



Board of Trustees Meeting Agenda

Friday, March 20, 2015

*Jeffrey R. Holland Centennial Commons
Zion Room*

Executive Session - 8:00 a.m.

General Session - 9:00 a.m.

**DIXIE STATE UNIVERSITY
BOARD OF TRUSTEES MEETING
Zion Room, Jeffrey R. Holland Centennial Commons
Friday, March 20, 2015
Closed Executive Session (Trustees Only) – 8:00 a.m.
Open General Session (All Meeting Attendees) – 9:00 a.m.**

A G E N D A

[*] = Link to Handout

- I. **CLOSED EXECUTIVE SESSION**
- II. **OPEN GENERAL SESSION – WELCOME/INTRODUCTIONS**
(Chair Christina J. Durham)
 - **Dr. Cynthia Kimball Davis, Title IX Clery Act Compliance Director**
 - **Lori Blackner, Director of Donor Relations**
- III. **PRESENTATIONS:**
 - **Report on Zion O.C. Tanner Experiential Learning Project (Dr. Eric Pedersen, Dean of the School of Science and Technology)**
 - **High-level Status Update on Academic Program Research Project (Dr. David Wade, Director of Academic Programs and Curriculum)**
 - **Legislative Report (Frank Lojko, Vice President of Student Services and Government Relations)**
- IV. **PRESIDENT’S REPORT (President Richard B. Williams)**
- V. **ACTION ITEMS (Chair Durham)**
 - A. **Approval of Minutes (Chair Durham)**
 - ***Friday, January 30, 2015**
 - B. **Associated Students of Dixie State University (Gregory Layton)**
 - ***2015-2016 Student Fees Proposal**
 - C. **Academic Services**
 - ***Awards of Tenure and Rank Advancement (Bill Christensen)**
 - **Program Proposals (Bill Christensen/David Wade)**
 - ✓ ***BS Exercise Science**
 - ✓ ***Integrated Studies ASL Interpreter Emphasis**
 - ✓ ***Integrated Studies Humanities Emphasis**
 - ✓ ***Spanish Secondary Education with SET Emphasis**
 - ✓ ***STEM Education Endorsement**
 - ✓ ***Social Justice Minor**
 - D. **Administrative Services**
 - ***Investment Report (Scott Talbot/Cheri Capps)**
 - ***General Fund Budget Report (Paul Morris/Bryant Flake)**
 - ***2016 Campus Master Plan (Paul Morris)**
 - ***Proposed Sale of Institutionally-owned Property (Paul Morris)**

V. ACTION ITEMS (Continued)

E. Athletic Services (Jason Boothe)

- *2013-2014 Title IX Self-Evaluation of the Athletic Program

F. Policy Office (Will Craver)

- *Policy 212: Criminal & Other Background Checks
- *Policy 524: Signature Authority & Electronic Signatures
- Policies to be Deleted:
 - ✓ *Policy 5-5: Counseling (Outdated; being replaced by department procedures)
 - ✓ *Policy 5-10: Student Health Program (Outdated; being replaced by department procedures)
 - ✓ *Policy 5-12: Financial Assistance (Outdated; replaced by department handbook to be approved annually by University Council)
 - ✓ *Policy 5-28: Housing (Outdated; replaced by department handbook to be approved annually by University Council)
 - ✓ *Policy 6-6: Personal Charge Account – Bookstore (Outdated; not needed, covered by department procedures)
 - ✓ *Policy 6-12: Purchase of Educational Discounted Merchandise (not needed; covered by department procedures)
 - ✓ *Policy 6-21: Reader Board (Outdated; not needed, covered by department procedures)

VI. 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. National Advisory Council (NAC) Representatives – Gail Smith/Elisabeth Bingham/Christina Durham

VII. DISCUSSION/INFORMATION ITEMS

A. University Advancement (Brad Last)

- *Donation Report
- General Update

B. Title IX Clery Act Compliance Report (Cynthia Kimball Davis)

- *Title IX Clery Act Compliance Information
- *Title IX Investigation Process
- *CARE (Crisis Assessment Risk Evaluation) Team
- *NaBITA Threat Assessment Tool
- *Title IX Handout: Educational Amendments of 1972 to the 1964 Civil Rights Act and Statement Prohibiting Sexual Misconduct

VII. DISCUSSION/INFORMATION ITEMS (Continued)

C. General Updates

- **Classified Staff Association (Jack Freeman)**
- **Exempt Staff Association (Mace Jacobson)**
- **Faculty Senate (Nate Staheli/Erin O'Brien)**
- **Human Resources (Will Craver)**
- **Student Services (Frank Lojko/Del Beatty)**
- **Academic Services (Bill Christensen)**
- **Administrative Services (Paul Morris)**
- **Alumni Association (Hal Hiatt)**
- **Associated Students of DSU (Greg Layton)**
- **Athletics (Jason Boothe)**

VIII. CALENDAR OF UPCOMING MEETINGS AND EVENTS

- ***2015 Utah Legislative Session – January 26 through March 12, 2015***
- ***28th Annual Sears Dixie Invitational Art Show – February 14 through March 29***
- ***University Council Meeting – Tuesday, March 24 @ 9AM, South Admin Conf Room***
- ***Board of Regents Meeting – Friday, March 27 @ DSU, Zion Room***
- ***President's Cabinet Meeting – Tuesday, March 31 @ 9AM, South Admin Conf Room***
- ***University Council Meeting – Tuesday, April 7 @ 9AM, South Admin Conf Room***
- ***D-Week – April 13-18, 2015***
- ***President's Cabinet Meeting – Tuesday, April 14 @ 9AM, South Admin Conf Room***
- ***University Council Meeting – Tuesday, April 21 @ 9AM, South Admin Conf Room***
- ***Council of Presidents Meeting – Tuesday, April 28 @ 12PM, SLC***
- ***Board of Trustees Meeting – Friday, May 1 @ 8AM, Zion Room***
- ***University Council Meeting – Tuesday, May 5 @ 9AM, South Admin Conf Room***
- ***Commencement Day – Friday, May 8***
- ***Board of Regents Meeting – Friday, May 15 @ SLCC***

IX. LUNCHEON FOR ALL MEETING ATTENDEES – SERVED IN THE ZION ROOM

X. NEXT BOARD OF TRUSTEES MEETING – FRIDAY, MAY 1, 2015

**MINUTES OF THE DIXIE STATE UNIVERSITY
BOARD OF TRUSTEES MEETING
Zion Room, Jeffrey R. Holland Centennial Commons
Friday, January 30, 2015
8:00 a.m. – Executive Session
9:00 a.m. – General Session**

BOARD MEMBERS PRESENT:

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

ALSO PRESENT:

**President Richard B. Williams
Del Beatty – Dean of Students
Debra Bryant – Accreditation Liaison Officer
Bill Christensen – Executive Vice President/Chief Academic Officer
Will Craver – Interim Director of Human Resources
Addison Everett – Interim Dean of the School of Humanities
Bryant Flake – Institutional Budget Director
Jack Freeman – President of the Classified Staff Association
Carole Grady – Dean of the School Health Sciences
Eric Grob – Vice President of the DXATC
Jeff Jarvis – Dean of the School of Visual and Performing Arts
Kevin Jenkins – Reporter from *The Spectrum*
Steve Johnson – Director of Public Relations and Publications
Marilyn Lamoreaux – Assistant to the President
Paul Morris – Vice President of Administrative Services
David Mortensen – Media Systems Coordinator
Rick Palmer – Senior Development Officer
Rich Paustenbaugh – Dean/Director of Library Services
Eric Pedersen – Dean of the School of Science and Technology
Robert Prince – Member of the Utah State Board of Regents
Corey Reeves – Director of Guest Services
Ken Richmond – Past President of the Exempt Staff Association
Brenda Sabey – Dean of the School of Education
Becky Smith – Dean of Academic and Community Outreach
Nate Staheli – President of the Faculty Senate
Scott Talbot – Assistant Vice President of Business Services
Martha Talman – Policy Officer
David Wade – Academic Program and Curriculum Director
Kyle Wells – Dean of the School of Business and Communication
Brent Yergensen – Communications Department Chair**

I. WELCOME

At 8:01 a.m., Dr. Christina J. Durham, Chair of the Dixie State University (DSU) Board of Trustees, welcomed everyone to the meeting today. She 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/OR REAL ESTATE ISSUES. Action: Approved unanimously, by a show of hands.

II. EXECUTIVE SESSION

At 9:15 a.m., Chair Durham called for a motion to adjourn the Executive Session.

MOTION BY THOMAS WRIGHT, DULY SECONDED BY GAIL SMITH, TO ADJOURN THE EXECUTIVE SESSION. Action: Approved unanimously, by a show of hands.

III. GENERAL SESSION – WELCOME/INTRODUCTIONS

At 9:27 a.m., Chair Durham again welcomed everyone to today's meeting. She specifically welcomed:

- **Trustee Julie Beck, who was participating by phone.**
- **Regent Robert W. Prince, who will be joining us later for the Trustees Orientation Meeting.**
- **Eric Grob, Vice President of the DXATC.**
- **Kevin Jenkins, Reporter from *The Spectrum*.**

Chair Durham said at Utah Valley University they are talking about *inclusivity* instead of *diversity*. What a wonderful perspective.

IV. PRESENTATIONS

Excellence in Education Award presented to Dr. Donald Ray Hinton

Chair Durham turned the time over to Trustee Elisabeth Bingham to make this presentation. Trustee Bingham asked Don to come forward, along with his wife Ada and their daughter Melanie, who is chair of DSU's Humanities Department. Chair Bingham told Don it was nice he is leaving a family member behind so DSU is not totally Hintonless. Don is a native of Hurricane. He graduated from Hurricane High School, Dixie College, and then BYU, where he earned his bachelor's and master's in speech and drama. He served in the Army and then as Public Affairs Officer in the Army Reserves after he retired from the Army. In 1977 he accepted an appointment to teach at DSU; he has been here as a faculty member for 38 years. In 2000 he was called as mission president of the China Hong Kong Mission; he returned to DSU in 2003. He served as Chair of Fine Arts, and was then appointed Dean of Humanities. He is known for his passion for birds. He is even tempered, never upset, always listening, and giving good advice. He looked out for his staff, was available and organized, and recognized as an outstanding dean. He was nominated for the faculty of the year award many times. Don't go too far away, Trustee Bingham said to Don. She presented Don the ***Excellence in Education Award*** from the Trustees, and asked Don to say a few words. Don thanked Trustee Bingham for her very kind remarks. He said he got into this profession on a false premise. As a young man growing up in Hurricane he would sometimes go with his dad up river. He didn't know what he wanted to do as a profession. He was told to consider education because it had better hours than a banker. He was here 70 hours some weeks. He is very grateful to have been here; he loves Dixie. As he has been unpacking his belongings, he has had tender moments. But most importantly, his memories are of young men and women (and some not so young) in his classes, and he hopes they are applying what was taught in those classes. He finds so many he has had the privilege of interacting with. This profession and institution have been marvelous for him. He is grateful to have been a part of it. Thank you! Chair Durham said, "You are missed!!"

Great Colleges to Work For Survey Results

Dr. Debra Bryant, DSU's Accreditation Liaison Officer, presented the results of the Great Colleges to Work For survey. She said she appreciates Don Hinton because he practices what he teaches. She is going to share the results of a survey sponsored by ***The Chronicle of Higher Education***. We think we are a great college, and we are. The program is to recognize greatness from an employee's perspective. She is in the business field, and they are lucky to get a 10% response on surveys; you should get at least 30% to have a valid response rate. She is proud of our faculty for responding. They sent out 1047 surveys; the survey is set up to

compare institutions across the nation. We have a lot of part-time people at DSU, so we really promoted the survey for everyone (including adjuncts and part-timers) to have a voice. The results of the survey are on the institutional research page. DSU compares best to the Carnegie Public Baccalaureate institutions; we are not on the Honor Roll yet. The survey measures job satisfaction/support, teaching environment, professional development, compensation, benefits, and work/life balance. Debra said to check out the results on the website. There is a lot to be proud of but there are also things to work on. Chair Durham thanked Debra for making the information available on the website.

Accreditation Update

Dr. Bryant said accreditation is a seven-year cycle and we would be in the second year, but we are now in an eight-year cycle. She heard from Dr. Elizabeth Hitch, USHE Associate Commissioner for Academic and Student Affairs, that there is growing uneasiness across Utah with the Northwest Commission on Colleges and Universities (NWCCU), our accrediting body. President said NWCCU contacted USHE presidents and they are all meeting together on February 25th. CHEA, the Council for Higher Education Accreditation, is the accrediting body of NWCCU. NWCCU has pulled out of CHEA, and that is a concern.

V. PRESIDENT'S REPORT

President Williams mentioned the following in his report:

- Congratulations and thanks to Don Hinton. He is a model for the state. Thank you also to Deb Bryant for her great work.
- **Strategic Planning.** President is very pleased with Vice President Bill Christensen and the Strategic Planning Committee for their great work. We had stakeholder meetings and in his view we had a great turnout from faculty, staff, and from the community. We have made good progress. This next week we will have round two of those meetings. We are right on track to complete the strategic planning process by the end of this semester.
- **Briefing Book.** President said in front of each Trustee is a Briefing Book, featuring Points of Distinction and great things happening on campus. Thank you for all who contributed to the book. We turned it around in three weeks; Jared Madsen and Steve Johnson had a 24-hour turnaround on the graphics. This is a living document – something we will update every year. President also included the Student Services report, because it was so informative and he thought everyone should have it. This book will be great for recruiters, meetings with prospective donors, etc. It will also be in an electronic format. Chair Durham and Trustee Jon Pike both said the book is great. It is wonderful to have access to this information. President said our people are humble, but need to brag about themselves.
- **Facilities.** Campus Services does such a fabulous job.
- **Student Housing.** We have received permission from the State to bond.
- **Human Performance Center.** This building was approved. President has met with Intermountain Healthcare and the Huntsman World Senior Games organization re: partnerships to utilize this building.
- **Governor Herbert.** President has visited with the Governor twice these past few days. The Governor listened, and the visits were wonderful.
- **Funding Model.** President said there is a plan from the USHE Council of Presidents to look at a model for funding. The Legislature wants to make sure we look at a matrix that includes first-year student completion, affordability, etc. DSU is very affordable and we should do well. This will change how we do things. We are all working together to make our students successful.
- **East Elementary** looks like it is going to be coming together. This is a huge win for everyone.
- **Athletics.** President said Jason Boothe, DSU Athletic Director, is not here today. He is golfing with our baseball team and supporters. Softball is ranked #3, and baseball is ranked #2. We have great scholar athletes on campus. President said we have hired several new people in Athletics, and Jenny Thigpen went from interim to permanent coach with women's basketball.
- **Policies.** President said he and Martha Talman have been working on about two dozen policies. Several are outdated that need to be revised to reduce our risk. Several will be coming to the Trustees.
- **Thanks to Trustees.** On behalf of the DSU campus, President thanked the Trustees for their work and all they have done – audit committee, “storming” the President's office with red, meeting with the Governor's office, Christmas parties, alumni, issues on campus, etc. Their involvement is greatly appreciated. The Governor was really pleased.

Chair Durham said thank you, President. The Board of Trustees are excited about what is being done and what is to come. They are particularly interested in student housing.

VI. ACTION ITEMS

Approval of Minutes

Chair Durham called for a motion to approve the minutes of the last Board of Trustees meeting.

MOTION BY HAL HIATT, DULY SECONDED BY JON PIKE, TO APPROVE THE MINUTES OF THE BOARD OF TRUSTEES MEETING HELD ON FRIDAY, NOVEMBER 21, 2014, AS PRESENTED. Action: Approved unanimously.

ACADEMIC SERVICES

Program Proposals

Vice President Bill Christensen and Dr. David Wade presented the following program proposals:

- **Communication Division.** The first proposal is to divide and create a Division of Communication that will be overseen by an associate dean. **MOTION TO APPROVE BY GREG LAYTON; DULY SECONDED BY ELISABETH BINGHAM. Action: Approved unanimously.**
- **BS Communication – Discontinuation.** This proposal is to eliminate the BS in Communication and to create a Division of Communication that will include Media Studies and Communication Studies, which are much more aligned to industry standards today. **MOTION TO APPROVE BY THOMAS WRIGHT; DULY SECONDED BY ELISABETH BINGHAM. Action: Approved unanimously.**
- **BS Media Studies Restructure.** They are creating two new emphases. **MOTION TO APPROVE BY LARRY BERGESON; DULY SECONDED BY GAIL SMITH. Action: Approved unanimously.**
- **BS Communication Studies Restructure.** **MOTION TO APPROVE BY ELISABETH BINGHAM; DULY SECONDED BY GAIL SMITH. Action: Approved unanimously.**
- **BS Media Studies – Multimedia Journalism Emphasis.** **MOTION TO APPROVE BY JON PIKE; DULY SECONDED BY GREG LAYTON. Action: Approved unanimously.**
- **BS Media Studies – Social Media Emphasis.** Vice Chair David Clark asked about the number of students who will be in these programs. How many do we currently have, and how many do we anticipate having. Dr. Brent Yergensen, Communication Department Chair, said we have 200 students in Human Communication, 89 students in Mass Media, etc. Human Communication will become Communication Studies and Mass Media will become Media Studies. We don't anticipate any changes, we are just following models at other institutions. Journalism and television are really different from Communication Studies. Right now we have combined two separate disciplines, but as we grow it will make sense to separate them. Trustee Hal Hiatt asked if there was a need for more funding. Brent said we will need to appoint associate deans, but they will be existing faculty so the expense will just be a raise for them. Chair Durham thanked Brent for his answer, and called for a vote. **MOTION TO APPROVE BY THOMAS WRIGHT; DULY SECONDED BY GAIL SMITH. Action: Approved unanimously.**

Brent said thank you. Vice Chair Clark commended Brent for the information about the labor market. Vice Chair Clark noted that Nursing dropped 35% from 80 or 90 down to 60. Dean Carole Grady said it is an enrollment cap, but we are way up again. They had to have some students enter the program now instead of in the fall. We are increasing from 32 to 40, based on IHC's request that we do so. That was probably just a little glitch. Vice Chair Clark asked why we dropped just last year. Carole doesn't know – they didn't change the cap. Chair Durham asked Carole to look into it and send them a note; Carole said she would. Trustee Bingham said the Trustee Academic Programs Committee always goes over each proposal in order to expedite the process in the meetings. Chair Durham appreciates the pre-work.

- **Program Title Change – from *Physical Education, Health, and Recreation Program in the Department of Family and Consumer Sciences, School of Education to Department of Health and Human Performance, School of Health Sciences.*** David Wade said in anticipation of the Exercise Science degree that is coming forward, it makes more sense to propose this title change. Dean Grady can answer any questions. Carole said the first report will be the Exercise Science, but we are anticipating some health and wellness programs, etc., that are rapidly growing right now. Bill said we

appreciate President Williams' expertise in this area, and with our growth, this seems to be the right fit for now. We are not making a correction, just moving forward. Chair Durham asked what other programs we anticipate. Exercise Physiology, Occupational Therapist Assistant, etc., Carole said. They asked IHC and other medical facilities to see what their needs were. President Williams said when we start Exercise Science here we will see 400-500 students right away. There is a lot of momentum for this degree. We will see Gerontology and other emphases within the next 5-7 years. Sports Management, Exercise, Gerontology, etc., will be huge. He just received an email from Dean Perrin at the University of Utah and they want to have a lot of partnerships. They are interested in incubating these. President is biased, but this is a great thing we can do; a great opportunity for the experts to come work with us. Professor Susan Hart has done a great job with this. **MOTION TO APPROVE BY ELISABETH BINGHAM; DULY SECONDED BY LARRY BERGESON. Action: Approved unanimously.**

ADMINISTRATIVE SERVICES

Investment Report

Scott Talbot excused Cheri Capps; she is ill. He wanted to let us know some steps they are taking in the investment area. They have requested information from local banks – this information is due back next week. He said they will evaluate the proposals for investing short-term funds. He referred to the Investment Reports for October and November, which have been sent to the Board of Trustees and are required to be brought to this meeting. In the fourth quarter of the year (second quarter of the fiscal year), it looks like the market is slowing down. We are not expecting this to be a stellar year. Vice Chair Clark compared this 2014 report to 2012. In the Cash Equivalent area, PTIF is the State Treasury Investment Fund. They invest no longer than 90 day period. Regarding our Money Managers, there are ups and downs in the market. With the University of Utah, it shows interest earnings. The growth part of the investments is not given to us yet (we will have it next week), so this isn't showing the true nature of the investment. Restricted investments (Morgan Stanley) have explicit restrictions as to the ways we can handle them. The earnings will be what they are; we don't have much of a chance to manage them. Vice Chair Clark asked about the earnings incurred on the July 1st amounts. Scott said all earnings go to scholarships. With PTIF, we only transfer funds for scholarships at the end of the year – we leave them there to continue earning. The beginning balances are almost identical; ending balances are \$38 million now, and were \$33 million two years ago. Scott said recently we had a \$1 million donation from the Sorenson Foundation and that went into the University of Utah account. Vice Chair Clark complimented Scott on his management of DSU's funds. Chair Durham thanked Scott, and called for a motion to accept the Investment Report. **MOTION TO APPROVE BY LARRY BERGESON; DULY SECONDED BY HAL HIATT. Action: Approved unanimously.**

Budget Report

Vice President Paul Morris, and Bryant Flake, Institutional Budget Director, came to the table. Bryant said coming into spring semester, the biggest question was whether the increase in enrollment would carry over into the spring – the answer is clearly yes. Our overall non-residential enrollment has increased from 15% last year to 18% this year. Overall enrollment is only up slightly this year, but the non-residential enrollment does bring in more revenue – so our predictions for enrollment hold up. Now we will get through the legislative session mid-March to see what our tuition increase will be for next year. Bryant said our non-resident enrollment has been trending upwards for several years. This trend could be partly due to retention. He doesn't think it is an exceptional number. There are some students who like to retain their non-resident status for tax purposes. Trustee Pike likes the trend in terms of revenues, actual and budgeted. He likes the conservative nature of all of this. We are conservative on both ends – way to go!! Chair Durham called for a motion to approve the Budget Report. **MOTION TO APPROVE BY JON PIKE; DULY SECONDED BY HAL HIATT. Action: Approved unanimously.** Chair Durham thanked everyone for their reports.

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 this part of the year is very busy for the Audit Committee. He sent an email to the Board. The State of Utah does an annual audit, and they have notified the institution when they will be here. They gave a long list of items they are requesting. They start reviewing everything Monday. President has to sign a letter. They will be on campus February 17th through the 20th. Jason Allen, head auditor, has contacted Vice Chair Clark and they will meet. It is a busy time for the auditors. He complimented Scott (he used to wear 30 hats; now he wears about 20). The quality of cooperation and conversation that DSU presents has been elevated. Vice Chair Clark said he also very much appreciates Trustee Hiatt – there is nothing like having someone on the audit committee whose life is on Main Street. Chair Durham said there are a lot of things that need to be accounted for and we appreciate Vice Chair Clark’s oversight. He is so careful making sure we are on task.
- **Finance/Investment Committee.** Chair Larry Bergeson, with Committee Members David Clark and Thomas Wright. Trustee Larry Bergeson said they do the same procedure in the Washington County School District. He didn’t have anything else to share. Thank you, Larry and Thomas, Chair Durham said. We have such good financial books in place.
- **Government Affairs Committee.** Chair Thomas Wright, and Committee Members Hal Hiatt and Jon Pike. Trustee Wright said the Legislature is back in session. He and the President and Frank Lojko had a good meeting with Governor Herbert – they talked about the strategic plan, acquisitions, and a variety of other topics. Trustee Wright complimented President Williams, and said it is also great to work together with Frank and Carlos to line up priorities. They are committed to representing DSU and the Board well. Chair Durham said DSU is so lucky to have Thomas’s representation. “We look forward to all the money you are going to save us.”
- **Academic Programs Committee.** Chair Elisabeth Bingham, and Committee Members Julie Beck, Larry Bergeson, Greg Layton and Gail Smith. Trustee Bingham said thank you to the committee and to David Wade. We are excited about these new programs. She thinks the Human Performance Building will be very appealing to the students. Chair Durham thanked Trustee Bingham and her committee for reading the proposals and giving feedback.
- **Policy Committee.** Chair Julie Beck, and Committee Members Christina Durham and Gail Smith. Trustee Beck said they have had a Building couple of meetings with individuals on campus. They are grateful for the work going on on campus. There have been a lot of policies reviewed and revised. She is grateful to Trustee Gail Smith and Chair Durham, the Faculty Senate, etc. Chair Durham said she appreciates Martha, the policy writer, and the President, who have prioritized the policies that need to be revised. These are in the works. Thank you, Julie. Keep us updated about the grandbaby. Julie said a watched pot never boils. Thank you all for your understanding, she said.
- **DXATC Board Liaison.** Jon Pike said the DXATC had their Board meeting last week. He thanked Eric Grob, the Vice President of Finance, for being with us today. Kelle Stephens was committed to being in Salt Lake City at the Capitol wearing her red Texas cowboy boots. The IGG committee needs to be aware of her and she is determined to be recognized. The DXATC is asking for \$32 million for a \$46 million project. Trustee Pike is usually there at the Legislature on Mondays, and he wanted Trustee Wright to know so that he could help Thomas if ever the need arises. The DXATC is number 2 on the priorities list and #2 on the Governor’s list. Eric said the Lt. Governor, Spencer Cox, was here a few weeks ago. Jon said the DXATC is very engaged. He is happy to represent the DSU Board on the DXATC Board. Trustee Bergeson said he saw Kelle last night running through the airport in red and green sox (she had taken the red boots off). On March 12th we will know if the red boots are working.
- **NAC Representative.** Chair Gail Smith, with Committee Members Elisabeth Bingham and Christina Durham. The next National Advisory Council (NAC) meeting is on February 27th, which is the same day as the Fire & Ice Dinner/Gala. The Fire & Ice committee are working very hard. Please thank them if you see them.

VIII. DISCUSSION/INFORMATION ITEMS

ADMINISTRATIVE SERVICES

Burns North Office Addition

Paul Morris said DFCM gave him information on the bidding process. The plans are being put on the DFCM website right now. On February 4th there will be a pre-submittal meeting to answer any questions. Then February 11th we are asking contractors to submit their credentials and management letters. February 17th we will have the contractor short list, and February 26th the bids are due. September 30th is the projected completion date. Paul is anxious to see a contractor over there.

Student Housing

We are very excited about this. We have been through most of the process; we have gained approval from the Board of Trustees, Board of Regents, and the Building Board. Next is the IGG Committee on February 17th to present the program to them. We will request bonding, and then we can look at planning and design. We didn't want to be presumptuous in our effort. Chair Durham thanked Paul. She said they were at the UofU last week and went through some of the dorms. It is exciting to see the possibilities. Paul said he went through the UofU's Student Life Center; it is very nice. Yesterday Paul drove through Cedar City and SUU has a lot of ads there. Do we have ads in the St. George Airport? Yes, and Trustee Pike said we could have more for a small charge. Jon said in the airport waiting area there is a nice mural with DSU on it, along with many other landmarks.

Hansen Stadium

Paul Morris said we had a good meeting with FFKR Architects on January 20th. Trustee Larry Bergeson was there, along with President Williams, Jason Boothe, Sherry Ruesch, Rick Palmer, etc. The purpose of them meeting was to talk to FFKR about the Hansen Stadium. One of FFKR's areas of expertise is stadiums. The goal was to explore with them what we could do at Hansen. They came up with some phasing items. We need an east grandstand for the opposing team. We need one where we can build locker rooms and a restroom, etc. The next part would be a collegiate track improvement. We would like to widen the track and have a competition soccer field on campus, along with decorative fencing, updated ticketing and concessions on the east side, club seating, and press boxes on the existing stadium so we can host groups, as well as enclosed space under the existing grandstand. We talked about the need to keep the options open at the north and south ends. We may need to put seating on the ends in the future. We have an opportunity to update Hansen and make it a venue that can be used by the community and WCSD as well as DSU. We in Washington County may all have to work together to fund it. Funding these kinds of projects is not easy. We have no money for this right now. You will be seeing some promotion materials coming from FFKR. Trustee Hiatt asked if the structure has been inspected recently. Paul said the grandstand was constructed in 1982. It has been looked at and the west side structure is solid. Paul will have costs for seats, etc., as he goes further. Trustee Bergeson said 10,000 seats is the number outside entities usually look at for holding events here. The existing is 5,000 seats. Chair Durham said we have the ability to work together – she thinks we will see that happen. Vice Chair Clark said there is a wonderful opportunity to bring thousands of high schoolers to this campus. He would also encourage – looking back to the Rotary Bowl days – for opportunities for us to host events for the NCAA, etc. We can create a dynasty, he said. Paul said that when we put the grandstand on the east side of the stadium, we could put something very nice on the backside, which is visible from I-15, to let everyone know that the stadium is able to host many events.

INSTITUTIONAL ADVANCEMENT/DEVELOPMENT

Development Office Donation Report

Representative Brad Last is at the Legislature, so Rick Palmer, Senior Development Officer, presented the Development report. He said he was at Culver's by the Dixie Center (Culver's started in Wisconsin in 1994, and there are now several hundred restaurants throughout the country). When Rick and his colleagues finished eating, one of the Culver's guys came by to take their trays. He laughed and carried all three trays, and asked them how their meal was. Rick said his name was Greg Culver, and he owns all the restaurants. He was showing the people in that building that he is not above doing exactly what he is asking them to do. Rick was really impressed with him and the way he runs his stores. It was fun to see the owner, whose father started the franchise, step in and serve everyone. It is a great customer service story. Trustee Pike said their

manager does the same kind of thing. President Williams said Culver's is one reason his kids are happy here, because they had Culver's in Indiana and they love it!!

Rick said he had Debbie Forman do something different with the Donation Report this time. These numbers are just donations out of Banner and don't include any grants, Dixie College Foundation funds, etc. You can see alumni, athletics, the general scholarship fund, etc. He broke the report into colleges. Education looks really good because the number includes the Sorenson donation. He didn't break down gifts in kind (at the bottom of the page). Library, paintings, etc. numbers are through December. The next page is month by month gifts of cash donations and gifts in kind. Last year's numbers are at the top, and this year's numbers are lower down on the page. March 2014 reflects the other Sorenson donation.

