



# *Board of Trustees Meeting Agenda*

*Friday, March 18, 2016*

*Jeffrey R. Holland Centennial Commons  
Zion Room*

- ~ General Session - 8:00 a.m.*
- ~ Executive Session - 8:01 a.m.*
- ~ General Session - 9:00 a.m.*
- ~ Trustees' Tour of North Burns Addition and  
New Housing Area - 11:15 a.m.*
- ~ Trustees' Luncheon/Presentations by Several  
New Employees/Q&A with Trustees - 12:30 p.m.*

**DIXIE STATE UNIVERSITY  
BOARD OF TRUSTEES MEETING  
MEETING SCHEDULE**

**Thursday, March 17, 2016**

**BOARD OF TRUSTEES AND MEMBERS OF PRESIDENT'S CABINET TO ATTEND THE ANNUAL  
SCHOLARSHIP AWARDS BANQUET – 6:00 PM IN THE GARDNER CENTER BALLROOM**

**Friday, March 18, 2016**

**Zion Room, Jeffrey R. Holland Centennial Commons**

**GENERAL SESSION – 8:00 AM**

**EXECUTIVE SESSION – 8:01 AM**

**GENERAL SESSION – 9:00 AM**

**TRUSTEES' TOUR OF BURNS NORTH ADDITION AND NEW HOUSING AREA – 11:15 AM**

**TRUSTEES' LUNCHEON/PRESENTATIONS BY SEVERAL NEW EMPLOYEES/**

**Q&A WITH TRUSTEES – 12:30 PM (Zion Room)**

**A G E N D A**

**\*[[Link to Bookmark](#)]**

- I. GENERAL SESSION (8:00 AM)**
- II. EXECUTIVE SESSION [8:01 AM]**
- III. GENERAL SESSION [9:00-11:15AM] – WELCOME (Chair Christina J. Durham)**
  - A. Megan Church – Events and Promotions Specialist**
  - B. Doajo Hicks, Esq. – General Counsel**
  - C. Luke Kerouac – Director of Student Involvement and Leadership**
  - D. Dr. Michael Lacourse – Provost and Vice President of Academic Affairs**
  - E. Dr. Gregory Stauffer – Consultant**
  - F. Heidi Tasso – Director of the Student Success Center**
  - G. Representative – Dixie Applied Technology College**
  - H. Representatives of the Press and Other Visitors**
- IV. PRESENTATION**
  - A. Summary of the Legislative Session (Frank Lojko/Henrie Walton)**
- V. REPORTS**
  - A. DSU Student Association (Matt Devore)**
  - B. Alumni Association (Hal Hiatt/Kalynn Larson)**
  - C. Faculty Senate (Dr. Erin O'Brien/Dr. Nancy Hauck)**
  - D. Classified Staff Association (Deborah Millet)**
  - E. Exempt Staff Association (Katie Armstrong)**
  - F. Administrative Affairs (Paul Morris)**
  - G. Athletics (Jason Boothe)**
  - H. University Advancement [[includes \\*Donation Report](#)] (Brad Last)**
  - I. President's Report (President Williams)**

**VI. BOARD OF TRUSTEES COMMITTEE REPORTS**

- A. **Audit Committee** – David Clark/Julie Beck/Hal Hiatt
- B. **Finance/Investment Committee** – Jon Pike/Elisabeth Bingham/David Clark/Thomas Wright
- C. **Government Affairs Committee** – Thomas Wright/Hal Hiatt/Jon Pike
- D. **Academic Programs Committee** – Larry Bergeson/Matt Devore/Chris Durham/Gail Smith
- E. **Policy Committee** – Chris Durham/Julie Beck/Gail Smith
- F. **DXATC Board Liaison** – Jon Pike
- G. **National Advisory Council (NAC) Representatives** – Elisabeth Bingham/Chris Durham/Gail Smith

**VII. ACTION ITEMS (Chair Durham)**

- A. **Approval of Minutes** (Chair Durham)
  - \*Friday, January 29, 2016
- B. **Administrative Affairs** (Paul Morris)
  - \*Investment Report – through January 2016 (Scott Talbot/Cheri Capps)
- C. **Student Affairs** (Frank Lojko)
  - \*2016-2017 Student Fees Proposal (Matt Devore/Del Beatty)
- D. **Human Resources** (Travis Rosenberg)
  - \*Early Retirement Requests:
    - ✓ Gary Caldwell
    - ✓ Kathy Kinney
    - ✓ Becky Smith
- E. **Policies** (Travis Rosenberg)
  - \*Policy 150 – Minors and Vulnerable Adults on Campus (Josh Thayn)
  - \*Policy 527 – Student Athlete Progress Toward Degree (Maureen Eckroth)
  - \*Policy 533 – Student Accommodations (Del Beatty)
- F. **Academic Affairs** (Michael Lacourse/David Wade)
  - \*New Program Proposals:
    - ✓ BS Digital Film
    - ✓ Institute of Politics and Public Affairs
    - ✓ Humanities Minor
    - ✓ American Sign Language (ASL) Minor
    - ✓ Integrated Studies Communication Emphasis *Discontinue*
    - ✓ Health Communication Emphasis in Communication Studies
    - ✓ Strategic Communication Emphasis in Media Studies
    - ✓ Economics Minor
    - ✓ Management Minor
    - ✓ Marketing Minor

**VIII. CONCLUDING REMARKS (Chair Durham)**

- IX. TRUSTEES' TOUR OF THE BURNS NORTH ADDITION AND THE NEW HOUSING AREA  
(Approximately 11:15AM-12:30PM)
- X. TRUSTEES' LUNCHEON FEATURING PRESENTATIONS BY SEVERAL NEW EMPLOYEES,  
AND A Q&A WITH THE TRUSTEES – IN THE ZION ROOM (Approximately 12:30PM)
- XI. NEXT BOARD OF TRUSTEES DINNER – THURSDAY, APRIL 28 @ 6PM, THE WILLIAMS' HOME  
NEXT BOARD OF TRUSTEES MEETING – FRIDAY, APRIL 29 @ 8AM, THE ZION ROOM
- XII. CALENDAR OF UPCOMING MEETINGS AND EVENTS
- *Utah Legislative Session* – Monday, January 25 through Thursday, March 10, 2016
  - *29<sup>th</sup> Annual Robert N. & Peggy Sears Dixie Invitational Art Show* – Feb. 13 through March 27
  - *PacWest Conference Basketball Tournament* – Thursday through Saturday, March 3-5 @ Irvine, CA
  - *Northern Arizona Alumni Event* – Saturday, March 5 @ 1PM, Chicago Cubs Spring Training at Sloan Park, 2330 W. Rio Salado Parkway, Mesa, Arizona 85201
  - *Spring Break* – March 7-11, 2016
  - *Presidents Council Meeting* – Tuesday, March 15 @ 12PM, The Gateway/SLC
  - *Burgers with Biff Luncheon* – Thursday, March 17 @ 12PM, Gardner Conference Room D
  - *Board of Trustees/Scholarship Associates Awards Dinner* – Thursday, March 17 @ 6PM, Gardner Ballroom
  - *Board of Trustees Meeting* – Friday, March 18 @ 8AM, Zion Room
  - *President's Cabinet Meeting* – Tuesday, March 22 @ 9AM, South Admin Conference Room
  - *Easter Sunday* – March 27, 2016
  - *University Council Meeting* – Tuesday, March 29 @ 9AM, Zion Room
  - *Board of Regents Meeting* – Friday, April 1 @ DSU
  - *President's Cabinet Meeting* – Tuesday, April 5 @ 9AM, South Admin Conference Room
  - *Utah Campus Compact Awards Breakfast* – Wednesday, April 6 @ 9AM, Alumni House
  - *2<sup>nd</sup> Annual Teaching and Learning Conference* – Friday, April 8 @ 8:30AM-1:30PM, DSU
  - *D-Week* – Monday through Saturday, April 11-16, 2016
  - *University Council Meeting* – Tuesday, April 12 @ 9AM, Zion Room
  - *President's Cabinet Meeting* – Tuesday, April 19 @ 9AM, South Admin Conference Room
  - *Spring Strategic Plan Report-Out Event* – Tuesday, April 19, 2016
  - *Burgers with Biff* – Thursday, April 21 @ 12PM, Gardner Conference Room D
  - *University Council Meeting* – Tuesday, April 26 @ 9AM, Zion Room
  - *Last Day of Classes* – Wednesday, April 27, 2016
  - *Board of Trustees Dinner* – Thursday, April 28 @ 6PM, Williams' Home
  - *Board of Trustees Meeting* – Friday, April 29 @ Zion Room
  - *Final Exams* – Friday, April 29 through Thursday, May 5, 2016
  - *President Speaks at the Colleagues Meeting* – Monday, May 2 @ 12PM, Taylor 156
  - *Council of Presidents Meeting* – Tuesday, May 3 @ 12PM, The Gateway/SLC
  - *Utah Campus Compact Spring Board Meeting* – Tuesday, May 3 @ 3PM, The Gateway/SLC
  - *Dixie Awards* – Thursday, May 5, 2016
  - *Commencement Day* – Friday, May 6 @ 11AM, Burns Arena
  - *Dixie Development Day (First Annual Staff Conference at DSU)* – Monday, May 16 @ 8AM to 2PM, HCC 5<sup>th</sup> Floor
  - *Board of Regents Meeting* – Friday, May 20 @ Snow College
- XIII. MEETING ADJOURNED

**DONATION REPORT**

**March 18, 2016**

MONTH	Cash Donations	Gifts-In-Kind	TOTAL
July	\$49,968.83	\$848.00	\$50,816.83
August	\$181,801.83	\$3,700.40	\$185,502.23
September	\$63,333.18	\$5,600.98	\$68,934.16
October	\$42,197.33	\$4,899.00	\$47,096.33
November	\$97,380.95	\$1,599.10	\$98,980.05
December	\$130,648.41	\$10,380.00	\$141,028.41
January	\$104,564.66	\$3,950.00	\$108,514.66
<b>Year to Date Totals</b>	<b>\$669,895.19</b>	<b>\$30,977.48</b>	<b>\$700,872.67</b>

**MINUTES OF THE DIXIE STATE UNIVERSITY  
BOARD OF TRUSTEES MEETING  
Zion Room, Jeffrey R. Holland Centennial Commons**

**Friday, January 29, 2016**

**8:00 a.m. – General Session**

**8:01 a.m. – Executive Session**

**9:00 a.m. – General Session**

**11:15 a.m. – Trustees Tour of DSU Taylor Health Science Center**

**12:30 p.m. – Trustees Luncheon/Presentation by Policy Steering Committee**

**BOARD MEMBERS PRESENT:**

**Christina Durham (Chair)**

**David Clark (Vice Chair)**

**Julie Beck**

**Elisabeth Bingham**

**Matthew Devore (DSUSA President)**

**Hal Hiatt (Alumni Association President)**

**Jon Pike**

**Gail Smith**

**Thomas Wright (participated by phone)**

**BOARD MEMBER EXCUSED:**

**Larry Bergeson**

**ALSO PRESENT:**

**President Richard B. Williams**

**Katie Armstrong – Exempt Staff Association President-elect**

**Del Beatty – Dean of Students**

**Ken Beazer – Development Officer**

**Jason Boothe – Athletic Director**

**Michael Carter – Assistant Attorney General/Legal Counsel**

**Cindy Cole – Title IX Clery Act Compliance Director**

**Richard Featherstone – Dean of the School of Humanities**

**Bryant Flake – Institutional Budget Director**

**Carole Grady – Interim Provost**

**Jyl Hall – Director of Public Relations and Marketing**

**Nancy Hauck – Faculty Senate President-elect**

**Emily Havens – Reporter for the *Dixie Sun***

**Jeff Jarvis – Dean of the School of Visual and Performing Arts**

**Gary Koeven – Chief Information Officer**

**Marilyn Lamoreaux – Assistant to the President**

**Kalynn Larson – Alumni Director**

**Shay McClure – Head Football Coach**

**Debbie Millet – Classified Staff Association President**

**Paul Morris – Vice President of Administrative Affairs**

**Erin O'Brien – Faculty Senate President**

**Rich Paustenbaugh – Dean/Director of Library Services**

**Travis Rosenberg – Executive Director of Human Resources**

**Brenda Sabey – Dean of the School of Education**

**Brett Schwartz – Director of New Student Programs**

**Jordon Sharp – Chief Marketing and Communication Officer**

**Becky Smith – Dean of Academic and Community Outreach**

**Scott Talbot – Assistant Vice President of Business Affairs**

**Kyle Wells – Dean of the School of Business and Communication**

**Courtney White – Assistant to the President for Special Projects**

## I. WELCOME

At 8:00 a.m., Dr. Christina J. Durham, Chair of the Dixie State University (DSU) Board of Trustees, welcomed everyone to the meeting today. At 8:01 a.m. she called for a motion to move into Executive Session for the purpose of discussing legal, personnel and/or real estate issues.

**MOTION BY ELISABETH BINGHAM, DULY SECONDED BY MATT DEVORE, 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 9:12 a.m., Chair Durham called for a motion to adjourn the Executive Session.

**MOTION BY HAL HIATT, DULY SECONDED BY ELISABETH BINGHAM, TO ADJOURN THE EXECUTIVE SESSION. Action: Approved unanimously, by a show of hands.**

## III. GENERAL SESSION – WELCOME/INTRODUCTIONS

At 9:20 a.m., Chair Durham again welcomed everyone. She mentioned that Trustees Larry Bergeson and Thomas Wright were unable to attend today's meeting. Trustee Wright is participating by phone. Chair Durham welcomed and introduced the following individuals:

- **Dr. Jordon Sharp – New Chief Marketing and Communication Officer.** This is a new position. Chair Durham thanked Jordon for his presentation to the Trustees last night; he has great organizational skills.
- **Coach Shay McClure – New Head Football Coach.** He's been here since last January in a different role. They are in the midst of recruiting. Wednesday is national signing day, and it is exciting to get everything going. He said he would tell us in the fall how the prospects look.
- **Welcome Representatives of the Press and other visitors.**

## IV. PRESENTATION

### Recruitment Update

Brett Schwartz, Director of New Student Programs, said there are a lot of good things happening in student recruitment. He talked about the Enrollment Funnel (a recruiting idea that typically starts with prospects at the wide top of the funnel, and narrows down to the actual enrollees at the bottom of the funnel). The following items were discussed and have been entered into the enrollment funnel:

- Our Goals will require a significant increase at each step of the enrollment funnel. The total enrollment goal is 10,000 students by fall 2016 (freshman class 2500 by fall 2016; transfer class 700 by fall 2016).
- To attain these goals they had to come up with some new strategies, which include:
  - ✓ Increased outreach (80 plus events during Utah College Application Week in November). Brett's group has traveled almost 60,000 miles;
  - ✓ College Access Ambassadors – they send four ambassadors to local Washington County high schools 10-12 hours per week. They have been able to assist high school counselors.
  - ✓ Concurrent enrollment conversion – we have converted concurrent enrollment students to new freshmen and they could be awarded an academic scholarship.
  - ✓ Earlier scholarship awarding – they have already offered 1413 academic scholarships in 2016-17, which is a 69% increase over all scholarship awards in the 2015-16 year.
  - ✓ Admit Swag Boxes and Social Media – before when a student was admitted, they received a phone message through social media. Now when a student gets admitted, they get a phone call from a student ambassador, and we send them a swag box (a hat or t-shirt, with a letter, etc.). We have sent out over 3000 swag boxes. Social media is very important (capture selfies, use of Instagram, etc.).
  - ✓ Getting students to campus is a huge strategy initiative.
  - ✓ Our partnership with Royall & Company – Royall identified 70,000 students and put together email campaigns. Of the 70,000, 5353 have applied – 1945 from Utah, 3408 from out of state.
  - ✓ Other important changes – we are waiving application fees when necessary, and we have a new \$500 scholarship level for mid-tier students. Also, non-resident waivers are easier to obtain and retain.

- In summary, all of these results are in the enrollment funnel. Last year we contacted about 60,000 prospective students. As of January 25, 2016, we have contacted 120,000. Last year 20,000 wanted to know more about DSU; this year over 50,000 students want to know more.
- How many of those 50,000 have applied? As of January 25<sup>th</sup>, we have 11,606 application. We had 3547 last year at this time. Of those 11,000 applications, 6036 have been admitted. How many of those admitted students are actually going to enroll? We don't know. We are optimistic. Historically we convert 27% of admits into registered students.

Chair Durham said those are impressive numbers. Thank you for what you have accomplished. Vice Chair Clark asked about non-residents. Brett said we are up over 300% from last year, thanks to athletic teams, Royall and Company, and our California recruiter. Trustee Hal Hiatt said if you go by the historic record that would be about 1600 (27%) kids as of now. Can we take care of 1600 more kids? Brett thinks we're on track. President said the deans have a demo group and are working hard. President said in 2009 we had our highest enrollment ever of 9,000. Since then we have hired many employees. We need to be more aggressive. If we really do have 5000 more students, it would be unnerving and might be difficult to handle. Brett said we expect our "admit" number to be 12,000 by the time school starts. Dr. Nancy Hauck said it would be nice to have the registration totals for the last three years, so we could compare. Nancy and Erin would like Brett to come talk to faculty.

## **V. REPORTS**

### **DSU Student Association**

Trustee/Student Body President Matt Devore reported on the following:

- DSUSA Academic Senate – on November 5 and 6, 2015 eight tutors were sent to a conference to receive professional experience. Deans and faculty, please send kids our way.
- The Student Fee Committee will be meeting February 1-5 to review all even-year fees.
- Luke Kerouac is the new Director of Student Involvement and Leadership. He had been an Assistant Director for Student Involvement for three years, so we are excited to have him.
- Clubs/Service Projects – 35,000 students have participated in service projects, 14,000 students were involved in student life events. We take pride in these clubs and service programs and the hours accumulated. This is where students get the full college experience.
- Matt shared a rough draft of a mental health video, "Stand Up to the Stigma." Most students have to wait over four weeks to be seen by a medical professional, and a lot can happen in that four weeks (suicide, etc.). Let's stand up to the stigma together. Del said three days is the longest DSU students have ever had to wait. He said October is the busiest month every year.
- Trustee Jon Pike said we do better here, but it is still a big problem in St. George. We need to work together and not be blind to the problems. He applauds the effort.

### **Alumni Association**

Trustee Hal Hiatt, Alumni Association President, and Kalynn Larson, Alumni Director, said they are very busy in the Alumni Office. Their report included the following:

- The Arizona Alumni Chapter event will be held in Mesa, Arizona on March 5<sup>th</sup>. Please come.
- The Dixie College Foundation's name has been changed to the Dixie Foundation. The Foundation sponsors the Annual Fire & Ice fundraiser at the SunRiver Clubhouse, and all are invited to participate.
- The sixth annual Dixie's Got Talent finale was January 21<sup>st</sup>. It is a great fundraising event.
- D-Week is the week of April 11-16, 2016.

### **Faculty Senate**

Faculty Senate President and President-Elect, Dr. Erin O'Brien and Dr. Nancy Hauck respectively, presented the following:

- Erin said there is a lot of anticipation about the potential enrollment increases. The growth is exciting; we just want to be sure we are ready for it.
- Dr. Carole Grady put a team together – David Roos, Bruce Harris, Randy Jasmine, and Nancy Hauck – and applied for the team to participate in a three-year program to help develop the First Year Experience. The group will travel to San Diego for a week-long conference in February.

- Dr. Hauck said the Education Department received a \$15,000 minor grant to have a classroom become a smart interactive classroom. Nancy said the students have iPads and we use those for active learning. We are installing white boards right now. The classroom should be done next week.
- Erin said that last fall DSU faculty member Dr. Rico Del Sesto was appointed as the Physical Sciences Chair for the Utah Academy of Sciences, Arts and Letters.
- Recently three business faculty and adjuncts – Kyle Wells, Jerry DuPree, and Al Keller – co-authored an eBook for their Business 1010 class. The book is available to student at \$40.
- Regarding policy updates, we had a bit of confusion with the Policy Steering Committee (PSC) about the Faculty Rights and Responsibilities Policy. We hope to still get the policy through the approval process this year. Erin said she will make sure the Trustee Policy Committee representatives are invited to the next PSC meeting. Other policies are moving forward at a nice clip. Vice Chair Clark questioned how long it has taken to bring the Faculty Rights and Responsibilities policy forward. Erin said there is a procedure in place. Chair Durham said the burden is on the steward; timelines and deadlines are in place. Erin said she thinks the process and people involved make the policies better. She agrees with Vice Chair Clark that the Faculty Rights and Responsibilities policy needs to be done.

### **Classified and Exempt Staff Associations**

Debbie Millet, Classified Staff President, and Katie Armstrong, Exempt Staff President-elect, came forward together. They reported on the following events:

- Deb said CSA had the Annual Breakfast with the President on January 20<sup>th</sup>, and almost 200 people came. President shared highlights of the strategic plan. They also awarded Employees of the Semester: Ginger Alldredge for CSA, and Larry Esplin for ESA.
- Yesterday was UHESA day at the capitol. They were able to meet with Senator Urquhart and give feedback to the legislators there.
- Katie said UHESA started an initiative – BFF, “Bring a Friend to Finish” to encourage people to come back to DSU to finish their degrees. Information and a referral from a friend form are online. Deb said this initiative focuses on non-traditional, returning students.
- Katie said this spring CSA, ESA and Human Resources are going to initiate professional training for staff. They are really excited about this series of training sessions. They are also planning a Staff Conference in May, with a keynote speaker addressing customer service.

