

DIXIE STATE UNIVERSITY  
BOARD OF TRUSTEES MEETING  
Zion Room, Jeffrey R. Holland Centennial Commons  
Friday, November 21, 2014  
Strategic Planning Session with Consultant (Trustees Only) – 8:00 a.m.  
Executive Session (Trustees Only) – 9:00 a.m.  
General Session (All Meeting Attendees) – 10:00 a.m.

A G E N D A

[\*] = Link to Handout

- I. STRATEGIC PLANNING SESSION AND EXECUTIVE SESSION
- II. GENERAL SESSION – WELCOME / INTRODUCTIONS (Chair Christina J. Durham)
  - A. Welcome/Introductions:
    - New Trustee Thomas E. Wright
    - New Interim Dean of the School of Humanities, Addison Everett
    - New Exempt Staff Association President-elect, Andrea Brown
  - B. Welcome Representative of the Dixie Applied Technology College
  - C. Welcome Jeannine Holt, Past Member of the Board of Trustees
  - D. Welcome Representatives of the Press and Other Visitors
- III. SWEARING IN OF NEW TRUSTEE – THOMAS E. WRIGHT (Chair Durham)
- IV. SIGNING OF CONFLICT OF INTEREST STATEMENT – TRUSTEE WRIGHT (Chair Durham)
- V. PRESENTATIONS:
  - Nursing Program Presentation re: Hosting Tanzanian Nurses for a Six-Week Course in Summer 2015 (Carole Grady)
  - [\\*Experiential Learning at Zion/Tanner](#) (Eric Pedersen)
- VI. PRESIDENT’S REPORT (President Richard B. Williams)
- VII. ACTION ITEMS (Chair Durham)
  - A. Approval of Minutes (Chair Durham)
    - [\\*Friday, September 19, 2014](#)
  - B. Human Resources (President Williams)
    - [\\*Early Retirement Request](#)

VII. ACTION ITEMS (Continued)

C. Administrative Services

- [\\*Investment Report](#) (Scott Talbot/Cheri Capps)
- [\\*Financial Reports: Discretionary Funds; Auxiliary Operations; and General Fund](#) (Paul Morris/Bryant Flake)

D. Academic Services

- \*Program Proposals (David Wade)
  - ✓ [BS Dental Hygiene Restructure](#)
  - ✓ [AAS General Technology: Healthcare Emphasis](#)
  - ✓ [BA/BS Dance](#)
  - ✓ [Undergraduate Research Office](#)
  - ✓ [Bachelor of Individualized Studies](#)
  - ✓ [BS Biology – Biological Sciences Emphasis](#)
  - ✓ [BS Biology – Biomedical Sciences Emphasis](#)
  - ✓ [BS Biology – Natural Sciences Emphasis](#)
  - ✓ [Minor in Computer Science](#)
  - ✓ [Minor in Digital Design](#)
  - ✓ [Minor in Information Technology](#)
  - ✓ [Minor in Web Design and Development](#)

VIII. BOARD OF TRUSTEES COMMITTEE REPORTS

- A. Audit Committee – David Clark/Hal Hiatt
- B. Finance/Investment Committee – Larry Bergeson/David Clark/Thomas Wright
- C. Government Affairs Committee – Thomas Wright/Hal Hiatt/Jon Pike
- D. Academic Programs Committee – Elisabeth Bingham/Julie Beck/Larry Bergeson/Greg Layton/Gail Smith
- E. Policy Committee – Julie Beck/Christina Durham/Gail Smith
- F. DXATC Board Liaison – Jon Pike
- G. NAC Representatives – Gail Smith/Elisabeth Bingham/Christina Durham

IX. DISCUSSION / INFORMATION ITEMS

A. Student Services

- Student Services, in cooperation with the WCSD, was awarded a \$50,000 grant to improve students' high school math preparation for a more successful transition to college (Frank Lojko/ David Roos)
- Student Success Center Report on Retention Initiatives (Frank Lojko/David Roos)
- Health and Wellness Center Update and Challenges (Del Beatty)
- Homecoming Recap (Del Beatty)
- Disability Resource Center Report (Del Beatty)
- Intramurals Update (Del Beatty)

IX. DISCUSSION / INFORMATION ITEMS (Continued)

B. General Updates

- Associated Students of DSU (Greg Layton)
- Alumni Association (Hal Hiatt)
- Administrative Services (Paul Morris)
- Athletics (Jason Boothe)
- Classified Staff Association (Jack Freeman)
- Exempt Staff Association (Andrea Brown)
- Faculty Senate (Nate Staheli/Erin O'Brien)

C. Institutional Advancement (Steve Johnson)

- Dr. Surendra Pachauri Visiting Lecture Booklet: "Gandhi and His Role in the Indian Independence Movement"
- \*Business of Art 2014 Zions Bank Grant Award Recipients
- \*Save the Date: 28<sup>th</sup> Annual Sears Dixie Invitational Art Show Gala Dinner, Friday, February 13, 2015

D. Development (Brad Last)

- \*Development Office Donation Report
- General Update

X. CALENDAR OF UPCOMING MEETINGS AND EVENTS

- *President's Cabinet Meeting* – Tuesday, November 25 @ 9AM, South Admin Conference Room
- *Thanksgiving Break* – November 27-28, 2014
- *University Council Meeting* – Tuesday, December 2 @ 9AM, South Admin Conference Room
- *President's Cabinet Meeting* – Tuesday, December 9 @ 9AM, South Admin Conference Room
- *President's Holiday Luncheon* – Wednesday, December 10 @ 11:30AM to 1PM, Gardner Center Ballroom
- *Finals Week* – December 15-19, 2014
- *University Council Meeting* – Tuesday, December 16 @ 9AM, South Admin Conference Room
- *Holiday Break* – December 22, 2014 through January 9, 2015
- *Possible Council of Presidents Meeting* – Tuesday, January 6 @ 12PM, SLC
- *Spring Semester Begins* – Monday, January 12
- *Board of Regents Meeting* – Friday, January 23 @ University of Utah
- *Board of Trustees Meeting* – Friday, January 30
- *28<sup>th</sup> Annual Sears Dixie Invitational Art Show Dinner/Gala* – Friday, February 13
- *28<sup>th</sup> Annual Sears Dixie Invitational Art Show* – February 14 through March 29
- *National Advisory Council Meeting* – Friday, February 27
- *Fire & Ice Dinner/Gala* – Friday, February 27 @ 5PM, SunRiver Clubhouse

X. CALENDAR OF UPCOMING MEETINGS AND EVENTS (Continued)

- *Council of Presidents Meeting* –Tuesday, March 10 @ 12PM, SLC
- *Board of Trustees Meeting* –Friday, March 20
- *Board of Regents Meeting* –Friday, March 27 @ DSU
- *Council of Presidents Meeting* –Tuesday, April 28 @ 12PM, SLC
- *Board of Trustees Meeting* –Friday, May 1
- *Board of Regents Meeting* –Friday, May 15 @ SLCC
- *Commencement Day* –Friday, May 8

XI. LUNCHEON SERVED IN THE ZION ROOM

XII. NEXT BOARD OF TRUSTEES MEETING – FRIDAY, JANUARY 30, 2015

PLEASE NOTE: BOARD OF TRUSTEES TRAINING/ORIENTATION WILL BE HELD DURING THE LUNCHEON FOLLOWING THE GENERAL SESSION OF THIS JANUARY 30<sup>TH</sup> MEETING FOR ALL TRUSTEES WHO HAVE NOT PREVIOUSLY HAD THE TRAINING.



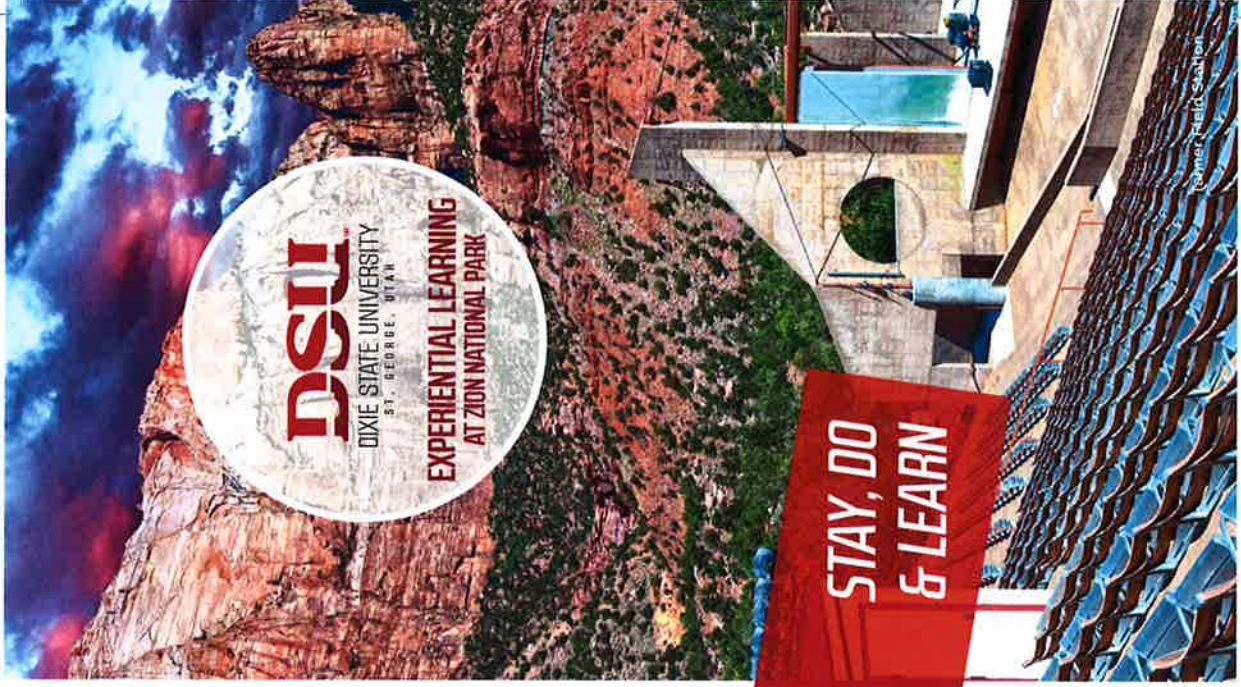
*“In every walk with nature  
one receives far more  
than he seeks.”*

*-John Muir*

Zion National Park



**EXPERIENTIAL LEARNING  
AT ZION NATIONAL PARK**



**STAY, DO  
& LEARN**

**CONTACT**

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Center Field Station



# STAY, DO & LEARN EXPERIENTIAL LEARNING AT ZION NATIONAL PARK

## Dixie State University

Experiential learning includes a variety of activities with one common goal - to immerse you in hands-on learning outside the classroom where your experience is at the heart of the learning process.

Dixie State University is proud to announce the first offerings of Experiential Learning at Zion. Stay, do and learn courses will be offered at the Tanner Amphitheater/Field Station near the entrance to Zion National Park in Springdale, Utah. Science in Zion will make use of the unique setting of Zion National Park and surrounding areas to offer a one-of-a-kind learning experience in biology, geology and outdoor recreation. Students will incorporate knowledge learned in traditional or online biology and geology courses and complete their studies with 2 weeks of intensive field experiences. Students also earn a credit in physical education as they experience outdoor recreation activities such as kayaking, mountain biking, canyoneering, paddle boarding and hiking. Students will have finished their general education science courses while experiencing a unique part of the world. Zion, Bryce and Grand Canyon National Parks will all be explored as we incorporate science with outdoor recreation.

Opportunities to study and learn in Zion are open to students from around the world.

## Courses

Biology and geology core knowledge learned in online courses will be incorporated into experiential learning in the field. Students will have the opportunity to observe the interactions between biological and earth sciences in a dynamic setting. Recreational opportunities will be intertwined with science exploration.

- Science in Zion** (9 semester hours)
- BIOL 1010** – General Biology (3 hours)\*
- BIOL 1015** – General Biology Lab (1 hour)
- GEO 1010** – Introduction to Geology (3 hours)\*
- GEO 1015** – Introduction to Geology Lab (1 hour)
- PEHR 1540** – Outdoor Recreation Survey (1 hour)

\*classes to be completed online prior to field study  
**These courses will fulfill general education science requirements at most institutions.**

## Sign Me Up!

Register at least 60 days prior to field course dates.

**May 11 - 24, 2015**

**June 1 - 14, 2015**

**June 22 - July 5, 2015**

**Visit Website for additional dates**

**Everyone pays resident tuition rates in the summer!**

9 credits total: 6 credits online and 3 credits in the field.

Program costs: \$1723 tuition + course fee \$995 = \$2718

Course fee covers transport between DSU and the field station, trips to Zion, Bryce and Grand Canyon, food, lodging and recreational activities.

[www.dixie.edu/experiential](http://www.dixie.edu/experiential)

**MINUTES OF THE DIXIE STATE UNIVERSITY  
BOARD OF TRUSTEES MEETING  
Zion Room, Jeffrey R. Holland Centennial Commons  
Friday, September 19, 2014  
8:00 a.m. – Executive Session  
9:00 a.m. – General Session**

**BOARD MEMBERS PRESENT:**

**Christina Durham (Chair)  
David Clark (Vice Chair)  
Larry Bergeson  
Elisabeth Bingham  
Hal Hiatt (Alumni Association President)  
Gregory Layton (DSUSA President)  
Jon Pike  
Gail Smith  
Thomas Wright – Participated by phone**

**BOARD MEMBERS EXCUSED:**

**Julie Beck**

**ALSO PRESENT:**

**President Richard B. Williams  
Jason Boothe – Athletic Director  
Sylvia Bradshaw – Outgoing President of the Classified Staff Association  
Debra Bryant – Accreditation Liaison Officer  
Cheri Capps – Director of Accounting  
Bill Christensen – Executive Vice President and Chief Academic Officer  
Bryant Flake – Institutional Budget Director  
Jack Freeman – Incoming President of the Classified Staff Association  
Carole Grady – Dean of the School Health Sciences  
Bruce Harris – Director of the Center for Teaching Excellence  
Don Hinton – Dean of the School of Humanities  
Jeannine Holt – Former Member of the Board of Trustees  
Mace Jacobson – President of the Exempt Staff Association  
Jeffery Jarvis – Dean of the School of Visual and Performing Arts  
Scott Jensen – Associate Director of Business Services  
Steve Johnson – Director of Public Relations and Publications  
Marilyn Lamoreaux – Assistant to the President  
Brad Last – Vice President of Development  
Frank Lojko – Vice President of Student Services and Government Relations  
Paul Morris – Vice President of Administrative Services  
David Mortensen – Media Systems Coordinator  
Erin O'Brien – President-elect of the Faculty Senate  
Rich Paustenbaugh – Dean/Director of Library Services  
Eric Pedersen – Dean of the School of Science and Technology  
Corey Reeves – Director of Guest Services  
Brenda Sabey – Dean of the School of Education  
Christina Schultz – Vice President of Institutional Advancement  
Becky Smith – Dean of Academic and Community Outreach  
Nate Staheli – President of the Faculty Senate  
Kelle Stephens – President of the DXATC  
Scott Talbot – Assistant Vice President of Business Services  
David Wade – Academic Program and Curriculum Director  
Kyle Wells – Dean of the School of Business and Communication  
Representatives of *The Spectrum* and the *Dixie Sun***

## **I. WELCOME**

At 8:03 a.m., Dr. Christina J. Durham, Chair of the Dixie State University (DSU) Board of Trustees, welcomed everyone to today's meeting. Trustee Thomas Wright is participating by phone. Chair Durham called for a motion to move into Executive Session for the purpose of discussing personnel and/or real estate issues.

**MOTION BY DAVID CLARK, DULY SECONDED BY HAL HIATT, TO MOVE INTO EXECUTIVE SESSION FOR THE PURPOSE OF DISCUSSING PERSONNEL AND REAL ESTATE ISSUES.**

**Action: Approved unanimously, by a show of hands.**

## **II. EXECUTIVE SESSION**

At 9:16 a.m., Chair Durham called for a motion to adjourn the Executive Session.

**MOTION BY GAIL SMITH, DULY SECONDED BY JON PIKE, TO ADJOURN THE EXECUTIVE SESSION.**

**Action: Approved unanimously, by a show of hands.**

## **III. GENERAL SESSION – WELCOME/INTRODUCTIONS**

At 9:17 a.m., Chair Durham again welcomed everyone. She excused Trustee Beck – she is in Paris today. One of our new Trustees, Thomas E. Wright, is participating by phone. Chair Durham started with a thank you to the Thrive “Women in Business” Symposium people, who were willing to give the Zion Room back to us for this meeting. They are a great group of women. Chair Durham proceeded with the introductions.

- **President Williams introduced Chair Durham.** President Williams said we have really enjoyed Chairperson Durham and he thanked her. She has represented us very well everywhere she has gone.
- **Chair Durham introduced President Williams.** Chair Durham said we are lucky to have President Williams. He is very impressive in his grasp of Dixie State University and what we need. He is very open, strategic and forward thinking. He is an excellent choice and we are grateful for his depth of leadership. We have a new era. We have achieved university status, and now we need to grow into university stature. She believes President Williams will lead us there.
- **Introduction of New Trustees:**
  - ✓ **Larry G. Bergeson** is our newest Trustee. He is the Washington County School District Superintendent, and he takes the place of Dr. Max Rose on the Board. The Governor has allotted us that position because it is so important that DSU and WCSU interface. Larry said this is his 33<sup>rd</sup> year in education. If he hadn't have started in Idaho, then Wyoming, and then here, he would be retired by now. He enjoys his work very much and is excited to have this partnership and association of K-12 and DSU, helping our students to be more successful with their education. The association is very good. He spent most of his days as a high school principal and coach. He and Jon Pike have dealt with a lot of positions. Jon's new as mayor, Larry's new, President Williams is new. Larry is excited to be here and work toward improving all entities and meet everyone's needs and help kids go to school.
  - ✓ **Thomas E. Wright** was participating by phone, but our phone connection is lost. We will have him introduce himself at our next meeting.
- **Honoring Outgoing Trustee Max Rose.** Dr. Rose was unable to be with us today. We would like to recognize him for his incredible service to DSU and the Board of Trustees. We wish him the best in his retirement.
- **Welcome New Deans and Directors:**
  - ✓ **Dr. Bruce Harris, Director of the Center for Teaching Excellence.** Bruce said he grew up in San Diego and went to San Diego State, then received his doctorate from BYU in instructional design and technology. He worked as a constructional designer, and then as a professor for 24 years in the department of construction design and engineering at Western Illinois University in



Macomb, Illinois. He loves working with new technologies, experiential learning, service learning, MOOC classrooms, etc. He has been teaching online courses every semester since 1994. He loves his job and the people. Thank you for this opportunity to be here and for the warm welcome he and his wife have received from DSU and the community.

- ✓ **Dr. Jeffery Jarvis, Dean of the School of Visual and Performing Arts.** Jeff said it is an honor to be here. It is an exciting new day. He and his wife Susan are thrilled, and gawk at the beauty of this area. Someone said this place would be a national park any place else. He has a musical background – his career has been in music. He is excited about leading the School of Visual and Performing Arts. He is excited about the arts we provide here. We are working to offer a bachelor's degree in Dance. There is a depth of artistic direction here in St. George. Everywhere else he has had to work to build a community of art, but it already exists here.
- ✓ **Scott Jensen, Associate Director of Business Services.** Scott Jensen said he is grateful to be here and to be a part of Dixie and the change coming forth and bright horizons. He comes from SUU. He was a controller there for a while. He has a master's of accountancy and an MBA from SUU. Prior to that he was a tax auditor. He said it is a great opportunity to be behind the scenes and help things grow, and help students move into different careers.
- ✓ **Richard Paustenbaugh, Dean/Director of Library Services.** Rich is excited to be here today and about what the future holds for DSU. The opportunity to work with students is exciting. He started at Indiana University for five years on faculty, and then 24 years at Oklahoma State University. He started here at DSU in July. He looks forward to making resources available for students and faculty, to help them become better individuals and meet their needs.
- ✓ **Dr. Kyle Wells, Dean of the School of Business and Communication.** Kyle said he grew up here in St. George, and unfortunately his reputation precedes him. He hopes to overcome that. His father was a veterinarian here. Kyle met his wife here, then he got engineering degree at the University of Utah. He received a master's degree at the University of Arizona, and then returned to the University of Utah for his doctorate. He has been the dean for 2½ months, but has been at DSU for nine years as faculty and department chair. He can't tell if he is succeeding or crashing and burning. He has a terrific group of faculty members he works with. They are doing great things – CEC, DOCUTAH, accreditation efforts, etc.
- **Thank you to Sylvia Bradshaw, Outgoing Classified Staff Association President.** Sylvia said she was excited about the CSA, and then an opportunity came up on campus for another job that she was interested in. She loves DSU and appreciates that we promote from within. She is the new Associate Director of the new Office of Sponsored Programs. She said they want to make everyone aware of opportunities available through this new office. Vice President Bill Christensen pointed out how important Sylvia's role is in the university's "status to stature" goal. There has been a growing need to have an office of sponsored projects, and Sylvia's new role gives that to us. We had Dr. Bill O'Neill already, and he will train and mentor Sylvia.
- **Welcome Jack Freeman, Incoming CSA President.** Jack said a little over a year ago he was asked to be a CSA board member, and now he is the president. He will do his best. His background is in construction; he got into Campus Services a few years ago. He likes the growth and the challenge. Construction was a good career, but he recognized it was time to get out and get into building maintenance. He was born and raised in Indiana (on the opposite side of the state from where President Williams lived), and moved here in 1982. He married a southern Utah gal, the love of his life. He's excited to be here.
- **Welcome Kelle Stephens, President of the DXATC.** Chair Durham said we will hear from Kelle later in the meeting.
- **Welcome Jeannine Holt.** Chair Durham said Jeannine helps Marilyn deliver the agenda packets to the Trustees. Thank you so much, Jeannine.
- **Welcome Representatives of the Press and other visitors.**

#### IV. SWEARING IN OF NEW TRUSTEES

Chair Durham swore in new Trustees Greg Layton and Larry Bergeson. They and Chair Durham signed the Oath of Office certificates. Chair Durham said we have a very collaborative Board, but with diverse and varied backgrounds.

## **V. PRESIDENT'S REPORT**

### **Listening Tour Update**

President Williams said it is a pleasure to be here. Two months and two days ago he was announced as the new President of Dixie State University. He is grateful for the seamless transition, and appreciates the warm welcome he and his family have received. He has been here for six weeks. It is a wonderful environment but it doesn't seem real yet. He is excited to be here. He and his family have gone to the OC Tanner Theater, The Little Mermaid (they were there with 250 DSU students), attended DOCUTAH events and saw all that has to offer. The start of the school year has been fabulous. The All Faculty and Staff Meeting went very well (thanks to the vice presidents), and we had a very large group for our BBQ. It is his mission to have as many DSU T-shirts in the community as possible; we gave some to the Trustees today. We have a great student association and alumni student association. The Administration responded to the ice bucket challenge – about 20 of them got wet. Our Marketing and PR people have been phenomenal, we had a wonderful convocation with alumna Alana Lee. His listening tour is going well (he has had 127 listening tour meetings so far and has met hundreds of people). It has been exciting!! We have phenomenal faculty, staff, administration, students, and community. He thought he had done his homework, but he has learned so much. We are on the cutting edge on campus, and he's thrilled to be here and move the campus forward.

### **Strategic Planning**

President said referred to his strategic plan handouts. We are hiring a consultant to help us with a strategic plan, which will be one of the most important strategic plans in the history of the university. It will define who we are. Arizona State determined they would be the American University! We are going to define ourselves. We are putting together a strategic planning committee, to help us determine who the consultant will be. The consultants and committee will meet with every stakeholder group, and come up with a plan. We have to get this right and have everyone involved – we will all read it, get excited, and move forward. They will seek approval from the Board of Trustees and the Board of Regents. It is important for our accreditation as well. This plan will be implemented. We will have goals and have goal shares on campus. We'll ask for work plans to be created, benchmarks, targets. We will also have funding – a significant amount. Paul Morris (the magician) will help with that. Each year there will be an annual strategic plan retreat to celebrate our successes and change what needs to be changed. Failure is doing the same thing over and over; we will not fail because we will try another approach. Momentum will carry us for five to eight years. He wanted the Trustees to be the first to see and critique his handouts, and then they will go to faculty and staff. The second and third pages spell out the approval process. We want to take the state by Storm!! He asked for questions and suggestions. Chair Durham said she likes the President's approach, asking for input. Trustee Bergeson said it is a great process, including the stakeholder involvement. Trustee Pike said this is exciting because the City is going to be doing something very similar. We'll have crossover. President said the vision has to be OUR vision, not just his. Chair Durham said we want people to be involved. It is OUR University!

### **Building Request Update**

President shared his presentation that President Nadauld and Paul Morris gave to the Regents in July. We have a great need for a Physical Education/Student Wellness Center, which would attract students to campus. We would have intramural sports, etc. We want to build something big enough (from past experiences, the buildings are never big enough). The Regents are focusing on STEM, but we will still pursue this. We will look for the wow factor, needs, market analyses, etc. Trustee Hiatt asked if the Regents are ready for us to come forward with this. President said we cannot be shy about this; we will be methodical and aggressive. Vice President Paul Morris said we have \$29 million; the current fees are \$65. President said for us to move forward on the rubric we need to raise approximately one million dollars, but currently the Regents won't count a contribution from the students. Right now the plan is to locate this building on the northeast side of the Encampment Mall. President said it is wisest for us to define what we need and what we're doing. Chair Durham said it is nice that the Regents have prioritized us as number six. If we had some donor money we would be in much better shape. Larry said when he hears high school seniors discuss options, they talk highly of these types of things. Great choice!!

## VI. ACTION ITEMS

### Approval of Minutes

Chair Durham called for a motion to approve the minutes of two Board of Trustees meetings:

- **Monday, April 28, 2014.**

**MOTION BY DAVID CLARK, DULY SECONDED BY GAIL SMITH, TO APPROVE THE MINUTES OF THE BOARD OF TRUSTEES MEETING HELD ON MONDAY, APRIL 28, 2014, AS PRESENTED. Action: Approved unanimously.**

- **Wednesday, July 16, 2014.**

**MOTION BY HAL HIATT, DULY SECONDED BY JON PIKE, TO APPROVE THE MINUTES OF THE BOARD OF TRUSTEES MEETING HELD ON WEDNESDAY, JULY 16, 2014, AS PRESENTED. Action: Approved unanimously.**

### Policy Ratification

- **Policy 6-NEW: Trustee Conflict of Interest.** Chair Durham said we had this policy signed and notarized at the July 16 meeting, but failed to pass the policy.

**MOTION BY DAVID CLARK, DULY SECONDED BY GREG LAYTON, TO APPROVE POLICY 6-NEW: TRUSTEE CONFLICT OF INTEREST, AS PRESENTED. Action: Approved unanimously.**

**Reporting Conflicts of Interest.** Chair Durham looked through the Conflict of Interest Policy, and she said we are to report conflicts. At this point, there are no conflicts.

## *ADMINISTRATIVE SERVICES*

### Investment Report

Scott Talbot, Assistant Vice President of Business Services, said we are required by the Board of Regents to submit reports to them monthly. Those reports do not include the University of Utah (UofU) information, so the quarterly graph is the report that compares apples to apples. We will focus on the quarterly report, but the Regents require us to review all of them. Cheri Capps, Director of Accounting, said regarding the investment allocation, we have 66.7% with PTIF, 2.1% are restricted, 22.9% are with the UofU, 4.8% are with Soltis Advisors and 3.5% with Morgan Stanley/Merrill Lynch. To the right is the investment portfolio graph showing rates of return. This is the year-end figure for April, May and June 2014, the final quarter of the fiscal year – so these are end-of-year percentages. The investment goal is 9% for the investment committee. If we took the weighted average our advisors would hit 8.97%, so we were right on target. Cheri discussed the final year-end investment earnings, realized and unrealized gains, etc. In the comparison chart, Cheri said we did quite well. Trustee Hiatt said he thought Morgan Stanley was going to be rolled over to the UofU. Scott said we are waiting partially because we need some of that cash for scholarships. Cheri said if there are no other questions, they would like the Board to approve this report.

**MOTION BY JON PIKE, DULY SECONDED BY HAL HIATT, TO APPROVE THE INVESTMENT REPORT FOR THE FOURTH QUARTER OF FISCAL YEAR 2014, AS PRESENTED. Action: Approved unanimously.**

### Audit Reports

- **Annual Financial Report for the Year Ended June 30, 2013.**
- **Government Auditing Standards Report for the Year Ended June 30, 2013.**

Scott Talbot said they reported these audit findings to the Audit Committee with the state auditors in May, and now the reports are coming to the Board of Trustees. He said on page 2 of the report at the top of the page is the opinion paragraph, which is what we really look for. This is an unqualified opinion – because global accounting standards are different, the words “in the United States of America” were added. There is a second report on internal controls, and there were no internal findings or recommendations. Vice Chair Clark said he has had the opportunity of meeting with the state auditors the past couple of years and he wanted to compliment Scott and his entire staff on their great work. Chair Durham called for a motion.

**MOTION BY DAVID CLARK, DULY SECONDED BY ELISABETH BINGHAM, TO APPROVE THE AUDIT REPORTS, AS PRESENTED. Action: Approved unanimously.**

**Budget Report**

Vice President Paul Morris said the general message is that the budget is in good shape. Sufficient revenues are in place. We have a surplus or reserve that we keep available if we need it. Bryant Flake said the idea in changing the format is to clearly state that DSU is on sound financial footing. Expenditures were well below budget last year. We set the budget on the previous year's enrollment level. We have seen a significant increase in nonresident enrollment, so that will give us some one-time money to pursue projects. Trustee Hiatt asked for an estimate of the surplus amount. Bryant said it is difficult to say – we hope for \$.5 to \$1 million. Paul said the budget looks very good this year. Chair Durham said we are very grateful to SUU for training such good budget directors for us.

**MOTION BY JON PIKE, DULY SECONDED BY LARRY BERGESON, TO APPROVE THE BUDGET REPORT, AS PRESENTED. Action: Approved unanimously.**

**Proposal: University-Owned On campus Student Housing**

Paul Morris said he is excited to be able to talk about this today. It has been a discussion for many years and we have been talking seriously about this for at least a year. We come to you today with a plan for a new student housing building on campus. Our on campus housing is full, and private housing areas are also full. We anticipate future growth of 2-3% (a modest estimate). So we are proposing a new 90,000 sq. ft. building between the Science Building and Nissan Towers. It will offer single and shared rooms, two bathrooms for each suite, and full kitchens. Paul said they went on a road trip to Snow College and saw the beautiful new housing area they have built. We propose \$19,000,000 from an Auxiliary Services bond, and hope to receive a \$2 million donation. We can use pledged revenues from Auxiliary Services funds. We want flexibility to tear down Shiloh and the Towers at some point. This would be the first step to get Board of Trustees approval for funding and bonding. The next step is Regents approval, then approval from the Building Board, and then the legislature. Chair Durham asked about parking. Paul said we have 2200 stalls overall. This housing would provide an additional 350 beds. The second phase would be to replace Shiloh, and the third phase would be to replace the Towers. Trustee Hiatt said we should show up for the approval at the Board of Regents meeting. Chair Durham thinks we will receive their approval due to the self-funding. Paul said there are some really nice areas around campus to put housing. Vice Chair Clark said the revenue for debt coverage is going to be a lot of weeks down the road. It is a delicate balancing act. Phase I is the easy part, Paul said. Trustee Bergeson asked about the bonding and our position. Paul said we are in a very good position. Trustee Gail Smith said the Old Gymnasium was built in 1957 and was the highlight of her life. She said this proposal for student housing is very exciting. Trustee Pike mentioned how important parking is, and he encouraged us to include parking in our plans.

**MOTION BY DAVID CLARK, DULY SECONDED BY LARRY BERGESON, TO APPROVE THE PROPOSAL FOR UNIVERSITY-OWNED ON CAMPUS STUDENT HOUSING, AS PRESENTED. Action: Approved unanimously.**

**VII. BOARD OF TRUSTEES COMMITTEE REPORTS**

Chair Durham requested reports from the following Board of Trustees Committees:

**Audit Committee.** Committee Chair David Clark, with Committee Member Hal Hiatt. Vice Chair Clark said a lot of our audits have been dealing with areas that involve cash on campus. We are trying to put as many cash controls as possible in place (for the Bookstore, DOCUTAH, etc.). He complimented Mike Pinegar, our internal auditor, who has done a great job. The Audit Committee will meet soon regarding summer camps.

**Finance/Investment Committee.** Trustee Bergeson said he has extreme confidence in Scott Talbot and Paul Morris – we are in a position to plan for and then move forward with growth.

**Government Affairs Committee.** Chair Durham asked Trustee Pike for input. He said not much is going on during the summer. It will be great to have Trustee Thomas Wright chair this committee, with his expertise.

**Academic Programs Committee.** Committee Chair Elisabeth Bingham, and Committee Members Julie Beck, Larry Bergeson, Greg Layton, and Gail Smith. Trustee Bingham said the committee hasn't met this summer, but David Wade said they would be meeting shortly to review several program proposals.

**Policy Committee.** Committee Chair Christina Durham, and Committee Member Julie Beck will be working closely with the policy people on future policies.

**DXATC Board Liaison.** Trustee Jon Pike yielded his time to DXATC President Kelle Stephens. Kelle wanted to bring everyone up to speed on what is going on at the DXATC. On Thursday, September 25<sup>th</sup> at 10:00 a.m., DXATC will be cutting the ribbon at the old airport terminal on the hill. Come and see the renovations to the building that will house training for police, ambulance, fire and all emergency response. This year they have added 14 programs in direct response to industry demand. They also added programs last year and had 116% growth. This year so far they are up 73% and have had the highest enrollment in the UCAT System. They are stacked into a teeny space but have been very resourceful and have master planned and programmed for a new building. They have asked for a \$45 million campus, which is very out of the norm. But she said it would be foolish to ask for less than they need. She held up a donor opportunity book, and Stephen Wade, who is now on their Board, has accepted a challenge to raise \$5 million. Chair Durham thanked Kelle for her report.

**NAC Representative.** Trustee Gail Smith said the next NAC meeting will be held the morning of October 23<sup>rd</sup>, the day of the Presidential Inauguration and during Homecoming week. Trustee Smith said he will report on the NAC meeting at the next Board of Trustees meeting.

## **VIII. DISCUSSION/INFORMATION ITEMS**

### ***ACADEMIC SERVICES***

#### **Accreditation Report**

Dr. Debra Bryant, Accreditation Liaison Officer, said we have a seven year process in accreditation, and this is our second year of the seven. We are working on our third year report. We are currently working with our support programs. Assessment is very big. You will see a third year report soon.

#### **Program Approval Status/Curriculum Update**

Dr. David Wade, Academic Program and Curriculum Director, was asked to give a quick summary of the programs that were approved during the last academic year and to look at programs coming up this year. We have had a lot of activity and changes this year, including eight additional minors. Vice Chair Clark asked about the Colorado Plateau Institute. David Wade said it offers opportunities to our faculty in this resource-rich area. Other institutions were participating, so it made sense that we join. Gerry Bryant is running most of it, Eric Pedersen said. David Wade said the BS in Chemistry is going to the Regents for a final vote on September 26. We are looking at an AAS degree in General Technology patterned after USU's model, which is very good. Bill Christensen said it is an articulation of a competency. It is a halfway concept, where the ATC gives students a certificate and they can pursue associate's and bachelor's degrees. The idea originally started with the Manufacturing U. The credits don't transfer, but credits are added.

### ***ADMINISTRATIVE SERVICES***

#### **Burns Arena North Office Addition**

Paul Morris said some fun things are happening. He thanked the Board for the approval earlier this year to fund the Burns Arena North Office Addition. On the second attempt, we received Building Board approval to build this building. Currently, the architect (MRW in town) is drawing plans. The first area to be completed is the interior space, which will house HR and Campus Security. There are 10 nice offices, a video conference room, file storage, restrooms, and a work room. HR has been spread around campus, and this will consolidate the department. Security will have a training area, restrooms, good access to campus equipment, etc. The second quadrant will be finished next. MRW is designing all four quadrants. The upper level is a little larger because of the area above the breezeway. The upper level will be for Athletics, with 10 offices, a conference room, etc. There are two spaces that can accommodate large groups. On the upper left side there will be 17 offices for faculty, restrooms, classrooms, etc. We actually need the space now, but the initial plan is to shell out the building. We have set aside the \$2.4 million for the first quadrant. We will bid

in the next couple of months, and construction will start in December/January. The building will be finished next year, and will very cost effectively add about 90,000 sq. ft. Trustee Hiatt asked about a timeline for the other three quadrants. Paul said we are not ready to do those yet. Trustee Hiatt asked about the O&M. Paul said the \$140,000 O&M is for the entire building.

#### **On-campus Subway Sandwich Location**

Paul Morris said this is also exciting. We can thank the students for this. The students participated in a survey where they indicated Subway was their top choice. Greg said it has been very popular. We got it done in a four-month turnaround, Paul said. He said that Martin Peterson and his group did a great job in grabbing Subway. They were able to negotiate some concessions with Subway, so the franchise price was very reasonable. We are not advertising off campus and not trying to compete with others. It has been very busy. Our goal was to meet some of the concerns of students; it is students who are not in housing, and faculty and staff who are mostly using Subway.

### ***STUDENT SERVICES***

#### **Enrollment Demographics**

Frank said the Board of Regents will not release official fall enrollment numbers until October, but our headcount and FTE are up. We have amazing numbers for freshmen who have come with great GPAs and SAT scores, we have a huge increase in minority students, and our out-of-state student enrollment numbers are up. It is all exciting.

#### **Student Success Center (Retention) Report and Student Services Annual Report and Accomplishments**

Frank said we have hired a full-time coordinator, as well as retention coordinators and student mentors. He went through Starfish results. Within a few days 450 students were contacted. We want these students to graduate. Every student contacted received a little card, and on the back of the card is a link to their personal report. Frank said they used to have a Student Services Annual Report and a Student Accomplishments Report, but they were very expensive to produce, so they decided to put them online. The reports address accreditation, accomplishments, customer service, activities, attendance numbers, social media, goals from last year that were achieved, goals still to be accomplished (and how they will do that), etc.

### ***INSTITUTIONAL ADVANCEMENT***

#### **DOCUTAH Video and Review**

Institutional Advancement Vice President Christina Schultz said thank you so much. The opening night of DOCUTAH was outstanding, with attendance of approximately 1200. She started with a short promotional video. Even though we have the festival in September, we have DOCUTAH films going out globally throughout the year. Website traffic was so high that we exceeded our bandwidth and crashed twice. Students are free to DOCUTAH, but they do have to sign in; we had 1100 signatures this year (double from last year). Many faculty members and students participated in this year's DOCUTAH retreats, lectures, panel discussions, etc. Professor Bryon Geddes had his marketing students conduct demographic surveys.

#### **Upcoming Advancement Activities and Events**

Christina provided a calendar of upcoming events, which she went through. Flyers referring to some of the films were also provided. The Inauguration of President Williams will be held on Thursday, October 23<sup>rd</sup>, in conjunction with Homecoming. Chair Durham thanked Christina.

### ***DEVELOPMENT***

#### **Development Office Donation Report**

Development Vice President Brad Last said the money donated to Dixie State University makes a lot of difference and enhances the university. He said the artist Jim Jones donated an in-kind painting, which is hanging on the wall. Zions Bank loaned us a Steinway piano, as well as the paintings on these walls in the Zion Room. Brad said that during this meeting Nate Staheli handed him a dollar. Nate wanted it to be the first dollar donated for the Human Performance Building. Several Trustees then each donated a dollar.