Upcoming Events

- **Dixie's Got Talent** is next week – on Wednesday, February 5th at 7:00 p.m. in the Cox Auditorium. They take talent from the area and have auditions. The Alumni Association students help very much, as does Del Beatty. The Cox Auditorium has 1200 seats, and about 1000 have been sold.
- **The 28th Annual Sears Dixie Invitational Art Show Dinner/Gala** is Friday, February 13th. It is a wonderful event. Please contact Susan Taysom if you want to attend. The dinner is in the Gardner Center Ballroom, and then attendees will walk back to the Sears Gallery. We are getting too big for the Eccles foyer. Rick said he gets to pick up all the art, and it is wonderful to get to know the artists.
- On Friday, February 27th will be the **National Advisory Council (NAC) Meeting and the 11th Annual Fire & Ice Dinner/Gala**. These are both wonderful events. Chair Durham thanked Rick.

GENERAL UPDATES

Academic Services

Vice President Bill Christensen reported on the following:

- President Williams mentioned the strategic planning process. It is going along well. Subcommittees have been awesome. We have feedback meetings on Monday and Tuesday that are open to the campus and community. Our consultants, John Welty and James Bottomley, will be here to meet with the Strategic Planning Committee.
- Bill said he had a statewide Chief Academic Officers meeting last week. One of the important initiatives is General Education – to emphasize soft skills that are missing in Higher Education. We are doing some new things in this regard. Starting this spring we are offering an experiential learning experience in biology at the OC Tanner Amphitheater in Zion National Park. The course fees will pay faculty, so this is a self-supported program. We are also offering chemistry for artists. Bill said he appreciates how faculty is responding. We have stellar faculty members who are quickly gaining stature in these types of programs.
- On the student side, part of this is helping students understand why liberal arts are so important. We have students creating films, for example.
- We realize we are about new programs and processes; we have an advantage.
- Allen Hall has asked for two students to participate in a student retention initiative.
- February 27th is also the statewide Undergraduate Research Conference, being held on our campus for the first time. Over 400 participants have registered to attend.
- Next week is the Utah Campus Compact Conference here at DSU. President is addressing them Friday morning, and Bill and Carole will also address them.
- We are at a change point on new programs. As we worked in achieving university status, his predecessor, very rightly so, used programs that were common among universities. Those were the gaps we were attempting to fill. But now that we have most of those in hand, we will take the opportunity to be very selective in choosing degrees with economic need and student demand, but also degrees that fit within our strategic plan. This is a little different approach.
- Bill said what a pleasure it is for him to be here and work with the people he works with. He is all about small bets – we can experiment with small things and if they work, scale them up campus-wide.

Chair Durham thanked Bill. We appreciate all his work, she said. She asked Bill if he would have red on his hair at Commencement this year. Bill said he is thinking of going blue this time.

Alumni Association

- Trustee Hal Hiatt, DSU Alumni Association President, said the D on the hill is 100 years old this year! They are going to celebrate this during D-Week in April. It's the last 100-year thing we can celebrate. We need to advertise it and push it to the community. It is one way we can get the community back to the university. It is an icon. On D-Day – Saturday, April 18th – they set the D on fire. Del Beatty, Dean of Students, said every D-Day they white wash the D. We want all the students there to do it. Following the white washing, there will be a breakfast from 8:00 to 9:30 a.m. in the Town Square. Steve Johnson said there will be buses to shuttle people to and from the D.
- The Alumni Association has been asked to host a free jazz concert on February 19th at 7:30 p.m. in the Gardner Center Ballroom. It is an alumni chapter event. Come and bring your family. Chair Durham thanked Trustee Hiatt and the Alumni Association for all they do for DSU.

Associated Students of DSU

Trustee Greg Layton, DSUSA President, said students are being involved and he has been very impressed with this. It is a great selling point we have here, and it reflects in what we do. He represents all students. He presented highlights and photos of what is going on with DSUSA. He reminded everyone that their theme this year is, "We Do." **The student government organization is set up with five branches:**

- **Service.** He has been extremely impressed with how many students GIVE in St. George. One highlight was the Campus to Community service project, during which students packaged 50,000 rice and bean packages for the community. Also from the service branch, they are starting a new tradition to provide an option for students to do service. Service leaders have coordinated with homeless organizations in San Francisco to work with these organizations to help serve the homeless, and also to get knowledge and expertise to bring back to St. George. On the first day of this experience it was filled to capacity. Three other Utah universities are participating in this, too. Greg said the service leader positions started out as five hour/week, but there was so much service needed they were bumped up to 10 hours a week.
- **Senate.** They are working on an academic honesty initiative. Some students felt we could do better to promote academic honesty. As a student body we want to declare we have integrity in academics. So our senate is working to engage the students in this.
- **Student Life.** Greg said students like to have fun. He showed pictures of some events that happened since the last meeting in November. These include Casino Night, Lip Sync Battles (like they have on the Jimmy Fallon Show), and Lamp Fest (little concerts on the stage in the Gardner Center). They also had a photo booth with Buddy the Elf during their Christmas party.
- **Clubs.** More and more clubs are being chartered. Many students are participating in clubs. They encourage students to come find their niche!!
- **Other Items:** The student fee allocation committee met this past week and held all the hearings. They have a proposal for student fees. If University Council approves it, it will come to the Board of Trustees for approval. D Week is the week of April 13-18. The theme is **100 years of Rock Solid Tradition** to honor the 100th anniversary of the D on the hill. Greg said his favorite tradition is the Great Race. They want to involve the community. Greg asked everyone to please send him their ideas for involvement.

Thank you so much, Greg, Chair Durham said.

Classified Staff Association

Jack Freeman said Mace wants to be here. We are happy she is back on campus. She has been undergoing medical treatments. Andrea Brown, who is replacing her today, is president-elect of the CSA. She is our research analyst for strategic planning. Sylvia Bradshaw (former CSA President) is backing him up. We are happy it's all working.

- Jack said that on January 21st they had a Board meeting and participated in a UHESA conference call. The call is a valuable asset for us and we will continue that participation. With the legislative process going on, we do support the 3% increase in compensation. He assured President Williams that the staff associations support DSU's needs over UEHSA's needs, and that the President will have the staff's support on funding.
- A general staff meeting for ESA and CSA will be held on Wednesday, March 18th. It is a breakfast with President and Kristin Williams, and they hope all staff members will attend.
- Jack said that Debra Bryant asked why the percentage of CSA participation in the survey was so low. He said CSA has a lot of custodian, maintenance, and grounds personnel who do have access to

computers, but spend their time around campus all day. They answer emails, but not surveys. In three years, when we have another survey, their participation will increase.

Exempt Staff Association

Ken Richmond, former Exempt Staff Association president, said the doctor told Mace Jacobson, current president, that she is not to be in crowds right now. But Mace gave Ken a script for her presentation:

- The ESA is actively working with the Utah Higher Education Staff Association (UHESA). Each month they meet with UHESA by phone or video conference to share information about compensation, benefits, tuition waivers, policies, scholarships, health and wellness, legislative priorities (like the Regents' 3% compensation increase proposal, and Spencer Jenkins on compensation throughout state institutions). It was eye opening for the Dixie Staff Associations.
- ESA appreciates the support of the Board of Trustees and President Williams and HR for all they do for the Exempt Staff.

Chair Durham thanked the two staff associations and said she is glad there is such cooperation.

Faculty Senate

Dr. Nate Staheli, Faculty Senate President, said Dr. Erin O'Brien, Faculty Senate President-elect, is with students and unable to be here today. Nate mentioned the following:

- Students can drill down on the CIT website to find out about jobs in the area, and other great stuff.
- Southern Utah Live – a great source for high school sports.
- He hosted some interviews with faculty members and the interviews are being broadcast. Watch them.
- The Faculty Senate is working tirelessly on policies (Faculty Rights and Responsibilities, Faculty Evaluation, Integrity, etc.), and Nate expressed thanks to Martha Talman and Bill Christensen.
- Recently they have been working with other USHE institutions' faculty senates and are trying to bring them here in April. ???Christina Duncan compact, alan hall award, entering process going well/assigned mentors, etc. shared governance – great job allowing rfaculty and student voices to be heard. They feel respected and with that comes additional engagement. FS meetings have been very good and well represented.
- Elections for Faculty Senate leadership are coming up, and he is extremely excited about that. The Bylaws don't allow him to run again. There are a lot of faculty members on campus, and it has been fun to see the collegiality coming from working with students and other employees. It is a great time to do great things on campus.

Chair Durham thanked Nate for the amazing job he has done as Faculty Senate President.

Human Resources

Will Craver talked about the following in his update:

- He thanked Martha Talman for all the work she has done on policies. The policy office has a dotted line to HR. Martha also helped with the Employee Evaluation program. All evaluations are due today.
- As Interim Director of HR, Will wants to go out and connect with leaders and directors, deans, etc. He thinks that is important – to see what's going on. He's calling it the "Talk Back" tour. President had a "listening tour." Will said he can't know the problems if we don't tell him. He is approachable, so please come talk with him.
- He is also working on online training offerings. It is very important that everyone is trained properly. We are doing great things now, thanks to President Williams. We can go places we haven't been.
- We are putting more effort into our recruitment programs.
- Last, he wanted to have a shout out to Christina Duncan – she is faculty and the advisor over the Black Student Union. She planned the dedication of the lamp post for Martin Luther King Jr. Day, and has planned several other events for February – Black History Month. We are moving forward to recognize people that matter.

Thank you, Will, Chair Durham said.

Student Services

Del Beatty, Dean of Students, said Vice President Frank Lojko is sorry he couldn't be here today. He is at the Legislative Session working hard for DSU.

IX. CALENDAR OF UPCOMING MEETINGS AND EVENTS

- *2015 Utah Legislative Session – January 26 through March 12, 2015*
- *Strategic Planning Meetings – Monday and Tuesday, February 2 and 3*
- *Dixie's Got Talent – Thursday, February 5 @ 7PM, Cox Auditorium*
- *Utah Campus Compact Conference – Thursday through Saturday, February 5-7, Zion Room*
- *28th Annual Sears Dixie Invitational Art Show Dinner/Gala – Friday, February 13*
- *28th Annual Sears Dixie Invitational Art Show – February 14 through March 29*
- *Washington County Lincoln Day Breakfast – Saturday, February 14 @ 7:30AM, Gardner Center Ballroom*
- *Higher Education Day Luncheon – Friday, February 20 @11:30AM, State Capitol*
- *Undergraduate Research Conference – Friday, February 27*
- *National Advisory Council Meeting – Friday, February 27*
- *Fire & Ice Dinner/Gala – Friday, February 27 @ 5PM, SunRiver Clubhouse*
- *Council of Presidents Meeting – Tuesday, March 10 @ 12PM, SLC*
- *Scholarship Associates Banquet – Thursday, March 19 @ 6PM, Gardner Center Ballroom*
- *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*
- *Commencement Day – Friday, May 8*
- *Board of Regents Meeting – Friday, May 15 @ SLCC*

X. LUNCHEON AND TRAINING/ORIENTATION MEETING FOR ALL TRUSTEES WILL BE HELD IN CONFERENCE ROOM 535 OF THE HOLLAND CENTENNIAL COMMONS

XI. LUNCHEON FOR ALL OTHER MEETING ATTENDEES WILL BE SERVED IN THE ZION ROOM

XII. NEXT BOARD OF TRUSTEES MEETING – FRIDAY, MARCH 20, 2015

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

MOTION BY THOMAS WRIGHT, DULY SECONDED BY ELISABETH BINGHAM, TO ADJOURN THE MEETING OF THE DIXIE STATE UNIVERSITY BOARD OF TRUSTEES.

Action: Approved unanimously.

The meeting was adjourned at 12:24 p.m.



2015-2016 Student Fees Proposal

February 3, 2015

Submitted by the Student Fees Allocation Committee

Chaired by Gregory Layton, 2014-2015 DSUSA Student Body President

SFAC Voting Members: Gregory Layton, Connor Fankhauser, Jill Wulfenstein, Kayla Coolbear, Samantha Tommer, Brogan Crockett, Megan Church, Matt Devore (student-at-large), Bryce Dahlberg (student-at-large)

Dixie State University Student Fees

2015-2016 Proposal

The Student Fees Allocation Committee (SFAC) proposes a 7.5% student fee increase for the 2015-2016 academic school year. The increase of \$25 includes four fee increases, one fee reallocation/absorption, and one new fee addition.

2014 - 2015		2015-2016 Recommendations		
Fee Name	Amount	Name Change	Change	New Amount
Athletics	\$ 65.00		\$ 15.00	\$ 80.00
Student Services Programs	\$ 55.90			\$ 55.90
New Student Center Fund	\$ 41.00	Human Performance Center Fund	\$ 18.85	\$ 59.85
DSUSA	\$ 33.00			\$ 33.00
Recreation/Intramurals/Fitness	\$ 24.00			\$ 24.00
Instructional Computers	\$ 22.00		\$ 2.00	\$ 24.00
Student Center Operations	\$ 20.00		\$ 2.50	\$ 22.50
IT Support (Old Banner Fee)	\$ 18.85	deleted	\$ 18.85	
Department of Student Involvement	\$ 15.00			\$ 15.00
Health and Wellness Center	\$ 9.00			\$ 9.00
Testing Center	\$ 6.50			\$ 6.50
Unexpended Plant	\$ 4.50	Campus Facilities Maintenance		\$ 4.50
Tutoring Center	\$ 4.00		\$ 0.50	\$ 4.50
One Time Expense Fund	\$ 3.00			\$ 3.00
Radio and Broadcast Advertising	\$ 2.00			\$ 2.00
Theater/Dance/Music/Art	\$ 2.00			\$ 2.00
Writing Center	\$ 2.00			\$ 2.00
Dixie Sun News	\$ 1.00			\$ 1.00
Multicultural and Diversity	\$ 1.00			\$ 1.00
Student ID Card	\$ 1.00			\$ 1.00
AED	\$ 0.25			\$ 0.25
		New Student Center Fund	\$ 5.00	\$ 5.00
Totals:	\$ 331.00		\$ 25.00	\$ 356.00

*Bolted fees reviewed this year

Details of Proposed Changes

Deleted Fees

- IT Support (Old Banner Fee) - **\$18.85**
 - During the 2012 legislative session, Dixie State obtained on-going funding of \$250,000 to replace part of this fee. The fee was reduced from \$35 to \$18.85. Administration identified funding that would shift IT funding from student fees and into institutional based funding. The IT Support (Old Banner Fee) is now absorbed by the New Student Center Fund fee (rename proposed to Human Performance Center Fund), which increases it from \$41 to \$59.85.

Fee Increases

- Tutoring Center + **\$0.50**
 - Increasing student traffic and demand for tutors.
 - Difficulty paying tutors (recent wage increases).
- Instructional Computers + **\$2**
 - Yearly loss from student labor expenses:
 $(\text{Revenue from Fees } \$244,600) - (\text{Student Labor Expenses } \$293,151) = (\$48,551)$
 - Increase of \$2 meets funding difference: $\text{RFF} = 6150 \text{ FTE} * 2 \text{ semesters} * \$24 = \$295,200$
 $(\text{Revenue from Fees } \$295,200) - (\text{Student Labor Expenses } 293,151) = (\$2,049)$
- Student Center Operations + **\$2.5**
 - Increased use of Gardner Student Center from student organizations, public organizations, and institutional organizations.
 - Increased stress on current staff – may need to hire additional workers.
 - Gardner building needs improvements to its structure and facilities.
 - Assets in the Gardner building, and assets stored by SCO staff and used in other parts of campus, need to be updated and replaced.
- Athletics + **\$15**
 - The athletic department needs to raise more than \$450,000 to meet operational needs for each budget year. Money raised/donated to pay operational needs could be used for scholarships.
 - All 13 DSU sports are not able to provide teams with the NCAA allowable scholarship amounts, and 8 of those 13 sports are not able to even provide half of the NCAA allowable scholarships.
 - Not one student athlete receives a full-ride scholarship.
 - SFAC recognizes the importance of athletic success to current students, the institution, the community, and to potential students.
 - DSU's Athletics fee is relatively cheap compared to other university athletics fees ranging from \$65-\$160 per semester.
 - DSU does not provided some sports that most universities provide because it does not have current sufficient funding to do so.
 - The athletic department needs to add women's sports to better comply with Title IX.
 - Students involved with the cheer, dance, and mascot programs need more compensation.
 - SFAC following the vision/support President Williams has toward athletics.

Name Changes

- New Student Center Fund ➡ Human Performance Center Fund
 - The current name for this fee is not appropriate for its current use.
 - The New Student Center Fund fee has shifted toward funding the Human Performance Center Fund
- Unexpended Plant ➡ Campus Facilities Maintenance
 - The current name is confusing and doesn't describe the fee's use
 - Name suggested by administrator who oversee this fee

New Fees

- New Student Center Fund + \$5:
 - In 2013, the Dixie State University Student Association student leaders met with administrators about possibly using the New Student Center Fund fee money to help pay for a health and performance center that included space for student fitness and recreation, class and lab space for physical education programs, and a spot for the DSU Health and Wellness Center. The idea for this center was influenced by a survey of the student body about what additions they thought the DSU campus needed. The survey's results showed an overwhelming desire for additional recreation space. The 2013-2014 DSUSA leaders agreed to shift the student center funds to funds that could be used for the Human Performance Center DSU administrators submitted to the Utah Board of Regents and the Utah Higher Education Building Board. The 2014-2015 DSUSA student leaders also agreed to use the New Student Center Fund fee money for this project. Since this is the case, the SFAC decided the old New Student Center Fund fee does not appropriately describe the purpose of the fee. So SFAC is proposing to change that fee's name to the Human Performance Center Fund fee. There is still a need to provide students with upgrades to the current student center and to create a new fund to save money in for a new student center in the future, and this new fee will fit that purpose. SFAC decided to name the fee after the old fee used for this purpose. If added, the New Student Center Fund fee will be reviewed during the odd-year review cycle.

Proposed 2015-2016 Student Fees

O/E Cycle	Fee Name	Amount
O	Athletics	\$ 80.00
O	Human Performance Center Fund	\$ 59.85
E	Student Services Programs	\$ 55.90
E	DSUSA	\$ 33.00
O	Instructional Computers	\$ 24.00
E	Recreation/Intramurals/Fitness	\$ 24.00
O	Student Center Operations	\$ 22.50
E	Department of Student Involvement	\$ 15.00
E	Health and Wellness Center	\$ 9.00
E	Testing Center	\$ 6.50
O	New Student Center Fund	\$ 5.00
O	Campus Facilities Maintenance	\$ 4.50
O	Tutoring Center	\$ 4.50
O	One Time Expense Fund	\$ 3.00
E	Radio and Broadcast Advertising	\$ 2.00
E	Theater/Dance/Music/Art	\$ 2.00
O	Writing Center	\$ 2.00
E	Dixie Sun News	\$ 1.00
E	Multicultural and Diversity	\$ 1.00
O	Student ID Card	\$ 1.00
O	AED	\$ 0.25
	Totals	\$ 356.00

TO: Dixie State University Board of Trustees

FROM: President Richard B. Williams

DATE: March 5, 2015

SUBJECT: Applications for Awards of Tenure and Academic Rank Advancements

The following Dixie State University faculty members have applied for tenure and/or rank advancement:

- **Caleb Ames** – Tenure and Promotion to Associate Librarian
- **Dr. Clare Banks** – Promotion to Professor
- **Dr. Debra Bryant** – Tenure and Promotion to Associate Professor
- **Sherry Floerchinger** – Promotion to Professor
- **Dr. Carole Grady** – Promotion to Professor
- **Dr. Jerry Harris** – Promotion to Professor
- **Dr. Dannelle Larsen-Rife** – Tenure and Promotion to Associate Professor
- **Dr. Glenn Webb** – Tenure and Promotion to Assistant Professor

I have been informed by Dr. Bill Christensen, DSU Executive Vice President and Chief Academic Officer, that he and the appropriate Deans; the individual academic schools' Retention, Tenure and Promotion committees; and the Dixie State University Retention, Tenure and Promotion Committee have all thoroughly evaluated the materials submitted in support of the above applicants and have verified that the applicants are eligible for promotion and/or tenure based on guidelines outlined by DSU Policy 3-7: Faculty Reviews. They have unanimously recommended the approval of the faculty members listed above for the rank advancements and/or awards of tenure for which these individuals have applied.

Based upon those recommendations, along with demonstrated evidence of effective instruction and valuable contributions to the university and the community, I am pleased to add my own recommendation, and ask the Board of Trustees to consider approving the aforementioned actions at their Board meeting on March 20, 2015. If approved, these rank advancements and awards of tenure will be effective July 1, 2015.

Cover/Signature Page – Full Template

Institution Submitting Request: Dixie State University
Proposed Title: Bachelor of Science in Exercise Science
School or Division or Location: Dixie State University
Department(s) or Area(s) Location: Physical Education, Health & Recreation
Recommended Classification of Instructional Programs (CIP) Code¹ : 31.0505
Proposed Beginning Date:
Institutional Board of Trustees' Approval Date: *MM/DD/YEAR*

Proposal Type (check all that apply):

R401-4	
<i>Items submitted will be reviewed by the Office of the Commissioner of Higher Education (OCHE), then forwarded to the Chief Academic Officers (CAO) and Program Review Committee (PRC) before being presented to the Regents. K-12 Personnel Programs are also reviewed by appropriate officials and faculty of the schools and colleges of education. See R401-4.2.2 for all programs requiring specialized reviews.</i>	
Section #	Item
4.1.1	<input type="checkbox"/> Non-Credit Certificate of Proficiency Eligible for Financial Aid <input type="checkbox"/> Credit Certificate of Proficiency Eligible for Financial Aid
4.1.1	<input type="checkbox"/> Non-Credit Certificate of Completion <input type="checkbox"/> Credit Certificate of Completion
4.1.9	<input type="checkbox"/> Fast-Tracked Certificate
4.1.2	<input type="checkbox"/> Associate of Applied Science Degree
4.1.3	<input type="checkbox"/> Associate of Science Degree <input type="checkbox"/> Associate of Arts Degree
4.1.5	<input checked="" type="checkbox"/> Bachelor's Degree
4.1.6	<input type="checkbox"/> K-12 School Personnel Programs
4.1.7	<input type="checkbox"/> Master's Degree
4.1.8	<input type="checkbox"/> Doctoral Degree

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Signature

Date: *MM/DD/YEAR*

Printed Name:

¹ CIP codes must be recommended by the submitting institution. For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>

Executive Summary - Full Template

Dixie State University Bachelor of Science in Exercise Science 11/14/2014

Program Description

The Bachelor of Science Degree in Exercise Science will prepare students for careers in the preventative, clinical, fitness, and sport performance industries. The plan allows flexibility regarding specific career goals. Students may structure their program to meet credentialing / licensure requirements for immediate employment, and/or may structure their program to meet the requirements for entrance into regional graduate programs in medicine, physical therapy, occupational therapy, cardiac rehabilitation, athletic training, etc.

Role and Mission Fit

The Bachelor of Science Degree in Exercise Science will support DSU's commitment to prepare students for careers in high-demand areas in the state and the region. The Exercise Science Degree is designed to provide students with specific course work, as well as laboratory and internship experiences, to meet the credentials and skill set necessitated by careers in the rapidly growing areas of preventative health and wellness. This degree program will also provide the foundational pre-requisite knowledge for students seeking graduate degrees in rapidly growing careers in the medical field including, but not limited to, physical and occupational therapy.

Faculty

Currently the Physical Education, Health and Recreation program has three full-time faculty members. Two of the faculty members have terminal degrees; however, only one of these faculty has a Ph.D. within the field of Exercise Science. The third faculty member in the department does not have a terminal degree in the field, but is tenured and serves as an instructor in the physical education activity program. One full-time faculty will need to be hired to fill instructional needs at the initiation of the program, and because of the anticipated rapid growth of this program, it is predicted that another full-time, terminally degreed, faculty member will need to be hired as the program grows.

Market Demand

A degree in Exercise Science prepares students for careers in health, fitness, athletics, and rehabilitation, leading to many career options. Students with a degree in Exercise Science from DSU will be prepared for positions with community programs, personal training, corporate fitness/wellness facilities, sports management and marketing, and intercollegiate or professional sports teams. Students with this degree often work in community activity/fitness centers, health clubs, athletic fitness programs, YMCAs, hospitals, schools and universities. Students with this degree are also prepared for employment in the sales or marketing division of exercise equipment manufacturers. Further, the curriculum within our proposed program is designed to prepare students for credentialing examinations such as The American College of Sports Medicine's (ACSM) Health/Fitness Instructor Exam, and The National Strength and Conditioning Association's (NSCA) Special Populations Specialist Exam. These credentials increase career options for students with this degree.

In addition Exercise Science has become an accepted and popular undergraduate major for students seeking acceptance into fields within the medical science profession including physical therapy, occupational therapy, athletic training, and clinical exercise physiology. One of the FAQs for entrance into the Doctorate of Physical Therapy Program at The University of Utah is "What is the best undergraduate major for students seeking admission to the program?" The answer provided is: "A potential major that includes most of the prerequisite courses is either an exercise science or exercise physiology major₁."

Finally, because it is accepted that exercise has an important role in the treatment and prevention of several diseases (e.g., diabetes, heart disease, hypertension), leading organizations such as The American College of

Sports Medicine (ACSM) are currently advocating for physical activity and exercise to be a standard part of a disease prevention and treatment in the United States. ACSM also indicates that physical activity and exercise counseling should be a part of every patient visit, which will lead to overall improvement in public health. Since medical doctors do not have enough time to provide service for exercise testing and prescription or counseling for physical activity or exercise, professionals who can provide expertise in exercise testing and prescription may be needed and housed in every hospital.

In terms of the current job market, according to the United States Bureau of Labor Statistics (BLS) ², employment of exercise physiologists and athletic trainers is projected to grow 19 percent from 2012 to 2022, faster than the average for all occupations. The BLS also predicts that employment of Fitness Trainers is projected to grow 13 percent from 2012 to 2020, as businesses, government, and insurance organizations continue to recognize the benefits of health and fitness programs for their employees. In addition, the BLS reports that there were about 225,700 coaches and scouts in 2008, and it is reported that the number of jobs in this area is expected to grow much faster than the average for all occupations between 2008 and 2018.

For students using the Exercise Science degree as a foundation for graduate work, the job market appears to be very healthy for students with Master's and clinical doctorate degrees related to exercise science. The BLS projects an employment growth of 36 percent and 29 percent in the fields of physical therapy and occupational therapy, respectively. This growth is much faster than the average for all occupations.

From a local perspective, data from the Utah Department of Workforce Services³ shows a healthy market statewide for positions in areas such as "wellness coordination," "Exercise Specialist," "Health Promotion Specialist," "Wellness Coach," "Recreational Director," etc. In addition, Utah reflects the current U.S. job market surge for Physical Therapists and Occupational Therapists.

Also of interest, is the current number of faculty and administrative position openings in higher education, within comparable programs/departments available in Utah and neighboring state universities. These positions, no doubt, are reflective of the growth in this type of degree program.

1. <http://www.health.utah.edu/physical-therapy/faq.php>
2. <http://www.bls.gov/ooh/healthcare/athletic-trainers-and-exercise-physiologists.htm>
3. <http://jobs.utah.gov/>

Student Demand

Because of the current job market and interest in health, wellness, and physical fitness, degree programs in Exercise Science have been rapidly growing in popularity across the U.S, and Utah is no different. The data below demonstrates the popularity of Exercise Science-related degree programs, among Utah State Universities.

- University of Utah (according to data collected from UU academic advisement center) - 840 total declared majors within the field Fall 2014
 - Exercise & Sport Science – 795 declared majors Fall 2014 (CIP investigation revealed 1091 graduates in Exercise Science since 2010)
- Weber State University (according to data collected from WSU academic advisement center) - 795 total declared majors within the field Fall 2014 (and an additional 181 minors).
 - Health Promotion – 181 declared majors Fall 2014
 - Human Performance – 154 declared majors Fall 2014
 - Athletic Therapy (Sports Medicine) – 200 declared majors Fall 2014
- Southern Utah University (according to data collected directly from departmental staff)
 - Exercise Science – 129 declared majors Fall 2014
- Utah State University (according to data collected directly from departmental staff)

Exercise Science & Pre-Physical Therapy – 525 declared majors Fall 2014

- Utah Valley University (according to data collected from investigation of CIP 31.0501 Health & Physical Education – average of 830 declared majors per year since 2010)

In order to ascertain student interest in an Exercise Science degree program at Dixie State University an “Academic Degree Program Demand Survey” was administered to each student enrolled in the First Year Experience (FYE) courses for students with an undeclared major. Two-hundred forty-two surveys were completed for the following questions:

1. Have you selected a major at DSU? (Yes or No)
2. Is your first choice of a major offered at DSU? (Yes or No)
3. If an EXERCISE SCIENCE degree was offered at DSU, would you be interested in majoring in this degree? (Yes or No)

Data for question three indicated that 142 of the 242 (approximately 60%) of the students surveyed, would be interested in an Exercise Science degree if it was available at DSU.

Further, this degree program is often very popular with student athletes who enter the program with an athletic skill set that augments their educational experience. DSU currently boasts 300 student athletes for whom a degree program in Kinesiology, Physical Education, or Exercise Science is not currently available. Anecdotally, many coaches and administrators have suggested that much of the student-athlete early attrition experienced at DSU, may be attributed to the lack of a degree program in an area that is of interest to many athletes. The two academic courses that are currently offered on a Fall and Spring semester basis at DSU (Exercise Science and Sport Performance and Behaviors) fill and are often wait listed each semester.

In addition, this year the athletic department was proud to announce that DSU athletes have earned the highest GPA since becoming a member of the NCAA. DSU currently has 147 athletes who have the prestigious distinction of being named “scholar athletes” by the NCAA. The last review of GPAs among our athletes (Spring 2014) revealed that 188 student athletes (almost 63%) had GPAs of 3.0 or higher. It is important that the institution provide these student athlete scholars degree programs that interest them, so they can continue their education here at DSU, and not have to transfer elsewhere to pursue their academics.

