DIXIE STATE UNIVERSITY
ST. GEORGE, UTAH

Board of Trustees Meeting Agenda

Friday, March 9, 2018

Zion Room, Holland Centennial Commons

General Session – 8:00 a.m.
Executive Session – 8:01 a.m.
General Session – 9:00 a.m.
Luncheon for Trustees and Invited Guests – 12:00 p.m.

DIXIE STATE UNIVERSITY

BOARD OF TRUSTEES MEETING

M E E T I N G S C H E D U L E

Thursday, March 8, 2018

6:00 pm – Board of Trustees Dinner, Cottam Room, Gardner Center
with presentations by President Williams, Provost Michael Lacourse, Vice President Paul Morris, and Associate Provost Nancy Hauck

Friday, March 9, 2018

Board of Trustees Meeting
Zion Room, Holland Centennial Commons
8:00 am – General Session
8:01 am – Executive Session (Trustees)
9:00 am – General Session (All Meeting Attendees)
12:00 pm – Luncheon for All Attendees, Zion Room
1:00 pm - Tour of Brooks' Stop, Legend Solar Stadium, and Engineering (Trustees)

A G E N D A

***[Link to Bookmark]**

I. GENERAL SESSION [8:00 AM] - WELCOME

II. EXECUTIVE SESSION [8:01 AM]

III. GENERAL SESSION [9:00 AM] - (Chair David L. Clark)

- Welcome to the following:
  - Sarah Bagdoian, Donor Relations Coordinator
  - Brooks Burr, Development Officer
  - Gerry Lucey, Head Women's Soccer Coach
  - Representatives of the Press and other visitors

IV. PRESIDENT'S REPORT (President Richard B. Williams)

V. REPORTS

- DSU Student Association (President Hainsworth)
- *Faculty Senate (Dr. Jim Haendiges and Dr. Michelle McDermott)
- DSU Staff Association (Jonathan Morrell and Michele Tisdale)

VI. PRESENTATIONS

- Library and Learning Services (Dean Kelly Petersen-Fairchild)
- Enrollment Update (Assistant Vice President Darlene Dilley)

VII. BOARD OF TRUSTEES COMMITTEE REPORTS

- Executive Committee – David Clark (Chair), Julie Beck, and Gail Smith
- Academic Committee – Julie Beck (Chair), Larry Bergeson, and Tiffany Wilson
- Audit Committee – David Clark (Chair), Lindsay Atwood, and Russell Feller
- Finance/Investment Committee – Lindsay Atwood and David Clark
- Government Affairs Committee – Jon Pike (Chair) and Lindsay Atwood
- Honoree Selection Committee – Tiffany Wilson (Chair), Russell Feller, Ezra Hainsworth, Julie Beck, and David Clark
- Policy Committee – Larry Bergeson (Chair), Julie Beck, and Gail Smith
- Dixie Technical College – Jon Pike
- National Advisory Council (NAC) Representatives – Gail Smith (Chair), Lindsay Atwood, and Tiffany Wilson

VIII. ACTION ITEMS (Chair Clark)

- **Approval of Minutes (Chair Clark)**
  *January 26, 2018

- **Policies (Dr. Jim Haendiges)**
  - Policy Revision
    - *Policy 640: Constitution and Bylaws of the Faculty Senate
  - Policy Deletion
    - *Policy 639: Constitution of the Faculty Senate

- **Human Resources (Travis Rosenberg)**
  - *Request for Early Retirement – Dr. Li Lei, Professor of Dance
  - *Request for Phased Retirement – Ms. Patricia Wintch, Associate Professor of Dental Hygiene

- **Administrative Affairs Report**
  - *Investment Report (Scott Talbot)
  - *Budget Report (Bryant Flake)
  - Tuition Increase (Vice President Morris)
  - *Implementation of Differential Tuition (Provost Lacourse and Vice President Morris)

- **Student Affairs**
  - *Student Fees (Dean Del Beatty and President Hainsworth)

- **Academic Affairs (Provost Michael Lacourse)**
  - *Program Fees
  - *Request for Faculty Emeritus Award Approval
    - Mr. John Lounsbury, Associate Professor of English
  - Academic Program Proposals
    - *Bachelor of Science in Molecular Biology-Biochemistry
    - *Bachelor of Science/Bachelor of Art in Design
  - New Program Notifications
    - *Minor in Dance**
    - *Minor in Global Studies (Humanities)**
    - *Maker Certificate (Engineering)**
    - *Certificate in Professional Writing (English)**
    - *Certificate in General Education**
    - *Emphasis in Global Studies for the BA/BS in Integrated Studies**
    - *Emphases in Pre-Physical Therapy and Occupational Therapy for the BS in Exercise Science**
  - Program Discontinuation Notifications
    - *Emphasis in Military Science for Bachelor of Science/Bachelor of Arts in Integrated Studies
    - *Emphasis in Digital Design for Bachelor of Science in Computer and Information Technology**
    - *Discontinuation of AAS in Medical Laboratory Science
  - College Name Change Notification
    - *College of Science & Technology Change to College of Science, Engineering & Technology**

** Pending final approval by the Academic Council on March 6, 2018

IX. CONCLUDING REMARKS (Chair Clark)

X. LUNCHEON FOR ALL ATTENDEES, ZION ROOM (12:00 PM)

XI. TOUR (1:00 pm, Trustees)

- Brooks' Stop, Legend Solar Stadium, and Engineering

XII. CALENDAR OF UPCOMING MEETINGS AND EVENTS

- Distinguished Faculty Awards – Thursday, March 22, 5:30 pm Reception, Gardner Living Room; 6:00 Dinner, Gardner Ballroom
- Board of Regents Meeting - Friday, March 30, Dixie State University
- Alumni Awards (Evening of Dixie) – Saturday, April 14, 7:00 pm, Alumni House
- Strategic Plan Report-Out and Luncheon – Tuesday, April 17, 9:00 am – 1:00 pm, Zion Room
- Dixie 11 Awards Dinner – Wednesday, April 25, 6:00 pm, Alumni House
- Service Learning Awards Dinner - Wednesday, April 25, 6:00 pm, Gardner Ballroom
- DSU Presidential Awards Dinner - Thursday, April 26, 6:00 pm, Gardner Ballroom
- Board of Trustees Meeting - Friday, April 27, 8:00 am – 1:00 pm, Zion Room
- Brooksie Awards – Sunday, April 29, 6:00 pm, Gardner Ballroom
- Academic Awards - Thursday, May 3, 4:30 pm, Eccles Main Stage
- Dixie Awards – Thursday, May 3, 7:30 – 9:00 pm, Eccles Main Stage
- Commencement - Friday, May 4, 7:00 am Robing and Line-up, Gardner Center; 8:00 am Procession to Legend Solar Stadium
- Regents and Trustees Joint Retreat – Thursday, July 19, time TBA, Southern Utah University
- Board of Regents Meeting - Friday, November 16, Dixie State University

XIII. MEETING ADJOURNED

DSU Faculty Senate

Board of Trustees Newsletter | March 2018

Executive Committee
Past President: Nancy Hauck
President: Jim Haendiges
Pres-elect: Michelle McDermott
Secretary/Treas.: Julie Chew
Parlimentarian: Samuel Tobler

The Arts
Fine Arts: Alex Chamberlain
Music: Rhonda Rhodes
Thtr/Dance: Kristeen Davies

Business & Com
Business: Shandon Gubler
Accounting: Steven Day
Communications &
Media Studies: Mark LaVoie

Education & Library
Education: Angie Child
FCS: Jason Wilde
Interdisc A & S: Erin Lesnansky
Library: Caleb Ames

Health Science
Nursing: Judy Scott
Dental Hygiene: Kim Jensen
RT/PTA/Med Lab Sci/Rad/EMT:
John Rasmussen
Health & Human Perf: Joe Lovell

Humanities
Humanities: Michael Cartmill
English: Randy Jasmine
History/POLS: Frank Klackle
Socl/Bhvl Sci: Christine Chew

Science & Technology
Biology: Martina Gaspari
Physical Sci: Wendy Schatzberg
Math: Vinodh Chellamuthu
CIT: Jay Sneddon

Acomplishments

DSU policy 640: Constitution & Bylaws of the Faculty Senate
This policy was approved by Academic Council on February 6th and University Council on February 13th. Policy 640 is seeking Board of Trustees approval today.

Faculty Leadership Trainings
Dr. Randy Jasmine presented on the topic of being a Department Chair at our Faculty Senate General Meeting on January 29th. Dr. Nate Staheli presented on the topic of being a Faculty Senate President at our Faculty Senate General Meeting on February 26th.

Workload, Evaluation, and Compensation (WEC) Taskforce
The WEC taskforce, chaired by Nancy Hauck, met with Faculty Senate on February 8th to give recommendations and proposals for faculty workload, evaluation, and compensation.

Committee Population Meeting
Yesterday, the senate met to assign faculty to academic service committees for the 2018-2019 academic year.

Goals

WEC Taskforce Policy Formation
There will be at least two key meetings in the next two months to draft policy from the WEC Taskforce recommendations

Distinguished Faculty Awards
The Faculty Excellence Committee, chaired by Samuel Tobler, have submitted nominatees for the 2nd Annual Distinguished Faculty Awards (March 22nd).

Faculty Senate Election
The senate has identified candidates for the Faculty Senate President-Elect position. These elections will take place at the end of this month and this faculty member will be installed after Spring Commencement.

Upcoming Meetings

General Faculty Meeting & Leadership Training - March 26th, April 23rd
Faculty Senate Discussion Meeting - April 12th
Faculty Senate Approval Meeting - March 29th, April 26th

DIXIE STATE UNIVERSITY
MINUTES OF THE BOARD OF TRUSTEES MEETING
ZION ROOM, HOLLAND CENTENNIAL COMMONS
January 26, 2018

8:00 a.m. – General Session (Trustees)
8:01 a.m. – Executive Session (Trustees)
9:00 a.m. – General Session (All Meeting Attendees)
12:00 p.m. – Luncheon, Udvar-Hazy School of Business (Trustees and Invited Guests)

BOARD MEMBERS PRESENT:

David Clark (Chair)
Lindsay Atwood
Julie Beck
Larry Bergeson (attended by phone)
Russell Feller
Ezra Hainsworth (DSUSA President)
Jon Pike
Gail Smith
Tiffany Wilson

ALSO PRESENT:

President Richard B. Williams
Dr. Eliezer Bermudez – Dean of the College of Health Sciences
Theresa Bondad – Assistant to the President
Dr. Jason Boothe - Executive Director of Athletics
John Bowler – Director of Alumni Relations
Andrea Brown – Director of Institutional Research
Wendi Bulkley - Associate Director of Athletics, External Relations
Dr. Pamela Cantrell – Director of Graduate Studies
Cindy Cole – Associate General Counsel/Title IX Coordinator
Darlene Dilley - Assistant Vice President for Enrollment Management
Tiffany Draper - Assistant Director of Student Success
Dr. Richard Featherstone – Dean of the College of Humanities and Social Sciences
Bryant Flake - Executive Director of Planning and Budget
Jackie Freeman - Director of Purchasing
Dr. Peter Gitau - Vice President of Student Affairs
Dr. Jim Haendiges – President of the Faculty Senate
Jyl Hall - Director of Public Relations/Publications
Doajo Hicks – General Counsel
Dr. Jeffrey Hoyt - Assistant VP for Student Success & Co-Curricular Assessment
Dr. Jeffrey Jarvis – Dean of the College of the Arts
Scott Jensen - Executive Director of Business Services
Lynn Joseph - Assistant General Counsel - Civil Rights Compliance Manager and Investigator
Gary Koeven – Chief Information Officer
Dr. Michael Lacourse – Provost and Vice President of Academic Affairs
Dr. Michelle McDermott - President Elect of the Faculty Senate
Jonathan Morrell – Co-President of Staff Association
Paul Morris – Vice President of Administrative Affairs
Dr. Eric Pedersen – Dean of the College of Science and Technology
Kelly Peterson-Fairchild - Dean of the Library and Learning Services
Tom Picklesimer - Director of Planning and Operations
JD Robertson - Executive Director of Financial Aid
Travis Rosenberg – Executive Director of Human Resources
Dr. Brenda Sabey – Dean of the College of Education
Dr. Jordon Sharp – Chief Marketing and Communication Officer
Dr. Laura Snelson - Director of Assessment
Scott Talbot – Assistant Vice President of Business Affairs
Josh Thayn - Director of Event Services and Risk Management
Ali Threet - President Elect of the Staff Association
Michele Tisdale - Co-President of Staff Association

Alison Vicroy - Assistant General Counsel - General Compliance Manager and Investigator
Dr. Kyle Wells – Dean of the School of Business and Communication
Courtney White – Chief of Staff

GENERAL SESSION

At 8:00 a.m., David L. Clark, Chair of the Dixie State University (DSU) Board of Trustees, welcomed everyone to the meeting. At 8:01 am, he called for a motion to move into Executive Session for discussing personnel and/or real estate issues. MOTION BY JON PIKE, DULY SECONDED BY RUSSELL FELLER, TO MOVE INTO EXECUTIVE SESSION FOR THE PURPOSE OF DISCUSSING PERSONNEL AND/OR REAL ESTATE ISSUES. Action: Approved unanimously, by a show of hands.

EXECUTIVE SESSION

At 9:19 a.m., Chair Clark called for a motion to adjourn the Executive Session. MOTION BY TIFFANY WILSON, DULY SECONDED BY JULIE BECK. Action: Approved unanimously, by a show of hands**.**

GENERAL SESSION

At 9:27 a.m., Chair Clark again welcomed attendees including the following individuals:

- Wendi Bulkley, Associate Director of Athletics – External Relations
- Lynn Joseph, Assistant General Counsel - Civil Rights Compliance Manager and Investigator
- Alison Vicroy, Assistant General Counsel – General Compliance Manager and Investigator
- Representatives of the Press and other visitors

PRESIDENT'S REPORT

President Williams reported the ribbon cutting of Zagster, the joint bike share program with the City of St. George. The Staff Association Breakfast was a success. An instructional designer was hired who will help accelerate online course development. More classrooms are being renovated in Innovation Plaza and the first entrepreneurial course will be taught there. General Education revisions have been completed for implementation in the fall semester 2018. Preparation have begun for the 2020 NWCCA accreditation cycle. Spring enrollment is 7.7% ahead in headcount over this time last year and 7.08% ahead in FTE. New student spring enrollment is up 12% for first time freshmen and up just slightly for transfer students. There will be a new strategic plan for Athletics. Men's basketball is in first place in the conference with eight games yet to play. Baseball and Softball will start their seasons soon. DSU's UMAC has been selected to win a top award Paragon Award at the upcoming NCMPR national conference in Las Vegas this March for one of its many entries.

REPORTS

DSU Student Association (DSUSA)
Trustee Hainsworth, President of DSUSA, reported on student events that were held recently including the intergalactic dance and a show by a hypnotist. Upcoming events include a country dance and alternative spring breaks to Puerto Rico and Houston to provide humanitarian aid. DSUSA is working on changing the lighting options for the D on the hill. Trustee Hainsworth showed the video "This Does Not Define Us", a call to action from the Utah Student Association to be actively engaged in improving mental health.

Faculty Senate
Dr. Jim Haendiges reported that the Faculty Senate is working on Policy 640: Bylaws of the Faculty Senate. The Faculty Senate will populate academic committees in early March. Finalists are being selected for the 2nd Annual Faculty Awards this spring. Trainings during general meetings include preparation for academic leadership roles. Dr. Michelle McDermott reported that a taskforce will be proposing revisions to workload, evaluation, and compensation.

Staff Association
Jonathan Morrell reported that the Staff Association Breakfast with the President had the best turnout ever. The Trustees are invited to the Staff Association's Dixie Development Day on May 8, 2018. Ali Threet invited the Trustees to join the Step Challenge which starts in February. Over 30 Mini Trailblazer awards will be presented for this month.

College of Education (Dean Brenda Sabey)
Dean Sabey presented an overview of the College of Education including the number of students, full time faculty, current and potential degree programs, and outreach projects. Dean Sabey invited all attendees to Celebrate Teachers Night at the DSU Men's Basketball game on February 10.

College of Humanities and Social Sciences (Dean Richard Featherstone)
Dean Featherstone presented the overview of the College of Humanities and Social Sciences including the current number of students, the number of faculty, and the percentage of minority students. He also presented on the degree programs the College is exploring for the future.

BOARD OF TRUSTEES COMMITTEE REPORTS

Chair Clark requested reports for the following Board of Trustees Committees:

Executive Committee
Committee Chair David Clark, with Committee Members Julie Beck and Gail Smith. Chair Clark reported that the committee has not met since its previous meeting. He reported that Trustee Christina Durham submitted her resignation and he expressed his appreciation for her participation and her contributions to DSU.

Academic Committee
Committee Chair Julie Beck, with Committee Members Larry Bergeson, and Tiffany Wilson. Trustee Beck reported that the Committee has met regarding the various academic proposals and thanked all those who worked on these proposals.

Audit Committee
Committee Chair David Clark, with Committee Members Lindsay Atwood and Russell Feller. Chair Clark reported that there was only one finding with recommendation at the last audit. It was by far the best audit.

Finance/Investment Committee
Committee Members David Clark and Lindsay Atwood. Trustee Atwood reported that the Committee reviewed the investments to see where DSU could capitalize on returns.

Government Affairs Committee
Committee Chair Jon Pike and Committee Member Lindsay Atwood. Trustee Pike reported that the Committee has met and that Frank Lojko and Henrie Walton are busy at work at the Legislative Session. All Committee members will be on the Hill and efforts have been coordinated.

Honoree Selection Committee
Committee Chair Tiffany Larkin with Committee Members David Clark, Julie Beck, Russell Feller and Ezra Hainsworth. Trustee Wilson reported that the Committee selected Andrea Thomas as the Commencement speaker. The following individuals accepted invitations to receive awards:

- Excellence in Service - Debbie Millet, Jonathan Morrell, and Sherry Ruesch
- Excellence in Education - Delwin Parson, Dr. Eric Pedersen, and Dr. Sandra Petersen
- Distinguished Citizen - Dr. Douglas Alder

Two individuals will be invited to receive honorary doctorates.

Policy Committee
Committee Chair Larry Bergeson with Committee Members Julie Beck and Gail Smith.

Trustee Smith expressed her appreciation for the work being done to revise policies and to write new ones.

Dixie Technical College Board Liaison
Trustee Pike reported that during the search for a new president, Derek Hadlock is the interim president. The new building's grand opening will be in March 2018.

National Advisory Council (NAC) Representatives
Committee Chair Gail Smith with Committee Members Lindsay Atwood and Tiffany Wilson.
Trustee Smith reported that there is nothing current to report. The next NAC meeting will be held on February 16, 2018.

ACTION ITEMS

APPROVAL OF MINUTES
Chair Clark called for a motion to approve the minutes of the November 3, 2017, Board of Trustees Meeting. MOTION BY LINDSAY ATWOOD, DULY SECONDED BY JON PIKE, TO APPROVE THE MINUTES OF THE BOARD OF TRUSTEES MEETING HELD ON NOVEMBER 3, 2017, AS PRESENTED. Action: Approved unanimously.

POLICIES

New Policy
Policy 401 Emergency Management (Josh Thayn). This policy covers all areas of emergency or disasters on campus. Seven policies will be deleted and merged into Policy 401. MOTION BY EZRA HAINSWORTH, DULY SECONDED BY TIFFANY WILSON. Action: Approved unanimously.

Policy Revisions
Policy 101: Policy Process (Courtney White). Procedures were revised for policy deletion and removal of reference to the Policy Office. MOTION BY GAIL SMITH, DULY SECONDED BY LINDSAY ATWOOD. Action: Approved unanimously.

Policy 221: University Procurement (Jackie Freeman) Substantial revisions were made to align the policy with current institutional practice. MOTION BY RUSS FELLER, DULY SECONDED BY TIFFANY WILSON. Action: Approved unanimously.

Policy 304: Personnel Files (Travis Rosenberg). Revisions were made mainly to bring the policy in line with state practice and to add definitions related to federal and state law regarding recordkeeping management. MOTION BY JON PIKE, DULY SECONDED BY GAIL SMITH. Action: Approved unanimously.

Policy 464 University Public Web Presence (Gary Koeven). Revisions were made to align the policy with current institutional practices. MOTION BY EZRA HAINSWORTH, DULY SECONDED BY LINDSAY ATWOOD. Action: Approved unanimously.

Policy Deletions
Policy 104: Executive Officers of the College (President Williams, Courtney White)
This policy was last updated in 2000. Positions are already defined with personnel policies and Policy 104 is deemed unnecessary. MOTION BY JULIE BECK, DULY SECONDED BY JON PIKE. Action: Approved unanimously.

Policy 203: Petty Cash Funds and Policy 205: Conference Center Money Handling (Vice President Paul Morris). Petty cash has been eliminated across campus with use of purchasing cards and other policies. Conference money items have been incorporated into other policies, rendering a separate policy unnecessary. MOTION BY RUSS FELLER, DULY SECONDED BY GAIL SMITH. Action: Approved unanimously.

Policies (Vice President Paul Morris):

- 403: Hazardous Materials
- 433: Emergency Closing
- 434: Fire Emergency
- 435: Bomb Threat
- 436: Earthquake Emergency
- 437: Chemical Emergency Response

These policies were incorporated into Policy 401: Emergency Management. MOTION BY TIFFANY WILSON, DULY SECONDED BY JON PIKE. Action: Approved unanimously.

Policy 553: Disabled Student Services (Vice President Peter Gitau). The policy language has been incorporated into the 2016 revision of Policy 533, making Policy 553 obsolete. MOTION BY LINDSAY ATWOOD, DULY SECONDED BY GAIL SMITH. Action: Approved unanimously.

HUMAN RESOURCES

Early Retirement Request – Mary Stubbs (Travis Rosenberg)
Travis Rosenberg, Executive Director of Human Resources, reported that there is a request for early retirement from Mary Stubbs, Executive Director of Information Technology, who has worked on campus for 23 years. MOTION BY JON PIKE, DULY SECONDED BY EZRA HAINSWORTH. Action: Approved unanimously.

ADMINISTRATIVE AFFAIRS

Investment Report (Scott Talbot)
Scott Talbot, Assistant Vice President of Business Services, presented the investment report. MOTION BY LINDSAY ATWOOD, DULY SECONDED BY GAIL SMITH. Action: Approved unanimously.

ACADEMIC AFFAIRS

Course-Based Fees (Provost Michael Lacourse)
Michael Lacourse, Provost and Vice President of Academic Affairs, presented the course fees report and requested approval for the first time by the Board of Trustees to be implemented for the fall 2018 semester. MOTION BY LINDSAY ATWOOD, DULY SECONDED BY TIFFANY WILSON. Action: Approved unanimously.

Posthumous Degrees for Naythan Bell and Kalen Olson (Provost Michael Lacourse)
Provost Lacourse presented the requests for Posthumous Degrees for Naythan Bell and Kaleb Olson. MOTION BY EZRA HAINSWORTH, DULY SECONDED BY RUSSELL FELLER. Action: Approved unanimously.

Approval of Intermediate Review/Continued Probationary Status; Rank Advancement; Tenure; and Post-Probation Review
Michael Lacourse, Provost and Vice President of Academic Affairs presented the request for approval of the applications for Intermediate Review/Continued Probationary Status; Rank Advancement; Tenure; and Post-Probation Review.

- MOTION BY TIFFANY WILSON, DULY SECONDED BY JON PIKE, TO APPROVE THE INTERMEDIATE REVIEW/CONTINUED PROBATIONARY STATUS, AS PRESENTED. Action: Approved unanimously. Russell Feller abstained from voting.
- MOTION BY JON PIKE, DULY SECONDED BY JULIE BECK, TO APPROVE THE RANK ADVANCEMENTS, AS PRESENTED. Action: Approved unanimously. Russell Feller abstained from voting.
- MOTION BY GAIL SMITH, DULY SECONDED BY TIFFANY WILSON, TO APPROVE THE POST-PROBATIONARY REVIEW, AS PRESENTED. Action: Approved unanimously.

