TRUSTEE / REGENT TRAINING RETREAT
SOUTHERN UTAH UNIVERSITY, CEDAR CITY, UTAH
R. HAZE HUNTER CONFERENCE CENTER
JULY 18, 2013

AGENDA

12:00 PM	LUNCH FOR ALL ATTENDEES (Charles Hunter)
1:00 – 4:00 PM	**TRUSTEE / REGENT TRAINING RETREAT** (Whiting Room)

STATE BOARD OF REGENTS MEETING
SOUTHERN UTAH UNIVERSITY, CEDAR CITY, UTAH
R. HAZE HUNTER CONFERENCE CENTER
JULY 19, 2013

AGENDA

7:30 – 8:50 AM **BREAKFAST MEETING – STATE BOARD OF REGENTS, SUU BOARD OF TRUSTEES, INTERIUM PRESIDENT KENDELL, COMMISSIONER BUHLER**
(Charles Hunter)

9:00 – 9:30 AM **CAMPUS CONNECTIONS** (Yankee Meadow)

9:30 – 9:45 AM REFRESHMENT BREAK (2nd Floor Lobby)

9:45 – 10:45 AM **MEETINGS OF BOARD COMMITTEES**

ACADEMIC AND STUDENT AFFAIRS COMMITTEE
Regent France A. Davis, Chair
Location: TBA

ACTION:

1.	University of Utah – Bachelor of Arts/Bachelor of Science in Writing and Rhetoric Studies	TAB A
2.	University of Utah – Master of Science in Petroleum Engineering	TAB B
3.	Dixie State University – Bachelor of Science in Finance	TAB C
4.	R401, Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports – Changes to Clarify Policy	TAB D
5.	Designating the American Council on Education as a Recognized Entity from which to Receive Recommendations of Credit for Military Service and Training	TAB E

CONSENT:
See the General Consent Calendar at TAB Q.

INFORMATION:
There are no information items for the Academic and Student Affairs Committee.

FINANCE/FACILITIES COMMITTEE
Regent Robert S. Marquardt, Chair
Location: Charles Hunter

ACTION:

1.	Utah Valley University – Authorization to Expand the Institutional Residence	TAB F
2.	R713, Funding of Student Centers	TAB G
3.	R714, Capital Facilities Community Impact	TAB H
4.	R720, Capital Facilities Master Planning	TAB I

5. R761, Physical Education, Intramural Sports and Special Event Facilities TAB J
6. R558, Surplus Property TAB K
7. Utah State University – Aggie Life & Wellness Center and Athletic Training Facility Student Building Fee Revenue Bond Resolution TAB L
8. Performance Funding Measures, 2013-2014 TAB M
9. University of Utah – Update of Series 2013 Bond Resolution for Revenue Bonded Debt Restructuring TAB N

CONSENT:
There are no consent items for the Finance/Facilities Committee.

INFORMATION:
Southern Utah University – Notification of Sale of Paragonah, Utah Property TAB O

10:45 – 11:00 AM BREAK (2nd Floor Lobby)

11:00 AM – 12:30 PM **RETREAT** (Great Hall)

1. Discussion of Strategic Priority of Increasing Completion/Graduation Rate
2. Strategic Priority of Increasing Completion/Graduation Rate TAB P

12:30 – 1:15 PM **LUNCH FOR ALL ATTENDEES** (Whiting Room)

1:15 – 1:30 PM **STATE OF THE UNIVERSITY – INTERIM PRESIDENT KENDELL** (Great Hall)

1:30 – 2:30 PM **COMMITTEE OF THE WHOLE** (Great Hall)

1. Oath of Office for Erik Mikkelsen, Joyce Valdez and Jesselie Anderson
2. Commissioner's Report
3. General Consent Calendar TAB Q
4. Reports of Board Committees
5. USHE 7-Year Budget Plan Projection TAB R
6. Resolution

2:30 – 3:30 PM **EXECUTIVE SESSION (CLOSED MEETING – STATE BOARD OF REGENTS)**
(Charles Hunter)

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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July 3, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: University of Utah – Bachelor of Arts/Bachelor of Science in Writing and Rhetoric Studies

Issue

The University of Utah requests approval to offer a BA/BS in Writing and Rhetoric Studies, effective Fall Semester 2013. The institutional Board of Trustees approved the degree on March 12, 2013. It was reviewed by the Regents' Program Review Committee on June 12, 2013, and recommended by that body to the full board for approval.

Background

The proposed degree approaches rhetoric and writing as both a set of skills and a set of social practices in unique historical and cultural contexts, ranging from ancient to contemporary, thereby preparing students for an ever-evolving world where the understanding and production of writing are becoming increasingly important and complex. A minor in Writing and Rhetoric Studies exists at the University and has grown from three to 25 students over the past five years. The proposed major is 33 credit hours, a number typical for programs in the College of Humanities at the University of Utah and also consistent with similar programs at other institutions. Additional University graduation requirements bring the BA/BS in Writing and Rhetoric Studies to 126 credit hours. Those who earn this degree will be prepared to work in a wide range of positions in many public and private settings or pursue graduate studies.

All courses, faculty, and staff needed to implement the proposed Writing and Rhetoric Studies major are in place through the University Writing Program and affiliated departments. The program curriculum includes two required courses, five elective courses in writing and rhetoric studies, one elective course in academic and professional writing, and three topical course electives, yet the structure of the major and richness of course offerings allow the degree to be tailored to individual interests and needs. Specific learning outcomes address history and theory, social practices, multimodal competency, writing competency, and information literacy. Student portfolios, among other measures, will be reviewed annually to assess individual performance and program effectiveness. Funding for the proposed degree comes from existing sources.

Policy Issues

While a major in Writing and Rhetoric Studies is offered at approximately 60 institutions throughout the United States, there are no similar programs in Utah. Other institutions in the Utah System of Higher Education have reviewed this proposal and are supportive of the University of Utah's request to offer a BA/BS in Writing and Rhetoric Studies.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the request of the University of Utah to offer a Bachelor of Arts/Bachelor of Science in Writing and Rhetoric Studies, effective Fall Semester 2013.

David L. Buhler
Commissioner of Higher Education

DLB/GVB
Attachment

Program Description
University of Utah
BA/BS in Writing and Rhetoric Studies

Section I: The Request

The University of Utah requests approval to offer a BA/BS in Writing and Rhetoric Studies, effective Fall Semester 2013. The institutional Board of Trustees approved the degree on March 12, 2013.

Section II: Program Description

Complete Program Description

The BA/BS in Writing and Rhetoric Studies examines rhetoric and writing, not simply as a general skill, but as a set of social practices in unique historical and cultural contexts. The major grounds students in the history and social conditions of writing and rhetoric from ancient rhetorical practices to contemporary activities of digital writing. Students learn how writing is rhetorically defined, positioned, valued, and purposefully used as a means for enculturation and participation in multiple settings—in schools, the workplace, political arenas, and in popular cultural contexts. They study rhetoric and writing in local, national, and international settings, examining technologies and rhetorical strategies for making and interpreting many visual, digital, and print texts. All of these approaches to the study of rhetoric and writing are incorporated into the major; the manner in which the degree is designed enables students to better understand and participate in the social practices that comprise and define Writing and Rhetoric Studies. The degree will also enhance students' understanding of writing in their own unique academic contexts as they apply rhetorical knowledge about how writing functions in specific concentrations. To clarify, rhetoric is the art of employing language to persuade people to consider ideas, beliefs, and propositions. The goal of the student of rhetoric is to "regularly produce [effective] writing that can be read and will be read."[1]

Purpose of Degree

The purpose of the degree is to provide students the rhetorical skills to address the needs of a more globalized, international world in which the understanding and production of writing are becoming increasingly important. The degree also provides students an important opportunity to study a discipline that is integral to contemporary everyday life. A major in Writing and Rhetoric Studies would be beneficial to students who have an interest in the production, circulation, uses, and effects of texts. They will learn about the history of writing and how it has been used to disseminate knowledge, as well as the impact of that information in education, the workplace, and in society. Students studying Writing and Rhetoric Studies will be more adept at using rhetorical knowledge to enhance their writing in multiple situations. Finally, the degree takes advantage of the many writing-related research and pedagogical resources currently available at the University of Utah.

Institutional Readiness

The major in Writing and Rhetoric Studies can be seen as an outgrowth of the current minor. The minor has generated wide interest and, as a result, has steadily grown over the past five years from three to 25 students, with many more students expressing interest. The two affiliated departments' faculty members—Communication and English—were consulted and supported the major.

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[1] Corbett, E. (2000). Rhetoric, the Enabling Discipline. In, Corbett, Meyers, & Tate (Eds), *The Writing Teacher's Sourcebook* (4th Edition), p. 34, NY: Oxford University Press.

Faculty

All courses currently exist and are being taught by core Writing Program faculty and affiliated faculty. Affiliated faculty are those whose scholarly interests and publications are related to the discipline of Rhetoric and Writing and from whom the department would encourage students to take classes.

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	5	0	5
Full-time Non-Tenured	5	0	5
Part-time Tenured	0	0	0
Part-time Non-Tenured	6	0	6
With Master's Degrees			
Full-time Tenured	0	0	0
Full-time Non-Tenured	8	0	8
Part-time Tenured	0	0	0
Part-time Non-Tenured	1	0	1
With Bachelor's Degrees			
Full-time Tenured	0	0	0
Full-time Non-Tenured	0	0	0
Part-time Tenured	0	0	0
Part-time Non-Tenured	0	0	0
Other			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
Total Headcount Faculty			
Full-time Tenured	05	0	05
Full-time Non-Tenured	13	0	13
Part-time Tenured	00	0	00
Part-time Non-Tenured	07	0	07
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.")	17.25	0	17.25

Staff

The University Writing Program is a free-standing administrative unit and can handle all advising and scheduling issues with its current staff. An advisor trained by the Assistant Dean for Undergraduate Affairs in the College of Humanities will oversee administration of the major. The advisor will be part of the advising team in the College of Humanities.

Library and Information Resources
Library resources are abundant. A review of the holdings in the J. Willard Marriott Library demonstrates that it has extensive holdings in Writing and Rhetoric Studies, including monographs, databases, and online journals specific to the discipline of Writing and Rhetoric Studies.

Admission Requirements
Students must be in good standing at the University of Utah. They must also have completed WRTG 2010 or its equivalent with a grade of C- or better before being admitted into the major.

Student Advisement
The major will be housed in the University Writing Program, which will also provide advising to students through a trained staff advisor.

Justification for Graduation Standards and Number of Credits
The major will consist of 33 credit hours, a typical concentration of hours for a degree in the College of Humanities. Similar majors at other institutions range from 27-35 credit hours. Students will also be required to fulfill the University of Utah graduation requirements for a total of 126 credit hours.

External Review and Accreditation
The major in Writing and Rhetoric Studies will be part of regular internal and external reviews for departments housed in the College of Humanities.

Advisory Board
The Writing Board will be reinstated, with faculty members representing various writing interests from across campus. The Board will meet annually to discuss writing on campus and specific needs for students and faculty members. Additionally, selected faculty members from the Departments of Communication and English, and the University Writing Program will meet annually to discuss and coordinate curricula.

Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students:

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	4	7	10
Total # of Declared Majors in Proposed Program	0	5	10	20	25	30
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE (as reported in Faculty table above)	17.25	17.25	17.25	17.25	17.25	17.25
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:_____)	**NA**	**NA**	**NA**	**NA**	**NA**	**NA**

Expansion of Existing Program

The major is an outgrowth of the minor, which has grown substantially in recent years. Below is a table that explains the growth of the minor over the past five years.

Year	Headcount	SCH
2007-08	03	27
2008-09	03	27
2009-10	09	81
2010-11	16	144
2011-12	23	207

Section III: Need

Program Need

Since Newsweek's 1975 publication of "Why Johnny Can't Write," numerous reports have underscored the importance and need for improved writing skills that not only possess mechanical correctness, but also writing ability that responds to complex rhetorical situations. With writing becoming increasingly more critical to communication in a globalized world, students awarded degrees in higher education are expected to write—and write well. Students across all disciplines are expected to articulate ideas and concepts to those in their areas of study, and to take that ability into the workplace. In the introduction to the report by the National Commission on Writing, Bob Kerry, President of New School University, writes, "individual opportunity in the United States depends critically on the ability to present one's thoughts coherently, cogently, and persuasively on paper" (2004, p. 5). The respondents to the survey overwhelmingly agreed that writing plays an important role in the daily life of employees. Similar in tone, the Association of American Colleges and Universities lists writing as one of the "essential learning outcomes" components for intellectual and practical skills for the twenty-first century.

The proposed major in Writing and Rhetoric Studies addresses the need—expressed by university faculty and other community members—to ensure that exemplary writing teaching is available in a cohesive university program for all students. However, the major goes beyond addressing these skills. Writing is a technology of communication that has a long history in many contexts. The major explores how written texts have been used in different societies and cultures, as a means to record, enact, and embody values and practices. Some of its objects include writing as a symbol of elevated, literate identities; writing as a function of schooling and ranking elite and non-elite populations; psychologies of writing that address writers' block, creativity, originality; various means of preserving texts as cultural artifacts; and technologies of writing, including tools of production—presses-to-printers, typewriters, computers, and beyond.

Writing is particularly key to contemporary trends in cultural and technological developments. To the extent that people and information circulate in a globalizing world, writing is a means by which humans forge and maintain connections. As English evolves as an international language, writers will need to hone their abilities to anticipate increasingly diverse audience needs and expectations. Courses that comprise the core of the proposed major address these present realities, as well as ground students in long-standing good writing practices.

Clearly, writing plays an important role in an increasingly complex world. Yet, many students are not prepared to engage in the types of writing required of them as they learn to consider and engage such issues in higher education. In a special report from the Chronicle of Higher Education, "School and College," Alvin Sanoff writes that 44% of the professors who responded to his survey say students are not well prepared for college-level writing (2006, p. 9). According to Sanoff's respondents 70% of college professors assigned papers longer than five pages, while only 39% of high school teachers did so. The Writing and Rhetoric Studies major provides a foundation for the writing students will do in their professional and personal lives. The degree draws from courses that inform writing theory and practice, providing skill-based knowledge as well.

The University Writing Program was established in 1983. At that time, there was discussion of a major in the future, once the Program was well established. Today the University Writing Program offers a number and variety of courses that easily comprise a plan of study for students that desire a degree in Writing and Rhetoric Studies. The combination of courses facilitates a better understanding of the importance of rhetoric and writing as students learn how writing functions in society (locally and globally), circulates among various groups and hierarchies, and how writing is the medium through which ideas and trade cross international datelines. No major in Writing and Rhetoric Studies yet exists in Utah.

Labor Market Demand

The demand for quality writers in the workplace is high, as indicated above. The ability to write is one of the most critical skills in the workplace. According to the National Commission on Writing (2004), corporations spend billions of dollars a year to improve the writing skills of their employees. Students who major in Writing and Rhetoric Studies will have a better understanding of how to think about writing, to adapt their writing for different situations and audiences, and to construct better texts. In short, they will have an advantage over others who do not have this background. Students with the degree will be prepared not only to be better writers in their own areas of expertise, but will be better prepared for successful careers as writers and communications specialists in a range of fields: publishing, editing, professional writing, government, community advocacy, the non-profit sector, corporate communications, in scientific and technical fields, education, pre-law, and medicine, as well as for graduate work in rhetoric/composition.

Student Demand

Writing and Rhetoric Studies majors are increasing nationally. This major would place the University of Utah among other top institutions such as the University of Texas-Austin and the University of Minnesota, which now offer similar majors. However, the major is unique in that students can tailor their interest in studying writing with courses from other departments. The curriculum allows students to design their own degree, emphasizing the areas that are most relevant for their pursuits. Thus, students with different needs are able to pursue them through the configuration of the degree. In recent years several students have applied through the Bachelor of University Studies Program (BUS) to pursue a degree in Writing and Rhetoric Studies. In 2007, the University graduated the first student with a BUS with such a degree. The

curriculum would also appeal to students seeking a second major. Currently 25 students have declared a minor in the area.

Similar Programs
Approximately 60 institutions offer majors in Writing and Rhetoric Studies throughout the United States, although the one most similar to the University of Utah is the University of Texas-Austin. In the Intermountain West, Montana State University and the University of Nevada-Reno offer a BA with an emphasis in Writing Studies. The curriculum they offer varies from the proposed one in that the courses draw from those offered within an English Department (Creative Writing, Literature, Technical Writing, Rhetoric).

Collaboration with and Impact on Other USHE Institutions
The new major would not directly impact other USHE institutions. In Utah, three institutions offer an emphasis in writing through the Department of English. Utah State University and Weber State University offer a major in Technical and Professional Writing, and Utah Valley University offers a major in Writing Studies. These, too, are different from the proposed University of Utah major in that in addition to the courses that comprise the major, students select core elective courses from creative writing or literature. The Writing Certificate at Salt Lake Community College offers lower-division courses, but does not provide a major.

The core of the proposed major draws from Writing and Rhetoric Studies, with other core electives coming from relevant areas. Unlike other degrees in the state, the proposed major would enable students to apply their interest in Writing and Rhetoric Studies to a particular academic field (e.g., biology, business, design, psychology) or topical area (e.g., social justice, environmental studies, media studies).

Benefits
The University of Utah serves approximately 24,000 undergraduate students. A major in Writing and Rhetoric Studies would provide students the educational opportunity to enhance their knowledge of communicating through traditional (print) and contemporary (digital) texts, if they so choose. Given the increasing importance writing plays in traditional and digital formats, students at the University of Utah would greatly benefit in having the option to complete a major in Writing and Rhetoric Studies. Many students at the University of Utah have a double major, one of which could include the proposed.

Consistency with Institutional Mission
According to the University of Utah mission, the institution is charged with ensuring the highest quality standards to engage students in learning. It does so through providing students opportunities for inquiry, discovery, and a deep sense of responsibility and social commitment. A major in Writing and Rhetoric Studies is compatible with this mission in that it provides students the knowledge and skills to participate more fully in their professional, personal, and civic lives. Knowing how to write is integral to success in these various arenas. Students are able to address all three arenas through courses in the major.

Section IV: Program and Student Assessment

Program Assessment
The University Writing Program faculty will meet at the end of each spring semester to assess the success of the degree. Information will consist of student portfolios, student exit interview data, and aggregate

student feedback from course evaluations. This information will provide formative assessment to determine if and how the degree should be improved to better meet student needs.

There are several means to evaluate the success of the degree. First, the students' programs of study will be assessed with the advisor to determine the quality and feasibility of the curriculum, given their goals. Second, students' ability will be measured by their successful completion of the core courses and their evaluative feedback of them. Exit interviews will be conducted on a regular basis with a randomly selected group of students as they complete the degree. Finally, in the fifth year, the University Writing Program will review how students with this major have fared. Assessment will be based on students' grade point average, record of successful acceptance into graduate programs, and record of job placement.

Expected Standards of Performance

Students will be expected to have 1) examined the central tenets of rhetoric and writing through the two core courses, 2) increased their understanding of writing as a complex social act, and 3) increased their knowledge of different writing competencies and situations. Specific learning outcomes include:

1. History and Theory. Students will identify, understand, and explain different historical rhetorical theories and practices.
2. Social Practices. Students will identify, understand, and explain different contexts for writing (e.g., education, the workplace, and society).
3. Multimodal Competency. Students will compose using a variety of multimodal texts, combining print, visual, digital, and other modes of writing.
4. Writing Competency. Students will improve understanding of audiences, writing processes, genres, and grammatical structures that fulfill reader expectations.
5. Information Literacy. Students will demonstrate the ability to locate, evaluate, and appropriately use sources from a variety of media.

To assess students' progress through the degree, a portfolio will be created as they enter the program, and reviewed annually. Individual and program performance can be evaluated through this process.

Section V: Finance

Budget

The first three years, no new funds will be required as all courses are currently offered through the regular curriculum and no new courses will be added. After the third year, if enrollments substantially increase, additional staffing might be required.

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	180,417	182,221	182,221	182,221	182,221	182,221
Benefits	63,146	63,777	63,777	63,777	63,777	63,777
Total Personnel Expense	243,563	245,998	245,998	245,998	245,998	245,998
Non-personnel Expense						

Travel	3,000	3,000	3,000	3,000	3,000	3,000
Capital	NA	NA	NA	NA	NA	NA
Library	10,000	10,000	10,000	10,000	10,000	10,000
Current Expense	7,500	7,500	7,500	7,500	7,500	7,500
Total Non-personnel Expense	20,500	20,500	20,500	20,500	20,500	20,500
Total Expense (Personnel + Current)	$264,063	$266,498	$266,498	$266,498	$266,498	$266,498
Departmental Funding		**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Appropriated Fund	264,063	266,498	266,498	266,498	266,498	266,498
Other:						
Special Legislative Appropriation						
Grants and Contracts						
Special Fees/Differential Tuition						
Total Revenue	$264,063	$266,498	$266,498	$266,498	$266,498	$266,498
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 "projected")*	$250	$253	$253	$253	$253	$253

Funding Sources
The entire major is drawn from existing faculty, staff, courses, and funds. The coordinator of the major will also be the assistant director of the Writing Program. A trained staff member already in the Writing Program will do advising. As stated previously, if enrollments substantially increase, additional staffing might be required.

Reallocation
No resources need to be reallocated, as the faculty and courses needed for the degree already exist.

Impact on Existing Budgets
There is no impact on existing budgets (see previous page).

Section VI: Program Curriculum

All Program Courses/New Courses to Be Added in the Next Five Years
No new courses are expected to be added within the next five years.

All Program Courses (with New Courses in Bold)
Total of 33 Credit Hours. Students are required to meet with their advisor before signing up for courses. At least three courses must be at the 4000-5000 level.

I. Required Courses (6 credits hours)

- WRTG 3860: Introduction to Rhetoric (HF)

- WRTG 3870: Writing a Social Practice (HF)

II. Writing and Rhetoric Studies (15 credit hours)
Select 5 courses (see attached list for course clusters students with similar interests select)

- WRTG 2799: Technologies of Business Writing
- WRTG 3018: Writing about the Simpsons (HF)
- WRTG 3019: Writing about War (HF)
- WRTG 3040: Digital Storytelling
- WRTG/Linguistics 3510: Grammar and Stylistics
- WRTG 3600: Grammar for Writing
- WRTG 3705: Rhetoric, Science and Technology Studies (BF; HF)
- WRTG 3810: Technologies of Writing
- WRTG 3830: Professional, Technical and Scientific Studies
- WRTG 3840: Writing and the Public Sphere
- WRTG 3890: Writing and Social Justice (DV)
- WRTG 3900/ENGLISH 3690: Discourses and Communities
- WRTG 4000: Writing for Publication
- WRTG 4001: Business Plans and Proposals
- WRTG 4010: Writing for International Audiences (IR)
- WRTG 4020: Writing Center Colloquium: Theory and Practice
- WRTG 4030: Visual Rhetoric: Word/Image/Argument (CW; QB)
- WRTG 4040: Digital Rhetoric
- WRTG 4050: Cultural Rhetorics
- WRTG 4070: Rhetorics of Gender
- WRTG 4080: Writing Environmental Nonfiction (CW)
- WRTG 4090: Writing and the Book
- WRTG 4200: Writing Popular Non Fiction (CW)
- WRTG 4830: Document Design and Usability (CW)
- WRTG 4870: Introduction to Composition
- WRTG 4890: Writing, Persuasion, and Power
- WRTG 4905: Studies in Professional Discourse (Law, Medicine, etc.)
- WRTG 4910: Independent Readings in Rhetoric, Discourse, and Writing
- WRTG 5110: Medical and Health Science Discourses
- WRTG 5770: Research in Rhetoric and Writing
- WRTG 5830: Technical Editing (for technical writing)
- WRTG 5905: Special Topics in Rhetoric and Writing Studies
- ENGLISH 5970: Discourse Analysis

III. Academic and Professional Writing (3 credit hours)
Select 1 course (3 credit hours)

- WRTG 3005: Workplace Writing (CW pending)
- WRTG 3011: Writing in the Arts and Humanities (CW)
- WRTG 3012: Writing in the Social Sciences (CW)
- WRTG 3014: Writing in the Sciences (CW)

- WRTG 3015: Professional and Technical Writing (CW)
- WRTG 3016: Business Writing (CW)

IV. Topical Course Electives (9 credit hours)
Select 3 courses in consultation with advisor. The courses can be from within the Writing Program or from other departments.

Program Schedule

Semester	Credits	Semester	Credits
Freshman, Fall		**Freshman, Spring**	
WRTG 1010: Introductory Writing		WRTG 2010: Intermediate Writing	
Sophomore, Fall		**Sophomore, Spring**	
WRTG 3860: Intro to Rhetoric	3	WRTG 3870: Wrtg as Social Practice	3
		One topical elective	3
Junior Year, Fall Semester		**Junior Year, Spring Semester**	
One WRTG elective	3	Two WRTG electives	6
One topical elective	3	One topical elective	3
Senior Year, Fall Semester		**Senior Year, Spring Semester**	
Two WRTG electives	6	One WRTG elective	3

Section VII: Faculty

Core Faculty (University Writing Program)

- Jennifer Andrus, Assistant Professor, PhD Carnegie Mellon University: History and theory of rhetoric; discourse analysis; legal rhetorics; rhetorics of domestic violence.
- Casey Boyle, Assistant Professor, PhD University of South Carolina: History and theory of rhetoric; composition theory and research; digital rhetoric.
- Gregory Clark, Adjunct Professor, PhD Rensselaer Polytechnic University—Associate Dean, College of Humanities, BYU: Contemporary rhetoric; rhetorics of space.
- David Hawkins, Assistant Professor/Lecturer, PhD University of Utah: Academic rhetoric; professional and technical writing.
- Heather Hirschi, Assistant Professor/Lecturer, MFA University of Utah: Academic rhetoric; social justice rhetoric; digital literacy.
- Thomas Huckin, Professor, PhD University of Washington: Discourse analysis; genre theory; professional, technical and scientific writing; applied linguistics.
- Jay Jordan, Assistant Professor, PhD Pennsylvania State University: Global/international Englishes; writing in a second language; literacy studies; technologies of writing
- Maureen Mathison, Associate Professor, PhD Carnegie-Mellon University—program director: Rhetoric in the disciplines; literacy studies; writing from sources; gender and writing; research methods.
- Alison Regan, Adjunct Associate Professor, PhD University of Texas-Austin: Academic writing; digital rhetoric.
- Natalie Stillman-Webb, Associate Professor/Lecturer, PhD Purdue University: Visual rhetoric; technologies of writing; professional, technical and scientific writing.

Affiliated Faculty

- Danielle Endres, Associate Professor, PhD University of Washington: Argumentation environmental rhetoric, social movements.
- Erin O'Connell, Associate Professor, PhD University of Santa Cruz: Ancient Greek literature and philosophy; drama; performance studies.
- Robert Gehl, Assistant Professor, PhD George Mason University: Social media, network culture, history of computing.
- Randall Stewart, Associate Professor, PhD University of Illinois: Oracular texts; papyrology; Coptic Language. Study Abroad Program to Greece.

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July 3, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: University of Utah – Master of Science in Petroleum Engineering

Issue

The University of Utah requests approval to offer a Master of Science Degree in Petroleum Engineering, effective Fall Semester 2013. The institutional Board of Trustees approved the program on March 12, 2013. It was reviewed by the Regents' Program Review Committee on June 12, 2013 and recommended by that body to the full board for approval.

Background

Alumni working in the petroleum industry as well as other industry representatives and current students have advocated for development of a graduate-level program in petroleum engineering. Industry representatives have stated that specialized preparation in petroleum engineering within existing programs, an option that currently exists for University of Utah students, is not adequate to meet job placement needs. For program graduates to be competitive in the local and national job market, the program must provide the coursework and other standards required for a Petroleum Engineering degree.

While this will be the first program of its kind in the Utah System of Higher Education, the program will complement other energy activities currently taking place in the state including training programs in oil and gas field operations in the Uintah Basin and the energy cluster development through the Governor's Office of Economic Development, the Utah Science Technology and Research initiative, Salt Lake Community College, and others.

The proposed program requires a minimum of 33 credit hours and is designed for annual enrollment every fall semester. Courses will be offered on-site as well as through distance learning formats for students to complete the program in a little as 16 months. A project-based thesis is required. Course work encompasses petroleum engineering topics, petroleum geologic concepts, and energy technology constraints such as geopolitical and economic considerations, environmental issues, et cetera.

The program is designed to meet scheduling and learning needs of traditional students as well as working adults. It will provide the petroleum industry – an industry on which the developed world will remain dependent for the forseeable future – with qualified engineers who can deal with complex issues as the

industry meets society's energy needs while at the same time promoting conservation, lessened environmental impact, and wise use of natural resources. While the program will reside in the Department of Chemical Engineering, program instruction will be a collabarative effort between faculty in the Chemical Engineering department, Geology and Geophysics department, and the Energy and Geoscience Insititute.

The Utah Occupational Projections 2010-2020, lists Petroleum Engineers (SOC-Code 17-2171) as a four-star occupation and estimates a 3.8% annual growth rate in jobs with a median income of $47.00 per hour, the highest of any engineering SOC code categories. While this data shows an estimated ten annual job openings per year, the institution reported that employers need the program to fill local and national workforce demand.

Policy Issues

The proposed program has been developed through established institutional procedures and Regent policy. Chief Academic Officers as well as faculty in related departments from the Utah System of Higher Education institutions have reviewed the proposal and provided input. There are no known policy issues that need to be taken into account related to approval of this program.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the request of the University of Utah to offer a Master of Science in Petroleum Engineering, effective Fall Semester, 2013.