Statement of Financial Support

Funding for the degree program in Exercise Science will come from institutional funds, state allocations, and new student revenue. In addition, external funding sources will be pursued.

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

University of Utah
College of Health
Department of Exercise & Sport Science
Undergraduate Degree Programs

- Exercise & Sport Science Fitness (ESSF)
- Health Promotion & Education

Utah State University
Emma Eccles Jones College of Education & Human Services
Department of Health, Physical Education & Recreation
Undergraduate Degree Programs

- Human Movement Science
 - Pre-Physical Therapy
 - Exercise Science

Southern Utah University
College of Education and Human Development
Department of Physical Education & Human Performance
Undergraduate Degree Programs

- Exercise Science

Utah Valley University
College of Science & Health
Department of Exercise & Outdoor Recreation
Undergraduate Degree Programs

- BA/BS Exercise Science
- BA/BS Integrated Studies

Weber State University
Jerry & Vickie Moyes College of Education
Department of Health Promotion & Human Performance
Undergraduate Degree Programs

- Health Promotion
- Physical Education

Dixie State University
Bachelor of Science in Exercise Science
November 14, 2014

Section I: The Request

Dixie State University requests approval to offer a Bachelor of Science degree in Exercise Science effective Fall Semester 2015. This program has been approved by the institutional Board of Trustees on *Date*.

Section II: Program Description

Complete Program Description

The Bachelor of Science in Exercise Science is a science-based undergraduate curriculum that provides a firm foundation in the STEM areas of anatomy, physiology, nutrition, psychology, biomechanics, motor learning and development, and measurement and evaluation for a full understanding of factors associated with exercise, fitness, sport performance and physical/mental health. Students with this degree will have the knowledge and skills necessary to develop an exercise plan for individuals of all ages and abilities for improvement of particular areas of the body, as well as develop programs to improve specific health and/or performance issues. Student majors will understand the fundamentals of physiological responses to physical exercise. Application of this knowledge can be used in a variety of ways including: (1) optimizing exercise sessions; (2) increasing ease and productivity in everyday endeavors; (3) preventing and fighting disease; (4) preventing and rehabilitating injury; (5) training for specific sport / skill performance.

The Exercise Science curriculum provides for many application / hands-on experiences through laboratory courses, civic engagement opportunities, and through a required internship experience. The curriculum will also provide students with a solid preparation for credentialing examinations such as the National Strength and Conditioning Association (NSCA) Certification Exam, and the American College of Sports Medicine (ACSM) Health/Fitness Instructor Exam as well as the Exercise Specialist Exam. These credentials increase career options for students with this degree.

For students wishing to attend graduate school, the curriculum is designed to meet the pre-requisite requirements for many graduate programs within the state and surrounding areas. Elective courses have been carefully worked into the curriculum, allowing students to tailor their program to meet specific requirements for the graduate school/program of their choice.

Purpose of the Degree

With the growing concern over health and wellness in the United States as well as CDC predictions related to obesity, cardiovascular disease, diabetes, cancer, etc., the job market in the health-care industry as well as preventative health care careers has remained solid. In addition, graduates in this field often go on to pursue graduate degrees and entry-level clinical doctorate degrees in some of the fastest growing professional fields in Utah as well as in the United States.

In fact The U.S. Bureau of Labor and Statistics reports the following job projections for careers related to the proposed undergraduate degree program:

Fitness Trainers and Instructors - Employment of fitness trainers and instructors is projected to grow 13 percent from 2012 to 2022, about as fast as the average for all occupations. As businesses, government, and insurance

organizations continue to recognize the benefits of health and fitness programs for their employees, incentives to join gyms or other types of health clubs is expected to increase the need for fitness trainers and instructors (<http://www.bls.gov/ooh/personal-care-and-service/fitness-trainers-and-instructors.htm>).

Athletic Trainers & Exercise Physiologists - Employment of athletic trainers and exercise physiologists is projected to grow 19 percent from 2012 to 2022, faster than the average for all occupations. As people become more aware of sports-related injuries at a young age, demand for athletic trainers is expected to increase, most significantly in colleges, universities, and youth leagues (<http://www.bls.gov/ooh/healthcare/athletic-trainers-and-exercise-physiologists.htm>).

The U.S. Bureau of Labor & Statistics reports the following job projections for careers requiring a master's degree or clinical doctorate degree in a field related to an exercise science undergraduate foundational degree program:

Physical Therapists - Employment of physical therapists is projected to grow 36 percent from 2012 to 2022, much faster than the average for all occupations. Demand for physical therapy services will come from the aging baby boomers, who are staying active later in life. In addition, physical therapists will be needed to treat people with mobility issues stemming from chronic conditions, such as diabetes or obesity (<http://www.bls.gov/ooh/healthcare/physical-therapists.htm>).

Occupational Therapists - Employment of occupational therapists is projected to grow 29 percent from 2012 to 2022, much faster than the average for all occupations. Occupational therapy will continue to be an important part of treatment for people with various illnesses and disabilities, such as Alzheimer's disease, cerebral palsy, autism, or the loss of a limb (<http://www.bls.gov/ooh/healthcare/occupational-therapists.htm>).

Chiropractors - Employment of chiropractors is projected to grow 15 percent from 2012 to 2022, faster than the average for all occupations. People across all age groups are increasingly becoming interested in chiropractic care, because chiropractors use nonsurgical methods of treatment and do not prescribe drugs (<http://www.bls.gov/ooh/healthcare/chiropractors.htm>).

Further, Southern Utah, especially the St. George area, has become a mecca for sport enthusiasts of all kinds ranging from the Huntsman Senior Games to Ironman competitions. The popularity of fitness facilities and the Intermountain Health Live Well Program in St. George may be indicative of the interest of the community in matters of health, wellness and physical performance. These facilities also present job opportunities for professions within the field of Exercise Science.

However, currently Dixie State students who are interested in Exercise Science or related fields, must transfer to other institutions within, as well as outside, of Utah to pursue their degree.

The proposed degree in Exercise Science poses to be a unique contribution to the degree programs offered at Dixie State. The program will provide a STEM-based degree for entrance into graduate programs in health-related/clinical fields like cardiac rehabilitation, exercise physiology, physical and occupational therapy, while preparing students for immediate credentialing by the American College of Sport Medicine (ACSM), National Strength and Conditioning Association (NSCA), upon graduation with a bachelor's degree. This allows them to pursue dreams of graduate school as well as to get a job upon completion of their bachelor degree.

Institutional Readiness

The development of a degree program in Exercise Science has strong support from all levels of the DSU administration. The program will be located within the department of Physical Education, Health & Recreation (PEHR) / Family & Consumer Sciences (FCS); however, it is anticipated that PEHR will become its own department

as the program grows. It is also anticipated that the department will undergo a name change to be more reflective of the degree program(s) offered.

Departmental Faculty

Department Faculty Category	Department Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Department Faculty Headcount at Full Program Implementation
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	2	2	4
Full-time Non-Tenured	0	0	1
Part-time Tenured	0	0	0
Part-time Non-Tenured	0	0	0
With Master's Degrees			
Full-time Tenured	0	0	0
Full-time Non-Tenured	0	0	0
Part-time Tenured	0	0	0
Part-time Non-Tenured	2	2	4
With Bachelor's Degrees			
Full-time Tenured	1	0	1
Full-time Non-Tenured	0	0	0
Part-time Tenured	0	0	0
Part-time Non-Tenured	25	4	29
Other			
Full-time Tenured	0	0	0
Full-time Non-Tenured	0	0	0
Part-time Tenured	0	0	0
Part-time Non-Tenured	0	0	0
Total Headcount Faculty in the Department			
Full-time Tenured	2	2	4
Full-time Non-Tenured	1	0	1
Part-time Tenured	0	0	0
Part-time Non-Tenured	27	6	33
Total Department Faculty FTE (As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")	7.94	3.31	11.25

The Department currently has one full-time tenure-track faculty member with a Ph.D. in the field of Exercise Science, and one full-time tenure-track faculty member with a Ph.D. in Recreation Resource Development. The other Full-time faculty member is tenured, but does not have a terminal degree in the field. His current responsibility is with the Physical Education Activity Program. The remainder of the faculty are part-time and serve as adjunct instructors in the Physical Education Activity Program.

Staff

Secretarial staff is currently shared between Family and Consumer Sciences, Education, and PEHR. With the anticipated rapid growth of this program, a secretary and an academic advisor will be needed. An individual serving at .5 workload for secretarial duties and .5 workload for advisement duties will be sufficient for the initiation of the program.

Library and Information Resources

Basic materials are available in the Dixie State University library, including over 110,000 print monographs, 240 print periodicals titles, 9,219 audio-visual materials, 69 CD-ROMs, and 10,524 microforms. In addition, from the library website, users can search the public access catalog; locate periodical indexes and databases; access direct links to online journals, magazines, and newspapers; and submit online request forms. Users requiring research assistance and reference support have several options, including email, chat, and telephone. In addition, the Library offers a wide range of services for the university's distance learners.

Electronic Resources: The Library subscribes to over 120 electronic databases, which supplement its print collection and offer convenient, uninterrupted, remote access to scholarly resources. Included are not only periodical articles, but also other text e-sources, 3-D imagery, audio streaming, and video streaming. From these databases, the library has available over 108,000 full-text e-books and over 33,800 full-text periodical titles. All materials are available to all DSU faculty, staff, and students 24/7/265 via our library website, wherever they can find access to the internet.

The DSU library subscribes to several health and human performance and exercise science related databases and online journals:

- ScienceDirect Elsevier Science Journals: A database of over 2,500 journals and hundreds of books published by Elsevier, including high impact publications
- Pubmed journals: Comprises approximately 20 million citations for biomedical literature from MEDLINE, life science journals, and online books. PubMed citations and abstracts include the fields of medicine, nursing, dentistry, veterinary medicine, the health care system, and preclinical sciences. PubMed also provides access to additional relevant Web sites and links to the other NCBI molecular biology resources
- Web of Knowledge journals, including the Web of Science Core Collection, MEDLINE, and SciELO Citation Index: Consolidated searching of citation search engines and multidisciplinary listings of articles in 8,500 major scholarly journals. Limited full text access. Clusters results in subject areas and document types
- OvidSP journals: Provides indexes and backfiles for hundreds of clinical journals that cover a wide variety of health topics
- Health Source: Nursing/Academic Edition: This database provides nearly 550 scholarly full text journals focusing on many medical disciplines. It also features the *Lexi-PAL Drug Guide*, which covers 1,300 generic drug patient education sheets with more than 4,700 brand names
- Health Source: Consumer Edition: A collection of consumer health information, providing information on many health topics including the medical sciences, food sciences and nutrition, childcare, sports medicine and general health. Health Source: Consumer Edition provides access to nearly 80 full text, consumer health magazines
- CINAHL with Full-text: Provides full-text articles from more than 600 journals related to nursing and allied health research; indexes over 3,000 journals
- Access Medicine (Harrison's Online): Authoritative online medical reference, especially useful for students in Allied Health Sciences

- Alt HealthWatch: A database providing indexing, abstracts and full text (selected) of articles in periodicals, journals, and other publications focused on alternative approaches to health and wellness from more than 180 international and often peer-reviewed journals, reports and proceedings
- An@tomy.tv: An interactive visual database that allows the user to explore human anatomy as overall structure and in depth. Each section includes MRI views and provides content and quiz structure for individual study. There are anatomy sections for specific needs including dentistry and exercise
- ProQuest Nursing & Allied Health Source: This database provides full text journals, evidence based resources, and dissertations to support the study of the many aspects of nursing or the allied health professions including physical therapy, radiography, dietetics, dental hygiene, and the clinical laboratory sciences
- R2 Digital Library: Provides a selection of e-books focused on the health sciences
- Salem Health: Reference resource for psychology and health. Provides access to *Cancer* and *Psychology & Mental Health*

In addition to these databases, the University subscribes to other inter-disciplinary databases of direct pertinence to the exercise science program. They include:

- Academic Search Premier: A scholarly, multi-disciplinary, database; with full text coverage of 4,600 journals in a range of subjects
- EBSCO EJS: EBSCOhost Electronic Journals Service (EJS) is a gateway to thousands of e-journals
- Ebrary: A large e-book collection spanning all academic subject areas
- EBSCOhost eBook Collection: Provides online access to more than 3,500 academic books to browse or to read
- JSTOR: A scholarly journal archive that provides image and full text access to archival (more than 5 years old) scholarly journals in a wide variety of subject areas
- LexisNexis Academic: Indexing and full text documents for over 5600 news, business, legal, medical and reference publications with a variety of flexible search options
- Newspaper Source: Provides full text for more than 40 U.S. and international newspapers. The database also contains selective full text for 389 regional U.S. newspapers. In addition, full text television and radio news transcripts are also provided
- ProQuest Newsstand: Full-text of 300+ U.S. and international news sources. Includes coverage of 150+ major U.S. and international newspapers such as the *New York Times* and the *Wall Street Journal*, plus hundreds of other news sources and news wires
- PsycArticles: From the American Psychological Association (APA), is a definitive source of full-text, peer-reviewed scholarly and scientific articles in psychology. The database contains approximately 150,000 articles from over 70 journals published by the APA, and its imprint the Educational Publishing Foundation (EPF), and from allied organizations including the Canadian Psychology Association and Hogrefe Publishing Group
- PsycBooks: From the American Psychological Association (APA), is a database of over 30,000 chapters from nearly 2,000 books published by the APA and others. It also includes close to 1,500 classic books of landmark historical impact in psychology dating from the 1600s and the exclusive electronic release of more than 1,500 authored entries from APA/Oxford University Press *Encyclopedia of Psychology*
- Psychology & Behavioral Sciences Collection: This database covers topics in emotional and behavioral characteristics, psychiatry & psychology, mental processes, anthropology, and observational & experimental methods. Offers full text coverage for nearly 400 journals

- PsycINFO: This database is a resource for abstracts of scholarly journal articles, book chapters, books, and dissertations and is the largest resource devoted to peer-reviewed literature in behavioral science and mental health. It contains approximately 3 million citations and summaries dating as far back as the 1600s with DOIs for over 1.4 million records. Journal coverage, which spans from the 1800s to present, includes international material selected from around 2,400 periodicals in dozens of languages
- Sage eReference Encyclopedias and Handbooks: Offers access to selected reference encyclopedias and handbooks with coverage mostly in the areas of social sciences and health care
- Sage Journals Online: General purpose database for scholarly articles

Admission Requirements

The admission requirements for the degree in Exercise Science are established by the University standards. Prerequisites are set by different courses to ensure students are properly prepared for their coursework in specific courses. Students will need to maintain a cumulative 2.5 or higher GPA for graduation, with no D credit in the program classes.

Student Advisement

Consistent with University policies, an advisor familiar with the program as well as careers in Exercise Science and related fields will advise students about completion requirements, curriculum planning, and options to attend post-baccalaureate opportunities. This will require the addition of a program-specific advisor.

Justification for Graduation Standards and Number of Credits

The graduation standards are consistent with other STEM-related degree programs at Dixie State, and are required for external review and accreditation.

1. Completion of a minimum of 120 semester credits with a minimum of 53 upper-division credits.
2. Overall GPA of 2.5 or above, with a minimum of 2.0 in the major.
3. Residency hours – minimum of 30 credit hours through course attendance at DSU, with at least 15 credits earned in last 45 credits.
4. Completion of GE and specified department requirements.
5. A minimum of 69 credit hours must be in the major, with a minimum of 20 taken at DSU.
6. Complete all Exercise Science Core courses with a minimum of a C - or better.

External Review and Accreditation

In the preparation of this degree proposal, external review was sought and attained by an expert in the field. The reviewer, Nestor Sherman Ed.D. FACSM, is a Texas A&M University System Regents Professor; a Fellow of the American College of Sports Medicine (ACSM); and a member of the Research Consortium of ACSM. He has worked as an Exercise Physiologist for a large multi-specialty cardiac clinic in Houston, Texas. Currently he is a professor in the Department of Health & Kinesiology at Texas A&M University-Kingsville (an institution of similar size to Dixie State), where he serves as the Director of the Pre-Physical Therapy Program. The summary of his review included the following notable remarks:

“With proper instruction, the proposed coursework should enable students to pass certification exams, which is necessary in the field of Exercise Science. Since there is no licensure in Exercise Science, reputable employers will demand quality certifications for any potential employee. Although there are many certifications in Exercise Science, your degree proposal has identified the well-respected certifications in a variety of areas (rehabilitation, personal training, fitness, strength & conditioning).”

"The proposed curriculum and course map were provided to me and in my opinion the proposed curriculum has the academic rigor that would be expected for any student seeking admission to a physical therapy or occupational therapy professional program."

"The proposed curriculum also contains some unique courses that may make graduates attractive in rehabilitative settings."

Dr. Sherman did warn us about the utilization of adjuncts or part-time faculty. He states:

"The proposal includes an increase in full-time faculty. Many universities have a difficult time covering certain Exercise Science courses with qualified part-time faculty. This will need to be closely monitored to ensure quality control. With increases in enrollment should also come increased need for full-time faculty."

Although only excerpts of Dr. Sherman's review have been provided for the purposes of this proposal, his full review is available upon request.

Once the program is established, the proposed degree is structured to meet most of the accrediting organizations' requirements and will seek accreditation from one of the following accrediting organizations: American Society of Exercise Physiologists (ASEP), American College of Sports Medicine, or Commission on Accreditation of Allied Health Education Programs (CAAHEP). The plan is to start the accreditation process within the first year and obtain the accreditation within three years.

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

Data Category	Current – Prior to New Program Implementation	Projected Year 1	Projected Year 2	Projected Year 3	Projected Year 4	Projected Year 5
Data for Proposed Program						
Number of Graduates in Proposed Program	X	0	0	0	75	120
Total # of Declared Majors in Proposed Program	X	150	200	250	300	300
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE (as reported in Faculty table above)	7.94	9.00	9.50	9.75	11.00	11.25
Total Department Student FTE (Based on Fall Third Week)	87.86	140	160	180	200	210
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)	11.07	15.56	16.84	18.46	18.18	18.67
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here: _____ NA _____)	NA	NA	NA	NA	NA	NA

*In interpreting this data, it should be understood that the 27 adjuncts, as well as two of the current full-time faculty, will not actually teach courses within the Exercise Science track. Therefore class sizes for faculty actually teaching in the program will increase significantly.

Section III: Need

Program Need

Exercise Science is a rapidly growing field of study, with promising job potential, and a variety of career options. In addition, exercise Science has become a popular and respected undergraduate degree for students seeking acceptance into graduate programs within the medical field. It is a very popular degree offered by many comprehensive regional universities, as well as each one of the USHE peer institutions. Currently DSU has no degree program that compares to the proposed program. A degree in Exercise Science would attract a variety of students ranging from those wishing to procure a bachelor's degree for immediate employment as a coach, fitness trainer, community recreation leader, fitness equipment sales representative, to students seeking a post-graduate medical degree for a profession in the medical field. The cutting edge curriculum is designed to provide a skill set that optimizes the marketability of Dixie State Exercise Science graduates in the ever competitive job market.

Labor Market Demand

A degree in Exercise Science prepares students for careers in health, fitness, athletics, and rehabilitation, leading to many career options. Students with a degree in exercise science from DSU will be prepared for positions with community programs, personal training, entry level medical programs, corporate fitness/wellness facilities, sports management and marketing, and intercollegiate or professional sports teams. Students with this degree often work in community activity/fitness centers, health clubs, athletic fitness programs, YMCAs, hospitals, schools and universities. Students with this degree are also prepared for employment in the sales or marketing division of exercise equipment manufacturers. Further, the curriculum within our proposed program is designed to prepare students for the National Strength and Conditioning Association (NSCA) Certification Exam and the American College of Sports Medicine (ACSM) Health/Fitness Instructor Exam and Exercise Specialist Exam. These credentials increase career options for students with this degree. In addition Exercise Science has become a fundamental field for students seeking acceptance into fields within the medical science profession including physical therapy, occupational therapy, athletic training, and clinical exercise physiology. One of the FAQ for entrance into the Doctorate of Physical Therapy Program at The University of Utah is "What is the best undergraduate major for students seeking admission to the program." The answer provided is: "A potential major that includes most of the prerequisite courses is either an Exercise Science or Exercise Physiology major."

The U.S. Bureau of Labor Statistics' (<http://www.bls.gov/>) job projections for individuals with an education in Exercise Science are very positive. In most fields overall employment growth is projected to be grow at a rate that is faster than the national average, or at least comparable with the national average.

- The overall employment of fitness trainers is expected to grow by 13% between 2012 and 2022, which is comparable to the national average of 11% for all occupations, as businesses, government, and insurance organizations continue to recognize the benefits of health and fitness programs for their employees, incentives to join gyms or other types of health clubs is expected to increase the need for fitness trainers and instructors.

- Recreation workers should see a growth of 14%, and nutritionists 21%. The anticipated growth is due to aging populations and to an increased emphasis on fitness in society.
- Employment of exercise physiologists and athletic trainers is projected to grow 19 percent from 2012 to 2022, faster than the average for all occupations.
- There were about 225,700 coaches and scouts in 2008, and it is reported that the number of jobs is expected to grow much faster than the average for all occupations between 2008 and 2018.

In addition, for students using the Exercise Science degree as a foundation for graduate work, the job market appears to be very healthy for students with Master's and clinical doctorate degrees related to exercise science. The BLS projects an employment growth of 36 percent and 29 percent in the fields of physical therapy and occupational therapy, respectively. This growth is much faster than the average for all occupations.

Student Demand

Across the nation as well as across Utah, Exercise Science has become a very popular degree program. Each of Dixie's 5 peer institutions offer a similar program, and in each university the program is thriving. Some examples include:

- The University of Utah which boasts 840 majors within the field, 795 of which have declared specifically an Exercise Science major.
- Weber State University has 795 declared majors within the field, 235 specifically within two fields very similar to our proposed program.
- Southern Utah University recently reported that their degree program has recently grown from 71 to 212 students within the past 5 years with the implementation of the Exercise Science emphasis.

As Dixie State grows as a university, the selection of new academic degree program offerings should be responsive to student interest, as well as current and future job market projections. The decision to develop an Exercise Science degree was initially chosen in response to student and community interest in such a program. An Academic Program Demand Survey, completed in fall 2014, validated the interest of currently enrolled Dixie State freshmen. Sixty percent of the students enrolled in the First Year Experience course for students with an undeclared major indicated that they would be interested in majoring in Exercise Science if the degree was offered at Dixie State. In addition, conversations with faculty who teach our current exercise science-related courses, as well as conversations with athletic coaches indicate that many students as well as student-athletes transfer their junior year to pursue an Exercise Science degree at other institutions within the Utah, as well as out of state. The attrition rate of DSU student-athletes is now being actively tracked and monitored for a clearer picture.

This degree program is often very popular with student athletes who enter the program with an athletic skill set that augments their educational experience. DSU currently boasts 300 student athletes for whom a degree program in Kinesiology, Physical Education, or Exercise Science is not currently available. It has been mentioned by many coaches and administrators that much of the student athlete early attrition experienced at DSU may be attributed to the lack of a degree program in an area of interest to many athletes. The two academic courses that are currently offered on a Fall and Spring semester basis at DSU (Exercise Science and Sport Performance and Behaviors) fill and are often wait listed each semester.

In addition, this year the athletic department was proud to announce that DSU athletes have earned the highest GPA since becoming a member of the NCAA. DSU currently has 147 athletes who have the prestigious distinction of being named "scholar athletes" by the NCAA. The last review of GPAs among our athletes (Spring 2014) revealed that 188 student athletes (almost 63%) had GPAs of 3.0 or higher. It is important that the institution provide these student athlete scholars degree programs that interest them, so they can continue their education here at DSU, and not have to transfer elsewhere to pursue their academics.

Finally, recruitment of students into the STEM fields is valuable to the local economy as well as to the welfare of St. George, and an Exercise Science program at Dixie State would allow students to pursue a unique, highly marketable STEM-based degree while attending a local open access university.

Similar Programs

The following institutions offer similar degree programs; however, a review of the coursework requirements within the major for the DSU degree reveals a unique approach to the study of exercise science. In addition to the traditional foundational courses common to many exercise science programs (providing the pre-requisite courses for entrance into graduate programs), the DSU curriculum includes coursework requisite of a well-informed fitness and wellness specialist, providing our students with the knowledge and skills to pass the credentialing exams for immediate employment as a nationally certified Strength and Conditioning Coach through the NSCA, and/or a certified Health/Fitness instructor through the ACSM. The curriculum includes many unique courses, often sought by wellness centers like the Intermountain Live Well program, optimizing our students' success in a competitive job market. A program at Dixie State would allow students to pursue a unique, highly marketable degree while attending a local open access university.

University of Utah

Exercise & Sport Science Fitness
Health Promotion & Education

Utah State University

BS in Human Movement with Emphasis in:
Pre-Physical Therapy
Exercise Science

Southern Utah University

Exercise Science
Physical Education Teaching with Exercise Science Emphasis

Utah Valley University

BA/BS in Exercise Science
BS in Physical Education Teacher Education

Weber State University

Health Promotion
Physical Education

Collaboration with and Impact on Other USHE Institutions

In light of the rapid growth of Exercise Science at institutions across the state, impact on other state university programs is not anticipated. The demand of currently enrolled DSU students presents enough interest to predict a popular program offering without drawing students from other regional institutions. Therefore, minimal impact is predicted regarding exercise science programs at other regional institutions. In addition, the DSU program will have a unique emphasis compared to nearby institutions. Finally, St. George offers numerous opportunities for internships, civic engagement, collaborative research, and employment. Because of these factors collaboration with other Utah regional institutions presents exciting possibilities.

Benefits

The new Bachelor of Science degree in Exercise Science will provide USHE a new open-enrollment STEM-based program to offer local and regional students. In addition, Dixie State is now a regional *University*, and as such, has become more attractive to local and regional students as well as students nationwide. The geographical as well as cultural atmosphere of St. George naturally attracts individuals who enjoy the outdoors, physical activity, and athletic

competition. A degree program which focuses on health, wellness, and human performance is a natural fit for this growing institution.

Consistency with Institutional Mission

Dixie State is committed to prepare students for careers in high-demand areas in the state and region, and to prepare knowledgeable and competent students who can achieve their educational goals. A degree program in Exercise Science will provide regional and local students with another STEM-based option for careers in a job market that is currently thriving, with expected growth for years to come. In addition, curriculum and activities associated with this particular degree program naturally engage students with community activities and events, fostering civic engagement, including volunteerism, internship experiences, and collaborative research. These activities facilitate strong public relations with civic entities, local businesses, and schools in the public and private sector. These opportunities pose to highlight Dixie State's commitment to service, citizenship, and the community.

Section IV: Program and Student Assessment

Program Assessment

The goal of the Exercise Science Program at Dixie State University is to provide student majors with a comprehensive understanding of factors associated with exercise, fitness, sport performance, physical/mental health, as well as fitness/wellness facility management. This will be accomplished through a science-based undergraduate curriculum rooted in the STEM areas of anatomy, physiology, nutrition, psychology, biomechanics, motor learning and development, and measurement and evaluation.

Assessment strategies have been identified and incorporated into the program to ensure that the goal is met. These strategies will be applied annually as the program is implemented.

Seven Program Learning Outcomes (PLOs) have been identified. Graduates of this program will be able to:

- I. Demonstrate foundational knowledge of the biological, physiological, psychological, and developmental factors associated with exercise, fitness, health, and skill acquisition.
- II. Implement, conduct, and interpret fitness assessment protocols for healthy and at risk populations that maximizes participants' safety and minimizes risk.
- III. Determine and implement safe, effective, goal oriented exercise programs for healthy individuals, as well as for clinical populations with controlled conditions/diseases.
- IV. Select and apply effective behavioral and motivational strategies for the optimization of student/client adoption and adherence to exercise programs, and maintenance of healthy lifestyle behaviors.
- V. Create risk management guidelines, and an injury prevention program, for a health/fitness facility or organization.
- VI. Market and manage a sport, exercise, or community recreation facility based on accepted legal guidelines, standards, and regulations, as well as demonstrate leadership and professionalism required by health/sport/recreation professionals.
- VII. Optimize teaching and coaching methodology, focused on fitness and or skill development, for group fitness settings, athletic and recreational teams, as well as physical education classroom environments.

Student learning will be assessed at the program level using indirect and direct measures.

The *Indirect Measures* will include, but are not limited to:

1. Performance on national credentialing examinations including, but not limited to specific licensure through: The American College of Sports Medicine (ACSM); National Academy of Sports Medicine (NASM); National Strength and Conditioning Association (NSCA); National Council on Strength & Fitness (NCSF); American Council on Exercise (ACE)
2. Internship supervisor ratings of students' performance
3. Graduation exit surveys
4. Alumni surveys administered at one, three, and five-year anniversaries of graduation;
5. Job and graduate school placement rates
6. Programmatic retention/attrition rates

The *Direct Measures* will include, but are not limited to:

1. Course examinations and comprehensive final examinations provided in the courses within the major.
2. Major Course Papers and Presentations
3. Projects and Assignments
4. Civic engagement experiences with specific learning outcomes
5. Internship performance(s)
6. Research projects

Expected Standards of Performance

The Exercise Science Program will be assessed through rubrics designed to measure each of the stated learning outcomes. Courses that demonstrate rigor consistent with a "mastery" level for student development will be used for rubric data extraction. Two learning outcomes per year will be assessed, resulting in complete program assessment each four year cycle.