### **General Update**

- Brad said he was in a meeting with Jim Sorenson earlier this week. The \$1 million we will receive from the Sorenson Foundation for the endowed chair will help with programming. It is essentially there and ready to come to Dixie (as soon as the agreement is done). Brad said they hope to have the endowed chair in place by January 1, 2015.
- Regarding Homecoming, Brad said the students in the Student Alumni Association are working very hard, and he wanted to give Kalynn Larson, Hal Hiatt, and the SSA students credit for all they do. They are wonderful.
- The Founders' Day Assembly will be Saturday, October 25<sup>th</sup> at 11:30 a.m. (following the Homecoming Parade) in the St. George Tabernacle. Three individuals – Sue Cox, Rod Savage, and Russell Taylor – who have served DSU in amazing ways are being inducted into the Hall of Fame.
- Brad was asked to secure the Dixie bus for the Honors Flight to take three veterans from DSU to Las Vegas to fly to Washington, D.C. The send-off will be on September 29<sup>th</sup> at 3:00 p.m. in the Cox Tent. He said they would appreciate it if everyone could be there for the send-off. The veterans will return to Dixie on October 2<sup>nd</sup>, and we will meet with them at that time. Thank you for supporting the veterans.
- Tuesday, October 21<sup>st</sup> will be the Miss Dixie Pageant – more women than ever are participating.
- One of the most popular events last year was the drive-in movie on the Black Hill near the old airport. It is a great event for families. The students donated \$10,000 toward this event.
- We are all very excited about Homecoming!

### ***GENERAL UPDATES***

#### **DSU Student Association General Update**

- Trustee and Student Body President Greg Layton mentioned Homecoming. This year's theme is "No place Like Dixie." It has a Wizard of Oz tie-in.
- Greg thinks all of us can feel that there is an excitement here, more than before. He loves the freshman class; they have made his experience phenomenal. This year's theme is, "We Do!" Their vision and mission statement are for DSU students to be the most involved in the state of Utah. Opportunities here are much great than at other places.
- We have record attendance at all events.
- Many students give service.
- 1400 students showed up at the Foam Dance.
- The Carnival had record attendance.
- We had DECA Award winners.
- More than 60 people showed up to join our Math Club on campus.
- Greg said he sees three common things: Involvement, Involvement, and Involvement! That is his favorite word and he uses it all the time.
- Numbers: the number of student leaders has grown from 50 to more than 100 this year; more than 70 come as volunteers with no stipend. They give many hours of service. Senate Bills grew from 10 in 2011 to 26. Having students get involved and get experience are the most important things to him.
- Service projects have increased from 25 in 2011 to 85 this year; students are generous with their time.
- Clubs increased from 49 in 2011 to 79 in 2014.
- The number of events doubled, and event attendance increased from 14,435 in 2010-11 to 26,268 in 2013-2014. Students want to come to fun stuff.
- The number of social media followers is huge.
- Enthusiasm is so great. Kids want to get involved and go out and do things. The hashtag is #rollstorm – get behind it!!!

#### **Alumni Association**

Trustee Hal Hiatt, Alumni Association Director, passed out little Homecoming cards. They did an #IwenttoDixie contest over the summer and also had T-shirts for the Alumni Board. He thanked Chair Durham for attending the Northeast Alumni Chapter meeting. Trustee Hiatt said President Williams understands the connection.

### **Athletic Services**

Jason Boothe mentioned the following:

- Tomorrow is the first of six home football games. Trustee Hiatt encouraged everyone to attend the alumni-sponsored tailgate parties held at the Alumni House prior to each football game.
- The student athletes ended with a 3.21 average GPA last year. There is always a major push for them academically. There were 189 student athletes with a GPA of 3.0 or higher. Jason said they will continue to focus on academics and try to win some more games.
- DSU Women's Volleyball is tonight at 6:00 p.m. here at the Student Activities Center.
- Vice Chair Clark asked how many student athletes have scholarships? Jason said no one has a full ride; we spread the scholarship money around!

Thank you, Jason.

### **Classified Staff Association**

- Sylvia Bradshaw, outgoing CSA President, said she had short tenure with the CSA but it was very exciting. She attended the Utah Higher Education Staff Association (UHESA) Conference, and DSU filled three UHESA positions.
- Jack Freeman, the new President of the CSA, said they have a social this week to try to increase membership and attendance. He said they will take care of business, but they want to have fun to start the year. They will also give out red T-shirts.

### **Exempt Staff Association**

Mace Jacobson, President of the Exempt Staff Association, said we made some great progress with UHESA; we really want to push this. We also built/revived a good relationship with the Regents and Commissioner Buhler. They want to communicate the importance of the UHESA association at an ESA Luncheon this Wednesday at noon – everyone is invited. They want to get people excited about being part of Exempt Staff. The ESA mission statement in the past dealt with business, but Mace said they want to show Dixie Pride and join in activities and events so they have changed their mission statement to reflect that. They are looking forward to everyone putting forth their best effort for DSU in the coming year. Jack Freeman said he and Mace are talking about working together on many things.

### **Faculty Senate**

Dr. Nate Staheli and Dr. Erin O'Brien, Faculty Senate President and President-elect, mentioned the following in their update:

- Nate said, on behalf of the Faculty Senate they want to welcome President Williams. They feel his deep concern for DSU.
- At the last meeting they talked about things to involve new faculty on campus. They had a new faculty welcome before school started and it was a tremendous success. They tried to implement a mentoring opportunity for new faculty by assigning them an experienced faculty mentor, and they received good feedback regarding this. There has been a lot of collegiality and growth. He is a mentor with golf.
- Nate said they are doing Faculty Features weekly on CECTV. Each feature is a 25-minute spot that celebrates the accomplishments of that particular faculty member, to help integrate that person into the community.
- They are going to sequester the Faculty Senate Committee so they can finish the work on the constitution and bylaws. They are focusing on proficiencies and portfolio prep.
- Erin said they wanted to highlight some of the things faculty have been involved in on campus:
  - ✓ Rico Del Sesto has worked in medical and industrial fields.
  - ✓ Theda Wrede published a book.
  - ✓ Stephen Armstrong is hosting the Utah Conference for Undergraduate Research on campus in February.
  - ✓ There is a big focus from CIT and Eric Pedersen's group to learn about computers.
  - ✓ Kelly Bringham and Gerald Bryant have a great opportunity to host researchers here at DSU because of our location. It will be a great resource to host these researchers at Zion National Park.
  - ✓ Erin is going to the Utah Academy of Science Board Meeting to discuss awards and award recipients. She would love to honor someone locally. Vice Chair Clark suggested Jerry Atkin.



**CONCLUDING REMARKS**

Chair Durham thanked everyone for coming today, and asked everyone to look at the calendar of events. We have so many good things coming up. She thanked President Williams so much for his vision and foresight.

**Chair Durham called for a motion to adjourn the Board of Trustees meeting.**

**MOTION BY HAL HIATT, DULY SECONDED BY GAIL SMITH, TO ADJOURN THE MEETING OF THE DIXIE STATE UNIVERSITY BOARD OF TRUSTEES.**

**Action: Approved unanimously.**

**The meeting was adjourned at 12:14 p.m.**

**IX. CALENDAR OF UPCOMING MEETINGS AND EVENTS**

- *Thrive Symposium* – September 18-20 @ DSU
- *CAO and CSSO Meetings* – Thursday, September 25 @ USU
- *Board of Regents Meeting* – Friday, September 26 @ USU
- *“Freedom Summer” Film Screening* – Wednesday, October 1 @ 6:30PM, Eccles Mainstage Theatre
- *Ibigawa (Japan) Delegation Luncheon* – Thursday, October 2, 2014
- *Dr. Surendra Pachauri, Visiting Lecturer* – October 5-17, 2014
- *Barnum Honors Lecture* – Tuesday, October 14, 2014
- *Fall Break* – October 16 and 17, 2014
- *Homecoming* – October 20-25, 2014
- *National Advisory Council Meeting* – Thursday, October 23 @ 8AM, Zion Room
- *Inauguration of President Williams* – Thursday, October 23 @ 3PM, Burns Arena
- *Council of Presidents Meeting* – Tuesday, October 28 @ 12PM, The Gateway/SLC
- *“Muslim Journeys” Program* – October 28-30, 2014
- *Business of Art* – November 7-8, 2014 @ Kanab Middle School
- *Board of Regents Meeting* – Friday, November 14 @ UVU
- *Board of Trustees Meeting* – Friday, November 21 @ 8AM, Zion Room
- *Thanksgiving Break* – November 27-28, 2014
- *Finals Week* – December 15-19, 2014
- *Holiday Break* – December 22, 2014 through January 9, 2015
- *Spring Semester Begins* – Monday, January 12, 2015

**X. LUNCHEON FOR ALL MEETING ATTENDEES WAS SERVED IN THE ZION ROOM**

**XI. NEXT BOARD OF TRUSTEES MEETING – FRIDAY, NOVEMBER 21, 2014**

November 12, 2014

*sent via email*

President Richard B. Williams  
Dixie State University  
225 S 700 E  
St. George, UT 84770

President Williams:

Pursuant to our conversation November 11, 2014, I am submitting this letter as my application for Early Retirement to become effective January 1, 2015, which complies with DSU's practice of beginning Early Retirement on either January 1<sup>st</sup> or July 1<sup>st</sup>.

My eligibility for Early Retirement per DSU Policy 4-30 consists of 18 years of consecutive DSU service combined with my age to reach a total of more than 75.

If further information is needed, I can be contacted at the email or address below.

Sincerely,

Pamela A. Montrallos  
784 S. River Rd. #230  
St. George, UT 84790  
email: [montrallos@infowest.com](mailto:montrallos@infowest.com)

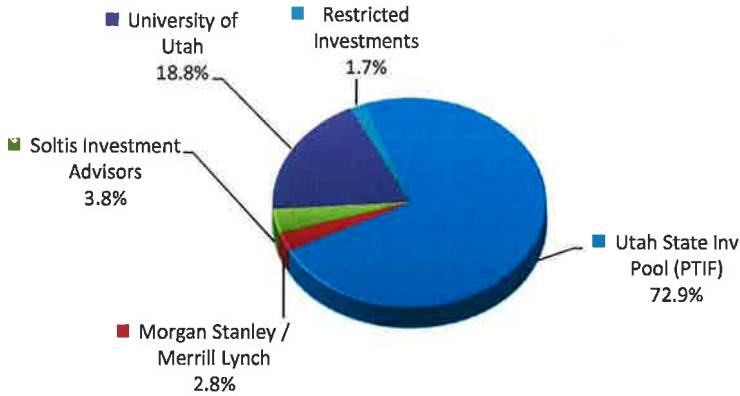
cc: Will Craver  
Rae Matalolo



# INVESTMENT REPORT

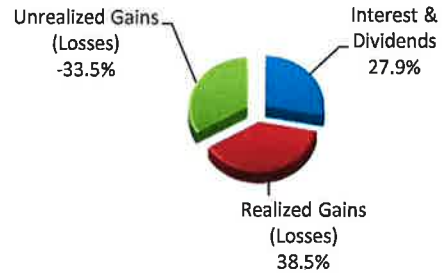
July 1, 2014 to September 30, 2014

## Investment Allocation



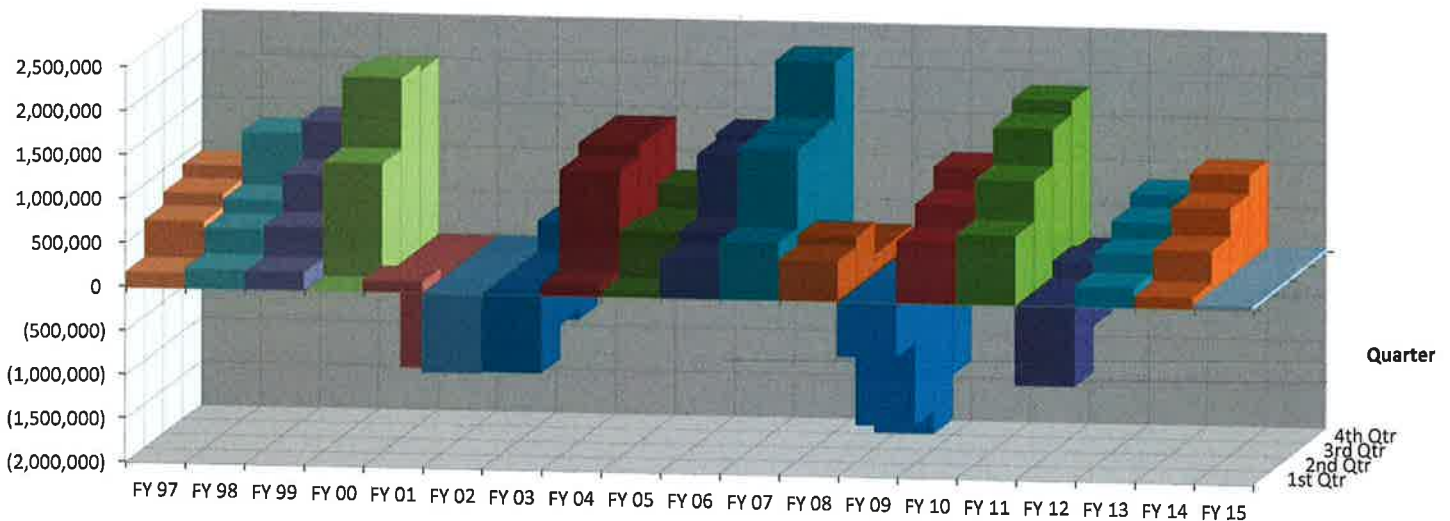
Investment Portfolio	Current Investment Allocation	Rate of Return
Utah State Inv Pool (PTIF)	\$ 29,802,671	0.13%
Morgan Stanley / Merrill Lynch	1,133,643	-0.33%
Soltis Investment Advisors	1,548,985	-2.79%
University of Utah	7,695,252	0.82%
Restricted Investments	708,651	1.16%
<b>Total</b>	<b>\$ 40,889,202</b>	<b>0.16%</b>

## Investment Earnings



Investment Earnings	Amount
Interest & Dividends	\$ 48,445
Realized Gains (Losses)	66,852
Unrealized Gains (Losses)	(58,206)
<b>Total</b>	<b>\$ 57,091</b>

## Comparison of Fiscal Year-To-Date Quarterly Earnings





# INVESTMENT REPORT

July 1, 2014 to September 30, 2014

	Beginning Market Value July 1st	YTD Realized Income	YTD Unrealized Income	YTD Total Income	Additions / (Sales) / (Withdrawals)	Ending Market Value September	YTD Rate of Return
<b>Cash or Cash Equivalents</b>							
Utah State Inv Pool (PTIF)	21,426,708	28,719	-	28,719	7,820,400	29,275,827	0.13%
PTIF - Endowment Pool	526,218	626	-	626	-	526,845	0.12%
Total	21,952,926	29,345	-	29,345	7,820,400	29,802,671	0.13%
<b>Money Managers</b>							
Morgan Stanley / Merrill Lynch	1,137,338	3,173	(6,884)	(3,711)	16	1,133,643	-0.33%
Soltis Investment Advisors	1,593,364	2,532	(46,911)	(44,379)	-	1,548,985	-2.79%
University of Utah	7,632,443	62,809	-	62,809	-	7,695,252	0.82%
Total	10,363,145	68,514	(53,796)	14,718	16	10,377,880	0.14%
<b>Restricted Investments</b>							
Morgan Stanley - Bonds	577,403	12,448	(4,097)	8,351	-	585,754	1.45%
Restricted Investments Fund	123,088	122	(313)	(191)	-	122,897	-0.16%
Total	700,491	12,570	(4,410)	8,160	-	708,651	1.16%
<b>Grand Total</b>	<b>33,016,562</b>	<b>110,429</b>	<b>(58,206)</b>	<b>52,224</b>	<b>7,820,416</b>	<b>40,889,202</b>	<b>0.16%</b>



# INVESTMENT REPORT

July 1, 2014 to August 31, 2014

	Beginning Market Value July 1st	YID Realized Income	YID Unrealized Income	YID Total Income	Additions / (Sales) / (Withdrawals)	Ending Market Value August	YID Rate of Return
<b>Cash or Cash Equivalents</b>							
Utah State Inv Pool (PTIF)	21,426,708	17,005	-	17,005	1,813,600	23,257,313	0.08%
PTIF - Endowment Pool	526,218	420	-	420	-	526,638	0.08%
Total	21,952,926	17,425	-	17,425	1,813,600	23,783,951	0.08%
<b>Money Managers</b>							
Morgan Stanley / Merrill Lynch	1,137,338	2,573	1,378	3,951	16	1,141,305	0.35%
Soltis Investment Advisors	1,593,364	1,457	4,957	6,415	-	1,599,779	0.40%
University of Utah	7,632,443	58	-	58	-	7,632,501	0.00%
Total	10,363,145	4,088	6,335	10,423	16	10,373,585	0.10%
<b>Restricted Investments</b>							
Morgan Stanley - Bonds	577,403	12,453	2,576	15,028	-	592,431	2.60%
Restricted Investments Fund	123,088	102	(27)	75	-	123,163	0.06%
Total	700,491	12,555	2,548	15,103	-	715,594	2.16%
<b>Grand Total</b>	<b>33,016,562</b>	<b>34,068</b>	<b>8,883</b>	<b>42,951</b>	<b>1,813,616</b>	<b>34,873,130</b>	<b>0.13%</b>



# INVESTMENT REPORT

July 1, 2014 to July 31, 2014

	Beginning Market Value July 1st	YTD Realized Income	YTD Unrealized Income	YTD Total Income	Additions / (Sales) / (Withdrawals)	Ending Market Value July	YTD Rate of Return
<i>Cash or Cash Equivalents</i>							
Utah State Inv Pool (PTIF)	21,426,708	8,549	-	8,549	(2,693,200)	18,742,057	0.04%
PTIF - Endowment Pool	526,218	210	-	210	-	526,428	0.04%
Total	21,952,926	8,759	-	8,759	(2,693,200)	19,268,485	0.04%
<i>Money Managers</i>							
Morgan Stanley / Merrill Lynch	1,137,338	1,924	5,353	7,278	-	1,144,616	0.64%
Soltis Investment Advisors	1,593,364	(2,186)	(22,147)	(24,333)	-	1,569,031	-1.53%
University of Utah	7,632,443	29	-	29	-	7,632,472	0.00%
Total	10,363,145	(233)	(16,794)	(17,026)	-	10,346,119	-0.16%
<i>Restricted Investments</i>							
Morgan Stanley - Bonds	577,403	(5)	(3,210)	(3,215)	-	574,188	-0.56%
Restricted Investments Fund	123,088	4	(433)	(429)	-	122,659	-0.35%
Total	700,491	(1)	(3,643)	(3,644)	-	696,847	-0.52%
<b>Grand Total</b>	<b>33,016,562</b>	<b>8,525</b>	<b>(20,437)</b>	<b>(11,912)</b>	<b>(2,693,200)</b>	<b>30,311,451</b>	<b>-0.04%</b>

## Lamoreaux, Marilyn

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**From:** Capps, Cheri  
**Sent:** Thursday, November 06, 2014 6:22 PM  
**To:** Lamoreaux, Marilyn  
**Cc:** Talbot, Scott; Jensen, Scott  
**Subject:** Investments July, August, & Sept 2014  
**Attachments:** Investment Report - July 2014 Revised Thermidor.pdf; Investment Report - August 2014.pdf; Investment Report - September 2014.pdf; Investment Graph - September 2014.pdf

Dear Marilyn,

Please see attached investment reports in pdf format.

Best Regards,  
Cheri

**Cheri E. Capps, CPA**  
**Director of Accounting**  
**Dixie State University**  
**225 South 700 East**  
**St. George, Utah 84770**  
**435-652-7609 Direct Line**  
[capps@dixie.edu](mailto:capps@dixie.edu)





## Memorandum

**To:** Dixie State University Board of Trustees

**From:** Bryant Flake, Executive Director of Institutional Planning and Budget

**Date:** November 7, 2014

**Re:** Financial reports

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Board of Regents policy requires that certain operational reports be reviewed each year by the Board of Trustees. The following reports for the 2013-14 fiscal year are presented for review:

1. **Institutional Discretionary Funds:** Interest earnings on operating funds are available for authorized purposes at the discretion of the institution. As in prior years, these funds were used for academic and athletic scholarships in 2013-14 and are also earmarked for scholarships in 2014-15. No increase is anticipated in the amount of available funds, as short-term interest rates remain at historically low levels.
2. **Auxiliary Operations:** Auxiliary enterprises are self-supporting internal business units which provide specified services to students, employees, and guests of the institution. Designated auxiliaries at Dixie State University include the Campus Store, Dining Services, Housing, and the Gardner Student Center. Each auxiliary achieved a positive operating margin in 2013-14, with the exception of Dining Services, which incurred significant up-front expenses to launch a new Subway sandwich store at the beginning of the Fall 2014 semester. Initial Subway sales have exceeded expectations, and Dining Services is expected to return to profitability in 2014-15.

Also enclosed is the current year budget report for the DSU General Fund. Tuition revenue remains ahead of schedule due to increased non-resident enrollment, and expenditures are well within established budgets in all departments.





## Dixie State University Institutional Discretionary Funds 2013-14

	Actual 2013-14	Budget 2014-15	Projected 2015-16
<b>Beginning Fund Balance</b>	\$3,937	\$0	\$0
<b>Interest Revenue</b>	130,395	135,000	150,000
<b>Expenses</b>			
Academic Scholarships	(96,335)	(100,940)	(115,940)
Athletic Scholarships	(34,060)	(34,060)	(34,060)
Transfers	(3,937)	0	0
<b>Total Expenses</b>	<u>(134,332)</u>	<u>(135,000)</u>	<u>(150,000)</u>
<b>Net Change in Fund Balance</b>	<u>(3,937)</u>	<u>0</u>	<u>0</u>
<b>Ending Fund Balance</b>	\$0	\$0	\$0



## Dixie State University Auxiliary Operations 2013-14

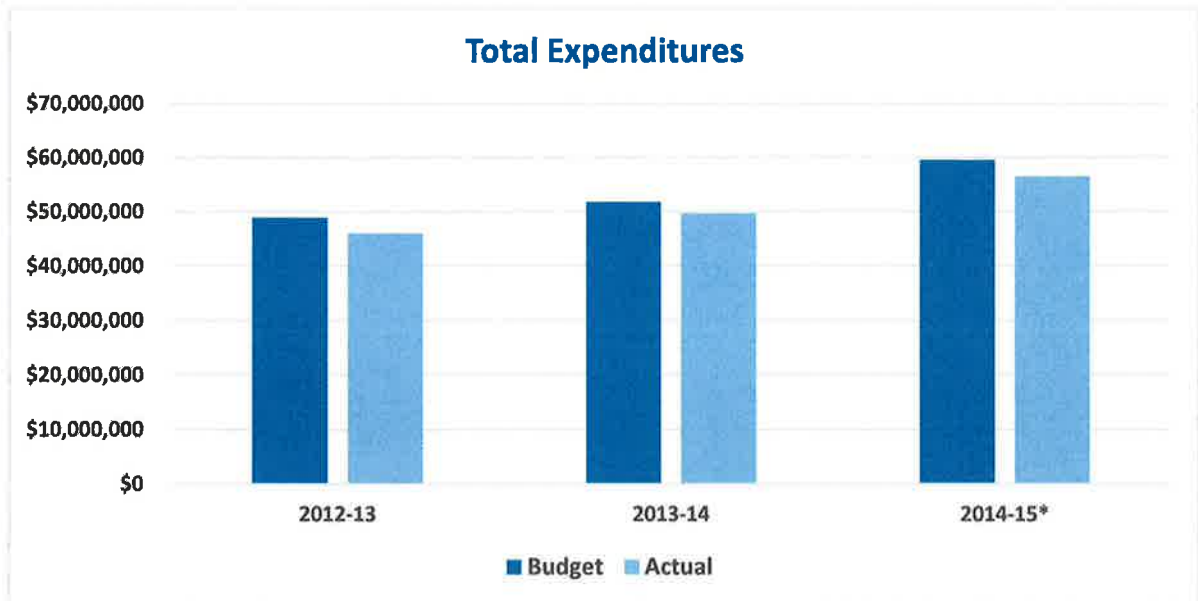
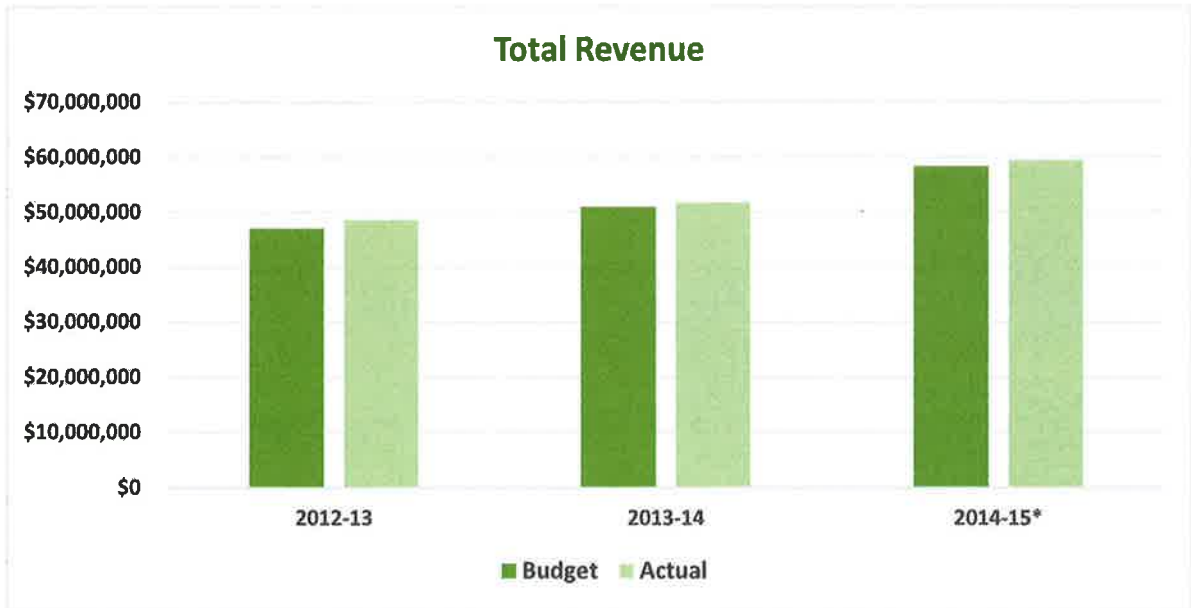
	Campus Store	Dining Services	Housing	Student Center	Total
<b>Beginning Fund Balance</b>	\$ 2,441,392	\$ 27,308	\$ 155,530	\$ 251,581	\$ 2,875,811
<b>Operations</b>					
Revenues	3,637,881	1,774,765	863,316	292,660	6,568,622
Expenditures	(3,543,581)	(1,765,598)	(550,039)	(268,577)	(6,127,796)
Subway Startup Cost <sup>1</sup>	-	(57,500)	-	-	(57,500)
<b>Operating Income (Loss)</b>	94,300	(48,334)	313,277	24,083	383,326
<b>Net Transfers In (Out)</b>					
Repairs & Renovations	(8,660)	-	379	-	(8,281)
Lease/Loan Payments	(7,186)	-	(161,066)	-	(168,252)
<b>Total Net Transfers</b>	(15,846)	-	(160,687)	-	(176,534)
<b>Net Change in Fund Balance</b>	78,453	(48,334)	152,590	24,083	206,792
<b>Ending Fund Balance<sup>2</sup></b>	\$ 2,519,845	\$ (21,026)	\$ 308,120	\$ 275,664	\$ 3,082,603

<sup>1</sup>All startup costs for new Subway store were recorded as operating expenses in 2013-14

<sup>2</sup>Cash portion of ending auxiliary fund balances was approximately \$2,252,000; additional \$830,000 held in inventory and accounts receivable



# Dixie State University 2014-15 Budget Report (General Fund) November 7, 2014



\*Actual revenue and expenditures projected through end of fiscal year

## **Business of Art, Zions Bank award grants that benefit artists, community**

(ST. GEORGE, Utah – Oct. 27, 2014) In an effort to support visual artists, Dixie State University, Kane County's Center for Education, Business and the Arts (CEBA) and Zions Bank are working together to award six community art grants as part of the annual Business of Art seminar and are proud to announce this year's winners.

Steve Brough, Zions Bank senior vice president of commercial lending for southern Utah, will award the grants at the 2014 Business of Art seminar, set for November 7 and 8 in Kanab. The funding for the grants, totaling \$15,000, was made possible by a generous donation from Zions Bank and its president and CEO A. Scott Anderson. The annual grant program supports homegrown artists, small-business owners and art educators in Utah, northern Arizona and southern Nevada.

DSU Vice President of Institutional Advancement Christina Schultz commended the partnership among Zions Bank, DSU and CEBA, adding that thanks to the generosity of Anderson and Zions Bank, a number of artists, galleries and educators will be given the opportunity to realize dreams and reach goals they may have thought were unattainable.

"Dixie State University's mission is to provide educational and cultural opportunities, which in turn benefits our community and economy," Schultz said. "This generous grant donation and Zions Bank's support of the Business of Art Seminar will help us fulfill those goals."

All six grants are awarded to artists who attended the prior year's Business of Art seminar and are based on an independent jurying process with bonus points awarded to applicants from Kane or Washington counties.

The Art Education Content Award, which grants \$2,500 to an artist to develop and deliver art education content, is being bestowed to Birgit McMullen of Cedar City for "Ceiling of Change." This project encourages middle school students at Gateway Preparatory Academy in Enoch to paint portraits of peaceful, influential people onto ceiling tiles that will be permanently installed in the school.

The Pre-Conference Workshop Grant for 2016, also worth \$2,500, is awarded to an applicant willing to offer an art education presentation prior to next year's Business of Art seminar. The awardee, photographer Deborah Ann Bice of St. George, will present "Achieving Emotional Impact Through the Illumination of Art" next year. Her presentation defines the importance of light and teaches artists, from novices to experts, how to see and use light to enhance their artistic goals.

The Healing Hands Exhibit grant of \$2,500 is given to an artist to prepare and market an exhibit for Kane County Healing Arts. This year's recipient is Kirsten Beitler of

Washington City. Through displaying triple vision, ghosting and haloing around light sources, paintings in Beitler's exhibit "In the Eye of the Beholder" will show how people see with moderate Keratoconus, a degenerative eye disease with which Beitler has been diagnosed.

The Purchase Prize Grant, worth \$3,000, allows Business of Art to purchase a work of art that will be used to promote the seminar and become part of the permanent art collection owned by Dixie State University. This year's awardee is Aimee Bonham from St. George for her piece "Untitled P.1," which was originally part of the 2010 exhibit "A Panel of Women" and has received additional layers of paint throughout the past four years as part of Bonham's creative process.

The grant program also features a Gallery Award of \$2,500 that is presented to an art gallery to develop and implement an exhibition featuring living, regional artists or a related activity. This year's award goes to The Olive Brooks Esplin Art Gallery in The DiFiore Center, which will host a student art exhibit titled "Art is What You Make It" in December as well as a reception on opening night.

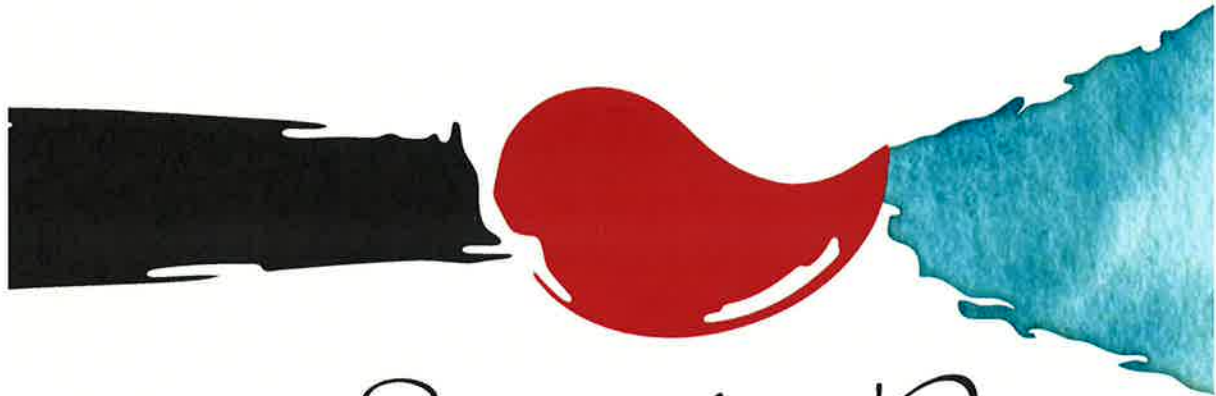
The Student Artist Grant provides an undergraduate or graduate student pursuing an art degree with \$2,000 to be used for tuition, books or fees. This year's recipient is DSU student Stevie Vogel of Washington City, who seeks to deepen her love for photography and her knowledge of running an art business.

To meet this year's grant recipients and qualify to apply for grants next year, the community is encouraged to attend the Business of Art seminar. This year's event will kick off with a preconference presentation in which Craig and Renon Hulet will teach artists how to create greater focus and success in their businesses. The workshop will take place from 9 a.m. to 4 p.m. Friday, Nov. 7, at 733 S. Cowboy Way in Kanab.

The Business of Art seminar will get underway Friday, Nov. 7, from 6:30 to 8 p.m. with a reception featuring the keynote address "Instagram: The Visual Social Network," presented by award-winning journalist Brian Passey. The event continues Saturday, Nov. 8, from 8 a.m. to 4 p.m. with breakout classes covering a variety of subjects and a midday keynote address from renowned professional sculptor Annette Everett on "From Beginning to End: Creating and Living with Art that You Love." Events will be at Kanab Middle School, 690 S. Cowboy Way in Kanab.

The cost to attend the Business of Art is \$15, and registration is available by visiting <http://dixieculturalarts.com/business-of-art> or calling 435-652-7536. More information is also available at [www.facebook.com/biz.of.art](http://www.facebook.com/biz.of.art).

###



# Save the Date

**February 13, 2015**

28th Annual  
Robert N. & Peggy Sears

*Dixie Invitational*  
**Art Show and Sale**

28th Annual  
Robert N. & Peggy Sears

## *Dixie Invitational* **Art Show & Sale**

*Pre Art Sale & Reception*  
4-6 p.m.

Dolores Dorè Eccles Fine Arts Center

*Gala Dinner & Entertainment*  
6 p.m.

Gardner Center Ballroom

*Honorary Co-Chairs*  
Steve & Toni Caplin

\$75 per person  
Semiformal Attire

RSVP Susan Taysom  
435.652.7903  
taysom@dixie.edu



**Dixie State University**  
**Sears Museum Gallery**  
155 S. University Avenue  
St. George, UT 84770



*Free Symposium* - 3 p.m.  
Gardner Center Conference Room B  
Featuring 2014 Purchase Prize Winner Royden Card

*Special Exhibition Hours*  
February 14 - March 29, 2015  
Mon. - Sat. 10-6 p.m. Sun. 2-6 p.m.

## DONATION REPORT

November 21, 2014

MONTH	Cash Donations	Gifts-In-Kind	TOTAL
July	\$35,680.04	\$1,223.00	\$36,903.04
August	\$38,399.15	\$10,267.00	\$48,666.15
September	\$189,552.56	\$9,539.00	\$199,091.56
October	\$58,389.98	\$434.56	\$58,824.54
November	\$189,056.10	\$165.00	\$189,221.10
December	\$123,450.25	\$1,534.00	\$124,984.25
January	\$23,891.00	\$1,030.00	\$24,921.00
February	\$136,605.61	-0-	\$136,605.61
March	\$1,370,019.62	\$5,399.00	\$1,375,418.62
April	\$41,432.95	\$9,374.00	\$50,806.95
May	\$80,654.19	\$8,100.00	\$88,754.19
June	\$373,381.56	\$4,625.00	\$378,006.56
FY14 TOTAL	\$2,660,513.01	\$51,690.56	\$2,712,203.57

July	\$178,500.83	\$287.37	\$178,788.20
August	\$45,953.68	\$200.00	\$46,153.68
September	\$44,481.33	\$7,345.00	\$51,826.33
October	\$63,899.53	\$11,250.00	\$75,149.53
FY15 TO DATE	\$332,835.37	\$19,082.37	\$351,917.74

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

**Institution Submitting Request:** Dixie State University  
**Proposed Title:** Baccalaureate of Science in Dental Hygiene  
**Currently Approved Title:** Baccalaureate of Science in Dental Hygiene  
**School or Division or Location:** School of Health Science  
**Department(s) or Area(s) Location:** Dental Hygiene  
**Recommended Classification of Instructional Programs (CIP) Code<sup>1</sup> (for new programs):** 51.0602  
**Current Classification of Instructional Programs (CIP) Code (for existing programs):** 51.0602  
**Proposed Beginning Date (for new programs):** 08/2015  
**Institutional Board of Trustees' Approval Date:**

**Proposal Type (check all that apply):**

Regents' General Consent Calendar Items		
<i>R401-5 OCHE Review and Recommendation; Approval on General Consent Calendar</i>		
SECTION NO.		ITEM
5.1.1	<input type="checkbox"/>	Minor*
5.1.2	<input type="checkbox"/>	Emphasis*
5.2.1	<input type="checkbox"/>	(CER P) Certificate of Proficiency*
5.2.3	<input type="checkbox"/>	(GCR) Graduate Certificate*
5.4.1	<input type="checkbox"/>	New Administrative Unit
	<input type="checkbox"/>	Administrative Unit Transfer
	<input type="checkbox"/>	Administrative Unit Restructure
	<input type="checkbox"/>	Administrative Unit Consolidation
5.4.2	<input type="checkbox"/>	Conditional Three-Year Approval for New Centers, Institutes, or Bureaus
5.4.3	<input type="checkbox"/>	New Center
	<input type="checkbox"/>	New Institute
	<input type="checkbox"/>	New Bureau
5.5.1	<input type="checkbox"/>	Out-of-Service Area Delivery of Programs
5.5.2	<input type="checkbox"/>	Program Transfer
	<input checked="" type="checkbox"/>	Program Restructure
	<input type="checkbox"/>	Program Consolidation
5.5.3	<input type="checkbox"/>	Name Change of Existing Programs
5.5.4	<input type="checkbox"/>	Program Discontinuation
	<input type="checkbox"/>	Program Suspension
5.5.5	<input type="checkbox"/>	Reinstatement of Previously Suspended Program
	<input type="checkbox"/>	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:**

**Printed Name:** William Christensen, Executive Vice-President of Academic Services

<sup>1</sup> 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  
Dixie State University  
Baccalaureate of Science in Dental Hygiene  
08/2014**

**Section I: Request**

Dixie State University requests permission to restructure the Baccalaureate of Science in Dental Hygiene to decrease excessive credits and facilitate students' graduation with BS degrees in four years of study.

**Section II: Need**

Currently students graduate with a minimum of 140 credits for a Baccalaureate of Science degree in Dental Hygiene. Restructure of the Baccalaureate of Science in Dental Hygiene will support and comply with the state senate "Finish in Four" directive. Students currently graduate from the Baccalaureate program in an average of 5.5 years. With the proposed restructure, they will be able to graduate in four years. Graduates from the past three years have been surveyed regarding the change with 100% support in favor of the proposal. Polling of local dentists has supported the change and that the Baccalaureate degree is beneficial to job placement in what currently is a highly competitive hiring environment for new graduate dental hygienists.