David L. Buhler
Commissioner of Higher Education

DLB/BKC
Attachment

Program Description
University of Utah
MS in Petroleum Engineering

Section I: The Request

The University of Utah requests approval to offer an executive Master of Science in Petroleum Engineering Degree effective Fall Semester, 2013. The institutional Board of Trustees approved the program on March 12, 2013.

Section II: Program Description

Complete Program Description

The Master of Science (MS) Degree in Petroleum Engineering is a sixteen-month program of course work, practical field and design work, and a project (September through December of the following year) which results in a project-based thesis. A written report and oral presentation are required, but the thesis is not published beyond the department. The course work involves petroleum engineering fundamentals and advanced topics, fundamental petroleum geologic concepts as well as exposure to constraints on energy technologies (geopolitical and economic considerations, environmental issues). A minimum of 33 semester hours is required.

Purpose of Degree

Justification for this request is based on several factors.

- Student Interest:

Based on a spring 2012 survey of 70 juniors, interest in petroleum engineering is increasing and students are requesting additional courses. Current enrollments in Production and Reservoir Engineering elective courses are 31 and 35, with approximately 1/3 of the enrollees being graduate students and 2/3 under graduates. Clearly the topic is one of interest to students. However, industry has stated that a certificate or specialization is not adequate to meet their needs for placement. The program must be a degree with Petroleum Engineering in the name.

- Societal Contributions:

Engineering students are appreciating the fact that energy is an important component in their discipline. They are asking for more exposure to energy related courses because there are jobs in the energy sector and because they feel that they can make a difference by working in this field. The petroleum industry is also diversifying into cleaner energy alternatives and graduates will have opportunities in these sectors once they are within a particular company.

- Accelerated Contribution to Employer:

A 2008 human resources benchmark study prepared for the Society of Petroleum Engineers by Schlumberger Business Consulting shows that the fastest companies take six to seven years to develop new employees into professionals who can work autonomously. The report concluded that human capital is the longest lead-time component exploration and production delivery.[1] The professional MS program is expected to reduce this development period.

- Aging Workforce and Employment Opportunities:

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[1] www.spe.org/jpt/print/archive/SPE_WhitePaper_GreatGreenHiring2010.pdf

We have all heard about the "great crew change" in the coming decade in which 50% of experienced and managerial personnel of international oil companies industry-wide are expected to retire. While this will not all happen in a single day, it will create simultaneous gaps of unprecedented proportions in the staffs of many international and national oil companies.[2]

- Meets the Needs of the State of Utah:

This is a reasonable venture for a state university, particularly in Utah, recognizing that hydrocarbon-based resources (oil, gas and coal) provide significant royalty support to state (second only to tourism); and further recognizing an underlying public desire for environmentally appropriate extraction and use of these resources. Natural gas activity in the state is poised to expand, conditional on ultimate increases in commodity pricing. Utah also provides a natural geologic classroom for students. There are abundant unconventional hydrocarbon sources (oil shale, oil sands, and unminable coal) and the program is designed to promote effective, environmentally sound development. "Sound" development can be achieved in a variety of ways, including reduced surface footprints, recovery methods that require less water and vehicular emissions, and improved monitoring.

- Meets the goals of the Department's Strategic Plan:

The proposed program will certainly increase the visibility of the department internationally. Much of the research underway for petroleum engineering is a result of work with companies. The projects and students will help foster additional research which could potentially transfer to a doctoral program. In addition, an additional faculty member will help meet the increasing interest in this area at the baccalaureate, master's, and doctorate levels.

As evidenced by the letters of support, the department anticipates a strong statewide collaborative effort with:

- Uintah Basin Applied Technology College – offers hands-on training as needed for oil and gas field operations.
- Strong partnership to USTAR - strategically well-positioned to act on State's critical energy needs
- Existing collaborations between the Department and the University's Energy and Geoscience Institute (EGI).
- Distance education features which will allow Utah energy professionals to participate statewide.

Institutional Readiness

As indicated in the Executive Summary, with faculty strength, the University of Utah is already positioned with expertise to offer the program. The researchers at EGI and the Departments of Chemical Engineering and Geology and Geophysics currently co-advise students on petroleum-related projects. One new faculty member was approved as part of the Engineering Initiative funding for 2012, and will enable the department to continue to deliver undergraduate electives in this area while maintaining a cohort of professionals within the program. Space and startup funding are available for this new hire.

The Department of Chemical Engineering has a history of graduate education using distance learning tools. A previous collaboration existed with ATK for PhD and MS students. This program is an off shoot of the department's implementation of that curriculum. In addition, a project-based thesis MS (course credit is

[2] www.spe.org/jpt/print/archives/2011/04/04TalentTechnology.pdf

given in Advanced Design) is already in place and operational. While the thesis is reviewed and presented, it does not get published by the University and is only an internal publication.

The faculty of the Department of Chemical Engineering has been involved in the process of the formation of this degree. In April 2012 the concept was presented to the faculty and, in turn, the department's Industrial Advisory Board (IAB). The IAB unanimously supported the concept. Additional details and discussion occurred during the department's annual faculty retreat, August 15, 2012. Comments and recommendations were integrated from faculty and additional feedback from some industrial contacts. A final vote was taken at a department faculty meeting on September 21, 2012 where it was approved to move forward.

Faculty

In the table below, only the chemical engineering departmental head counts and faculty FTE are shown. In the actual implementation, the faculty will comprise tenure/tenure-track faculty, professionals working in EGI (full-time non-tenured), and lecturing faculty in the department. In addition, faculty from Geology and Geophysics (GG), will teach some program courses. Faculty from EGI and GG are shown in the faculty list in Section VII, but they are not included in the numbers below. Differential tuition will help with costs associated with having adjunct faculty (lecturing and research) teach the courses.

Faculty Category	Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Faculty Headcount at Full Program Implementation
With Doctoral Degrees			
Full-time Tenured	2	1	3
Full-time Non-Tenured	1	0	1
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			
Full-time Tenured	2	1	3
Full-time Non-Tenured	1	0	1
Part-time Tenured			

Faculty Category	Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Faculty Headcount at Full Program Implementation
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.")	2.6*	1	3.6*

*Accounts for one departmental faculty member who is .6 FTE instructional and .4 FTE research.

Staff

The program will leverage the support staff already within the Department of Chemical Engineering and EGI in the short term. As the program becomes more established, staff will be hired to aid in administration and advising.

Library and Information Resources

Library facilities at EGI and at the Marriott library will be appropriate for the proposed program (see letter of support). In addition, the department, EGI and research groups subscribe to one-petro, an on-line digital database with about 250,000 articles and papers.

Admission Requirements

The program is designed for students with a bachelor's degree in engineering, typically, chemical, mechanical, civil or geological engineering. Entering students without industrial experience will be expected to take the GRE exam. Professor McLennan will oversee admissions to the program with guidance from the Departmental Graduate Committee. Exceptions to a bachelor's degree in engineering will be handled on a case-by-case basis, particularly for students in the industry. For foreign students, the results of the TEOFL test will be used to establish English competency as is the current graduate school requirement.

Student Advisement

The Department has a full-time advisor and a faculty Graduate Director. Students meet with the graduate advisor when they arrive on campus and the advisor keeps track of paperwork and helps students stay on track. The department will hire a TA/part-time advisor to enroll and track students in the program. As more students become involved, the department anticipates the need to hire an additional staff for advising and marketing.

Justification for Graduation Standards and Number of Credits

Thirty-three credit hours are required. The proposed 16 month course schedule is outlined below. The schedule could be extended in exceptional circumstances, on a case-by-case basis.

Coursework (24 Credit Hours)

- Engineering Basics for Petroleum Engineers (3 credits). [Fall]
    - This will be taught by the new faculty member that is being recruited currently.
        - Rock mechanics for petroleum specialists

        - Fluid mechanics for petroleum specialists
        - Thermal engineering for petroleum specialists
        - Principles of chemistry for petroleum specialists
- Midstream and Downstream Petroleum Engineering (3 credits) [Fall]
    - The course will cover pipeline and refinery engineering.
- Petroleum Geology (3 credits) [Fall]
    - This course will cover fundamental aspects of geology that are important to a petroleum engineer. This course will cover fundamental aspects of geology that are important to a petroleum engineer. This includes relevant stratigraphic concepts, rudimentary geochemical concepts appropriate for exploration, structural geologic basics and their relevance to drilling, production and reservoir management. Reservoir characterization methodologies are introduced.
- Drilling and Field Operations for Engineers and Geologists (3 credits) [Spring]
    - This will be two term-length courses (Production Engineering I and II, CH EN 6157 and 6159) which are currently taught. The coursework includes all facets of well construction, including drilling, cementing, acidizing and hydraulic fracturing; onshore and onshore for conventional and unconventional applications.
- Reservoir Engineering (3 credits) [Spring]
    - This will be the current semester length course (CH EN 6155). It includes the fundamentals of reservoir engineering principles and will include the basics for modern reservoir simulation with hands on simulation experience.
- Petroleum Production Engineering (3 credits) [Spring]
    - This will be taught in four modules. These modules will be:
        - Well testing and pressure transient analysis
        - Logging and in-well measurements
        - Pumping and surface facilities
        - Operational safety
- Energy and Society (3 credits) [Summer]
    - Environmental and legal considerations for petroleum specialists
    - Co-location and resource utilization
    - Environmental impact of drilling and hydraulic fracturing
    - Air and water quality considerations and waste minimization
- Simulation (3 credits) [Summer]
    - This course will use the visualization center at EGI, a unique facility, to take generic and library three-dimensional geologic models and use these to develop rationale drilling programs, to develop and simulate completion and stimulation campaigns and to use commercial and in-house reservoir simulators to infer production and provide options for future reservoir management (waterflooding, workover, etc.). The intent is to use engineering simulators to optimize exploitation in various geologic environments.
- Field Study (3 credit hours) [Summer]

Each student will be required to spend at least two weeks in the summer in the Uintah basin on a field study. The study will be coordinated by EGI. EGI runs a number of field trips a year and is uniquely positioned to offer thematic field trips to students; for example, carbonates or shales or tight sands. The field trips will consist of studying outcrops and other exposures. As appropriate, the data and insight from the field studies will be integrated into the project.

- Advanced Design (6 credit hours)

Each student will need to select a project within the first semester. The project will have specific petroleum engineering applications – upstream, midstream or downstream. This is a research-based project with a required written, peer-reviewed report. The project will be spread out over the 16 months with a focus during the last four months. Students will be required to present their project to a committee of three faculty.

External Review and Accreditation
Not required.

Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students

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	N/A	0	10	15	20	20
Total # of Declared Majors in Proposed Program	N/A	10	15	20	20	20
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE (as reported in Faculty table above)	2.6	3.6	3.6	3.6	3.6	3.6
Total Department Student FTE (Based on Fall Third Week)	0	10	15	20	20	20
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)	0	2.8	4.2	5.6	5.6	5.6
Program accreditation-required, if applicable:	None					

Please note that some classes are offered to undergraduates and graduate students; they will be separate sections.

Expansion of Existing Program
N/A

Section III: Need

Program Need

On the recommendations of alumni, industrial associates and the requests of students, this new degree program is intended to:

- Provide energy-related opportunities for students currently employed in petroleum producing or related organizations, or anxious to enter those same organizations
- Hydrocarbon production will be a critical energy component for the next few decades – at a minimum. This degree recognizes the national interest related to energy security.
- The national interest is also served by students who recognize the environmental and legal aspects of hydrocarbon production and who recognize pathways and requirements for environmental stewardship.
- The need from a state perspective relates to an educated work force that can assist in developing Utah's abundant fossil fuel resources with a reduced energy footprint.
- Significant ancillary research funding opportunities are envisioned with the relationships developed between the University and these professional students.
- Students recognize the opportunities associated with petroleum engineering and recognize the opportunities for implementing greener technologies that are possible if they are employed by larger multi-energy organizations.
- With demographics in the petroleum industry showing the requirement for engineers because of retirements, this is an excellent employment opportunity.

Labor Market Demand

Alumni and industrial colleagues have encouraged the Department of Chemical Engineering to develop graduate level Petroleum Engineering courses. Estimates indicate that the United States will continue to rely on hydrocarbons for decades. These advocates emphasize the following:

- Half-measures are inadequate. This Degree needs to have petroleum branding. Industrial colleagues have been clear that this must be a degree and that the degree must have the Petroleum Engineering name as opposed to a specialty designation or a certificate within Chemical Engineering.
- Local and multinational oil and gas companies have shown support for a Master's degree in Petroleum Engineering at the University of Utah.
- Track Record - Three students from Questar recently gained Master of Science degrees in Chemical Engineering through the non-thesis Master's program. These were all in Petroleum Engineering related areas.
- Innovative engineers are needed to manage conventional and unconventional sectors efficiently and responsibly. The dramatic change in resource recovery methods in the United States adds to the need for engineers trained in unconventional recovery.
- Demographics suggest that large numbers of engineers are needed to fill anticipated retirements. In the petroleum industry, this is often colloquially known as the Great Crew Change. Data from Schlumberger Business Consulting suggested that by 2014 there would be a 5,000 person shortage of qualified petrotechnical staff over the age of 35.

The fossil energy sector is expected to play a dominant role in energy supply over the next decades. These degreed students will have flexible enough backgrounds to participate in these petroleum-related

ventures as well as low-carbon, green energy efforts by the same multinational and domestic organizations that would hire them as petroleum engineering specialists.

Student Demand

In a spring 2012 survey of 70 juniors in Chemical Engineering, students indicated a strong interest in petroleum engineering. Students are requesting additional electives and the enrollment in petroleum electives is strong. In the spring of 2012, the enrollment in two existing petroleum-related courses offered in Chemical Engineering was:

Course	Course Name	Undergraduate Enrollment	Graduate Enrollment	Total Enrollment
CH EN5155/6155	Reservoir Engineering	24	11	35
CH EN 5157/59 6157/59	Production Engineering	22	10	32

With this level of interest, as well as interest from employees in the petroleum industry, the department believes it will be able to attract sufficient students to sustain the program. Courses will be aggressively marketed using the distance education model. The institution has consulted with various local and national companies who support this degree proposal.

Similar Programs

There are no similar programs in the Utah System of Higher Education. The program is not an attempt to duplicate others, but to create a new educational experience unique in Utah and in the United States. It will be differentiated by its broad, robust curriculum, field study, and interactions with EGI and industry.

Collaboration with and Impact on Other USHE Institutions

Department faculty members anticipate collaborations with other institutions, specifically:

- Collaboration with Uintah Basin Applied Technology College – offers hands-on training as needed for oil and gas field operations.
- Strong partnership to USTAR - strategically well positioned to act on state's critical energy needs
- Strengthen existing collaborations between Department and EGI
- The program is a combination of distance education (targeted toward international students and working professionals outside of the Salt Lake metropolitan area), cohort experiences, and a two-week field study. Engineers within the state will also be targeted as a method of developing their skills in a new field.

Benefits

There is an inescapable need for fossil fuel over the coming decades with a requirement for engineering talent to participate in more efficient recovery and use of hydrocarbons with a smaller footprint (energy, carbon, carbon dioxide, surface disturbance minimized). In conjunction is the requirement to develop alternative energy sources meeting evolving societal criteria. The benefits to the individual are an accelerated pathway to contributing to a secure energy future, the flexibility, and intellectual guidance to implement change in hydrocarbon and other energy production. These are tangible benefits to the state and to the university.

Consistency with Institutional Mission

The Department of Chemical Engineering has seen a large interest in its petroleum-related offerings. Furthermore, the students involved in specific, petroleum-related programs have indicated the need for a more fitting title for their degree. Industry has also seen that retraining engineers toward more petroleum-related courses is needed. It is clear that the name petroleum is needed and that the department could have a particular niche due to its close collaborations with EGI and the expertise of that organization. For these reasons, the department has formed the proposed program and its structure.

The proposed program will accelerate dissemination of knowledge through teaching, effective presentation in the classroom and in the field, and will provide technology transfer with dissection of the knowledge and principles associated with those technologies. Students will learn from and collaborate with faculty and industry professionals who are at the forefront of their disciplines. The program is an excellent example of collaborative scholarship, accelerated to meet the demands of the state and the nation. It embodies domestic and international involvement and explictily incorporates social responsibility.

Section IV: Program and Student Assessment

Program Assessment

The goals for the program and the metrics for success are as follows.

- Accommodate growing enrollment;
- Continue to recruit from major companies, internationally and locally;
- Ensure that the program is financially solvent;
- Increase research opportunities and funding through faculty, student and corporate involvement. This involves working with student projects.

Expected Standards of Performance

There is no deviation from standards already in place for the Graduate School of the University of Utah and the Department of Chemical Engineering. In particular:

- All coursework must be completed with no grade less than C and an overall average of B.
- A project-based thesis is required. It must reflect six credit hours of effort and there must be a written report with oral presentation of the contents. A committee of three faculty review the written and oral work of the student. This group decides on the award of the Advanced Design credit. Use of any proprietary or confidential information needs to be agreed upon at the commencement of the project work and an agreement must be in place. The work is an internal publication only.

Core Competencies Expected

- Petroleum Engineering Basics: fluid and rock mechanics relevant to oil and gas reservoirs, thermodynamics and chemistry of petroleum fluids, heat transfer and thermal engineering.
- Petroleum Geology: Sedimentary, stratigraphic, structural geological and geochemical concepts for exploration and production of hydrocarbons.
- Drilling and Field Operations: Drilling and well construction; cementing; hydraulic fracturing and acidizing
- Reservoir Engineering: Petroleum fluids; material balances, single and multiphase flow in porous media; pressure transient testing; reservoir simulation.
- Petroleum Production: Production operation design and analysis; monitoring and operational safety.

- Simulation: Building reservoir models using geologic data, simulating flow and visualizing results.
- Professional Competencies: Being able to communicate effectively – oral and written communications; being effective in teams; being able to conduct work independently and obtain relevant information.

Section V: Finance

Budget

In addition to two regular and one instructional faculty with this area of expertise, the department is in the process of recruiting a new faculty member. An additional faculty search (not specifically in this area) is also underway. Funding has been approved and searches are underway for the new faculty. These additions will enable the department to readjust teaching loads to deliver the program without significant effect on the faculty teaching load. The program will enroll students for on-campus classes and offer these classes by distance education. The department has offered this type of instruction to students from the industry interested in an advanced degree. A number of students have graduated from the department by using this method. For budgetary purposes, it is assumed that the program is able to enroll on the average five (5) distance education students. The distance education piece is expected to increase to 10-15 students as the program grows. However, from a budgeting standpoint, conservative estimates are used. The on-campus number of students is expected to grow from five to 15 as the program goes into the fifth year for a total of 20 students. If additional revenue is realized, it will be used to support the core graduate mission of the department.

To involve the industrial expertise of EGI, faculty members from the institute have been included in teaching various courses. They are considered auxiliary faculty and must be compensated. While this is an additional cost, they will provide a unique industrial connection to students in the program. A budget of $20,000 per class, four classes expected, has been estimated for the classes and field study.

The distance education model is something that has been used in the department for several years. Courses will be taped and streamed so that the distance education students will have access to the material at their convenience. The estimated cost of taping and streaming courses is $2,000/course.

In the field studies course, students will be expected to spend at least a week in the field studying and gathering data. The field trip costs are estimated at $3,000/student - $340 for transportation, $1,680 for hotel accommodations and $980 for meals and incidentals for a 14-day trip. The students are expected to pay a course fee to cover the field-trip costs.

The budget data below provides estimated project-generated funds and related expenses. It does not include existing funding for full-time faculty and departmental support.

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	0	80,000	80,000	80,000	80,000	80,000
Benefits	0	28,800	28,800	28,800	28,800	28,800
Academic Coordinator	0	15,000	20,000	25,000	30,000	30,000
Total Personnel Expense	0	$123,800	$128,800	$133,800	$138,800	$138,800
Non-personnel Expense						
Field Studies	0	$30,000	$45,000	$60,000	$60,000	$60,000
Continuing Education	0	5,500	5,500	5,500	5,500	5,500
Distance Education Streaming	0	16,000	16,000	16,000	16,000	16,000
Miscellaneous program management	0	1,000	2,000	3,000	3,000	3,000
Total Non-personnel Expense		$52,500	$68,500	$84,500	$84,500	$84,500
Total Expense (Personnel + Current)	$0	$176,300	$197,300	$218,300	$223,300	$223,300
Departmental Funding		**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Distance Education Fee	0	$137,500	$137,500	$137,500	$137,500	$137,500
Engineering differential tuition	0	$10,395	$20,790	$31,185	$31,185	$31,185
Field Studies Fee	0	$30,000	$45,000	$60,000	$60,000	$60,000
Total Revenue	$0	$177,895	$203,290	$228,685	$228,685	$228,685
Difference						
Revenue - Expense	$0	$1,595	$5,990	$10,385	$5,385	$5,385
Departmental Instructional Cost/Student Credit Hour *(as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")*	$479	$471	$470	$468	$468	$468

Funding Sources
The funding source will be distance education fee ($2,500/course), engineering differential tuition ($63/credit hour for 6000-level courses) and a course fee expected at $3,000/student for field studies as described above. The field studies cost will be adjusted according to the real costs incurred.

Reallocation
None.

Impact on Existing Budgets
None.

Section VI: Program Curriculum

All Program Courses
All the courses are listed below. New ones are also included. Not that the existing courses will have separate sections to meet the demands of other students, undergraduates and graduates, who are not in the program.

Course Prefix and Number	Title	Credit Hours
	Required Courses	
CH EN 6161	Engineering Basics for Petroleum Engineers	3
CH EN 6157, 6159	Drilling and Production Operations	3
CH EN 6155	Reservoir Engineering	3
CH EN 6167	Petroleum Production Engineering	3
CH EN 6165	Midstream and Downstream Petroleum Engineering	3
CH EN 6163	Petroleum Geology	3
CH EN 6156	Simulation	3
CH EN 6158	Energy and Society	3
CH EN 6171	Field Study	3
CH EN 6169	Advanced Design: Petroleum Engineering Project	6
	Sub-Total	**33**
	Total Number of Credits	**33**

New Courses to Be Added in the Next Five Years
The degree program is new and many of the courses will be new courses implemented in the first year. Modifications, additions, and improvements will follow as appropriate from faculty insight and student feedback. Below is a detail of the courses and when they are offered. Also in the list are existing courses.

Program Schedule

Course	Course Title and Description	Credit Hours
	Fall – Year One	
CH EN 6161	Engineering Basics for Petroleum Engineers: This will be taught in five modules. The intention is that all degree participants be nominally on the same level by the Spring Semester, whether they have come from a science or an engineering background. The five course modules are: 1. Thermodynamics 2. Fluid mechanics for petroleum specialists – including porous medium, multiphase flow 3. Rock mechanics for petroleum specialists 4. Thermal engineering for petroleum specialists 5. Principles of chemistry for petroleum specialists	3
CH EN 6163	Petroleum Geology: This course will cover fundamental aspects of geology that are important to a petroleum engineer. This includes relevant sedimentary, stratigraphic, and geochemical concepts appropriate for exploration, structural geologic basics and their relevance to drilling, production and reservoir management. Reservoir characterization methodologies are introduced.	3
CH EN 6165	Midstream and Downstream Petroleum Engineering: Often lost in the glamour of exploration are the midstream – pipelines, transportation, pumping; and the downstream – refining – aspects of petroleum engineering. The Department of Chemical Engineering has a strong and supportive relationship with local pipeline and refining organizations. A key component of this is Nodal Analysis and coupling to subsurface constraints and variability.	3
	Spring – Year One	
CH EN 6157/ 6159*	Drilling and Field Operations: This will cover the basics of drilling, completions, and stimulation. The specifics may be catered to the background of the student and their particular specialties – for example, their employer specializes in offshore activities. The format of the class is designed to enfranchise students and take advantage of previous experience in these areas. The coursework includes all facets of well construction, including drilling, cementing, acidizing and hydraulic fracturing, onshore and onshore for conventional and unconventional applications.	3
CH EN 6155*	Reservoir Engineering: This existing course covers the basics of single and multiphase fluid flow and flow phenomena that are required for a production or a reservoir engineer. It includes the fundamentals of reservoir engineering principles and will include the basics for modern reservoir simulation with hands on simulation experience.	3
CH EN 6167	Petroleum Production Engineering: Pumping, Wellhead and Surface Operations: After hydrocarbon is at the surface and before it enters the pipeline there can be complex processes required for separation of fluids and ensuring that the	3

	product is ready for transportation by truck pipeline. 1. Well testing and pressure transient analysis 2. Logging and in-well measurements 3. Monitoring (microseismicity and tracers) 4. Operational safety.	
CH EN 6169	Advanced Design: Each student will need to select a project within the first semester. The project will have specific petroleum engineering applications – upstream, midstream or downstream. This is a research-based project with a required written, peer-reviewed report. The project will be spread out over the 16 months with a focus during the last four months. Students will be required to present their project to a committee of three faculty.	2
Summer – Year One		
CH EN 6171	Field Study: Petroleum geologic principles are best illustrated by surface exposures. The same can be said for engineering components such as pipeline facilities, drilling operations and refining operations.	3
CH EN 6158	Energy and Society: Environmental and legal considerations for petroleum specialists. Economics, risk and PRMS (Petroleum Resource Management Systems)	3
CH EN 6156	Simulation: This course will utilize the visualization center at EGI, a unique facility, to take generic and library three-dimensional geologic models and use these to develop rationale drilling programs, to develop and simulate completion and stimulation campaigns and to use commercial and in-house reservoir simulators to infer production and provide options for future reservoir management (waterflooding, workover, etc.). The intent is to use engineering simulators to optimize exploitation in various geologic environments.	3
Fall – Year Two		
CH EN 6169	Advanced Design: Continued from Spring.	4
	TOTAL	**33**

*Represents existing courses

Section VII: Faculty

Qualified faculty are prepared to participate in this MS Program. Please note that all faculty expected to teach in the program are listed. In the Faculty Table, only the departmental faculty count and FTE were provided. These include:

- Milind Deo, Professor, Department of Chemical Engineering, and Associate Dean of Academic Affairs, College of Engineering

(Ph.D. 1987, Chemical Engineering, University of Houston) Deo is a petroleum engineering specialist and recognized leader in reservoir modelling. In addition, his administrative experience will be useful for student advising, curriculum development and program assessment. He currently teaches courses on reservoir engineering and will teach this course in the program (CH EN 6155)

- John McLennan, USTAR Associate Professor, Department of Chemical Engineering

(Ph.D. 1980, Civil Engineering (Rock Mechanics), University of Toronto) McLennan has 30 years of industrial experience in drilling, resource assessment, and hydrocarbon recovery. He currently teaches courses in production engineering which encompass these aspects and he will teach this course (CH EN 6157/9)

- Richard Roehner, Associate Professor (Lecturing), Department of Chemical Engineering

(Ph.D. 2000, Chemical and Fuels Engineering, University of Utah) Roehner is a well-known and authoritative consultant on midstream and downstream activities, encompassing, pipeline transportation of hydrocarbons and refineries. He will teach CH EN 6165.

- Ian Walton, Research Professor, Department of Chemical Engineering, EGI

(Ph.D. 1972, Applied Mathematics, Manchester University) Walton's areas of expertise include fluid mechanics, near-wellbore geomechanics, rock-fluid interactions, unconventional gas production and mathematical modeling. He has more than 20 years at Schlumberger and has taught numerous courses at Imperial College and for EGI.

- Rasoul Sorkhabi, Research Professor, Department of Civil and Environmental Engineering, EGI

Ph.D., 1991, Geology, Kyoto University) Global Structure and Tectonics expert with 22 years' experience (Japan National Oil Company) and EGI. Sorkhabi has run major global projects for industry from Utah and Wyoming to India, Africa, and SE Asia. In addition, he is the author of numerous books and has taught short-courses. He has extensive expertise on structures and faults.

- Bill Keach, Research Scientist, EGI

(M.S. 1986, Geophysics, Cornell University) Keach has 28 years of geophysical experience, starting at Cornell, to BP and then at Landmark (as head of the GeoProbe global product line). He is currently teaching at the BYU master's program and has taught for the Univeristy of Utah's Geology and Geophysics department. He has expertise is the visualization capabilities at EGI and, as such, will team teach CH EN 6156.

- Lauren Birgenheier, Assistant Professor, Department of Geology and Geophysics

(Ph.D. 2007, Geoscience, University of Nebraska-Lincoln) Birgenheier's research interests lie at the intersection of sedimentary geology and geochemistry. Recently, she has been working on mud-dominated depositional systems that are of interest as unconventional, shale gas or shale oil, resources.

- Lisa Stright, *Assistant Professor, Department of Geology and Geophysics*

(Ph.D. 2011, Interdisciplinary Geosciences, Stanford University) Stright's research focuses on combining quantitative observations from modern, outcrop and subsurface processes and deposits with geostatistical modeling. The goal is to expand understanding of how to build predictive geospatial models for the purpose of more efficient hydrocarbon exploration and recovery.

Additional Faculty Requirements

A new faculty member with expertise in Petroleum Engineering is required. A search for this person, whose home department is Chemical Engineering, begins Fall Semester 2012. This person will teach CH EN 6167, Drilling Production.

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July 3, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Dixie State University – Bachelor of Science in Finance

Issue

Dixie State University (DSU) requests approval to offer a Bachelor of Science Degree in Finance, effective Fall Semester 2013. The program was approved by the Institutional Board of Trustees on April 29, 2013. The Program Review Committee reviewed the proposal on June 12, 2013 and recommended it be moved to the full board for approval.

Background

The proposed degree will prepare graduates to plan, manage, and analyze the financial aspects and performance of business enterprises, banking institutions, and financial planning. The proposed degree includes instruction in principles of accounting, financial instruments, capital planning, funds acquisition, asset and debt management, budgeting, financial analysis, and investments and portfolio management. The finance major is particularly well suited for careers in corporate finance, international finance, new venture financing, investment research and portfolio management, banking, financial consulting, or business financial planning. In addition, a major in finance is an excellent option for students interested in pursuing graduate studies in areas such as business and law.