The following scoring scheme indicates the level at which each PLO is presented in each course:

I = Introduction	PLOs are Introduced at the basic level
D = Developed	PLOs are Practiced, more sophisticated knowledge developed
M = Mastery	Work is appropriate for graduation from the program

Course Prefix & Number	Course Title	PLO I Foundational Knowledge	PLO II Health & Fitness Assessment	PLO III Exer. Prescript & Implementation	PLO IV Exer. Counsel & Behav. Strategies	PLO V Legal & Prof. Behavior	PLO VI Manag. of Sport & Exer. Facilities	PLO VII Teach. & Coach. Methodology
PEHR 1543	First Aid/Resp Emergencies	I / D	D			D		
PEHR 1020	Introduction to Exercise Science	I	I	I			I	
PEHR 2000	Foundational Anatomy & Phys.	I						
PEHR 2005	Founational Anatomy & Phy. - Lab	I / D						

PEHR 2100	Principles of Fitness and Lifestyle Management			I/D	I			
PEHR 2200	Nutrition for Sport and Exercise	I/D						
PEHR 2070 or 2080	Sprts Manag or Manag in Health Prom					I/D	D	
PEHR 3000	Psychophys. Of Fitness and Nutrition	D						
PEHR 3700	Physiology of Ex. & Human Perform.	D	I/D	D				
PEHR 3705	Physiology of Ex. & Human Perform. - Lab	D	D	D				
PEHR 3370	Exercise Testing & Prescription	D	D	D				
PEHR 3705	Exercise Testing & Prescrip - Lab	D	D	D				
PEHR 3750	Sport & Exercise Psychology	I/D			I/D			I
PEHR 3350	Mot Learning & Development	D	D					
PEHR 3400	Activity Programming for Spec Pops	D	D	D		D	D	I/D
PEHR 3500	Theories & Tech For Teaching Fitn & Mot Skills	D						D
PEHR 3730	Biomechanics	D	D					
PEHR 3800	Meas & Eval in Phys Exer & Sprts		D					
PEHR 4100	Physiology and Tech. of Strength & Power	D	D	D				
PEHR 4200	Healthy Aging	D						
PEHR 4230	Applied Fitness Development for Geriatric & At-	D		D	D	D	D	D

	Risk Populations							
PEHR 4400	Pediatric & Adol Fitness and Nutrition	D	D	D				
PEHR 4500	Motivation & Coaching	D			D			D
PEHR 4600	Theories of Behavioral Change				D			D
PEHR 4600	Exercise Science Internship	M	M	M	M	M	M	M
PEHR 4650	Capstone Experience	M	M	M	M	M	M	M

Section V: Finance

Department Budget

5-Year Budget Projection							
Departmental Data	Current Departmental Budget – Prior to New Program Implementation	Departmental Budget					
		Year 1		Year 2		Year 3	
		Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget
Personnel Expense							
Salaries and Wages	\$244,950	\$50,000	\$294,950	\$10,000	\$304,950	\$10,000	\$314,950
Benefits	\$89,719	\$25,000	\$114,719	\$3,000	\$117,719	\$3,000	\$120,719
Total Personnel Expense	\$334,669	\$75,000	\$409,669	\$13,000	\$422,669	\$13,000	\$435,669
Non-Personnel Expense							
Travel	\$0	\$1,500	\$1,500	\$0	\$15,000	\$500	\$2,000
Capital	\$0	\$10,000	\$10,000	\$2,500	\$12,500	\$2,500	\$15,000
Library	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Current Expense	\$16,556	\$3,000	\$19,556	\$1,000	\$20,556	\$1,000	\$21,556
Total Non-personnel Expense	\$16,556	\$14,500	\$31,056	\$3,500	\$34,556	\$4,000	\$38,556
Total Expense (Personnel + Current)	\$351,225	\$89,500	\$440,725	\$16,500	\$457,225	\$17,000	\$474,225
Departmental Funding							

Appropriated Fund	\$340,212	\$89,000	\$429,212	\$15,5000	\$444,712	\$16,000	\$460,712
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	\$11,013	\$500	\$11,513	\$1,000	\$12,513	\$1,000	\$13,513
Total Revenue	\$351,225	\$89,500	\$440,725	\$16,500	\$457,225	\$17,000	\$474,225
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>	\$129		\$154		\$147		\$142
* 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 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

There is no anticipation of other programs being significantly impacted by this new program.

Section VI: Program Curriculum

Major Courses - "C" or higher required in these courses	Credit	Hrs
PEHR 1300 Beg. Swimming, PEHR 1301 Intermediate Swimming, or PEHR 1340 Lifeguarding		1
PEHR 1543 First Aid / Response to Emergencies		3

PEHP 1020 Introduction to Exercise Science	3
PEHR 2000 Anatomy & Physiology for Ex. Sci. (Can Sub. BIOL 2320 or BIOL 2420)	3
PEHR 2005 Anatomy & Physiology for Ex. Sci. Lab (Can Sub. BIOL 2325 or BIOL 2425)	1
PEHR 2100 Principles of Fitness and Lifestyle Management	3
PEHR 2200 Nutrition for Sport and Exercise	3
PEHR 2070 Sports Management <u>or</u> PEHR 2080 Management in Exercise & Health Promotion	3
PEHR 3000 Psychophysiology of Fitness & Nutrition	3
PEHR 3700 Physiology of Exercise & Human Performance	3
PEHR 3705 Physiology of Exercise & Human Performance Lab	1
PEHR 3370 Exercise Testing & Prescription	3
PEHR 3375 Exercise Testing & Prescription Lab	1
PEHR 3750 Sport & Exercise Psychology	3
PEHR 3350 Motor Learning & Development	3
PEHR 3400 Activity Programming for Special Populations	3
PEHR 3500 Theories & Techniques for Teaching Fitness & Motor Skills	3
PEHR 3730 Biomechanics	3
PEHR 3800 Meas. & Evaluation in Physical Exercise & Sports	3
PEHR 4100 Physiology and Techniques of Strength & Power	3
PEHR 4200 Healthy Aging	3
PEHR 4300 Clinical Ex. Phys.	3
PEHR 4230 Applied Fit. Dev. for Geriatric & At-Risk Pop. (Pre/Co-Requisite PEHR 4200 & 4300)	3
PEHR 4400 Pediatric & Adolescent Fitness & Nutrition	3
PEHR 4500 Motivation & Coaching	3
PEHR 4600 Theories of Behavioral Change	3
PEHR 4600 Exercise Science Internship	3
Total Hours	69-73

ELECTIVES (Minimum of 9 hours)

Selections of the following courses are not required for the degree, but are recommended or required for admission to many graduate programs, as well as P.T. / O.T. Programs.

Trigonometry or Calculus
 Chemistry with Associated Lab
 Physics with Associated Lab
 Developmental Psychology
 Medical Terminology
 Statistics with ANOVA, Correlation, & Regression Testing

Electives

**9 Hrs
 Min**

Sample Course Sequence

Freshman Year

Fall Semester

CIS 1200	Computer Literacy	3 (GE -Comp Lit)
ENGL 1010	Introduction to Writing	3 (GE -English)
LIB 1010	Information Literacy (test out opt.	1 (GE -English)
PEHR 1020	Introduction to Ex. Science	3 (Major Core)
BIOL 1010	General Biology	3 (GE -Life Science)
PEHR 1300	Beginning Swimming	1 (Major Core)
Total Hours		14

Spring Semester

General Education	American Institutions (Choice)	3 (GE -American Institutions)
PEHR 1543	First Aid / Resp. Emergencies	3 (Major Core)
MATH 1040	Introduction to Statistics	3 (GE -Math)
PSY 1010	General Psychology	3 (GE -Soc. & Behav. Sci.)
CHEM 1010	Chemistry / Lab	4 (GE -Sci. with Lab)
Total Hours		16

Sophomore Year

Fall Semester

PSY 1100	Human Dev. Through Lifespan	3 (GE -Glob.& Cult. Pers.)
PEHR 2000	Anat & Phys for Ex. Sci. / Lab	4 (Major Core)
PEHR 2200	Nutrition for Sport & Exercise	3 (Major Core)
General Education	Fine Arts	3 (GE -Fine Art)
ENGL 2010	Intern Writing	3 (GE -English)
Total Hours		16

Spring Semester

PEHR 2100	Principles of Fit. & Lifestyle Man.	3 (Major Core)
PEHR 2080	Manag. In Ex. & Hlth. Prom.	3 (Major Core)
PEHR 3700/3705	Physiology of Exercise / Lab	4 (Major Core)
PEHR 3350	Motor Learning & Development	3 (Major Core)
General Education	Literature / Humanities	3 (GE -Lit/Hum)
Total Hours		16

Junior Year

Fall Semester

PEHR 3370	Ex. Testing & Presc. / Lab	4 (Major Core)
PEHR 3500	Theor. & Tech. of Teach. Fit./Mot. Skills	3 (Major Core)
PEHR 3000	Psychophysiology of Fit. & Nut.	3 (Major Core)
PEHR 3730	Biomechanics	3 (Major Core)
PEHR 3750	Sport & Ex. Psychology	3 (Major Core)
Total Hours		16

Spring Semester

PEHR 3800	Meas. & Eval. Phys. Ex. & Sport	3 (Major Core)
PEHR 4100	Physiol. & Tech. of Str. & Power	3 (Major Core)
PEHR 4200	Healthy Aging	3 (Major Core)
PEHR 3400	Activity Programming for Spec. Pops.	3 (Major Core)
Elective		3 (Elective)
Total Hours		15

Senior Year

Fall Semester

PEHR 4400	Pediatric/Adolescent Fit. & Nut.	3 (<i>Major Core</i>)
General Education	Global & Cultural Perspectives	3 (<i>GE -Global & Cult. Pers.</i>)
PEHR 4500	Motivation & Coaching	3 (<i>Major Core</i>)
PEHR 4300	Clinical Exercise Physiology	3 (<i>Major Core</i>)
Elective		3 (<i>Elective</i>)
Total Hours		15
<i>Spring Semester</i>		
PEHR 4600	Theories of Behavioral Change	3 (<i>Major Core</i>)
PEHR 4230	Applied Fit. Dev. for Ger. & At-Risk Pop.	3 (<i>Major Core</i>)
PEHR 4600	Internship	3 (<i>Major Core</i>)
Elective		3 (<i>Elective</i>)
Total Hours		12
<hr/>		
TOTAL MINIMUM HOURS		120

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

Institution Submitting Request: Dixie State University
 Proposed Title: American Sign Language Interpreter Emphasis
 Currently Approved Title: N/A
 School or Division or Location: School of Humanities
 Department(s) or Area(s) Location: Humanities/Foreign Language
 Recommended Classification of Instructional Programs (CIP) Code¹ (for new programs): 16.1601
 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: *Name of CAO or Designee*

¹ 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
American Sign Language Interpreting-Emphasis
MM/DD/YEAR

Section I: Request

Dixie State University requests permission to add an American Sign Language (ASL) Interpreting Emphasis to its existing Integrated Studies Program. Students will choose an American Sign Language Interpreting Emphasis along with one other Emphasis. Completion of the American Sign Language Interpreting Emphasis will provide students the necessary skills to attempt the Utah Novice Interpreter Exam and completion of the baccalaureate degree in Integrated Studies will satisfy the educational requirements for students to attempt the National Interpreter Certification.

Section II: Need

A qualified interpreter is one who can both receptively and expressively, interpret accurately, effectively and impartially, using any necessary specialized vocabulary². The demand for certified interpreters continues to grow throughout educational, medical, legal and social settings. The US Bureau of Labor Statistics has predicted that during the 2012-2022 decade, job opportunities for interpreters and translators in general will grow by 46%³. In order to fulfill this demand, universities and colleges must provide programs to educate professional interpreters.

In Utah currently, Salt Lake Community College offers an American Sign Language Associate's of Arts (A.A.) degree and an ASL/English Interpreting Associate's of Applied Science (A.A.S.) degree. Utah Valley University offers a Bachelor of Arts Degree in Deaf Studies with an Interpreting Emphasis. Utah Valley University also offers a minor in Deaf Studies. Davis Applied Technical College offers a Certificate of Completion program in American Sign Language Interpreting.

Dixie State University currently offers four semesters of American Sign Language. This proposal would create an American Sign Language Interpreting Emphasis. Students will be required to continue studying American Sign Language with upper division courses as well as develop an understanding of American Deaf culture. Students will spend time with members of the Deaf Community in the St. George area and nearby communities.

Students will study the profession of ASL interpreting and understand the Interpreter Code of Ethics. Student who complete this Emphasis will be prepared to attempt the Utah Novice Interpreter Exam. Completion of the baccalaureate degree in Integrated Studies will satisfy the educational requirements for students to attempt the National Interpreter Certification.

² <http://nad.org/issues/american-sign-language/interpreting-american-sign-language>

³ <http://www.bls.gov/ooh/media-and-communication/interpreters-and-translators.htm>

Section III: Institutional Impact

This request represents an additional Emphasis in the Integrated Studies Program. An American Sign Language Interpreting Emphasis will be part of the Humanities Department. This program will require the hiring of additional full-time or adjunct faculty members. The ASL Interpreting Emphasis will require the addition of an ASL lab. The existing language lab in the Humanities Department will provide necessary equipment for students to practice receptive skills in ASL, however, a small lab with equipment for recording will need to be provided for students to practice expressive skills.

Additional courses will need to be added accommodate the upper level ASL courses. Courses in interpreting, ethics, legal issues of interpreting and the history and culture of the American Deaf community will also need to be added. These additional courses will need to be accommodated in existing classroom space.

Students will need to complete an internship prior to attempting the Utah Novice Interpreter Exam and a faculty member will need to be available to place, monitor and evaluate the students during their internship activities.

Section IV: Finances

Three-Year Budget Projection							
Departmental Data	Current Departmental Budget – Prior to New Program Implementation	Departmental Budget					
		Year 1		Year 2		Year 3	
		Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget
Personnel Expense							
Salaries and Wages	\$111,968	\$50,000	\$161,968	\$59,509	\$221,477	\$54,955	\$276,432
Benefits	\$31,511	\$22,500	\$54,011	\$25,025	\$79,036	\$25,608	\$104,644
Total Personnel Expense	\$143,479	\$72,500	\$215,979	\$84,534	\$300,513	\$80,562	\$381,076
Non-Personnel Expense							
Travel	\$0	\$2,000	\$2,000	\$2,000	\$4,000	\$2,000	\$6,000
Capital	\$0	\$2,000	\$2,000	\$2,000	\$4,000	\$2,000	\$6,000
Library	\$0	\$10,000	\$10,000	\$2,000	\$12,000	\$2,000	\$14,000
Current Expense	\$0	\$5,000	\$5,000	\$5,000	\$10,000	\$5,000	\$15,000
Total Non-personnel Expense	\$0	\$19,000	\$19,000	\$11,000	\$30,000	\$11,000	\$41,000
Total Expense	\$143,479	\$91,500	\$234,979	\$95,534	\$330,513	\$91,562	\$442,076

(Personnel + Current)							
Departmental Funding							
Appropriated Fund	\$85,532	\$54,546	\$140,078	\$56,951	\$197,029	\$54,583	\$251,612
Other:	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Special Legislative Appropriation	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Grants and Contracts	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Special Fees/Differential Tuition	\$57,947	\$36,954	\$94,901	\$38,583	\$133,484	\$36,979	\$170,463
Total Revenue	\$143,479	\$91,500	\$234,979	\$95,534	\$330,513	\$91,562	\$422,076
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>	\$478	\$572	\$511	\$597	\$533	\$654	\$541

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
ASL Interpreting Core		
ASL 3010	Advanced ASL 1	4
ASL 3300	Current Trends in Interpreting	3
ASL 3020	Advanced ASL II	4
ASL 3500	Advanced Deaf Culture/History	3
ASL 4300	Transliterating	3
ASL 4700	Ethics of Interpreting	3
ASL 4400	ASL Linguistics	3
ASL 4350	Advanced Interpreting	3

Course Prefix and Number	Title	Credit Hours
		Sub-Total
		26
Elective Courses		
		Sub-Total
Track/Options (if applicable)		
		Sub-Total
		Total Number of Credits
		26

Program Schedule

Program Schedule		
1st year, Fall Semester		
ENGL 1010	Introduction to Writing	3
LIB 1010	Information Literacy	1
ASL 1010	Beginning American Sign Language I	4
Hist 1700	Introduction to Writing	3
Exploration	Approved Course	3-5
Life Sciences	Approved Course	3
		Sub-total
		17-19
1st year, Spring Semester		
American Institutions	Approved course	3
MATH	Approved Course	3-5
Global and Cultural Perspectives	Approved Course	3
ASL 1020	Beginning American Sign Language II	4
ASL 1500	Introduction to Deaf Culture	3
		Sub-total
		16-18
2nd year, Fall Semester		
ENGL 2010 or 2010A	Intermediate writing	3
ASL 2010	Intermediate American Sign Language I	4
Physical Science	Approved Course	3-5
Laboratory Science	Approved Course	1
Fine Arts	Approved Course	3
LIB 1010	Information Literacy	1
		Sub-Total
		15-17
2nd year, Spring Semester		
Global and Cultural Perspectives	Approved Course	3
ASL 2020	Intermediate American Sign Language II	4
ASL 2300	Introduction to Interpreting	3
Literature/Humanities	Approved Course	3
Social/Behavioral Sci	Approved Course	3
		Sub-Total
		7
3rd year, Fall Semester		

ASL 3010	Advanced ASL 1	4
ASL 3500	Advanced Deaf Culture	3
	Sub-Total	

3rd year, Spring Semester		
ASL 3020	Advanced ASL II	4
ASL 3300	Current Trends in Interpreting	3
	Sub-Total	7

4th year, Fall Semester		
ASL 4300	Transliterating	3
ASL 4700	Ethics of Interpreting	3
	Sub-Total	6

4th year, Spring Semester		
ASL 4400	ASL Linguistics	3
ASL 4350	Advanced Interpreting	3
	Sub-Total	6

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

Institution Submitting Request: *Dixie State University*
 Proposed Title: *Humanities Emphasis in Integrated Studies*
 Currently Approved Title: *None*
 School or Division or Location: *School of Humanities*
 Department(s) or Area(s) Location: *Humanities Department*
 Recommended Classification of Instructional Programs (CIP) Code¹ (for new programs): *24.0103*
 Current Classification of Instructional Programs (CIP) Code (for existing programs): *00.0000*
 Proposed Beginning Date (for new programs): *08/24/2015*
 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: *Name of CAO or Designee*

¹ 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
Humanities Emphasis
01/26/2015

Section I: Request

Dixie State University (DSU) requests approval to offer an Integrated Studies emphasis in Humanities, effective Fall 2015 or the first full semester after approval. This emphasis will require foundational and elective courses from existing courses. It will require a total of 18 credits.

Section II: Need

Currently Dixie State University (DSU) offers a small number of humanities and philosophy courses. These courses have been taught with success, but offer no path for further studies for students after the course is over. Adding an Integrated Studies emphasis in humanities will provide an academic course of study for these students. In so doing, the proposed humanities emphasis will assist DSU with retention since students interested in the humanities and philosophy currently transfer to other institutions that offer BA's in these fields.

In addition to aiding retention, a humanities emphasis will push DSU one step closer to matching the programs offered in these fields—both majors and minors—by equivalent institutions in the USHE. Such programs are standard elements of most universities, and offer students a liberal education that qualifies them for careers in education, and graduate studies in law, English, art history, humanities, environmental humanities, ethics and philosophy. These programs at other USHE institutions include:

University of Utah offers a minor and major in Philosophy. They also offer a Master's degree in environmental humanities.

(<http://philosophy.utah.edu/undergraduate/minor.php>)

(<http://philosophy.utah.edu/undergraduate/major.php>)

(<http://environmental-humanities.utah.edu/index.php>)

Utah State offers a minor and major in Philosophy.

(http://pcs.usu.edu/files/uploads/Green_Sheets/2014_PHILOSOPHY_GREEN_SHEET.pdf)

Brigham Young University offers a minor in Humanities and a major in Interdisciplinary Humanities, as well as a minor and major in Philosophy.

(<http://hccl.byu.edu/ihum/minor/>)

(<http://hccl.byu.edu/ihum/ba/>)

(philosophy.byu.edu/minor/)

(<http://philosophy.byu.edu/major/>)

Utah Valley University offers a minor in Humanities and are in the process of building a major in Humanities. They also offer a minor and major in Philosophy.

(<http://www.uvu.edu/catalog/current/departments/philosophy-and-humanities/humanities-minor/>)

Westminster College offers a minor and major in Philosophy.
(<http://www.westminstercollege.edu/philosophy/?parent=3975&detail=12894>)

Offering such programs would require the addition of many new courses and new faculty to teach them, both things DSU does not have the resources to achieve at the current time. A humanities emphasis in Integrated Studies would offer an achievable academic path in these fields, both for DSU and for the students who attend. DSU is not the only institution in the USHE to utilize an Integrated Studies emphasis as a stepping stone toward a major and minor. Utah Valley University also developed a humanities emphasis on their way to building the BA currently under construction at their institution:

(<http://www.uvu.edu/is/about/emphases.html>)

Finally, we believe the liberal arts education offered by a humanities and philosophy curriculum is essential to the development of educated persons, specifically those described in the second core theme of DSU's Mission Statement: "Dixie State University invests in a culture of values which include service, citizenship, diversity, ethics, and collaboration." Because of the mission of DSU and the mission of all universities, we believe this curriculum should be made available to DSU's students.

Section III: Institutional Impact

Institutional impact will be minimal. All classes, with the exception of PHIL 3200, HUM 2500R and HUM 2600R, are already offered by qualified instructors and faculty members. The creation of the three aforementioned courses are currently in the proposal process and will be carried out and taught by current faculty members. Although an increase in enrollment may occur, the impact of the proposed emphasis will not significantly alter the instructional needs for any participating program. The humanities emphasis will be housed in the Humanities Department in the School of Humanities even though it will offer students the opportunity to enroll in classes in other departments and schools. Administration and advisement will be handled by current staff/faculty in the Hum/Phil Department. There is adequate physical room for growth to handle increased enrollment and the current equipment is satisfactory for this addition.

Section IV: Finances

The emphasis in humanities will not require funding beyond that which was approved and allocated for the existing participating programs. A new humanities position is currently open, pending funding, to assist with the needs of the humanities department. With the addition of this new faculty member, current faculty, staff, facilities, equipment, and library resources will all be sufficient to handle the addition of this program. The need for additional faculty due to the impact of this program is not anticipated. All programs/departments offering classes in the humanities emphasis have expressed their support for the proposed program.

Section V: Program Curriculum

All Program Courses (with New Courses in Bold)

Course Prefix and Number	Title	Credit Hours
Complete the following courses:		
HUM 2500R*	Period Studies	3
HUM 2600R*	Area Studies	3
HUM 3500R*	Topics in Humanities	3
Sub-Total		9
Elective Courses (Choose a total of <u>four</u> courses from the list below; only <u>ONE</u> of the courses <i>may</i> be a cognate course from Art History, English, Music or Spanish, as listed below).		
HUM 3050	Gothic Humanities	3
HUM 3070	The Global Arts	3
HUM 3500R*	Topics in Humanities	3
PHIL 3100	Aesthetics	3
PHIL 3200	Philosophy of Literature	3
ARTH 3030	Medieval Art	3
ARTH 3050	Renaissance Art	3
ARTH 3080	Nineteenth Century Art	3
ARTH 3090	Twentieth Century Art	3
ENGL 3201*	Genre Studies: Folklore	
ENGL 3202*	Genre Studies: Poetry	3
ENGL 3203*	Genre Studies: Novels	3
ENGL 3280*	Major World Authors	3
ENGL 3400*	World Literature	3
MUSC 3630	Music History and Literature I	3
MUSC 3640	Music History and Literature II	3
SPAN 4610**	Spanish Peninsular Literature to 1800	3
SPAN 4620**	Spanish Peninsular Literature from 1800	3
Sub-Total		12
Total Number of Credits		21

*ENGL 2010 (GE requirement) or ENGL 2010A is the prerequisite for this course.

**SPAN 3610 is the prerequisite for this course.

Program Schedule

Program Schedule		
Year 1: Fall Semester		
Required Course #1		3
Elective Course #1		3
Year 1: Spring Semester		
Required Course #2		3
Year 2: Fall Semester		
Required Course #3		3
Elective Course #2		3
Year 2: Spring Semester		

Program Schedule		
Elective Course #3		3
Elective Course #4		3
Total Number of Credits		21

Notes: Various paths of completion exist depending on the required courses the student completes. Each required course allows for students to meet some/all of the prerequisites of the approved elective courses. This flexibility gives students the option to focus on the area of social justice that most interests them and follows the precedent set by existing programs.

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

Institution Submitting Request: Dixie State University
 Proposed Title: Spanish Secondary Education w/ a Teaching Licensure Emphasis
 Currently Approved Title: N/A
 School or Division or Location: Dixie State University School of Humanities
 Department(s) or Area(s) Location: Humanities Department
 Recommended Classification of Instructional Programs (CIP) Code¹ (for new programs): 13.1330
 Current Classification of Instructional Programs (CIP) Code (for existing programs): N/A
 Proposed Beginning Date (for new programs): 07/01/2015 or as soon as approved
 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

¹ 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
02/09/2015

Section I: Request

This request is for a secondary education licensure emphasis to accompany the existing Spanish Degree. This emphasis simplifies the process for students who seek licensure to teach Spanish in public schools to complete their degree and secondary education licensure requirements. The curriculum is already in place in the Spanish major to accommodate this emphasis.

Section II: Need

Currently, students majoring in Spanish who want to receive secondary teaching licensure must first graduate and then apply to be accepted into the Secondary Education Teaching Licensure Program (SET). This creates a problem that costs the students in both time and money. Approval of this emphasis will allow students to apply to the SET program and begin taking the required courses as part of their Bachelor's Degree, significantly reducing their costs and time to completion.

Adding this SET licensure emphasis to the existing Spanish Degree will provide similar educational opportunities to DSU students that are provided at each of the other universities in the USHE system in that they will have the opportunity to complete the SET requirements as part of their Bachelor's Degree. All other universities in the USHE system provide this option to their students.

Section III: Institutional Impact

The addition of this emphasis will have minimal impact on existing programs and departments, but it is anticipated that offering this emphasis will slightly increase the number of students who enter the secondary education program. Coordination between the Education Department and the Spanish Program is ongoing and will continue so that student demands are met.

The existing DSU administrative structure will not be impacted by the addition of this emphasis.

No additional full-time faculty will be needed to administer this emphasis. The only impact that adding this emphasis may have on faculty will be the additional workload for faculty members to coordinate practicums and observe student teachers. This workload increase would be a 1.5 workload increase to the 3 credit methods class (SPAN 4700) for the practicum, and an additional .5 credit per student teacher supervised during the semester of the student teaching experience. Currently, this additional workload can be accommodated by existing faculty with the possible need of hiring an adjunct faculty for only one or two courses per year.

No new physical facilities will be required, nor will any modifications to existing facilities be needed.

Section IV: Finances

Adding this emphasis should have minimal financial impact on DSU. No new full-time faculty will be needed to incorporate this emphasis, but an additional adjunct faculty may be needed to teach one or two classes a year to allow the full-time instructor time to observe practicums and supervise student teachers.

The workload costs for the practicum and student teacher supervision are paid for through a student fee of \$100 each semester for the two semesters they are in the SET program.

Approving this emphasis will not have any additional impact on any other program or unit.

Section V: Program Curriculum

All Program Courses (with New Courses in Bold)

No new courses need to be added. All courses needed for this emphasis exist currently within the Spanish Degree program, the Secondary Education Department, or university wide.

Course Prefix and Number	Title	Credit Hours
General Education Courses		Minimum 30 credits
Computer Literacy	CIS 1200 or CIS 1201 or (CS 1400 and CS 1410)	0-6
English	ENGL 1010 or ENGL 1010A or ENGL 1010D	3-4
English	ENGL 2010 or ENGL 2010A	3
Information Literacy	LIB 1000 or LIB 1010	0-1
Mathematics		3-5
American Institutions	HIST 1700 or POLS 1100	3
Life Sciences		3-10
Physical Sciences		3-5
Laboratory Science		1
Fine Arts		3
Literature / Humanities		3
Social & Behavioral Sciences	FCS 1500 or PSY 1010 or PSY 1010A	3
Exploration		3-5
Global & Cultural Perspectives		0-3
Global & Cultural Perspectives		0-3
Foreign Language (for Bachelor of Arts)	Complete 16 credits in a single foreign language (by coursework or vertical credit); OR foreign language 2020 or 3060 class (>=C) and 12 credits FLATS/FL-GE in another language; OR nonnative speakers may use ESL test or specific courses(s). ASL cannot be used to fulfill the BA foreign language requirement in this language.	12* Credits for 2020 fil program requirement
Recommended Elective Credit---Spanish 1001	FYE: Spanish	1

Course Prefix and Number	Title	Credit Hours
Additional Elective Courses		3-16 depending on whether or not a student began with 2020 or 3060.
Spanish Core Requirements		22-23
Complete one of the following		
SPAN 2020*	Intermediate Spanish II	4
SPAN 3010	Heritage Spanish	3
Complete the following		
SPAN 3060	Adv. Grammar, Culture, Composition I	3
SPAN 3070	Adv. Grammar, Culture, Composition II	3
SPAN 3390	Understanding Spanish Literature	3
Complete one of the following		
SPAN 4550	Culture and Civilization of Spain	3
SPAN 4560	Culture and Customs of Spanish America	3
Complete one of the following		
SPAN 4610	Survey of Peninsular Literature I	3
SPAN 4620	Survey of Peninsular Literature II	3
Complete one of the following		
SPAN 4630	Survey of Latin American Literature I	3
SPAN 4640	Survey of Latin American Literature II	3
Complete the following		
SPAN 4800	Senior Capstone	1
Spanish Elective Courses		12
SPAN 3020	Intermediate Spanish II	3
SPAN 3040	Intermediate Grammar & Composition	3
SPAN 3075	Introduction to Spanish Linguistics	3
SPAN 3080	Spanish Phonetics & Pronunciation	3
SPAN 3090	Spanish for the Professions	3
SPAN 3570	Contemporary Spanish Culture through Film	3
SPAN 3580R	Contemporary Issues	3
SPAN 3950	Hispanics in the U.S./Service Learning	3
SPAN 3990	Seminar in Spanish	1-3
SPAN 4510	Business Spanish I	3
SPAN 4520	Business Spanish II	3
SPAN 4550	Culture & Civilization of Spain	3

Course Prefix and Number	Title	Credit Hours
SPAN 4560	Culture / Customs of Spanish America	3
SPAN 4610	Spanish Peninsular Literature to 1800	3
SPAN 4620	Spanish Peninsular Literature from 1800	3
SPAN 4630	Spanish American Literature to 1880	3
SPAN 4640	Spanish American Literature from 1880	3
Elective Sub-Total		12
Secondary Education Program Prerequisite Requirements		15 credits
EDUC 1010	Foundations/Intro to Education	3
EDUC 2010	Intro to Exceptional Learners	3
EDUC 2400	Foundations Multicultural/ESL	3
EDUC 2500	Tech/Educ./Electronic Portfolios (K-12)	3
EDUC 3110	Educational Psychology	3
Secondary Educational Professional Requirements (Admission to the DSU SET program required)		24 credits
Semester I		
SPAN 4700	Teaching Modern Language: Spanish	3
SCED 3720	Reading Writing Content Areas	3
SCED 4100	Curriculum, Instruction & Assess	3
SCED 4600	Classroom Management	3
Semester II		
SCED 4900	Secondary Student Teaching	10
SCED 4989	Student Teaching Seminar	2
Track/Options (if applicable)		
Sub-Total		24
Total credits required		120

Program Schedule

Research shows that this proposed schedule is consistent with sister institutions within the USHE system and will allow a student whose first Spanish class is either 2020 or 3060 to finish a degree in four years with the minimum required 120 hours. Spanish 1010, 1020, 2010, and 2020 are either listed as prerequisite courses, or the first required course is a 3000 level course.