**Section III: Institutional Impact**

No additional faculty will be required. The proposed change in the program will decrease full-time and adjunct workload requirements with the elimination of ten credit hours in the program. The proposed change will result in increased revenue in tuition and program fees with an increased enrollment in the program of four students per year. The proposed change will not require any additional facilities or equipment. There should be no or minimal impact to other programs or departments on campus.

**Section IV: Finances**

Enrollment of four additional students per year in the Baccalaureate curriculum will bring approximately \$131,000.00 increase in revenue to the university in tuition, fees and program costs every two years. No additional resources would be needed and a cost savings should be realized.

**Section V: Program Curriculum**

**\*\*\*THIS SECTION OF THE TEMPLATE REQUIRED FOR EMPHASES, MINORS, AND CERTIFICATES ONLY\*\*\***

**All Program Courses (with New Courses in Bold)**

<b>Course Prefix and Number</b>	<b>Title</b>	<b>Credit Hours</b>
<b>Program Prerequisites and General Education Courses</b>		
ENGL 1010, ENGL 1010A or ENGL 1010D	Intro To Writing	3
ENGL 2010 or ENGL 2010A	Intermediate Writing	3

Course Prefix and Number	Title	Credit Hours
MATH 1030, MATH 1040, MATH 1040A, or MATH 1050	Mathematics GE	3-4
PSY 1010, PSY 1010A, SOC 1010, SOC 1010A, or SOC 1020	General Psychology, Intro to Sociology, or Social Problems	3
CHEM 1110/15	Elem General Organic Chemistry/Lab	5
BIOL 2320/25	Human Anatomy/Lab	5
BIOL 2420/25	Human Physiology	4
NFS 1020	Scientific Foundations of Nutrition	3
	Computer Literacy	0-3
	Information Literacy	1
	American Institutions GE	3-6
	Fine Arts GE	3
	Literature/Humanities GE	3
	Exploration GE	3
	Global and Cultural Perspectives GE	0-3
	Global and Cultural Perspectives GE	0-3
	<b>Sub-Total</b>	<b>42-55</b>
<b>Program Requirements</b>		
DHYG 1010	Dental Hygiene Theory I	4
DHYG 1015	Dental Hygiene Clinic I	3
DHYG 2020	Radiology	2
DHYG 2025	Radiology Clinic	1
DHYG 2035	Head and Neck Anatomy	3
DHYG 2040	Tooth Morphology	1
DHYG 2045	Tooth Morphology Lab	1
DHYG 2052	Histology and Embryology	2
DHYG 2062	Care of Medically Complex Patients	3
DHYG 2510	Dental Hygiene Theory II	3
DHYG 2517	Dental Hygiene Clinic II	4
DHYG 2520	General/Oral Pathology	3
DHYG 2530	Pharmacology	2
DHYG 2540	Periodontics I	3
DHYG 2580	Dental Materials	1
DHYG 2585	Dental Materials Lab	1
DHYG 3015	Dental Hygiene Clinic IV	5
DHYG 3030	Periodontics II	3
DHYG 3050	Legal and Ethical Issues	2
DHYG 3055	Expanded Functions Clinic I	1
DHYG 3060	Community Dental Health I	2
DHYG 3065	Community Health Services Lab	1
DHYG 3515	Dental Hygiene Clinic V	5
DHYG 3555	Expanded Functions Clinic II	1
DHYG 3560	Community Public Health Administration	2
DHYG 3565	Community Dental Health II Lab	1

Course Prefix and Number	Title	Credit Hours
DHYG 3570	Dental Health Practice Management	1
DHYG 3580	Oral Microbiology	2
DHYG 3890	Pain Control Methodology	1
DHYG 3895	Pain Control Methodology Clinic	1
DHYG 4010	Biostatistics and Epidemiology	2
DHYG 4020	Research Methodology	2
DHYG 4030	Leadership and Group Dynamics	2
DHYG 4510	Instructional Design and Practice	2
DHYG 4530	Psych and Philosophical Foundations	1
DHYG 4540	Special Care Populations and Cultural Diversity	2
DHYG 4570	Senior Project	2
	<b>Sub-Total</b>	<b>78</b>
	<b>Sub-Total</b>	<b>120-133</b>
<b>Recommended Electives</b>		
HLOC 1001	FYE: Allied Health	1
DHYG 1005	Intro to Dental Sciences	1
	<b>Sub-Total</b>	<b>2</b>
	<b>Total Number of Credits</b>	<b>122-135</b>

### Program Schedule

Year 1 – Fall Semester (14-15 Credits)	Year 1 – Spring Semester (12 Credits)
ENGL 1010 – Intro to Writing – 3 LIB 1010 – Information Literacy – 1 MATH 1030+ -- Mathematics GE – 3-4 NFS 1020 – Scientific Foundations of Nutrition – 3 PSY 1010, SOC 1010, or SOC 1020 – Social Science -3 HLOC 1001 – FYE: Allied Health – 1	ENGL 2010 – Intermediate Writing – 3 CHEM 1110 – Elem General/Organic Chem – 4 CHEM 1115 – Elem Gen/Organic Chem Lab – 1 GE – 3 DHYG 1005 – Intro to Dental Science – 1
Year 2 – Fall Semester (11 Credits)	Year 2 – Spring Semester (13 Credits)
BIOL 2320 – Human Anatomy – 3 BIOL 2325 – Human Anatomy Lab – 2 GE – 3 GE – 3	BIOL 2420 – Human Physiology – 3 BIOL 2425 – Human Physiology – 1 GE – 3 GE – 3 GE – 3
Year 3 – Fall Semester (20 Credits)	Year 3 – Spring Semester (19 Credits)
DHYG 1010 – Dental Hygiene Theory I – 4 DHYG 1015 – Dental Hygiene Clinic I – 3 DHYG 2020 – Radiology – 2 DHYG 2025 – Radiology Clinic – 1 DHYG 2035 – Head & Neck Anatomy – 3 DHYG 2040 – Tooth Morphology – 1	DHYG 2580 – Dental Materials – 1 DHYG 2585 – Dental Materials Lab – 1 DHYG 3890 – Pain Control Methodology – 1 DHYG 3895 – Pain Control Methodology Clinic – 1 DHYG 2510 – Dental Hygiene Theory II – 3 DHYG 2517 – Dental Hygiene Clinic II – 4

DHYG 2045 – Tooth Morphology Lab – 1 DHYG 2052 – Histology & Embryology – 2 DHYG 2062 – Care of Med Complex Pt – 3	DHYG 2520 – General/Oral Pathology – 3 DHYG 2530 – Pharmacology – 2 DHYG 2540 – Periodontics I – 3
Year 3 – Summer Semester (7 Credits)	
DHYG 4010 – Biostatistics & Epidemiology – 2 DHYG 4020 – Research Methodology – 2 DHYG 4530 – Psych & Phil Foundations – 1 DHYG 4030 – Leadership & Group Dynamics – 2	
Year 4 – Fall Semester (16 Credits)	Year 4 – Spring Semester (16 Credits)
DHYG 3580 – Oral Microbiology – 2 DHYG 3015 – Dental Hygiene Clinic IV – 5 DHYG 3030 – Periodontics II – 3 DHYG 3050 – Legal & Ethical Issues – 2 DHYG 3055 – Expanded Functions Clinic I – 1 DHYG 3060 – Community Dental Health I – 2 DHYG 3065 – Community Health Services Lab – 1	DHYG 4540 – Special Care Pop. & Cult Div. – 2 DHYG 3555 – Expanded Functions Clinic II – 1 DHYG 3560 – Community Public Health Admin – 2 DHYG 3565 – Community Dental Health II Lab – 1 DHYG 3570 – Dental Health Practice Mgmt – 1 DHYG 3515 – Dental Hygiene Clinic V – 5 DHYG 4570 – Senior Project – 2 DHYG 4510 – Instructional Design & Practice – 2

## 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.
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- 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](mailto: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: Dixie State University  
 Proposed Title: Minor in Web Design & Development  
 Currently Approved Title:  
 School or Division or Location: Science & Technology  
 Department(s) or Area(s) Location: Computer Information Technology  
 Recommended Classification of Instructional Programs (CIP) Code<sup>1</sup> (for new programs): 11.0801  
 Current Classification of Instructional Programs (CIP) Code (for existing programs):  
 Proposed Beginning Date (for new programs): 07/01/2015  
 Institutional Board of Trustees' Approval Date: *MM/DD/YEAR*

**Proposal Type (check all that apply):**

Regents' General Consent Calendar Items		
<i>R401-5 OCHE Review and Recommendation; Approval on General Consent Calendar</i>		
SECTION NO.		ITEM
5.1.1	<input checked="" type="checkbox"/>	Minor*
5.1.2	<input type="checkbox"/>	Emphasis*
5.2.1	<input type="checkbox"/>	(CER P) Certificate of Proficiency*
5.2.3	<input type="checkbox"/>	(GCR) Graduate Certificate*
5.4.1	<input type="checkbox"/>	New Administrative Unit
	<input type="checkbox"/>	Administrative Unit Transfer
	<input type="checkbox"/>	Administrative Unit Restructure
	<input type="checkbox"/>	Administrative Unit Consolidation
5.4.2	<input type="checkbox"/>	Conditional Three-Year Approval for New Centers, Institutes, or Bureaus
5.4.3	<input type="checkbox"/>	New Center
	<input type="checkbox"/>	New Institute
	<input type="checkbox"/>	New Bureau
5.5.1	<input type="checkbox"/>	Out-of-Service Area Delivery of Programs
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5.5.3	<input type="checkbox"/>	Name Change of Existing Programs
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	<input type="checkbox"/>	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*

<sup>1</sup> 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**  
 Dixie State University  
 Minor in Web Design & Development  
 07/01/2015

**Section I: Request**

We request a minor in Web Design & Development.

**Section II: Need**

Dixie State University has many majors. Students in one major may seek specialization by receiving a minor in Web Design & Development.

**Section III: Institutional Impact**

We currently offer the courses in the minor.

**Section IV: Finances**

There will not be a financial impact due to this change.

**Section V: Program Curriculum**

\*\*\*THIS SECTION OF THE TEMPLATE REQUIRED FOR EMPHASES, MINORS, AND CERTIFICATES ONLY\*\*\*

**All Program Courses (with New Courses in Bold)**

Course Prefix and Number	Title	Credit Hours
Web Design & Development Required Courses		
DES 1300	Communication Design	3
WEB 1400	Intro to Internet Development	3
WEB 3000	Internet Publishing and Design	3
WEB 3500	Electronic Commerce	3
WEB 3550	Internet & eCommerce Marketing	3
<b>Sub-Total</b>		<b>15</b>
Web Design & Development Elective Courses (Choose 1 from the following)		
CS 1400	Fundamentals of Programming	3
DES 2500	Computer Illustration	3
DES 2600	Creative Imaging	3
<b>Sub-Total</b>		<b>3</b>
Track/Options (if applicable)		
<b>Sub-Total</b>		
<b>Total Number of Credits</b>		<b>18</b>

**Program Schedule**

1<sup>st</sup> Semester: DES 1300 & WEB 1400

2<sup>nd</sup> Semester: WEB 3000 & WEB 3500

3<sup>rd</sup> Semester: WEB 3550 & elective course



## Appendix G: Abbreviated Template

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- 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: Dixie State University  
 Proposed Title: Minor in Information Technology (IT)  
 Currently Approved Title:  
 School or Division or Location: Science & Technology  
 Department(s) or Area(s) Location: Computer Information Technology  
 Recommended Classification of Instructional Programs (CIP) Code<sup>1</sup> (for new programs): 11.0103  
 Current Classification of Instructional Programs (CIP) Code (for existing programs):  
 Proposed Beginning Date (for new programs): 07/01/2015  
 Institutional Board of Trustees' Approval Date: *MM/DD/YEAR*

**Proposal Type (check all that apply):**

Regents' General Consent Calendar Items		
<i>R401-5 OCHE Review and Recommendation; Approval on General Consent Calendar</i>		
SECTION NO.		ITEM
5.1.1	<input checked="" type="checkbox"/>	Minor*
5.1.2	<input type="checkbox"/>	Emphasis*
5.2.1	<input type="checkbox"/>	(CER P) Certificate of Proficiency*
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	<input type="checkbox"/>	Program Suspension
5.5.5	<input type="checkbox"/>	Reinstatement of Previously Suspended Program
	<input type="checkbox"/>	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*

<sup>1</sup> 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

Dixie State University  
Minor in Information Technology  
07/01/2015

### Section I: Request

We request a minor in Information Technology.

### Section II: Need

Dixie State University has many majors. Students in one major may seek specialization by receiving a minor in Information Technology.

### Section III: Institutional Impact

We currently offer the courses in the minor.

### Section IV: Finances

There will not be a financial impact due to this change.

### Section V: Program Curriculum

**\*\*\*THIS SECTION OF THE TEMPLATE REQUIRED FOR EMPHASES, MINORS, AND CERTIFICATES ONLY\*\*\***

#### All Program Courses (with New Courses in Bold)

Course Prefix and Number	Title	Credit Hours
Information Technology Required Courses		
IT 1100	Introduction to Unix/Linux	3
IT 1200	A+ Computer Hardware/Windows OS	3
IT 2400	Intro to Networking	3
<b>Sub-Total</b>		<b>9</b>
Information Technology Elective Courses (Choose 3 from the following)		
IT 3100	Systems Design and Administration I	3
IT 3110	Systems Design and Administration II	3
IT 3150	Windows Servers	3
IT 4200	Advanced Web Delivery	3
IT 4300	Database Design & Management	3
IT 4400	Network Design & Management	3
IT 4500	Information Security	3
IT 4990	Seminar in Information Technology	3
<b>Sub-Total</b>		<b>9</b>
Track/Options (if applicable)		

Course Prefix and Number	Title	Credit Hours
		Sub-Total
	Total Number of Credits	18

**Program Schedule**

- 1<sup>st</sup> Semester: IT 1100 & IT 1200
- 2<sup>nd</sup> Semester: IT 2400
- 3<sup>rd</sup> Semester: 2 elective courses
- 4<sup>th</sup> Semester: 1 elective course

## Cover/Signature Page - Abbreviated Template

**Institution Submitting Request:** Dixie State University  
**Proposed Title:** Undergraduate Research Office  
**Currently Approved Title:** N/A  
**School or Division or Location:** Holland Centennial Commons  
**Department(s) or Area(s) Location:** N/A  
**Recommended Classification of Instructional Programs (CIP) Code<sup>1</sup>:** N/A  
**Current Classification of Instructional Programs (CIP) Code:** N/A  
**Proposed Beginning Date:** 07/01/2015  
**Institutional Board of Trustees' Approval Date:**  
**Proposal Type:** New Center

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

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:

Printed Name: Dr. William Christensen, Vice President of Academic Services

<sup>1</sup> 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>.

## Section I: Request

Dixie State University seeks approval for the creation of an Undergraduate Research Office effective July 1, 2015, or the first full semester after approval. The Undergraduate Research Office will assist Dixie State students as they pursue objectives in scholarly and creative activities beyond the classroom setting, increasing their exposure to and understanding of practices particular to their academic disciplines. Services will include training for academic conference presentations, assistance with placement in research-focused internships, and distribution of grants for approved research projects and travel needs. The Office's staff will meet regularly with DSU's Undergraduate Research Committee to discuss, develop, and implement policies and protocols that will maximize the Office's ability to foster and support undergraduate research on and off campus.

## Section II: Need

The Council on Undergraduate Research (CUR) defines undergraduate research as "An inquiry or investigation conducted by an undergraduate student that makes an original or creative contribution to the discipline."<sup>2</sup> The dividends undergraduate research yields for students and institutions of higher education are expansive. According to CUR, undergraduate research

- Enhances student learning through mentoring relationships with faculty
- Increases retention
- Increases enrollment in graduate education and provides effective career preparation
- Develops critical thinking, creativity, problem solving and intellectual independence
- Develops an understanding of research methodology
- Promotes an innovation-oriented culture<sup>3</sup>

For nearly a decade, Dixie State University (DSU), formerly Dixie State College, has actively supported undergraduate research opportunities for its students, engaging its Undergraduate Research Committee (URC) to prepare students for and place them in the annual statewide Utah Conference on Undergraduate Research (UCUR). In addition, the URC has worked with DSU administration and the DSU Student Senate to secure funds to cover the costs that arise from having students present at UCUR—registration fees, transportation, lodging, meals, and so forth.

Each spring, as well, the URC organizes a consortium called the DSU Student Research Day, a funded campus event that enables students to share scholarly and creative work with other students, faculty, administrative officials, staff, and local community members. Fifty-three students and twenty faculty members participated in the 2014 DSU Student Research Day.

The URC hosts training seminars in the fall and spring semesters, as well, that provide information to students and faculty about strategies for preparing and delivering presentations at DSU's Student Research Day and other academic conferences.

Starting in the 2012-2013 academic year, after DSU achieved university status, URC members began to consult with individuals who work in offices of undergraduate research at universities throughout the State of Utah to determine the best strategies for expanding the presence of undergraduate research on the DSU campus, with the hope of building upon the events planning efforts the URC had pursued since its inception. The conclusion was quickly reached that DSU, if it hopes to foster undergraduate research as other universities in the State do, needs to establish its own Undergraduate Research Office.

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<sup>2</sup> "About CUR," *CUR.org*, 2011, accessed July 29, 2014, [ur.org/about\\_cur/](http://ur.org/about_cur/).

<sup>3</sup> "Fact Sheet," *CUR.org*, 2011, accessed July 29, 2014, [.cur.org/about\\_cur/fact\\_sheet/](http://.cur.org/about_cur/fact_sheet/).

Subsequent visits to Weber State University, Brigham Young University, and the University of Utah to meet with staff and faculty attached to undergraduate research programs impressed upon the URC that robust undergraduate research activities are most likely to result when undergraduate research programs have the authority to

- Seek, evaluate, and decide upon funding amounts for research projects proposed by undergraduate scholars
- Manage a funding budget for research projects comprised of monies committed by federal, state, private and university sources, including those delivered through an office of development
- Fund students who present their research at regional, national, and international conferences
- Partner with private and public entities, including research and development companies, government operations and institutions of higher education, to establish research-focused internships for students
- Host academic conferences, including national, statewide, and local consortiums such as the National Conference on Undergraduate Research (NCUR), the Utah Conference on Undergraduate Research (UCUR)<sup>4</sup>, and the DSU Student Research Day.

Institutions of higher education in the State of Utah that currently maintain offices that support undergraduate research are listed immediately below with the most recent information regarding their operation budgets:

- Southern Utah University, Undergraduate Research and Scholarship Program, 2013-2014: \$27,400<sup>5</sup>
- Univ. of Utah, Undergraduate Research Opportunities Program, 2014-2015: \$500,000<sup>6</sup>
- Utah State Univ., Office of Research and Graduate Studies, 2013: \$672,131<sup>7</sup>
- Utah Valley University, Undergraduate Research, 2013-2014: \$50,000<sup>8</sup>
- Weber State University, Office of Undergraduate Research, 2013-2014: \$103,847<sup>9</sup>
- Brigham Young University, Office of Research and Creative Activities: N/A
- Dixie State University, Undergraduate Research Committee, 2013-2014: \$12,000<sup>10</sup>

### Section III: Institutional Impact

The Council on Undergraduate Research (CUR) reports that students who receive support from undergraduate research programs gain practical experience in academic disciplines they might otherwise not receive. In addition, undergraduate research projects hone critical thinking skills and engender intellectual independence—traits prized by employers and institutions that grant advanced degrees.<sup>11</sup> The establishment of an Undergraduate Research Office on the DSU campus will thus fulfill the first core theme that appears in the University's Mission Statement: "Dixie State University promotes a campus-wide culture of learning; delivers excellent teaching; and prepares knowledgeable and competent students who achieve their educational goals."<sup>12</sup>

The benefits for the campus and the surrounding community resulting from the creation of an Undergraduate Research Office will be extensive. Once the Undergraduate Research Office commences to develop and fund research-focused internship opportunities and direct funding to innovative projects, the University can expect to draw favorable recognition throughout the State of Utah, the southwest region, and the nation thanks to the work of its students. Individual academic departments on campus will also benefit as students who become more adept in specialized subject areas

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<sup>4</sup> DSU will host UCUR in February 2015.

<sup>5</sup> Interview, Mary Jo Anderson, Assistant Director of Planning and Budget, SUU. 15 September 2014.

<sup>6</sup> "Utah System of Higher Education 2014-15 Operating Budget," *le.utah.gov*. 15 September 2014.

<sup>7</sup> "USU 2013 State Appropriated Budgets," *USU.edu/budgets*. 15 September 2014.

<sup>8</sup> "2013-14 Operating Budget Approved by Board of Regents," *UVU.edu/budget*. 15 September 2014.

<sup>9</sup> Interview. Whit Johnson. WSU Budget. 15 September 2014.

<sup>10</sup> "DSU Crystal Reports." 16 September 2014.

<sup>11</sup> See Note 3.

<sup>12</sup> "Dixie State University's Mission Statement," Dixie State University, approved by the Board of Trustees April 29, 2013, , accessed July 29, 2014, [xie.edu/aboutdixie/mission\\_statement.php](http://xie.edu/aboutdixie/mission_statement.php).

can be counted on to share their knowledge and insights with peers. Students who pursue undergraduate research projects are more likely to graduate, as well, enhancing departments' enrollment numbers.

Importantly, faculty members serving on DSU's Undergraduate Research Committee (URC) will continue in their already established roles as mentors for student researchers who wish to present their work at academic conferences. In addition, these members will serve in an advisory capacity for the Undergraduate Research Office, evaluating the merits and shortcomings of proposals that students present for potential funding.

Dixie State University's Student Association will continue to support students who want to participate in nationwide conferences and research endeavors. In the 2013-14 academic year, DSUSA passed and funded 26 bills totaling \$21,283.34 for student research endeavors. Student research participation can be expected to increase as the Undergraduate Research Office seeks and provides additional academic research opportunities for students.

#### Section IV: Finances

Annual funding for the Undergraduate Resource Office's basic operating budget will be requested from the Office of the Academic Vice President, continuing a practice that has been in place since August 2013. This funding (\$12,000/year) will cover off-campus conference participation expenses for DSU students, on-campus conference and workshop hosting costs, and incidental purchases for the Office, e.g. printing and design needs. DSU will also need to provide wages for paid interns and salary with benefits for the Undergraduate Research Office Specialist/Office Manager. The Executive Director, Institutional Planning & Budget at Dixie State University estimates that monies to cover the salary, wages, and benefits for the Office Specialist/Office Manager as well as some student internship positions will be approximately \$60,000 per annum. As has been the case for the URC Chair in the past, the Undergraduate Research Office Coordinator will receive half-time release from her or his teaching duties and no additional remuneration. All faculty who serve as members of the URC will similarly not receive additional pay for their service. No new equipment for the Undergraduate Research Office will need to be purchased during its first year of operation.

To operate with maximum effectiveness, the Undergraduate Research Office will need to adopt the following organizational structure:

**Undergraduate Research Office Coordinator.** The chair of DSU's URC will serve as Coordinator of the Undergraduate Research Office. This person must hold a Ph.D. Tasks will include negotiating with the Office of the Academic Vice President and the Office of Development to secure, respectively, the Undergraduate Research Office's annual operating budget and monies for the funds the Office distributes for approved projects. The Coordinator will ensure that the Undergraduate Research Office operates in a manner that adheres to University policies regarding funding. In addition, the Coordinator will consult with offices and committees on campus whose objectives frequently intersect with the Undergraduate Research Office's, e.g. the Institutional Review Board Committee. The Coordinator will also conduct assessment initiatives for the Office in order to better determine the efficacy of office procedures and practices, and manage grant writing efforts with the Office's specialist/office manager.

**Undergraduate Research Committee.** The URC will remain comprised of faculty from across the entire campus community, along with student and staff members. Members will: participate in training workshops for students who express an interest in participating in academic conferences; assist with conference planning, e.g. the Utah Conference on Undergraduate Research (that DSU is hosting in 2015) and DSU Student Research Day; collaborate on grants and other fundraising efforts; review proposals submitted to the Undergraduate Research Office for potential funding.



**Undergraduate Research Office Specialist/Office Manager.** An employee of the University, the Office Specialist/Office Manager will oversee the day to day operations of the Undergraduate Research Office, maintaining files, developing online materials, scheduling rooms, workshops and meetings, supervising the Office's support staff, writing grants and fielding questions from students and faculty who contact the Office. The Office Specialist/Office Manager will collaborate with DSU's Internship Coordinator to assist students seeking research-focused internships with public and private entities. The Office Specialist/Office Manager will also participate in events coordinating activities required for DSU students to attend academic conferences and for DSU to host academic conferences.

**Undergraduate Research Office Support Staff.** Support staff will be comprised of work-study students and/or interns who assist with the various projects generated by the Office over the course of the academic year, including assistance with accounting needs, writing tasks, conference planning, and web content development.

Currently the URC maintains a small office (Room 488) in the Holland Centennial Commons. Following approval for its creation, the Undergraduate Research Office can use this space for perhaps a year or so, as the office is furnished and equipped with technology that has been donated or purchased using URC funds. As the Office expands its operations, its growth will likely prompt the need for a larger location and increased pool of workers.

**Cover/Signature Page – Full Template**

**Institution Submitting Request:** Dixie State University  
**Proposed Title:** Bachelor of Individualized Studies (BIS)  
**School or Division or Location:** School of Education  
**Department(s) or Area(s) Location:** Interdisciplinary Arts & Sciences  
**Recommended Classification of Instructional Programs (CIP) Code<sup>1</sup> :** 30.0000  
**Proposed Beginning Date:** 08/01/2015  
**Institutional Board of Trustees' Approval Date:**  
**Proposal Type (check all that apply):**

Regents' Agenda Items	
<i>R401-4 and R401-5 Approval by Committee of the Whole</i>	
SECTION NO.	ITEM
4.1.1 <input type="checkbox"/>	Associate of Applied Science Degree
4.1.2 <input type="checkbox"/>	Associate of Arts Degree
	Associate of Science Degree
4.1.3 <input type="checkbox"/>	Specialized Associate Degree
4.1.4 <input checked="" type="checkbox"/>	Baccalaureate Degree
4.1.5 <input type="checkbox"/>	K-12 School Personnel Programs
4.1.6 <input type="checkbox"/>	Master's Degree
4.1.7 <input type="checkbox"/>	Doctoral Degree
5.2.2 <input type="checkbox"/>	Certificate of Completion
5.2.4 <input type="checkbox"/>	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:

Printed Name:

<sup>1</sup> 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  
Dixie State University  
BIS in Individualized Studies  
04/04/2014**

## **Program Description**

The DSU Bachelor of Individualized Studies will be a rigorous and versatile degree that produces adaptive, autonomous, and autodidactic graduates with core fluencies in written composition, statistical comprehension, public presentation, and collaborative problem solving. The degree program will serve students with the maturity and life experience to participate in the design of their own major, especially those underserved, nontraditional university populations such as returning, older students who may have a variety of college credits and work experiences but who would not be as well served by a baccalaureate in any single, standard academic discipline. The Bachelor of Individualized Studies will require each student to clearly define personal educational objectives and to design a detailed, individualized academic plan that will accomplish those objectives. The students will design their plans through a reflective process of self-driven but faculty-guided curriculum building, involving multiple academic disciplines and the Individualized Studies core.

## **Role and Mission Fit**

The Bachelors in Individualized Studies will help Dixie State University meet its emerging role as a regional comprehensive institution. It will also support Governor Gary Herbert's 66% by 2020 Initiative, as it will provide a path for returning students, including older and underserved populations in the local workforce, to complete a baccalaureate that properly values maturity and previous educational work. This degree path will be particularly beneficial to the Washington County area where 31.2% of the adult population has some college experience but no degree.<sup>2</sup> The Individualized Studies degree program will also extend the first of DSU's Core Accreditation Themes – "A Culture of Learning" – by producing "knowledgeable and competent students who are trained to think critically and solve problems; equipped with the necessary skills and knowledge to be successful in their chosen work; flexible and resilient in the face of new and dynamic situations; and prepared to be life-long learners."<sup>3</sup>

## **Faculty**

The majority of faculty that will support coursework for Individualized Studies already work in established content departments across the campus. Initially, one full-time, tenure-stream Interdisciplinary Arts and Sciences faculty member, Dr. Matthew Morin, and one full-time Interdisciplinary Arts and Sciences academic adviser, Charles Cornwall, will staff the catalog's core Individualized Studies courses and provide individual mentoring and advising. As the number of

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<sup>2</sup> Accessed from U.S. Census Bureau:

[http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS\\_11\\_1YR\\_S1501andprodType=table](http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_11_1YR_S1501andprodType=table) and [http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS\\_10\\_5YR\\_DP02](http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_10_5YR_DP02), October 15, 2012.

<sup>3</sup> Dixie State University's core themes (2005). Accessed at [http://www.dixie.edu/accreditation/dscs\\_mission\\_and\\_core\\_themes.php](http://www.dixie.edu/accreditation/dscs_mission_and_core_themes.php), November 1, 2012.

degree-earning students grows, further dedicated faculty and/or advisement positions may be added. Each student will solicit a signatory disciplinary faculty mentor. In addition, a standing Individualized Studies Oversight Committee comprised of faculty from the six academic schools will review and approve each student's individualized academic plan. The program will be housed within the existing Department of Interdisciplinary Arts and Sciences (IAS), which already houses a thesis-driven, double-emphasis interdisciplinary baccalaureate degree program in Integrated Studies. Existing faculty within that department, including Integrated Studies instructor Denise Burton and the IAS Department Chair, Dr. Mark Jeffreys, will provide additional support for the Individualized Studies degree program, especially during the program's inception.

All of these respective IAS faculty members have multiple years of experience teaching and mentoring interdisciplinary students. Dr. Jeffreys, who holds dual doctorates in the Humanities (English) and Sciences (Biological Anthropology), along with over a decade's worth of experience in specialized teaching and mentoring of interdisciplinary coursework at the university level, will serve as supervisor and mentor of the Individualized Studies degree program's initial full-time faculty member, Dr. Morin, whose own doctoral training in Ethnomusicology is both interdisciplinary and built on a foundation of previous careers in music and with nongovernmental organizations. Working with DSU's Dean of the School of Education, Dr. Brenda Sabey, both Dr. Jeffreys and Dr. Morin will oversee faculty development within the proposed Individualized Studies program. Because of the program's precise, three-course core, no additional full-time faculty hires will likely be necessary during the first two-to-three years of the program, but at the three-year review mark, at the latest, demand for faculty and advising services will be reconsidered, depending on the program's growth to that point.

## Market Demand

In 2013, Georgetown University's Center on Education and the Workforce released the results of a study finding that more than 2.2 million jobs that require a minimum of a bachelor's degree have been created since the 2007 start of the recession. At the same time, jobs requiring only a high school diploma decreased by 5.8 million. Employment needs are changing and the requirement for more and more education is increasing.<sup>4</sup> As already noted briefly in the above section on "Mission Fit," according to the 2011 American Community Survey and the 2010 Census Summary File 1<sup>5</sup>, 31.2% of the population (ages 25-64) in Washington County, Utah have some college credit but have not completed a degree. This Washington County percentage of adults with partial college educations but no earned baccalaureates is substantially higher than that found in the State of Utah as a whole (27.7%). As the Georgetown report alone would indicate, this sector of the population is at-risk in terms of long-term career opportunities or even basic employment. Demand for baccalaureates is pent-up, both among workers and employers, but most degree programs still offer relatively narrow, traditional paths toward completion with little recognition of or support for life experience, work experience, or college credits earned in other, wide-ranging disciplines. Conversely, most individuals with a variety of college credits and work experience would prefer to be able to tailor a degree to their career goals while enhancing their flexibility in a

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<sup>4</sup> The College Advantage (2011). Accessed at <http://cew.georgetown.edu/publications/reports/>, February 1, 2013.

<sup>5</sup> Accessed from U.S. Census Bureau:

[http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS\\_11\\_1YR\\_S1501andprodType=table](http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_11_1YR_S1501andprodType=table) and [http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS\\_10\\_5YR\\_DP02](http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_10_5YR_DP02), October 15, 2012.

changing job market. Moreover, to the extent that these individuals lack flexibility or educational grounding, it is most often due to poor training and/or limited skill sets in the areas of written composition, statistical comprehension, public presentation, and collaborative problem solving. The Bachelor's of Individualized Studies will offer a unique and valuable means by which this large and underserved local market can continue or come back to university and move forward to complete a personally, professionally relevant and versatile degree in a reasonable amount of time.

### **Student Demand**

In addition to the uniquely undeserved student market delineated in the section above, DSU has a wide variety of actively enrolled students with mixed work and college experience in their backgrounds, multidisciplinary interests, and interests in career fields and graduate programs that value interdisciplinary and multidisciplinary baccalaureate training. Not all these students will be ideally suited for a degree in Individualized Studies, given its particular suitability for returning adults with the maturity to design, under faculty guidance, individualized academic plans (IAPs). The proposed Individualized Studies program will not provide the sort of thesis-driven interdisciplinary degree that Integrated Studies provides, which is more ideally suited for many research-driven graduate and professional programs. Nonetheless, a demand for multidisciplinary, uniquely designed baccalaureates providing reliably flexible core competencies obtains among active DSU students, many of whom are themselves returning adults with families, careers, and uncertain job prospects and/or very particular career goals following graduation.

For example, on November 14-15, 2012, DSU hosted an open house for returning adult students. That event alone drew nearly a hundred students. According to DSU's Student Services, those students in attendance were universally most interested in degrees that would build on their existing college credits and life experiences, help them advance in their current careers, prepare them for new careers or graduate education, and provide flexibility in degree completion. The Individualized Studies program would more effectively meet the demands of those students than any other degree program currently available online or on our DSU campus.

### **Statement of Financial Support**

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

**Similar Programs Already Offered in the USHE**

Institution	Degree(s)	Structure
<b>USHE Programs</b>		
Southern Utah University	BA/BS General Studies	45-credit individualized major, 21 of which must be upper-division, from multiple disciplines, includes 6 credit core
University of Utah	Bachelor of University Studies (BUS)	Thematic individualized interdisciplinary program, 44-credits in the major-emphasis area (16 must be 4000 and above); 56 total upper-division credits required

## Program Description

**Dixie State University  
BIS in Individualized Studies  
02/20/2014**

### Section I: The Request

Dixie State University (DSU) requests approval to offer the Bachelor of Arts/Bachelor of Science in Individualized Studies degree, effective Fall Semester of 2014. The institutional Board of Trustees approved this program on XXXXX.

### Section II: Program Description

#### Complete Program Description

The DSU Bachelor of Individualized Studies will be a rigorous and versatile degree that produces adaptive, autonomous, and autodidactic graduates with core fluencies in written composition, statistical comprehension, public presentation, and collaborative problem solving. The degree program will serve students with the maturity and life experience to participate in the design of their own major, especially those underserved, nontraditional university populations such as returning, older students who may have a variety of college credits and work experiences but who would not be as well served by a baccalaureate in any single, standard academic discipline. The Bachelor of Individualized Studies will require each student to clearly define personal educational objectives and to design a detailed, individualized academic plan that will accomplish those objectives. The students will design their plans through a reflective process of self-driven but faculty-guided curriculum building, involving multiple academic disciplines and the Individualized Studies core.

Program Core: Students must, simultaneously, enroll in and successfully complete the IS 3800 Individualized Studies Seminar and IS 3805 Individualized Studies Seminar Advisement Lab prior to being admitted to the Individualized Studies baccalaureate program. During the IS 3800 / 3805 semester, students develop their Individualized Academic Plans (IAPs), including thematic Individualized Concentrations, which must include at least 42 college-level credits (21 of which must be upper-division) from multiple disciplines. Each of these Individualized Academic Plans (IAPs) must include within it coursework having learning outcomes that attest to (1) baccalaureate-level written composition skills, (2) basic competency in statistical comprehension, (3) capable public presentation, and (4) collaborative problem solving. These requirements will be met by combinations of upper-division writing-intensive and quantitative-intensive courses, depending on each student's particular past credits and planned coursework, but the four core competencies must be built into all students' IAPs (as itemized below in Section VI: Program Curriculum). Being sure that these core competencies are met within the frame of a realistic degree-completion program is an essential aspect of the IS 3805 advisement lab. Once completed and passed by Individualized Studies faculty, academic adviser, and a disciplinary faculty mentor, each IAP will have to be submitted to the Individualized Studies Oversight Committee. Students whose plans demonstrate coherent and intentional combinations of courses and credits, along with viable Individualized Concentrations will then be admitted to the IS degree program. Any student who

does not complete an approved IAP, while also passing IS 3800 / IS 3805 with a C or better, will not be permitted to continue with the Individualized Studies curriculum.

## Purpose of Degree

The Individualized Studies baccalaureate degree program will provide a rigorous but flexible curriculum designed to ideally benefit the needs of working-adult, non-traditional students with specific career goals that cannot be more appropriately met through a traditional major. Many adults in the Washington County, Utah, area have completed associate's degrees, earned additional college credits, and/or have significant knowledge and skills earned through life and work experiences that could be applied toward requirements in a bachelor's degree with a sufficiently flexible, demanding curriculum.<sup>6</sup> Enabling those students to (1) return to higher education, (2) take full advantage of the opportunity to solidify their command of the most adaptive 21st-century fluencies (i.e., in written composition, statistical numeracy, public presentation, and collaborative problem solving), and, finally, (3) earn a bachelor's degree would provide a significant benefit to the students, their families, and their communities.

DSU's Integrated Studies degree program, which is also housed within the Department of Interdisciplinary Arts and Sciences, already produces roughly four-dozen baccalaureate graduates per year. The proposed DSU Individualized Studies degree would differ from the existing Integrated Studies degree in several ways, as follows.

First, Individualized Studies will be a degree program designed with particular regard to the needs of returning adult students who can articulate specific post-graduation goals for which only a curriculum with both appropriate rigor and maximum flexibility can prepare them.

Second, the existing Integrated Studies degree is, in some ways, a more traditional major, with fixed disciplinary core-course requirements in two emphases only, each housed within a single, established DSU department.

Third, students will not declare emphases in the Individualized Studies program, although they will create a curricular concentration within their IAPs. By contrast, the Integrated Studies emphases are highly structured and no IAPs are required.

Fourth, *all* students in the Individualized Studies program will be required to meet standards of statistical comprehension, which is an optional outcome for Integrated Studies majors, depending on their choice of emphases.

Finally, the core courses required in each program differ in terms of purpose and content. The overarching purpose of the Integrated Studies core courses is to help students establish mastery or competence in their two selected emphases and to then demonstrate their ability to integrate the content, theories, methodologies, and worldviews of those two disciplines in answering a particular question, solving a problem, or producing creative work of their own design. The overarching purpose in Individualized Studies, on the other hand, will be to practice self-reflexive planning for the purposes of acquiring knowledge and skills for specialized life-goals. Through the process of taking IS 3800/IS 3805, acquiring a disciplinary faculty mentor, building an

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<sup>6</sup> Accessed from U.S. Census Bureau:

[http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS\\_11\\_1YR\\_S1501andprodType=table](http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_11_1YR_S1501andprodType=table) and [http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS\\_10\\_5YR\\_DP02](http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_10_5YR_DP02), October 15, 2012.



IAP, and having that IAP approved by the IS Oversight Committee, Individualized Studies students will construct their own programs, rather than following a strict set of curricular requirements.