New Academic Departments
Provost Lacourse presented the proposals for two new academic departments, Nursing and Dental Hygiene. MOTION BY JON PIKE, DULY SECONDED BY TIFFANY WILSON. Action: Approved unanimously.

Provost Lacourse presented the proposal for the new academic department of Accounting and Finance. MOTION BY RUSSELL FELLER, DULY SECONDED BY LINDSAY ATWOOD. Action: Approved unanimously.

Notifications
Provost Lacourse presented the proposal for the Certificate in Social Research Methods. MOTION BY EZRA HAINSWORTH, DULY SECONDED BY TIFFANY WILSON. Action: Approved unanimously.

Provost Lacourse presented the proposal for the Certificate in Retail Management. MOTION BY LINDSAY ATWOOD, DULY SECONDED BY JON PIKE. Action: Approved unanimously.

Provost Lacourse presented the proposal for the Trailblazer Engagement Center. MOTION BY GAIL SMITH, DULY SECONDED BY EZRA HAINSWORTH. Action: Approved unanimously.

Provost Lacourse presented the proposal for the Discontinuation of the AAS in Dental Hygiene. MOTION BY LINDSAY ATWOOD, DULY SECONDED BY RUSSELL FELLER. Action: Approved unanimously.

Academic Program Proposals
Provost Lacourse presented the proposal for the first degree program to be approved by the Trustees, the Bachelor of Science in Mechanical Engineering. MOTION BY RUSSELL FELLER, DULY SECONDED BY JULIE BECK. Action: Approved unanimously.

Provost Lacourse presented the proposal for the Bachelor of Music in Performance degree program. MOTION BY JON PIKE, DULY SECONDED BY GAIL SMITH. Action: Approved unanimously.

Provost Lacourse presented the proposal for DSU's first graduate degree program, Master of Accountancy. MOTION BY EZRA HAINSWORTH, DULY SECONDED BY TIFFANY WILSON. Action: Approved unanimously.

CONCLUDING REMARKS

President Williams read the Dixie Day Declaration from Governor Gary Herbert. Clark thanked attendees for their participation in this meeting.

MEETING ADJOURNED

MOTION TO ADJOURN BY TIFFANY WILSON. Action: Approved unanimously.
The meeting was adjourned at 12:27 p.m.

LUNCHEON FOR TRUSTEES AND INVITED GUESTS, UDVAR-HAZY SCHOOL OF BUSINESS

NEXT BOARD OF TRUSTEES MEETING – Friday, March 9, 8:00 a.m. – 12:00 p.m., Zion Room

CALENDAR OF UPCOMING MEETINGS AND EVENTS

- Board of Trustees Meeting - Friday, April 27, 8:00 a.m. – 12:00 p.m., Zion Room
- Board of Regents Meeting - Friday, March 30, Dixie State University
- Presidential Awards Dinner - Thursday, April 26
- Commencement - Friday, May 4

Dixie State University Policy

640 Constitution and Bylaws of the Faculty Senate

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

DRAFT

I. Purpose

1.1 The Dixie State University Faculty Senate is the representative, deliberative, and legislative agency of the institution's faculty and hereinafter will be referred to as the Faculty Senate.

1.2 The purpose of the Faculty Senate is to serve Dixie State University and further the fulfillment of its mission by providing an authoritative voice for faculty; working to improve the general welfare of faculty; fostering professionalism among the faculty; supporting the Academic Freedom rights of faculty (see Policy 633: Faculty Rights and Responsibilities), students, and the institution itself; promoting communication among the faculty, administrators, staff, students, and community members; and encouraging good fellowship among the faculty.

1.3 The Faculty Senate maintains bylaws as protocols to function as a senate body. These bylaws pertain to the composition of the Faculty Senate, including election and roles of senate members, and the communicative procedures of the Faculty Senate. These bylaws also pertain to the general faculty of DSU as participants in the shared governance of the Faculty Senate.

II. Scope

2.1 The Faculty Senate is subject to the authority of and any required approvals from the University President, the Board of Trustees, and the State of Utah Board of Regents.

2.2 The Faculty Senate serves as an advisory body to the administrative officers of the University and is a representative body for the faculty of the institution in matters relating to shared governance in the academic administration and operation of the University.

Author
Comment [1]: Repurposed from former *Policy 639: Constitution of the Faculty Senate*

Author
Comment [2]: Created for this policy to allow for the addition of bylaws.

Author
Comment [3]: Repurposed from former *Policy 639: Constitution of the Faculty Senate*

III. Definitions

3.1 *General Faculty*: The General Faculty is composed of persons with appointments as full-time Regular and Professional faculty (as defined in Policy 631: Faculty Categories). Each individual General Faculty member has voting rights to elect representative(s) and Officers to the Faculty Senate as outlined in this procedure 6.1 and 6.2

IV. Policy

4.1 Shared Governance

4.1.1 Faculty Senate will have meaningful participation in curriculum, subject matter, methods of instruction, and aspects of student life that directly relate to the educational process, including requirements for degrees offered, determining when requirements have been fulfilled, and recommending when degrees are conferred

4.1.2 Faculty Senate will have meaningful participation in decisions regarding the general academic operations of the University, including budget to inform administrators about faculty views and communicating relevant information between the parties. It does not include decision-making outside the areas where individual faculty members have been assigned such responsibilities.

4.1.3 Faculty Senate will have meaningful participation in formulation and revision of University policies and to make recommendations regarding the approval or disapproval of those policies according to Policy 101: Policy Process. The Faculty Senate may choose to offer a formal recommendation on any proposed new policy or policy revision. If no formal recommendation is received, the consent or agreement of the Faculty Senate is assumed.

4.1.4 Faculty Senate will have meaningful participation in faculty employment status and related matters such as appointments, reappointments, nonrenewal of appointments, terminations, and the granting of post-probationary status. Such determinations are first a faculty action through established University procedures, which are reviewed by and submitted for any required approvals from appropriate administrators and governing boards.

4.1.5 Faculty Senate will have a minimum of two representatives with full voting rights on Academic Council and University Council that have formal approval of new and revised policies. These representatives will be the Faculty Senate President and President-Elect unless they delegate the responsibility to other elected faculty representatives.

4.1.6 The Faculty Senate is an advisory board to the administrative officers of the University. The Senate President and President-Elect will maintain communication and offer input to Academic Affairs and Student Affairs.

4.1.7 The Faculty Senate may create its own procedures and standing and ad hoc

Author

Comment [4]: This section was created from a section in former Policy 639: Constitution of the Faculty Senate entitled "Scope and Authority." This section also features sections that were removed from Current *Policy 633: Faculty Rights & Responsibilities* because of information specifically related to faculty senate.

DRAFT

committees, but will not create any University policy without approval from the senate. A number of University committees and councils are required to include faculty representatives. A complete list of those committees and council is found in Addendum 7.3: Faculty Representation on University Council & Committees.

4.1.8 The Faculty Senate is also delegated to consider non-policy matters of professional faculty welfare and make recommendations to administrative officers of the University. Nothing in this delegation of authority impacts the role of faculty in the Academic Structure and its supervisory and reporting responsibilities. As well, nothing in this delegation of authority will prohibit individual faculty members from speaking out in support of or against a Faculty Senate action.

4.1.9 In order to provide transparency in faculty workload, the Faculty Senate will review the annual workload and reassignments report provided by the Provost/Vice-President of Academic Affairs in order to assess internal equity and application of external standards. The Faculty Senate will provide feedback to the Vice-President of Academic Affairs and Deans Council regarding the University's workload system each year. (See Policy 635: Faculty Workload)

4.1.10 All Policies pertaining to Faculty Senate are subject to approval by the University Academic Council and Board of Trustees. The Faculty Senate has the right to develop its own internal procedures and guidelines. (See Procedure 6.7: Approving, Ratifying, and Amending the Constitution and Bylaws.)

4.1.11 The Faculty Senate is empowered in specific University policies to develop procedures for electing representatives to Academic committees. However, if the Faculty Senate does not hold fair and open elections in a timely manner, the authority to hold such elections will be assumed by the University Academic Council.

4.2 Composition of the Faculty Senate

4.2.1 The Faculty Senate consists of members of the General Faculty elected as representatives according to this policy, who are referred to as Senators, as well as Officers and Administrative Members.

4.2.2 For procedures on Replacing Senate Vacancies, see Procedure 6.3

4.2.3 Faculty Senators

4.2.3.1 Each chaired department and the University library will be represented by an elected Senator. Chaired departments are departments with an appointed department chair. Programs without department chairs will be combined with chaired departments for the purposes of electing a representative senator.

4.2.3.1 Full-time tenured or tenure-track members of the General Faculty within an Academic Department (or discipline) are eligible to be elected. An

Author
Comment [5]: Repurposed from former *Policy 639: Constitution of the Faculty Senate*

Author
Comment [6]: The position of Associate Member (often considered the Adjunct Representative) has been removed. The Adjuncts will represented by his/her college senator and a recommendation has been made to have an Adjunct Association.

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individual may serve up to two consecutive terms of two (2) years each (total four (4) years) and cannot be elected or appointed to the Faculty Senate for at least two years after that. Full-time teaching members may serve in this position at the discretion of their department or discipline.

4.2.3.2 Faculty Senators serve staggered two-year terms.

4.2.3.3 Faculty Senators are expected to represent and vote in the interest of all faculty in his or her department or program.

4.2.3.4 Responsibilities for Faculty Senators are listed in Addendum 7.1: Faculty Senate Role Statement.

4.2.4 Faculty Senate Officers

4.2.4.1 The Faculty Senate Executive Committee is the President, President-Elect, Past-President, Secretary-Treasurer, and Parliamentarian. Only Faculty Members in good standing can serve in these capacities.

4.2.4.2 An individual elected to President-elect will serve a term of three (3) one year terms in the consecutive positions of President-Elect, President, and Past-President. He or she is expected to fulfill the duties required when occupying each position.

4.2.4.3 The President and President-Elect of the Faculty Senate represent the body of the General Faculty as a whole. They do not represent specific colleges, departments, or programs and cannot serve as a Senator at the same time as serving as a Faculty Senate officer.

4.2.4.4 The Roles and Responsibilities of the President-Elect, President, Secretary-Treasurer, and Parliamentarian are noted in Addendum 7.1: Faculty Senate Role Statement. Addendum 7.1 can be revised as needed subject to a majority vote of the Faculty Senate.

4.2.4.5 The President, President-Elect, and Past-President have voting rights similar to Faculty Senators. The Secretary-Treasurer and Parliamentarian do not have voting rights.

4.2.4.6 President-Elect

4.2.4.6.1 Each year, a Faculty Senate President-Elect is elected by the General Faculty (see Procedure 6.2: Electing Faculty Senate President-Elect).

4.2.4.6.2 Candidates for the office of President-Elect of the Faculty Senate must meet these minimum qualifications:

4.2.4.6.2.1 Have been awarded tenure at DSU and be employed as a full-time member of the General Faculty.

4.2.4.6.2.2 Be appointed in a department or program that has not had

Author
Comment [7]: Membership on the senate is further clarified from previous policies

Author
Comment [8]: Added to clarify the role of the senator

Author
Comment [9]: More specific roles of the senator will be defined in Addenda below

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a Faculty Senate President-Elect in the prior 5 (five) years.

4.2.4.6.2.3 Be appointed in a college that has not had a Faculty Senate President-Elect in the prior 3 (three) years.

4.2.4.6.2.4 Be in good standing with the University.

4.2.4.6.3 The eligibility of nominees for President-Elect will be verified by a subcommittee of current faculty senators.

4.2.4.6.4 The first year of service commences in the summer following the announcement of the election result, meaning the term begins after Spring Commencement.

Author
Comment [10]: Revision to turnover of leadership roles

4.2.4.7 President

4.2.4.7.1 The transition from President-Elect to President takes place in the second year of service. This transfer commences in the summer following the announcement of the President-Elect, meaning the term begins after Spring Commencement.

Author
Comment [11]: Revision to turnover of leadership roles

4.2.4.8 Past-President

4.2.4.8.1 The third and final year of service as Past-President commences in the summer following the announcement of the President-Elect, meaning the term begins after Spring Commencement. The Past-President assists and advises the new President and the Executive Committee when requested to do so and is responsible for serving on committees as described in Addendum 7.1: Faculty Senate Role Statement.

Author
Comment [12]: Revision to turnover of leadership roles

Author
Comment [13]: More specific roles of the Past-president will be defined in Addenda below

4.2.4.9 Secretary-Treasurer

4.2.4.9.1 The Faculty Senate President nominates a member of the General Faculty to serve as Secretary-Treasurer during his/her presidency. The Secretary/Treasurer may not simultaneously serve as a Senator.

4.2.4.9.2 The Secretary-Treasurer is elected by a majority vote from the Faculty Senate. The Secretary-Treasurer must be re-elected by the Faculty Senate after the end of his/her term.

4.2.4.10 Parliamentarian

4.2.4.10.1 The Faculty Senate chooses a member of the General Faculty to serve as Parliamentarian. The Parliamentarian may not simultaneously serve as a Senator.

4.2.4.10.2 The Parliamentarian is elected by a majority vote from the Faculty Senate. The Parliamentarian must be re-elected by the

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Faculty Senate after the end of his/her term.

4.2.5 Administrative Members

4.2.5.1 The Administrative membership of the Faculty Senate is comprised of the University President, the Vice-President of Academic Affairs, the Academic Deans, and other administrators once approved by the Faculty Senate Executive Committee.

4.2.5.2 Administrative Members are generally invited to attend and participate in Faculty Senate or General Faculty meetings. The Faculty Senate may ask Administrative members to provide information, viewpoints, and reports as appropriate. Administrative Members have the right to add agenda items, make motions, second motions, and participate in discussions within Faculty Senate.

4.2.5.3 Administrative Members do not have voting rights and may not be elected or appointed to serve as Senators or Officer.

<Associate member and his/her roles were eliminated here>

4.3 Meetings

Author
Comment [14]: Repurposed from former *Policy 639: Constitution of the Faculty Senate*

4.3.1 General Faculty Meetings

4.3.1.1 The Faculty Senate Executive Committee will schedule at least one meeting of the General Faculty per month during the months of September, October, November, January, February, March, and April. The dates of these meetings will be scheduled no later than the beginning of each semester, and insofar as is reasonable the meetings will be held as scheduled. If a meeting is cancelled for any reason, a substitute meeting will be scheduled as soon as possible.

4.3.1.2 Notice will be given at least two (2) days prior to the meeting and will include the agenda for the meeting.

4.3.1.3 Attendance at meetings of the General Faculty is limited to members of the General Faculty except when specific individuals are invited by the Faculty Senate Executive Committee or the voting members of the Faculty Senate based on majority vote.

4.3.1.4 Additional meetings of the General Faculty may be scheduled as follows:

4.3.1.4.1 A majority vote of the voting members of the Faculty Senate will require the Executive Committee to hold a meeting. The agenda of that meeting will include the motion or issue justifying the meeting.

4.3.1.4.2 The Executive Committee will be required to hold a meeting if 10% of the General Faculty petition the Faculty Senate to hold a

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meeting. The agenda of that meeting will include the motion or issue requested by those members of the faculty.

4.3.1.4.3 The University President may, at any time, request the Executive Committee to schedule a special meeting on any topic of his/her choosing.

4.3.1.5 The minutes of each General Faculty meeting will be posted online after being approved by the Executive Committee.

4.3.1.6 See Procedure 6.4 for voting procedures in general faculty meetings

4.3.2 Faculty Senate Meetings

4.3.2.1 Regular meetings of the Faculty Senate will be held at least once per month during the months of September, October, November, January, February, March, and April as scheduled by the Executive Committee.

4.3.2.2 Additional or special meetings can be scheduled using the following methods: request of the Faculty Senate President; majority vote of the Executive Committee; majority vote of the voting members of the Faculty Senate at any regular or special meeting; and, at the request of the University President.

4.3.2.3 See Addenda 7.5: Faculty Senate Meeting Protocols for information on how Faculty Senate meetings are conducted.

Author
Comment [15]: More specific information regarding meetings will be clarified in addenda below.

4.4 Faculty Senate Affiliations

Author
Comment [16]: Repurposed from former *Policy 639: Constitution of the Faculty Senate*

4.4.1 The Faculty Senate will affiliate with other professional organization(s) upon the recommendation of the voting members of the Faculty Senate and a two-thirds (2/3) majority vote of the General Faculty.

<A section on Faculty Senate Communication and Coordination with University Administration was removed because this section was redundant with 4.1 Shared Governance>

4.5 Fiscal Authority of the Faculty Senate

Author
Comment [17]: Repurposed from former *Policy 639: Constitution of the Faculty Senate*

4.5.1 The Secretary-Treasurer, under the direction of the Faculty Senate President, is responsible for maintaining appropriate records of all Faculty Senate fiscal matters. All disbursements are subject to University and other relevant policies and procedures.

4.5.2 The Secretary-Treasurer will provide finance information as requested at each regular meeting of the Faculty Senate.

4.5.3 The Secretary-Treasurer will prepare an annual report of the expenditures of the Faculty Senate. The report will be made available to the General Faculty.

4.5.4 Expenditures of less than $250 require the approval of the Executive

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Committee.

4.5.5 Expenditures of $250 or greater require the approval of the voting members of the Faculty Senate.

4.6 General Faculty Review Authority of the Faculty Senate

Author
Comment [18]: Repurposed from former *Policy 639: Constitution of the Faculty Senate*

4.6.1 The General Faculty can review and recall Faculty Senate actions through the following ways:

4.6.1.1 A petition signed by 10% of the General Faculty submitted to the President can serve as a motion and a second in Faculty Senate. Such a petition can compel further discussion, re-voting, and/or sending the matter to the General Faculty for a vote.

4.6.1.2 Procedures for recalling Senators and Officers are noted in Procedure 6.3: Replacing Senate Vacancies.

4.7 Faculty Senate Committees

Author
Comment [19]: Repurposed from former *Policy 639: Constitution of the Faculty Senate*

4.7.1 The Faculty Senate has the right to form standing and ad hoc committees as it deems prudent and necessary. All Faculty Senate Committees are required to submit an annual written report of its actions to the Faculty Senate, which will make those reports available to the General Faculty. Additional reports may be requested by the Senate and/or may be submitted on the initiative of the Committee.

4.7.2 All Faculty Senate committees are considered advisory to the Senate and its Officers. Committees may specifically be delegated senate tasks, and such delegation must be made after a majority vote of the Faculty Senate.

4.7.3 The Faculty Senate will take the following official actions regarding the annual report of each Faculty Senate committee:

4.7.3.1 Approving the committee's recommendation or action, including reporting it to the General Faculty, University administrators, or others as appropriate.

4.7.3.2 Referring any committee's recommendation or action back to the committee for further study or action and referring the matter to another committee.

4.7.3.3 Disapproving the committee's recommendation or action.

4.7.4 Other than the Faculty Senate Executive Committee, a list of approved Faculty Senate committees, as well as the composition of and charge to each committee, is included in Addendum 7.4: Faculty Senate Committees. The Addendum can be revised as needed subject to a majority vote of the Faculty Senate.

4.7.5 Faculty Senate Executive Committee

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4.7.5.1 This committee is comprised of the President, President-Elect, Past-President, the Parliamentarian, and the Secretary-Treasurer.

4.7.5.2 The Executive Committee, under the direction of the Faculty Senate President, will meet at least once per month during the months of September, October, November, January, February, March, and April, and may meet at additional times as needed or at the request of the Faculty Senate President.

4.7.5.3 The Executive Committee serves as the steering committee for Faculty Senate. As such, it can give attention to any matter within the scope of the Faculty Senate. The Executive Committee manages the Faculty Senate, including ensuring that all proceedings abide by the Constitution & Bylaws (Policy 640).

4.7.5.4 The Executive Committee is responsible for establishing a schedule of Faculty Senate and General Faculty meetings and sets the agendas for those meetings. On its own initiative, at the request of another member of the faculty or administration, or at the direction of Faculty Senate, items can be added to the agenda for a Faculty Senate or General Faculty meeting.

4.7.5.5 The Executive Committee serves as an advisory group to University administrators, including regular meetings with the President and Vice President of Academic Affairs as described in the Constitution & Bylaws. (Policy 640)

4.7.5.6 The Executive Committee schedules the date, time, and place of Executive Committee meetings as well as the agenda for those meetings, which must be made available to the members of Faculty Senate at least two (2) days prior to any meeting. Unless the Executive Committee votes to hold a closed session, other members of Faculty Senate are invited to attend but not participate in meetings of the Executive Committee.

4.7.5.7 Minutes of all Executive Committee meetings will be made available to members of Faculty Senate, and, when prudent, to the General Faculty as soon as possible after all meetings.

4.7.5.8 The Executive Committee is responsible for designating assignments for University and Faculty Senate committees other than committees for which members must be elected. The Faculty Senate is responsible for conducting elections to constitute the faculty membership of committees as required.

4.7.5.9 No other vote of the Executive Committee other than establishing the agenda for meetings of the General Faculty and Faculty Senate will be considered binding until and unless it is ratified by the Faculty Senate with the exception of negotiating and implementing policies and policy revision approved in substance by the Faculty Senate and/or the General

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Faculty.

V. References

5.1 DSU Policy 101: Policy Process

5.2 DSU Policy 631: Faculty Categories

5.3 DSU Policy 633: Faculty Rights and Responsibilities

5.4 DSU Policy 635: Faculty Workload

VI. Procedures

6.1 Electing faculty senators

6.1.1 When the term of a Faculty Senator is expiring, the Faculty Senate President will inform the dean and the department chair by February 1 of the need to hold an election prior to March 1 to select one member of the department or -associated program to represent the department in Faculty Senate.

6.1.2 The dean or department chair will inform all members of the department of the departmental nomination process and seek eligible candidates. Department chairs are ineligible to serve as Senators.

6.1.3 General Faculty members appointed to full-time positions in the department are eligible to vote. Eligible voters will be duly informed of the date of election with at least one week's notice. If an eligible voter is unable to vote in the chosen manner (electronically, paper ballot, etc.) because of distance, disability, or other reason, an alternative method must be provided for the faculty member to cast his/her vote.

6.1.4 The dean or department chair will inform the department of the results within two (2) working days after the deadline for casting ballots.

6.1.5 Each year prior to the elections, the Committee on Constitutional Review and Organization will review the academic structure of the University to determine if representational adjustments need to occur.

6.1.6 A Senator can be recalled by his/her department. Upon receipt of a petition requesting a recall election signed by at least 20% of eligible voters in department with a minimum of two votes, the Faculty Senate President will direct the Department Chair to hold a recall election. A Senator is recalled upon the vote of a majority of the faculty members eligible to vote in that department. In such cases, a special election is held to elect a replacement Senator who will serve the remainder of the recalled Senator's term.

6.2 Electing Faculty Senate President-Elect

6.2.1 The President will announce the candidates at the February meeting of the

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General Faculty and via electronic communication within three days after that meeting.

6.2.2 Each candidate will be invited to share his/her vision and experience with the General Faculty prior to the election.

6.2.3 Between the February and March General Faculty meetings, the general election will be held.

6.2.4 All members of the General faculty employed in full-time faculty appointments are eligible to vote.

6.2.5 Voting will be conducted by secret ballot with each voter ranking candidates in order from first to last choice. The candidate receiving a majority of the votes will be designated the incoming Faculty Senate President-Elect for the following year.