The proposed finance degree at DSU has been created to respond to student and employer demand. Because finance is a high-demand skill sought in many sectors of business, majors in the DSU degree program will be eligible for candidacies in key positions in traditional and emerging job markets. The addition of a finance degree will also help to round out DSU's complement of core and foundational baccalaureate degrees that define most regional state universities, including DSU's identified peer groups.

Nationwide job outlooks are very strong for graduates in finance. The Utah Office of Workforce Services reports in its Utah Job Outlook, 2010-2020, that financial specialists and financial managers earn its Five Star rating—five out of five stars given, based upon earnings and job growth outlooks.

Policy Issues

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

Commissioner's Recommendation

The Commissioner recommends the Regents approve the request of Dixie State University to offer a Bachelor of Science Degree in Finance, effective Fall Semester, 2013.

David L. Buhler
Commissioner of Higher Education

DLB/GSW
Attachment

Program Description
Dixie State University
BS in Finance

SECTION I: The Request

Dixie State University (DSU) requests approval to offer a Bachelor of Science degree in Finance effective Fall Semester, 2013. The program was approved by the Institutional Board of Trustees on April 29, 2013.

SECTION II: Program Description

Complete Program Description

The Bachelor of Science degree in Finance prepares graduates to plan, manage, and analyze the financial aspects and performance of business enterprises, banking institutions, and financial planning. It includes instruction in principles of accounting, financial instruments, capital planning, funds acquisition, asset and debt management, budgeting, financial analysis, and investments and portfolio management. The Finance major is particularly well suited for careers in corporate finance, international finance, new venture financing, investment research and portfolio management, banking, financial consulting, or business financial planning. In addition, a major in Finance is an excellent option for students interested in pursuing an MBA or law degree.

Successful graduates of the BS degree in Finance will:

1. Understand the functional structure within a firm and the role finance plays in maximizing a firm's value;
2. Understand financial and economic concepts, theories, and models for making critical managerial decisions;
3. Have problem-solving skills for complex financial problems; understand and use analytical tools, and be able to support solutions and decisions with rational justifications;
4. Understand the fundamentals of financial asset valuation;
5. Effectively communicate complex financial concepts, analyses, and decisions;
6. Have an understanding of the ethical issues related to finance and an understanding of global financial issues.

Purpose of the Degree

The approval of the Finance baccalaureate will further enhance Dixie State University's ability to meet the educational goals of its students and to fulfill the obligation mandated in the DSU mission to offer baccalaureate programs in core or foundational areas consistent with four-year colleges. A Finance program will also allow students to gain the necessary knowledge and experience to enter the workforce directly as well-qualified contributors to industry, business, and government. It will also prepare students to enter graduate schools in finance and finance-related disciplines.

Institutional Readiness

Dixie State University now has over a decade of experience as a baccalaureate institution and it boasts an infrastructure and institutional environment appropriate for this role. Thoughtful and sustained attention to seeking and retaining credentialed teaching faculty, developing student services and library and technological resources, and funding facilities expansion have poised the institution to successfully add the proposed Finance degree. Furthermore, the Business Administration BS degree program is DSU's first

and most mature baccalaureate program, and a number of the faculty members who will serve the new Finance program have had twelve years of experience offering upper-division coursework, mentoring majors in the Business and Accounting programs, and advising of degree-seeking students. The existing department faculty includes experienced educators with doctoral degrees who are well-qualified to teach upper-division courses, as well as master's-prepared teachers experienced in offering the required lower-division Finance and Economics courses.

The proposed degree relies on existing departmental structure and requires no additions or reorganization. All courses currently exist at DSU. Likewise, the existing process of regular program assessment and the existing culture of continuous improvement will serve the new baccalaureate program well.

Faculty

The full time finance and economics faculty at DSU is composed of qualified, experienced, and diverse professors. Existing faculty includes three members with Ph.D. degrees in finance and one Ph.D. faculty member in Economics. The current faculty will meet the immediate needs for this degree. As the program matures, DSU will hire additional faculty to accommodate growth. This table represents the headcount for all faculty in the Business department.

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	8		8
Full-time Non-Tenured	9	1	10
Part-time Tenured			
Part-time Non-Tenured	1		1
With Master's Degrees			
Full-time Tenured			
Full-time Non-Tenured	5		5
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			
Full-time Tenured	8		8
Full-time Non-Tenured	14	1	15
Part-time Tenured			
Part-time Non-Tenured	1		1

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.")	24.3		25.3

** Includes all faculty in the Business Department*

Staff

The new degree will not require additional staff. The Business Department has two advisors who provide academic advisement and counseling. The current advisors are capable to advise students in finance; likewise, secretarial and clerical support under the current departmental structure is adequate. As the program grows, additional personnel may be added.

Library and Information Resources

Dixie State University is well aware that building library resources is an integral part of program development, and the DSU Library at the Holland Centennial Commons continues to expand appropriate collections for current baccalaureate offerings. The Library is committed to supporting the baccalaureate programs by ordering requested materials, and a complete list of library holdings is available upon request. With the addition of a finance emphasis in 2008, library resources including academic journals and financial databases were added and are adequate to provide support for a full degree in finance.

Admission Requirements

Any matriculated DSU student in good standing with the University is eligible for admission to the major. Students are eligible to declare a PRE-Business major without any prerequisites or required course. When they have completed the prerequisites listed in the curriculum section, students can declare a Business Administration, Accounting, or, once this degree is approved, Finance major. Once all prerequisites are completed and approved, the student receives Advanced Status and is eligible to take upper-level business courses. Declaration of the major is required for admission and is accomplished through the processes defined by the Registrar's Office. To graduate in this program, in addition to the required course work, Finance majors are required to receive a "C-" or higher grade and an overall GPA of at least 2.5 in course work required for the major.

Student Advisement

The Business Department recognizes that advisement is crucial to student success. The program faculty members are in the process of developing an advisement protocol that will guide students from the time they declare the Finance major through to graduation. The Business advisors will take the primary advisement role with guidance from faculty as required.

Justification for Graduation Standards and Number of Credits

Graduates must earn a total of 121 credits, which include a minimum of 24 finance credits (18 core and 6 upper-division elective), 24 required credits in core business, 13 business elective credits, and 60 General Education and pre-Business course credits. The total credit amount is within the 126 credit hour limit for a BS degree mandated by Regents.

External Review and Accreditation

Dr. Ryan Whitby, Assistant Professor of Finance at Utah State University, conducted an external review of this program proposal. He found that the curriculum is similar to peer institutions, and provided guidance regarding additional course offerings as demand grows and faculty resources are added. In his written review of the proposed Finance baccalaureate degree, Dr. Whitby wrote:

> The proposed Bachelor of Science in Finance at DSU fully recognizes and attempts to address the current and future state of the finance discipline. It is designed to meet the needs of multiple constituents while enhancing the reputation of the School of Business. ... While every program has areas that need improvement, at the onset, it is critical to have a solid foundation from which to build. I think the proposal clearly demonstrates that the foundation is in place within the area of finance.

He offered the following key recommendation as the program grows:

> The degree offers students an introductory knowledge of both corporate and investments, which makes for a solid core of classes. The depth of electives, however, is thin. ... I recommend broadening the degree through additional courses as resources become available.

Based on his recommendations, courses in Quantitative Analysis and a Practicum in Portfolio Management were added to the curriculum. Additional courses in selected areas of interest such as Investments, Derivatives, and Financial Management will be added as enrollment and student interest merit.

Projected Enrollment

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		22	30	35	40	40
Total # of Declared Majors in Proposed Program		35	40	50	50	50
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE (as reported in the Faculty table above)	24.3	24.3	24.3	25.3	25.3	25.3
Total Department Student FTE (based on third week)	464.7	470	500	525	530	530
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)	19.1	19.3	20.6	20.7	20.9	20.9
Program accreditation						

required ratio of Faculty FTE to Student FTE, if applicable. (Provide ratio here:_____)	N/A					

SECTION III: Need

Program Need

The Finance degree has been created to respond to student and employer demand. Because finance is a high-demand skill sought in many sectors of business, majors in the DSU degree program are likely candidates for key positions in traditional and emerging job markets. The addition of a Finance degree will also help to round out DSU's complement of core and foundational baccalaureate degrees that define most regional state universities, including DSU's identified peer groups.

Labor Market Demand

Nationwide job outlooks are very strong for graduates in finance. The National Association of Colleges and Employers (NACE) reported in Job Outlook 2012 that "in terms of the most sought after majors at the bachelor's degree level, finance graduates edge out all others this year to top the list, with accounting and computer and information sciences majors close behind."[1] The Bureau of Labor Statistics Occupational Outlook Handbook published in March 2012 reports that: "Employment of financial analysts is expected to grow 23 percent from 2010 to 2020, faster than the average for all occupations. A growing range of financial products and the need for in-depth knowledge of geographic regions are expected to lead to strong employment growth."[2]

Closer to home, the Utah Department of Workforce Services reports in its Utah Job Outlook, 2010-2020, that financial specialists and financial managers earn its Five Star rating—five out of five stars given, based upon earnings and job growth outlooks. Financial specialist occupations are projected to grow at an annual rate of 3.1% in Utah through 2020, with the total number of job openings—both new and replacement positions—projected at 3,080 per year[3].

Student Demand

The following table is based on student enrollment in the Finance emphasis and shows the growth in the number of Business Administration graduates with an emphasis in Finance over a period of four years. The number of graduates has grown 220% over that time period, with an average growth rate of 56.30%. Currently 22 Finance emphasis students anticipate graduating at the end of the 2012-2013 academic year. Informal surveys indicate that most students enrolled in the Finance emphasis prefer receiving a Bachelor of Science in Finance degree and would move to enrolling as Finance majors.

Academic Year	2008-2009	2009-2010	2010-2011	2011-2012
Graduates Business Administration with emphasis in Finance	5	10	18	16

[1] http://www.careers.uiowa.edu/leadershipacademy/NACE%20Job_Outlook_2012.pdf
[2] http://www.bls.gov/ooh/business-and-financial/financial-analysts.htm#tab-6
[3] http://jobs.utah.gov/wi/pubs/outlooks/state/statepublish.pdf

Similar Programs

A BS in Finance is offered at most other state peer institutions. With the exception of Weber State University which only offers an emphasis in Finance, UofU, SUU, UofU, USU, and UVU all offer a BS in Finance or Finance and Economics. BYU recently added a BS in Finance to its curriculum. The proposed curriculum is modeled after the University of Utah's finance program. Utah State University and Southern Utah University's degrees in Finance are also similar to the proposed curriculum. The following table presents a side by side comparison of the courses currently offered and scheduled to be offered next year at Dixie State University juxtaposed to courses required to fulfill the requirements of a BS in Finance at UVU.

UVU Finance Degree	DSU Finance Degree (Proposed)
Business Core Requirements	**Business Core Requirements**
FIN 3100, Principles of Finance	FIN 3150, Managerial Finance I
INFO 3120, Principles of Information Systems: A Managerial Approach	ACCT 3050 or IT 3050, Accounting Info Systems or Management Info Systems
*LEGL 3000, Business Law	*MGMT 2050 Business Law
*MGMT 3000, Organizational Behavior	*MGMT 3700 Organizational Behavior
MGMT 3450, Operations Management	MGMT 3600, Production and Operations
MGMT 3600, Principles of Marketing	MKTG 3010, Marketing Principles
	MGMT 3400, Management and Organizations
	MGMT 2510, Career Management
	*MGMT 4800, Strategic Management
	*ENGL 3010, Writing in the Professions
	MGMT 3510, Business Professional Ethics
Finance Core Requirements	**Finance Core Requirements**
ECON 3020, Intermediate Microeconomics	MGMT 4040, Quantitative Decision Analysis
ECON 3340, Managerial Statistics	FIN 4150, Managerial Finance II
FIN 3150, Financial Management	FIN 3750, Introduction to Investments
FIN 3400, Investment Management	FIN 3200, Money, Banking and Credit
FIN 4100, Management of Financial Institutions	ACCT 3010, Intermediate Accounting I
Finance Elective Requirements: Select 6	**Finance Elective Requirements: Select 2**
ECON 4150, Public Finance	FIN 4380, Financial Modeling and Decision Making
ECON 4320, Mathematical Economics	*FIN 4750, Portfolio Practicum
ECON 4340, Econometrics Applications	FIN 4400, International Finance
*FIN 4160, Portfolio Management	FIN 3500, Financial Negotiations
FIN 4170, Derivative Securities	FIN 4180, Entrepreneurial Finance
FIN 4180, International Finance	FIN 4300, Real Estate Finance
FIN 457R, Advanced Topics in Finance	
*MGMT 4800, Strategic Management	
Elective Requirements	**Elective Requirements**
10 credits	13 credits
Total Credits 120	**Total Credits 121**

With the population growth of St. George and the surrounding areas, upper division and bachelor degree graduation rates have increase significantly at Dixie State University. The Finance emphasis has

experienced similar growth. Student councilors in the School of Business have stated that second to a degree in marketing, finance is the most requested area of study. All courses currently exist at DSU.

Collaboration with and Impact on Other USHE Institutions

When DSU first offered a Finance emphasis in Business Administration, it was proposed to the Board of Regents as a step toward a full degree. At that time DSU had one faculty member in Finance and one in Economics, which was the greatest deterrent to a full degree. Since then, another full-time and one part-time faculty teaching in Finance have been added, and enrollment and graduation rates have grown. Students who attend DSU typically aren't interested in relocating to another institution or are unable to do so. In addition, those who complete four year degrees at Dixie are more likely to choose an in-state graduate school.

Benefits

Baccalaureate completion rates in Utah are declining, and one probable contributor is access. The current completion rate of bachelor's degrees for citizens in the DSU service area is among the lowest in the nation, and DSU is committed to changing this statistic. The cost for Washington County students of traveling or moving to another institution appear be a substantial hindrance to baccalaureate completion. Approving this degree will improve educational access for the growing population of southwest Utah. Also, the degree will allow DSU to develop further its baccalaureate mission to provide educated employees for regional and local employers.

Consistency with Institutional Mission

The Finance degree proposal is consonant with the DSU institutional mission which is clearly articulated in the following Mission Summary:

> DSU is a publicly supported institution of higher education that strives to enrich its community and the lives of individual students by providing associate and baccalaureate degrees and certificates, by fostering lifelong learning, and by sponsoring activities and events that meet the educational and cultural needs of its regional constituents. DSU accomplishes these objectives directly by delivering excellent teaching in a learning environment recognized for its personal relationships, values, service, diversity, and open access, and by creating strategic partnerships for learning opportunities. (DSU Mission Summary, 2010)[4].

Section IV: Program and Student Assessment

Program Assessment

The Finance degree has established curriculum and learning outcomes in alignment with the national standards based on a review of existing Finance programs. Student learning outcomes are measured by the Business Department and Finance and Economics faculty as shown in the chart below. In addition, the Regent-mandated Three-Year Report and cyclical Program Reviews will be conducted.

The following provides a summary of learning outcomes, assessment methods, benchmarks, timing, results and response for the finance program:

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[4] Stephen Nadauld, President of DSU in a letter to students –2011-2012 Catalog - http://www.dixie.edu/catalog/file/president.pdf

- Learning Outcome 1: Students will demonstrate a working level knowledge of core business functions in accounting, economics, finance, information systems, international business, legal and social environment, marketing, and management. Special attention will be paid to finance section results.
    - Assessment Method:
        - Direct: Major Field Test in Business by ETS
        - Indirect: Employer and Student surveys
    - Benchmark: Mean score > 50th percentile on each section
    - Timing/Placement: Annually in Capstone, MGMT 4800
- Learning Outcome 2: Students will process a complex finance situation and develop sound alternatives for action utilizing qualitative and quantitative analysis
    - Assessment Method:
        - Direct: Complex case study using an assessment rubric.
    - Benchmark: Mean score > 4/5 on all criteria
    - Timing/Placement: Sample Years 1 and 3 FIN 4150
- Learning Outcome 3A: Students will deliver professional quality oral presentations
    - Assessment Method:
        - Direct: Class presentation using an assessment rubric.
        - Indirect: Employer surveys
    - Benchmark: Mean score > 4/5 on all criteria
    - Timing/Placement: Sample Years 2 and 4 FIN 4500
- Learning Outcome 3B: Students will prepare professional quality written presentations
    - Assessment Method:
        - Direct: Written proposal, using a writing assessment rubric sample by English faculty
        - Indirect: Employer surveys
    - Benchmark: Mean score > 4/5 on all criteria
    - Timing/Placement: Annually FIN 3150
- Learning Outcome 3C: Students can identify the critical elements of successful teamwork and will reflect upon their competency in applying them.
    - Assessment Method:
        - Direct: Individual Reflection assignment using a rubric to assess identification of teamwork elements and qualitative analysis
    - Benchmark: Mean score > 4/5 on identification and reflection rubric
    - Timing/Placement: Sample Years 1 and 3 MGMT 3600
- Learning Outcome 4A: Students will analyze a complex business situation and identify relevant ethical issues and suggest viable courses of action.
    - Assessment Method:
        - Direct: Final case study using an assessment rubric.
        - Indirect: Student surveys
    - Benchmark: Mean score > 4/5 on all criteria
    - Timing/Placement: Sample Years 2 and 4 MGMT 3510

In alternate years, three faculty members, not including the course instructor, will assess a sampling of students in rubric evaluated courses. Student and employer surveys will provide indirect assessment of achievement of learning outcomes.

There will be three primary components of assessment at the program level: Student satisfaction will be measured by a questionnaire given to all graduating seniors and follow-up surveys of graduates will be conducted. Student learning will be assessed as shown in the chart above. Employer satisfaction will be measured in surveys to be developed. Student preparation for graduate school will also be quantitatively assessed by analysis of examination scores, GPAs, and scores on other standardized tests.

Faculty and advisors will monitor student progress by assessing performance on assigned course-specific projects, exams, and so on; they will further monitor student progress and satisfaction through such traditional indicators as GPA, enrollment numbers, retention, senior surveys at graduation, and the National Survey of Student Engagement (NSSE) results, as well as required periodic one-on-one meetings with students.

Student and faculty input and indicators, such as GPA, enrollment numbers, program retention, post-graduation placement, acceptance to graduate programs, and graduation exit surveys, will be compiled and analyzed. An Advisory Committee has been formed from faculty in allied departments, prospective employers, and Business program graduates who have been asked to provide ongoing evaluation of the program's suitability and rigor and will be encouraged to offer criticism and possible directions for program improvements.

Expected Standards of Performance: Central to this degree proposal is a commitment to student assessment and, ultimately, to the production of quality graduates. Graduates of the Finance program must complete a minimum of 24 upper-division credits of coursework directly related to Finance knowledge, a minimum of 24 required upper-division credits of management and finance training, and 13 credits of business electives. Each course in the curriculum has identified learning outcomes that must be achieved, and together these courses form a cohesive curriculum that will prepare graduates for work in the field of Finance or further academic study.

Section V: Finance

Budget

The current Business department budget represented below is sufficient to support existing faculty. The budget reflects the addition of one faculty member, who will be added in year three, if enrollment merits.

5-Year Budget Projection							
Departmental Data	Current Departmental Budget – Prior to New Program Implementation	Departmental Budget					
		Year 1*		Year 2*		Year 3	
		Addtn to Bdgt	Total Budget	Addtn to Bdgt	Total Budget	Addtn to Bdgt	Total Budget
Personnel Expense							
Salaries and Wages	$962,334	$0	$962,334	$0	$962,334	$101,874	$1,064,208
Benefits	$341,556	$0	$341,556	$0	$341,556	$36,337	$377,893
Total Personnel	$1,303,890	$0	$1,303,890	$0	$1,303,890	$138,211	$1,442,101

Expense							
Non-Personnel Expense							
Travel	$3,613	$0	$3,613	$0	$3,613	$500	$4,113
Capital		$0		$0			
Library		$0		$0			
Current Expense	$55,852	$0	$55,852	$0	$55,852	$2,000	$57,852
Total Non-personnel Expense	$59,465	$0	$59,465	$0	$59,465	$2,500	$61,965
Total Expense (Personnel + Current)	$1,363,355	$0	$1,363,355	$0	$1,363,355	$140,711	$1,504,066
Departmental Funding							
Appropriated Fund	$557,100		$557,100		$557,100	$83,213	$640,313
Other: Tuition	$806,255		$806,255		$806,255	$57,498	$863,753
Special Legislative Appropriation							
Grants and Contracts							
Special Fees/Differential Tuition							
Total Revenue	$1,363,355	$0	$1,363,355	$0	$1,363,355	$140,711	$1,504,066
Difference							
Revenue - Expense	$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 "projected")*	$196	$	$196	$	$198	$	$198

Funding Sources

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

Reallocation: The approval of this program will require no internal reallocation of resources.
Impact on Existing Budgets: There will be no impact on existing budgets.

Section VI: Program Curriculum

All Program Courses

General Education and Institutional Requirements			
Course Number	**Course Name**	**Credits**	**Prerequisites and Notes**
CIS 1200 *or* CIS 1201	Computer Literacy	0 – 3	Zero-credit test out available
ENGL 1010	Intro to Writing	3	Placement score
ENGL 2010	Intermediate Writing	3	ENGL 1010 (C or higher), LIB 1010
LIB 1000 or LIB 1010	Information Literacy	0 – 1	Zero-credit test out available
MATH 1050	College Algebra / Pre-Calculus	4	Placement score w/in last 2 years
AI	GE American Institutions course	3	Placement score
LS	GE Life Sciences course	3-4	
PS	GE Physical Sciences course	3-4	
FA	GE Laboratory course	1	
Fine Arts	GE Fine Arts course	3	
HUM	GE Literature / Humanities course	3	
SBS	GE Social and Behavioral Sciences	3	
EXPL	GE Exploration course	3 – 5	Prefix not used to fill other GE requirement
GLOCUP	GE Global and Cultural Perspectives course	0 – 3	Complete two with different prefixes; courses can fulfill other GE or program requirement
GLOCUP	GE Global and Cultural Perspectives course	0 – 3	
Pre-Business Requirements			
Course Number	**Course Name**	**Credits**	**Prerequisites and Notes**
ACCT 2010	Financial Accounting	3	
ACCT 2020	Managerial Accounting	3	ACCT 2010, CIS 1200
CIS 2010	Business Computer Proficiency (B- or higher)	3	CIS 1201 or CIS 1200 (B- orhigher)
COMM 1020 *Or* COMM 2110	Public Speaking *Or* Interpersonal Communication	3	
ECON 2010	Micro Economics	3	
ECON 2020	Macro Economics	3	ECON 2010
MATH 1100	Business Calculus	3	MATH 1050 (C orhigher)
MGMT 2050	Business Law	3	
STAT 2040	Business Statistics	4	CIS 1200, MATH 1010
	TOTAL CREDITS	**60**	Advanced standing status must be obtained prior to enrollment in any 3000 or 4000 level business course.

Business Requirements			
Course Number	**Course Name**	**Credits**	**Prerequisites and Notes**
MGMT 2510	Career Management	1	ENGL 1010
FIN 3150	Managerial Finance I	3	ACCT 2020, STAT 2040, and (ECON 1010 or ECON 2020)
MGMT 3400	Management and Organizations	3	
MGMT 3600	Production and Operations	3	STAT 2040
MGMT 4800	Strategic Management	3	Pre- or Co-requisites: FIN 3150, MGMT 3400, MGMT 3600, MKTG 3010, and (ACCT 3050 or IT3050)
MKTG 3010	Marketing Principles	3	
ENGL 3010	Writing in the Professions	3	ENGL 2010
MGMT 3510	Business Professional Ethics	2	ENGL 1010 (C orhigher)
Take One of the Following			
ACCT 3050	Accounting Info Systems	3	Pre- or Corequisites: ACCT 2020, CIS 2010
	OR		
IT 3050	Management Info Systems	3	CIS 2010, ENGL 1010 and MATH 1010 or higher
	TOTAL	**24**	
Finance Core Requirements			
Course Number	**Course Name**	**Credits**	**Prerequisites and Notes**
ACCT 3010	Intermediate Accounting I	3	ACCT 2020
MGMT 4040	Quantitative Decision Analysis	3	STAT 2040
FIN 3200	Money, Banking and Credit	3	Pre-or Co-requisite: FIN 3150
FIN 3750	Introduction to Investments	3	FIN 3150
FIN 4150	Managerial Finance II	3	FIN 3150
FIN 4750	Intermediate Investments/Portfolio Practicum	3	Pre-or Co-requisite: FIN 3750
	TOTAL	**18**	
Finance Elective Requirements (Choose 2 courses from the following)			
FIN 3500	Financial Negotiations	3	FIN 3150
FIN 4180	Entrepreneurial Finance	3	ACCT 2020 ,ENGL 2010. FIN 3150
FIN 4300	Real Estate Finance	3	FIN 3150
FIN 4380	Financial Modeling and Decision Making	3	FIN 3150
FIN 4400	International Finance	3	FIN 3150
	TOTAL	**6**	
Business Elective Courses (13 credits from the following or other approved courses)			
Course Number	**Course Name**	**Credits**	**Prerequisites and Notes**
ACCT 3020	Intermediate Accounting II	3	ACCT 3010
ACCT 3300	Cost Accounting	3	ACCT 2020

ACCT 3400	Tax Accounting I	3	ACCT 3010
ACCT 3440	Tax Practicum I		Pre- or Co-requisite: ACCT 3400
ACCT 3500	Accounting Practicum Techniques	3	ACCT 3020, ACCT 3400, and Co-requisite: ACCT 4400
ACCT 4030	Advanced Accounting	3	ACCT 3500 or ACCT 4400
ACCT 4100	Auditing	3	ACCT 3020
ACCT 4400	Tax Accounting II	3	ACCT 3400, Corequisite: ACCT 3500
ACCT 4440	Tax Practicum II	2	ACCT 3440 (B or higher) and Instructor permission required
ACCT 4600	Accounting Practicum	3	ACCT 3500
ECON 3500	International Economics	3	ECON 2020
IT 3500	Electronic Commerce	3	
IT 3550	Internet and E-Commerce Marketing	3	
IT 4450	Project Management	3	CS 1400 ,IT 1100 ,IT 3050, VT 1400
MGMT 3200	Small Business Management	3	ACCT 2010 ,ENGL 2010, MGMT 3400
MGMT 3700	Organizational Behavior	3	MGMT 3400
MGMT 4000	Purchasing and Supply Mgmt	3	Pre- or Co-requisite: MGMT 3600
MGMT 4200	Business Internship I	1-3	Advisor Permission Required
MGMT 4210	Business Internship II	1-3	MGMT 4200 and Advisor Permission Required
MGMT 4300	Human Resource Management	3	
MGMT 4600	Six Sigma I	3	MGMT 3600
MGMT 4610	Six Sigma II	3	MGMT 3600
MGMT 4900	Independent Research I	1-3	Advisor Permission Required
MGMT 4910	Independent Research II	1-3	MGMT 4900 and Advisor Permission Required
MGMT 4950	Seminar in Business	1-3	Advisor Permission Required
MILS 3200*	Tactical Leadership	3/1	MILS 1200, 1210, 2200, 2210, or Basic Training or Leadership Training Course (LTC) *Note*: MILS 4250 also has prerequisite of MILS 4210 **Requires 1 credit co-requisite lab*
MILS 3210*	Applied Leadership	3/1	
MILS 3250	Staff Organization and Operations	1-3	
MILS 4200*	Developmental Leadership	3/1	
MILS 4210*	Adaptive Leadership	3/1	
MILS 4250	Ranger Preparation	2	
MILS 4350	Special Project	3	
MKTG 3450	Consumer Behavior	3	
MKTG 3500	Promotion Management	3	MKTG 3010
MKTG 3515	Sales Management	3	CIS 2010, MKTG 3010, STAT 2040
MKTG 3900	Retail Management	3	MKTG 3010
MKTG 4100	Marketing Research	3	CIS 2010, ENGL 1010,MKTG 3010, STAT 2040
MKTG 4200	Entrepreneurial Marketing	3	CIS 2010, MKTG 3010, STAT 2040
MKTG 4700	Marketing Strategy	3	MKTG 3010
STAT 3200	Advanced Statistical Methods	3	STAT 2040

VT 3800	Corporate Identity	3	VT 2500
	TOTAL	**13**	
	TOTAL FOR BACCALAUREATE DEGREE	**121**	

New Courses to Be Added in the Next Five Years

Based on an external review and finance degrees offered at sister institutions, DSU anticipates adding the following courses as finance elective credit as demand increases:

- Advanced Investments/Derivatives
- Fixed Income Investments
- Financial Management

Program Schedule

Hypothetical Program Schedule, Bachelor of Science in Finance

Semester 1	
Course	**Credits**
COMM 1020, Public Speaking *or* COMM 2110, Interpersonal Communication	3
CIS 1200, Computer Literacy	3
ENGL 1010, Intro to Writing	3
GE Fine Arts course	3
Total	**12**
Semester 2	
Course	**Credits**
ACCT 2010, Financial Accounting	3
ENGL 2010, Intermediate Writing	3
ECON 2010, Micro Economics	3
MATH 1050, College Algebra/Pre-Calculus	4
GE American Institutions course	3
Total	**16**
Semester 3	
Course	**Credits**
MATH 1100, Business Calculus	3
ACCT 2020, Managerial Accounting	3
ECON 2020, Macro Economics	3
GE GLOCUP course	3
MGMT 2050, Business Law	3
Total	**15**
Semester 4	
Course	**Credits**
STAT 2040, Business Statistics	4
CIS 2010, Business Computer Proficiency	3
GE Life Science course	3
GE Physical Science course	3
GE Life Science or Physical Science Lab course	1
GE Literature / Humanities course / GE GLOCUP	3
Total	**17**

Semester 5	
Course	**Credits**
MGMT 2510, Career Management	1
FIN 3150, Managerial Finance I	3
MGMT 3400, Management and Organizations	3
MGMT 3600, Production and Operations	3
MKTG 3010, Marketing Principles	3
Business elective course	3
Total	**16**
Semester 6	
Course	**Credits**
ACCT 3050, Accounting Information Systems *or* IT 3050, Management Information Systems	3
FIN 3750, Intro to Investments	3
ACCT 3010, Intermediate Accounting I	3
Finance elective requirement	3
Business elective course	3
Total	**15**
Semester 7	
Course	**Credits**
FIN 3200, Money, Banking and Credit	3
MGMT 4040, Quantitative Decision Analysis	3
Finance elective requirement	3
Business elective course	3
ENGL 3010, Writing in the Professions	3
Total	**15**
Semester 8	
Course	**Credits**
MGMT 4800, Strategic Management	3
FIN 4150, Managerial Finance II	3
FIN 4500, Intermediate Investments/Portfolio Practicum	3
Business elective course(s)	4
MGMT 3510, Business Professional Ethics	2
Total	**15**
TOTAL CREDITS REQUIRED FOR DEGREE	**121**

Section VII: Faculty

Name	Position	Degree/Year	Area	Institution Awarding Degree
Kyle Wells	Professor	PhD / 2006	Finance	University of Utah
Helen Saar	Assistant Professor	PhD / 2012	Finance	University of Hawaii
Munir Mahmud	Professor	PhD / 1997	Economics	University of Illinois, Urbana-Champaign

Name	Position	Degree/Year	Area	Institution Awarding Degree
Shandon Gubler	Assistant Professor	PhD / 1985	Strategy	Brigham Young University
Scott Lindsey	Assistant Professor	PhD / 2011	Operations Mgmt	University of Utah
Nathan Staheli	Associate Professor	PhD / 2013	Accounting	University of Hawaii
Kevin Barrett	Professor	PhD / 1991	Accounting	Virginia Tech
R. Neil Walter	Adjunct	MBA/2003	Finance	Carnegie Mellon
Ron Wade	Adjunct	MBA/1993	International Bus.	Thunderbird
K. Adam Snow	Adjunct	MBA/2008	Finance	Pepperdine University
Hal Andersen	Adjunct	MBA/1984	Bus Admin	Brigham Young University

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July 3, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: R401, Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports – Changes to Clarify Policy

Issue

Clarity in the process Regents use to review institutional program changes assists both the Regents and the institutions. The array and types of programs needed to serve the citizens of Utah and the processes that assist approval and review of those programs are dynamic and need to be reflected in the Regents' policy for program approval and review. Several changes to the R401 are necessary at this time to reflect current needs and contextual changes.