**Institutional Readiness**

Dixie State University has a variety of programs across campus offering courses that will contribute to this degree. Appropriately credentialed and qualified instructors will teach all courses pursuant to any IAP for a baccalaureate in Individualized Studies and, as detailed below, the university already has three experienced faculty members, one lecturer-adviser, and one full-time adviser within the established Department of Interdisciplinary Arts and Sciences, in which Individualized Studies will be housed, along with other existing and still-developing interdisciplinary programs such as Integrated Studies and Freshman Year Experience. Otherwise, as the courses for the Individualized Studies degree will be widely distributed across all content areas on campus, it is not expected there will be a significant impact on workload in any one area.

**Individualized Studies Faculty**

The chair of the Interdisciplinary Arts and Sciences department will provide direction and supervision of the baccalaureate in Individualized Studies program, under the additional direction of the Dean of Education. Although the Individualized Studies program will draw upon courses across the University, at least one full-time faculty member from the Department of Interdisciplinary Arts and Sciences will staff the three required courses and provide mentoring, while at least one full-time IAS academic adviser will participate in advising Individualized Studies and helping them with the particulars of their IAP. It is not anticipated that the program will require additional faculty or staff in the immediate future, but as enrollment growth demands additional personnel, the University will hire them. If enrollment in the Individualized Studies program is insufficient to utilize the full-time IAS faculty member’s workload, s/he will teach Integrated Studies courses as needed. A cross-disciplinary Individualized Studies Oversight Committee comprised of faculty will be formed to review and approve each student’s individualized academic plan.

Faculty Category	Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Faculty Headcount at Full Program Implementation
<b>With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)</b>			
Full-time Tenured			
Full-time Tenure-Stream, Doctoral Degree	2		2
<b>With Master’s Degrees</b>			
Full-time Tenured			
Full-time Tenure-Stream			
Part-time Tenured			
Part-time Non-Tenured	1		1
<b>With Bachelor’s Degrees</b>			

Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
<b>Other</b>			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
<b>Total Headcount Faculty</b>			
Full-time Tenured			
Full-time Tenure-Stream	2		2
Part-time Tenured			
Part-time Non-Tenured	1		1
<b>Total Department Faculty FTE</b> (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.")	2.74		2.74

### Staff

The IAS department staff will also serve the Individualized Studies program, and a .74 administrative assistant will work for the Department of IAS (including the Individualized Studies Program) and the DSU Art Department, located in the same building as the Department of IAS. That administrative assistant position is an existing position that will be reassigned as a result of some institutional restructuring. Therefore, no additional money will be needed to fund the position. It is not anticipated that additional academic advisers or staff will be required for the inception of the Individualized Studies degree program, but when and if enrollment reaches the point where a need for additional faculty and staff becomes self-evident, additional position(s) will be funded as needed.

### Library and Information Resources

Since this program largely draws upon existing courses, no new or additional library resources will be required. Because Individualized Studies' students may need specific resources to support work in areas not currently represented in the DSU curriculum, the Library's excellent Interlibrary Loan service will play an unusually large role for these students, comparable to the role it plays for thesis-producing students in our existing interdisciplinary baccalaureate degree program of Integrated Studies.

### Admission Requirements

To be officially admitted to the Individualized Studies program, a student will have to concurrently enroll in and then successfully complete IS 3800 / IS 3805. Successful completion of those tandem classes will require the creation of an Individualized Academic Plan (IAP), the successful acquisition of the signatory commitment and approval of an individual, disciplinary faculty mentor for the IAP, and the final approval of the IAP by the Individualized Studies Oversight Committee. Enrollment in IS 3800 / IS 3805 is therefore, in and of itself, no guarantee of admission to the Individualized Studies degree program. Because the IS degree program is designed to encourage returning and older students with a variety of educational, life, and work experiences, the initial prerequisites of IS 3800 / IS 3805 are deliberately broad. Nonetheless, enrollment in IS 3800 / IS 3805 will be limited to students who have already achieved either an associate's degree or a minimum of 60 semester credits with a cumulative GPA of 2.0 or better. (Students who have already earned a bachelor's degree from a regionally accredited institution may not enroll in the Bachelor of Individualized Studies program.)

Accordingly, the Individualized Studies Oversight Committee, each signatory disciplinary faculty mentor, and the Individualized Studies director and academic adviser within the IAS Department will provide oversight for all Individualized Academic Plans, and their unanimity of approval will be required for official matriculation into the IS degree program.

The Individualized Studies Oversight Committee will be comprised of faculty members from each of DSU's six academic Schools, and will also include the Individualized Studies program coordinator who will act as chair. The Committee will be responsible for reviewing and approving the Academic Plan and Individualized Concentration of each student. They will also participate in the evaluation of the capstone projects. The six academic Schools are:

- School of Business and Communication
- School of Education
- School of Visual and Performing Arts
- School of Health Sciences
- School of Humanities
- School of Science and Technology

Students will create their IAPs within the structured, weekly-assignment framework of the IS 3800 / IS 3805 course and lab (see Student Advisement section below). The disciplinary faculty mentors, who students will have to have established as mentors before the mid-point of the course, and the full Individualized Studies Oversight Committee will review the first drafts of proposed IAPs around the course's mid-point. They will provide suggestions for revisions, then review the plans again at the end of the semester to issue final approval or denial of the students' IAPs.

Students, the IS faculty and academic adviser, the disciplinary faculty mentors, and the IS Oversight Committee will observe the following criteria to ensure that each IAP demonstrates curricular coherence, academic rigor, and disciplinary relevance. That is, each acceptable IAP will

1. set out a curriculum made up of courses forming a thematically coherent concentration (see Section VI: Program Curriculum) that meets learning outcomes that are aligned with the personal, post-graduate goals articulated within that plan,

2. propose one core course, from the DSU catalog offerings certified by the IS Program Curriculum (for itemized options, please see Section VI below) that will provide a foundation for and a clear evaluation of written composition skills and one core course that will provide a foundation for and a clear evaluation of statistical comprehension,
3. include at least 42 credits within the thematic concentration, 21 credits of which must be upper-division,
4. not substitute for or duplicate any existing major at DSU,
5. not propose to acquire disciplinary expertise no DSU faculty can provide,
6. not petition for extra-institutional credit lacking relevance to the IAP's thematic concentration,
7. not petition to include completed courses in the thematic concentration that do not link to the IS degree's programmatic learning and post-graduate outcomes as detailed in IS 3800/ IS 3805.

Moreover, the Individualized Study degree program (including the IS faculty, advisers, disciplinary mentors, and the IS Oversight Committee) will safe-guard the coherence, academic rigor, and disciplinary relevance of the students' Individualized Academic Plans by excluding applicants who

- have reached the end of their financial aid allowance without meeting the degree requirements for any department and wish to obtain a baccalaureate degree in fewer than two semesters using an accumulated course history that lacks curricular coherence,
- wish to avoid completing especially challenging courses required in a particular degree while seeking the learning and professional outcomes targeted by that degree,
- intend to create a course plan consisting of a diversity of courses that interest them yet do not demonstrate coherent relevance to any field of study, profession, or post-graduate goal,
- cannot articulate, document, and self-evaluate the personal or professional goals that would be met through specific learning outcomes that could only be acquired through the Individualized Studies program curriculum.

While these above guidelines will exclude a large number of applicants interested only in expediently earning a baccalaureate degree, the guidelines also ensure that the program will attract its target market of non-traditional students with specific post-graduate goals that require flexible curricular models. Examples of individuals who may enroll in the Individualized Studies degree could include students

- interested in employment in the public health sector that will utilize knowledge from a core of courses spanning the biological sciences, social sciences, and, given the current digitization of health care information systems, the computer sciences,
- seeking advancement through their employer in a small business setting in which the lack of employees requires the student to amass skills in a number of areas such as

marketing and finance or graphic design, or from disciplines that benefit human resource departments such as communications and psychology,

- with domestic or family-related objectives (such as raising a special-needs or disabled child or enhancing quality of life for an aging parent) that may require specialized knowledge in a variety of disciplines, such as psychology, biology, communications, and education,
- interested in community-based volunteer projects that may require knowledge in operations management, sociology, communications, and/or criminal justice,
- pursuing employment and business opportunities in niche interdisciplinary careers such as eco-tourism, a relatively undeveloped industry in southwestern Utah's flourishing tourism economy, for which a student might pursue courses in some combination of environmental science, marketing, and recreational management,
- interested in working in or developing a 501(c)(3) non-profit organization that provides social services, such as after-school programs for at-risk youth, for which professions students might draw upon coursework such areas as sociology, education, psychology, and business management.

## **Student Advisement**

The Individualized Studies program will require uniquely intensive mentoring and advising, to be performed by the IS faculty and adviser in charge of IS 3800/ IS 3805, in coordination with signatory disciplinary faculty mentors and the IS Oversight Committee.

IS students will be required to develop their individual and self-directed (i.e., autodidactic) learning capacities by designing, defending, and completing Individual Academic Plans that are much more complex in concept and execution than simply following a menu of standardized degree requirements with a few electives.

During the concurrent, tandem course of IS 3800 / IS 3805, the assignments cumulatively build toward the final Individualized Academic Plan by requiring students to design, implement, evaluate, and modify their curriculum proposals repeatedly, until their professional and personal goals mesh with their own proposed learning outcomes and the general learning outcomes of the IS degree, including the four core fluencies outlined earlier, which will additionally link to the learning outcomes of the various other disciplinary courses they propose to take.

While, on the one hand, assignments in IS 3800 will engage students in a continuous process of self-assessment and plan-building, the IS 3805 Lab, on the other hand, will provide a scaffolding for student advisement. Students will work, through face-to-face individual meetings with a senior interdisciplinary adviser, deeply familiar with the curricula of departments around DSU, to refine and render technically compliant their IAPs.

Additionally, an early lecture-assignment combination for IS 3800 will direct the appropriate reasons and means for soliciting a disciplinary faculty mentor, going over the rights and responsibilities of both student and mentor going forward, and gaining that faculty mentor's

signature of commitment to work with the individual student toward completion of an IAP and the IS degree. After obtaining a signatory disciplinary faculty mentor, the student will work with that mentor through individual meetings at key points throughout the development and, following matriculation, completion of the student's IAP. This faculty member must have expertise in a field related to the individualized concentration of the student's IAP.

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

In addition to fulfilling the requirements of IS 3800 / IS 3805 and the Individualized Academic Plans *prior* to matriculation into the IS degree (see "Admission Requirements" above), Individualized Studies bachelor's degree candidates will be held to the institutional standards common to all DSU baccalaureate degrees:

- Completion of 120 college-level credits (1000 and above)
- 40 upper-division credits (3000 and above)
- 30 credits at DSU to obtain DSU institutional residency
- 16 credits in one foreign language (for Bachelor of Arts only)
- Completion of General Education requirements
- Completion of Institutional Requirements (American Institutions, English, and Mathematics)
- Cumulative GPA 2.0 or higher
- Minimum C grade in all degree program courses

Of the above DSU baccalaureate-degree credit requirements, a maximum of 25% of all credits (i.e., 30 total credits) may be in the form of extra-institutional credit

### **External Review and Accreditation**

No review external to DSU has been performed as part of this program proposal, but the program's authors have researched dozens of Individualized Studies programs across North America.

Like most interdisciplinary baccalaureate programs, which go by a variety of names and have institution-specific aims, Individualized Study programs vary widely and lack a standardized structure. Nonetheless, structural elements common to most IS degree programs (as well as to the Utah Board of Regents requirements for similar General Studies / University Studies programs) include

- Admission requirements (by petition, individualized plan approval, or approved proposal),
- A focus on developing students' autodidactic and reflective learning skills,
- A particular focus on curricular coherence, given the individualized and partially self-directed nature of the degree plans,
- Curricular concentrations,
- Facilitation of each student's intellectual engagement with the most relevant academic content to that student's academic and post-graduate goals,

- Integration of content and learning experiences through intensive mentoring and reflective learning activities,
- Strong and institutionally distributed academic oversight, given that these programs draw content from across entire institutions,
- Graduation standards similar to or exceeding those of other baccalaureate programs at the institution.

DSU's proposed IS program includes all of these common elements, while adding the unique suite of core fluencies and the unusual prerequisite that successful completion of the core course facilitating the process of building students' IAPs, IS 3800, which will be taught only by dedicated, full-time, tenure-stream IS faculty, must precede any possibility of matriculation into the degree program.

No accreditation will be sought for this program other than DSU's institutional accreditation.

**Program Enrollment and Graduates (Capped at 30/80 Max) with Projected Departmental Student FTE to Faculty Ratios up to Maximum Enrollment:**

Data Category	Current – Prior to New Program Implementation	Projected Year 1	Projected Year 2	Projected Year 3	Projected Year 4	Projected Year 5
<b>Data for Proposed Program</b>						
Number of Graduates in Proposed Program	X	10	20	30	30	30
Total # of Declared Majors in Proposed Program	X	40	50	70	80	80
<b>IAS Departmental Data – For All Programs Within the Department</b>						
Total Department Faculty FTE (as reported in Faculty table above)	2.74	2.74	2.74	2.74	2.74	2.74
Total Department Student FTE (Based on Fall Third Week)	41	45	47	49	49	49
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)	1:14.47	1:13.47	1:14.07	1:14.67	1:14.67	1:14.67
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable:	NA	NA	NA	NA	NA	NA

(Provide ratio here: NA)						
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### Section III: Need

#### Program Need

Washington County, Utah, continues to lag behind the entire State of Utah and the nation in educational attainment. Even with the efforts to increase the higher education opportunities available for Washington County residents, there is a striking disparity in educational attainment for the population age 25 years and older, according to the 2011 American Community Survey and the 2010 Census Summary File 1.<sup>7</sup>

Educational Attainment	Washington County, Utah	State of Utah
Some college, no degree	31.2%	27.7%
Associate's degree	17.7%	9.2%
<b>Subtotal</b>	<b>48.9%</b>	<b>36.9%</b>
Bachelor's degree	17.7%	20.1%
Graduate or professional degree	8.5%	9.7%
<b>Subtotal</b>	<b>26.2%</b>	<b>29.8%</b>

The percentages of local residents who attended college and did not receive a degree or, perhaps more significantly for this proposal, who hold an associate's degree are substantially higher than for the State of Utah as a whole.

There are two relevant implications to these percentage contrasts with regard to this proposed DSU Individualized Studies degree program and the assessment of its potential need.

First, the high percentage of local residents who attended college but did not graduate with a bachelor's degree means that significant portions of the population have not yet fulfilled their own educational goals.

Second, the percentage of Washington County residents who hold an associate's degree is nearly double the percentage Utah State residents who hold an associate's degree. That high percentage reflects both the local desire for postsecondary education and the historical lack of access to nearby, baccalaureate-level degree opportunities. Every one of those holders of an associates degree is, in principle, a candidate for enrollment in this proposed baccalaureate program in Individualized Studies.

Thus, on the opportunity side, in contrast to the State of Utah as a whole, the Washington County area has an unusually rich pool of adults with postsecondary degrees who might benefit from further academic opportunity, especially in an era of rapid technological change, diminishment of career opportunities for those workers without at least a baccalaureate-level of education, and the continual shifting of corporate and manufacturing centers based, in part, on the educational attainments of local workforces.

<sup>7</sup> Accessed from U.S. Census Bureau:  
[http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS\\_11\\_1YR\\_S1501andprodType=table](http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_11_1YR_S1501andprodType=table) and [http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS\\_10\\_5YR\\_DP02](http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_10_5YR_DP02),  
 October 15, 2012.



As for the cost of *not* implementing baccalaureate programs such as the one proposed here, a failure to ameliorate this locally specific problem of unattained educational potential will likely mean that the next generation of Washington County residents, also, will not achieve widespread educational parity, neither with the State of Utah nor with the United States as a whole. One reason for this program's need is thus the danger of diminishing expectations. According to Davis-Kean (2005), for example, "Compared to parents with lower levels of education . . . more highly educated parents are more likely to explicitly define higher levels of education as desirable, encourage their children to do well in school, and have higher expectations for their children's academic achievement".<sup>8</sup>

Moreover, contrary to some perceptions about the age of Washington County residents, almost 42% of the county's 141,666 residents are between the ages of 25 – 64<sup>9</sup>, and that proportion of local residents in their career years swells to 47% of those individuals who have attended college or received an associate's degree but who have not earned a bachelor's degree.

The following chart details this demographic need for additional baccalaureate opportunities among working-age adults in Washington County, using the most recent Census educational attainment data by age and gender.

Washington County, Utah Educational Attainment by Age and Gender <sup>10</sup>				
Age	Educational Attainment	Males	Females	Total
25 – 34	Some college, no degree	3,911	2,172	6,083
	Associate's degree only	591	679	1,270
35 – 44	Some college, no degree	1,691	2,011	3,702
	Associate's degree only	513	1,132	1,645
45 – 64	Some college, no degree	4,262	4,639	8,901
	Associate's degree only	1,023	1,826	2,849
<b>Totals</b>		<b>11,991</b>	<b>12,459</b>	<b>24,450</b>

Therefore, if even 1% of those adults who have not returned to college in an existing baccalaureate program would be interested in an Individualized Studies degree, the proposed program would be well worthwhile.

Once again, the above claim for the proposed IS program's need has both a general, cost-benefit validity and validity as a claim for the social value of such a program, especially to the immediately surrounding community. According to Janice Hadfield (2003), colleges and universities have a "social responsibility to deliver education to all kinds of students,"<sup>11</sup> including non-traditional students and adult learners.

Finally, data collected by the National Center for Education Statistics show that most open-access, postsecondary-education institutions need to improve their graduation rates, and DSU is

<sup>8</sup> Davis-Kean, P.E. The influence of parent education and family income on child achievement: the indirect role of parental expectations and the home environment. *Journal of Family Psychology* 19(2): 294-304. DOI: [10.1037/0893-3200.19.2.294](https://doi.org/10.1037/0893-3200.19.2.294)

<sup>9</sup> Accessed from U.S. Census Bureau:

[http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS\\_11\\_1YR\\_S1501andprodType=table](http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_11_1YR_S1501andprodType=table), October 28, 2012.

<sup>10</sup> Accessed from U.S. Census Bureau:

[http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS\\_11\\_1YR\\_S1501andprodType=table](http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_11_1YR_S1501andprodType=table), October 28, 2012.

<sup>11</sup> Hadley, J. (2003). Recruiting and retaining adult students. *New Directions for Student Services* 102. DOI: 10.002.ss85  
 Accessed at <http://www.inpathways.net/Recruiting%20and%20Retaining%20Adult%20Students.pdf>, October 25, 2012.

no exception. The overall rate of DSU students who entered in 2005 seeking a bachelor's degree who actually completed that degree by 2011 was 28%.<sup>12</sup> Even allowing for a 42% "transfer-out" rate, at least 30% of those DSU students failed to attain the educational goal with which they started college, a bachelor's degree, neither at DSU nor anywhere else. Data compiled by Complete College America listed Utah's public college and university 6-year average completion rate as 38.2% (for full-time students).<sup>13</sup> Supplemented by more traditional students with 60 or more completed credits, who find that they desire to complete a more customized degree program that is tailored to their life and career goals in a way no existing program on campus can address, it is this large, local population of adult, returning students, who have earned considerable college credits or associates' degrees, but who have not yet received any baccalaureate degree, that forms the *raison d'être* of this Individualized Studies program proposal.

## Labor Market Demand

The demand for employee's with, at minimum, completed baccalaureate degrees has not only never been higher, despite the uptick in job opportunities across the boards since the easing of the 2008 recession, it has changed its nature dramatically in the past few decades.

Demographically, women work in equal or greater numbers than men. The glass ceiling, finally cracking, continues to be lowest for those women without higher education, and, as the statistics in the previous section amply illustrate, both the State of Utah generally and the County of Washington in particular have sizeable underserved populations of adult women earners and learners.

In terms of post-baccalaureate skill sets, with the exception of the most certification-stringent vocations, such as nursing, accounting, pharmacy, or dental hygiene, employers have become less and less interested in the more narrowly defined capacities that vocational degree programs offer, while becoming more and more demanding of employee flexibility and autodidactic skills in the face of swiftly changing markets. On the other hand, and however unfairly, employers remain skeptical of broad liberal arts categories. One peculiar result is that, for the foreseeable future, a relatively traditional degree in Business or Psychology from a regional university such as DSU might meet with the same unwarranted employer skepticism as a degree in English, Philosophy, or Fine Arts. In any case, no degree, whether liberal or vocational, traditional or novel, can hope to offer its possessors a legitimate claim to both flexibility and autodidactic resilience without a curriculum emphasizing core fluencies in written composition, statistical comprehension, public presentation, and collaborative problem solving. By writing these core fluencies into its basic curriculum, the DSU baccalaureate program in Individualized Studies would address early-to-mid 21st-century labor market demand at the most fundamental level<sup>14 15</sup>.

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<sup>12</sup> Dixie State University. (2012). College Navigator. National Center for Education Statistics. Accessed at <http://nces.ed.gov/collegenavigator/?id=230171#fedloans>, November 15, 2012.

<sup>13</sup> Utah. (2011). Complete College America. Accessed at <http://www.completecollege.org/docs/Utah.pdf>, on November 16, 2012.

<sup>14</sup> Garcia, Stephanie Parra. (2011). Preserving the Public Good: Presenting an Organizational Model for the Changing Future of Higher Education. Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Charlotte, NC, Nov 18, 2011).

<sup>15</sup> Lyall, Katharine. (2011). Seeking Sustainable Public Universities: The Legacy of the Great Recession. *Research & Occasional Paper Series: CSHE. 10.11*. Center for Studies in Higher Education.

Beyond the four core fluencies to be emphasized by the program, which will allow graduates a considerable long-term career latitude, the degree of flexibility within the program's emphasis on Individualized Academic Plans, structured by close and well-defined mentoring, advising, and oversight, will allow matriculated students to focus on their own, personal life and career goals in a way few, if any, other baccalaureate programs can allow.

## Student Demand

Although, within the Department of Interdisciplinary Arts & Sciences, the existing, senior thesis-driven baccalaureate program in Integrated Studies (INTS) is well-established, popular, and with several hundreds of declared majors and over a hundred 2012-13 graduates (40% of whom ended up attending post-graduate education) to its credit, the fact remains that because the Integrated Studies program at DSU has a rigid structure, requiring students to complete two, traditional-content emphases in distinct disciplines, as well as a four-to-five semester core interdisciplinary program that includes a two-to-three semester thesis project that integrates those two emphases according to exact parameters, many matriculated DSU students have considerable accumulated credit hours and an interest in an interdisciplinary major but cannot apply to the Integrated Studies degree program in any hope of graduating while time or financial aid permits. To be exact, a degree in Integrated Studies requires the completion of two fixed disciplinary emphases (21 – 32 credits each) and four or five, 3-credit core classes, including 6-9 credits for their integrated senior thesis research and project.

Integrated Studies is an interdisciplinary degree program, but an inherently integrative, thesis-oriented, and relatively more traditional interdisciplinary program<sup>16</sup>, whereas Individualized Studies will be both interdisciplinary and multidisciplinary, without the requirement of a senior thesis and, in its place, an emphasis on the four core fluencies detailed above, along with the development and oversight of each student's multidisciplinary, bespoke Individual Academic Plan.

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<sup>16</sup> Indeed, many institutions use the terms "interdisciplinary" or "integrated" for essentially identical programs, including the University of Miami-Ohio, which only recently changed the name of its nationally published newsletter and organization from "Integrated Studies" to "Interdisciplinary Studies," without any concomitant change in any of its program structures. Interestingly, U Miami-Ohio also offers, in addition to its thesis-driven baccalaureate in Interdisciplinary Studies, a separate, non-thesis baccalaureate program in Individualized Studies. The latter, like the DSU program of Individualized Studies proposed here, puts its emphasis on IAPs, in place of the thesis-driven approach of the baccalaureate in Interdisciplinary Studies (formerly, "Integrated Studies"). Closer to home, Utah Valley U also has a long-established, thesis-driven baccalaureate in Integrated Studies but has recently proposed a new, non-thesis, multidisciplinary program in University Studies. That latter program differs in key respects from the Individualized Studies program proposed for DSU here, in no small part because UVU's University Studies program would be philosophically somewhat different, aim to address a different local market need, and likely be housed at UVU in a completely different School from UVU's Integrated Studies program, housed in the College of Humanities and Social Sciences. Nonetheless, the programs would be comparable in being multidisciplinary and in targeting a demographic of returning adult students.

Students who wish to maximize their previous life and educational experiences, who desire an education tailored to their individual career goals and personal interests, who want to undertake studies in a broader set of disciplines than is feasible given the 54-75 credits required to complete the paired Integrated Studies emphases and the Integrated Studies core courses, and who want either to include subject areas not currently available in the form of a DSU Integrated Studies emphasis or to have more flexibility in what they study than the Integrated Studies degree structure allows, will be better served by the Individualized Studies program.

Lastly, students who have earned credits in a major not currently offered at DSU are severely hampered in their efforts to complete a baccalaureate education, especially if they live nearby. Students thus disadvantaged could, insofar as personal and career goals allow, utilize previously earned coursework in constructing their Individualized Academic Plans.

### Similar Programs

There is no standardization in the naming conventions of individualized and interdisciplinary baccalaureate programs at either public or private institutions throughout North America. Individualized Studies baccalaureate programs are offered at numerous colleges and universities across the country. These IS degree granting institutions scale in size from large and research-oriented public universities to regional, comprehensive universities similar to DSU, on down to small, traditional liberal arts colleges. The programs vary substantially in their design, from exceptionally flexible to relatively highly structured, although few if any are as fixedly structured as the typical, traditional baccalaureate major, and none are as fixed in structure as are vocational degree programs that target rigid certification requirements. Some "University," "General," or "College" Studies programs look much like the proposed DSU Individualized Studies program, while other similarly named programs function almost like DSU's existing Integrated Studies program or are designed more as a-la-carte interdisciplinary majors requiring multiple emphases of 15-18 credits apiece.

The following institutions offer programs varyingly similar to the proposed DSU Individualized Studies degree:

Institution	Degree(s)	Structure
<b>USHE Programs</b>		
Dixie State University	BA/BS Integrated Studies	12 credit core plus two structured emphases (21-32 credits each)
Southern Utah University	BA/BS General Studies	45-credit individualized major, 21 of which must be upper-division, from multiple disciplines, includes 6 credit core
Southern Utah University	BA/BS Interdisciplinary Studies	Track 1 – Integrated Studies: 9 credit core, 21 credits in each of 2 disciplines Track 2: Thematic Studies: 9 credit core, 42 credits from multiple disciplines
University of Utah	Bachelor of University Studies (BUS)	Thematic individualized interdisciplinary program, 44-credits in the major-emphasis area (16 must be 4000 and above); 56 total upper-division credits required

Utah State University	BA/BS General Studies	30-credit identifiable emphasis within one academic college
Utah State University	BA/BS Interdisciplinary Studies	45 credit individualized thematic program of study in two or more disciplines (21 credits must be upper-division)
Utah Valley University	BA/BS University Studies (proposed)	40-credit thematic plan of study plus capstone project or internship
Weber State University	Bachelor of Integrated Studies (BIS)	Individually designed, 18 credit hours in each of three emphasis areas, no core
<b>Non-USHE Programs in Utah and Bordering States</b>		
Arizona State University	Bachelor of General Studies (BGS)	Students complete three classes in each of four clusters, some focus on one discipline, some are interdisciplinary, 21 credits in the clusters must be upper-division
Boise State University	Bachelor of General Studies (BGS)	37 upper-division credits in an individualized degree plan in three thematic areas; 5 credit core
Brigham Young University	Bachelor of General Studies (BGS)	30 credit structured thematic emphasis (7 available) plus 1-credit introductory and 2-credit capstone courses
Colorado Mesa University	BA in Liberal Arts	Individualized interdisciplinary program, 15-24 credit core, 33-42 credits in 2-3 disciplines
Metropolitan State College of Denver	BA/BS Individualized Degree Program	40 credits in major, including 21 upper-division, minimum 20-credit minor is required
University of Arizona	Bachelor of General Studies (BGS)	36-credit theme-based focus cluster, 3 theme-based clusters of 9-credits each (preset themes but freedom to select classes to fulfill the topic)
University of Colorado	BA/BS Distributed Studies	Individually structured program
University of Idaho	Bachelor of General Studies (BGS)	No restrictions or requirements on courses other than basic baccalaureate graduation requirements
University of Nevada, Reno	Bachelor of General Studies (BGS)	30-credit individualized thematic cluster (18 must be upper-division) from three departments in no more than two colleges
<b>Sampling of Non-USHE Individualized Studies Programs across North America</b>		
Buffalo State University	Bachelor of Individualized Studies	36 IS upper-division credits, two-to-four academic fields other than IS, max 6 courses per discipline
George Mason University	Bachelor of Individualized Studies	12 IS core credits, 24-36 upper-division individualized concentration credits, 3 credits statistics, 9 credits natural sciences, 3 credits IT, 9 credits social sciences, 9 credits humanities, 6 credits composition
Goddard College	Individualized Bachelor of Arts	Low-residency program, 36 IS credits, 18 upper-division, max 75 approved transfer and/or

		experiential learning credits
New York University (Gallatin School)	School of Individualized Studies (Undergraduate)	Highly diverse combination of: first-year program, interdisciplinary seminars, writing program, arts program, colloquium, experiential learning, student-directed learning, and senior project
New Mexico State University	BA/BS Individualized Studies	128 total credits, max 30 in business, min 48 upper-division credits, IS program of study
University of Miami-Ohio	BA/BS Individualized Studies	9 credits "mid-level 3-course cluster" in IS, min 24 upper-division concentration credits total, multidisciplinary capstone project

These tables make evident that no two of these interdisciplinary baccalaureate programs are exactly the same in name and requirements. However, the proposed DSU Individualized Studies program will incorporate several of the most common elements of these programs: a flexible, self-directed program; credit for previous academic work in relevant disciplines; a heavy emphasis on tailored advisement plus faculty mentoring; an institutional Oversight Committee; and an Individualized Academic Plan.

Finally, with regards to USHE goals, as the USHE works towards achieving the Utah Governor's goal of 66% of Utah's adult population having earned a postsecondary degree or certificate by 2020, the addition of the Individualized Studies program at Dixie State University will provide greater access for the targeted population in our area.

### Collaboration with and Impact on Other USHE Institutions

As mentioned above, a variety of Bachelor of Individualized Studies / University Studies / General Studies and similar programs and proposed programs at other USHE institutions and non-USHE (neighboring and national) institutions were carefully reviewed. Because this degree is oriented toward a limited number of former and current DSU students and Washington County residents who have specific professional and personal goals that are not being efficiently met by existing programs, we anticipate no impact on other USHE institutions. It is worth pointing out that the program, as proposed, would, in particular, be distinct from SUU's General Studies program, the nearest of the similar USHE and non-USHE programs, in placing a greater stress on the mentoring, advising, and oversight of an Individualized Academic Plan, as well as on returning adults with associates degrees in hand. It will also distinguish itself from that program in being housed, side-by-side with DSU's thesis-driven baccalaureate program in Integrated Studies, in a separate Department of Interdisciplinary Arts and Sciences exclusively dedicated to interdisciplinary programs at DSU.

### Benefits

According to Complete College America, Utah students accumulate an average of 146-147 credits and 6.7 – 7.8 years to earn a 4-year, 120-credit bachelor's degree.<sup>17</sup> Giving both current and

<sup>17</sup> Utah. (2011). Complete College America. Accessed at <http://www.completecollege.org/docs/Utah.pdf>, on November 16, 2012.

returning students, particularly students in the working years of ages 25-64, the opportunity to maximize the real value of the credits that they have already earned within an Individualized Studies baccalaureate program through the medium of well-targeted IS 3800 / IS 3805 preliminary coursework toward an Individualized Academic Plan (the IAP), would, as a start, both lower the number of credits these students have to take to fulfill bachelor's degree requirements while enabling them to make their bachelor's degrees more personally and professionally meaningful.

In addition, an increase in the DSU graduation rate, however slight at first, is to be expected as a result of this program's implementation, while the opportunity to provide meaningful, personalized educational experiences to the surrounding communities is at the heart of DSU's institutional mission.

Finally, the increased level of Washington County baccalaureate attainment (and beyond) made more likely through the development of this Individualized Studies degree will contribute to USHE's aforementioned HigherEdUtah 2020 "big goal" of 66% of Utahns age 25-64, female and male alike, having earned a postsecondary degree. Corresponding goals of this initiative will also be helped: increasing employment versatility and capacity by expanding technological capabilities, "increasing the number who persist and complete their education once they enter college," "expand[ing] the ability of colleges and universities to provide quality opportunities for more students," and "transform[ing] the way higher education meets the needs of the 21<sup>st</sup>-century students through effective and efficient use of technology, while sustaining academic quality."<sup>18</sup>

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<sup>18</sup> Utah System of Higher Education. (2010). *HigherEdUtah 2020: 2010 Executive summary*. Accessed at [http://www.higheredutah.org/wp-content/uploads/2009/11/ExecutiveSummary\\_HigherEdUtah2020\\_2010Report.pdf](http://www.higheredutah.org/wp-content/uploads/2009/11/ExecutiveSummary_HigherEdUtah2020_2010Report.pdf) , November 1, 2012.

## Consistency with Institutional Mission

The proposed baccalaureate program in Individualized Studies will be easily and entirely consistent with DSU's mission as "a teaching institution that strives to enrich its community and the lives of its students by promoting a culture of learning, values, and community."

## Section IV: Program and Student Assessment

### Program Assessment

The goal of the Individualized Studies program is to assist independently minded, self-directed students seeking baccalaureate degree completion to meet their educational, personal, and professional objectives, while also establishing and mentoring four core fluencies in written composition, statistical comprehension, public presentation, and collaborative problem solving.

Assessment strategies that we, as program authors, have identified and incorporated into the program assessment procedure to ensure that the program meets these goals include the following five essential sub-goals:

Program Curriculum Outcomes	Individualized Curriculum Outcome
1. Written Communication Fluency	5. Specialized Knowledge Relevant to Personal and Professional Goals (IAPs)
2. Statistical Comprehension at a Level Consistent with Interpreting Major News Media Reports and Corporate Data	
3. Comfort with Public Presentation of Work to Peers and Supervisors in Visual and Oral Media	
4. Comfort with and Competency at Collaborative Problem Solving with Peers and Supervisors	

A second assessment strategy ensures that the program learning outcomes clearly intersect with the DSU Mission Statement's Core Themes. Outlined below is a grid that illustrates how each of the above five program learning outcomes in its turn addresses each of those core DSU themes: "A Culture of Learning," "A Culture of Values," and "A Culture of Community." As shown on the grid, each one of the four, more general program learning outcomes addresses at least one of the objectives for a given theme. (Specialized Knowledge, the fifth IS program learning outcome, will be unique to each student's IAP, but, we believe merits mention here as fulfilling *all* of DSU's mission values by providing a potential wealth of well-educated, employable, flexible and, above all, diverse adults of working age.)



Program Learning Outcomes	DSU Core Themes and Objectives	Learning				Values			Community		
		CT1.1	CT1.2	CT1.3	CT1.4	CT2.1	CT2.2	CT2.3	CT3.1	CT3.2	CT3.3
PLO 1: Written Communication		X	X	X					X		
PLO 2: Statistical Comprehension		X	X	X					X		
PLO 3: Public Presentation		X	X	X				X	X	X	
PLO 4: Collaborative Problem Solving		X	X	X	X	X	X	X	X	X	

The third assessment strategy assesses each programmatic learning outcome within a five-year cycle. The five-year cycle enables program and student learning assessment information to be incorporated into cyclical program reviews as set out by the Regents' R411 requirements.

Assessment Cycle					
IS Degree Learning Outcomes	Year 1	Year 2	Year 3	Year 4	Year 5
Written Communication	X				X
Statistical Comprehension		X		X	
Public Presentation			X		
Collaborative Problem Solving		X		X	
Specialized Knowledge (IAPs)	X		X		X

The Individualized Studies faculty will assess the program learning outcomes using direct and indirect measures of student achievement (a detailed explanation of this assessment process is found in the following section).

### Expected Standards of Performance

At the time of graduation, students in the Individualized Studies program will have achieved the following five principle competencies, including the four core fluencies general to the program, and the competency specific to creating and completing their Individualized Academic Plans, including whatever specialized knowledge that the IAP will entail for the given student. (N.b., where a core fluency is assessed from coursework not offered by IS faculty, we will solicit both syllabi and signature assignments from the relevant DSU faculty members):

#### Program Curriculum Outcomes

1. Fluency of Written Communication:
  - a. Writes in well-structured paragraphs with complete sentences and clear topics.
  - b. Uses stylistic conventions appropriate to the given discipline or profession.
  - c. Proofreads diligently for typographical and/or grammatical errors.
  - d. Presents ideas clearly and logically, avoiding redundancy and obfuscation.
  - e. Uses and cites any borrowed, quoted, or relevant source materials accurately.
  
2. Fluency of Statistical Comprehension:
  - a. Knows, recognizes, and can define basic concepts such as "significance."
  - b. Can correctly read and interpret standard graphic representations of data.

- c. Can articulate core probabilistic concepts, as found, e.g., in campaign forecasts.
  - d. Will check data sources for their methods of collection, regardless of discipline.
  - e. Can articulate criticism of gross abuses of statistical, probabilistic language.
3. Fluency of Public Presentation
- a. Has successfully presented at least two research-based projects before peers.
  - b. Can work, comfortably, with at least one, major visual presentation software.
  - c. Can demonstrably present information accurately and clearly to an audience.
  - d. Demonstrates capacity to use best citation methods within oral presentations.
  - e. Demonstrates good clock management during an oral presentation.
  - f. Can demonstrably handle Q&A in a forthright, respectful manner.
4. Fluency of Collaborative Problem Solving
- a. Has worked in at least three, problem-based collaborative peer groups.
  - b. Can demonstrate respectful strategies for dealing with lagging colleagues.
  - c. Can demonstrate respectful strategies for dealing with supervisory demands.
  - d. Can articulate and give pros-and-cons of three or more collaborative strategies.
  - e. Has demonstrated constructive, collaborative help on more than one peer's IAP.
  - f. Can articulate a personal, evidence-based theory of best collaborative practices.
5. Competency of Specialized Knowledge (IAP)
- a. Has created IAP design that drew favorable response from IS faculty.
  - b. Has created IAP content that drew favorable response from disciplinary mentor.
  - c. Has created IAP design and content viewed favorably by Oversight Committee.
  - d. Followed through on all aspects of IAP following approval.
  - e. Received grades of 2.5 or better on all IAP core-concentration courses.

### Outcome Assessment Procedure

The Individualized Studies faculty will assess programmatic learning outcomes using direct and indirect measures of student achievement.

#### Direct Measures

Direct measures will be assessed over five year cycles (see "Assessment Cycle" grid, above) using samples of student work, such as Individualized Academic Plans, capstone projects, internship evaluations, and narrative self-assessments that students create after meetings with their Individualized Studies academic adviser and disciplinary faculty mentor.

Direct measures will be assessed for each program learning outcome and conclusions will be drawn to determine strengths, weaknesses, and curriculum areas in need of modification. Benchmarks will be set for improvement in modified areas in order to measure effective program development.

Indirect Measures

The Individualized Studies program will also use indirect measures to assess our success in meeting our learning outcomes. Indirect measures that will be used:

- i. Alumni surveys will be issued in order to track rates of job placement in the professional areas targeted by the student's in their IAPs. Alumni surveys will also gather reflective evaluations of the Individualized Studies learning experience.
- ii. Student surveys will be issued at the beginning and end of Individualized Studies courses to ascertain the extent to which students self-assess the current state of their competencies in the four core fluencies.
- iii. Analysis of retention and time-to-graduation of program graduates will be conducted in order to determine success in terms of exposure to the curriculum and program completion.