6.2.6 If no candidate receives a majority vote, then the candidate with the fewest first choice votes will be dropped. If two candidates are tied for the fewest first choice votes, they will both be dropped. When names are dropped for the second round, each ballot will be adjusted to promote the highest remaining candidate to first choice. The vote count will then be recalculated and the candidate receiving a majority of the recounted votes will be designated the incoming Faculty Senate President-Elect for the following year.

6.2.7 The results of the election will be announced at the March meeting of the General Faculty, with the leadership transition being completed immediately following Spring Commencement.

6.2.8 The President-Elect automatically serves a one-year term as President after one year. After that year, the President serves as the Past-President for a one-year term.

6.3 Replacing Senate Vacancies

6.3.1 Should a Senator vacate his/her office, a replacement to fill the remainder of the departed Senator's term will be appointed by the respective department in the manner of the department's choice.

6.3.2 Replacing a Faculty Senate Officer vacancy

6.3.2.1 A vacancy can occur for a number of reasons that prohibit an incumbent from completing his/her term. A replacement will be selected according to the position, and all duties and responsibilities will be transferred to the new incumbent.

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6.3.2.2 President-Elect Vacancy

6.3.2.2.1 If the office of President-Elect becomes vacant, a Special Election will be held, wherein the General Faculty will elect a new President-Elect according to the same protocol outlined for a regular election to that office. The individual so elected will serve the remainder of the term as President-Elect, and progress through the terms of President and Past- President.

6.3.2.3 President Vacancy

6.3.2.3.1 If the office of President becomes vacant, a new President will be appointed based on the nomination and vote of the voting members of the Faculty Senate. That individual will serve the remainder of the term as President and progress to the office of Past-President the following year. If the office of Past-President becomes vacant, a new Past-President will be appointed based on a vote of the voting members of the Faculty Senate to serve the remainder of the term as Past-President.

6.3.2.4 Secretary-Treasurer and/or Parliamentarian Vacancy

6.3.2.4.1 If the office of Secretary-Treasurer and/or Parliamentarian becomes vacant, a new Secretary- Treasurer and/or Parliamentarian will be nominated by the President and ratified by the voting members of the Faculty Senate to serve the remainder of that year's appointment.

Author

Comment [20]: These sections were re-written to clarify the procedure involving a vacancy or replacement.

6.3.3 Recall of Faculty Senate Officer

6.3.3.1 If the President-receives a petition requesting a recall election of the President-Elect signed by at least 20% of the General Faculty, the President will direct that a recall election will take place.

6.3.3.2 If the Past-President received a petition requesting a recall of the President signed by at least 20% of the General Faculty, the Past-President will direct that a recall election will take place.

6.3.3.3 An officer is recalled upon the vote of a majority of the general faculty eligible to vote in an annual election for President- Elect. The regular procedures for filling a vacancy in that position will be used for fill a vacancy created by a recall election.

6.4 Voting Procedures in General Faculty Meetings

6.4.1 Typically, matters that must be decided by the General Faculty will be voted on using electronic means affording equal access to all eligible voters. However, if notice is given as described above, a vote of the General Faculty may be taken at any properly scheduled and announced General Faculty meeting. In such cases, votes from members of the General Faculty who did not attend the meeting must be accepted until 48 hours after the meeting and the results of the

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vote will be considered advisory and not binding.

6.4.2 All matters requiring an official vote of the General Faculty must be conducted in the manner equivalent to the election of the Faculty Senate President-Elect, including the provision that each eligible voter is given a fair and equal opportunity to participate in the vote.

<Procedures in previous policy regarding meeting protocol were moved to Addendum 7.5>

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6.5 Approving, Ratifying, and Amending the Constitution and Bylaws

6.5.1 The Constitution and Bylaws will be approved by the Faculty Senate, posted for General Faculty review and comment period (following procedures established in DSU Policy 101: Policy Process), and ratified by a two- thirds (2/3) majority vote of the General Faculty before being sent through the appropriate academic and institutional governance process for required approvals. All full-time members of the General Faculty as defined by this constitution are eligible to vote.

6.5.2 Any member of Faculty Senate may propose an amendment to this Constitution. A revision or amendment follows the same approval process and ratification process as the original Constitution outlined in herein.

VII. Addenda

7.1 Faculty Senate Role Statement

7.2 Faculty Senate Input Form

7.3 Faculty Representation on University Council & Committees

7.4 Faculty Senate Committees

7.5 Faculty Senate Meeting Protocols

Policy Owner: Academic Vice President / Provost
Policy Steward: Faculty Senate

History:
Approved 0/0/00
Revised 0/0/00

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Dixie State University Policy

639 Constitution of the Faculty Senate

I. Title
II. Purpose
III. Scope and Authority
IV. Voting Rights of the General Faculty
V. Composition of the Faculty Senate
VI. Affiliations
VII. Constitutional Approval, Ratification, and Amendment

I. Title

1.1 There is hereby created the Dixie State University Faculty Senate, which is the representative, deliberative, and legislative agency of the institution's faculty and hereinafter will be referred to as the Faculty Senate.

II. Purpose

2.1 The purpose of the Faculty Senate is to serve Dixie State University and further the fulfillment of its mission by providing an authoritative voice for faculty; working to improve the general welfare of faculty; fostering professionalism among the faculty; supporting the Academic Freedom[1] rights of faculty, students, and the institution itself; promoting communication among the faculty, administrators, staff, students, and community members; and encouraging good fellowship among the faculty.

III. Scope and Authority

3.1 Subject to the authority of and any required approvals from the University President, the Board of Trustees, and the State of Utah Board of Regents, the Faculty Senate serves the following roles:

3.1.1 An advisory body to the University President.

3.1.2 The representative body for the faculty of the institution in matters relating to shared governance in the academic administration and operation of the University. Shared governance includes meaningful participation in the following areas:

[1] As defined in 632 Faculty Responsibilities and Academic Freedom

3.1.2.1 Curriculum, subject matter, methods of instruction, and aspects of student life that directly relate to the educational process, including requirements for degrees offered, determining when requirements have been fulfilled, and recommending when degrees are conferred.

3.1.2.2 Decisions regarding the general academic operations of the University, including budget to inform administrators about faculty views and communicating relevant information between the parties. It does not include decision-making outside the areas where individual faculty members have been assigned such responsibilities.

3.1.2.3 Formulation and revision of University policies and to make recommendations regarding the approval or disapproval of those policies.

3.1.2.4 Faculty employment status and related matters such as appointments, reappointments, nonrenewal of appointments, terminations, and the granting of post-probationary status.[2]

IV. Voting Rights of the General Faculty

4.1 The General Faculty is composed of persons with appointments as full-time Regular and Professional faculty (as defined in the Faculty Categories Policy 631). Each individual General Faculty member has voting rights to elect representative(s) and Officers to the Faculty Senate as outlined in the Bylaws.

4.2 The General Faculty also has review and recall authority of the Faculty Senate, its Officers, and its decisions as outlined in the Bylaws.

V. Composition of the Faculty Senate

5.1 The Faculty Senate consists of members of the General Faculty elected as representatives according to the Bylaws, who are referred to as Senators, as well as Officers, Administrative Members, and an Associate Member.

5.2 Faculty Senators serve staggered two-year terms and are responsible for:

5.2.1 Communicating information from their constituents to the Faculty

[2] Such determinations are first a faculty action through established University procedures which are reviewed by and submitted for any required approvals from appropriate administrators and governing boards.

Senate and its Officers.

5.2.2 Communicating information from Faculty Senate and its Officers to their constituents.

5.2.3 Attending meetings of the Faculty Senate and appropriate Faculty Senate committees, or arranging for proxy representation if they cannot attend.

5.2.4 Supporting and being involved in fulfilling the University mission.

5.3 The Faculty Senate Officers are President, President-Elect, Past-President (ex officio), Secretary-Treasurer, and Parliamentarian. Only Faculty Members in good standing can serve in these capacities.

5.3.1 Each year, a Faculty Senate President-Elect is elected by the General Faculty according to the procedures outlined in the Bylaws.

5.3.2 An individual so elected will serve a term of three (3) one year terms in these consecutive positions, charged with representing the entire faculty by fulfilling the duties listed:

5.3.2.1 President-Elect: The first year of service commences at the meeting of the General Faculty following the announcement of the election result, meaning the term typically begins in April. The President-Elect is responsible for assisting the President in the performance of his/her duties, overseeing new faculty orientation, preparing to serve as President, presiding in the absence of the President, and serving on councils and committees as described in the Bylaws.

5.3.2.2 President: The second year of service commences at the meeting of the General Faculty following the result of the election for the next President-Elect is announced. The President is the administrative officer of the Faculty Senate, and is responsible for implementing the Bylaws, scheduling and presiding over all meetings of the Faculty Senate and the Executive Committee[3] as well as meetings of the General Faculty called by Faculty Senate, serving on councils and committees as described in the Bylaws, representing the faculty as a group, and coordinating required

[3] The membership and functions of the Faculty Senate Executive Committee are defined in policy 640 Bylaws of the Faculty Senate.

faculty elections and appointments to University committees.

5.3.2.3 Past-President: The final year of service commences at the meeting of the General Faculty when a new President is installed. The Past-President assists and advises the new President and the Executive Committee when requested to do so and is responsible for serving on committees as described in the Bylaws. The Past-President serves in an advisory capacity and does not have noting rights in the Faculty Senate, although s/he retains all voting rights afforded to a member of the General Faculty.

5.3.3 The President and President-Elect of the Faculty Senate represent the body of the General Faculty as a whole. They do not represent specific schools, departments, or programs and cannot serve as a Senator at the same time as serving as a Faculty Senate officer.

5.3.4 Each incoming Faculty Senate President nominates a member of the General Faculty to serve as Secretary-Treasurer during his/her presidency, and that individual must be ratified by a vote of the Faculty Senate according to the procedures in the Bylaws. The Secretary/Treasurer may not simultaneously serve as a Senator.

5.3.4.1 The Secretary-Treasurer is responsible for attending all meetings of the Faculty Senate and the Executive Committee in order to keep a permanent record of all proceedings; posts notices, agendas, and minutes as required; conducts general administrative assistant duties for the President; and maintains budget information and records for the Faculty Senate, including preparing and presenting an annual fiscal report.

5.3.5 The Faculty Senate chooses a member of the General Faculty or the Faculty Senate to serve as Parliamentarian. The Parliamentarian serves an advisory role regarding Parliamentary procedure and does not have voting or other rights to add agenda items, make motions, second motions, and participate in discussions. The Parliamentarian can be asked to attend meetings of the General Faculty, Faculty Senate, or any faculty committee as needed, and s/he can also be requested to consult with Faculty Senate officer, Senators, and committee chairs on matters related to Parliamentary procedures.

5.4 Administrative Members

5.4.1 The Administrative membership of the Faculty Senate is comprised of the University President, the Vice-President of Academic Services, the

Academic Deans, and other administrators once approved by the Faculty Senate Executive Committee.

5.4.2 Administrative Members are generally invited to attend and participate in Faculty Senate or General Faculty meetings. The Faculty Senate may ask Administrative members to provide information, viewpoints, and reports as appropriate. Administrative Members have the right to add agenda items, make motions, second motions, and participate in discussions within Faculty Senate.

5.4.3 Administrative Members do not have voting rights and may not be elected or appointed to serve as Senators or Officers.

5.5 Associate Member

5.5.1 One member of the Auxiliary Faculty (as defined in the Faculty Categories Policy 631) employed as an adjunct faculty member, will be appointed as described in the Bylaws.

5.5.2 The Associate Member has the same rights as Senators and Administrative Members to add agenda items, make motions, second motions, and participate in discussions.

5.5.3 The Associate Member has the same voting rights as Senators but may not be elected or appointed to serve as a Senator or Officer.

VI. Affiliations

6.1 The Faculty Senate will affiliate with other professional organization(s) upon the recommendation of the voting members of the Faculty Senate and a two-thirds (2/3) majority vote of the General Faculty.

VII. Constitutional Approval, Ratification, and Amendment

7.1 The Constitution will be approved by the Faculty Senate, posted for at least a 30-day General Faculty review and comment period, and ratified by a two-thirds (2/3) majority vote of the General Faculty before being sent through the appropriate academic and institutional governance process for required approvals. All full-time members of the General Faculty as defined by this constitution are eligible to vote. Once that process is complete, the Constitution will be enacted at the beginning of the next academic year.

7.2 Any member of Faculty Senate may propose an amendment to this Constitution. A revision or amendment follows the same approval process and ratification process as the original Constitution outlined in herein, and any

revision or amendment is enacted at the beginning of the next academic year.

Policy Owner: Academics, VP
Policy Steward: Faculty Senate

History:
Approved 5/1/15
Revised 0/0/00

Early Retirement Request

Li Lei, PhD
Professor/Director of Dance
Dixie State University

To the Office of Human Resources:

I am requesting for Early Retirement starting on July 1, 2017.

I started working at Dixie State University (Dixie State College of Utah) on July 1, 2000 as an Assistant Professor of Dance. I am now a tenured Full Professor of Dance. I have been the Director of Dance since July 1, 2000. This is my 18th year working continuously as a full-time faculty at DSU.

Eligibility for Early Retirement:

- I have been employed in a full-time, benefit-eligible position at DSU since July1, 2000. (Meets the DSU Policy 359 Early Retirement, Eligibility 3.1.1)
- I have 18 years of continuous service at DSU immediately prior to the date on which Early Retirement would begin. (Meets the DSU Policy 359 Early Retirement, Eligibility 3.1.2)
- I am 59 years old. (Meets the DSU Policy 359 Early Retirement, Eligibility 3.1.3)
- My age added to the qualifying years of service is equal to 77 that is greater than 75. (Meets the DSU Policy 359 Early Retirement, Eligibility 3.1.4)
- I serve in a position that is reasonably assured of funding for the duration of the anticipated Early Retirement period. (Meets the DSU Policy 359 Early Retirement, Eligibility 3.2)

I believe that I meet all the requirements for Early Retirement. Thank you for your courtesy and consideration!

Sincerely,

Li Lei

Approvals:

Jeff Jarvis, Dean — 1/19/18 Date

Michael Lacourse, VP/Provost — 1/25/18 Date

Cabinet Approval Date: 2/6/18
Council Approval Date: 2/13/18
Trustees Approval Date:

Early Retirement Application Information + Pay/Benefits Breakdown

(Supplement to Early Retirement Letter submitted by DSU Employee)

Early Retirement Applicant: **Dr. Li Lei D00002012**
FAC959 (Professor of Dance / Program Chair, Dance)

Application Date: **January 2018**

The following is a supplement showing the total incentive/benefits cost of the early retirement compensation package should Dr. Lei be approved for early retirement effective July 1, 2018.

Dr. Lei's incentive, worth 20% of her current base salary, would run July 1, 2018 – June 30, 2023 or 60 months. Assuming a 2% annual increase (the figure given from the Budget Office) for future fiscal years, Dr. Lei's total incentive pay breakdown is as follows:

Incentive Pay July 2018 – June 2019: $17,530.00
Incentive Pay July 2019 – June 2020: $17,881.00
Incentive Pay July 2020 – June 2021: $18,239.00
Incentive Pay July 2021 - June 2022: $18,604.00
Incentive Pay July 2022 – June 2023: $18,976.00
TOTAL INCENTIVE PAY: $91,230.00

Dr. Lei's benefits, which would include health insurance and FICA Social Security/Medicare, would run through June 30, 2023 (for health insurance) and through June 30, 2023 (for FICA). Dr. Lei currently has single STAR medical & preferred dental plan coverage and plans to maintain this level of coverage through early retirement. Assuming a 6% increase in health insurance premiums for future fiscal years (the figure given from the Budget Office) and 0% increases to current FICA deductions, the breakdown of benefits is as follows:

Health Insurance (Medical/Dental) July 2018 – June 2019: $6,697.00
Health Insurance (Medical/Dental) July 2019 – June 2020: $7,099.00
Health Insurance (Medical/Dental) July 2020 – June 2021: $7,525.00
Health Insurance (Medical/Dental) July 2021 – June 2022: $7,977.00
Health Insurance (Medical/Dental) July 2022 – June 2023: $8,456.00
TOTAL HEALTH INSURANCE COSTS: $37,754.00

FICA Social Security/Medicare July 2018 – June 2019: $1,341.00
FICA Social Security/Medicare July 2019 – June 2020: $1,368.00
FICA Social Security/Medicare July 2020 – June 2021: $1,396.00
FICA Social Security/Medicare July 2021 – June 2022: $1,423.00
FICA Social Security/Medicare July 2022 – June 2023: $1,452.00
TOTAL FICA COSTS: $6,980.00

Thus, the total benefit cost is approximately $44,734.00

- Summing the above figures yields the total value of Dr. Li Lei's early retirement compensation package is approximately **$135,964.00**

Discussion on Early Retirement Rationale:

Dr. Lei is currently a Professor of Dance, with an annual salary of $85,292.00. She meets the qualifications to apply for early retirement (age 59 + 18 years of service = 77). The plan is to replace Dr. Lei's position at the lower level of the tenure-track (Assistant Professor), which requires an annual salary of less than $50,000 per CUPA guidelines. This would allow for significant salary savings to Academics for use in expanding the program (part-time faculty or artist-in-residence) or other programs within College of the Arts, as the Dean and Provost determine. The University's central early retirement fund will be utilized since Dr. Lei's position is funded at the institutional level, not by an auxiliary or course fees.

Analysis Completed by T. Rosenberg
DSU Human Resources

DIXIE STATE UNIVERSITY
ST. GEORGE, UTAH

January 25, 2018

Dr. Eliezer Bermudez
Dean College of Health Science
Dixie State University
225 South University Avenue
St. George, Utah 84770

Dear Dr. Bermudez,

I am writing this letter in request of consideration for phased retirement. At the end of this contract year, June 30, 2018, I would like to begin a year of phased retirement with the contract year starting July 1, 2018.

It is my understanding that phased retirement will entail giving up twenty-five percent of my salary and workload. I also understand that I will keep retirement and health benefits during the phased retirement year.

I request that I remain Dental Hygiene Department Chair and Associate Dean College of Health Sciences, with the accompanying workload. The Commission on Dental Accreditation (CODA), mandates that a majority of a program director's workload be dedicated to administrative duties for the dental hygiene program. I will be giving up the teaching and clinical aspects of my position with their portion of workload. Please let me know if this arrangement is acceptable to Dixie State University.

DIXIE STATE UNIVERSITY
ST. GEORGE, UTAH

I absolutely love DSU, our students, my colleagues and our associations. It has been a wonderful professional opportunity to be part of Dixie during a time of so many great changes. I feel that my expertise will be well used during a period of phased retirement. I greatly appreciate my employment with the University. It has been a fulfilling experience both professionally and personally. It is a pleasure for me to work here. Thank you.

Sincerely,

Patricia M. Wintch, RDH, BSDH, MSDH
Dental Hygiene Department Chair
Associate Dean College of Health Sciences
Dixie State University

Approvals

Cc DSU Administration
Provost Michael Lacourse
Travis Rosenberg

via email - 2/5/18
Eli Bermudez

via email - 2/6/18
Michael Lacourse

Cabinet Approval: 2/6/18
Council Approval: 2/13/18

Trustees Approval:

INVESTMENT REPORT

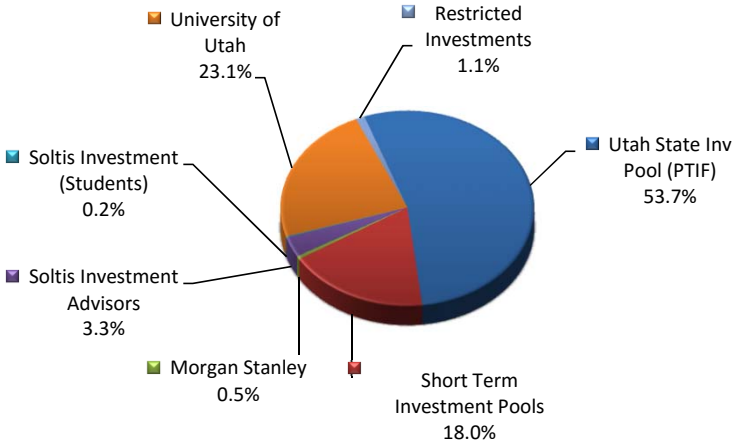
July 1, 2017 to January 31, 2018

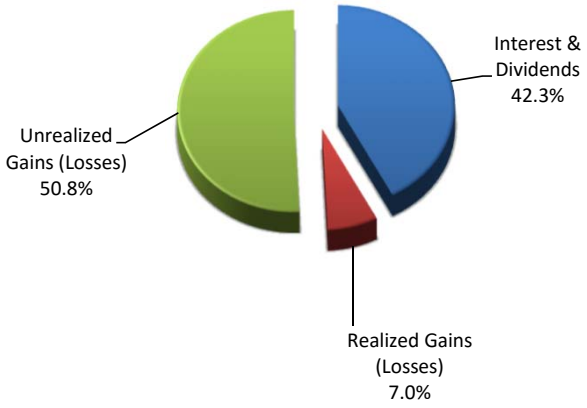
Investment Allocation

Investment Portfolio	Current Investment Allocation	Rate of Return
Utah State Inv Pool (PTIF)	$ 29,942,905	1.61%
Short Term Investment Pools	10,062,363	0.62%
Morgan Stanley	288,247	-1.52%
Soltis Investment Advisors	1,852,314	9.12%
Soltis Investment (Students)	96,805	12.42%
University of Utah	12,895,300	6.69%
Restricted Investments	632,140	-1.02%
	$ 55,770,074	3.27%

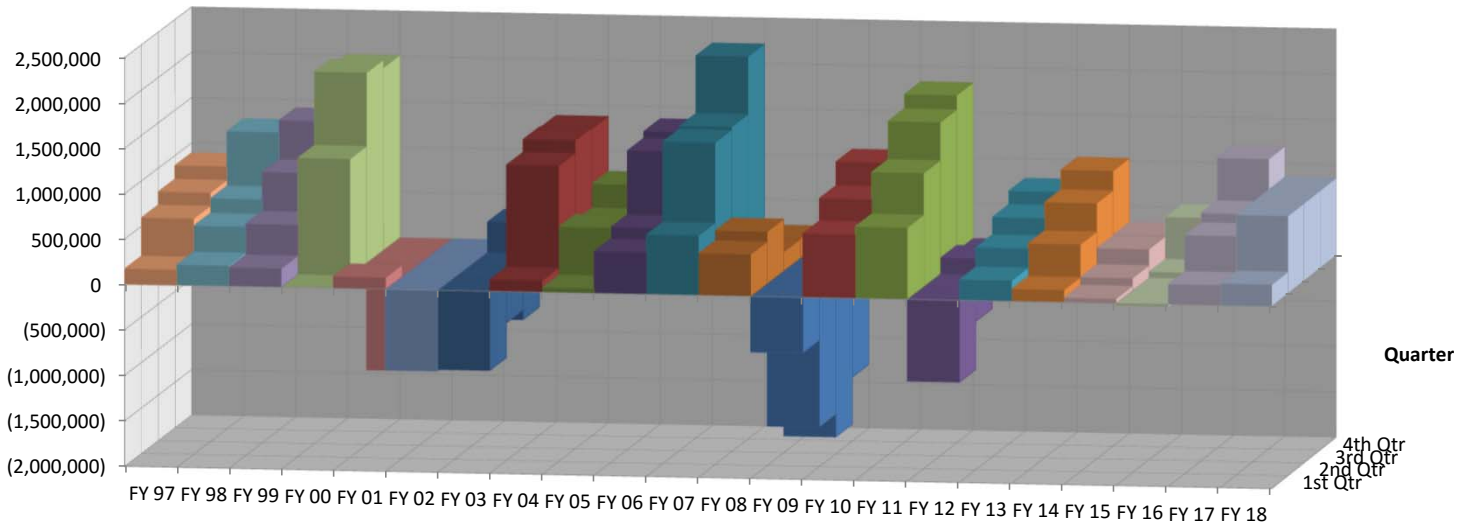
Investment Earnings

Investment Earnings	Amount
Interest & Dividends	$ 529,643
Realized Gains (Losses)	87,149
Unrealized Gains (Losses)	636,041
Management Fees	(21,644)
Total	$ 1,231,189