### **Administrative Affairs**

Paul Morris, Vice President of Administrative Affairs, presented the following items:

- **DSU/SunTran Agreement.** Paul said we signed an agreement with SunTran, so all faculty, staff and students, including part-time, will ride the bus for free. We have a great partnership with the City of St. George and Sun Tran, and this is a win/win situation. We will also have several vehicles that students and employees can rent. This went into effect on January 1 or 2, and there were about 45 students riding. International students particularly appreciate this – it is the only mode of transportation available to them. Trustees can get on the bus with their DSU ID cards. Trustee Pike said this is so important – he cannot emphasize enough what a critical component this is for those who have no cars. We are also increasing the number of bike racks available. Paul said there is a question about future bus routes, and they are in discussions about that. Chair Durham thanked Trustee Pike; the DSU/City of St. George relationship is so important.
- **New DSU Campus Master Plan Proposal.** Paul said the Campus Master Plan will be done by Sasaki, a nationally-recognized company. It is a \$200,000+ multifaceted project.

### **Athletics**

Jason Boothe, Athletic Director, said some exciting things are happening in Athletics:

- The average GPA for student athletes is 3.02.
- Basketball opens tomorrow night. Rocky, the Denver Nuggets mascot, is coming.
- Softball and baseball open next week at home.

Chair Durham complimented Jason on his representation with the NCAA. We were very well represented by you at the Conferences. She also congratulated Athletics on their new offices. Jason said the new offices are incredible and they are very humbled and grateful.

### **University Advancement/Alumni**

Ken Beazer, one of our DSU Development Officers, presented the University Advancement report. He said he is here for Representative Brad Last, our Vice President of Advancement, who is at the Legislature.

- **Scholarship Luncheon.** Last November the Advancement Office held a scholarship luncheon. They were able to connect the recipients of endowed scholarships to the donors, to put a face with a donation. It was great to hear the stories of how much the scholarships mean to the recipients.
- **Planned Giving Event.** Planned Giving is a huge aspect of Development. Most of the war chests that big universities have are through planned giving. Lance Brown oversees this area. We will continue this on a monthly or every other month basis.
- **Kris Paronto (Tonto) “13 Hours” Movie/Book Event.** Everything about this event exceeded Ken’s expectations. Kudos to Jordon Sharp and Jyl Hall, the Alumni Association, etc. From start to finish, this was one of the greatest events ever held at DSU. Tonto is a Dixie alum, and his publicist said this was the greatest response they had ever seen. It was the first time Tonto had been back to St. George since 1991 when he left. First South was so busy he thought it was St. George Blvd. His paperback book is #1 on the New York Times Bestseller List, and #2 in overall nonfiction. Book sales are off the charts.
- **Upcoming Events.** The Sears Dixie Invitational Art Show opens February 12, and the Fire & Ice Dinner and Gala will be held on February 26. We are looking forward to these great events.
- **Donation Report.** October is historically the lowest giving month, followed by April. The largest giving months are August, December and June. .

Chair Durham congratulated Ken and the Development Office on the Tonto event. She said Tonto was compelling and a great representation of our alumni. It was an honor to have him here. He is going to start receiving the Alumni Magazine. Trustee Pike said Tonto will be back for the Lincoln Breakfast in February.

### **President’s Report**

President Williams reported on the following

- You can see all the great things going on, and he is excited for this new semester that is beginning.
- The Burns North addition is done, and it is nice to have a new home for Security, HR, Athletics, Development, etc. A lot of the new applicants moved into the Burns North during the holiday break.
- We have renovated the North Admin in preparation for our new Provost and Vice President of Academic Affairs, Dr. Michael Lacourse. The North Admin will be the hub for Academic Affairs. Dr. Lacourse and his wife Sally and twin boys Ren and Rhett will be coming this weekend.
- It is sad to say goodbye to Carole Grady as Interim Provost. President said he has so much respect, admiration and gratitude for her. She did a wonderful job, and did not shy away from hard decisions.
- Last week we held our second annual Martin Luther King, Jr. celebration. Our keynote speaker was Regent Reverend France Davis, and we dedicated a bench and did a beautification project.
- The strategic plan is in full swing – it is a 12-page document, single spaced, of all that has been put together. It is a new culture to have a strategic plan to hold people accountable. A lot of great things are going on right now: great recruitment efforts for fall, all freshmen will go through mandatory advisement, we are on track for new programs, graduate program approval, search for a Distance Education Director, two fellowships, HR customer service training to employees, and how we can bring all salaries to 100% of market.
- The Branding Committee has worked very hard on the new mascot.
- Last week the Board of Regents approved our new peer group list. Thank you to Courtney White for identifying the peer group we wanted to be with, and for accelerating this.
- ***Broken Windows/Broken Business*** – President provided a copy of this book to the Board members; he had already given it to his Cabinet members. This is a leadership book.
- We have an exciting year ahead of us.

Chair Durham echoed a thank you for the Branding Committee, and thanked President and Courtney for shepherding the Strategic Plan.

## **VI. 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.* Trustee Vice Chair David Clark said the Audit Committee has been very busy. We need one more member of this

committee. The State of Utah completed its audit of DSU and he is proud of what the financial folks at DSU were able to do. There had been a lot of delay due to coordination with the Dixie Foundation, which has made us last, but we are on schedule now. This is the state audit, but not findings. The government accounting standard has changed a major aspect – the accounting and accrual of liabilities for retirement going forward. It had a profound effect on every institution of higher learning. He commended Scott Talbot and all in the Business Office. We completed December and January audits, and they were stellar. They identified funds prior to 2011 appropriated wrongly, but the issue has been rectified now. The awareness of it has transcended throughout the university. Every year the DSU Trustee Audit Committee meets with the Regent Audit Committee, where our stewardship is evaluated. The institution is in very good hands. He provided a handout summary of the findings. He thanked Trustee Hiatt for his work and effort on the committee, and for his practical experience in dealing with these issues in his business. Chair Durham said the composition of this committee will be altered. Trustee Pike commended the committee and chair David Clark for making this happen.

- **Finance/Investment Committee.** *Chair Jon Pike, with Committee Members Elisabeth Bingham and Thomas Wright.* Trustee Jon Pike said they met on December 7<sup>th</sup> with the UofU investment directors, who provided a detailed report. The Trustee Finance/Investment Committee continues to be very pleased that our funds with the UofU are well managed. It is good for the institution.
- **Government Affairs Committee.** *Chair Thomas Wright, with Committee Members Hal Hiatt and Jon Pike.* Trustee Thomas Wright said it is a busy season with the legislature in session. They are sharing DSU's strategic plan. President Williams is greatly admired. Trustee Wright said this morning he is at a legislative breakfast with Utah's Republican Party–senate, house and other legislators. It is a big opportunity for southern Utah projects. In that regard, President Williams is hosting an event on Wednesday, February 17<sup>th</sup> – an evening to honor Senator Stephen Urquhart for his years of service in the senate representing Washington County. This event is very important for the short and especially the long term. It is from 6 to 8 PM at Zions Bank Main Street office in Salt Lake. We hope to paint a picture of what we have and the great things we have to offer. We want to push DSU into the forefront. Please come if you can. He and Henrie and Frank are strategically meeting with people to give advice and hope. Chair Durham said thank you for all you are doing up there; we appreciate your efforts. Trustee Pike plans to attend. He and the President were up there Wednesday and Trustee Pike saw all of our DSU delegation strategizing on how they are going to get the things DSU needs. He thinks we're going to do just fine. Thank you, Trustee Wright.
- **Academic Programs Committee.** *Chair Larry Bergeson, with Committee Members Julie Beck, Matt Devore, Chris Durham, and Gail Smith.* Trustee Bergeson is at the legislature today. There are no academic programs coming forward today, so he didn't have a report.
- **Policy Committee.** *Chair Christina Durham, with Committee Members Julie Beck and Gail Smith.* Chair Durham said we have three policies coming forward today. She attended the Policy Steering Committee meeting and listened to the report; the policies are well thought out and vetted, and have gone through the comment period, and refinement process with input from others.
- **DXATC Board Liaison.** *Jon Pike* said no one is here today from DXATC. Their groundbreaking was a couple of weeks ago, and was very well attended and exciting for them. They are pleased. They still have to secure additional matching funds, but everything seems to be going well.
- **NAC Representatives.** *Chair Elisabeth Bingham, with Committee Members Chris Durham and Gail Smith.* Trustee Bingham said this is a new appointment for her. She didn't attend the last meeting and has nothing to report. The next NAC meeting is February 12<sup>th</sup>.

Chair Durham thanked Board members for their good work on the Board committees.

## VII. ACTION ITEMS

### **Approval of Minutes**

Chair Durham called for a motion to approve the minutes of the November 6, 2015 Board of Trustees meeting.

**MOTION BY DAVID CLARK, DULY SECONDED BY JULIE BECK, TO APPROVE THE MINUTES OF THE BOARD OF TRUSTEES MEETING HELD ON FRIDAY, NOVEMBER 6, 2015, AS PRESENTED. Action: Approved unanimously.**

## ***BOARD OF TRUSTEES***

### **Bylaws of the Board of Trustees of Dixie State University**

Chair Durham said we passed these Bylaws in November and submitted them to the Regents, who indicated there were some changes to be made. The revisions in this document are the Regents' revisions. She called for a motion.

**MOTION BY JULIE BECK, DULY SECONDED BY GAIL SMITH, TO APPROVE THE REVISED BYLAWS OF THE BOARD OF TRUSTEES OF DIXIE STATE UNIVERSITY. Action: Approved unanimously.**

## ***ADMINISTRATIVE AFFAIRS***

### **Financial Report**

Paul Morris, Vice President of Administrative Affairs, Bryant Flake, DSU Budget Director, and Scott Talbot, Assistant Vice President of Business Affairs, presented the following reports:

- **Budget Report (General Fund) – through December 2015.** Bryant said we take a conservative approach with enrollment growth and don't incorporate it into the budget until we actually see the students on campus. That serves us well. Enrollment is flat this year, but fortunately everything is right on target with the budget. We received some one-time money. We are looking ahead to next year. We anticipate that any increase to the budget next year will be from a tuition increase and any appropriations we get from the legislature.
- **Investment Report – through November 2015.** Scott Talbot said the graph is of September. We'll have December's summary at the next meeting. We are about as flat as we can be – no growth and a volatile market. In December the pie chart will be changing into three big sections - short-term investments, Utah PTIF, and the other third in the University of Utah (our investment with the UofU is now about \$11.5 million). We are hoping for good things to happen. Soltis's number is usually negative, but Scott said Soltis is on the high side when the market is doing well, so it will offset with time.

**MOTION BY MATTHEW DEVORE, DULY SECONDED BY JON PIKE, TO APPROVE THE BUDGET AND INVESTMENT REPORTS, AS PRESENTED. Action: Approved unanimously.**

## ***HUMAN RESOURCES***

### **Early Retirement Request: Patti Allen**

Travis Rosenberg, Executive Director of Human Resources, presented this early retirement request. This request has gone through the campus approval process and now requires the approval of the Board of Trustees. Vice Chair Clark expressed his appreciation for the explanation provided of what is involved.

**MOTION BY JULIE BECK, DULY SECONDED BY ELISABETH BINGHAM, TO APPROVE THE EARLY RETIREMENT REQUEST OF PATTI ALLEN, AS PRESENTED. Action: Approved unanimously.**

## ***POLICIES***

Travis Rosenberg presented the following policies for discussion and approval:

- **Policy 222 – Purchasing Cards.** Travis said the stewards and policy owners are here, but they have asked Travis to report. This is a new policy, necessary as purchasing cards are becoming more popular. This policy outlines procedures to obtain and maintain purchasing cards.
- **Policy 348 – Retirement Programs.** Travis said this is a revision of an existing policy (which was last updated in 1984). We have included best practices, and the policy has been condensed. Chair Durham said it is good that we are looking at these older policies. The Policy Steering Committee is trying to review policies every five years. Most policies are 10-15 years old; Travis said there is much work to do.
- **Policy 606 – Sponsored Programs.** This is a new policy affecting Sylvia Bradshaw and Bill O'Neill in the Sponsored Programs office at DSU. We needed to govern the practices of that office, and make sure they are in line with federal and state guidelines.

**MOTION BY HAL HIATT, DULY SECONDED BY JULIE BECK, TO APPROVE THE THREE POLICIES LISTED ABOVE, AS PRESENTED. Action: Approved unanimously.**

**ACADEMIC AFFAIRS**

**Recommendation for Approval of Intermediate Review/Continued Probationary Status, Rank Advancement and Awards of Tenure**

Dr. Carole Grady, Interim Provost, said it is her pleasure to present the President's recommendations for a long list of faculty intermediate review, rank advancement and awards of tenure. Twenty-five faculty are being recommended for continued probationary status. Their names are followed by the list of faculty who have applied and been approved for rank advancement and/or awards of tenure. Dr. Grady pointed out that we have no policy at DSU that when we hire a person from the outside for a dean's position there is a recognition of that person's rank and tenure from another institution. Dr. Jarvis came with rank and tenure, but they were not recognized when he arrived. So he is receiving them at this time. President said this would be the case for Dr. Lacourse, too. Chair Durham said we appreciate the explanation. She mentioned that not all faculty receiving rank and tenure have doctorate degrees. Dr. Grady said at DSU we have restrictions for these awards, but not all terminal degrees require a doctorate. So the people who are not listed with "Dr." are still qualified. Chair Durham called for motions to approve.

- **MOTION BY JON PIKE, DULY SECONDED BY GAIL SMITH, TO APPROVE THE 25 FACULTY MEMBERS WHO HAD THEIR INTERMEDIATE REVIEWS AND WERE RECOMMENDED FOR CONTINUED PROBATION. Action: Approved unanimously.**
- **MOTION BY ELISABETH BINGHAM, DULY SECONDED BY MATTHEW DEVORE, TO APPROVE ALL FACULTY MEMBERS RECOMMENDED TO RECEIVE RANK ADVANCEMENTS AND/OR AWARDS OF TENURE. Action: Approved unanimously.**

Chair Durham thanked Dr. Carole Grady for her grace and professionalism. We will miss you in this position, but are glad you are back in the position of Dean of Health Sciences.

**VIII. CONCLUDING REMARKS**

Chair Durham's concluding remarks were as follows:

- Thank you to Trustee Wright for being available by phone, and for his efforts in the legislature.
- Thank you also to President Williams.
- The Trustees will be leaving now to tour the Taylor Health Science Center.
- We will return to the Zion Room after the tour for a luncheon. The Policy Steering Committee will be presenting at the luncheon.
- Thank you to Jordon Sharp and the Branding/Identity group for their presentation to the Trustees and Cabinet members last night.

**MOTION BY ELISABETH BINGHAM, DULY SECONDED BY JULIE BECK, TO ADJOURN THE GENERAL SESSION OF THE DIXIE STATE UNIVERSITY BOARD OF TRUSTEES. Action: approved unanimously.**

**The meeting was adjourned at 11:26 a.m.**

**IX. THE GENERAL SESSION WAS ADJOURNED AT 11:26 A.M., WHEN THE TRUSTEES LEFT FOR THEIR TOUR OF THE TAYLOR HEALTH SCIENCE CENTER**

**X. THE TRUSTEES LUNCHEON, FEATURING A PRESENTATION BY THE POLICY STEERING COMMITTEE, WAS HELD IN THE ZION ROOM FOLLOWING THE TRUSTEES' TOUR OF THE TAYLOR HEALTH SCIENCE CENTER**

**XI. NEXT BOARD OF TRUSTEES MEETING – FRIDAY, MARCH 18, 2016**

**XII. UPCOMING BOARD OF TRUSTEES DINNER AND MEETING DATES FOR 2016**

- **Thursday, March 17, 2016 – 6PM Board Dinner at the Williams' Home (Later changed to the Scholarship Associates Award Banquet @ 6PM in the Gardner Center Ballroom)**
- **Friday, March 18, 2016 – Board Meeting in the Zion Room**

- **Friday, April 1, 2016 – Board of Regents Meeting in the Zion Room at DSU**
- **Thursday, April 28, 2016 – Board Dinner at the Williams' Home**
- **Friday, April 29, 2016 – Board Meeting in the Zion Room**

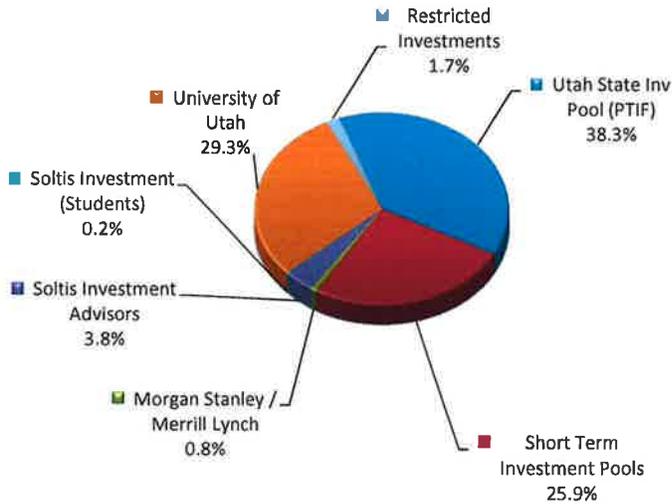
### **XIII. CALENDAR OF UPCOMING MEETINGS AND EVENTS**

- *Board of Trustees Meeting – Friday, January 29 @ Zion Room*
- *National Advisory Council Meeting – Friday, February 12 @ 8AM, Zion Room*
- *29<sup>th</sup> Annual Robert & Peggy Sears Dixie Invitational Art Show Gala Dinner & Pre-Sale – Friday, February 12 @ 6PM, Eccles Fine Arts Center*
- *29<sup>th</sup> Annual Robert & Peggy Sears Dixie Invitational Art Show – February 13 through March 27*
- *Valentine's Day – Sunday, February 14, 2016*
- *Presidents' Day Holiday – Monday, February 15, 2016*
- *Dixie Day at the Legislature – Wednesday, February 17 @ State Capitol*
- *USHE Legislative Luncheon – Friday, February 19 @ 12PM, State Capitol*
- *Fire & Ice Dinner & Gala – Friday, February 26 @ 6PM, SunRiver Clubhouse*
- *Spring Break – March 7-11, 2016*
- *Board of Trustees Dinner – Thursday, March 17 @ 6PM, Williams' Home*
- *Board of Trustees Meeting – Friday, March 18 @ 8AM, Zion Room*
- *Easter Sunday – March 27, 2016*
- *Board of Regents Meeting – Friday, April 1 @ DSU*
- *2<sup>nd</sup> Annual Teaching and Learning Conference – Friday, April 8 @ 8:30AM-1:30PM, DSU*
- *D-Week – Monday through Saturday, April 11-16, 2016*
- *Spring Strategic Plan Report-Out Event – Tuesday, April 19, 2016*
- *Last Day of Classes – Wednesday, April 27, 2016*
- *Board of Trustees Dinner – Thursday, April 28 @ 6PM, Williams' Home*
- *Board of Trustees Meeting – Friday, April 29 @ Zion Room*
- *Final Exams – Friday, April 29 through Thursday, May 5, 2016*
- *Dixie Awards – Thursday, May 5, 2016*
- *Commencement Day – Friday, May 6, 2016*
- *Board of Regents Meeting – Friday, May 20 @ Snow College*

# INVESTMENT REPORT

July 1, 2015 to December 31, 2015

## Investment Allocation



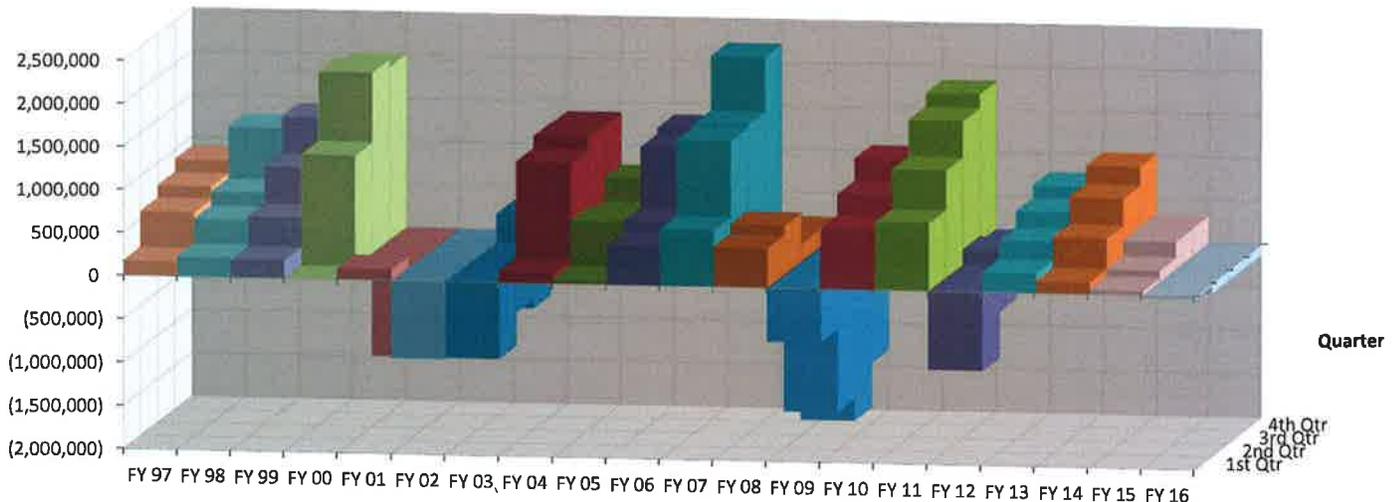
Investment Portfolio	Current Investment Allocation	Rate of Return
Utah State Inv Pool (PTIF)	\$ 14,784,147	0.41%
Short Term Investment Pools	9,978,955	-0.13%
Morgan Stanley / Merrill Lynch	314,128	-0.52%
Soltis Investment Advisors	1,473,586	-5.87%
Soltis Investment (Students)	74,063	-5.38%
University of Utah	11,297,652	-1.14%
Restricted Investments	653,535	0.65%
<b>Total</b>	<b>\$ 38,576,064</b>	<b>-0.35%</b>

Investment Earnings	Amount
Interest & Dividends	\$ 122,328
Realized Gains (Losses)	(16,918)
Unrealized Gains (Losses)	(227,213)
<b>Total</b>	<b>\$ (121,802)</b>