The Individualized Studies program will utilize rubrics to measure each of the stated outcomes. Rubrics used to measure General Curriculum Outcomes will quantify breakdowns generated in-house by the DSU Department of IAS and will be consistent with relevant rubrics outlined by the Association of American Colleges and Universities. Rubrics for Specialized Knowledge (IAPs) will be developed in coordination with the IS Oversight Committee and faculty members from outside departments.

Section V: Finance

Budget

5-Year Budget Projection						
IAS Departmental Data (for all programs within the department)	Current Budget—Prior to New Program	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Personnel Expense</b>						
Salaries and Wages	\$205,000	\$205,000	\$205,000	\$205,000	\$205,000	\$205,000
Benefits	\$73,500	\$73,500	\$73,500	\$73,500	\$73,500	\$73,500
<b>Total Personnel Expense</b>	<b>\$278,500</b>	<b>\$278,500</b>	<b>\$278,500</b>	<b>\$278,500</b>	<b>\$278,500</b>	<b>\$278,500</b>
<b>Non-personnel Expense</b>						
Travel	\$1,500	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
Capital	\$5,000	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
Library	-0-	-0-	-0-	-0-	-0-	-0-
Current Expense	\$10,000	\$11,000	\$11,000	\$11,000	\$11,000	\$11,000
<b>Total Non-personnel Expense</b>	<b>\$16,500</b>	<b>\$20,000</b>	<b>\$20,000</b>	<b>\$20,000</b>	<b>\$20,000</b>	<b>\$20,000</b>

<b>Total Expense</b> (Personnel + Current)	\$295,000	\$298,500	\$298,500	\$298,500	\$298,500	\$298,500
<b>Departmental Funding</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Appropriated Fund	\$295,000	\$ 279,189	\$275,719	\$272,249	\$272,249	\$272,249
Other: Tuition to Program	\$0	\$ 19,311	\$ 22,781	\$26,251	\$26,251	\$ 26,251
Special Legislative Appropriation						
Grants and Contracts						
Special Fees/Differential Tuition						
<b>Total Revenue</b>	\$295,00	\$298,500	\$298,500	\$298,500	\$298,500	\$298,500
<b>Difference</b>						
Revenue - Expense	\$0	\$0	\$0	\$0	\$0	\$0
Departmental Instructional Cost/Student Credit Hour <i>(as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")</i>	\$85.68	\$85.68	\$85.68	\$85.68	\$85.68	\$85.68

*\*This budget includes the hire of a full-time tenure-track faculty member for year one at an average individual faculty salary of \$45,000, plus benefits.*

## Funding Sources

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

## Reallocation

No current reallocation of program funds is planned.

## Impact on Existing Budgets

Beyond the need for signatory disciplinary faculty mentors, there is no anticipation of other programs being significantly impacted by this new program.

Those disciplinary faculty mentors who sign a commitment to mentor a particular student's production of a valid IAP for matriculation into the IS degree program will be paid stipends

equivalent to 0.1 of a 3-credit course stipend, on the premise that each IS 3800 student mentored is workload equivalent to teaching one student in a writing-intensive 10-student seminar.

Students in the Individualized Studies program will be taking courses in other content areas, but it is expected that the students will naturally distribute themselves across multiple departments, thereby avoiding an increase in burden for any one professor or content area. (We do of course hope and anticipate that, for some disciplinarily important content areas, the addition of IS students will actually help to fill sections, helping to keep that content offered on a more regular basis, benefitting all students in those areas.)

Beyond the stipends for signatory faculty mentors, we anticipate no necessary funding for additional faculty or for resources in any other department or program extant on campus.

### Section VI: Program Curriculum

Course Prefix and Number	Title	Credit Hours
<b>General Education / Institutional Requirements</b>		
DSU General Education Requirements		31 – 35
<b>Institutional Requirement for Bachelor of Arts ONLY</b>		
Foreign Language Requirement		16
<b>Required IS Core Courses - Complete All</b>		
IS 3800	Individualized Studies Seminar	3
IS 3805	Individualized Studies Lab	1
IS 4700	Individualized Studies Portfolio	3
<b>Sub Total</b>		<b>7</b>
<b>Individualized Concentration Courses – Complete 42 credits (21 Credits must be upper-division)</b>		
<b>Statistical Comprehension - Complete One (1) Course</b>		
MATH 1040	Introduction to Statistics	3
STAT 2040	Business Statistics	4
SOC 3112	Social Statistics	3
<b>Written Composition – Complete One (1) Course</b>		
PSY 2000	Writing in Psychology: APA Style	3
ENGL 3030	Advanced College Writing	3
ENGL 3130	Grant and Proposal Writing	3
ENGL 3010	Writing in the Professions	3
<b>Thematic Concentration – Complete 35 to 36 Credits</b>		
Concentration Courses (lower-division)		14-21
Concentration Courses (upper-division)		15-21
<b>Sub Total</b>		<b>42</b>
<b>Elective Credit</b>		
College-Level Course(s) (numbered $\geq 1000$ )		36-40

Course Prefix and Number	Title	Credit Hours
	<b>Sub Total</b>	<b>36-40</b>
	<b>Total Number of Credits</b>	<b>*120</b>

\*Must complete a minimum of 120 credits, with a minimum of 40 in upper-division courses

*a – Only courses graded "P" or "C-" or higher may be used toward the Individualized Concentration, which must be approved by the Individualized Studies Oversight Committee. Maximum 12 credits Pass/Fail graded courses may be applied to Individualized Concentration.*

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

All courses listed above have been approved for inclusion in the DSU General Catalog. No new courses are anticipated.

### Program Schedule

Since this program is oriented toward students who have already earned an associate's degree or an equivalent number of credits (60+), the sample schedule reflects a returning adult student who has already fulfilled all or most General Education requirements and earned a number of credits that can be applied toward elective requirements as well.

Semester 1		Semester 2	
Course	Credits	Course	Credits
IS 3800 Individualized Studies Seminar	3	Concentration Course (upper-division)	3
IS 3805 Individualized Studies Lab	1	Concentration Course (upper-division)	3
Concentration Course (lower-division)	3	Concentration Course (upper-division)	3
Concentration Course (lower-division)	3	Concentration Course (upper-division)	3
<b>Total</b>	<b>13</b>	<b>Total</b>	<b>12</b>
Semester 3		Semester 4	
Course	Credits	Course	Credits
Concentration Course (upper-division)	3	IS 4890R Internship	6
Concentration Course (upper-division)	3	Concentration Course (upper-division)	3
Concentration Course (upper-division)	3	IS 4100 Independent Study	3
Concentration Course (upper-division)	3	IS 4700 Individualized Studies Portfolio	3
<b>Total</b>	<b>12</b>	<b>Total</b>	<b>15</b>

### Example: Case Study and Hypothetical IAP

"Fred" is a 41 year-old commercial real estate broker who, after receiving an associate's of science degree from Dixie State College in 2004, has recently enrolled in higher education to complete his baccalaureate degree. Personal and professional motivations underlie his return to the Dixie State campus. Personally, he hopes to become one of the first members of his family to earn an undergraduate degree and to inspire his children, now nearing college age, to pursue

studies beyond high school. Professionally, Fred owns a real estate brokerage company in St. George and wishes to take courses that will provide him with knowledge and skills that will directly benefit his business. He is particularly interested in learning team-building and leadership strategies in order to become a more effective manager to the agents who work in his firm. Additionally, he wishes to attain computer design skills and knowledge of the ways in which technology can enhance the company's marketing approach. He would also like to build capacity in general accounting to gain a better understanding of his accountant's operations, and he knows that needs to improve his professional writing skills if he wants to create his own listings and write the copy for the company's website himself.

Fred has explored various majors available at Dixie State University and has not found a traditional degree within which he could both obtain the range of skills he seeks and set himself on a path towards bachelor's degree completion. He notices that the Individualized Studies program, however, could offer him the opportunity to pursue the skills he wants while efficiently moving toward a bachelor's degree, so he enrolls in the gateway course entitled Individualized Studies Seminar and Lab (IS 3800/3805). In this course he adheres to a strict week-by-week succession of assignments that require him to first identify his reasons for enrolling in the IS program, then outline his post-graduation goals and locate a faculty mentor in a department *other* than the Department of Interdisciplinary Arts and Sciences who will agree to provide oversight and course suggestions for his Individualized Academic Plan (IAP).

In addition to working with this outside faculty mentor and the IS instructor of 3800, Fred will be working closely with the full-time Integrated Studies academic advisor through the Individualized Studies Lab (IS 3805) to construct a coherent curriculum that meets his professional goals while following the strict criteria through which the IS Committee evaluates the merit of each IAP. These evaluations will occur twice: first, in the third week of the semester, giving Fred an opportunity to drop the course if he finds the degree requirements do not suit his needs or abilities. Evaluations will then take place again in the final month of the semester, when the IS Committee will make a decision to reject or accept Fred's IAP as appropriately coherent and rigorous.

Under the advisement of the three mentors described above (outside faculty mentor, IAS faculty mentor, and IAS academic adviser), Fred includes courses in his IAP that ideally meet his academic needs. While the courses will be housed in separate departments, together they will provide Fred with training in an interconnected set of competencies vital to many small business owners.

The following courses, for example, triangulate team building and leadership skills from a cross-disciplinary perspective: COMM 1270, 2010, 2120, 3330, 3350, 4050; MGMT 4300, 3510; SOC 1010; HUM 3030. With regard to improving computer skills and knowledge of the ways in which technology can enhance his company's marketing potential, Fred decides that he will take the following courses: CIS 2010; VT 2500, 2600, IT 3500, 3550; CIS 2480; MKTG 3010, 3450, 4100. To build general accounting skills, in order to have a better understanding of his accountant's operations, Fred will take the following courses: ACCT 2010, 2020, 3010. Finally, to improve his professional writing skills he will take ENGL 3030 and 3010. Below you will find an example of the course schedule for Fred's IAP, elucidating how his individualized choices of courses will interlock with the core requirements for the IS degree.

Course Prefix and Number	Title	Credit Hours
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Course Prefix and Number	Title	Credit Hours
<b>General Education / Institutional Requirements</b>		
DSU General Education Requirements		35
<b>Institutional Requirement for Bachelor of Arts ONLY</b>		
Foreign Language Requirement		N/A
<b>Required IS Core Courses - Complete All</b>		
IS 3800	Individualized Studies Seminar	3
IS 3805	Individualized Studies Lab	1
IS 4700	Individualized Studies Portfolio	3
<b>Sub Total</b>		<b>7</b>
<b>Individualized Concentration Courses – Complete 42 credits (21 Credits must be upper-division)</b>		
<b>Statistical Comprehension - Complete One (1) Course</b>		
MATH 1040	Introduction to Statistics	3
<b>Written Composition – Complete One (1) Course</b>		
ENGL 3030	Advanced College Writing	3
<b>Thematic Concentration – Complete 35 to 36 Credits</b>		
<i>Concentration Courses (lower-division)</i>		
ACCT 2020	Managerial Accounting	3
CIS 2010	Business Computer Proficiency	3
COMM 2010	Interpersonal Communication	3
COMM 1270	Argumentation and Critical Thinking	3
VT 2500	Computer Illustration	3
VT 2600	Creative Imaging	3
<i>Concentration Courses (upper-division)</i>		
MKTG 3010	Marketing Principles	3
MKTG 3450	Consumer Behavior	3
COMM 3330	Negotiations & Bargaining	3
COMM 4050	Leadership High Performance Teams	3
IT 3500	Electronic Commerce	3
MGMT 4300	Human Resource Management	3
<b>Sub Total</b>		<b>42</b>
<b>Elective Credit College-Level Course(s) (numbered ≥1000) - 36-40</b>		
ACCT 2010	Financial Accounting	3
ACCT 3010	Intermediate Accounting I	3
MGMT 2050	Business Law	3
MKTG 4100	Marketing Research	3
MGMT 3510	Business Professional Ethics	2
CIS 2480	Business Presentation Graphics	2
HUM 3030	Multicultural Studies	2
COMM 3350	Interviewing	3
IT 3550	Internet & ECommerce Marketing	3
ENGL 3010	Writing in the Professions	3



Course Prefix and Number	Title	Credit Hours
COMM 2120	Small Group Communication	3
STAT 2040	Business Statistics	4
SOC 1010	Intro to Sociology	3
	<b>Sub Total</b>	<b>37</b>
	<b>Total Number of Credits</b>	<b>*121</b>

\*Must complete a minimum of 120 credits, with a minimum of 40 in upper-division courses

### Section VII: Faculty

All DSU faculty may contribute support to this proposed program, as students can take classes across the curriculum to create their Individualized Studies Individual Concentrations. In addition, the Department of Interdisciplinary Arts and Sciences specifically hired Dr. Matthew Morin in order to coordinate the proposed Individualized Studies baccalaureate program and teach the required core courses. As noted earlier, he has a Ph.D. in Ethnomusicology and extensive experience with multi-disciplinary/interdisciplinary instruction and learning. In addition, he has lived in numerous international locations on three continents, experiences that have provided him a global understanding of what students need to succeed as citizens of the world.

Finally, DSU will create an Individualized Studies Oversight Committee comprised of faculty members from each of the six academic Schools, which committee will also include the Individualized Studies program coordinator as chair. Going forward, the Dean of each School will recommend a representative from their faculty at appropriate intervals, e.g., when faculty members retire or their two-year terms expire. The IS Oversight Committee will be responsible for reviewing and approving the IAPs (thereby also the Individualized Concentrations) of each student. They will also participate in the evaluation of the capstone projects. The six academic Schools from which the committee members come are:

- School of Business and Communication
- School of Education
- School of Visual and Performing Arts
- School of Health Sciences
- School of Humanities
- School of Science and Technology

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

Institution Submitting Request: Dixie State University  
 Proposed Title: Associate of Applied Science in General Technology: Healthcare Emphasis  
 Currently Approved Title: N/A  
 School or Division or Location: School of Health Sciences  
 Department(s) or Area(s) Location: Health Occupations  
 Recommended Classification of Instructional Programs (CIP) Code<sup>1</sup> (for new programs): 51  
 Current Classification of Instructional Programs (CIP) Code (for existing programs): N/A  
 Proposed Beginning Date (for new programs): 08/01/2015  
 Institutional Board of Trustees' Approval Date: *MM/DD/YEAR*

Proposal Type (check all that apply):

Regents' General Consent Calendar Items		
<i>R401-5 OCHE Review and Recommendation; Approval on General Consent Calendar</i>		
SECTION NO.		ITEM
5.1.1	<input type="checkbox"/>	Minor*
5.1.2	<input checked="" type="checkbox"/>	Emphasis*
5.2.1	<input type="checkbox"/>	(CER P) Certificate of Proficiency*
5.2.3	<input type="checkbox"/>	(GCR) Graduate Certificate*
5.4.1	<input type="checkbox"/>	New Administrative Unit
	<input type="checkbox"/>	Administrative Unit Transfer
	<input type="checkbox"/>	Administrative Unit Restructure
	<input type="checkbox"/>	Administrative Unit Consolidation
5.4.2	<input type="checkbox"/>	Conditional Three-Year Approval for New Centers, Institutes, or Bureaus
5.4.3	<input type="checkbox"/>	New Center
	<input type="checkbox"/>	New Institute
	<input type="checkbox"/>	New Bureau
5.5.1	<input type="checkbox"/>	Out-of-Service Area Delivery of Programs
5.5.2	<input type="checkbox"/>	Program Transfer
	<input type="checkbox"/>	Program Restructure
	<input type="checkbox"/>	Program Consolidation
5.5.3	<input type="checkbox"/>	Name Change of Existing Programs
5.5.4	<input type="checkbox"/>	Program Discontinuation
	<input type="checkbox"/>	Program Suspension
5.5.5	<input type="checkbox"/>	Reinstatement of Previously Suspended Program
	<input type="checkbox"/>	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: William Christensen, Vice-president of Academic Services

<sup>1</sup> 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**  
**Dixie State University**  
**Associate of Applied Science in General Technology—Healthcare Emphasis**  
**09/01/2014**

**Section I: Request**

Dixie State University requests permission to add a Healthcare Emphasis to its existing Associate of Applied Science in General Technology degree. The AAS in General Technology degree currently includes one emphasis in Business.

**Section II: Need**

The proposed Healthcare Emphasis in the Associate of Applied Science in General Technology degree supports the Board of Regents and Dixie State University commitment to providing access to an associate degree program for those students completing an approved 900 hour or more certificate program from an Applied Technology College per R473. Dixie Applied Technology College offers two certificate programs from which students for the Healthcare Emphasis will be drawn: Healthcare Coding Technician at 900 hours and Medical Assistant at 1,045 hours. Dixie State University is entering into an articulation agreement with DXATC in order that credits for the technical specialty hours can be awarded when all other program requirements have been met. Enrollments in the Healthcare Coding Technician and Medical Assistant programs at DXATC are robust. The Healthcare Coding Technician program accepts 12 students twice a year while the Medical Assistant program accepts 26 students twice a year. The proposed Healthcare Emphasis also supports the Board of Regents and Commissioner of Higher Education goal that 66% of the Utah workforce population holds a postsecondary degree or certificate by the year 2020 including 14% holding an associate degree.

**Section III: Institutional Impact**

The proposed Healthcare emphasis in the Associate of Applied Science in General Technology may increase enrollments in the existing courses that make up the emphasis curriculum and thus, may impact the departments or programs offering those courses. It is anticipated that the impact would be minimal. No new courses would be created. No administrative changes are needed and no new facilities would be required. The current CTE advisor will provide student advisement.

**Section IV: Finances**

No budgetary impact is expected, and no new funds will be required.

Section V: Program Curriculum

\*\*\*THIS SECTION OF THE TEMPLATE REQUIRED FOR EMPHASES, MINORS, AND CERTIFICATES ONLY\*\*\*

All Program Courses (with New Courses in Bold)

Course Prefix and Number	Title	Credit Hours
Required Courses		
ENGL 1010 or ENGL 1010A or ENGL 1010D	Introduction to Writing	3
ENGL 2010 or ENGL 2010A	Intermediate Writing	3
LIB 1000 or LIB 1010	Information Literacy	0-1
One of the following: MATH 1030 MATH 1040 or MATH 1040A MATH 1050	Quantitative Reasoning Introduction to Statistics College Algebra/Pre-Calculus	3-4
American Institutions		3
Global & Cultural Perspectives		3
HLOC 1010	Introduction to Health Professions	2
HLOC 2990	Seminar in Health Occupations	3
COMM 2110	Interpersonal Communication	3
FCS 1500 or PSY 1100	Human Development across the Lifespan	3
NFS 1020	Scientific Foundations Nutrition	3
PSY 1010	General Psychology	3
One of the following: PSY 2430 PSY 2480 PSY 2800	Stress Management Substance Abuse: Prevention Human Sexuality	3
	Technical Specialty	30
Elective Courses		
<b>Sub-Total</b>		
Track/Options (if applicable)		
<b>Sub-Total</b>		
<b>Total Number of Credits</b>		<b>65-67</b>

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.)*

Course Prefix and Number	Title	Semester Hours
<b>Semester One</b>		
ENGL 1010	Introduction to Writing	3

LIB 1000 or LIB 1010	Information Literacy	0-1
MATH 1030 or MATH 1040 or MATH 1050	Quantitative Reasoning or Introduction to Statistics or College Algebra/Pre-Calculus	3-4
HLOC 1010	Introduction to Health Professions	2
NFS 1020	Scientific Foundations Nutrition	3
FCS 1500 or PSY 1100	Human Development Across the Lifespan	3
PSY 1010	General Psychology	3
	<b>Subtotal</b>	<b>17-19</b>
<b>Semester Two</b>		
ENGL 2010	Intermediate Writing	3
COMM 2110	Interpersonal Communication	3
PSY 2430 or PSY 2480 or PSY 2800	Stress Management or Substance Abuse: Prevention or Human Sexuality	3
HLOC 2990	Seminar in Health Occupations	3
American Institutions		3
Global & Cultural Perspectives		3
	<b>Subtotal</b>	<b>18</b>
	Technical Specialty	30
	<b>Total</b>	<b>65-67</b>

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

**Institution Submitting Request:** Dixie State University  
**Proposed Title:** Bachelor of Science in Biology – Natural Sciences Emphasis  
**Currently Approved Title:** Bachelor of Science in Biology  
**School or Division or Location:** School of Science & Technology  
**Department(s) or Area(s) Location:** Biology Department  
**Recommended Classification of Instructional Programs (CIP) Code<sup>1</sup> (for new programs):** 26.0101  
**Current Classification of Instructional Programs (CIP) Code (for existing programs):** 26.0101  
**Proposed Beginning Date (for new programs):** July 1, 2015  
**Institutional Board of Trustees' Approval Date:**

**Proposal Type (check all that apply):**

<b>Regents' General Consent Calendar Items</b>	
<i>R401-5 OCHE Review and Recommendation; Approval on General Consent Calendar</i>	
<b>SECTION NO.</b>	<b>ITEM</b>
5.1.1 <input type="checkbox"/>	Minor*
5.1.2 <input checked="" type="checkbox"/>	Emphasis*
5.2.1 <input type="checkbox"/>	(CER P) Certificate of Proficiency*
5.2.3 <input type="checkbox"/>	(GCR) Graduate Certificate*
5.4.1 <input type="checkbox"/>	New Administrative Unit
	Administrative Unit Transfer
	Administrative Unit Restructure
	Administrative Unit Consolidation
5.4.2 <input type="checkbox"/>	Conditional Three-Year Approval for New Centers, Institutes, or Bureaus
5.4.3 <input type="checkbox"/>	New Center
	New Institute
	New Bureau
5.5.1 <input type="checkbox"/>	Out-of-Service Area Delivery of Programs
5.5.2 <input type="checkbox"/>	Program Transfer
	Program Restructure
	Program Consolidation
5.5.3 <input type="checkbox"/>	Name Change of Existing Programs
5.5.4 <input type="checkbox"/>	Program Discontinuation
	Program Suspension
5.5.5 <input type="checkbox"/>	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:**

**Printed Name:** William Christensen, Vice President of Academic Services

<sup>1</sup> 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**  
**Dixie State University**  
**Bachelor of Science – Natural Sciences Emphasis**  
**09/23/2014**

**Section I: Request**

Dixie State University requests permission to add a Natural Sciences Emphasis to its existing Bachelor of Science in Biology degree. A total of three emphases, Biological Sciences, Biomedical Sciences, and Natural Sciences, are being requested to broaden the appeal of this rigorous science major while allowing students to specialize based on their educational and career goals. Students would be required to choose one of the three emphases, which share a core of 18 Biology credits, including Biology Principles I and II, Biological Evolution, Molecular Genetics, and Senior Seminar, as well as at least 10 credits of Chemistry.

**Section II: Need**

The Natural Sciences emphasis being requested is intended to broaden the appeal of the program to students who have an interest in pursuing a rigorous degree in the sciences but are not planning to go on to graduate school in the sciences or professional school in health care. The program includes the Biology core, Biology electives, and required courses in Chemistry, Environmental Science, Geology, Mathematics, and Physics. Although no USHE institutions currently have a Natural Sciences major, similar programs exist at the Colorado State University; University of Pittsburgh; University of South Florida; California State University, Los Angeles; Muhlenberg College; Thomas Edison State College (NJ), and others.

The study of Biology can offer preparation for a number of professions that do not require graduate-level study. An emphasis in Natural Sciences provides students with the broad-based knowledge and skills to pursue a number of career paths, several of which are common in the DSU area:

- Environmental science positions, which are projected to grow 15% between 2012 and 2022 because “heightened public interest in the hazards facing the environment, as well as the increasing demands placed on the environment by population growth is expected to spur demand.”<sup>2</sup>
- Conservation, including jobs in both the public and not-for-profit sectors, is also popular, especially in the Southern Utah region: “Increases in funding, more retirees, and new programs should create opportunities for foresters and range managers. Restoring lands affected by fires also will be a major task, particularly in the southwestern and western states, where fires are most common.”<sup>3</sup>
- Zoologist and wildlife biologist positions are expected to grow about 5% between 2012 and 2022. “More zoologists and wildlife biologists will be needed to study the impact of population growth and development on wildlife and their habitats.”<sup>4</sup>

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<sup>2</sup> <http://www.bls.gov/ooh/life-physical-and-social-science/environmental-scientists-and-specialists.htm>

<sup>3</sup> <http://www.bls.gov/ooh/life-physical-and-social-science/conservation-scientists.htm#tab-6>

<sup>4</sup> <http://www.bls.gov/ooh/life-physical-and-social-science/zoologists-and-wildlife-biologists.htm>

In addition, science graduates are often viewed by potential employers as having desirable and transferable analytical, technical, research, and numeric skills developed through a demanding baccalaureate education that are good preparation for positions that demand complex and critical thinking. An academic background in science has proven a useful launching pad for a variety of jobs in business and manufacturing,<sup>5</sup> including management, finance, banking, marketing, retail, public relations, consultancy, technical writing, and sales.

Another reason to offer an emphasis in Natural Sciences is to expand the accessibility of science baccalaureate degrees. The value of trained scientists as citizens and policy-makers can improve society by increasing the number of people who have scientific understanding. According to one professional science organization, "Science generates knowledge and understanding by attempting to eliminate potential sources of bias, often through controlled experiments. This pursuit of objectivity increases the credibility of scientific advances and expands society's willingness to take up and use the new knowledge and understanding science provides."<sup>6</sup> The complexity of human life in a global economy, increasing reliance on technology, and conflicting commercial and environmental issues create a demand for more people well-versed in scientific knowledge and methodology, whether or not they choose to pursue a career in the sciences.

### Section III: Institutional Impact

The three requested emphases represent a restructuring of the current Bachelor of Science in Biology degree. Although more students may declare a major in Biology as a result of these emphases, the proposal is also designed to increase the number of Biology graduates by offering more specialization options. If additional advising is required, it would be provided by existing faculty and staff. No new courses would be created. Enrollment in associated core Physical Sciences courses would increase if the number of majors rises. The Physical Sciences and Biology departments are prepared to absorb such growth or fund new positions from that growth. No administrative changes would result and no new facilities would be required.

### Section IV: Finances

No budgetary impact is expected, and no new funds will be required.

### Section V: Program Curriculum

#### All Program Courses (with New Courses in Bold)

Course Prefix and Number	Title	Credit Hours
<b>Required Courses</b>		
<b>General Education / Institutional</b>		
Computer Literacy	Approved course or exam	0-6
ENGL 1010 or 1010A or 1010D	Introduction to Writing	3

<sup>5</sup> <http://online.wsj.com/news/articles/SB10001424052702303672404579147282887082384>

<sup>6</sup> <http://www2.ametsoc.org/ams/index.cfm/policy/learn-the-ropes/the-role-of-science-in-society/>



Course Prefix and Number	Title	Credit Hours
ENGL 2010 or 2010A	Intermediate Writing	3
LIB 1000 or LIB 1010	Information Literacy	0-1
MATH 1040	Introduction to Statistics	3
-or- Math 1050	College Algebra / Pre-Calculus	4
American Institutions	Approved course	3
Life Sciences	<i>Included in program requirements</i>	--
Physical Sciences	<i>Included in program requirements</i>	--
Laboratory Science	<i>Included in program requirements</i>	--
Fine Arts	Approved course	3
Literature/Humanities	Approved course	3
Social & Behavioral Sciences	Approved course	3
Exploration	<i>Included in program requirements</i>	--
Global & Cultural Perspectives	Approved courses (2) or fulfilled through other courses	0-6
	<b>Sub-total</b>	<b>21-35</b>
<b>Biology Core</b>		
BIOL 1610/1615	Principles of Biology I / Lab	4/1
BIOL 1620/1625	Principles of Biology II / Lab	4/1
BIOL 3010	Evolution	3
BIOL 3030	Molecular Genetics	4
BIOL 4910	Senior Seminar I	1
-or- BIOL 4920	-or- Senior Seminar II	
	<b>Sub-total</b>	<b>18</b>
<b>Additional Biology Requirements</b>		
BIOL 2400/2405	Plant Kingdom / Lab	3/1
BIOL 3040/3045	General Ecology / Lab	3/1
<b>One (1) of the following:</b>		
BIOL 3340/3345	Plant Anatomy / Lab	3/1
BIOL 4200/4205	Plant Taxonomy / Lab	2/2
BIOL 4460/4465	Plant Ecology / Lab	2/1
BIOL 4600/4605	Plant Physiology / Lab	3/1
<b>Two (2) of the following:</b>		
BIOL 3200/3205	Invertebrate Zoology / Lab	3/1
BIOL 4230/4235	General Parasitology / Lab	3/1
BIOL 4260/4265	Herpetology / Lab	2/1
BIOL 4270/4275	Ichthyology / Lab	2/1
BIOL 4280	Marine Biology	3
BIOL 4350/4355	Animal Behavior / Lab	3/1
BIOL 4380/4385	Ornithology / Lab	2/1
BIOL 4411/4415	Mammalogy / Lab	3/1
BIOL 4440/4445	General Entomology / Lab	3/1
	<b>Sub-total</b>	<b>17-20</b>
<b>Physical Sciences</b>		

Course Prefix and Number	Title	Credit Hours
CHEM 1110/1115 <i>-and-</i>	Elem Gen/Organic Chemistry / Lab	4/1
CHEM 1120/1125 <i>-or-</i>	Elem Organic/Bio Chemistry / Lab	4/1
CHEM 1210/1215 <i>-and-</i>	Principles of Chemistry I / Lab	4/1
CHEM 1220/1225	Principles of Chemistry II / Lab	4/1
ENVS 1010	Intro to Environmental Science	3
GEO 1110/1115	Physical Geology / Lab	3/1
PHYS 1010/1015 <i>-or-</i>	Elementary Physics / Lab	3/1
PHYS 2010/2015	College Physics I / Lab	4/1
One additional Physical Sciences course (CHEM,* ENVS, GEO, PHYS, GEOG 1000/1005, GEOG 1020/1025)		3-5
<b>Biology Electives</b>	<b>Sub-total</b>	<b>24-27</b>
*other than CHEM 1010/1015		

Course Prefix and Number	Title	Credit Hours
12 credits from the following:		
BIOL 3100	Bioethics	3
BIOL 3150/3155	Biostatistics / Lab	2/1
BIOL 3110	Scientific Writing	2
BIOL 3140/3145	Comparative Vertebrate Anatomy / Lab	3/1
BIOL 3200/3205*	Invertebrate Zoology / Lab	3/1
BIOL 3250	Cancer Biology	2
BIOL 3340/3345*	Plant Anatomy/Lab	3/1
BIOL 3360	Developmental Biology	3
BIOL 3450/3455	General Microbiology / Lab	3/1
BIOL 3460	Biology of Infectious Disease	3
BIOL 3470	Introduction to Immunology	3
BIOL 3550/3555	Eukaryotic Cell Biology / Lab	3/1
BIOL 4190/4195	Mammalian Histology / Lab	3/1
BIOL 4200/4205*	Plant Taxonomy / Lab	2/2
BIOL 4230/4235*	General Parasitology / Lab	3/1
BIOL 4260/4265*	Herpetology / Lab	2/1
BIOL 4270/4275*	Ichthyology / Lab	2/1
BIOL 4280*	Marine Biology	3
BIOL 4240	Virology	4
BIOL 4300/4305	Molecular Biology / Techniques	2/2
BIOL 4350/4355*	Animal Behavior / Lab	3/1
BIOL 4380/4385*	Ornithology / Lab	2/1
BIOL 4411/4415*	Mammalogy / Lab	3/1
BIOL 4440/4445*	General Entomology / Lab	3/1
BIOL 4460/4465*	Plant Ecology / Lab	2/1
BIOL 4500/4505	Comparative Vertebrate Physiology / Lab	3/1
BIOL 4600/4605*	Plant Physiology / Lab	3/1
BIOL 4810R	Independent Research I	1-4
BIOL 4820R	Independent Research II	1-4
BIOL 4830R	Independent Research III	1-4
BIOL 4930R	Senior Thesis	1-4
	<b>Sub-total</b>	<b>12</b>
*if not used to fill another requirement		
<b>General Electives</b> (including upper-division electives to bring total upper-division credits to 40)		14-31
	<b>Sub-Total</b>	<b>14-31</b>
	<b>Total Number of Credits</b>	<b>120</b>

## Program Schedule

### Program Schedule

<b>1<sup>st</sup> year, Fall Semester</b>		
BIOL 1001	FYE: Biological Sciences	1
BIOL 1610/1615	Principles of Biology I / Lab	4/1
CHEM 1110/1115 -or- CHEM 1210/1215	Elem Gen/Organic Chemistry / Lab Principles of Chemistry I / Lab	4/1
ENGL 1010	Introduction to Writing	3
LIB 1010	Information Literacy	1
<b>Sub-total</b>		<b>15</b>
<b>1<sup>st</sup> year, Spring Semester</b>		
BIOL 1620/1625	Principles of Biology II / Lab	4/1
CHEM 1120/1125 -or- CHEM 1220/1225	Elem Organic / Bio Chemistry / Lab Principles of Chemistry II / Lab	4/1
MATH 1040 -or- MATH 1050	Introduction to Statistics College Algebra / Pre-Calculus	3 - 4
Elective		1 - 2
<b>Sub-total</b>		<b>15</b>
<b>2<sup>nd</sup> year, Fall Semester</b>		
BIOL 2400/2405	Plant Kingdom / Lab	3/1
BIOL 3030	Molecular Genetics	4
ENGL 2010	Intermediate Writing	3
Elective		3
<b>Sub-total</b>		<b>15</b>
<b>2<sup>nd</sup> year, Spring Semester</b>		
BIOL 3010	Evolution	3
ENVS 1010	Intro to Environmental Science	3
PHYS 1010/1015 -or- PHYS 2010/2015	Elementary Physics / Lab College Physics I / Lab	3/1 – 4/1
General Education Social & Behavioral Sciences		3
Elective		1 - 2
<b>Sub-total</b>		<b>15</b>
<b>3<sup>rd</sup> year, Fall Semester</b>		
BIOL 3040/3045	General Ecology / Lab	3/1
Biology organismal course #1		3 - 4
Biology upper-division plant course		3 - 4
General Education Fine Arts course		3
Elective		0 - 2
<b>Sub-total</b>		<b>15</b>
<b>3<sup>rd</sup> year, Spring Semester</b>		
Biology electives		3
Biology organismal course #2		3 - 4
General Education GLOCUP course		3

Additional Physical Sciences course		3 - 5
Elective		0 - 3
<b>Sub-total</b>		<b>15</b>
<b>4<sup>th</sup> year, Fall Semester</b>		
GEO 1110/1115	Physical Geology / Lab	3/1
Biology electives		4
General Education American Institutions course		3
General Education GLOCUP course		3
Elective		5
<b>Sub-total</b>		<b>15</b>
<b>4<sup>th</sup> year, Spring Semester</b>		
BIOL 4920	Senior Seminar II	1
Biology electives		5
General Education GLOCUP course		3
General Education Literature / Humanities course		3
Elective		3
<b>Sub-total</b>		<b>15</b>
<b>Total</b>		<b>120</b>

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

**Institution Submitting Request:** Dixie State University  
**Proposed Title:** Bachelor of Science in Biology - Biomedical Sciences Emphasis  
**Currently Approved Title:** Bachelor of Science in Biology  
**School or Division or Location:** School of Science & Technology  
**Department(s) or Area(s) Location:** Biology Department  
**Recommended Classification of Instructional Programs (CIP) Code<sup>1</sup> (for new programs):** 26.0102  
**Current Classification of Instructional Programs (CIP) Code (for existing programs):** 26.0101  
**Proposed Beginning Date (for new programs):** July 1, 2015  
**Institutional Board of Trustees' Approval Date:** \_\_\_\_\_

**Proposal Type (check all that apply):**

Regents' General Consent Calendar Items	
<i>R401-5 OCHE Review and Recommendation; Approval on General Consent Calendar</i>	
SECTION NO.	ITEM
5.1.1	<input type="checkbox"/> Minor*
5.1.2	<input checked="" type="checkbox"/> Emphasis*
5.2.1	<input type="checkbox"/> (CER P) Certificate of Proficiency*
5.2.3	<input type="checkbox"/> (GCR) Graduate Certificate*
5.4.1	<input type="checkbox"/> New Administrative Unit
	<input type="checkbox"/> Administrative Unit Transfer
	<input type="checkbox"/> Administrative Unit Restructure
	<input type="checkbox"/> Administrative Unit Consolidation
5.4.2	<input type="checkbox"/> Conditional Three-Year Approval for New Centers, Institutes, or Bureaus
5.4.3	<input type="checkbox"/> New Center
	<input type="checkbox"/> New Institute
	<input type="checkbox"/> New Bureau
5.5.1	<input type="checkbox"/> Out-of-Service Area Delivery of Programs
5.5.2	<input type="checkbox"/> Program Transfer
	<input type="checkbox"/> Program Restructure
	<input type="checkbox"/> Program Consolidation
5.5.3	<input type="checkbox"/> Name Change of Existing Programs
5.5.4	<input type="checkbox"/> Program Discontinuation
	<input type="checkbox"/> Program Suspension
5.5.5	<input type="checkbox"/> Reinstatement of Previously Suspended Program
	<input type="checkbox"/> 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

**Printed Name:** William Christensen, Vice President of Academic Services

<sup>1</sup> 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**  
**Dixie State University**  
**Bachelor of Science in Biology - Biomedical Sciences Emphasis**  
**09/23/2014**

**Section I: Request**

Dixie State University requests permission to add a Biomedical Sciences Emphasis to its existing Bachelor of Science in Biology degree. A total of three emphases, Biological Sciences, Biomedical Sciences, and Natural Sciences, are being requested to broaden the appeal of this rigorous science major while allowing students to specialize based on their educational and career goals. Students would be required to choose one of the three emphases, which share a core of 18 Biology credits, including Biology Principles I and II, Biological Evolution, Molecular Genetics, and Senior Seminar, as well as at least 10 credits of Chemistry.

**Section II: Need**

The BS in Biology is a popular degree at DSU, and graduates are very successful in a variety of educational and professional endeavors. Currently the program does not have any emphases and is geared directly at students who wish to continue their education in graduate school in the Biological Sciences.

A significant number of current Biology majors want to pursue professional education in the medical field, and DSU has an excellent track record of graduate admissions to graduate healthcare programs. Many DSU graduates have been successful in that endeavor, including graduates of the University of Utah Medical School and A.T. Still College of Osteopathic Medicine. DSU Biology graduates are currently enrolled in various medical and dental programs at the University of Utah, Mercer College, Drexel University, Tufts University, and many other smaller programs across the nation.

As popular and successful as DSU students have been in this area, the degree as currently structured does not meet all of the prerequisites for some professional schools, necessitating additional coursework beyond an already credit-intensive program. This proposal would create a Biomedical Sciences emphasis, which would be a more specialized course of study by altering the curriculum to better fit those requirements. Specifically, the emphasis would require Human Anatomy instead of General Ecology and permit Human Physiology or Comparative Vertebrate Physiology as a requirement. The emphasis removes the specialized organismal coursework previously required. Most importantly, at least three Psychology classes, including Neuroscience, would be required in response to the requirements of the Medical College Admission Test (MCAT) beginning in 2015 and the recommendations of the Association of American Medical Colleges (AAMC). Additional electives in Psychology would also be available.