Comparison of Fiscal Year-To-Date Quarterly Earnings



DIXIE STATE UNIVERSITY
ST. GEORGE, UTAH

INVESTMENT REPORT

July 1, 2017 to January 31, 2018

	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
Cash or Cash Equivalents							
Utah State Inv Pool (PTIF)	12,336,282	202,105	-	202,105	17,125,800	29,664,187	1.64%
PTIF - Endowment Pool	451,102	3,590	-	3,590	(175,974)	278,718	0.80%
Short-Term Investment Management	10,110,289	119,875	(57,512)	62,363	(110,289)	10,062,363	0.27%
Total	22,897,673	325,570	(57,512)	268,058	16,839,537	40,005,268	1.17%
Money Managers							
Morgan Stanley	292,692	(18,932)	14,487	(4,445)	-	288,247	-1.52%
Soltis Investment Advisors	1,697,554	41,953	112,806	154,759	-	1,852,314	9.12%
Soltis Investments - Student Managed	86,108	2,075	8,623	10,698	-	96,805	12.42%
University of Utah	12,086,678	231,374	577,248	808,622	-	12,895,300	6.69%
Total	14,163,032	256,470	713,164	969,634	-	15,132,666	6.85%
Restricted Investments							
Morgan Stanley - Bonds	518,498	12,424	(19,759)	(7,335)	-	511,163	-1.41%
Restricted Investments Fund	120,145	683	148	831	-	120,977	0.69%
Total	638,643	13,107	(19,611)	(6,504)	-	632,140	-1.02%
Grand Total	**37,699,348**	**595,147**	**636,041**	**1,231,188**	**16,839,537**	**55,770,074**	**3.27%**

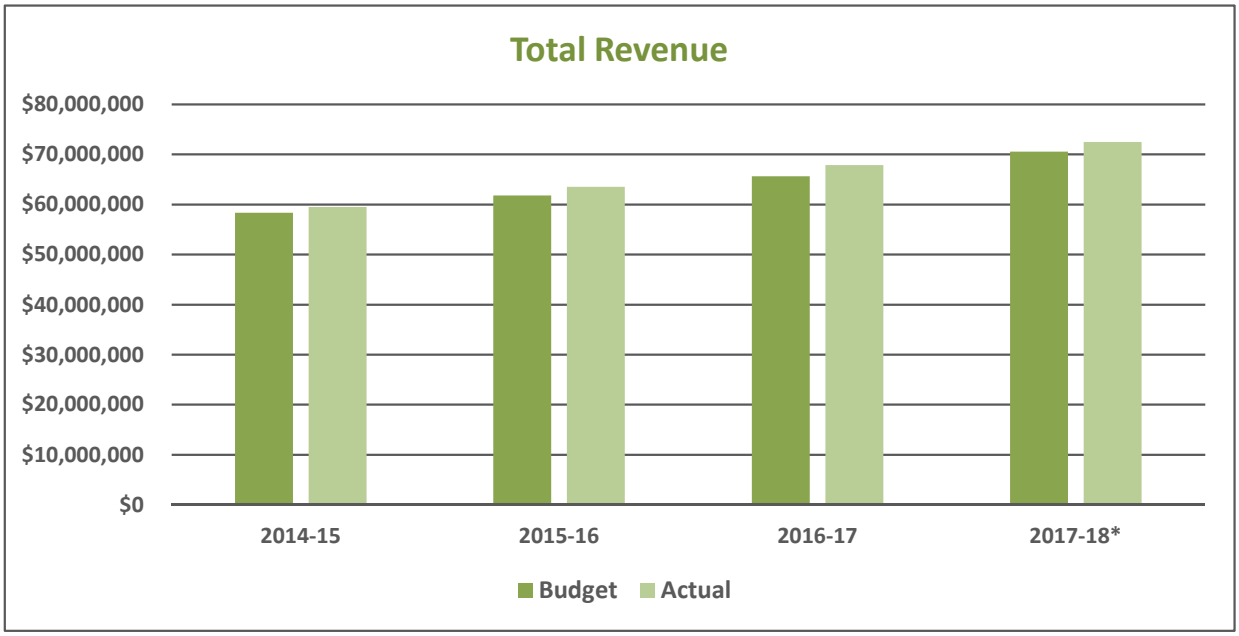
DIXIE STATE UNIVERSITY
ST. GEORGE, UTAH

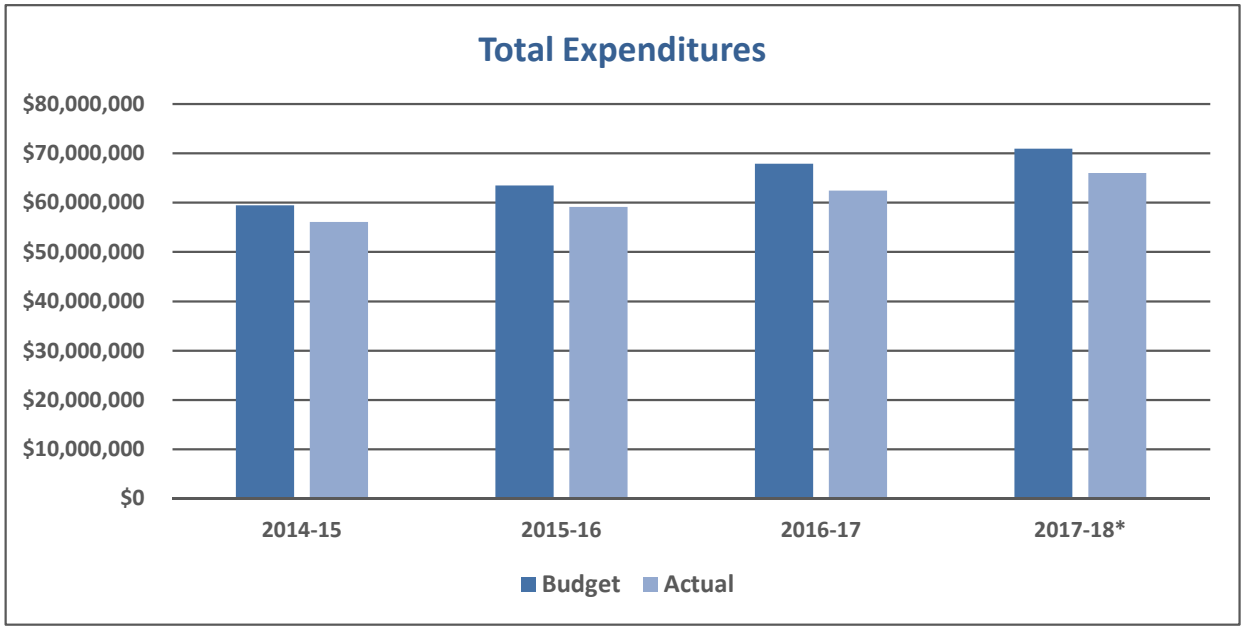
INVESTMENT REPORT

July 1, 2017 to December 31, 2017

	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
Cash or Cash Equivalents							
Utah State Inv Pool (PTIF)	12,336,282	162,136	-	162,136	6,492,600	18,991,018	1.31%
PTIF - Endowment Pool	451,102	3,182	-	3,182	(175,974)	278,310	0.71%
Short-Term Investment Management	10,110,289	83,816	(27,923)	55,893	(110,289)	10,055,892	0.35%
Total	22,897,673	249,134	(27,923)	221,211	6,206,337	29,325,220	0.97%
Money Managers							
Morgan Stanley	292,692	5,069	1,832	6,901	-	299,594	2.36%
Soltis Investment Advisors	1,697,554	26,786	74,792	101,578	-	1,799,132	5.98%
Soltis Investments - Student Managed	86,108	2,045	5,531	7,576	-	93,684	8.80%
University of Utah	12,086,678	231,374	340,588	571,962	-	12,658,640	4.73%
Total	14,163,032	265,274	422,743	688,017	-	14,851,050	4.86%
Restricted Investments							
Morgan Stanley - Bonds	518,498	12,429	(10,482)	1,947	-	520,445	0.38%
Restricted Investments Fund	120,145	622	(131)	491	-	120,637	0.41%
Total	638,643	13,051	(10,613)	2,438	-	641,082	0.38%
Grand Total	**37,699,348**	**527,459**	**384,207**	**911,666**	**6,206,337**	**44,817,352**	**2.42%**

Dixie State University
2017-18 Budget Report (General Fund)
February 20, 2018





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

Utah System of Higher Education

FORM R-6: DIFFERENTIAL TUITION REQUEST

Institution:	Dixie State University
Prepared by:	Nate Staheli
Due date:	March 8, 2018
Submission Date:	

Fiscal Year: 2018

R510-4.2. Differential Tuition: Differential tuition schedules for undergraduate and graduate programs may be authorized by the Board on a case by case basis. In addition to initially approving differential tuition rates for academic programs, differential tuition increases beyond the regular institutional tuition increase proposal should be approved by the Board. The increased revenues from the differential tuition rate charges shall be used by the institution to benefit the impacted program and to help support related campus services. Institutions requesting differential tuition schedules should consult with students in the program and consider the following:

4.2.1. Student and Market Demand for the Program:

At DSU, a Bachelor's Degree in Accounting was first awarded in 2008. Graduation rates have continued to increase since that time with 58 degrees awarded in the 2015-2016 Academic Year. In a recent survey conducted with current students, 78% indicated they were planning on attending graduate school following completion of their bachelor's degree at Dixie State University. In addition, 55% stated they were planning on obtaining a CPA License after graduation.

4.2.2. Impact of Differential Tuition Rates on Student Access and Retention:

We believe that a differential tuition will have little or no impact on student access and retention. The differential tution for the Macc program will be a sign that the program is of high quality and higher value than the other degree programs on campus. The cost of the tuition will be viewed by the students as a necessity for advanced education that will include access to resources and pedagogy that will prepare them for the CPA exam.

4.2.3. Tuition Rates of Comparable Programs at Other Institutions:

Please see comparative tuition tables attached. Tuition may be adjusted in the future based on student demand and relative to other program tuition rates. Tuition may also increase based on accreditation attainment.

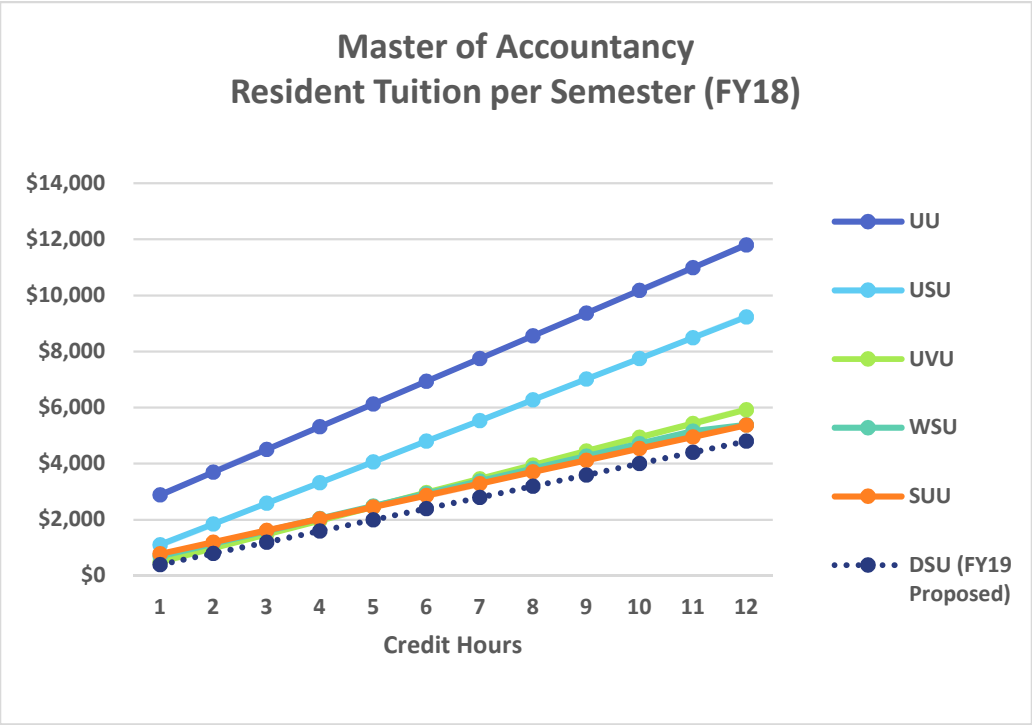
4.2.4. Potential Earnings Capacity of Program Graduates:

Current Salary Range: $44,625 - $85,312 Current Midpoint Salary: $53,550

A recent report by Robert Half noted that there is a high demand for top talent in public accounting due to a severe shortage of skilled candidates. Public accounting firms are pursuing recent college graduates with accounting degrees, and frequently offering higher pay than their competitors.

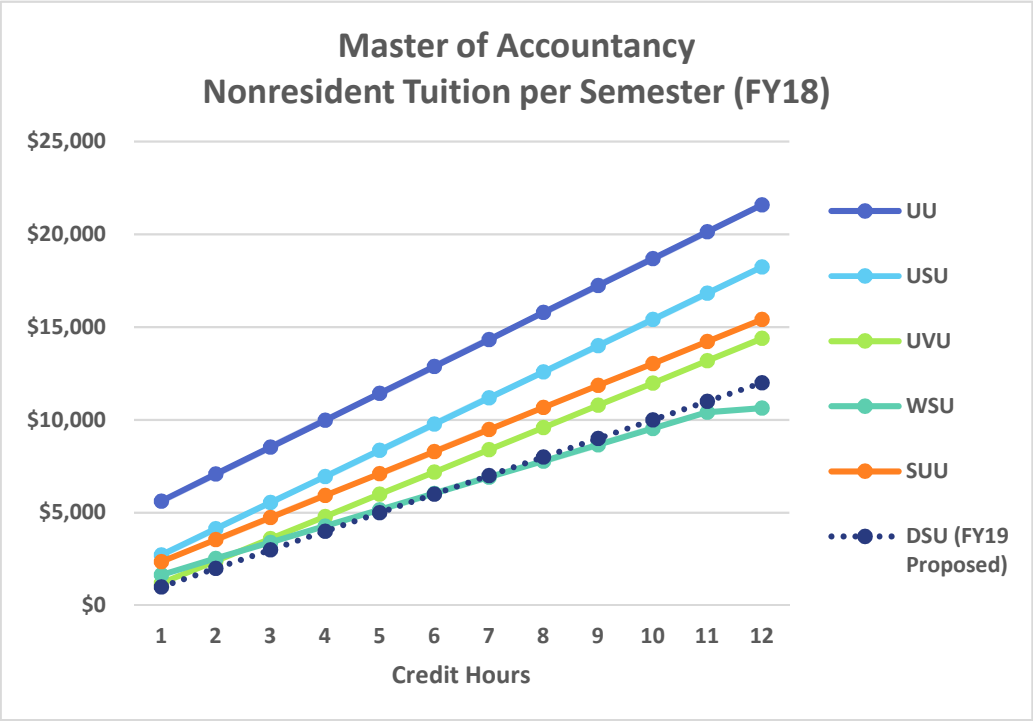
4.2.5. Societal Importance of the Program:

A master's degree is being requested to respond to student and employer demand in Washington County and is considered entry level to the accounting profession in the State of Utah and surrounding states. Accounting is a high-demand profession sought now and into the future. Graduates are likely candidates for key positions in traditional and emerging job markets. Over the past 30 years, the body of knowledge required for the practice of accounting has expanded greatly. All 50 states currently require 150 credit hours of college study in order to become a licensed Certified Public Accountant.



Credit Hours	UU	USU	UVU	WSU	SUU	*DSU (FY19 Proposed)*
1	$2,882	$1,112	$494	$703	$785	*$400*
2	$3,693	$1,850	$988	$1,148	$1,202	*$800*
3	$4,505	$2,588	$1,482	$1,594	$1,619	*$1,200*
4	$5,316	$3,326	$1,976	$2,039	$2,036	*$1,600*
5	$6,127	$4,064	$2,470	$2,485	$2,453	*$2,000*
6	$6,938	$4,802	$2,964	$2,930	$2,870	*$2,400*
7	$7,749	$5,540	$3,458	$3,376	$3,287	*$2,800*
8	$8,560	$6,278	$3,952	$3,821	$3,704	*$3,200*
9	$9,371	$7,016	$4,446	$4,267	$4,121	*$3,600*
10	$10,182	$7,754	$4,940	$4,712	$4,538	*$4,000*
11	$10,994	$8,492	$5,434	$5,158	$4,955	*$4,400*
12	$11,805	$9,230	$5,928	$5,388	$5,372	*$4,800*
13	$12,616	$9,699	$5,928	$5,619	$5,789	*$5,200*
14	$13,427	$10,168	$5,928	$5,849	$6,206	*$5,600*
15	$14,238	$10,637	$5,928	$6,079	$6,623	*$6,000*
16	$15,049	$11,106	$5,928	$6,309	$7,040	*$6,400*
17	$15,860	$11,575	$5,928	$6,540	$7,457	*$6,800*
18	$16,672	$12,044	$5,928	$6,770	$7,874	*$7,200*

Source: Institutional websites



Credit Hours	UU	USU	UVU	WSU	SUU	*DSU (FY19 Proposed)*
1	$5,626	$2,720	$1,199	$1,648	$2,359	*$1,000*
2	$7,078	$4,131	$2,398	$2,524	$3,546	*$2,000*
3	$8,529	$5,541	$3,597	$3,401	$4,733	*$3,000*
4	$9,981	$6,951	$4,796	$4,277	$5,920	*$4,000*
5	$11,432	$8,362	$5,995	$5,153	$7,107	*$5,000*
6	$12,884	$9,772	$7,194	$6,029	$8,294	*$6,000*
7	$14,335	$11,182	$8,393	$6,905	$9,481	*$7,000*
8	$15,787	$12,593	$9,592	$7,781	$10,668	*$8,000*
9	$17,238	$14,003	$10,791	$8,657	$11,855	*$9,000*
10	$18,690	$15,413	$11,990	$9,533	$13,042	*$10,000*
11	$20,141	$16,824	$13,189	$10,409	$14,229	*$11,000*
12	$21,592	$18,234	$14,388	$10,640	$15,416	*$12,000*
13	$23,044	$18,703	$14,388	$10,870	$16,603	*$13,000*
14	$24,495	$19,172	$14,388	$11,100	$17,790	*$14,000*
15	$25,947	$19,641	$14,388	$11,330	$18,977	*$15,000*
16	$27,398	$20,110	$14,388	$11,561	$20,164	*$16,000*
17	$28,850	$20,579	$14,388	$11,791	$21,351	*$17,000*
18	$30,301	$21,048	$14,388	$12,021	$22,538	*$18,000*

Source: Institutional websites

Dixie State University

Bachelor of Science in Dental Hygiene

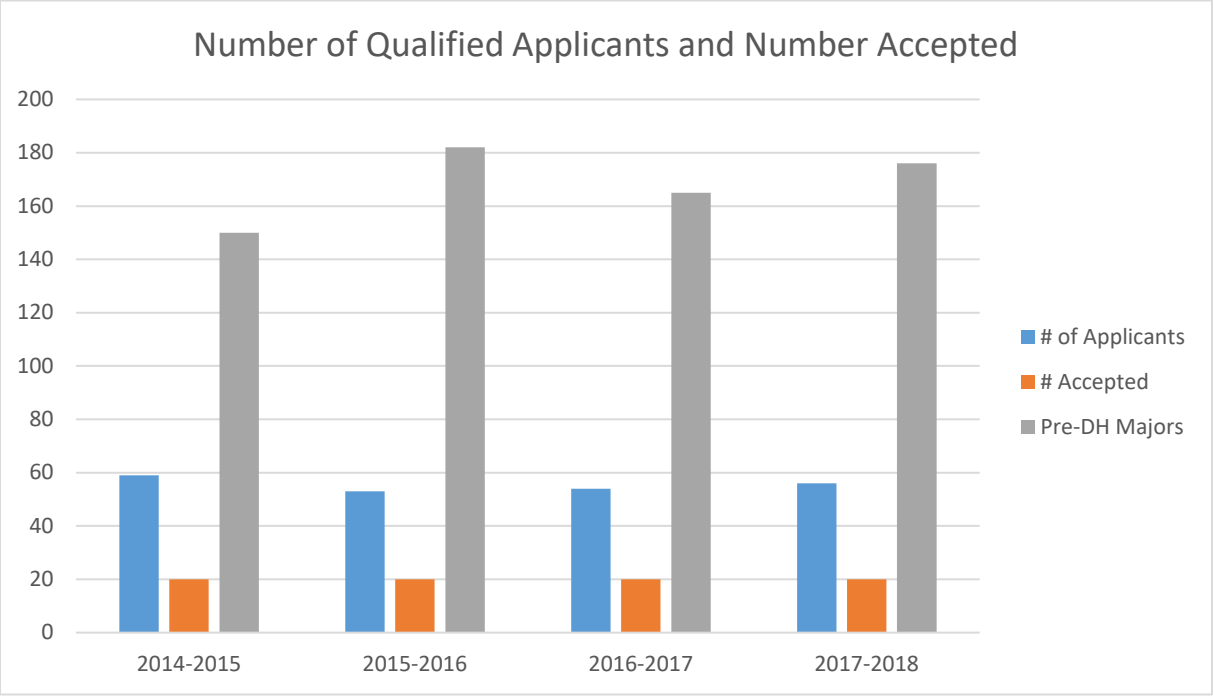
Differential Tuition

Section I: Request

The Dixie State University Dental Hygiene Department receives no operating budget beyond payment of faculty salaries and benefits. The program is dependent on course fees for all other expenses. It is proposed that course fees be discontinued and program differential tuition be implemented. This tuition must cover salary and benefits for two administrative personnel and one faculty member. It covers all student issued instruments, supplies, equipment, and uniforms. It covers capital equipment, maintenance, repair and replacement. It covers all costs of instruction. It covers all department expenses including all office supplies, accreditation fees, state licensure and inspection of x-ray equipment, all clinic computers, a server and software licenses.

Section II: Student and Market Demand for the Program

The DSU Dental Hygiene Program accepts 20 students per year. There are always at least twice as many applicants as available positions in the cohort. There are five programs in Northern Utah. DSU has the only program serving residents of the southern part of the state. DSU dental hygiene graduates consistently find employment in the area and outside of the area. Post graduate surveys indicate that six months post-graduation, all have found at least part-time employment in the field of Dental Hygiene.