## Investment Earnings



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





# INVESTMENT REPORT

July 1, 2015 to December 31, 2015

	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
<b>Cash or Cash Equivalents</b>							
Utah State Inv Pool (PTIF)	15,793,150	64,997	-	64,997	(1,357,184)	14,500,963	0.41%
PTIF - Endowment Pool	528,914	1,490	-	1,490	(247,220)	283,184	0.28%
Short-Term Investment Management	9,992,818	21,019	(34,496)	(13,477)	(386)	9,978,955	-0.07%
Total	26,314,882	87,505	(34,496)	53,010	(1,604,790)	24,763,101	0.20%
<b>Money Managers</b>							
Morgan Stanley / Merrill Lynch	1,146,345	(188,670)	182,759	(5,911)	(826,306)	314,128	-0.52%
Soltis Investment Advisors	1,565,478	16,429	(108,322)	(91,893)	-	1,473,586	-5.87%
Soltis Investments - Student Managed	77,852	143	(4,329)	(4,187)	398	74,063	-5.38%
University of Utah	7,814,351	165,703	(254,402)	(88,699)	3,572,000	11,297,652	-1.14%
Total	10,604,026	(6,395)	(184,294)	(190,689)	2,746,092	13,159,429	-1.80%
<b>Restricted Investments</b>							
Morgan Stanley - Bonds	551,903	12,430	(7,730)	4,700	(21,000)	535,604	0.85%
Restricted Investments Fund	118,293	330	(693)	(362)	-	117,931	-0.31%
Total	670,196	12,761	(8,422)	4,338	(21,000)	653,535	0.65%
<b>Grand Total</b>	<b>37,589,104</b>	<b>93,871</b>	<b>(227,213)</b>	<b>(133,342)</b>	<b>1,120,302</b>	<b>38,576,064</b>	<b>-0.35%</b>



# INVESTMENT REPORT

July 1, 2015 to January 31, 2016

	Beginning Market Value July 1st	YTD Realized Income	YTD Unrealized Income	YTD Total Income	Additions / (Sales) / (Withdrawals)	Ending Market Value January	YTD Rate of Return
<b>Cash or Cash Equivalents</b>							
Utah State Inv Pool (PTIF)	15,793,150	79,654	-	79,654	7,491,920	23,364,725	0.50%
PTIF - Endowment Pool	528,914	1,660	-	1,660	(247,220)	283,354	0.31%
Short-Term Investment Management	9,992,818	26,110	(12,063)	14,047	(386)	10,006,478	0.29%
Total	26,314,882	107,424	(12,063)	95,361	7,244,314	33,654,557	0.36%
<b>Money Managers</b>							
Morgan Stanley / Merrill Lynch	1,146,345	(193,144)	185,015	(8,129)	(826,306)	311,910	-0.71%
Soltis Investment Advisors	1,565,478	15,335	(179,274)	(163,940)	-	1,401,539	-10.47%
Soltis Investments - Student Managed	77,852	162	(7,845)	(7,683)	398	70,567	-9.87%
University of Utah	7,814,351	165,703	(254,402)	(88,699)	3,572,000	11,297,652	-1.14%
Total	10,604,026	(11,944)	(256,506)	(268,450)	2,746,092	13,081,668	-2.53%
<b>Restricted Investments</b>							
Morgan Stanley - Bonds	551,903	12,424	2,738	15,163	(21,000)	546,066	2.75%
Restricted Investments Fund	118,293	348	(1,099)	(751)	-	117,542	-0.63%
Total	670,196	12,772	1,640	14,412	(21,000)	663,608	2.15%
<b>Grand Total</b>	<b>37,589,104</b>	<b>108,252</b>	<b>(266,929)</b>	<b>(158,677)</b>	<b>9,969,406</b>	<b>47,399,833</b>	<b>-0.42%</b>



# **2016-2017 Student Fees Proposal**

February 4, 2016

Submitted by the Student Fees Allocation Committee

Chaired by Matt Devore, 2015-2016 DSUSA Student Body President

SFAC Voting Members: Dillon McKinney, Kayla Coolbear, Tim Long, Warren Anderson, Sarah Ramaker,  
Annie Simpkins (student-at-large), Riley Packer (student-at-large)

Advisors: Del Beatty, Luke Kerouac, and Carlene Holm

# Dixie State University Student Fees

## 2016-2017 Proposal

The Student Fees Allocation Committee (SFAC) proposes a 3.37% student fee increase for the 2016-2017 academic school year. The increase of \$12 includes six fee increases, one fee reallocation/absorption, and one new fee addition.

2015-2016		2016-2017 Recommendations		
Fee Name	Amount	Name Change	Change	New Amount
Athletics	\$ 80.00			\$ 80.00
<b>Student Services Programs</b>	\$ 55.90	(Deleted)	\$ (55.90)	\$ -
Human Performance Center Fund	\$ 59.85	Human Performance Center Fund	\$ 55.90	\$ 115.75
<b>DSUSA</b>	\$ 33.00			\$ 33.00
<b>Recreation/Intramurals/Fitness</b>	\$ 24.00		\$ 3.00	\$ 27.00
Instructional Computers	\$ 24.00			\$ 24.00
Student Center Operations	\$ 22.50			\$ 22.50
<b>Department of Student Involvement</b>	\$ 15.00		\$ 1.00	\$ 16.00
<b>Health and Wellness Center</b>	\$ 9.00		\$ 2.50	\$ 11.50
<b>Testing Center</b>	\$ 6.50		\$ 0.50	\$ 7.00
New Student Center Fund	\$ 5.00			\$ 5.00
Campus Facilities Maintenance	\$ 4.50			\$ 4.50
Tutoring Center	\$ 4.50			\$ 4.50
One Time Expense Fund	\$ 3.00			\$ 3.00
<b>Radio and Broadcast Advertising</b>	\$ 2.00			\$ 2.00
<b>Theater/Dance/Music/Art</b>	\$ 2.00	Fine Arts	\$ 1.00	\$ 3.00
Writing Center	\$ 2.00			\$ 2.00
<b>Dixie Sun News</b>	\$ 1.00			\$ 1.00
<b>Multicultural and Diversity</b>	\$ 1.00		\$ 3.00	\$ 4.00
Student ID Card	\$ 1.00			\$ 1.00
AED	\$ 0.25			\$ 0.25
		Institute of Politics and Public Affairs	\$ 1.00	\$ 1.00
Totals:	\$ 356.00		\$ 12.00	\$ 368.00

\*Bolted fees reviewed this year

# Details of Proposed Changes

## Deleted Fees

- Student Services Fee - **\$55.90**
  - Proposal: The institution will pay Student Services fee, which will allow the students' fee to go towards the Human Performance Center Fund. With this proposal we will combine two fees to be able to bond \$20 Million. By June of 2017 we will have saved 3.6 Million even after subtracting the \$500 thousand for the new bookstore. Students' fee will not increase because of this reallocation; it will only be redistributed.

## Fee Increases

- Recreation/Intramurals/Fitness + **\$3.00**
  - Increase in fee will allow for the Rec center to increase staff, improve inventory of the outdoor rec, and improve current equipment
  - This fee directly affects active learning, active life
  - Reaches out to 70% of the students
  - This will open more on campus jobs as well as improve current payroll
- Department of Student Involvement + **\$1.00**
  - This fee supports the Directors of Student Involvement salaries
  - The Institution and student fees compensate salaries
  - This fee hasn't been increased in 6 years
- Health and Wellness Center + **\$2.50**
  - The plan is to increase the fee \$2 every two years.
  - The current structure saves the university half a million dollars a year
  - Wellness center had a 340% increase in students being examined since established
- Testing Center + **\$0.50**
  - Testing Center will be able to improve the facility and testing environment
  - Hire more proctors
  - Purchase larger desks for testing students
- Fine Arts + **\$1.00**
  - This fee will be distributed equally amongst Dance, art, and theatre
  - With the fee it will supplement the art gallery, theater works, dance productions, etc
  - Allocate to one account and give Dean Jarvis rights to allocate the fee from one account to the other three areas of focus
- MCDC + **\$3.00**
  - Part of the Strategic Plan focuses on growing our diversity
  - This fee hasn't been increased in over 4 years
  - 22% diverse campus
  - They hold events once or twice a month to represent the variety of cultures represented on campus
  - Expand their impact on campus

## Name Changes

- Student Services Programs ➡ Human Performance Center Fund
  - The Student Services Programs Fee has been deleted from the student fees
  - The Student Services Programs fee has reallocated toward funding the Human Performance Center Fund
- Theater/Dance/Music/Art ➡ Fine Arts
  - The current name is confusing
  - Name suggested by administrator who oversee this fee

## New Fees

- Institute of Politics and Public Affairs + \$1.00

Supports three different aspects:

- Student Involvement activities- Help students engage in political affairs, Ex: Politics & Pizza
- Student Advocacy- Allow Dixie to be part of the conversation at the state & National level
- Provide Internships & Leadership Opportunities at the Utah Capital and Washington D.C

This center is self-sustainable in the future because of possible donors. This center will over all benefit the University because the advocacy will essentially make our education more valuable. Having a politics department is key in moving from status to statue. From the beginning, the politics center will be a part of DSUSA, and gradually individualize itself and become its own department.

# Proposed 2016-2017 Student Fees

O/E Cycle	Fee Name	Amount
E	Human Performance Center Fund	\$ 115.75
O	Athletics	\$ 80.00
E	DSUSA	\$ 33.00
E	Recreation/Intramurals/Fitness	\$ 27.00
O	Instructional Computers	\$ 24.00
O	Student Center Operations	\$ 22.50
E	Department of Student Involvement	\$ 16.00
E	Health and Wellness Center	\$ 11.50
E	Testing Center	\$ 7.00
O	New Student Center Fund	\$ 5.00
O	Campus Facilities Maintenance	\$ 4.50
O	Tutoring Center	\$ 4.50
E	Multicultural and Diversity	\$ 4.00
O	One Time Expense Fund	\$ 3.00
E	Fine Arts	\$ 3.00
E	Radio and Broadcast Advertising	\$ 2.00
O	Writing Center	\$ 2.00
E	Dixie Sun News	\$ 1.00
E	Institute of Politics and Public Affairs	\$ 1.00
O	Student ID Card	\$ 1.00
O	AED	\$ 0.25
	Totals	\$ 368.00



## Memorandum

**To:** DSU President's Cabinet  
DSU University Council  
DSU Board of Trustees

**From:** Human Resources

**Date:** January 26, 2016

**Re:** Early Retirement Applications

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The Dixie State University early retirement program (outlined in DSU Policy 359 and supported by Utah State Code 53B-2-106) is an important tool for faculty and staff recruiting, workforce flexibility, and management of campus personnel costs. To be eligible to apply for early retirement, full-time employees must meet the following criteria: (1) at least five years of continuous service at DSU immediately prior to early retirement, (2) minimum age of 57, and (3) age plus "qualifying years of service" (employment at DSU or another USHE institution) must equal at least 75. The annual financial incentive for early retirement is 20% of the employee's base salary for up to five years or until full retirement age as defined by Social Security Administration (whichever comes first). Early retirees are also eligible for University-provided medical and dental insurance for up to five years or until age 65 (whichever comes first).

The following employee(s) have applied for early retirement:

<u>Name</u>	<u>Effective Date</u>	<u>Eligibility Period</u>	<u>Estimated Annual Cost</u>
Kathy Kinney	May 1, 2016	2 years, 3 months	\$15,558.00
Gary Caldwell	July 1, 2016	5 years, 0 months	\$28,361.00
Becky Smith	July 1, 2016	5 years, 0 months	\$39,180.00

The above application and associated costs require your approval. We have confirmed with the Budget Office that there is available funding to support these requests for early retirement.

# Dixie State University Policy

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## 150 Minors and Vulnerable Adults on Campus



- I. Purpose
- II. Scope
- III. Definitions
- IV. Policy
- V. References
- VI. Procedures
- VII. Addenda

### I. Purpose

- 1.1 Dixie State University is committed to ensuring the safety and security of all individuals within its campus community. The University has a particular concern for those who are potentially vulnerable, including minor children and vulnerable adults who require special attention and protection and are involved in our programs, services, activities, or who visit our campuses.

### II. Scope

- 2.1 This policy provides procedures and guidelines that apply broadly to interactions between minors and University students, faculty, staff, volunteers, and University-sponsored or co-sponsored programs or activities. It further applies to all non-University organizations, entities, or agreements that operate programs or activities involving minors or vulnerable adults on campus. All parties interacting with minors or vulnerable adults within the campus community are responsible for understanding and complying with the policy, to fulfill our obligations as mandated by law, and to provide the safety and protection of any minors or vulnerable adults visiting our campuses or participating in university-related programs. For the purpose of this policy only, the term “minor” will be used hereafter, but will be assumed to include and apply to “vulnerable adults” as well (Defined in Section V).

### III. Definitions

- 3.1 **Abuse:** For the purposes of this policy, defined as physical, emotional, or sexual abuse of a minor, neglect of a minor, non-accidental harm of a child, threatened harm of a child, or sexual exploitation of a minor.

- 3.2 **Authorized adult:** Individuals, 18 years of age or older, paid or unpaid, who interact with, supervise, chaperone, or otherwise oversee minors in university-sponsored or co-sponsored programs/activities or on-campus activities sponsored by outside organizations. This includes but is not limited to faculty, staff, volunteers, graduate and undergraduate students, interns, employees of temporary employment agencies, independent contractors/consultants, and on-campus vendors. Authorized adults' roles may include positions such as counselors, chaperones, coaches, instructors, etc. This definition does not include temporary guest speakers, presenters, and other individuals who have no direct contact with program participants other than short-term activities supervised by an authorized adult.
- 3.3 **Designated Areas:** Are to be used in a very limited and official capacity. They are open public areas or designated and approved spaces such as an office area with exposure to the outside by window or open door.
- 3.4 **Direct contact:** Providing care, supervision, guidance, or control of minors, and/or routine interaction with minors.
- 3.5 **Minor:** Any person less than 18 years of age.
- 3.6 **Non-University-sponsored programs/activities:** A program not sponsored by DSU that is held at a University facility through an authorized rental agreement.
- 3.7 **One-on-one contact:** Personal, unsupervised interaction between any authorized adult and a participant without at least one other adult, parent, or legal guardian present.
- 3.8 **Programs:** Programs, services, and activities offered on or off campus by DSU or by non-University groups using University facilities. This includes, but is not limited to, instruction, student activities, workshops, sports camps, academic camps, conferences, pre-enrollment visits, or similar activities.
- 3.9 **Sponsoring unit:** The academic or administrative unit of the University that offers a program or gives approval for use of the facilities.
- 3.10 **Statement of Acknowledgement Waiver Form:** A form to be completed by authorized adults not employed by DSU but assigned to work with minors in University-sponsored or co-sponsored events.
- 3.11 **University facilities:** Facilities owned/leased by the University.

- 3.12 ***University-sponsored or co-sponsored program/activity:*** A program at which DSU-affiliated employees are present and participate, that is sponsored by DSU exclusively or in partnership with an outside organization and is in accordance with the University Mission. This includes hosted and/or occurring activities on the DSU Campus.
- 3.13 ***Vulnerable Adult:*** An elder adult, or an adult 18 years of age or older who has a mental or physical impairment that substantially affects that person's ability to: (i) provide personal protection; (ii) provide necessities such as food, shelter, clothing, or medical or other health care; (iii) obtain services necessary for health, safety, or welfare; (iv) carry out the activities of daily living; (v) manage the adult's own resources; or (vi) comprehend the nature and consequences of remaining in a situation of abuse, neglect, or exploitation.

#### IV. Policy

- 4.1 Dixie State University will comply with all state and federal laws concerning the protection of minors in programs sponsored or co-sponsored by the University or sponsored by outside organizations. In addition to this policy, future programs (such as daycare) may be subject to stricter state and federal laws and regulations. In such instances, those stricter laws prevail.
- 4.2 In keeping with the University's commitment to the protection of minors, and in compliance with applicable state and federal laws, any employee, student, or volunteer of Dixie State University who witnesses or has reasonable cause to suspect any abuse of a minor occurring at a University facility or during university-sponsored or co-sponsored programs/activities is required to report such conduct to the University Police Department and any other appropriate or applicable law enforcement or reporting agencies (Title IV Director/Coordinator per 4.4.1) immediately.
- 4.3 Dixie State University requires that leaders of any University-sponsored or co-sponsored program/activity:
- 4.3.1 Have all personnel working with minors be authorized adults and/or have the hereafter authorized adult, to-adult ratio, 4) (see definition of "one on one contact "and section V) Personnel must be compliant with DSU Policy #329 (Criminal and Other Background Checks) or an equivalent or higher-level criminal background check.
- 4.3.2 Provide evidence of appropriate training and experience (to include Code of Conduct, emergency/safety procedures, crime prevention against minors, identification and reporting requirements) of all adults

supervising minors. Official approval will be in accordance with the DSU Human Resources Department.

- 4.3.3 Have an authorized adult and/or other responsible party sign the Statement of Acknowledgement Waiver. Certificates of Insurance and other participant waiver forms may also apply.
- 4.3.4 Provide an adequate number of authorized adults supervise program participants for the type of activity sponsored. For all activities, at least two persons should be present with a minimum of one being trained and authorized. The only exceptions which are to be used in a very limited and official capacity, are in open public areas and/or designated areas.
- 4.4 University faculty, staff, students, or volunteers serving as authorized adults who supervise minors shall complete an initial mandatory training and complete on-going training at least every two years with emphasis on the conduct requirements of this policy, the prevention of the abuse of minors, recognizing signs of abuse, and appropriate and required reporting of incidents of improper conduct involving minors.
- 4.5 Enrolled minor students including concurrent enrollment are allowed in the classroom setting, general public use areas, and/or designated areas in accordance with their program requirements. All other minors participating in a program/activity, independent program/activity using, or visiting are allowed in the general-use facilities (athletic fields, public spaces, academic buildings, food services areas, etc.) but must be supervised. Minors are also restricted from other facility areas or from using certain equipment to avoid inappropriate one-on-one contact and other potentially dangerous situations.

## V. References

- 5.1 The Child Abuse Prevention and Treatment Act (CAPTA) of 1974, reauthorized 2010
- 5.2 The Clery Act, 20 USC § 1092(f) and 34 CFR 668.46 (implementation)
- 5.3 Title IX of the Education Amendments of 1972
- 5.4 Utah Code 62a-4a-101, 402, 403, 408, 411 Utah Mandatory Reporting Requirements
- 5.5 Utah Code 76-5-401 Sexual Offenses

- 5.6 Utah Code 76-5b-201 Sexual Exploitation Act
- 5.7 Utah Code 78A-6-105 Definitions
- 5.8 DSU Policy #329 Criminal Background Checks  
(<https://files.dixie.edu/sites/hr/pl/policy/329.docx?Web=1>)
- 5.9 DSU Policy #552 Student Rights and Responsibilities  
(<https://files.dixie.edu/sites/hr/pl/policy/552.docx?Web=1>)
- 5.10 DSU Policy #324 Personal Conduct/conflict of Interest  
(<https://files.dixie.edu/sites/hr/pl/policy/324.docx?Web=1>)
- 5.11 DSU Policy #632 Faculty Responsibilities  
(<https://files.dixie.edu/sites/hr/pl/policy/632.docx?Web=1>)
- 5.12 DSU Policy #633 Faculty Rights  
(<https://files.dixie.edu/sites/hr/pl/policy/633.docx?Web=1>)

## **VI. Procedures**

### **6.1 Criminal Background and Other Checks (Appendix A)**

- 6.1.1 Background checks for all authorized adults, including official volunteers employed by DSU must be reviewed and approved by Human Resources prior to individuals being hired and/or assigned to work with minors.
- 6.1.2 Based on the results of a background check, the Executive Director of Human Resources shall, in consultation with the appropriate university officials, determine whether or not an employee will be permitted to participate in a program or activity covered by this policy. Results of background checks conducted under this policy shall be used for the purposes of this policy. The University reserves the right to take appropriate disciplinary action, including termination, in accordance with university policy, for employees who may have previously falsified or failed to disclose information. Copies of background check reports will be retained by Human Resources.

### **6.2 Mandatory Training for Authorized Adults (Appendix B)**

- 6.2.1 Authorized adults (defined in Section V) must be trained on the basic warning signs of abuse or neglect, identification of crimes against minors, and proper reporting requirements. Training of pertinent DSU

employees shall be provided through the University's Human Resources Department.

6.2.2 It is the responsibility of all outside organizations, vendors, licensees, or others who are given permission to come onto campus or to use university facilities for events or activities that will include participation of minors to ensure that they have equivalent or similar policies and procedures in place for background screening requirements, training, adherence to the DSU authorized adult Code of Conduct (Section 6.3), as well as proper procedures for identifying and reporting abuse of a minor. The DSU Human Resources department must be contacted for compliance of requirements.

6.2.3 Training for authorized adults shall include:

6.2.3.1 Information about the Code of Conduct (Section 6.3) responsibilities, expectations, policies/procedures, enforcement, appropriate crisis/emergency responses, safety and security precautions, confidentiality issues involving minors, and basic university responsibility/liability.

6.2.3.2 Accessing emergency services on and off campus.

6.2.3.3 Prevention, identification, procedures and reporting requirements if a program participant discloses any type of assault or abuse (at any time previously or during the program), or an authorized adult has reason to suspect that the participant has been subject to such assault or abuse.

6.2.3.4 Maintenance of supervisors to minors ratios that follow industry best practice standards (American Camp Association).

6.3 Code of Conduct for Authorized Adults

6.3.1 Authorized adults participating in programs covered by this policy shall not:

6.3.1.1 Have one-on-one contact with minors. There must be two adults present and a minimum of one authorized adult present during activities where minors are present. The only exceptions, which are to be used in a very limited and official capacity, are in open public areas and/or "designated areas."

