.7.2.   List of Scheduled Program Reviews. The annual list of scheduled program reviews as defined in R411, Review of Existing Programs, including date of review. The list is due at the beginning of each September.

5.7.3.   Programs under Development or Consideration (Appendix H). These planning documents submitted in February of each year will provide Regents with a system-wide view of the programs that may be brought to them for approval.

5.7.3.1.   Submission Timeline for Program Planning Report. In February of each year, each institution shall submit an updated program planning report of programs under development or consideration that may be brought to the Regents for formal approval within the next 36 months.

5.7.3.2.   Continuous Update. The information in each matrix is to be updated whenever the status of a program changes or a new program is being considered. Once a program has been approved by the Regents or is no longer under consideration at an institution, it should not appear in the matrix.

R401-6. Proposal and Notification Submission Procedures.

6.1.   **Proposal Templates.** The template required for each type of item is specified in the listing of items (R401-4 and R401-5). For those approvals requiring only an Abbreviated Proposal Template, the Commissioner reserves the right to require a more detailed proposal, including a full proposal, if questions or concerns are raised.

6.1.1.   Classification of Instructional Program (CIP) Codes. When preparing the submission template, the institution must choose an appropriate CIP code. For CIP code classifications, see:

http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55. The CIP code is a critical data element and will be recorded by the OCHE and used for data requests, reporting, and tracking.

> **6.1.1.1. CIP Codes for All Programs except Apprenticeship Programs.** Only one CIP code will be accepted per program—including all emphases under that program. The only exception is for apprenticeship programs.

> **6.1.1.2. CIP Codes for Apprenticeship Programs.** The institution will be allowed to use multiple appropriate CIP codes for different apprenticeship emphases. These CIP codes will be recorded by the OCHE for data requests, reporting, and tracking.

6.2.   **Proposal Style.** All submissions must:

6.2.1.   Be written in a formal style, using third person.

6.2.2.   Use Arial Narrow 12-point font, single-spaced. Remove italics when using templates.

6.2.3.   Have 1" margins.

6.2.4.   Be sent to the Commissioner's Academic Affairs staff as an electronic word processing document (preferably Microsoft Word).

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Appendix A: Flow Chart for Regent's Approval, Agenda

| Institutional review and Board of Trustees approval. | ⇒ | Specialized approval for selected programs (4.2.2). May be concurrent with institutional review. | ⇒ | Full proposal template to the OCHE. | ⇒ | OCHE staff review. |

| Regents' Committee of the Whole | ⇐ | Regents' Planning and Programs Committee | ⇐ | PRC review.
• More info needed OR
• Item recommended for approval; prepared for Regents' agenda. | ⇐ | Council of CAOs review. |

Instructions:

- The Full Template should be used for those items identified as needing the Full Template in R401-4 and R401-5 and listed as possible items to check on the Cover/Signature Page below.

- **A Full Template consists of a Cover/Signature Page – Full Template, Executive Summary – Full Template, and Program Description – Full Template.**

  - **Cover/Signature Page – Full Template:** Complete the items requested at the top of the page, INCLUDING SELECTING a CIP Code. Check which type(s) of item(s) apply. For example, you may check a certain kind of certificate AND "fast tracked."

  - **Executive Summary – Full Template:** The executive summary must not exceed two (2) pages.

  - **Program Description – Full Template:** Complete the sections requested, removing the descriptive italics and replacing them with the content of the proposal.

- Prepare the Full Template per R401-6 instructions **as a Word document** (no PDF formats). Begin each of the three sections (Cover/Signature Page, Executive Summary, and Program Description) at the top of a new page. When *descriptions of the content required for each section appear in this font color,* **the italics are to be removed before the institution submits the proposal to the OCHE.**

- The CAO or his/her designated representatives should e-mail the completed Full Template (including electronic signature) to academicaffairs@utahsbr.edu.

- The institution is responsible for maintaining a record of the submission as the OCHE Academic Affairs office is not responsible for storing electronic copies of submitted proposals.

Appendix B: Full Template

Cover/Signature Page – Full Template

Institution Submitting Request: *Name of Institution*
Proposed Title: *Program or Unit Title being proposed*
School or Division or Location: *Name of School/Division Location*
Department(s) or Area(s) Location: *Name of Department/Area Location*
Recommended Classification of Instructional Programs (CIP) Code[3] : *00.0000*
Proposed Beginning Date: *MM/DD/YEAR*
Institutional Board of Trustees' Approval Date: *MM/DD/YEAR*

Proposal Type (check all that apply):

SECTION NO.		ITEM
Regents' Agenda Items		
R401-4 and R401-5 Approval by Committee of the Whole		
4.1.1	☐	Associate of Applied Science Degree
4.1.2	☐	Associate of Arts Degree
	☐	Associate of Science Degree
4.1.3	☐	Specialized Associate Degree
4.1.4	☐	Baccalaureate Degree
4.1.5	☐	K-12 School Personnel Programs
4.1.6	☐	Master's Degree
4.1.7	☐	Doctoral Degree
5.2.2	☐	Certificate of Completion
5.2.4	☐	Fast Tracked Certificate

Chief Academic Officer (or Designee) Signature:
I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

_____

Signature   **Date:** *MM/DD/YEAR*

Printed Name: *Name of CAO or Designee*

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[3] CIP codes <u>must</u> be recommended by the submitting institution. For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.

Appendix B: Full Template

<center>

Executive Summary – Full Template
Higher Education Institution
Degree Type and Title
MM/DD/YEAR

</center>

NOTE: Please limit the Executive Summary to no more than two pages.(Remove these descriptive italics when using template.)

Program Description

One paragraph description of the program. (Remove italics when using template.)

Role and Mission Fit

One paragraph statement showing how the proposed certificate or degree is in harmony with the current role and mission of the institution as set forth in Regents' Policy (R312). (Remove italics when using template.)

Faculty

State the level of preparedness of current faculty and the level of preparedness that will be needed by the fifth year. Identify the need for additional faculty for each of the first five years of the program. Describe the faculty development procedures that will support this program. (Remove italics when using template.)

Market Demand

One paragraph giving current data on market demand or the utility of the degree, how the program will accommodate a changing market, and hiring patterns including local, state, and national trends (long-term market needs and numbers to be included). Note that the Department of Workforce Services provides labor market demand data for Utah. It is acknowledged that some degree proposals may be in response to student demand rather than immediate labor market demand. (Remove italics after completing this section of the template.)

Student Demand

One paragraph giving current student demand, which is demonstrated by student surveys, petitions. Detail potential students' preparation for the program. (Remove italics after completing this section of the template.)

Statement of Financial Support

Indicate from which of the following the funding will be generated. Provide the detail for funding as part of the "Financial Analysis" section. (Remove these descriptive italics after completing this section of the template.)

> *Appropriated Fund ....* ☐
> *Special Legislative Appropriation ....* ☐
> *Grants and Contracts...................................* ☐
> *Special Fees/Differential Tuition ....* ☐
> *Other (please describe) ....* ☐

Similar Programs Already Offered in the USHE

A list of similar programs already approved and functioning at USHE institutions. (Remove these descriptive italics after completing this section of the template.)

Appendix B: Full Template

Section I: The Request

Name of Institution requests approval to offer *Name of Degree* effective *Semester Year.* This program has been approved by the institutional Board of Trustees on *Date.*

Section II: Program Description

Complete Program Description
Present the complete, formal program description as it will appear in the institution's catalog. (Remove these descriptive italics after completing this section of the template.)

Purpose of Degree
State why your institution should be approved to offer this degree and the expected outcomes. (Remove these descriptive italics after completing this section of the template.)

Institutional Readiness
Describe how the existing administrative structures support the proposed program and identify new organizational structures that may be needed to deliver the program. Describe how the proposed program will or will not impact the delivery of undergraduate and/or lower-division education. (Remove these descriptive italics after completing this section of the template.)

Departmental Faculty
*Using the format below, indicate the **headcount of departmental** (not program-specific) **faculty** in each category. In the final row of the chart, provide departmental faculty FTE. "Tenured" includes already tenured and tenure-track. "Non-tenured" includes faculty NOT tenured or on the tenure track. "Non-Tenured" includes all non-tenured and non-tenure track (including teaching assistants) who provide instruction in the department. Describe in general terms how faculty/instructional staff will be deployed to successfully deliver this program. (Remove these descriptive italics after completing chart below.)*

Department Faculty Category	Department Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Department Faculty Headcount at Full Program Implementation
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
With Master's Degrees			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
With Bachelor's Degrees			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			

Part-time Non-Tenured			
Other			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
Total Headcount Faculty in the Department			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
Total Department Faculty FTE (As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")		X	

Staff

List all additional staff needed to support the program in each of the first five years, e.g., administrative, secretarial, clerical, laboratory aides/ instructors, advisors, teaching/graduate assistants. (Remove these descriptive italics after completing this section of the template.)

Library and Information Resources

Describe library resources required to offer the proposed program if any. Does the institution currently have the needed library resources? (Remove these descriptive italics after completing this section of the template.)

Admission Requirements

List admission requirements specific to the proposed program. (Remove these descriptive italics after completing this section of the template.)

Student Advisement

Describe how students in the proposed program will be advised. (Remove these descriptive italics after completing this section of the template.)

Justification for Graduation Standards and Number of Credits

Provide graduation standards. Provide justification if number of credit or clock hours exceeds 63 for AA or AS, 69 for AAS, 126 credit hours for BA or BS; and 36 beyond the baccalaureate for MS. (Remove these descriptive italics after completing this section of the template.)

External Review and Accreditation

Indicate whether any external consultants, either in- or out-of-state, were involved in the development of the proposed program, and describe the nature of that involvement. For a career and technical education program, list the members and describe the activities of the program advisory committee. Indicate any special professional accreditation which will be sought and how that accreditation will impact the program. Project a future date for a possible accreditation review; indicate how close the institution is to achieving the requirements, and what the costs will be to achieve them. (Remove these descriptive italics after completing this section of the template.)

Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students

Using the format below, indicate the projected number of graduates and declared majors expected over the next five years in the new program proposed.

Appendix B: Full Template

Data Category	Current – Prior to New Program Implementation	Projected Year 1	Projected Year 2	Projected Year 3	Projected Year 4	Projected Year 5
Data for Proposed Program						
Number of Graduates **in Proposed Program**	X					
Total # of Declared Majors **in Proposed Program**	X					
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE (as reported in Faculty table above)						
Total Department Student FTE (Based on Fall Third Week)						
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)						
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here:_____)						

Expansion of Existing Program

If the proposed program is an expansion or extension of an existing program, present enrollment trends by headcount and by student credit hours (if appropriate) produced in the current program for each of the past five years for each area of emphasis or concentration. (Remove these descriptive italics after completing this section of the template.)

Section III: Need

Program Need

Clearly indicate why such a program should be initiated. (Remove these descriptive italics after completing this section of the template.)

Labor Market Demand

Include local, state, and national data, and job placement information, the types of jobs graduates have obtained from similar programs. Indicate future impact on the program should market demand change. (Remove these descriptive italics after completing this section of the template.)

Student Demand

Describe evidence of student interest and demand that supports potential program enrollment. (Remove these descriptive italics after completing this section of the template.)

Similar Programs

Are similar programs offered elsewhere in the state or Intermountain Region? If yes, cite justifications for why the Regents should approve another program of this type. How does the proposed program differ from similar program(s)? Be specific. (Remove these descriptive italics after completing this section of the template.)

Appendix B: Full Template

Collaboration with and Impact on Other USHE Institutions
Describe discussions with other USHE institutions that are already offering the program that have occurred regarding your institution's intent to offer the proposed program. Include any collaborative efforts that may have been proposed. Analyze the impact that the new program would have on other USHE institutions. (Remove these descriptive italics after completing this section of the template.)

Benefits
State how the institution and the USHE benefit by offering the proposed program. (Remove these descriptive italics after completing this section of the template.)

Consistency with Institutional Mission
Explain how the program is consistent with and appropriate to the institution's Regents-approved mission, roles, and goals. (Remove these descriptive italics after completing this section of the template.)

Section IV: Program and Student Assessment

Program Assessment
State the goals for the program and the measures that will be used in the program assessment procedure to determine if goals are being met. (Remove these descriptive italics after completing this section of the template.)

Expected Standards of Performance
List the standards and competencies that the student will have met and achieved at the time of graduation. How or why were these standards and competencies chosen? Include formative and summative assessment measures you will use to determine student learning. (Remove these descriptive italics after completing this section of the template.)

Section V: Finance

Department Budget
Include the Financial Analysis form followed immediately by comments if necessary. In the following table project the increased expenses to the institution by adding the proposed program.

5-Year Budget Projection							
Departmental Data	Current Departmental Budget – Prior to New Program Implementation	Departmental Budget					
		Year 1		Year 2		Year 3	
		Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget
Personnel Expense							
Salaries and Wages							
Benefits							
Total Personnel Expense	$	$	$	$	$	$	$
Non-Personnel Expense							
Travel							
Capital							
Library							
Current Expense							
Total Non-personnel Expense							
Total Expense	$	$	$	$	$	$	$

(Personnel + Current)							
Departmental Funding							
Appropriated Fund							
Other:							
Special Legislative Appropriation							
Grants and Contracts							
Special Fees/Differential Tuition							
Total Revenue	$	$	$	$	$	$	$
Difference							
Revenue - Expense	$	$	$	$	$	$	$
Departmental Instructional Cost/Student Credit Hour* *(as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")*	$	$	$	$	$	$	$
* **Projected Instructional Cost/Student Credit Hour** data contained in this chart are to be used in the Third-Year Follow-Up Report and Cyclical Reviews required by R411.							

Funding Sources

Describe how the program will be funded, i.e. new state appropriation, tuition, reallocation, enrollment growth, grants or other sources. (Remove these descriptive italics after completing this section of the template.)

Reallocation

If program is to be supported through internal reallocation, describe in specific terms the sources of the funds. (Remove these descriptive italics after completing this section of the template.)

Impact on Existing Budgets

If program costs are to be absorbed within current base budgets, what other programs will be affected and to what extent? Provide detailed information. Confidential information may be sent to the Commissioner under seal. (Remove these descriptive italics after completing this section of the template.)

Section VI: Program Curriculum

All Program Courses (with New Courses in Bold)

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences) The total number of courses shown and credit hours should match the required number of credits to be awarded the degree. Use the following format. (Remove these descriptive italics after completing this section of the template.)

Course Prefix and Number	Title	Credit Hours
Required Courses		
	Sub-Total	
Elective Courses		

Appendix B: Full Template

Course Prefix and Number	Title	Credit Hours
	Sub-Total	
Track/Options (if applicable)		
	Sub-Total	
	Total Number of Credits	

Program Schedule

For each level of program completion, present, by semester, a suggested class schedule—by prefix, number, title, and semester hours. (Remove these descriptive italics after completing this section of the template.)

Section VII: Faculty

List current faculty within the institution – with their qualifications – to be used in support of the program. Do not include resume or resume material. If new faculty lines are being used for the program, but the faculty member has not yet been hired, so indicate. (Remove these descriptive italics after completing this section of the template.)

Appendix C: General Studies' Guidelines

A General Studies Bachelor's Degree proposal must:

1. Define the purpose of the degree and the institution's rationale for offering the program. Explain how the proposed degree differs from other multidisciplinary degrees (such as university studies, integrated studies, etc.) that may be offered by the institution. Compare the General Studies degree proposal to others around the country.

2. Define the audiences for this degree including types and needs of students.

3. Discuss the value of the degree to graduates of this program.

4. Set admission requirements for entry into the degree program and require students to petition for admission by explaining why they want the degree and what they intend to study. (Discussion of appropriate GPA and accumulated credits at entry in a concentration is ongoing.)

5. Provide evidence that intentionality of student learning is expected and built into the course of study.

6. Show how the proposed degree will require and evaluate curricular coherence.

7. Show how the degree program will require and facilitate student intellectual engagement with relevant academic content.

8. State the institution's procedure for incorporating learning goals with demonstrable learning outcomes.

9. Show how students will demonstrate integration of content and learning experiences through reflective activities, such as capstones, research projects, responding to critical questions, and/or portfolios, during their programs.

10. Require a curricular concentration.

11. Clarify how academic oversight will be provided by faculty.

12. State graduation standards.

Appendix D: New Programs Follow-up Report Template

<div align="center">

Appendix D: Follow-Up Report Template

</div>

Instructions:

- The New Programs Follow-up Report Template should be used for those items identified as needing the Report Template in R401-4.1 and listed as possible items to check on the Cover/Signature Page below.

- A Report Template consists of a **Cover/Signature Page – New Programs Follow-up Report Template** and a **Report – New Programs Follow-up Report Template.**

- Prepare the Three- (or Two-) Year Follow-Up Report per R401-6 instructions **as a Word document** (no PDF formats). When *descriptions of the content required for each section appear in this font color,* **the descriptive italics are to be removed and replaced with the institutional content before the institution submits the proposal to the OCHE.**

  NOTE: Two-year templates are required for certificates approved on the Fast Track. All other programs require a three-year follow-up report.

- The CAO or his/her designated representatives should e-mail the completed Abbreviated Template (including electronic signature) to academicaffairs@utahsbr.edu.

- The institution is responsible for maintaining a record of the submission as the OCHE Academic Affairs office is not responsible for storing electronic copies of submitted proposals.

Appendix D: New Programs Follow-up Report Template

Cover/Signature Page – New Programs Follow-up Report Template

Institution Submitting Request: *Name of Institution*
Program Title: *Program being reported*
School or Division or Location: *Name of School/Division Location*
Department(s) or Area(s) Location: *Name of Department/Area Location*
Recommended Classification of Instructional Programs (CIP) Code[4]: *00.0000*
Board of Regents' Approval Date: *MM/DD/YEAR*

Proposal Type (check all that apply):

Regents' General Consent Calendar Items	
R401-5 OCHE Review and Recommendation; Approval on General Consent Calendar	
SECTION NO.	**ITEM**
5.6.1 ☐	Three-Year Follow-Up Report of Recently Approved Programs
5.6.2 ☐	Two-Year Follow-Up Report of Fast Tracked Certificate

Chief Academic Officer (or Designee) Signature:
I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

_____

Signature   **Date:** *MM/DD/YEAR*

Printed Name: *Name of CAO or Designee*

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[4] CIP codes must be recommended by the submitting institution. For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.

Appendix D: New Programs Follow-up Report Template

Program Description
One paragraph description of the program. Include Regents' approval date and date when program first started admitting students. (Remove these descriptive italics after completing this section of the template.)

Enrollment and Revenue Data
Use department or unit numbers as reported in the approved R401 proposal for "Prior to Program Implementation" and "Estimated" columns.

	Prior to Program Implementation	Year 1		Year 2		Year 3	
Departmental/Unit Enrollment and Staffing Data		Est.	Actual	Est.	Actual	Est.	Actual
Total Department Student FTE (Based on Fall Third Week Data)							
Total Department Faculty FTE (A-1/S-11/Cost Study Definition)							
Student FTE per Faculty FTE (from Faculty FTE and Student FTE above)							
Program Level Data							
Total Number of Declared Majors in Program	X						
Total Number of Program Graduates	X						
Departmental Revenue		Est.	Actual	Est.	Actual	Est.	Actual
Total Revenue to Department (Total of Funding Categories from R401 Budget Projection Table)							
Departmental Instructional Cost per Student Credit Hour (per Institutional Cost Study Definition)		X		X		X	

Institutional Analysis of Program to Date
Provide a statement that summarizes the institution's current analysis of the program's strengths and weaknesses relative to enrollments, staffing, and funding. Describe any actions the institution has taken or will take to respond to any issues with the program.

Employment Information
Provide employment information on graduates of the program. (Remove these descriptive italics after completing this section of the template.)

Appendix E: Flow Chart for the OCHE Approval

Institutional review and Board of Trustees approval.	→	Specified program proposal template to the OCHE.	→	OCHE staff review.	→	CAO review if required.

Approved by Regents, General Consent Calendar.
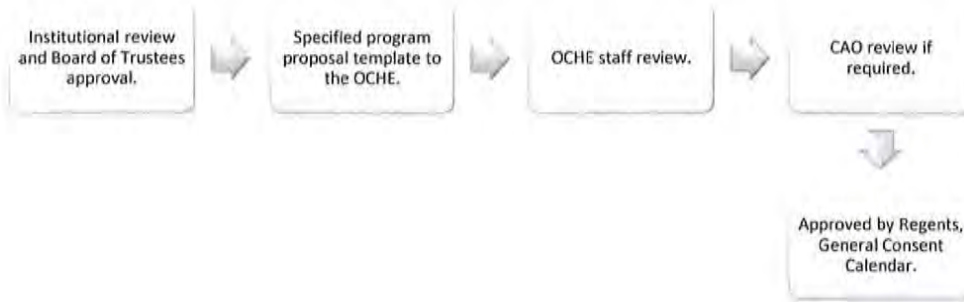
Appendix F: Flow Chart for Fast Track Approval
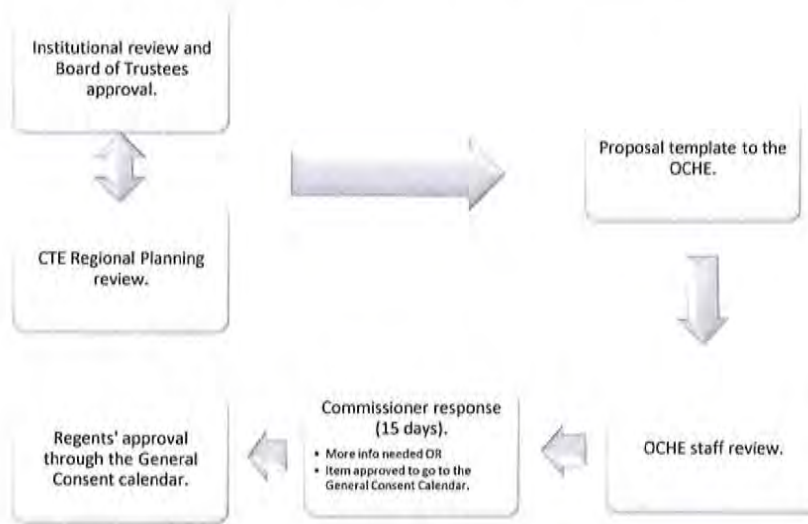
Appendix G: Abbreviated Template

Instructions:

- The Abbreviated Template should be used for those items identified as needing the Abbreviated Template in R401-4 and R401-5 and listed as possible items to check on the Cover/Signature Page below.

- **An Abbreviated Template consists of a Cover/Signature Page – Abbreviated Template and Program Request – Abbreviated Template.**
    - **Cover/Signature Page – Abbreviated Template:** Complete the items requested at the top of the page, INCLUDING SELECTING A CIP CODE. Check which type(s) of item(s) apply.
    - **Program Request – Abbreviated Template:** Complete the sections requested, removing the descriptive italics and replacing them with the content of the proposal.

- Prepare the Abbreviated Template per R401-6 instructions **as a Word document** (no PDF formats). Begin each of the two sections (Cover/Signature Page and Program Request) at the top of a new page. When *descriptions of the content required for each section appear in this font color,* **the descriptive italics are to be removed and replaced with the institutional content before the institution submits the proposal to the OCHE.**

- The CAO or his/her designated representatives should e-mail the completed Abbreviated Template (including electronic signature) to academicaffairs@utahsbr.edu.

- The institution is responsible for maintaining a record of the submission as the OCHE Academic Affairs office is not responsible for storing electronic copies of submitted proposals.

Appendix G: Abbreviated Template

Cover/Signature Page - Abbreviated Template/Abbreviated Template with Curriculum

Institution Submitting Request: *Name of Institution*
Proposed Title: *Program or Unit Title being proposed*
Currently Approved Title: *Current Program or Unit Title -- if Title is being changed from current title to a new title*
School or Division or Location: *Name of School/Division Location*
Department(s) or Area(s) Location: *Name of Department/Area Location*
Recommended Classification of Instructional Programs (CIP) Code[5] (for new programs): *00.0000*
Current Classification of Instructional Programs (CIP) Code (for existing programs): *00.0000*
Proposed Beginning Date (for new programs): *MM/DD/YEAR*
Institutional Board of Trustees' Approval Date: *MM/DD/YEAR*

Proposal Type (check all that apply):

Regents' General Consent Calendar Items	
R401-5 OCHE Review and Recommendation; Approval on General Consent Calendar	
SECTION NO.	**ITEM**
5.1.1 ☐	Minor*
5.1.2 ☐	Emphasis*
5.2.1 ☐	Certificate of Proficiency*
5.2.3 ☐	Graduate Certificate*
5.4.1 ☐	New Administrative Unit
☐	Administrative Unit Transfer
☐	Administrative Unit Restructure
☐	Administrative Unit Consolidation
5.4.2 ☐	New Center
☐	New Institute
☐	New Bureau
5.5.1 ☐	Out-of-Service Area Delivery of Programs
5.5.2 ☐	Program Transfer
☐	Program Restructure
☐	Program Consolidation
5.5.3 ☐	Name Change of Existing Programs
5.5.4 ☐	Program Discontinuation
☐	Program Suspension
5.5.5 ☐	Reinstatement of Previously Suspended Program
☐	Reinstatement of Previously Suspended Administrative Unit

*Requires "Section V: Program Curriculum" of Abbreviated Template

Chief Academic Officer (or Designee) Signature:
I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

_____

Signature   **Date:** *MM/DD/YEAR*

Printed Name: *Name of CAO or Designee*

---

[5] CIP codes <u>must</u> be recommended by the submitting institution. For CIP code classifications, please see

Appendix G: Abbreviated Template

<div align="center">

Program Request - Abbreviated Template
Higher Education Institution
Degree Type and Title
MM/DD/YEAR

</div>

<div align="center">

Section I: Request

</div>

Briefly describe the request. Indicate the primary activities impacted, especially focusing on any instructional activities. (Remove these descriptive italics after completing this section of the template.)

<div align="center">

Section II: Need

</div>

Indicate why such an administrative change, program, or center is justified. Reference need or demand studies if appropriate. Indicate the similarity of the proposed unit/program with similar units/programs which exist elsewhere in the state or Intermountain region. (Remove these descriptive italics after completing this section of the template.)

<div align="center">

Section III: Institutional Impact

</div>

Will the proposed administrative change or program affect enrollments in instructional programs of affiliated departments or programs? How will the proposed change affect existing administrative structures? If a new unit, where will it fit in the organizational structure of the institution? What changes in faculty and staff will be required? What new physical facilities or modification to existing facilities will be required? Describe the extent of the equipment commitment necessary to initiate the administrative change. If you are submitting a reinstated program, or program for off-campus delivery, respond to the previous questions as appropriate. (Remove these descriptive italics after completing this section of the template.)

<div align="center">

Section IV: Finances

</div>

What costs or savings are anticipated from this change? If new funds are required, describe in detail expected sources of funds. Describe any budgetary impact on other programs or units within the institution. (Remove these descriptive italics after completing this section of the template.)

<div align="center">

Section V: Program Curriculum
THIS SECTION OF THE ABBREVIATED TEMPLATE REQUIRED FOR EMPHASES AND MINORS ONLY

</div>

All Program Courses (with New Courses in Bold)
List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences) The total number of courses shown and credit hours should match the required number of credits to be awarded the degree. Use the following format. (Remove these descriptive italics after completing this section of the template.)

Course Prefix and Number	Title	Credit Hours
Required Courses		
	Sub-Total	
Elective Courses		
	Sub-Total	
Track/Options (if applicable)		
	Sub-Total	
	Total Number of Credits	

Program Schedule

Present by semester, a suggested class schedule—by prefix, number, title, and semester hours. (Remove these descriptive italics after completing this section of the template.)

Appendix H: Programs under Development or Consideration Template

Instructions:

- The Programs under Development or Consideration Template should be used consistent with R401-5.7.3.

- Prepare the Programs under Development or Consideration Template per R401 instructions **as a Word document** (no PDF formats). Begin each of the two sections (Cover/Signature Page and Program Request) at the top of a new page. When *descriptions of the content required for each section appear in this font color,* **the descriptive italics are to be removed and replaced with the institutional content before the institution submits the proposal to the OCHE.**

- The CAO or his/her designated representatives should e-mail the completed PUDC Template (including electronic signature) to academicaffairs@utahsbr.edu.

- The institution is responsible for maintaining a record of the submission as the OCHE Academic Affairs office is not responsible for storing electronic copies of submitted proposals.

Programs under Development or Consideration Template
Higher Education Institution
MM/DD/YEAR

Use the following table to update the Commissioner's Academic Affairs staff with information for all programs under development or consideration in the next 36 months.

Program Name	Degree Type	Current Status	Projected for Regents' Agenda
			MM/DD/YEAR

UTAH STATE BOARD OF REGENTS' POLICY R401
LEVEL OF APPROVAL GUIDE

R-401 Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports

REGENTS' AGENDA ITEMS

R401-4 Approval by Committee of the Whole

TYPE	SECTION NO.	NEW SECTION NO.	NEW PROGRAMS	TEMPLATE REQUIRED
Degrees	4.1.2	4.1.1	Associate of Applied Science Degree	Appx B: Full
	4.1.3	4.1.2	Associate of Arts Degree	Appx B: Full
			Associate of Science Degree	Appx B: Full
		4.1.3	Specialized Associate Degree	Appx B: Full
	4.1.5	4.1.4	Baccalaureate Degree	Appx B: Full
	4.1.6	4.1.5	K-12 School Personnel Programs	Appx B: Full
	4.1.7	4.1.6	Master's Degree	Appx B: Full
	4.1.8	4.1.7	Doctoral Degree	Appx B: Full

REGENTS' GENERAL CONSENT CALENDAR ITEMS

R401-5 OCHE Review and Recommendation; approval on General Consent Calendar

TYPE	SECTION NO.	NEW SECTION NO.	SECTION TITLE	TEMPLATE REQUIRED
5.1 Minors /	4.1.5.2	5.1.1	Minor	Appx G: Abbreviated with Curriculum
	5.1.1.1	5.1.2	Emphasis	Appx G: Abbreviated with Curriculum
5.2 Certificates	4.1.1	5.2.1	Certificate of Proficiency	Appx G: Abbreviated with Curriculum
		5.2.2	Certificate of Completion	Appx B: Full
	5.1.9	5.2.3	Graduate Certificate	Appx G: Abbreviated with Curriculum
	4.1.9	5.2.4	Fast-Tracked Certificate	See Certificate Type
5.3 Administrative Unit Creation or Change	5.1.7		New Administrative Unit	Appx G: Abbreviated
	5.1.7	5.4.1	Administrative Unit Transfer	Appx G: Abbreviated
			Administrative Unit Restructure	Appx G: Abbreviated
			Administrative Unit Consolidation	Appx G: Abbreviated
	5.1.8	5.4.2	New Center	Appx G: Abbreviated
			New Institute	Appx G: Abbreviated
			New Bureau	Appx G: Abbreviated
5.4 Program Changes	5.1.3	5.5.1	Out-of-Service Area Delivery of Programs	Appx G: Abbreviated
	5.1.5	5.5.2	Program Transfer	Appx G: Abbreviated
			Program Restructure	Appx G: Abbreviated
			Program Consolidation	Appx G: Abbreviated
	5.1.4	5.5.3	Name Change of Existing Programs	Appx G: Abbreviated
	5.1.6	5.5.4	Program Discontinuation	Appx G: Abbreviated
			Program Suspension	Appx G: Abbreviated
	6.1.1	5.5.5	Reinstatement of Previously Suspended Program	Appx G: Abbreviated
	6.1.6		Reinstatement of Previously Suspended Administrative Unit	Appx G: Abbreviated
5.5 Program	4.1.10	5.6.1	Three-Year Follow-Up Report of Recently Approved Programs	Appx D: Follow-Up Report
	4.3.3	5.6.2	Two-Year Follow-Up Report of Fast Tracked Certificate	Appx D: Follow-Up Report
5.6 Annual Reports	6.1.2	5.7.1	Cyclical Institutional Program Reviews (R411)	See Policy R411
	6.1.3	5.7.2	List of Scheduled Program Reviews	See Section 5.6.2
	6.1.4	5.7.3	Programs Under Development or Consideration	Appx: H

Created 01-05-2011. Updated 06-28-2011, 11-22-2011, and 2012.

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

November 7, 2012

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE Secondary School Administrators and Counselor Conference

Issue

On September 21, 2012, the Utah System of Higher Education sponsored a conference titled *"College=What? From one-year certificates to four-year degrees, college equals opportunity"* for secondary school administrators and counselors with the purpose of helping them gain a greater understanding of the many college pathways that exist here in Utah, and how to help students and parents step up to higher education. This annual conference is in its fourth year and was funded by the College Access Challenge Grant. This event was coordinated by Assistant Commissioner, Melissa Miller Kincart, and members of her staff specifically the CACG Manager, Andrea Cox, and supported by the Utah Council, College Access Network of Utah and the Outreach Team in UHEAA.