Section III: Impact of Differential Tuition Rates on Student Access and Retention

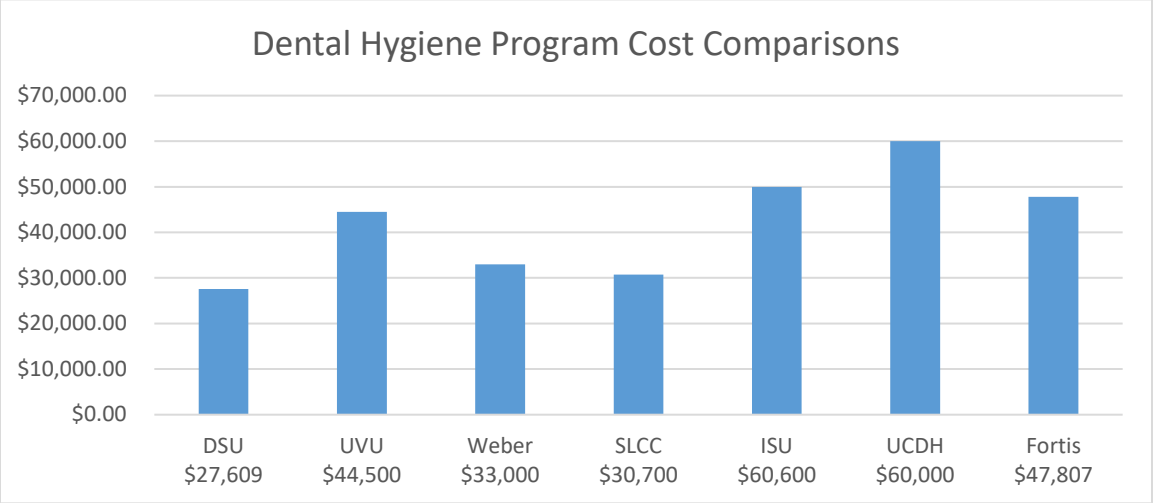
Differential tuition must be planned carefully in order for the DSU Dental Hygiene program to remain competitive with other institutions. It must be rolled out and explained adequately in order for students to make informed decisions regarding which school to attend. Students will need to be taught how to compare differential tuition to other institutions' base tuition and course or program fees. If this is not understood by students, a decrease in applications and enrollment in prerequisite course may decrease.

Section IV: Tuition Rates of Comparable Programs at Other Institutions

DSU base tuition and fees are lower than other institutions. Even with the proposed differential tuition, DSU is the most economical program in the state. In addition, DSU is the only entry level Baccalaureate program. There are three other programs sponsored at public institutions in the state. Program costs at the two private programs in the state are much higher. Idaho State University has the most comparable program to DSU's in the region. Differential tuition is utilized there, it is a baccalaureate program and Expanded Functions are taught there. They are the only ones to use the differential tuition model. The program at ISU charges $250. 00 per dental hygiene credit. DSU is proposing $215.00 per credit. Under the current model, DSU dental hygiene is $187.00 per credit. This constitutes a $28.00 per credit planned increase.

DSU is the only program in Utah teaching expanded functions courses in the state which prepares students in restorative skills and the only program that operates a mobile clinic. Furthermore, there is no institutional operating budget allotted to the Dental Hygiene Department.

The tuition and fees of the DSU Dental Hygiene department are all inclusive. Many of the other schools' students must pay an additional $5,000 to $6,000 extra for instruments beyond program fees.



*Data retrieved online; base tuition and fees plus Dental Hygiene program course or program fees (DSU and ISU data based on differential tuition).

Section V: Potential Earnings Capacity of Program Graduates

New graduates from the dental hygiene program usually start between $30.00 and $40.00 per hour depending on location. The starting salary in many other states is higher. Some hygienists work on commission which can be higher. A full time entry level hygienist can expect between $52,000.00 and $70,000.00 per year.

Section VI: Societal Importance of the Program

The DSU Dental Hygiene program is one of the premier programs in the nation. Students always score above national averages on Nation and Regional Board examinations. In addition to providing an excellent education for student, the public dental hygiene clinic and community outreach activities provide much needed oral care for underserved populations. The program is an integral part of the dental care delivery system in the area.

Section VII: Noteworthy Facts

Dixie State University is the only public institution in Utah that offers an entry level BS degree in Dental Hygiene. Weber, UVU, SLCC, and Fortis are AAS degree programs. Students graduating from those programs would need to take additional BS degree completion courses of study in order to achieve the baccalaureate degree. DSU Dental Hygiene is the only program in Utah offering expanded functions courses. It is also the only program operating a mobile clinic community outreach program.

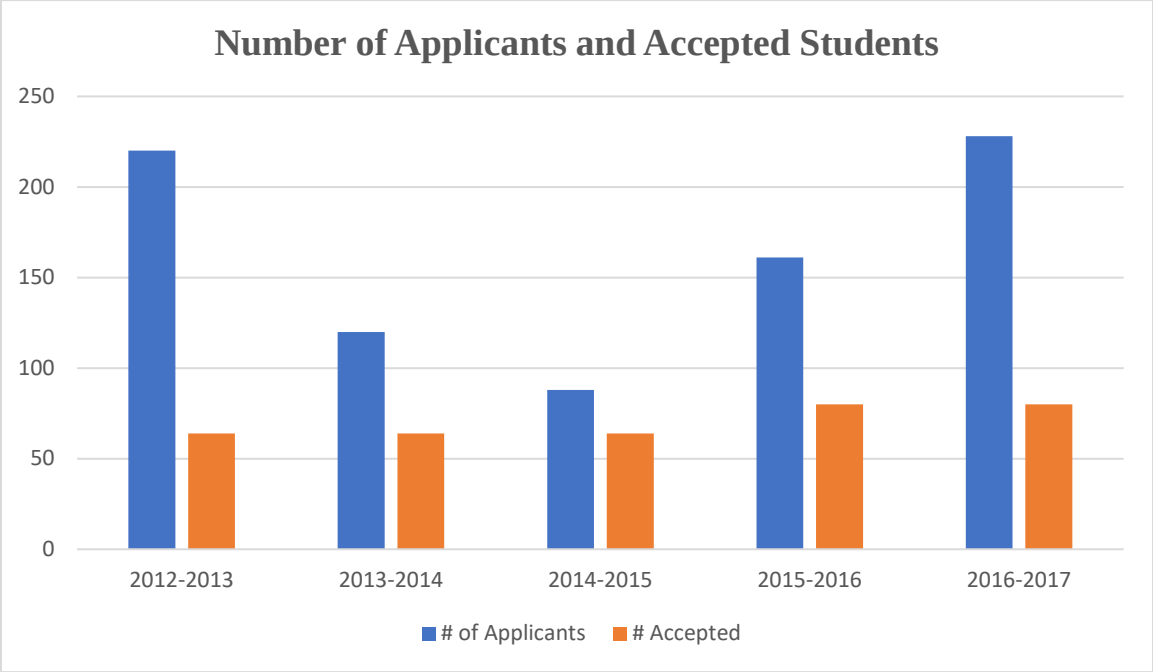
Dixie State University
Bachelor of Science in Nursing Degree
Differential Tuition

Section I: Request

A new Bachelor of Science in Nursing degree was approved by the Board of Regents on May 19, 2017. In order to support its objective to provide a top-quality education to students in the nursing program, Dixie State University's College of Health Sciences Nursing Department requests that upper division courses for this program adopt differential tuition. Rationale for the differential tuition of $75 for each upper division credit hour is twofold. First, the increased resources bring us in line with resources spent per student at other Utah state universities. If we hope to keep our promise of providing a top-tier quality nursing education to our students, we must have the resources to restructure the program and hire a simulation lab manager. Last, our student's net out of pocket expenses (defined as tuition less scholarship dollars) still make DSU's nursing program a value among peer institutions.

Section II: Student and Market Demand for the Program

Student demand for the nursing program at Dixie State University has always been strong as evidenced by the number of applicants for the program compared to allotted slots. Support for the change from an Associate Degree program to a pre-licensure Baccalaureate of Science in Nursing program is evidenced by a request and support from Dixie Regional Medical Center. The number of applicants and accepted students for the past 5 years is depicted in the following table.

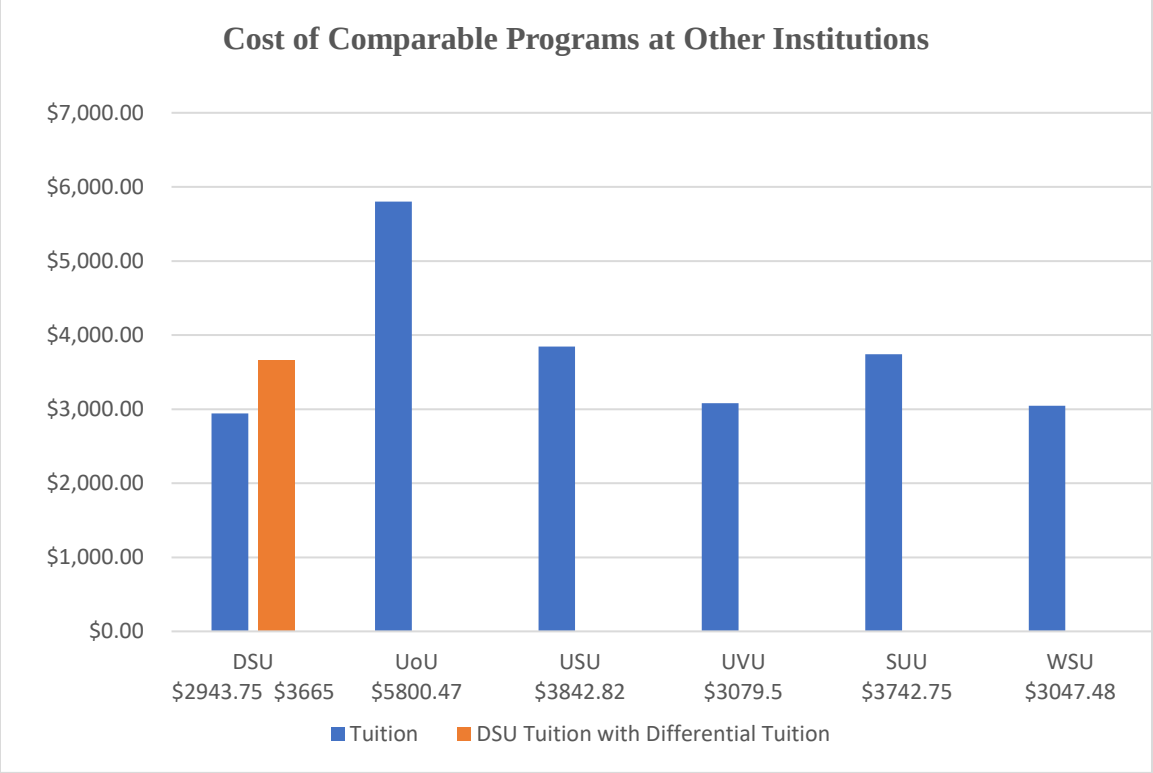


Further evidence of a strong market demand is the Utah Nursing Consortium, of which DSU is a member, reports that more that 1,000 qualified applicants are turned away from Utah nursing programs each year. Utah Nursing Consortium members include:

- Dixie State University
- Salt Lake Community College
- Snow College
- Southern Utah University
- University of Utah
- Utah State University
- Utah Valley University
- Weber State University
- Brigham Young University
- Westminster College

Section III: Impact of Differential Tuition Rates on Student Access and Retention
The increase in tuition will cost students an extra $1,125 per semester. However, because of differential tuition DSU will be able to increase enrollment of nursing students from 80 per year to 96 per year. Additionally, *U.S. News & World Report* lists nurse practitioner as one of the best jobs for 2018. Becoming a registered nurse is required for acceptance into a nurse practitioner program. Last, the rate of job growth for registered nurses is 15%, which is much faster than the average rate of job growth.

Section IV: Tuition Rates of Comparable Programs at Other Institutions
Currently, DSU's cost is the lowest among University of Utah (UoU), Utah State University (USU), Utah Valley University (UVU), Southern Utah University (SUU), and Weber State University (WSU). With the implementation of differential tuition, DSU's cost will be the third lowest among the previously listed universities.



Section V: Potential Earnings Capacity of Program Graduates
In May 2016, the median pay for an RN was $68,450 per year. In Utah, the average salary is $50,000 to $60,000 per year. Nurses with more education can earn even more.

Section VI: Societal Importance of the Program
Utah's population is growing, and at the same time, our nursing workforce is aging. Roughly half of the state's nurses plan to retire within the next 15 years. Healthcare employers report more than 1,200 current nursing positions they are unable to fill, and the Bureau of Labor Statistics estimates that by 2022 there will be 1.2 million unfilled nursing positions across the nation. More than 50,000 qualified applicants to registered nurse programs are rejected nationwide due to faculty shortages. Utah Nursing Consortium schools turn away more than 1,000 qualified applicants each year. Utah's need for nurses is particularly acute because we have the fastest growing elderly population, the youngest population, and the lowest death rate in the country. These factors place an extra demand on health care, which will only increase further as our population grows.

Every life will be touched by a nurse as they provide health care, health education, health promotion, and disease prevention. Furthermore, counties with higher RN to population ratios are healthier, with a 2.8% lower rate of fair to poor health, 6% higher mammography screening rate, lower rate of teen births being noted. Implementation of differential tuition will allow DSU to continue to build resources. As we strive to provide a top-quality education to our students, we are balancing the financial needs of such a nursing program with the impact on students.

2018 Student Fee Allocation Review

- Committee Members
- Student Fee Allocation Committee Process
- Recommended Changes

Fee Name	Current Fee	Proposed Increase	Actual Increase/Decrease
IOP	$ 1.00	$ 0.50	$ 0.50
Health and Counseling	$ 11.50	$ 9.00	$ 5.00
SI&L	$ 16.00	$ 3.00	$ 3.00
Intramural	$ 25.00	$ 2.00	$ 2.00
Dixie Sun News	$ 1.00	$ -	$ (0.50)
Student Inclusion	$ 4.00	$ 0.50	$ 1.00
Radio	$ 2.00	$ -	$ -
Fine Arts Production	$ 3.00	$ 2.00	$ -
Testing Center	$ 7.00	$ -	$ -
HPC	$ 115.75	$ -	$ -
DSUSA	$ 33.00	$ -	$ -
ISS	$ -	$ 0.25	$ -
Total		$ 17.25	$ 11.00

Target $ 11.50

17-18 Fee
$386.00

18-19 Fee
$397.00

Percent Increased
2.85%

Board of Trustees

March 9, 2018

Program Fees

Program	Fee	Justification
Associate of Applied Respiratory Therapy	$300/Year	Accreditation Fee and site visit for program accreditation
Associate of Applied Surgical Technology	$200/Year	Accreditation Fee and site visit for program accreditation
Bachelor of Science in Medical Laboratory Science	$486/Year	Accreditation Fee and site visit for program accreditation
Associate of Applied Science in Medical Radiography	$100/Year	Accreditation Fee and site visit for program accreditation
Associate of Applied Physical Therapist Assistant	$200/Semester	Accreditation Fee and site visit for program accreditation

Curriculum Fees

Code	Course Title	Field	Old Value	New Value
ART 2600	Drawing for Animation	Effective Semester		Fall 2018
		Course/Lab Fees		50 | FPA312 |
		Course/Change Justification		Fee needed for live models, drawing paper, pencils, and still life objects. All of which are cheaper when purchased for the class as a whole.
ART 3230	Figure Painting	Effective Semester		Fall 2018
		Course/Lab Fees		110 | FPA312 |
		Course/Change Justification		Fees go towards live draped and undraped models that will be used throughout the semester.
ART 4230R	Advanced Figure Painting	Effective Semester		Fall 2018
		Course/Lab Fees		110 |FPA312 |
		Course/Change Justification		Fees go towards live draped and undraped models that will be used throughout the semester. We pay $20/hr for a model 5hrs a week which will provide a live model 1/2-3/4 of the semester.
DES 3850	Graphic Design Problems	Effective Semester		Fall 2018
		Course/Lab Fees	50 | FPA328 |	25 | TEC303 |
		Course/Change Justification		CIT course fees cover about 1/2 to 2/3 of the costs of equipping, licensing, and running our 5 computerized classrooms and open computer lab. The rest comes from department budget.
DES 4750	Package Design	Effective Semester		Fall 2018
		Course/Lab Fees	50 | FPA328 |	25 | TEC303 |
		Course/Change Justification		IT course fees cover about 1/2 to 2/3 of the costs of equipping, licensing, and running our 5 computerized classrooms and open computer lab. The rest comes from department budget
MATH 0980	Transitional Math IIB	Effective Semester		Fall 2018
		Course/Lab Fees		35 | NAT315 |
		Course/Change Justification		Tutoring lab

DSU DIXIE STATE UNIVERSITY
ST. GEORGE, UTAH

Provost & Vice President of Academic Affairs
Academic Affairs

February 20, 2018

Richard B. Williams, President
Dixie State University
225 South 700 East
St. George, Utah 84770

Dear President Williams,

In accordance with DSU policy 637 (Faculty Emeritus Status), the following faculty member is eligible for emeritus status, has received a supporting vote from his peers, and has been nominated by his school to receive emeritus status.

Mr. John Lounsbury, Associate Professor of English

As the Provost and Vice President of Academic Affairs at Dixie State University, I add my recommendation to the President and Board of Trustees to confer emeritus status on this individual, who has served our institution for at least fifteen years.

In addition, I wish to express my sincere gratitude and the gratitude of students, faculty, staff, and administrators for the many years of service provided.

Sincerely,

Dr. Michael Lacourse
Provost and Vice President for Academic Affairs

225 South University Avenue | St George, UT 84770 | North Administation Building
Phone: 435.652.7505 | michael.lacourse@dixie.edu

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

Institution Submitting Request:	**Dixie State University**
Proposed Program Title:	**Cell and Molecular Biology-Biochemistry**
Sponsoring School, College, or Division:	**College of Science and Technology**
Sponsoring Academic Department(s) or Unit(s):	**Department of Physical Sciences**
Classification of Instructional Program Code[1] :	**26.0210**
Min/Max Credit Hours Required of Full Program:	**120 / 120**
Proposed Beginning Term[2]:	**Fall 2018**
Institutional Board of Trustees' Approval Date:	

Program Type (check all that apply):

☐ (AAS)	Associate of Applied Science Degree
☐ (AA)	Associate of Arts Degree
☐ (AS)	Associate of Science Degree
☐	Specialized Associate Degree (specify award type[3]:)
☐	Other (specify award type[3]:)
☐ (BA)	Bachelor of Arts Degree
☒ (BS)	Bachelor of Science Degree
☐	Specialized Bachelor Degree (specify award type[3]:)
☐	Other (specify award type[3]:)
☐ (MA)	Master of Arts Degree
☐ (MS)	Master of Science Degree
☐	Specialized Master Degree (specify award type[3]:)
☐	Other (specify award type[3]:)
☐	Doctoral Degree (specify award type[3]:)
☐	K-12 School Personnel Program
☐	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.

Michael Lacourse, Provost Date:

☐ I understand that checking this box constitutes my legal signature.

[1] For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.
[2] "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.
[3] 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): Cell and Molecular Biology-Biochemistry effective Fall 2018. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Description

Present a complete, formal program description.

The Cell and Molecular Biology-Biochemistry degree is the ideal interdisciplinary science program where chemistry, biology, and health sciences merge into a rapidly growing and high-impact field. This program is being developed at the request of all levels of the DSU community - including students, administration, and the local community. The local community is experiencing a rapid growth in the biotechnology sector, and expects further growth in conjunction with the expansion of Intermountain Healthcare and medical school programs in the region. This program will be unique to the southern Utah region for the USHE system, as it will be the only program south of the Provo area that offers a program aimed directly at the biochemical sciences through a program requiring extensive courses and lab work in the biochemistry and molecular biology disciplines. This program, in summary, will meet student demand and align with all Core Themes of the DSU Mission, and is aligned with the needs and demand from the community and regional private sector in biotechnology and biochemistry.

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/ .

This program will align with the mission, roles and goals of DSU by offering a rigorous program that trains students in a highly technical discipline and prepares them for careers in the chemical and biological sciences. The nature of the program necessitates numerous lab courses as well as an independent research project that students must complete as part of the degree program, ensuring that students are engaged in the Active Learning component of the DSU experience. Additionally, partnerships are being developed with the regional industry that utilizes biochemistry in their daily efforts. Therefore, this program directly meets the three Core Themes at DSU - courses with PhD level faculty provides Learning for the students, while the extensive laboratory curriculum combined with research opportunities meets the Engagement core theme through collaborative projects between students and faculty. Also, the partnerships with the general community and the regional private sector provide students with both Engagement and Opportunity to become a critical component of both their general and professional communities.

There are potential impacts with Southern Utah University and their Chemistry degree with an emphasis in Health Care, though their program offers a more general Chemistry degree with the option to take more molecular biology courses as electives (as compared to the required components in this proposed degree to ensure training in the biochemistry and molecular biology fields). We will collaborate with SUU as much as possible to limit conflicts and increase the general mission to train students in the region for these high-demand areas. With DSU located in Washington County, which anticipates significant growth in the biotech sector, students will be strategically partnered with local organizations to provide mentoring and experiential opportunities to prepare them for graduate schools and careers in this field.

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.

Chemistry is one of the fundamental scientific disciplines that can be applied to several areas of the STEM fields, and therefore can prepare students for many different career fields, from biochemical engineers to analytical laboratory technicians to the medical sciences. Chemistry uses fundamental scientific rules and methods to solve complex problems – this is a key skill for many fields, and much of that is learned through laboratory and classroom experiences in chemistry. Biochemistry expands those skills to address the interdisciplinary science that seeks to understand the bridge between molecules and life. This program is being developed at the request of all levels of the DSU community - including students, administration, and the local community. Strong student demand for this program exists with our current science students, as described in the "Student Demand" section. With the rapidly growing health sciences at DSU, a program geared more towards the biological applications of chemistry is appropriate. The local community is experiencing a rapid growth in the biotechnology sector, and expects further growth in conjunction with the expansion of Intermountain Healthcare and medical school programs in the region (see Labor Market Demand section, below). This program will be unique to the southern Utah region for the USHE system, as it will be the only program south of the Provo area that offers a program aimed directly at the biochemical sciences through a program requiring extensive courses and lab work in the biochemistry and molecular biology disciplines. We are providing letters of support from Intermountain Healthcare (one of the largest employers in southern Utah, and the largest in the state of Utah), Soft Cell Biological Research (a rapidly expanding molecular biology and microbiology company in St. George), and the St. George Economic Development agency - all provide consistent projections of growth in the biotechnology sector in the region that Dixie State serves.

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) and the Occupation Outlook Handbook (www.bls.gov/oco).

For the decade spanning 2014 to 2024, the Bureau of Labor Statistics predicts a 9% growth in jobs for biochemists, which is faster than predicted national job growth average of 7%. There is a demonstrated need for this program to graduate students in the biochemistry and molecular biology areas, both locally and across the state and region. As indicated by recent collaborative meetings with the regional Economic Development Agency, Washington County Economic Development officials, and biotechnology companies, all anticipate significant growth in the biotech sector in southwestern Utah, sparked by the rapid and significant expansion of Intermountain Healthcare along with incoming medical school programs. Average annual wages for biochemists in the professional field ($82k) are more than double the average for all jobs ($34k).

Additionally, we have built an extensive network of private organizations in the biotechnology sector in the Washington County region. These organizations, including Intermountain Healthcare and their Precision Genomics division, DxNA, and Soft Cell Biological Research, anticipate adding hundreds of jobs in the next few years in the areas of molecular and cellular biology. We have provided letters of support from Intermountain and Soft Cell as part of this proposal, documenting their excitement and need for such a program to meet their expected growth. Additionally, the St. George Economic Development agency has provided a letter of support, documenting the expected growth in, and their directed efforts to grow, the biotechnology sector in this region.

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.

We have received a number of requests from our science students in the last two years to have a degree that focuses more on the molecular biology and biochemistry side of Chemistry, as many of our students are geared towards the healthcare fields. Several of those students have moved forward with their own independent studies program focused on Biochemistry. In a quick poll of a class of 68 students, 14 of those students indicated they would pursue a degree such as this if it were available, most of who are already declared Chemistry or Biology majors. While this is not a poll of a wider audience, we feel this provides a good perspective on the interests of our students - the course polled (organic chemistry) comprises students that are generally in their second or third year of their current program and interested in biology or chemistry programs, and at that point in their program would be relatively easy to continue with this proposed program without needing to add more time for completion. With the rapidly growing health sciences at DSU, a program geared more towards the biological applications of chemistry is appropriate.