- 6.3.1.2 Have any direct electronic contact (email, text, or social media) with minors without another authorized adult being included in the communication except in a limited capacity for official university business and program requirements. All such communications will be done professionally at all times.
  - 6.3.1.3 Engage in abusive conduct of any kind toward, or in the presence of, a minor.
  - 6.3.1.4 Strike, hit, administer corporal punishment to, or touch in an inappropriate or illegal manner any minor.
  - 6.3.1.5 Transport minors, other than the driver's own child(ren), to or from university-sponsored activities, except as specifically authorized in writing by the minors' parents or legal guardians.
  - 6.3.1.6 Engage in rough or sexually provocative games, including horseplay.
  - 6.3.1.7 Allow any inappropriate touching, including between minors.
  - 6.3.1.8 Use prohibited, derogatory, inflammatory, pervasive, sexually based, sexually insinuating, or sexually suggestive comments. Language should be reasonable, prudent, and age appropriate.
  - 6.3.1.9 Personally consume in the presence of, or provide alcohol or illegal drugs to, any minor. Authorized adults shall not use or provide prescription drugs to any medication to a minor unless specifically authorized in writing by the parent or legal guardian.
  - 6.3.1.10 Make sexual material in any form, including printed and electronic, available to minors participating in programs covered by this policy or assist them in any way in gaining access to such materials. Exceptions would be for a disclosed and/or required academic curriculum. Example instruction provided to a concurrent enrollment student.
  - 6.3.1.11 Shower, bathe, or undress with, or in the presence of, any minors.
- 6.3.2 If an allegation of inappropriate conduct is made against an adult participating in a program, he or she will immediately discontinue any further participation in all programs and activities covered by this policy until such allegation has been appropriately investigated and

resolved.

#### 6.4 Reporting of Abuse and Code of Conduct Violations for Adults

6.4.1 Reports of alleged minor abuse shall be made to the University Police Department, Human Resources, Title IX Office, and any other appropriate department or office. Such reports should include the name of the victim and assailant (if known), other identifying information about the victim and assailant, the location of the activity, and the nature of the activity. Upon receiving such a report, along with initiating investigatory procedures, University Police shall promptly notify the appropriate Vice President of the incident. The appropriate Vice President shall inform the President, who, through periodic reporting, informs the Board of Trustees.

#### 6.5 Communication and Notification

6.5.1 Report misconduct of any type or to prevent imminent danger:

6.5.1.1 From a campus telephone: 7515.

6.5.1.2 From a cell phone (on-duty officer): 435-619-1145

6.5.1.3 From any phone: 911.

6.5.2 Other institutional organizational resources can be considered as well, such as the CARE Team, Dean of Students office, and the whistleblower website, which has been established to allow anyone to report misconduct anonymously.

6.5.3 In case of an emergency, including medical or behavioral problems, natural disaster, or other significant program disruptions, the University's sponsoring unit/program shall:

6.5.3.1 Establish an appropriate procedure for the notification of each minor's parent/legal guardian.

6.5.3.2 Maintain a list of all participants. This list shall include each participant's name, gender, age, address, and phone number(s) of parents or legal guardians, as well as emergency contact information.

6.5.3.3 Provide information to parents or legal guardians detailing the manner in which the participant can be contacted during the

program.

## 6.6 Medical Treatment, Administration of Medicines, and Emergency Services

- 6.6.1 The sponsoring unit/program will obtain a Medical Information and Release Form for each program participant if it is applicable to the program or activity engaged in. Program staff shall be responsible for reviewing all forms, securing the information on the forms, and for assessing the needs of each program participant. The Medical Information and Release Form can be obtained by the sponsoring unit/program when applicable.
- 6.6.2 Parents and/or guardians are responsible for the minor's medical condition(s). They are expected to notify personnel of the participant's state of health and needs, and arrange for any potential medical requirements and/or use of medication (see 6.3.1.9).
- 6.6.3 As needed, the program staff may keep medicine in a secure location and can meet with the participant at the appropriate time for self-administration.
- 6.6.4 Prescription medications that are self-administered may be carried by the participant during program activities (examples include, but are not limited to, personal "epi" pens and asthma inhalers).
- 6.6.5 Program staff should make reasonable efforts to have basic first-aid kits available as needed.
- 6.6.6 The sponsoring unit, if required, will arrange for medical care, including emergency medical services, appropriate for the nature of program activities.
- 6.6.7 The sponsoring unit will notify EMS and parents or legal guardians if emergency medical services are required.

## 6.7 Program Rules of Conduct for Participants

- 6.7.1 Program staff will develop and make available to participants the rules and disciplinary measures applicable to the program. These rules shall align with the University's Code of Conduct (6.3).
- 6.7.2 Program participants and authorized adults must abide by all university regulations and may be removed from the program for non-compliance with rules.

## 6.8 Assumption of Risk Waiver in Programs or activities by Participants/Legal Guardians

6.8.1 Authorized adults will obtain from participants the applicable Media, Photo, and Video Release Waiver Forms, Medical Forms, and/or Assumption of Risk Waiver Forms as part of the program registration process. These forms may be obtained from the sponsoring unit/program. All data gathered shall be confidential, are subject to records retention guidelines, and will not be disclosed, except as provided by law.

## 6.9 Minors in the Workplace

6.9.1 To reduce the potential for accidents and incidents in which children either harm themselves or inadvertently create a hazard for others, the University addresses and complies with health, safety, environmental, and regulatory requirements.

6.9.2 Minors are not allowed in the workplace on a regular basis. Rarely, and with supervisory approval (in advance), may an employee bring his or her minor(s) to work in an emergency situation. In all cases of minors in the workplace, the University is not responsible for ensuring the minor is safe and well supervised. The employee, student, or guest is fully responsible for the safety and supervision of the minor for the entire visit.

6.9.3 Supervisors and department heads may place additional restrictions on the presence of minors in the workplace consistent with the environment and the demands of the work being performed.

6.9.4 Employees who bring a minor to the workplace for extended periods of time must:

6.9.4.1 Obtain permission in advance from their supervisor beforehand.

6.9.4.2 Provide line-of-sight supervision of the minor(s) at all times.

6.9.4.3 Ensure the minor(s) shall not be left alone at any time or left with other employees.

6.9.4.4 Ensure the minor shall not interrupt normal workplace activities.

6.9.5 Minors shall not be allowed to:

- 6.9.5.1 Play on campus anywhere unattended.
- 6.9.5.2 Perform work of any kind at any time, other than permitted by the U.S. Department of Labor.
- 6.9.5.3 Drive university-owned motorized vehicles, including golf carts.
- 6.9.5.4 Be present in the following high-risk areas:
  - 6.9.5.4.1 Laboratories, workshops, studios, power plants, garages, and food preparation areas.
  - 6.9.5.4.2 Any area, indoors or out, containing power tools or machinery with exposed moving parts.
  - 6.9.5.4.3 Any area where university vehicles, such as heavy-duty machinery, grounds equipment, or other motorized equipment, are being used.
  - 6.9.5.4.4 Any other high-risk area, including, but not limited to, rooftops and construction zones.

6.9.6 In the event that a visiting minor becomes lost on campus, the employee shall immediately contact University Police at ext. 7515 or 911 for assistance in locating the minor.

## 6.10 Minors in the Classroom

- 6.10.1 Minors are not permitted in University classrooms or laboratories unless they are an integral part of instruction, are enrolled in the course, or are participating in a field trip or event.
- 6.10.2 Adults who bring minors to campus shall not leave minors unattended in hallways and restrooms, or public, common areas. These adults are fully responsible for the safety and supervision of such minors while on campus.
- 6.10.3 Instructors have the right to ask students who bring minors to leave per #552 Student Rights and Responsibilities.

## 6.11 Statement of Acknowledgement Waiver (Appendix C)

- 6.11.1 Entities leasing or renting university facilities shall, in a facilities use agreement, review, acknowledge, and sign responsibilities and liabilities

for the protection of minors supervised in the program.

- 6.11.2 Authorized adults not employed by DSU but assigned to work with minors in university-sponsored or co-sponsored events must sign and submit the Statement of Acknowledgement Waiver Form to the appropriate DSU program director before any interaction with minors. The program director is responsible for obtaining, maintaining, and archiving the appropriate forms with signature(s).

## **6.12 Enforcement**

- 6.12.1 Sanctions for violations of this policy will depend on the circumstances and the nature of the violation, but may include the full range of available University sanctions violating this policy are applicable to the individual (faculty, staff, student, and guest), including corrective action, suspension, dismissal, termination, and, where appropriate, exclusion from campus. All persons (faculty, staff, students, and guests) are required to report violations of this policy to the nearest located department office or his or her supervisor or department head. All persons and supervisors not complying with the policy may face disciplinary sanctions. The University may also take necessary interim actions before determining whether a violation has occurred. The University may terminate relationships or take other appropriate actions against non-University entities that violate this policy.

## **VII. Addenda**

- 7.1 Appendix A Criminal & Other Background Check Requirements DSU Policy #329
- 7.2 Appendix B Training Requirements (Code of Conduct, Emergency/Safety procedures, Identification and Reporting Procedures, Supervision Ratio's)
- 7.3 Appendix C Statement of Acknowledgement Waiver

## **Statement of Acknowledgement (Appendix C)**

### **For Individuals Working with Minors at Dixie State University**

I will commit to strictly following the rules and guidelines in this Statement of Acknowledgement as a condition of my providing services to the minors (children and youth) and vulnerable adults participating in Dixie State University programs.

#### **I will:**

Treat everyone with respect, patience, integrity, courtesy, dignity, and consideration.

Never be alone with minors at university activities without another “authorized adult” (as defined in policy 6.3.1.1 #150, Minors and Vulnerable Adults on Campus) present.

Use positive reinforcement rather than criticism or comparison when working with children and/or youth.

Maintain appropriate physical boundaries at all times and touch children only when necessary and in ways that are appropriate, public, and non-sexual.

Comply with the mandatory reporting regulations found in Dixie State University’s policy #150 *Minors and Vulnerable Adults on Campus*, including reporting any suspected child abuse. I understand that failure to report suspected child abuse to University Police or state authorities is against the Utah Mandatory Reporting Requirements Regarding Children (see Utah Division of Child and Family Services).

Cooperate fully in any investigation of abuse of children and/or youth.

#### **I will not:**

Have one-on-one contact with minors or allow any inappropriate touching, including between minors.

Have any direct electronic contact with minors without another authorized adult being included in the communication except as noted in policy #150 Minors and Vulnerable Adults on Campus, section 6.3.1, 1), 2).

Engage in abusive conduct of any kind toward, or in the presence of, a minor.

Strike, hit, administer corporal punishment to, or touch in an inappropriate or illegal manner any minor.

Pick up or drop off minors at their homes, other than the driver’s child(ren), except as specifically authorized in writing by the minor’s parent or legal guardian and in the

company of another authorized adult (defined in DSU Policy #150, Minors and Vulnerable Adults on Campus).

Engage in rough or sexually provocative games, including horseplay.

Swear or use other inappropriate language, use or respond to sexual innuendo, or make sexually suggestive comments.

Use or provide alcohol or illegal drugs to any minor.

Use or provide prescription drugs or any medication to any minor unless specifically authorized in writing by the parent or legal guardian.

Make sexual material in any form, including printed and electronic, available to minors participating in programs or activities, or assist a minor in any way in gaining access to such materials.

Shower, bathe, or undress with, or in the presence of, minors.

I understand that as a person working with and/or providing services to minors with the permission of Dixie State University, I am subject to a criminal history background check. My signature confirms that I have read this Statement of Acknowledgement and that as a person working with minors I agree to follow these standards and other related policies of the University. I understand that any action inconsistent with this Statement of Acknowledgement or failure to take action mandated by this Statement and DSU Policy #150 may result in disciplinary action up to and including removal from the University and/or as covered by law.

Name (print): \_\_\_\_\_

Signature/Date: \_\_\_\_\_ / \_\_\_\_\_

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Policy Owner: President; Administrative Services, VP  
Policy Steward: Risk Management & Safety

History:

Approved 0/0/00

Revised 4/27/15

Revised 6/30/15

Revised 10/28/15

DRAFT

# Dixie State University Policy

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## 527 Student Athlete Progress Toward Degree



- I. Purpose
- II. Scope
- III. Definitions
- IV. Policy
- V. References
- VI. Procedures
- VII. Addenda

### I. Purpose

- 1.1 Dixie State University (DSU) ensures that all student-athletes participating in intercollegiate athletics at DSU meet academic and progress toward degree requirements set forth by the National Collegiate Athletic Association (NCAA).

### II. Scope

- 2.1 All student-athletes who are on an official DSU team roster are held to the academic requirements and progress toward degree expectations set forth in this policy. Those who do not meet the set requirements risk being declared academically ineligible for competition or practice in intercollegiate athletics at DSU.

### III. Definitions

- 3.1 ***Student-Athlete:*** A Dixie State University student who participates in an official competitive sport sponsored by the institution. The athletic department determines which sports are officially sponsored by the institution. Intramural and club teams are not considered official or sponsored sports.
- 3.2 ***Team Roster:*** A list of student-athletes who are a part of an official sponsored sport offered at Dixie State University. The athletic department determines and keeps record of all team rosters.

### IV. Policy

- 4.1 In order to practice and compete in an athletic program, student-athletes will comply with the following NCAA and institutional satisfactory progress requirements:

- 4.1.1 New student-athletes must be enrolled, and remain enrolled, in a full-time program of studies leading to a baccalaureate degree.
- 4.1.2 Student-athletes must declare a major and make progress toward that specific degree prior to their fifth semester of collegiate enrollment and be eligible by all NCAA standards.
- 4.1.3 Student-athletes that have already received a baccalaureate degree must be enrolled in either 12 credits leading to a second baccalaureate degree or 9 credit hours leading toward a graduate degree.
- 4.1.4 Continuing student-athletes must enroll in a minimum of 12 credits each semester.
- 4.1.5 Continuing student-athletes must have received a passing grade in an average of 12 or more credits towards a Baccalaureate degree during each of their previous fall and spring semesters, or they must have received a passing grade in 24 or more credits toward a Baccalaureate degree since the beginning of the previous fall term.
- 4.1.6 Continuing student-athletes must receive a passing grade in at least 75 percent of the semester credits required for degree progress during fall and spring semesters (e.g., no more than six credits taken during summer will count toward satisfactory progress).
- 4.1.7 Student-athletes must receive a passing grade in at least nine credits toward their Baccalaureate degree each fall and spring semester in order to be eligible to compete during the following semester.
- 4.2 To fulfill the “satisfactory completion” requirements, a student-athlete must achieve a minimum cumulative grade-point average (GPA, based on a maximum of a 4.000) of a 2.000 as measured at the beginning of the fall term, or at the beginning of any other regular term of the academic year.
  - 4.2.1 First year freshman student athletes are not required to have a cumulative 2.000 GPA until the end of their second full time semester.
- 4.3 All credits that apply to the student-athlete’s degree (e.g., part-time, transfer, advanced placement, and other types of credit) shall be used in determining the number of semester credits completed, and all applicable credits will be included in the calculation of the minimum GPA requirements.

## V. References

- 5.1 NCAA Division II Manual (<https://www.ncaapublications.com/>)

## **VI. Procedures**

- 6.1 All student athletes will be checked and certified that they are meeting all progress toward degree requirements at the beginning and end of every semester. All certification is done by the Eligibility Coordinator and is also verified by the Athletic Compliance Office, Athletic Director or Faculty Athletic Representative each semester.

## **VII. Addenda- N/A**

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Policy Owner: Student Services, VP; Academic Affairs, VP  
Policy Steward: Eligibility Coordinator

History: 09/12/06, 11/16/07

Approved 0/0/00

Revised 01/26/16

# Dixie State University Policy

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## 533 Student Accommodations



- I. Purpose
- II. Scope
- III. Definitions
- IV. Policy
- V. References
- VI. Procedures
- VII. Addenda

### I. Purpose

- 1.1 Outline policy regarding three types of student accommodations: schedule, content, and disability.

### II. Scope

- 2.1 This policy provides guidance to all DSU faculty, staff, administration, and students involved in arranging accommodations for students.

### III. Definitions

- 3.1 **Accommodations:** Modifications to a policy, procedure, practice, or schedule that enable students to engage in an academic activity as part of a University course or program.
- 3.2 **Reasonable:** Within the range of what is normally done or thought in a similar situation.
- 3.3 **Schedule Accommodation:** An accommodation granting permission to a student to be absent from class(es) and/or fulfill assignment(s) in a manner other than that which is required in the syllabus in order to observe religious holidays, participate in University activities and events, and attend required military activities.
- 3.4 **Content Accommodation:** An accommodation to provide an alternative to a course requirement or material that conflicts with a student's sincerely held core beliefs.
- 3.5 **Disability Accommodation:** An accommodation for a student with a disability

to be made in accordance with the Rehabilitation Act of 1973 and/or the Americans with Disabilities Act (ADA).

#### **IV. Policy**

- 4.1 Student accommodations are modifications to a policy, procedure, practice, or schedule that enable students to engage in an academic activity as part of a University course or program. Reasonable requests will be considered in the form of a schedule, content, or disability accommodation.
  - 4.1.1 An accommodation is considered reasonable if the following conditions are met. The accommodation:
    - 4.1.1.1 Does not fundamentally alter the nature of the program or course.
    - 4.1.1.2 Does not present an undue financial or administrative burden on the University.
    - 4.1.1.3 Is within the range of what is normally done or thought in a particular instance.
    - 4.1.1.4 Provides an adequate means of satisfying the curricular requirement.
    - 4.1.1.5 Is fully appropriate for meeting the course objectives.
- 4.2 Two types of accommodation requests may be considered by faculty based on a student's request:
  - 4.2.1 Schedule accommodation requests to permit a student to be absent from class(es) and/or fulfill assignment(s) in a manner other than that which is required in the syllabus for the purpose of:
    - 4.2.1.1 Observance of a religious holiday.
    - 4.2.1.2 Participation in an official University event.
    - 4.2.1.3 Attendance at a required military activity.
  - 4.2.2 Content accommodation requests to provide an alternative to a course requirement or material that conflict with a student's sincerely held core beliefs.

- 4.3 An accommodation for a student with a disability to be made in accordance with the Rehabilitation Act of 1973 and/or the Americans with Disabilities Act (ADA) may be requested by a student only with written approval from the Disability Resource Center.
- 4.4 All accommodation requests must be considered in a non-discriminatory manner.
- 4.5 For the purposes of this policy, Dean's Council designates University events and activities as "official".
  - 4.5.1 Recurring events sponsored by DSU courses, departments, intercollegiate athletics, clubs, or organizations may be approved for multiple iterations within one academic year or over several years.
  - 4.5.2 Other events must be submitted by DSU faculty, staff, or students to a dean for inclusion on the Dean's Council agenda.
  - 4.5.3 A current list of University activities/events approved as "official" is available through the academic deans' offices.

## V. References

- 5.1 DSU Policy 633: *Faculty Rights and Responsibilities*  
(<https://files.dixie.edu/sites/hr/pl/policy/633.docx?Web=1>)
- 5.2 DSU Policy 552: *Student Rights & Responsibilities*  
(<https://files.dixie.edu/sites/hr/pl/policy/552.docx?Web=1>)

## VI. Procedures

### 6.1 Schedule Accommodations

- 6.1.1 Attendance at classes is an integral part of the learning process. A student who is absent from class for any reason compromises his/her learning opportunities. Each student is expected to regularly and promptly attend all class sessions. A student receiving specific types of scholarships and/or tuition waivers may be required to attend all scheduled class and lab sessions to maintain their eligibility.
  - 6.1.1.1 A student should register only in courses for which they have no

schedule conflicts that will interfere with his/her ability to complete course requirements.

6.1.1.2 Each instructor is expected to clearly communicate attendance requirements in the course syllabus.

6.1.1.2.1 If a student misses a class session, the student has the individual responsibility to ascertain what content and/or assignments were missed.

6.1.1.3 Instructors are expected to make reasonable schedule accommodations when requested by a student in accordance with this policy.

6.1.1.3.1 If an instructor determines there is no reasonable schedule accommodation or if the suggested accommodation is not acceptable to the student, the instructor shall inform his/her department chair of the request and the denial.

6.1.1.4 An instructor may require a student to submit coursework prior to the due date if the student will be absent when the work is scheduled to be completed or submitted.

6.1.1.5 An instructor may make a schedule accommodation for reasons other than those specified in this policy at his/her discretion but must do so fairly and equitably for all students enrolled in a course during the semester in which the schedule accommodation is given.

6.1.2 Religious holiday observance: a student has the right to request, in writing, a schedule accommodation for observance of a religious holiday. A student requesting an excused absence for observance of a religious holiday is encouraged to submit the request to the faculty member at the beginning of the semester.

6.1.2.1 Instructors are expected to make reasonable accommodations in response to a request for observance of a religious holiday.

6.1.2.2 Absences for religious holidays can always be anticipated, and an instructor has the right to insist that coursework to be missed must be completed prior to the absence.

6.1.2.3 No faculty member has to honor a request for an excused absence

for observance of a religious holiday submitted less than seven (7) days before the absence.

- 6.1.3 A student must request a schedule accommodation for participation in an approved official University activity.
  - 6.1.3.1 Instructors are expected to make reasonable schedule accommodations in response to a request for an excused absence to participate in an approved official University activity.
- 6.1.4 Official University activity or event: a student requesting a schedule accommodation for an approved official University activity has an individual responsibility to provide the instructor in each class with official written verification of the approved official University event and his/her participation and to make arrangements for any coursework that will be missed.
  - 6.1.4.1 A request for schedule accommodation must be submitted in writing to the appropriate faculty member and must include the name and dates of the activity, the student's name and ID number, and the activity's sponsoring faculty or staff member.
  - 6.1.4.2 Single Event: a student requesting a one-time schedule accommodation for an event that will occur once must submit a request to the instructor of each class at least seven (7) days before the activity.
  - 6.1.4.3 Recurring or Frequent Activity: by the second day of class in a semester, a student requesting schedule accommodations for a recurrent activity must submit the request in writing, including the schedule of such absences, to the instructor of each class.
    - 6.1.4.3.1 An instructor may determine that recurring, frequent, or lengthy absences will interfere with a student's ability to succeed in the course and recommend that the student seek an alternative.
    - 6.1.4.3.2 In addition to the initial notice at the beginning of the semester, at least seven (7) calendar days but not more than 10 calendar days prior to the absence for which a schedule accommodation is requested, the student will confer with the faculty member to arrange for completion

and submission of work.