Approximately 488+ administrators, counselors, presenters, college access, admissions and recruitment staff from across the state participated in this day-long conference at Thanksgiving Point in Lehi, Utah. This venue enabled us to accommodate 100+ additional participants over last year and we made an intentional effort to promote this opportunity to secondary education administrators. Our participants came from approximately 32 of our 41 Utah school districts, in addition, a number of private and charter schools were represented. As Commissioner, it was my pleasure to, welcome the group. Dr. Dolores Delgado Bernal and Dr. Enrique Alemán, Jr. of the University of Utah were the lunchtime keynote speakers and presented information on the *Adelante Partnership: Preparing Students of Color for College via Community, Culture,& High Expectations.*

Participants were able to choose from 27 workshops covering such topics as *Leadership Matters: How do Administrators Create a College Access Culture, Parents Make the Difference! How the Magic of the 5 "C's" of Parent Involvement will Improve Student Performance, FAFSA Completion Project, Economic & Industry Needs with Industry and Community Partners* and *Undocumented Students, Diversity Program and Support* as well as sessions on statewide scholarships and college and university panels. Representatives from all USHE schools, as well as UCAT, BYU, LDSBC and Westminster College, UESP and UHEAA had information booths and were able to answer questions and distribute materials for the upcoming academic year.

Melissa also discussed with participants how if Utah System of Higher Education intends to reach the "big goal" of having 66% of Utah's workforce with postsecondary degrees by 2020, it is essential to increase college participation from student populations who may have never considered higher education as a viable option. The StepUp to Higher Education Campaign was launched a year ago at this conference and is a social awareness campaign that encourages all Utah youth to dream big about their futures, and then act on those dreams by preparing for and completing college.

In an effort to provide our counselors and administrators with resources needed to increase awareness of college, a StepUp Toolkit has been developed and was distributed to participants. The toolkit contains games, conversation starters, parent brochures, posters, college guides, a flash drive with resources to be used in classroom activities, and much, much more. Our funding has allowed us the capacity to provide one free toolkit per high school, our Utah Scholars partner junior/middle schools, ImPACT subgrantees, access and afterschool programs. However, most of the toolkit items are available for download on our website at http://www.stepuputah.com/media-downloads/. We are currently exploring options to make pieces of the toolkit available for cost recovery purchase.

Attached is the agenda for the conference for reference.

<div align="center">Feedback</div>

We received 246 evaluation responses, which is response rate of 50% of our total attendees. The evaluation was available in hard copy at the conference and afterward as an online survey. Of the respondents:

- 75% are school counselors; 62% work at the high school level and 24% at junior/middle schools.
- 5% of the additional respondents were public education administrators, and the rest were college and university access, financial aid, or admissions personnel.
- 11% were in their first five years of providing assistance to students and families about postsecondary options, while 24% have been in their role between six to ten years.
- 81% were either "very satisfied" or "satisfied" with the choice of conference workshops.
- 81% agreed that they have developed a greater understanding of college preparation, admissions and financial aid processes.
- 90% agreed that this conference prepared them to help students and families plan for college.

As we plan for next year we will use the evaluation information collected and our own observations to further improve the 2013 conference.

<div align="center">Commissioner's Recommendation</div>

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

David L. Buhler
Commissioner of Higher Education

DLB/MMK
Attachments

StepUp Tool Kit
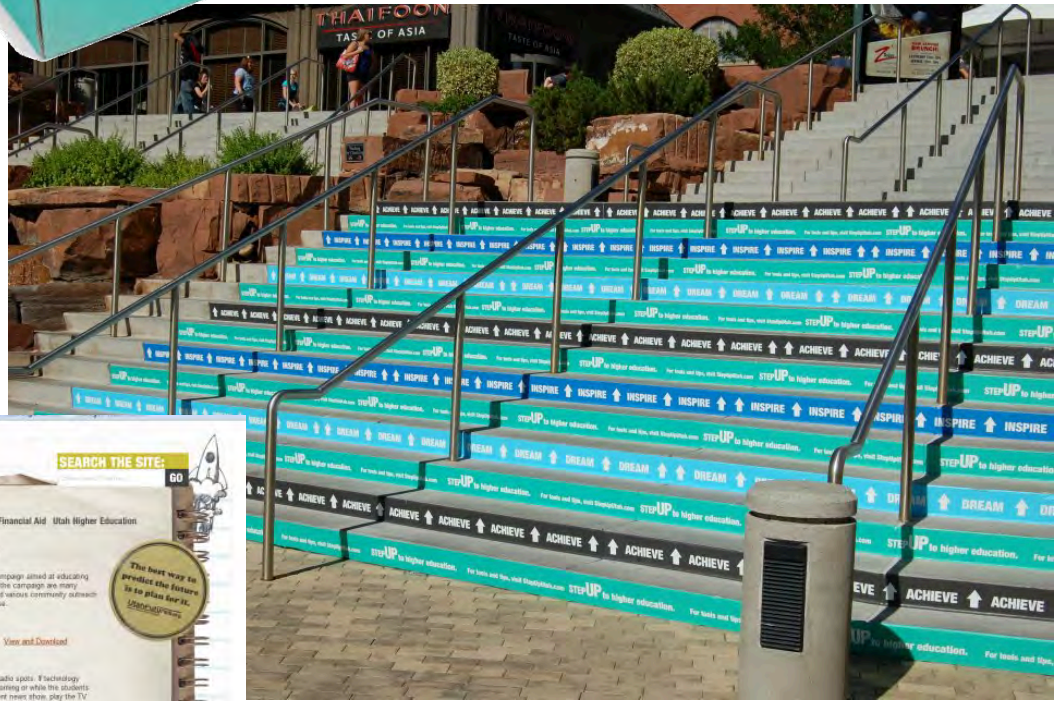
For free downloads, visit
StepUpUtah.com/media-downloads

StepUp Counselor Tool Kit includes:

• **Poster:** Hang this up in your office or download the file and use multiples to create a wall display.

• **Stair Clings:** Use the enclosed stair clings at your school (instructions included). With each literal step, students will be encouraged to make their dreams a reality by stepping up to higher education.

• **Parent Brochure:** As you know, parental, guardian, and/or family involvement is critical to supporting the college journey. Send this home with your students or share at a school event or parent night. You could even use this as an invitation for a parent/student meeting in your office. Jot the date on the cover and follow up.

• **General Postcard:** Communication is an important step in preparing students for higher education. Use these general postcards as an invitation for an advising session or to share information on upcoming events. This postcard can be customized to fit your exact needs.

• **PowerPoint Template:** Whether you're sharing some ideas one-on-one or presenting to the school, faculty or parents, this PowerPoint template will help frame your message with the consistent StepUp look.

• **StepUp Dice Game:** Put this game on your desk and encourage students to have fun while exploring the possibilities of higher education. Each roll presents a different life scenario from education and career opportunities to what car or pet they might have.

• **Conversation Cards**: Flashcards aren't just for equations. Quiz your students with these conversation starters.

• **StepUp Wall Flyer:** Higher Education is all about the individual. What are your students' dreams? Have they given it any thought? Use these wall flyers to display the unique aspirations of your students.

• **Paper Fortune Teller:** This school-age favorite is yet another opportunity for students to become more familiar with the types of degrees and careers available, while engaging with their peers and families.

• **Flash Drive of TV, Radio & More:** Be creative with your use of the included TV and Radio spots. If technology allows, play radio spots over the intercom before or after morning announcements or between class periods. If you have a televised student news show, play the TV spots. Make them a part of assemblies and presentations, classroom worksheets, and student and parent outreach events. This drive also includes a PowerPoint template, website activity sheet, classroom essay prompts, paper fortune teller sheets, web banners, posters, wall flyers, yearbook ads, and logos.

• **College Guide:** This guide includes a wealth of information including steps to prepare for college, admissions and scholarship deadlines, a glossary of terms, high school class recommendations, and much more. Encourage students to take a copy and refer to it as they plan their path to college. And, of course, keep one on hand as a reference to assist you in talking to them about higher education options in Utah.

For free downloads visit StepUpUtah.com/media-downloads

COLLEGE = WHAT?

From one-year certificates to four-year degrees, college equals opportunity.

$$\vec{F} = \frac{d}{dt}(m\vec{v})$$

A Conference for Secondary School Administrators and Counselors

UTAH SYSTEM OF HIGHER EDUCATION

Building a Stronger State of Minds

September 21, 2012
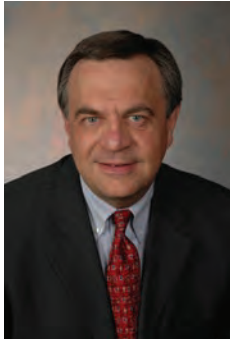
David L. Buhler
Commissioner of Higher Education, Utah System of Higher Education

David L. Buhler was named the eighth Commissioner of Higher Education on June 21, 2012, by the Utah State Board of Regents. As Commissioner he is responsible for making recommendations to, and implementing the policies of, the State Board of Regents, which is the governing board of Utah's eight public colleges and universities. Commissioner Buhler comes to this position with a long history of service in higher education, state and local government, and business.

For nearly twelve years prior to his appointment, Commissioner Buhler served as Associate Commissioner for Public Affairs with responsibility for government and media relations and overseeing the system's strategic priority of participation and outreach. He also served as Interim Commissioner for eight months in 2008. Commissioner Buhler taught as an Adjunct Professor of Political Science at the University of Utah from 1990 to 2006, and was a member of the University of Utah Board of Trustees from 1999 to 2000.

Commissioner Buhler served twelve years as an elected official, including two terms as a member of the Salt Lake City Council (2000-2007), and one term as a Utah State Senator (1995-1999). On the City Council he served as Council Chair in 2002 and 2006. In the Senate, he served as Senate Chair of the Administrative Services and Capital Facilities Appropriations Subcommittee and Vice Chair of the Executive Appropriations Committee. He served eight years in state government including four years as Executive Director of the Utah Department of Commerce (1989-1992) and as a member of the staff of Governor Norman H. Bangerter (1984-89). He was also an executive in private business with a national testing firm for eight years (1992-2000).

A native of Salt Lake City, Dave received Bachelor of Science degrees in History and Political Science from the University of Utah and a Master of Public Administration degree from Brigham Young University. He is currently completing a PhD in Political Science at the University of Utah. He is married to the former Lori Goaslind; they are the parents of five children.

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STEP UP

Whatever your students' dreams may be, going to college equals opportunity. And whether those dreams require a one-year certificate or a four-year degree, now is the time to prepare. Inspire them to work hard, take the right classes, and become aware of all the financial aid options. Your efforts in supporting your students' journey to higher education are instrumental.

Dolores Delgado Bernal
Professor of Education and Ethnic Studies, University of Utah

Dolores Delgado Bernal is a Professor of Education and Ethnic Studies at the University of Utah, and the 2010 recipient of the American Educational Research Association Distinguished Scholar Award. Her scholarship explores critical raced-gendered epistemologies and home/community knowledge systems that stand in contrast to dominant Euro-American ways of knowing. In doing so, she looks to alternative theoretical models to better understand and explain the educational experiences of Chicanas/os and other communities of color. Her research is grounded in two collaborative research projects. The first is Adelante, a university-school-community partnership at an elementary school, which is dedicated to creating educational opportunities and college-going expectations through community engagement, research, and reciprocity. The second is a college retention program created as a way to support students of color during their first year on campus through regular interactions with faculty and staff of color, academic advising, multiple mentoring relationships, and off-campus community-engagement opportunities. An essential part of her identity as a scholar is teaching, and she teaches graduate and undergraduate courses on critical race theory, borderland theories, U.S. third world feminism, Chicana/o studies, and ethnic studies.

Enrique Alemán, Jr.
Associate Professor of Educational Leadership & Policy in the College of Education and a Faculty Affiliate in the Ethnic Studies Program, University of Utah

Enrique Alemán, Jr., is an Associate Professor of Educational Leadership & Policy in the College of Education and a Faculty Affiliate in the Ethnic Studies Program at the University of Utah. Dr. Alemán earned his Ph.D. in Educational Administration, with a concentration in Educational Policy and Planning, from the University of Texas at Austin. While at UT he also completed a doctoral certification in Mexican American Studies. Dr. Alemán has an undergraduate degree from St. Mary's University in San Antonio, Texas, and a master's degree from Columbia University's School of International and Public Affairs in New York City, New York.

A native of Kingsville in South Texas and a first-generation college student, Dr. Alemán melds his personal and professional interests with research that has the potential to address the structural and institutionalized inequities that have historically underserved students and communities of color. In addition to his teaching and research responsibilities, Dr. Alemán has worked in the educational policy arena as a member of the Utah Achievement Gaps Coalition and the Utah Governor's Working Group on Student Achievement, seeking policy solutions to the achievement gaps that exist in Utah public and higher educational systems. However, his most rewarding work has been with the *Adelante* Partnership, a university-school-community partnership that he co-founded and co-directs with his colleague, Dr. Dolores Delgado Bernal.

An active member of the Rose Park and Guadalupe communities, he resides with his partner, University of Utah faculty member, Dr. Sonya M. Alemán, and their three children in west Salt Lake City.

8:15 - 9:00 am   **CHECK-IN & CONTINENTAL BREAKFAST AND VISIT COLLEGE & UNIVERSITY BOOTHS**
Show Barn

9:00 - 9:45 am   **WELCOME**
Show Barn
Welcome by Melissa Miller Kincart, Assistant Commissioner for Outreach and Access, Utah System of Higher Education
Remarks by Dave Buhler, Commissioner of Higher Education, Utah System of Higher Education
Preview StepUp Educator Toolkit

9:45 - 10:35 am   **BREAKOUT SESSION 1**
Show Barn

College = What?
Presented by Dr. Blair K. Carruth, Assistant Commissioner for Academic Affairs, Utah System of Higher Education (moderator); Dr. Donna Dilingham-Evans, VP of Academic Services, Dixie State College; Dr. Ryan Carstens, Associate Provost, Salt Lake Community College; Dr. Bruce Miller, Professor and Head of School of Applied Sciences, Technology, & Education, Utah State University; and Dr. Maria Bride, Academic Advisor, Weber State University
Many potential students think of college as a four-year degree, yet in reality, college programs span a wide spectrum of credentials that can lead to promising futures. Through a moderated panel composed of representatives from four USHE institutions, participants will hear how:
1. USHE institutions are responsive to students with diverse needs and interests.
2. USHE institutions help students prepare for success in life, in whatever ways students may define success.
3. Personal achievement in college can begin with small steps.
4. A meaningful college credential can be earned in less than four years, sometimes in one year or less.
5. USHE institutions can help people go wherever their desires and aspirations lead them.

Rose Room

The Utah TICE Project: Expanding the Iron Triangle of Quality, Access, and Cost
Presented by Dr. Chuck Wight, Dean of the Graduate School, University of Utah
In 2011 the Utah Legislature allocated funds to the Utah System of Higher Education to create six technology-intensive concurrent enrollment (TICE) courses that can be used statewide for CE credit or as regular college courses. The project leader, Chuck Wight, will review the goals and current status of the six pilot courses that are being offered in Fall 2012. Wight will demonstrate selected course modules, outline the course development activities scheduled for the current academic year and share plans for the future of TICE. The latest information for TICE can be found at the project web site: http://www.uen.org/concurrent/

Velvet Room

School Panel: Utah's Private Institutions
Presented by BYU, LDSBC, and Westminster
Representatives from Utah's private colleges and universities will share information related to school programs, admissions, and more. This session will feature a Q&A session.

Utah Room

(For Administrators) Leadership Matters: How do Administrators Create a College Access Culture?
Presented by Dr. Kyle Reyes, Special Assistant to the President, Utah Valley University; Dr. Taran Chun, Principal, Granite Park Jr. High; and Dr. Fidel Montero, Principal, Alta High School
This session will focus on the practical aspects of leading change in K-12 schools. From a K-16 perspective, presenters will engage administrators in a discussion about college access for all students.

Amber Room

Understanding the Basics of the New Century and Regents' Scholarships
Presented by Carrie F. Beckman, Policy and Special Projects Manager, Utah System of Higher Education
This session will introduce attendees to the nuts and bolts of the New Century and Regents' Scholarships. This session is intended for those who have little or no prior knowledge of the two programs.

Tropical Room

Parents Make the Difference! How the Magic of the 5 "C's" of Parent Involvement Will Improve Student Performance
Presented by Dean Curtis, Chairman of Education: Catch the Dream; Luis Lopez, Weber State University; and Rebecca Walshe, Family Resource Coordinator, West High School
Parent involvement improves student performance! This workshop provides a powerful method to improve your parent participation: we call it The Five "C's" of Parent Involvement. Representatives from elementary, high school, and college will share their successes at getting parents involved using components of this model. This workshop is a must if you have ever asked the question, "How can I get the parents of my students involved in their education?"

10:45 - 11:35 am **BREAKOUT SESSION 2**

Show Barn

College = What?
Presented by Dr. Blair K. Carruth, Assistant Commissioner for Academic Affairs, USHE, Moderator; Dr. Donna Dilingham-Evans, VP of Academic Services, Dixie State College; Dr. Ryan Carstens, Associate Provost, Salt Lake Community College; Dr. Bruce Miller, Professor and Head of School of Applied Sciences, Technology, & Education, Utah State University; and Dr. Maria Bride, Academic Advisor, Weber State University
Many potential students think of college as a four-year degree, yet in reality, college programs span a wide spectrum of credentials that can lead to promising futures. Through a moderated panel composed of representatives from four USHE institutions, participants will hear how:
1. *USHE institutions are responsive to students with diverse needs and interests.*
2. *USHE institutions help students prepare for success in life, in whatever ways students may define success.*
3. *Personal achievement in college can begin with small steps.*
4. *A meaningful college credential can be earned in less than four years, sometimes in one year or less.*
5. *USHE institutions can help people go wherever their desires and aspirations lead them.*

Rose Room

University of Utah Admissions Updates
Presented by Mateo Remsburg, Associate Director, Office of Admissions; Maren Lythgoe, Associate Director Office of Admissions; and Aretha Minor, Interim Director, Office of Admissions, University of Utah
Have you heard the news? The University of Utah is making significant changes in the Office of Admissions geared toward enhancing student success at the U. In this session we will discuss the new organizational structure and the new freshman admissions process.

Velvet Room

School Panel: Utah's Private Institutions
Presented by BYU, LDSBC, and Westminster
Representatives from Utah's private colleges and universities will share information related to school programs, admissions, and more. This session will feature a Q&A session.

Utah Room

FAFSA Completion Project
Presented by Stephen Rogers, Manager of Outreach, Utah Higher Education Assistance Authority
Come learn about FAFSA completion rates in Utah! You'll be able to see the premiere showing of the UHEAA FAFSA Completion database, the state's most complete collection of federal financial aid information. Learn what you can do to boost your school and county completion rates.

Amber Room

Understanding the Regents' Scholarship and the Utah Scholars Core Course of Study
Presented by Carrie F. Beckman, Policy and Special Projects Manager, Utah System of Higher Education; and Dr. Christie Fox, Utah Scholars Program Coordinator, Utah System of Higher Education
The Regents' Scholarship and Utah Scholars Core Course of Study are important tools to help students prepare for college. This session will review the research and data that informed the creation of these, and share information regarding the performance of students who have taken the prescribed curriculum. We will also discuss the application process and review the most common pitfalls we see in student applications—and how to avoid them.

Tropical Room

Undocumented Students, Diversity Programs, Support
Presented by Yudi Lewis, Program Director — Latino Initiative, Utah Valley University
This workshop will provide an overview of the resources and options that are available to undocumented students in the state of Utah. We will discuss the in-state tuition waivers and privately funded scholarship opportunities for undocumented students. We will facilitate a discussion on advising undocumented students and their families about their options to attend higher education.

11:45- 12:35 pm **BREAKOUT SESSION 3**

Rose Room

College & University Panel
Presented by DSC, UU, and WSU
Representatives from various Utah colleges and universities will share information related to school programs, admissions, and more. This session will feature a Q&A session.

Velvet Room

College & University Panel
Presented by SLCC, Snow, UCAT, and USU Eastern
Representatives from various Utah colleges and universities will share information related to school programs, admissions, and more. This session will feature a Q&A session.

Utah Room — **College & University Panel**
Presented by SUU, USU, and UVU
Representatives from various Utah colleges and universities will share information related to school programs, admissions, and more. This session will feature a Q&A session.

Amber Room — **Promoting the College and Career Readiness of Utah Students: Implementation of the Collaborative Counselor Training Initiative (CCTI) Curriculum with Utah Pre-Service School Counseling Students**
Presented by Dr. Paul Gore, Director School Counseling Program, University of Utah; and Camille Odell, Director, School Counselor Education Program, Utah State University
The State of Utah recently adopted the Collaborative Counselor Training Initiative Curriculum for use in pre-service school counselor training programs. This curriculum is designed to increase school counselors' knowledge and skills in promoting college awareness, access, and readiness among their middle and high school students. The curriculum includes modules on promoting a college-going culture, effective college, career, and academic planning, and financial aid and college application processes. Representatives from Utah State University and the University of Utah will describe how they are integrating the CCTI curriculum into their existing pre-service training programs and lead a discussion on how the curriculum could be more widely distributed to school counselors throughout the state.

Tropical Room — **Economic & Industry Needs with Industry and Community Partners**
Presented by Jeff Aird, Program Manager, Utah Cluster Acceleration Partnership, Utah System of Higher Education; Gary Harter, Managing Director of Business Creation, Governor's Office of Economic Development; Mark Bouchard, Chair of Prosperity 2020/Senior Managing Director of CB Richard Ellis; and Christina Colosimo, Change Management Specialist, L-3 Communications
Utah is home to one of the most vibrant and dynamic economies in the United States. By 2020, 66% of jobs in Utah will require post-secondary education. This session will provide a comprehensive look at the jobs of Utah's future economy and the essential role of higher education in preparing students for careers of the future. The session will highlight the increasing number of "middle skilled" and "high skilled" occupations in Utah's core economic clusters. Attendees will leave with a better understanding of the industries that are growing in Utah and the skills and education required to be a successful employee in those industries.

12:45 - 1:00 pm — **LUNCH BOX PICK-UP**
Show Barn

1:00 - 1:45 pm — **KEYNOTE ADDRESS**
Show Barn
Adelante Partnership: Preparing Students of Color for College via Community, Culture, & High Expectations
Introduction: Dr. Kyle Reyes
Presented by Dolores Delgado Bernal and Dr. Enrique Alemán, Jr.

1:45 - 2:00 pm — **PICK UP STEPUP EDUCATOR TOOLKITS AND VISIT COLLEGE AND UNIVERSITY BOOTHS**
Show Barn

2:10 - 3:00 pm — **BREAKOUT SESSION 4**
Rose Room — **College & University Panel**
Presented by DSC, UU, and WSU
Representatives from various Utah colleges and universities will share information related to school programs, admissions, and more. This session will feature a Q&A session.

Velvet Room — **College & University Panel**
Presented by SLCC, Snow, UCAT, and USU Eastern
Representatives from various Utah colleges and universities will share information related to school programs, admissions, and more. This session will feature a Q&A session.

Utah Room — **College & University Panel**
Presented by SUU, USU, and UVU
Representatives from various Utah colleges and universities will share information related to school programs, admissions, and more. This session will feature a Q&A session.

Amber Room

Parents of College Graduate Latinos in Action (LIA) Students: Challenges they Faced from Cradle to College
Presented by Dr. Jose Enriquez, Executive Director/Founder, Latinos in Action; Members of Latinos in Action Team and Parents of Latinos in Action students
This will be an interactive panel made up of Latino parents and LIA alumni that are now teaching back in the public school system. We will hear from the parents about their journey to help their student reach the goal of college graduation. They will also help bring to light some of the pitfalls and challenges they faced along the way that may help educators, counselors, and administrators understand the issues that face local Latino parents today.

Tropical Room

Assessing College Readiness — Where We Are and What We Can Do
Presented by Dr. Bruce Bowen, Associate Provost for Enrollment Services, Weber State University; and Dr. David Roos, Executive Director, Enrollment Management, Dixie State College
For some students there is a "preparation gap" between satisfying the requirements for high school graduation and being ready for 1000-level college courses. This workshop will discuss assessment and placement procedures used by two Utah institutions of higher education and positive steps that can be taken with students while still in high school so they can determine their college readiness.

3:10 - 4:00 pm   BREAKOUT SESSION 5

Velvet Room

College & University Panel
Presented by DSC, UU, and WSU
Representatives from various Utah colleges and universities will share information related to school programs, admissions, and more. This session will feature a Q&A session.

Rose Room

College & University Panel
Presented by SLCC, Snow, UCAT, and USU Eastern
Representatives from various Utah colleges and universities will share information related to school programs, admissions, and more. This session will feature a Q&A session.

Utah Room

College & University Panel
Presented by SUU, USU, and UVU
Representatives from various Utah colleges and universities will share information related to school programs, admissions, and more. This session will feature a Q&A session.

Amber Room

"Fitting In" with Concurrent Enrollment
Presented by Cynthia Grua, Director Academic Affairs, Utah System of Higher Education; and Derrin Owens, Counselor, Juab High School
We commonly accept that a GPA of a "B" or higher and an ACT score of at least 22 predict success in a concurrent enrollment (CE) class. What other behaviors or characteristics should high school counselors look for when helping students choose rigorous CE courses? The presenters will share initial feedback from research that looked at student behavior and performance, from test taking patterns to writing and comprehension skills. Participants are encouraged to share the criteria they have found the most predictive, and to share student success stories.

Tropical Room

Behind the Scenes of Financial Aid
Presented by Sumiko Martinez, Outreach Officer, UHEAA (moderator); Panelists: Cristi Miller, Director of Financial Aid, SLCC; Trish Howard, Director of Financial Aid, UVU; Amy Capps, Assistant Director of Counseling, UofU; and Jan Burton, Director of Financial Aid, Ogden-Weber Applied Technology College
Come learn about what happens in college & university financial aid offices after your students apply. This panel discussion will feature financial aid directors from different types of colleges, talking about financial aid award packaging, eligibility, and more.
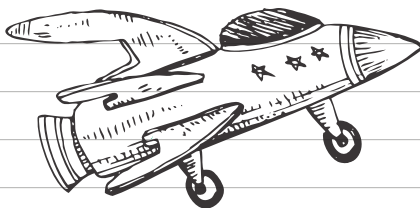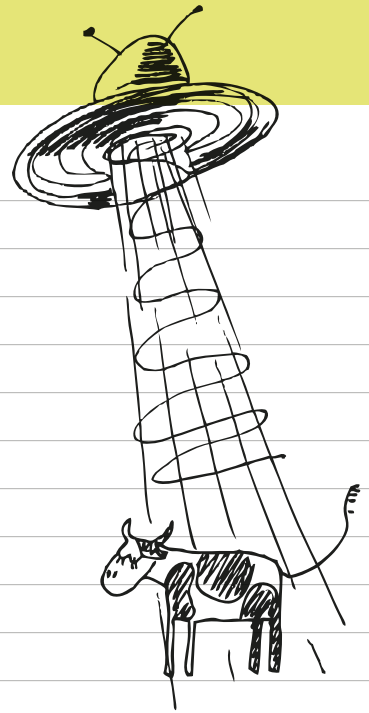
Thank you for taking a moment to answer the following questions. Any information you provide is confidential.

Please mark your type of organization:

☐ Junior/Middle School   ☐ High School   ☐ Institution of Higher Education

☐ District Office   ☐ Utah State Office of Education ☐ Access & Outreach Program

☐ Other (Please specify): _____

Please identify your position:

☐ School Counselor   ☐ School Administrators (Principal, Vice Principal, etc.)

☐ Public Education Administrator ☐ Financial Aid Administrator/Staff

☐ Higher Education Administrator/Staff ☐ College Access Advisor

☐ Other (Please specify): _____

Length of time you have been providing assistance to students to pursue education beyond high school (YR/MOS): _____

How many high school seniors will you have the opportunity to work with in the upcoming year? _____

How would you rate the sessions you attended?
(Please only evaluate the session(s) you attended; place an "X" in the appropriate box)

	Poor	Fair	Neutral	Good	Excellent	N/A	Comments
Keynote: Dolores Delgado Bernal and Enrique Alemán, Jr.							

Breakout Session 1 (Please Circle One)

- College = What?
- The Utah TICE Project: Expanding the Iron Triangle of Quality, Access, and Cost
- School Panel: Utah's Private Institutions
- (For Administrators) Leadership Matters: How do Administrators Create a College Access Culture?
- Understanding the Basics of the New Century and Regents' Scholarship
- Parents Make the Difference! How the Magic of the 5 "C's" of Parent Involvement Will Improve Student Performance

Poor	Fair	Neutral	Good	Excellent	N/A	Comments

Breakout Session 2 (Please Circle One)

- College = What?
- University of Utah Admissions Updates
- School Panel: Utah's Private Institutions
- FAFSA Completion Project
- Understanding the Regents' Scholarship and the Utah Scholars Core Course of Study
- Undocumented Students, Diversity Programs, Support

Poor	Fair	Neutral	Good	Excellent	N/A	Comments

Breakout Session 3 (Please Circle One)

- College & University Panel: DSC, UU, and WSU
- College & University Panel: SLCC, Snow, UCAT, and USU Eastern
- College & University Panel: SUU, USU, and UVU
- Promoting the College and Career Readiness of Utah Students: Implementation of the Collaborative Counselor Training Initiative (CCTI) Curriculum with Utah Pre-Service School Counseling Students
- Economic & Industry Needs with Industry and Community Partners

Poor	Fair	Neutral	Good	Excellent	N/A	Comments

Breakout Session 4 (Please Circle One)

	Poor	Fair	Neutral	Good	Excellent	N/A	Comments
• College & University Panel: DSC, UU, and WSU • College & University Panel: SLCC, Snow, UCAT, and USU Eastern • College & University Panel: SUU, USU, and UVU • Parents of College Graduate Latinos in Action (LIA) Students: Challenges they Faced from Cradle to College • Assessing College Readiness — Where We Are and What We Can Do							

Breakout Session 5 (Please Circle One)

	Poor	Fair	Neutral	Good	Excellent	N/A	Comments
• College & University Panel: DSC, UU, and WSU • College & University Panel: SLCC, Snow, UCAT, and USU Eastern • College & University Panel: SUU, USU, and UVU • "Fitting In" with Concurrent Enrollment • Behind the Scenes of Financial Aid							

How satisfied were you with... (Please evaluate the conference as a whole; place an "X" in the appropriate box)

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	Comments
The length of individual sessions?						
The choice of session topics?						
The conference site?						
The food served at the conference?						
The booths and additional resource information?						

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Comments
This conference prepared me to help students plan for college.						
As a result of attending this conference, I have developed a greater understanding of the college preparation, admissions, and financial aid process.						
I received valuable information from the college & university representatives.						

What are the key lessons you are taking away from this conference?

What would you change about the conference to make it more useful to you?

What training/workshop topics do you think would be helpful to offer in the future?

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Garden

Jordan River

Golf Clubhouse
Great Room

Clubhouse Drive

Executive Parkway

Alpine / Highland Exit

Restaurant Building
Deli
Harvest Restaurant
Soda Fountain
Rose Room
Velvet Room
Utah Room

Thanksgiving Way

Amber Room in
Museum of Ancient Life

Show Barn

Electric Park

Farm Country

Hidden Falls

Grape Arbor

Tropical Room
(2nd floor)

Board Room
(2nd floor)

Shops

Promenade

The Loggia

Utah Room
(2nd floor)

Velvet Room (2nd floor)
Rose Room (2nd floor)

Thanksgiving Point is located in Lehi, Utah, along Interstate 15 between Salt Lake City and Provo. It is about 20 minutes from either direction (south of Salt Lake and north of Provo). Take the Alpine/Highland west bound exit off I-15.

If you have any questions or need further directions, please call 801.768.2300.
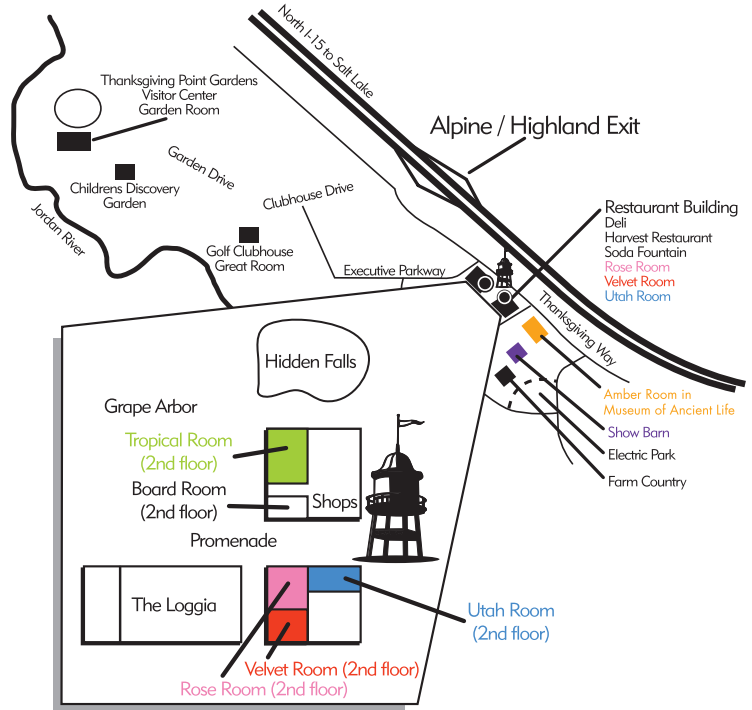
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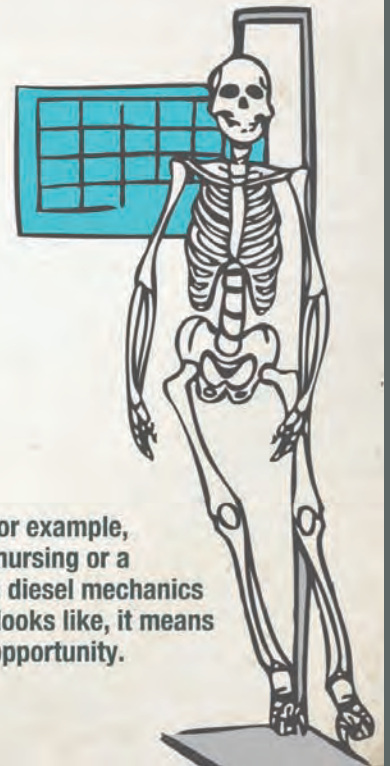
Encourage the students you work with to explore all of their options. For example, higher education for one person might mean an associate's degree in nursing or a bachelor's degree in business. For another, it can mean a certificate in diesel mechanics or a degree in computer information systems. No matter what college looks like, it means success in the form of better pay, more employment, and most of all, opportunity.