Background

Areas where clarification of Regents' Policy 401 (Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports) would improve the USHE institutions' ability to prepare program proposals and provide for efficient review of proposals by the Regents have been identified and addressed as follows:

1. The Certificate of Proficiency (3.10) description clarifies how prerequisites may be required. The language also clarifies that these certificates lead toward gainful employment in a recognized occupation.
2. The Certificate of Completion (3.11) description clarifies that these certificates lead toward gainful employment in a recognized occupation.
3. Collections of courses that meet Utah State Office of Education licensure requirements for teaching certificate endorsements have not been consistently reviewed by the Regents in the past. The changed language defines the "Endorsement, K-12 Teaching" and provides a mechanism for Regent review.
4. "Professional Bachelor's Degrees" have been cited in recent versions of the R401, but not defined. A definition is now included.
5. The language for Conditional Three-Year Approvals for New Centers, Institutes or Bureaus was dropped from the R401 when expedited review processes were put in place. Circumstances where there is donor support or other university considerations continue to make a more rapid conditional approval process desirable. Language previously removed from the R401 has now been

reinstated. The expedited process continues to require institutional Board of Trustees approval prior to the Commissioner granting a conditional approval.

Policy Issues

The Chief Academic Officers and the Council of Presidents have reviewed and endorsed these recommended changes.

Commissioner's Recommendation

The Commissioner recommends the Regents approve these most recent revisions to Regents' Policy R401.

David L. Buhler
Commissioner of Higher Education

DLB/EJH
Attachment

Proposed Changes to Regents' Policy R401
SBR Consideration, 07-19-2013

Proposed Certificate Changes:

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 hours, or 900 clock hours) ending in a certificate issued under the authority of the institution, not requiring approval by the Board of Regents, or (2) a certificate less than a year in length but between 16-29 semester hours or 600-899 clock hours, meeting federal financial aid requirements, including that the program must provide training that prepares a student for gainful employment in a recognized occupation, and requiring approval by the Board of Regents.

For recording purposes Certificates of Proficiency will be classified in one of ~~two~~ three classifications when reported through the data office: (CP1) an entry level certificate offered by the institution, not needing Board Approval , (~~1~~CP2) an entry level CTE certificate, meeting Perkins eligibility requirements and made up of mostly 1000 level courses without prerequisites, or (2CP3) a certificate preparing students for a specific set of skills made up of courses selected from undergraduate programs, with or without prerequisites.

Criteria	Institutional CP1	SBR Approved CP2	SBR Approved CP3
SBR* Reviewed and Approved	No	Yes	Yes
Eligible for Financial Aid	No	Yes	Yes
Must be Designed for Gainful Employment	No	Yes	Yes
Credit Hours	Fewer than 30	16 – 29	16 - 29
Clock Hours	Fewer than 900	600 – 899	600 – 899
Course level	Undergraduate	Primarily 1000-1999	Undergraduate
May have prerequisites	Yes	No	Yes

**SBR – State Board of Regents*

~~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 consisting primarily of 1000-level courses and preparing people for gainful employment in a recognized occupation. ~~. Certificate 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.

Proposed Change to Clarify Definition of "Professional Degree":

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. A professional degree prepares students for a particular profession by emphasizing skills and practical analysis built upon theory and research and, most often, has specialized accreditation that sets acceptable practice standards. Professional degrees often require third-party licensure. Some professional bachelors' 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.

Proposed K-12 Endorsement Changes:

3.13. Endorsement, K-12 Teaching: A collection of courses, built upon a Regent-approved teacher education program that prepares K-12 teachers or teacher candidates for specific area certification by the Utah State Office of Education.

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

4.1.5.1. Endorsement Programs (Abbreviated Template, Appendix G). Endorsement programs, built upon teacher preparation programs already approved by the Regents, submitted separately as a limited collection of courses designed to meet endorsement certification requirements in specific areas as established and conveyed by the Utah State Office of Education.

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. Endorsement programs for USOE licensure in specific areas may be reviewed by school and college of education at the request of the OCHE staff.

Reinstatement of Language for Temporary/Conditional Approval for New Centers, Institutes, or Bureaus:

5.4.2. Conditional Three-Year Approval for New Centers, Institutes, or Bureaus (Abbreviated Template Required, Appendix G). Institutions may seek temporary approval from the Commissioner of Higher Education for a center, institute, or bureau which is being established on an experimental or pilot basis. The Commissioner will evaluate and approve requests for

temporary approval on the basis of the following criteria and conditions: (1) The proposed change requires a modest effort in terms of staff and space needs, normally with no permanent staff or no permanent facility assignment or is fully supported by external funding; (2) activities involved are consistent with established institutional mission and role assignments; (3) the administrative entity involved has programmatic affiliation with an existing academic program or department. Temporary approval of centers, institutes, etc., may be granted for a period no longer than three years, after which an institution must request approval of the Regents.

Utah System of Higher Education

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

Approved on November 16, 2012

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R401, Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports[1]

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

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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, November 18, 2011, and November 16, 2012.

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

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

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 hours, or 900 clock hours) ending in a certificate issued under the authority of the institution, not requiring approval by the Board of Regents, or (2) a certificate less than a year in length but between 16-29 semester hours or 600-899 clock hours, meeting federal financial aid requirements, including that the program must provide training that prepares a student for gainful employment in a recognized occupation, and requiring approval by the Board of Regents.

For recording purposes Certificates of Proficiency will be classified in one of three classifications when reported through the data office: (CP1) an entry level certificate offered by the institution, not needing Board Approval, (CP2) an entry level CTE certificate, meeting Perkins eligibility requirements and made up of mostly 1000-level courses without prerequisites, or (CP3) a certificate preparing students for a specific set of skills made up of courses selected from undergraduate programs, with or without prerequisites.

Criteria	Institutional CP1	SBR Approved CP2	SBR Approved CP3
SBR* Reviewed and Approved	No	Yes	Yes
Eligible for Financial Aid	No	Yes	Yes
Must be Designed for Gainful Employment	No	Yes	Yes
Credit Hours	Fewer than 30	16 – 29	16 - 29
Clock Hours	Fewer than 900	600 – 899	600 – 899
Course level	Undergraduate	Primarily 1000-1999	Undergraduate
May have prerequisites	Yes	No	Yes
**SBR – State Board of Regents*			

~~**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 typically one year in length (30-33 semester credit hours or 900-990 clock hours) approved by the Board of Regents consisting primarily of 1000-level courses and preparing people for gainful employment in a recognized occupation. 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.~~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. **Endorsement, K-12 Teaching**: A collection of courses, built upon a Regent-approved teacher education program that prepares K-12 teachers or teacher candidates for specific area certification by the Utah State Office of Education.

~~3.11.~~3.13. **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.

~~3.12.~~3.14. **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.~~3.15. **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. A professional degree prepares students for a particular profession by emphasizing skills and practical analysis built upon theory and research and, most often, has specialized accreditation that sets acceptable practice standards. Professional degrees often require third-party licensure. Some professional bachelors' 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. ~~**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).** Licensure preparation programs for teacher education, counselors, administrators, and other school personnel. ~~Endorsement and licensure preparation programs for teacher education, counselors, administrators, and other school personnel.~~

~~4.1.4.4.~~4.1.5.1. **Endorsement Programs (Abbreviated Template, Appendix G).** Endorsement programs, built upon teacher preparation programs already approved by the Regents, submitted separately as a limited collection of courses designed to meet endorsement certification requirements in specific areas as established and conveyed by the Utah State Office of Education.

~~4.1.5.~~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.

~~4.1.6.~~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. Endorsement programs for USOE licensure in specific areas may be reviewed by school and college of education at the request of the OCHE staff. ~~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~~Academic and Student 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~~Academic and Student 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~~Academic and Student 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~~ semester hours, meeting federal financial aid requirements, including that the program must provide training that prepares a student for gainful employment in a recognized occupation, are approved through this process. Certificates of Proficiency less than a year in length (less than 30 semester hours, or 900 clock hours) ending in a certificate issued under the authority of the institution ~~not falling within these parameters~~ are offered under the authority of the institution and do not require Regent approval. See definition in 3.910 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~~Academic and Student Affairs Staff. See R401-6, Proposal and Notification Submission Procedures, and appropriate Template instructions.

5.3.2.4. Review by the OCHE ~~Academic Affairs~~Academic and Student Affairs Staff and Commissioner Response. The OCHE ~~Academic Affairs~~Academic and Student 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. Conditional Three-Year Approval for New Centers, Institutes, or Bureaus (Abbreviated Template Required, Appendix G). Institutions may seek temporary approval from the Commissioner of Higher Education for a center, institute, or bureau which is being established on an experimental or pilot basis. The Commissioner will evaluate and approve requests for temporary approval on the basis of the following criteria and conditions: (1) The proposed change requires a modest effort in terms of staff and space needs, normally with no permanent staff or no permanent facility assignment or is fully supported by external funding; (2) activities involved are consistent with established institutional mission and role assignments; (3) the administrative entity involved has programmatic affiliation with an existing academic program or department. Temporary approval of centers, institutes, etc., may be granted for a period no longer than three years, after which an institution must request approval of the Regents.

~~5.4.2.~~5.4.3. **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~~Academic and Student 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~~Academic and Student Affairs staff as an electronic word processing document (preferably Microsoft Word).

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

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 R401-6 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~~academicaffairs@ushe.edu.
- The institution is responsible for maintaining a record of the submission as the OCHE ~~Academic Affairs~~Academic and Student Affairs office is not responsible for storing electronic copies of submitted proposals.

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):

Regents' Agenda Items		
R401-4 and R401-5 Approval by Committee of the Whole		
SECTION NO.		**ITEM**
4.1.1	☐	(AAS) Associate of Applied Science Degree
4.1.2	☐	(AA) Associate of Arts Degree
	☐	(AS) 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	☐	(CER C) 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*

[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.

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 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 (must be approved by the Regents)..... ☐
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.)

Program Description – Full Template

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

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	Dpt Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Dpt 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.

Data Category	Current – Prior to New Program Implementation	PROJ YR 1	PROJ YR 2	PROJ YR 3	PROJ YR 4	PROJ YR 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.)

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.

Appendix B: Full Template

Three-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		
	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: 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 R401-6 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~~academicaffairs@ushe.edu.

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

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*

[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.

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.

Departmental/Unit Enrollment and Staffing Data	Prior to Program Implementation	Year 1		Year 2		Year 3	
		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							
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	

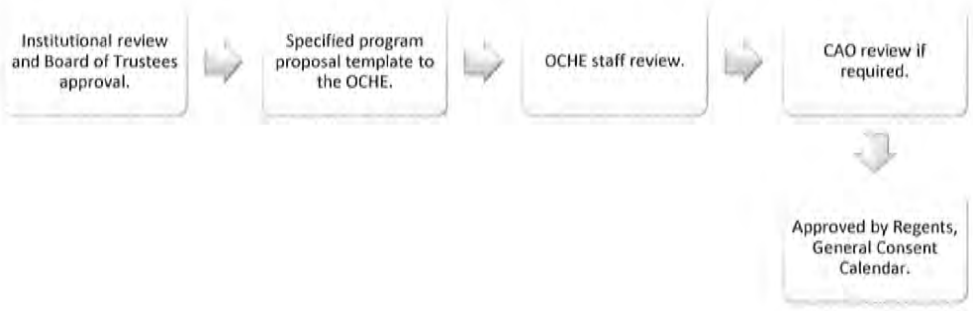
Institutional Analysis of Program to Date

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.

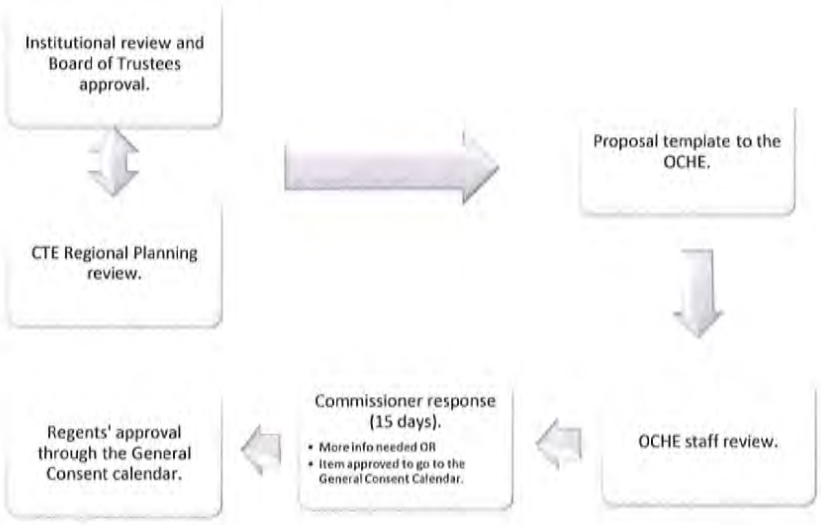
Employment Information

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



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~~academicaffairs@ushe.edu.

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

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 name change*
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	☐	(CER P) Certificate of Proficiency*
5.2.3	☐	(GCR) Graduate Certificate*
5.4.1	☐	New Administrative Unit
	☐	Administrative Unit Transfer
	☐	Administrative Unit Restructure
	☐	Administrative Unit Consolidation
5.4.2	☐	Conditional Three-Year Approval for New Centers, Institutes, or Bureaus
5.4.32	☐	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 must be recommended by the submitting institution. For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55

Program Request - Abbreviated Template

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

Section I: Request

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.)

Section II: Need

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.)

Section III: Institutional Impact

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.)

Section IV: Finances

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.)

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

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		

Course Prefix and Number	Title	Credit Hours
	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~~academicaffairs@ushe.edu.
- The institution is responsible for maintaining a record of the submission as the OCHE ~~Academic Affairs~~Academic and Student 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~~Academic and Student 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 System of Higher Education

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

Approved on November 16, 2012

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R401, Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports[1]

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

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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, November 18, 2011, and November 16, 2012.

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

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

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 hours, or 900 clock hours) ending in a certificate issued under the authority of the institution, not requiring approval by the Board of Regents, or (2) a certificate less than a year in length but between 16-29 semester hours or 600-899 clock hours, meeting federal financial aid requirements, including that the program must provide training that prepares a student for gainful employment in a recognized occupation, and requiring approval by the Board of Regents.

For recording purposes Certificates of Proficiency will be classified in one of three classifications when reported through the data office: (CP1) an entry level certificate offered by the institution, not needing Board Approval, (CP2) an entry level CTE certificate, meeting Perkins eligibility requirements and made up of mostly 1000-level courses without prerequisites, or (CP3) a certificate preparing students for a specific set of skills made up of courses selected from undergraduate programs, with or without prerequisites.

Criteria	Institutional CP1	SBR Approved CP2	SBR Approved CP3
SBR* Reviewed and Approved	No	Yes	Yes
Eligible for Financial Aid	No	Yes	Yes
Must be Designed for Gainful Employment	No	Yes	Yes
Credit Hours	Fewer than 30	16 – 29	16 - 29
Clock Hours	Fewer than 900	600 – 899	600 – 899
Course level	Undergraduate	Primarily 1000-1999	Undergraduate
May have prerequisites	Yes	No	Yes
**SBR – State Board of Regents*			

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 consisting primarily of 1000-level courses and preparing people for gainful employment in a recognized occupation. 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. Endorsement, K-12 Teaching: A collection of courses, built upon a Regent-approved teacher education program that prepares K-12 teachers or teacher candidates for specific area certification by the Utah State Office of Education.

3.13. 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.

3.14. 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.

3.15. 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. A professional degree prepares students for a particular profession by emphasizing skills and practical analysis built upon theory and research and, most often, has specialized accreditation that sets acceptable practice standards. Professional degrees often require third-party licensure. Some professional bachelors' 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). Licensure preparation programs for teacher education, counselors, administrators, and other school personnel.

4.1.5.1. Endorsement Programs (Abbreviated Template, Appendix G). Endorsement programs, built upon teacher preparation programs already approved by the Regents, submitted separately as a limited collection of courses designed to meet endorsement certification requirements in specific areas as established and conveyed by the Utah State Office of Education.

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. Endorsement programs for USOE licensure in specific areas may be reviewed by school and college of education at the request of the OCHE staff.

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 and Student 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 and Student 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 and Student 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 semester hours, meeting federal financial aid requirements, including that the program must provide training that prepares a student for gainful employment in a recognized occupation, are approved through this process. Certificates of Proficiency less than a year in length (less than 30 semester hours, or 900 clock hours) ending in a certificate issued under the authority of the institution are offered under the authority of the institution and do not require Regent approval. See definition in 3.10 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 and Student Affairs Staff. See R401-6, Proposal and Notification Submission Procedures, and appropriate Template instructions.

5.3.2.4. Review by the OCHE Academic and Student Affairs Staff and Commissioner Response. The OCHE Academic and Student 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. Conditional Three-Year Approval for New Centers, Institutes, or Bureaus (Abbreviated Template Required, Appendix G). Institutions may seek temporary approval from the Commissioner of Higher Education for a center, institute, or bureau which is being established on an experimental or pilot basis. The Commissioner will evaluate and approve requests for temporary approval on the basis of the following criteria and conditions: (1) The proposed change requires a modest effort in terms of staff and space needs, normally with no permanent staff or no permanent facility assignment or is fully supported by external funding; (2) activities involved are consistent with established institutional mission and role assignments; (3) the administrative entity involved has programmatic affiliation with an existing academic program or department. Temporary approval of centers, institutes, etc., may be granted for a period no longer than three years, after which an institution must request approval of the Regents.

5.4.3. 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 and Student 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:

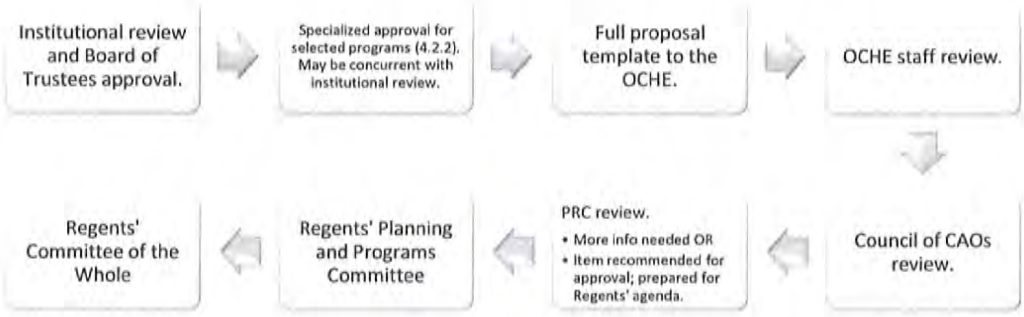
6.2.1. Be written in a formal style, using third person.

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 and Student Affairs staff as an electronic word processing document (preferably Microsoft Word).

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



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 R401-6 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@ushe.edu.
- The institution is responsible for maintaining a record of the submission as the OCHE Academic and Student Affairs office is not responsible for storing electronic copies of submitted proposals.

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):

Regents' Agenda Items		
R401-4 and R401-5 Approval by Committee of the Whole		
SECTION NO.		**ITEM**
4.1.1	☐	(AAS) Associate of Applied Science Degree
4.1.2	☐	(AA) Associate of Arts Degree
	☐	(AS) 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	☐	(CER C) 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*

[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.

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 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 (must be approved by the Regents).....	☐
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.)

Program Description – Full Template

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

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	Dpt Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Dpt 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.

Data Category	Current – Prior to New Program Implementation	PROJ YR 1	PROJ YR 2	PROJ YR 3	PROJ YR 4	PROJ YR 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.)

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.

Three-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		
	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: 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 R401-6 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@ushe.edu.

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

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*

[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.

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.

Departmental/Unit Enrollment and Staffing Data	Prior to Program Implementation	Year 1		Year 2		Year 3	
		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							
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	

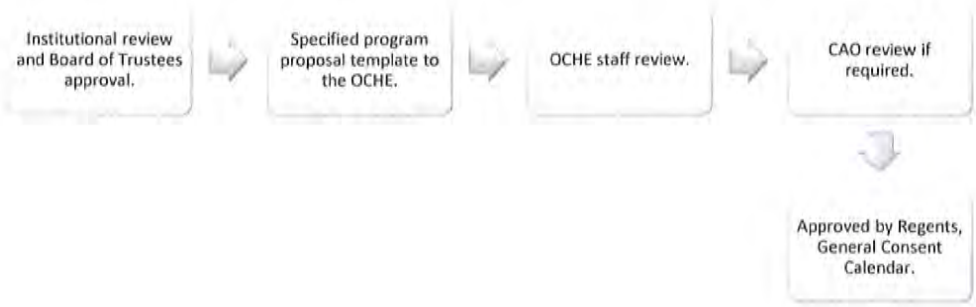
Institutional Analysis of Program to Date

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.

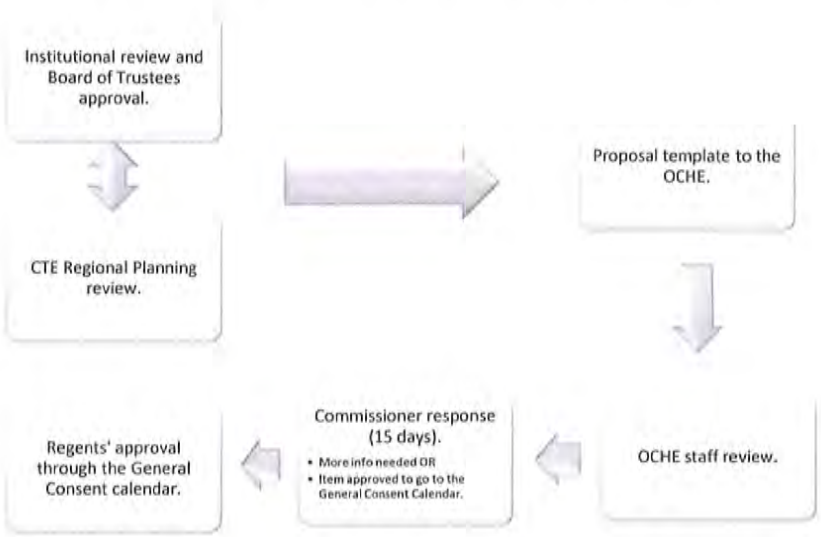
Employment Information

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



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@ushe.edu.

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

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 name change*
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	☐	(CER P) Certificate of Proficiency*
5.2.3	☐	(GCR) Graduate Certificate*
5.4.1	☐	New Administrative Unit
	☐	Administrative Unit Transfer
	☐	Administrative Unit Restructure
	☐	Administrative Unit Consolidation
5.4.2	☐	Conditional Three-Year Approval for New Centers, Institutes, or Bureaus
5.4.3	☐	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 must be recommended by the submitting institution. For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.

Program Request - Abbreviated Template

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

Section I: Request

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.)

Section II: Need

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.)

Section III: Institutional Impact

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.)

Section IV: Finances

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.)

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

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		

Course Prefix and Number	Title	Credit Hours
	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@ushe.edu.
- The institution is responsible for maintaining a record of the submission as the OCHE Academic and Student 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 and Student 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

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July 3, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Designating the American Council on Education as a Recognized Entity from which to Receive Recommendations of Credit for Military Service and Training

Issue

House Bill 254, College Credits for Veterans, enacted during the state 2013 legislative session, states:

> An institution of higher education listed in Section 53B-2-101 shall award credit for military service and training as recommended by a postsecondary accreditation agency or association designated by the State Board of Regents...

It is recommended the Regents designate the American Council on Education for this purpose.

Background

The American Council on Education (ACE) is a visible and influential higher education association that represents presidents from some 1800 higher education institutions throughout the United States. Most Utah System of Higher Education (USHE) institutions are members of ACE. The American Council on Education is known throughout the higher education community for its work on evaluating learning that has occurred outside traditional educational contexts. Military training and service is a large piece of the evaluation system developed by ACE. It is arguably the premier source for institutions to receive third party endorsement for learning that individuals acquire from military service. As such there is sound justification to designate ACE as an association from which the USHE institutions would receive recommendations for credit as required in HB 254. The Northwest Commission on Colleges and Universities provides leeway for institutions to evaluate and award credit for previous learning but does not evaluate and recommend requests for credit from individuals, thus, it makes sense to designate ACE, and not the regional accrediting body, to comply with HB 254.

This recommendation has been vetted through the USHE Chief Academic Officers and the USHE Chief Student Services Officers and is supported by these groups. Office of the Commissioner of Higher Education (OCHE) staff informed the Utah Department of Veterans Affairs and the American Council on Education of this recommendation.

Policy Issues

Regent Policy R470, General Education, Common Course Numbering, Lower-Division Pre-Major Requirements, Transfer of Credits, and Credit by Examination provides guidance for institutions to award credit for learning that students bring with them upon admittance. House Bill 254 is not inconsistent with this policy, although the OCHE staff is reviewing this policy to determine if revisions should be made. Institutions have expressed they are able to manage the requirements set forth in the bill.

Commissioner's Recommendation

The Commissioner recommends the Regents approve designating the American Council on Education as a recognized entity from which to receive recommendations of credit for military service and training as required by Utah legislation.

David L. Buhler
Commissioner of Higher Education

DLB/BKC
Attachment

COLLEGE CREDITS FOR VETERANS

2013 GENERAL SESSION

STATE OF UTAH

Chief Sponsor: Paul Ray

Senate Sponsor: Peter C. Knudson

Cosponsors:
Jacob L. Anderegg
Patrice M. Arent
Rebecca Chavez-Houck
Tim M. Cosgrove
Rich Cunningham
Brad L. Dee
Susan Duckworth
Rebecca P. Edwards
Richard A. Greenwood
Stephen G. Handy
Lynn N. Hemingway
Gregory H. Hughes
Eric K. Hutchings
John Knotwell
David E. Lifferth
Ronda Rudd Menlove
Curtis Oda
Lee B. Perry
Jeremy A. Peterson
Marie H. Poulson
Marc K. Roberts
Jennifer M. Seelig
John R. Westwood

LONG TITLE

General Description:

This bill requires a college or university within the state system of higher education to award credit for certain military service training and experience.

Highlighted Provisions:

This bill:

- defines terms;
- requires an institution of higher education to award credit for military service and training as recommended by a postsecondary accreditation agency or association designated by the State Board of Regents;
- provides for the transfer of credit awarded among institutions of higher education; and
- requires the State Board of Regents and the Utah College of Applied Technology

Board of Trustees to report annually to the Education Interim Committee and the Utah Department of Veterans' Affairs.

Money Appropriated in this Bill:

None

Other Special Clauses:

None

Utah Code Sections Affected:

ENACTS:

53B-16-107, Utah Code Annotated 1953

Be it enacted by the Legislature of the state of Utah:

Section 1. Section **53B-16-107** is enacted to read:

53B-16-107. Credit for military service and training -- Transferability -- Reporting.

(1) As used in this section, "credit" includes proof of equivalent noncredit course completion awarded by the Utah College of Applied Technology.