6.1.4.4 No faculty member has an obligation to grant a request for an excused absence for an approved or unapproved official University event submitted to him/her less than seven (7) calendar days before the absence, but may do so at his/her discretion insofar as such action is non-discriminatory.

6.1.4.5 Absences for participation in approved University activities can usually be anticipated, and the student should be prepared to complete course work prior to the absence.

6.1.4.5.1 If a student has less than seven (7) calendar days' notice, the instructor may work with the student to accomplish the schedule accommodation.

6.1.5 Required military service: a student who is in "uniformed service" may request a schedule accommodation for short-term required military activities (deployment, activation, or mobilization) that must take place during the semester and are 14 calendar days or less in duration. If a student's absence is more than 14 calendar days in a full semester, s/he should consider doing a complete withdrawal from the semester. A student who is activated for military service should contact the Veteran's Coordinator in the Registrar's Office as soon as possible for assistance with issues concerning current classes, registration status, and/or educational benefits.

6.1.5.1 The student must provide instructors with a printed copy of their "orders" to request a military activity schedule accommodation.

6.1.5.2 In the event written "orders" give the student less than seven (7) calendar days from notification to the onset of the absence, instructors are still encouraged to work with the student concerning the requested schedule accommodation.

6.1.5.3 An instructor may determine that recurring, frequent, or lengthy absences will interfere with a student's ability to succeed in the course and recommend that the student seek an alternative.

6.1.5.4 A student who requires an extension to the original period of absence must contact the Registrar's Office, which will require verification of the required extension and then notify instructors,

who may recommend that the student seek an alternative.

6.1.5.5 Absences for required military activities may or may not be anticipated.

6.1.5.5.1 A student with advance notice of a required military activity may be required to complete coursework prior to the absence.

6.1.5.5.2 If a student has less than seven (7) calendar days' notice (as verified by the written "orders"), the instructor should make every effort to work with the student to accomplish the schedule accommodation.

6.1.6 A student may appeal an instructor's decision regarding a requested schedule accommodation to the department chair, who will consult with the instructor and the appropriate dean before overriding that decision.

6.1.6.1 If the department chair requires a schedule accommodation that would require additional time and/or work on the part of the instructor that the instructor does not wish to complete, the chair may not compel the instructor to complete the accommodation but will find an alternative method of fulfilling the accommodation if needed.

6.1.7 In accordance with the Confidentiality of Records policy and Federal regulations, faculty and staff are prohibited from widespread publication in any form other than that which is specifically allowed in such policies and regulations of the names of students participating in activities or events.

6.1.7.1 Faculty, staff, and campus entities may not communicate the names of students involved in an approved official University activity unless another faculty or staff member has a legitimate educational interest, an identifiable educational relationship to the involved student, and a legitimate need to know such information in order to fulfill his/her professional responsibilities. This includes emails to distribution lists.

## 6.2 Content Accommodations

6.2.1 Consistent with the principles of academic freedom, the faculty,

collectively and individually, has the responsibility for determining the content of the curriculum based on their disciplinary and pedagogical expertise and experience.

6.2.2 Each student must understand and be able to articulate ideas and theories that are important to discourse in the academic discipline of a course or program, even if those theories conflict with personal opinions or beliefs.

6.2.2.1 Personal disagreement with these ideas and theories, or the implications thereof, is not sufficient grounds for requesting a content accommodation, and accommodations requested on such grounds will be denied.

6.2.2.1.1 The University recognizes that a student's sincerely held core beliefs may conflict with some requirements of courses, programs, or majors, and agrees to work within the bounds of this policy to accommodate such beliefs, acting in good-faith and with reasonable consideration.

6.2.2.2 In addition to other syllabi content, as a courtesy to students, faculty are encouraged to include in their syllabi a description of course content or requirements reasonably anticipated to conflict with student sincerely held core beliefs. Faculty are further encouraged to include in their syllabi suggested alternatives, if any, within the course or program that may avoid such anticipated conflicts.

6.2.2.2.1 A faculty member may find it useful to include an explanation of the reason behind the selection and inclusion of such material and its relationship to the course outcomes so a student may make an informed decision about his/her ability to undertake the intellectual and personal challenge the course or program requirement may represent.

6.2.2.2.2 A faculty member is not obligated to include these elements in their syllabi, as it can be difficult to anticipate what content may conflict with the varied beliefs of a diverse student population.

6.2.2.3 A student has the responsibility to address a perceived conflict

with his/her sincerely held core beliefs within two weeks of the earlier date:

- 6.2.2.3.1 Being given information about course content or requirements that conflict with the student's sincerely held core beliefs.
- 6.2.2.3.2 Encountering course content or requirements that conflict with the student's sincerely held core beliefs.
- 6.2.2.4 If a student believes there is such a conflict, the student may choose to drop the course, or may proceed in seeking an accommodation with the understanding that faculty members have no obligation to alter or eliminate any content or requirements that conflict with the student's sincerely held core beliefs.
  - 6.2.2.4.1 With this understanding, a student may request a content accommodation from the faculty member.
  - 6.2.2.4.2 Faculty members are encouraged to respond to student requests with reasonable consideration.
- 6.2.2.5 A request for a content accommodation must be made in writing to the faculty member, with the student providing a copy of the request to the department chair at the same time.
  - 6.2.2.5.1 The request must articulate the burden the course content or requirement would place on the student's sincerely held core belief.
  - 6.2.2.5.2 The faculty member has no obligation to grant or respond to such requests, but is encouraged to act reasonably and with thoughtful consideration in addressing student requests and concerns.
  - 6.2.2.5.3 Faculty members who decide a content accommodation is appropriate may do so only if another reasonable means of satisfying the curricular/program requirement is available and only if that alternative is fully appropriate for meeting the course and program objectives.
- 6.2.2.6 Faculty will not be arbitrary, capricious, or discriminatory in

granting or denying a request for a content accommodation.

6.2.2.7 If a student's request for a content accommodation is denied by a faculty member, the student may appeal that denial. The basis for such an appeal is limited to determining if the denial is arbitrary, capricious, or discriminatory and if the required course content for which an accommodation was requested is a reasonable and pedagogically sound manner of fulfilling course and program learning outcomes.

6.2.2.7.1 As a first level of appeal, the student may solicit the aid of the responsible department chair to discuss the merits of the requested accommodation with the faculty member.

6.2.2.7.2 If the student feels that the discussion with the chair did not fulfill the intent of this policy, s/he may submit a formal Academic Appeal in accordance with the Student Rights and Responsibilities Policy.

6.2.2.7.3 A faculty member who is not satisfied with a department chair's decision may appeal to the Dean. A faculty member who wishes to appeal a Dean's decision may submit an appeal to the Academic Appeals Committee or may submit a grievance under the University's Grievance Procedure.

6.2.3 Because different criteria apply to each course and because faculty members' course requirements and expectations differ, accommodations granted by a faculty member in one course will not affect decisions made by that faculty member in other courses, or by other faculty members in the same or other courses or sections.

### **6.3 Disability Accommodations**

6.3.1 Under the guidelines of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA), the University is obligated to provide reasonable accommodations to students with disabilities to enable them to fully participate in all University programs, services, and activities. The accommodation must be an appropriate academic adjustment and must NOT:

6.3.1.1 Create a substantial change in the essential element of the course

- or program curriculum.
- 6.3.1.2 Create the demand for a substantial alteration in the manner of offering goods and services.
  - 6.3.1.3 Create or pose a risk of significant harm to any other individual.
  - 6.3.1.4 Create an undue financial or administrative burden for the institution.
- 6.3.2 Faculty members are required to inform students in course syllabi of the availability of and procedure for requesting accommodations based on a disability and that course materials can be made available in alternative format with prior request.
- 6.3.3 Faculty members must direct all requests for disability accommodations to the DSU Disability Resource Center (DRC).
- 6.3.3.1 A faculty member has the responsibility to ask for DRC verification when a student requests an accommodation in his/her course or program.
    - 6.3.3.1.1 The faculty member may discuss the requested accommodation with DRC staff.
  - 6.3.3.2 A faculty member may have private discussions with a student regarding disability issues and must maintain confidentiality about any information related to a student's disability disclosed by a student or a DRC staff member. A faculty member may not request information about a student's specific disability.
  - 6.3.3.3 A faculty member may not make accommodations for a student's disability without prior approval with the DRC.
  - 6.3.3.4 If a faculty member makes a disability accommodation for any student without a written request from the DRC, all students in that course must be offered the same accommodation.
- 6.3.4 A faculty member must require that a student with a disability meet the same academic standards as peers in the course.
- 6.3.5 A faculty member has a responsibility to provide in a timely manner a reasonable accommodation requested through the DRC that does not

impact an essential student-learning outcome of a course or program.

6.3.5.1 If a faculty member believes an accommodation requested through the DRC is unreasonable as detailed in the Faculty Rights & Responsibilities policy or if it impacts an essential student-learning outcome of a course, the faculty member should immediately inform his/her chair and dean.

6.3.5.1.1 In such cases, the chair and/or dean will work with the DRC to assure equal access to opportunity for persons with disabilities through reasonable accommodations.

6.3.6 A student who wishes to appeal a faculty member's denial of an accommodation that has been suggested by the Disability Resource Center follows the procedure for appealing an academic action detailed in DSU Policy 552: Student Rights & Responsibilities.

6.3.7 A student who wishes to request that a General Education or graduation requirement be waived due to disability must do so in accordance with DSU Policy 552: Student Rights & Responsibilities.

## VII. Addenda

7.1 Not applicable at this time.

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Policy Owner: Vice-President, Academic Affairs

Policy Steward: Dean of Students

History:

Approved 1/29/99

Revised 5/5/15 (will update using BOT approval date)

**Utah System of Higher Education  
New Academic Program Proposal  
Cover/Signature Page - Full Template**

**Institution Submitting Request:** Dixie State University  
**Proposed Program Title:** BS in Digital Film  
**Sponsoring School, College, or Division:** School of Visual and Performing Arts  
**Sponsoring Academic Department(s) or Unit(s):** Film Department (in development)  
**Classification of Instructional Program Code<sup>1</sup> :** 50.0602  
**Min/Max Credit Hours Required to Earn Degree:** 120 / 122  
**Proposed Beginning Term<sup>2</sup>:** Fall 2016  
**Institutional Board of Trustees' Approval Date:**

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

<input type="checkbox"/> (AAS)	Associate of Applied Science Degree
<input type="checkbox"/> (AA)	Associate of Arts Degree
<input type="checkbox"/> (AS)	Associate of Science Degree
<input type="checkbox"/>	Specialized Associate Degree (specify award type <sup>3</sup> : )
<input type="checkbox"/>	Other (specify award type <sup>3</sup> : )
<input type="checkbox"/> (BA)	Bachelor of Arts Degree
<input checked="" type="checkbox"/> (BS)	Bachelor of Science Degree
<input type="checkbox"/>	Professional Bachelor Degree (specify award type <sup>3</sup> : )
<input type="checkbox"/>	Other (specify award type <sup>3</sup> : )
<input type="checkbox"/> (MA)	Master of Arts Degree
<input type="checkbox"/> (MS)	Master of Science Degree
<input type="checkbox"/>	Professional Master Degree (specify award type <sup>3</sup> : )
<input type="checkbox"/>	Other (specify award type <sup>3</sup> : )
<input type="checkbox"/>	Doctoral Degree (specify award type <sup>3</sup> : )
<input type="checkbox"/>	K-12 School Personnel Program
<input type="checkbox"/>	Out of Service Area Delivery Program

**Chief Academic Officer (or Designee) Signature:**

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

Please type your first and last name \_\_\_\_\_ Date:

I understand that checking this box constitutes my legal signature.

<sup>1</sup> For CIP code classifications, please see [http://nces.ed.gov/ipeds/data/cip\\_codes/](http://nces.ed.gov/ipeds/data/cip_codes/)

<sup>2</sup> "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.

<sup>3</sup> Please indicate award such as APE, BFA, MBA, MEd, EdD, JD

## Utah System of Higher Education Program Description - Full Template

### Section I: The Request

Dixie State University requests approval to offer the following Baccalaureate degree(s): BS in Digital Film effective Fall 2016. This program was approved by the institutional Board of Trustees on .

### Section II: Program Proposal

#### Program Description

*Present a complete, formal program description.*

The proposed BS in Digital Film program provides advanced production training in cinema, combined with the opportunity to work on commercial projects and documentary productions in a real-world environment. In addition to learning operational aspects of digital film, such as lighting, camera, and sound production requirements, students will receive hands-on training in pre- and post-production techniques. The program also include academic coursework in film theory, history and criticism, screenwriting, editing, and documentary production.

#### Consistency with Institutional Mission

*Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at [higheredutah.org/policies/policyr312/](http://higheredutah.org/policies/policyr312/).*

DSU currently offers a digital film production program as an emphasis within the BS in Communication Studies degree, a recognized part of our institutional mission for many years. The current film program is connected with DSU Films, a unique entity which allows undergraduate students to work on commercial production projects alongside industry professionals. The current program is also closely affiliated with DOCUTAH, DSU's International Documentary Film Festival.

### Section III: Needs Assessment

#### Program Rationale

*Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program.*

DSU has offered a program track (now an emphasis) in Digital Film Production within its BS in Communication and BS in Communications Studies since 2006. In the years since offering this track, DSU has secured legislative approval for DSU Films, an entity which produces commercial projects while offering DSU students hands-on experience producing digital film projects. In 2010 DSU launched DOCUTAH, an international documentary film festival. The Digital Film Production Emphasis currently serves 80 students declaring this major. DSU Films currently produces successful projects ranging from brief advertisements to feature length films. DOCUTAH in 2015 received 400 submissions from 32 countries around the world. The Festival screened 77 films to record audiences in eight venues on and off campus.

The initial impetus for the BS in Digital Film Production was to offer students a degree more directly linked to job opportunities in the film industry, leading to higher salaried initial positions for graduates. As DSU Films and DOCUTAH grew and developed, the opportunity emerged to offer a unique program of study where students are able to interact with the academic program of study, the commercial production work of a thriving company, and the high-quality documentary films presented annually at the festival.

#### Labor Market Demand

*Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer ([jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do](http://jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do)) and the Occupation Outlook Handbook ([www.bls.gov/oco](http://www.bls.gov/oco)).*

Film and Video Editing, one possible field, has a relatively high average salary of \$75,090, although in Utah that figure is lower

at \$44,690. Total employment is moderate with 24,460 jobs, of which 200 are in Utah. Growth is around 4.3% per year. Graduates would also be qualified for a variety of positions in the film industry, such as Film Editing (\$55,000 national average salary, \$31,000 in Utah, with a 3% growth rate), Camera Operators (\$41,000 national average salary, 2.2% growth), or a variety of film production 'crew' positions.

### **Student Demand**

*Provide evidence of student interest and demand that supports potential program enrollment. Use Appendix D to project five years' enrollments and graduates. Note: If the proposed program is an expansion of an existing program, present several years enrollment trends by headcount and/or by student credit hours that justify expansion.*

The current Digital Film Production program, as an emphasis within the BS in Communication Studies program has awarded 45 Bachelor degrees between 2009-2014. Currently, 80 students have declared this program as their major field of study.

### **Similar Programs**

*Are similar programs offered elsewhere in the USHE, the state, or Intermountain Region? If yes, identify the existing program(s) and cite justifications for why the Regents should approve another program of this type. How does the proposed program differ from or compliment similar program(s)?*

Univ of Utah: BA in Film and Media Arts, with study in history, criticism, theory, creative aspects of film. The U also offers a MFA in Film. DSU graduates would be well-prepared to feed into the U's graduate programs.

Utah Valley Univ: recently approved program, BS in Digital Cinema.

Weber State: a Digital Media emphasis within a Communications Degree, similar to our current offering.

BYU: BA in Media Arts Studies.

There are no programs in digital film production south of Provo. We think that the southern Utah region will support a BS degree program and such a program will appeal to students in northern Arizona, Nevada, and southern California.

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

*Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in [higher.utah.org/policies/policy315/](http://higher.utah.org/policies/policy315/). Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.*

At this time, no collaboration is planned with existing USHE programs in digital film. Informal conversation has engaged the Fine Arts area at Utah State with possible collaboration on an MFA program sharing space with our BS in Digital Film program.

### **External Review and Accreditation**

*Indicate whether external consultants or, for a career and technical education program, program advisory committee were involved in the development of the proposed program. List the members of the external consultants or advisory committee and briefly describe their activities. If the program will seek special professional accreditation, project anticipated costs and a date for accreditation review.*

DSU has developed this program in consultation with industry professionals and Douglas Wellman, former Associate Dean of the School of Cinematic Arts at the University of Southern California. The program will not seek special professional accreditation.

## Section IV: Program Details

### Graduation Standards and Number of Credits

*Provide graduation standards. Provide justification if number of credit or clock hours exceeds credit limit for this program type described in R401-3.11, which can be found at [higheredutah.org/policies/R401](http://higheredutah.org/policies/R401).*

This degree requires 120 credits of work for completion.

### Admission Requirements

*List admission requirements specific to the proposed program.*

There are no admission requirements.

### Curriculum and Degree Map

*Use the tables in Appendix A to provide a list of courses and Appendix B to provide a program Degree Map, also referred to as a graduation plan.*

## Section V: Institution, Faculty, and Staff Support

### Institutional Readiness

*How do existing administrative structures support the proposed program? Identify new organizational structures that may be needed to deliver the program. Will the proposed program impact the delivery of undergraduate and/or lower-division education? If yes, how?*

The current program, Digital Film Emphasis within the BS in Communications Studies, is housed in the Communication Department. However, as a part of its Strategic Plan, DSU is building a Film Department within the School of Visual and Performing Arts, where Docutah is currently located. The new department will have the administrative structure needed to support the new Film program. Additionally, the City of St George is working with DSU to provide access to facilities at the original St George airport to house the new Film Department.

### Faculty

*Describe faculty development activities that will support this program. Will existing faculty/instructors, including teaching/graduate assistants, be sufficient to instruct the program or will additional faculty be recruited? If needed, provide plans and resources to secure qualified faculty. Use Appendix C to provide detail on faculty profiles and new hires.*

In addition to current program faculty, two faculty within the Theatre Department are able to support the BS in Digital Film program. We project that in the second or third year, DSU will need to hire a tenure track faculty member with expertise in Film Studies. Budget projections include this additional faculty hire.

### Staff

*Describe the staff development activities that will support this program. Will existing staff such as administrative, secretarial/clerical, laboratory aides, advisors, be sufficient to support the program or will additional staff need to be hired? Provide plans and resources to secure qualified staff, as needed.*

Existing staff are sufficient to launch this new degree program. However, as the new Film Department grows, we see a need for a part-time administrative secretary and a part-time advisor. These positions are built into the 2nd and 3rd year budgets.

**Student Advisement**

*Describe how students in the proposed program will be advised.*

Initially, students will be advised by current advising staff in the Communications Department and in the Theatre Department.

**Library and Information Resources**

*Describe library resources required to offer the proposed program if any. List new library resources to be acquired.*

Library resources are sufficient.

**Projected Enrollment and Finance**

*Use Appendix D to provide projected enrollment and information on related operating expenses and funding sources.*

**Section VI: Program Evaluation****Program Assessment**

*Identify program goals. Describe the system of assessment to be used to evaluate and develop the program.*

**Student Standards of Performance**

*List the standards, competencies, and marketable skills students will have achieved at the time of graduation. How and why were these standards and competencies chosen? Include formative and summative assessment measures to be used to determine student learning outcomes.*

## Appendix A: Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to be awarded the degree.

For variable credits, please enter the minimum value in the table for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box at the end of this appendix.

Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)			
<b>General Education Credit Hour Sub-Total</b>			39
<b>Required Courses</b>			
FILM 1000	×	Survey of American Cinema	3
FILM 1130		Screenwriting 1	3
ART 2060		Digital Photography	3
FILM 2100	×	Audio for Film 1	3
FILM 2000	×	Understanding Film	3
FILM 3000	×	The Business of Film	3
FILM 3600		Film Pre-production	3
FILM 3660/65		Film Production 1/Lab	3
FILM 3680/85		Film Post-production 1/Lab	3
FILM 2660		Intro to Film	3
THEA 3043		Acting for the Camera	3
FILM 4900		Film Internship	3
FILM 4980		Film Senior Seminar (Capstone)	4
FILM 3240		Lighting/Grip for Film	3
FILM 4000	×	Genres & Production	3
FILM 4200	×	Short Film Production	3
THEA 3024		Diversity in Film	3
<b>Required Course Credit Hour Sub-Total</b>			52
<b>Elective Courses</b>			
FILM 2600		Screenwriting 2	3
FILM 4100/5		Documentary Production/Lab	3
FILM 4700/5		Advanced Film Production/Lab	3
FILM 4800/5		Advanced Film Post-Production/Lab	3
ART 1120		2-Dimensional Design	3
FILM 4100	×	Audio for Film 2	3
THEA 3024		Stage Makeup 1	3
THEA 3223		Stage Makeup 2	3
THEA 1513		Stagecraft	3
THEA 2210		Scenic Design 1	3
THEA 4410		Scenic Design 2	3
THEA 2240		Costume Design 1	3
THEA 4440		Costume Design 2	3

Course Number	NEW Course	Course Title	Credit Hours
THEA 4340		Stage Combat	3
<b>Elective Credit Hour Sub-Total</b>			31
<b>Core Curriculum Credit Hour Sub-Total</b>			122

**Program Curriculum Narrative**

*Describe any variable credits. You may also include additional curriculum information.*

Note: the template does not allow for showing variable credits in our GE program. The degree plan shows 39 credits of GE, while DSU allows 30-40 credits for GE.