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Building a Stronger State of Minds™

November 7, 2012

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: College Access Network of Utah Update

Background

In 2009, college and university practitioners and K-12 administrators started working informally to build an infrastructure between the public and higher education community that supports Utah underserved students in accessing and succeeding in college. This group was grounded in the common belief that working together is essential to our success in helping more Utah students achieve postsecondary success. In January 2011, we formalized this working group and joined the National College Access Network (NCAN) as the College Access Network of Utah (CAN U). This membership affords our network the ability to participate in NCAN's programs, services, and professional development webinars and conferences.

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

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, Utah Scholars, UHEAA, and other community and education partners such as 21 Century Community Learning Centers, Utah Campus Compact, Latinos in Action, United Way of Salt Lake, and Utah Women and Education Initiative.

Issue

In early 2012, Kyle Reyes, Special Assistant to the President, at Utah Valley University was voted by his peers to serve as Co-Chair of CAN U with Assistant Commissioner for Outreach and Access Melissa Miller Kincart. Through their leadership, along with support from the steering committee CAN U has experienced some significant milestones.

First, on May 23, 2012 CAN U hosted a day retreat to learn more from United Way of Salt Lake Vice President, Bill Crim, about the Collective Impact Model and Theory of Change. Collective impact is described by the Stanford Social Innovation Review as a "disciplined effort to bring together dozens or even hundreds of organizations in a city (or field) to establish a common vision, adopt a shared set of measurable goals, and pursue evidence-based actions that reinforce one another's work and further those goals." CAN U decided to use this framework to advance its work and launched six working groups outlined below to tackle different

dimensions of the complex issue and common agenda of helping more Utahns have a credential beyond high school (focusing in on low-income and underserved specifically).

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

The working groups are co-chaired by one steering committee member and the other co-chair and members are higher education, K-12 and community partners. These cascading levels of linked collaboration have bought 40 additional members under the CAN U umbrella. Since that time the working groups have been meeting every other month to develop their goals and objectives, as well as determine action steps. CAN U members are using a NING social site to manage communication and share information.

Secondly, with funding made possible for the College Access Challenge Grant, the USHE Outreach and Access Department has tasked a Graduate Assistant, Linda Sorensen and a Undergraduate Intern, Annette Bankhead to work with CAN U members in mapping student outreach, academic support programs, resources, and initiatives for underserved, low-income, first generation and historically underrepresented students across the state of Utah. This past June, the Program Search function of the StepUpUtah.com website was launched and is a resource tool that will aid students, parents, families and educators in locating programs and services offered within a specific school and region organized by zip code.

Finally, CAN U was honored to host Greg Darnieder, Senior Advisor on College Access to Education Secretary Arnie Duncan, on September 13 and 14 as part of the U.S. Department of Education's *Education Drives America* bus tour. During his two day visit members of CAN U's data sharing working group and the Utah Data Alliance hosted a meeting regarding data sharing and common measures, CAN U partnered with Granite School District to host meetings on FAFSA completion and we reviewed the Departments RESPECT paper with over 50 Utah school counselors. Mr. Darnieder also enjoyed site visits to Jackson Elementary where he learned about the Adelante partnership, and Granite Park Junior High where he learned more about the school wide implementation of AVID and Latinos in Action. He concluded his visit with a CAN U-hosted lunch and discussion of national issues and best practices for improving student's access and success.

Attached is informational brochure for your reference.

Commissioner's Recommendation

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

David L. Buhler
Commissioner of Higher Education

DLB/MMK
Attachment

COLLEGE ACCESS NETWORK OF UTAH

CAN U: A collaboration network committed to a common vision, mission, and goal.

Background

In 2009 college and university practitioners and K-12 administrators started working informally to build an infrastructure between the public and higher education community that supports Utah underserved students in accessing and succeeding in college. This group was grounded in the common belief that working together is essential to our success in helping more Utah students achieve postsecondary success. In January 2011, we formalized this working group and joined the National College Access Network (NCAN) as the College Access Network of Utah (CAN U). This membership affords our network the ability to participate in NCAN's programs, services, and professional development webinars and conferences.

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, Utah Scholars, UHEAA, and other community and education partners such as 21 Century Community Learning Centers, Utah Campus Compact, Latinos in Action, United Way of Salt Lake, and Utah Women and Education Initiative.

http://www.stepuputah.com/access-network

Program Search

Utah's higher education institutions, in partnership with public schools and community partners provide numerous student outreach, academic support programs, resources, and initiatives for underserved, low-income, first generation and historically underrepresented students.

The Program Search is a resource tool that will aid students, parents, families and educators in locating programs and services offered within a specific school and your region.

http://www.stepuputah.com/access-network/search/

The College Access Network of Utah's (CAN U) 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, and supporting the goal of 66 percent of all Utahns to have a credential beyond high school by 2020.

CAN U's Core Action Strategies

- **Advocacy**: Promote equitable access and opportunities for all Utah students.

- **Professional Development:** Identify, share, and support successful practices and programs that meet the needs of individual students congruent with their educational goals.

- **Partnership Development:** Encourage statewide collaboration through bringing together practitioners in settings that allow participants opportunities to dialogue and share.

- **Resource Provider:** Leverage and connect federal and state financial and talent force resources to strengthen, support, and grow programs and services.

Guiding Principles: Asset-based Approach ● Sustainability ● Collaboration ● Accountability

COLLEGE ACCESS CHALLENGE GRANT

College Access Network of Utah
A Member of
National College Access Network

UTAH SYSTEM OF HIGHER EDUCATION
Building a Stronger State of Minds

Collective Impact

No single organization, however innovative or powerful, can accomplish this task alone. Systemic change ultimately depends on a sustained campaign to increase the capacity and coordination of an entire field; it depends on collective impact. Collective impact is described as a "disciplined effort to bring together dozens or even hundreds of organizations in a city (or field) to establish a common vision, adopt a shared set of measurable goals, and pursue evidence-based actions that reinforce one another's work and further those goals." -Stanford Social Innovation Review

• **Common Agenda**: all participants must have a shared vision for change that includes a common understanding of the problem and a joint approach to solving it through agreed upon actions.

• **Shared Measurements**: wherein all participating organizations agree on a short list of indicators to ensure that all efforts remain aligned and enabling participants to hold each other accountable and learn from each other's success and failures.

• **Mutually Reinforcing Activities**: each partner undertakes the specific set of activities at which it excels in a way that supports and is coordinated with the actions of others.

• **Continuous Communication**: in an effort to build up enough experience and trust among partners to recognize and appreciate the common motivation behind their different efforts.

• **Backbone Organization**: provides a dedicated staff separate from the participating organizations who can plan, manage, and support the initiative through ongoing facilitation, technology and communications support, data collection and reporting, and handling the myriad logistical and administrative details needed for the initiative to function smoothly.

Working Groups: Cascading Levels of Linked Collaboration

College Readiness and Success

Goals and Objectives:

1. Define "College Readiness."
2. Determine a common understanding of barriers and a joint approach to addressing needs.
3. Identify best practices for building college readiness.
4. Work with the data committee and LEA school administrators to identify practices/programs that demonstrate successful college readiness outcomes.

Program Collaboration and Mapping

Goals and Objectives:

1. Continue program mapping work focusing on specific service regions both urban and rural, in an effort to add and refine the program search database.
2. Begin initial gap analysis focusing on higher education access program target audiences, their location and services, to identify potential collaborations.
3. Initiate discussions with secondary schools to map programs and services for underserved students.

Public Policy and Advocacy

Goals and Objectives:

1. Map out statewide landscape of legislation and political initiatives that affect K-16 education and higher education.
2. Create mechanisms to communicate with and educate two groups/bodies:
   • (K-16) Education colleagues regarding legislative issues.
   • Legislators, community members, business leaders, and other persons of influence in higher education.

Early Awareness and Outreach

Goals and Objectives:

1. Determine common definition of "Early Awareness" and academic/social preparation for elementary and middle school students and families.
2. Focus on Utah Core Standards; emphasis on equitable early childhood educational services.
3. Address misperception of the importance of college.
4. Address factors that facilitate and prohibit parental involvement.
5. Map existing resources throughout the state.
6. Invite others to the discussion within our working group.

Family and Community Engagement

Goals and Objectives:

1. Explore and define "Family and Community Engagement."
2. Determine what it would look like if we were successfully engaging families and communities.
3. Explore what we are currently trying to achieve around family and community engagement that is not already true.

Data Sharing and Assessment

Goals and Objectives:

1. Establish common measures.
2. Establish common definitions.
3. Provide advocacy around data issues and barriers.
4. Identify data sources.
5. Create a data plan for College Access Network of Utah.

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

November 7, 2012

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

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

Background

In spring of 2011, President Matthew Holland took a few Utah Valley University administrators to visit Regent France Davis and his congregation at the Calvary Baptist Church. During this visit, Regent Davis expressed his desire to have the Utah System of Higher Education host a college and career fair targeting his congregation and other members of the African/African American/Black communities with the purpose of providing information, resources and support to prepare for postsecondary education and careers. President Holland reached out to President Cynthia Bioteau of Salt Lake Community College and asked for her support and willingness to host the event. Together, they asked their fellow presidents to support this endeavor through financial commitment and staff resources. With their support, along with a commitment from Westminster College, a planning team was assembled. The Expect the Great College and Career Readiness Fair was held on October 15, 2011 at the Salt Lake Community College Taylorsville/Redwood Campus. Approximately 400+ prospective students, parents, families, community members, K-12 educators, institution's Black Student Union/clubs members, admissions, recruitment, financial aid, human resources, student services staff, and 19 local employers were in attendance.

Issue

As a result of the momentum and success generated from last year's event the planning committee began making preparations for this year's event to be held Saturday, November 3, 2012 at Weber State University. Under the direction of Regent Davis it was determined that continued coordination of this effort would be through the adhoc planning committee, with leadership from host campus co-chairs and supported by the Outreach and Access Department in the Office of the Commissioner. Dr. Forrest Crawford, Assistant to the President, and Betty Sawyer, Director, State GEAR UP Program, were selected as co-chairs of the event. Given the event location, the planning committee invited Davis School District as well as DATC to join our efforts. This event was funded by a $1,000 commitment from each of the President's offices at the USHE Institutions and Westminster College, as well as a $100 fee for employers to table at the event.

Postcard invitations were created and distributed throughout the predominately African/African American/Black church congregations in Salt Lake City and throughout the Ogden/Weber area. A targeted mailing was sent to high school students in Salt Lake City, Granite, Davis, and Ogden school districts. This

year our marketing efforts were expanded to include a hosted website and on-line registration for the event supported by WSU, the creation of a Facebook page, Twitter handle and messaging, and counselor invites to student participants in AVID, GEAR UP, and TRIO. This year, approximately 350 prospective students, parents, families, community members, K-12 educators, institution's Black Student Union/clubs members, admissions, recruitment, financial aid, human resources, student services staff, and employers were in attendance. President Ann Millner of Weber State University welcomed the group, followed by opening remarks from Regent France Davis and the co-chairs of the event. The new president of Weber State University, Dr. Charles Wight, was the luncheon speaker and participants enjoyed step performances by Ladies of Today, an organization that provides young women ages 13-18 a safe space to explore their strengths, learn of their cultural heritage, and nurture skills to enrich their personal and academic success.

Participants were able to attend workshops on: *Job Skills, Resume Building, Interviewing, College 101, Financial Aid and Scholarships, StepUp and UtahFutures, College Support Services*, and *Black Greek Letter Organizations*. Additionally, a vendor showcase and drive-thru advising sessions provided participants with general information on admissions and financial aid, as well as information on multicultural student support including student organizations, leadership opportunities, tutoring, and mentoring resources. Colleges and universities had information booths, and were able to answer questions and distribute materials for the upcoming academic year.

Additionally, this event was further enhanced by the participation of 36 local employers, community and education organizations. These vendors were able to share with participants current job openings, internship opportunities, and preparation and skill information to assist them in becoming career ready.

College & University Booths	Employer & Community Booths	Employer & Community Booths
Davis Applied Tech/UCAT	ADP	Aerotec
Dixie State University	American Family Insurance	Art Institute of Utah
GearUp	ATI Rowley Operations	Black Greek Letter Organizations
Ogden-Weber Applied Technology College	Clearfield Job Corps Center	Department of Workforce Services
Salt Lake Community College	Enterprise Rent-a-Car	Engineering Services Network
Snow College	FedEx Ground	Governor's Office of Economic Development and Multicultural Affairs
Southern Utah University	L-3 Communications	Magarita Angelo
Step Up to Higher Education	Mondelez International	Multicultural Student Services
University of Utah	Nucor Bar Mill Group	Orbit Irrigation Products
University of Utah College of Nursing	Project Success Coalition, Inc	Questar Corporation
University of Utah Society of Black Engineers	Rio Tinto MAP	Stacy and Witbeck, Inc.
Utah Education Savings Plan	Starbucks Coffee Company	Teach by DVD
Utah Higher Education Assistance Authority (UHEAA)	Teleperformance USA	Uinta-Wasatch-Cache National Forest Service

with support from USHE Outreach and Access Department. Is this model feasible? Can host institution teams devote the necessary resources for coordinating and delivering this event? Or is it more desirable for the Office of the Commissioner to lead out on this with support from the partner institutions?

Though participation was down this year, those African/African American/Black young people and families that did participate were offered tremendous resources and could truly sense the commitment from the higher education and business community about our belief in their potential. This event is only in its second year and does have potential to aid our underserved communities, and just needs to be retooled to make sure we are meeting our goals and objectives as well as a community need.

<u>Commissioner's Recommendation</u>

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

David L. Buhler
Commissioner of Higher Education

DLB/MMK
Attachment

Home   News   Sports   A & E   Features   Business & Science   Opinion   Newscasts   Classifieds

WSU holds college readiness conference for African-American students

November 3, 2012 | Filed under: Campus Events,News,Top News | Posted by: Tyler Saal

By Tyler Saal November 3, 2012.

Weber State University hosted the second annual Expect the Great conference on Saturday from 9 a.m. until 2 p.m. The conference is a college and career readiness fair aimed at African-American communities throughout Utah.

"It was an initiative that was started in response to a need to reach out to African-American students to get them into higher ed," said Betty Sawyer, WSU's director for the GEAR UP state partnership, "(and) also to make sure that the ones who were already in higher ed had the support and services to graduate from college and our universities."

(Photo by Kenny Haeffele) During the annual Expect the Great conference, a speaker talks to the audience. The conference was to help high school students get ready for college and their future careers.

More than 10 Utah colleges and universities and more than 25 employers and community organizations were in attendance. The conference featured workshops, advising sessions, student discussion panels and vendor showcases. A step performance was put on by Ladies of Today, an organization which provides opportunities to women 13-18 years old. A continental breakfast and lunch were also served, and prizes were given away in a raffle.

"It went really well," Sawyer said. "We had great participation from our community from along the Wasatch Front. It seems like our attendance grew from last year, so we're excited about that. One of the other points of the event that was really great for us is the amount of representation we had from our colleges and universities."

The conference drew people from all over the state, from Tooele to the Wasatch Front and beyond. Martyn Fuqua, a freshman at Dixie State College, said he drove up from St. George specifically for the conference.

"It's a great experience," Fuqua said, "to be able to communicate with other people from different schools in Utah, you know, talk and see different faces. I think it was a great experience and I want to do it again."

Tavaras Fuller, a student leader at the University of Utah, said he thought the conference was great.

Article Slideshow
No Slideshow for this story.

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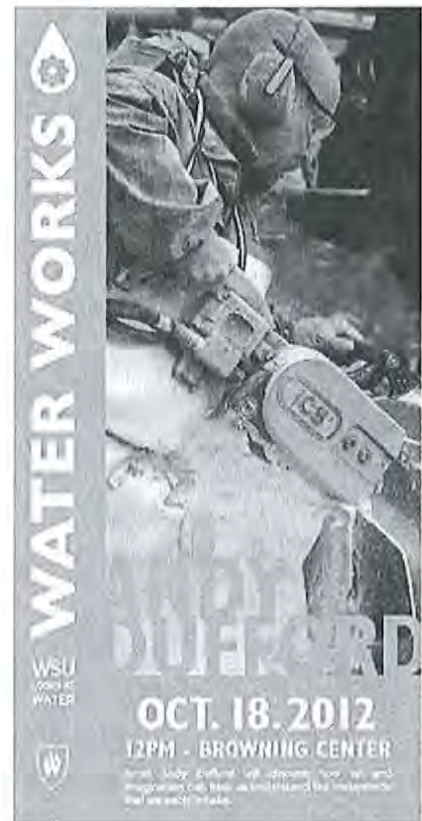
"A lot of different people coming together for the sake of fellowship and all that — a wonderful experience to be a leader and have so many young people ready to take that next step in life."

Sawyer said the conference was open for all ages, including elementary, junior high, high school and university students.

"One of our goals is to help develop that college-going culture early in our young people's lives so by the time they get to high school, it's not a question of whether they're going to go, but it's where, which school will I attend," Sawyer said. "And so we encourage families to bring their whole family up, and not just the older kids."

Darnell Blackett, a senior from Northridge High School who attended the conference, said he was planning on continuing his education at a college or university and the conference was helpful and informative on how to get "financial aid and stuff like that."

Educational organizations in attendance included WSU, U of U, Utah Valley University, Westminster College and Snow College. Employers and community organizations included the Department of Workforce Services, Starbucks Coffee Company, the U.S. Department of Interior and Bureau of Land Management, Utah Transit Authority, and Teleperformance USA.

"This definitely was a major event and a big part of our effort, but it doesn't stop here," Sawyer said. She said all of the institutions were asked to follow up with the students and families to let them know they are there to help. "They all offer such outstanding programs that there's something there for everybody. If they can't find it at Weber, they can find it someplace else. And so that's been exciting for us, to be able to come together as these institutions and now to work to make sure we keep these people engaged and on the radar so that we'll see them on one of our campuses in the fall, if not sooner."

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Other stories you might be interested in:

Sorority raises money for charity

Student art shown in exhibition

Students unwind at Stress Awareness Fair

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Betty Sawyer
A special thank you to community, to our Higher Education Institutions, Corporate and Community Partners for making the 2nd Annual "Expect the Great" College and Career Fair a Success! "Education is the Passport to our Future for tomorrow belongs to those that Plan Today!" Malcolm X.
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Posted by Tyler Saal on November 3, 2012. Filed under Campus Events, News, Top News. You can

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Expect the Great

build • invest • connect

College and Career Readiness Fair

Saturday, November 3, 2012
Shepherd Union Building
Weber State University

AGENDA

9:00 – 9:30 am

Check-in and Continental Breakfast · Union Lobby

9:30 – 10:00 am

Welcome · Wildcat Theater

Dr. Forrest Crawford, Professor, Teacher Education/Asst. to the President
Co-chair for Expect the Great
Dr. F. Ann Millner, President, Weber State University

Opening Remarks: *Rev. France A. Davis, Member, Utah Board of Regents*

Overview of the Day: *Betty Sawyer, Director, State GEAR UP Program, WSU, Co-chair for Expect the Great*

10:00 – 10:40 am

Workshops

1. Ready, Set, Go: Making the Most of Your Job Search
This workshop will cover strategies and tips to assist in your job search, including your application, resume and interview. Get personal tips on how to make the most of your job search and gain the upper hand in preparing for career advancement.

a. Job Skills · Room 305
b. Resume Building · Room 312
c. Interviewing · Room 316

Jack Hesleph, Director, Student Employment & Cooperate Ed., SLCC
Dr. Winn Stanger, Director, Career Services, WSU
Michael Snap, Director, Career Development Center, UVU

2. College 101: Learn the Nuts & Bolts of Getting into College · Room 321
This session will cover everything you need to know to get you started including the different types of degrees, certificates and/or diplomas. Also explore General Education and Major Course components. Learn 5 steps of "Getting Ready for College."

Glory Johnson-Stanton, Academic/Career Advisor, SLCC
Scott Teichert, Admissions Director, WSU

3. Financial Aid & Scholarships "Show Me the Money" · Wildcat Theater
Paying for college is obtainable so start planning today. This session will provide financial aid and scholarship information. Financial Aid team members will provide strategies for financial planning for college depending on the need of the participant. Team members will also be available to meet with individuals to provide one-on-one planning. Team members will also provide referral services to participants given their collective knowledge of available resources.

Anna Decker, Utah Higher Education Assistance Authority, UHEAA

4. Step Up & Utah Futures - College Admissions
& Other Resources · Room 230, Computer Lab

Representatives from UHEAA and the StepUp Utah campaign will help students and parents understand the resources available on StepUPUtah.com as well as how they can connect to UtahFutures.org using StepUPUtah.com as a "front desk" guide. Students and parents will then have the opportunity to learn how to log-in and utilize UtahFutures.org as a one-stop-shop resource for career exploration, scholarship search, college search, practice tests, and financial aid questions.

Andrea Cox, College Access Challenge Grant Manager, Utah System of Higher Education (USHE)
Michelle Riddle, Community Outreach Officer, Utah Higher Education Assistance Authority (UHEAA)

5. College Success/Student Support Services · Room 235, The Lair

This session will provide information pertaining to multicultural student support service and resources, including student organizations, leadership opportunities, and tutoring and mentoring in college. Admissions team members will be available to meet with individuals to provide one-on-one advising. Team members will also provide referral services to participants given their collective knowledge of available resources.

6. *Get them to the Greeks!* Sororities & Fraternities as a Retention Tool · Room 220, Wildcat Room

This facilitated dialogue will introduce high school and college students to Black Greek Letter Organizations (BGLO's). Discussion will include the myths and stereotypes surrounding these organizations, along with the benefits these affiliations bring during and after college life.

10:45 – 11:20 am   **Vendor Showcase & "Drive-Thru" Advising Sessions · Atrium & Mezzanine**

University and College teams will be available in the Vendor Area to talk one-on-one with you about your specific questions regarding the application process, and deadlines, as well as program of study. Additionally, representatives from the Woman's Center, Veterans Affairs, Nontraditional Student Services, First Year Experience, Utah Education Savings Plan, and Black Faculty & Staff will be on hand to answer questions.

10:45 – 11:20 am   **Weber State University, Black Scholars United Presents**
A Pictorial History Display "Forty Years" · Fireplace Lounge (2nd Floor)

11: 30 – 12:30   **Special Student Panel Discussion**
"Making Connections for Academic Success" · Wildcat Theater

African American, African and Black students from our various colleges and universities will be on hand to engage participants in an interactive and meaningful way as their share their experiences. Students will also share personal insight on "Transitioning from High School to College," "Managing Work and College," and "Balancing Life, Fun, and College."

12:30 pm   ## Lunch & Evaluations · Ballroom B & C

Remarks: Dr. Charles Wight, 12th President, Weber State University

Step Performance by Ladies of Today

Originally founded in 2002, Ladies of Today is an organization that provides young women ages 13-18 a constructive outlet by creating a safe space where they can explore their strengths, build self-esteem, analyze personal biases, learn about cultural heritages and nurture the skills necessary to be successful personally, academically and professionally.

Prize Drawing – Must turn in your evaluation to be eligible ***Evaluations can be completed in the computer lab or by iPod. For more information please see one of the student volunteers***

1:45 pm	**Closing Remarks**
	Dr. Forrest Crawford, WSU Co-chair, "Expect the Great"
	Campus Tour - *Please meet at the Information Desk on the main floor immediately following conference. Tour will begin at 2:30 p.m.*
3:00 - 5:00 pm	**Alpha Phi Alpha Fraternity Inc., Annual Oratorical Contest • Wildcat Theater**
	Join the brothers of Alpha Phi Alpha as they hear contestants for their Annual Oratorical/Scholarship program. High School seniors will compete at this event.

Thank you for your attendance and support of the 2nd Annual "Expect the Great" College & Career Fair. We hope this day has been beneficial to you in your higher education, career and job aspirations. Feel free to reach out and connect with the schools of interest to you!

Build – Invest – Connect
Expect the Great, 2012 Committee

Tables at the College and Career Readiness Fair (at time of printing)

College/University Booths	Employers & Community	Employers & Community
Davis Applied Tech/UCAT	ADP	University of Utah Society of Black Engineers
Dixie State University	Aerotec	Stacy and Witbeck, Inc.
Salt Lake Community College	American Family Insurance	Starbucks Coffee Company
Snow College	Art Institute of Salt Lake	Teleperformance USA
Southern Utah University	Clearfield Job Corp	U. S. Navy
University of Utah	Department of Workforce Services	U.S. DOI/Bureau Land Management-Utah Office
Utah State University	Enterprise Rent-a-Car	U.S. Marine Corps, OSS
Utah State University-Eastern	Governor's Office of Economic Development and Multicultural Affairs	Uinta-Wasatch-Cache National Forrest Service
Utah Valley University	Magarita Angelo	Utah Transit Authority
Weber State University	Mondelez International	University of Utah College of Nursing
Westminster College	Multicultural Student Center	University of Utah, Division of Human Resources
Utah Education Savings Plan	Questar Corporation	WesTech Engineering, Inc.
Utah Higher Education Assistance Authority - UHEAA	RioTinto MAP	Williams International
StepUpUtah.com	Project Success Coalition, Inc.	The DIVINE NINE – Black Greek Letter Organizations

TAB I

UTAH SYSTEM OF
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Building a Stronger State of Minds™

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November 7, 2012

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Report to Legislature on the New Century and Regents' Scholarships

Background

The New Century Scholarship was created in 1999 as a governor's initiative to encourage students to accelerate their education by earning an associates degree in high school. Later a math/science curriculum path was added. In 2010 we worked with the legislature and USHE administration to increase eligibility standards and to require application deadlines. The Regents' Scholarship was an initiative of the State Board of Regents in 2008 to encourage Utah high school students to prepare academically and financially in grades 9-12 for college by completing a core course of study, meeting minimum GPA and grades on specific courses, and ACT requirements.

Issue

The Education Interim Committee of the Legislature requires an annual report of the New Century and Regents' Scholarships. This report was presented at their October meeting and is attached for your information. Since the report was compiled the 2012 award cycle has closed and final numbers are now available. In summary, 378 students qualified for the New Century Scholarship, an increase of 46 new student awards from last year but a decrease of 33% from 2010. Additionally, 1354 students qualified for the Regents' Scholarship, an increase of 35% from the previous year. Also of note, more than two thirds (70%) of those who qualified for the base award qualified for the exemplary award (which requires a higher GPA and ACT score). Additionally, while only 13% of recipients also qualified for the UESP savings match, there was a 28% increase from 2011 recipients. In the Regents' budget request, $500,000 in new funding has been recommended for the scholarships. Estimated numbers of awards will be updated after the first of the year and the request will be modified as needed during the legislative session.

Commissioner's Recommendation

This is an information item, no action is required.

David L. Buhler
Commissioner of Higher Education

DLB/MMK
Attachment

Overview of Scholarships

The Utah State Board of Regents administers two scholarship programs established by the Legislature: the New Century Scholarship and Regents' Scholarship.

New Century Scholarship

The New Century Scholarship was created in 1999 as a Governor's initiative to encourage students to accelerate their education by earning an associate's degree in high school or by pursing the Math and Science Curriculum. Students qualify by earning an associate's degree at a Utah System of Higher Education institution with a 3.0 GPA by the date they graduate from a Utah high school with a minimum 3.5 cumulative grade point average. Students who are home schooled or complete high school through an on-line institution must take the ACT exam by June 15 of the year their peer group graduates from high school with a minimum score 26. The New Century Scholarship Award is a flat dollar amount and the maximum amount a recipient may receive is $1250 per semester, renewable for up to 60 credits or four semesters (whichever is first). The scholarship may be used at a four-year public college or university within the Utah System of Higher Education, as well as at Brigham Young University and Westminster College.

Regents' Scholarship

The Regents' Scholarship was created by the Utah Legislature in 2008 (sponsored by Senator Lyle Hillyard) to encourage Utah high school students to prepare for college academically and financially by taking a core course of study during grades 9-12 and saving for college. The Base Award is a one-time payment of up to $1,000 for students who complete a core course of study, meet a minimum GPA, minimum grades on specific courses, and ACT requirements. Students qualify for the Exemplary Achievement Award by having no grade lower than a "B" in the required classes, at least a 3.5 cumulative GPA, and a composite ACT score of 26. The Exemplary Award is a flat dollar amount and the maximum amount a recipient may receive is $1250 per semester, renewable for up to 65 credits or four semesters (whichever is first). The Utah Educational Savings Plan (UESP) Supplemental Award is available for students who earn the Base Award and who have contributed to a UESP account during ages 14-17 (a maximum of $100 per year for each $100 contributed to their account). The scholarship may be used at any public college or university in the Utah System of Higher Education, as well as at Brigham Young University, LDS Business College and Westminster College.

Administration of the Scholarships

Administering these two scholarships is labor intensive and is subsidized by the Board of Regents. This fall a new scholarship unit was launched with a purpose of improving quality and customer service. Five employees are involved in administering these two programs including overseeing the policies, communications, review process, school relations and educational outreach, with a portion of the costs paid out of the scholarship appropriation.

Funding for 2012-2011

Although additional dollars were allocated to the Regents' Scholarship, the funding allocated for the Regents' Scholarship for FY 13 did not allow for the full funding to be awarded to those qualifying for the Regents' Scholarship, Exemplary Academic Achievement award for the 2012-2013 college academic year. The award was reduced from $1250 per semester to $900 per semester.

Since 2010 as required by law, all materials and communications to prospective applicants and recipients state the awards amounts are determined on an annual basis and are subject to legislative funding and the total number of qualified participants. Further, it is communicated that award amounts may be reduced, may vary from year to year, and are dependent on when the recipient is enrolled in college.

Look Ahead
An initial forecast of funding requirements was presented to the Board of Regents in September. This initial forecasts calls for an additional $500,000 in new money for the Regents' Scholarship program growth. It appears that the increased requirements to the New Century Scholarship, enacted by the Legislature in 2010, (SB 132 sponsored by Senator John Valentine and Representative Greg Hughes) have substantially slowed growth in this program, with a drop in awards as of September of 39%. In contrast, the Regents' scholarship awards grew by 35% over 2011. These estimates will be revised in February 2013 as we will have better information including a review of renewal applications for Fall 2012 and new applicant numbers of the graduating class of 2013.

Conclusion

The Utah State Board of Regents appreciates the on-going legislative support of scholarships that encourage students to make good use of all four years of high school and better prepare for college and career. The Regents' and New Century Scholarships are provided in cooperation with the state's **Step Up** to Higher Education efforts. The StepUp campaign is a social awareness campaign, paid for, and made possible, by a grant from the U.S. Department of Education (the College Access Challenge Grant). The campaign encourages all Utah youth to dream big about their futures, and then act on those dreams by preparing for and completing college. StepUp provides tips, tools, resources on preparing and paying for college so that obtaining higher education can be a reality for all Utahns. The Board endorses such programs that support the statewide goal for 66% of Utahns to hold a postsecondary degree or certificate by the year 2020.