(2) An institution of higher education listed in Section 53B-2-101 shall award credit for military service and training as recommended by a postsecondary accreditation agency or association designated by the State Board of Regents or the Utah College of Applied Technology Board of Trustees if:

(a) requested by the student; and

(b) the student has met with an advisor at an institution of higher education listed in Section 53B-2-101 at which the student intends to enroll to discuss applicability of credit to program requirements, possible financial aid implications, and other factors that may impact attainment of the student's educational goals.

(3) Upon transfer within the state system of higher education, a student may present a transcript to the receiving institution for evaluation and to determine the applicability of credit to the student's program of study, and the receiving institution shall evaluate the credit to be

transferred pursuant to Subsection (2).

(4) The State Board of Regents and the Utah College of Applied Technology Board of Trustees shall annually report the number of credits awarded under this section by each institution of higher education to the Education Interim Committee and the Utah Department of Veterans' Affairs.

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July 3, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah Valley University – Authorization to Expand the Institutional Residence

Issue

Utah Valley University (UVU) has requested authorization to expand the existing institutional residence to make it more suitable for the family needs of the current president.

Background

During their March 25, 2013 meeting, the Regents delegated authorization to the institutional Boards of Trustees to approve and oversee the remodeling of existing institutional residences to accommodate these needs within specified parameters. The expansion proposed by UVU exceeds the parameters of the delegated authority provisions that limit increases in size to 10% of existing space and in project cost to $100,000. As a result, this project requires Board approval. The attached letter from the university provides the relevant information about the proposed expansion. Schematics showing the existing floor plan and proposed expansion are also attached for your information. Institutional representatives will be present at the meeting to respond to questions as needed.

Commissioner's Recommendation

The Commissioner recommends that the Regents authorize UVU to proceed with this proposed expansion and report back to the Board on the final details once bids have been received.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachment

UVU

UTAH VALLEY UNIVERSITY

VICE PRESIDENT *for* FINANCE & ADMINISTRATION

June 13, 2013

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

Dear Commissioner Buhler,

We are asking the Board of Regents to approve the construction of a small addition to the institutional residence. This residence has been updated but never added to in order to accommodate a President with a family.

We are proposing a small remodel of the institutional residence which would add 610 square feet to the 1st level of the residence. This addition would add a bedroom, bathroom, utility room, and small amount of square footage to the family room. This addition allows the recapture of an additional bedroom effectively adding two additional bedrooms to the residence.

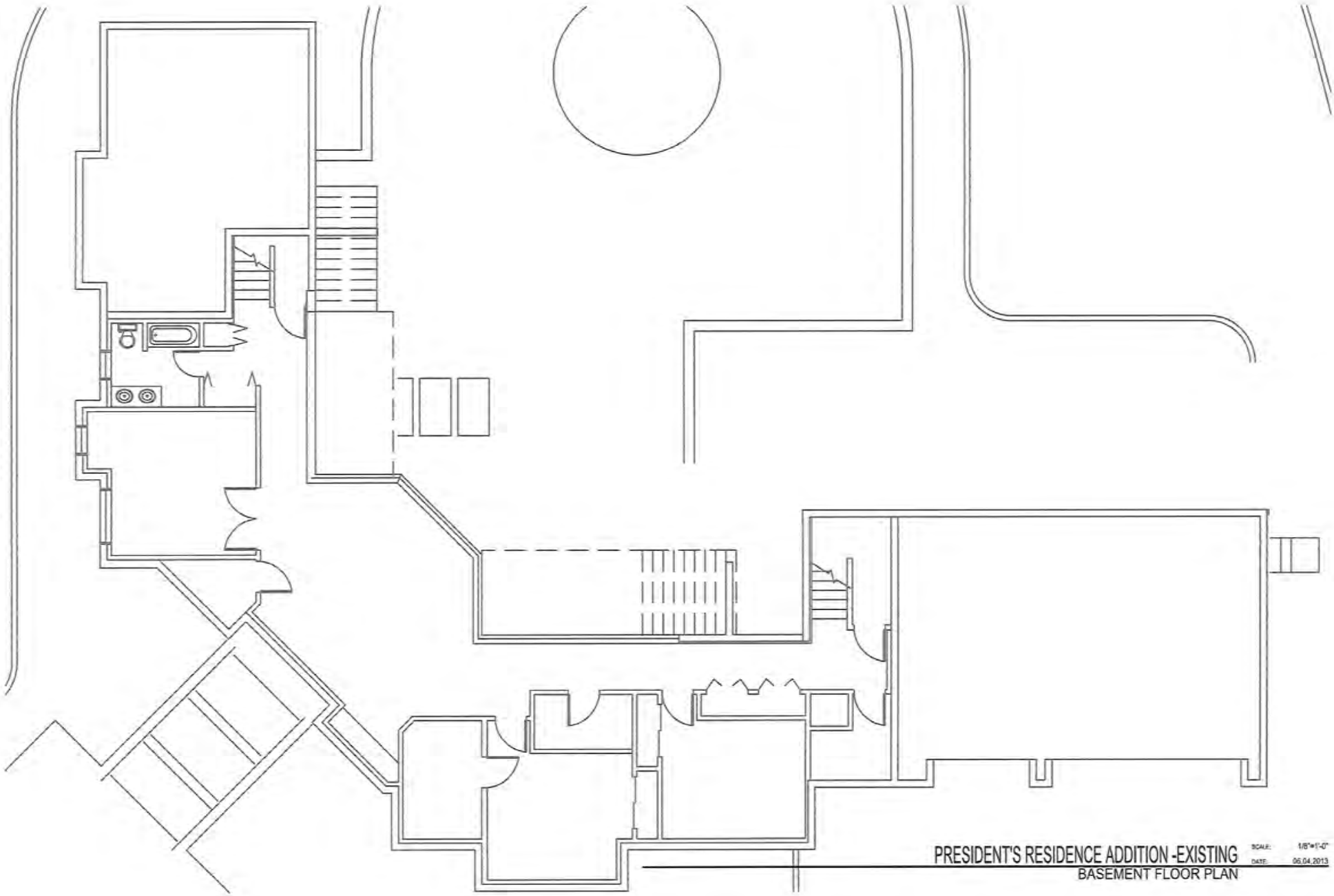
We estimate the cost of this addition would be $130,000, which would be funded through donated funds. This addition will allow the institutional residence to better fit the needs of a President with children and create a better living environment. Previous President's have been themselves and their spouse, and the home has been more than adequate. This remodel is to adjust the institutional residence to be more accommodating for a family.

If you have any questions, please feel to contact me at (801)863-8424 or e-mail at petersva@uvu.edu.

Sincerely,

Val L. Peterson
Vice President for Finance and Administration

800 WEST UNIVERSITY PARKWAY · OREM, UTAH 84058-5999 · MS 196 *phn* 801 863 8424 *fax* 801 226 5207

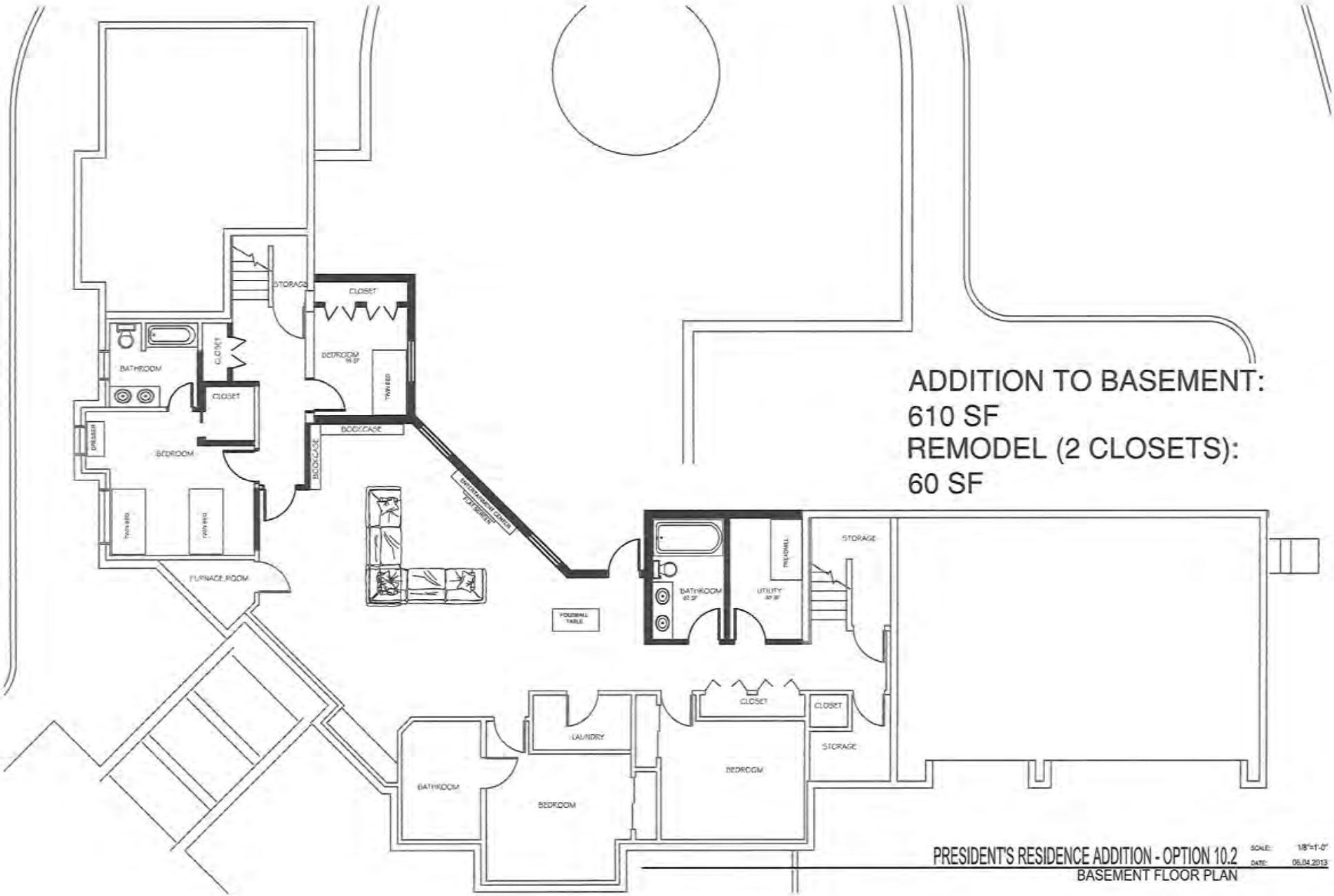


PRESIDENT'S RESIDENCE ADDITION -EXISTING

BASEMENT FLOOR PLAN

SCALE: 1/8"=1'-0"

DATE: 06.04.2013



PRESIDENT'S RESIDENCE ADDITION - OPTION 10.2

BASEMENT FLOOR PLAN

SCALE: 1/8"=1'-0"

DATE: 06.04.2013

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July 3, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: R713, Funding of Student Centers

Issue

Policy R713 *Funding of Student Centers* has recently been reviewed by the Office of the Commissioner and USHE institutional representatives; this review is a part of the continuing review of all Regental policies. A result of this review is the recommendation to more effectively describe the USHE capital funding request process for Student Centers.

Background

The policy language dates back more than a decade. Updated language includes:

- Delineating that USHE capital funding requests and related O&M funding requests for Student Centers should be based on the portion of the facility designated as Student Services and other relevant Education and General space;
- Section 4.4. (Exceptions to Policy) is no longer relevant, applicable now to only one USHE institution that is fine with the removal of the section. It has therefore has been eliminated;
- Outlining that funding for these projects will be considered as part of the annual capital development approval and prioritization cycle.

Policy Changes

The proposed amendment to R713 is in compliance with Utah state statutes: Utah Code §53B-6-101, Master Planning and Utah Code §53B-20-101, Property of Institutions to Vest in State Board.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the revisions to policy R713 Funding of Student Centers, effective immediately.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH/CRW
Attachment

UTAH SYSTEM OF HIGHER EDUCATION
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R713, Funding of Student Centers[1]

R713-1. Purpose: To establish guidelines for funding USHE capital development projects that consist of both Student Services Space, and Student-related Auxiliary and Ancillary Space.

R713-2. References

2.1. Utah Code §53B-6-101 (Master Planning - Board Establishes Criteria to Meet Capital Budgetary Needs)

2.2. Utah Code §53B-20-101 (Property of Institutions to Vest in State Board)

2.3 Policy and Procedures R741, Capital Development Prioritization – CDP

R713-3. Definitions

3.1. Student Services Space: Institutional space that houses functions directly supporting students in their academic pursuits. Examples of such space include: admissions, academic records, registration, counseling, career guidance, student aid administration, multi-cultural centers, veterans affairs, disability resource centers, and school relations.

3.2. Student-Related Auxiliaries and Ancillary Space: All other institutional space in a student center or other student-oriented facility or development project not defined as Student Services Space according to Section 3.1. Examples of such space include: college bookstores, food services, recreational services, student organizations, private vendors, and student health services.

R713-4. Policy

4.1. Determination of Space-Type Percentages: The Office of the Commissioner, working with the relevant USHE institution, shall evaluate each capital development proposal for a student center, student center expansion or similar project, to determine ~~what~~ the percentage of ~~the~~ proposed new space that is Student Services ~~Space~~, and other relevant Education and General space, and ~~what~~ the percentage that is Student-related Auxiliary and Ancillary Space.

4.2. Capital Funding Requests Proportional to Space-Type Percentages: State funding for an ~~An~~ institution's capital development project request ~~funding plan~~ for any student center, student center expansion or similar capital development project ~~shall include~~ should be based on the portion of space in the facility designated as ~~state funding for~~ Student Services ~~Space,~~ and other relevant Education and General space. ~~and a~~Auxiliary, student fee, revenue bond and other relevant non-state funding for Student-related Auxiliary and Ancillary Space must be included in the proposed financing plan unless there are extenuating circumstances that make this requirement impractical.

4.3. O&M Funding Requests Proportional to Space-type Percentages: ~~An institution's~~ The operation and maintenance funding ~~plan~~ request for any student center, student center expansion or similar project shall ~~include~~ be based on relevant percentages of each type of applicable space as determined in 4.2 above. ~~state funding for Student Services Space, and auxiliary, student fee and other relevant non-state funding for Student-related Auxiliary and Ancillary Space.~~

[1] Adopted November 14, 1997.

~~4.4. **Exceptions to Policy**: Student space related capital development proposals at institutions of 4,000 student FTE or fewer shall be reviewed by the Office of the Commissioner to determine whether the requirements of Sections 4.2 and/or 4.3 place an undue burden on the student body to support institutional space with student fees. If such a determination is made, the Office of the Commissioner shall recommend to the Regents an alternative financing plan for the capital development and operation and maintenance of such facility.~~

4.4 Project Approval and funding Consideration: The need for and consideration of funding for these facilities will be evaluated during the annual capital development approval and prioritization cycle in accordance with the above tenets and the quantitative elements of Policy R741, Capital Development Prioritization – CDP.

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July 3, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: R714, Capital Facilities Community Impact

Issue

Policy R714 *Capital Facilities Community Impact* has recently been reviewed by the Office of the Commissioner and USHE institutional representatives; this review is a part of the continuing review of all Regental policies. A result of this review is the recommendation to clarify language related to the Board's review of campus master plans.

Background

The policy language dates back two decades. Updated language includes:

- Specifying the current practice of "biennial" reviews of campus master plans by the Board; and
- More descriptively identifying Board consideration of the community impact of "material" changes to campus master plans.

Policy Changes

The proposed amendment to R714 is in compliance with Utah state statutes: Utah Code §53B-6-101, Master Planning and Utah Code §63A-5, State Building Board, Division of Facilities Construction and Management.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the revisions to policy R714 Capital Facilities Community Impact, effective immediately.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH/CRW
Attachment

UTAH SYSTEM OF HIGHER EDUCATION
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R714, Capital Facilities Community Impact[1]

R714-1. Purpose: To provide for the development of institutional policy in matters relating to planning activities for capital facilities projects on the respective campuses where there are issues such as traffic patterns and volume, parking, impact on municipal utilities systems and other services, noise, health and safety issues, which could be reasonably expected to affect the neighborhoods or the community beyond campus boundaries.

R714-2. References

2.1. Utah Code §53B-6-101 (Master Planning - Board Establishes Criteria to Meet Capital Budgetary Needs)

2.2. Utah Code §53B-20-101 (Property of Institutions to Vest in State Board)

2.3. Utah Code Title 63A, Chapter 5 (State Building Board - Division of Facilities Construction and Management)

2.4. Policy and Procedures R710, Capital Facilities

R714-3. Policy

3.1. Institutional Policies: An institution of the Utah System of Higher Education is an integral part of the community it serves and the municipality in which it is located. Even though an institution is exempt from the planning and zoning authority of the local governmental units in which it is located, the President, with the approval of the institutional Board of Trustees, shall develop an institutional capital facilities community impact policy. A copy of the adopted policy shall be filed with the Commissioner's Office.

3.2. Topics for Consideration in an Institutional Capital Facilities Community Impact Policy: Institutional policy should address issues, where appropriate, such as: how to minimize adverse impacts on the institution's local neighborhood and community in a manner consistent with the attainment of the institution's legitimate mission and goals; consultation with affected municipal or county planning and zoning authorities; even though institutions are exempt, consideration of factors which would ordinarily be included in local planning and zoning processes; and scheduling public meetings to review campus facilities master plans.

3.3. Board Review of Master Plans: The State Board of Regents conducts a ~~regular~~ biennial review of the comprehensive campus facilities master plan for each institution in correlation with academic master plans as provided in R710-4.5.2. Prior to approval of an institution's campus master plan, the Board will consider reports of institutionally sponsored public meetings or other input from institutional processes established under this policy to assess the community impact of material changes in the master plan. These Regent reviews normally take place during public meetings of the Board held on the campus.

[1] Adopted November 17, 1989, revised September 24, 1993.

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July 3, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: R720, Capital Facilities Master Planning

Issue

Policy R720 *Capital Facilities Master Planning* has recently been reviewed by the Office of the Commissioner and USHE institutional representatives; this review is a part of the continuing review of all Regental policies. A result of this review is the recommendation to clarify language related to institutional space allocation and priority for renovation, replacement, and improvement of existing facilities.

Background

The policy language dates back more than three decades. It is important to note that the intent of section 3.4., Priority for Renovation, Replacement, and Improvement of Existing Facilities, is not changing but rather revisions are an attempt to clarify the priority for renovation, replacement, and improvement of existing facilities.

Policy Changes

The proposed amendment to R720 is in compliance with Utah state statutes: Utah Code §53B-6-101, Master Planning and Utah Code §63A-5, State Building Board, Division of Facilities Construction and Management.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the revisions to policy R720 Capital Facilities Master Planning, effective immediately.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH/CRW
Attachment

UTAH SYSTEM OF HIGHER EDUCATION
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R720, Capital Facilities Master Planning[1]

R720-1. Purpose: To provide for comprehensive capital facilities master planning based on approved programmatic planning at the institutions.

R720-2. References

2.1. Utah Code §53B-6-101 (Master Planning - Board Establishes Criteria to Meet Capital Budgetary Needs)

2.2. Utah Code §53B-20-101 (Property of Institutions to Vest in State Board)

2.3. Utah Code Title 63A, Chapter 5 (State Building Board - Division of Facilities Construction and Management)

2.4. Policy and Procedures R710, Capital Facilities

R720-3. Policy

3.1. Projects Based on Master Plans: Comprehensive capital facilities master plans shall be completed and approved for each institution based on its approved programmatic planning. Construction of new and remodeling of existing capital facilities will be undertaken only when the need for such construction and remodeling is demonstrated with reference to approved institutional programmatic and capital facilities master planning and other justification data including student enrollments, space utilization, structural obsolescence, operational inefficiencies, operating budget constraints, other relevant justification information including full consideration of the availability of State and other resources.

3.2. Periodic Updates: The capital facilities planning process is continuous and the higher education environment is dynamic; therefore, policies and guidelines must be constantly reviewed and updated periodically to reflect demonstrable changes in planning and environment.

3.3. Renovation and Replacement of Existing Facilities: The projected cost of maintenance, correction, renovation, improvement and replacement of existing capital facilities within the Utah System of Higher Education will place a substantial continuing and growing financial burden on the State of Utah.

3.3. Space Allocation: The institutions comprising the Utah System of Higher Education shall be ~~more~~ increasingly thorough and innovative in their allocation and reallocation of space within their existing physical plants, rather than relying on the addition of new space.

3.4. Priority for Renovation, Replacement and Improvement of Existing Facilities: ~~Examination of the quality and type of space within the Utah System of Higher Education indicates that c~~Capital facilities planning emphasis should ~~ordinarily~~ in general be placed on renovation, replacement and improvements ~~of~~ to the existing physical plant (facilities and infrastructure). ~~and that p~~Present and future capital facilities expenditures should be ~~largely limited~~ focused first on ~~to~~ these activities~~, except in those instances where~~ with the addition of certain types of new space for specific purposes ~~can be~~ justified on the basis of specific needs for which ~~cannot be reasonably met from existing space even if renovated~~ renovation, replacement, and improvement of existing space is not economically viable or otherwise reasonably feasible.

[1] Approved September 16, 1975.

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July 3, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: R761, Physical Education, Intramural Sports and Special Events Facilities

Issue

Policy R761 *Physical Education, Intramural Sports and Special Events Facilities* has recently been reviewed by the Office of the Commissioner and USHE institutional representatives; this review is a part of the continuing review of all Regental policies. A result of this review is the recommendation to add language related to the project approval and funding consideration for physical education buildings.

Background

The policy language dates back more than three decades. Section 3.5., Project Approval and Funding Consideration, outlines that funding for physical education, intramural sports, and special events facilities projects will be considered as part of the annual capital development approval and prioritization cycle.

Policy Changes

The proposed amendment to R761 is in compliance with Utah state statutes: Utah Code §53B-6-101, Master Planning and Utah Code §53B-20-101, Property of Institutions to Vest in State Board.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the revisions to policy R761 Physical Education, Intramural Sports and Special Events Facilities, effective immediately.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH/CRW
Attachment

UTAH SYSTEM OF HIGHER EDUCATION
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R761, Physical Education, Intramural Sports and Special Event Facilities[1]

R761-1. Purpose: To provide guidelines for the development and funding of physical education, intramural sports and special event facilities.

R761-2. References

2.1. Utah Code §53B-6-101 (Master Planning - Board Establishes Criteria to Meet Capital Budgetary Needs)

2.2. Utah Code §53B-20-101 (Property of Institutions to Vest in State Board)

2.3. Policy and Procedures R710, Capital Facilities

2.4. Policy and Procedures R741, Capital Development Prioritization - CDP

R761-3. Policy

3.1. Benefits of Physical Education: The State Board of Regents reaffirms its support for physical education training and intramural sports as an integral part of the higher education process at all nine institutions in the Utah System of Higher Education. The Board also recognizes the benefits which these programs, and the facilities which support them, provide for the students and for citizens in the surrounding communities as sources of recreation and physical health and well-being.

3.2. Need to Supplement State Funding: State resources to fund adequate campus facilities for physical education and recreational activities are limited. Accordingly, in order to assure an equitable and balanced allocation of available funds for higher education purposes, every effort must be made to supplement state funding of campus-based physical education facilities with additional resources coming primarily from individuals who will realize the benefits derived from their existence.

3.3. Local Financial Support: The Board of Regents will hereafter recommend appropriation of state funds for campus physical education facilities only if it is assured that local resources from private gifts, local community bonding, and/or student fees will also be used, in appropriate degree, to fund a reasonable share of the cost of constructing, enlarging, or remodeling the facilities.

3.4. Proportionate Shares Customized: The proportionate shares of the facilities to be recommended for funding from private, local, and state funds, respectively, will be determined in each case based on the totality of the relevant circumstances, including but not limited to the scope and character of the proposed facilities, the ability of the institution and surrounding community to provide local financial support, the capability of the student body to contribute to the project through mandatory student fees, the expected availability of state resources for the project, and equitable considerations based upon experience with respect to similar projects at the same and other institutions in previous years.

3.5. Project Approval and Funding Consideration: The need for and consideration of funding for these facilities will be evaluated during the annual capital development approval and prioritization cycle in

[1] Approved January 18, 1983.

accordance with the above tenets and the quantitative elements of Policy R741, Capital Development Prioritization – CDP.

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July 3, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: R558, Surplus Property

Issue

Policy R558 *Surplus Property* has recently been reviewed by the Office of the Commissioner and USHE institutional representatives; this review is a part of the continuing review of all Regental policies. A result of this review is the recommendation to update language relative to the interaction between the institutions and the State Division of Purchasing and General Services relating to surplus property.

Background

At one time the State Division of Fleet Operations handled the State's surplus property program. Language throughout the policy has been changed to recognize that the State Division of Purchasing and General Services carries out that function now. However, the State of Utah Division of Purchasing & General Services surplus property program will be ending later this year, with the exception of sales of vehicles and sales of federal surplus property. Section 4.4., Notification to State Division of Purchasing and General Services, reflects this reality.

Policy Changes

The proposed amendment to R558 is in compliance with Utah state statutes: Utah Code §63A-2-402, State surplus property program – Participation by institutions of higher education.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the revisions to policy R558 Surplus Property, effective immediately.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/BLS/CRW
Attachment

UTAH SYSTEM OF HIGHER EDUCATION
Building a Stronger State of Minds

R558, Surplus Property[1]

R558-1. Purpose: To provide for certain interaction between the institutions and the State Division of ~~Fleet Operations~~ Purchasing and General Services relating to surplus property.

R558-2. References

2.1. Utah Code §63A-~~9-802~~ 2-402 (State surplus property program – Participation by institutions of higher education)

R558-3. Definitions

3.1. **Surplus Property**: Surplus property means property purchased by, seized by, or donated to, an institution which is no longer needed by the institution and is to be disposed of by the institution. Surplus property does not mean real property.

3.2. **Internal Transfer**: Internal transfer means transfer of surplus property internally within an institution.

3.3. **External Sale**: External sale means disposition of property outside of the institution.

R558-4. Policy

4.1. **Institutional Programs**: Each institution shall maintain its own surplus property program.

4.2. **External Sale**: External disposition of property shall be in compliance with applicable restrictions of any donor, the federal government, or other entity from which the property was originally acquired.

4.3. **Preference for Internal Use**: Institutions are encouraged to transfer surplus property internally before disposing of the property externally.

4.4. **Notification to State Division of ~~Fleet Operations~~ Purchasing and General Services**: Each institution shall submit to the State Division of ~~Fleet Operations~~ Purchasing and General Services a listing of ~~surplus property~~ vehicles available for sale outside the institution, at least 15 days prior to the intended sale date.

4.5. **Preference for Acquisitions of Surplus Property**: Institutions are encouraged to acquire federal ~~and state~~ surplus property from the State Division of ~~Fleet Operations~~ Purchasing and General Services or from other institutions in order to reduce expenditures.

4.6. **Retention of Proceeds**: Proceeds from the sale of surplus property are retained by the institution.

4.7. **Oversight by and Report to the Board of Trustees**: The Board of Trustees of each institution is responsible for general oversight of surplus property operations. Each institution shall report annually to its Board of Trustees regarding its surplus property operation. The report shall provide information on revenues, expenditures and allocation of net revenues in a form specified in the annual budget process.

[1] Approved June 15, 1994; amended November 3, 1995 and September 2, 1999.

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July 3, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah State University - Aggie Life & Wellness Center and Athletic Training Facility Student Building Fee Revenue Bond Resolution

Issue

Utah State University is seeking authorization to issue Student Building Fee revenue bonds with a bond amount of $37.5 million plus amounts necessary for issuance costs, a debt service reserve, and capitalized interest, as applicable, for financing of following projects:

- Aggie Life and Wellness Facility - $30 million of bonding authority approved by the 2013 Legislature
- Athletic Training Center - $7.5 million of bonding authority approved by the 2011 Legislature

Background

Approval for USU to seek legislative authorization for these bonds was provided by the Regents with legislative authorization as noted above. The University's request letter, the Approving Resolution, and a Financing Summary that summarizes the essential parameters of the issue are attached for your review. Representatives from the University, the University's bond counsel (Chapman & Cutler, LLP), and the University's financial advisor (Zions Bank) will be present at the meeting to address questions from the Board.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve USU's request to issue the bonds after discussion and agreement with the specified parameters.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachment

Revised

UtahState University
VICE PRESIDENT FOR BUSINESS AND FINANCE

June 17, 2013

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 requests approval to issue Student Building Fee Revenue Bonds, Series 2013, in order to finance the construction of the Aggie Life & Wellness Center and the Athletic Training Facility.

On June 21, 2013, the University will present, for approval at the next Board of Trustees meeting, a resolution authorizing the issuance of up to $37,500,000 plus capitalized interest, costs of issuance, debt service reserve requirements, etc. to finance the construction of both facilities. Representatives of the institution, the financial advisor, and bond counsel will be present at the July 19, 2013 Board of Regents meeting to respond to questions.

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

cc: Greg Stauffer, Associate Commissioner for Planning, Finance, and Facilities
Stan Albrecht, President
Dan Christensen, Controller
Dwight Davis, Associate Vice President for Business and Finance

1445 Old Main Hill Logan, UT 84322-1445 Ph: (435) 797-1146 Fax: (435) 797-0710 www.usu.edu/vpbus

Utah State University
Student Building Fee Revenue Bonds, Series 2013B
Preliminary Summary Sheet

Proposed Issue:	Student Building Fee Revenue Bonds
Total Approximate Issue Size:	$38,600,000
Use of Funds:	To provide up to $30,000,000 to finance the cost of constructing the Aggie Life & Wellness Center; provide up to $7,500,000 to finance the cost of constructing the Utah State University Athletic Complex/Training Center; satisfy any reserve fund requirements; fund any capitalized interest amount; and pay associated costs of issuance.