## Degree Map

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see <http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf> (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below.

<b>First Year Fall</b>	<b>Cr. Hr.</b>	<b>First Year Spring</b>	<b>Cr. Hr.</b>
COMM 1001: First Year Exper. Communication	1	CIS 1200: Computer Literacy	3
FILM 1000: Survey of American Cinema	3	FILM 2000: Understanding Film	3
ENGL 1010: Intro to Writing	3	ENGL 2010: Intermediate Writing	3
MATH 1040: Intro to Statistics	3	Gen Ed (American Institution)	3
FILM 1130: Screenwriting	3	Gen Ed (Physical Science)	3
LIB 1010: Information Literacy	1		
<b>Total</b>	<b>14</b>	<b>Total</b>	<b>15</b>
<b>Second Year Fall</b>	<b>Cr. Hr.</b>	<b>Second Year Spring</b>	<b>Cr. Hr.</b>
FILM 2660: Intro to Film	3	FILM 2100: Audio for Film 1	3
ART 2060: Digital Photography	3	FILM 3000: Business of Film	3
Gen Ed (Life Science/Lab)	4	FILM 3640: Film Pre-production	3
Gen Ed (Literature/Humanities)	3	Gen Ed (Global & Cultural Perspectives)	3
Gen Ed (Exploration)	3	Elective (any upper division course)	3
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>15</b>
<b>Third Year Fall</b>	<b>Cr. Hr.</b>	<b>Third Year Spring</b>	<b>Cr. Hr.</b>
THEA 3043: Acting for the Camera	3	FILM 2680/85: Film Post-production/lab	3
FILM 3660/65: Film Production/Lab	4	FILM 4900: Film Internship	3
FILM 3240: Lighting/Grip for Film	3	Elective (Upper Division Film Course)	3
Gen Ed (Global Perspectives)	3	Elective (any upper division)	3
Elective (Upper division Film Course)	3	Elective (any upper division)	3
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>15</b>
<b>Fourth Year Fall</b>	<b>Cr. Hr.</b>	<b>Fourth Year Spring</b>	<b>Cr. Hr.</b>
FILM 4000: Genres & Production	3	FILM 4980: Film Senior Seminar	4
FILM 4200: Short Film Production	3	THEA 3024: Diversity in Film	3
Elective (any upper division)	3	Elective (any upper division)	3
Elective (any upper division)	3	Elective (any upper division)	3
Elective (any course)	3	Elective (any course)	3
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>16</b>

**Appendix C: Current and New Faculty / Staff Information**

**Part I. Department Faculty / Staff**

Identify # of department faculty / staff (headcount) for the year preceding implementation of proposed program.

	# Tenured	# Tenure -Track	# Non -Tenure Track
Faculty: Full Time with Doctorate		1	
Faculty: Part Time with Doctorate			
Faculty: Full Time with Masters		1	
Faculty: Part Time with Masters			
Faculty: Full Time with Baccalaureate	1		
Faculty: Part Time with Baccalaureate			1
Teaching / Graduate Assistants	////	////	
Staff: Full Time			2
Staff: Part Time			1

**Part II. Proposed Program Faculty Profiles**

List current faculty within the institution -- with academic qualifications -- to be used in support of the proposed program(s).

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
<b>Full Time Faculty</b>							
	Phil	Tuckett	T	BA	Weber State University, plus professional experience (30 years in th <sup>+</sup>	100	
	Benjamin	Braten	non-TT	BA	Dixie State University (plus professional experience) <sup>+</sup>	100	
	Current Search		non-TT			100	
	Kathryn	Syssoyeva	TT	Ph.D.	Stanford University	25	
	Mark	Houser	TT	MFA	Southern Utah University	50	
<b>Part Time Faculty</b>							
	David	Molykont	adjunct	BS	The Brooks Institute	100	
	Judea	Runsthrough	staff	BA	Dixie State University	100	

**Part III: New Faculty / Staff Projections for Proposed Program**

Indicate the number of faculty / staff to be hired in the first three years of the program, if applicable. Include additional cost for these faculty / staff members in Appendix D.

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate		1		Ph.D. in Film Studies	100
Faculty: Part Time with Doctorate					
Faculty: Full Time with Masters		1		Production Director (search currently underway)	100
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					
Teaching / Graduate Assistants	////	////			
Staff: Full Time					

	# Tenured	# Tenure-Track	# Non-Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Staff: Part Time		2		Part-time Advisor, Part-time Administrative Secretary	100

## Appendix D: Projected Program Participation and Finance

### Part I.

Project the number of students who will be attracted to the proposed program as well as increased expenses, if any. Include new faculty & staff as described in Appendix C.

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
<b>Student Data</b>						
# of Majors in Department	85	85	105	125	145	145
# of Majors in Proposed Program(s)		85	105	125	145	145
# of Graduates from Department	16	20	30	40	50	50
# Graduates in New Program(s)		20	30	40	50	50
<b>Department Financial Data</b>						
	Department Budget					
		Year 1	Year 2	Year 3		
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>	Year Preceding Implementation (Base Budget)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
<b>EXPENSES – nature of additional costs required for proposed program(s)</b>						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)	\$229,505	\$62,000	\$80,105	\$48,645		
Operating Expenses (equipment, travel, resources)	\$78,200					
Other: One-time start-up costs	\$0	\$65,500	\$25,500	\$12,000		
<b>TOTAL PROGRAM EXPENSES</b>		\$127,500	\$105,605	\$60,645		
<b>TOTAL EXPENSES</b>	\$307,705	\$435,205	\$413,310	\$368,350		
<b>FUNDING – source of funding to cover additional costs generated by proposed program(s)</b>						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation	\$307,705	\$205,700	\$183,805	\$138,845		
Appropriation						
Special Legislative Appropriation						
Grants and Contracts						
Special Fees						
Tuition						
Differential Tuition (requires Regents approval)						
<b>PROPOSED PROGRAM FUNDING</b>		\$205,700	\$183,805	\$138,845		
<b>TOTAL DEPARTMENT FUNDING</b>	\$307,705	\$513,405	\$491,510	\$446,550		
<b>Difference</b>						
Funding - Expense	\$0	\$78,200	\$78,200	\$78,200		

**Part II: Expense explanation**

**Expense Narrative**

*Describe expenses associated with the proposed program.*

The expenses shown in years 1 & 2 of the program reflect one-time expenses for a production van and a new computer lab. Thus the operations budget reflects fluctuations from year to year. Additionally, please note that the template doesn't seem to allow new faculty expenses to become ongoing. Thus the total department funding line above is not reflective of actual total costs.

**Part III: Describe funding sources**

**Revenue Narrative 1**

*Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.*

Ultimately funding for this program will include current state appropriations, revenue from student fees, and revenue from DSU Films and Docutah. Actual student fees will be developed in consultation with program students as new courses are developed.

**Revenue Narrative 2**

*Describe new funding sources and plans to acquire the funds.*

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

**Institution Submitting Request:** Dixie State University  
**Proposed Title:** Institute of Politics and Public Affairs  
**Currently Approved Title:** N/A  
**School or Division or Location:** Dixie State University  
**Department(s) or Area(s) Location:** N/A  
**Recommended Classification of Instructional Programs (CIP) Code<sup>1</sup> (for new programs):** N/A  
**Current Classification of Instructional Programs (CIP) Code (for existing programs):** N/A  
**Proposed Beginning Date (for new programs):** 09/01/2016  
**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 type="checkbox"/> Emphasis*
5.2.1	<input type="checkbox"/> Certificate of Proficiency*
5.2.3	<input type="checkbox"/> Graduate Certificate*
5.4.1	<input type="checkbox"/> New Administrative Unit
	<input type="checkbox"/> Administrative Unit Transfer
	<input type="checkbox"/> Administrative Unit Restructure
	<input type="checkbox"/> Administrative Unit Consolidation
5.4.2	<input type="checkbox"/> New Center
	<input checked="" 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:**

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

**Program Request - Abbreviated Template**  
**Dixie State University**  
**Institute of Politics and Public Affairs**  
**01/01/2016**

**Section I: Request**

Dixie State University (DSU) seeks approval of an Institute of Politics and Public Affairs effective September 1, 2016. This institute will serve DSU as a hub for civic engagement, student leadership and public policy education and research. It's core mission will be to inspire students to pursue careers in public service by providing them opportunities to connect with policymakers, politicians, activists and academics.

As DSU pursues a new set of strategic priorities, the Institute will (1) boost student involvement and retention, (2) ensure the university plays a more active role in Southern Utah's civic and cultural environment and (3) increase the university's public profile.

**Section II: Need**

In order for any democracy to function properly, its citizenry must be well-informed and active in the public arena. Achieving such an environment is a task that requires the continued effort of civic organizations, institutions of higher education and the community more broadly. In Utah, voter turnout has slipped dramatically in recent decades (Salt Lake Tribune). Nationally, interest in the political system among college-age young people is also declining (Center for Research on Civic Learning and Engagement). The Institute of Politics and Public Affairs will address these trends and bolster educational and political engagement opportunities in Southern Utah by hosting debates, student discussions, speaker series and other community events designed to disseminate information and stimulate debate.

As the challenges that face local, state and federal governments continue to grow, it is imperative that colleges and universities produce graduates who are prepared for and committed to careers in public policy. The Institute will inspire students to pursue such careers by providing experiential learning opportunities that showcase the advantages and opportunities associated with public policy work. One of the Institute's key functions will be to offer a variety of internships related to government and public policy. In addition to drawing students towards these types of careers, internships will assist students in charting their career path and finding full-time employment after graduation.

As DSU pursues a strategic plan focused on community engagement and service, the Institute will provide always-needed community service to the Southern Utah region. Civic-oriented service, such as voter registration, exit polling and etc. will play a key role in the Institute's activities.

Finally, as the need for increased political education and engagement has become more acute, all but two of Utah's public universities has established a center or institute related to the study of politics and government:

- Southern Utah University: Michael O. Leavitt Center for Politics and Public Service
- Utah State University: Institute of Government and Politics
- University of Utah: Hinckley Institute
- Weber State University: Olene S. Walker Institute of Politics and Public Service

As Utah's newest university, DSU's Institute of Politics and Public Affairs will play an integral role in adding stature and purpose to the university's mission.

### **Section III: Institutional Impact**

#### **University-Wide Benefits**

In addition to increasing campus engagement and political activity (discussed above), the Institute will over time contribute to higher retention and enrollment rates at DSU. Studies have shown that students who are more involved in campus extra-curricular activities are more likely to continue their education and eventually graduate (Research in Higher Education Journal). The Institute of Politics and Public Affairs will provide another means whereby students of all backgrounds and interests can get involved in campus and community life. Similarly, increased publicity of Institute events and internships will make DSU a more attractive institution for students who value politics, public policy and extra-curricular engagement.

#### **Organizational Placement**

The Institute will function as a quasi-independent entity within DSU's student affairs department, with close ties to the Dixie State University Student Association Senate. Because of the Institute's apolitical nature, a degree of impartiality will be maintained. The Institute's director will report jointly to the Vice President for Student Services and the Dean of Students. Until a full-time director position is made available, DSU's Community, State & Federal Relations Officer will assume responsibility for the Institute.

#### **Collaborative Nature**

The Institute will adopt a collaborative role on campus, working closely with the School of Humanities, DSUSA, the Career Center, and the Women's Resource Center to provide students with a variety of academic, experiential and leadership opportunities. The Center will also work with and assist in the development of a leadership minor at DSU. Because no political science center currently exists at DSU, and because the university's political science program is relatively small, the Institute will supplement, rather than crowd out, existing structures. It will be the goal of the Institute to centralize all non-academic public policy and government-related student activity under one roof.

From its inception, the Institute will partner closely with the DSUSA Senate. Consisting of DSUSA's Vice President of Academics and each school's student senator, the senate's functions currently include funding individual academic requests, overseeing student-led initiatives and planning DSUSA's government-related activities. In recent years, the Senate has expanded its experiential learning opportunities to include Legislation Day, Political Involvement Week, and participation in Higher Education Day at the Utah State Capitol and Utah's Intercollegiate Legislature. Under the leadership of the Institute of Politics and Public Affairs, these programs will provide active learning opportunities for all interested students.

#### **Facilities**

It is critical that the Institute obtain an office space in a central campus location. A visible office space near a main campus footpath will allow the Institute to attract students to activities and other events. Currently, there are plans to relocate the campus bookstore from the Gardner Center. It is anticipated that the Institute will be housed in a portion of the space vacated by the bookstore.

## Section IV: Finances

### Budget

The following budget is suggested for fiscal year 2015-2016. At its inception, a small reallocation of student fees (\$1) will fund the Institute. In addition to these fees, the Institute will partner with and receive funding from DSUSA's Senate. No funds will be drawn from the School of Humanities. Finally, there are opportunities for funding from community members and charitable organizations.

#### One-Time Costs

Item	Description	Cost
Start-up costs	Computer (1 X \$2,000)	\$2,000
	Printer (1 X \$200)	\$200
Facilities	Office space renovation	\$1,000
	Office furniture	\$500
		<b>Total: \$3,700</b>

#### Ongoing Costs

Category	Description	Cost
Student scholarship stipends	Student Director: Full Tuition Scholarship (1 X \$4,300) Student Council Members: 4 X \$1,000 stipend	\$8,300
General events	Debates, educational forums, symposia	\$2,000
Miscellaneous	Advertising; office supplies	\$500
		<b>Total: \$10,800</b>

#### Senate Costs (covered by existing DSUSA Senate funding)

Item	Description	Cost
General events	UCC Legislative Day, Political Involvement Week, Higher Education Day, Legislation Day	\$3,000
Pizza & Politics	Weekly, student-led forums on current political issues (25 X \$200)	\$5,000
Advertising	NA	\$1,000
		<b>Total: \$9,000</b>

### Future Expenses

In addition to the above expenses, the Institute will eventually require the service of a full-time director to oversee student activity, events and internships. This position would also be available to serve as a DSUSA Senate advisor.

## Citations

The Center for Research on Civic Learning and Engagement. *2014 Youth Turnout and Youth Registration Rates Lowest Ever Recorded; Changes Essential in 2016*. <http://www.civicyouth.org/2014-youth-turnout-and-youth-registration-rates-lowest-ever-recorded-changes-essential-in-2016/>

Research in Higher Education Journal. *Student Involvement/Engagement in Higher Education Based on Student Origin*. <http://www.aabri.com/manuscripts/09346.pdf>

The Salt Lake Tribune. *Utah had 3<sup>rd</sup> Lowest Voter Turnout Among States*. <http://www.sltrib.com/news/1873023-155/utah-had-3rd-lowest-voter-turnout-among>



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

**Institution Submitting Request:** *Dixie State University*

**Proposed Title:** *Humanities Minor*

**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) Code<sup>1</sup> (for new programs):** *24.0103*

**Current Classification of Instructional Programs (CIP) Code (for existing programs):** *N/A*

**Proposed Beginning Date (for new programs):** *08/24/2016*

**Institutional Board of Trustees' Approval Date:** *MM/DD/YEAR*

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

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

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

**Chief Academic Officer (or Designee) Signature:**

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

\_\_\_\_\_  
**Signature**

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

**Printed Name:** *Name of CAO or Designee*

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

**Program Request - Abbreviated Template**  
**Dixie State University**  
**Humanities Minor**  
**01/22/2015**

**Section I: Request**

Dixie State University (DSU) requests approval to offer a minor in Humanities, effective Fall 2016 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**

For years, Dixie State University (DSU) has offered 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. An Integrated Studies humanities emphasis has recently been approved that will allow students to create a split major between humanities and another field. Adding a minor in humanities will make humanities course work accessible to more students. In so doing, the proposed humanities minor will assist DSU with retention since students interested in the humanities and philosophy currently transfer to other institutions that offer more degree options in these fields.

In addition to aiding retention, a humanities minor 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://lpcs.usu.edu/files/uploads/Green\\_Sheets/2014\\_PHILOSOPHY\\_GREEN\\_SHEET.pdf](http://lpcs.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/minor/))

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

Utah Valley University offers a minor in Humanities and have a proposal under consideration for 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 minor 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 a minor as a stepping stone toward a major. Utah Valley University have also developed a humanities minor on their way to building the BA currently under construction at their institution:

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

Finally, 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 and HUM 2500, HUM 2600 and HUM 3500, are already offered by qualified instructors and faculty members. The three aforementioned courses will be offered within the next academic year and taught by current 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 humanities minor will be housed in the Humanities and Philosophy 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 minor in humanities will not require funding beyond that which was approved and allocated for the existing participating programs. A new humanities position to assist with needs of the humanities department was opened but not funded last year. The necessity of this hire is preexistent to this minor proposal. The requirement for a new hire in humanities is critical for satisfying the enrollment needs of our GE courses (HUM 1010 has been a bottle-neck course for twenty years that fills to near or beyond 100% capacity every semester) and to provide professional standards of expertise in the courses already offered. 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 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
Complete the following courses:		
<b>HUM 2500*</b>	<b>Period Studies: [Period]</b>	<b>3</b>
<b>HUM 2600*</b>	<b>Area Studies: [Area]</b>	<b>3</b>
HUM 3500*	Topics in Humanities	3
<b>Sub-Total</b>		<b>9</b>
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 course with a prefix of ARTH, ENGL, MUSC or SPAN, as listed below).		
HUM 3050	Gothic Humanities	3
HUM 3070	The Global Arts	3
HUM 3500*	Topics in Humanities	3
PHIL 3100	Aesthetics	3
<b>PHIL 3200</b>	<b>Philosophy in Literature: Historical Perspectives</b>	<b>3</b>
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	3
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
<b>Sub-Total</b>		<b>12</b>
<b>Total Number of Credits</b>		<b>21</b>

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

\*\*SPAN 3390 is the prerequisite for this course.

### Program Schedule

Program Schedule		
<b>Year 1: Fall Semester</b>		
Required Course #1		3
<b>Year 1: Spring Semester</b>		
Required Course #2		3
Elective Course		3
<b>Year 2: Fall Semester</b>		
Elective Course		3
Elective Course		3

<b>Program Schedule</b>		
<b>Year 2: Spring Semester</b>		
Elective Course		3
Elective Course		3
<b>Total Number of Credits</b>		<b>21</b>

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 humanities 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:** American Sign Language Minor  
**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) Code<sup>1</sup> (for new programs):** 16.1601  
**Current Classification of Instructional Programs (CIP) Code (for existing programs):** 16.1601  
**Proposed Beginning Date (for new programs):** 08/01/2016  
**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
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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:** Carole Grady

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

**Program Request - Abbreviated Template  
Dixie State University  
American Sign Language Interpreting-Emphasis  
10/27/2015**

**Section I: Request**

Dixie State University proposes to add an American Sign Language (ASL) Minor to its existing programs. Completion of the American Sign Language minor will provide students with an in-depth understanding of Deaf culture and help build their fluency in expressive and receptive American Sign Language.

**Section II: Need**

Many students are interested in continuing their study of ASL beyond beginning and intermediate ASL. A minor in ASL will allow students to continue studying ASL without enrolling in the ASL Interpreting Emphasis.

Providing a minor in ASL allows for more students to enroll in the courses that would otherwise be restricted to students enrolled in the Interpreting Emphasis. Additional students would help ensure that the courses will be able to carry from semester to semester.

There are currently four high schools in the area that offer American Sign Language courses. These students will be able to take advantage of vertical credits and enroll in the higher level courses to earn a minor in ASL.

**Section III: Institutional Impact**

This request represents a minor in American Sign Language. ASL is part of the Humanities Department. Candidates for the Minor in American Sign Language will enroll in courses that currently exist, or will be added as part of the American Sign Language Emphasis.

**Section IV: Finances**

The addition of a Minor in American Sign Language will not require any additional personnel or institutional expenses beyond the courses that are required for the Interpreter emphasis. All required courses currently exist.