UTAH SYSTEM OF HIGHER EDUCATION
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Program	New Century Scholarship	Regents' Scholarship
Back Ground	• Created in 1999 • One award • Purpose: Encourage students to complete college in less time than peers and enter the workforce more quickly	• Created in 2008 • Three Awards: Base Award, Exemplary Academic Achievement Award, and the Utah Educational Savings Plan Supplemental Award • Purpose: Encourage students to prepare for college academically and financially through course-taking patterns and saving for college

Basics To Qualify	• Earn an associate's degree or complete a special Math and Science curriculum by high school graduation
	• College 3.0 GPA and High School 3.5 GPA
	• 26 ACT requirement for home school students
	• U.S. Citizenship requirements
	• No criminal record
	• Application Deadline: February 1 ,
	• Final Document Deadline: September 1
		• Complete the Utah Scholars Core Course of Study during **grades 9-12** (see our website for classes that will satisfy the scholarship requirements)
		• Minimum Grade and overall GPA Requirements
		  o Base= "C" individual grades, 3.0 GPA
		  o Exemplary= "B" individual grades, 3.5 GPA
		• ACT Requirements
		  o Base= submit a score
		  o Exemplary= submit a minimum score of 26
		• U.S. Citizenship requirements
		• No criminal record
		• UESP Award: to maximize contribute $100+ each year of the following years of age: 14, 15, 16, 17
		• Application deadlines:
		  o Priority Deadline: Announced Yearly
		  o Final Deadline: February 1
		  o Note: Students who are found "on-track" for the scholarship after the initial review, must submit final verification documents by July 1

Award Information For The 2011-2012 College Academic Year	• The New Century Award is a flat dollar amount
	  o <u>Maximum</u> award will be $1,250 a semester
	  o Can be renewed for up to 4 semesters
	• Can be used at USHE institutions that grant bachelor's degrees, plus BYU and Westminster
	• **Students cannot receive both New Century and the Regents' Scholarship**
		• The Base Award is a one-time award worth up to $1,000
		• The Exemplary Award is a flat dollar award
		  o <u>Maximum</u> award will be $1,250 a semester
		  o Can be renewed for up to 4 semesters
		• Can be used at USHE institutions plus BYU, Westminster and LDSBC
		• **Students cannot receive <u>both</u> New Century and the Regents' Scholarship**

	Award amounts are determined on an annual basis and are subject to legislative funding and the total number of qualified participants. Therefore, award amounts may be reduced, may vary from year to year and are dependent on when the recipient is enrolled in college.	
Renewing	• Students must enroll full-time continuously fall and spring semesters (or receive an approved leave of absence) and earn a 3.0 GPA each semester that they utilize the scholarship • Student must submit proof of meeting enrollment and min. GPA requirement **by set deadlines**	• Students must enroll full-time continuously fall and spring semesters (or receive an approved leave of absence) and earn a 3.0 GPA each semester that they utilize the scholarship • Student must submit proof of meeting enrollment and min. GPA requirement **by set deadlines**
Contact Information	**Phone:** 801-321-7221 **Email:** newcentury@utahsbr.edu **Web:** higheredutah.org **New Century webpage:** http://www.higheredutah.org/scholarship_info/new-century-scholarship/	**Phone:** 801-321-7159 **Email:** regentsscholarship@utahsbr.edu **Web:** higheredutah.org **Regents' Scholarship webpage:** http://www.higheredutah.org/scholarship_info/regents-scholarship/)

New Century Scholarship Application and Review Cycle

Nov. 1	Feb 1	March - April	April-May	July-Sept.	Sept. 1
App. Becomes Available Online	App Due	Initial Notifications sent	Complete AS Degree by Date of Graduation	Award — Award Notices Sent, Payment Processing	Final Verification Documents Due

Historical Recipient Overview

Graduate Year	Number of Approved Applications
1999	23
2000	52
2001	79
2002	125
2003	157
2004	208
2005	259
2006	413
2007	471
2008	544
2009	622
*2010	568
**2011	332
2012	347

*This is the first year with an application deadline. **This is the first year that applciants must complete an associate degree by the time they graduate from high school (instead of by September 1 following high school graduation) and maintain a 3.5 cumulative high school GPA.

2012 New Century Scholarship Awards by School District
As of September 26, 2012

District	Awarded
Alpine	107
Beaver	6
Cache	6
Canyons	17
Carbon	1
Davis	38
Granite	7
Iron	24
Jordan	61
Juab	4
Murray	5
Nebo	10
North Sanpete	1
North Summit	2
Park City	1
Provo	3
Rich	5
San Juan	4
Sevier	2
South Summit	1
Tooele	5
Wasatch	2
Washington	29
Wayne	1
Weber	6
Home Schooled	2
Total	347

Regents' Scholarship Application and Review Cycle

Nov. App. Became Available Online	→	Dec Priority Deadline	→	Feb. 1 App. Due	→	April Initial Review; Status Letters Sent	→	July Final App Docs Due 07/1/11	→	July–Sept. Award Notices Sent, Payment Processing

Initial Review → **Final Review**

Historical Recipient Overview

Award	2008	2009	2010	2011	2012*	% Change from 2011
Base only	73	74	201	296	398	34%
Base and Exemplary	102	214	448	583	788	35%
Base and UESP Supplemental	7	41	14	26	35	35%
Base, Exemplary, and UESP	14	65	55	97	127	31%
Total	196	394	718	1,002	1,348	35%

Regents' Scholarship Awards for 2012 Cohort By District As of September 26, 2012

District	Base Only	Base & Exemplary	UESP Award
Alpine	77	191	30
Box Elder	11	35	2
Cache	3	43	5
Canyons	39	112	25
Charter	5	10	1
Daggett	1	0	0
Davis	27	95	28
Duchesne	0	1	1
Emery	1	4	0
Garfield	2	4	1
Grand	0	2	0
Granite	29	43	14
Iron	5	15	4
Jordan	29	65	7
Logan	5	13	3
Millard	0	2	0
Morgan	3	3	0
Murray	2	7	2
Nebo	54	110	8
North Sanpete	0	1	0
Ogden	2	1	2
Park City	8	1	0
Private	9	5	2
Provo	6	31	7
Salt Lake	19	25	8
San Juan	0	1	1
Sevier	1	1	0
South Sanpete	0	1	0
South Summit	1	2	0
Tooele	8	12	2
Wasatch	9	11	4
Washington	30	41	3
Weber	12	27	2
Total	398	915	132

November 7, 2012

MEMORANDUM

TO: Utah State Board of Regents

FROM: David Buhler

SUBJECT: Career and Technical Education Report 2011-12

Issue

This report is designed to highlight the efforts of the Utah System of Higher Education institutions in career and technical areas of study as defined by the Federal Carl Perkins grant definitions. This includes all courses and programs in career and technical programs (certificate and associate levels) taught at one of the Utah System of Higher Education (USHE) colleges or universities. Data has been converted into both credit hours (credit based measure for USHE) and membership hours (unit of measure for non-credit based programs used by both USHE schools and the Utah College of Applied Technology (UCAT)). This conversion facilitates a common language for evaluating career and technical education within Utah's public, post-secondary educational system.

In the 2011-12 academic year, over 65,000 students generated 13,044 FTE in career and technical education. The top career and technical education programs in the state for USHE schools is in the area of the *Health Professions and Related Programs,* with over 2,200 certificates and degrees being awarded during the 2011-12 academic year.

Commissioner's Recommendation

This item is for information only; no action is needed.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/JAC/MN
Attachment

2012

Utah
System for
Higher
Education

UTAH SYSTEM OF
HIGHER EDUCATION
Building a Stronger State of Minds
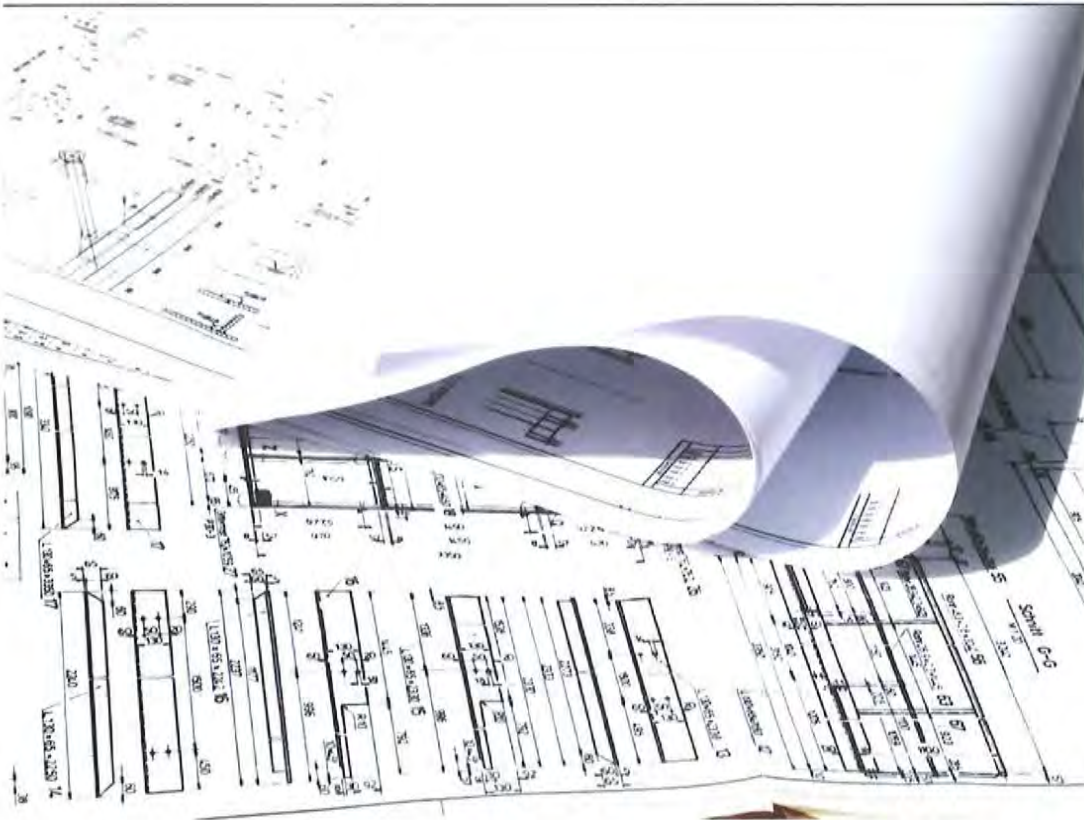
Career and Technical
Education Annual Report

October 31, 2012

Brief Overview

To be current with Utah's future employment demands, 66% of the state's workforce will require a post-secondary degree or certificate by the year 2020. This 66% target has become a goal of key stakeholder groups including the Governor's Educational Excellence Commission, business leaders and the Utah System of Higher Education.

Career and Technical Education (CTE) is a key ingredient to meet the needs of Utah's economy and will serve as a vital element to reach Utah's 66% goal. Career and Technical Education provides Utah's students practical experience and work skills as they fulfill requirements for certificates and degrees. Career and Technical Education includes a wide variety of for-credit and non-credit courses and programs that prepare students with offerings tailored specifically to business and industry needs. The Utah System of Higher Education (USHE) offers CTE programs in all regions of the state. USHE institutions work closely with business and industry leaders in their respective regions to develop and deliver short-term programs specifically tailored to local workforce development needs.

Utah System of Higher Education institutions offer three primary types of CTE credentials:
- **Associate of Applied Science Degrees** - designed to lead students directly to employment requiring two years of preparation. The AAS degree includes a core set of general education preparing students with a solid basis in composition, computation, and human relations. In some cases AAS programs can serve a dual purpose to prepare students for the workforce while serving as a pathway to a bachelor's degree.
- **Certificates of Completion** – awarded for completion of programs that are typically one-year in length and that prepare students for employment. Certificates of Completion also have a general education component.
- **Certificates of Proficiency** - short-term training programs less than one year in length that prepare students for specific employment skills.

This report shows data for CTE programs and courses throughout the state's colleges and universities, where CTE comprised over 19% of USHE's total curriculum and over 15% of degrees and certificates awarded during the 2011-2012 academic year. This report also includes data on non-certificate/degree programs offered by USHE institutions through Utah's Short Term Intensive Training (STIT) and Custom Fit programs where industry-specific courses are taught on contract for individual companies.

Utah 2011-12 CTE Report

This report is designed to highlight the efforts of public, post-secondary institutions in career and technical areas of study as defined by the Federal Carl Perkins grant definitions. This includes all career and technical programs (certificate and associate levels) taught at one of the Utah System of Higher Education (USHE) colleges and Universities. Data has been converted into both credit hours and membership hours in order to create a common language for evaluating career and technical education within Utah's public, post-secondary educational system.

It should be noted that there were several changes to CIP codes attributed to CTE programs between 2010-11 and 2011-12. There were also fewer approved Perkins-eligible courses. These changes may explain the decreases in the 2011-12 Headcount, FTE, and completions numbers.

Headcount

	2008-09	2009-10	2010-11	2011-12
CTE Headcount 2011-12	61,799	65,951	69,800	65,378
Change from Base Year (2008-09)		4,152	8,001	3,579
Percentage Change from Base Year	0.0%	6.7%	12.9%	5.8%

Headcount Percentage Change from Base Year (2008-09)

Postsecondary Headcount in CTE Programs
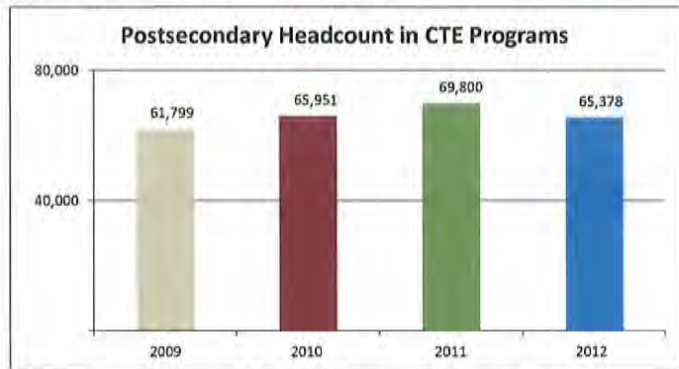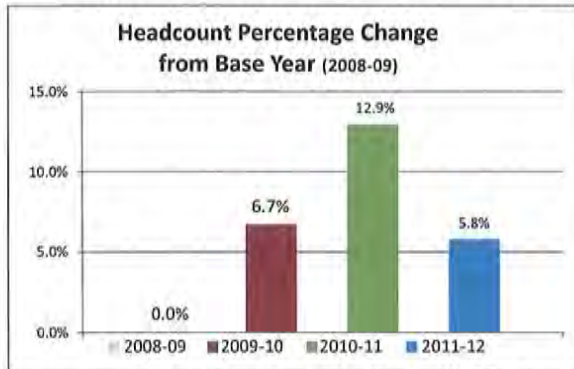
Full Time Equivalent (FTE)

FTE is a measure, based on the total number of hours taught, of how many students could have been served if all students were full-time. One FTE is equal to 30 credit hours (for credit-based instruction) or 900 membership hours (for non-credit) in a given year. For membership and credit hour equivalents, one credit hour equals 30 membership hours.

	2008-09	2009-10	2010-11	2011-12
Membership Hour Equivalent				
Actual Membership Hours	808,614	1,242,194	894,841	634,795
Actual STIT/Custom Fit Hours	59,548	62,191	73,786	58,335
+ Credit Hours * 30	10,319,490	11,073,630	11,649,480	11,102,910
Total Membership Hour Equivalent	11,187,652	12,367,888	12,618,107	11,796,040
÷ Membership Hours per FTE	900	900	900	900
FTE (Total Membership Hours/900)	12,431	13,742	14,020	13,107
Credit Hour Equivalent				
Membership Hours / 30	26,954	41,406	29,828	21,160
STIT/Custom Fit Hours / 30	1,985	2,073	2,460	1,944
+ Actual Credit Hours	343,983	369,121	388,316	370,097
Total Credit Hour Equivalent	372,922	412,601	420,604	393,201
÷ Credit Hours per FTE	30	30	30	30
FTE (Total Credit Hours/30)	12,431	13,753	14,020	13,107

Postsecondary FTE in CTE Programs

CTE Credit Hour Equivalent
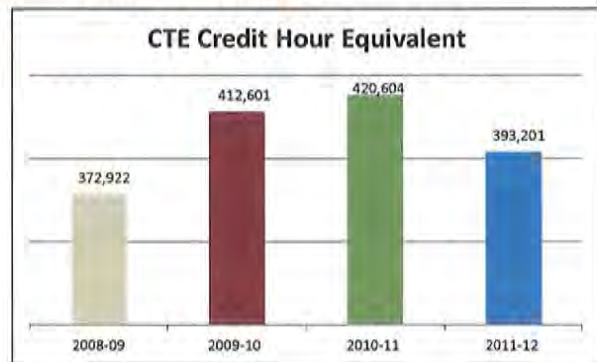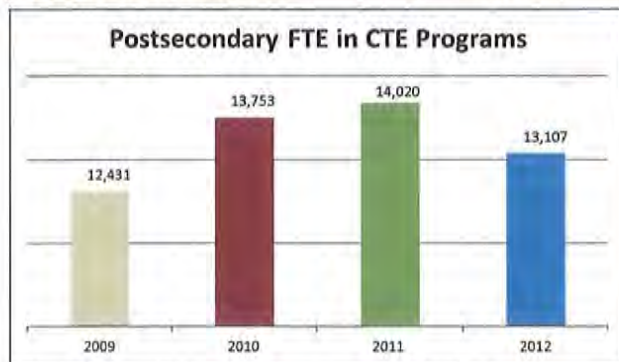
Utah 2011-12 CTE Report

Completions

Top 5 Programs for Completions   -   IPEDS Completions Survey*

2011-12	Less than 1 yr Certificates	1-2 yr Certificates	Associates & 2+ yr Certificates	Total	
HEALTH PROFESSIONS AND RELATED PROGRAMS	695	208	1,391	**2,294**	49%
BUSINESS, MANAGEMENT, MARKETING	21	49	508	**578**	12%
ENGINEERING TECHNOLOGIES	167	14	186	**367**	8%
SECURITY, LAW ENFORCEMENT, FIREFIGHTING		51	210	**261**	6%
MECHANIC AND REPAIR TECHNOLOGIES	34	39	151	**224**	5%

2010-11					
HEALTH PROFESSIONS AND RELATED PROGRAMS	906	243	1,410	**2,559**	53%
BUSINESS, MANAGEMENT, MARKETING	42	43	550	**635**	13%
ENGINEERING TECHNOLOGIES	240	16	189	**445**	9%
SECURITY, LAW ENFORCEMENT, FIREFIGHTING		58	179	**237**	5%
MECHANIC AND REPAIR TECHNOLOGIES	62	11	101	**174**	4%

Certificates and Degrees Awarded
IPEDS Completions Survey*

Year	Less than 1 yr Certificate	One Year Certificate	Associates Degree
2011-12	1,027	506	3,451
2010-11	1,369	478	3,221
2009-10	1,493	605	3,132
2008-09	1,014	472	3,104
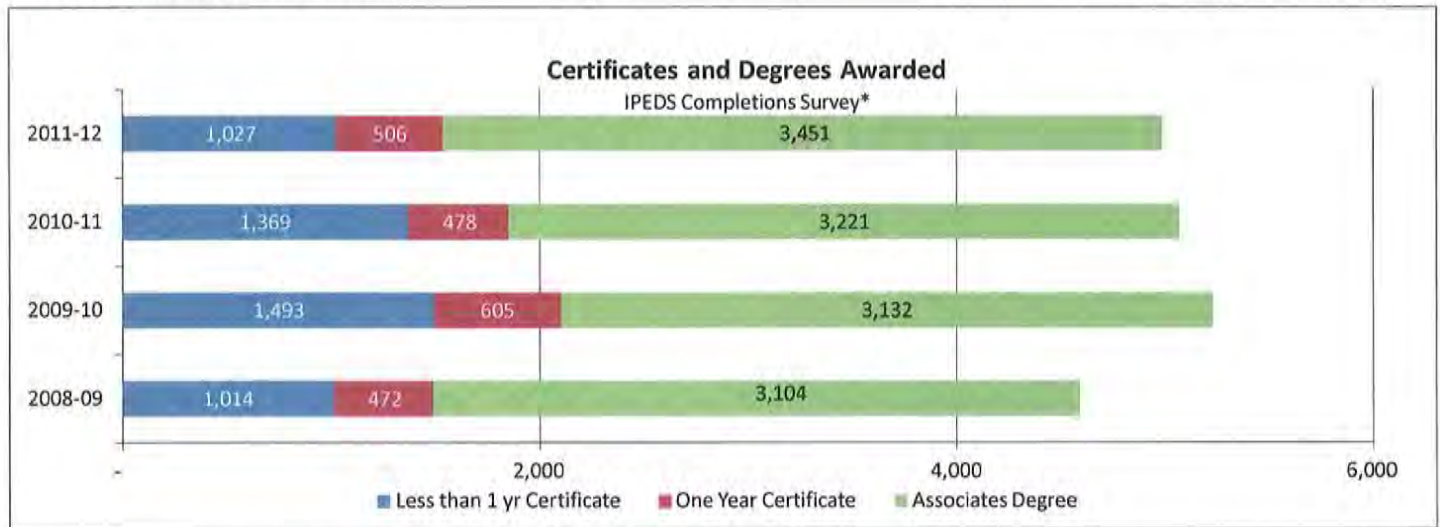
*USHE completions data is based on the Perkins definition for CTE programs

Definitions and Formulas

CTE - Career and Technical Education (Vocational)
CTE programs involve training for what are generally considered technical, high skill jobs such as automotive maintenance, welding, and construction. Other programs include cosmetology and entry-level healthcare positions.

Credit Hours
A unit used to measure the amount of school work a student has enrolled in or completed. The number is usually based on the number of classroom meetings per week.

Membership Hours
Also called 'Clock Hours', this is the actual number of hours attended at an institution in a vocational program.

FTE - Full Time Equivalent
This is a measurement of the total number of hours taught at an institution divided by the number of hours considered to be full-time for a student. An FTE student is one undergraduate student enrolled for 15 credit hours per semester. A part-time student may account for only .5 FTE while a student with a heavy course load may account for 1.25 FTE during a given academic year.

- 30 credit Hours = 1 FTE for credit programs
- 900 membership Hours = 1 FTE for non-credit programs

Headcount
The total number of individual students enrolled at an institution, regardless of instruction time. Headcount is only counted once, even though the student may fall into several enrollment categories.

Secondary/Postsecondary
Secondary Education refers to high school education. Postsecondary is education in a formal program beyond high school.

November 7, 2012

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Proposed Revision to Policy R510, *Tuition and Fees*

Issue

The purpose of the proposed revision to Regent Policy R510, Tuition and Fees, is to clarify and strengthen the policy relating to Excess Credit Hours and to specifically address Regent approval of Differential Tuitions.

Background

Excess Credit Hours – In general, the purpose of the excess credit hours policy is to encourage students not to accumulate credit hours beyond those needed to successfully complete a program of study. The proposed policy revision is in response to a legislative audit completed in November of 2011. The audit found that the existing excess credit hours policy is vague and seldom applied. The proposed revision is designed to address the following.

- Definition of important terms relative to the policy
  - Program of Study – a group of academic courses required for a baccalaureate degree
  - Excess Credit Hour Surcharge – double the institutional resident tuition rate for Utah resident students and non-resident tuition rates for non-resident students, for the number of hours attempted
- Requirement for institutions to establish a process to notify students of the existence of the policy and to encourage students to efficiently complete their program of study
- Reduction of the threshold applicable to the excess credit hour surcharge to 125% percent of the credit hours needed for graduation (current policy is 135%)
- Clarification of the determination of the number of credit hours required for completion of the program of study.
  - Provides list of allowances potentially increasing the credit hours required to complete a program of study (double major, dual degree, additional minor,

certification(s), and/or emphasis(es) – second bachelor degree considered new program)

- o Provides list of the credit hours excluded from the calculation of credit hours required for completion of a program of study (concurrent enrollment, advanced placement, credit by examination, employment required additional credits, defensible change in major, and developmental education credit)

Differential Tuition Rates – The proposed policy update is designed to specifically address the past practice and continuing need for SBR approval of differential tuition rates requested by the institutions. The proposed revision addresses the following:

- The types of programs for which differential rates can be requested (primarily graduate programs with select applicability to undergraduate programs)
- The circumstances in which institutions are required to request SBR approval of differential tuition
- The use of the funding collected as a result of approved differential tuition schedules
- The need for the institution to consult with students in the respective program regarding proposed new differential tuitions
- The considerations relative to requesting differential rates or rate increases

<div align="center">Commissioner's Recommendation</div>

The Commissioner recommends that the Regents review revisions to Policy R510, raise issues, and, if satisfied, approve Policy R510, Tuition and Fees.

<div align="right">

David L. Buhler
Commissioner of Higher Education

</div>

DLB/GLS/PCM
Attachment

R510-1. Purpose: To establish the conditions and methods for approval by the Board of the tuition and fees to be charged to the students at the institutions.

R510-2. References

    2.1.   Utah Code §53B-7-101 (Combined Requests for Appropriations - Board Fixes Tuition, Fees, and Charges)

    2.2.   Utah Code Title 53B, Chapter 9 (Higher Education for Senior Citizens)

    2.3.   Utah Code §53A-6-104 (Board Licensure for Educators)

    2.3.   Federal Higher Education Act, 20 USC 1091b (Institutional Refunds)

    2.4.   Policy and Procedures R511, Tuition Disclosure and Consultation

    2.5.   Policy and Procedures R512, Definition of Resident Student

R510-3. General Policy

    3.1.   **Uniform First Tier Tuition Rate Increases**: A first tier of tuition rate increases shall be uniform for all institutions, shall be implemented at the same time, and shall be based on evaluations of current data on inflation and national and regional tuition increases and justified by specific increasing needs in the Utah System of Higher Education.

    3.2.   **Optional Second Tier Tuition Rate Increases**: Each institutional President, with the approval of the institutional Board of Trustees, may recommend a second tier of tuition rate increases to meet specific institutional needs. Second tier tuition rate increases may apply to all programs equally or they may be different for specific programs.

    3.3.   **Application of Increases in Tuition Revenues in Appropriated Operating Budget Requests**: In developing its appropriated operating budget recommendations, it is the policy of the Board to include tuition revenues from projected additional annualized FTE enrollments as a portion of the projected financing for proposed expenditure increases to accommodate the additional students. Revenues from proposed uniform first tier tuition rate increases pursuant to paragraph 3.1 will be included as partial financing for other proposed expenditure increases. Revenues from recommended second tier tuition rate increases pursuant to paragraph 3.2 will not be included as partial financing for other proposed expenditure increases.

    3.4.   **Effective Date of Tuition and Fee Policy**: These policies are effective upon adoption by the Board, and supersede all previous Board policy regarding tuition and fees.

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[1] Approved October 24, 1986; amended June 19, 1987, August 7, 1987, July 27, 1990, March 21, 1992, September 18, 1992, November 6, 1992, September 24, 1993, September 23, 1994, November 4, 1994, June 23, 1995, November 3, 1995, August 1, 1996, September 11, 1997, November 13, 1998, January 21, 2000, March 17, 2000, March 16, 2001, March 14, 2002, July 2, 2002 and December 14, 2007.

3.5. **Resident/Nonresident Tuition Relationships**: Undergraduate nonresident tuition shall be set at no less than 3.0 times the institutional undergraduate resident tuition rate. Regents may grant exceptions on a case-by-case basis.

3.6. **Graduate/Undergraduate Tuition Relationships**: Tuition for resident and non-resident graduate students will be set at not less than one hundred ten percent (110%) of tuition for undergraduate students. For this purpose, a graduate student is a student who has been formally admitted to a graduate program at the institution. Exceptions to this requirement may be authorized by the Board for specific graduate programs[2] based on the following criteria:

> **3.6.1.** the student and market demand for the program;
>
> **3.6.2.** the potential earnings capacity of program graduates; and
>
> **3.6.3.** the societal importance of the program.
>
> **3.6.4.** Increased revenues from higher tuition rate charges shall be used by the institution to benefit the impacted program.

3.7. **Annual Review for Fairness and Price Competitiveness**: Annually, the tuition relationship targets, comparisons with national and regional tuition and fee data, institutional cost data, general and course fee data, and other factors shall be reviewed to determine if modifications are necessary to maintain fairness and price competitiveness.

3.8. **Student Financial Aid Appropriation Requests Related to Tuition Increases**: When the Board's higher education appropriation recommendations contemplate tuition rate increases, the Board will consider including a request for a related appropriation increase for the Success Stipend Program (need based financial aid)Utah Centennial Opportunity Program for Education (UCOPE). The amount considered for such a request will be calculated to offset, in conjunction with any anticipated increases in federal need-based grant and work-study programs, the costs of tuition and fee increases for resident students receiving need-based financial aid from both federal and state sources, in eligible institutions in the preceding fiscal year.

R510-4. Tuition Charges

4.1. **Alternative Tuition Models**: Institutions may use either: (1) a linear tuition model, in which the incremental tuition charge per student credit hour is the same without regard to the number of hours for which a student is enrolled, or (2) a plateau model, in which students carrying a defined full-time load are charged a uniform rate within a defined range of credit hours. Alternative tuition schedules for on-line courses may be authorized by the Regents on a case by case basis.

4.2. **Differential Tuition:** Differential tuition schedules for graduate programs may be authorized by the board on a case by case basis[2]. Differential tuition schedules for undergraduate programs may also be approved by the board when circumstances warrant. In addition to initially approving differential tuition rates for academic programs, differential tuition increases beyond the regular institutional tuition increase

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[2] Editor's Note: As of the date of this printing, graduate programs for which the Regents have authorized higher tuitions pursuant to R510-3.6 are as follows: University of Utah - Nursing; Pharmacy; Physical Therapy; Occupational Therapy; Clinical Dietetics; Audiology; Speech and Language Pathology; Business; Teaching and Learning; Education, Culture and Society; Special Education; Physician Assistant. Utah State University - Business Administration; Accountancy; Business Information Systems and Education; Social Science with a specialization in Human Resource Management; Speech-Language Pathology; Audiology. Weber State University - Accountancy; Business Administration; Criminal Justice. Southern Utah University - Accountancy; Business Administration; Fine Arts.

proposal should be approved by the board. The increased revenues from the differential tuition rate charges shall be used by the institution to benefit the impacted program and to help support related campus services. Institutions requesting differential tuition schedules should consult with students in the program and consider the following:

4.2.1   the student and market demand for the program

4.2.2   the impact of differential tuition rates on student access and retention

4.2.3   the tuition rates of comparable programs at other institutions

4.2.4   the potential earnings capacity of program graduates; and

4.2.5   the societal importance of the program

4.3.   Inclusion of Registration Costs: Registration costs shall be included in tuition, not assessed as a separate fee category.

4.4.   Maximum Range for the Plateau Model: The plateau, or number of credit hours for which a full-time tuition rate may be charged, may be any range between 10 and 20 credit hours. Where the plateau model is used, tuition per credit hour between one credit hour and the beginning of the full-time range shall increase in approximately uniform increments. Students enrolled for credit hours beyond the defined plateau shall be charged for the extra credit hours at the same rate per credit hour as those taking fewer than the minimum in the full-time range.

4.5.   Apprenticeship Programs: Tuition for courses offered specifically for apprenticeship programs shall be at least one-half of, and no greater than, tuition for other credit courses at the institution.

4.6.   Non-Credit Programs: Short-term intensive training (STIT) funds are appropriated by the Legislature to each participating USHE institution. Tuition for non-credit ATE programs funded with STIT dollars will be established by each institution at a level sufficient to cover program costs and in accordance with USHE guidelines and legislative intent.

4.7.   Other Non Credit Instruction: Tuition for other non-credit programs and courses shall be established by each USHE institution. The total of all available funds, including tuition, shall be sufficient to pay the total direct cost of providing such programs and courses, in the aggregate, for the institution.

4.8.   Summer School: Resident summer school students shall be assessed the same tuition per credit hour or full-time load as that assessed resident students during the regular academic year.

4.9.   Contract Credit Courses: Charges for credit courses provided under contract to outside agencies shall be at least sufficient to pay the total direct costs of providing such courses, in the aggregate for the institution.

4.10.   Continuing Education Credit Enrollments: Students enrolled in Continuing Education credit courses other than contract courses shall be assessed tuition at not less than the regular charge per credit hour.

4.11.   Medicine and Law: Tuition in Medicine and Law will be considered separately.

4.12.   **Course Audit Registrations**: Students must register to audit any class. Such audit hours will be part of their total load and they shall pay tuition at the same rate as paid by students registering for credit in the course.

4.13.   **University Center Tuition**: The delivering university collects regular university tuition from University Center students.

4.14.   **Correction Facility Program Tuition**: Reduced tuition for programs provided to inmates at state correctional facilities will be considered separately. The State Board of Education advisory council overseeing corrections education and recidivism reduction issues will determine inmate eligibility for participation in Board of Regents authorized tuition reductions.

4.15.   ~~Tuition Surcharge for Excess Credit Hours: Beginning not later than January 2003, Tuition for credit hours in excess of 135% of the credits required for completion of a student's program of study, excluding credit hours earned through concurrent enrollment, advanced placement, and credit by examination, shall be charged at the full cost of instruction unless the institution determines that the student should be exempt from this surcharge because:~~

   4.15.1.   ~~the credits are necessary for the student to complete the student's program of study; and~~

      4.15.1.1.~~the excess credits are a result of circumstances where a substantial number of credits from a transferring institution could not be applied to the program of study;~~

      4.15.1.2.~~the excess credits are the result of a reasonable enhancement of the student's major by the addition of a minor or emphasis to the program of study; or~~

      4.15.1.3.~~the excess credits are the result of a re-entry into the educational system by a student who may have accumulated a large number of credits, or even completed degrees, but where employment requirements obligate his or her return to college.~~

4.15.   **Excess Credit Hours**: Institutional policies and practices shall encourage students not to accumulate credit hours beyond those needed to successfully complete a program of study.

   4.15.1 **Definitions**: For the purpose of section 4.15 only, the following terms are defined for the application of and administration of the excess credit hour surcharge.

      4.15.1.1 **Program of study**- A group of academic courses required for a baccalaureate degree.

      4.15.1.2 **Excess Credit Hour Surcharge**- The surcharge amount to be charged is double the current year's resident tuition rates, pertaining to that institution, for the number of credit hours taken for resident students. Non-resident students will continue to pay non-resident tuition.