Hypothetical Program Schedule - BA in Spanish		
Freshman Semester 1		
Course Prefix and Number	Course Title	Credit Hours

ENGL 1010	Introduction to Writing	3
LIB 1010	Information Literacy	1
CIS 1200	Computer Literacy	3
SPAN 1001	First Year Experience	1
EDUC 1010	Intro to Education	3
SPAN 2020	Intermediate Spanish II	4
Semester Credit Total		15
Freshman Semester 2		
Course Prefix and Number	Course Title	Credit Hours
ENG 2010	Intermediate Writing	3
GE-HUM 1010	Introduction to Humanities	3
GE-HIST 1700 or POLS 1100	American Civilization or American Government	3
EDUC 2010	Intro to Exceptional Learners	3
SPAN 3060	Advanced Grammar, Culture, and Composition I	3
Semester Credit Total		15
Sophomore Semester 3		
Course Prefix and Number	Course Title	Credit Hours
SPAN 3390	Understanding Spanish Literature	3
SPAN 3075	Introduction to Spanish Linguistics	3
GE-MATH 1030 or MATH 1050	Quantitative Reasoning or College Algebra/Pre-Calculus	3-4
GE-PSYC 1010 or SOC 1010 or	General Psychology or Intro to Sociology	3
EDUC 2500	Technology in the Classroom	3
Semester Credit Total		15-16
Sophomore Semester 4		
Course Prefix and Number	Course Title	Credit Hours
SPAN 3080	Spanish Phonetics and Pronunciation	3
SPAN 3070	Advanced Grammar, Culture, and Composition II	3
GE-BIOL 1010	General Biology	3
GE-BIOL 1015	General Biology Lab	1
GLOCUP-EDUC 2400	Foundations Multicultural/ESL	3
EDUC 3110	Educational Psychology	3
Semester Credit Total		16
Junior Semester 5		
Course Prefix and Number	Course Title	Credit Hours
SPAN 4610 or 4630	Spanish Peninsular Literature to 1800 or Spanish American Literature to 1880	3
SPAN 4560	Culture and Customs of Spanish America	3
GLOCUP-ENG 2270 or 2280	World Literature Before 1650 or World Literature After 1650	3
EXPLORATION- FCS 1500	Human Development Lifespan	3
SPAN 3090 or 4510(Elective)	Spanish for the Professions or Business Spanish I	3
Semester Credit Total		15
Junior Semester 6		

Course Prefix and Number	Course Title	Credit Hours
SPAN 4620 or 4640	Spanish Peninsular Literature from 1800 or Spanish American Literature from 1880	3
SPAN 4800	Senior Capstone	1
SPAN 4520 or 3950	Business Spanish II or Hispanics in US Service Learning	3
GE-CHEM 1010 or GEO 1010 or ENVS 1010 or PHYS 1010	Intro to Chemistry or Intro to Geology or Intro to Environmental Science or Intro to Physics	3
Elective		3
Elective		3
Semester Credit Total		16
Senior Semester 7		
Course Prefix and Number	Course Title	Credit Hours
SPAN 4700	Teaching Modern Language: Spanish	3
SCED 3720	Read / Write Content Area	3
SCED 4100	Curriculum/Instruction/Assessment	3
SCED 4600	Classroom Management	3
Elective		3
Semester Credit Total		15
Senior Semester 8		
Course Prefix and Number	Course Title	Credit Hours
SCED 4900	Secondary Student Teaching	10
SECD 4989	Student Teaching Seminar	2
Semester Credit Total		12
TOTAL CREDITS FOR GRADUATION		120

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

Institution Submitting Request: *Dixie State University*

Proposed Title: *STEM Education Endorsement*

Currently Approved Title: *N/A*

School or Division or Location: *Education*

Department(s) or Area(s) Location: *Education*

Recommended Classification of Instructional Programs (CIP) Code¹ (for new programs): *13.1399*

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: *Name of CAO or Designee*

¹ 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
STEM Education Endorsement
02/12/2015

Section I: Request

Dixie State University (DSU) Department of Education is requesting approval to offer the Science, Technology, Engineering, and Mathematics (STEM) Education Endorsement starting fall semester 2015. DSU in partnership with Washington County School District (WCSD) was awarded a \$130,000 grant from the Utah STEM Action Center in partnership with the Utah State Office of Education (USOE) to offer this six-course STEM Education Endorsement to a cohort of Kindergarten thru 8th grade in-service teachers over a 2-year initial implementation process. This grant will cover all tuition and fees for the initial cohort of 25 participants. The DSU STEM Education Endorsement will enable practicing teachers to enhance their content knowledge, practice, and pedagogy in STEM education. We are committed to developing a cohort of educators that possess the skills and abilities to provide STEM education leadership in southern Utah.

Section II: Need

Student foundational knowledge of science, technology, engineering, and mathematics is formed in their elementary education (Nadelson et al., 2013; NRC, 2007, Schachter, 2011). Paradoxically, many elementary teachers have constrained background knowledge, pedagogy, and efficacy for teaching STEM that may hamper student STEM learning (Akerson, 2005; Bolyard & Moyer-Packenham, 2008). Both within and across disciplines, elementary STEM education has struggled with teachers' capacity to deliver instructional content with both depth and breadth. Compared to their counterparts in secondary education, very few elementary school teachers possess content area degrees in the STEM subjects they teach (Bolyard & Moyer-Packenham, 2008).

There is well-defined association between teacher preparation to teach STEM and student achievement in STEM (Akerson, 2005; Nadelson et al., 2013; Schachter, 2011). Research indicates that content area knowledge and degree attainment for teachers can be linked to better learning outcomes for students (Appleton, 2003; Hill et al., 2005; NRC, 2011). Elementary teachers' typical lack of extensive backgrounds in STEM disciplines (Rowan et al., 2002) can explain the limited rigor and authenticity of elementary classroom STEM instruction (Metz, 2008). Given that elementary school teachers tend to lack STEM area knowledge or credentials in the content they need to teach, targeted teacher education and professional development in STEM content and methods is needed to enhance capacity.

The Utah State Office of Education (USOE) commissioned a group of science educators to design the Elementary STEM Endorsement and the framework for the six courses included in the endorsement. Several institutions across the state of Utah were awarded the grant to offer the STEM Education Endorsement including Dixie State University, Utah State University, Weber State University, Utah Valley University, and Southern Utah University. These institutions are preparing STEM courses to be offered starting summer or fall of 2015.

Section III: Institutional Impact

The STEM Education Endorsement will be the first of its kind at DSU in offering advanced learning 5000-level credit to in-service teachers. This program will increase enrollment at DSU and will have no negative affect on enrollment at affiliated programs. It will create a new type of enrollment option at DSU and may lead to participants who want to take further coursework in STEM disciplines or future DSU Masters of Education courses.

This new endorsement will fall under the School of Education and Department of Education at DSU. One STEM Endorsement course will be taught each semester, fall, spring, and summer. No changes in faculty, staff, administration or facilities will be required. Current faculty members have the expertise and approval for the workload needed to teach the STEM Endorsement courses. The DSU Office of STEM Education has the classroom space, equipment and technology needed to deliver the courses.

Section IV: Finances

The Utah STEM Action Center grant will cover all tuition and fee costs for the initial cohort of 25 participants for the first two years. The STEM Education Endorsement courses will be delivered on DSU's campus through a hybrid format. All courses will earn 3 semester credit hours at a 5000 advanced learning credit level. Each course will have a practicum component included, with classroom visits and observation made by the course instructors. DSU will provide 3-credits workload for each course plus 1.5-credit workload for the practicum component. We feel the practicum is a crucial component, ensuring the success and effectiveness of our STEM Education Endorsement program.

Developing an initial cohort of strong STEM educators with skills and knowledge that positively contribute to student achievement in STEM education will act as a catalyst for the rest of the district. Sustainability of this program is evident in that the funded project will build an endorsement program at DSU enabling us to continue delivery of the STEM Education Endorsement following the initial cohort. STEM Education will ultimately become a specialty strand in DSU's proposed Master's in Education degree program.

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		
STEM 5010	Data Analysis & Problem Solving in STEM	3
STEM 5020	Nature of Science & Engineering	3
STEM 5030	Energy in STEM Education	3
STEM 5040	Matter in STEM Education	3
STEM 5050	Force in STEM Education	3
STEM 5060	STEM Practices in Technology & Problem-based Learning	3
Sub-Total		18
Elective Courses		
Sub-Total		
Track/Options (if applicable)		
Sub-Total		
Total Number of Credits		18

Program Schedule

Timeline	Activities
February 2015 – July 2015	<ul style="list-style-type: none"> • Course development of all six courses following USOE STEM Endorsement course framework. • Initiate course approval process for the STEM Endorsement courses • Identify specific faculty to develop course syllabi and teach courses • Initiate recruitment and obtain individual commitments from participants
Fall Semester 2015	Course Delivery STEM 5010: Data Analysis & Problem Solving in STEM (3 cr)
Spring Semester 2016	Course Delivery STEM 5020: Nature of Science & Engineering (3 cr)
Summer Semester (June) 2016	Course Delivery STEM 5030: Energy in STEM Education (3 cr) <ul style="list-style-type: none"> • Complete Utah STEM Action Center year one grant report
Fall Semester 2016	Course Delivery STEM 5040: Matter in STEM Education (3 cr)
Spring Semester 2017	Course Delivery STEM 5050: Force in STEM Education (3 cr)
Summer Semester (June) 2017	Course Delivery STEM 5060: STEM Practices in Technology & Problem-based Learning (3 cr) <ul style="list-style-type: none"> • Complete Utah STEM Action Center year two grant report

References

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- National Research Council (2007). *Taking science to school: Learning and teaching science in grades K-8*. Committee on Science Learning, Kindergarten Through Eighth Grade. Richard A. Duschl, Heidi A. Schweingurber, and Andrew W. Shouse, Editors. Board of Science Education, Center for Education. Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academy Press.
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Cover/Signature Page - Abbreviated Template/Abbreviated Template with Curriculum

Institution Submitting Request: Dixie State University
 Proposed Title: Social Justice Minor
 Currently Approved Title: N/A
 School or Division or Location: School of Humanities
 Department(s) or Area(s) Location: Social and Behavioral Sciences Department
 Recommended Classification of Instructional Programs (CIP) Code¹ (for new programs): 45.0401
 Current Classification of Instructional Programs (CIP) Code (for existing programs): 45.0401
 Proposed Beginning Date (for new programs): 08/24/2015
 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

¹ 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
Social Justice Minor
1/12/2015

Section I: Request

Dixie State University (DSU) requests approval to offer a minor in Social Justice, effective Fall 2015 or the first full semester after approval. This minor will require foundational and elective courses from existing courses and will require a total of 21 credits.

Section II: Need

Currently, the public universities of the Utah System of Higher Education (USHE) offer only two degree programs in Social Justice or a related field and both of these institutions are located in the northern part of the state (UVU has a minor in Peace and Justice Studies and the U of U has a major in Peace and Conflict Studies). Adding a minor in Social Justice will present students with increased diversity in the academic offerings of minors at DSU and in this region of the USHE. A Social Justice program will prepare students to enter the workforce in vital areas such as: legislative advocacy, government service, human services, human rights and peace organizations, education, mediation and intervention, community organization, and law.

As mentioned above, there are two institutions in the USHE currently offer studies in Social Justice or a related field. There are also plenty of comparable examples outside of Utah. For example:

Utah Valley University offers a minor in Peace and Justice Studies requiring 21 credits.
(<http://www.uvu.edu/peaceandjustice/program/minor.html>)

Westminster College offers a minor in Justice Studies requiring 20 credits.
(<http://www.westminstercollege.edu/catalog/details.cfm?id=15623>)

Brandeis University offers a minor in Social Justice requiring 18 credits.
(<http://www.brandeis.edu/programs/sjsp/requirements.html>)

Rutgers University offers a minor in Social Justice requiring 18 credits.
(<http://womens-studies.rutgers.edu/undergraduate/social-justice-minor>)

University of Minnesota offers a minor in Social Justice requiring 17 credits.
(<http://www.cehd.umn.edu/ssw/Programs/SocialJustice/courses.asp>)

Finally, we believe there is no program on campus that would better embody 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."

Section III: Institutional Impact

Institutional impact will be minimal. All classes are already offered by qualified instructors and faculty members. Although an increase in enrollment may occur, the impact of the proposed minor will not significantly alter the instructional needs for any participating program. The Social Justice program will be housed in the Social and Behavioral Sciences (SBS) Department in the School of Humanities even though it will offer students the opportunity to enroll in classes in varying departments and schools. Administration and advisement will be handled by current staff/faculty in the SBS Department. There is adequate physical room for growth to handle increased enrollment and the current equipment is satisfactory for this addition.

Section IV: Finances

The minor in Social Justice will not require funding beyond that which was approved and allocated for the existing participating programs. Current faculty, staff, facilities, equipment, and library resources are all sufficient to handle the addition of this minor. The need for additional faculty due to the impact of this program is not anticipated. All programs/departments offering classes in the Social Justice minor have expressed their support for the proposed program.

Section V: Program Curriculum

All Program Courses (with New Courses in Bold)

Course Prefix and Number	Title	Credit Hours
Required Courses (Choose 3 of 4)		
PSY1010	General Psychology	3
SOC 1010	Introduction to Sociology	3
PHIL 1120	Social Ethics	3
CJ 3270*	Criminology	3
Sub-Total		9
Elective Courses (Choose 4; 2 must be upper division; must include at least 2 different prefixes/areas)		
COMM 2010	Media and Society	3
COMM 2110	Interpersonal Communications	3
COMM 2120	Small Group Communications	3
COMM 2700	Voice and Civility in Public Discourse	3
COMM 3130	Rhetoric and Public Communication	3
COMM 3190>	Intercultural Communication	3
CJ 1300+	Introduction to Corrections	3
CJ 2330+	Juvenile Justice	3
CJ 2360+	Juvenile Law and Procedure	3
CJ 3200+	Policing in U.S. Society	3
CJ 3400**	Drugs and Crime	3
CJ 3600**	The Criminal Life-Course	3
CJ 3710**	Crimes Against Humanity	3

Course Prefix and Number	Title	Credit Hours
CJ 4020**	Urban Crime	3
CJ 4100**	Social Control	3
CJ 4200***	Ethical Issues in Criminal Justice	3
CJ 4240**	Delinquency and Social Responsibility	3
ECON 1010	Economics of Social Justice	3
ENGL 3130*	Grant and Proposal Writing	3
ENGL 3215*	Period/Topic Studies: Gender in Literature	3
ENGL 3216*	Depictions of the Holocaust in Lit and Film	3
ENGL 3220*	Multi-Ethnic American Lit	3
ENGL 3230*	Literature and Culture	3
ENGL 3342*	The Rhetoric of Gender	3
ENGL 3400*	World Literature	3
GEOG 1300	World Regional Geography	3
HIST 3010*	Special Topics	3
HIST 3670*	Slavery and the American Republic	3
HIST 3730*	The American Civil War and Reconstruction	3
HIST 3750*	Contemporary American 1941-Present	3
HIST 4310*	History of Nationalism	3
HIST 4370*	History of Social Movements in Modern America	3
HIST 4490*	Nazi Germany and the Holocaust	3
HIST 4700*	African American History 1619-Present	3
PHIL 2600	World Religions	3
PSY 2800	Human Sexuality	3
PSY 3040^	Psychology of Gender	3
PSY 3200^	Development in Infancy and Childhood	3
PSY 3220^	Adolescence and Emerging Adulthood	3
PSY 3230^	Adult Development and Aging	3
PSY 3420^	Psychology of Culture and Diversity	3
PSY 4200^	Psychology of Morality	3
SOC 1020	Social Problems	3
SOC 2370	Gender in Contemporary Society	3
SOC 2630	Sociology of Racial and Ethnic Relations	3
SOC 3010^^	Stratification and Inequality	3
SOC 3435^^	Globalization	3
SOC 3550^^	Organizations in Society	3
SOC 3560^^	Deviance and Social Control	3
Sub-Total		12
Total Number of Credits		21

>COMM 2110 is the prerequisite for this course.

+ENGL 1010 and CJ 1010 are the prerequisites for this course.

*ENGL 2010 (GE requirement) is the prerequisite for this course.

** CJ 3270 is the prerequisite for this course.

*** CJ 3270 and CJ 3300 are the prerequisites for this course.

^PSY 1010 and PSY2000 or BIOL 3110 are the prerequisites for this course.

^^Soc 1010 is the prerequisite for this course.

Program Schedule

Program Schedule		
Year 1: Fall Semester		
Required Course #1		3
Year 1: Spring Semester		
Required Course #2		3
Required Course #3		3
Year 2: Fall Semester		
Elective Course		3
Elective Course		3
Year 2: Spring Semester		
Elective Course		3
Elective Course		3
Total Number of Credits		21

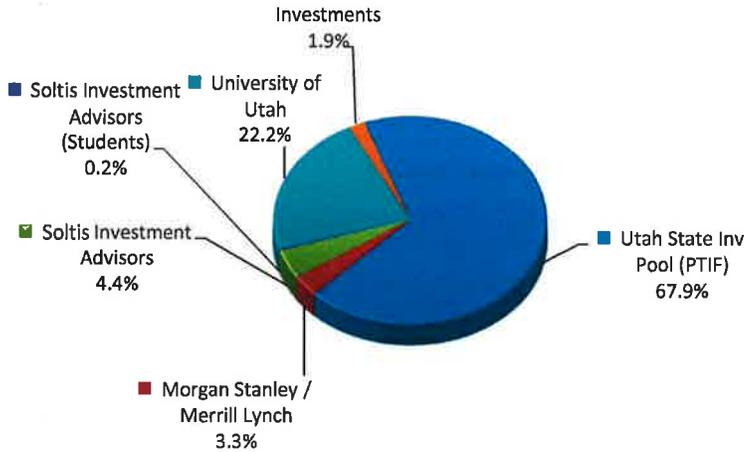
Notes: Various paths of completion exist depending on the required courses the student completes. Each required course allows for students to meet some/all of the prerequisites of the approved elective courses. This flexibility gives students the option to focus on the area of social justice that most interests them and follows the precedent set by existing programs.



INVESTMENT REPORT

July 1, 2014 to December 31, 2014

Investment Allocation

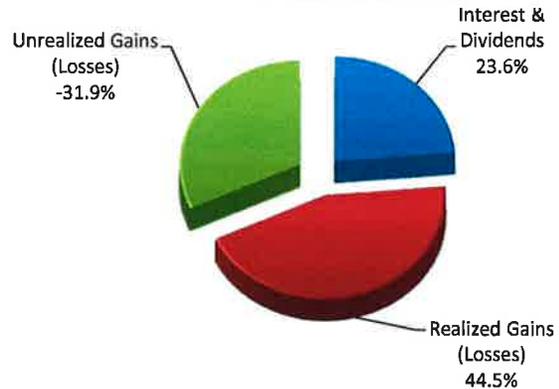


Investment Portfolio	Current Investment Allocation	Rate of Return
Utah State Inv Pool (PTIF)	\$ 23,657,760	0.29%
Morgan Stanley / Merrill Lynch	1,142,355	0.44%
Soltis Investment Advisors	1,544,063	-3.09%
Soltis Investment Advisors (Student)	79,692	0.00%
University of Utah	7,736,242	1.36%
Restricted Investments	671,516	2.11%
Total	\$ 34,831,628	0.42%

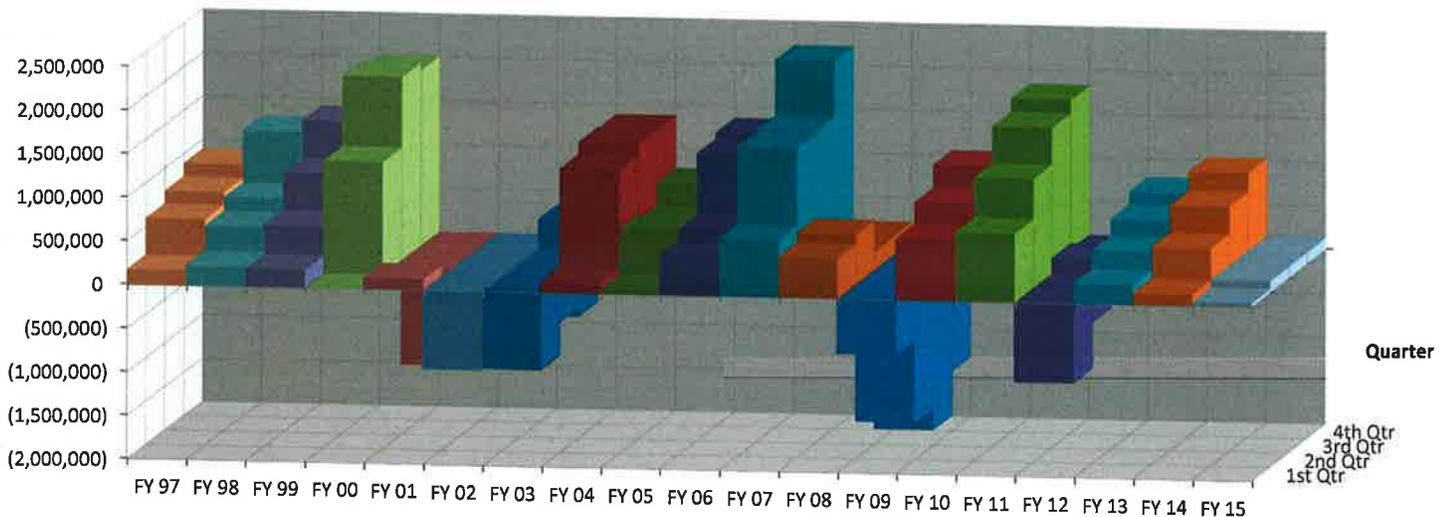
Investment Earnings

	Amount
Interest & Dividends	\$ 96,492
Realized Gains (Losses)	181,765
Unrealized Gains (Losses)	(130,243)
Total	\$ 148,014

Investment Earnings



Comparison of Fiscal Year-To-Date Quarterly Earnings





INVESTMENT REPORT

July 1, 2014 to December 31, 2014

	Beginning Market Value July 1st	YTD Realized Income	YTD Unrealized Income	YTD Total Income	Additions / (Sales) / (Withdrawals)	Ending Market Value December	YTD Rate of Return
<i>Cash or Cash Equivalents</i>							
Utah State Inv Pool (PTIF)	21,426,708	62,744	-	62,744	1,640,800	23,130,251	0.29%
PTIF - Endowment Pool	526,218	1,290	-	1,290	-	527,509	0.25%
Total	21,952,926	64,034	-	64,034	1,640,800	23,657,760	0.29%
<i>Money Managers</i>							
Morgan Stanley / Merrill Lynch	1,137,338	6,245	(1,192)	5,053	-	1,142,355	0.44%
Soltis Investment Advisors	1,593,364	59,307	(108,608)	(49,301)	-	1,544,063	-3.09%
University of Utah	7,632,443	126,358	(22,559)	103,799	-	7,736,242	1.36%
Total	10,363,145	191,912	(132,360)	59,552	-	10,502,352	0.57%
<i>Restricted Investments</i>							
Morgan Stanley - Bonds	577,403	12,433	2,769	15,202	(43,770)	548,835	2.63%
Restricted Investments Fund	123,088	244	(652)	(407)	-	122,681	-0.33%
Soltis Investment Advisors (Students)	-	1	-	1	-	79,692	0.00%
Total	700,491	12,678	2,117	14,795	(43,770)	671,516	2.11%
Grand Total	33,016,562	268,623	(130,243)	138,380	1,597,030	34,831,628	0.42%



Memorandum

To: Dixie State University Board of Trustees

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

Date: March 3, 2015

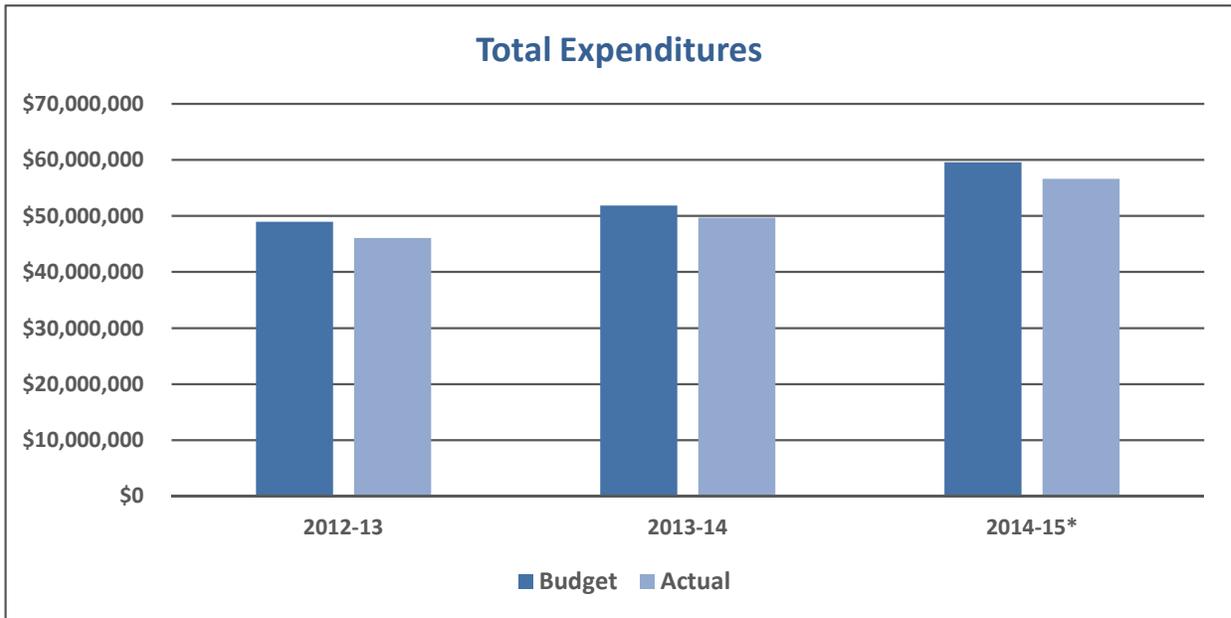
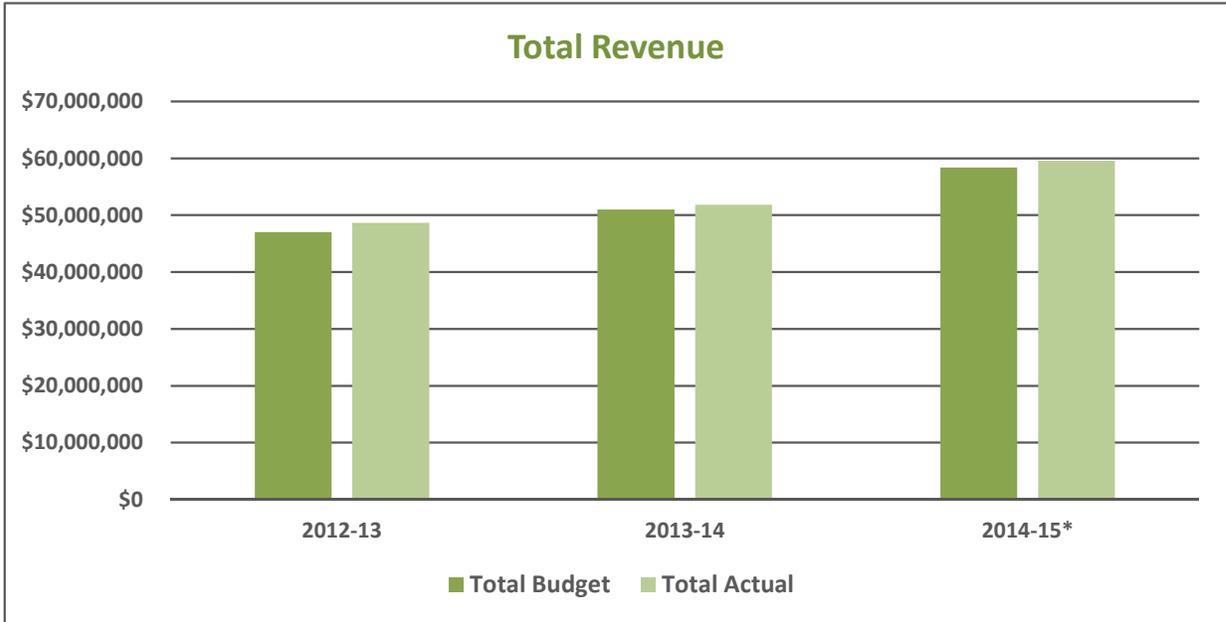
Re: 2014-15 Budget Report (General Fund)

The DSU General Fund budgetary outlook for 2014-15 remains positive. State appropriations have been received as expected, while tuition revenue has exceeded expectations due to increased non-resident enrollment. All departments are projected to end the year within established expense budgets.

The budget process for the upcoming 2015-16 fiscal year is well underway. Departmental budget requests are being compiled and evaluated, and new revenue from state appropriations and tuition should be clear by the end of March. The institution will continue to take a conservative approach in estimating and allocating new revenue in order to maintain stability and strategic positioning.