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)?

The program at DSU would leverage partnerships and collaborations with the regional biotech sector, which is expecting significant growth, and thus providing a unique program that is not available in other USHE institutions. In particular, Intermountain Healthcare, including Dixie Regional Medical Center and their Precision Genomics/ Precision Medicine departments, is supporting the development of this program in hopes of Dixie State educating and training students in fields that would meet the needs of their growing departments. They have committed to collaborating with us on this program to ensure students are receiving appropriate and modern training and skills development that would serve their needs and the needs of similar professional fields.

Similar programs are available at Utah State University, University of Utah, Utah Valley University, and Weber State; this program would be new to the southern Utah region. Though there are similar programs at other USHE institutions, this program is set apart by the unique regional partnerships in combination with the accessibility to our students in the region through DSU's open-enrollment.

In terms of curriculum, our proposed program is very similar to UVU's Biochemistry degree, and we have discussed with their Department Chair what their experience has been with the program. As such, we have generally modeled our program based on their existing program, and to include the feedback they have received as they plan to update their biochemistry program.

Weber State University also has a new Biochemistry program, with their degree plan also similar to this proposed program. The most significant difference in the programs is the direction of upper-division electives. Weber State does offer a larger number of electives after completing a similar core of required courses. As Biochemistry is such a broad field, this allows students to pursue biochemistry with an emphasis in their desired career field (e.g. biochemistry of plants, vertebrates, etc). This proposed program offers fewer electives, but is geared more towards focusing on the cellular and molecular biology aspects of biochemistry. This is primarily driven by the needs and areas of collaboration available with regional industry partners.

Southern Utah University has a similar program being an emphasis in their existing Chemistry program, which is the Chemistry Composite Major with an Emphasis on Health Care. This program is effectively similar to our existing Chemistry degree, with the option to pursue several different upper division electives to help students prepare for careers in the Health Sciences. The SUU program does not require the extensive upper division focus on cellular

and molecular biology that is being proposed in our new program, and we do not feel there is significant overlap with the SUU and our proposed program. However, we have contacted the Biochemistry faculty at SUU of to discuss this new degree, with the goal of being to collaborate with them in building educational and career opportunities for students to prepare for careers related to biochemistry. We have also invited SUU to be part of a new Biotechnology Consortium that we are developing in collaboration with the St. George regional economic development office.

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 higheredutah.org/policies/policyr315/ . 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.

The proposed program has been discussed with the Chemistry Department at Weber State University and Utah Valley University. We consulted the departments there as they have recently implemented a Biochemistry degree or emphasis that is the most similar to our program amongst the USHE institutions. The Department Chairs and Biochemistry faculty at Weber and UVU were supportive of our new program, and provided valuable advice and feedback on building our program. We took into account their suggestions in building this new degree program to ensure its success based on their experience, and through guidelines set by regional and national organizations focused on this academic discipline. Neither institution expected much impact on their programs with the implementation of this new program at DSU.

At the time of this proposal, we have not received feedback from SUU on this program. We do anticipate collaborating with SUU as much is possible, as we feel that together, SUU and DSU can have a greater impact on growing the biochemical sciences and biotechnology industry in the southern Utah region, as compared to being independent or competing institutions.

The greatest potential impact on other USHE institutions may be with Southern Utah University. As both Universities offer Chemistry and related degrees, there is potential for dilution of the student population in each of the programs. However, with the regional demand for students and Bachelor's level technicians/employees with experience in the molecular and biochemical sciences, we feel that this program can potentially increase participation in the programs at both DSU and SUU as we leverage and enhance partnerships between our campuses and the private sector.

Overall, this new program should have minimal impact on other USHE institutions and their programs, primarily due to DSU serving a different region from most of USHE schools and offering opportunities to a different student population than SUU (the nearest USHE institution) and other schools.

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.

The department will utilize the American Chemical Society (ACS) as a template and guide, with a plan for ACS accreditation in 5-7 years. The ACS promotes excellence in chemistry education for undergraduate students through approval of baccalaureate chemistry programs. Approved programs offer their students a broad-based and rigorous chemistry education that provides them with the intellectual, experimental, and communication skills to participate effectively as scientific professionals. ACS approval publicly recognizes the excellent chemistry education opportunities provided by an institution to its students. It also provides standards for a chemistry curriculum based on broad community expectations that are useful for a department when designing its curriculum or acquiring resources. The approval process provides a mechanism for departments to evaluate their programs, identify areas of strength and opportunities for change, and leverage support from their institutions and external agencies. The primary requirements for accreditation that are currently missing are generally in the area of

laboratory equipment needed for hands-on experience and training in state-of-the-art instrumentation. These are primarily physical resources rather than personnel/capabilities, with expected costs ~$500k over 5-10 years. As mentioned previously, DSU will pursue both external and internal support for the costs necessary to meet requirements of ACS accreditation. We will also consult with the American Society for Biochemistry and Molecular Biology (ASBMB) to implement effective educational components and high impact practices in this program; however, we do not anticipate seeking accreditation from this organization in the near future.

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.

Graduation standards are: (1) Completion of a minimum of 120 semester credits with a minimum of 40 upper-division credits; (2) Overall grade point average of 2.0 (C) or above with a minimum of 2.0 in Major; (3) Residency hours – minimum of 30 credit hours through course attendance at DSU, with at least 15 credits earned in last 45 credits; (4) Completion of GE and specified department requirements; (5) Complete all major courses with a minimum grade of (C) or better.

Admission Requirements

List admission requirements specific to the proposed program.

Most admission requirements for this program are established by the University and School standards. Prerequisites are set by different courses to ensure students are properly prepared for their coursework and program. In general, students will need a C or higher in all courses for graduation, and a cumulative C in both program/Science GPA and overall GPA to graduate with the degree.

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?

Development of the degree in Chemistry will foster an environment conducive to student learning through undergraduate research opportunities and have no negative impact on traditional general-education programs at DSU. General Education courses will continue to be taught by dedicated full-time and adjunct professors. A larger pool of adjunct instructors will be brought in to teach laboratory sections, typically taught by graduate students at larger universities. New, upper-division (3000- and 4000-level courses) will be developed by faculty based on their background and expertise, and will be offered on rotating scheduled to ensure that lower-division courses are not impacted.

Strong support has been voiced for developing a Bachelor's degree in biochemistry-related areas from all levels of the DSU administration. New funding support will be needed in the position for a Lecturer/Advisor to help students succeed. This position is funded in all departments on campus offering Bachelor degrees. Chemical laboratory and safety is overseen by a Chemical stockroom manager to ensure the safety of our students and faculty, and to

coordinate with local, state and federal regulations for maintaining a chemical laboratory environment.
In terms of facilities, the new Snow Math and Physical Science Building will be adequate for several years to bring this program to fruition. It is expected that more space may be required in the future as Physical Science Department expands into areas of Engineering, Environmental Science, Geology and Physics. More immediately there exists a need to add some equipment required ($250k) for advanced laboratory courses and to equip the existing chemistry laboratories (equipment needs described in the financial narrative in this proposal). Generally, funding for equipment and supplies is being addressed by approaching both external (Federal and Private Donors) and internal (appropriated) funding sources to support procurement. It is expected that funding will lie heavily in the external regime for this process, due to the cost of typical laboratory equipment, but an initial investment from the institution is needed to start. The department does have equipment to support standard biochemistry and molecular biology lab techniques, including chromatography, gel and electrophoresis techniques, standard PCR, spectroscopy, and imaging (fluorescent microscopy, scanning electron microscopy). Through collaborations with regional research and development organizations, there is also access to BSL-2 (biosafetly level 2) laboratory space, human and stem cell culture labs, and NextGen DNA sequencers.

Faculty

Describe faculty development activities that will support this program. Will existing faculty/instructions, 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.

Faculty involved in this program are anticipated to be engaged in research in their respective academic fields, and involve undergraduate students in independent research projects. Existing full time faculty and support from part-time and adjunct faculty will be able to support the core of the program, while one additional faculty (tenure track) is requested to provide upper division specialized courses related to molecular and cell biology and biochemistry.

<u>Tenure-track full-time Chemistry and Molecular Biology Faculty (alphabetical)</u>
Gabriela Chilom – Ph.D. in Analytical Chemistry (South Dakota State University).
Aaron Davis - Ph.D. in Molecular Biology (Utah State University).
Rico Del Sesto – Ph.D. in Organic Chemistry (University of Utah).
David Feller - Ph.D. in Computational Biochemistry (Brigham Young University).
Theresa Gaines - Ph.D. in Organic Chemistry (Georgia State University)
Martina Gaspari - Ph.D. in Cell and Molecular Biology (Karolinska Institute, Stockholm).
Katherine N. Leigh - Ph.D. in Inorganic Chemistry (The University of Memphis).
Jennifer Meyer - Ph.D. in Biochemistry (Michigan State University)
Wendy Schatzberg – Ph.D. in Chemical Education (University of Northern Colorado)
Geoff Smith - Ph.D in Biology (Utah State University).

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.

Staff for this program will include existing and request for new staff to support the activities involved in the chemistry and biology labs. Currently, the Department of Physical Sciences has a 0.5 FTE Advisor, and the Department of Biology a full time Advisor. We also anticipate to hire a full time administrative assistant within the next six months through existing institutional funds. The department also supports a full-time laboratory instructor and coordinator, who is responsible for teaching and coordinating with faculty for most of our lower-division chemistry lab courses. As part of this request, we are requesting funding for a full-time Chemical Laboratory Manager. This position is

necessary for existing programs and the additional students and sections of labs that will result from the addition of this new program. We currently support a 0.5 FTE manager by using fees available to the department, but this funding source is not ongoing funding. The Laboratory Manager would be responsible for managing and supporting laboratory activities at all levels of departmental programs, including managing chemicals and inventory, coordinating safety training of students and faculty, and ensuring compliance with DSU's Chemical Hygiene Plan along with state and federal regulations. As DSU does not have any staff serving in this capacity, this position can also assist other departments and colleges in their handling and management of chemicals, such as the Biology Department and the College of Health Sciences.

In addition to full- and part-time staff, the program will continue to hire Adjunct Instructors to assist with laboratory courses, as needed - the department typically requires 5-10 adjunct faculty to help cover all of the course loads and multiple sections across the chemistry program. Additionally, we have recently implemented opportunities for our senior- and junior-students to be Teaching Assistants to assist laboratory instructors in running lab sections and to help with grading class and lab assignments; the Teaching Assistants do not teach lab courses on their own, only directly with an instructor.

Student Advisement

Describe how students in the proposed program will be advised.

Consistent with University policies, an Advisor familiar with the program as well as careers in Chemistry and related disciplines will advise students about completion requirements, curriculum planning, and options to pursue post-baccalaureate opportunities. A Lecturer-Advisor will advise students as well as teach introductory level courses to help disseminate information about the program and what careers the program can support. In addition to faculty advising, our recently university-sanctioned student Chemistry Club will also become an American Chemical Society affiliated club, which will allow students access to resources to pursuing education and careers in the biochemical sciences. This will also provide minimal funds to invite external speakers to talk about careers and aspects of the chemical profession.

Additionally, DSU has an active, university-endorsed "Chemistry Club". This student-driven club engages the campus and regional community through a number of mechanisms. The club hosts one week of a bi-weekly "Science Club for Kids" at the local Children's Library. At this event, DSU students and faculty provide children ages 6-12 activities involving chemistry, and teaching them the basic fundamentals of chemistry and general sciences. The club also hosts weekly meetings on campus, during which students engage with faculty to discuss the academic and professional aspects of chemistry, such as maintaining proper lab notebooks, preparing/applying for graduate schools, presenting and attending conferences, etc. This community provides an informal collaboration between students and established professionals in the field.

Library and Information Resources

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

The American Chemical Society has a certification program for university chemistry departments awarding bachelor degrees in chemistry. This certification program is considered to have very rigorous standards for chemistry departments, one of the standards being student and faculty access to information resources. The ACS states that,

"An approved program must provide students with the following minimum chemical information resources:

• An approved program must provide access to no fewer than 14 current journals chosen from the CPT recommended journal list (available from the CPT Web site) in either print or electronic form. At least three must come from the general content list, and at least one must come from each area of analytical chemistry, biochemistry, inorganic chemistry, organic chemistry, physical chemistry, and chemistry education. In addition, the library should provide access to journal articles that are not readily available by a mechanism such as interlibrary loan or document delivery services. If primary student access is electronic, cost or impractical times for access

should not limit it unduly.
• Students must have print or electronic access to Chemical Abstracts, including the ability to search and access full abstracts."

Dixie State University has access to over 14 CPT recommended journals and the only information requirement barrier to achieving the ACS standard for certification is one general journal on the list. Currently the chemistry department is working on achieving that last access to complete the qualifications.
Additionally, DSU has access to Web of Science and SciFinder, the latter of which provides access to the full Chemical Abstracts Service including journal articles and conference abstracts. The department currently covers the cost for access, but to have institutional access and to account for the growth of the program and university, the cost is expected to approach $4-5k/year for unlimited access across the institution. We are therefore requesting that the Library receive an ongoing fund of $5k/year to support and maintain access to SciFinder.

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.

Each Chemistry Course Learning Outcome is assessed through exams during the semester, and end-of-semester and end-of year standardized exams administered by the American Chemical Society. Each course in the program has existing Learning Outcomes (CLOs) mapped to the Program Learning Outcomes (PLOs) (below), which are then mapped to Institutional Learning Outcomes (ILOs) of Innovation, Knowledge, Responsibility, Skills, and GRIT. Similarly, the existing upper division Biology courses have also been mapped to these PLOs and ILOs, and at the end of the program students will be assessed through a standardized field test that assesses for molecular and cell biology, biochemistry, and microbiology.
The Program Learning Outcomes for this new degree program are the same for the existing Chemistry program, as the similarity of the two programs lead to similar Learning Outcomes. Several of the first-year courses in this program also satisfy the GE requirement for a science or lab course, and these courses have been mapped to the GE learning outcomes in addition to the Program Learning Outcomes.

Biochemistry Program Learning Outcomes:
1. Students will be able to demonstrate knowledge of the skills required to make informed personal and social decisions about the issues that we will face locally as well as globally.
2. Students will be able to demonstrate knowledge of basic fundamental laws, concepts, and theories and be able to apply them to everyday life.
3. Students will understand the process of science — how scientific knowledge is generated and validated — so that they can make independent, empirical inquiries about the natural world.
4. Students will be able to demonstrate knowledge of the process of science by being able to interpret data in the form of tables, graphs, and charts and then communicate those findings in oral and or written form.

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.

Students will complete at a minimum of 15 laboratory courses as part of this degree program. The labs will provide students with critical skills that will be needed for employment in the biotechnology and chemistry fields, and they will be assessed on those skills as part of the course learning outcomes for each lab. A number of skills have been identified as necessary to be employable in the molecular biology and biochemistry fields through consultation with relevant professional associations and the needs of regional biotechnology companies. These skills include culturing tissue and cells, running polymerase chain reaction techniques (PCR), gel electrophoresis, western blots, enzyme-linked immunosorbent assay (ELISA), molecular gene cloning, mass spectrometry, and performing statistical analysis on results and data. Students will learn the theory and concepts behind these techniques, as well as engage in active learning and optimization of these skills.

The College of Science and Technology is also currently developing a Biotechnology Certificate, which students will be able to complete after year 1 of this program, and in some cases through enrollment in relevant courses through the SUCCESS Academy, an early college high school. The certificate is meant to provide students basic lab skills that they would need to be hired into local biotechnology companies as starting-level technicians, gaining valuable experience in their career field.

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)			
				General Education Credit Hour Sub-Total	18
		Required Courses			
+	-	CHEM 1210/1215		Principles of Chemistry I / Laboratory	5
+	-	CHEM 1220/1225		Principles of Chemistry II / Laboratory	5
+	-	CHEM 2310/2315		Organic Chemistry I / Laboratory	5
+	-	CHEM 2320/2325		Organic Chemistry II / Laboratory	5
+	-	CHEM 3000		Quantitative Analysis	4
+	-	CHEM 3060/3065		Physical Chemistry I / Laboratory	5
+	-	CHEM 3100		Inorganic Chemistry	4
+	-	CHEM 3300		Instrumental Analysis	4
+	-	CHEM 3510/3515		Biochemistry I / Laboratory	4
+	-	CHEM 3520/3525		Biochemistry II / Laboratory	4
+	-	CHEM 4910		Senior Seminar	1
+	-	BIOL 1610/1615		Principles of Biology I / Laboratory	5
+	-	BIOL 1620/1625		Principles of Biology II / Laboratory	5
+	-	BIOL 3010		Evolution	3
+	-	BIOL 3030		Principles of Genetics	4
+	-	BIOL 3550/3555		Eukaryotic Cell Biology/Laboratory	4
+	-	BIOL 4300/4305		Molecular Biology/Laboratory	4
+	-	PHYS 2210/2215		Physics for Scientists and Engineers I / Laboratory	5
+	-	PHYS 2220/2225		Physics for Scientists and Engineers II / Laboratory	5
+	-	MATH 1210		Calculus I	4
+	-	MATH 1220		Calculus II	4
+	-				
				Choose 1 of the following courses:	
+	-	CHEM 4800R		Independent Research	2
+	-	BIOL 4810/4820R		Independent Research	2
+	-	BIOL 4890R		Life Science Internship	2
+	-				
+	-				
				Add A Group of Courses	
				Required Course Credit Hour Sub-Total	91
		Elective Courses			
+	-			General Electives	6

		Course Number	NEW Course	Course Title	Credit Hours
				Choose of the following courses:	
+	-				
+	-				
				Choose 2 of the following courses:	
+	-	BIOL 3250		Cancer Biology	2
+	-	BIOL 3360		Developmental Biology	3
+	-	BIOL 3450/55		General Microbiology/Laboratory	4
+	-	BIOL 3460		Biology of Infectious Disease	3
+	-	BIOL 3470		Introduction to Immunology	3
+	-				
+	-				
				Add A Group of Courses	
				Elective Credit Hour Sub-Total	11
				Core Curriculum Credit Hour Sub-Total	120

Add An Emphasis

Program Curriculum Narrative

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

The program includes the standard chemistry requirements in which students take five upper-level core courses in chemistry, one in each of the five main branches of chemistry (analytical, organic, physical, inorganic, and biochemistry). Beyond these courses, students in this program will be required to take courses that focus on and dive deeper into the fields of biochemistry and molecular biology, through required courses and a series of electives that focus on the application of chemistry to biological systems. There are a significant number of lab courses required for this program, as is standard for many of the sciences, and active learning is therefore a significant component of this program. Additionally, undergraduate research and/or internships are required to allow students to experience the field beyond a textbook or classroom, providing them opportunities to explore science in its true inquiry-driven nature. Many of the upper-division lecture courses are either hybrid lab-lecture courses (e.g. Quantitative Analysis and Instrumental Analysis). Also, many upper-division courses involve extensive literature review and research activities, which require students to lead discussions of specific topics with their class, effectively providing a flipped-classroom environment - this helps students build and retain knowledge through active-learning techniques, as well as promote building of communication skills. The curriculum is therefore designed to allow a student who completes this program to have all the skills of a professional in the field, to include both the academic and the professional aspects of that career.

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.

Toggle Cut-and-Paste | Toggle Table

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
CHEM 1210/15 Principles of Chemistry I /Lab	5	CHEM 1220/25 Principles of Chemistry II /Lab	5
BIOL 1610/15 Principles of Biology I /Lab	5	BIOL 1620/25 Principles of Biology II /Lab	5
MATH 1210 Calculus I	4	MATH 1220 Calculus II	4
		ENGL 1010 Introduction to Writing	3
Add Courses **Total**	14	**Total**	17
Second Year Fall	**Cr. Hr.**	**Second Year Spring**	**Cr. Hr.**
CHEM 2310/15 Organic Chemistry I / Lab	5	CHEM 2320/25 Organic Chemistry II / Lab	5
BIOL 3010 Evolution	3	BIOL 3030 Principles of Genetics	4
PHYS 2210/15 Physics/Scientists Engineers I/ La	5	PHYS 2220/25 Physics/Scient. Engineers II/ Lab	5
ENGL 2010 Intermediate Writing Selected Topic	3		
Add Courses **Total**	16	**Total**	14
Third Year Fall	**Cr. Hr.**	**Third Year Spring**	**Cr. Hr.**
CHEM 3510/15 Biochemistry I / Lab	4	CHEM 3520/25 Biochemistry II / Lab	4
BIOL 3550/55 Eukaryotic Cell Biology / Lab	4	BIOL 4300/05 Molecular Biology / Lab	4
CHEM 3060/65 Physical Chemistry 1 / Lab	5	General Education (Literature / Humanities)	3
CS 1400 Fundamentals of Programming (Compu	3	Degree Program Elective	3
(as general elective)			
Add Courses **Total**	16	**Total**	14
Fourth Year Fall	**Cr. Hr.**	**Fourth Year Spring**	**Cr. Hr.**
CHEM 3000 Quantitative Chemical Analysis	4	CHEM 3300 Instrumental Analysis	4
CHEM 3100 Inorganic Chemistry	4	Degree Program Elective	3
Program Elective (e.g. CHEM 4800R)	1	Program Elective (e.g. CHEM 4800R)	1
General Elective	3	CHEM 4910 Chemistry Senior Seminar	1
General Education (Social & Behavioral)	3	GE Elective Course (Fine Arts)	3
		General Education (American Institutions)	3
Add Courses **Total**	15	**Total**	15

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	6	1
Faculty: Part Time with Doctorate			1
Faculty: Full Time with Masters			1
Faculty: Part Time with Masters			1
Faculty: Full Time with Baccalaureate			
Faculty: Part Time with Baccalaureate			1
Teaching / Graduate Assistants			6
Staff: Full Time			
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
Full Time Faculty							
	Gabriela	Chilom	TT	PhD	South Dakota State University	75	
	Rico	Del Sesto	TT	PhD	University of Utah	75	
	David	Feller	T	PhD	BYU	50	
	Katherine	Leigh	TT	PhD	University of Memphis	75	
	Jennifer	Meyer	TT	PhD	Michigan State University	100	
	Wendy	Schatzberg	TT	PhD	University of Northern Colorado	75	
	Martina	Gaspari	TT	PhD	Karolinska Institute, Stockholm	50	
	Aaron	Davis	TT	PhD	Utah State University	50	
	Geoff	Smith	TT	PhD	Utah State University	25	
	Don	Warner	T	PhD	Texas A&M University	25	
	Theresa	Gaines	PD	PhD	Georgia State University	75	
							Add Another Full Time
Part Time Faculty							
	Christina	Quinn	FT	MS	Portland State University	25	
	Sarah	Black	PT	MS	Brigham Young University	25	
	Robyn	Boudreau	Adj	MD/PhD	McGill University/Univ. British Columbia	50	
	David	Burr	PT	MS	Utah State University	100	

	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
							Add Another Part Time

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		PhD, Chemistry (Medicinal, Pharmaceutical, or Bioorganic)	75
Faculty: Part Time with Doctorate					
Faculty: Full Time with Masters					
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					
Teaching / Graduate Assistants					
Staff: Full Time			1	BS, Chemistry or related (laboratory and safety manager)	100
Staff: Part Time					

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
Student Data						
# of Majors in Department	60	60	65	70	90	100
# of Majors in Proposed Program(s)		5	10	20	40	50
# of Graduates from Department	4	11	12	18	25	40
# Graduates in New Program(s)		0	5	10	10	20
Department Financial Data						
	Department Budget					
		Year 1	Year 2	Year 3		
Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."	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)		
EXPENSES – nature of additional costs required for proposed program(s)						
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.						
Personnel (Faculty & Staff Salary & Benefits)	$1,526,613	$40,000	$125,000	$125,000		
Operating Expenses (equipment, travel, resources)	$351,440	$15,000	$20,000	$25,000		
Other: Equipment and other startup costs		$250,000				
TOTAL PROGRAM EXPENSES		$305,000	$145,000	$150,000		
TOTAL EXPENSES	$1,878,053	$2,183,053	$2,023,053	$2,028,053		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.						
Internal Reallocation		$255,000	$5,000	$5,000		
Appropriation	$816,846					
Special Legislative Appropriation						
Grants and Contracts						
Special Fees	$336,835	$10,000	$15,000	$20,000		
Tuition	$724,372	$40,000	$125,000	$125,000		
Differential Tuition (requires Regents approval)						
PROPOSED PROGRAM FUNDING		$305,000	$145,000	$150,000		
TOTAL DEPARTMENT FUNDING	$1,878,053	$2,183,053	$2,023,053	$2,028,053		
Difference						
Funding - Expense	$0	$0	$0	$0		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

It is anticipated that the program will require one new faculty in the area of medicinal or biological chemistry to teach upper division courses that are more applied in the areas that are of demand by the local/regional industry and private sector. With the current faculty (seven in total) in Chemistry currently teaching nearly 50 credits of overload per year, an additional faculty is needed to support existing programs as well, and is part of the standard internal funding request this upcoming year. We expect that this degree will increase participation in the Chemistry and Biology courses in general. To support the proposed program, the new faculty member to be hired will be aligned with the needs specific to this program, and to provide experiential opportunities (research projects and partnerships) for students involved in this program. A full time laboratory manager is also needed to support the large number of laboratory courses, as well as the chemical safety and management associated with the general chemistry and biology programs. Additionally, $250k of start-up costs are requested to backfill and support existing programs, providing necessary equipment to provide students skills and experience with modern instrumentation that they will be using daily in chemistry and biotechnology careers. For students to be competitive with peers from the region and country, they need to be familiar and experienced with equipment that is used in the molecular biology and biochemistry fields, ranging from the research to the clinical settings. Equipment will include liquid chromatography-mass spectrometry instrumentation, cell culture plate counter, confocal microscope, circular dichroism, and reverse transcription polymerase chain reaction (RT-PCR) instrumentation.