   4.15.2 **Alert**: Each USHE institution must establish a process by which students are notified of this policy when enrolling at the institution. Strategies to assist student completion shall be employed and may include such things as encouraging a student to meet with an adviser before or upon hitting the 125% of degree completion, and/or encouraging the student to establish a plan for program completion by meeting with a counselor or advisor.

4.15.3 Excess Credit Hour Surcharge: An institution may charge a student the excess credit surcharge subject to conditions set forth in 4.15.4 for new enrollees, beginning not later than September 1, 2013, for credit hours in excess of 125% of a student's program of study.

4.15.4 Determination of Number of Credit Hours Necessary for the Program of Study

4.15.4.1 Allowances for Program of Study- The number of credit hours for completion of the program of study may include the hours needed for a double major, dual degree, additional minor, certification(s), and/or emphasis(es) related to the student's major area of study. Second bachelor degrees will also be allowed and will be considered new programs of study for purposes of the excess credit hour calculation.

4.15.4.2 Credit Hours Excluded- Excluded from the calculation of the credits required for completion of a student's program of study are credit hours: (1) earned through concurrent enrollment, advanced placement, and credit by examination, (2) resulting from re-entry into the educational system by a student who may have accumulated a large number of credits, or even completed degrees, but where employment requirements obligate his or her return to college, (3) resulting from a defensible change in major, and (4) developmental education credit.

4.16.   Tuition Surcharge for Course Repetition: Tuition for repeating a course more than once shall be charged at the full cost of the instruction unless the institution determines that the repetition is a result of illness, accident or other cause beyond the student's control or unless the course is prescribed by the student's program of study.

R510-5. General Fees Other Than Tuition

5.1.   Approval by the Board: All general student fees are subject to Board of Regents approval, normally in conjunction with annual determination of tuition rates. Course fees do not require Board approval but the Board will monitor such fees. Course fees will also be included in determining financial aid cost of attendance and the level of student contribution toward their total education costs.

5.2.   Variation Among Institutions: General fees other than tuition may vary according to specific institutional needs.

5.3.   Off Campus Students: General fees other than tuition may, at the institution's option, be waived in whole or in part for off-campus students.

5.4.   University Center Fees: The delivering university collects fees equivalent to regular university student fees from University Center students. The university rebates to the community college an amount equal to the regular community college student fees and retains excess fees. If costs of a particular program mandate higher fees, those fees must be approved by the Board of Regents.

R510-6. Waivers and Rate Reductions

6.1.   Faculty and Staff Rate Reductions: Nothing in this policy shall be construed to preclude any institution from including tuition and fee waivers or reductions for faculty and staff members and their dependents as part of its fringe benefits program.

6.2.   Senior Citizens Audit Waivers (Implementing Utah Code Title 53B, Chapter 9): Utah residents age 62 and over shall be permitted to enroll on a space available audit basis in classes for which they are qualified, in any USHE institution, without regular tuition charges, but subject to payment of the following:

   6.2.1.   A minimum administrative fee shall be charged, for the institution's cost of registration, record keeping, and report preparation. Beginning with the 1986 Fall quarter, the fee shall be increased to at least $10 per quarter of registration.

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

6.3.   Senior Citizens Must Pay Full Tuition to Obtain Credit: No credit shall be awarded to a senior citizen for a course taken pursuant to the senior citizens waiver in paragraph 6.2. To receive credit a senior citizen must pay regular tuition.

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

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

R510-7. Refunds of tuition, fees, and other student charges

7.1.   Refund Policy: Each institution shall provide refunds of tuition, fees, housing and meal, and other student charges to all students who either fail to enroll or who withdraw after enrolling. The refunds shall be at least as large as prescribed in this policy. This policy is designed to provide a fair and equitable refund policy for all students who withdraw, whether or not receiving Federal student financial aid, and also for specific compliance with the provisions of Section 484B of the Federal Higher Education Act, as amended (20 USC 1091b.), as applicable to students who receive Federal student financial aid (Federal campus-based student financial aid, Federal Pell Grants, Leveraging Educational Assistance Partnership Program aid, Federal Family Education Loan Program loans or Federal Direct Student Loan Program loans), and who fail to register or who withdraw after enrolling.

7.2.   General Refund Policy for Students Who Withdraw from the Institution and Who Are Not First Time Enrollees in the Institution and Also Receiving Federal Student Financial Aid: Students who are not first time enrollees in the institution and also receiving Federal student financial aid, both as defined in Federal regulations, 34 CFR Section 668.22 and who withdraw from the institution or drop courses shall be entitled to refunds of tuition, fees, and other student charges (including housing and meal contract charges) paid to the institution which meet or exceed the following requirements:

Refund Period	Portion Refundable
Prior to 15th calendar day of the quarter, semester, or other period of enrollment	at least 70%
From the 15th calendar day to close of business on the 21st calendar day of the period of enrollment	at least 50%
After the 21st calendar day	none

   7.2.2.   Non Refundability of Application, Admission, and Late Registration Fees: Late registration, application and admission fees are not required to be refunded for students who are not enrolled at the institution for the first time in the current enrollment period and also receiving Federal student financial aid.

7.2.3.   Refunds in the Case of Meal Tickets or Contracts with Dollar Value Rather than Time Periods: Where students purchase meal tickets or contracts with dollar value rather than covering specific time periods, a student who withdraws is entitled only to a refund of the unused portion of the dollar value of the ticket or contract.

7.3.   Special Pro Rata Refund Policy for Students Who Fail to Enroll or Who Withdraw from the Institution and Who are First Time Enrollees in the Institution and are Also Receiving Federal Student Financial Aid: Any student who is a first time enrollee in the institution and is also receiving Federal student financial aid, both as defined in Federal regulations, 34 CFR Section 668.22 and who fails to register or who withdraws from the institution or otherwise fails to complete the period of enrollment for which registered, on or before the 60 percent point (in time) in the period of enrollment for which the student has paid tuition, fees, room and board, or other charges, shall be entitled to a pro rata refund of such tuition, fees, room and board, and other charges. The institution's pro rata refund policy for such students, and all calculations and determinations thereunder, are required to conform to the requirements of 34 CFR Section 668.22.

7.4.   Refunds for Students Who Withdraw from the Institution After the 60 Percent Point: The institution may, but is not required to, provide for refunds for students described in 7.3 who withdraw from the institution after the 60 percent point (in time) in the period of enrollment for which the student has paid tuition, fees, room and board, or other charges.

7.5.   Exceptions for Hardship: Refunds greater than provided for in this refund policy may be granted by the President or the President's designee for unusual hardship cases.

R510-8. Classification of Residency Status

8.1.   Classification in Accordance with Statute: Resident and nonresident students shall be classified in accordance with state statutes and the interpretations issued by the Regents according to law. (Policy and Procedures R512, Definition of Resident Student)

8.2.   Adherence to Uniform Policy: Institutions shall adhere to a uniform policy concerning the establishing of residency of students.

TAB L

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November 7, 2012

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Proposed Revision to Policy R504, *Budget Adjustments for Declining Enrollments*

Issue

The purpose of the proposed revision to Regent Policy R504, Budget Adjustments for Declining Enrollments, is to clarify that this policy is applicable only when an institution's Enrollment Growth Funding Base and Enrollment Growth Increases are fully funded.

Background

Regent Policy R504, Budget Adjustments for Declining Enrollments, was written to provide clarification and a systematic mechanism for addressing declining enrollments as an integral part of the Enrollment Growth Funding Formula and its application as a method to determine legislative funding for higher education institutions. Inherent in the writing of the policy, is the assumption that enrollment growth would remain a legislative priority that would continue to merit funding in the future. However, at this point in time, the legislature has not funded enrollment growth since 2004 (when it was only partially funded). To recognize the shift away from funding enrollment growth, the proposed revision to policy R504 amends the current policy on declining enrollments by clarifying that the policy applies only during periods when enrollment growth is fully funded.

Commissioner's Recommendation

The Commissioner recommends that the Regents review revisions to Policy R504, raise issues, and, if satisfied, approve Policy R504, Budget Adjustments for Declining Enrollments.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/PCM
Attachment

R504-1. Purpose: To provide controlled base budget reductions in the event of declining enrollments at a System institution.

R504-2. References

2.1.   Utah Code §53B-7-101 (Combined Requests for Appropriations: ~~Appropriation Formulas~~)

2.2.   Utah Code §63J-1-~~405~~-217(Budgetary Procedures Act: Over-expenditure of Budget by Agency)

2.3.   Policy and Procedures R521, Dedicated Credits

R504-3. Definitions

3.1.   **Appropriated Base Budget**: The legislative appropriated budget for the institution, including state tax funds and dedicated credits.

3.2.   **Dedicated Credits**: Revenues other than state tax funds and mineral lease funds included in the appropriated budget, largely made up of tuition.

3.3.   **Enrollment**: For purposes of this policy, enrollment generated in courses that are designated as budget-related. Budget related enrollment is state funded.

3.4.   **Funded Enrollment Target**: The number of full-time equivalent students at an institution funded by the legislature for the target year.

3.5.   **Non-Action Interval**: The initial period of three consecutive years during which actual enrollments remain below funded enrollment targets by 2 percent or more. Summer and fall enrollments are used in the third year to estimate the annualized enrollment and determine whether an institution has remained below funded enrollment targets for the third consecutive year.

3.6.   **The Spread Period**: The four budget years following the non-action interval during which the appropriated base budget is reduced for an institution whose enrollments remain below funded levels by 2 percent or more. The spread period ends prior to four years in the event the institution comes within 2 percent of funded enrollment targets.

R504-4. Policy

4.1.   **Policy Applicability**: For each institution, appropriated base budget reductions for declining enrollments may only apply to fully funded enrollment growth.

4.2.   **Tuition Driven Budget Adjustments**: Enrollments below funded enrollment targets result in reduced tuition collections and internal budgets below what has been planned and programmed by the institution. Consequently, the institution must manage and reduce the internal budget accordingly.

---

[1] Approved September 12, 1979; replaced September 15, 1995.

4.3. **Non-Action Parameter**: appropriated base budget - Realized enrollments less than 2 percent below the funded enrollment target shall not call for a appropriated base budget adjustment. Realized enrollments must be 2 percent or more below the funded enrollment target before action is taken to decrease the appropriated base budget.

4.4. **Non-Action Interval**: appropriated base budget - Actual enrollments must remain 2 percent or more below the funded enrollment target for the non-action interval of three consecutive years before action is taken to decrease the institution's appropriated base budget.

4.5. **Spread Period**: Reductions in appropriated base budget for an institution that has remained below the funded enrollment target by 2 percent or more for the non-action interval shall be taken during the spread period of the following four budget years.

4.6. **Reduction Rate**: The reduction in appropriated base budget shall be made by reducing funding for students at the same amount per full-time equivalent student as the institution last received for enrollment growth.

4.7. **Reductions in Funded Enrollment Targets**: The institution's funded enrollment target shall be reduced by the number of full-time equivalent students for which appropriated base budget reductions are made.

4.8. **Budget Reduction Limitation**: Budget reductions shall cease when the institution's enrollments are no longer 2 percent or more below the institution's funded enrollment target.

4.9. **Governor's Reductions in Budget**: Any reduction in appropriated base budgets ordered by the Governor (pursuant to Utah Code §63-38-10) shall be deducted from any amounts calculated as reductions in budgets pursuant to this policy.

November 7, 2012

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Proposed Revision of Regents Policy R710, Capital Facilities

Issue

The attached revision to Regents' Policy R710, Capital Facilities, is proposed in order to codify the established practice for approval of the disposal of real property by USHE Institutions.

Background

The existing capital facilities policy is silent regarding specific requirements governing the disposal of real property by USHE institutions. While unwritten procedures and requirements for property disposal have been established and used for many years, questions frequently arise about what the requirements are.

The attached policy revision seeks to codify the established criteria in order to eliminate uncertainty in the future. The basic guiding principles in these matters are as follows:

> Disposition of Property – The Regents historically have retained the right to approve the disposal of all real property regardless of the amount of the sales price. In addition, they have required the institutions to establish that the property to be disposed of is surplus property that does not serve the institution's mission. Further, the Regents have required that such surplus real property be sold at or above the "fair market value" established by a current appraisal made by a State of Utah licensed MAI appraiser unless specifically justified to and approved by the Board.

Commissioner's Recommendation

The Commissioner recommends adoption of the attached revised policy.

_____

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachment

R710-1 Purpose: To clarify the role of the State Board of Regents, that of the institutional Boards of Trustees and of the institutional Presidents with respect to capital facilities.

R710-2 References

2.1.   Utah Code §53B-6-101 (Master Plan for Higher Education - Studies and Evaluations)

2.2.   Utah Code §53B-7-101 (Combined Requests for Appropriations)

2.3.   Utah Code §53B-20-101 (Property Rights - Title and Control)

2.4.   Utah Code Title 63A, Chapter 5 (State Building Board - Division of Facilities Construction and Management)

2.5.   Policy and Procedures R711, State Building Board Delegation of Capital Facilities Projects

2.6.   Policy and Procedures R720, Capital Facilities Master Planning

R710-3 Definitions

3.1.   **"Capital Development"** -– Utah Code 63A-5-104(1)(a) defines a capital development as any:

- remodeling, site, or utility projects with a total cost of $2,500,000 or more;
- new facility with a construction cost of $500,000 or more; or,
- purchase of real property where an appropriation is requested to fund the purchase.

   3.1.1.   **"New Facility"** means the construction of any new building on state property regardless of funding source, including

   - an addition to an existing building; and
   - the enclosure of space that was not previously fully enclosed.
   - "New facility" does not include:
   - the replacement of state-owned space that is demolished, if the total construction cost of the replacement space is less than $2,500,000; or
   - the construction of facilities that do not fully enclose a space.

3.2.   **"Capital Improvement"** – Utah Code 63A-5-104(1)(b) defines a capital improvement as any:

- remodeling, alteration, replacement, or repair project with a total cost of less than $2,500,000;
- site and utility improvement with a total cost of less than $2,500,000; or
- new facility with a total construction cost of less than $500,000.

Note: The State Building Board may provide capital improvement funding to a single project, or to multiple projects within a single building or facility, even if the total cost of the project or multiple projects is $2,500,000 or more, if:

(i) the capital improvement project or multiple projects require more than one year to complete; and
(ii) the Legislature has affirmatively authorized the capital improvement project or multiple projects to be funded in phases.

3.2.1.   **Submission of Capital Improvement Requests** – Each year institutions shall submit to the Division of Facilities Construction and Management (DFCM) a prioritized list of projects for funding through the state capital improvement program. Requests for funding of Capital Improvement Projects shall be approved by institutional Boards of Trustees. Institutions may not include acquisition of equipment unless it is an integral component of a capital improvement. Normal maintenance of fixed capital assets (i.e., unplanned or discretionary) shall be considered part of the annual operating budget. Normal maintenance excludes preventive and corrective maintenance of equipment scheduled by the Division of Facilities Construction and Management (DFCM), as well as planned or programmed maintenance of major structural components of a facility (i.e., roofs, parking lots).

3.3.   **"Capital Investment Plan"**: Integrated scheduling of capital developments and improvements over a five-year planning period.

3.4.   **"Capital Facility"**: Includes buildings and other physical structures such as utility lines, waste disposal systems, storage areas, drainage structures, parking lots, and landscape development.

R710-4 Policy

4.1.   **Statutory Authority**: Title 53B outlines the broad responsibilities of the State Board of Regents in administering the facilities, grounds, buildings and equipment at institutions under its jurisdiction. These policies and procedures are issued under that authority to clarify the roles to be assigned to the institutional Presidents, the institutional Boards of Trustees and the State Board of Regents.

4.2.   **Purpose:** The purpose of these policies is to develop and maintain a well-planned, harmonious and safe physical environment for student achievement and personal growth on each of the institutional campuses of the State System of Higher Education in accordance with the applicable provisions of Title 53B.

4.3.   **Effective and Efficient Use of Resources**: The Utah System of Higher Education seeks to maximize the effective and efficient use of state resources. Institutions must demonstrate that requests for construction of new capital facilities or remodeling of existing facilities meet the standards of approved academic and facilities master plans. Such justification should consider the availability of state resources and include information relating to student enrollments, space utilization, structural obsolescence, operational inefficiencies, and operating budget constraints.

4.4.   **Remodeling**: Remodeling of existing capital facilities for the purpose of effecting a change in functions will be undertaken only when the need for such a project is justified by and is consistent with the role assignment of the institution involved and in accord with previously approved goals and objectives set by the State Board of Regents. The term "remodeling" as used herein includes any alteration, modification, or improvement project other than routine maintenance or repair work, regardless of the source of funding.

4.5.   **The State Board of Regents Will:**

4.5.1. Programmatic Planning – Require institutions to undertake comprehensive programmatic planning as part of comprehensive programmatic planning for the Utah System of Higher Education. This programmatic planning will inform the evaluation of any proposals for planning and construction of additional capital facilities.

4.5.2. Campus Facilities Master Plans – Require comprehensive campus facilities master plans to be completed and approved for each institution in correlation with programmatic planning. Each institution shall seek formal Regent approval of its campus master plan on a biennial basis.

4.5.3. Requests for Appropriated Funds – Review and approve all institutional requests for funds for capital facilities to be appropriated by the State Legislature through the State Building Board. Recommendations to the State Building Board, Governor, and Legislature shall be based upon the programmatic planning and facilities master plan requirements of the institutions. Each funding request must be accompanied by a detailed planning and budget guide.

4.5.4. Acquisition and Disposal of Real Property

> **4.5.4.1 ~~Projects~~ Property Acquisitions Requiring Approval** – Except as provided by 4.5.4.2 below, The Regents shall review and approve all institutional requests for real property acquisition that commit institutional funds in excess of $100,000 or where consideration paid for options to acquire property commits institutional funds in excess of $25,000. In addition, the following provisions shall be complied with in presenting properties for approval to be acquired by purchase or exchange:
>
>> **4.5.4.1.1. Fair Market Value** – A fair market value of property shall be established that is based on an appraisal completed by a State of Utah licensed MAI appraiser with the purchase price not to exceed the appraised value unless otherwise justified.
>
> **4.5.4.2. Property Acquisitions Adjacent to Campuses** - The State Board of Regents delegates the authority to the institutional Boards of Trustees to engage in property purchase transactions if a property purchase meets the above conditions with the following limitations: (1) Property needs to be identified on the approved campus master plan and must be contiguous to the current campus boundary. (2) Property purchased cannot exceed $500,000 for properties purchased by the UU, WSU, SLCC, UVU, USU and DSC, $400,000 for SUU and $250,000 for Snow and CEU. (3) All purchases must have a supporting appraisal; made by a licensed appraiser, where the purchase price cannot exceed the ~~MLS~~ MAI appraised value (4) Property purchased with endowment funds or independent foundations does not need approval from the Board of Regents, regardless of cost. (5) This delegation of purchasing authority is only available in instances where no O & M funds will be requested. If there is a need for operations and maintenance funds, the purchase needs to be approved through the normal Regent process.
>
>> **4.5.4.2.1. Reporting of Property Acquisitions** – Institutions engaging in a purchase of property utilizing the above authority are required to report the purchase at the next regularly scheduled State Board of Regents' meeting.
>
> **4.5.4.3. Disposal of Property** – All disposal of real property by USHE institutions is subject to approval by the Regents.

4.5.4.3.1. Determination of Surplus Property – If the real property is determined to not serve the institution's mission and is, therefore, surplus real property it is eligible for sale or exchange on the open market.

4.5.4.3.2. Fair Market Value – Unless otherwise justified, surplus real property shall be sold at or above fair market value as determined by an appraisal completed by a State of Utah licensed MAI appraiser.

4.5.5. Approval of Projects that are inconsistent with Approved Institutional Roles, Goals and Objectives – The Regents will review and approve, as they deem appropriate, all other institutional requests for planning and construction of facilities, or major remodeling of existing facilities, regardless of the source of funds to be used for such activity, where the proposed construction or remodeling is inconsistent with the role assignment of the institution involved, is not in accord with institutional goals and objectives previously approved by the State Board of Regents, which will require a substantial change in the approved programmatic planning or facilities master plan, or where the construction or remodeling is subject to legislative project approval. Further, all requests for operations and maintenance (O & M) funding require approval by the State Board of Regents. Delegation can occur in the following circumstances:

4.5.6. Projects Funded from Non-State Appropriated Funds – Review and approve institutional project requests for planning and construction of facilities, or remodeling of existing facilities, for which no appropriation of state funds or authority to incur bonded indebtedness is requested, as follows:

4.5.6.1. Funded from Student Fees, Contractual Debt, or Disposal or Exchange or Capital Assets: Proposals for projects funded in whole or in part from an adjustment in student fees, incurring of contractual debt, or the disposal or exchange of land or other capital assets shall be approved by the institutional Board of Trustees prior to submission to the Board of Regents.

4.5.6.2. Funded from Private Sources: Major construction or remodeling projects (defined as projects costing more than $1,000,000) funded through private sources or a combination of private sources and other non-state funds shall be approved by the institutional Board of Trustees. Upon trustee approval, the institutional President shall submit the project to the Commissioner for inclusion as an action item on an upcoming Board of Regents agenda.

4.5.7. Operating and Maintenance (O & M) Costs on Non-State Funded Projects: (a) An acquisition, construction or remodeling project funded from private sources, or from a combination of private sources and other non-state appropriated funds will be eligible for state appropriated O & M when the use of the building is primarily for approved academic and training purposes and associated support and is consistent with the programmatic planning and facilities master plan requirements of the institutions. Examples of such space include classrooms, class/labs, faculty and education and general administrative offices and related space, library and study space, open labs, education and general conference rooms, physical education space, and academic and approved training support space, i.e., admissions, records, counseling, student aid administration, campus security, computer center and telecommunication space, etc.. If an academic facility, funded in whole or in part by non-state funds, is built to a scale larger than Board approved

programmatic or facilities planning requirements, the excess space may not qualify for state appropriated O & M funding. The Board will consider the eligibility of the institution to receive state O & M funding for such excess space on a case-by-case basis.

(b) In most cases, if the acquisition, construction or remodeling project is not primarily for approved academic and training purposes or associated support, it will not be eligible for state appropriated O & M funding. Examples of such space might include research space not generating student credits or the equivalent thereto, football stadia, softball, baseball, soccer fields, basketball arenas, self support auxiliary space, i.e., college bookstores, food service, student housing, recreational services, student organizations, private vendors and student health services spaces, etc.

(c) The Board, on a case by case basis, may determine that an acquisition, construction or remodeling project to be used primarily for purposes other than approved academic and training purposes and associated support should be eligible for state appropriated O & M funds in whole or in part. Each request for such Board consideration must be accompanied by a detailed statement showing how space types included in the facility will relate to important institutional activities such as instruction, research generating student credits, and service within the institution's role statement. Examples of such space might include museums, theaters, community outreach and research spaces administered by academic units that generate academic student credits or the equivalent thereto, etc.

4.5.7.1. O & M Funding Sources for Projects Not Eligible for State Appropriated O & M: In those cases where property acquisitions, construction, or remodeling projects are not eligible for state appropriated O & M funding, the institutional proposal must include arrangements as to how O & M as defined by the State Building Board will be covered. Institutions are to pursue O & M funding in the following sequence for such ineligible non-state funded facilities: first, separate non-state funding assured through private contracts or an O & M endowment established by a private donor; and second , an institutional O & M funding plan with additional revenue to support the new space to be credited to its O & M accounts.

4.5.7.2. Board Approval of O & M Funding Plan: The institutional O & M funding plan must be consistent with the provisions of 4.5.6 and 4.5.6.1 to receive Regents' acquisition, construction or remodeling project approval. Increased consideration for state appropriated O & M will be given to projects previously listed in the Utah State Building Board Five Year Building Program. Board approval of the acquisition of the facility shall include approval of a plan to fund the O & M costs, including the source of the funds and the projected amount needed. Further approval of such proposals, when legally required by the State Building Board and the Legislature, will follow their respective established procedures.

4.5.8.   Leased Space: Review and approve institutional requests for plans to lease capital facilities space with state-appropriated funds for programs of instruction, research, or service when contracts for leasing such facilities: (1) exceed $100,000 per year; (2) commit the institution to space rentals for 10-year duration or beyond; or (3) lead to the establishment of regular state-supported daytime programs of instruction in leased space. An annual report of all space leased by the institutions, including space leased for off-campus continuing education programs and space leased in research parks, shall be compiled by the Commissioner's Office for review by the Board of Regents and forwarded to the State Building Board for possible inclusion its comprehensive 5-year building plan.

4.6. **The Commissioner Is Authorized to:**

4.6.1. **Recommendations:** Propose annual recommendations for capital facilities development and improvement projects based on approved capital facilities qualification and prioritization procedures for consideration by the Board in the preparation of its recommendations to the State Building Board, Governor and Legislature.

4.7. **Institutional Boards of Trustees Are Authorized to:**

4.7.1. **Facilities Master Plans:** Review and approve institutional campus facilities master plans before they are forwarded to the State Board of Regents.

4.7.2. **Requests for Appropriated Funds:** Review and approve for submission to the State Board of Regents all institutional requests for funds for capital developments and capital improvements to be appropriated by the State Legislature through the State Building Board.

4.7.3. **Inconsistent Projects:** Review and approve all other institutional proposals relating to planning or construction of capital facilities, or major remodeling of existing capital facilities that require State Building Board approval and/or legislative project approval, regardless of the source of funds to be used for such activity, except to the extent that responsibility has been delegated to the institutional President as specified below in section 4.8. These actions will be reported to the State Board of Regents monthly as a part of the institutional Board of Trustees minutes, and will include planning and budget reports in the form prescribed by the Commissioner or other appropriate description and justification.

Proposals for inconsistent projects must be forwarded to the State Board of Regents by the institutional President, together with the institutional Board of Trustees' recommendations, for review and action by the Regents if:

- construction or remodeling is contrary to or will require substantial change in the approved programmatic planning or facility master plans;
- is inconsistent with the role assignment of the institution involved; or,
- is not in accord with previously approved institutional goals or objectives.

4.7.4. **Public Hearings:** Conduct all required public hearings on any project, provided that adequate notice be given the State Board of Regents of any such required public hearings.

4.8. **Institutional Presidents Are Authorized to:**

4.8.1. **Other Necessary Actions:** Take all necessary actions relating to construction and remodeling activities that do not require State Building Board approval.

4.8.2. **Routine Repair and Maintenance:** Assume the responsibility for routine repair and maintenance of existing structures or facilities (i.e., painting, roof repair, plumbing and electrical repairs, etc.). Institutions must adhere to the State Building Board facility maintenance standards.

4.8.3. **Change Orders:** Assume the responsibility to approve and recommend to the DFCM any change orders on projects under construction, as long as funds are available and the change order is within the approved purpose of the project.

4.8.4. **Accept Completed Facilities:** Accept completed capital facilities from the DFCM.

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November 7, 2012

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah State University – Bonding Authorization for the Athletics Competitive/Practice Facility

Issue

Utah State University is requesting bonding authority for the Athletics Competitive/Practice Facility that was approved for construction by the Regents in August of 2010 and by the legislature in their 2011 session.

Background

This project was approved with funding to be provided from donations. The university is now requesting bonding authorization in the amount of $7.5 million, with repayment of the bonds to be made from private donations received over time from pledges made specifically to construct this facility. The bond will be initially secured with a pledge of existing student fees that Athletics receives. A copy of the university's request for this authorization is attached for your information. In addition, representatives from the university will be present to respond to questions and to provide additional information as needed.

Commissioner's Recommendation

The Commissioner recommends approval of this request for bonding authorization.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachment

October 25, 2012

Commissioner David L. Buhler
Utah State Board of Regents
Board of Regents Building The Gateway
60 South 400 West
Salt Lake City, Utah 84101-1284

Dear Commissioner Buhler:

Utah State University received approval from appropriate governing boards, including the Legislature in the 2011 General Session, to construct the Athletics Competitive/Practice Facility. Utah State University desires now to request bonding authority from the Legislature in the upcoming 2013 General Session. Repayment of the bonds will be made from private donations received over time from pledges made specifically to construct this facility. This item is expected to be approved by the USU Board of Trustees on November 2, prior to the Board of Regents meeting scheduled on November 16.

The new facility will be located near the Spectrum. The 28,000 square foot facility has an estimated cost of $7.5 million. The building will function primarily as a practice facility for basketball and volleyball and as a venue for volleyball competitions. Basketball and volleyball offices, meeting spaces, training rooms, small locker rooms, and ticket/concessions areas are other spaces that may be included.

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

Sincerely,

David T. Cowley
Vice President for
    Business and Finance

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

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November 7, 2012

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah State University – Approval of Donated Land for USU Eastern Campus

Utah State University is requesting approval to accept a donation of 6.92 acres of vacant land located at 440 North Cedar Hills Drive, Price, Utah 84501 for the future expansion of USU's educational and research infrastructure in Price, Utah. Additional details about the property are included in the attached letter from the university. Also attached are both a map showing the location of the property and a plat showing the description of the property. University representatives will be in attendance at the meeting to respond to questions and provide additional information as needed.

Commissioner's Recommendation

The Commissioner recommends approval of this proposed donation of property.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachment

October 29, 2012

Commissioner David L. Buhler
Utah State Board of Regents
Board of Regents Building The Gateway
60 South 400 West
Salt Lake City, Utah 84101-1284

Dear Commissioner Buhler:

Utah State University (USU) desires to accept a proposed donation of 6.92 acres of vacant land located at 440 North Cedar Hills Drive, Price, Utah 84501. The property is part of approximately 25 total acres that the donor currently intends to convey to USU over the next few years. The property lies about 0.5 miles east of USU Eastern campus in Price shown on Exhibits A and B attached. This donation is expected to be approved by the USU Board of Trustees on November 2, prior to the Board of Regents meeting scheduled on November 16.

Pursuant to the donor's intent, the land is to be used for expansion of USU's educational and research infrastructure in Price, Utah. Within the scope of current master planning, USU intends to actively pursue funding for an education and energy research center to be established on the land.

Utah State University's Environmental Health and Safety Office recently assessed the site, reviewed the public records, and conducted interviews with individuals to determine the environmental integrity of the area. The report stated that there were no indications of any environmental problems associated with the property and that the land appears to be in good condition and environmentally sound and safe.

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

Sincerely,

David T. Cowley
Vice President for
    Business and Finance

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

EXHIBIT A
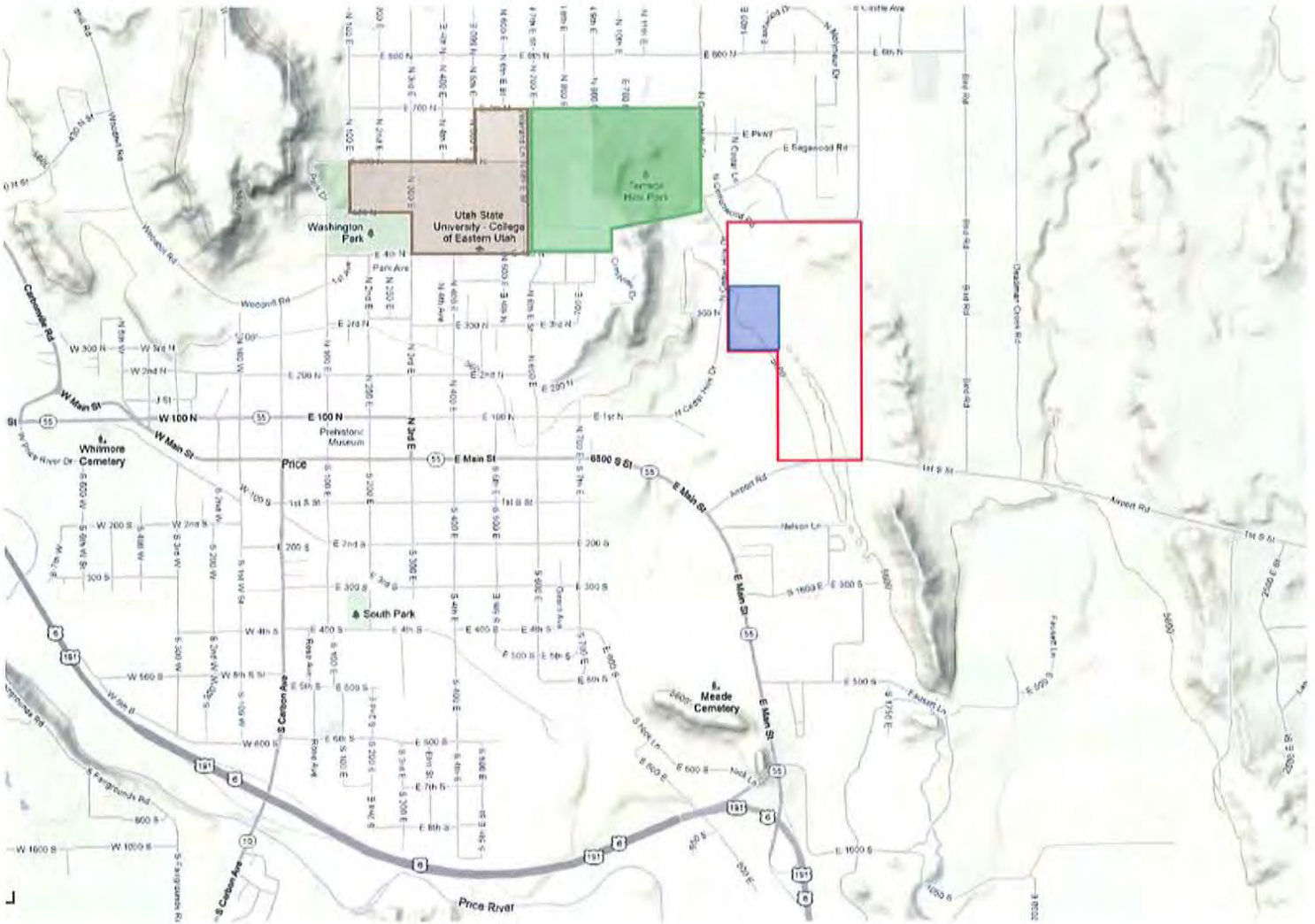
6.92 Acre Donation

USU Eastern

City Park / School / Cemetery

ARIP (Airport Road Industrial Park)

Subject Property

Aerial Photograph of Price

EXHIBIT B

N89°18'42"E CEDAR HI
435.24'

S00°41'18"E
53.21'
BALLARD

0°57'24"E
162.42'

S69°27'24"E
124.12'

S45°27'24"E
66.02'

N37°48'13"W
38.34'

BALLARD FAMILY
ENTERPRISES, LLC

N89°18'42"E   435.24'

N89°15'05

25' PRICE CITY SEWER
EASEMENT BK 129 PG 323

C2

N00°42'17"W
10.14'

N00°18'00"W
365.96'

232.15'

10' PUE TYP.