Dixie State University 2014-15 Budget Report (General Fund) March 3, 2015



*Actual revenue and expenditures projected through end of fiscal year

Paul C. Morris
Vice President for Administrative Services
Phone: 435-652-7504
Email: morris@dixie.edu

March 3, 2015

Dr. Christina Durham
Chair, Dixie State University Trustees
225 S. 700 E.
St. George, Utah 84770

Dear Dr. Durham:

Purpose

Dixie State University (DSU) is requesting Trustee approval of the fiscal year 2016 institutional master plan.

Master Plan Update

The proposed master plan is comprised of the following capital development needs including several significant changes to the prior master plan as detailed below.

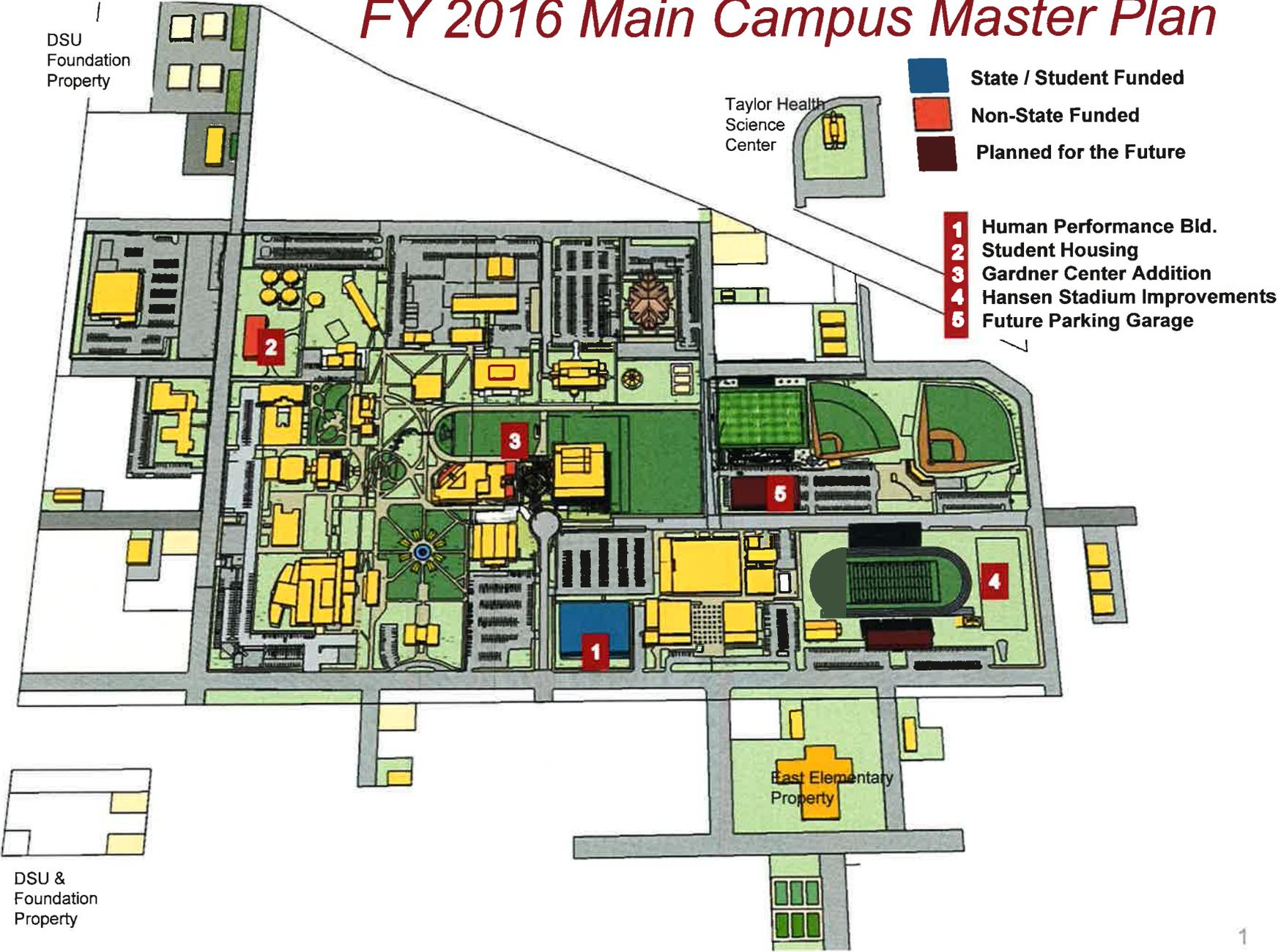
1. Human Performance/Student Wellness Center – updated building name and location change to corner of 300 S. and 700 E. (DSU Tennis Court land bank)
2. On-Campus Student Housing – Phase I of student housing project
3. Gardner Center Additions
 - a. Additional offices on North East balcony
 - b. Addition to South East corner for expanded dining room space
 - c. Addition to South West corner for relocation of Campus Store
4. Hansen Stadium Improvements
 - a. 5,000+ seat grandstand on East side of Stadium including opposing team locker rooms and decorative fencing around perimeter
 - b. Three level press box addition to existing West grandstand to include club seating and hosting rooms
 - c. Re-surfacing and improvement of track including construction of field venues suitable for hosting tack and field events and competitions
 - d. Addition of restrooms and concession venues to serve increased patron capacity
5. Parking Garage location updated to parking lot East of Burns Arena and Hansen Stadium

Sincerely,

Paul C. Morris

cc: Richard Williams, Sherry Ruesch

FY 2016 Main Campus Master Plan



Paul C. Morris
Vice President for Administrative Services
Phone: 435-652-7504
Email: morris@dixie.edu

March 4, 2015

Dr. Christina Durham
Chair, Dixie State University Trustees
225 S. 700 E.
St. George, Utah 84770

Dear Dr. Durham:

Purpose

Dixie State University (DSU) is requesting Trustee authorization for the sale of two pieces of institutional property located at 605 and 641 East Tabernacle Street contingent upon the Dixie College Foundation's approval to also sell approximately 2.29 acres of adjoining property.

Issue

Dixie State University has identified a shortage of student housing as a primary barrier to continued student enrollment growth. Dixie State University supports the development of new privately owned off-campus student housing complexes to help meet student demand. Dixie State University recognizes the value of a residential campus experience where students live in close proximity to campus and can walk or ride bikes to class and other activities. As student housing development opportunities adjacent to campus are very limited, the University is in favor of higher density student housing projects to accommodate a larger number of students desiring to attend DSU.

Dixie State University has experienced a 33% increase in student enrollment growth over the past 6 years. Fall 2014 student enrollment was up by 220 students. But, more specifically, non-commuter enrollments were up by 11% or 364 students. These are students who have a permanent residence outside of Washington County and are in need of student housing to attend Dixie State University. Further, the Utah System of Higher Education enrollment forecast for Dixie State University predicts steady growth of approximately 3% that will equate to an average of 281 students per year over the next 10 years.

Background

Dixie Towers, LLC has presented an offer to purchase the aforementioned properties from Dixie State University for the purpose of building student housing to help address unmet demand. The pertinent facts relative to the DSU properties are as follows.

- 605 East Tabernacle
 - .22 acres of land (approx.) improved with a 1,017 square foot building (old residence leased to a private business)
 - Appraised value \$145,000

- 641 East Tabernacle
 - .20 acres of land (approx.)
 - Appraised value \$85,000

The Dixie Towers, LLC has offered Dixie State University appraised value for the parcels. In order to allow sufficient time to obtain St George City approvals and permits, the settlement on the properties may extend for up to ten months. Upon closing, the developer will place an additional \$500,000 in escrow, to be held by a third party, as a guarantee to begin construction. Upon completion of the site work and foundation of the student housing building, the \$500,000 escrow will be returned to the developer. Should the site work and foundation of the student housing building fail to begin 1-year after property closing, the escrowed funds will be forfeited to the campus and foundation.

The Dixie Towers, LLC has also presented an offer to the Dixie College Foundation for the purchase of approximately 2.29 acres of adjoining property with existing building improvements. The developers are also pursuing privately owned parcels adjoining the DSU and foundation properties. The \$30,800,000 proposed development includes 110,000 square feet of residential space accommodating up to 628 students, 19,000 square feet of retail space and a multiple-story-parking garage with 488 parking stalls.

Time-line

In order to sell the properties owned by Dixie State University, Trustee and Regent authorization is necessary. The significant board meeting dates of the DSU Trustees, State Board of Regents and Dixie College Foundation are listed below.

- March 20, 2015 – Dixie State University Board of Trustees
- March 27, 2015 – State Board of Regents'
- April 13, 2015 – Dixie College Foundation

Attachments

- Attachment 1: Street and aerial view of properties
- Attachment 2: Dixie Towers, LLC rendering and project description
- Attachment 3: ICON Commercial Lending funding commitment

Sincerely,

Paul C. Morris

cc: Richard Williams, Sherry Ruesch

ATTACHMENT #1
Dixie State University Parcels

605 East Tabernacle

- .22 acres of land (approx.) improved with a 1,017 square foot building (old residence leased to a private business)
- Appraised value \$145,000



641 East Tabernacle

- .20 acres of land (approx.)
- Appraised value \$85,000



Aerial View of 605 & 641 East Tabernacle



DIXIE TOWERS

ATTACHMENT #2

St. George, Utah

- o Comm/Retail: 18,785 SF
- o Residential: 110,153 SF
- o # Apartments Units 81
- o 8 Beds/Unit 628 Beds
- o Parking: 488 Stalls
- o Bike Storage 80 Spaces
- o Zoning: C-3 w/ Student Housing Overlay
- o 20% min. landscaping
- o Allowed Density 40 units/ac.
- o Allowable Height: 55 ft.
- o Property: 148,200 sf / 3.4 ac.
- o Planned Development - Student Housing



Dixie Towers Project - St. George, Utah

CRSA has been an integral part of community building throughout the Western Mountain Region since 1975. With offices in Utah and Idaho, and licenses in twelve states, we are working to make communities, campuses, and neighborhoods better places to live, learn, work, and play. Our staff of 64 professionals brings a solid background of capabilities to many project types. We continue to expand our body of creative and innovative work in the areas of higher education, government, and libraries, as well as residential, mixed-use, office projects, urban design, community and institutional planning, historic preservation, and the design of civic, commercial, cultural, and religious projects. Our design focus is based on a fundamental approach to problem solving: each unique problem deserves a unique solution.



Joule Plaza Mixed Use Project - St. George, Utah

FIRM INFORMATION

CRSA is a C Corporation, founded in 1975, with 17 licensed Architects as well as licensed Planners, Landscape Architects, and Interior Designers across 12 states.

FIRM OFFICE LOCATIONS:

20 N Main Street, Suite 104
 St. George, UT 84770
 Phone: (435) 673-7362
 Fax: (435) 673-7392

649 E South Temple
 Salt Lake City, UT 84102
 Phone: (801) 355-5915
 Fax: (801) 355-9885

151 N Ridge Avenue, Suite 113
 Idaho Falls, ID 83402
 Phone: (208) 524-4621
 Fax: (208) 523-3681





ATTACHMENT #3

6905 South 1300 East, Suite 175
Cottonwood Heights, Utah 84047
Phone: 866-956-5554
www.iconlending.biz

March 3, 2015

Mr. Mark H. Snow/ PRINCIPAL
Dixie Towers LLC/ CLIENT
mhsnow@gmail.com

RE: DIXIE TOWERS
(Construction & Development Project)

Pursuant to discussion(s) and information provided to ICON regarding this Project, ICON Commercial Lending, Inc (ICON) is pleased to submit the following Letter of Commitment to provide financing for the DIXIE TOWERS construction/development project.

Mr. Mark Snow / Dixie Towers LLC (CLIENT) has been approved for ICON's Construction & Development Line-of-Credit financing facility. CLIENT has accepted ICON's Funding Agreement wherein ICON has made an *Irrevocable and Firm Commitment to Provide Project Funding* in the amount of Thirty Million Eight Hundred Thousand Dollars (\$30,800,000).

ICON is pleased to inform you that your application for a commercial real estate loan is hereby approved for funding. Based upon ICON's loan analysis, ICON proposes financing in the amount stated below and on the following general terms and conditions, as required by ICON.

Loan Amount:	\$30,800,000
Financing Program:	Construction/Development Line-of-Credit
Loan Structure:	Debt & Equity Financing w/ 35% JV Partnership
Loan Draw Period:	Forty Eight (48) months
Interest Rate:	Prime + 2% (5.25% fixed rate)
Repayment Terms:	First 60 months; monthly INTEREST ONLY payments
Loan Term:	Four years w/ long-term take-out financing option
Real Estate Collateral:	1 st mortgage on subject properties
Prepayment Penalty:	None
Personal Guarantee:	None
Personal Recourse:	None

ICON's completion and approval of this loan is based solely upon ICON's discretion from the underwriting of the loan/project, subject property, collateralization, financial / political stability, CLIENT(s), members & partners of the CLIENT(s) and all other material matters.

Covenants: Customary covenants, including without limitation: failure to make payment when due; breach of representation and warranties; bankruptcy/insolvency; judgments and attachments.

Closing Conditions: Execution and delivery by Borrower(s) of all documentation reasonably requested by ICON, all of which shall be acceptable to ICON and its counsel.

Funding for this project through ICON's Construction & Development Line-of-Credit financing facility is scheduled to occur not more than 45 days from the date of establishing and funding escrow. CLIENT has funded escrow. ***Initial funding for this project is anticipated to be disbursed by April 15, 2015.***

Please note that while the foregoing sets forth the general summary of the transaction, final written agreements between the parties will necessarily include such other terms and conditions as may be required by ICON or recommended by either party's counsel.

CLIENT agrees to pay all customary third-party escrow and/or closing and other reasonable expenses necessary for the closing and distribution of loan, including without limitation title insurance, attorneys' fees, retainers, escrow, fund control, notary, accounting, tax service, recording, structural/seismic report, environmental reports, financial auditing fees, survey fees, credit reports, commitment and standby fees, if any, and appraisals if required.

CLIENT also agrees to pay ICON's reasonable & customary travel expenses for ICON's due-diligence management team for the purpose of Project site evaluation and follow-up. Any travel expenses shall be approved & paid in advance by CLIENT, pursuant to ICON's LOI – Fee Agreement.

ICON thanks you for the opportunity to work together in providing your company with a suitable financing facility which will allow you to maximize your business potential.

For more information or to discuss this project's financing, please contact –

A handwritten signature in blue ink that reads "Randall Farr, MD". The signature is written in a cursive, flowing style.

Mr. Randall Farr, Managing Director



Dixie State University
Intercollegiate Athletics

225 South 700 East
St. George, UT 84770

March 2, 2015

Board of Trustees,

The attached document is a Title IX self-evaluation of our athletic program that we performed during the 2013-14 academic year. Per a recent NCAA requirement, the institution's governing body must review and approve such reports and plans of action. The report is being submitted for your review and approval. Since this report was completed we have accomplished the following items related to our Title IX efforts and this report:

- Signed a 2-year housing contract with Red Rock Ridge Apartments for 12 beds for Women's Basketball (July, 2014)
- Elevated Robyn Felder, our Volleyball Head Coach to Full-Time status (January, 2015)
- Increased the scholarship budget for Volleyball by \$5,000 effective FY16 (January, 2015)
- Increased salary funding for Volleyball Assistant Coaches (part-time coaches) by \$5,200 effective FY16 (January, 2015)
- Announced the addition of a Women's Swimming program to begin competition during the 2016-17 academic year (March, 2015)

If you have any questions during your review of this document, please contact either myself, or Maureen Eckroth as follows:

Jason Boothe
(435) 652-7526
boothe@dixie.edu

Maureen Eckroth
(435) 652-7569
eckroth@dixie.edu

Respectfully,

Jason Boothe
Director of Athletics



DIXIE STATE UNIVERSITY

2013-14

TITLE IX

SELF-EVALUATION

TITLE IX COMMITTEE:

CHAIR: Maureen Eckroth, Senior Associate AD / SWA /
Compliance Director

FACULTY ATHLETIC REP (FAR): Randy Jasmine, English Department
Chair

FAR ELECT 2014-15: Susan Ertel, Associate Professor, English

FINANCIAL AID: Dustin Johnson, NCAA Scholarships Advisor

REGISTRAR: Jaclyn Kerouac, Registration and Eligibility
Coordinator

ACADEMIC ADVISEMENT: Dabney McIntyre, NCAA Advisor

Contributors:

Jason Boothe, Athletic Director

Teresa Ortiz, Athletic Administrative Assistant

Dustin Johnson, Financial Aid

Jaclyn Kerouac, Registrar's Office

Dabney McIntyre, Academic Advisement

Jon Judkins, Head Men's Basketball Coach

Catherria Turner, Head Women's Basketball Coach

Danny Ortiz, Head Men's Soccer Coach

Kacey Bingham, Head Women's Soccer Coach

Jason Herbers, Associate AD – Marketing / Promotions Director

Bryce Patterson, Strength & Conditioning Coach

Scott Brumfield, Head Football Coach

Rachel Harmon, Head Women's Golf Coach

Justin Decker, Head Men's & Women's Cross Country Coach

Kelby Hofheins, Head Athletic Trainer

Robyn Felder, Head Women's Volleyball Coach

Chris Pfatenhauer, Head Baseball Coach

Jeff Cluff, Sports Information Director

Derek Dawes, Assistant AD, Annual Giving / Community Engagement

Brad Sutterfield, Head Men's Golf Coach

Randy Simkins, Head Softball Coach

Eric Pelton, Head Women's Tennis Coach



DSU 2013-14

ENROLLMENT

Female	2647	51%
<u>Male</u>	<u>2518</u>	<u>49%</u>
TOTAL	5165	100%

PARTICIPATION

117	35%
<u>213</u>	<u>65%</u>
330	100%

Title IX Participants

Team	Number of Participants
Men's Baseball	42
Men's Basketball	19
Men's Cross Country	11
Men's Football	102
Men's Golf	8
Men's Soccer	31
Women's Basketball	19
Women's Cross Country	10
Women's Golf	8
Women's Soccer	29
Women's Softball	18
Women's Tennis	14
Women's Volleyball	19

Men Participants	213
Women Participants	117
Total Participants	330



DSU 2013-14

TEAM EQUIVALENCIES

CASH VALUE



**POTENTIAL SPORT
SPONSORSHIP**

(Under-represented Group)



2013-14

DSU

INTRAMURAL PROGRAMS

&

CLUB OFFERINGS

(NCAA sports not offered to under-represented group)

CLUBS

CLUB	FEMALE MEMBERS
CYCLING	1
RUGBY	
SKI / SNOWBOARD	
BOWLING	3
RODEO	
WRESTLING	0

TITLE IX 2013-14

EVALUATION

PROPOSALS

1. Add over the next 6 years, beginning with 2014-15 (Coach & Recruit first year) Women's Track, followed by Women's Swimming in 2016-17, then Women's Lacrosse in 2018-19.
2. Cap Football participants to 100 or less each year.
3. Add scholarships to female sports and increase participation in each sport. Re-allocate waivers from Men's and Women's Basketball.
4. Drop a Men's sport if funds not available. Major issues with conferences. Attempt to get Football in the RMAC for time and travel savings.

SPORT EQUITY PRIORITIES:

1. Full time salaries with benefits for Head Coaches.
2. Respectable salary to fund assistant positions.
3. Enough available scholarships to be competitive in each sport.
4. To be competitive, recruiting budgets would need to be created, or increased.

DIXIE STATE UNIVERSITY POLICIES AND PROCEDURES	Section: NEW
	Policy No:
	Approved: Revised:
Policy: Criminal and Other Background Checks	

I. Purpose

- A. To provide for criminal and other background checks of certain prospective and existing University employees only as required and regulated by applicable Federal regulations, Utah law, and policies of the Utah State Board of Regents.
- i. Specific Procedures governing implementation of this policy, to be implemented in conjunction with existing policies concerning hiring, appointments, disciplinary actions, and termination of existing employees.
 - ii. This policy is in accordance with the University's core principles of an academic institution and an Equal Opportunity employer, including but not limited to the principles of academic freedom, freedom of expression, non-discrimination and diversity, safety of persons and property, fair and equitable treatment of employees, and maintenance of a physical environment and intellectual climate conducive to successful fulfillment of the University mission.

II. Definitions

- A. **Applicant:** A person offered employment, transfer, or promotion contingent on acceptable results of a criminal background check and other reviews required for the position by the University including but not limited to financial/credit checks, degree transcripts or license documentation, and/or student loan status.
- B. **Background Check:** A commercial or governmental process of searching records to determine no less than whether an individual has been convicted of criminal conduct anywhere in the U.S. within no less than the last seven (7) years. The University may choose to specify a longer time period, search in one or more foreign countries, and/or seek additional information such as arrests, financial / credit information, or other evidence including character issues as part of a background check.
- C. **Diminished Capacity Adult:** A person age 21 or older who lacks decision making capacity which requires, to greater or lesser degree: (1) possession of a set of values and goals; (2) the ability to communicate and to understand information; and (3) the ability to reason and to deliberate about one's choices.
- D. **Employee:** A member of the faculty or staff of Dixie State University who receives compensation for work or services from funds controlled by the University, regardless of

the source of the funds, the duties of the position, the amount of compensation paid, or the percent of time worked.

- E. Minor: For the purposes of this policy, defined as a person younger than 21 years of age.
- F. Reasonable Cause: Where the known facts and circumstances are sufficient for a reasonable person to believe that an existing employee in his or her capacity as a University employee poses, or an applicant for such a position, would pose a significant risk of physical, emotional, financial, or other loss or harm to persons, property, or the institution and/or to believe that a background search will reveal a report of a crime of a type that poses such a significant risk of harm.
- G. Security Sensitive Positions: Positions with duties that require, provide for, or encompass the potential to incur human, financial, property, or other loss or harm to the University and/or its constituents. A security sensitive position includes one or more of the following elements:
- i. Access to children, including child care in a child care center, or to diminished capacity adults; relationships with students where exceptional trust and responsibility are involved, such as coaches, counselors, health care providers, and residence hall personnel.
 - ii. Responsibility for providing direct medical care, treatment, or counseling and/or access to pharmaceuticals, toxins, or other hazardous or controlled substances.
 - iii. Direct access to laboratory materials or other property that have the potential of being diverted from their proper use either for financial gain or for harmful, dangerous, or illegal purposes.
 - iv. Decision-making authority for committing University funds or financial resources through contracts and commitments and/or direct access to or responsibility for handling cash, checks, credit/debit cards or cash equivalents, University property, disbursements, or receipts.
 - v. Access to building and/or residence hall master keys or control systems.
 - vi. Access to confidential information or sensitive personal information such as employment, health, donor, financial and other records, including data that could facilitate identity theft.
 - vii. Access to and responsibility for the maintenance, upgrading, and repair of the University's computer networks and/or information technology systems.
 - viii. Responsibility for police, security, guard or similar services, or for other significant health or safety issues.

ix. Besides institutional designations of security sensitive positions, employees of individual departments may be subject to additional restrictions, requirements, laws, or regulations.

H. Significant Contact: An employee position involves significant contact with minor persons if there is a reasonable expectation that in the course of the normal, routine responsibilities of the position, the employee and a minor would interact on a one-on-one basis. For example, instructors with office hour consultations, mentors, counselors, testing center employees, coaches, camp employees, and advisors could all reasonably expect to interact one-on-one with students as a normal, routine part of their work and hence would have “significant contact” with one or more minor persons during the course of employment.

I. Volunteers: Unpaid workers in academic or non-academic University-sponsored programs who are considered employees solely for the purposes of this policy, including instructors in credit or non-credit courses.

III. Criminal and Other Background Checks

A. Background checks are required as a condition of employment for any final applicant for a position that involves significant contact with minors or is considered to be security sensitive by the University. Background checks can be conducted by a commercial entity or governmental agency, at the University’s discretion.

i. In the Procedures associated with this policy, the President or his/her designee may specify types of positions governed by these requirements and/or exempt from the requirement part-time or temporary position insofar as such exemption is not inconsistent with Utah law or the policies of the Utah State Board of Regents.

ii. An applicant exempted from a background check may be required to self-disclose any criminal background.

B. As specified in the Procedures, the University may require an applicant to pay the costs of any criminal or other background check as a condition of employment.

i. The University does not require existing full-time employees to pay the costs of any criminal or other background checks as a condition of employment unless a background check is required as a condition of employment for a position for which the employee has applied and the background check requirement is different than that required for the existing employee’s previous position.

C. The University may specify in the Procedures associated with this policy that applicants for, or existing employees in, specific positions be subject to a criminal or other background check, including requiring that the applicant or employee consent to a fingerprint background check by the Utah Bureau of Criminal Identification, the Federal Bureau of Investigation, or other governmental or commercial entity.

i. Each faculty member, including applicants for positions and existing full-time, part-time, adjuncts, and other members of the faculty, who is assigned to teach concurrent enrollment students will be required to undergo a fingerprint background check

with the Utah Bureau of Criminal Identification. The fingerprint background check must have been conducted within the previous five years of the beginning of the semester in which the faculty member is assigned to teach any concurrent enrollment students.

- ii. Current employees of the Washington County School District will be considered to have fulfilled the background check requirements associated with instruction of concurrent enrollment students by meeting the District's background check requirement.

- D. As specified in the Procedures, the University may designate security sensitive positions, including those with access to sensitive personal information or responsibility for University or other funds as requiring a financial / credit check in addition to the criminal or other background check.
 - i. As specified in the Procedures, if an applicant or employee has or has had a student loan obligation, the University may check on the loan status and may deny employment or take adverse employment action if the applicant has a delinquent or defaulted student loan.
 - ii. Other background checks such as motor vehicle operation, academic attainment, licensure, etc., will be required as a condition of employment when deemed necessary relative to the position's duties and requirements or when reasonable cause to merit such information exists.
- E. All background check information is to be treated as part of the employee's confidential personnel file with access to the information limited to those individuals specified in the Procedures as needing access to make employment decisions.
- F. If a position requires academic attainment or licensure, the employee is responsible for submitting official transcripts, licensing documentation, or other professional credential in a timely manner prior to the start of employment, before any associated rank advancement or promotion becomes official, or as required by the relevant Vice-President or by Human Resources.

IV. References

- A. Utah Code § 53A-3-410 Criminal Background Checks on School Personnel
- B. Utah Code § 53B-1-110 Higher Education Criminal Background Checks
- C. Utah State Board of Regents Policy R165 Concurrent Enrollment
- D. Utah State Board of Regents Policy R847 Criminal Background Checks
- E. Fair Credit Reporting Act 15 U.S.C. § 1681 et seq.

V. Addenda

- A. Procedures

DSU Procedures: Criminal and Other Background Checks

1. The University conducts background checks as a condition of employment for final applicants of all new full-time faculty positions, staff positions listed as security-sensitive in this document, and other positions as identified by the relevant Vice-President or by Human Resources.
 - a. Background checks can encompass criminal history, financial/credit history, student loan history, and other information as required or requested.
 - b. In accordance with Utah State Board of Regents policies, all full-time, part-time, adjunct, and other faculty members assigned to teach concurrent enrollment students must successfully complete a fingerprint background check of the UBCI, FBI, or other agency. In order to continue teaching concurrent enrollment students, the fingerprint background check must be repeated every five (5) years.
2. The relevant Vice-President or designee will be responsible for ensuring that all positions designated as security sensitive according to the Criminal & Other Background Checks policy and other positions designated as requiring background checks for other reasons are appropriately identified, that any advertisements for such positions include the notation that “Criminal or Other Background Checks are required of final applicants,” and that existing employees are informed in writing of the requirement if they have not previously undergone a background check for their position.
3. The University may request completion of self-disclosure forms related to background check information from any employee or applicant, whether or not the position requires a background check. In no case shall the requirement for a background check be implemented in a discriminatory manner. The determination of a background check requirement will be based on the position and, in the case of existing employees, reasonable cause (as defined in the Criminal & Other Background Checks policy).
 - a. The University may conduct a background check for any existing employee or any final applicant for whom a background check would not otherwise be required in circumstances when the University determines that reasonable cause exists.
 - b. The failure of an employee to complete a self-disclosure or discrepancies an employee’s self-disclosure may be considered reasonable cause to conduct a background check.
4. The final applicant for positions requiring background checks will be required to sign a written release of information and acknowledgement of the type of background check to be conducted as a condition of employment.
 - a. The University may require the final applicant to pay the costs of a background check as a condition of employment.
 - b. A final candidate may be an internal applicant applying for or transferring to a new position that requires a background check or a different type or scope of background check.

5. Background checks may be required for existing full-time employees based on the assigned position, a transfer, a promotion, a change in assignment, a change in employment status or category, or for reasonable cause.
 - a. The University will not require existing employees to pay for the costs of any background check other than term appointment employees hired for specific periods of time who may be required to pay the costs of any criminal or other background check as a condition of future or continued employment.
 - b. Existing employees will be requested to sign a written release of information and acknowledgement of the type of background check to be conducted. If the existing employee chooses not to sign the release, the University is still required conduct the background check.
 - c. Members of the faculty undergoing regular faculty review under Policy 3-7 will not be considered applicants for a position and will not be subject to background checks as part of that process. Information derived from background checks will not be made available to faculty committees as part of the regular Faculty Review process.
6. The request for a written release of information will include the fact that the information might be used to make decision about the individual's employment. This notice must be in writing, in stand-alone format, and not included in an employment application. If the authorization will be used for further checks throughout the individual's employment, that fact needs to be clearly stated.
7. Background check and self-disclosure results will be screened by Human Resources and, as needed, by the search committee chair and/or position supervisor.
 - a. If a background check or self-disclosure reveals a criminal background, other factors of concern relevant to the position, or issues concerning the individual's character, the applicant or employee will be supplied with a copy of the written background check (if conducted by a consumer agency) at least five (5) working days before a Risk Assessment Committee is convened.
 - b. A copy of "A Summary of Your Rights Under the Fair Credit Reporting Act" will be included with the written report given to the individual.
 - c. An existing employee may be placed on Administrative Leave at the time of such notice if that is deemed prudent by the relevant Vice-President.
 - d. The individual has the right to review the report and explain any negative information.
 - e. The failure of an employee or applicant to complete a requested self-disclosure or the provision of false information in such a disclosure, or if disclosures merit, may be considered cause for a risk assessment.
8. Risk assessments will be conducted by an *ad hoc* Risk Assessment Committee to include, at a minimum, the search committee chair and/or position supervisor, the relevant dean (for academic positions), the relevant Vice-President, and a representative from Human Resources. University legal counsel will be consulted as needed.