Detail of Proposed Series 2013B Bonds:

Principal Amount:	Not to exceed $45,000,000
Interest Rate:	Not to exceed 5.0%
Maturity Date:	Not to exceed 33 years
Aggregate Discount:	Not to exceed 2%
Underwriter's Discount:	Not to exceed 2%
Bond Rating:	AA from S&P
Source of Repayment:	Student Building Fee Revenues

Timetable Considerations: The University is proceeding with plans to sell bonds as soon after Regent approval is received as possible. Regent approval will be sought on July 19. We anticipate selling bonds by competitive sale, and the underwriter will be whichever provides the lowest borrowing cost to the University. The anticipated sale date is Wednesday, July 31, and the anticipated closing date is Wednesday, August 14.

Cedar City, Utah

July 19, 2013

The State Board of Regents of the State of Utah (the *"Board"*) met in regular session at Southern Utah University, _____, Cedar City, Utah, on July 19, 2013, commencing at 8:00 a.m. The following members of the Board were present:

ABSENT:

ALSO PRESENT:

As required by Section 52-4-203, Utah Code Annotated 1953, as amended, written minutes and a recording of this meeting are being kept.

* Non-voting Member.

After the meeting had been duly convened and called to order by the Chair and the roll had been called with the above result, and after other business had been conducted, the Chair announced that one of the purposes of the meeting was the consideration of various matters with respect to the issuance and sale of the State Board of Regents of the State of Utah, Utah State University Student Building Fee Revenue Bonds.

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

YEA:

NAY:

ABSENT:

The resolution is as follows:

RESOLUTION

A RESOLUTION OF THE STATE BOARD OF REGENTS OF THE STATE OF UTAH AUTHORIZING THE ISSUANCE AND SALE OF ITS UTAH STATE UNIVERSITY STUDENT BUILDING FEE REVENUE BONDS IN THE AGGREGATE PRINCIPAL AMOUNT OF NOT TO EXCEED $45,000,000; AUTHORIZING THE EXECUTION OF A SUPPLEMENTAL INDENTURE OF TRUST, AN OFFICIAL STATEMENT AND OTHER DOCUMENTS REQUIRED IN CONNECTION THEREWITH; AUTHORIZING THE TAKING OF ALL OTHER ACTIONS NECESSARY TO THE CONSUMMATION OF THE TRANSACTIONS CONTEMPLATED BY THIS RESOLUTION; AND RELATED MATTERS.

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

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

WHEREAS, pursuant to the Act, the Board is, for and on behalf of the University, authorized to issue bonds payable from a special fund into which the revenues of the University may be deposited;

WHEREAS, pursuant to the provisions of Section 63B-22-101(1), Utah Code, the Board is authorized to issue revenue bonds on the credit, revenues and reserves of the University, other than appropriations by the Utah Legislature, to provide up to $30,000,000 to finance the cost of constructing the Aggie Life and Wellness Center (the *"Life & Wellness Center Project"*), together with other amounts necessary to pay costs of issuance, pay capitalized interest, and fund any debt service reserve requirements;

WHEREAS, the Life & Wellness Center Project will include the acquisition, construction, improvement, equipping and furnishing of student health, wellness, fitness and recreational facilities and other student activity and related facilities;

WHEREAS, pursuant to the provisions of Section 63B-22-101(5), Utah Code, the Board is authorized to issue revenue bonds on the credit, revenues and reserves of the University, other than appropriations by the Utah Legislature, to provide up to $7,500,000 to finance the cost of constructing the Utah State University Athletic Complex/Training Center (the *"Athletic Complex/Training Center Project"* and together with the Life & Wellness Center Project, the *"Projects"*), together with other amounts necessary to pay costs of issuance, pay capitalized interest, and fund any debt service reserve requirements;

WHEREAS, the Athletic Complex/Training Center Project will include the demolition and replacement of the University's existing Harris Athletic Facility and the acquisition, construction,

improvement, equipping and furnishing of a new competition and practice facility for basketball and volleyball and related facilities;

WHEREAS, the Board considers it desirable and necessary for the benefit of the residents of the State of Utah to issue its "State Board of Regents of the State of Utah, Utah State University Student Building Fee Revenue Bonds," in one or more series (the *"Bonds"*), for the purpose of financing, together with any available funds of the University to be used for such purpose, the cost of the Projects, satisfying any debt service reserve requirements, providing capitalized interest on the Bonds, and paying costs of issuance of the Bonds;

WHEREAS, the Bonds will be issued in an aggregate principal amount of not to exceed $45,000,000 and will be issued pursuant to the General Indenture of Trust dated as of January 15, 1993, as supplemented, amended and restated (the *"General Indenture"*), and as further supplemented and amended by one or more Supplemental Indentures of Trust (collectively, the *"Supplemental Indenture"* and, together with the General Indenture, the *"Indenture"*), each by and between the Board, acting for and on behalf of the University, and Wells Fargo Bank, National Association, as trustee (the *"Trustee"*);

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

WHEREAS, there have been presented to the Board at this meeting a form of a Preliminary Official Statement relating to the Bonds (the *"Preliminary Official Statement"*) and a form of the Supplemental Indenture;

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

WHEREAS, pursuant to Section 53B-21-102(3)(m) of the Act, the Board desires to grant to the Chair, the Vice Chair of the Board and the Chair of the Finance, Facilities and Accountability Committee of the Board (each a *"Designated Board Officer"*) the authority to approve the final principal amounts, discounts, maturities, interest rates, redemption provisions, purchase prices and other terms of the Bonds (including the amount, if any, of the Debt Service Reserve Requirement for the Bonds) and any changes with respect thereto from those terms which were before the Board at the time of adoption of this Resolution, provided such terms do not exceed the parameters set forth in this Resolution, and the authority to approve and execute all documents relating to the issuance of the Bonds;

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

Section 1. All terms defined in the foregoing recitals hereto shall have the same meanings when used herein. Capitalized terms used and not otherwise defined herein shall have the meanings assigned to such terms in the Indenture.

Section 2. All action heretofore taken (not inconsistent with the provisions of this Resolution) by the Board and the officers of the Board or the University directed toward the issuance of the Bonds are hereby ratified, approved and confirmed.

Section 3. The Supplemental Indenture, in substantially the form presented to the Board at this meeting, is in all respects authorized, approved and confirmed. Each Designated Board Officer and the Secretary of the Board and the University's President, the Vice President for Business and Finance or Associate Vice President for Business and Finance (each a *"Designated University Officer"* and collectively with the Designated Board Officers, the *"Designated Officers"*) are hereby authorized to execute and deliver the Supplemental Indenture, in the form and with substantially the same content as presented at this meeting, for and on behalf of the Board and the University with such alterations, changes or additions as may be authorized pursuant to the terms of this Resolution.

Section 4. For the purpose of providing funds to be used for the purpose of (i) financing all or a portion of the cost of the Projects, (ii) satisfying the Debt Service Reserve Requirement, if any, (iii) providing capitalized interest on the Bonds, and (iv) paying costs of issuance of the Bonds, including the cost of any bond insurance policy, surety bond or other credit enhancement for the Bonds, the Board hereby authorizes the issuance of the Bonds in the aggregate principal amount of not to exceed $45,000,000. The Bonds shall bear interest at the rates, shall mature in the principal amounts and on the dates, and shall be subject to redemption, as shall be approved by a Designated Board Officer as provided below, all within the parameters set forth in *Schedule A* attached hereto and incorporated herein by reference.

Section 5. The form, terms and provisions of the Bonds and the provisions for the signatures, authentication, payment, registration, transfer, exchange, redemption and number shall be as set forth in the Indenture. Any Designated Board Officer and the Secretary of the Board and any Designated University Officer are hereby authorized to execute and seal the Bonds and to deliver the Bonds to the Trustee for authentication. All terms and provisions of the Indenture and the Bonds are hereby incorporated in this Resolution. The appropriate officials of the Board and the University are hereby authorized to execute and deliver to the Trustee the written order of the Board for authentication and delivery of the Bonds in accordance with the provisions of the Indenture.

Section 6. The Board hereby authorizes, approves and directs the use and distribution of the Preliminary Official Statement in such form as shall be approved by the Chair or Vice Chair of the Board or the President or Vice President for Business and Finance of the University. Each such Designated Officer is authorized to execute such certificates as shall be necessary to "deem final" the Preliminary Official Statement for purposes of Rule 15c2-12 of the Securities and Exchange Commission. Any such Designated Officer is hereby authorized to execute and deliver on behalf of the Board and the University a final Official Statement in substantially the form and with substantially the same content as the Preliminary Official Statement, with such

alterations, changes or additions as may be necessary to conform to the terms of the Bonds and finalize the Official Statement. The use and distribution of the Official Statement are hereby authorized.

Section 7. The Bonds shall be sold to the initial purchaser (the *"Underwriter"*) pursuant to a public sale at a discount of not to exceed 2.0% of the face amount of the Bonds plus accrued interest, if any. Pursuant to Section 53B-21-102(3)(m) of the Act, a Designated Board Officer (with concurrence of a Designated University Officer) is hereby authorized to specify and agree as to the final principal amounts, discounts, maturities, interest rates, redemption provisions, purchase prices and other terms of the Bonds (including the amount, if any, of the Debt Service Reserve Requirement for the Bonds) for and on behalf of the Board and the University by the execution of the Indenture, such bond purchase contract or other instrument or instruments as may be necessary to confirm the award of the Bonds to the Underwriter, and any changes to the Supplemental Indenture from those terms which were before the Board at the time of adoption of this Resolution, provided such terms are within the parameters set by this Resolution.

Section 8. The appropriate officers of the Board and the University, including without limitation the Designated Board Officers, Commissioner of Higher Education and Secretary of the Board and the Designated University Officers are hereby authorized to take all action necessary or reasonably required by the Indenture to carry out, give effect to and consummate the transactions as contemplated thereby and are authorized to take all action necessary in conformity with the Act.

Section 9. The appropriate officials of the Board and the University, including without limitation the Designated Officers, are authorized to make any alterations, changes or additions to the Supplemental Indenture, the Bonds, the Preliminary Official Statement, or any other document herein authorized and approved as authorized by this Resolution, including such alterations, changes or additions which may be necessary to correct errors or omissions therein, to remove ambiguities therefrom, or to conform the same to other provisions of said instruments, to the provisions of this Resolution or any resolution adopted by the Board or the provisions of laws of the State of Utah or the United States.

Section 10. The appropriate officials of the Board and the University, including without limitation the Designated Board Officers, Commissioner of Higher Education and Secretary of the Board and the Designated University Officers, are hereby authorized and directed to (a) accept a commitment for, and agree to the terms of, a bond insurance policy, surety bond, or other credit enhancement that such officer or officers determine to be in the best interests of the Board and the University, and (b) execute and deliver for and on behalf of the Board and the University any or all additional certificates, documents, instruments and other papers and perform all other acts they may deem necessary or appropriate in order to implement and carry out the matters authorized in this Resolution and the documents authorized and approved herein, including (without limitation) such (i) continuing disclosure undertakings or agreements as shall be necessary under Rule 15c2-12 of the Securities and Exchange Commission and (ii) certificates and agreements as shall be necessary to establish and maintain the tax status of the Bonds under the provisions of the Internal Revenue Code of 1986, as amended.

Section 11. Upon their issuance, the Bonds will constitute special limited obligations of the Board payable solely from and to the extent of the sources set forth in the Indenture. No provision of this Resolution, the Bonds, the Indenture or any other instrument, shall be construed as creating a general obligation of the Board or the University, or of creating a general obligation of the State of Utah or any political subdivision thereof, nor as incurring or creating a charge upon the general credit of the Board, the University, the State of Utah or any political subdivision thereof.

Section 12. Reimbursement Intent. In satisfaction of certain requirements under the Internal Revenue Code of 1986, as amended, the Board reasonably expects to reimburse the Expenditures with proceeds of the Bonds to be issued in the maximum principal amount of not more than $45,000,000.

Section 13. All proceedings, resolutions and actions of the Board and the University and their officers and employees taken in connection with the Bonds are hereby ratified, confirmed and approved.

Section 14. After any of the Bonds are delivered by the Trustee to the Underwriter and upon receipt of payment therefor, this Resolution shall be and remain irrepealable until the principal of, premium, if any, and interest on the Bonds are deemed to have been fully discharged in accordance with the terms and provisions of the Indenture.

Section 15. If any provisions of this Resolution should be held invalid, the invalidity of such provisions shall not affect the validity of any of the other provisions of this Resolution.

Section 16. All resolutions of the Board or parts thereof inconsistent herewith, are hereby repealed to the extent only of such inconsistency. This repealer shall not be construed as reviving any bylaw, order or resolution or part thereof.

Section 17. This Resolution shall become effective immediately upon its adoption.

PASSED AND APPROVED by the State Board of Regents of the State of Utah this 19th day of July, 2013.

STATE BOARD OF REGENTS OF
THE STATE OF UTAH

_____
Chair

[SEAL]

ATTEST:

_____
Secretary

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

_____
Chair

[SEAL]

ATTEST:

_____
Secretary

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

I, Kirsten Schroeder, do hereby certify that I am the duly qualified and acting Secretary of the State Board of Regents of the State of Utah.

I further certify that the above and foregoing constitutes a true and correct copy of an excerpt of the minutes of a meeting of said Board held on July 19, 2013 and of a resolution adopted at said meeting, as said minutes and resolution are officially of record in my possession.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of said Board this 19th day of July, 2013.

_____
Secretary

[SEAL]

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

I, Kirsten Schroeder, the undersigned, the duly qualified and acting Secretary of the State Board of Regents of the State of Utah (the *"Board"*), do hereby certify, according to the records of the Board in my official possession, and upon my own knowledge and belief, that:

(a) in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, I gave public notice of the agenda, date, time and place of the July 19, 2013 public meeting held by the members of the Board by causing a Notice of Public Meeting to be posted at the principal office of the State Board of Regents at 60 South 400 West in Salt Lake City, Utah, on _____, at least 24 hours prior to the convening of such meeting, in the form attached hereto as *Exhibit A*, said Notice of Public Meeting having continuously remained so posted and available for public inspection during the regular office hours of the Board until the convening of the meeting; causing a copy of said Notice of Public Meeting in the form attached hereto as *Exhibit A* to be provided on _____, at least 24 hours prior to the convening of such meeting, to the *Deseret News* and *The Salt Lake Tribune*, newspapers of general circulation within the geographic jurisdiction of the Board, and to each local media correspondent, newspaper, radio station or television station which has requested notification of meetings of the Board; and causing a Notice of Public Meeting to be posted on _____, at the Utah Public Notice Website at least 24 hours before the convening of the meeting;

(b) in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, public notice of the 2012 Annual Meeting Schedule of the Board was given specifying the date, time and place of the regular meetings of the Board scheduled to be held during the year, by causing a Notice of Annual Meeting Schedule for the Board in the form attached as *Exhibit B* to be posted during or before January 2013 at the principal office of the Board in Salt Lake City, Utah; such Notice of Annual Meeting Schedule having continuously remained so posted and available for public inspection during the regular office hours of the undersigned until the date hereof; causing a copy of such Notice of Annual Meeting Schedule to be provided during or before January 2013 to a newspaper of general circulation within the geographic jurisdiction of Salt Lake City, Utah; and causing a Notice of Annual Meeting Schedule to be posted during or before January 2013 at the Utah Public Notice Website; and

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

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of the State Board of Regents of the State of Utah, this 19th day of July, 2013.

_____
Secretary

[SEAL]

SCHEDULE A

PARAMETERS

PRINCIPAL AMOUNT:	Not to exceed $45,000,000.
TERM:	Not to exceed 33 years from their date or dates.
INTEREST RATE:	Fixed rates such that no coupon rate exceeds 5% per annum.
REDEMPTION FEATURES:	Optional redemption at not more than 101% of par within 11 years of issuance.
SALE PRICE:	Not less than 98% of the principal amount of the Bonds.

EXHIBIT A

[ATTACH NOTICE OF PUBLIC MEETING]

EXHIBIT B

[ATTACH NOTICE OF ANNUAL MEETING SCHEDULE]

EXHIBIT C

[ATTACH ELECTRONIC MEETING POLICY]

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July 3, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Performance Funding Measures, 2013-2014

Background

During the 2013 legislative session, $1M in one-time funding was allocated for performance funding, to be focused on efforts to increase completions to reach the goal of 66% of adult population aged 25-34 having some form of post-secondary education credential by the year 2020. The Board of Regents has approved guidelines, time-lines, and procedures for measures to be submitted to the Commissioner's office. This document meets the intent of the legislation as proposed by Senator Urquhart, and has the agreement of the USHE institutional Presidents.

Issue

According to the adopted time-line, each institution has submitted specific measures, metrics, current data, and benchmarks, which will be used to evaluate whether institutions have completed or made significant progress towards achieving one or more of the specified measures. Funds will then be allocated to institutions based on distribution group and the degree to which the measures are met by July 1, 2014.

Commissioner's Recommendation

The Commissioner recommends the Regents approve each institution's core performance measures, specific measurements, metrics, current data, and one-year goal for fiscal year 2014.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/BLS
Attachment

Utah System of Higher Education
Guidelines for Performance Funding, 2013-2014

Senator Steve Urquhart proposed and the Legislature has now funded $1 million in one-time performance funding to address the most urgent needs in reaching the 66% goal. During the legislative session, the institutional Presidents proposed the following core performance measures, which emphasize completion, be used if performance funding was allocated:

a. 1st year to 2nd year retention
b. Increased completion rates (Transfer counts towards completion)
c. Acceleration in fulfilling the general education math requirement (such as requiring at least one math class during the first two semesters)
d. Increase in graduate education (as applicable by institutional mission)
e. Transition from developmental math to successful completion of college math course

Intent language with the legislative funding included (but does not limit selection to) the performance measures listed above. These are the core performance measures from which each institution may select as appropriate for mission and student mix. The preliminary selection of core performance measures for each institution is noted in the chart below (listed in institutional priority order). By July 2013, each institutional President will submit the final list of core performance measures, specific measures, current data, and benchmarks to the Commissioner's Office to be approved by the Board of Regents and finalized by September 1, 2013.

Proposed Funding Allocation: Institutions will provide the data on performance to the Commissioner no later than June 1, 2014. The Board of Regents will allocate performance funding to each institution, to be released by July 1, 2014, based on completion or significant progress toward achieving one or more of the specified measures. Money will be allocated based on the degree to which the measure(s) are met, e.g., if 100% achieved (or surpassed) 100% will be allocated; if 50% achieved, 50% will be allocated, etc. For institutions with more than one measure, the funding allocation will be divided accordingly.

Four allocation models were considered with input from each president as well as Senator Urquhart. Based on that input the Commissioner recommends to the Board of Regents the following distribution (with the amounts representing 100% allocations):

Group I	Group II	Group III
UU $200,000	WSU $120,000	SUU $80,000
USU $200,000	UVU $120,000	DSU $80,000
	SLCC $120,000	Snow $80,000

Time-Line:
May 24, 2013: Regents adopt resolution or policy containing guidelines.
July 1, 2013: Specific measures, current data, and benchmarks submitted by the institutional President to the Commissioner's Office.
September 1, 2013: Commissioner's Office finalizes and approves proposed measures and benchmarks.
June 1, 2014: Institutions provide Commissioner's Office with report on meeting approved benchmarks.
July 1, 2014: Commissioner's Office allocates performance funding. Unallocated funds will be carried forward to next year for future allocation.

Institution	Core Performance Measures (as Prioritized by Each Institution)	Specific Measurements to be Used to Determine Success	Current Data on Specific Measures	Benchmark: One-year Goal (2014)
University of Utah	a. Retention	Initial focus is on retention of first to second year for first time, full time freshmen. Supporting programs: student learning outcomes, proactive intervention for students at risk, integrated general education	First time, full time freshmen cohorts: Fall 2007 83.4% Fall 2008 82.8% Fall 2009 85.0% Fall 2010 86.5% Fall 2011 87.6%	One-year Goal: 88.5%
	b. Completion	Focus on increased 4 and 6 year graduation rates for first time, full time freshmen. Supporting programs: strategic enrollment management, Futures scholarships, mandatory advising	First time, full time freshmen cohorts 6 year graduation rates: 2010 56.9% 2011 55.3% 2012 58.9%	One-year Goal: 58.9% The median over the three year period is 56.9%. Our goal is to stabilize the completion rate and avoid reductions and then to increase over the next five years.
	c. Accelerate GE Math Requirement	Grade of C or higher in Math 1010 Supporting programs: pilot program involving flipped classrooms	FY2013 71% success rate FY2010 below 60%	One-year Goal: 75%
	d. Increase graduate education	Long-term focus is on increasing 6-year doctoral completion rate. Supporting programs: Mentorship best practice resources for faculty and career counseling	Three-year running average: FY 2007 58.6% FY 2008 60.0% FY 2009 58.1% FY 2010 58.6% FY 2011 60.0% FY 2012 60.3%	One- year Goal: 60.3% Stabilize the completion rate and then increase over the next five years

Institution	Core Performance Measures (as Prioritized by Each Institution)	Specific Measurements to be Used to Determine Success	Current Data on Specific Measures	Benchmark: One-year Goal (2014)
Utah State University	c. Accelerate GE Math Requirement	New merged math courses that teach necessary algebra and statistical instruction, which will replace costly and time consuming pre-requisite courses. Development of new math refresher courses, and online open entry/exit and condensed term courses. New director to develop and evaluate new systems	Pass rates for the following math courses: 2010-11 Math 0900: 48% 2012-13 Math 0990: 53% 2012-13 Math 1010: 55%	Improve pass rates for math courses using new merged model and/or open-entry/exit formats: 58% first year

Institution	Core Performance Measures (as Prioritized by Each Institution)	Specific Measurements to be Used to Determine Success	Current Data on Specific Measures	Benchmark: One-year Goal (2014)
Weber State University	a. Retention	Retention rates compared to peers selected by Regents	WSU was in the upper half of peers in 2010 (the most recent year with complete peer data)	WSU will still be in the 50TH percentile or higher of peer institutions in the most recent year with complete peer data.
	b. Completion	Three-year moving average of total degrees awarded	Three-year moving average was 3,998 degrees awarded in 11/12	2012-13 degrees awarded will exceed 4,000
	c. Accelerate GE Math Requirement	Three-year moving average of those successfully completing Math 0950, 0990 and 101	Three-year moving average was 2,950 students passing developmental math in 11/12	In 2012-13 the number of students passing developmental math will exceed 2,950

Institution	Core Performance Measures (as Prioritized by Each Institution)	Specific Measurements to be Used to Determine Success	Current Data on Specific Measures	Benchmark: One-year Goal (2014)
Snow College	c. Accelerate GE Math Requirement	Compare the average time to successful completion (passing grade of C- or higher) of Math 1050 by first-time freshman students (excluding high school students) The number of concurrent enrollment students successfully (passing with a grade C- or higher) taking Math 1050	4-year average of successful Math 1050 completion is 1.1 years (a little over two semesters). 4-year growth average for concurrent enrollment students successfully taking Math 1050 is 0%	Reduce the time to successful completion to 1.0 (full year) or two full semesters. A 5% increase in the number of concurrent enrollment students successfully taking Math 1050
	e. Transition from developmental to successful completion of college-level math class	Average time to completion of college level math by developmental math students (first-time freshman, excluding high school students)	The 4-year average time to completion of college math by first-time freshman students taking developmental math is 2.0 years (4 semesters)	Reduce the time to college math completion by first-time freshman students taking developmental math by 1 full semester (1.5 years)

Institution	Core Performance Measures (as Prioritized by Each Institution)	Specific Measurements to be Used to Determine Success	Current Data on Specific Measures	Benchmark: One-year Goal (2014)
Southern Utah University	c. Accelerate GE Math Requirement	Percentage of freshman successfully completing Math GE Requirement during freshman year	55.5% (four-year average from 2009-10 through 2012-13)	60%

Institution	Core Performance Measures (as Prioritized by Each Institution)	Specific Measurements to be Used to Determine Success	Current Data on Specific Measures	Benchmark: One-year Goal (2014)
Dixie State University	c. Accelerate GE Math Requirement	Compare between the average number of semesters that freshman students have traditionally taken to prepare for GE Math, and the average number of semesters under the new system. Student personal progress notebooks. Total hours spent in lab with tutors. Average time to complete based on ACT score ranges	Math 0920 1,165 students with 2.17 GPA. 39% D+,F, or dropped Math 0990 1,202 students with 1.96 GPA, 32% D+,F, or dropped	Average time shortened by at least one semester Act Score 0-12 (3 semesters) Act Score 13-17 (2 semesters) Act Score 18-22 (1 semester) Act Score 23-28 (1 semester)
	Accelerate GE English Requirement	Compare between the average number of semesters students have traditionally taken to prepare for GE English, and the average number of semesters under the new system. Two hour lab time each week, by the same instructor.	Out of 27 "traditional" students in these classes, 63% achieved a C or better grade. Out of 17 development students, 82% achieved a C or better grade.	Average time shortened by at least one semester Act Score 0-15 (3 semesters) Act Score 16-18 (2 semesters) Act Score 19+ (2 semesters)
	First-year Advising Program	Target at-risk students by high school GPA, standardized test scores, adjusted gross income, first-generation status, parental education, race/ethnicity, and Fall 2014 intentions	First year retention rate of 28%	First year retention rate 5-8% above current rate (33%-36%) Compare HS GPA vs College Follow-up survey of intentions Spring 2014 enrollment

Institution	Core Performance Measures (as Prioritized by Each Institution)	Specific Measurements to be Used to Determine Success	Current Data on Specific Measures	Benchmark: One-year Goal (2014)
Utah Valley University	d. Accelerate GE Math Requirement	Percent of students who have completed the Quantitative Literacy requirement by the end of their Sophomore year (excludes high school concurrent enrollment students; class standing measured at beginning of Spring Term with completion measured at Spring Semester end of term)	Spring 2008: 39.8% Spring 2009: 39.0% Spring 2010: 41.2% Spring 2011: 41.4% Spring 2012: 41.0% Spring 2013: 44.1%	Spring 2014: 45.0%

Institution	Core Performance Measures (as Prioritized by Each Institution)	Specific Measurements to be Used to Determine Success	Current Data on Specific Measures	Benchmark: One-year Goal (2014)
Salt Lake Community College	e. Transition from developmental to successful completion of college-level math class	Average time (of the cohort) to transition into and successfully complete Math 1010 or 1020 with a "C" or above	June 2013 benchmark of two years	Less than or equal to 4 academic semesters
		Percent of students in the cohort who successfully complete Math 1010 or 1020 with a "C" or above	June 2013 benchmark of 23%	5% increase or 28%

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July 3, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: University of Utah – Update of Series 2013 Bond Resolution for Revenue Bonded Debt Restructuring

Issue

The University of Utah has requested approval of an update to the bond resolution authorized by the Board on March 29, 2013 to restructure its bonded debt portfolio.

Background

Since adoption of the Bond Resolution for this bond issue, officers of the Board and the University, bond counsel, and representatives of and counsel for the bond underwriters have worked together to refine and clarify the documents. The parameters of the resolution that was approved are unchanged. The changes in details are:

- Rather than have combined documents for the fixed rate and commercial paper portions of the bonds as approved, it was determined to be more efficient to have separate documents for these two components.
- Clarify that the 5% maximum discount parameter established by the Board only applies to the initial issuance of the commercial paper portion of the issue and not to any discount upon reissuance of the commercial paper.
- To permit flexibility in meeting the objectives of the issue, the attached resolution refines the authorization to allow the bonds to be issued in multiple series, and from time to time for a period of one year following the July 19, 2013 adoption of this resolution with the option of renewing it for an additional year upon approval by the Board.

The letter from the University requesting this action and the associated resolution are attached. University representatives and bond counsel will be present at the meeting to provide additional information and respond to questions from the Board.

Commissioner's Recommendation

The Commissioner recommends that the Board approve the updated resolution.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachment

THE UNIVERSITY OF UTAH

Office of the Vice President
for Administrative Services

June 26, 2013

David L. Buhler
Commissioner of Higher Education
Utah System of Higher Education
Board of Regents Building, Two Gateway
60 South 400 West
Salt Lake City, Utah 84101-1284

Dear Dave:

As you are aware, the Board of Regents on March 29, 2013 adopted a Resolution approving the issuance and sale of its University of Utah General Revenue and Refunding Bonds, Series 2013 of up to $550,000,000, with up to $100,000,000 of such bonds permitted to be issued as commercial paper. In adopting the Resolution, the Board approved forms of (i) a Bond Purchase Agreement, (ii) a General Indenture of Trust and a Supplemental Indenture (the "Indenture"), (iii) a Preliminary Official Statement (the "Preliminary Official Statement") and (iv) other documents all relating to the Series 2013 Bonds (collectively, the "Bond Documents"). Since the adoption of the Bond Resolution, officers of the Board and the University, bond counsel and representatives of and counsel for the underwriters for the Series 2013 Bonds have worked together to refine the documents. In particular, it has been determined that it may be more efficient to have separate documents for the commercial paper portion of the Series 2013 Bonds and the fixed rate portion of the Series 2013 Bonds.

While the contemplated issuance of the Series 2013 Bonds continues to be within the parameters established in the March 29, 2013 resolution, the University desires to provide the Board with updated forms of the Bond Documents and to ask the Board to ratify changes to the Bond Documents following adoption of the Bond Resolution.

In addition, to permit flexibility in meeting the objectives of the March 29, 2013 Resolution, the University desires to have the Board clarify that the Series 2013 Bonds may be issued in multiple series and from time to time for a period of up to two years following the July 19, 2013 adoption of the ratifying resolution.

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

Representatives of the University and bond counsel will be present at the July 19, 2013 Board of Regents meeting in Cedar City to address any questions.