C24

UP&L EASEMENT
BK 22, PG 499

EAST   320.33'

L9   EAST   335.09'

L10   RESEARCH DRIVE

EAST   319.85'

C22   PUBLIC STREET   C19

C20

C23
43.81'

C21

N05°34'30"E
347.89'

CEDAR HILLS DRIVE

10' PUE TYP.

4
301,479 sq. ft.
6.92 acres

553.91'

SOUTH

5
198,508 sq. ft.
4.56 acres

N05°36'40"E
177.11'

50' PUE   551.92'

S89°19'10"W

504.65'

1056.57'

CTC PROPERTIES

Subject Property

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

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

Phone 801.321.7101
Fax 801.321.7199
TDD 801.321.7130
www.higheredutah.org

November 7, 2012

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Weber State University – Approval of a Non-state Funded Public Safety Building Project

Issue

Weber State University has requested approval for the design and construction of a new Public Safety Building on the Ogden Campus. The $2.8 million projected cost of the facility will be funded with institutional funds and no additional O&M funding will be requested. Because state funds are not being requested for the capital costs and on-going O&M costs, this project does not require legislative approval.

Background

This 9,240 square foot building will replace 2 homes built in 1954 that were converted into administrative space to house the Police Department, Environmental Health & Safety, and Parking Services. The new building, in addition to housing these departments, will include a state-of-the- art emergency operations center. When the new building is completed the existing homes will be razed to provide space for future expansion.

Copies of the letter from the university requesting project approval, a campus map showing the location, site plans showing the configuration of the facility, and the space requirements of the facility prepared by Axis Architects are attached for your information. Representatives from the university will be in attendance at the meeting to provide additional information and respond to questions from the Regents.

Commissioner's Recommendation

The Commissioner recommends design and construction approval for this project.

David L. Buhler
Commissioner of Higher Education

DHB/GLS/WRH
Attachment

WEBER STATE UNIVERSITY

Campus Planning & Construction

Facilities Management

Request for Approval

To: Greg Stauffer
Associate Commissioner

Re: Public Safety Building

Date: October 30, 2012

Greg:

Weber State University is seeking approval for the design and construction of a new Public Safety Building on our Ogden Campus

This project will replace two homes, built in 1954. These former homes have been converted into administrative space to house the Police Department, Environmental Health & Safety, and Parking Services. The growth of the departments, as well as the limitation of residential construction, has made these spaces unable to support the core missions of these critical campus functions.

A space needs study and a site evaluation was performed by Axis Architects. It was determined that a new 9,240 sq. ft. building was needed in order to meet the current and foreseeable future needs. The new building would best serve the campus community by moving to the North West corner of campus (See attached site plan). The new building would also include a state of the art campus emergency operations center (EOC) where campus emergency responses would be coordinated with both onsite personnel and off-campus emergency responders.

The estimated construction cost for this building is $2.8 million and will be funded with institutional funds including auxiliary, plant and discretionary funding. No additional Operation & Maintenance money will be requested for this building.

We have attached a copy the campus site plan, the proposed site of the new building, and the space needs study.

We appreciate your consideration and look forward to discussing this project with you. We request this project be presented to the Board of Regents at their next scheduled meeting for review and approval.

Thanks,

Mark Halverson
Director of Campus Planning & Construction

Attachments
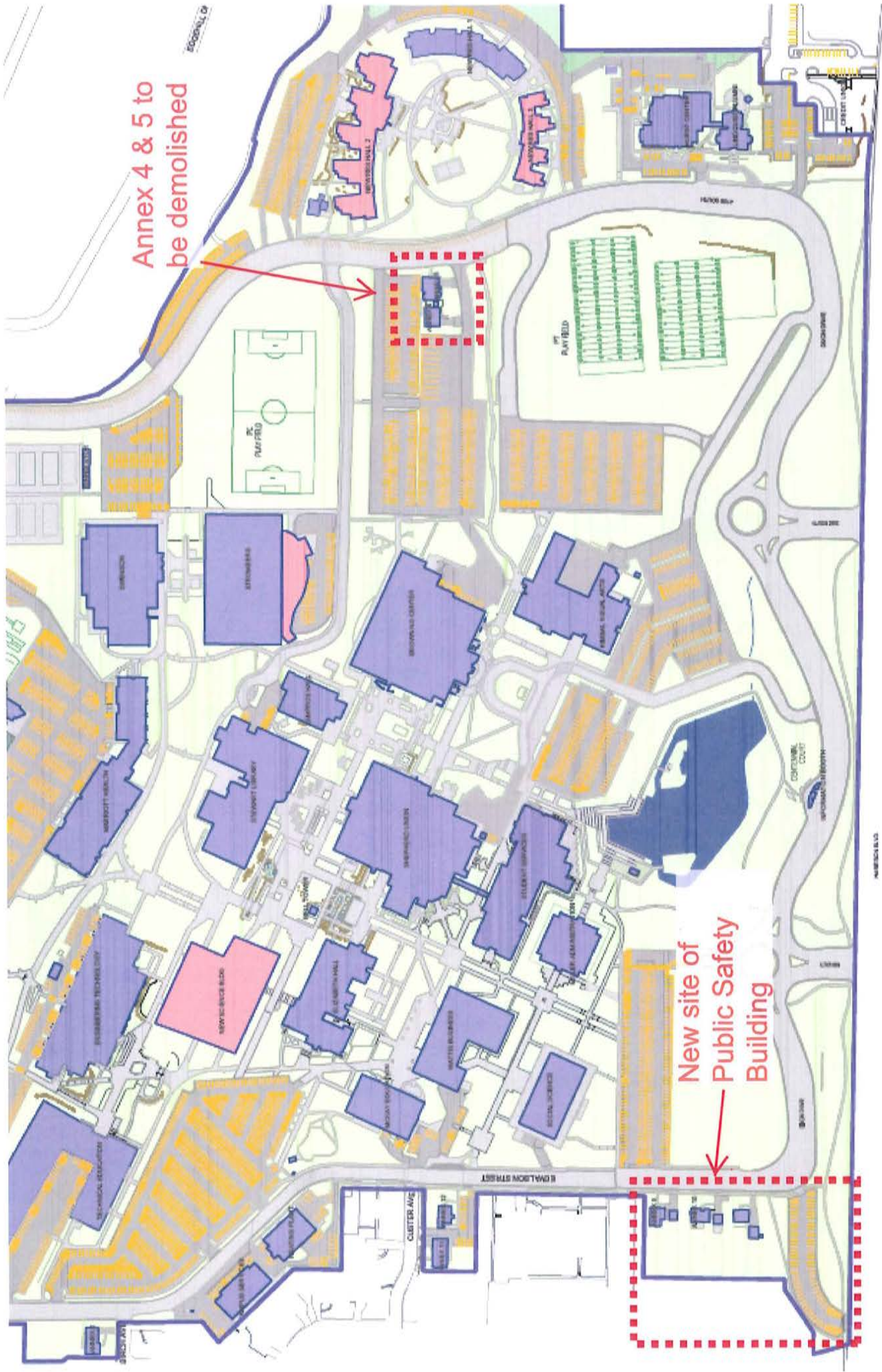
Annex 4 & 5 to be demolished

New site of Public Safety Building
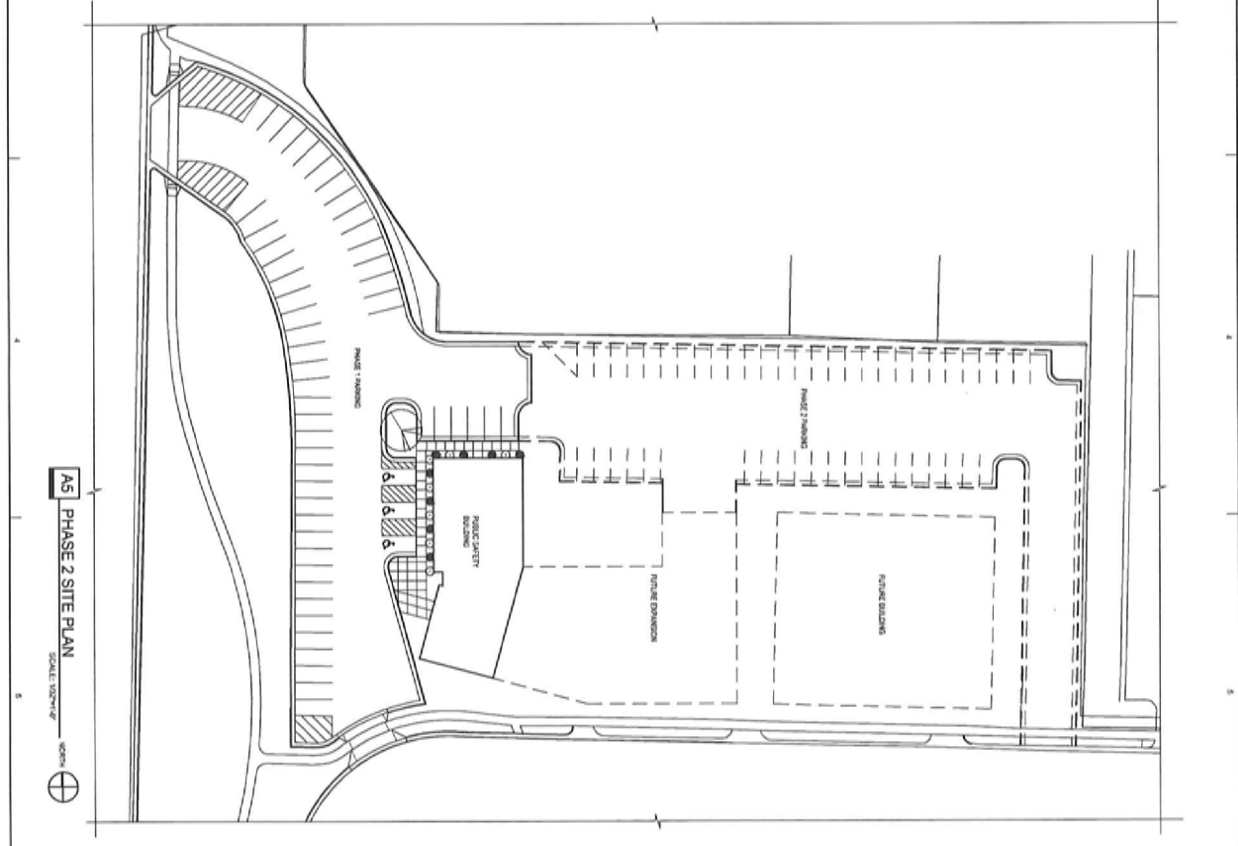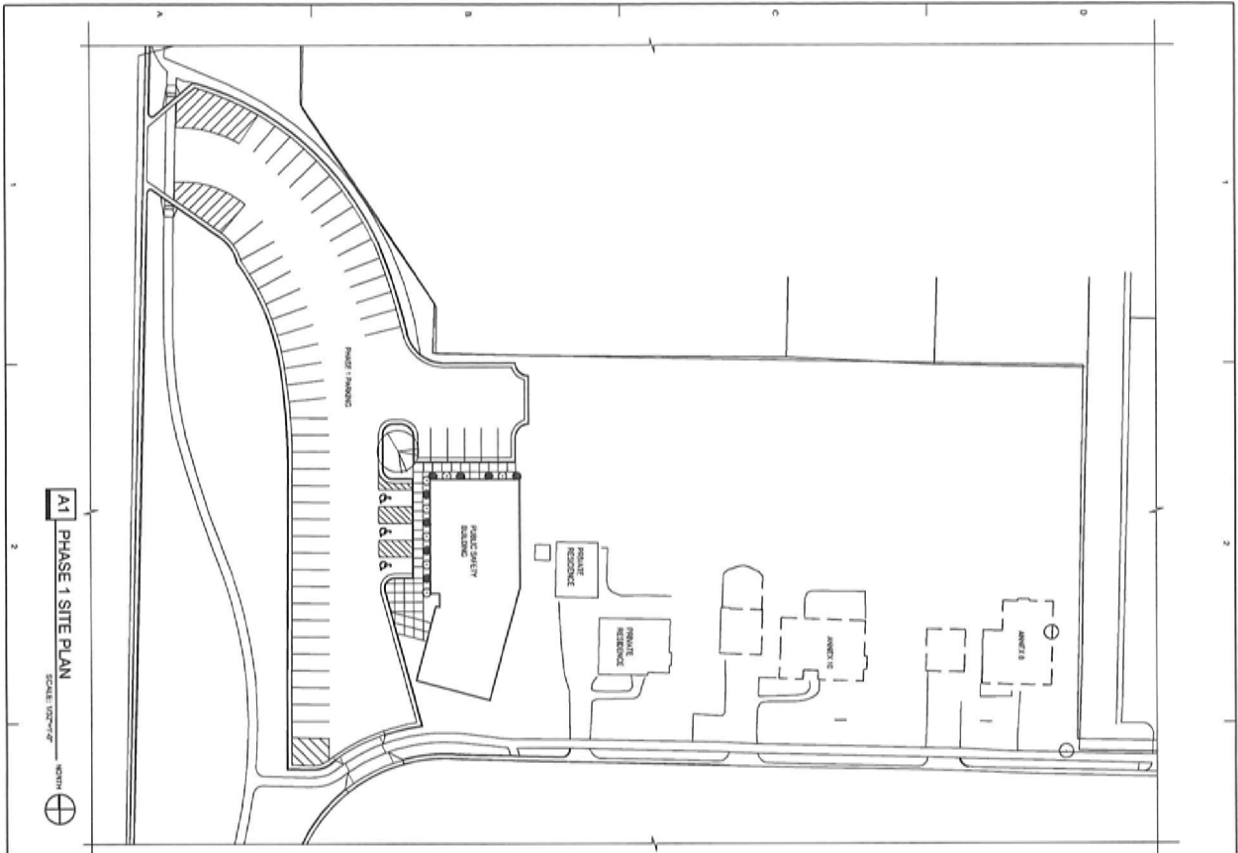
A1 — PHASE 1 SITE PLAN
SCALE: 1/32"=1'-0"
NORTH

A5 — PHASE 2 SITE PLAN
SCALE: 1/32"=1'-0"
NORTH

PHASE 1 PARKING
PUBLIC SAFETY BUILDING
PRIVATE RESIDENCE
PRIVATE RESIDENCE
ANNEX G
ANNEX B

PHASE 2 PARKING
FUTURE EXPANSION
FUTURE BUILDING

AE101A

Weber State University
Public Safety Building
475 West 13th Street Ogden, UT

FEASIBILITY STUDY

NOT FOR CONSTRUCTION

| Axis Architects
927 SOUTH STATE STREET, SALT LAKE CITY, UT 84111 P. 801-355-X00X

Axis Architects

Space Requirements

Preliminary requirements and desired adjacencies for each entity proposed to be located in the new WSU Public Safety Building.

WSU Campus Police Department:

Staff: 1 Police Chief
1 Lieutenant
1 Sergeant
1 Corporal
1 Detective
7 Patrolmen
1 Dispatch Supervisor
<u>2 Dispatchers</u>
Total: 15 Full-Time

Reception Area/Dispatch Center   **250 SF**
- An updated reception center and lobby area will be required with increased security (CCTV cameras, Heavy glass partitions, etc.)
- Lobby reception will have one service window with heavy glass.
- Cabinet storage will be required at the reception space.
- Due to security requirements, all computer screens must be hidden from public view.
- A separate office will be required for the supervisor. It should have visual contact with the reception area and lobby.
- The reception area will also serve as the dispatch center and should have space for two dispatcher stations.
- This area will be the public section of the police department.
- Dispatchers will double as receptionists.

Chief Office   **180 SF**
- Standard office with desk, two visitor chairs, a small table for 4 people, and individual storage.

Sergeant Office: **120 SF**
- Standard office size with 1 desk, two visitor chairs and individual storage.

Lieutenant Office: **120 SF**
- Standard office size with 1 desk, two visitor chairs and individual storage.

Detective Office: **120 SF**
- Standard office size with 1 desk, two visitor chairs and individual storage.

Corporal Office: **120 SF**
- Standard office size with 1 desk, two visitor chairs and individual storage.

Interview Room: **100 SF**
- Room to be separate from Fingerprint area. A two-way mirror should be installed for observation purposes during interviews. The room should be located in the private area

of the building adjacent to a private police entrance to avoid bringing suspects through the main entrance. Furniture to include a table and two chairs. Area= approx. 10'x10'

Observation/Fingerprint Area: **100 SF**
- Located adjacent to the interview room for observation purposes. Room should be similar in size to the Interview Room (approx. 10'x10').
- Minimal storage would be needed in this area (cabinets).

Patroller Workstation Area: **600 SF**
- Workstations for 7 patrollers.
- Each station will need file drawer unit and overhead storage area.
- A common equipment area will contain radios, and misc. equipment needed daily by patrollers with storage
- Modular furniture will be used for these
- Possibility of combining area with EOC and training room, **but this would exclude all other entities from use, requiring a second large conference room.**

Evidence Room: **100 SF**
- Needs to be approx. twice as large as current room
- Stainless Steel shelves etc.
- Pass-throughs need to be present to preserve the chain of custody.
- A workstation in the room itself is desired along with an area for barcode equipment
- Proximity to an officer station is critical for security reasons.
- A refrigerator is needed for DNA evidence.
- Must be interior room, windowless, and visually secure.

Interior Storage: **100 SF**
- 8'x12' room with shelving, etc.
- Will house guns, ammunition and must be secure and follow campus regulations.

Lobby w/ public restroom (Shared Space):   **0 SF**

Exterior Storage (Shared Space):   **0 SF**

Large Conference Room (Shared Space):   **0 SF**

Small Conference Room (Shared Space):   **0 SF**

Breakroom (Shared Space):   **0 SF**

Restrooms (Shared Spaces):   **0 SF**

DEPARTMENT TOTAL: 1910 SF

WSU Parking Services:

    Staff: 1 Manager
              1 Enforcement Supervisor
             13 Enforcement Staff (Part-Time)
              <u>2 Cashiers</u>
  Total: **4 Full-Time**
           13 Part-Time

Reception/Cashier Area: **400 SF**
- Will need 4 separate service windows with heavy glass partitions.
- Area should be directly adjacent to Police service area to act as visual deterrent for unruly customers.
- Cashiers need adjacent workspace for financial reports and adequate lockable storage for permits.
- Workers would like more room than they currently have.
- A copy/fax area is needed with some adjacent storage.

Manager Office: **180 SF**
- Standard office with desk, two visitor chairs, a small table for 4 people, and individual storage.

Enforcement Supervisor Office: **130 SF**
- Standard office size with 1 desk, two visitor chairs and individual storage.
- Storage cabinet for vests, handhelds, etc.

Workstation Area: **400 SF**
- 4 modular workstations will be needed with individual storage.
- A common area with storage and files (possibly copier) is needed.
- 1 dedicated workstation for enforcers to file reports as needed.

File Storage Area: **100 SF**
- Area to be larger than current facility.
- Must contain a safe for secure storage.
- Will possibly contain a copier/printer for contaminant considerations.
- This area must be adjacent to cashier reception area.

Lobby w/ public restroom (Shared Space):   **0 SF**

Exterior Storage (Shared Space):   **0 SF**

Large Conference Room (Shared Space):   **0 SF**

Small Conference Room (Shared Space):   **0 SF**

Breakroom (Shared Space):   **0 SF**

Restrooms (Shared Spaces):   **0 SF**

DEPARTMENT TOTAL SF: 1210 SF

WSU Environmental Health and Safety Services (EHS):

Staff:	1 Manager
	1 OSHA Compliance Specialist
	1 Environmental Specialist
	1 Secretary
	<u>1 Technician (part-time)</u>
Total:	**4 Full-Time**
	1 Part-Time

Reception Area: **120 SF**
- Secretary work station will be placed in reception area with copy/fax and storage.

File Storage: **100 SF**
- 10' x 10' room dedicated to EHS file storage
- Located adjacent to secretary station.
- Will possibly house the copy/fax area.
- Needs a small refrigerator for samples.

Equipment Storage Room: **170 SF**
- Will house sensitive equipment and be used to calibrate equipment.
- Technician workstation will be located in this area.
- Tables, storage will be required for equipment setup and calibration.

Manager Office: **180 SF**
- Standard office with desk, two visitor chairs, a small table for 4 people, and individual storage.

OSHA Compliance Specialist Office: **120 SF**
- Standard office size with 1 desk, two visitor chairs and individual storage.

Environmental Specialist Office: **120 SF**
- Standard office size with 1 desk, two visitor chairs and individual storage.

Copy Room: **80 SF**
- Copy/fax and storage needed.

Exterior Storage / Garage: **400 SF**
- Overhead door is required for vehicle to enter.
- Hazardous material storage area.

Large Conference Room (Shared Space):   **0 SF**

Small Conference Room (Shared Space):   **0 SF**

Breakroom (Shared Space):   **0 SF**

Restrooms (Shared Spaces):   **0 SF**

DEPARTMENT TOTAL SF: 1290 SF

Shared Spaces:

Large Conference Room: **800 SF**
Shared by Police Department? (May be a joint EOC, patrol room, conference space only for Police or the EOC and JIC will be combined with this space), EHS, Parking Services
- Standard with seating for 20 people plus overflow.
- Desks may need to be movable as EHS will use space for demonstrations and seminars for campus staff.
- Will possibly function as Emergency Operations Center (EOC). Multiple phone lines and TV/Data systems will be needed.

Small Conference Room: **250 SF**
Shared by EHS, Police Department, Parking Services
- Standard with seating for at least 8 people with some overflow space.

Break Room: **400 SF**
Shared by EHS, Police Department? (May have their own), Parking Services
- Standard with refrigerator, small kitchen, and storage, and seating for 10-15 people.

Exterior Storage: **300 SF**
Shared by Police Department, Parking Services
- Will store cones, barriers, non-hazardous materials, abandoned bikes, etc.

Lobby: **660 SF**
Shared by Police Department, Parking Services
- The lobby needs adequate room for a queue of approx. 20-30 people at any time (parking pass pickup days at the beginning of the semester).
- The lobby will contain 3 computer kiosks for parking self-service.
- Lobby is envisioned to be common for all entities housed in the building with separate windows for each entity.
- Seating for approx.10 people.
- Single, unisex public restroom.

Restrooms (Men's and Women's):   **400 SF**
Shared by EHS, Police Department, Parking Services
- Standard with approx. 5 stalls per restroom.

                                          SHARED TOTAL SF: 2810 SF

Total Size:

Campus Police Department:	1910 SF
Parking Services:	1210 SF
Environmental Health and Safety:	1290 SF
Shared Spaces:	2810 SF
TOTAL SF (not including CIRCULATION):	7220 SF
CIRCULATION FACTOR (28%):	2240 SF
TOTAL SF:	**9,240 SF**

Total Employees:

Campus Police Department:	15
Parking Services:	17
Environmental Health and Safety:	5
TOTAL Employees:	**37**

ADJACENCY DIAGRAM
New Public Safety Building

LEGEND:
Indirect Connection
Direct Connection

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

Phone 801.321.7101
Fax 801.321.7199
TDD 801.321.7130
www.higheredutah.org

November 7, 2012

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: University of Utah – Property Purchase for a Mid-valley Clinical Services Facility

Issue

The University of Utah has requested authorization to purchase a property consisting of 9 acres of land, containing 4 separate buildings in the mid-valley area of Salt Lake County. The property is located at approximately 6100 South and Fashion Place Boulevard in Murray, Utah. While the proposed purchase price of $14 million is slightly higher than the appraised property value of $13.85 million, the university believes it to be justified considering the prime location of the property for its intended use.

Background

At their August 27, 2010 meeting, the Regents authorized a health care medical services building project to consolidate Health Sciences/School of Medicine Departments from existing leased clinical space in the mid-valley area into a university owned clinical hub. The State Legislature subsequently approved the project with authorization to bond for up to $25.9 million for the project.

The university has identified the above referenced property as an ideal site for this facility. The $14 million purchase price will be funded with Ophthalmology, Dermatology, and Hospital cash reserves. Authorization of an approving resolution for issuance of a bond for facilities construction will be sought at a future Board meeting. Additional details pertaining to the proposed purchase are found in the attached materials provided by the university. An executive summary of the appraisal is also included. University representatives will be present to provide additional information and respond to questions from the Regents.

Commissioner's Recommendation

The Commissioner recommends approval of this requested property purchase.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachment

Office of the Vice President
for Administrative Services

November 2, 2012

Mr. David L. Buhler, Commissioner
Utah System of Higher Education
60 South 400 West
Salt Lake City, UT 84101-1284

Re: University of Utah
        Purchase of Property

Dear Commissioner Buhler:

        The Departments of Dermatology and Ophthalmology have been seeking a prime
location to consolidate current leased spaces in the mid-valley area to expand the clinical
enterprise to create an excellent University and community resource. As you know, the
University's Board of Trustees, State Board of Regents, Utah State Building Board and
State Legislature approved this project last year, along with bonding authorization for up to
$25 million.

        A site has been identified along the I-15/I-215 corridor located at approximately
6100 South and Fashion Place Blvd in Murray, Utah, refer to attachment. The location is
strategically located to maintain existing patient populations and to attract additional patients
into University of Utah Health Care system. Several other School of Medicine departments
are interested in expanding services to the proposed site, and other University of Utah
entities who are currently leasing space may be interested in locating to this central location.

        The property consists of approximately 9 acres and 4 separate buildings. Two early
1980's buildings will be demolished to make way for a new 60,000 square foot clinical
building. The remaining two 1990's buildings consisting of 84,000 square feet will be leased
to University and non-University tenants.

        The University's "Hot Team", comprised of the Building Official, Fire Marshal,
engineers, architects and skilled trade's personnel, under the direction of Bryan Romney,
inspected the property noting that the facilities are acceptable for the intended use, and a
phase 1 environmental study found no significant mold or environmental issues.

        The property purchase price is $14.0 million and will be funded from entities within
Health Sciences. JPC and Associates, hired by the University, has appraised the property's
value at $13,850,000. A purchase price that slightly exceeds the appraised value is justified
considering the property's prime location for our intended use.

        The property purchase of $14 million will be funded from Ophthalmology,
Dermatology and Hospital cash reserves. The construction of the new clinical building will
be paid from a combination of cash reserves and from a bond issuance of approximately
$10 million, plus amounts necessary for capitalized interest, debt service reserve and
issuance costs.

Operating and maintenance costs for the property and associated structures will be paid by clinical and rental revenues, while debt service on the bond for the new building will be paid by clinical revenues.

The University of Utah requests that approval to purchase this property be included for the Regent consideration at the upcoming board meeting.

Sincerely,

Arnold B. Combe
Vice President

ABC/ah
Attachments

cc: Dr. Gregory L. Stauffer
       Loreen Olney

Valley Location

Building View

4:Retain
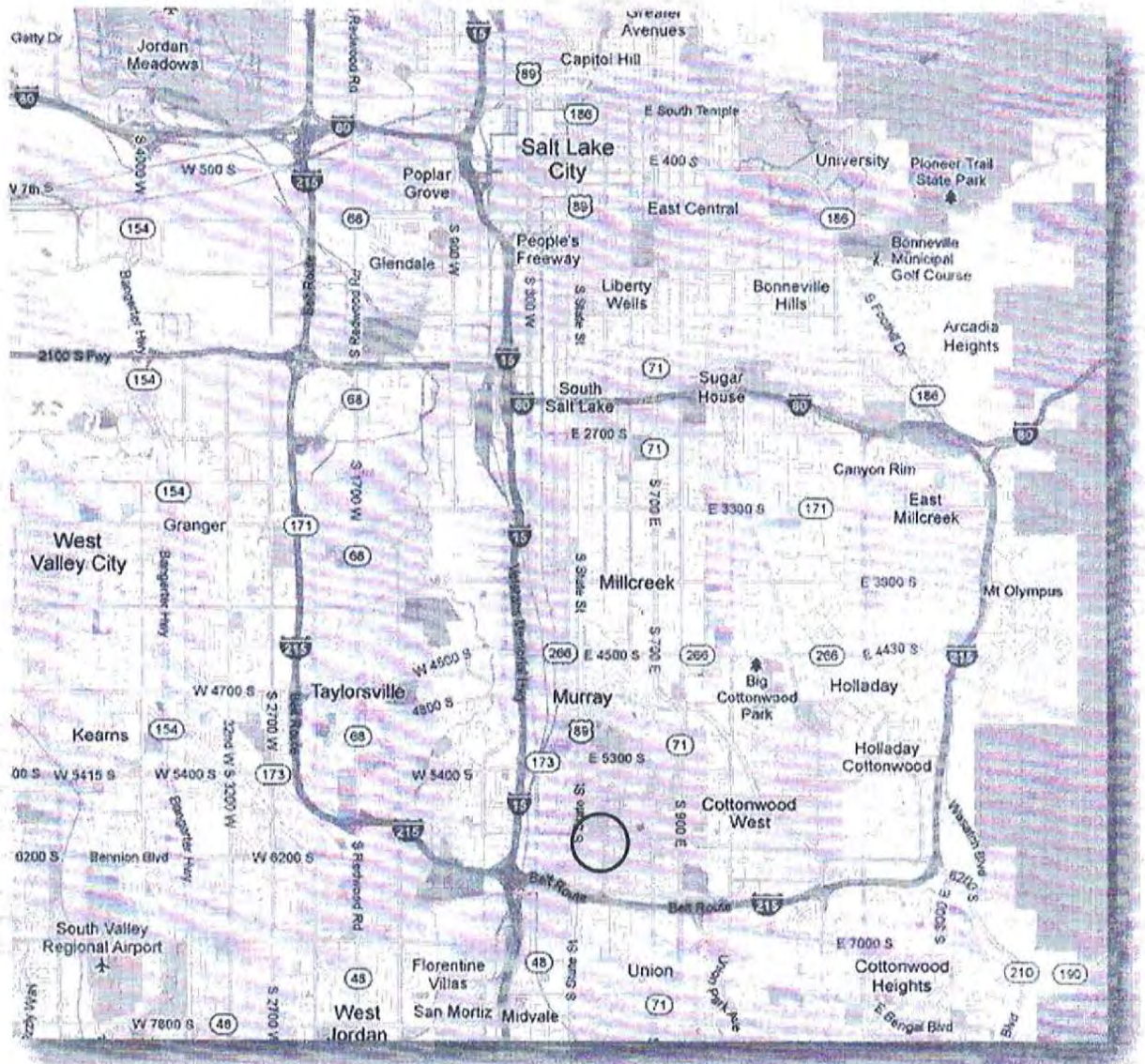
1:Demolish
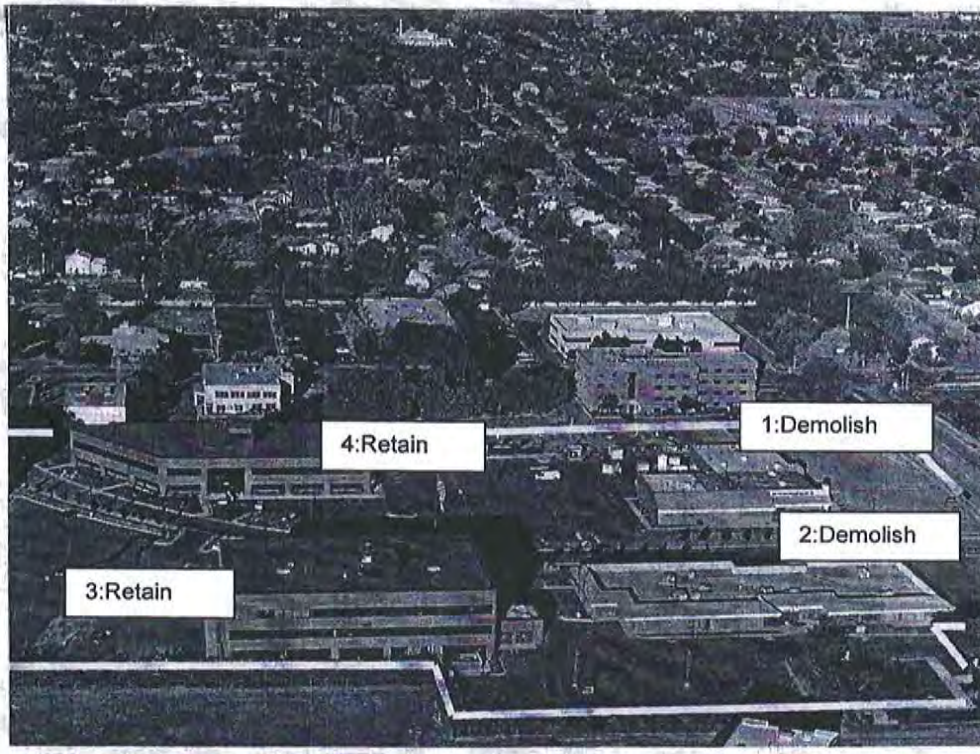
2:Demolish

3:Retain

Building / Land Summary

- Approximately 9 acres
- 4 buildings
  - Demolish south buildings (buildings 1 & 2)
    - Use land to construct new specialty clinic facility
  - Retain north building (buildings 3 & 4)
    - Approximately 84,000 gsf
    - Office occupancy
    - 1 medical tenant – surgery center

Site Plan
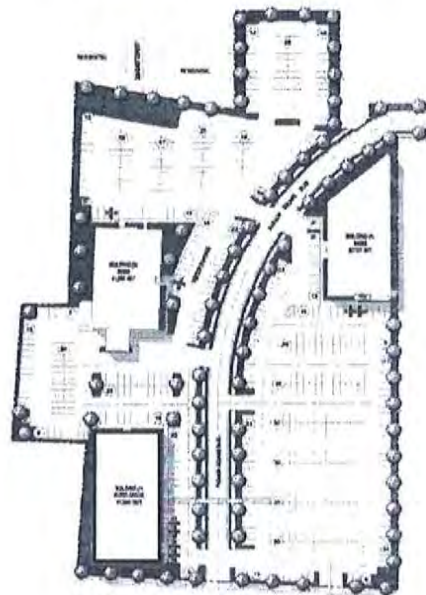
JPC
and Associates

EXECUTIVE SUMMARY OF SUMMARY APPRAISAL REPORT

FASHION SQUARE PROPERTIES
FOUR OFFICE BUILDINGS

LOCATED AT
195 & 235 EAST 6100 SOUTH AND
6053 & 6056 SOUTH FASHION SQUARE DRIVE
MURRAY, SALT LAKE COUNTY, UTAH

PREPARED FOR:
JOHN MORAN EYE CENTER
Mr. Brent D. Price
65 North Mario Capecchi Drive
Salt Lake City, Utah 84132-5230

Submitted by:
J. Philip Cook, MAI, CRE and
Nathan P. Herrscher, Appraiser
J. Philip Cook and Associates, LLC
201 South Main Street, Suite 425
Salt Lake City, UT 84111

FILE NUMBER 12-10-18NR
Case Code: fassq-12251

EFFECTIVE APPRAISAL DATE:
October 10, 2012

JPC
and Associates

October 31, 2012

Mr. Brent D. Price
John Moran Eye Center
65 North Mario Capecchi Drive
Salt Lake City, Utah 84132-5230

Re: Summary Appraisal Report: Four office buildings, located at 195 & 235 East 6100 South and 6053 & 6056 South Fashion Square Drive, Murray, Utah.