- a. The Committee will assess the risk of physical, emotional, financial, or other harm posed to persons, property, and the University based on the background of the applicant or employee.
- b. Factors to be considered include but are not limited to the following:
- Criminal convictions.
 - The number of crimes committed.
 - The severity of those crimes.
 - The length of time since the crimes were committed.
 - The likelihood of recidivism.
 - The sensitivity of the position sought by the applicant or held by the existing employee.
 - The extent of any failure to provide accurate information requested through self-disclosure.
 - Pattern(s) of behavior.
 - Relevant factors that do not involve convictions for criminal acts.
- c. When an issue resulting from a background check is the result of a documented disability, the University will carefully review the situation to ensure that any adverse employment decision based on negative information is the result of significant risk or financial or operation difficulty.
- d. The Committee will determine whether an individual with a criminal history or other factors of concern relevant to the position or the individual's character will be considered eligible or ineligible to obtain or retain the position, that an existing employee should be considered for employee discipline or sanction, or that additional documentation and information is required before making a determination. A written record of the Committee's decision, which need not contain a record of any discussion, vote, or rationale, will be retained in the individual's official personnel file with the background check results.
- e. If the Committee is unable to reach a consensus, the matter will be referred to the University President or his/her designee, who may consult with others or seek additional information before reaching a final decision.
9. In the event of an adverse hiring decision resulting from information obtained through a background check, the individual will be informed orally, in writing, or electronically of the following:
- a. That s/he was rejected or terminated because of information in the report.
 - b. The name, address, and phone number of the company that sold the report if it was obtained from a commercial entity.
 - c. The fact that the company supplying the report didn't make the hiring decision and cannot supply information or reasons for that decision.

- d. That the individual has the right to dispute the accuracy or completeness of the report with that company and to get an additional free report from that company within 60 days, but that such a dispute may not impact the University's employment decision.
10. Any recommended sanctions or disciplinary action resulting from a background check of an existing non-probationary employee will be handled through appropriate disciplinary processes outlined in DSU policy as well as Equal Employment Opportunity Commission and Federal Trade Commission regulations and guidelines.
11. The information resulting from any background checks will be treated as confidential. Findings in a background check resulting in an adverse hiring decision are retained for at least one year. Results of the most recent background check for employees remain on file for at least one year post-employment.
12. These Procedures are regularly reviewed by Human Resources and are updated as needed upon the approval of University Council. If at any time Utah State Board of Regents policy, Utah law, or Federal regulation or guideline contradicts this procedure, the more recent requirements will be followed until such time as these Procedures can be reviewed and updated.

DIXIE STATE COLLEGE OF UTAH POLICIES AND PROCEDURES MANUAL	Section: 6-Administration
	Policy No: [NEW]
	Approved:
Policy: SIGNATURE AUTHORITY AND ELECTRONIC SIGNATURES	

I. Purpose and Scope

A. Statutory authority to sign specific types of proposals, contracts, grants, and agreements on behalf of University has been delegated by the Utah State Board of Regents and the DSU Board of Trustees. The purpose of this policy is:

- i. To establish responsibilities for the review, approval, and signing of official University documents.
- ii. To establish circumstances when an electronic signature may replace a written signature and formulate approval process for electronic signature methods.
- iii. To provide protection to the University and to individual University employees from legal liability
- iv. To maintain University compliance with University, State, Federal, and private contract requirements.

B. This policy applies to all proposals, agreements, documents, and records transacted on behalf of the University which an authorized individual signs or approves when both parties to the transaction agree to conduct it by electronic means.

- i. An agreement or requirement to conduct a transaction by electronic means is only satisfied if the information is provided or delivered in an electronic format capable of being retained, stored, and printed by the recipient at the time of receipt.

II. Definitions

A. Authorized Alternate: An individual designated in writing by a University Officer to act in his/her behalf in matters requiring signatures on Official Documents as outlined in this policy. An Authorized Alternate may:

- i. Exercise such authority in the planned or occasional absence of a University officer as a “proxy” for a specific period of time.
- ii. Receive a more permanent delegation of authority for one or many particular official documents or category of documents.

- B. **Electronic Record:** A record created, generated, sent, communicated received, or stored by electronic means.
- C. **Electronic Signature:** An electronic sound, symbol, or process attached or logically associated with an electronic record insofar as it was executed or adopted by a person with the intent to sign the record. This includes handwritten signatures, replicas or representations thereof, cryptographic protocols, and “accept”, “place order”, and similar Web page buttons.
- D. **Official Document:** A written agreement or other formal instrument regarding a course of action, the expenditure of University funds, or other contractual obligation that is intended to be binding upon the University. Official documents obligate the University to act, engage, consent, perform, or pay. Typically at least one party to the transaction is external to the University. Official documents may be in the form of contracts, proposals, agreements, statements, notices, resolutions, letters, memorandums, licenses, and other instruments.
 - i. All purchases and contracts must conform with DSU Purchasing Policy.
 - ii. Transactions using University issued credit cards, including e-commerce purchases, are considered official documents, insofar as:
 - 1. Any purchase authorization or agreement is within the scope and authority of the purchaser’s authority to expend those funds for that purchase.
 - 2. The purchaser has exercised due diligence evaluating any vendor and has made a reasonable determination that the vendor is legitimate
 - 3. The purchaser has exercised due diligence evaluating any Web site and has made a reasonable determination that the site is valid and secure.
- E. **University Officer:** The University President or an individual holding a position of Vice-President at the University.

III. Process

- A. All official documents will be signed by a University officer, an authorized alternate, or as otherwise permitted by University policy.
 - i. University policy allows for many business processes, forms, and related documents provide instructions for authorized approvals and signatures to facilitate the processing of routine transactions such as campus orders, purchase requisitions, expense or travel reimbursements, and other documents. These documents are properly handled at the associate vice-president, dean, director, or department chair level.

- ii. In general, extra-institutional agreements and contracts, real estate agreements, licensing agreements, letters of appointments, final disposition of employee appeals, contracts of more than one year, grants requiring matching funds or involving indirect costs, banking / finance agreements, procurement above the amount specified in this policy's addendum, and documents involving institutional rights require the signature of a University official. Specific types of documents are listed in Addendum 1.
 - iii. All grant proposals and applications that involve matching funds or indirect costs require the additional approval of the DSU Executive Director of Budget.
 - iv. This policy is not intended to supersede other policies or change approval requirements for established, internal business processes.
- B. Official documents will be submitted to the President and/or appropriate Vice-President for review, processing, and signature after any other required approval has been documented.
- C. The University prefers that official documents are signed by a University official whenever possible. In certain circumstances, an authorized alternate may be delegated. Such authorization must be made in writing and must be retained by the alternate.
 - i. An email from the University official acceptably meets this requirement insofar as it is retained by the authorized alternate.
 - ii. The individual designated as an authorized alternate will sign his/her own name and not the name of the University officer who made the designation.
- D. If an employee or other individual who does not have signatory authority to bind the University to a contract or agreement, the University is not bound by that contract or agreement and is not obligated to conform to its terms. An employee who binds the University to a contract or agreement outside of his/her signatory authority may be:
 - i. Subject to employee discipline, including termination.
 - ii. Held responsible for misappropriation of University property and/or resources.
 - iii. Held personally liable for the performance of the contract or agreement.
 - iv. Obligated to ensure the performance of the contract or agreement and adherence to all laws, rules, and/or regulations related to the contract or agreement, including State and Federal tax laws which may include tax liability.
 - v. Referred for criminal prosecution.

IV. Use of an Electronic Signature

- A. When a University policy requires that a written document or electronic record must have the signature of a responsible individual, that requirement is met when the electronic record has associated with it an electronic signature using an approved electronic signature method.
- B. When an external legal requirement requires that written document or electronic record must have the signature of a responsible individual, that requirement is met when the electronic record has associated with it an electronic signature using an approved electronic signature method that complies with Utah state law and/or Federal regulation.

V. Electronic Signature Methods and Rules

- A. Except when superseded by Utah Board of Regents policy, Utah State Code, or Federal regulation, the University reserves the right to enact procedures and rules that:
 - i. Identify specific transactions that the University is willing or unwilling to conduct by electronic means.
 - ii. Specify the manner and format in which electronic records of official documents must be created, generated, sent, communicated, received, and stored, as well as the systems established for these purposes.
 - iii. Stipulate the type of electronic signature method, determine the manner and format in which the electronic signature must be affixed to the electronic record, and identify the criteria for any individual using an electronic signature.
 - iv. Require appropriate control processes and procedures in order to ensure adequate preservation, disposition, integrity, security, confidentiality, and auditability of electronic records.
 - v. Determine acceptable, required, and/or reasonable attributes for electronic records for corresponding non-electronic records as needed, including requiring that non-electronic records of records signed with an electronic signature include a notation of the individual electronically signing the record and the date it was signed.
 - vi. Restrict or exclude a specific electronic method or protocol deemed inappropriate, unsecure, or unsafe.
 - vii. Limit the use of electronic signatures (i.e. approved only for use by specific department(s), approved to be used only with particular records, or approved for use only on a specific type of record). Such limitations are binding on all University personnel and any other use of an electronic signature method will be considered an invalid use and a violation of this policy.

B. Any individual or entity that makes inappropriate or illegal use of an electronic signature as defined by this policy, Utah state law, and/or Federal regulation, is subject to sanctions up to and including suspension, termination, and/or criminal prosecution

VI. Exceptions to this policy may only be authorized by the University President in special or exigent circumstances that make strict compliance impracticable. Any exception to this policy must be properly executed in a written document, including noting the special or exigent circumstance, to be retained.

VII. Addenda

A. Addendum 1: Responsibility for Official Documents.

B. Addendum 2: List of Electronic Signature Methods Excluded or Limited to Specific Use(s) by the Vice-President of Administrative Services.

Signature Authority for Official University Documents

This list is reviewed at least once each fiscal year by the President’s Cabinet, updated as needed, and reposted as an addendum to Policy 6-XX.

The University prefers that official documents are signed by a University official whenever possible. In exigent circumstances, an authorized alternate may be delegated. Such authorization must be made in writing and must be retained by the alternate.

- Such authorization must be made in writing and must be retained by the alternate.
- An email from the University official acceptably meets this requirement insofar as it is retained by the authorized alternate.
- This list does not remove the need for required internal committee or council approvals.
- All grant proposals and applications that involve matching funds or indirect costs require the additional approval of the DSU Executive Director of Budget.

Official Documents
University President
Agreements regarding participation in intercollegiate athletic conference
Athletic scholarship agreements
Benefit agreements with external entities
Board of Trustees resolutions
Contracts / agreements related to athletic donations and sponsorships
Diplomas and certificates
Employee settlement agreements, including Early Retirement and Phased Retirement agreements
Final dispositions of faculty/staff appeals
Gift agreements with restrictions, including naming rights
Intercollegiate athletics broadcasting contracts
International student recruitment contracts
International study abroad / exchange agreements
Items requiring Presidential approval by the Board of Regents
Notices of faculty promotion and awards of post-probationary status
Notices of staff appointments
Vice-President of Academic Services
Clinical training agreements
Contracts with academic speakers, performing artists, etc.
Credit articulation agreements
Grant proposals and agreements with no matching funds or indirect costs
Licensing agreements for library resources
Mass media agreements (other than Intercollegiate Athletics)
Notice of faculty appointment
Procurement contracts under \$50,000 / annual only
Purchase requisitions under \$50,000

Student internship agreements with companies
Vice-President of Administrative Services
Agreements with governmental auditing entities
All contracts with payment terms greater than one year
Banking and financial services agreements
Capital leases
Construction / remodeling contracts \$50,000 and over
Debt financing documents
Food services and vending contracts
Grant proposals and agreements with matching funds and indirect costs
Intellectual property (copyright and patent) agreements involving institutional rights
IT audits and consulting contracts / agreements
IT infrastructure contract / agreements
Procurement contracts \$50,000 and over (all)
Professional service agreements
Public telecommunication permits and licenses
Purchase requisitions over \$50,000 and over
Purchase requisitions under \$50,000 within budgetary authority
Real property and real estate rental agreements (including rentals other than Alumni House)
Software licensing contracts / agreements
Sole source contracts
Special contracts with benefit providers, including insurance
Technology licensing contracts / agreements
Telecommunication and network contracts / agreements
Trademark licensing
Waivers of bidding
Vice-President University Advancement
Contracts and agreements concerning art collection and gallery (exhibits, loans, etc.)
Contracts for performing artists outside Academic Services and Student Services
Grant proposals and agreements without matching funds or indirect costs
Procurement contracts under \$50,000 / annual only
Purchase requisitions under \$50,000
Rental contracts for the Alumni House
Scholarship, loan, and financial aid agreements with outside entities
Trust, annuity, and bequest contracts
Unrestricted gift and pledge agreements
Vice-President of Student Services
Contracts / agreements for scholarship, loan, and employment aid programs
Contracts for Student Services sponsored speakers and performing artists
Grant proposals and agreements with no matching funds or indirect costs
Institutionally funded scholarship and waiver offers to students and prospective students
Procurement contracts under \$50,000 / annual only
Purchase requisitions under \$50,000 within budgetary authority
Vice-President of Student Services

Contracts / agreements for scholarship, loan, and employment aid programs
Contracts for Student Services sponsored speakers and performing artists
Grant proposals and agreements with no matching funds or indirect costs
Multi-year institutionally funded scholarship and waiver offers to students and prospective students
Procurement contracts under \$50,000 / annual only
Purchase requisitions under \$50,000 within budgetary authority

DIXIE STATE UNIVERSITY POLICIES AND PROCEDURES	Section: 5-Student Services
	Policy No: 5
	Approved: 4/26/96
Policy: COUNSELING	

5-5 COUNSELING

Personal counseling is available to all students by appointment.

~~5.1 The complexities and pressures of college life can cause unusual emotional and psychological stress. Trained professional counselors are available to help students on the Dixie State College campus. These services may be scheduled by appointment through the counseling and advisement center. A full time student is eligible to receive eight sessions of therapeutic psychological help per year without charge. For long term therapeutic services, the student will be referred to off campus resources. Long term therapeutic help, beyond the eight session policy of the college, is the student's responsibility.~~

DIXIE STATE UNIVERSITY POLICIES AND PROCEDURES	Section: 5-Student Services
	Policy No: 10
	Approved: 4/26/96
Policy: STUDENT HEALTH PROGRAM	

5-10 STUDENT HEALTH PROGRAM

~~10.1 Dixie State College students who take more than three credits pay one dollar in their fee schedule, which entitles them to participate in the Health Referral Program for Dixie State College students.~~

~~10.1.1 Students who need medical assistance, and who meet the above criteria, may obtain a referral form from the vice president of student services, counseling center, housing office, or security office. The form will give them authorization to visit the emergency room of the Dixie Regional Medical Center for a diagnostic analysis by the nurse or physician in charge.~~

~~10.1.2 Further lab work, blood work, sutures, prescriptions, medical supplies, or hospital confinement will become the financial responsibility of the student.~~

~~10.1.3 Dixie State College policy recommends that all students be covered by individual or family health insurance programs.~~

~~10.2 Student Health and Accident Insurance~~

~~Student health insurance is available to all students at Dixie State College. Application forms may be obtained from the cashier or the vice president of student services. If students are not covered under a health and accident insurance plan with their parents, they are strongly encouraged to obtain coverage. Student health and accident coverage, however, is not mandatory.~~

DIXIE STATE UNIVERSITY POLICIES AND PROCEDURES	Section: 5-Student Services
	Policy No: 12
	Approved: 3/11/98 Revised: 04/21/05
Policy: FINANCIAL ASSISTANCE	

~~5-12 FINANCIAL ASSISTANCE~~

~~A comprehensive variety of federal, state, and institutional financial assistance programs are available to students at Dixie State College based upon guidelines that determine financial eligibility. This policy is not all inclusive of institutional policy and does not supersede the institutional policy manual held by the financial aid office. For detailed policy and/or clarification, consult the detailed manual.~~

~~12.1 Students who are citizens or permanent residents of the United States may apply for assistance under any and all of these programs.~~

~~12.2 There is no discrimination in awarding financial aid due to race, color, religion, age, sex, national origin, pregnancy related condition, physical disability, or being a disabled veteran or veteran of the Vietnam era. Federal financial aid is designed to help students bridge the gap between what they and their families can be expected to pay and what it will cost to attend Dixie State College. Institutional aid is used to assist students who want to attend Dixie State College who have a high level of preparation for success, talent, and/or financial need. (Refer to Scholarship Policy 5-13 for further information on institutional aid.)~~

~~12.3 Federal and Utah State Assistance Application Procedure~~

~~12.3.1 Submit an application for admission to Dixie State College.~~

~~12.3.2 Complete a Free Application for federal student aid (FAFSA). See www.FAFSA.ed.gov.~~

~~12.3.3 Submit all requested verification data to the Office of Financial Assistance.~~

~~12.3.4 The deadline for priority funding for students desiring financial aid assistance for the academic school year is May 1st.~~

~~12.4 A student who has met the qualifications and demonstrated financial need may be awarded assistance in the form of scholarships, state or federal grants, loans and part time employment.~~

~~In addition, institutional aid can be awarded to students who have not demonstrated financial need, but who demonstrate college preparedness or talent.~~

~~12.4.1 Amounts of federal and state assistance given to meet financial need will be determined by analyzing financial "need" as determined by the Department of Education through the FAFSA. The "packaging policy" of financial aid is based on federal regulation and focuses on the total financial needs of the student in contrast with his/her resources and is designed to fit the student's eligibility. A complete packaging policy is available in the Office of Financial Assistance.~~

~~12.5 All need based awards are based upon budgets developed annually by the Office of Financial Assistance.~~

~~12.6 Types of Federal Financial Assistance (Subject to change based on federal law.)~~

~~12.6.1 Federal Pell Grant~~

~~12.6.2 Federal Supplemental Educational Opportunity Grant~~

~~12.6.3 Federal Perkins Loan~~

~~12.6.4 Federal and State Work Study~~

~~12.6.5 State Grants (UCOPE and LEAP)~~

~~12.6.6 Federally subsidized Stafford Student Loan (formerly the Guaranteed Student Loan)~~

~~12.6.7 Federally unsubsidized Stafford Loans~~

~~12.6.8 Federal Plus Loans~~

~~12.7 Financial Aid Special Circumstances~~

~~12.7.1 Any student who believes the financial circumstances of his/her needs are not reflected in the information asked on the federal financial aid application may request special consideration through the Office of Financial Assistance. The policy governing "Institutional Professional Judgment" can be requested from the Office of Financial Assistance.~~

~~12.8 Satisfactory Progress~~

~~12.8.1 The Office of Financial Assistance monitors satisfactory progress at least yearly of each student who receives assistance. Monitoring of federal aid is governed by~~

~~federal regulation. A complete policy for satisfactory progress can be requested from the Office of Financial Assistance.~~

~~12.9 Ability to Benefit~~

~~12.9.1 In order to be eligible for federal financial aid at Dixie State College, a student who is beyond the age of compulsory education that has been admitted into an eligible program, but does not have a high school diploma or its equivalent, must pass one of the examinations approved by the U. S. Department of Education. A complete policy is available in the Office of Financial Assistance.~~

~~12.10 Refund and Repayment of Financial Aid~~

~~12.10.1 A student on federal financial aid who withdraws, drops out, or is expelled from Dixie State College may owe a refund or repayment to the federal government.~~

~~12.10.2 The amount of a repayment will be determined by the guidelines in the federal regulations that require specific calculations for refunds of federal funds (refer also to Student Tuition and Fee Payment Policy 5-17). A copy of the federal regulation guidelines on repayments may be obtained from the Office of Financial Assistance.~~

~~12.11 Consortium Agreements for Financial Aid~~

~~12.11.1 Dixie State College has signed consortium agreements with some state institutions to allow students who are working toward certificates or degrees at one institution to combine credits from two institutions and receive financial assistance for credits taken at both colleges. It is generally agreed among the institutions that the "home" school (the school where the student is earning the degree) will pay aid for a consortium student; however, exceptions are made on a case by case basis.~~

~~12.11.2 Students desiring financial aid consideration under a consortium agreement must complete the financial aid application and consult with a counselor from the financial aid office.~~

~~12.12 Financial Aid Appeals~~

~~12.12.1 Any student has the right to appeal decisions regarding the disposition of his/her financial aid.~~

~~12.12.2 Appeals must first be presented in writing to the financial aid office personnel. The appeal will be reviewed by the Financial Aid Appeals Committee.~~

~~12.12.3 Decisions of the financial aid appeals committee may include a variety of actions without specific guidelines mandated by this policy. Committee decisions will~~

~~be made by majority vote. If a student feels he/she has been treated unfairly, the student may appeal further to the vice president of student services.~~

~~12.13 Short Term Loans~~

~~12.13.1 Short term loans are semester emergency loans for school related expenses. They will be issued to students on the basis of need with a substantial guarantee for full repayment within the semester.~~

~~12.13.2 Loan co-signers may be required prior to loan approval. Dixie State College employees or other college students cannot be valid co-signers. There is a non-refundable loan application fee as determined by the Business Services Office.~~

~~12.14 Veteran Students Attendance Tracking~~

~~12.14.1 Veteran student enrollment will be verified and reported to the Veterans Administration using the add/drop, official withdrawal, and unofficial withdrawal policies.~~

~~12.14.2 An unofficial withdrawal will be noted with the "WF" grade and the last date of verifiable attendance will be documented by the instructors and reported on the final grade roll. The instructors may use the last date an assignment was handed in, the date the last exam was taken, or daily attendance reports.~~

~~12.14.3 The certifying official is responsible for submitting information regarding:~~

~~12.14.3.1 changes in credit hours or enrollment~~

~~12.14.3.2 unsatisfactory progress or conduct, and/or~~

~~12.14.3.3 interruption and termination of attendance of each veteran, service person, reservist, or eligible person.~~

~~12.14.4 These events must be reported (and received by the Department of Veteran Affairs) no later than 30 days after the occurrence.~~

DIXIE STATE UNIVERSITY POLICIES AND PROCEDURES	Section: 5-Student Services
	Policy No: 28
	Approved: 01/29/99
Policy: HOUSING	

5-28 HOUSING

~~Shiloh (men only) and Nisson Towers (men and women) are located on campus near instructional buildings and the cafeteria.~~

~~28.1 Students are required to purchase a meal ticket if they live in college owned housing. Dormitory rooms do not have cooking facilities.~~

~~28.2 Students may reserve college housing by completing a housing application and paying a deposit in advance of the school year.~~

~~28.2.1 The deposit is held as a security deposit for the length of the rental contract.~~

~~28.2.2 Students who stay in the assigned residence hall for the length of their contract, and who have no outstanding obligations against their account, are eligible to receive a refund of the deposit when the contract expires.~~

~~28.3 It is suggested that students apply for housing no later than May 30 to reserve a room for the following fall semester.~~

~~28.4 Many other private apartments are located near campus.~~

~~28.4.1 Off campus housing is privately owned and not under the jurisdiction nor policy guidelines of the college.~~

~~28.4.2 If off campus housing elects to participate in the college's interdorm council, they must adhere to the housing rules and regulations established by Dixie State College and participate in interdorm council functions.~~

~~28.5 Campus Residence Hall Rules and Regulations~~

~~28.5.1 Eligibility requirements: Only single students enrolled in Dixie State College may live in college owned housing, unless special permission is given by the housing director.~~

~~28.5.2 Students who are dismissed from college or quit are no longer eligible to live in the dorms.~~

~~28.5.3 A college housing contract in no way implies acceptance to the academic programs of the college.~~

~~28.6 The contract may be cancelled by written notification to the housing office, and postmarked prior to August 1 of the school year for which application is made.~~

~~28.6.1 There is no refund for cancellation after August 1.~~

~~28.7 Length of Agreement: Students who contract for on campus residential living are required to fulfill the terms of that contract. The terms of the housing contract apply to the full academic year as identified on the front of the contractual agreement, or if entered into after the start of the year, to the balance of the year.~~

~~28.8 Because dorm rates are based on full school year occupancy, a student who contracts for less than the full academic year will be placed on a waiting list and will be placed only after all full year student requests are honored.~~

~~28.9 Occupancy: The contractual agreement schedule begins four days prior to the start of fall semester classes and is terminated at 12:00 noon on the day after commencement.~~

~~28.9.1 Students occupying the residence halls prior to or after these dates will be charged a per day rate for extra days.~~

~~28.9.2 Residence hall students staying for the academic year will not be charged to stay in the residence halls during semester breaks.~~

~~28.9.3 If a student does not return to the residence hall for the next semester, s/he will be charged a daily rate of \$10 for the semester break and each day until the room is vacated.~~

~~28.9.4 No room rate reduction is permitted for absences, including those for student teaching, athletic participation, or similar college affiliated programs.~~

~~28.10 Room Assignment: Priority is given to full academic year contracts according to the date of the housing application.~~

~~28.10.1 The housing office reserves the right to reassign rooms in the interest of order, safety, health, discipline, disaster, or best use of facilities for the good of the residence hall community, including, but not limited to, consolidation of rooms, floors, and halls.~~

~~28.10.2 The housing office reserves the right to schedule unoccupied rooms for conference use throughout the year.~~

~~28.10.3 If vacancy occurs in a room or apartment, the student agrees to accept other roommates as assigned or move to other rooms at the request of the housing director.~~

~~28.10.4 All room changes and hall transfers must be properly documented with a check out form, which must be completed at the time of the move and approved by the Director of Housing.~~

~~28.11 Single Rooms: All rooms (except the top floor of Shiloh Hall) are built as double rooms. When there are vacancies, single rooms may become available.~~

~~28.11.1 Dorm assistants will be assigned (when rooms are available) a single room at the double occupancy rate with priority over other dorm residents.~~

~~28.11.2 The student who does not have a roommate and is paying the standard double room rate may choose one of the following options:~~

~~28.11.2.1 Pay the additional single room charge.~~

~~28.11.2.2 Move in with another student in a double room or share the current with another student.~~

~~28.12 Use of Facilities: Student rooms and furnishings provided therein are to be used in the manner for which they were assigned.~~

~~28.12.1 College property, including room, lounge, and computer room furnishings, may not be moved from room to room or taken from the buildings.~~

~~28.13 Unauthorized Articles and Actions:~~

~~28.13.1 Pets are not allowed in residence halls or in any college housing area. Any pet will be removed immediately, and the deposit for the apartment will be retained for cleaning and sanitizing the apartment. Exception: fishes in fish bowls or small caged birds (finch, canary or parakeet).~~

~~28.13.2 Firearms and explosives are not permitted in the residence halls.~~

~~28.13.3 Possession and/or consumption of alcoholic beverages and/or illegal drugs (including, but not limited to, narcotics, hallucinogenic drugs, or central nervous system stimulants, or paraphernalia or containers) within the halls is a violation of college regulations and State law.~~

~~28.13.4 Cooking and use of coil resistance or open flame appliances, such as hotplates, are not permitted in the rooms. Microwaves are permissible.~~

~~28.13.5 Sales and solicitations are prohibited unless authorized by the vice president of student services.~~

~~28.13.6 Overnight visitors must be properly registered with the housing office.~~

~~28.13.7 Dart boards and bar bells are not permitted in the residence halls.~~

~~28.13.8 Pictures are not to be hung on walls with anything that will damage the walls.~~

~~28.13.9 Nude or sexually explicit or offensive pictures or drawings may not be displayed in the residence halls.~~

~~28.13.10 Smoking is not permitted within 25 feet of the residence halls.~~

~~28.13.11 Climbing on the roof of any dorm residence hall is forbidden.~~

~~28.13.12 The use of profane, vulgar, or derogatory language will not be permitted in or around student housing.~~

~~28.13.13 Gambling in any form will not be permitted in the housing units.~~

~~28.13.14 Anyone other than a college official who enters a room without the permission of its registered occupants may be charged with trespassing or illegal entry.~~

~~28.13.15 Quiet hours begin at 8:00 p.m. After this time all residents are required to turn down radios, walk and talk quietly, and in general, create a situation conducive to study. Even though quiet hours do not begin until 8:00 p.m., other residents' privacy should be respected and noise must be kept at a minimum at all times.~~

~~28.13.16 Excessive loud music from radios and stereos will not be allowed in or near the dorms.~~

~~28.13.17 Men are not allowed in women's dorms, and women are not allowed in men's dorms, except during scheduled visiting hours. Visiting hours for the college dorms are 10:00 a.m. until 11:00 p.m. weekdays, and 10:00 a.m. until midnight on Fridays and Saturdays.~~

~~28.13.18 Sexual activity or sex acts of any kind are prohibited in college housing.~~

~~28.13.19 Public nudity or public exposure of the naked body or private body parts is prohibited.~~

~~28.14 Student Responsibilities: Students are required to abide by all laws and all college housing regulations, as well as such rules of conduct as may be adopted by the student organization of the hall in which they reside.~~

~~28.14.1 Violators of any of the college's policies or procedures will be subject to disciplinary action including possible immediate expulsion from the residence halls at Dixie State College. All dorm rules are in effect during the entire school year. This includes all vacations and breaks.~~

~~28.14.2 Discipline will generally be handled at the lowest level possible and may be appealed to the next higher level only, in this order: resident assistant, head resident, dorm standards committee, housing director, inter-dorm council, vice president of student services, student affairs committee, and finally, the college president.~~

~~28.14.3 Violation of rules not covered by state law will be handled as follows:~~

~~28.14.3.1 Two warnings are typically given, one verbal and one written. However, serious offenses may call for immediate expulsion and will be dealt with on an individual basis.~~

~~28.14.3.2 The third offense will require the student to move from the residence halls.~~

~~28.14.3.3 The student may appeal a third offense eviction to the director of housing who will issue a final judgment as to whether the student may stay in the dorm.~~

~~28.14.3.4 The director may also refer a third-time offender to the student affairs committee for further disciplinary action.~~

~~28.15 A student is considered non-compliant if s/he fails to perform and comply with the conditions of the contractual agreement, or~~