The career prospects for students who attend professional schools in health care are excellent. The need for additional physicians and surgeons should increase 14% between 2012-2022, and the median wage is \$187,200.<sup>2</sup> The number of jobs for optometrists, who have a median income of \$97,820, should go up 24% between 2012-2022.<sup>3</sup> The need for dentists is expected to grow 16% from 2012-2022, and the median

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<sup>2</sup> <http://www.bls.gov/ooh/healthcare/physicians-and-surgeons.htm>

<sup>3</sup> <http://www.bls.gov/ooh/healthcare/optometrists.htm>

income is \$149,310.<sup>4</sup> Pharmacist positions, for which the median income is \$116,670, will grow 14% during the period 2012-2022.<sup>5</sup> Twenty-three percent more podiatrists will be needed between 2012-2022, and those jobs have a median income of \$116,440.<sup>6</sup> The demand for physical therapists will rise sharply at a rate of 36%, with incumbents earning a median \$79,860.<sup>7</sup> Finally, veterinarian positions will also increase approximately 12%, and the median income is \$84,460.<sup>8</sup>

Similar USHE programs include pre-professional majors or emphases at a variety of institutions, including Weber State's BS in Zoology<sup>9</sup> and Southern Utah University's Zoology emphasis<sup>10</sup>.

### Section III: Institutional Impact

The three requested emphases represent a restructuring of the current Bachelor of Science in Biology degree. Additional students may declare a major in Biology as a result of these emphases, but the proposal is also designed to increase the number of Biology graduates by offering more specialization options. If additional advising is required, it would be provided by existing faculty and staff. No new courses would be created. Enrollment in associated core Physical Sciences courses would increase if the number of majors rises. The Physical Sciences and Biology departments are prepared to absorb such growth or fund new positions from that growth. No administrative changes are needed and no new facilities would be required.

### Section IV: Finances

No budgetary impact is expected, and no new funds will be required.

### Section V: Program Curriculum

#### All Program Courses (with New Courses in Bold)

Course Prefix and Number	Title	Credit Hours
<b>Required Courses</b>		
<b>General Education / Institutional</b>		
Computer Literacy	Approved course or exam	0-6
ENGL 1010 or 1010A or 1010D	Introduction to Writing	3
ENGL 2010 or 2010A	Intermediate Writing	3
LIB 1000 or LIB 1010	Information Literacy	0-1
MATH 1210	Calculus I	5
PSY 1010	Introduction to Psychology	3
American Institutions	Approved course	3
Life Sciences	<i>Included in program requirements</i>	--
Physical Sciences	<i>Included in program requirements</i>	--

<sup>4</sup> <http://www.bls.gov/ooh/healthcare/dentists.htm>

<sup>5</sup> <http://www.bls.gov/ooh/healthcare/pharmacists.htm>

<sup>6</sup> <http://www.bls.gov/ooh/healthcare/podiatrists.htm>

<sup>7</sup> <http://www.bls.gov/ooh/healthcare/physical-therapists.htm>

<sup>8</sup> <http://www.bls.gov/ooh/healthcare/veterinarians.htm>

<sup>9</sup> [http://catalog.weber.edu/preview\\_program.php?catoid=2&poid=600&returnto=617](http://catalog.weber.edu/preview_program.php?catoid=2&poid=600&returnto=617)

<sup>10</sup> [http://catalog.suu.edu/preview\\_program.php?catoid=3&poid=568](http://catalog.suu.edu/preview_program.php?catoid=3&poid=568)



Course Prefix and Number	Title	Credit Hours
Laboratory Science	<i>Included in program requirements</i>	--
Fine Arts	Approved course	3
Literature/Humanities	Approved course	3
Exploration	<i>Included in program requirements</i>	--
Global & Cultural Perspectives	Approved courses (2) or fulfilled through other courses	0-6
	<b>Sub-total</b>	<b>23-36</b>
<b>Biology Core</b>		
BIOL 1610/1615	Principles of Biology I / Lab	4/1
BIOL 1620/1625	Principles of Biology II / Lab	4/1
BIOL 3010	Evolution	3
BIOL 3030	Molecular Genetics	4
BIOL 4910	Senior Seminar I	1
-or- BIOL 4920	Senior Seminar II	
	<b>Sub-total</b>	<b>18</b>
<b>Additional Biology Requirements</b>		
BIOL 2320/2325	Human Anatomy/Lab	3/2
BIOL 2420/2425	Human Physiology / Lab	3/1
-or- BIOL 4500/4505	Comparative Vertebrate Physiology / Lab	3/1
BIOL 3150/3155	Biostatistics / Lab	2/1
BIOL 3450/3455	General Microbiology / Lab	3/1
-or- BIOL 3550/3555	Eukaryotic Cell Biology / Lab	3/1
	<b>Sub-total</b>	<b>16</b>
<b>Physical Sciences</b>		
CHEM 1210/1215	Principles of Chemistry I / Lab	4/1
CHEM 1220/1225	Principles of Chemistry II / Lab	4/1
CHEM 2310/2315	Organic Chemistry I / Lab	4/1
CHEM 2320/2325	Organic Chemistry II / Lab	4/1
CHEM 3510	Biochemistry	3
PHYS 2010/2015	College Physics I / Lab	4/1
-and- PHYS 2020/2025	College Physics II / Lab	4/1
-or- PHYS 2210/2215	Physics for Scientists I / Lab	4/1
-and- PHYS 2220/2225	Physics for Scientists II / Lab	4/1
	<b>Sub-total</b>	<b>33</b>
<b>Social &amp; Behavioral Sciences</b>		
PSY 3400	Psychology of Abnormal Behavior	3
PSY 3460	Health Psychology	3

Course Prefix and Number	Title	Credit Hours
PSY 3710	Behavioral Neuroscience	3
<b>Sub-total</b>		<b>9</b>
<b>Biology Electives</b>		
12 credits from the following (at least 4 credits must have BIOL prefix):		
BIOL 3000R	Rural Health Scholars	1
BIOL 3040/3045	General Ecology / Lab	3/1
BIOL 3100	Bioethics	3
BIOL 3110	Scientific Writing	2
BIOL 3140/3145	Comparative Vertebrate Anatomy / Lab	3/1
BIOL 3200/3205	Invertebrate Zoology / Lab	3/1
BIOL 3230R	Cadaver Practicum	2
BIOL 3250	Cancer Biology	2
BIOL 3360	Developmental Biology	3
BIOL 3450/3455*	General Microbiology / Lab	3/1
BIOL 3460	Biology of Infectious Disease	3
BIOL 3470	Introduction to Immunology	3
BIOL 3550/3555*	Eukaryotic Cell Biology / Lab	3/1
BIOL 4190/4195	Mammalian Histology / Lab	3/1
BIOL 4230/4235	General Parasitology / Lab	3/1
BIOL 4400	Pathophysiology	3
BIOL 4500/4505*	Comparative Vertebrate Physiology / Lab	3/1
BIOL 4520/4525	Psychobiology/Lab	3/1
BIOL 4930R	Senior Thesis	1-4
PSY 3040	Psychology of Gender	3
PSY 3200	Development in Infancy & Childhood	3
PSY 3220	Adolescence & Emerging Adulthood	3
PSY 3230	Adult Development & Aging	3
PSY 3400	Psychology of Abnormal Behavior	3
PSY 3410	Social Psychology	3
PSY 3420	Psychology of Culture & Diversity	3
PSY 3440	Child & Family Mental Health	3
PSY 3450	Into Child Life Theory & Practice	3
PSY 3460	Health Psychology	3
PSY 3720	Psychopharmacology	3
PSY 4130	Interpersonal Neuroscience	3
PSY 4140	Cognitive Neuroscience	3
PSY 4145	Cognitive Neuroscience of Attention	3
PSY 4150	Sensation & Perception	3
PSY 4440	Addiction	3
CHEM 3515	Biochemistry I Lab	1
CHEM 3520/25	Biochemistry II/Lab	3/1
<b>Sub-total</b>		<b>12</b>
*if not used to fill another requirement		
<b>General Electives</b>		<b>9</b>

Course Prefix and Number	Title	Credit Hours
	<b>Sub-total</b>	<b>9</b>
<b>Total Number of Credits</b>		<b>120</b>

### Program Schedule

Program Schedule		
<b>1<sup>st</sup> year, Fall Semester</b>		
BIOL 1001	FYE: Biological Sciences	1
BIOL 1610/1615	Principles of Biology I / Lab	4/1
CHEM 1210/1215	Principles of Chemistry I / Lab	4/1
ENGL 1010	Introduction to Writing	3
LIB 1010	Information Literacy	1
<b>Sub-total</b>		<b>15</b>
<b>1<sup>st</sup> year, Spring Semester</b>		
BIOL 1620/1625	Principles of Biology II / Lab	4/1
CHEM 1220/1225	Principles of Chemistry II / Lab	4/1
MATH 1210	Calculus I	5
<b>Sub-total</b>		<b>15</b>
<b>2<sup>nd</sup> year, Fall Semester</b>		
BIOL 3030	Molecular Genetics	4
CHEM 2310/2315	Organic Chemistry I / Lab	4/1
PHYS 2010/2015	College Physics I / Lab	4/1
-or- PHYS 2210/2215	Physics for Scientists I / Lab	
Elective		1
<b>Sub-total</b>		<b>15</b>
<b>2<sup>nd</sup> year, Spring Semester</b>		
BIOL 3010	Evolution	3
CHEM 2320/2325	Organic Chemistry II / Lab	4/1
PSY 1010	General Psychology	3
Biology elective		1
General Education Fine Arts [GLOCUP] course		3
<b>Sub-total</b>		<b>15</b>
<b>3<sup>rd</sup> year, Fall Semester</b>		
BIOL 3110	Scientific Writing	2
BIOL 3150/3155	Biostatistics / Lab	2/1
BIOL 3450/3455	General Microbiology / Lab	3/1
-or- BIOL 3550/3555	Eukaryotic Cell Biology / Lab	
ENGL 2010	Intermediate Writing	3
General Education American Institutions course		3

		<b>Sub-total</b>	<b>15</b>
<b>3<sup>rd</sup> year, Spring Semester</b>			
BIOL 2320/2325	Human Anatomy / Lab		3/2
PHYS 2020/2025 -or- PHYS 2220/2225	College Physics II / Lab Physics for Scientists II / Lab		4/1
PSY 3400	Psychology of Abnormal Behavior		3
Biology elective			2
		<b>Sub-total</b>	<b>15</b>
<b>4<sup>th</sup> year, Fall Semester</b>			
BIOL 2420/2425 -or- BIOL 4500/4505	Human Physiology / Lab Comparative Vertebrate Physiology / Lab		3/1
CHEM 3510	Biochemistry		3
PSY 3460	Health Psychology		3
BIOL electives			5
		<b>Sub-total</b>	<b>15</b>
<b>4<sup>th</sup> year, Spring Semester</b>			
BIOL 4920	Senior Seminar II		1
PSY 3710	Behavioral Neuroscience		3
BIOL electives			2
General Education Literature / Humanities [GLOCUP]			3
Electives			6
		<b>Sub-total</b>	<b>15</b>
		<b>Total</b>	<b>120</b>

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

**Institution Submitting Request:** Dixie State University  
**Proposed Title:** Bachelor of Science in Biology – Biological Sciences Emphasis  
**Currently Approved Title:** Bachelor of Science in Biology  
**School or Division or Location:** School of Science & Technology  
**Department(s) or Area(s) Location:** Biology Department  
**Recommended Classification of Instructional Programs (CIP) Code<sup>1</sup> (for new programs):** 26.0101  
**Current Classification of Instructional Programs (CIP) Code (for existing programs):** 26.0101  
**Proposed Beginning Date (for new programs):** July 1, 2015  
**Institutional Board of Trustees' Approval Date:** \_\_\_\_\_

**Proposal Type (check all that apply):**

Regents' General Consent Calendar Items		
<i>R401-5 OCHE Review and Recommendation; Approval on General Consent Calendar</i>		
SECTION NO.		ITEM
5.1.1	<input type="checkbox"/>	Minor*
5.1.2	<input checked="" type="checkbox"/>	Emphasis*
5.2.1	<input type="checkbox"/>	(CER P) Certificate of Proficiency*
5.2.3	<input type="checkbox"/>	(GCR) Graduate Certificate*
5.4.1	<input type="checkbox"/>	New Administrative Unit
	<input type="checkbox"/>	Administrative Unit Transfer
	<input type="checkbox"/>	Administrative Unit Restructure
	<input type="checkbox"/>	Administrative Unit Consolidation
5.4.2	<input type="checkbox"/>	Conditional Three-Year Approval for New Centers, Institutes, or Bureaus
5.4.3	<input type="checkbox"/>	New Center
	<input type="checkbox"/>	New Institute
	<input type="checkbox"/>	New Bureau
5.5.1	<input type="checkbox"/>	Out-of-Service Area Delivery of Programs
5.5.2	<input type="checkbox"/>	Program Transfer
	<input type="checkbox"/>	Program Restructure
	<input type="checkbox"/>	Program Consolidation
5.5.3	<input type="checkbox"/>	Name Change of Existing Programs
5.5.4	<input type="checkbox"/>	Program Discontinuation
	<input type="checkbox"/>	Program Suspension
5.5.5	<input type="checkbox"/>	Reinstatement of Previously Suspended Program
	<input type="checkbox"/>	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:**

**Printed Name:** William Christensen, Vice President of Academic Services

<sup>1</sup> 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**  
**Dixie State University**  
**Bachelor of Science in Biology – Biological Sciences Emphasis**  
**09/23/2014**

**Section I: Request**

Dixie State University requests permission to add a Biological Sciences Emphasis to its existing Bachelor of Science in Biology degree. A total of three emphases, Biological Sciences, Biomedical Sciences, and Natural Sciences, are being requested to broaden the appeal of this rigorous science major while allowing students to specialize based on their educational and career goals. Students would be required to choose one of the three emphases, which share a core of 18 Biology credits, including Biology Principles I and II, Biological Evolution, Molecular Genetics, and Senior Seminar, as well as at least 10 credits of Chemistry.

**Section II: Need**

The BS in Biology is a popular degree at DSU, and graduates are very successful in a variety of educational and professional endeavors. Currently the program does not have any emphases and is geared directly at students who wish to continue their education in graduate school in the Biological Sciences.

The current Biology BS program would become an emphasis in Biological Sciences, focusing on very rigorous classes in Biology, Chemistry, and Physics, with a focus on engaging students in undergraduate research. This program has proven to be very successful and notable graduates have gone on to distinguish themselves in a variety of pursuits, including doctoral work in a variety of fields such as molecular biology, biochemistry, evolutionary biology, and pharmaceutical research. Currently, DSU alumni can be found at nationally recognized research universities such as Vanderbilt University, Case Western Reserve University, University of Utah, and Utah State University.

DSU Biology Graduates	
Academic Year	Graduates
2007-2008	3
2008-2009	14
2009-2010	18
2010-2011	19
2011-2012	14
2012-2013	25
2013-2014	24

Biology is offered as a major at all Utah System of Higher Education (USHE) baccalaureate institutions. USU's Biology Major with a Biology Emphasis<sup>2</sup> has a similar structure and requirements.

DSU also offers two education bachelor's degrees in Biology, Bachelor of Science in Biology with Secondary Education Licensure, and Bachelor of Science in Biology with Integrated Science Secondary Education Licensure, which would remain unchanged by this proposal.

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<sup>2</sup> [http://www.biology.usu.edu/files/uploads/Biology\\_Major\\_20140722.pdf](http://www.biology.usu.edu/files/uploads/Biology_Major_20140722.pdf)

### Section III: Institutional Impact

The three requested emphases represent a restructuring of the current Bachelor of Science in Biology degree. Additional more students may declare a major in Biology as a result of offering these emphases, the proposal is also designed to increase the number of Biology graduates by offering more specialization options. If additional advising is required, it would be provided by existing faculty and staff. No new courses would be created. Enrollment in associated core Physical Sciences courses would increase if the number of majors rises. The Physical Sciences and Biology departments are prepared to absorb such growth or to fund new positions from that growth. No administrative changes are needed and no new facilities would be required.

### Section IV: Finances

No budgetary impact is expected, and no new funds will be required.

### Section V: Program Curriculum

#### All Program Courses (with New Courses in Bold)

Course Prefix and Number	Title	Credit Hours
<b>Required Courses</b>		
<b>General Education / Institutional</b>		
Computer Literacy	Approved course or exam	0-6
ENGL 1010 or 1010A or 1010 D	Introduction to Writing	3
ENGL 2010 or 2010A	Intermediate Writing	3
LIB 1000 or LIB 1010	Information Literacy	0-1
MATH 1210	Calculus I	5
American Institutions	Approved course	3
Life Sciences	<i>Included in program requirements</i>	--
Physical Sciences	<i>Included in program requirements</i>	--
Laboratory Science	<i>Included in program requirements</i>	--
Fine Arts	Approved course	3
Literature/Humanities	Approved course	3
Social & Behavioral Sciences	Approved course	3
Exploration	<i>Included in program requirements</i>	--
Global & Cultural Perspectives	Approved courses (2) or fulfilled through other courses	0-6
	<b>Sub-total</b>	<b>23-36</b>
<b>Biology Core</b>		
BIOL 1610/1615	Principles of Biology I / Lab	4/1
BIOL 1620/1625	Principles of Biology II / Lab	4/1
BIOL 3010	Biological Evolution	3
BIOL 3030	Molecular Genetics	4

Course Prefix and Number	Title	Credit Hours
BIOL 4910 -or- BIOL 4920	Senior Seminar -or- Senior Seminar II	1
<b>Sub-total</b>		<b>18</b>
<b>Additional Biology Requirements</b>		
BIOL 3040/3045	General Ecology / Lab	3/1
BIOL 3150/3155	Biostatistics / Lab	2/1
BIOL 3450/3455 -or- BIOL 3550/3555	General Microbiology / Lab  Eukaryotic Cell Biology / Lab	3/1  3/1
BIOL 4500/4505 -or- BIOL 4600/4605	Comparative Vertebrate Physiology / Lab  Plant Physiology / Lab	3/1  3/1
<b>One (1) of the following:</b> BIOL 3200/3205 BIOL 4230/4235 BIOL 4240 BIOL 4260/4265 BIOL 4270/4275 BIOL 4280 BIOL 4350/4355 BIOL 4380/4385 BIOL 4411/4415 BIOL 4440/4445	Invertebrate Zoology / Lab General Parasitology / Lab Virology Herpetology / Lab Ichthyology / Lab Marine Biology Animal Behavior / Lab Ornithology / Lab Mammalogy / Lab General Entomology / Lab	3/1 3/1 4 2/1 2/1 3 3/1 2/1 3/1 3/1
<b>Sub-total</b>		<b>18-19</b>
<b>Physical Sciences</b>		
CHEM 1210/1215	Principles of Chemistry I / Lab	4/1
CHEM 1220/1225	Principles of Chemistry II / Lab	4/1
CHEM 2310/2315	Organic Chemistry I / Lab	4/1
CHEM 2320/2325	Organic Chemistry II / Lab	4/1
PHYS 2010/2015 -and- PHYS 2020/2025 -or- PHYS 2210/2215 -and- PHYS 2220/2225	College Physics I / Lab  College Physics II / Lab  Physics for Scientists I / Lab  Physics for Scientists II / Lab	4/1  4/1  4/1  4/1
<b>Sub-total</b>		<b>30</b>
<b>Biology Electives</b>		



Course Prefix and Number	Title	Credit Hours
12 credits from the following:		
BIOL 3100	Bioethics	3
BIOL 3110	Scientific Writing	2
BIOL 3140/3145	Comparative Vertebrate Anatomy / Lab	3/1
BIOL 3200/3205*	Invertebrate Zoology / Lab	3/1
BIOL 3250	Cancer Biology	2
BIOL 3340/3345	Plant Anatomy/Plant Anatomy Lab	3/1
BIOL 3360	Developmental Biology	3
BIOL 3450/3455*	General Microbiology / Lab	3/1
BIOL 3460	Biology of Infectious Disease	3
BIOL 3470	Introduction to Immunology	3
BIOL 3550/3555*	Eukaryotic Cell Biology / Lab	3/1
BIOL 4190/4195	Mammalian Histology / Lab	3/1
BIOL 4200/4205	Plant Taxonomy / Lab	2/2
BIOL 4230/4235*	General Parasitology / Lab	3/1
BIOL 4240*	Virology	4
BIOL 4260/4265*	Herpetology / Lab	2/1
BIOL 4270/4275*	Ichthyology / Lab	2/1
BIOL 4280*	Marine Biology	3
BIOL 4300/4305	Molecular Biology / Techniques	2/2
BIOL 4350/4355*	Animal Behavior / Lab	3/1
BIOL 4380/4385*	Ornithology / Lab	2/1
BIOL 4400	Pathophysiology	3
BIOL 4411/4415*	Mammalogy / Lab	3/1
BIOL 4440/4445*	General Entomology / Lab	3/1
BIOL 4460/4465	Plant Ecology / Lab	2/1
BIOL 4500/4505*	Comparative Vertebrate Physiology / Lab	3/1
BIOL 4520/4525	Psychobiology/Lab	3/1
BIOL 4600/4605*	Plant Physiology / Lab	3/1
BIOL 4810R	Independent Research I	1-4
BIOL 4820R	Independent Research II	1-4
BIOL 4830R	Independent Research III	1-4
BIOL 4930R	Senior Thesis	1-4
CHEM 3510/3515	Biochemistry I / Lab	3/1
CHEM 3520/3525	Biochemistry II / Lab	3/1
<b>Sub-total</b>		<b>12</b>
*if not used to fill another requirement		
<b>General Electives</b> (including upper-division electives to bring total upper-division credits to 40)		2-14
<b>Sub-Total</b>		<b>5-17</b>
<b>Total Number of Credits</b>		<b>120</b>

## Program Schedule

Course Prefix & Number	Course Title	Credit Hours
<b>1<sup>st</sup> year, Fall Semester</b>		
BIOL 1001	FYE: Biological Sciences	1
BIOL 1610/1615	Principles of Biology I / Lab	4/1
CHEM 1210/1215	Principles of Chemistry I / Lab	4/1
ENGL 1010	Introduction to Writing	3
LIB 1010	Information Literacy	1
<b>Sub-total</b>		<b>15</b>
<b>1<sup>st</sup> year, Spring Semester</b>		
BIOL 1620/1625	Principles of Biology II / Lab	4/1
CHEM 1220/1225	Principles of Chemistry II / Lab	4/1
MATH 1210	Calculus I	5
<b>Sub-total</b>		<b>15</b>
<b>2<sup>nd</sup> year, Fall Semester</b>		
BIOL 3030	Molecular Genetics	4
CHEM 2310/2315	Organic Chemistry I / Lab	4/1
PHYS 2010/2015 -or- PHYS 2210/2215	College Physics I / Lab  Physics for Scientists I / Lab	4/1
Elective		1
<b>Sub-total</b>		<b>15</b>
<b>2<sup>nd</sup> year, Spring Semester</b>		
BIOL 3010	Biological Evolution	3
BIOL 3040/3045	General Ecology / Lab	3/1
CHEM 2320/2325	Organic Chemistry II / Lab	4/1
General Education Social & Behavioral Sciences course		3
<b>Sub-total</b>		<b>15</b>
<b>3<sup>rd</sup> year, Fall Semester</b>		
BIOL 3150/3155	Biostatistics / Lab	2/1
BIOL 3450/3455 -or- BIOL 3550/3555	General Microbiology / Lab  Eukaryotic Cell Biology / Lab	3/1
ENGL 2010	Intermediate Writing	3
General Education American Institutions course		3
Elective		2
<b>Sub-total</b>		<b>15</b>
<b>3<sup>rd</sup> year, Spring Semester</b>		
PHYS 2020/2025	College Physics II / Lab	

-or PHYS 2220/2225	Physics for Scientists II / Lab	4/1
BIOL organismal course / Lab		3/1
BIOL elective / Lab		3/1
General Education Literature / Humanities course		3
<b>Sub-total</b>		<b>15</b>
<b>4<sup>th</sup> year, Fall Semester</b>		
BIOL 4500/4505 -or- BIOL 4600/4605	Comparative Vertebrate Physiology / Lab  Plant Physiology / Lab	3/1
BIOL elective		3
General Education Fine Arts course		3
General Education GLOCUP course		3
Elective		2
<b>Sub-total</b>		<b>15</b>
<b>4<sup>th</sup> year, Spring Semester</b>		
BIOL 4920	Senior Seminar II	1
BIOL electives		5
General Education GLOCUP course		3
Electives		6
<b>Sub-total</b>		<b>15</b>
<b>Total Number of Credits</b>		<b>120</b>

**Cover/Signature Page – Full Template**

**Institution Submitting Request:** Dixie State University  
**Proposed Title:** BA/BS in Dance  
**School or Division or Location:** School of Visual and Performing Arts  
**Department(s) or Area(s) Location:** Theatre and Dance  
**Recommended Classification of Instructional Programs (CIP) Code<sup>3</sup> :** 50.0301  
**Proposed Beginning Date:** 07/01/2015  
**Institutional Board of Trustees' Approval Date:** *MM/DD/YEAR*

**Proposal Type (check all that apply):**

<b>Regents' Agenda Items</b>	
<i>R401-4 and R401-5 Approval by Committee of the Whole</i>	
<b>SECTION NO.</b>	<b>ITEM</b>
4.1.1 <input type="checkbox"/>	(AAS) Associate of Applied Science Degree
4.1.2 <input type="checkbox"/>	(AA) Associate of Arts Degree
	(AS) Associate of Science Degree
4.1.3 <input type="checkbox"/>	Specialized Associate Degree
4.1.4 <input checked="" type="checkbox"/>	Baccalaureate Degree
4.1.5 <input type="checkbox"/>	K-12 School Personnel Programs
4.1.6 <input type="checkbox"/>	Master's Degree
4.1.7 <input type="checkbox"/>	Doctoral Degree
5.2.2 <input type="checkbox"/>	(CER C) Certificate of Completion
5.2.4 <input type="checkbox"/>	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*

<sup>3</sup> 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>.

**DIXIE STATE UNIVERSITY**  
**BA/BS in Dance**  
**09/17/2014**

### **Program Description**

The BA/BS in Dance will afford students the opportunity to obtain a broad base of dance skills consistent with the core offerings of other USHE institutions. The new degrees will prepare students to seek career opportunities in dance and will also allow them to develop a number of transferable skills that can be applied in other settings. The requirements for these Dance degrees are consistent with the guidelines and requirements set forth by the National Association of Schools of Dance (NASD) in its 2013-2014 handbook.

### **Role and Mission Fit**

DSU is committed to preparing students for careers in the visual and performing arts. This BA/BS program in Dance will join similar degree programs in Visual Arts, Music, and Theater, while providing a program of study in a crucial area of the performing arts. This program will fit into DSU's mission of meeting the needs of the students and the community.

### **Faculty**

The members of the Dance faculty at DSU are both qualified and experienced. Both full-time faculty members hold terminal degrees (one PhD and one MFA). Although the adjunct faculty members lack terminal degrees, it is common practice in undergraduate Dance programs to allow adjunct faculty without a terminal degree to teach technique courses within specific stylistic areas where they maintain significant professional experience.

The proposed degrees will require a new full-time faculty member. DSU plans to hire a full-time tenure-track faculty member with a PhD or MFA and specializations in Ballet Technique and dance theory courses. DSU also plans to hire a .74 FTE lecturer/advisor who will teach some classes and provide academic advisement and counseling. Both positions will start Fall 2015 or within the first two years of program implementation.

### **Market Demand**

The US Bureau of Labor and Statistics projects that between 2012 and 2022, employment for dancers will grow by 13%, from 25,800 to 29,200 jobs nationally. Additionally, the BLS projects that between 2012 and 2022, employment for self-enrichment education teachers, including dance instructors, will grow by 13.9%, from 316,200 to 360,100 jobs nationally. At the state level, the Utah Department of Workforce Services expects to see a 2.6% increase in jobs for dancers between 2010 and 2020, eventually reaching 360. Additionally, the UDWS projects a 2.8% increase in jobs for choreographers between 2010 and 2020, eventually reaching 100. The UDWS also expects to see a 4.2% increase in self-enrichment education teaching jobs for the same period, reaching 4,210 in 2020. The combined total of these statewide projections is 4,670. Locally, the St. George Metro area is home to Tuacahn Center for the Arts, several professional and semi-professional dance companies, 7 high schools with dance programs, and 18 dance studios. Due to the nature of the field, graduates with a BA/BS degree in Dance will typically gain employment as dance performers, choreographers, and educators, often concurrently, as well as find work in other discipline related areas. A BA/BS in Dance will provide them with transferable skills that are necessary in any job requiring a bachelor's degree. These skills include creative problem solving, written and oral communication, the ability to work collaboratively, research, planning and executing projects, and working to a deadline.

### **Student Demand**

In the student survey detailed below, 64 students, expressed interest in pursuing a BA degree in Dance from DSU. Apart from students currently enrolled at DSU or in local high schools, there is anecdotal evidence that there are practicing dancers and dance educators in the community who would like a baccalaureate degree in Dance. These individuals would likely enroll in the Dance degree at DSU if it were offered. The degree should

be initiated because it is in high demand in the local area. Apart from student demand, with BA/BS degrees offered in Art, Music, and Theatre, a degree in Dance would complement and complete the DSU School of Visual and Performing Arts.

**Statement of Financial Support**

Appropriated Fund.....	<input checked="" type="checkbox"/>
Special Legislative Appropriation.....	<input type="checkbox"/>
Grants and Contracts.....	<input type="checkbox"/>
Special Fees .....	<input type="checkbox"/>
Differential Tuition (must be approved by the Regents).....	<input type="checkbox"/>
Other (please describe).....	<input type="checkbox"/>

**Similar Programs Already Offered in the USHE**

- Utah Valley University: BS in Dance—Ballroom Dance Emphasis; BS in Dance Education; BFA in Dance—Ballet Emphasis; BFA in Dance—Modern Dance Emphasis
- University of Utah: BFA in Ballet; BFA in Modern Dance
- Weber State University: BA in Dance; BA in Dance Education
- Southern Utah University: BA/BS in Dance Education; BA/BS in Dance Performance

**Dixie State University  
BA/BS in Dance  
09/08/2014**

**Section I: The Request**

Dixie State University, hereafter referred to as DSU, requests approval to offer the Bachelor of Arts (BA) and Bachelor of Science (BS) Degrees in Dance effective Fall semester 2015. The program has been approved by the institution's Board of Trustees on \_\_\_\_\_.

**Section II: Program Description**

**Complete Program Description**

Dixie State University Dance Program is a part of the School of Visual and Performing Arts. It is in harmony with the educational role assigned to the university by the state system of higher education. In 1994, most dance courses under Physical Education were transferred to Fine Arts, and a part time dance instructor was hired. In July 2000, a full time dance faculty (the Director of Dance) position was created to replace the part time position. The Director of Dance has been taking the responsibility for the development of Dance Program including the curriculum development. The dance curriculum consists of theory, technique, composition, and performance courses. Since July 2000, the Dance Program has grown tremendously and the dance enrolment has increased sizably.

The mission of Dixie State University dance program is to provide a diverse population of students an opportunity to achieve their dance education goals and to develop discipline, self-confidence and self-motivation that are vitally important to a career in any field. Dixie State University dance program gives students a foundation in the profession of the art of dance by providing an educational environment in which a variety of technique training, performance opportunities and creative projects compliment and reinforce each other. The dance program offers the highest standard service in the areas of academic education and community education for students and community members.

In the fall of 2001, the Dixie State Dance Company (DSDC) was created and established. The DSDC provides dance students at DSU with the best environment for dance performing experience and training. The goal of the company is to prepare students in dance technique and artistic expression for dance performances and for their future dance careers through rehearsing dance productions and learning dance techniques and performing skills that are required for dance performances. We emphasize the development of personal discipline, collaborative skills and creative expression. DSDC enables the serious dance students to gain and master the tools necessary to bring them the foundations of critical thinking and creative discipline. It helps the students begin to develop the personal dance identity and full maturity in order to flourish in the professional art world and function as an independent artist in today's society. The Dance Company presents two formal performances each year, Fall Dance Concert and Spring Dance Concert, for Dixie students, faculty/staff and community members.

The core of the BA/BS in Dance will require students to obtain a broad base of dance skills consistent with the core offerings of other USHE institutions. The new degrees will prepare students to seek opportunities in dance and will also allow them to develop a number of transferable skills that can be applied in other settings. The requirements for the new Dance degrees are consistent with the guidelines and requirements

set forth by the National Association of Schools of Dance (NASD) in its 2013-2014 handbook.

### **Purpose of Degree**

There is evidence of significant demand for the degrees, gathered by survey of both students already enrolled at DSU as well as local high school students. There is additional anecdotal support from the larger St. George and Washington areas. Washington County has a vibrant dance community and BA/BS in Dance degrees would recognize and support local dance activities and endeavors. According to DSU's mission statement, "Dixie State University is a teaching institution that strives to enrich its community and the lives of its students by promoting a culture of learning, values, and community."<sup>1</sup> UVU, U of U, WSU, and SUU all offer baccalaureate degrees in Dance, but offering BA/BS in Dance degrees at Dixie State will allow students to interact with and enrich the local community. These degrees will also help DSU better fulfill its mission and meet the needs of students.

### **Institutional Readiness**

DSU first granted baccalaureate degrees in 1999 and now has 15 years of experience with these programs. The institution, School of Visual and Performing Arts, and the Dance Program have all matured over the last decade and a half. As an institution, DSU has matured in a number of significant ways, namely by becoming a University in 2013, only hiring full-time faculty with terminal degrees, developing and expanding student services and library resources, and by seeking and securing funds for new facilities. Due to an increase in enrollment and the promotion of Dixie State to university status, the Fine Arts Department became The School of Visual and Performing Arts in 2013 and is comprised of the Art, Music, Theatre and Dance Departments. All the programs in the School of VPA, with the exception of the Dance Program, offer baccalaureate degrees.

Since the hire of a full-time dance faculty as the Director of Dance on July 1, 2000, the Dance Program has expanded significantly in its course offerings, enrollment, and adjunct faculty pool. In July of 2012, an additional full-time faculty member (with .75 workload for Dance Program and .25 workload for the Theatre Program) was added. The Dance Department has been offering more upper division courses. DSU is committed to supporting the new Dance degree by expanding the number of full-time Dance faculty and the teaching facilities. The Dance Department currently occupies the entire Graff Performing Arts Center as well as sharing the Eccles Fine Arts Center Room 156 for dance classes and Main Stage Theater for dance productions. In addition, a large classroom in the remodeled Performing Art Building is available and suitable for certain dance classes.

### **Departmental Faculty**

The members of the Dance faculty at DSU are qualified and experienced. Both full-time faculty members hold terminal degrees (one PhD and one MFA). Although the adjunct faculty members lack terminal degrees, it is common practice amongst 4-year degree Dance programs to allow adjunct faculty without a terminal degree to teach technique courses due to professional experiences in and out of academia. See the chart below for a complete list of faculty and their credentials.

The proposed degrees will require a new full-time faculty member. DSU plans to hire a full-time tenure-track faculty member with a PhD or MFA and specializations in Ballet Technique and dance theory courses. DSU also plans to hire a .74 FTE lecturer/advisor who will teach some classes and provide academic

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



advisement and counseling. Both positions will start Fall 2015 or within the first two years of program implementation. DSU anticipates that the Dance degrees will be popular with students and recognizes the need to hire additional faculty as the program grows.

Department Faculty Category	Dpt Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Dpt Faculty Headcount at Full Program Implementation
<b>With Doctoral Degrees</b> (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	1		1
Full-time Non-Tenured	1	1	2
Part-time Tenured			
Part-time Non-Tenured		1 (.74)	1
<b>With Master’s Degrees</b>			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	2		2
<b>With Bachelor’s Degrees</b>			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	7		7
<b>Other</b>			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
<b>Total Headcount Faculty in the Department</b>			
Full-time Tenured	1		1
Full-time Non-Tenured	1	1	2
Part-time Tenured			
Part-time Non-Tenured	9		9
<b>Total Department Faculty FTE</b> (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	3.70	3.49	7.19

### Staff

There is one full-time secretary that supports the School of Visual and Performing Arts, with primary attention given to the Dean. Additionally, one part-time secretary supports the School of VPA, including Art, Music, Theatre and Dance. These secretaries are not housed in the Graff Performing Arts Center, the home of the Dance Program, but in the Eccles Fine Arts Center. Currently, a new part-time Dance Assistant was hired, starting the fall of 2014, to cover clerical tasks, assist the dance faculty and assist with dance production, as well as facilitate better communication between full-time faculty, adjuncts, and

students. The proposed budget includes \$21,000 for this position.

### **Library and Information Resources**

DSU's Library holds adequate book, audio/visual, and periodical resources for the current Dance Program, though these holdings will need to grow to fully support the degree curriculum. The portion of the library's annual budget set aside for Dance materials is \$1,000. This amount is insufficient to expand the book and audio/visual collection, ensure access to database subscriptions and to subscribe to new databases and periodicals

To create a quality book, audio/visual, and periodical collection that would support the needs of the curriculum, the library needs an ongoing initial allocation of \$1,000 per year for the first year of the degree and \$500 for each subsequent year. The Dance Department's education and professional activities also require the use of online databases in the field. The library currently subscribes to a number of excellent online resources, including Alexander Street Press: Dance Video, JSTOR, Oxford Reference, ebrary, and Proquest. (See Appendix D for a full list of DSU's current library resources for dance including subscription databases.) The pricing for some of these essential databases is not fixed, but depends on FTE enrollment for the university. As the university grows, the price increases. The proposed budget ensures that the library will be able to continue database subscriptions and subscribe to new ones.

### **Admission Requirements**

All students seeking to enroll as a Dance Major must submit an application and audition for admission into the Dance Program. Students must also have already submitted an application for undergraduate admission to Dixie State University. The audition will take place mid-March prior to the upcoming academic year and also serve as a scholarship audition. The dance faculty will conduct the audition and review applicants based on their performance in two group technique classes (ballet and modern dance), a one-minute solo choreographed by the student, and an interview with the dance faculty.

### **Student Advisement**

As previously mentioned, DSU is planning to hire a .74 FTE lecturer/advisor for the Dance Department. This person will teach the First Year Experience class, where students will learn about the department's degrees, requirements, expectations, and policies. It will also be the lecturer/advisor's responsibility to regularly meet with and counsel students on course scheduling to ensure graduation within a timely manner. The rest of the Dance faculty will play a less formal role in student advisement, with each faculty member mentoring students in her or his area of expertise.

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

Students must complete a minimum of 120 credits in order to graduate with a bachelor's degree, as stated in DSU's Policies and Procedures Manual<sup>2</sup>. The Dance degree requires 3 credits in Computer Literacy, 13 credits in General Education Core courses, 21 credits in General Education Breadth and Depth courses (including 5 credits for BIOL 2320/25 and 4 credits for PHYS 1010/15; these courses fulfill the Life Sciences, Physical Sciences, and Laboratory Sciences requirements and also serve as prerequisites to DANC 3510/4510 – Physics and Kinesiology for Dancers I/II), 53 Dance credits (congruent with NASD standards for a BA degree in Dance), 6 credits in General Education GLOCUP courses, 16 credits in a single foreign language (required for a BA degree only), and 8 elective courses. For both the BA and BS programs, 40 of the 120 credits must be from upper division courses. See Section IV for a complete list of

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<sup>2</sup> Section 5-Student Services. Policy No. 20: Graduation; D. Graduation Requirements

curricular requirements for degrees in Dance.