Dear Mr. Price:

At your request, we have completed a summary appraisal addressing market value of the above-referenced properties. The report is presented in book and chapter format. The general section provides information pertaining generally to all properties, while the chapters provide information that is unique to each property, including valuation. This report contains the bases, data, and analyses upon which the value estimate is based.

The intended use of this report is to assist with internal planning matters. This general section, together with each chapter, constitutes a summary appraisal report. As such, only summary discussion of the data, reasoning, and analyses that are used in the appraisal process to develop an opinion of value is presented. The depth of discussion contained in this report is specific to the needs of the client and for the intended use stated within this report.

This report conforms with The Appraisal Foundation's Uniform Standards of Professional Appraisal Practice, and the Appraisal Institute's Code of Professional Ethics and Standards of Professional Appraisal Practice.
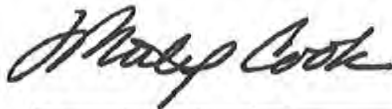
The property was formally inspected on October 10, 2012, which is the effective date of value. Available market data have been carefully considered and analyzed. Market value of each building and the property as a whole is as follows.

VALUATION SUMMARY			
Chapter	Project		Value
1	Fashion Square Building #1	235 East 6100 South	$1,450,000
2	Fashion Square Building #2	195 East 6100 South	$2,000,000
3	Fashion Square Building #3	6056 South Fashion Square Drive	$6,330,000
4	Fashion Square Building #4	6053 South Fashion Square Drive	$4,070,000
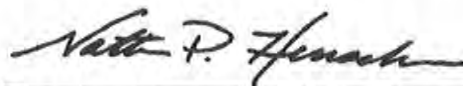
The market value conclusion is subject to the Statement of Assumptions and Limiting Conditions attached hereto.

The value estimate is subject to assumptions and limiting conditions contained in the report. We trust this is sufficient to accomplish its intended function. Please call if we can be of further assistance.

Respectfully submitted,

J. Philip Cook, MAI CRE
J. Philip Cook and Associates, LLC
Utah State - Certified General Appraiser
Certificate 5451057-CG00 Expires 06-30-13

Nathan P. Herrscher, Appraiser
J. Philip Cook and Associates, LLC
Utah State - Licensed Appraiser
License 7103414-LA00 Expires 01-31-14

EXECUTIVE SUMMARY

PROPERTY NAME:	Fashion Square Properties
PROPERTY TYPE:	Office Buildings
LOCATION:	195 & 235 East 6100 South and 6053 & 6056 South Fashion Square Drive, Murray, Utah
PURPOSE OF APPRAISAL:	Estimate market value
PROPERTY RIGHTS APPRAISED:	Fee simple or leased fee, as applicable
REPORT DATE:	October 31, 2012
VALUATION DATE:	October 10, 2012
PROPERTY TAXES:	
- Serial #s:	See individual chapters
- 2012 Taxes:	See individual chapters
SITE:	See individual chapters
IMPROVEMENTS:	See individual chapters
HIGHEST AND BEST USE:	See individual chapters
FINAL VALUE ESTIMATE (TOTAL):	$13,850,000

UTAH SYSTEM OF
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November 7, 2012

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: University of Utah – Davis County Land Purchase for University of Utah Hospital and Clinics

The University of Utah is requesting authorization to purchase 10.38 acres of land in Farmington, Utah for a future patient services facility in Davis County, Utah. The proposed purchase price is $5,425,834, which is slightly less than the $5.5 million appraised value of the property. Additional details about the proposed purchase are included in the attached letter and PowerPoint slides provided by the University. The slides include a citation regarding the property appraisal. University representatives will be present at the meeting to respond to questions and provide additional information as required.

Commissioner's Recommendation

The Commissioner recommends that the Regents carefully review this proposal and grant authorization as they deem appropriate.

_____
David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachment

November 1, 2012

Mr. David L. Buhler, Commissioner
Utah System of Higher Education
60 South 400 West
Salt Lake City, UT 84101-1284

Re: University of Utah Hospitals and Clinics
        Purchase of Future Clinic Property

Dear Commissioner Buhler,

        The University of Utah Hospitals and Clinics (UUHC) has been looking for properties in the Davis County area to provide a site where ambulatory access can be provided to patients in that area. By providing outpatient services north of Salt Lake, we can maintain and improve our patient access and maintain our market share. We have presented our request and received approval from the UUHC Budget and Finance Committee and the UUHC Hospital Board.   We are also seeking approval from the University's Board of Trustees.

        A 10.38 acre site has been identified next to the new Farmington Station Park Development.   This property is also near the Farmington Frontrunner train station, and at the intersection of I-15 and highway US 89 near the Lagoon Amusement Park.

        The property has been appraised by AG Appraisal Group Inc. for $ 5,550,000.   The current offer to the owners is $ 12.00 per sq. ft. for a total expected purchase price of $ 5,425,834. The owners have given UUHC a letter of intent and we are currently completing our due diligence work on the site.   In addition, we are in the process of finalizing the purchase agreement which will address issues such as easements, and other related property rights.

        The land purchase will be funded using current Hospital cash reserves. A site development plan will be created in the future that we expect will include a health care facility and other related amenities.   No date has been set yet for the construction of such a facility nor has the financing mechanism been determined.

        The University of Utah Hospitals and Clinics requests that approval to purchase this property be included for the Regent consideration at the upcoming board meeting.

Sincerely,

Gordon L. Crabtree
CFO, UUHC

cc Ralph Hardy

Attachments: Power Point Presentation

Davis County
Land Purchase Approval Request

Future Clinic Development Site

Board of Regents
November, 2012

University Health Care

Davis County

Land Purchase—Part of Strategic Plan...

Objectives:

- Provide ambulatory access in Davis County
- Build and retain market share
  - Retain patients in UUHC system

- Clinical site for multispecialty patient care, research & education
  - Purchase Land for Future Building
  - Program and Build a Multispecialty Health Center
  - Services-primary, ambulatory specialty, ancillary

University Health Care
Hospitals & Clinics

University Health Care

Proposed Location—Farmington Site...

- <u>10 acres in Davis County</u>
  - Center of Service Area
  - County Seat—Farmington
  - Growing Commercial, Shopping, Civic and Service Area
  - Adjacent to UTA Frontrunner Station and Station Park Development

University Health Care

University Health Care
Hospitals & Clinics

Farmington Looking North

University Health Care

Farmington Looking South

University Health Care

Land Location and proximities...

Lagoon

Front Runner Station

High Density Housing

High Density Housing

Courts Complex

Business Park

Business Park

DC Fair Grounds

University Health Care

Station Park Fully Developed...

Proposed
10.38 Acre
Location
Estimated
$5.5M

University Health Care

Land Appraisal…

- Appraisal by :
  - AG Appraisal Group, Inc.

    PAUL W. THRONDSEN, MAI

"After careful consideration and analysis of the market data summarized in the attached report, the "as is" fee simple value opinion at the prevailing economic conditions on October 4, 2012, is:

FIVE MILLION FIVE HUNDRED FIFTY THOUSAND DOLLARS

($5,550,000)"

University Health Care
Hospitals & Clinics

Terms of Purchase…

- Total Property Size: 10.38 acres

- Price per SqFt: $12.00

- Total Purchase Price: $5,425,834

- Earnest Money: $25,000 – refundable

- Due Diligence: Various tests etc.
  Underway

- Broker Fee: 3%

- Extension Options: Two 60-day options with
  $20,000 earnest money deposit for each extension

University Health Care
Hospitals & Clinics

University Health Care

Approvals ...

☐ Approved Budget and Finance Committee of the Hospital Board

☐ Approved Hospital Board

☐ Approved University Trustees

☐ To Do:
   – Approve Location/Land Choice
   – Approve Land Acquisition

University Health Care
Hospitals & Clinics

University Health Care

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

November 7, 2012

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Weber State University – Sale of Surplus Property in Kaysville, Utah

At the July 2012 meeting of the Regents, Weber State University was authorized to sell 4.73 acres of surplus property in Kaysville, Utah. The highest bidder for the property failed to obtain financing for the transaction so the property was sold to the second highest bidder for $473,000 ($100,000 per acre), which was still well above the appraised value of $70,000 per acre. Additional information is included in the attached letter from the university.

Commissioner's Recommendation

This is an information item; no action is needed.

David L. Buhler
Commissioner of Higher Education

DHB/GLS/WRH
Attachment

September 19, 2012

Mr. David L. Buhler, Commissioner
Utah System of Higher Education
Board of Regents Building, The Gateway
60 South 400 West
Salt Lake City, UT 84101-1284

Dear Commissioner Buhler:

At the July 2012 meeting of the Board of Regents, WSU was authorized to sell 4.73 acres of university property located in Kaysville, Utah for $510,000 ($107,822 per acre). The property, commonly referred to as the Barnes Property, appraised earlier this year for $70,000 per acre. Subsequent to this authorization, the individual who proffered the bid failed to arrange financing for the transaction during the time period allowed under the earnest money agreement.

WSU now seeks to enter into a new earnest money agreement with the second highest bidder for the property. The second highest bid was for a total of $473,000, or $100,000 per acre. I have discussed this over with your Finance and Facilities staff and it has been concluded that this latest agreement can go forward without further Board of Regent action since the proposed new purchase price continues to substantially exceed the appraised price. The purpose of this letter is to document this development and to inform you of our intentions to move forward with a new earnest money agreement.

Please let me know if you have any issues or concerns as we proceed to sell the Barnes Property.

Sincerely,

Dr. Norm Tarbox
Vice President for Administrative Services

November 7, 2012

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Annual Report on Leased Space

Issue

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

Background

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

Institutional Leased Space Summary									
	2011			2012			Summary of Changes		
							% Change		
Institution	No. of Leases	Square Feet	Rent	No. of Leases	Square Feet	Rent	No. of Leases	Square Feet	Rent
UU	146	1,128,030	$ 19,547,053	151	1,131,131	$ 20,095,453	3.4%	0.27%	2.81%
USU	23	159,465	894,170	26	224,854	1,022,277	13.0%	41.01%	14.33%
WSU	3	21,385	140,018	5	41,385	186,866	66.7%	93.52%	33.46%
SUU	42	83,689	676,367	17	53,443	602,373	-59.5%	-36.14%	-10.94%
Snow	0	0	0	0	0	0			
DSC	5	11,200	215,688	5	13,675	215,688	0.0%	22.10%	0.00%
UVU	7	89,295	536,967	7	89,295	538,987	0.0%	0.00%	0.38%
SLCC	9	145,899	1,280,253	9	146,699	1,360,736	0.0%	0.55%	6.29%
Total	235	1,638,963	$ 23,290,516	220	1,700,482	$ 24,022,380	-6.4%	3.75%	3.14%

As noted on the summary, three of the institutions show double-digit percentage changes from the prior year:

- Utah State University – The increase at USU is the result of four leases of space in the Innovation Campus ($114,592 for 7,530 square feet of space) for USU advancement and research/technology support, all of which are funded from non-state sources.

- Weber State University – The large percentage increases in square footage and annual rent are the result of one lease for a grant-funded project.
- Southern Utah University – The significant percentage decreases are the result of elimination of a number of storage space leases, two "Head Start" program leases, and two residential leases.

A more detailed summary showing the sources of funding for the leases is attached for your information. A listing of all institutional leases, which includes additional detail about each of the leases, is on file in the Office of the Commissioner.

<u>Commissioner's Recommendation</u>

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

_____
David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachment

Utah System Of Higher Education

Annual Leased Space Report - FY 2012

Location	# of Leases	Gross Sq. Ft.	Average Cost Per Sq. Ft.	Annual Lease Payment	Source of Funding	Type of Space
University of Utah						
Building Leases:						
Bountiful, Academic Outreach & Continuing Education	1	24,851	$ 3.32	$ 82,584	State	Classroom/Office
Murray, Academic Outreach & Continuing Education	1	11,765	12.73	149,784	State	Classroom/Office
Sandy, Academic Outreach & Continuing Education	1	20,000	16.21	324,144	State	Classroom/Office
St. George, Academic Outreach & Continuing Education	1	6,600	14.94	98,592	State	Classroom/Office
Salt Lake City, West Institute	1	22,501	0.00	1	State	Office
Tanner Creative Dance - Ogden, Park City, So. Jordan	4	Varies		Varies	Other	Classsroom/Office
Research Park, Development Office	1	29,228	21.45	626,940	Other	Office
Research Park, Human Resources & Payroll Office	1	29,977	27.19	814,956	Other	Office
Research Park, Office of Technology Commercialization	1	23,559	26.99	635,892	Other	Office
Research Park, Information Technology Services	3	34,376		737,016	Other	IT Service/Training/Storage
Research Park, College of Health - Occupational Therapy	1	3,877	21.31	82,608	Other	Occupational/Medical Training Facility
Washington D.C., Appartments	7	-		210,588	Other	Student Apartments for Interns
Dialysis Centers, Various Locations	16	101,618	17.42	1,769,940	Clinical	Office/Clinical/Teaching & Research
Research Park, Hospital, Clinical, & Research	49	516,816	18.43	9,523,668	Clinical/Other	Office/Clinical/Research/Storage
Other Off-campus Leases, Hospital, Clinical, & Research	58	305,963	16.34	4,998,540	Clinical/Other	Office/Lab/Research/Storage
Subtotal Building Leases	146	1,131,131	17.73	$ 20,055,253		
Land Leases:						
KUER - Oquirrh Mountain Range	1	N/A	N/A	27,000	State	Ground
Biology Air Monitoring Site (South Salt Lake County)	1	N/A	N/A	1,200	N/A	Ground
Millard County (near Delta) - Physics Dept. (120 acres)	1	N/A	N/A	-	Other	Ground
Seismograph Stations (BLM Land - 250 stations))	Various	N/A	N/A	-	Other	Ground
Madsen Health Center Parking Lot (.75 acres)	1	N/A	N/A	12,000	Other	Ground
Beta Corner Lease	1	N/A	N/A	-	Other	Ground
Subtotal Land Leases	5	N/A	N/A	$ 40,200		
TOTAL - UU	151	1,131,131	N/A	$ 20,095,453		

Utah State University

Location	# of Leases	Gross Sq. Ft.	Average Cost Per Sq. Ft.	Annual Lease Payment	Source of Funding	Type of Space
Building Leases:						
Brigham City, Life Span Learning Center	3	66,755	$ 4.36	$ 291,081	State/Other	Classroom/Office/Storage
Brigham City, Early Intervention	1	2,073	5.29	10,960	Other	Classroom
Logan, Airport	2	21,315	4.77	101,690	Other	Office/Hanger
Castle Dale, SW Early Intervention	1	1,760	2.73	4,800	Other	Classroom/Office
Blanding, CTE Program-Trucking & Hvy. Equip. Operations	1	56,628		6,000		Classroom/Office/Maint. Shoop/Storage
Logan, USU VP Commercialization & Res. Development	1	4,679	14.42	67,471	Other	Tech. Commercialization Office (Research)
Logan, USU Advancement	1	1,140	14.51	16,547	Other	Office/Classroom
Logan, Research/Technology Support	3	6,390	15.34	98,045	Other	Office/Classroom
Logan, Cache Valley Center for the Arts	1	980	1.53	1,500	Other	Radio Station/Office
Moab, CDP SW Early Intervention	1	1,104	7.07	7,800	Other	Classroom/Office
Price, CDP SW Early Intervention	1	1,200	4.00	4,800	Other	Classroom/Office
Orem, Provo Education Center	1	2,494	15.50	38,657	Other	Classroom/Office
Salt Lake City, Dairy Commission Nutrition & Food Sch.	1	231	12.99	3,000	State	Office
Salt Lake City, Development Office	1	1,601	10.99	17,592	Other	Development Office/Retail
Salt Lake City, Granite School District	1	25,689	8.75	224,808	Other	Classroom/Office
Tremonton, USUBC	1	1,100	14.59	16,045	Other	Classroom/Office
Washington D.C. Appartments	3	4,715	22.18	104,580	Other	Student Apartments for Interns/Advisor
USU/CEU, Prehistoric Museum	1	22,500	0.00	1	State	Museum/Office
USU/Eastern Utah Self Storage	1	2,500	2.76	6,900	State	Storage
TOTAL - USU	26	224,854	4.55	1,022,277		

Weber State University

Location	# of Leases	Gross Sq. Ft.	Average Cost Per Sq. Ft.	Annual Lease Payment	Source of Funding	Type of Space
Building Leases						
Kaysville, Davis High School	1	13,650	$ 1.10	$ 15,030	State	Classroom
Roy, WSU West	1	7,525	16.03	120,608	State/Other	Classroom/Office/Storage/Student Center
DATC, UCAID USTAR	1	210	20.86	4,380	Other	Office
Morgan School District	1		$15/room/hr		Contin. Ed.	Modular Classrooms
UCAID - Indulgent Food (Farmington)	1	20,000	2.34	46,848	Other	Office
TOTAL - WSU	5	41,385	4.52	186,866		

Location	# of Leases	Gross Sq. Ft.	Average Cost Per Sq. Ft.	Annual Lease Payment	Source of Funding	Type of Space
Southern Utah University						
Building Leases						
Cedar City, Business Resource Center	1	3,026	16.65	50,383	State/Other	Office
Cedar City, Global Engagement	1	4,097	8.46	34,680	State	Office
Cedar City, Community Engagement	1	2,658	10.36	27,540	State	Office
Head Start, Various Locations	11	31,432	9.69	304,604	Other	Classroom/Office
Cedar City, Utah Center for Rural Health	1	525	8.57	4,500	Other	Residential
Cedar City, Community Outreach Center	1	11,705	14.41	168,666	State/Other	Office
Subtotal Building Leases	16	53,443	11.05	$ 590,373		
Land Leases:						
Cedar City, Parking Services	1	N/A	N/A	12,000	State	Parking
Subtotal Land Leases	1	N/A	N/A	$ 12,000		
TOTAL - SUU	17	53,443	N/A	$ 602,373		
Snow College - No Leases						
Dixie State College						
Building Leases:						
St. George, University Plaza (Bldgs. B1 and B2)	1	5,775	$ 4.29	$ 24,750	State	Classroom
St. George, University Plaza (Bldg. D)	1	3,300	$ 25.20	83,160	Other	Classroom
St. George, Larkin Property Home #20	1	900	$ 23.43	21,087	State	Office
St. George, Larkin Property Home #50	1	2,500	$ 23.43	58,575	State	Office
St. George, Larkin Property (Wellness Center)	1	1,200	$ 23.43	28,116	Other	Medical/Research
TOTAL - DSC	5	13,675	$ 15.77	$ 215,688		
Utah Valley University						
Building Leases:						
Orem, Woodbury Art Gallery	1	13,732	$ 1.40	$ 19,258	State	Office/Other
Orem, Canyon Park Building	1	38,603	4.84	186,761	State/Other	Classroom/kitchens/Office/Other
Orem, Murdock Property	1	22,160	9.21	204,077	State	Office/Other
Provo, Airport	1	14,800	5.68	84,000	Other	Classroom/Office/Hanger
Subtotal Building Leases	4	89,295	5.53	494,096		
Land Leases:						
Provo, Airport	3	N/A	N/A	44,891	State/Other	Ground
Subtotal Land Leases	3	N/A	N/A	$ 44,891		
TOTAL - UVU	7	89,295	N/A	$ 538,987		

Location	# of Leases	Gross Sq. Ft.	Average Cost Per Sq. Ft.	Annual Lease Payment	Source of Funding	Type of Space
Salt Lake Community College						
Building Leases:						
Salt Lake City, Writing Center	1	1,545	$ 7.06	$ 10,905	State	Classroom/Office
Salt Lake City, Library Square	1	23,653	15.00	354,795	State	Classroom/Office
Salt Lake City, Westpointe Center	1	35,887	15.96	572,729	State/Other	Classroom/Office
Salt Lake City, Highland Center	1	33,501	5.30	177,706	Other	Classroom/Office
Salt Lake City, Warehouse	3	30,000	3.96	118,800	State	Storage
Salt Lake City, Airport Center	2	22,113	5.69	125,801	State	Classroom/Office/Lab/Hanger
TOTAL - SLCC	9	146,699	9.28	$ 1,360,736		
TOTAL - USHE Institutions						
Building Leases	211	1,700,482	14.07	23,925,289		
Land Leases	9	N/A	N/A	97,091		
TOTAL - USHE	220	1,700,482	N/A	$ 24,022,380		

November 7, 2012

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Institutional Residences Annual Report

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

The attached report summarizes the approved budget and expenditures for each institutional residence over the past five years. Footnotes have been added to describe any significant change from prior years.

Commissioner's Recommendation

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

David L. Buhler
Commissioner of Higher Education

DLB/GLS/DAM
Attachment

Utah System of Higher Education

Institutional Residences Operation and Maintenance Report
FY 2008-2013

	2007-08 Budget	2007-08 Actual	2008-09 Budget	2008-09 Actual	2009-10 Budget	2009-10 Actual	2010-11 Budget	2010-11 Actual	2011-12 Budget	2011-12 Actual	2012-13 Budget	Source of Funds	Square Footage
U of U	$56,670	$52,675	$56,670	$54,413	$59,200	$52,215	$59,200	$51,998	$140,925	$46,762	$54,425	Discretionary Funds	6,931
USU	73,500	48,424	73,200	60,262	73,350	54,092	73,350	67,612	72,000	52,988	72,000	E&G	8,479
WSU	15,000	13,188	14,000	13,376	19,200	20,492	22,600	21,089	22,600	20,919	22,600	E&G	3,900
SUU	26,000	27,562	139,900	243,851	173,500	52,603	62,800	61,601	57,000	77,531	97,500	E&G & Discretionary	11,314
SNOW	9,001	7,168	9,001	6,435	9,001	6,645	4,501	6,990	9,511	8,238	7,000	E&G	6,128
DSC	19,950	44,723	19,950	9,607	8,000	19,964	19,950	22,217	19,650	30,942	19,650	E&G & Discretionary	5,246
UVU	20,940	27,581	20,940	98,872	37,940	22,291	31,638	40,470	47,940	33,330	43,940	E&G & Discretionary	5,705
SLCC	$70,700	$19,418	$68,700	$42,893	$58,700	$24,155	$33,700	$24,155	$33,700	$26,282	$62,100	E&G & Discretionary	8,343

*SUU purchased new furnishings for the tradition room and added an outdoor sport court in FY 2012. SUU has budgeted for an outdoor concrete ramp providing ADA access to the tradition room in the basement.

**SLCC has budgeted for a needed kitchen renovation and repairs for FY 2013.

Board Policy R207 provides for institutional coverage of expenses for maintenance, repair, utilities, insurance, and domestic assistance serving institutional purposes. Policy requires annual reports for the previous year's actual expenses and the current year's budget, as summarized in the table above.

TAB V

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

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

Phone 801.321.7101
Fax 801.321.7199
TDD 801.321.7130
www.higheredutah.org

November 7, 2012

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Fall 2012 Enrollment Report

Since 2008, Utah's public higher education institutions have seen record enrollments and are up nearly 18% in that time. The first "snapshot" of college enrollments (fall semester, 3rd week) shows that the number of students enrolled at Utah's colleges and universities held steady with a slight net decrease for the fall of 2012. The Utah System of Higher Education (USHE) enrollment for the Fall 2012 semester decreased by 38 full-time equivalent students, for a net decrease of less than one-half of 1% from 2011. Four of the eight institutions saw increases between 1.9% and 3%, while the other four saw decreases ranging from 1.2% to 3.1%.

Headcount includes all students enrolled at an institution, while FTE (Full Time Equivalent) approximates the number of students enrolled full-time (15 semester hours for undergraduate students and 10 semester hours for graduate students) each semester. Additionally, the system serves several thousand students in non-traditional programs which are not budget-related and do not receive any taxpayer support.

Total and budget-related headcounts and FTE numbers are included in the following attachments (Budget-related are enrollments eligible for state funding.) Also included in the attachments are USHE headcounts summarized by gender and ethnicity.

Commissioner's Recommendation

This item is for information only; no action is needed.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/JAC
Attachment

Utah System of Higher Education

Fall 2012 3rd Week Headcount Enrollment Report

TOTAL HEADCOUNT (Budget Related & Self Support)	2011	2012	CHANGE	CHANGE
University of Utah	31,673	32,398	725	2.29%
Utah State University	28,994	28,786	- 208	-0.72%
Weber State University	25,483	26,680	1,197	4.70%
Southern Utah University	7,750	8,297	547	7.06%
Snow College	4,465	4,599	134	3.00%
Dixie State College	9,086	8,863	- 223	-2.45%
Utah Valley University	33,395	31,556	- 1,839	-5.51%
Salt Lake Community College	33,167	30,112	- 3,055	-9.21%
USHE	**174,013**	**171,291**	**- 2,722**	**-1.56%**

BUDGET RELATED HEADCOUNT	2011	2012	CHANGE	CHANGE
University of Utah	31,343	32,034	691	2.20%
Utah State University*	26,191	25,664	- 527	-2.01%
Weber State University	20,515	21,090	575	2.80%
Southern Utah University	6,880	7,084	204	2.97%
Snow College	3,961	4,108	147	3.71%
Dixie State College	8,538	8,150	- 388	-4.54%
Utah Valley University	27,823	26,175	- 1,648	-5.92%
Salt Lake Community College	27,041	26,161	- 880	-3.25%
USHE	**152,292**	**150,466**	**- 1,826**	**-1.20%**

Utah System of Higher Education

Fall 2012 3rd Week FTE Student Enrollment Report

TOTAL FTE (Budget Related & Self Support)	2011	2012	CHANGE	CHANGE
University of Utah	26,441	27,163	722	2.73%
Utah State University*	20,880	20,768	- 112	-0.54%
Weber State University	16,068	16,661	593	3.69%
Southern Utah University	6,254	6,490	236	3.77%
Snow College	3,483	3,537	53	1.53%
Dixie State College	6,593	6,539	- 54	-0.82%
Utah Valley University	22,448	21,616	- 831	-3.70%
Salt Lake Community College	17,711	16,613	- 1,098	-6.20%
USHE	**119,878**	**119,387**	**- 491**	**-0.41%**

BUDGET RELATED FTE	2011	2012	CHANGE	CHANGE
University of Utah	26,227	26,966	739	2.82%
Utah State University*	19,542	19,296	- 245	-1.26%
Weber State University	13,821	14,233	412	2.98%
Southern Utah University	6,008	6,193	185	3.09%
Snow College	3,244	3,306	62	1.92%
Dixie State College	6,395	6,287	- 108	-1.69%
Utah Valley University	19,705	19,117	- 587	-2.98%
Salt Lake Community College	15,856	15,361	- 495	-3.12%
USHE	**110,798**	**110,760**	**- 38**	**-0.03%**

Notes:

Rounding Error - FTEs are calculated then rounded to the nearest one

Utah System of Higher Education

Fall 2012 3rd Week Total Headcount by Gender & Ethnicity

GENDER	2011	2012	CHANGE	CHANGE
Female	86,370	85,105	- 1,265	-1.46%
Male	87,373	86,186	- 1,187	-1.36%
Unknown	270	0	- 270	-100.00%
Total	**174,013**	**171,291**	**- 2,722**	**-1.56%**

Ethnicity	2011	2012	CHANGE	CHANGE
American Indian Alaskan	1,727	1,310	- 417	-24.15%
Asian	3,924	3,657	- 267	-6.80%
Black or African American	2,205	2,167	- 38	-1.72%
Hispanic or Latino	12,851	13,751	900	7.00%
Native Hawaiian or Pacific Islander	1,348	1,306	- 42	-3.12%
White	126,002	122,105	- 3,897	-3.09%
Multiple	1,121	1,403	282	25.16%
Non Resident Alien	4,592	5,680	1,088	23.69%
Unspecified	20,243	19,912	- 331	-1.64%
Total	**174,013**	**171,291**	**- 2,722**	**-1.56%**

UTAH SYSTEM OF
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TDD 801.321.7130
www.higheredutah.org

November 7, 2012

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Salt Lake Community College – Purchase of Property Contiguous to Campus

In accordance with Regent Policy R710, Capital Facilities, Salt Lake Community College is reporting its purchase of a property that is contiguous to the Redwood Road Campus. The purchase falls within the approved policy parameters whereby the Board of Regents delegates the authority to institutional Board of Trustees to engage in specific property transactions without *a priori* authorization by the Regents. Relevant details regarding the purchase are found in the attached letter from the college. An aerial view of the property is also attached for your information.

Commissioner's Recommendation

This is an information item. No action is needed.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachment

October 31, 2012

Commissioner David L. Buhler
Utah System of Higher Education
Board of Regents Building, Two Gateway
60 South 400 West
Salt Lake City, Utah 84101-1284

Dear Commissioner Buhler:

Re: Bowles Property Purchase

The Board of Trustees of Salt Lake Community College approved the purchase of the "Bowles Property" located at 4615 South 1780 West, Taylorsville, Utah 84129 (see the attached site plan). The agreed upon purchase price is the appraised value of $212,000.

In accordance with Regents' Capital Facilities Policy R710, SLCC is requesting this purchase be included as an information item for the November 16, 2012 Board of Regents meeting to report the acquisition of the above referenced property. This property is contiguous to the current campus property on two sides, has a purchase price under $500,000, is being purchased at the appraised value of $212,000 and requires no O&M funds.

Sincerely,

Dennis R. Klaus
Vice President of Business Services

Attachment

TAB X

UTAH SYSTEM OF
HIGHER EDUCATION

Building a Stronger State of Minds"

November 7, 2012

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

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 September 13 and 14, 2012, Utah State University, Logan, Utah.