Additionally, the program will require continued access to the Chemical Abstracts Service through SciFinder, which is "a research discovery application that provides unlimited access to the world's most comprehensive and authoritative source of references, substances and reactions in chemistry and related sciences." (from SciFinder.cas.org). The department currently covers the cost of this access, but for institutional access and to account for the growth of the program and university, the cost is expected to approach $4-5k/year for unlimited access across the institution. We are therefore requesting that the Library receive an ongoing fund of $5k/year to support and maintain access to SciFinder.

This program will also support undergraduate Teaching Assistants. These TA's will be junior and senior students majoring in this or related programs to help teach laboratory courses and grading of assignments, working alongside a full time faculty or instructor in these efforts.

Part III: Describe funding sources

Revenue Narrative 1

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

The program will require reallocation of internal funds amounting to $250k to support necessary equipment to provide our students a meaningful education and experiential learning opportunities that will provide training and professional preparation for careers in this and related fields (detailed description of this expense is included in the Expense Narrative, above).

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

In addition to ongoing and reallocated funding, the program utilizes courses that have an existing course fee structure (lab courses generally have fees of $100-150 per lab course) that will provide revenue to support the program. Additionally, most of the faculty involved in this program are actively involved in professional development and research activities. Through those efforts, faculty consistently pursue funding opportunities to support student research opportunities and equipment/ instrumentation needed to carry out research and lab experiments.

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

Institution Submitting Request:	Dixie State University
Proposed Program Title:	Bachelor of Science/Bachelor of Art in Design
Sponsoring School, College, or Division:	College of Science and Technology
Sponsoring Academic Department(s) or Unit(s):	Computer and Information Technology
Classification of Instructional Program Code[1] :	50.0102
Min/Max Credit Hours Required of Full Program:	120 / 120
Proposed Beginning Term[2]:	Fall 2018
Institutional Board of Trustees' Approval Date:	

Program Type (check all that apply):

☐	(AAS)	Associate of Applied Science Degree		
☐	(AA)	Associate of Arts Degree		
☐	(AS)	Associate of Science Degree		
☐		Specialized Associate Degree (specify award type[3]:)		
☐		Other (specify award type[3]:)		
☒	(BA)	Bachelor of Arts Degree		
☒	(BS)	Bachelor of Science Degree		
☐		Specialized Bachelor Degree (specify award type[3]:)		
☐		Other (specify award type[3]:)		
☐	(MA)	Master of Arts Degree		
☐	(MS)	Master of Science Degree		
☐		Specialized Master Degree (specify award type[3]:)		
☐		Other (specify award type[3]:)		
☐		Doctoral Degree (specify award type[3]:)		
☐		K-12 School Personnel Program		
☐		Out of Service Area Delivery Program	☐ Out of Mission Program	☐ NEW Profess. School

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.

Michael Lacourse Date: December 18, 2017

☒ I understand that checking this box constitutes my legal signature.

[1] For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.
[2] "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.
[3] 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): Bachelor of Science/Bachelor of Art in Design effective Fall 2018. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Description

Present a complete, formal program description.

The BS/BA in Design will be a part of the Computer Information Technology (CIT) department located in the College of Science and Technology. The requirements of the BS/BA in Design degree include hands-on courses in design thinking, visual communication, image making, historical achievements, processes, and proficiency with current industry tools and practices in the field of design. These requirements follow the National Association of Schools of Art and Design (NASAD) standards and operational guidelines. The degree offers emphases in three areas of specialization; Graphic Design, Digital Design, and Interaction Design. This program will allow students to pursue careers in traditional graphic design and the emerging disciplines of data visualization, user interface (UI), user experience (UX) and interaction design (IxD). These students will have opportunities to collaborate with private-sector CTO, CEO, Designers, and Developers in real-world transformative experiences. As a part of their senior capstone course, they will have opportunities to give presentations and exhibit their work.

Consistency with Institutional Mission

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals (see mission and roles at higheredutah.org/policies/policyr312) or, for "out of mission" program requests, the rationale for the request.

The proposed BS/BA in Design degree is consistent with DSU's mission as a comprehensive public university by offering a program that will provide opportunities to improve the professional and personal lives of students and serving the community through high engagement with local businesses and other organizations. The BS/BA in Design degree will offer an innovative and comprehensive education that will provide more significant opportunities for students to achieve employment with higher pay in southern Utah and the surrounding regions. As a practice, design involves high engagement in real-world projects and problem-solving with a hands-on application that supports DSU's Active Learning, Active Life principles. This approach aligns with DSU's core themes and values. The BS/BA in Design degree aligns with Goal 2 of the DSU Strategic Plan by broadening our current offering and enhancing our academic programs with new opportunities in user interface (UI), user experience (UX), interaction design (IxD) and design thinking. This program aligns with Goal 5 by explicitly meeting industry needs in southern Utah and beyond.

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.

In 1991 Dixie College established the Center of Excellence with Visual Technologies (VT) as one of its core focuses. Former Dixie President Douglas D. Alder said, "This new center will create an interdisciplinary program at the college. It combines courses and faculty in art, graphic arts, and computer science." Since that time, VT has been a consistent program on campus. When Dixie was granted University status in 2013, a Graphic Design emphasis was established in the Fine Arts department, and the CIT Visual Technologies emphasis was split into two new emphases; Digital Design and Web Development and Design.

There is currently duplication in the degree offerings of the Fine Arts Graphic Design emphasis and the CIT Digital Design emphasis. Combining the Graphic Design and Digital Design programs with a specific focus on departmental collaboration makes sense to strengthen learning outcomes for students. By building a collaborative effort within technology, design, and art and adding emphasis on design thinking, data visualization, UI, UX, and IxD, DSU will provide a program that is truly unique to the region. DSU will benefit by better-utilizing resources through the combination of these programs. The approval of a BS/BA in Design degree is aligned with the DSU's Strategic Plan to expand offerings as we advance the university from Status to Stature.

There are several design programs within the USHE system, but the proposed BS/BA in Design degree with emphases in Graphic Design, Digital Design, and Interaction Design will provide a unique experience across a full range of design disciplines. This program will help to meet increasing demands from the private sector in the high-tech industry throughout the state of Utah by providing students with marketable training, skills, and experience that will make them immediately employable.

As technology and design have become ubiquitous to everyday life, the demand from industry and students for these types of classes has grown. The BS/BA in Design degree curriculum has been crafted to respond to industry demand that students have a firm understanding of design thinking, visual communications and design skills that range from print to interaction design.

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) and the Occupation Outlook Handbook (www.bls.gov/oco).

According to Utah Department of Workforce Services there approximately 250 new design jobs per year. Positions that require the design thinking, UI, UX, and IxD are the fastest growing segment. It is likely that demand will increase similarly to the 5% seen in Web Development and other technology jobs.

In Utah, there are approximately 1600 UI/UX Design, Interaction Design, Graphic Design, Digital Design and Web Design jobs. [1]

The need for qualified designers is evident within the tech sector. Also, every industry employs designers to maintain professional branding and corporate communications, advertising and within new and emerging media. Engagement with design and design thinking is also a key component of successful startups.[2]

We meet some of the current industry demand with the CIT Digital Design and Fine Art Graphic Design emphases. A BS\BA in Design will help to better meet the needs of the local, regional and national job market while building a strong collaborate, cross-disciplinary program at DSU.

[1] https://www.indeed.com/ (2017) [Accessed 01 Oct. 2017]
[2] https://www.forbes.com/sites/lorikozlowski/2013/08/07/why-great-design-is-crucial-for-startups/#435ee9081111

Letters of support from local and regional businesses are attached.

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.

Students looking for comprehensive training in design are challenged to know what specific direction to take at DSU due to the lack of clarity or understanding of the current offerings in design. There is confusion because of naming conventions and duplication between the Fine Arts Graphic Design and CIT Digital Design degrees. The combination of these emphases under one-degree program and close collaboration between the Fine Arts and CIT departments will alleviate this confusion.

DSU faculty surveyed students currently enrolled in all levels of design courses in Fall of 2017. 120 students responded. 74.55% of students stated that they would be interested in pursuing a BS/BA in Design. In an informal survey of junior and senior level students who are currently either a Graphic Design or Digital Design major, 88% indicated that they would like a BS/BA in Design. Most stated that the term “design” was desirable for their degree and job searches.

Training in UI, UX and IxD provide students with opportunities for higher paying jobs beyond the traditional practice of graphic arts by strengthening its connection it to design thinking and technology. In a comparison of salaries for an entry-level Graphic Designer, compared to an Interaction Designer, wages are ~40% higher for the later. [3] Growth in student interest and industry demand demonstrates the need to offer a BS/BA in Design program at DSU with more comprehensive UI, UX and IxD training.

A BS/BA in Design will combine two similar emphases and in doing so strengthen a student’s marketability upon graduation. By adding the visibility of Design as a full degree program, it will encourage area students to consider DSU as an option rather than leaving the area to pursue their degree. Currently, all area high schools have concurrent enrollment classes in design with students who graduate interested in design degrees. (5 high schools estimated 100 students per high school). Faculty suggests that 30 students would be interested in entering this program.

Currently, there are 47 declared Digital Design majors and 84 declared Graphic Design majors. The pipeline is beginning to fill for design students.

Year	Program	Graduates
2013 - 2014	BA - ART DES	2
	BS - CIT - VT	15
	TOTAL	17
2014 - 2015	BS - ART - DES	13
	BS - CIT - DES	3
	BS - CIT - VT	4
	TOTAL	20
2015-2016	BS - ART DES	10
	BS - CIT - DES	4
	BS - CIT - VT	4

	TOTAL	18
2016-2017	BS - ART DES	15
	BS - CIT - DES	4
	BS - CIT - VT	1
	TOTAL	20

These numbers do not include the CIT Web, Business Visual Technologies, or Integrated Studies majors.

Fine Arts - Graphic Design emphasis (ART - DES)
Computer and Information Technology - Digital Design Emphasis (CIT - DES)
Computer and Information Technology - Visual Technologies (CIT - VT)

The new program will replace the current CIT Digital Design and ART Graphic Design emphases.

[3] http://designation.io/blog/digital-and-graphic-designer-salary/

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)?

Several other USHE institutions offer emphases within the context of another degree program.

Southern Utah University - BFA in Graphic Design -- “a professional degree which focuses on intensive work in art and design supported by a program of general studies. This degree provides a foundation for the student; to develop strategies to solve communication problems and design effective communication products.” This degree offers some courses in Web Development but no specific focus on UI, UX or IxD.

University of Utah - BFA in Art, Graphic Design Emphasis -- “Graphic Design integrates communication in all spheres. The curriculum emphasizes that all realms of visual communication influence the recipients of a message. Our responsibility as designers is to determine how to posture a message. In order to do this, a designer must have a broad base of knowledge, including an understanding of visual problem solving. Basic concepts must be understood first in order to provide a framework for

more complex problems." The program at the University of Utah offers some Information Graphics and Interactive courses, but the program is an emphasis under Art.

Utah State University - BFA in Art and Design, Graphic Design Emphasis -- "The graphic design emphasis area delivers a comprehensive professional education in the study and practice of visual communication design. Education in design theory and practice prepares students to become leaders in the various disciplines that constitute today's design profession." This program offers some UI courses but is the program is an emphasis in Art and Design.

Utah Valley University - BFA in Art and Design, Graphic Design Emphasis -- "As students use the latest software to practice communicating creatively using typography and imagery, they learn to approach problem solving from marketing and artistic standpoints that resonate with target audiences. Courses emphasize creative, concept-intensive communication, and effective design implementation in both print and interactive design." The program at UVU offers UI/UX courses, but the program is an emphasis in Art and Design.

The BS/BA degree in Design at DSU would be the first of its kind within the USHE system. No other programs offer the unique combination of technology, design, and art to address the industry need for competent design graduates that have skills including User Interface, User Experience, and User Interaction as a standalone degree.

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 higheredutah.org/policies/policyr315/ . 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.

The program will not be delivered outside of DSU's designated service area. Students taking advantage of the BS/BA in Design degree at DSU might mean a very slight decrease in enrollment at other USHE degree programs. DSU is prepared to meet the educational needs of students with a need to be educated locally. Adding this degree to DSU's programs will help USHE meet the goals of its Higher Ed Utah 2020 Master Plan, which includes a goal of 55% of Utahns aged 24-64 achieving an associate's degree or higher by the year 2020.[4]

[4] http://www.higheredutah2020.org/

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.

Current programs consult with an advisory group from industry and the new BS/BA in Design Program will continue to do so.

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.

Students must complete a minimum of 120 credits to graduate with a BS/BA in Design degree which includes 40 upper division credits.

- 32 credits of General Education courses
- 10-13 credits of General electives
- 46 credits of core discipline requirements
- 15-18 credits Design emphasis requirements (Graphic Design and Digital Design: 15 cr, Interaction Design: 18 cr)
- 15 credits additional Design electives

Students are required to pass all design courses with a C or better. Students are required to obtain a 2.0 or greater overall DSU cumulative GPA.

Admission Requirements

List admission requirements specific to the proposed program.

Students admitted to DSU who are in good standing with a GPA of C or better will be admitted to the program.

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 BS/BA in Design degree will be located in the Computer and Information Technology (CIT) department within the College of Science and Technology. The development of the degree has strong support from DSU administration and faculty and includes a cross-disciplinary effort with the Fine Arts department within the College of the Arts. No alterations to current administrative structures will be needed for this program. There should be no impact on the delivery of undergraduate and lower division education courses.

Faculty

Describe faculty development activities that will support this program. Will existing faculty/instructions, 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.

The projected faculty workload requires a minimum of 4 full-time faculty and three part-time/adjuncts. There are currently three full-time faculty and we are conducting an open search to hire a fourth faculty member. One part-time faculty member covers six credit hours and one faculty member from the Fine Art department teaches three credit hours. Adjuncts will continue to teach a limited number of lower-division courses. Expected growth will necessitate the hiring of an additional full-time faculty member within the first three years.

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.

The CIT department has a full-time administrative assistant and two advisors. The current staff is sufficient to support the new program.

Student Advisement

Describe how students in the proposed program will be advised.

Two academic advisors are assigned to the CIT department. One of those advisors is assigned to assist Digital Design and Web students. Full-time faculty provide career advisement, mentorship, and support for students. The advisor will also continue to assist students with the current BS/BA degrees.

Library and Information Resources

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

The DSU's Holland Library holds ~600 print titles that are in design or related areas and ~4500 ebooks in graphic design. Database resources include ArtStor, Art Full Text, Arts & Humanities Citation Index, Academic Search Premier, JSTOR, Project MUSE and Hobbies & Crafts Reference Center.

Currently the print and ebook budget is spread across all studio arts. The recommendation has been made for $500/yr of ongoing funds to update and keep the print and ebook collection current. The Center for Teaching and Learning has a 1-year subscription to Lynda.com. It has been recommended that we continue that subscription in support of this program.

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.

A curriculum map that aligns program learning outcomes with course learning outcomes has been developed through close collaboration between the CIT and Fine Arts departments. The map identifies where these learning outcomes are introduced to students, where students work on proficiency, and where they demonstrate mastery of the outcomes.

The Program Learning Outcomes of the Computer and Information Technology department below will also apply to the BS/BA in Design degree.

PLO 1: Analyze a problem, and identify and define the technological requirements appropriate to its solution.

PLO 2: Design, implement, or evaluate a system, process, component, or program to meet desired needs.

PLO 3: Use current techniques, skills, and tools necessary for professional practice.

PLO 4: Explain professional, ethical, legal, security and social issues and

responsibilities.

PLO 5: Function effectively in teams.

PLO 6: Communicate effectively visually, orally and in writing.

See the attached map of department level PLO's to core BS/BA in Design courses.

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.

The following standards of the BS/BA in Design degree are guided by NASAD accreditation. From the NASAD 2016–2017 Handbook pp114–120.

1. Technology. Due to the democratization of and constant change within the technology and design tools space, students must learn new techniques and make critical choices among the different technologies available. Capability to shape and create tools and systems to address communication. Students must demonstrate competency with current software and technologies through practical application.

2. Skills. Students must acquire a comprehensive understanding of communication theories, principles, and processes. The must have a fluency in the use of the formal vocabulary and concepts of design—including content, elements, structure, style, and technology—in response to visual communication problems. Appropriate use of typography, images, diagrams, motion, sequencing, color, and other such elements effectively in the contexts of specific design projects. Students will develop an applied knowledge of different creative approaches, and the ability to analyze them to make purpose-based choices and generate alternative solutions.

3. Practice. Students must develop a functional knowledge of the professional practice of design and related processes, including professional and ethical behaviors, and intellectual property issues. Students will apply a real-world application of their practice through research, internships, collaborative and transformative experiences with industry.

4. Design Thinking. Applying a user-centered approach to design in order effectively communicate, design processes and products and creatively solve real-world

problems beyond visual communication. Design Thinking involves the ability to conduct investigations of people, activities, settings, wants, needs, patterns of behavior including social and cultural differences and develop appropriate design solutions.

5. Synthesis. Students must know how to make their work successfully. Through a firm understanding of how to analyzing content and audience, students will have the ability to make choices about form and message. Applying the appropriate technology with design principles and making skills which are built through studio practice and transformative experiences they will have the ability to synthesize content into form successfully.

These outcomes are mapped to DSU's institutional learning outcomes as follows:

Skills: 1, 2, 3, 5
Knowledge: 1, 2, 3, 4, 5
Innovation: 1, 3, 4, 5
Responsibility: 2, 3, 4, 5
Grit: 3, 5

Formative Assessment: Core technology and skills are built into assignments throughout all design courses. These assignments will be mapped to course, program, and institutional learning outcomes. Design artifacts and skills assessments will provide evidence of formative student proficiency. Assessments will be made through critiques within classes and industry professionals.

Summative Assessment: Successful completion of capstone Senior project course will demonstrate evidence of proficiency in the program and institutional 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)			
			General Education Credit Hour Sub-Total	45
	Required Courses			
+ -	ENGL 2100 or 3010		Technical Writing or Writing in the Professions	3
+ -	MATH 1050		College Algebra	4
+ -	ART 1110		Drawing and Composition	3
+ -	ARTH 3750		Graphic Design History	3
+ -	WEB 1400		Web Design I	3
+ -	DES 1100		Intro to Digital Design	3
+ -	DES 1300 or ART 112		Design I or 2-Dimensional Design	3
+ -	ART 1130		3-Dimensional Design	3
+ -	DES 2100		Design Thinking	3
+ -	ART 2060		Digital Photography	3
+ -	DES 2300		Design II	3
+ -	DES 2710		Typography I	3
+ -	DES 3000	X	Design III	3
+ -	DES 3800		Branding	3
+ -	DES 4600		Senior Project	3
			Choose of the following courses:	
+ -				
+ -				
			Add A Group of Courses	
			Required Course Credit Hour Sub-Total	46
	Elective Courses			
+ -				
			Choose of the following courses:	
+ -				
+ -				
			Choose of the following courses:	
+ -				
+ -				
			Choose of the following courses:	
+ -				
+ -				
			Add A Group of Courses	

		Course Number	NEW Course	Course Title	Credit Hours
				Elective Credit Hour Sub-Total	0
				Core Curriculum Credit Hour Sub-Total	91

Can students complete this degree without emphases? Yes or ╳ No

	Course Number	NEW Course	Course Title	Credit Hours
	Name of Emphasis:		Graphic Design	
+ -	DES 3400		Information Design	3
+ -	DES 3710		Typography II	3
+ -	DES 3780		Production Design	3
+ -	DES 4650		Publication Design	3
+ -	DES 4750		Package Design	3
			Choose 5 of the following courses:	
+ -	DES 1610		Screenprinting	3
+ -	DES 3300		Motion Graphics I	3
+ -	DES 3500	╳	Interface Design	3
+ -	DES 3600		3D Visualization	3
+ -	DES 3650		3D Animation	3
+ -	DES 3850		Graphic Design Problems	3
+ -	DES 4100	╳	Interaction Design	3
+ -	DES 4200	╳	Tangible Interaction	3
+ -	DES 4900		Independent Research	3
+ -	DES 4990		Seminar in Design	3
+ -	ART 2120		Digital Art	3
+ -	ART 2230		Intro to Printmaking	3
+ -	ART 2270		Phenomenon of Color	3
+ -	ART 3040		Intermediate Digital Photography	3
+ -	ART 3110		Creative Perspective Drawing	3
+ -	ART 3910R		Digital Painting - Non Repeatable	3
+ -	CS 1400		Fundamentals of Programming	3
+ -	WEB 3400		Web Design II	3
+ -	WEB 3500		Electronic Commerce	3
+ -	WEB 3550		Internet & eCommerce Marketing	3
+ -				
			Add A Group of Courses	
			Emphasis Credit Hour Sub-Total	30
			Total Number of Credits to Complete Program	121
	Remove this emphasis			

	Course Number	NEW Course	Course Title	Credit Hours
	Name of Emphasis:		Digital Design Emphasis	
+ -	CS 1400		Fundamentals of Programming	3
+ -	DES 3300		Motion Graphics I	3
+ -	DES 3400		Information Design	3
+ -	DES 3500	X	Interface Design	3
+ -	DES 3710		Typography II	3
			Choose 5 of the following courses:	
+ -	DES 1610		Screenprinting	3
+ -	DES 3600		3D Visualization	3
+ -	DES 3650		3D Animation	3
+ -	DES 3780		Production Design	3
+ -	DES 3850		Graphic Design Problems	3
+ -	DES 4100	X	Interaction Design	3
+ -	DES 4200	X	Tangible Interaction	3
+ -	DES 4650		Publication Design	3
+ -	DES 4750		Package Design	3
+ -	DES 4900		Independent Research	3
+ -	DES 4920		Internship	3
+ -	DES 4990		Seminar in Design	3
+ -	ART 2120		Digital Art	3
+ -	ART 2230		Intro to Printmaking	3
+ -	ART 2270		Phenomenon of Color	3
+ -	ART 3040		Intermediate Digital Photography	3
+ -	ART 3110		Creative Perspective Drawing	3
+ -	ART 3910R		Digital Painting - Non Repeatable	3
+ -	WEB 3400		Web Design II	3
+ -	WEB 3500		Electronic Commerce	3
+ -	WEB 3550		Internet & eCommerce Marketing	3
+ -				
			Add A Group of Courses	
			Emphasis Credit Hour Sub-Total	30
			Total Number of Credits to Complete Program	121
	Remove this emphasis			

	Course Number	NEW Course	Course Title	Credit Hours
	Name of Emphasis:		Interaction Design Emphasis	
+ -	CS 1400		Fundamentals of Programming	3
+ -	DES 3400		Information Design	3
+ -	WEB 3400		Web Design II	3

	Course Number	NEW Course	Course Title	Credit Hours
+ -	DES 3500	X	Interface Design	3
+ -	DES 4100	X	Interaction Design	3
+ -	DES 4200	X	Tangible Interaction	3
			Choose 5 of the following courses:	
+ -	DES 1610		Screenprinting	3
+ -	DES 3300		Motion Graphics I	3
+ -	DES 3600		3D Visualization	3
+ -	DES 3650		3D Animation	3
+ -	DES 3710		Typography II	3
+ -	DES 3780		Production Design	3
+ -	DES 3850		Graphic Design Problems	3
+ -	DES 4650		Publication Design	3
+ -	DES 4750		Package Design	3
+ -	DES 4900		Independent Research	3
+ -	DES 4920		Internship	3
+ -	DES 4990		Seminar in Design	3
+ -	ART 2120		Digital Art	3
+ -	ART 2230		Intro to Printmaking	3
+ -	ART 2270		Phenomenon of Color	3
+ -	ART 3040		Intermediate Digital Photography	3
+ -	ART 3110		Creative Perspective Drawing	3
+ -	ART 3910R		Digital Painting - Non Repeatable	3
+ -	WEB 3500		Electronic Commerce	3
+ -	WEB 3550		Internet & eCommerce	3
+ -				
			Add A Group of Courses	
			Emphasis Credit Hour Sub-Total	33
			Total Number of Credits to Complete Program	124
	Remove this emphasis			

Add An Emphasis

Program Curriculum Narrative

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

Students must complete a minimum of 120 credits to graduate with a BS/BA in Design degree which includes 40 upper division credits.