Sincerely,

Arnold B Combe

Arnold B. Combe
Vice President

cc: President David W. Pershing
Dr. Gregory L. Stauffer
Ralph Hardy
Mike Allan

UPDATING RESOLUTION
UNIVERSITY OF UTAH
GENERAL REVENUE AND REFUNDING BONDS, SERIES 2013

Salt Lake City, Utah

July 19, 2013

The State Board of Regents of the State of Utah met in regular session (including by electronic means) at Southern Utah University, in Cedar City, Utah on July 19, 2013, commencing at [10:00 a.m.] The following members were present:

Bonnie Jean Beesley	Chair
Daniel W. Campbell	Vice Chair
Nina Barnes	Member
Keith Buswell*	Member
Leslie Castle*	Member
Wilford Clyde	Member
France A. Davis	Member
James T. Evans*	Member
Marlin Jensen	Member
Robert S. Marquardt	Member
Erik Mikkelsen (Student Regent)	Member
Jed H. Pitcher	Member
Robert W. Prince	Member
Harris H. Simmons	Member
Mark Stoddard	Member
Teresa L. Theurer	Member
John H. Zenger	Member

Absent:

Also Present:

David L. Buhler	Commissioner of Higher Education
Kirsten Schroeder	Secretary

---

* Non-voting member

After the meeting had been duly convened and called to order by the Chair, the roll had been called with the above result and after other matters not pertinent to this Resolution had been discussed, the Chair announced that one of the purposes of the meeting was the consideration of various matters with respect to the issuance and sale of the State Board of Regents of the State of Utah University of Utah General Revenue and Refunding Bonds, Series 2013.

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

AYE:

NAY:

The resolution is as follows:

RESOLUTION

A RESOLUTION OF THE STATE BOARD OF REGENTS OF THE STATE OF UTAH (THE "BOARD") RATIFYING UPDATED FORMS OF THE DOCUMENTS THAT WERE PREVIOUSLY PRESENTED TO THE BOARD IN CONNECTION WITH THE ISSUANCE AND SALE OF ITS UNIVERSITY OF UTAH GENERAL REVENUE AND REFUNDING BONDS, SERIES 2013 AND RELATED MATTERS.

WHEREAS, on March 29, 2013 the Board adopted a Resolution (the "Bond Resolution") approving the issuance and sale of its University of Utah General Revenue and Refunding Bonds, Series 2013 (the "Series 2013 Bonds") for the purposes set forth in the Bond Resolution and there was presented to the Board at such meeting, forms of (i) a Bond Purchase Agreement (the "Bond Purchase Agreement"), (ii) a General Indenture of Trust and a Supplemental Indenture (the "Indenture"), (iii) a Preliminary Official Statement (the "Preliminary Official Statement") and (iv) other documents, all relating to the Series 2013 Bonds (collectively, the "Bond Documents"); and

WHEREAS, while the contemplated issuance of the Series 2013 Bonds continues to be within the parameters established in the March 29, 2013 resolution, since the adoption of the Bond Resolution, officers of the Board and the University, bond counsel and representatives of and counsel for the underwriters for the Series 2013 Bonds have worked together to refine the Bond Documents and further develop the Bond Documents for the commercial paper portion of the Series 2013 Bonds (including a related Supplemental Indenture, Paying Agent Agreement, Dealer Agreement and Offering Memorandum) and the Board desires to approve updated forms of the Bond Documents and to ratify changes to the Bond Documents following adoption of the Bond Resolution; and

WHEREAS, to permit flexibility in meeting the objectives of the Bond Resolution, the Board desires to also authorize the Series 2013 Bonds to be issued in multiple series and from time to time for a period of up to one year following adoption of this Resolution (with the Board having the option to extend such one year period for an additional year), and to permit the commercial paper portion of the Series 2013 Bonds to be issued from time to time so long as the amount outstanding does not at any time exceed the limit established by the Bond Resolution.

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

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

Section 2. All actions heretofore taken (not inconsistent with the provisions of this resolution) by the Board and the University and the officers of the Board or the University directed toward the issuance of the Series 2013 Bonds are hereby ratified, approved and confirmed.

Section 3. The Board hereby approves the updated forms of the Bond Documents, including (without limitation) that the Series 2013 Bonds may be issued in multiple series and with the option of entering into separate Supplemental Indentures and by means of separate Preliminary Official Statements and final official statements and Bond Purchase Agreements relating thereto. The Series 2013 Bonds may be issued in multiple series and from time to time at any time during the one year period following adoption of this ratifying Resolution (with the Board having the option to extend such one year period for an additional year) and the commercial paper portion of the Series 2013 Bonds may be issued and reissued from time to time (until the final maturity thereof permitted by the Bond Resolution) for the various purposes of the Series 2013 Bonds, so long as the amount outstanding does not at any time exceed the limit established in the Bond Resolution. In addition to the sources pledged under the Indenture, liquidity for the commercial paper may be provided by the University from its legally available moneys. The Board intends that the 5% maximum discount included in the parameters for the Series 2013 Bonds only apply to the initial issuance of the commercial paper portion of the Series 2013 Bonds and not to any discount upon reissuance of the commercial paper.

Section 4. As provided in the Bond Resolution, the appropriate officials of the Board and the University, including without limitation the Chair or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee and the President and/or Vice President for Administrative Services of the University are further authorized to make any alterations, changes or additions to the Bond Documents, or any other document authorized and approved by the Bond Resolution which may be necessary to correct errors or omissions therein, to complete the same, to remove ambiguities therefrom, to conform the same to other provisions of said instruments, to the provisions of the Bond Resolution or this Resolution or any resolution adopted by the Board or the provisions of the laws of the State of Utah or the United States or to permit the private placement or public sale of the Series 2013 Bonds.

Section 5. If any provisions of this Resolution should be held invalid, the invalidity of such provisions shall not affect the validity of any of the other provisions of this Resolution.

Section 6. The Bond Resolution is hereby ratified and confirmed. Any resolutions of the Board or parts thereof inconsistent herewith, are hereby repealed to the extent only of such inconsistency. This repealer shall not be construed as reviving any bylaw, order, resolution or ordinance or part thereof.

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

PASSED AND APPROVED BY THE STATE BOARD OF REGENTS OF THE STATE OF UTAH THIS 19TH DAY OF JULY, 2013.

STATE BOARD OF REGENTS OF THE STATE OF UTAH

_____

Chair

ATTEST:

_____

Secretary

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

_____

Chair

ATTEST:

_____

Secretary

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

I, Kirsten Schroeder, do hereby certify that I am the duly qualified and acting Secretary of the State Board of Regents of the State of Utah.

I further certify that the above and foregoing constitutes a true and correct copy of an excerpt of the minutes of a meeting of said Board held on July 19th, 2013 and of a resolution adopted at said meeting, as said minutes and resolution are officially of record in my possession.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of said Board this 19th day of July, 2013.

_____
Secretary

(SEAL)

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

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

(a) in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, public notice was given of the agenda, date, time and place of the July 19, 2013 public meeting held by the Members of the State Board of Regents by causing a Notice of Public Meeting, in the form attached hereto as Schedule 1 to be: (i) posted at the principal office of the State Board of Regents at 60 South 400 West, Salt Lake City, Utah, on March ___, 2013, at least 24 hours prior to the convening of such meeting, said Notice of Public Meeting having continuously remained so posted and available for public inspection during the regular office hours of the State Board of Regents until the convening of the meeting; (ii) published on the Utah Public Notice Website (http://pmn.utah.gov), at least 24 hours prior to the convening of such meeting; and (iii) provided on July ___, 2013, at least 24 hours prior to the convening of such meeting, to the Deseret News and The Salt Lake Tribune, newspapers of general circulation within the geographic jurisdiction of the State Board of Regents, and to each local media correspondent, newspaper, radio station or television station which has requested notification of meetings of the State Board of Regents;

(b) in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, public notice of the 2012-2013 Annual Meeting Schedule of the State Board of Regents was given, specifying the date, time and place of the regular meetings of the State Board of Regents scheduled to be held during the year, by causing a Notice of Annual Meeting Schedule for the State Board of Regents, in the form attached hereto as Schedule 2, to be (i) posted at the principal office of the State Board of Regents at 60 South 400 West, Salt Lake City, Utah on January 11, 2012; (ii) provided in January 2012 to a newspaper of general circulation within the geographic jurisdiction of the State Board of Regents, and (iii) published on the Utah Public Notice Website (http://pmn.utah.gov) during the current calendar year; and

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

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

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of the State Board of Regents of the State of Utah, this 19th day of June, 2013.

_____

Secretary

(SEAL)

SCHEDULE 1

NOTICE OF PUBLIC MEETING

(See Transcript Document No. ___)

SCHEDULE 2

NOTICE OF ANNUAL MEETING SCHEDULE

(See Transcript Document No. ___)

SCHEDULE 3

ELECTRONIC MEETING POLICY

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Salt Lake City, Utah 84101-1284

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www.higheredutah.org

July 3, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Southern Utah University – Notification of Sale of Paragonah, Utah Property

In accordance with Regents Policy R710, Capital Facilities, Southern Utah University is reporting the sale of a donated property that is not contiguous to the campus and that meets other specified parameters. The property that was sold conforms to the conditions of the policy. Relevant details pertaining to the property and the transaction are included in the attached letter from the university.

Commissioner's Recommendation

This is an information item. No action is required.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachment

SUU SOUTHERN UTAH UNIVERSITY
LEARNING LIVES FOREVER
Vice President for Finance & Administration

Dorian G. Page
351 West University Blvd.
Cedar City, UT 84720
(435) 586-7721

June 12, 2013

Commissioner David L. Buhler
Utah System of Higher Education
Board of Regents Building, The Gateway
60 South 400 West
Salt Lake City, UT 84101-1284

Dear Commissioner Buhler:

In accordance with Regents Policy 4.5.4.4.3, Southern Utah University Administration submits to the Regents the sale of the below described property.

Property:

Undeveloped farm land comprised of 12.28 acres, located in Paragonah, Utah.

The property was donated to the University in 1958. It has remained idle since that time as it has some archeological mounds on it.

Southern Utah University was approached by The Archaeological Conservancy expressing a desire to purchase the property in order to conserve, in perpetuity, those sites. The Conservancy offered the University $120,000, which we accepted. The appraised value, dated December 10, 2012, was $32,000. The proposal was approved by the Board of Trustees on March 22, 2013. Proceeds will be used for endowments and archeological studies.

If there are any questions, or if additional information is needed, please contact me at 435-586-7721 or page@suu.edu.

Sincerely,

Dorian Page, MACC, C.P.A.
Vice President for Finance and Administration

cc: Dr. Gregory Stauffer, Associate Commissioner
President Michael T. Benson
Ralph Hardy, Assistant Commissioner

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July 3, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Strategic Priority of Increasing Completion/Graduation Rate

For several years the Board of Regents has had the goal of improving student success, as measured by completion, as a strategic initiative for the Utah System of Higher Education. Today several specific statewide initiatives are proposed to increase the number of students who leave higher education with a certificate or degree. This is crucial to reaching the state's 66% goal.

The attached document contains summaries of each targeted initiative with an accompanying rationale and timeline for each. The initiatives are based on best-practices and data identified through our partnership with Complete College America, a national non-profit organization with a specific focus of working with states to significantly increase the number of Americans with quality career certificates or college degrees and to close attainment gaps for traditionally underrepresented populations.

USHE institutions have already implemented several significant initiatives to improve the rates of student completion, many of which have been the basis of these statewide initiatives. It is recommended that if in agreement with these recommendations, the Board adopt a formal resolution providing direction, guidance, and expectations for the USHE institutions. The resolution also calls for progress reports from the institutions at the January and July 2014 Board meetings.

The Commissioner's Office will seek heightened public visibility of these initiatives through increased targeted messaging through social, paid and earned media opportunities.

The Board of Regents' College Completion Initiatives–July 2013 is attached for your review.

Recommendation

The Commissioner recommends the Board review and discuss the *Board of Regents' College Completion Initiatives-July 2013* and approve the attached resolution.

David L Buhler
Commissioner of Higher Education

DB/SJ
Attachment

UTAH SYSTEM OF HIGHER EDUCATION

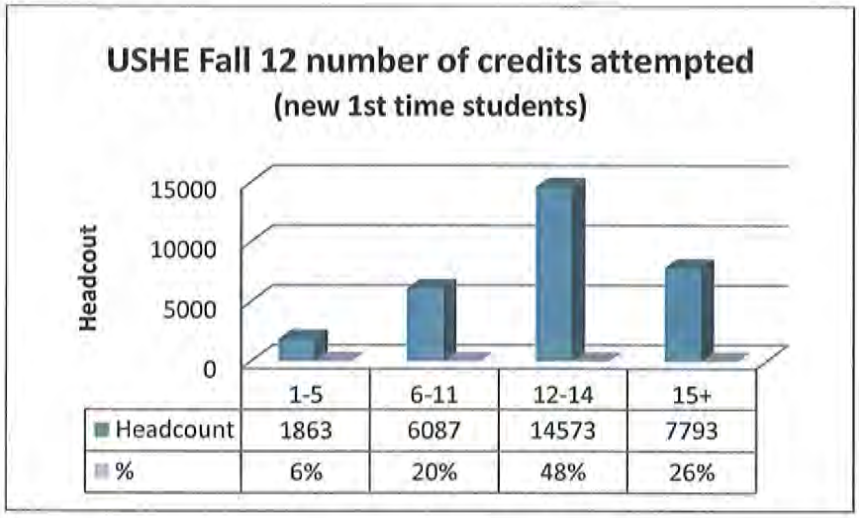
Building a Stronger State of Minds™

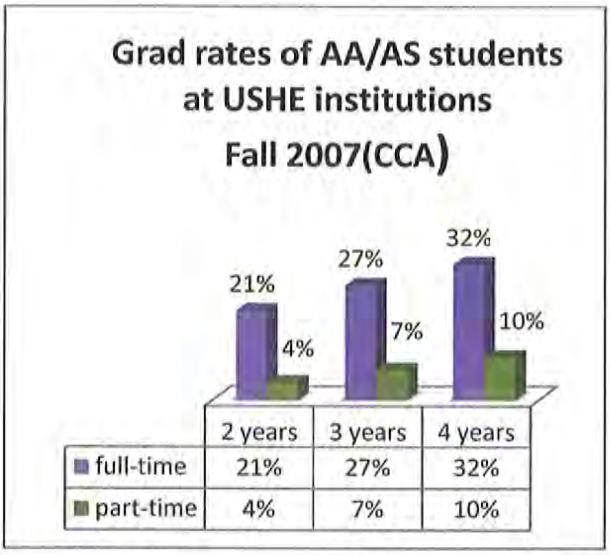
BOARD OF REGENTS' COLLEGE COMPLETION INITIATIVES
July 2013

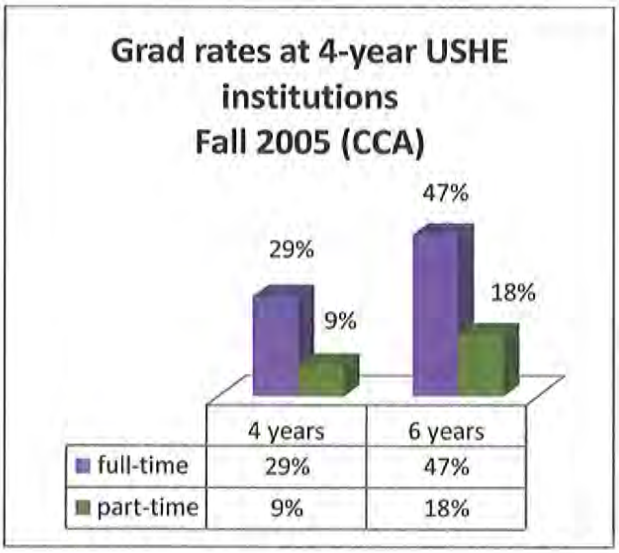
1. Board of Regents' resolution defining 15 credits as full-time.

The data are compelling that "time is the enemy' when it comes to college completion, and the longer it takes a student to complete, the less likely they are to complete. The data are also clear that among Utah students, part-time students have a lower graduation rate than full-time students.

There is agreement among USHE Presidents to encourage more students to take a full 15-credit hour course load and to support a public information campaign to promote it. This campaign may include making it clear that 15 credit hours per semester leads to graduation in two to four years, while 12 credit hours leads to graduation in three to five years. Most new, first-time freshmen students took between 12-14 hours in Fall 2012. For them, this initiative means taking only one additional class.







Rationale: According to the Beginning Postsecondary Student Survey,[1] students who earned between 24 and 29.9 credits in their first year were more than twice as likely to earn a degree as those who took fewer than 24. In addition, students who take 15 credits each semester:

- Are more likely to complete college on time, earn better grades, and have higher completion rates than their peers who take fewer credits.
- Finish college faster and can start a career that provides financial independence and increased lifetime earnings.

Timeline: At the July SBR meeting, OCHE will preview a short video designed to encourage students to take 15 credits each semester and to finish a bachelor's degree in four years and an associate degree in two years. With approval of the Board, a public relations campaign will be launched in late summer 2013 and continue through the year. Institutions will be encouraged to make the video available to students and prospective students through their websites or other means.

The Commissioner's Office will prepare course load data for the USHE to consider after two semesters and consider next steps. The Board resolution will also strongly encourage institutions to ensure their own requirements for their top scholarships define 15 hours per semester as full time, no later than the 2014-2015 academic year, and to report back on their efforts.

2. Encourage the use of plateau tuition as an incentive.
With plateau tuition in place, students face a financial incentive to take more credit hours per semester, maximizing their tuition dollars and their time. Ultimately, the Board of Regents sets tuition for each institution. By policy (R510.4) the Board has delegated to institutions the choice of either a linear or plateau tuition model (within specific guidelines). The Board of Regents will recommend each institution set plateau tuition with a focus on 12 to 15 credit hours. They will also recommend institutions clearly communicate to students and their families the cost savings they will realize by taking more than 12 hours per semester.

For your information, the current status of plateau tuition in USHE is:

U of U planning implementation in Fall 2014
USU 13-18 credit hours
Snow 10-20 credit hours
WSU 11-18 credit hours
SUU 10-18 credit hours
DSU 12-20 credit hours
UVU 12-18 credit hours
SLCC 12-18 credit hours

Timeline: Institutions are being asked to create a plan for implementation over 1-2 years, recognizing each institution needs to carefully consider and address financial implications.

[1] Complete College America, "Do This!: The Power of 15 Credits," http://www.completecollege.org/docs/CCA%20Intensity%20Brief-April3.pdf

Institutions will be asked to report back to the Board. The Board will consider policy changes to R510 based on implementation of this recommendation.

3. Create "Graduation maps" for each major at each institution.
The Board of Regents will also strongly encourage institutions to create and publish easy to understand and follow semester-by-semester degree program maps with *specific recommended courses* each semester and make them available to current and potential students. The current Regent Policy R401 requires such a semester map when new programs are proposed, but there is no requirement these be made available to students or that they are regularly updated.

Graduation maps are a best practice from Complete College America and are listed under their "three policies to reduce time to degree." They are currently common in some majors, such as nursing and engineering, but are not provided for many fields of study.

Rationale: Students have a dizzying array of options when they register for courses, and may have only a course catalog as a guide. There is often no clear sense of what course to take when, leaving students, parents, advisors, and faculty to guess. Graduation maps help students stay on track to finish their degrees on time and help institutions determine which courses to offer when. Below is one example, from Utah Valley University.

Recommended Course Sequence for BS in Chemistry-Biochemistry					
Semester 1			**Semester 2**		
CHEM 1010	Principles of Chemistry I #	3.0	CHEM 1210	Principles of Chemistry I	4.0
MATH 1050	College Algebra #	4.0	CHEM 1215	Principles of Chemistry I Lab	1.0
ENGL 1010	Introduction to Writing	3.0	MATH 1060	Trigonometry **	3.0
You Choose	American Institutions	3.0	BIOL 1510	College Biology I	4.0
You Choose	Fine Arts	3.0	BIOL 1515	College Biology I Lab	1.0
			ENGL 2020	Intermediate Writing - Sci/Tech	3.0
Total		16.0	Total		16.0
Semester 3			**Semester 4**		
CHEM 1220	Principles of Chemistry II	4.0	CHEM 2310	Organic Chemistry I	4.0
CHEM 1225	Principles of Chemistry II Lab	1.0	CHEM 2315	Organic Chemistry I Lab	1.0
MATH 1210	Calculus I	5.0	MATH 1220	Calculus II	5.0
BIOL 1520	College Biology II	2.0	You Choose	Humanities Course	3.0
BIOL 1525	College Biology II Lab	1.0	PE-S 1097 or HLTH 1100	Fitness for Life or Personal Health & Wellness	2.0

Timeline: It is recommended institutions begin with nationally accredited majors, many of which already have such semester plans in place. These could be in place in one year. Institutions should create a three-year plan for the remaining majors and report their timelines and plans for implementation back to the Board.

4. SBR to strongly encourage strategies to improve success of developmental math.
Some students have already fulfilled the general education math requirement when they enter our institutions through Concurrent Enrollment, Advanced Placement, or International Baccalaureate. For others, the Board will recommend students take math their first year, and if they are not prepared for a credit-granting course that institutions work with them to transition to it as early as possible within their college experience. Each institution shall also adopt a strategy to either mainstream or transition students from developmental to credit-bearing math within three semesters and report back to the Board. Finally, concurrent enrollment should be used to

market Math 1050 as a solid option for senior math in high school in cooperation with our partners in K-12 Public Education.

Rationale: Approximately 40% of Utah students are placed in developmental courses. The change in age for LDS missionaries may exacerbate this situation. Nationally, most students don't make it through these developmental courses into credit-bearing courses. Only 35.8% of students at 4-year colleges and 22.3% of students at 2-year colleges complete their assigned developmental courses and the college-level courses within two years (Complete College America). USHE institutions are devising innovative ways to help students complete developmental math and English; this recommendation will place a time frame on those initiatives and ensure students take the developmental courses as soon as they arrive on campus, rather than waiting.

USHE institutions are working to improve their pass rate of students through developmental math by:

- Improving the placement exam and using additional data points (such as high school GPA and prior math courses) to more accurately place students into the correct math courses.
- Placing refresher material on the web and intentionally directing students to those resources before they take the placement exam.
- Implementing a "fast track" program to allow students to move through modules at their own pace.
- "Flipping" the classroom, so students watch lectures as homework and work on group problems during class time.
- Creating co-requisite models that allow students to complete two or three math courses in a single semester.

Timeline: Institutions will report their progress on the pilots they have created to meet these objectives. Once those data are shared throughout USHE, best practices can be identified.

5. Institute reverse transfer/stackable credential policy.
The Board will recommend the Chief Academic Officers, Chief Student Services Officers and institutions explore, during the next year, the feasibility of automatically awarding students who complete requirements for the associate degree (AA/AS), by those institutions that award associate degrees, including doing away with the application (or fee) for graduation. The Commissioner shall report the System's conclusions and recommendations to the Board of Regents within one year. One option to consider is "reverse transfer":
(from the University of Michigan-Dearborn website)

Reverse Transfer is a process where academic credits for course work completed at a four year university are transferred back to your community college to satisfy associate degree requirements. Some students transfer into 4-year universities before completing an associate degree at a community college, with a percentage of this group gaining a bachelor's degree eventually through a combination of credits from both institutions. Through Reverse Transfer, a student's achievements are recognized with an associate degree after they have transferred to a

4-year school and have accumulated the credits needed to fulfill the 2-year degree program requirements.

Rationale:

- Students who are awarded an associate degree are more likely to stay in school and finish a 4-year degree program. The accomplishment of the associate degree can help them see progress and stay motivated to complete a 4-year degree, rather than being discouraged by the years of study ahead of them. The University of Texas, El Paso and El Paso Community College found retention rates for students who transferred to the 4-year institution increased 10% for students who received an associate degree.
- Graduates will have two degrees on their resumes, more accurately reflecting their skills and training over time.
- Students who do not complete a 4-year degree will at least have a credential on their resumes, helping with career goals. If they decide to return and complete a bachelor degree later, transferring will be easier and they will move more quickly towards completion.
- If the associate degree is in a more technical or applied area than the bachelor's degree, this can be attractive to a future employer who is looking for someone with experience in the hands-on and theoretical aspects of a given field.[2]
- Two-year colleges will benefit from a more accurate reflection of the time and resources they have invested in these transfer students, and will gain credit in their completion outcomes.
- Community college students who transfer will be counted as graduates rather than as lost students.

[2] From the Oregon University System website:
http://www.ous.edu/sites/default/files/partner/cc/ReverseTransferBrief_FINAL.pdf

RESOLUTION TO IMPLEMENT STRATEGIES TO INCREASE COMPLETION RATES IN SUPPORT OF THE 66% GOAL

WHEREAS, 66% of jobs in Utah will require a postsecondary education by the year 2020, and the state's economy depends on good family incomes, which require more of our young people to succeed in college; and

WHEREAS, with the support of the Governor, business leaders and K-12 public education, the State Board of Regents established a goal of 66% of Utah's adults attaining a post-secondary degree or certificate by the year 2020; and

WHEREAS, the Utah System of Higher Education awards approximately three-quarters of all degrees and certificates awarded to Utahns annually; and

WHEREAS, the Utah State Board of Regents is committed to improving the completion rates of students who enroll in an institution within the Utah System of Higher Education by ensuring a quality, cost-effective educational experience and awarding meaningful education credentials that will help students find gainful employment and life-long success; and

WHEREAS, to achieve substantial gains towards the 66% goal, the Board of Regents is committed to encouraging best practices that can help Utah college students complete a certificate or degree; and

WHEREAS, institutions within the Utah System of Higher Education are already implementing initiatives to improve completion rates of their students including: proactive intervention to boost student retention, jointly delivered degree programs for improved transfer and completion in bachelor's programs, expansion of critical path courses by leveraging technology, improved first-year experience and counseling, and accelerated fulfillment of general education math requirements; and

WHEREAS, Utah students who take 15 credits per semester are twice as likely to earn a certificate or degree as those who take 14 credits or fewer per semester (data show those students who take more credits will achieve better grades, enter the workforce sooner, and earn more money over their lifetime); and

WHEREAS, tuition rate structures at institutions in the Utah System of Higher Education should encourage students to take a full 15-credit course load; and

WHEREAS, students should be encouraged and enabled to earn stackable degrees and certificates as they pursue their postsecondary education; and

WHEREAS, higher education institutions may assist students to navigate coursework toward a timely completion of a degree by more wide-spread use of graduation maps; and

WHEREAS, improvements in the transition from developmental to credit-bearing math will improve graduation rates;

THEREFORE, BE IT RESOLVED, the members of the Utah State Board of Regents recommend and encourage institutional presidents to implement practices in support of increasing college completion rates, specifically:

- Establish 15 credit hours per semester as the normal full-time course load for students seeking an associate or bachelor's degree. Institutions are strongly encouraged to promote the recommended course load and ensure their own top scholarship requirements define 15 credit hours per semester, as full time, no later than the 2014-2015 academic year.
- Set plateau tuition levels with a focus on 12 to 15 credit hours to help students maximize their tuition dollars and their time. Institutions are strongly encouraged to promote the advantages of taking more than 12 credit hours per semester as a way to complete a degree one year earlier.
- Create semester-by-semester degree program maps with specific recommended courses each semester and make them available to current and potential students, ensure they are updated regularly to help students stay on track to finish their degrees on time and better enable institutions to maximize course scheduling availability for students.
- For students who have not already met general education math requirements in high school, through concurrent enrollment, Advanced Placement, or International Baccalaureate (1) encouraging students to enroll in an appropriate mathematics course in their first year of college, (2) encouraging institutions to adopt a strategy to transition students from developmental to credit-bearing math within three semesters, (3) marketing Math 1050 as a preferred concurrent enrollment option for high school seniors.
- During the next year the Chief Academic Officers, Chief Student Services Officers and institutions are charged with exploring the feasibility of implementing reverse transfer/stackable credentials where students who complete the requirements for an associate degree are automatically awarded the degree, by institutions that award associate degrees, without an application (or fee). This may include the feasibility of a policy allowing for the "reverse transfer" of credits where academic credit for coursework completed at a four year university are transferred back to a transfer student's previous college to satisfy credentials such as a certificate or associate degree program requirements. The Commissioner shall report the System's conclusions and recommendations to the Board by July 2014.

Institutions within the Utah System of Higher Education will report to the Board in January and July of 2014 their progress in implementing these strategies.

Approved July 19, 2013.

Bonnie Jean Beesley
Chair, State Board of Regents

David L. Buhler
Commissioner of Higher Education

UTAH SYSTEM OF HIGHER EDUCATION
Building a Stronger State of Minds

State Board of Regents
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July 3, 2013

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 May 17, 2013, Weber State University, Ogden, Utah.

B. Grant Proposals
   1. University of Utah – DHHS National Institutes of Health; "Neuronal Pathfinding A1"; $1,937,000. Vladimir Hlady, Principal Investigator.
   2. University of Utah – DHHS National Institutes of Health; "Restored Vision by V1 Stimulat"; $1,788,000. Bradley Edward Greger, Principal Investigator.
   3. University of Utah – Washington University in St. Louis; "NIH BRP Exosome with Washington"; $1,685,249. Bruce K. Gale, Principal Investigator.
   4. University of Utah – DOD Defense Threat Reduction Agency; "Radiation Detection"; $1,000,000. Ling Zang, Principal Investigator.
   5. University of Utah – DHHS Agency for Healthcare Research & Quality; "Acute Low Back Pain w/ Sciatica"; $1,795,670. Julie Mae Fritz, Principal Investigator.
   6. University of Utah – NIH National Heart Lung & Blood Institute; "Polymeric Gene Carriers"; $1,862,500. Sung Wan Kim, Principal Investigator.
   7. University of Utah – DHHS National Institutes of Health; "ECM Remodeling"; $1,862,500. You Han Bae, Principal Investigator.
   8. University of Utah – NIH National Institute on Drug Abuse; "Stimulants and Monoamines"; $1,825,250. Annette E. Fleckenstein, Principal Investigator.