**Section V: Program Curriculum**

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

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

<b>Course Prefix and Number</b>	<b>Title</b>	<b>Credit Hours</b>
Complete the following 24 credit hours (or demonstrate equivalent proficiency through vertical credits ) Vertical credits may be earned for ASL 1010, 1020, 2010, and 2020.		
Required courses		
ASL 1010	Beginning ASL I	4
ASL 1020	Beginning ASL II	4
ASL 2010	Intermediate ASL I	4
ASL 2020	Intermediate ASL II	4
ASL 3010	Advanced ASL I	4
ASL 3020	Advanced ASL II	4
	<b>Sub-Total</b>	24
Elective Courses (choose at least 9 credits)		
ASL 1500	Introduction to Deaf Culture	3
ASL 2300	Introduction to Interpreting	3
ASL 3300	Current Trends in Interpreting	3
ASL 3400	ASL Linguistics	3
ASL 4300	Transliterating	3
ASL 4500	Advanced Deaf Culture	3
ASL 4350	Advanced Interpreting	3
ASL 4700	Ethics of Interpreting	3
	<b>Sub-Total</b>	9
Track/Options (if applicable)		
	<b>Sub-Total</b>	
	<b>Total Number of Credits</b>	33

**Program Schedule**

<b>Program Schedule</b>		
<b>1<sup>st</sup> year, Fall Semester</b>		
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
	<b>Sub-total</b>	<b>17-19</b>
<b>1<sup>st</sup> year, Spring Semester</b>		
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	Approved Course	3
	<b>Sub-total</b>	<b>16-18</b>
<b>2nd year, Fall Semester</b>		
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
	<b>Sub-Total</b>	<b>15-17</b>
<b>2nd year, Spring Semester</b>		
Global and Cultural Perspectives	Approved Course	3
ASL 2020	Intermediate American Sign Language II	4
Literature/Humanities	Approved Course	3
Social/Behavioral Sci	Approved Course	3
ASL	Approved Course	3
	<b>Sub-Total</b>	<b>13</b>
<b>3rd year, Fall Semester</b>		
ASL 3010	Advanced ASL 1	4
ASL	Approved course	3
	<b>Sub-Total</b>	<b>7</b>
<b>3rd year, Spring Semester</b>		
ASL 3020	Advanced ASL II	4
	<b>Sub-Total</b>	<b>4</b>

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

**Institution Submitting Request:** Dixie State University  
**Proposed Title:** Integrated Studies in Communication Discontinue  
**Currently Approved Title:** N/A  
**School or Division or Location:** School of Business and Communication  
**Department(s) or Area(s) Location:** Department of Communication Studies  
**Recommended Classification of Instructional Programs (CIP) Code<sup>1</sup> (for new programs):** 00.0000  
**Current Classification of Instructional Programs (CIP) Code (for existing programs):** 09.0100  
**Proposed Beginning Date (for new programs):** N/A  
**Institutional Board of Trustees' Approval Date:** MM/DD/YEAR

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

Regents' General Consent Calendar Items	
R401-5 OCHE Review and Recommendation; Approval on General Consent Calendar	
SECTION NO.	ITEM
5.1.1	<input type="checkbox"/> Minor*
5.1.2	<input checked="" type="checkbox"/> Emphasis*
5.2.1	<input type="checkbox"/> Certificate of Proficiency*
5.2.3	<input type="checkbox"/> Graduate Certificate*
5.4.1	<input type="checkbox"/> New Administrative Unit
	<input type="checkbox"/> Administrative Unit Transfer
	<input type="checkbox"/> Administrative Unit Restructure
	<input type="checkbox"/> Administrative Unit Consolidation
5.4.2	<input 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 checked="" 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.

**Carole Grady**

Digitally signed by Carole Grady  
 DN: cn=Carole Grady, o=Dixie State University, ou, email=grady@dixie.edu, c=US  
 Date: 2015.10.09 15:03:15 -0600

**Signature**

**Date:** 10/09/2015

**Printed Name:** Carole Grady

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

**Program Request - Abbreviated Template  
Dixie State University  
Minor in Communication CANCELATION  
09/17/2013**

**Section I: Request**

As new minors in Communication Studies & Media Studies will be offering separate emphases, DSU requests to discontinue its generic Communication Integrated Studies emphasis.

**Section II: Need**

The Departments of Media Studies and Communication Studies are proposing Integrated Studies emphases in their new departments and therefore wish to discontinue the generic Communication minor.

**Section III: Institutional Impact**

A teach-out of this program will be performed. There are no other institutional impacts.

**Section IV: Finances**

The finances to support this minor will continue in support of the Communication Studies and Media Studies minors.

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

**Institution Submitting Request:** *Dixie State University*

**Proposed Title:** *Health Communication emphasis in Communication Studies*

**Currently Approved Title:** *N/A*

**School or Division or Location:** *School of Business & Communication/ Division of Communication*

**Department(s) or Area(s) Location:** *Communication Studies*

**Recommended Classification of Instructional Programs (CIP) Code<sup>1</sup> (for new programs):** *Health Communication (09.0905)*

**Current Classification of Instructional Programs (CIP) Code (for existing programs):** *00.0000*

**Proposed Beginning Date (for new programs):** *07/01/2016*

**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*

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

**Program Request - Abbreviated Template**  
**Dixie State University**  
**Health Communication/Health Promotion Emphasis**  
**07/01/2016**

**Section I: Request**

The department of Human Communication, housed in the School of Business & Communication, proposes adding a Health Communication emphasis to the Bachelor's degree of Communication. The emphasis will support current and future students in the area of Communication but will also add to other degrees on campus like the new Health Promotion Baccalaureate degree. Because we currently have the resources to offer this emphasis, no new faculty or resources will be needed. In fact, cost savings may occur as other degrees use these courses for their majors as well.

**Section II: Need**

There are four main reasons to add a Health Communication Emphasis:

- Expanding Health Sciences and health-related emphases is part of DSU's strategic plan.
- The community within St. George continues to grow and emphasize health sciences and technologies which will increase demand for health communication skill sets.
- The general labor environment and projects indicate strong needs for health communication skills.
- Communication students and students in general are becoming more interested in gaining health communication skills due to job demand and outlooks in healthcare settings.

For example, the Bureau Labor of Statistics reports positive outlooks in professions that require skills sets in Health Communication:

INDUSTRY	DEMAND/GROWTH (2012-2022)	COMPENSATION PROJECTION
Medical and Health Services Managers <sup>2</sup>	23%	\$88,580 per year \$42.59 per hour
Health Educators and Community Health Workers <sup>3</sup>	21%	\$41,830 per year \$20.11 per hour

There appears to be few opportunities in the state for health communication despite the job growth and demand; USHE Health Communication Programs details:

- No Health Communication Programs at: SUU, USU, WSU, UVU, or BYU
- University of Utah
  - Certificate in Health Communication
  - Emphases also in Communication Science, Health, Environment, and Risk

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<sup>2</sup> <http://www.bls.gov/ooh/management/medical-and-health-services-managers.htm>

<sup>3</sup> <http://www.bls.gov/ooh/community-and-social-service/health-educators.htm>

### **Section III: Institutional Impact**

- The Health Communication Emphasis will use a shared governance approach, thus, fragmenting costs to develop the program. That is, cost of delivering curriculum is evenly distributed.
  - Shared governance is a principle of the new strategic plan
  - Shared governance builds bridges with other programs and offices on campus
- We are currently hiring a new faculty member that will have an interest in Health Communication. Two current faculty have a background in Health Communication. No new faculty needed for the emphasis.
- No new facilities needed.
- Because DSU is emphasizing more health-related programs, the Health Communication emphasis will be able to provide courses to other students in other programs as well including the upcoming Health Promotion degree that is planning on using between 3 and 5 health communication courses for their degree.
- We predict increases in enrollment due to job projections and healthcare interests increasing.
- We also predict enrollment increases related to those considering graduate school areas that relate to health or medical school.

### **Section IV: Finances**

- No new funds will be required.
- Cost savings will likely increase because less faculty will be needed for other programs that will use these courses like the new Health Promotion Baccalaureate degree.
- We will also likely support other health-related degrees in the future.

### **Section V: Program Curriculum**

#### **Health Communication Emphasis:**

##### **Required Courses (9 credits):**

- COMM 3230: Health Communication (3 Credits)
- **COMM 3200: Principles of Community Health (3 Credits) – new course**
- **COMM 3115: Provider and Patient Relations (3 Credits) – new course**

##### **Health Communication Emphasis Electives (6 credits):**

- COMM 3120: Family Communication
- COMM 3480: New Social Media
- COMM 3580: Public Relations
- COMM 4580: Public Relations Case Studies
- COMM 3850: Organizational Communication
- HP XXXX: Foundations of Health Promotion  
HP XXXX: Lifestyle Interventions

## Section V: Program Curriculum

### Health Communication Emphasis:

Course Prefix and Number	Title	Credit Hours
Required Courses		
COMM 3230	Health Communication	3
<b>COMM 3200 (New Course)</b>	<b>Principles of Community Health</b>	3
<b>COMM 3115 (New Course)</b>	<b>Provider and Patient Relations</b>	3
COMM 1050	Intro to Communication Theory	3
COMM 1270	Critical Thinking & Communicating	3
COMM 2110	Interpersonal Communication	3
COMM 2120	Small Group Communication	3
COMM 3190	Intercultural Communication	3
COMM 3510	Ethics in Communication	3
COMM 4010	Persuasion	3
COMM4900R	Internship	3
COMM 4980	Senior Seminar (Capstone)	4
<b>Sub-Total</b>		<b>37</b>
Elective Courses		
COMM 4450	Communication Research	3
COMM 3120	Family Communication	3
COMM 2700	Voice & Civility in Public Discourse	3
COMM 3060	Communication Theory	3
MDIA 3480	New Social Media	3
MDIA 3580	Public Relations	3
MDIA 4580	Public Relations Case Studies	3
COMM 3850	Organizational Communication	3
<b>HP XXXX (New Course)</b>	<b>Foundations of Health Promotion</b>	3
<b>HP XXXX (New Course)</b>	<b>Lifestyle Interventions</b>	3
<b>Sub-Total</b>		<b>15</b>
Track/Options (if applicable)		
<b>Sub-Total</b>		
<b>Total Number of Credits</b>		<b>52</b>

## Program Schedule (Semester/Times)

### Fall:

- **COMM 3230: Health Communication (3 Credits)**  
(2 Online Sections)  
COMM 3230 40  
COMM 3230 41
- **COMM 3115: Provider and Patient Relations (3 Credits) – new course**
- **COMM 3120: Family Communication**  
MW 1300 1415
- **MDIA 3480: New Social Media**  
TR 1300 1415
- **MDIA 3580: Public Relations (usually Fall Semester only)**  
TR 1430 1545
- **COMM 3850: Organizational Communication**  
TR 1300 1415

### Spring:

- **COMM 3200: Principles of Community Health (3 Credits) – new course**
- **COMM 3120: Family Communication**  
TR 1200 1250
- **MDIA 3480: New Social Media**  
TR 0900 1015
- **MDIA 4580: Public Relations Case Studies (usually Spring Semester only)**  
TR 1430 1545
- **COMM 3850: Organizational Communication**  
TR 1430 1545

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

**Institution Submitting Request:** Dixie State University

**Proposed Title:** Strategic Communication Emphasis in the Media Studies Degree

**Currently Approved Title:**

**School or Division or Location:** School of Business and Communication, within the Communication Division

**Department(s) or Area(s) Location:** The Department of Media Studies

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

**Current Classification of Instructional Programs (CIP) Code (for existing programs):**

**Proposed Beginning Date (for new programs):** 07/01/2015

**Institutional Board of Trustees' Approval Date:**

**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	Minor*
5.1.2	Emphasis*
5.2.1	(CER P) Certificate of Proficiency*
5.2.3	(GCR) Graduate Certificate*
5.4.1	New Administrative Unit
	Administrative Unit Transfer
	Administrative Unit Restructure
	Administrative Unit Consolidation
5.4.2	Conditional Three-Year Approval for New Centers, Institutes, or Bureaus
5.4.3	New Center
	New Institute
	New Bureau
5.5.1	Out-of-Service Area Delivery of Programs
5.5.2	Program Transfer
	Program Restructure
	Program Consolidation

<b>5.5.3</b>	Name Change of Existing Programs
<b>5.5.4</b>	Program Discontinuation
	Program Suspension
<b>5.5.5</b>	Reinstatement of Previously Suspended Program
	Reinstatement of Previously Suspended Administrative Unit

**Chief Academic Officer (or Designee) Signature:**

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

\_\_\_\_\_  
Signature

Date: MM/DD/YEAR

Printed Name: Name of CAO or Designee

**Program Request - Abbreviated Template  
Dixie State University  
Bachelor of Science in Media Studies — Strategic Communication Emphasis  
07/01/16 (Beginning)**

**Section I: Request**

This proposal is to request an addition to the Bachelor of Science degree in Media Studies - an emphasis in strategic communication.

**Section II: Need**

Strategic communication not only combines advertising and public relations, but it also represents a convergence of all critical communication strategies and tools, from personal influence to social media to mass media. In this rapidly changing media environment, where audiences are often segmented, media studies students need to strengthen their strategic planning management skills. A recent survey commissioned by the Public Relations Society of America found that 93 percent of business leaders believed that public relations "is just as important to their companies as are other forms of communication, including advertising and marketing" and 60 percent of these respondents believed that business school graduates did not possess the knowledge and skills to engage in the wide range of corporate communication strategies that are required of successful organizations.

The proposed emphasis is similar to other programs in the USHE (for example, Southern Utah University, Westminster College, and Utah Valley University have Strategic Communication emphases and/or degrees); this emphasis is meant to make our students competitive with other regional graduates. It will prepare students to compete in the marketplace of ideas as well as future careers.

**Section III: Institutional Impact**

The proposed emphasis focuses the existing offerings in the communication division at DSU. Thus, the affect to other instructional programs will be minimal. Further, administrative structures and the organizational structure within the institution will not be affected by approval of this emphasis. Finally, no equipment or facilities commitments are required.

#### Section IV: Finances

As this is a realigning of existing offerings, no budget changes are anticipated.

#### Section V: Program Curriculum

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

Course Prefix and Number	Title	Credit Hours
Required Courses	Complete all of the following	
COMM 1050	Intro to Communication Theory	3
MDIA 1130	Writing for Media Audiences	3
MDIA 1500	Intro to Mediated Communication	3
COMM 3060	Communication Theory	3
MDIA 3510	Media Ethics	3
MDIA 4260	Media Law	3
COMM 4450	Communication Research	3
COMM 4900R	Internship	3
COMM 4980	Senior Seminar	4
<b>Sub-Total</b>		<b>28</b>
Strategic Communication Emphasis Requirements		
<b>MDIA 2300</b>	<b>Principles of Strategic Communication</b>	3
MDIA 3580	Case Studies in Strategic Communication	3
MDIA 4580	Strategic Communication Campaigns	3
MDIA 4640	Feature Writing	3
<b>MDIA 4440</b>	<b>Strategic Communication Practicum</b>	3

Course Prefix and Number	Title	Credit Hours
Elective Courses: Complete 9 credits selected from any upper division (3000 or 4000 level) MDIA course.		9
<b>Sub-Total</b>		<b>24</b>
<b>Total Number of Credits</b>		<b>52</b>

Program Schedule

Year 1

Fall Semester

COMM 1001	FYE: Communication	1
COMM 1050	Introduction to Communication Theory (GE: Social & Behavioral)	3
ENGL 1010	Introduction to Writing	3
LIB 1010	Information Literacy	1
MATH 1040	Introduction to Statistics	3
General Education (Fine Arts)		3
Elective (Any course)		1

Term Hours 15

Spring Semester

CIS 1200	Computer Literacy	3
MDIA 1130	Writing for Media Audiences	3
MDIA 1500	Introduction to Mediated Communication	3
ENGL 2010	Interm Writing Selected Topics:	3
General Education (Life Sciences / Lab)		4

Term Hours 16

Year 2

Fall Semester

MDIA Strategic Communication Emphasis Requirement		3
MDIA Strategic Communication Emphasis Requirement		3
General Education (American Institutions)		3
General Education (Physical Sciences)		3
Elective (Any course)		3

Term Hours 15

Spring Semester

Upper Division MDIA Elective	3
MDIA Strategic Communication Emphasis Requirement	3
General Education (Literature/Humanities)	3
General Education (Global and Cultural Perspectives)	3
Elective (Any course)	3

Term Hours 15

### Year 3

#### Fall Semester

MDIA 3510 Media Ethics	3
MDIA Strategic Communication Emphasis Requirement	3
MDIA Strategic Communication Emphasis Requirement	3
General Education (Global and Cultural Perspectives)	3
Elective (Any course)	3

Term Hours 15

#### Spring Semester

COMM 3060 Communication Theory	3
COMM 4900R Internship	3
General Education (Exploration)	3
Elective (Any course)	3
Elective (Any course)	3

Term Hours 15

### Year 4

#### Fall Semester

COMM 4260 Media Law	3
COMM 4450 Communication Research	3
Upper Division MDIA Elective	3
Elective (Any course)	3
Elective (Any course)	3

Term Hours 15

#### Spring Semester

COMM 4980 Senior Seminar	4
Upper Division MDIA Elective	3
Elective (Any course)	3
Elective (Any course)	3
Elective (Any course)	1

Term Hours 15

Total hours 120

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

**Institution Submitting Request:** Dixie State University  
**Proposed Title:** Economics Minor  
**Currently Approved Title:** N/A  
**School or Division or Location:** School of Business  
**Department(s) or Area(s) Location:** Business Department  
**Recommended Classification of Instructional Programs (CIP) Code (for new programs):** XX.XXXX  
**Current Classification of Instructional Programs (CIP) Code (for existing programs):** N/A  
**Proposed Beginning Date (for new programs):** 07/01/2016  
**Institutional Board of Trustees' Approval Date:** XX/XX/XXXX

**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"/>	Certificate of Proficiency*
5.2.3	<input type="checkbox"/>	Graduate Certificate*
5.4.1	<input type="checkbox"/>	New Administrative Unit
	<input type="checkbox"/>	Administrative Unit Transfer
	<input type="checkbox"/>	Administrative Unit Restructure
	<input type="checkbox"/>	Administrative Unit Consolidation
5.4.2	<input 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:** XX/XX/XXXX

**Printed Name:** Dr. Carole Grady

**Program Request - Abbreviated Template**  
**Dixie State University**  
**Economics Minor**  
**11/20/2016**

**Section I: Request**

Dixie State University (DSU) requests permission to offer a minor in Economics, effective July 1, 2016, or the first full semester after approval. The minor requires a minimum of 21 credits.

**Section II: Need**

As DSU has begun adding minors to its baccalaureate programs, many students have been requesting minors in Business related fields. Currently DSU does not offer a minor in Economics. While employment rates in general and the rate of recent college graduates finding employment vary widely by region, college major, and career choice, there are steps undergraduates can take to improve their employment opportunities after graduation, no matter what major they have selected. The most common guidance is for students to seek out "hands-on learning opportunities"<sup>1</sup> in the form of internships or part-time jobs in their career field. The second-most common tactic is to "take classes outside [the] major".<sup>2</sup> The Bureau of Labor Statistics includes pursuing a minor in a "technical or business subject"<sup>3</sup> as the best coursework to build one's resume. According to the Weinberg College of Arts & Sciences at Northwestern University, "business oriented classes ... supplement any major"<sup>4</sup> and advises students to "build a coherent academic business background through your choices of classes"<sup>5</sup>. The same source points out that getting admitted to graduate programs in Business is not dependent on the undergraduate major, and that of an incoming admissions class at Northwestern's highly rated Kellogg Graduate School of Management (consistently ranked #1 - #6 nationwide) an average of 22% majored in Business disciplines as an undergraduate, while 31% majored in liberal arts and humanities, political science, sociology, or anthropology. That institution's curricular advice to potential Business school applicants was to take classes in accounting, economics, marketing, and statistics. Other sources promote the role minors play in demonstrating multidisciplinary and diverse skills, which are considered desirable traits in many careers, especially in emerging industries.<sup>6</sup>

Pairing a School of Business minor with their major of choice may provide substantial benefit to students' employment opportunities after graduation. In particular, a minor in Economics provides analytical skills and economic knowledge that will be beneficial to students pursuing careers in business, finance, law, social sciences, and government.

It is worth noting that every USHE baccalaureate-granting institution, except DSU, currently offers a minor in Economics.

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<sup>1</sup> Olson, L. (2012). What college kids must do now to snag a job post-graduation. U.S. News: Money (online). Retrieved December 15, 2012, from <http://money.usnews.com/money/blogs/outside-voices-careers/2012/10/16/10-things-college-kids-must-do-now-to-snap-a-job-post-graduation>.

<sup>2</sup> Ibid.

<sup>3</sup> Bureau of Labor Statistics. (2007). What can I do with my liberal arts degree? Occupational Outlook Quarterly (Winter 2007-08). Retrieved December 5, 2012, from <http://www.bls.gov/pub/ooq/2007/winter/art01.pdf>.

<sup>4</sup> Wittenberg School of Business, Northwestern University. (n.d.). Preparing for business careers. Retrieved November 30, 2012, from <http://faculty.wcas.northwestern.edu/~mwitte/basic/busadvise.html>.

<sup>5</sup> Ibid.

<sup>6</sup> Jones, S. Should you consider multiple majors or minors? Examine the pros and cons. (n.d.). Quintessentialcareers.com. Retrieved December 8, 2012, from [http://www.quintcareers.com/multiple\\_majors\\_minors.html](http://www.quintcareers.com/multiple_majors_minors.html).

Business Minors at USHE Institutions							
Institution/ # of Minors	Accounting	Business / Bus Admin	Economics	Finance	Management	Marketing	Other
U of U (2)		✓	✓				Entrepreneurship
USU (7)	✓	✓	✓	✓	✓	✓	Human Resource Mgmt Mgmt Info Systems Operations Management Entrepreneurship
WSU (5)	✓	✓	✓				Supply Chain Mgmt Bus. Multimedia Tech.
UVU (2)	✓		✓	✓	✓	✓	Business Information Technology
SUU (6)	✓		✓	✓	✓	✓	Hotel/Hospitality Mgmt
DSU			✓ <i>(proposed)</i>		✓ <i>(proposed)</i>	✓ <i>(proposed)</i>	

### Economics Minors at USHE Schools

	Core Classes	Electives
UVU	Microeconomics Macroeconomics Managerial Economics History of Economic Thought	6 credits
SUU	Principles of Microeconomics Principles of Macroeconomics Public Finance Macroeconomics for Business Decisions	6 credits
Weber State	Principles of Microeconomics Principles of Macroeconomics Intermediate Microeconomic Theory Intermediate Macroeconomic Theory or Money & Banking Statistics course	6 credits
University of Utah	Principles of Microeconomics Principles of Macroeconomics One history, theory, or thought course	9 credits
Utah State	Introduction to Economic Institutions, History, and Principles Principles of Microeconomics Managerial Economics or Intermediate Microeconomics	6 credits
DSU (proposed)	Microeconomics Macroeconomics Business Calculus Intermediate Microeconomics Intermediate Macroeconomics	6 credits

### Section III: Institutional Impact

The baccalaureate degrees in the School of Business are the most mature of DSU's upper-division offerings, and most of the courses included in the Economics minor are currently taught every semester by well-qualified faculty as part of existing Business degree programs (two exceptions are noted below). The proposed minor in Economics will

have no negative institutional effect, and no administrative changes will be needed. Undoubtedly, there will be some increase in enrollment incurred by offering students in other majors the opportunity to minor in Economics, but the department believes it will be able to absorb the additional students, full-time School of Business advisors are available to provide academic guidance, and Business faculty are excited to reach out to students in other majors. Of course, if the minor become extremely popular, additional faculty might be required, but that would be based on enrollment.