Degree Requirements for BA in Dance	Credits
Computer Literacy	3
General Education Core	13
General Education Breadth and Depth: Life Sciences/ Laboratory Sciences • BIOL 2320/25 (Pre-req. for DANC 3510)	5
General Education Breadth and Depth: Physical Sciences/Laboratory Sciences • PHYS 1010/15 (Pre-req. for DANC 3510)	4
Additional General Education Breadth and Depth Courses	12
Dance Program	53
General Education GLOCUP	6
Foreign Language	16
Electives	8
<b>Total Semester Credits</b>	<b>120</b>

Degree Requirements for a BS in Dance	Credits
Computer Literacy	3
General Education Core	13
General Education Breadth and Depth: Life Sciences/ Laboratory Sciences • BIOL 2320/25 (Pre-req. for DANC 3510)	5
General Education Breadth and Depth: Physical Sciences/Laboratory Sciences • PHYS 1010/15 (Pre-req. for DANC 3510)	4
Additional General Education Breadth and Depth Courses	12
Dance Program	53
General Education GLOCUP	6
Electives	24
<b>Total Semester Credits</b>	<b>120</b>

## External Review and Accreditation

### External Review

Dixie State College hired Kim Strunk, an Associate Professor of Dance and the former Chair of the Dance Department at Utah Valley University, as an external evaluator for the Dance Program Review. In addition to twenty-eight years of experience in the discipline of dance, during her tenure as Chair at UVU, Strunk was instrumental in developing and defending several new degree options in dance, which were all approved by the Utah Board of Regents in 2005. See Appendix A for the full text of the External Review.

After carefully evaluating the "Dance Program Review" (authored and submitted by Dr. Li Lei, the Director of Dance Department, in May of 2011) as well as conducting an on-site visit in November of 2011, Professor Kim Strunk submitted an External Review in January of 2012. The purpose of Strunk's review was to provide feedback and guidance on the current Dance Program, as well as strategies for building towards a baccalaureate program. Among the comments in her review, Strunk mentions 3 areas of need that, when fulfilled, will contribute to the success of the current and future Dance Program. The areas Strunk identifies are: (1) the need to develop and implement Dance degrees, (2) the need for additional full-

time faculty, and (3) the need to increase the ongoing budget for the Dance Program. Each of these areas of need is discussed below.

(1) The need to develop and implement Dance degrees.

Strunk strongly advocates the need for the Dance Program to have degrees. She notes that the Music and Theatre programs both have Associates and Baccalaureate degrees, as well as emphases in Integrated Studies, and similar degree options in Dance will “compliment and complete the Performing Arts Department.”

Strunk goes on to state that “The common thread of conversation with students was: (1) Their desire to stay at Dixie and earn a dance degree, (2) An overwhelming expression of appreciation and respect for faculty, particularly Dr. Lei. (3) Concerns that they are not privy to the same opportunities as the other performing arts students, and (4) Misconceptions regarding the eventual offering of dance degrees.” She also mentions witnessing the intense commitment students have for the program, as well strong technique and performance skills.

Additionally, Strunk mentions Utah’s uniqueness in its support of Dance Education, stating that almost every high school in the state has a Dance program that provides students for university dance programs as well as employment opportunities for degree holding graduates.

(2) The need for an additional full-time faculty and a part-time lecturer/advisor

As previously mentioned Strunk advises additional full-time faculty be added (3 in total) for the program to more effectively meet the mission and goals stated in the “Dance Program Review.” Strunk was commenting on the current status of the program. In order to effectively meet the needs of a 4-year degree program, 3 full-time faculty and 1 part-time lecturer/advisor is the minimum.

Strunk also addresses adjunct faculty. While she states the quality of teaching and dedication of the adjunct faculty, she also notes “the optimal ratio of part-time to full-time for most institutions hovers around 40/60 or 30/70, compared to 80/20, which represents the current DSC Dance Program ratio. The need for a more balanced ratio makes a good argument for additional full-time lines.” Although a full-time faculty member (with .75 workload for Dance Program and .25 workload for the Theatre Program) has been added to the Dance Program, the number of adjunct faculty has also increased due to more course offerings, and the current ratio is 84/16. A third full-time faculty member would provide a more balanced ratio.

Strunk points out that “To conclude, DSC Dance faculty are extremely well qualified and dedicated to the Dance Program. The critical need now is for additional full-time tenure-track faculty so that the Dance Program can meet student and community needs, prepare students for successful transfer, and develop degree options for Dance students.”

(3) The need to increase the ongoing budget for the Dance Program.

In this area, Strunk notes that although enrollments are up, and faculty as well as studio space have been added, the on-going budget for the Dance Program has declined since 2004/2005 and currently is at \$4000. She goes on to state, “Having run a department for eight years, I cannot fathom how Dr. Lei accomplishes what she does with such a limited budget.” And although she notes that the Theatre and Music Programs offer degrees and more classes, she also mentions the disproportionate distribution of funds that “raises a red flag.”

### Accreditation

The Dance Program will seek accreditation from The National Association of Schools of Dance (NASD). The proposed BA/BS Degrees in Dance have been designed to meet NASD standards. Upon approval and implementation of the degree program in 2015 an accreditation review will be scheduled for 2020.

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

Data Category	Current – Prior to New Program Implementation	PROJ YR 1	PROJ YR 2	PROJ YR 3	PROJ YR 4	PROJ YR 5
<b>Data for Proposed Program</b>						
Number of Graduates in Proposed Program	X	X	X	30	40	50
Total # of Declared Majors in Proposed Program	X	46	69	92	115	128
<b>Departmental Data – For All Programs Within the Department</b>						
Total Department Faculty FTE (as reported in Faculty table above)	3.70	5.20	5.70	6.20	6.70	6.95
Total Department Student FTE (Based on Fall Third Week)	37.10	55.50	64.70	73.90	83.10	88.30
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)	10.03	10.67	11.35	11.92	12.40	12.71
<b>Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here: _____)</b>						

### Section III: Need

#### Program Need

In the student survey detailed below, 64 students, expressed interest in pursuing a BA degree in Dance from DSU. Apart from students currently enrolled at DSU or in local high schools, there is some anecdotal evidence that there are practicing dancers and dance educators in the community who would like a baccalaureate degree in Dance. These individuals would likely enroll in the Dance degree at DSU if it were offered. The degree should be initiated because it is in high demand in the local area. Apart from student demand, with BA/BS degrees offered in Art, Music, and Theatre, a degree in Dance would complement and complete the DSU School of Visual and Performing Arts.

#### Labor Market Demand

The US Bureau of Labor and Statistics projects that between 2012 and 2022, employment for dancers will grow by 13%, from 25,800 to 29,200 jobs nationally.<sup>3</sup> Additionally, the BLS projects that between 2012 and 2022, employment for self-enrichment education teachers, including dance instructors, will grow by 13.9%,

<sup>3</sup> <http://www.bls.gov/ooh/entertainment-and-sports/dancers-and-choreographers.htm>

from 316,200 to 360,100 jobs nationally.<sup>4</sup> At the state level, the Utah Department of Workforce Services expects to see a 2.6% increase in jobs for dancers between 2010 and 2020, eventually reaching 360. Additionally, the UDWS projects a 2.8% increase in jobs for choreographers between 2010 and 2020, eventually reaching 100.<sup>5</sup> The UDWS also expects to see a 4.2% increase in self-enrichment education teaching jobs for the same period, reaching 4,210 in 2020.<sup>6</sup> The combined total of these statewide projections is 4,670. Locally, the St. George Metro area is home to Tuacahn Center for the Arts, several professional and semi-professional dance companies, 7 high schools with dance programs, and 18 dance studios. Due to the nature of the field, graduates with a BA/BS degree in Dance will typically gain employment as dance performers, choreographers, and educators, often concurrently, as well as find work in other discipline related areas. A BA/BS in Dance will provide them with transferable skills that are necessary in any job requiring a bachelor's degree. These skills include creative problem solving, written and oral communication, the ability to work collaboratively, research, planning and executing projects, and working to a deadline

### Student Demand

In the spring semester of 2014, the Dance faculty surveyed students in Dance, Music, and Theater classes, as well as students from local high schools and middle schools during the DSU Dance Program's annual Outreach Dance Workshop to determine student interest in a bachelor's degree in Dance at DSU. There were 132 responses (90 current DSU students and 42 high school and middle school students). See Appendix B for the full text of the survey.

Question 1 Responses				
Do you wish that a Bachelor of Arts degree in Dance were offered at DSU?				
Year in School	Yes	No	N/A	Total (row)
High School and under	41	1	0	42
Freshmen	30	2	0	32
Sophomores	25	1	1	27
Juniors	14	0	0	14
Seniors	10	0	0	10
Unidentified	6	1	0	7
<b>Column Total</b>	<b>126</b> <b>95.45%</b>	<b>5</b> <b>3.79%</b>	<b>1</b> <b>0.76%</b>	<b>132</b> <b>100%</b>

The students were overwhelmingly in favor of a BA in Dance, with 95.45% circling "yes".

Question 2 Responses				
If a Bachelor of Arts degree in Dance is offered at DSU, will you pursue it?				
Year in School	Yes	No	Maybe	Total (row)
High School and under	34	7	1	42
Freshmen	10	20	2	32
Sophomores	13	14	0	27
Juniors	2	12	0	14

<sup>4</sup> <http://data.bls.gov/projections/occupationProj>, "dance instructor" search

<sup>5</sup> <http://jobs.utah.gov/wi/pubs/outlooks/viz.html>

<sup>6</sup> <http://jobs.utah.gov/wi/pubs/outlooks/viz.html>

Seniors	3	7	0	10
Unidentified	2	4	1	7
<b>Column Total</b>	<b>64</b> 48.484%	<b>64</b> 48.484%	<b>4</b> 3.03%	<b>132</b> 100%

Of the students polled, 48.48% indicated that they would pursue a BA degree in Dance if it were offered. 33.33% of current DSU students responded “yes,” as did 80.95% of local high school/middle school students. The results of this data support the need for a degree in Dance at DSU, particularly in regards to prospective students.

Question 4 Responses					
If you were going to pursue a career in the dance field, which of the following would you prefer to hold a degree in?					
Year in School	BA in Dance	BA in Integrated Studies with one of two emphases in Dance	Both/ Either	N/A	Total (row)
High School and under	29	13	0	0	42
Freshmen	20	9	2	1	32
Sophomores	17	7	2	1	27
Juniors	12	2	0	0	14
Seniors	7	2	0	1	10
Unidentified	6	1	0	0	7
<b>Column Total</b>	<b>91</b> 68.94%	<b>34</b> 25.76%	<b>4</b> 3.03%	<b>3</b> 2.27%	<b>132</b> 100%

68.94% of student survey stated that if they were going to pursue a career in the dance field they would prefer to hold a B.A. degree in Dance, compared to 25.76% who stated they would prefer to hold a B.A. in Integrated Studies with one of two emphasis areas in Dance. This data shows that there is a need for a distinct Dance degree that is not being met by the current Integrated Studies degree. The Dance faculty believe that a BA/BS degree in Dance would be popular with students and the results of this survey support that belief.

### Similar Programs

The Dance faculty is confident that the BA/BS Dance curriculum is consistent with other institutions in the state. In preparing the BA/BS curriculum, the Dance faculty examined Dance programs at Utah Valley University, the University of Utah, Weber State University, and Southern Utah University. The Dance faculty felt these institutions were the most relevant because they are all baccalaureate-granting institutions in within the USHE system and they all have BA/BS or BFA programs in Dance. The required technique, performance, and theory courses at these institutions and at DSU are similar. An outlined comparison of key curriculum across USHE Institutions is seen in Appendix C.

When comparing the curriculum outlined in this proposal, it is important to note that two of the comparable institutions, Utah Valley University and the University of Utah, offer Bachelor of Fine Art degrees (BFA degrees), and at this time, DSU is seeking BA/BS degrees, with an intent to eventually expand the program to include a BFA when more resources can be secured. NASD states that a BFA degree is a professional degree that usually requires that at least 65% of credits be completed in studio work and related areas for the purpose of preparing students for professional practice in the dance field. Liberal arts degrees, such as the BA and BS degrees, should allow students to study and develop skills in

dance within a broader program of general studies, but they are not professional degrees. According to NASD guidelines, BA and BS degrees in Dance normally requires 30-45% of course credit to be in studio work or related areas. The 53 credits required by the proposed DSU program would represent about 44% of degree credits. SUU's BA/BS in Dance Performance requires 46 credits, and Weber's BA in Dance requires 56 credits.

Although the proposed DSU BA/BS program is similar to other degree programs offered in USHE institutions, it provides room for students to choose from a wider range of elective course options than a BFA or BA/BS with an emphasis degree. Students are less confined to a prescribed course schedule and specialization, allowing for a more broad academic experience regarding dance and liberal arts.

Another unique component of the proposed degree is offering a more broad learning experience on Dance Science. Students are required to complete Physics and Kinesiology for Dancers I and Physics and Kinesiology for Dancers II, both upper division courses, instead only Kinesiology for Dancers. The tenured full-time dance faculty member has a unique professional background in both Dance and Physics that offers students a learning opportunity on Physics for Dancers. After the proposed BA/BS degree is approved, when more faculty and facility resources can be secured, a BA/BS degree with an emphasis in Dance Science would be an option for students. The Physics and Kinesiology for Dancers courses not only contribute as a step in that direction, but also are necessary and beneficial to all dance students.

A final justification for approving the proposed BA/BS degree in Dance is the overwhelming local need. As previously mentioned in Kim Strunk's External Review and evidence in the survey data, students have continually expressed their desire to pursue a Dance degree at DSU.

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

Currently, local students wishing to obtain a bachelor's degree in Dance must go elsewhere or do without. A large majority of DSU students, about 70%, are Washington County residents. Unfortunately, some are foregoing their desired degree because they are tied to the local area. DSU is prepared to meet the requirements of these students, who need to be educated locally. Dance degrees at DSU would not diminish enrollment numbers at other USHE institutions, but would tap into an overlooked market of students in Washington and Kane Counties. This will also help USHE reach its "big goal" of having 66% of Utah's workforce with postsecondary degrees by 2020.<sup>7</sup> Additionally, the proposed degree may contribute to increased enrollment in the University of Utah's MFA Dance Programs as graduates with a BA/BS degree in Dance from DSU seek additional education.

### **Benefits**

There is a clear benefit to the state, region, local community and individual students for this degree. The Dance faculty believes that the BA/BS Dance degrees will be popular with DSU Students and fulfill the desire of students who want to pursue a degree in dance but have been forced to pursue a degree in another field, leave the area, or go without. Although improving, Washington County has a poor track record for post-secondary education, with few individuals holding or completing bachelor's degrees. Washington County has a reputation for being behind the rest of the state in education. By increasing the diversity of its baccalaureate offerings, DSU can help change the community and perceptions of the community. The Dance faculty has created and is continuing to refine a rigorous and demanding program that will allow students to develop as artists and educators, while accumulating valuable transferrable

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<sup>7</sup> <http://higheredutah.org/preparepay/stepup/>



skills. Additionally, producing qualified dance artists is beneficial to the multiple performance venues throughout the region, which includes but is not limited to Tuachan Center for the Arts, the Utah Shakespeare festival, and local dance companies. As previously mentioned, the BA/BS degrees in Dance would also benefit the local high school dance programs and dance studios. Dance baccalaureate degrees will support the cultural and artistic activities that are already present in the area and help them grow.

### **Consistency with Institutional Mission**

According to the DSU mission statements “Dixie State University is a teaching institution that strives to enrich its community and the lives of its students by promoting a culture learning, values, and community.”<sup>8</sup> The BA/BS Dance degree supports this statement. Rigorous required coursework contributes to a culture of learning. Discipline, work ethic, and collaboration are embedded in the art of dance and contribute to a culture of values. DSU Dance Program’s productions are open to the public, many dance students perform with local dance companies, and dance graduates can teach at dance studios and local public schools when also completing Secondary Education Teaching Licensure Program ... all of which contribute to a culture of community.

Additionally, DSU recently achieved University status, and as such continues to increase its baccalaureate degree offerings. The Art, Music, and Theatre programs all offer bachelor’s degrees in their disciplines and a degree in Dance would complement and complete the baccalaureate offerings in the School of Visual and Performing Arts at Dixie State University.

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

### **Program Assessment**

DSU’s Dance Department is committed to enriching the lives of its students by installing an appreciation and enjoyment for the art of Dance as well as providing students a strong foundational dance curriculum that focuses on technique, theory, performance, creative work and production as a means to developing the skills necessary for gaining employment in the field.

The Dance faculty have worked on creating and mapping the curriculum. This effort has happened in several stages and includes identifying Program Learning Outcomes (PLO’s), the corresponding courses from which student artifacts are gathered, and the tools and means used for assessment. The Dance faculty have collected, and will continue to collect, a body of student work, both written and demonstrated, that represents baseline scores as well as target scores for each PLO. Additionally, the introduction, development, and mastery of each PLO has been mapped across courses.

The Dance faculty will use the following methods of assessment to determine if program goals and each PLO are being met:

1. Monitoring GPA, enrollment numbers, and retention
2. Yearly assessment of collected student work
3. Graduation exit surveys
4. Acceptance to graduate programs and post graduation job placement
5. Periodic meetings with individual students and groups of students to determine satisfaction and hear student concerns

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<sup>8</sup> [http://dixie.edu/aboutdixie/mission\\_statement.php](http://dixie.edu/aboutdixie/mission_statement.php)

### **Expected Standards of Performance**

According to the 2013-2014 handbook for the National Association of Schools of Dance (NASD), students graduating with a BA/BS degree in Dance must have the following Dance Studies Competencies:<sup>9</sup>

1. The ability to identify and work conceptually with the elements of dance.
2. An understanding of choreographic processes, aesthetic properties of style, and the ways these shape and are shaped by artistic and cultural ideas and contexts.
3. An acquaintance with a wide selection of dance repertory, the principal eras, genres, and cultural sources.
4. The ability to develop and defend critical evaluations.
5. Fundamental knowledge of the body and of kinesiology as applicable to work in dance.

The 2013-14 NASD handbook also states that students graduating with a BA/BS degree in Dance must develop the following Performance and Dance Electives Competencies:<sup>9</sup>

1. Ability in performing areas consistent with the goals and objectives of the specific liberal arts degree program being followed, and appropriate to the individual's needs and interests.
2. An understanding of procedures for realizing a variety of dance styles.
3. Knowledge and/or skills in one or more areas of dance beyond basic coursework and performance appropriate to the individual's needs and interests, and consistent with the goals and objectives of the specific liberal arts degree program being followed.

The Dance faculty have interpreted these guidelines and set forth their own Program Learning Outcomes. Graduates of DSU's BA/BS degree in Dance will:

1. Perform dance with artistry while demonstrating technical competency.
2. Develop the ability to write critically on dance and defend stated claims.
3. Demonstrate and implement the creative and choreographic process, including compositional elements of dance, aesthetic properties of style, and the influence of cultural ideas and contexts.
4. Demonstrate a comprehension of dance science orally, practically, and in writing.
5. Understand the historical and cultural development of dance as an art form.
6. Demonstrate the knowledge and skills necessary for pursuing a career in the dance field.

These Program Learning Outcomes are consistent with the competencies set forth by NASD in their handbook for 2013-2014. The Dance Department will be seeking accreditation for the Dance degree, and the Dance curriculum required for the BA/BS Dance degree align with these Program Learning Outcomes. The methods of program assessment are outlined in the previous section.

## **Section V: Finance**

### **Department Budget**

Projected FTE enrollment numbers were estimated by looking at the enrollment in Dance classes for the last five years. In the spring semester of 2014, the Dance faculty surveyed students in Dance, Music, and Theater classes, as well as students from local high schools and middle schools. Of the students polled, 48.48% indicated that they would pursue a BA degree in Dance if it were offered. 33.33% of current DSU students responded "yes," as did 80.95% of local high school/middle school students. The Dance faculty expects that the enrollment numbers will grow at about 15% per year for the first five years of the proposed program.

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<sup>9</sup> <http://nasd.arts-accredit.org/index.jsp?page=Standards-Handbook>, "NASD Handbook 2013-14 (PDF file)", p. 96

To meet additional instructional and support needs associated with the new degree program, the Dance program anticipates adding a full-time faculty position and part-time advisement position within the first two years of program implementation. Additional part-time faculty and operating budget will also be necessary to accommodate further enrollment growth in the 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
<b>Personnel Expense</b>							
Salaries and Wages	\$168,078	\$52,500	\$220,578	\$27,500	\$248,078	\$7,500	\$255,578
Benefits	\$47,862	\$26,000	\$73,862	\$5,000	\$78,862	\$2,000	\$80,862
<b>Total Personnel Expense</b>	<b>\$215,940</b>	<b>\$78,500</b>	<b>\$294,440</b>	<b>\$32,500</b>	<b>\$326,940</b>	<b>\$9,500</b>	<b>\$336,440</b>
<b>Non-Personnel Expense</b>							
Travel	\$0	\$1,500	\$1,500	\$1,000	\$2,500	\$0	\$2,500
Capital	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Library	\$1,000	\$1,000	\$2,000	\$500	\$2,500	\$500	\$3,000
Current Expense	\$5,857	\$2,000	\$7,857	\$2,000	\$9,857	\$2,000	\$11,857
Total Non-personnel Expense	\$6,857	\$4,500	\$11,357	\$3,500	\$14,857	\$2,500	\$17,357
<b>Total Expense (Personnel + Current)</b>	<b>\$222,798</b>	<b>\$83,000</b>	<b>\$305,798</b>	<b>\$36,000</b>	<b>\$341,798</b>	<b>\$12,000</b>	<b>\$353,798</b>
<b>Departmental Funding</b>							
Appropriated Fund	\$222,798	\$83,000	\$305,798	\$36,000	\$341,798	\$12,000	\$353,798
Other:							
Special Legislative Appropriation	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Grants and Contracts	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Special Fees/Differential Tuition	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total Revenue</b>	<b>\$222,798</b>	<b>\$83,000</b>	<b>\$305,798</b>	<b>\$36,000</b>	<b>\$341,798</b>	<b>\$12,000</b>	<b>\$353,798</b>

Difference							
Revenue - Expense	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Departmental Instructional Cost/Student Credit Hour* <i>(as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")</i>	\$200		\$184		\$176		\$160

\* 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

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

### Reallocation

The new degrees will not require internal reallocation of resources.

### Impact on Existing Budgets

Existing budgets will not be impacted by the new degrees.

## Section VI: Program Curriculum

### All Program Courses (with New Courses in Bold)

Course Prefix and Number	Title	Credit Hours
Required Course		
Required Technique Courses		
DANC 1101	Ballet Technique I	2
DANC 1201	Modern Dance I	2
DANC 2101	Ballet Technique II	2
DANC 2201	Modern Dance II	2
DANC 3101	Ballet Technique III	3
DANC 3201	Modern Dance III	3
DANC 4101R	Ballet Technique IV	3
DANC 4201R	Modern Dance IV	3
Sub-total		20
Required Performance Course		
DANC 4800R	Dance Company	2
Sub-total		2
Required Theory Courses		
DANC 1001	FYE: Dance	1

<b>DANC 1160</b>	<b>Music For Dance</b>	<b>1</b>
DANC 2110	Introduction to Dance	3
DANC 2330	Improvisation	1
<b>DANC 3260</b>	<b>Dance Production</b>	<b>2</b>
DANC 3900	Dance Composition	2
DANC 3510	Physics and Kinesiology for Dancers I	2
DANC 4510	Physics and Kinesiology for Dancers II	4
DANC 4600	Dance Pedagogy	3
<b>DANC 3710</b>	<b>Dance in a Cultural Perspective</b>	<b>3</b>
DANC 4710	Dance History	3
<b>DANC 4900</b>	<b>Choreography Practicum</b>	<b>1</b>
<b>DANC 4910</b>	<b>Senior Capstone</b>	<b>2</b>
<b>Sub-total</b>		<b>28</b>
<b>Elective Courses – Complete at least 3 credit hours</b>		
DANC 1110R	Dance Conditioning	1
DANC 1170	Social Dance	1
DANC 1500R	Jazz Dance I	2
DANC 1510R	Ballroom Dance I, International Standard	1
DANC 1520R	World Dance I	1
DANC 1530R	Ballroom Dance I, International Latin	1
DANC 1540R	Movement for Musical Theatre	1
DANC 1580R	Tap Dance	1
DANC 2221R	Point I	1
DANC 2300R	Dance Partnering	1
DANC 2500R	Jazz Dance II	2
DANC 2510R	Ballroom Dance II, International Standard	1
DANC 2530R	Ballroom Dance II, International Latin	1
DANC 2810R	Ballroom Dance Team	1
<b>Sub-total</b>		<b>3</b>
<b>Total Number of Credits</b>		<b>53</b>

## Program Schedule

Suggested Program Schedule, Baccalaureate of Science in Dance

<b>Semester 1</b>		
<b>Course Prefix and Number</b>	<b>Title</b>	<b>Credit Hours</b>
DANC 1001	First Year Experience	1
ENGL 1010	Introduction to Writing	3
LIB 1010	Information Literacy	1
DANC 2110	Introduction to Dance	3
DANC 1101R	Ballet Technique I	2
DANC 1201R	Modern Dance I	2
MATH 1030	Quantitative Reasoning	3
<b>Total</b>		<b>15</b>

<b>Semester 2</b>		
<b>Course Prefix and Number</b>	<b>Title</b>	<b>Credit Hours</b>
DANC 2101R	Ballet Technique II	2
DANC 2201R	Modern Dance II	2
DANC 1160	Music for Dance	1
ENGL 2010	Interm. Writing Selected Topics	3
ART 1010	Intro to Art	3
HIST 1700	American Civilization	3
DANC 1510R	Ballroom Dance I, International Standard	1
	<b>Total</b>	<b>15</b>

<b>Semester 3</b>		
<b>Course Prefix and Number</b>	<b>Title</b>	<b>Credit Hours</b>
DANC 3101R	Ballet Technique III	3
BIOL 2320/25	Human Anatomy/Lab	5
DANC 2330	Improvisation	1
HIST 1500	World History to 1500	3
DANC 1500R	Jazz I	2
DANC 3260	Dance Production	2
	<b>Total</b>	<b>16</b>

<b>Semester 4</b>		
<b>Course Prefix and Number</b>	<b>Title</b>	<b>Credit Hours</b>
DANC 3201R	Modern Dance III	3
DANC 3900	Dance Composition	2
DANC 1110R	Dance Conditioning	1
PHYS 1010/15	Elementary Physics/Lab	4
DANC 3800R	Dance Company	2
THEA 1023	Understanding Film	3
	<b>Total</b>	<b>15</b>

<b>Semester 5</b>		
<b>Course Prefix and Number</b>	<b>Title</b>	<b>Credit Hours</b>
DANC 4101R	Ballet Technique IV	3
DANC 4201R	Modern Dance IV	3
DANC 3510	Physics and Kinesiology for Dancers I	2
DANC 4900	Choreography Practicum	2
PSY 1100	Human Development Through Lifespan	3
DANC 2221R	Point I	1
	<b>Total</b>	<b>14</b>

Semester 6		
Course Prefix and Number	Title	Credit Hours
DANC 4101R	Ballet Technique IV	3
DANC 4201R	Modern Dance IV	3
DANC 4510	Physics and Kinesiology for Dancers II	4
DANC 2500R	Jazz II	2
COMP 1200	Computer Literacy	3
	<b>Total</b>	<b>15</b>

Semester 7		
Course Prefix and Number	Title	Credit Hours
DANC 4101R	Ballet Technique IV	3
DANC 4201R	Modern Dance IV	3
DANC 3710	Dance in a Cultural Perspective	3
DANC 4600	Dance Pedagogy	3
DANC 4800R	Dance Company	2
	<b>Total</b>	<b>14</b>

Semester 8		
Course Prefix and Number	Title	Credit Hours
DANC 4101R	Ballet Technique IV	3
DANC 4201R	Modern Dance IV	3
DANC 4710	Dance History	3
DANC 4910	Senior Capstone	2
DANC 3800	Dance Company	2
ART 2210	Intro to Oil Painting	3
	<b>Total</b>	<b>16</b>

**Total Credits 120**

### Section VII: Faculty

In order to effectively meet the needs of the proposed BA/BS degree program and to more effectively meet the mission and goals of DSU Dance Program, 3 full-time faculty and 1 part-time lecturer/advisor is the minimum. The following list shows the qualifications of the current 2 full-time and 9 part-time faculty, as well as 1 full-time faculty and 1 part-time advisor to be hired.

<b>Name:</b> Li Lei
<b>Hire Date:</b> July 1, 2000
<b>Status:</b> Full time
<b>Degree and Institution:</b> PhD in Dance and Dance Education with an emphasis in Dance Teaching and Administration in Higher Education, New York University (1999) MA in Dance, Brigham Young University (1994)

<b>Rank and Tenure:</b> Professor, tenured
<b>Subjects Taught:</b> Ballet Technique, Modern Dance, Ballroom Dance International Standard, Ballroom Dance International Latin, Dance Composition, Dance Company, Dance Appreciation, Introduction to Dance, Physics and Kinesiology for Dancers
<p><b>Professional Experience and Memberships:</b>  26.5 years of university/college teaching experience (17 years teaching dance; 9.5years teaching physics)  Artistic Director and Choreographer for dance companies in the United States and in China since 1978  Professional Dancer for 8.5 years (principal dancer for 5 years) in China, performed ballet productions (leading roles) and Chinese dances  Numerous choreographies in ballet, modern dance, ballroom dance, and Chinese dance  Numerous awards from dance competitions in China  Visiting Scholar in Residence at Dickinson College in PA and Brigham Young University in UT in 1991  6 Publications on Physics of Dance in the USA and in China  Numerous presentations and lectures on Physics of Dance and Dance in Higher Education at international conferences and universities worldwide  Member of International Association for Dance Medicine and Science since 1991  Member of Congress on Research in Dance since 1995  Member of American Alliance for Health, Physical Education, Recreation &amp; Dance, 2000-2003  Member of National Association of Schools of Dance since 2002  Member of Pilates Physical Mind Institute since 2004  Certified Pilates instructor since 2004</p>

<b>Name:</b> Sara Gallo
<b>Hire Date:</b> July 1, 2012
<b>Status:</b> Full time
<p><b>Degree and Institution:</b>  MFA in Dance, California State University Long Beach (2011)  BFA in Dance, University of Montana (2004)</p>
<b>Rank and Tenure:</b> Assistant Professor, tenure track
<b>Subjects Taught:</b> Modern Dance, Ballet Technique, Dance Appreciation, Dance in Culture, Improvisation, Composition, Movement for Musical Theatre, Kinesiology for Dancers, Dance Pedagogy
<p><b>Professional Experience and Memberships:</b>  6.5 years of college/university dance teaching experience  6 years teaching dance to PreK-8 students in both the public school and private studio setting  Choreographer of over 30 dances for both professional dancers and students  Artistic Director and Choreographer for the Pfeifle Dance Project, 2007-2008  Performed with numerous companies, 2003-2008  Member of National Dance Education Organization, 2011-2012</p>

<b>Name:</b> To be hired
<b>Hire Date:</b> July 1, 2015
<b>Status:</b> Full time
<p><b>Degree and Institution:</b>  PhD or MFA in Dance</p>
<b>Rank and Tenure:</b> Assistant Professor, tenure track



<b>Subjects Taught:</b> Expected to teach Ballet Technique, Dance in Culture, Dance Pedagogy, Dance History, ...
<b>Professional Experience and Memberships:</b>

<b>Name:</b> To be hired
<b>Hire Date:</b> July 1, 2015 or July 1, 2016
<b>Status:</b> Part time
<b>Degree and Institution:</b> PhD or MFA in Dance
<b>Rank and Tenure:</b> Advisor
<b>Subjects Taught:</b> TBD
<b>Professional Experience and Memberships:</b>

<b>Name:</b> Katherine Call
<b>Hire Date:</b> N/A
<b>Status:</b> Part Time
<b>Degree and Institution:</b> BA in Dance Performance at Southern Utah University (2008) Secondary Education Teaching Program at Dixie State University (current) MFA in Dance Performance and Choreography at the University of Wisconsin - Milwaukee (current)
<b>Rank and Tenure:</b> N/A
<b>Subjects Taught:</b> Ballet Technique, Pointe, Modern Dance, Dance Conditioning, Dance Partnering
<b>Professional Experience and Memberships:</b> Corps member of St. George Dance Company (2013-2014) Judge for Shakespeare Festival Dance category (2012 and 2013) Choreographer and member of God's Messenger's Dance Company (2011-2012) Adjunct Faculty Member for Dixie State University (2011-2014) Dance instructor Premier Dance Center, Onstage, and Southwest Contemporary Dance Theatre. Guest Choreographer for Desert Hills High School Dance Company (2011, 2013) Master Class Instructor for Pine View High School and Desert Hills High School (2011, 2013)

<b>Name:</b> Nicole Hadley
<b>Hire Date:</b> N/A
<b>Status:</b> Part Time
<b>Degree and Institution:</b> BS, English Education, Southern Utah University (2008) Spanish Level 3 Certificate, Granada University (2007) BA, Advertising and Public Relations, Southern Utah University (2002)
<b>Rank and Tenure:</b> N/A
<b>Subjects Taught:</b> Tap Dance
<b>Professional Experience and Memberships:</b> 1 year of college level dance teaching experience in modern, jazz at Dixie State University 16 years of dance teaching experience in dance studios and high schools 30 years experience as tap performer Director and Owner of All American Cloggers in St. George Utah, 1998—2014

Secondary Education teacher in Language Arts, 2007-2013  
Broadway Dance Center tap student in New York City, 2005-2006  
Participated in numerous dance companies, 1999-2009

**Name:** Jennie Jones

**Hire Date:** N/A

**Status:** Part Time

**Degree and Institution:**  
BFA in Ballet, University of Utah, 2006

**Rank and Tenure:** N/A

**Subjects Taught:** Ballet Technique, Pointe, Modern Dance, Composition, Social Dance

**Professional Experience and Memberships:**  
Apprentice with Colorado Ballet 2002-2003  
Utah Ballet member 2004-2006  
Professional dancer with Contemporary Dance Wyoming 2006-2007  
Director of Junior Repertory Company at Dancer's Workshop 2006-2007  
Dance Instructor at Vista School for Arts and Technology 2009-2011  
Adjunct Faculty Dixie State University 2011 to present  
Professional dancer with St. George Dance Company 2011-present

**Name:** Heather Madison

**Hire Date:** N/A

**Status:** Part Time

**Degree and Institution:**  
MS in Accounting, Southern Utah University (2002)  
BS in Accounting, Southern Utah University (1998)

**Rank and Tenure:** N/A

**Subjects Taught:** Jazz dance, Modern dance, Ballroom Dance

**Professional Experience and Memberships:**  
Owner/Artistic Director of On Stage Dance Studio 1995 to present  
7 years of college level dance teaching experience in jazz and social dance at Dixie State University  
3 year Adjunct Dance Faculty at Southern Utah University  
Dance Instructor and choreographer for Universal Dance Association 1992-1999  
Choreographed for high school and semi-pro dance teams for 15 years  
Choreographed for Junior Miss Pageants 2 times and Miss Iron County 2 times  
Choreographer and Judge for Universal Dance Association 2008-current

**Name:** Amy Randall

**Hire Date:** N/A

**Status:** Part Time

**Degree and Institution:**  
BA in Dance with a Ballroom emphasis, Brigham Young University

**Rank and Tenure:** N/A

**Subjects Taught:** Ballroom Dance International Standard, Ballroom Dance International Latin, Social Dance

**Professional Experience and Memberships:**

Dance teacher at Starlight Dance Studio in California 1997-1999  
 Instructor and Choreographer for BYU youth Ballroom team, 2002  
 Instructor and Choreographer for Summer Ballroom team at BYU in 2002  
 10 years of Ballroom dance instruction experience

**Name:** Kristen Thompson  
**Hire Date:** N/A  
**Status:** Part Time  
**Degree and Institution:**  
 BA in Dance, Brigham Young University (2003)  
**Rank and Tenure:** N/A  
**Subjects Taught:** Ballet, Pointe, Jazz Dance  
**Professional Experience and Memberships:**  
 10 years of college level dance teaching at Dixie State University  
 Sterling Scholar judge for local high schools in St. George, Utah  
 2003-2007 ballet teacher for Stars Dance Studio

**Name:** Jamie Waters  
**Hire Date:** N/A  
**Status:** Part Time  
**Degree and Institution:**  
 BS in Dance Education, Southern Utah University (2010)  
**Rank and Tenure:** N/A  
**Subjects Taught:** Jazz Dance  
**Professional Experience and Memberships:**  
 1 semester of college level dance teaching experience at Dixie State University  
 Member and participant of professional dance  
 Instructor/Choreographer for On Stage Dance Studio and 2 ONE Productionz in St. George, UT. 2011-Present  
 Dance judge for UHSAA/Utah Dance Judges Association in Northern Utah, 2011  
 Member/choreographer for Southern Utah University (SUU) dance team  
 Captain of Southern Utah University dance team, 2008-2009  
 Choreographer for the SUU Student Dance Concert, 2008-2009  
 Performer in the SUU Faculty Dance Concerts, 2008-2009

**Name:** John Wuehler  
**Hire Date:** N/A  
**Status:** Part Time  
**Degree and Institution:**  
 BA in Design Engineering Technology, Brigham Young University (1985)  
 Master of Technology Management, Brigham Young University (1986)  
**Rank and Tenure:** N/A  
**Subjects Taught:** Ballroom Dance International Standard, Ballroom Dance International Latin  
**Professional Experience and Memberships:**  
 Engineer, Everex Computers, St George, Utah 1987-1989  
 Engineer, Eurocircuit, Lisbon, Portugal, 1989-1991  
 Engineer, Dixie Component Systems, 1991-2001

Owner Dixie Component Systems, St George, Utah, 2001 to present 10 years of college level dance teaching experience in Ballroom Dance at Dixie State University Dance teacher at Starlight Dance Studio in California 1997-1999 Instructor and Choreographer for BYU youth Ballroom team, 2002 Instructor and Choreographer for Summer Ballroom team at BYU in 2002
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<b>Name:</b> Megan Young
<b>Hire Date:</b> N/A
<b>Status:</b> Part Time
<b>Degree and Institution:</b> BA in Dance, Brigham Young University (2008)
<b>Rank and Tenure:</b> N/A
<b>Subjects Taught:</b> Dance Composition, Tap Dance, Modern Dance, Improvisation
<b>Professional Experience and Memberships:</b> 5 semesters of college level dance teaching experience at Dixie State University Professional Dancer/Performer at Tuacahn Center for the Arts (2013) Musical Theatre Choreographer at Vista Charter School (2013-2014) BYU DancEnsemble Company Member (2007-2008) Taught at Academy of Ballet in Orem, UT (2006-2008) Taught at National Dance Institute of New Mexico (2008-2009) Taught at Diamond Talent Productions in St. George, UT (2004-2006 and 2010-present) Attended Joffrey Ballet School Summer Intensive in New York, NY (2004) Attended Dance Teacher Certification at Oklahoma City University (2006) Certified in the NDI-NM Teaching Method developed by Jaques D'boise (2008-2009)

### Section VIII: Appendices

#### Appendix A: External Review

[https://www.dixie.edu/academics/File/DCS%20Dance%20Program%20Review\\_External.pdf](https://www.dixie.edu/academics/File/DCS%20Dance%20Program%20Review_External.pdf)



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**Introduction:**

The following external program review for Dixie State College (DSC) Dance Program comes at the request of Director of Dance, Dr. Li Lei, and Associate Dean of the Fine Arts Department, Dr. Brent Hanson. Both expressed their desires to solicit external reviews as a means to develop and nurture Dixie's Dance Program and "maintain the highest level of academic and performance standards." As a dance educator, artist and administrator, I am intensely dedicated to the discipline and honored for the opportunity to learn more about Dixie's Dance Program and to offer guidance that will hopefully assist the program in further achieving it's goals.