    2. Minutes of the Board Meeting October 9, 2012, Weber State University, Ogden, Utah.

B. Grant Proposals
    1. University of Utah – National Science Foundation; "Cyber-IGERT"; $3,365,411. Mary W. Hall, Principal Investigator.

    2. University of Utah – DHHS National Institutes of Health; "Newborn Screening"; $2,006,508. Erin Witter Rothwell, Principal Investigator.

    3. University of Utah – DHHS National Institutes of Health; "Disability Healthy Lifestyle"; $1,075,671. Lauren Clark, Principal Investigator.

    4. University of Utah – NIH National Institute on Drug Abuse; "Stimulants and Monoamines"; $1,789,125. Annette E. Fleckenstein, Principal Investigator.

    5. University of Utah – National Science Foundation; "Ascidian Symbiosis"; $1,341,000. Eric W. Schmidt, Principal Investigator.

    6. University of Utah – US Department of Defense; "Predictors of Ovarian Cancer"; $1,196,000. Diana I. Brixner, Principal Investigator.

    7. University of Utah – NIH National Institute on Deafness and other Communication Disorders; "Vocal control in rodents"; $1,863,750. Tobias Riede, Principal Investigator.

8. University of Utah – DHHS National Institutes of Health; "Heterocycles and Carbocycles"; $1,491,000. Janis Louie, Principal Investigator.

9. University of Utah – NIH National Heart Lung & Blood Institute; "Hitchcock Kaza Sachse NIH R01"; $2,636,115. Robert W. Hitchcock, Principal Investigator.

10. University of Utah – US Department of Defense; "Lysine Specific Demethylase"; $2,235,000. Sunil Sharma, Principal Investigator.

11. University of Utah – NIH National Institute Child Health & Human Development; "Clark NCS Cache County Contract"; $1,680,613. Edward B. Clark, Principal Investigator.

12. University of Utah – HRSA Emergency Medical Services for Child National Resource Center; "Dean EMSC SCC – PECARN"; $6,000,004. J. Michael Dean, Principal Investigator.

13. University of Utah - HRSA Emergency Medical Services for Child National Resource Center; "Olson EMSC DCC NEDARC"; $5,200,000. Lenora Mary Olson, Principal Investigator.

14. University of Utah – US Department of Defense; "MBB for Veterans with MBTI"; $2,272,817. Yoshio Nakamura, Principal Investigator.

15. University of Utah – NIH National Heart Lung & Blood Institute; "Netrins renewal"; $1,865,000. Dean Y. Li, Principal Investigator.

16. University of Utah – DHHS National Institutes of Health; "Bile acid, cholestatic liver"; $1,863,750. Li Wang, Principal Investigator.

17. University of Utah – DHHS National Institutes of Health; "Functional Analysis of Mouse"; $1,863,750. John H. Weis, Principal Investigator.

18. University of Utah – DHHS National Institutes of Health; "Polyplexes"; $1,490,000. Xuli Wang, Principal Investigator.

19. University of Utah – National Science Foundation; "Identifying a role for MHC"; $1,229,553. June Louise Round, Principal Investigator.

20. University of Utah – Army Medical Research & Materiel Command; "DOD Arthritis"; $1,117,500. Dean Y. Li, Principal Investigator.

21. University of Utah – National Science Foundation; "IGERT"; $3,298,228. James R. Ehleringer, Principal Investigator.

22. University of Utah – Washington University in St. Louis; "Exosome with Washington"; $1,859,560. Bruce K. Gale, Principal Investigator.

23. University of Utah – DOD Defense Advanced Research Projects Agency; "ICE Cool"; $1,854,763. Carlos Mastrangelo, Principal Investigator.

24. University of Utah – NIH National Institute of General Medical Science; "R01 Zebrafish Instrumentation"; $1,758,600. Bruce K. Gale, Principal Investigator.

25. University of Utah – NIH National Heart Lung and Blood Institute; "Biomaterials-platelet interact"; $1,192,000. Vladimir Hlady, Principal Investigator.

26. University of Utah – University of Kentucky; "Epidemiology of aging voice"; $1,569,437. Nelson Roy, Principal Investigator.

27. University of Utah – National Science Foundation; "ABI Development"; $1,354,638. Gabriel J. Bowen, Principal Investigator.

28. University of Utah – DHHS National Institutes of Health; "Small molecule-receptor"; $2,632,500. Eric W. Schmidt, Principal Investigator.

29. University of Utah – DHHS National Institutes of Health; "Modulating neuroplasticity"; $3,336,239. Franz Goller, Principal Investigator.

30. University of Utah – National Science Foundation; "FRG: Decoding Isotope Signals"; $1,105,738. James P. Keener, Principal Investigator.

31. University of Utah – NIH National Heart Lung & Blood Institute; "Partner knowledge and health"; $1,508,920. Bert N. Uchino, Principal Investigator.

32. University of Utah – NIH National Institute on Drug Abuse; "CDARO"; $6,080,196. Annette E. Fleckenstein, Principal Investigator.

33. University of Utah – NIH National Cancer Institute; "Zebrafish Genetic Screen"; $1,862,500. Cicely A. Jette, Principal Investigator.

34. University of Utah – US Department of Defense; "Nano-Technology in Support of"; $1,173,600. Marylin P. Segall, Principal Investigator.

35. University of Utah – Stone Child College; "NARCH Stone Child College S06"; $3,853,862. Carrie L. Byington, Principal Investigator.

36. University of Utah – NIH National Institute of Child Health and Human Development; "Clark CHRCDA K12-2nd Renewal"; $2,160,000. Edward B. Clark

37. University of Utah – Cleveland Clinic Foundation; "Disease Etiology of Vasculitis"; $2,012,911. Curry L. Koening, Principal Investigator.

38. University of Utah – NIH Institute on Drug Abuse; "Creatine in Meth-Using Females"; $1,863,750. Perry Franklin Renshaw, Principal Investigator.

39. University of Utah – NIH Institute of Diabetes and Digestive and Kidney Disorders; "Vascular Adipose Dysfunction"; $1,575,000. Lisa Lesniewski, Principal Investigator.

40. University of Utah – Skane University Hospital; "Common Cancers"; $1,484,466. Lisa Anne Albright, Principal Investigator.

41. University of Utah – NIH National Heart Lung and Blood Institute; "Pathogenic Mechanisms in COPD"; $1,384,069. Robert Paine III, Principal Investigator.

42. University of Utah – DHHS National Institutes of Health; "Polymer Therapeutics Delivery"; $1,863,750. Hamidreza S. Ghandehari, Principal Investigator.

43. University of Utah – Human Frontier Science; "Cancer Genomic Data"; $1,350,000. Orly Alter, Principal Investigator.

44. Utah State University – US Department of Health and Human Services – Institute of Allergy and Other Infectious Diseases; "In VITRO Assessment of Compounds"; $1,095,035. Donald Smee, Principal Investigator; Dale Barnard, Brian Gowen, Justin Julander; Co-Principal Investigators.

45. Utah State University – US Department of Agriculture – National Institute of Food & Ag (NIFA); "Compost Carryover and Cover Crop Effects on Soil Quality, Profitability, and…"; $1,322,048. Earl Creech, Principal Investigator; Jennifer Reeve, Astrid Jacobson, Kynda Curtis; Co-Principal Investigators.

46. Utah State University – US Department of Agriculture – National Institute of Food & Ag (NIFA); "Advanced Herbaceous Biomass Feedstock Development and Production of Hydrocarbon Fuels"; $7,207,495. Foster Agblevor, Principal Investigator; Lance Seefeldt, Co-Principal Investigator.

47. Utah State University – US Department of Energy; "Robust cell-level modeling and control of large battery packs; $2,909,188. Regan Zane, Principal Investigator.

48. Utah State University – Wireless Advanced Vehicle Electrification, Inc.; "Support for Wireless Advanced Vehicle Electrification (WAVE), University of Utah Bus Project"; $1,268,679. Aaron Gilchrist, Principal Investigator.

49. Utah State University – UTC Aerospace Systems; "Virtualized Imagery Processing Capability (VIP-C) Upgrade for Senior Year Electro-Optical Reconnaissance System (SYERS) Spectral Support"; ($508.30). Lance Fife, Program Manager. (REVISION)

50. Utah State University – Naval Research Lab; "Naval Research Laboratory (NRL) Intelligence, Surveillance, and Reconnaissance Systems (ISRS) – Distributed Common Ground System (DCGS) Air Force (AF) Advanced Geospatial Intelligence (AGI) Processing"; $1,808,200.69. Lance Fife, Program Manager.

51. Utah State University – Applied Technology Associates Aerospace; "Innovative NanoSat Experimental Series (INXS) Program Support"; $1,693,587. John Santacroce, Program Manager.

52. Utah State University – National Science Foundation (NSF); "CIF21 DIBBS: Data Infrastructure to Enable National Water Models"; $1,844,731. David Tarboton, Principal Investigator.

53. Utah State University – US Department of Health and human Services – National Institutes of Health (NIH); "A new Model for Non-Alcoholic Fatty Liver Disease"; $1,761,103. David York, Principal Investigator; MieJung Park, Co-Principal Investigator.

54. Utah State University – US Department of Education – Institute of Education Sciences; "The Customized Employment Transition Project (CETP) for Secondary Students with Severe Disabilities"; $1,495,141. Timothy Riesen, Principal Investigator; Robert Morgan, Co-Principal Investigator.

55. Utah State University – US National Science Foundation; "Confronting the HMM Modeling Assumptions in Speech Recognition"; $1,199,515. Todd Mood, Principal Investigator; Jacob Gunther, Co-Principal Investigator.

56. Utah State University – US Department of Education – Institute of Education Sciences; "From Streets to Scholars: Guiding youth into Postsecondary Education and out of Homelessness"; $1,442,675. Jamison Fargo, Principal Investigator; Nicole Pyle, Sandra Gillam, Camille Odell, Co Principal Investigators.

57. Utah State University – US Department of Education – Institute of Education Sciences; "Project GeePerS*Math PROTO: GM2"; $1,423,759. Brett Shelton, Principal Investigator; Andrew Walker, Co-Principal Investigator.

58. Utah State University – US Department of Health and Human Services – National Institutes of Health (NIH); "Fatty Acid Receptors in Gustation"; $1,754,300. Timothy Gilbertson, Principal Investigator.

59. Utah State University – US National Science Foundation; "Influence of CH-O H-Bonds on Bimolecular Structure"; $1,440,025. Stephen Scheiner, Principal Investigator.

60. Utah State University – Army; "Precision Weapons Platform (PWP) for an Autonomous Rotorcraft Sniper System (ARSS); $1,173,466. Burt Lamborn, Program Manager.

61. Utah State University – Air Force; "Air Force Distributed Common Ground System (AF DCGS) Virtual Imagery Processing Capability (VIP-C)"; $4,821,067.80. Glen Wada, Program Manager.

62. Utah State University – Sierra Nevada Corporation; "Automatic Target Recognition (ATR) in the Virtual Imagery Processing Capability (VIP-C)"; $3,219,958. Kenny Reese, Program Manager.

63. Utah State University – Sierra Nevada Corporation; "Spectral Infrared Remote Imaging Transition Testbed Full Operational Capability (FOC)"; $1,644,762. Kenny Reese, Program Manager.

64. Utah State University – Naval Research Lab; "Naval Research Laboratory (NRL) intelligence, Surveillance, and Reconnaissance Systems (ISRS) Ogden Data Device Ethernet Crypto (OCC-EC) Ground System Development"; $2,404,615. Amy Secrist, Program Manager.

C. Awards
1. University of Utah – NIH National Heart Lung & Blood Institute; "THAPCA Data Coordinating Center"; $1,277,340. J. Michael Dean, Principal Investigator.

2. University of Utah – US Department of Defense; "MBB for Veterans with MBTI"; $2,750,397. Yoshio Nakamura, Principal Investigator.

3. University of Utah – US Department of Energy; "Geothermal Raft River"; $1,200,000. Joseph N. Moore, Principal Investigator.

4. University of Utah – DOE OFC Energy Efficiency & Renew Energy; "H2 sintering of Ti"; $1,400,285. Zhigang Fang, Principal Investigator.

5. University of Utah – NIH National Institute of General Medical Science; "Conus Peptides and their Receptor Targets"; $1,738,049. Baldomero M. Olivera, Principal Investigator.

6. University of Utah – Air Force Office of Scientific Research; "Catalyst and Fuel Interactions"; $1,350,000. Scott L. Anderson.

7. University of Utah – National Science Foundation; "METCRAZ 2.0"; $1,051,928. C. David Whiteman, Principal Investigator.

8. University of Utah – DHHS National Institutes of Health; "Mirna and Colorectal Cancer"; $1,685,311. Marty Slattery, Principal Investigator.

9. University of Utah – NASA Goddard Space Flight Center; "Rocky Mountain NASA Space"; $1,221,600. Dwayne Westenskow, Principal Investigator.

10. University of Utah – NIH National Center for Research Resources; "Bioelectric Field Modeling, Simulation and Visualization"; $1,563,474. Christopher R. Johnson, Principal Investigator.

11. Utah State University – Huntsman Foundation; "Huntsman Armenian Scholarship Program – 2012 Cohort"; $1,646,231. Mary Hubbard, Principal Investigator; Shelley Hernandez, Co-Principal Investigator.

12. Utah State University – UT Department of Health; "Early Intervention Program"; $1,513,000. Susan Olsen, Principal Investigator.

13. Utah State University – NOAA – National Oceanic & Atmospheric Administration; "Joint Polar Satellite System (JPSS) 5 Year IDIQ"; $1,187,509. Deron Scott, Principal Investigator.

14. Utah State University – UTC Aerospace Systems; "Virtualized Imagery Processing Capability (CIP-C) Upgrade for Senior Year Electro-Optical Reconnaissance System (SYERS) Spectral Support"; $1,571,266. Rob Foltynowicz, Principal Investigator.

D. Academic Items Received and Approved
   1. New Programs
      a. University of Utah – Minor in Korean and Korean Studies
      b. Dixie State College – Emphasis in Sociology
      c. Dixie State College – Minor in English Education
      d. Dixie State College – Minor in General English
      e. Dixie State College – Minor in Professional and Technical Writing

   2. Name Change
      University of Utah – Minor in Recreation to Minor in Parks, Recreation, and Tourism

   3. New Unit
      a. University of Utah – Center for Medical Innovation *(Provisional Approval)*
      b. University of Utah – Environmental Humanities Education Center
      c. University of Utah – The Urban Institute for Teacher Education (UITE) *(Provisional to Full Approval)*

   4. Three-Year Report
      a. University of Utah – Minor in British Studies
      b. University of Utah – Minor in Entrepreneurship

      c.   Dixie State College – Bachelor of Arts/Bachelor of Science in Integrated Studies

5. <u>Five-Year Reviews</u>
   Dixie State College – Foreign Languages

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David L. Buhler
Commissioner of Higher Education

DLB/KLS
Attachments

CONTENTS OF MINUTES

UTAH STATE BOARD OF REGENTS
SOUTHERN UTAH UNIVERSITY
SEPTEMBER 13 & 14, 2012

CONTENTS OF MINUTES Continued

UTAH STATE BOARD OF REGENTS
WEBER STATE UNIVERSITY
OCTOBER 9, 2012

UTAH STATE BOARD OF REGENTS
UTAH STATE UNIVERSITY, LOGAN UTAH
ECCLES CONFERENCE CENTER
SEPTEMBER 13, 2012

COMMITTEE OF THE WHOLE
MINUTES

Regents Present   Regents Excused
Bonnie Jean Beesley, Chair   John H. Zenger
Daniel W. Campbell, Vice Chair
Keith M. Buswell
Wilford W. Clyde
France A. Davis
James T. Evans
Marlin K. Jensen
Nolan E. Karras
Thomas D. Leavitt
Robert S. Marquardt
Erik Mikkelsen
Carol Murphy
Jed H. Pitcher
Robert W. Prince
Harris H. Simmons
Marlon O. Snow
Mark R. Stoddard
Teresa L. Theurer

Office of the Commissioner
David Buhler, Commissioner
Elizabeth Hitch, Associate Commissioner for Academic Affairs
Gregory L. Stauffer, Associate Commissioner for Finance and Facilities
Cameron K. Martin, Associate Commissioner for Economic Development and Planning

Institutional Presidents
David W. Pershing, University of Utah
Stan L. Albrecht, Utah State University
F. Ann Millner, Weber State University
Michael T. Benson, Southern Utah University
Scott L. Wyatt, Snow College
Stephen D. Nadauld, Dixie State College
Provost Chris Picard, Salt Lake Community College

Chair Beesley called the Regents to order in the Committee of the Whole at **12:03 p.m.**

Commissioner's Report
Commissioner Buhler gave a brief overview of the September Regents Meeting.

Oath of Office to Marlin K. Jensen
Having been appointed by the governor and approved by the senate, Marlin K. Jensen took the oath of office for his service on the Board of Regents.

The Committee of the Whole was adjourned at **12:12 p.m.**

Retreat for Regents and Presidents
The Board of Regents, presidents and Commissioner discussed plans to reach the 66% goal by 2020. Commissioner Buhler stated that in order to achieve the goal, Utah must increase higher education innovation and investment. He discussed increasing program capacity and student completion as two funding priorities.

The Committee of the Whole reconvened at **1:26 p.m.**

USHE – Institutional State-Funded Capital Development Projects for 2013-14 (TAB A)
Regent Marquardt explained how the Regents have the responsibility of reviewing the needs of the facilities, grounds, and buildings at the public higher education institutions of the state and assigning priorities to the most pressing and critical project requests. The Regents heard presentations on the following proposed state-funded projects:

- University of Utah – Crocker Science Center
- Utah State University – Biological Science Building
- Utah State University – College of Eastern Utah – Central Instruction Building
- Weber State University – New Science Lab Building
- Snow College – Science Building Renovation & Addition
- Dixie State College – Purchase of East Elementary School Purchase
- Utah Valley University – Classroom Building
- Salt Lake Community College – CTE Classroom & Learning Resource Space

Southern Utah University did not present. Chair Beesley acknowledged and thanked the task force that visited each of these proposed projects, Regents Marquardt, Stoddard and Clyde. No action was taken on this item.

The Committee of the Whole adjourned at **2:51 p.m.** Following the meeting the Regents were given a tour of Utah State University's new Agricultural Science Building and attended a dinner hosted by President Albrecht.

UTAH STATE BOARD OF REGENTS
UTAH STATE UNIVERSITY, LOGAN UTAH
TAGGART STUDENT CENTER
SEPTEMBER 14, 2012

COMMITTEE OF THE WHOLE
MINUTES

Regents Present   Regents Excused
Bonnie Jean Beesley, Chair   James T. Evans
Daniel W. Campbell, Vice Chair
Keith M. Buswell
Wilford W. Clyde
France A. Davis
Marlin K. Jensen
Nolan E. Karras
Thomas D. Leavitt
Robert S. Marquardt
Erik Mikkelsen
Carol Murphy
Jed H. Pitcher
Robert W. Prince
Harris H. Simmons
Marlon O. Snow
Mark R. Stoddard
Teresa L. Theurer

Office of the Commissioner
David Buhler, Commissioner
Elizabeth Hitch, Associate Commissioner for Academic Affairs
Gregory L. Stauffer, Associate Commissioner for Finance and Facilities
Cameron K. Martin, Associate Commissioner for Economic Development and Planning
David Feitz, Associate Commissioner and Executive Director, UHEAA

Institutional Presidents
David W. Pershing, University of Utah
Stan L. Albrecht, Utah State University
F. Ann Millner, Weber State University
Michael T. Benson, Southern Utah University
Scott L. Wyatt, Snow College
Stephen D. Nadauld, Dixie State College
Provost Chris Picard, Salt Lake Community College

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

The Board of Regents began the day at **7:30 a.m.** at a breakfast meeting with the Utah State University Board of Trustees. Subsequently the Regents met in board committees. The Committee of the Whole was called to order by Chair Beesley at **9:54 a.m.**

<div align="center">2013-2014 USHE Budget Request (TAB P)</div>

Commissioner Buhler gave a presentation on the 2013-14 USHE budget request. He reported on the following budget priorities: Compensation, Mission Based Performance Funding, 66% Goal, Operational Imperatives, and USHE Programs. The USHE priorities request is a 7.2% increase over last year. Commissioner Buhler also reported on state initiatives, one-time increases and supplemental increases. **It was moved by Regent Pitcher and seconded by Regent Campbell to approve the FY 2014 Budget Request Summary. The motion carried.**

<div align="center">Reports of Board Committees</div>

Programs/Planning Committee

Snow College – Associate of Science in Nursing (TAB B)
It was moved by Regent Davis and seconded by Regent Price to approve the Associate of Science in Nursing. The motion carried.

Snow College – Associate of Applied Science, Certificate of Completion, and Certificate of Proficiency in Industrial Mechanics (TAB C)
It was moved by Regent Davis and seconded by Regent Zenger to approve the Associate of Applied Science, Certificate of Completion, and Certificate of Proficiency in Industrial Mechanics. The motion carried.

Utah Scholars Initiative Annual Report (TAB D)
StepUp to Higher Education Update and College Guide (TAB E)
UCAP Life Sciences Cluster Acceleration Strategy (TAB F)
Regent Davis drew the attention of the Board of Regents to the above information items. No action was taken.

Finance/Facilities Committee

University of Utah – Sale of Donated Residence in Milford, UT (TAB G)
Regent Pitcher reported that this item is on the action calendar due to the request for a policy exception that the property sell at or above appraised value. **It was moved by Regent Pitcher and seconded by Regent Campbell to approve the sale of the property at the current offer. The motion carried.**

Snow College – Request for Differential Tuition for Bachelor of Commercial Music Degree (TAB H)
It was moved by Regent Pitcher and seconded by Regent Leavitt to approve differential tuition for upper division course work for the Snow College Bachelor of Commercial Music Degree. The motion carried.

Proposed Policy: R571-Delegation of Purchasing Authority (TAB I)
It was moved by Regent Pitcher and seconded by Regent Clyde to approve the new policy, R571, Delegation of Purchasing Authority. The motion carried.

Dixie State College – Public/Private Housing Project (TAB J)
It was moved by Regent Pitcher and seconded by Regent Prince to approve Dixie State College's request to secure authorization from the State Building Board to issue an RFP for the proposed public/private student housing project. The motion carried.

UHEAA - Approving Resolution, SBR Student Loan Backed Notes, Series 2012-1 (TAB K)
UHEAA Executive Director, David Feitz reported that the refinance of $531 million of student loans would be a gain of approximately $16 million. **It was moved by Regent Pitcher and seconded by Regent Snow. The motion carried.**

Weber State University – Purchase of Residential Property Proximate to the Ogden Campus (TAB L)
It was moved by Regent Pitcher and seconded by Regent Marquardt to consent to the purchase of this property. The motion carried.

University of Utah – Bond Sale for Dee Glen Smith Athletic Complex, Ambulatory Care Complex Parking Structure, and Ambulatory Care Complex Infrastructure (TAB M)
Utah State University – Facilities Master Plan Progress Report (TAB N)
Annual Report on Foreign Gifts and/or Donations (TAB O)
Regent Pitcher reported on the three above information items. No action was taken.

<center>General Consent Calendar (TAB Q)</center>
Regent Campbell proposed a language change in the minutes on page two, striking the phrase "changing the age group from 25-64 to 25-35 which is the age of most students currently in the system" and replacing it with "focusing or prioritizing the age group 24-34 within the age group 25-64". **On a motion by Regent Theurer, seconded by Regent Stoddard, the following items were approved on the Regents' General Consent Calendar including the proposed change of the minutes:**
   A. Minutes – Minutes of the Retreat and Board Meeting July 12 and 13, 2012, Southern Utah University, Cedar City, Utah.
   B. Grant Proposals
   C. Awards
   D. Academic Items Received and Approved

<center>Utah State University – Technology Strategy (TAB R)</center>
Eric Hawley, Chief Information Officer and Associate Vice President for Information Technology gave a presentation on the Utah State University Technology Strategy. His report focused on strategically minimizing cost and effort and maximizing reliability.

<center>Resolution</center>
Meghan Holbrook
Regent Pitcher read a resolution honoring Meghan Holbrook for her service to the Board of Regents and the community. **Regent Pitcher moved the adoption of the resolution and it was seconded by Regent**

Stoddard. Commissioner Buhler added that in her professional role, she coordinated the lobbying effort behind USTAR in 2006, which was a significant contribution to higher education. **The motion carried.**

<u>State of the University</u>
President Stan Albrecht gave a presentation on the state of Utah State University. He reported that 2012 is the 150 year anniversary of President Lincoln signing the Morrill Act of 1862 that allowed the creation of land grant colleges. He touched on each of the "three legs of the land grant stool" at Utah State University: learning, research and service. He also announced that on Friday, October 12, Utah State University will celebrate the successful end of their capital campaign.

The Committee of the Whole broke for lunch at **11:23 a.m.** and reconvened at **12:17 p.m.**

<u>USHE – Institutional Non-State Funded Capital Development Projects and Land Bank Requests for 2013-14</u> (TAB S)
Regent Marquardt introduced the presentations on the non-state funded projects and land bank requests. These projects are submitted for approval by the Board and recommendation to the state legislature to approve but not for prioritization. One issue to keep in mind is that O&M money is required for some of these projects, however for the last several years the legislature has not funded O&M. Associate Commissioner Gregory Stauffer explained that Weber State University would not be presenting on the Social Science Building Renovation. They presented last year, and it was approved by the Board, but when it was known O&M would not be funded, it was pulled off the list. However, the project remains on the list to approve. The Regents heard presentations on the following proposed non-state funded projects:

<u>Non-state Funded</u>
- Southern Utah University
  - Center for the Arts
- University of Utah
  - Kennecott Building Renovation & Addition Phase II — O&M
  - Utility Distribution Infrastructure Replacement Phase II — Bonding
  - Basketball Training Center (HPER Addition) — Bonding
- Utah State University
  - Science and Technology Classroom Building (Tooele Campus) — O&M
  - Blanding Recreational Building (San Juan Campus)
  - Aggie Life and Wellness Center — Bonding
  - Brigham Entrepreneurship & Energy Research Center (BEERC) Addition and Renovation (Vernal)
- Utah Valley University:
  - Provo Culinary/Classroom Building — O&M
  - Wee Car Facility

<u>Land Bank Requests</u>
- Southern Utah University
- Utah Valley University
- Dixie State University

<u>Capital Facilities Prioritization and Approval</u> (TAB T)

It was moved by Regent Marquardt to recommend the following non state funded projects to the legislature for authorization to plan, design and construct the facilities as outlined in Tab S:

- University of Utah:
    - Kennecott Building – Renovation and Addition Phase II   O&M
    - Utility Distribution Infrastructure Replacement Phase II   Bonding
    - Basketball Training Center (HPER Addition)   Bonding
- Utah State University:
    - Science and Technology Classroom Building (Tooele Campus)   O&M
    - Blanding Recreational Building (San Juan Campus)
    - Aggie Life and Wellness Center   Bonding
    - Brigham Entrepreneurship & Energy Research Center (BEERC) Addition and Renovation (Vernal)
- Weber State University:
    - Social Sciences Building Renovation   O&M
- Southern Utah University:
    - Center for the Arts
- Utah Valley University:
    - Provo Culinary/Classroom Building   O&M
    - Wee Car Facility

Regent Marquardt also moved to recommend without prioritization the land-bank requests listed in the agenda under Tab S for Southern Utah University, Dixie State College and Utah Valley University, to the state legislature and governor for funding consideration. As an amendment, he also moved that the request from Dixie State College for the purchase of the East Elementary property be listed on the land-bank-list in addition to the state-funded list. The amended motion was seconded by Regent Snow. The motion carried unanimously.

Regent Marquardt reported on the capital facilities prioritization process. He also explained there are two important priorities for the Regents, classroom space to accommodate the growth in order to reach the 66% goal and STEM focused buildings to make science, technology, engineering and math attractive to students. It was moved by Regent Marquardt to adopt the following list of project in the rank order listed for submission to the State Building Board, State Legislature, and the Governor for funding consideration:

1. Weber State University – New Science Lab Building
1. Utah Valley University – Classroom Building
3. Snow College – Science Building Addition & Renovation
4. Utah State University – Biological Sciences Building
5. Utah State University – College of Eastern Utah – Central Instruction Building
6. Salt Lake Community College – CTE Classroom & Learning Resource Space
7. Dixie State College – Purchase of East Elementary School Property

(Note: Weber State University and Utah Valley University are tied for first)

The motion was seconded by Regent Jensen. The motion carried unanimously.

It was moved by Regent Marquardt to approve the University of Utah's request to move forward with programming for the Crocker Science Center (George Thomas Building Renovation, Addition, and Seismic Upgrade) with programming costs to be covered with University of Utah institutional funds. The motion was seconded by Regent Clyde. The motion carried unanimously.

Regent Marquardt added that Utah State University took the Brigham City campus expansion off the state-funded list; however he clarified that the Regents still support the expansion of the Brigham City campus and it remains on the master plan for Utah State University and their strategic plan. While it is not on the state-funded prioritization list this year, the Regents are committed to moving forward with that campus at the appropriate time.

The Committee of the Whole adjourned at **1:27 pm.**

_____
Kirsten Schroeder, Executive Secretary

Date Approved:
Attachment

UTAH STATE BOARD OF REGENTS
WEBER STATE UNIVERSITY, OGDEN UTAH
SHEPHERD UNION BALLROOM
OCTOBER 9, 2012

COMMITTEE OF THE WHOLE
MINUTES

Regents Present
Bonnie Jean Beesley, Chair
Daniel W. Campbell, Vice Chair
Keith M. Buswell
Wilford W. Clyde
France A. Davis
Marlin K. Jensen
Nolan E. Karras
Thomas D. Leavitt
Robert S. Marquardt
Erik Mikkelsen
Jed H. Pitcher
Robert W. Prince
Harris H. Simmons
Mark R. Stoddard
Teresa L. Theurer
John H. Zenger

Regents Excused
James T. Evans
Carol Murphy
Marlon O. Snow

Office of the Commissioner
David Buhler, Commissioner
Cameron K. Martin, Associate Commissioner for Economic Development and Planning

The Regents began the day at **7:10 a.m.** **It was moved by Regent Davis and seconded by Regent Prince to move into executive session for the purpose of discussing the character, professional competence, or physical or mental health of individuals, pending or reasonable imminent litigation, and the possible sale of real property. The motion carried.** The Regents met in executive session from **7:12 a.m. to 3:30 p.m.**

Chair Beesley called the Regents to order at **4:01 p.m.**

Oath of Office
Having been appointed by the governor and approved by the senate, Harris H. Simmons took the oath of office for his service on the Board of Regents.

Acknowledgements

Chair Beesley acknowledged President F. Ann Millner and thanked her on behalf of the Board of Regents and the Utah System of Higher Education for her service, leadership and accomplishments as president of Weber State University for the last ten years.

Chair Beesley recognized the Weber State University Presidential Search Committee and thanked them for their work and time. She also thanked the search firm Greenwood/Asher and members of the Commissioner's Office who managed and assisted the search process.

Weber State University Presidential Appointment

Regent Marquardt, Chair of the Search Committee reported on the process of the search. **It was moved by Regent Marquardt and seconded by Regent Karras to appoint as the 12th president of Weber State University Dr. Charles Wight. The motion carried unanimously.**

Dr. Chuck Wight stated that it was honor and pleasure to be named as the 12th president of Weber State University. He thanked the Board of Regents, Board of Trustees, faculty, staff, students and administrators and search committee, and especially President Millner for bringing Weber State University to where it is today. Dr. Wight introduced his wife Victoria Rasmussen to the Weber community.

The Committee of the Whole adjourned at **4:18 p.m.**

Kirsten Schroeder, Executive Secretary

Date Approved:
Attachment

November 7, 2012

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah State Board of Regents 2013 - 2014 Meeting Schedule

Issue

In compliance with Utah Code and the Open Public Meetings Act, the Utah State Board of Regents is required to give public notice at least once a year of its annual meeting schedule. For this reason in addition to scheduling purposes, the schedule for the 2013 - 2014 academic year is attached for Board approval. The meeting dates are as follows:

- July 18 & 19, 2013
- September 13, 2013
- November 15, 2013
- January 24, 2014
- March 28, 2014
- May 16, 2014

Commissioner's Recommendation

The Commissioner recommends the Regents approve the proposed State Board of Regents meeting schedule for the academic year 2013 - 2014.

David L. Buhler
Commissioner of Higher Education

DLB/KLS
Attachment

State Board of Regents
Meeting Schedule
2013-2014

Thursday, July 18, 2013, noon - 5:00 p.m. &
Friday, July 19, 2013, 7:30 a.m. - 4:00 p.m.
Southern Utah University

Friday, September 13, 2013, 7:30 a.m. - 4:00 p.m.
Utah State University

Friday, November 15, 2013, 7:30 a.m. - 4:00 p.m.
Snow College

Friday, January 24, 2014, 7:30 a.m. - 4:00 p.m.
University of Utah

Friday, March 28, 2014, 7:30 a.m. - 4:00 p.m.
Salt Lake Community College

Friday, May 16, 2014, 7:30 a.m. – 4:00 p.m.
Weber State University

Schedule is subject to change.