- 45 credits of General Education courses and General Electives
- 46 credits of core discipline requirements
- 15-18 credits Design emphasis requirements (Graphic Design and Digital Design: 15 cr, Interaction Design: 18 cr)

- 15 credits additional Design electives

Students are required to pass all design courses with a C or better. Students are required to obtain a 2.0 or greater overall DSU cumulative GPA.

All students taking the BS/BA in Design degree will take a core of courses in design thinking, process, image making, and design critique and analysis. The core requirements for the degree include Math and English above and beyond the General Education requirements as well as a mixture of Art and Design courses.

Each of the three emphases; Graphic Design, Digital Design and Interaction Design have a unique set of required courses. The Graphic Design emphasis includes courses which focus on traditional graphic design practices, print production, and publication design. This emphasis requires 15 credits within the specific area of study. The Digital Design emphasis includes courses which focus on programming, information design, motion graphics and interface design. This emphasis requires 15 credits within the specific area of study. The Interaction Design emphasis includes courses which focus on programming, web development, user interface, user experience and interaction design. This emphasis requires 18 credits within the specific area of study.

Students are also required to take an additional 15 credits from a list of electives that allow the students to complement their emphasis area with courses that include art, design, computer science, and web development.

All students are required to take a Senior Project capstone course that allows them to create a project for presentation or exhibition.

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.

Toggle Cut-and-Paste | Toggle Table

Appendix B - Degree Maps are attached to this document.

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	1	2	
Faculty: Full Time with Baccalaureate		2	
Faculty: Part Time with Baccalaureate			2
Teaching / Graduate Assistants			
Staff: Full Time			
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
Full Time Faculty							
	Jeremey	Forsberg	TT	BS	Dixie State University	100%	MFA in Prog
	Eric	Pedersen	TT	PhD	Utah State University	10%	
	Rachel	Ramsay	TT	MFA	Vermont College of Fine Arts	100%	
	Haylee	Ream	TT	BS	Dixie State University	100%	MFA in Prog
							Add Another Full Time
Part Time Faculty							
	Ron	Woodland	other	M.Ed	Utah State University	40%	Contracted p
	Alex	Chamberlain	other	MFA	FullSail University	33%	Art Faculty
	Dean	Warner	other	BS	Utah State University		adjunct
	Glenn	Osness	other	BS	Dixie State University		adjunct
	John	Burns	other	MFA	University of Wisconsin-Milwaukee		adjunct
							Add Another Part Time

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					
Faculty: Part Time with Doctorate					
Faculty: Full Time with Masters		2		MFA in Graphic Design or related field (one current search and	100%
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Teaching / Graduate Assistants					
Staff: Full Time					
Staff: Part Time					

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
Student Data						
# of Majors in Department	420	500	520	530	542	552
# of Majors in Proposed Program(s)		130	133	135	140	143
# of Graduates from Department	42	60	64	68	71	80
# Graduates in New Program(s)		20	22	24	26	28

Department Financial Data				
	Department Budget			
		Year 1	Year 2	Year 3
Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."	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)
EXPENSES – nature of additional costs required for proposed program(s)				
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.				
Personnel (Faculty & Staff Salary & Benefits)	$300,200	$80,000	$80,000	$160,000
Operating Expenses (equipment, travel, resources)	$48,000	$15,000	$30,000	$30,000
Other:				
TOTAL PROGRAM EXPENSES		$95,000	$110,000	$190,000
TOTAL EXPENSES	$348,200	$443,200	$458,200	$538,200
FUNDING – source of funding to cover additional costs generated by proposed program(s)				
Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.				
Internal Reallocation				
Appropriation				
Special Legislative Appropriation				
Grants and Contracts				
Special Fees				
Tuition				
Differential Tuition (requires Regents approval)				
PROPOSED PROGRAM FUNDING		$0	$0	$0
TOTAL DEPARTMENT FUNDING	$0	$0	$0	$0
Difference				
Funding - Expense	($348,200)	($443,200)	($458,200)	($538,200)

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

The CIT department has the facilities and faculty to offer a BS/BA Design degree. Limited additional expenses are required. Four courses will need to be created to allow for specialized student experiences in User Interface and Interaction Design. Three courses will be retired, and the new courses will be offered in a rotation that works with proposed graduation plans.

Part III: Describe funding sources

Revenue Narrative 1

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

Institutional growth supported through student enrollments.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

N/A

Utah System of Higher Education
Notification of New Academic Program

Institution Submitting Request:	Dixie State University
Proposed or Current Program Title:	Minor in Dance
Sponsoring School, College, or Division:	College of the Arts
Sponsoring Academic Department(s) or Unit(s):	Dance
Classification of Instructional Program Code[1] :	6 - Digit CIP
Min/Max Credit Hours Required of Full Program:	Min Cr Hr / Max Cr Hr
Proposed Beginning Term[2]:	Fall 2018
Institutional Board of Trustees' Approval Date:	

☐	Certificate of Proficiency	☐ CTE CP	
☐	Certificate of Completion	☐ CTE CC	
☒	Minor		
☐	Graduate Certificate	☐ Post-Baccalaureate Certificate	☐ Post-Masters Certificate
☐	K-12 Endorsement Program		
☐	NEW Emphasis for Existing Program		
☐	Out of Service Area Delivery Program	☐ *Attach signed MOU*	

Program Description/Narrative

Brief describe new program. If a CTE certificate, describe collaboration with other state-funded CTE providers in service area.

The Dance Department proposes a new Minor in Dance effective Fall 2018. The program includes 18 credits of which a minimum of 2 credits must be upper-division courses. This minor provides an opportunity for students who are pursuing other degrees but have had years of dance technique training and a deep passion for dance as an art form. It also creates an option for students who are interested in dance training as a companion to their major field of study. No new courses are needed for this minor.

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.

[1] For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.

[2] "Proposed Beginning Term" refers to first term after Trustees' approval that students may declare this program.

Utah System of Higher Education
Notification of New Academic Program

Institution Submitting Request:	Dixie State University
Proposed or Current Program Title:	Minor in Global Studies
Sponsoring School, College, or Division:	College of Humanities and Social Sciences
Sponsoring Academic Department(s) or Unit(s):	Humanities Department
Classification of Instructional Program Code[1] :	302001
Min/Max Credit Hours Required of Full Program:	21 / 26
Proposed Beginning Term[2]:	Fall 2018
Institutional Board of Trustees' Approval Date:	

☐	Certificate of Proficiency	☐ CTE CP	
☐	Certificate of Completion	☐ CTE CC	
☒	Minor		
☐	Graduate Certificate	☐ Post-Baccalaureate Certificate	☐ Post-Masters Certificate
☐	K-12 Endorsement Program		
☐	NEW Emphasis for Existing Program		
☐	Out of Service Area Delivery Program	☐ *Attach signed MOU*	

Program Description/Narrative

Brief describe new program. If a CTE certificate, describe collaboration with other state-funded CTE providers in service area.

The Department of Humanities requests the addition of a minor in Global Studies. This minor will provide multidimensional interdisciplinary education in the principal issues of confronting today's globalized world in order to prepare students to become global leaders in business, education, government, and the non-profit sector. One new course was developed for the program. Students will take one core course, a foreign language requirement, and 15 credit hours of coursework in one of five global studies tracks. The program consists of 18-26 hours depending upon how many foreign language credits are needed to meet the requirement of 8 credits or the equivalent.

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.

[1] For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.

[2] "Proposed Beginning Term" refers to first term after Trustees' approval that students may declare this program.

Utah System of Higher Education
Notification of New Academic Program

Institution Submitting Request:	Dixie State University
Proposed or Current Program Title:	Maker Certificate
Sponsoring School, College, or Division:	College of Science and Technology
Sponsoring Academic Department(s) or Unit(s):	Department of Physical Science
Classification of Instructional Program Code[1] :	141901
Min/Max Credit Hours Required of Full Program:	12.5 / 12.5
Proposed Beginning Term[2]:	Fall 2018
Institutional Board of Trustees' Approval Date:	

☒	Certificate of Proficiency	☐ CTE CP	
☐	Certificate of Completion	☐ CTE CC	
☐	Minor		
☐	Graduate Certificate	☐ Post-Baccalaureate Certificate	☐ Post-Masters Certificate
☐	K-12 Endorsement Program		
☐	NEW Emphasis for Existing Program		
☐	Out of Service Area Delivery Program	☐ *Attach signed MOU*	

Program Description/Narrative

Brief describe new program. If a CTE certificate, describe collaboration with other state-funded CTE providers in service area.

The Maker Certificate is stacked in the BS in Mechanical Engineering degree and requires 12.5 credits. This certificate will prepare students to transform ideas into prototypes and prototypes into production. The required coursework includes training on the engineering design process, rapid prototyping, coding, programming of micro controllers to collect sensor data and control motors, manufacturing, and advanced prototyping methods. When combined with the Entrepreneurship Certificate already offered at DSU and supported by DSU's growing Technology, Innovation, and Entrepreneurship Center (TIE), the certificate provides students with tools to turn innovation into profit.

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.

[1] For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.

[2] "Proposed Beginning Term" refers to first term after Trustees' approval that students may declare this program.

Utah System of Higher Education
Notification of New Academic Program

Institution Submitting Request:	Dixie State University
Proposed or Current Program Title:	Certificate in Professional Writing
Sponsoring School, College, or Division:	College of Humanities and ScoeilSciences
Sponsoring Academic Department(s) or Unit(s):	English
Classification of Instructional Program Code[1] :	231303
Min/Max Credit Hours Required of Full Program:	15 / 15
Proposed Beginning Term[2]:	Fall 2018
Institutional Board of Trustees' Approval Date:	

☒	Certificate of Proficiency	☐ CTE CP	
☐	Certificate of Completion	☐ CTE CC	
☐	Minor		
☐	Graduate Certificate	☐ Post-Baccalaureate Certificate	☐ Post-Masters Certificate
☐	K-12 Endorsement Program		
☐	NEW Emphasis for Existing Program		
☐	Out of Service Area Delivery Program	☐ *Attach signed MOU*	

Program Description/Narrative

Brief describe new program. If a CTE certificate, describe collaboration with other state-funded CTE providers in service area.

The Certificate in Professional Writing is stacked within the BA/BS in English. This certificate certifies individuals to be proficient writers with the abilities and skills necessary to compete as technical and business writers in the current workplace.

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.

[1] For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.

[2] "Proposed Beginning Term" refers to first term after Trustees' approval that students may declare this program.

Utah System of Higher Education
Notification of New Academic Program

Institution Submitting Request:	Dixie State University
Proposed or Current Program Title:	General Education Certificate
Sponsoring School, College, or Division:	Education
Sponsoring Academic Department(s) or Unit(s):	Concurrent Enrollment
Classification of Instructional Program Code[1] :	240102
Min/Max Credit Hours Required of Full Program:	31 / 44
Proposed Beginning Term[2]:	Fall 2018
Institutional Board of Trustees' Approval Date:	

☐	Certificate of Proficiency	☐ CTE CP	
☒	Certificate of Completion	☐ CTE CC	
☐	Minor		
☐	Graduate Certificate	☐ Post-Baccalaureate Certificate	☐ Post-Masters Certificate
☐	K-12 Endorsement Program		
☐	NEW Emphasis for Existing Program		
☐	Out of Service Area Delivery Program	☐ *Attach signed MOU*	

Program Description/Narrative

Brief describe new program. If a CTE certificate, describe collaboration with other state-funded CTE providers in service area.

Currently, students transferring from DSU receive, only upon request, a "Letter o Completion" when they have completed the General Education requirements. This is not a formal academic award nor does it become a part of a student's permanent academic record as recorded on the transcript. We are proposing a new General Education Certificate that will be transcripted and can serve to promote student persistence toward a degree program, particularly for concurrent enrollment students. To summarize, the certificate provides an achievable GE completion pathway and certificate for concurrent enrollment students, which we hope will result in increased participation, adding low cost FTE revenue to the University and increase our "completer" rate. Depending upon student choice when selecting GE credits, the credit hours for completion will range from 31 to 44.

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.

[1] For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.

[2] "Proposed Beginning Term" refers to first term after Trustees' approval that students may declare this program.

Utah System of Higher Education
Notification of New Academic Program

Institution Submitting Request:	Dixie State University
Proposed or Current Program Title:	BA/BS Integrated Studies Global Studies Emphasis
Sponsoring School, College, or Division:	College of Humanities and Social Sciences
Sponsoring Academic Department(s) or Unit(s):	Humanities
Classification of Instructional Program Code[1] :	302001
Min/Max Credit Hours Required of Full Program:	21 / 29
Proposed Beginning Term[2]:	Fall 2018
Institutional Board of Trustees' Approval Date:	

☐	Certificate of Proficiency	☐ CTE CP	
☐	Certificate of Completion	☐ CTE CC	
☐	Minor		
☐	Graduate Certificate	☐ Post-Baccalaureate Certificate	☐ Post-Masters Certificate
☐	K-12 Endorsement Program		
☒	NEW Emphasis for Existing Program		
☐	Out of Service Area Delivery Program	☐ *Attach signed MOU*	

Program Description/Narrative

Brief describe new program. If a CTE certificate, describe collaboration with other state-funded CTE providers in service area.

The Humanities Department is proposing a Global Studies Emphases to be added to the BA/BS in integrated Studies in order to offer our students the opportunity to better understand principal issues confronting today's globalized world. The program will help students develop the ability to work with people from other cultures, learn and develop inter cultural communication skills, learn foreign languages, and apply academic credit for study abroad toward a degree. One new course was developed for the program. Students will take one core class, fulfill a foreign language requirement, and then select one course as an elective and 5 courses from one of five tracks for a total of 21-29 credits depending on the number of foreign language classes needed to meet the requirement.

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.

[1] For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.

[2] "Proposed Beginning Term" refers to first term after Trustees' approval that students may declare this program.

Utah System of Higher Education
Notification of New Academic Program

Institution Submitting Request:	Dixie State University
Proposed or Current Program Title:	BS Exercise Science
Sponsoring School, College, or Division:	College of Health Science
Sponsoring Academic Department(s) or Unit(s):	Health & Human Performance
Classification of Instructional Program Code[1] :	310505
Min/Max Credit Hours Required of Full Program:	120 / 124
Proposed Beginning Term[2]:	Fall 2018
Institutional Board of Trustees' Approval Date:	

☐	Certificate of Proficiency	☐ CTE CP	
☐	Certificate of Completion	☐ CTE CC	
☐	Minor		
☐	Graduate Certificate	☐ Post-Baccalaureate Certificate	☐ Post-Masters Certificate
☐	K-12 Endorsement Program		
☒	NEW Emphasis for Existing Program		
☐	Out of Service Area Delivery Program	☐ *Attach signed MOU*	

Program Description/Narrative

Brief describe new program. If a CTE certificate, describe collaboration with other state-funded CTE providers in service area.

Two new emphases are proposed for the BS in Exercise Science--Pre-Physical Therapy and Pre-Occupational Therapy. These new emphases will provide specific tracks for students who wish to qualify for graduate study in these two areas. Courses for each emphasis were selected based on a survey of entrance requirements from several graduate programs in the region for Doctor of Physical Therapy and Master of Occupational Therapy. All courses are currently being taught inour department.

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.

[1] For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.

[2] "Proposed Beginning Term" refers to first term after Trustees' approval that students may declare this program.

Utah System of Higher Education
Notification of Changes to Existing Academic Program

Institution Submitting Request:	Dixie State University			
	Current		*NEW (if applicable)*	
Program Title:	BA Integ Stud - Military Science Emphasis			
Sponsoring School, College, or Division:	College of Business and Communication			
Sponsoring Academic Department(s) or Unit(s):	Business			
Classification of Instruction Program Code[1]:	309999		6 - Digit CIP	
Min/Max Credit Hours Required for Full Program:	24	/ 27	Min Cr Hr	/ Max Cr Hr
Proposed Effective Term for Program Change[2]:	Fall	2018		
Institutional Board of Trustees' Approval Date:				
Award Type:	BA			

Program Change Type (check all that apply):

☐	Name Change of Existing Program
☐	Program Restructure with or without Consolidation
☐	Program Transfer to a new academic department or unit
☐	Program Suspension
☒	Program Discontinuation
☐	Reinstatement of Previously Suspended Program
☐	Out of Service Area Delivery Program -- *Attached Signed MOU*

Program Change Description/Narrative

Briefly describe program change. For program discontinuance or suspension, include teach out plan.

The military science program and classes were associated with the ROTC program at DSU. The ROTC program was discontinued in the spring of 2017. All majors have been cleared and the courses are no longer taught at DSU.

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.

1 For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.

2 "Proposed Effective Term" refers to term when change to program is published. For Suspensions and Discontinuations, "effective term" refers to the term the program will suspend admissions.

Utah System of Higher Education
Notification of Changes to Existing Academic Program

Institution Submitting Request:	Dixie State University	
	Current	*NEW (if applicable)*
Program Title:	BA/BS Computer Information Technology Emphasis in Digital Design	
Sponsoring School, College, or Division:	College of Science & Technology	
Sponsoring Academic Department(s) or Unit(s):	Computer & Information Technology	
Classification of Instruction Program Code[1]:	110101	
Min/Max Credit Hours Required for Full Program:	33 / 33	/
Proposed Effective Term for Program Change[2]:	Fall 2018	
Institutional Board of Trustees' Approval Date:		
Award Type:	BS	

Program Change Type (check all that apply):

☐	Name Change of Existing Program
☐	Program Restructure with or without Consolidation
☐	Program Transfer to a new academic department or unit
☐	Program Suspension
☒	Program Discontinuation
☐	Reinstatement of Previously Suspended Program
☐	Out of Service Area Delivery Program -- *Attached Signed MOU*

Program Change Description/Narrative

Briefly describe program change. For program discontinuance or suspension, include teach out plan.

The Computer & Information Technology department is proposing a new BA/BS in Design, which upon approval, will negate the need for the BA/BS in Computer & Information Technology Emphasis in Digital Design. Students currently enrolled in the emphasis may complete that program as described in the catalog when they entered. We are currently accepting no more students into the emphasis program, but are encouraging them to enter the new BA/BS in Design.

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.

1 For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/browse.aspx?y=55.

2 "Proposed Effective Term" refers to term when change to program is published. For Suspensions and Discontinuations, "effective term" refers to the term the program will suspend admissions.

Utah System of Higher Education
Notification of Changes to Existing Academic Program

Institution Submitting Request:	Dixie State University	
	Current	*NEW (if applicable)*
Program Title:	AAS in Medical Laboratory Science	
Sponsoring School, College, or Division:	Health Sciences	
Sponsoring Academic Department(s) or Unit(s):	Health Care Diagnostics and Therapeutcs	
Classification of Instruction Program Code[1]:	511005	6 - Digit CIP
Min/Max Credit Hours Required for Full Program:	70 / 75	Min Cr Hr / Max Cr Hr
Proposed Effective Term for Program Change[2]:	Summer 2018	
Institutional Board of Trustees' Approval Date:		
Award Type:	AAS	

Program Change Type (check all that apply):

☐	Name Change of Existing Program
☐	Program Restructure with or without Consolidation
☐	Program Transfer to a new academic department or unit
☐	Program Suspension
☒	Program Discontinuation
☐	Reinstatement of Previously Suspended Program
☐	Out of Service Area Delivery Program -- *Attached Signed MOU*

Program Change Description/Narrative

Briefly describe program change. For program discontinuance or suspension, include teach out plan.

In 2016 the Medical Laboratory Science (MLS) faculty proposed a restructuring of the MLS program to focus on the baccalaureate program instead and thus suspended admissions to the MLS program in preparation for discontinuing the AAS in MLS. The proposal was approved by the DSU Academic Council in December 2016 and took effect in Fall 2017. In May 2017 the last of the AAS in MLS students graduated and no new students have been admitted. Therefore, a teach out plan is not necessary.

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.

1 For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.
2 "Proposed Effective Term" refers to term when change to program is published. For Suspensions and Discontinuations, "effective term" refers to the term the program will suspend admissions.

Utah System of Higher Education
Notification of Administrative Unit Change

Institution Submitting Request: Dixie State University

Proposed Effective Date[1]: 07/01/2018

Institutional Board of Trustees' Approval Date:

Existing Unit Title: College of Science & Technology

Sponsoring School, College, or Division: College of Science & Technology

Sponsoring Academic Department(s) or Unit(s): College of Science & Technology

Proposal Type:

☒	Name Change of Existing Unit to College of Science, Engineering, & Technology
☐	Administrative Unit Transfer
☐	Administrative Unit Restructure (with or without Consolidation)
☐	Administrative Unit Suspension
☐	Administrative Unit Discontinuation
☐	Reinstatement of Previously Suspended Administrative Unit
☐	Reinstatement of Previously Discontinued Administrative Unit

Administrative Unit Description/Rationale

Briefly describe the changes to the administrative unit.

The College of Science & Technology would like to change the name to College of Science, Engineering, and Technology. On January 26, 2018 the Dixie State University Board of Trustees approved a Bachelors or Science in Mechanical Engineering. With this new degree we would like to include engineering in the College name.

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.

[1] "Proposed Effective Date" refers to date after Trustee approval when change to unit is published.