In preparing for this report, I carefully evaluated the "Dance Program Review" provided by Dr. Lei, which she authored for the Utah Board of Regents, May 18, 2011. Dr. Lei submitted a well written, beautifully organized and thorough review, which I found quite helpful in making recommendations for this report. Additionally, I conducted an on-site visit on November 4, 2011. While on campus, I toured facilities, spoke with students, faculty, administrators and staff, observed Dance 1010 - Dance Appreciation, and Dixie State Dance Company rehearsals. I also reviewed assessment materials, and observed Dixie State Dance Company's Spring 2011 concert on video. Additionally, I consulted websites for DSC Departments of Dance, Theatre and Music, as well as several other similar colleges throughout the region.

While formulating feedback and recommendations for this external review, I drew upon significant administrative experience developing and implementing a variety of baccalaureate degrees for Utah Valley University's Department of Dance. Additionally, my experiences teaching and choreographing for the University of Utah, Brigham Young University, Weber State University, Utah Valley University and Utah State University provided first hand knowledge of Utah dance programs.

For clarification, this review is organized in two sections. Section I addresses the following three areas of pursuit by Dixie State College Dance Program: (1) Prepare dance students for successful transfer to a four-year degree dance program, (2) Provide community and DSC students with culturally rich experiences through performances, classes, activities, and (3) Develop and implement Dance degrees, specifically baccalaureate degrees. These goals were taken from the "Dance Program Review" and Mission statements of DSC Dance Program. From what I observed and researched, these three goals are central to the program. In section II, I offer specific feedback on the "Dance Program Review" within the context of the goals addressed in Section I.

## External Dance Program Review

### Section I

#### (1) Prepare students for successful transfer.

To successfully prepare students for transfer to an institution that offers baccalaureate degrees in Dance, students need a strong foundation or junior level proficiency in:

(1) technique/performance, (2) creative/choreography, and (3) dance theory/studies.

Regarding **Technique**, all accredited four-year degree dance programs require a daily one and a half hour movement class in the student's area of emphasis, during which they develop and hone their performing and technical skills. A daily technique class constitutes standard practice in the discipline and absolutely necessary for success in the field, whether teaching, performing or choreographing. By way of example, Utah Valley University offers daily one hour twenty minute technique classes in Ballet and Modern dance, which the National Association of Schools of Dance (NASD) considers the minimum for technique classes. Weber State University requires students in a daily technique class, which alternates between Ballet and Modern. The University of Utah's Modern Dance program requires a daily two-hour technique class.

Dixie's Dance Program offers technique classes in Ballet, Modern and Jazz twice a week for one hour twenty minutes. Because of the reduced contact hours, the Modern and Ballet courses at DSC do not articulate with most other USHE institutions or other regional and national dance programs. Therefore, to meet the mission of the Dance Program to provide course work for successful transfer, Modern and Ballet technique classes should be offered daily for at least one hour twenty minutes. Ideally, students need four semesters of Modern and two semesters of Ballet for successful transfer to most four-year degree granting institutions. Typically dance departments are Modern based, so if students wish to transfer to a Ballet intensive program, they need four semesters of Ballet and two semesters of Modern.

Furthermore, to enhance technique, students would be well served by taking a Conditioning class that provides focused attention on proper body alignment, mechanics, strength and flexibility. Most undergraduate dance majors take Dance Conditioning in their freshman year. A course such as Pilates or Yoga could be substituted for dance conditioning and are often taught through Physical Education departments. However, they may not articulate with other dance programs, but would still provide students with a good foundation in body alignment, strength and overall conditioning, an important benefit in staying injury free and developing finesse as a technician. Dr. Lei is certified in Pilates, essentially the foundation of most dance conditioning courses, and could provide guidance in developing a Conditioning course.



In the area of **Performance**, Dixie State Dance Company provides a means for students to develop their performing skills outside of technique class. As with Music and Theatre, students thrive on opportunities outside of class to present their art in front of a live audience where the true magic and art of the craft is fostered. To this end, Dixie Dance Company's Fall and Spring concerts provide students with vital performing experiences, and the community and campus with culturally rich experiences. Dance Company members also perform for church and community activities, as well as for the Dance Program Outreach Workshop held each spring for junior high and high schools in the community. The Outreach Workshop attracts as many as one hundred participants and serves as a wonderful recruiting event, in addition to providing additional performing opportunities for dancers.

Dixie's Dance Program also hosts End-of-Semester Dance Class Showings in the Eccles Fine Arts Center, Main Stage. These showings afford all dance students, not just company members, an opportunity to perform. I understand that more than three hundred students participate in the showings, a very impressive undertaking, and one that truly engages students in the art of dance. This opportunity for all dance students to perform in a formal venue at the end of each semester is unique among other USHE institutions. UVU and U of U hold their end of semester showings in a dance studio. I commend the Dance Program for engaging all dance students in meaningful performance activities and am very impressed with the amount of high quality performing opportunities the Dance Program fosters.

Regarding **Composition and Creative** curriculum, Dixie's Dance Program offers a semester of Dance Composition, Danc 1900. Dance students garner further creative and compositional experience through their performance activities with Dixie Dance Company, which exposes them to the creative process of a variety of choreographers. However for transfer purposes, Composition should be a 2000 level course.

Although one of the goals for Danc 1900, Dance Composition is "to exercise improvisation to expand movement vocabulary," four-year dance programs usually require a full semester of Improvisation prior to Choreography. Many choreographers, particularly in Contemporary and Modern dance, expect dancers to utilize their improvisational skills as part of the creative process. Improvisation fosters creative skills that are not only vital to a dance career, but to any career - to life. Improvisational studies teach students to experiment, innovate, problem solve with complexity, work cooperatively in groups, adapt in the moment and discover their own unique voice, skills that are not only vital for dance but for any career in today's fast paced and ever changing society. For successful transfer to another USHE dance program, other than the University of Utah Department of Ballet, students need a full semester of Improvisation, which is not currently offered in DSC Dance Program.

In the area of **Dance Theory**, the Dance Program offers Dance Appreciation, Danc 1010, and Seminars in Dance, Danc 2990. I had the pleasure of observing Dr. Lei teach Danc 1010. She created a vibrant learning environment, was extremely well organized and students were actively engaged the entire class. As well, this course articulates with other Dance 1010 courses in the state. However, these two courses are not enough for successful transfer.

Dance Theory/Studies requirements in the first two years of study varies among USHE institution Departments of Dance. For example, UVU offers Movement Analysis and Introduction to Laban Studies. U of U dance students take Kinesiology in their sophomore year. Offering a Kinesiology course would be a great benefit to DSC dance students regardless of the institution they chose for transfer. And even if students do not transfer and continue studies at DSC, a course in Kinesiology would provide them with an intellectual as well as kinesthetic understanding of body mechanics and functional alignment, essential to success in today's dance world. Kinesiology studies also afford students greater insights into anatomically correct execution of movement sequences, which can prevent injury and enhance technique. Kinesiology is a required course in all four-year dance programs throughout Utah and the country. Given Dr. Lei's expertise in Dance Sciences, I highly recommend developing and implementing an upper-division Kinesiology course.

Another theory course students need for successful transfer is, Music for Dancers, typically offered in the freshman year. Although the Dance Program does not offer this course, there may be a course in the Music Department that could provide similar information and possibly articulate with other USHE institutions.

To recap, I recommend that the following courses be developed and implemented to meet the DSC Dance Program and the College's goal to successfully prepare students for transfer to a four -year dance program.

- Daily 1 ½ hour technique classes in Ballet and Modern
- Dance Conditioning
- Improvisation
- Music for Dancers
- Dance Kinesiology

Implementation of the above-recommended actions will require additional resources, particularly faculty, but if made, will greatly enhance the Dance Program and give students the necessary courses to successfully transfer to other dance programs. Given the nature of the recommended courses and the current configuration of DSC dance faculty, I advise that the Dance Program seek candidates with a Master of Fine

Arts in Contemporary Modern Dance, preferably with three years teaching experience at an accredited university.

Courses such as Dance Kinesiology and Music for Dancers do not necessarily need studio space, however, Improvisation, additional Technique classes and Dance Conditioning will require additional dance studio space. There may be creative solutions regarding space, for example, conditioning space may be available through the Physical Education department. Perhaps there is space in the Eccles Performing Arts Center that could be utilized for dance purposes as well. As a last resort, other classes could be cut for now, to add courses that are more focused on degree seeking students.

To conclude, I recommend that preparing students for successful transfer constitute the number one priority for DSC Dance Program. And as previously stated, by adding classes that promote successful transfer, the Dance Program will build a strong foundation on which to add baccalaureate degrees, and at the same time, continue to provide “a diverse population of students an opportunity to achieve their dance education goals.” (Dance mission statement)

## **(2) Provide community and campus with culturally rich experiences through classes, performances and other events.**

The Dance Program offers a variety of lower division courses that can be enjoyed by the general student population as well as students interested in pursuing a four-year dance degree at another institution. The diversity of classes constitutes one of the strengths of the Dance Program and increasing enrollments as evidenced in the “Dance Program Review” are testimony to growing student interest in dance classes. Students can take classes in Tap, Ballet, Modern, Musical Theatre, Jazz, World Dance, Dance Appreciation, and a variety of Ballroom Dance classes - wonderful offerings for such a small program, particularly considering there are no degree options at this point.

Although classes that target the community could be added to the curriculum and most likely filled, I recommend that the Department first add critical courses geared towards building a degree. There are ample courses serving a diverse population of students. It seems that now is the time to allocate resources for courses that are necessary for future degrees and successful transfer. (Refer to Section I)

After reviewing Theatre and Music department web-sites, I found that Music has 109 courses listed, Theatre 60 and Dance 20. Dance has 1 full-time faculty, Music 11 and Theatre 5. This disproportionate allocation of resources raises cause for concern. That being said, I highly recommend that the Department of Performing Arts focus more efforts on adding Dance courses, affording dance students the same opportunities as Theatre and Music students.

Regarding culturally rich performing opportunities, Dixie State Dance Company produces two formal concerts a year, which give large numbers of dancers performing experience, attract sizable audiences and fulfill the mission of the Dance Program to provide culturally rich opportunities for the community and the college. While visiting campus, I observed Dixie State Dance Company's Spring 2011 concert on video. I was impressed by the variety of pieces and the overall aesthetic of the show. In conversations with Dr. Lei, I realized how vital her direction and understanding of the local community is to the success of Dixie State Dance Company. I commend Dr. Lei for appreciating community needs and providing performances that are accessible, artistic and entertaining for a broad range of community and college audience members.

As previously mentioned, the Dance Program engages the community in a variety of ways. The Outreach Workshop brings over one hundred junior-high and high-school students to campus. Dance faculty teach classes in ballet, modern, jazz, tap and ballroom. Additionally, Dixie State Dance Company performs. Undoubtedly this event recruits students to Dixie's Dance Program and at the same time engages with the community in a meaningful way. As well, The End-of-Semester Showings attract large audiences with over three hundred dance students participating in the event.

Dixie's Dance Program does a wonderful job of providing culturally rich experiences for the campus and community. My main recommendation in this area is to add more dance classes, especially but not limited to, courses needed to build four-year degrees and prepare students for successful transfer.

### **(3) Develop and Implement Dance degrees.**

DSC Dance Program needs degrees. According to DSC Web-sites for Theatre and Music, both programs offer Associate and Baccalaureate degrees, as well as emphases in Integrated Studies. Dance students and faculty deserve similar degree options, which will greatly enhance all aspects of the Dance Program, as well as compliment and complete the Performing Arts Department. Dance, Theatre and Music constitute the three strands of most Performing Arts Schools, Colleges and Departments. They are all equally important.

In conversations with students during my on-site visit, they expressed an overwhelming desire to stay at DSC and pursue their dance education. One student, Kristina Moyle, actually left DSC for Utah Valley University's Department of Dance, and then returned to Dixie because she loves the faculty and the Dance Program's diverse class offerings. Another student, Darien Ortega, said the dedicated and knowledgeable faculty and the nurturing yet rigorous learning environment are the big draw for him. Darien wants to stay at Dixie and earn a Dance degree. He expressed great passion for his dance studies at Dixie, as well as his desire to pursue a professional career in dance. Darien said eventually he will go elsewhere if Dance

degrees are not offered at DSC. I also visited with freshman, Abbigail Valadez. She discovered the Dance Program through the Outreach Workshop and came to DSC specifically to study dance. Abby expressed her desire to choreograph and was very enthusiastic about the Dance Program. However, she also mentioned that she had no advising and thought Dance degrees were offered at Dixie. Abby is unsure what to do now, she just knows she wants to dance and she wants to stay at DSC.

The common thread of conversation with students was: (1) Their desire to stay at Dixie and earn a dance degree, (2) An overwhelming expression of appreciation and respect for faculty, particularly Dr. Lei. (3) Concerns that they are not privy to the same opportunities as the other performing arts students, and (4) Misconceptions regarding the eventual offering of dance degrees.

I also had the opportunity to observe students in Dixie State Dance Company rehearsals. I witnessed the joy and passion in their dancing, and the respect they have for their instructors in their professional, engaged manner. The dancers also demonstrated strong technical and performing skills. I highly recommend if it has not been done recently, to conduct an official student survey to help build a case for Dance degrees. My sense is that there will be overwhelming support for developing and implementing dance degrees. Students are intensely dedicated to the program.

My conversations with faculty also support the case for dance degrees at Dixie. Part-time faculty, Heather Sprouse, has witnessed growing student demand for dance classes in her three - year tenure at Dixie. She mentioned that all of her classes are full. Heather conveyed an excitement about the growth of the Dance Program, and articulated her deep appreciation and respect for Dr. Lei's indefatigable efforts to build the program. Part-time faculty member, Misty Frisby, said that DSC Dance Program is a great place to build a dance program and she very much wants to be a part of those efforts. Misty echoed student requests for upper division dance courses and for dance degrees. She spoke very highly of her colleagues and the discipline.

I also spoke with part-time faculty member, Roy Fitzell. I was fascinated by his bio and it was a pleasure to visit with such a dance icon. He brings a wealth of expertise to the program, with knowledge in ballet, tap, modern, flamenco and jazz. Roy has had a very distinguished professional dance career and is a draw for students. He also expressed his deep appreciation for Dr. Lei's guidance and leadership. He knows first hand the sacrifices she has made to bring the dance program where it is today.

Additionally, I spoke very briefly with Bene Arnold, another dance icon, who I have known for thirty-seven years. Having recently left the University of Utah, Professor Arnold currently resides in St. George. She is a

great asset to the program and her knowledge and expertise of dance in higher education, and the professional ballet world, will be a great benefit in developing four-year dance degrees.

During my on-site visit, I spent time with Dr. Lei, who is the only full-time faculty member in the program. She wears many hats and has single handedly built the Dance Program. I met Dr. Lei previously in Board of Regents Major's meetings with all USHE institutions, which I chaired for several years. I was always impressed with her dedication to Dixie's program and her intense desire to learn and do as much as she can to bring Dixie's program into the future of dance in Utah. I thoroughly enjoyed spending time with her during my visit and have a much greater appreciation for her and for Dixie's Dance Program. Dr. Lei is incredibly well qualified and has sacrificed much for the benefit of students. In conversations with her, students were always her number one concern. Dr. Lei's unique expertise in dance and physics is a huge asset to the program and should be utilized more fully in upper division courses such as Kinesiology. She has worked wonders with limited resources and is the perfect person to usher in four-year Dance degrees at Dixie.

The topic of Dance degrees also came up in my conversations with Dr. Hansen, Associate Dean of Fine Arts. Dr. Hansen conveyed the administration's long-term commitment to Dance; however, he also shared the fact that right now, Dance degrees are not a priority. The priority as I understood his comment, is to develop other degrees considered more critical to attaining university status.

From an outside perspective I want to note that given the number of degrees offered by DSC Theatre and Music departments, the implication is that Dance is not as important as the other performing arts - an arguable point. In fact, UVU Department of Dance led the way and was the first of the Performing Arts Departments to receive Board of Regents approval for baccalaureate degrees. Currently the UVU Dance program graduates more students than Music and Theatre, testimony to the demand for Dance degrees in Utah and the rich cultural Dance heritage of our great state. Utah is unlike any other state in the nation when it comes to Dance Education. Almost every high school in the state has a dance program, which is unheard of elsewhere. These programs are feeders for dance programs in the state and also provide opportunities for employment. Dance students surely deserve the same opportunities as Theatre and Music students, the Performing Arts department would be well-served by adding dance degrees.

## Section II- "Dance Program Review"

### Program Description, Mission and Goals, Outcomes

The "Dance Program Review" introduction offers a succinct and relevant history of Dixie's Dance Program and its goals, ending with a statement of commitment to prepare students for transfer to four-year institution dance programs. It was this statement that informed my focus in Section I. Subsequent mission statement and goals were well articulated and in line with the Dance Program and the College's mission. The Program Goals could be better articulated. It might be helpful to place the following phrase in front of each objective.

Upon completion of the Dance Program students will be able to:

- 1) Demonstrate a familiarity of diverse genres of dance.
- 2) Demonstrate an understanding of major eras of Dance History.
- 3) Self - Assess technique, performance and choreography.
- 4) Choreograph well-crafted dances with strong intent and development of personal voice.
- 5) Exhibit significant skill level in area of emphasis.

Overall the "Dance Program Review" exhibits a clear vision and developed mission, goals and outcomes that provide good direction for the program. In my observations and conversations with students, the diversity of class offerings came up again and again as a positive draw for students and faculty. I suggest adding this element to the mission, goals, and objectives because it makes DSC Dance Program unique. When I was working on UVU's Dance degrees, the Board of Regents mandated that our program be unique among other USHE institutions, which is why we chose to add Bachelor of Science in Dance with a Ballroom Dance emphasis.

### Faculty/Staff

Based on my observations and recommendations thus far, I advise adding an additional full-time tenure track faculty line to the one most recently allocated to Dance, and currently in the search process. This would translate to a total of three full-time faculty for the Dance Program. The "Dance Program Review" indicates that more faculty have expertise in Ballet than in Modern or Contemporary Dance. That being said, I recommend seeking candidates with Graduate degrees, preferably MFA or PhD's in Contemporary Modern to compliment existing full and part-time faculty. Adding full-time faculty will allow the Dance Program to more effectively meet its mission, goals and objectives as stated in the "Dance Program Review."

During my on-site visit, I met with part-time and full-time faculty and also had the opportunity to watch them in action rehearsing students for their upcoming fall concert, as well as teaching theory courses. I found the faculty to be extremely knowledgeable and intensely dedicated to the program, particularly to students. I observed students treat faculty with the utmost respect and regard. Students worked hard, were actively engaged, showed sincere trust in the faculty and respect for the rehearsal and class process. The positive, enthusiastic interaction with students and faculty further demonstrates the talent, skills and dedication of DSC Dance Program faculty.

The increase in part-time or adjunct faculty lines, from one faculty member in 2000 to seven in 2012 demonstrates administration's commitment to Dance. However, the optimal ratio of part-time to full-time full time for most institutions hovers around 40/60 or 30/70, compared to 80/20, which represents the current DSC Dance Program ratio. The need for a more balanced ratio makes a good argument for additional full-time lines.

With respect to adjunct qualifications, three of the seven faculty hold bachelor degrees in Dance and the others have degrees in other areas and/or outside dance experience that greatly contribute to the program. Ideally, part-time faculty should hold graduate or undergraduate degrees in Dance, but this is not always possible at most institutions because of the nature of dance courses and the specific areas of expertise required, much like Music. Since the "Dance Program Review" was submitted, Bene Arnold joined the part-time faculty and her qualifications are superb.

At this time, the Dance Program has no staff lines. As the Dance Program grows and adds classes and degrees, a part or full-time administrative assistant will be vital to efficiently and effectively running the program. I believe that anyone in a Department Chair or Director position will testify to the importance of their administrative support.

To conclude, DSC Dance faculty are extremely well qualified and dedicated to the Dance Program. The critical need now is for additional full-time tenure-track faculty so that the Dance Program can meet student and community needs, prepare students for successful transfer, and develop degree options for Dance students. A staff line will be imperative in the near future so that faculty may focus on teaching, professional development, creative scholarship and student mentoring.

## Students

According to the "Dance Program Review," student enrollments have more than doubled since 2000, testimony to Dr. Lei's tireless efforts to enhance dance offerings at DSC and build a quality program and dance company. The students I met were enthusiastic, dedicated to the Dance Program, passionate about



their artistry and wanting to stay at Dixie and pursue their dance education. Adding degrees, even an Associate Degree in Dance, will increase student enrollment and retention in the Dance Program, help build momentum towards baccalaureate degree offerings and complete and compliment the Performing Arts at Dixie.

### Financial Analysis Form

According to this chart, the overall revenue/expense for the Dance Program has declined since AY06/07, undoubtedly a result of budget crisis and recession and subsequent decrease in legislative appropriation. It does seem odd however, that enrollments are up, more classes added, more faculty and so on, yet revenue is down. It would be helpful for further comment to look at the revenues for AY10/11, which were not included in Financial Analysis Form.

### Allocated Dance On-Going Budget

Although student enrollments are up, and additional faculty and studios have been added to the Dance Program, the on-going dance budget has declined since 2004/2005 and is currently at \$4000. Having run a department for eight years, I cannot fathom how Dr. Lei accomplishes what she does with such a limited budget. While visiting campus, faculty commented on how they buy their own costumes for performances, and students mentioned that they clean the studios themselves. It seems dance faculty and students sacrifice a great deal so that they can pursue their dance education at Dixie. Given the success of Dixie Dance Company, I recommend that a performance enhancement budget be created to assist with production costs, costumes, choreographers, marketing and publicity.

While on campus, I had the opportunity to briefly review Theatre and Music budgets and at first glance found an overwhelming disparity in budget allocations. I realize that Theatre and Music offer degrees and have more classes, thus receive more funding, however; I consider the disproportionate distribution of funds a huge obstacle for the Dance Program. How can a program exist on \$4000 a year, yet alone grow and thrive and offer students a quality education? I realize that as an outside reviewer, I do not have knowledge of the bigger picture, but this small budget snapshot raises a red flag and will hopefully be addressed and rectified by administrators.

### Program Assessment

This section provides an excellent description of courses, objectives and assessment measures. The attention to detail with assessment measures and the use of results to improve the program and teaching is quite impressive. Dr. Lei's excellent work in this area demonstrates a commitment to best practices in the discipline and a commitment to higher education where more and more we are asked to provide information

and documentation on assessment. While on campus, I reviewed assessment documentation and found it comprehensive and well organized.

### **Physical Facilities, Equipment and Technology**

The Eccles Fine Arts Center provides a state of the art home for DSC performing arts and shines like a beacon for all the arts in the region. The Dance Program is fortunate to have performing facilities of this caliber and DSC is fortunate to have a dance program that provides quality performances in the Eccles Fine Arts Center for the campus and community. As the dance program grows, I hope they can book additional performing dates in this amazing facility.

The new dance building, although small, provides beautiful state of the art studios and offices. This allocation of physical resources is highly encouraging. The dance building appears well utilized and offers the dance students and faculty a home. This helps create a sense of place and community, vital for student success and retention and the future growth of the program.

Library resources seem sufficient especially given the small size of the program. However, for future reports, I suggest asking library personal to provide a listing of the titles of all dance materials. This paints a much clearer picture of library resources for evaluation purposes.

### **Closing Statement**

Overall, I am very impressed with DSC Dance Program and commend Dance Director, Dr. Li Lei, for her astonishing and tireless efforts to build a quality dance department with minimal resources.

After visiting campus, speaking with students, faculty and administrators, and reviewing the arts programs on-line and in written reports and assessments, it appears that DSC greatly values the performing arts and considers itself a cultural center for the region. Testimony to the College's commitment to the arts is the stunning Dolores Dore Eccles Fine Arts Center. As stated on the DSC website, it provides "support facilities for active music, dance and theatre departments," and "is the pinnacle of arts facility design and construction." The addition of two new dance studios and office area, as well as a new full-time line, also demonstrates the administration's commitment to the Dance program. However, in conversations with administrators, I learned that a Bachelor's degree in Dance is currently not a priority because it is not considered a foundational degree for a comprehensive four-year college, an arguable point. Additionally, I found that Dance receives substantially less resources than Music and Theatre, and seems to operate more like an appendage to these much larger baccalaureate degree programs. This model is somewhat outdated and does not do justice to the rich cultural heritage of Dance in Utah or in Higher Education in general. At the very least, Dance needs an Associate Degree and requires more resources to better prepare students

for successful transfer to other dance departments. Dance students and faculty deserve the same opportunities as the other performing arts.

The purpose of this review was to provide feedback and guidance on the current program, as well as strategies for building towards a baccalaureate program. I hope my insights and recommendations prove useful. I wish nothing but continued success for DSC Dance Program and am more than happy to provide further clarifications on this report upon request.

While visiting campus, I found all students, faculty, administrators, and staff extremely cordial and helpful. Dixie has something very special in it's commitment to the Arts and to Dance. Bravo!

**Reviewers Bio:**

Kim Strunk is a Dance artist, educator, administrator and scholar with twenty-eight years experience in the discipline. She currently teaches at Utah Valley University, where she served as Department of Dance Chair from 2002-2010. During her tenure as Chair, Strunk led the Department through a tremendous period of growth. In 2002, the department offered an Associate Degree in Dance. Now the Department offers: (1) Bachelor of Fine Arts in Dance, Ballet or Modern emphasis, (2) Bachelor of Science in Dance Education, (3) Bachelor of Science in Dance, Ballroom emphasis, and (4) Integrated Studies emphases in Ballet, Modern and Ballroom. Strunk was instrumental in developing and defending all the degree proposals, which were approved by the Utah Board of Regents in 2005. Strunk successfully facilitated implementation of all degrees and many now consider UVU's program one of the best in the region. She also had a distinguished performing career with Repertory Dance Theatre from 1984-1996 and as an Independent Dance Artist since 1987.

**Appendix B: DSU Fine Arts Student Survey**  
Fine Arts Student Survey, Spring 2014

Name: \_\_\_\_\_

Email: \_\_\_\_\_

Year in school: \_\_\_\_\_

1. Do you wish that a Bachelor of Arts degree in Dance were offered at DSU?

Yes

No

2. If a Bachelor of Arts degree in Dance is offered at DSU, will you pursue it?

Yes

No

3. DSU currently offers a Dance Emphasis as part of a B.A. Degree in Integrated Studies, will you pursue it?

Yes

No

4. If you were going to pursue a career in the dance field, which of the following would you prefer to hold a degree in?

B.A. in Dance

B.A. in Integrated Studies with one of two emphases in Dance

### Appendix C: Similar Degree Requirements Across Comparable USHE Institutions

Courses	UVU: BFA with Modern Dance Emphasis*	U of U: BFA Modern Dance*	SUU: BA/BS Dance Performance	Weber: BA in Dance	DSU: BA/BS in Dance
Technique					
Ballet Technique I (or equivalent)	Required	Required	Optional	Required	Required
Ballet Technique II (or equivalent)	Required	Required	Required	Required	Required
Ballet Technique III (or equivalent)		Required	Required	Required	Required
Ballet Technique IV (or equivalent)		Required or level III repeated	Required or Advanced Modern		Required
Modern Dance I (or equivalent)	Required	Required	Optional	Required	Required
Modern Dance II (or equivalent)	Required	Required	Required	Required	Required
Modern Dance III (or equivalent)	Required	Required	Required	Required	Required
Modern Dance IV (or equivalent)	Required	Required or level III repeated	Required or Advanced Ballet		Required
Tap Dance (various levels)	Optional elective		Required	Optional elective	Optional elective
Jazz (various levels)	Required	Required	Optional elective	Optional elective	Optional elective
Performance					
Rehearsal/Performance Credit	Required	Required	Required	Required	Required
Theory					
First Year Experience (or equivalent)		Required			Required
Introduction to Dance (or equivalent)	Required		DANC 1010 Prerequisite	DANC 1010 Prerequisite	Required
Music For Dance	Required	Required	Required	Required	Required
Improvisation	Required	Required	Required	Required	Required
Dance Composition (or equivalent)	Required	Required	Required	Required	Required
Choreography Practicum (or equivalent)	Required	Required	Required	Required	Required
Physics and Kinesiology for Dancers I/II or equivalent	Required	Required	Required	Required	Required
Dance Pedagogy (or equivalent)	Required	Required			Required
Dance in a Cultural Perspective/Dance History I (or equivalent)	Required	Required	Required	Required	Required
Dance History/Dance History II	Required	Required	Required	Required	Required
Senior Capstone (or equivalent)	Required	Required	Required	Required	Required

\*BFA Modern Dance Emphasis shown for comparison (as opposed to BFA Ballet Emphasis) because it is generally more consistent with BA/BS degree curriculum.

## Appendix D: Current Library Resources

Library Materials for Dance				
Catalog				
	Number of items found	Years Covered	List available in Catalog	Comments
Books	123	1929-2012	Y	
e-books	113	1977-2011	Y	
Periodicals	1	1991-2010	Y	
e-Periodicals	15	1914-present	Y	
DVDs	112	1988-2013	Y	9 of these are DocUtah materials
Videos	19	1995-1999	Y	Videos are kept if DVDs can't be found
Audio Cassettes	1	1974	Y	Cassettes are kept if CD's can't be found
CDs	53	1976-2007	Y	
Kits	1	1987	Y	Utah Endowment
Microforms	3	1806-1868	Y	
Items with "dance" as subject heading in catalog	453	1806-2014	Y	
Databases				
	Number of items found ("hits")	Years covered	List available on Databases	Comments
Alexander Street Press: Dance Video	21682 (Audio)/ 917 (Video)	1910-2014	Y	Subject heading of Dance
Alexander Street Press: Music Online	543 Texts	1900-2014	Y	Print sources under the subject heading of dance
ProQuest Newsstand	119815	1980-2014	Y	Newspapers, Wire Feeds, Magazines, and Trade Journals
Academic Search Premier	12945	1904-2014	Y	Magazines, Reviews, Newspapers, Academic Journals, and Trade publications
MasterFile Premier	12117	1868-2014	Y	Magazines, Reference Books, Newspapers, Academic Journals, and Trade publications
Salem History	246	20th Century	Y	Biographical Profiles
Art Full Text	1113	1983-2014	Y	Periodicals w/some full text
Web of Science	1532	1880-2011	Y	Citations w/some full text
JSTOR	274696	1665-2014	Y	Full Text

Project Muse	22046	1930-2014	Y	Full Text
Sage Journals	32626	1879-2014	Y	Full Text with some citations
Sage Knowledge	2027	2000-2014	Y	Encyclopedias, Dictionaries, and handbooks
ScienceDirect	1999	1995-2015	Y	Some full text with some citations
Oxford Music Online	5288		Y	Grove Music, Oxford Dictionary of Music, Oxford Companion to Music, and Encyclopedia of Popular Music
Oxford Reference	16776	1994-2013	Y	Encyclopedias and dictionaries
Oxford Handbooks	297	2011-2014	Y	Handbooks
Gale Virtual Reference	999	1968-2014	Y	Encyclopedias and Handbooks
ebrary	131	1959-2013	Y	eBooks
EBSCOhost books	15	1977-2005	Y	eBooks
LibGuides	4			These are research guides to help the students with research and citations
Naxos/Naxos Jazz				Audio Music databases to access music for dance



## 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](mailto: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: Dixie State University  
 Proposed Title: Minor in Digital Design  
 Currently Approved Title:  
 School or Division or Location: Science & Technology  
 Department(s) or Area(s) Location: Computer Information Technology  
 Recommended Classification of Instructional Programs (CIP) Code<sup>1</sup> (for new programs): 09.0702  
 Current Classification of Instructional Programs (CIP) Code (for existing programs):  
 Proposed Beginning Date (for new programs): 07/01/2015  
 Institutional Board of Trustees' Approval Date: *MM/DD/YEAR*

Proposal Type (check all that apply):

Regents' General Consent Calendar Items		
<i>R401-5 OCHE Review and Recommendation; Approval on General Consent Calendar</i>		
SECTION NO.		ITEM
5.1.1	<input checked="" type="checkbox"/>	Minor*
5.1.2	<input type="checkbox"/>	Emphasis*
5.2.1	<input type="checkbox"/>	(CER P) Certificate of Proficiency*
5.2.3	<input type="checkbox"/>	(GCR) Graduate Certificate*
5.4.1	<input type="checkbox"/>	New Administrative Unit
	<input type="checkbox"/>	Administrative Unit Transfer
	<input type="checkbox"/>	Administrative Unit Restructure
	<input type="checkbox"/>	Administrative Unit Consolidation
5.4.2	<input type="checkbox"/>	Conditional Three-Year Approval for New Centers, Institutes, or Bureaus
5.4.3	<input type="checkbox"/>	New Center
	<input type="checkbox"/>	New Institute
	<input type="checkbox"/>	New Bureau
5.5.1	<input type="checkbox"/>	Out-of-Service Area Delivery of Programs
5.5.2	<input type="checkbox"/>	Program Transfer
	<input type="checkbox"/>	Program Restructure
	<input type="checkbox"/>	Program Consolidation
5.5.3	<input type="checkbox"/>	Name Change of Existing Programs
5.5.4	<input type="checkbox"/>	Program Discontinuation
	<input type="checkbox"/>	Program Suspension
5.5.5	<input type="checkbox"/>	Reinstatement of Previously Suspended Program
	<input type="checkbox"/>	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*

<sup>1</sup> 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

Dixie State University  
Minor in Digital Design  
07/01/2015

### Section I: Request

We request a minor in Digital Design.

### Section II: Need

Dixie State University has many majors. Students in one major may seek specialization by receiving a minor in Digital Design.

### Section III: Institutional Impact

We currently offer the courses in the minor.

### Section IV: Finances

There will not be a financial impact due to this change.

### Section V: Program Curriculum

\*\*\*THIS SECTION OF THE TEMPLATE REQUIRED FOR EMPHASES, MINORS, AND CERTIFICATES ONLY\*\*\*

#### All Program Courses (with New Courses in Bold)

Course Prefix and Number	Title	Credit Hours
Digital Design Required Courses		
DES 1300	Communication Design	3
DES 2500	Computer Illustration	3
DES 2600	Creative Imaging	3
DES 2800	Digital Publishing	3
WEB 1400	Intro to Internet Development	3
<b>Sub-Total</b>		<b>15</b>
Digital Design Elective Courses (Choose 1 from the following)		
DES 3620	Typography	3
DES 3780	PrePress & Print Production	3
DES 3800	Corporate Identity	3
<b>Sub-Total</b>		<b>3</b>
Track/Options (if applicable)		
<b>Sub-Total</b>		
<b>Total Number of Credits</b>		<b>18</b>

#### Program Schedule

1<sup>st</sup> Semester: DES 1300 & WEB 1400

2<sup>nd</sup> Semester: DES 2500 & DES 2600

3<sup>rd</sup> Semester: DES 2800 & elective course

## 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](mailto: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: Dixie State University  
 Proposed Title: Minor in Computer Science  
 Currently Approved Title:  
 School or Division or Location: Science & Technology  
 Department(s) or Area(s) Location: Computer Information Technology  
 Recommended Classification of Instructional Programs (CIP) Code<sup>1</sup> (for new programs): 11.0199  
 Current Classification of Instructional Programs (CIP) Code (for existing programs):  
 Proposed Beginning Date (for new programs): 07/01/2015  
 Institutional Board of Trustees' Approval Date: *MM/DD/YEAR*

Proposal Type (check all that apply):

Regents' General Consent Calendar Items		
<i>R401-5 OCHE Review and Recommendation; Approval on General Consent Calendar</i>		
SECTION NO.		ITEM
5.1.1	<input checked="" type="checkbox"/>	Minor*
5.1.2	<input type="checkbox"/>	Emphasis*
5.2.1	<input type="checkbox"/>	(CER P) Certificate of Proficiency*
5.2.3	<input type="checkbox"/>	(GCR) Graduate Certificate*
5.4.1	<input type="checkbox"/>	New Administrative Unit
	<input type="checkbox"/>	Administrative Unit Transfer
	<input type="checkbox"/>	Administrative Unit Restructure
	<input type="checkbox"/>	Administrative Unit Consolidation
5.4.2	<input type="checkbox"/>	Conditional Three-Year Approval for New Centers, Institutes, or Bureaus
5.4.3	<input type="checkbox"/>	New Center
	<input type="checkbox"/>	New Institute
	<input type="checkbox"/>	New Bureau
5.5.1	<input type="checkbox"/>	Out-of-Service Area Delivery of Programs
5.5.2	<input type="checkbox"/>	Program Transfer
	<input type="checkbox"/>	Program Restructure
	<input type="checkbox"/>	Program Consolidation
5.5.3	<input type="checkbox"/>	Name Change of Existing Programs
5.5.4	<input type="checkbox"/>	Program Discontinuation
	<input type="checkbox"/>	Program Suspension
5.5.5	<input type="checkbox"/>	Reinstatement of Previously Suspended Program
	<input type="checkbox"/>	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*

<sup>1</sup> 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

Dixie State University  
Minor in Computer Science  
07/01/2015

### Section I: Request

We request a minor in Computer Science.

### Section II: Need

Dixie State University has many majors. Students in one major may seek specialization by receiving a minor in Computer Science.

### Section III: Institutional Impact

We currently offer the courses in the minor.

### Section IV: Finances

There will not be a financial impact due to this change.

### Section V: Program Curriculum

**\*\*\*THIS SECTION OF THE TEMPLATE REQUIRED FOR EMPHASES, MINORS, AND CERTIFICATES ONLY\*\*\***

#### All Program Courses (with New Courses in Bold)

Course Prefix and Number	Title	Credit Hours
Computer Science Required Courses		
CS 1400	Fundamentals of Programming	3
CS 1410	Object-Oriented Programming	3
CS 2420	Intro to Algorithms / Data Structures	3
<b>Sub-Total</b>		<b>9</b>
Computer Science Elective Courses (Choose 3 from the following)		
CS 2450	Software Engineering	3
CS 2810	Computer Organization / Architecture	3
CS 3000	Internet Publishing & Design	3
CS 3005	Programming in C++	3
CS 3010	Mobile Application Development	3
CS 3100	Interactive Multimedia	3
CS 3310	Discrete Mathematics	3
CS 3400	Operating Systems	3
CS 3410	Distributed Systems	3
CS 3440	Software Practices	3
CS 3500	Application Development	3
CS 3510	Adv Algorithms / Data Structures	3

Course Prefix and Number	Title	Credit Hours
CS 3520	Programming Languages	3
CS 3530	Computational Theory	3
CS 3600	Graphics Programming	3
CS 4000	Dynamic Web Development	3
CS 4010	Interactive Web Development	3
CS 4300	Artificial Intelligence	3
CS 4307	Database Design & Management	3
CS 4550	Compilers	3
CS 4990	Seminar in Computer Science	3
<b>Sub-Total</b>		<b>9</b>
Track/Options (if applicable)		
<b>Sub-Total</b>		
<b>Total Number of Credits</b>		<b>18</b>

### Program Schedule

1<sup>st</sup> Semester: CS 1400

2<sup>nd</sup> Semester: CS 1410

3<sup>rd</sup> Semester: CS 2420 and 1 elective course

4<sup>th</sup> Semester: 2 elective courses