#### Section IV: Finances

Budget and funding sources: Two new courses will have to be offered for this minor, Intermediate Microeconomics and Intermediate Macroeconomics. These courses can be taught by existing faculty, so no appropriation, reallocation, or grants will be required.

Reallocation: No current reallocation of program funds is required.

Impact on Existing Budgets: No other programs will be affected by this program.

#### Section V: Program Curriculum

##### Economics Minor

Course Prefix and Number	Title	Credit Hours
<b>Required Courses</b>		
ECON 2010	Micro Economics	3
ECON 2020	Macro Economics	3
MATH 1100 <i>or</i> MATH 1210	Business Calculus <i>or</i> Calculus I	3 5
ECON 3010	Intermediate Microeconomics	3
ECON 3020	Intermediate Macroeconomics	3
<b>Sub-Total</b>		<b>15 or 17</b>
<b>Elective Courses</b> <i>choose two courses</i>		
ECON 3500	International Economics (3)	6
FIN 3200	Money, Banking, & Credit (3)	
FIN 4400	International Finance (3)	
STAT 2040	Business Statistics (3)	
ECON 2990	Seminar in Economics (3)	
<b>Sub-Total</b>		<b>6</b>
<b>Total Number of Credits</b>		<b>21 to 24</b>

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

Intermediate Microeconomics (ECON3010): Consumer theory, theory of the firm, factor markets, welfare economics, and general equilibrium. Prerequisites: ECON 2010, ECON 2020, MATH 1110 or MATH 1210

Intermediate Macroeconomics (ECON3020): National income, economic growth, monetary system, inflation, business cycle theory, unemployment, and the role of government policy. Prerequisites: ECON 2010, ECON 2020, MATH 1110 or MATH 1210

Also, the prerequisites for FIN 3200 would be changed from FIN 3150 to FIN 3150 or ECON 3010. This would allow non-Business majors better access to electives for the economics minor.

## Program Schedule

Suggested Program Schedule		
<b>Year 1: Fall Semester (3 credits)</b>		
ECON 2010	Micro Economics	3
<b>Year 1: Spring Semester (6 credits)</b>		
ECON 2020	Macro Economics	3
MATH 1100	Business Calculus	3
<b>Year 2: Fall Semester (3 credits)</b>		
ECON 3010	Intermediate Microeconomics	3
<b>Year 2: Spring Semester (3 credits)</b>		
ECON 3020	Intermediate Macroeconomics	3
<b>Year 3: Fall Semester (3 credits)</b>		
Elective		3
<b>Year 3: Spring Semester (3 credits)</b>		
Elective		3
Total credits:		21



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

**Institution Submitting Request:** Dixie State University  
**Proposed Title:** Management Minor  
**Currently Approved Title:** N/A  
**School or Division or Location:** School of Business  
**Department(s) or Area(s) Location:** Business Department  
**Recommended Classification of Instructional Programs (CIP) Code (for new programs):** 52.0201  
**Current Classification of Instructional Programs (CIP) Code (for existing programs):** N/A  
**Proposed Beginning Date (for new programs):** 07/01/2016  
**Institutional Board of Trustees' Approval Date:** XX/XX/XXXX

**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"/>	Certificate of Proficiency*
5.2.3	<input type="checkbox"/>	Graduate Certificate*
5.4.1	<input type="checkbox"/>	New Administrative Unit
	<input type="checkbox"/>	Administrative Unit Transfer
	<input type="checkbox"/>	Administrative Unit Restructure
	<input type="checkbox"/>	Administrative Unit Consolidation
5.4.2	<input 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:** XX/XX/XXXX

**Printed Name:** Dr. Carole Grady

**Program Request - Abbreviated Template  
Dixie State University  
Management Minor  
11/20/2015**

**Section I: Request**

Dixie State University (DSU) requests permission to offer a minor in Management, effective July 1, 2016, or the first full semester after approval. The minor requires a minimum of 25 credits.

**Section II: Need**

As DSU has begun adding minors to its baccalaureate programs, many students have been requesting minors in Management and Marketing. As a result of the economic downturn, the popular media often publishes articles declaring the job market for recent college graduates as dismal. While employment rates in general and the rate of recent college graduates finding employment vary widely by region, college major, and career choice, there are steps undergraduates can take to improve their employment opportunities after graduation, no matter what major they have selected. The most common guidance is for students to seek out "hands-on learning opportunities"<sup>1</sup> in the form of internships or part-time jobs in their career field. The second-most common tactic is to "take classes outside [the] major."<sup>2</sup> In particular, "classes, especially those in business, can give ... real-world knowledge that employers will appreciate."<sup>3</sup> A recent Forbes article listed Management courses as one of the six most valuable areas of study to increase a graduate's employment opportunities<sup>4</sup>. The Bureau of Labor Statics includes pursuing a minor in a "technical or business subject"<sup>5</sup> as the best coursework to build one's resume. According to the Weinberg College of Arts & Sciences at Northwestern University, "business oriented classes ... supplement any major"<sup>6</sup> and advises students to "build a coherent academic business background through your choices of classes"<sup>7</sup>. The same source points out that getting admitted to graduate programs in Business is not dependent on the undergraduate major, and that of an incoming admissions class at Northwestern's highly rated Kellogg Graduate School of Management (consistently ranked #1 - #6 nationwide) an average of 22% majored in Business disciplines as an undergraduate, while 31% majored in liberal arts and humanities, political science, sociology, or anthropology. That institution's curricular advice to potential Business school applicants was to take classes in accounting, economics, marketing, and statistics, all of which are represented in either the Management or Marketing minor or in both. Other sources promote the role minors play in demonstrating multidisciplinary and diverse skills, which are considered desirable traits in many careers, especially in emerging industries.<sup>8</sup>

The significance of supplementing fascinating and personally enriching study in the Fine and Performing Arts, Humanities, or Social & Behavioral Sciences with the practical skills offered by a minor in Management or Marketing should be noted. Pairing a School of Business minor in Management or Marketing with their major of choice may

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<sup>1</sup> Olson, L. (2012). What college kids must do now to snag a job post-graduation. U.S. News: Money (online). Retrieved December 15, 2012, from <http://money.usnews.com/money/blogs/outside-voices-careers/2012/10/16/10-things-college-kids-must-do-now-to-snag-a-job-post-graduation>.

<sup>2</sup> Ibid.

<sup>3</sup> Ibid.

<sup>4</sup> Connerly, B. (2012). The six classes that will make any college grad employable. Forbes.com. Retrieved December 15, 2012, from <http://www.forbes.com/sites/billconerly/2012/08/21/how-to-make-a-college-graduate-employable/>.

<sup>5</sup> Bureau of Labor Statistics. (2007). What can I do with my liberal arts degree? Occupational Outlook Quarterly (Winter 2007-08). Retrieved December 5, 2012, from <http://www.bls.gov/opub/ooq/2007/winter/art01.pdf>.

<sup>6</sup> Wittenberg School of Business, Northwestern University. (n.d.). Preparing for business careers. Retrieved November 30, 2012, from <http://faculty.wcas.northwestern.edu/~mwitte/basic/busadvise.html>.

<sup>7</sup> Ibid.

<sup>8</sup> Jones, S. Should you consider multiple majors or minors? Examine the pros and cons. (n.d.). Quintessentialcareers.com. Retrieved December 8, 2012, from [http://www.quintcareers.com/multiple\\_majors\\_minors.html](http://www.quintcareers.com/multiple_majors_minors.html).

provide substantial pragmatic benefit to students' employment opportunities after graduation. Many of these programs have substantial elective credit available to students interested in pursuing a minor. Every USHE baccalaureate-granting institution offers at least two undergraduate Business minors, with a variety of disciplines represented. Two institutions currently offer Management minors.

Business Minors at USHE Institutions							
Institution/ # of Minors	Accounting	Business / Bus Admin	Economics	Finance	Management	Marketing	Other
U of U (2)		✓	✓				Entrepreneurship
USU (7)	✓	✓	✓	✓	✓	✓	Human Resource Mgmt Mgmt Info Systems Operations Management Entrepreneurship
WSU (5)	✓	✓	✓				Supply Chain Mgmt Bus. Multimedia Tech.
UVU (2)	✓		✓	✓	✓	✓	Business Information Technology
SUU (6)	✓		✓	✓	✓	✓	Hotel/Hospitality Mgmt
DSU (2 proposed)			✓ (proposed)		✓ (proposed)	✓ (proposed)	

In addition, there is commonality between Management minors in these institutions, yet each focuses on its strengths. DSU's proposed minor also offers students the opportunity to focus their Management studies on areas of most interest and usefulness to each individual through electives that include Managerial Accounting, Entrepreneurship, Small Business Management, Production & Operations, Organizational Behavior, Purchasing & Supply Management, and Human Resource Management.

USHE Management Minor Requirements						
Institution	Accounting	Computer Skills	Economics	Management	Statistics	Other
UVU (20 credits)	ACC 3000	Yes	ECON 2020 (Macro)	MGMT 3000 + 3 elective credits	NA	Business Communication Business Law Info Systems Mgmt
SUU (19 credits)	ACCT 2010	CIS 1000	ECON 2010 (Micro)	9 elective credits	Yes	Statistics
DSU (25 credits, <i>proposed</i> )	ACCT 2010	CIS 2010	ECON 2010 (Micro)	MGMT 3400 + 9 elective credits	Yes	ACCT 2020 available as an elective

The minors in Management and Marketing are needed at DSU to provide these offerings to current students who have shown their desire to stay in Washington County to earn college degrees. Both minors have enough flexibility to allow students to train for positions in existing businesses or to start their own businesses, representing the entrepreneurial economy of Southern Utah. Receiving a credential in a Business-related field is "educating students for success."

### Section III: Institutional Impact

The baccalaureate degrees in the School of Business are the most mature of DSU's upper-division offerings, and all courses included in the Management minor are currently taught every semester by well-qualified faculty as part of

existing Business degree programs. The proposed minors in Management and Marketing will have no negative institutional effect, and no administrative changes will be needed. Undoubtedly, there will be some increase in enrollment incurred by offering students in other majors the opportunity to study Management and Marketing, but the department believes it will be able to absorb the additional students, full-time School of Business advisors are available to provide academic guidance, and Business faculty are excited to reach out to students in other majors. Of course, if the minors become extremely popular, additional faculty might be required, but that would be based on enrollment.

#### Section IV: Finances

Budget and funding sources: The faculty and all courses included in the Management and Marketing minors are already in place, so no appropriation, reallocation, or grants will be required.

Reallocation: No current reallocation of program funds is required.

Impact on Existing Budgets: No other programs will be affected by this program.

#### Section V: Program Curriculum

##### Management Minor

Course Prefix and Number	Title	Credit Hours
<b>Required Courses</b>		
ACCT 2010	Financial Accounting	3
CIS 2010	Business Computer Proficiency	3
ECON 2010	Micro Economics	3
MGMT 3400	Management & Organizations	3
STAT 2040	Business Statistics	3
<b>Sub-Total</b>		<b>15</b>
<b>Elective Courses</b>		
ACCT 2020 <i>or</i> MGMT 2600	Managerial Accounting (3) <i>or</i> Entrepreneurship (3)	9
MGMT 3200	Small Business Management (3)	
MGMT 3600	Production & Operations (3)	
MGMT 3700	Organizational Behavior (3)	
MGMT 4000	Purchasing & Supply Management (3)	
MGMT 4300	Human Resource Management (3)	
<b>Sub-Total</b>		<b>9</b>
<b>Total Number of Credits</b>		<b>24</b>

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

The department does not anticipate adding any courses to this program in the next five years.

## Program Schedule

Suggested Program Schedule		
<b>Year 1: Fall Semester (3 credits)</b>		
ACCT 2010	Financial Accounting	3
<b>Year 1: Spring Semester (6 credits)</b>		
CIS 2010	Business Computer Proficiency	3
ECON 2010	Micro Economics	3
<b>Year 2: Fall Semester (7 credits)</b>		
ACCT 2020 or MGMT XXXX	Elective	3
STAT 2040	Business Statistics	4
<b>Year 2: Spring Semester (3 credits)</b>		
MGMT XXXX	Elective	3
<b>Year 3: Fall Semester (3 credits)</b>		
MGMT 3400	Management & Organizations	3
<b>Year 3: Spring Semester (3 credits)</b>		
MGMT XXXX	Elective	3
Total credits:		25



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

**Institution Submitting Request:** Dixie State University  
**Proposed Title:** Marketing Minor  
**Currently Approved Title:** N/A  
**School or Division or Location:** School of Business  
**Department(s) or Area(s) Location:** Business Department  
**Recommended Classification of Instructional Programs (CIP) Code (for new programs):** 52.1401  
**Current Classification of Instructional Programs (CIP) Code (for existing programs):** N/A  
**Proposed Beginning Date (for new programs):** 07/01/2016  
**Institutional Board of Trustees' Approval Date:** XX/XX/XXXX

**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"/>	Certificate of Proficiency*
5.2.3	<input type="checkbox"/>	Graduate Certificate*
5.4.1	<input type="checkbox"/>	New Administrative Unit
	<input type="checkbox"/>	Administrative Unit Transfer
	<input type="checkbox"/>	Administrative Unit Restructure
	<input type="checkbox"/>	Administrative Unit Consolidation
5.4.2	<input 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:** XX/XX/XXXX

**Printed Name:** Dr. Carole Grady

**Program Request - Abbreviated Template**  
**Dixie State University**  
**Marketing Minor**  
**11/20/2015**

**Section I: Request**

Dixie State University (DSU) requests permission to offer a minor in Marketing, effective July 1, 2016, or the first full semester after approval. The emphasis requires a minimum of 22 credits.

**Section II: Need**

As DSU has begun added minors to its baccalaureate programs, many students have been requesting minors in Marketing and Management. As a result of the economic downturn, the popular media often publishes articles declaring the job market for recent college graduates as dismal at best. While employment rates in general and the rate of recent college graduates finding employment vary widely by region, college major, and career choice, there are steps undergraduates can take to improve their employment opportunities after graduation, no matter what major they have selected. The most common guidance is for students to seek out "hands-on learning opportunities"<sup>1</sup> in the form of internships or part-time jobs in their career field. The second-most common tactic is to "take classes outside [the] major."<sup>2</sup> In particular, "classes, especially those in business, can give ... real-world knowledge that employers will appreciate."<sup>3</sup> The Bureau of Labor Statics includes pursuing a minor in a "technical or business subject"<sup>4</sup> as the best coursework to build one's resume. According to the Weinberg College of Arts & Sciences at Northwestern University, "business oriented classes ... supplement any major"<sup>5</sup> and advises students to "build a coherent academic business background through your choices of classes"<sup>6</sup>. The same source points out that getting admitted to graduate programs in Business is not dependent on the undergraduate major, and that of an incoming admissions class at Northwestern's highly rated Kellogg Graduate School of Management (consistently ranked #1 - #6 nationwide) an average of 22% majored in Business disciplines as an undergraduate, while 31% majored in liberal arts and humanities, political science, sociology, or anthropology. That institution's curricular advice to potential Business school applicants was to take classes in accounting, economics, marketing, and statistics, all of which are represented in either the Marketing or Management minor or in both. Other sources promote the role minors play in demonstrating multidisciplinary and diverse skills, which are considered desirable traits in many careers, especially in emerging industries.<sup>7</sup>

The significance of supplementing fascinating and personally enriching study in the Fine and Performing Arts, Humanities, or Social & Behavioral Sciences with the practical skills offered by a minor in Marketing or Management should be noted. Pairing a School of Business minor in Marketing or Management with their major of choice may provide substantial pragmatic benefit to students' employment opportunities after graduation. Many of these programs have substantial elective credit available to students interested in pursuing a minor. Every USHE

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<sup>1</sup> Olson, L. (2012). What college kids must do now to snag a job post-graduation. U.S. News: Money (online). Retrieved December 15, 2012, from <http://money.usnews.com/money/blogs/outside-voices-careers/2012/10/16/10-things-college-kids-must-do-now-to-snap-a-job-post-graduation>.

<sup>2</sup> Ibid.

<sup>3</sup> Ibid.

<sup>4</sup> Bureau of Labor Statistics. (2007). What can I do with my liberal arts degree? Occupational Outlook Quarterly (Winter 2007-08). Retrieved December 5, 2012, from <http://www.bls.gov/opub/ooq/2007/winter/art01.pdf>.

<sup>5</sup> Wittenberg School of Business, Northwestern University. (n.d.). Preparing for business careers. Retrieved November 30, 2012, from <http://faculty.wcas.northwestern.edu/~mwitte/basic/busadvise.html>.

<sup>6</sup> Ibid.

<sup>7</sup> Jones, S. Should you consider multiple majors or minors? Examine the pros and cons. (n.d.). Quintessentialcareers.com. Retrieved December 8, 2012, from [http://www.quintcareers.com/multiple\\_majors\\_minors.html](http://www.quintcareers.com/multiple_majors_minors.html).

baccalaureate-granting institution offers at least two undergraduate Business minors, with a variety of disciplines represented. Two institutions currently offer Marketing minors.

Business Minors at USHE Institutions							
Institution/ # of Minors	Accounting	Business / Bus Admin	Economics	Finance	Management	Marketing	Other
U of U (2)		✓	✓				Entrepreneurship
USU (7)	✓	✓	✓	✓	✓	✓	Human Resource Mgmt Mgmt Info Systems Operations Management Entrepreneurship
WSU (5)	✓	✓	✓				Supply Chain Mgmt Bus. Multimedia Tech.
UVU (2)	✓		✓	✓	✓	✓	Bus Information Technology
SUU (6)	✓		✓	✓	✓	✓	Hotel/Hospitality Mgmt
DSU (2 proposed)			(proposed)		(proposed)	(proposed)	

In addition, there is commonality between Marketing minors in these institutions, yet each focus on its strengths. DSU's proposed minor also offers students the opportunity to focus their Marketing studies in areas of most interest and usefulness to each individual through electives that include Internet & E-Commerce Marketing, Consumer Behavior, Promotion Marketing, Sales Management, Marketing Research, Entrepreneurial Marketing, and Marketing Strategy.

USHE Marketing Minor Requirements							
Institution	Accounting	Computer Skills	Economics	Management	Marketing	Statistics	Other
USU (16 credits)	NA	NA	NA	MGMT 3100	Fundamentals + 2 electives	Business Stats	
SUU (19 credits)	ACCT 2010	CIS 1000	NA	NA	Principles + 6 elective credits	Statistics	Requires 3 credits from a pre- business elective
DSU (22 credits, proposed)	NA	CIS 2010	ECON 2020 (Macro)	NA	Principles + 9 elective credits	Business Stats	MIS 3550 Internet/E- commerce Marketing available as an elective

The minors in Marketing and Management are needed at DSU to provide these opportunities to current and future students who have shown their desire to stay in Washington County to earn college degrees. Both minors have enough flexibility to allow students to train for positions in existing businesses or to start their own businesses, representing the entrepreneurial economy of Southern Utah. Receiving a credential in a Business-related field is "educating students for success."

### Section III: Institutional Impact

The baccalaureate degrees in the School of Business are the most mature of DSU's upper-division offerings, and all courses included in the Marketing minor are currently taught by well-qualified faculty as part of existing Business degree programs. The proposed minors in Marketing and Management will have no negative institutional effect, and no administrative changes will be needed. Undoubtedly, there will be some increase in enrollment incurred by offering students in other majors the opportunity to study Marketing or Management, but the department believes it will be able to absorb the additional students, full-time School of Business advisors are available to provide academic support, and Business faculty are excited to reach out to students in other majors. Of course, if the minors become extremely popular, additional faculty might be required, but that would be based on enrollment.

### Section IV: Finances

Budget and funding sources: The faculty and all courses included in the Marketing and Management minors are already in place, so no appropriation, reallocation, or grants will be required.

Reallocation: No current reallocation of program funds is required.

Impact on Existing Budgets: No other programs will be affected by this program.

### Section V: Program Curriculum

#### Marketing Minor

Course Prefix and Number	Title	Credit Hours
<b>Required Courses</b>		
CIS 2010 (CIS 1200 prerequisite)	Business Computer Proficiency	3
ECON 2010	Micro Economics	3
MKTG 3010	Marketing Principles	3
STAT 2040	Business Statistics	3
<b>Sub-Total</b>		<b>12</b>
<b>Elective Courses</b>		
WEB 3550	Internet & E-Commerce Marketing (3)*	9
MKTG 3450	Consumer Behavior (3)	
MKTG 3500	Promotion Management (3)	
MKTG 3515	Sales Management (3)	
MKTG 4100	Marketing Research (3)	
MKTG 4200	Entrepreneurial Marketing (3)	
MKTG 4700	Marketing Strategy (3)	
<b>Sub-Total</b>		<b>9</b>
<b>Total Number of Credits</b>		<b>21</b>

\*If WEB 3550 is used to fulfill a core or elective requirement in a student's major, it may not be used to fulfill an elective requirement in the Marketing minor.

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

The department does not anticipate adding any courses to this program in the next five years.

## Program Schedule

Suggested Program Schedule		
<b>Year 1: Fall Semester (4 credits)</b>		
STAT 2040	Business Statistics	4
<b>Year 1: Spring Semester (6 credits)</b>		
CIS 2010	Business Computer Proficiency	3
ECON 2020	Macro Economics	3
<b>Year 2: Fall Semester (3 credits)</b>		
MKTG 3010	Marketing Principles	3
<b>Year 2: Spring Semester (3 credits)</b>		
MKTG XXXX	Elective	3
<b>Year 3: Fall Semester (3 credits)</b>		
IT 3050 or MKTG XXXX	Elective	3
<b>Year 3: Spring Semester (3 credits)</b>		
MKTG XXXX	Elective	3
Total credits:		22