~~28.15.1 Fails to pay rent or other charges when due,~~

~~28.15.2 Does not comply with rules and regulations of residence halls, federal, state or local laws, or college policies where applicable,~~

~~28.15.3 Fails to respect the rights of the other residents, or creates disturbances which interfere with the quiet and peaceful enjoyment of residents or which constitutes a detriment to the orderly living and learning community of the residence halls students and staff.~~

~~28.16 In the event of non-compliance by a student, the housing director may take any one or more of the following actions against the student:~~

~~28.16.1 Cancel his/her contract within 24 hours with either written and/or verbal notice to the student, serve notice, and evict the student.~~

~~28.16.2 Take action for any or all damages caused by the student, in addition to those which may otherwise be provided for by law or other campus policy.~~

~~28.16.3 Pursue disciplinary procedures provided in all resident living and college policies and regulations for any violation thereof through the inter-dorm council, housing director, vice president of student services and/or student affairs committee.~~

~~28.17 Contract Release: The student may be released from the terms of the contractual agreement with the appropriate pro-rating of fees in the event of~~

~~28.17.1 College Withdrawal. If the student re-enrolls within the original annual contractual agreement period, the obligation is reinstated for the remainder of the contractual agreement period.~~

~~28.17.2 Health/Marriage/Personal Need. Documentary evidence must be presented to the housing office with an exception to policy statement for consideration by the student services appeal committee.~~

~~28.17.3 Buy Out. A student wishing to leave before the end of the contract, but still remaining in college may ask the student services appeal committee to approve a buy-out option which would be a forfeiture of the housing deposit plus a one hundred dollar buy-out penalty.~~

~~28.18 Rates: The student shall pay the fees as specified for room and meal plan according to the rates specified on the front of the contractual agreement. All fees are payable in advance, prior to occupancy of assigned quarters.~~

~~28.18.1 Rate Charges Begin. Room rates are charged from the date of the commencement of the contractual agreement, or pro-rated from the date of official check in, whichever is earlier.~~

~~28.18.2 Refund Rates. Students who officially withdraw from the college may receive a pro-rated refund when they are checked out of the residence halls.~~

~~28.18.3 Late fees and service charges will be assessed by the cashier's office, following present college policy.~~

~~28.19 Check out procedures in vacating the residence hall for all students are as follows:~~

~~28.19.1 Contact resident advisor or head resident and make appointment for check out.~~

~~28.19.2 Remove all personal articles and belongings.~~

~~28.19.3 Clean apartment and bathroom thoroughly. Failure to clean rooms thoroughly will result in forfeiture of deposit refunds.~~

~~28.19.4 Have room checked and inventoried by the resident advisor or head resident.~~

~~28.19.5 Return all keys and housing equipment.~~

~~28.19.6 Turn in check-out sheet to the housing office.~~

~~28.19.7 Unless all of these items are satisfactorily completed, a proper check-out has not been executed and rent/penalty continues to be assessed.~~

DIXIE STATE UNIVERSITY POLICIES AND PROCEDURES	Section: 6-Administration
	Policy No: 6
	Approved: 4/26/96 Revised: 9/27/02
Policy: PERSONAL CHARGE ACCOUNT POLICY-BOOKSTORE	

~~6-6 PERSONAL CHARGE ACCOUNT POLICY-BOOKSTORE~~

~~6.1 POLICY~~

~~6.1.1 All full-time faculty and staff may purchase items at the college bookstore and charge the amount to a personal charge account.~~

~~6.1.2 At the end of each month, the accounts will be reconciled to eliminate any billing errors.~~

~~6.1.3 For any account exceeding \$300.00, the customer will be required to sign a payroll withdrawal form giving authorization to withdraw money from their monthly paycheck to pay on the individual account. The amount paid must exceed any monthly interest charges.~~

~~6.1.3.1 A 10% payment on the unpaid balance will be due monthly.~~

~~6.1.4 The maximum amount any employee can charge will be \$3,000.00.~~

~~6.1.5 Any employee not making a payment within a six-month period will lose the privilege of charging and the account will be suspended until the account is paid.~~

~~6.1.6 The bookstore director will decide if the account will be reopened.~~

~~6.1.7 All amounts owed on an account will be due and payable in full on the termination or resignation of an employee from the college.~~

~~6.1.8 Any legal fees and collection costs will be paid by the employee.~~

~~6.2 PROCEDURES~~

~~6.2.1 The customer will be assigned an account number.~~

~~6.2.2 Charges will be made on a 3-part sales slip.~~

~~6.2.3 A copy will be given to the customer.~~

~~6.2.4 A copy will be retained for the use of the bookstore accounts receivable department in entering information on each persons account on the computer and then filed according to invoice number.~~

~~6.2.5 A copy will be stamped and placed in each customer's file.~~

~~6.2.6 At the end of each month, the accounts will be reconciled to eliminate any billing errors.~~

~~6.2.7 A statement will be printed and sent to all customers on the first of each month.~~

~~6.2.8 The terms will be net 30 days.~~

~~6.2.9 Any bill going past the net 30 days will be charged a monthly interest fee (APR – Annual Percentage Rate) as set by the Bookstore Director and Auxiliary Accountant.~~

~~6.2.9.1 The APR (Annual Percentage Rate) may vary yearly depending on current market trends. The APR will be reviewed at the end of each fiscal year and will be determined by comparing the rates of local banks, credit unions, and merchants for credit cards and revolving accounts. An approximate mean or median rate will then be selected. The APR will be published on the employee's monthly statement.~~

~~6.2.10 An aged trial balance report will be generated every month and analyzed by the bookstore director and college controller.~~

DIXIE STATE UNIVERSITY POLICIES AND PROCEDURES	Section: 6-Administration
	Policy No: 12
	Approved: 6/7/96
Policy: PURCHASE OF EDUCATIONAL DISCOUNTED MERCHANDISE	

~~6-12 PURCHASE OF EDUCATIONAL DISCOUNTED MERCHANDISE~~

~~12.1 PURPOSE~~

~~12.1.1 To outline a bookstore policy in regard to the purchase of educationally discounted merchandise for faculty, staff, students and the general public.~~

~~12.2 GENERAL POLICIES~~

~~12.2.1 Certain vendors, especially computer hardware and software vendors, discount prices to the educational community. Each has its own policy and requirements for record keeping and identification to ensure that the product is sold only to students, faculty and staff of Dixie State College.~~

~~12.2.1.1 The bookstore will follow each vendor's policies regarding record-keeping and specific identification requirements.~~

~~12.2.2 All persons purchasing educationally discounted product will show their current school I. D. and will fill out any special forms required by the vendor for the products being purchased.~~

~~12.2.2.1 The bookstore will keep a log of all such software purchases with the name and initials of each customer and the products purchased.~~

~~12.2.3 Other merchandise not vendor discounted is priced at market price and is available to any customer.~~

~~12.2.4 Campus departmental purchases may be charged at the bookstore. For single items exceeding \$500.00, such as a computer CPU or printer, or for license packs of software, a purchase order from the campus purchasing department must be obtained.~~

DIXIE STATE UNIVERSITY POLICIES AND PROCEDURES	Section: 6-Administration
	Policy No: 21
	Approved: 3/12/99
Policy: READER BOARD	

6-21 READER BOARD POLICY

21.1 PURPOSE

~~21.1.1 To outline college policy regarding the Avenna Center Reader Board~~

~~21.1.1.1 Items to be considered for the Reader Board will be reviewed and prioritized. Following is the priority order:~~

~~21.1.1.1.1 Avenna Center events and productions~~

~~21.1.1.1.2 Dixie State College announcements and events~~

~~21.1.1.1.3 Community activities and events~~

~~21.1.1.2 The maximum number of items on the Reader Board at any one time will be six (6).~~

~~21.1.1.3 Reader Board items must be submitted at least one week prior to desired time of presentation.~~

~~21.1.1.4 Reader Board items will be displayed at the discretion of the Dean of Continuing Education.~~

DONATION REPORT			March 20, 2015
MONTH	Cash Donations	Gifts-In-Kind	TOTAL
July	\$178,788.20	\$4,890.00	\$183,678.20
August	\$46,273.18	\$200.00	\$46,473.18
September	\$49,481.33	\$10,345.00	\$59,826.33
October	\$63,899.53	\$11,250.00	\$75,149.53
November	\$1,021,882.33	\$9,078.00	\$1,030,960.33
December	\$618,843.06	\$12,730.00	\$631,573.06
January	\$72,107.11	\$4,843.00	\$76,950.11
February	\$26,882.83	\$27,650.00	\$54,532.83
FY15 TO DATE	\$2,078,157.57	\$80,986.00	\$2,159,143.57

DONATION SUMMARY

Fiscal Year 2015 to Date

Alumni	\$ 23,349.00
Athletics	\$188,970.45
Buildings & Projects	\$ 113,383.00
General Scholarship Fund	\$101,468.29
Other	\$ 19,680.00

School of

Business	\$ 15,721.67
Education	\$1,518,441.00
Fine Arts	\$ 41,561.66
Health Sciences	\$ 12,300.00
Humanities	\$ 8,052.50
Science & Technology	\$ 35,230.00

Gifts –in-Kind \$ 80,986.00

Total Donations to Date**\$ 2,159,143.57**

TITLE IX CLERY ACT COMPLIANCE INFORMATION

March 2015

CLERY ACT

- Am working with Chief Don Reid, Josh Thayn and Terry Bell to get up-to-speed on a Daily Crime Log and other Clery requirements that are not already in place.

COMMITTEE/TEAM

- We've formed a CARE Team (According to NaBit, the National Behavioral Intervention Team Association, "A behavioral intervention team (BIT) is a multi-disciplinary group whose purpose is meeting regularly to support its target audience (students, employees, faculty, staff) via an established protocol.
 - The team tracks "red flags" over time, detecting patterns, trends, and disturbances in individual or group behavior.
 - The team receives reports of disruptive, problematic or concerning behavior or misconduct (from co-workers, community members, friends, colleagues, etc.), conducts an investigation, performs a threat assessment, and determines the best mechanisms for support, intervention, warning/notification and response.
 - The team then deploys its resources and resources of the community and coordinates follow-up.")
 - Josh Thayn is our leader and Debbie Millet is our scribe.
- We've also formed a DSU SAFE Committee.
 - We meet 2xs/month to plan monthly activities and events regarding sexual assault prevention and education, particularly for Sexual Assault Prevention month in April.
 - Our first event will be a campus and community one during Sexual Assault Prevention Month in April.
 - It will be a panel discussion of experts on various topics regarding sexual assault prevention and education.
 - This will be held on campus on Thursday, April 9th, 2015.

STUDENT CONDUCT SOFTWARE

- We're working on purchasing Maxient student conduct software ("more than 400 colleges and universities rely on Conduct Manager to receive incident reports via the web, track and manage behavioral issues, and provide timely analytics to meet institutional needs).
- The goal's to have this launched by the end of the semester.
- This software will benefit Academic Services, Safety/Risk Management, Student Services, Title IX/Clery Act,

TRAINING

2- Day Title IX Investigator Training: Monday, March 23rd & Tuesday, March 24th

- This is a certification course, although there is not a test, you just have to be present for the two full days to earn certification.
- I encourage all leaders to be present to learn about Title IX even if you do not plan on being a Title IX investigator.
- I also encourage any leader to recommend employees they feel would make excellent Title IX Deputy Coordinators to attend.
- Deputy Coordinators will be investigating Title IX cases in teams of two, one male and female, per team.
- The folks that are conducting this training, The NCHERM Group, LLC, are the ones' who train the Office of Civil Rights on Title IX issues.
- Training will take place in the Gardner Ballroom.

Mandatory Reporter Training: Wednesday, March 25th

- Every employee will need to attend one of the 1-hour sessions.
- Training will take place in the Gardner Ballroom
- NOTE: Our DSU Sexual "Assault, Relationship Violence, & Stalking" policy 5-54 states that every employee is a mandatory reporter.
- Training will be offered in 1-hour increments throughout the day beginning at 10 AM.
- Here's the exact schedule:
 - **10 AM - 11 AM:** Training Session
 - **11:30 AM - 12:30 PM** Training Session
 - **12 :30 PM - 2 PM:** Lunch with CARE Team & Title IX Coordinators
 - **2:30 PM - 3:30 PM:** Training Session
 - **4 PM - 5 PM:** Training Session
 - **5:30 PM - 6:30 PM:** Training Session

Safe Colleges Training:

- We're working on purchasing this online training web-portal training which we would like to be launched by the end of the semester.
- Safe Colleges Training offers webinars for employees and students to take that will help make us compliant in Safety/Risk management, Student Services, Human Resources, Title IX/Clery, etc.
- Training will be tracked (each employee and student will have a training record), certificates can be printed, reminder emails will be sent to employees and students reminding them of training.
- This web-portal will be housed in Human Resources.

Face-to-Face Training:

- I will be conducting weekly face-to-face training on the following topics: Campus Sexual Violence (Title IX, Clery Act, SaVE Act, Sexual Misconduct), Bystander Intervention, Risk Reduction Strategies, and Healthy Relationships.
- These trainings will be open for employees and students to attend.
- Location: TBD.

WEBSITE

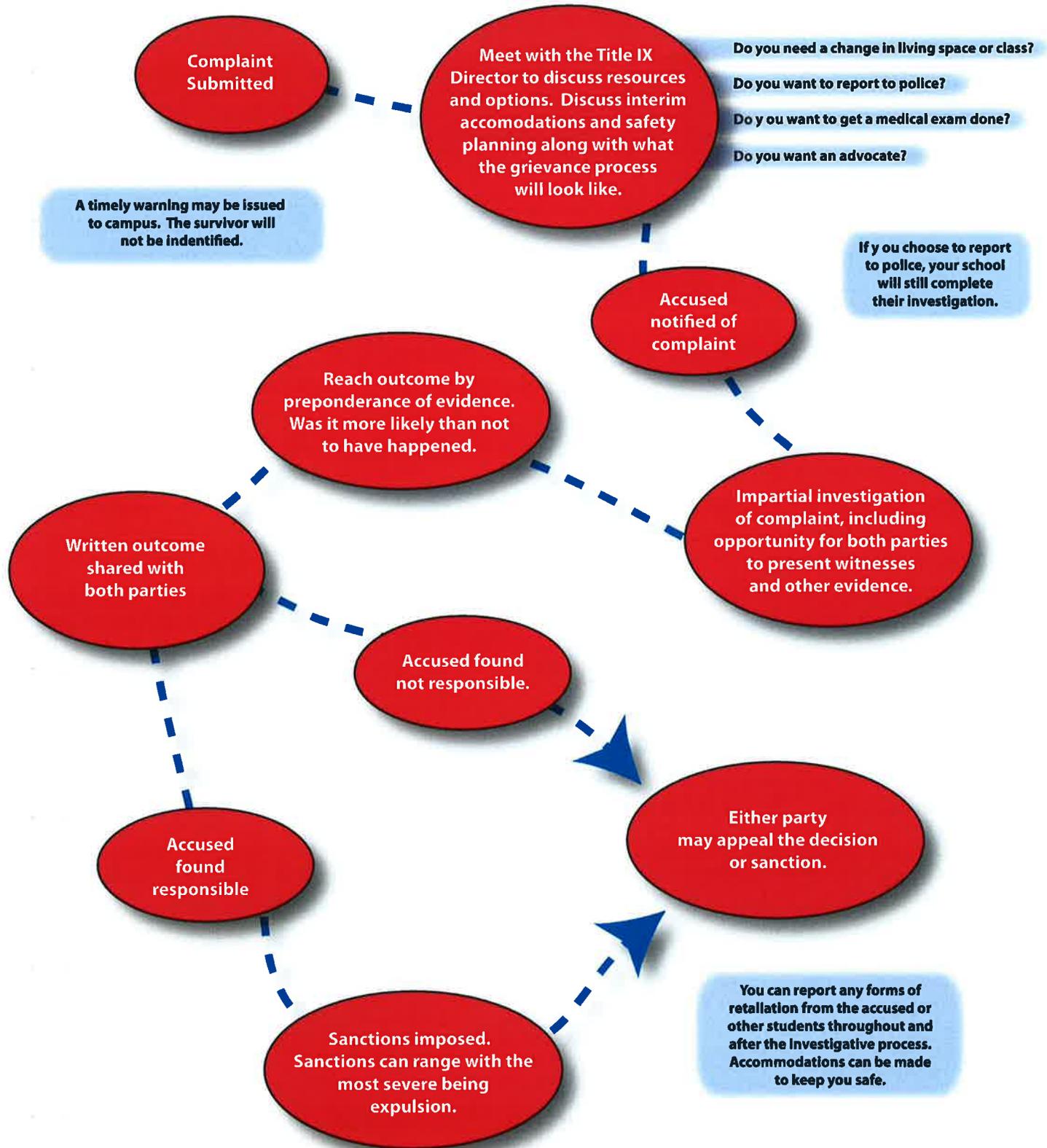
- Title IX Clery Act website should be launched by the end of March
- We're currently working on an incident report form that can be completed online that, once received, will be delegated out to a Title IX Deputy Coordinator investigator team
- There will be a place on this website to request me to present at committee/staff meetings and or classes on the following topics: Title IX, Clery Act, SaVE Act, Sexual Misconduct, Bystander Intervention, Risk Reduction Strategies, and Healthy Relationships.

Cynthia Kimball "Davis"
Title IX Clery Act Compliance Director

TEL 435.652.7731
FAX 435.656.4001
CEL 435.879.1301



www.dixie.edu



CARE Team- Crisis Assessment Risk Evaluation Team

Purpose

Dixie State University has established a multi-disciplinary **CARE Team** to serve in assessing situations where students, faculty, or staff are displaying distressing, disturbing, disruptive, and dangerous behaviors or that potentially impede their own or others' health and safety. For the safety and security of the campus community risks will be evaluated and addressed using intervention tools and/or recommendations made to the appropriate authoritative bodies.

Mission Statement

The CARE Team is committed to community safety and security through proactive, collaborative, coordinated, objective, and thoughtful approaches to the prevention, identification, assessment, intervention, and management of situations that pose, or may reasonably pose, a threat to the safety, security, and well-being of the campus community.

**** In cases where a person may pose an immediate risk of violence to self or others, please call 911.***

This team has been established to:

- Assess and evaluate incidents of violence, threatening behavior, disruptive, inappropriate, and/or behavior indicating a student, faculty, or staff member poses a risk to self or others.
- Investigate the incident(s) and make recommendations to the appropriate authoritative decision making body. They may include suspension, expulsion, involuntary leave of absence, filing of criminal charges, mental health referrals, Title IX, safety or security, identifying resources, and ongoing monitoring for follow-up and continued observation.
- Assess outcomes of actions taken periodically.

Indicators of Concern

Disruptive Behavior-

- Personal Behavior- suicidal thoughts, failing to respect the rights of others, frequent anger, excessive use of substances, deteriorating personal hygiene, disordered eating, unusual or erratic behavior, inordinate or inappropriate demands for time and attention, withdrawal or isolation from others, excessive and/or inappropriate use of language (profanity or pejorative language)
- Disturbing or concerning written work, creative expression of troubling themes or references, including social media (Facebook, Twitter, etc.)

Crisis or Threatening Behavior-

- Verbal threats to harm others or one's self (Assault), attempts to physically harm self (Suicide) or others (Battery), verbal violence (Harassment, Hazing, Intimidation, Bullying, Taunting)
- Sexual Assault or Violence (Rape, Coercion, Stalking, Abuse, Unwanted Sexual Advances or Harassment)
- Threat with the use of a weapons (Fire arms, Explosives, etc.)
- Destruction of property or violence towards animals

Procedure

Crisis, threat or behavior-related information should be forwarded to the CARE Team member. **However, in an emergency, immediately dial 911.** The CARE Team will initially assess the report and, if appropriate, convene. Once a report is received, the following preliminary evaluation will be collected by the CARE Team as appropriate/necessary to complete the preliminary investigation as expeditiously as possible. All relevant information, evidence and facts deemed appropriate to assure safety and security of the University will be used.

CARE Team

The CARE Team consists of University personnel with expertise in University operations, legal advisory, human resources, law enforcement, emergency management, health and wellness, athletics, social equity, and student affairs. A collaborative process to assess crisis or threats will be used, and, depending on the situation, personnel with areas of specialization/responsibility may be called upon to assist the team. Other individuals may also be consulted as needed.

The team will meet on an emergency basis as well as on a regular week to bi-weekly schedule to review reports brought forward by faculty, staff, and students concerning disruptive, inappropriate, and/or threatening behavior. All information received by or related to the activities of the Team will be documented and maintained in the Dean of Students Office. This information will be treated as confidential among and between members of the CARE Team, will be protected in accordance with FERPA and other applicable laws and administrative rules, and will be released only as required by law or permitted by law under exigent circumstances.

Team Members - (Legal Advisory- Mike Carter)

Chief of Police/Security- Don Reid
Dean of Students- Del Beatty
Executive Human Resource Director- Will Craver
Title IX/Clergy Director- Cynthia Kimball Davis
Housing and Resident Life Director- Seth Gubler
Risk Manager/Safety Officer/Fire Marshal- Josh Thayn
Senior Associate AD- Mo Eckroth
Human Resource Coordinator- Michelle Cabana
Health & Wellness- Mental Health Professional

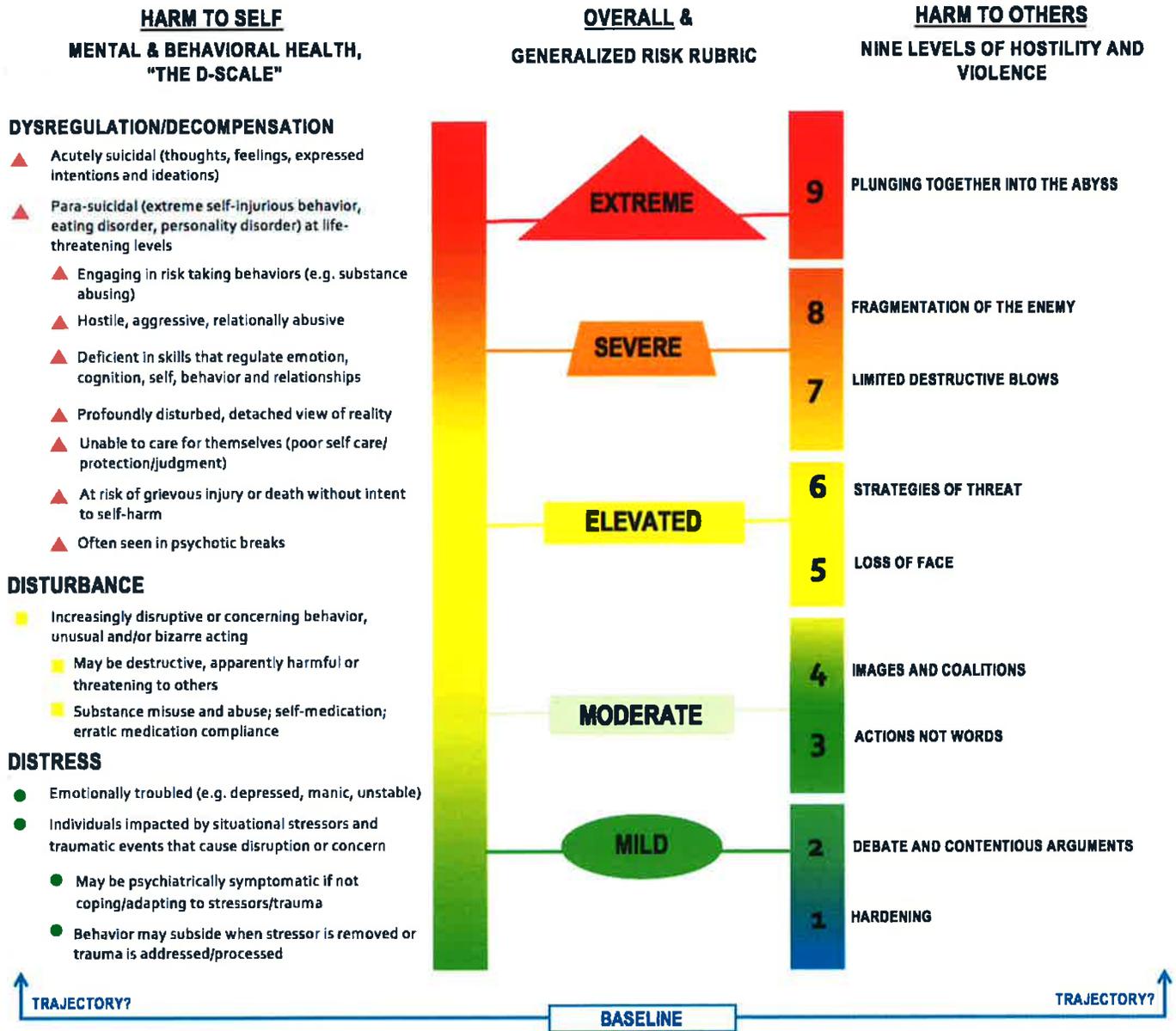
Training- The team will have basic and ongoing training as needed. Industry standards (NaBITA) and best practice guidelines will be used.

Evaluations- All evaluation will be done in compliance with any Federal or State laws and in accordance with University Policy and procedures specifically Code of Conducts. Cases will be handled with the campus community best interest in mind while being handled as fairly and consistent as possible and in affording proper due process.

Conclusion

While employee colleagues/supervisors and student affairs/residence life staffs are appropriate counsel for general student/employee concerns, they are not experts in responding to threatening, crisis, or behavior incidents. Therefore, it is everyone's responsibility (students, employees, and visitors) to report incidents that could possibly result in harm to the campus community to the CARE Team or **in case of an emergency, directly call 911.**

NaBITA THREAT ASSESSMENT TOOL



CLASSIFYING RISK

MILD RISK

- Disruptive or concerning behavior
- May or may not show signs of distress
- No threat made or present

MODERATE RISK

- More involved or repeated disruption. Behavior more concerning. Likely distressed or low-level disturbance
- Possible threat made or perceived
- Threat is vague and indirect
- Information about threat or threat itself is inconsistent, implausible or lacks detail
- Threat lacks realism
- Content of threat suggests threatener is unlikely to carry it out

ELEVATED RISK

- Seriously disruptive incident(s)
- Exhibiting clear distress, more likely disturbance
- Threat made or present
- Threat is vague and indirect, but may be repeated or shared with multiple reporters
- Information about threat or threat itself is inconsistent, implausible or lacks detail
- Threat lacks realism, or is repeated with variations
- Content of threat suggests threatener is unlikely to carry it out

SEVERE RISK

- Disturbed or advancing to dysregulation
- Threat made or present
- Threat is vague, but direct, or specific but indirect
- Likely to be repeated or shared with multiple reporters
- Information about threat or threat itself is consistent, plausible or includes increasing detail of a plan (time, place, etc.)
- Threat likely to be repeated with consistency (may try to convince listener they are serious)
- Content of threat suggests threatener may carry it out.

EXTREME RISK

- Dysregulated (way off baseline) or medically disabled
- Threat made or present
- Threat is concrete (specific or direct)
- Likely to be repeated or shared with multiple reporters
- Information about threat or threat itself is consistent, plausible or includes specific detail of a plan (time, place, etc.), often with steps already taken
- Threat may be repeated with consistency
- Content of threat suggests threatener will carry it out (reference to weapons, means, target)

INTERVENTION TOOLS TO ADDRESS RISK AS CLASSIFIED

MILD RISK

- Meeting/soft referral by reporter
- Behavioral contract or treatment plan with student or employee (if at all, only for low-level concerns)
- Student conduct or HR response
- Evaluate for disability services and/or medical referral
- Conflict management, mediation, problem-solving

MODERATE RISK

- Meeting/soft referral by reporter
- Behavioral contract or treatment plan with student (if at all, only for low-level concerns)
- Student conduct or HR response
- Evaluate for disability services and/or medical referral
- Conflict management, mediation (not if physical/violent), problem-solving

ELEVATED RISK

- Meeting/mandated referral by reporter
- Evaluate parental/guardian notification
- Obtain and assess medical/educational and other records
- Consider interim suspension if applicable
- Evaluate for disability services and/or medical referral
- Consider referral or mandated assessment
- SIVRA-35 or other violence risk assessment

SEVERE RISK

- Possible confrontation by reporter
- Parental/guardian notification obligatory unless contraindicated
- Evaluate emergency notification to others (FERPA/HIPAA/Clery)
- No behavioral contracts
- Recommend interim suspension or paid/unpaid leave
- Possible liaison with local police to compare red flags
- Deploy mandated assessment
- Evaluate for medical/psychological transport
- Evaluate for custodial hold
- Consider voluntary/involuntary medical withdrawal
- Direct threat eligible
- Law enforcement response
- Consider eligibility for involuntary commitment
- SIVRA-35 or other violence risk assessment

EXTREME RISK

- Possible confrontation by reporter
- Parental/guardian notification obligatory unless contraindicated
- Evaluate emergency notification to others
- No behavioral contracts
- Interim suspension or paid/unpaid leave if applicable
- Possible liaison with local police to compare red flags
- Too serious for mandated assessment
- Evaluate for medical/psychological transport
- Evaluate for custodial hold
- Initiate voluntary/involuntary medical withdrawal
- Law enforcement response
- Consider eligibility for involuntary commitment



Title IX Clery Act Compliance

Title IX of the Educational Amendments of 1972 to the 1964 Civil Rights Act

- "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance."

Statement Prohibiting Sexual Misconduct

(from DSU Sexual Assault, Relationship Violence, & Stalking Policy #5.54, 04/28/15)

- Dixie State University (DSU) employees, students, and visitors are expected to conduct themselves in a manner that demonstrates respect for others and does not infringe upon the rights of others. DSU is firmly committed to maintaining an environment that is safe for work and education activities. All forms of sexual harassment, sexual assault, domestic violence, dating violence, and stalking are strictly prohibited. Retaliation against individuals who report or may report any of these offenses is also strictly prohibited. When these offenses are reported to the university, DSU will take prompt action to investigate, convey the availability of support services, end the misconduct, prevent its recurrence, provide recourse for those whose rights have been violated, and provide resolution through equitable grievance procedures and appropriate sanctions.

Sexual Assault, Relationship Violence, & Stalking (2014). Retrieved from Dixie State University
<http://dixie.edu/humanres/polstu.html>