9. University of Utah – DHHS National Institutes of Health; "Cyclopropylazetidines"; $1,862,500. Jon D. Rainier, Principal Investigator.

10. University of Utah – DHHS National Institutes of Health; "Immunogenicity Assessment"; $1,457,875. Jennifer Shumaker-Parry, Principal Investigator.

11. University of Utah – DHHS National Institutes of Health; "Label-Free Detection of Small-"; $1,391,000. John C. Conboy, Principal Investigator.

12. University of Utah – NIH National Institute of Neurological Disorders and Stroke; "Targeted Ablation with Toxins"; $1,192,000. Kelly T. Hughes, Principal Investigator.

13. University of Utah – State of Utah; "Child Welfare Evaluation"; $3,791,041. Matthew James Davis, Principal Investigator.

14. University of Utah – Division of Child and Family Services; "DCFS Evaluation"; $2,972,805. Matthew James Davis, Principal Investigator.

15. University of Utah – NIH National Heart Lung & Blood Institute; "The Role of Fibrosis in Atrial"; $2,005,259. Derek James Dosdall, Principal Investigator.

16. University of Utah – NIH National Heart Lung & Blood Institute; "MRI of Diffuse Left Ventricula"; $1,862,500. Daniel Kim, Principal Investigator.

17. University of Utah – DHHS National Institutes of Health; "DGK Delta"; $1,490,000. Matthew K. Topham, Principal Investigator.

18. University of Utah – DHHS National Institutes of Health; "Genetic Associations with Thin"; $2,664,503. Steven C. Hunt, Principal Investigator.

19. University of Utah – NIH National Institute of Allergy & Infectious Disease; "Influenza in the Elderly"; $2,235,000. Matthew Thomas Rondina, Principal Investigator.

20. University of Utah – NIH Office of the Director; "Altering Epigenome of GHRE"; $1,965,569. Robert McKnight, Principal Investigator.

21. University of Utah – NIH National Institute of General Medical Science; "Med into Grad"; $1,952,774. Anthea Letsou, Principal Investigator.

22. University of Utah – DHHS National Institute of Health; "Nonsense Mediated MRNA Decay"; $1,862,500. Mark M. Metzstein, Principal Investigator.

23. University of Utah – DHHS National Institutes of Health; "Role of BCS1 in the Membrane"; $1,862,500. Dennis R. Winge, Principal Investigator.

24. University of Utah – NIH National Institute of Allergy & Infectious Disease; "Role of the IFITM Proteins in"; $1,862,500.

25. University of Utah – NIH National Heart Lung & Blood Institute; "MNSOD in Mature Adipocytes"; $1,862,500. Sihem Boudina, Principal Investigator.

26. University of Utah – NIH National Biomedical Imaging & Bioengineering; "Neointimal Hyperplasia"; $1,862,500. Yan-Ting Shiu, Principal Investigator.

27. University of Utah – NIH National Institute of Allergy & Infectious Disease; "DNA Packaging and Delivery by"; $1,862,500. Sherwood Reid Casjens, Principal Investigator.

28. University of Utah – NIH National Institute of Child Health & Human Development; "NIH Abdominal Wall Defects"; $1,859,766. Charles L. Murtaugh, Principal Investigator.

29. University of Utah – NIH National Institute of Child Health & Human Development; "Mammalian Limb Continuation"; $1,853,701. Mario R. Capecchi, Principal Investigator.

30. University of Utah – NIH National Institute of Deaf & Other Communication Disorders; "Park CMV NIDCD R01"; $1,841,764. Albert H. Park, Principal Investigator.

31. University of Utah – NIH National Heart Lung & Blood Institute; "Cardiac Rehabilitation & No"; $1,713,500. David Wray, Principal Investigator.

32. University of Utah – University of Chicago; "Fertility Genes in Men"; $1,271,446. Kenneth Ivan Aston, Principal Investigator.

33. University of Utah – NIH National Institute of General Medical Science; "UCH37+USP14 Structure/Function"; $1,250,000. Christopher Peter Hill, Principal Investigator.

34. University of Utah – Washington University in St. Louis; "Genomic Sperm Impairment"; $1,009,245. Kenneth Ivan Aston, Principal Investigator.

35. University of Utah – Donald W. Reynolds Foundation; "Reynolds Next Steps"; $1,000,000. Mark Andrew Supiano, Principal Investigator.

36. University of Utah – NIH National Institute of Deaf & Other Communication Disorders; "Nanotox R01 Renewal"; $1,862,500. Hamidrezas Ghandehari, Principal Investigator.

37. University of Utah – DOD Defense Advanced Research Projects Agency; "HPACC"; $3,137,837. Carlos Mastrangelo, Principal Investigator.

38. University of Utah – NASA Aeronautics Research Directorate; "Extraterrestrial Resources"; $2,477,971. Manoranjan Misra, Principal Investigator.

39. University of Utah – DHHS National Institutes of Health; "Marine Symbiotic Interactions"; $2,079,625. Eric W. Schmidt, Principal Investigator.

40. University of Utah – NIH National Institute on Drug Abuse; "Fellowship for L. McFadden"; $1,210,230. Annette E. Fleckenstein, Principal Investigator.

41. University of Utah – US Department of Defense; "Reducing False Negatives"; $3,612,192. Craig Bryan, Principal Investigator.

42. University of Utah – St. Baldrick's Foundation; "Childhood Leukemia Unraveled"; $2,500,000. Joshua David Schiffman, Principal Investigator.

43. University of Utah – NIH National Institute for Allergy & Infectious Disease; "Therapeutics against Pathogens"; $28,000,589. Guy A. Zimmerman, Principal Investigator.

44. University of Utah – CDC National Institute for Occupational Safety & Health; "Occupational Safety and Health"; $9,000,000. Kurt Timothy Hegmann, Principal Investigator.

45. University of Utah – Massachusetts General Hospital; "Biomarkers for Epileptogenesis"; $1,885,642. Francis Edward Dudek, Principal Investigator.

46. University of Utah – NIH National Heart Lung & Blood Institute; "Sypathoexcitation in HF"; $1,862,500. David Wray, Principal Investigator.

47. University of Utah – NIH National Institute for Diabetes, Digestive and Kidney Disorders; "Prorenin and Heart & Kidney"; $1,862,500. Yufeng Huang, Principal Investigator.

48. University of Utah – DHHS National Institutes of Health; "T Cell Maturation"; $1,862,500. Gerald J. Spangrude, Principal Investigator.

49. University of Utah – DHHS National Institutes of Health; "Cloning Major Genes"; $1,862,500. Thai M. CAO, Principal Investigator.

50. University of Utah – DHHS National Institutes of Health; "Shape Modeling FAI"; $1,737,904. Andrew Edward Anderson, Principal Investigator.

51. University of Utah – NIH National Cancer Institute's; "SEER"; $1,684,195. Antoinette Stroup, Principal Investigator.

52. University of Utah – New York Stem Cell Foundation; "Ribosome Quality Control"; $1,500,000. Adam Frost, Principal Investigator.

53. University of Utah – DHHS Centers for Disease Control & Prevention; "Cases"; $1,500,000. Matthew H. Samore, Principal Investigator.

54. University of Utah – Clemson University; "Condo of Condo"; $1,307,048. Steven Corbato, Principal Investigator.

55. University of Utah – National Science Foundation; "NNIN SUB from Princeton"; $3,293,890. Cynthia M. Furse, Principal Investigator.

56. University of Utah – DOD Defense Advanced Research Projects Agency; "MCM4ML"; $2,518,972. Matthew Brendon Might, Principal Investigator.

57. University of Utah – DOD Defense Advanced Research Projects Agency; "Vanishing High Performance"; $1,938,700. Carlos Mastrangelo, Principal Investigator.

58. University of Utah – DOD Nuclear Energy University Program; "Reactor Major Upgrade"; $1,500,000. Tatjana Jevremovic, Principal Investigator.

59. University of Utah – National Science Foundation; "THZ Wireless Communications"; $1,205,886. Ajay Nahata, Principal Investigator.

60. University of Utah – NIH National Institute of Nursing Research; "Human Microbiome Preterm Birth"; $2,452,294. Gwen A. Latendresse, Principal Investigator.

61. University of Utah – National Science Foundation; "Dimensions – Gut Microbiome"; $1,975,823. Maria-Denise Dearing, Principal Investigator.

62. University of Utah – DHHS National Institutes of Health; "Regulation of HES1 & Metabolis"; $1,862,500. Julie Hollien, Principal Investigator.

63. University of Utah – National Science Foundation; "Collaborative: Dimensions"; $1,370,839. Dale H. Clayton, Principal Investigator.

64. University of Utah – Patient Centered Outcomes Research Institute; "PCORI"; $1,623,020. Nassir F. Marrouche, Principal Investigator.

65. University of Utah – NIH National Institute for Allergy & Infectious Disease; "Platelets/Viral Infection"; $8,811,017. Andrew S. Weyrich, Principal Investigator.

66. University of Utah – DHHS National Institutes of Health; "Integrating Preferences"; $3,676,128. Leslie Lenert, Principal Investigator

67. University of Utah – NIH National Library of Medicine; "Clinical Impact"; $3,216,406. Stephane Meystre, Principal Investigator.

68. University of Utah – NIH National Eye Institute; "Moran K12"; $3,101,450. Balamurali Krishna Ambati, Principal Investigator.

69. University of Utah – NIH National Eye Institute; "Membrane Protein Trafficking"; $2,839,384. Wolfgang Baehr, Principal Investigator.

70. University of Utah – NIH National Eye Institute; "Vegf Intraceptors"; $1,959,560. Balamurali Krishna Ambati, Principal Investigator.

71. University of Utah – NIH Office of the Director; "Best Program"; $1,862,500. Kristen A. Keefe, Principal Investigator.

72. University of Utah – NIH National Institute for Neurological Disorders and Stroke; "UR-Strokes Trial"; $1,862,500. Jennifer Juhl Majersik, Principal Investigator.

73. University of Utah – NIH National Institute for Allergy & Infectious Disease; "Functional Analysis of the MOU"; $1,862,500. John H. Weis, Principal Investigator.

74. University of Utah – NIH National Eye Institute; "Regulation Retinal Progenitor"; $1,862,500. Edward M. Levine, Principal Investigator.

75. University of Utah – DHHS National Institutes of Health; "14-3-3 in Compaction"; $1,862,500. Luca Brunelli, Principal Investigator.

76. University of Utah – NIH National Eye Institute; "Mechanisms of PCV"; $1,862,500. Yingbin Fu, Principal Investigator.

77. University of Utah – DHHS National Institutes of Health; "First Principles"; $1,773,240. Julio Cesar Facelli, Principal Investigator.

78. University of Utah – NIH National Eye Institute; "Moran Training Grant"; $1,610,954. Robert E. Marc, Principal Investigator.

79. University of Utah – NIH National Institute of General Medical Science; "Letsou Holsti Uprep R25 Resub"; $1,546,849. Anthea Letsou, Principal Investigator.

80. University of Utah – NIH National Institute for Neurological Disorders Stroke; "CNS Functionomic Laboratory"; $1,042,862. Richard Dorsky, Principal Investigator.

81. University of Utah – US Department of Energy; "Paradigm at Extreme Scale"; $1,500,000. Dongbin Xiu, Principal Investigator.

82. University of Utah – NIH National Institute for Deafness & Other Communication Disorders; "Gender Differences and Speech"; $2,851,997. Eric James Hunter, Principal Investigator.

83. Utah State University – US Department of Agriculture; "Decreased Teen Obesity Risk through Food Skills Education Enhanced with iPad Technology"; $4,978,554. Martha Archuleta, Principal Investigator; Karin Allen, Lindsey Shirley, Heidi Wengreen, Co-Principal Investigators.

84. Utah State University – US Department of Agriculture – National Institute of Food & Ag (NIFA); "2013 Implementation of Western Region Sare Proposal"; $2,695,062. Phil Rasmussen, Principal Investigator.

85. Utah State University – Defense Advanced Research Projects Agency DARPA; "Pheonix Rendezvous and Proximity Operations (RPO) Sensor Suite"; $9,236,191. Dean Wada, Principal Investigator.

86. Utah State University – Office of Naval Research HQ; "Sensor Management System (SMS) for Intelligent Enterprise Reconnaissance and Real Time Autonomy (SIERRA)"; $1,567,106. Scott Anderson, Program Manager.

87. Utah State University – Misc Federal Sponsors; "Remote Global GEOINT (Geospatial Intelligence) Ground (RG3) Task Order (TO) 1"; $1,081,800. Darin Partridge, Program Manager.

88. Utah State University – Misc Federal Sponsors; "Pelican"; $9,511,763. Alan Thurgood, Program Manager.

89. Utah State University – US National Science Foundation; "Dimensions: Dispersal as a Unifying Process of Biodiversity"; $1,998,166. Sarah Ernest, Principal Investigator; David Koons, Peter Adler, Co-Principal Investigator.

90. Utah State University – US National Aeronautics and Space Administration; "Investigation of Upper Atmospheric and Ionospheric Responses on Solar Flare Time Scales"; $1,861,034. Jan Sojka, Principal Investigator; Robert Schunk, Co-Principal Investigator.

91. Utah State University – US National Science Foundation; "Scalable Manufacturing of NanoFibers and Ribbons from Recombinant Spider Silk Proteins"; $1,329,461. David Britt, Principal Investigator; Ling Liu, Heng Ban, Randolph V. Lewis, Charles Miller, Yue Cui, Co-Principal Investigators.

92. Utah State University – Lockheed Martin Space Systems; "Touch and Go Camera System (TAGCAMS)"; $2,937,811. Jed Hancock, Principal Investigator.

C. Awards

1. University of Utah – DOE National Nuclear Security Admin; "Accelerating Deployment of CO2 Capture Technologies –Mana"; $1,212,560. Philip J. Smith, Principal Investigator.

2. University of Utah – NIH National Heart Lung & Blood Institute; "Systolic Blood Pressure Intervention Study (SPRINT) Clin"; $1,227,937. Alfred K. Cheung, Principal Investigator.

3. University of Utah – NIH National Heart Lung & Blood Institute; "Therapeutic Hypothermia after Pediatric Cardiac Arrest"; $1,163,515. J. Michael Dean, Principal Investigator.

4. University of Utah – Army Medical Research Acquisition Activity; "Breaking Barriers in Drug Development for Breast Cancer"; $2,383,249. Alana Lee Welm, Principal Investigator.

5. Utah State University – Missile Defense Agency; "Air Force Distributed Common Ground System (DCGS) Virtualized Imagery Processing Capability (VIP-C) Support 2012"; $3,796,644. Glen Wada, Program Manager.

6. Utah State University – The University of Arizona; "Origins Spectral Interpretation Resource Identification Security Regolith Explorer (OSIRIS-Rex)"; $2,001,616. Jed Hancock, Principal Investigator.

D. Academic Items Received and Approved

1. New Programs
   a. University of Utah – Graduate Certificate in Occupational Safety and Health
   b. Utah State University – Emphasis in Human Development Lifespan
   c. Utah State University – Minor in American Sign Language
   d. Utah State University – Graduate Certificate in Women and Gender Studies
   e. Weber State University – Minor in Entrepreneurship
   f. Snow College – Certificate of Proficiency in Advanced Networking Technologies
   g. Snow College – Certificate of Proficiency in Advanced Server Administration
   h. Snow College – Certificate of Proficiency in Agribusiness
   i. Snow College – Certificate of Proficiency in Business and Music Technology
   j. Snow College – Certificate of Proficiency in Commercial Driver's License
   k. Snow College – Certificate of Proficiency in Marketing
   l. Snow College – Certificate of Proficiency in Networking Technologies
   m. Snow College – Certificate of Proficiency in Server Administration
   n. Dixie State University – Minor in Biology Education
   o. Dixie State University – Emphasis in Chemistry in Bachelor of Arts / Bachelor of Science Integrated Studies
   p. Dixie State University – Minor in Chemistry Education
   q. Dixie State University – Minor in Creative Writing
   r. Dixie State University – minor in Mathematics Education
   s. Dixie State University – Minor in Music
   t. Utah Valley University – Minor in Russian Studies
   u. Utah Valley University – Emphasis in Ethics
   v. Utah Valley University – Minor in Ethics

2. New Unit
   Utah State University – Institute for Interdisciplinary Transition Services

3. Name Change
   a. University of Utah – Minor in Literacy Studies to Minor in Writing and Rhetoric Studies
   b. University of Utah – Hearing Impairments to Deaf and Hard of Hearing:
      i. Bachelor of Science in Special Education with Specialization in Deaf and Hard of Hearing
      ii. Master of Education in Special Education with Specialization in Deaf and Hard of Hearing
      iii. Master of Science in Special Education with Specialization in Deaf and Hard of Hearing
   c. University of Utah – Master of Science in Pharmacotherapy Outcomes Research and Health Policy to Master of Science in Health System Pharmacy Administration
   d. Utah State University – Master of Science /Doctorate in Biometeorology to Master of Science /Doctorate in Climate Science
   e. Utah State University – Plan C to Professional Master and Master of Education Programs
      i. Plan C Master of Science in Applied Economics to Master of Applied Economics

ii. Plan C Master of Science in Instructional Technology and Learning Sciences to Master of Learning Technologies and Instructional Design
iii. Plan C Master of Science in Agriculture Systems to Master of Education in Career and Technical Education
iv. Plan C Master of Science in Management Information Systems to Master of Management Information Systems
v. Plan C Master of Science in Psychology; Specialization in School Counseling to Master of Education; Specialization in School Counseling

4. Four Year Report
Utah Valley University – Bachelor of Science in Dental Hygiene

5. Program Consolidation
University of Utah – Bachelor of Science / Master of Science in Information Systems

6. Program Restructure
   a. Utah State University – Changes in Interior Design Master's Degree
      i. New Program – Specialization in Interior Design to Master of Fine Arts Degree
      ii. Discontinue – Master of Science in Human Environments

David L. Buhler
Commissioner of Higher Education

DLB/KLS
Attachments

STATE BOARD OF REGENTS MEETING
WEBER STATE UNIVERSITY, OGDEN, UTAH
SHEPHERD UNION BUILDING
MAY, 17 2013

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STATE BOARD OF REGENTS MEETING
WEBER STATE UNIVERSITY, OGDEN, UTAH
SHEPHERD UNION BUILDING
MAY, 17 2013

COMMITTEE OF THE WHOLE
MINUTES

Regents Present
Bonnie Jean Beesley, Chair
Daniel W. Campbell, Vice Chair
Keith M. Buswell
Leslie Brooks Castle
France A. Davis
Marlin K. Jensen
Nolan E. Karras
Thomas D. Leavitt
Robert S. Marquardt
Erik Mikkelsen
Jed H. Pitcher
Robert W. Prince
Marlon O. Snow
Mark R. Stoddard
Teresa L. Theurer

Regents Excused
Nina R. Barnes
Wilford W. Clyde
James T. Evans
Harris H. Simmons
John H. Zenger

Office of the Commissioner
David Buhler, Commissioner
Blair Carruth, Assistant Commissioner for Academic Affairs
Gregory L. Stauffer, Associate Commissioner for Finance and Facilities
David A. Feitz, Associate Commissioner and Executive Director, UHEAA

Institutional Presidents
David W. Pershing, University of Utah
Laurens H. Smith, Executive Senior Vice Provost, Utah State University
Charles A. Wight, Weber State University
Bradley J. Cook, Provost, Southern Utah University
Scott L Wyatt, Snow College
Stephen D. Nadauld, Dixie State College
Ian Wilson, Vice President - Academic Affairs, Utah Valley University
Cynthia Bioteau, 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. with a breakfast meeting; they were joined by the Weber State University Board of Trustees. **The Committee of the Whole was called together at 9:00 a.m.**

It was moved by Regent Stoddard and seconded by Regent Pitcher to meet in Executive Session. The motion carried.

The Committee of the Whole adjourned at 9:01 a.m. and the Regents met in Executive Session followed by Campus Connections, Board Committees, lunch, and the State of the College.

State of the College

President Charles Wight gave a presentation on the state of Weber State University. His report focused on Weber State University's core themes of access, learning, and community.

The Committee of the Whole reconvened at 1:12 p.m.

Commissioner's Overview

Commissioner Buhler gave a brief update and overview of the day's meeting.

General Consent Calendar (TAB Z)

On a motion by Regent Davis, and seconded by Regent Leavitt, the following items were approved on the Regents' General Consent Calendar:

A. Minutes – Minutes of the Board meeting March 29, 2013, Salt Lake Community College, Sandy, Utah.
B. Grant Proposals
C. Awards
D. Academic Items Received and Approved

Reports of Board Committees

Finance/Facilities Committee

University of Utah – Programming and Design Approval for the Lassonde Living Learning Center (TAB K)
Regent Pitcher reported the University of Utah requests authorization to seek State Building Board programming and design approval for this non-state funded building project. **It was moved by Regent Pitcher and seconded by Regent Marquardt to approve this request. The motion carried.**

Weber State University – Campus Master Plan Update (TAB L)
Regent Pitcher reported the Weber State University Campus Master Plan was last approved by the Board on May 20, 2011 and since then there have been minor changes. **It was moved by Regent Pitcher and seconded by Regent Snow to approve the changes as outlined in Tab L. The motion carried.**

Guidelines for Performance Funding, 2013-14 (TAB M)
Associate Commissioner Gregory Stauffer reported on the proposed metrics and timeline that require Regent approval to meet the intent of the legislation introduced by Senator Urquhart. **It was moved by Regent Pitcher and seconded by Regent Campbell to approve the guidelines as outlined in Tab M. The motion carried.**

2013-2014 Distinctive Mission Based Funding (TAB N)
Associate Commissioner Gregory Stauffer reported that during the 2013 legislative session the MBF Distinctive Mission appropriation was increased from $8 million to $9 million and the University of Utah (UofU) also received $10 million for Medical School Admissions. The UofU agreed to a reallocation of one-half of their distinctive mission appropriation to the other seven USHE intuitions. **It was moved by Regent Pitcher and seconded by Regent Karras to approve the Distinctive Mission Initiatives and allocations as outlined in Tab N. The motion carried.**

R583, Student Recruitment and the Report of Advertising Costs (TAB O)
Associate Commissioner Gregory Stauffer reported a recent review of this policy resulted in the recommendation to eliminate the provision that encourages institutions to advertise for increased enrollments in under-enrolled applied technology programs. **It was moved by Regent Pitcher and seconded by Regent Snow to approve the revisions to policy R583. The motion carried.**

R587, Lease-Purchase Financing (TAB P)
Associate Commissioner Gregory Stauffer reported the revision of this policy is an elimination of a provision that involved utilization of certificates of participation financing for lease purchases of equipment through the Department of Administrative Services, as this plan no longer exists. **It was moved by Regent Pitcher and seconded by Regent Marquardt to approve the revisions to policy R587. The motion carried.**

R501, Budgeting Definitions and Guidelines (TAB Q)
Associate Commissioner Gregory Stauffer reported on the policy revision to R501. **It was moved by Regent Pitcher and seconded by Regent Karras to approve the policy revisions as outlined in Tab Q. The motion carried.**

R763, Funding of Parking Facilities Repair Costs (TAB R)
Associate Commissioner Gregory Stauffer reported on the policy revision to R763. **It was moved by Regent Pitcher and seconded by Regent Karras to approve the policy revisions as outlined in Tab R. The motion carried.**

R205, Presidential Appointment, Term of Office and Compensation and Benefits (TAB S)
Associate Commissioner Gregory Stauffer reported on policy updates to R205. **It was moved by Regent Pitcher and seconded by Regent Campbell to approve the changes to R205 and formalize presidential compensation adjustments going forward effective immediately. The motion carried.**

USHE – Enrollment Forecasts (TAB T)
Associate Commissioner Gregory Stauffer reported on the Higher Education enrollment projections. **It was moved by Regent Pitcher and seconded by Regent Leavitt to approve the long-term enrollment projections for higher education in the State of Utah as outlined in Tab T. The motion carried.**

Capital Development Prioritization (CDP) Cycle – Adoption of Priority Guidelines (TAB U)
Associate Commissioner Gregory Stauffer reported on the recommended priority guidelines to the Capital Development Prioritization Cycle. **It was moved by Regent Pitcher and seconded by Regent Marquardt to adopt the proposed guidelines as outlined in Tab U and to appoint a Building Priorities Task**

Force to visit each institution, evaluate the circumstances of each project, focus on those that are the most crucial and make a recommendation to the full board for application of the Regents' Priority Points. The motion carried.

UHEAA Revenue Bonds (TAB V)
Regent Pitcher reported on the issue and moved the approval of executing a closing agreement in accordance with the Voluntary Closing Agreement Program. It was seconded by Regent Marquardt. The motion carried.

USHE Utilities Infrastructure Study (TAB W)
Associate Commissioner Gregory Stauffer reported on this information item. No action was taken.

USHE – 2013-14 Capital Improvement Funding Update (TAB X)
Associate Commissioner Gregory Stauffer reported on this information item. No action was taken.

USHE Institutions' Health Plan Changes 2013-14 (TAB Y)
Regent Pitcher reported on this information item. No action was taken.

Academic and Student Affairs Committee

University of Utah – Extended Asian Campus at Songdo, South Korea (TAB A)
Regent Davis reported on the University of Utah's request to open an extended campus at the Songdo Global University Campus in Songdo, South Korea. **It was moved by Regent Davis and seconded by Regent Leavitt to approve the request by the University of Utah and to begin the extended Asian Campus under the conditions outlined in Tab A. The motion carried.**

Weber State University – Associate of Science in Pre-Education (TAB B)
Regent Davis reported on Weber State University's proposal for the new degree and moved the approval of it. The motion was seconded by Regent Snow. The motion carried.

Southern Utah University – Associate of Applied Science in Aerospace/Aviation Technology – Professional Pilot with Emphases in Rotor-Wing and Fixed-Wing Aircraft (TAB C)
Regent Davis reported on Southern Utah University's proposal for the new degree program and moved the approval of it recommending the program submit an annual report each year to the Regents for the first three years of program operation. The motion was seconded by Regent Leavitt. The motion carried.

Salt Lake Community College – Certificate of Completion and Associate of Applied Science in Electronics Engineering Technology (TAB D)
Regent Davis reported on Salt Lake Community College's proposal for the new certificate and moved the approval of it. The motion was seconded by Regent Stoddard. The motion carried.

R312, Configuration of the Utah System of Higher Education and Institutional Missions and Roles (TAB E)
Regent Davis reported on several changes to R312. **It was moved by Regent Davis and seconded by Regent Prince to approve the revision of R312 effective immediately. The motion carried.**

R161, Guidelines for Cooperation between the State Board of Regents and the State Board of Education (TAB F)
and
R138, University Centers (TAB G)
Regent Davis reported that policies R161 and R138 might be considered together, as after thorough review, it has been recommended they be eliminated from the Board of Regents policies. **It was moved by Regent Davis and seconded by Regent Leavitt. The motion carried.**

CACG Collaborative Counselor Training Initiative (TAB H)
Regent Davis reported on this information item. No action was taken.

StepUp Spring College Nights (TAB I)
and
College Access Challenge Grant Annual Report (TAB J)
Regent Davis reported the Academic and Student Affairs Committee did not have time to review these items in committee; however, he recommended the Regents read the items and direct questions to Assistant Commissioner Melissa Miller Kincart. No action was taken on these information items.

Appointment of Interim President, Southern Utah University (TAB AA)
Commissioner Buhler reported that Dr. Richard E. Kendell has agreed to serve as interim president at Southern Utah University. **It was moved by Regent Karras and seconded by Regent Pitcher to appoint as Southern Utah University Interim President Dr. Richard E. Kendell effective July 8, 2013. The motion carried.**

Resolutions

Thomas D. Leavitt
It was moved by Regent Mikkelsen and seconded by Regent Prince to approve a resolution of appreciation for Thomas D. Leavitt and his service on the Board of Regents as the 2012-2013 Student Regent. The motion carried.

Marlon O. Snow
It was moved by Regent Campbell and seconded by Regent Theurer to approve a resolution of appreciation for Marlon O. Snow and his service on the Board of Regents from 2001 to 2013. The motion carried.

Nolan E. Karras
It was moved by Regent Pitcher and seconded by Regent Snow to approve a resolution of appreciation for Nolan E. Karras and his service on the Board of Regents from 2001 to 2013. The motion carried.

It was moved by Regent Stoddard and seconded by Regent Davis to meet in Executive Session. The motion carried.

The Committee of the Whole adjourned at 2:00 p.m. and the Regents met in Executive Session until 2:45 p.m.

_____
Kirsten Schroeder, Executive Secretary

Date Approved:

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July 3, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L Buhler

SUBJECT: USHE 7-Year Budget Projection

Background

There has been interest in the Commissioner's Office creating budget forecasting scenarios to provide information on the amount of resources that will be necessary to have the capacity needed to reach the goal of 66% of the adult population ages 25-35 having some form of post-secondary education credential by the year 2020. Board leadership has requested a motion in support of and directing the Commissioner to provide this information at an upcoming meeting.

Commissioner's Recommendation

If the Board agrees there is value in having seven-year budget forecasting scenarios, the Commissioner recommends that the Board adopt the following motion:

> I move that the Board request that the Commissioner provide 7-year budget projection scenarios identifying the resources that will be necessary for the Utah System of Higher Education to achieve its portion of the goal of 66% of the adult population ages 25-35 having some form of post-secondary education credential by the year 2020, and that this be provided at the September 2013 State Board of Regents meeting.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/BLS