



# Board of Trustees Meeting Agenda

Friday, January 26, 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**

**MEETING SCHEDULE**

**Thursday, January 25, 2018**

6:00 pm – Board of Trustees Dinner (Trustees and Invited Guests), Cottam Room, Gardner Center with presentations by Provost Michael Lacourse, Vice President Paul Morris, and Dr. Jason Boothe

**Friday, January 26, 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, Udvar-Hazy School of Business (Trustees and Invited Guests)

**AGENDA**

\*[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:
  - 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

**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)
- College of Education (Dean Brenda Sabey)
- College of Humanities and Social Sciences (Dean Richard Featherstone)

**VI. 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 – Christine Durham (Chair), Lindsay Atwood, and David Clark
- Government Affairs Committee – Jon Pike (Chair), Lindsay Atwood, and Christina Durham
- 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
- DXATC Representative – Jon Pike
- National Advisory Council (NAC) Representatives – Gail Smith (Chair), Lindsay Atwood, Cristina Durham, and Tiffany Wilson

## **VII. ACTION ITEMS (Chair Clark)**

- **Approval of Minutes (Chair Clark)**
  - \*November 3, 2017
- **Policies**
  - New Policy
    - \*Policy 401 Emergency Management (Josh Thayn)
  - Policy Revisions
    - \*Policy 101 Policy Process (Courtney White)
    - \*Policy 221 University Procurement (Jackie Freeman)
    - \*Policy 304 Personnel Files (Travis Rosenberg)
    - \*Policy 464 University Public Web Presence (Gary Koeven)
  - \*Policy Deletions
    - 104: Executive Officers of the College (President Williams, Courtney White)
    - 203: Petty Cash Funds (Paul Morris)
    - 205: Conference Center Money Handling (Paul Morris)
    - 403: Hazardous Materials (Paul Morris)
    - 433: Emergency Closing (Paul Morris)
    - 434: Fire Emergency (Paul Morris)
    - 435: Bomb Threat (Paul Morris)
    - 436: Earthquake Emergency (Paul Morris)
    - 437: Chemical Emergency Response (Paul Morris)
    - 553: Disabled Student Services (Dr. Gitau)
- **Human Resources** (Travis Rosenberg)
  - \*Request for Early Retirement – Mary Stubbs, Executive Director of Information Technology
- **Administrative Affairs Report:**
  - \*Investment Report (Scott Talbot)
- **Academic Affairs**
  - \*Course-Based Fees (Provost Michael Lacourse)
  - \*Posthumous Degrees for Naythan Bell and Kaleb Olson
  - \*Approval of Intermediate Review/Continued Probationary Status; Rank Advancement; Tenure; and Post-Probation Review
  - Academic Program Proposals (Provost Michael Lacourse)
    - \*Bachelor of Science in Mechanical Engineering
    - \*Bachelor of Music in Performance
    - \*Master of Accountancy

## **VIII. CONCLUDING REMARKS (Chair Clark)**

## **IX. LUNCHEON FOR TRUSTEES AND INVITED GUESTS, UDVAR-HAZY SCHOOL OF BUSINESS (12:00 PM)**

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

- Board of Trustees Meeting - Friday, March 2, 8:00 am – 12:00 pm, Zion Room
- Faculty Awards – Thursday, March 22, 6:00 pm Reception, Gardner Living Room; 6:30 Dinner, Gardner Ballroom
- Board of Regents Meeting - Friday, March 30, Dixie State University
- Trustees Awards Dinner - Thursday, April 26, 6:00 pm, Gardner Ballroom
- Board of Trustees Meeting - Friday, April 27, 8:00 am – 12:00 pm, Zion Room
- Dixie Awards – Thursday, May 3, 7:00 – 9:00 pm, Eccles Main Stage
- Commencement - Friday, May 4, 9:00 am, Legend Solar Stadium

## **XI. MEETING ADJOURNED**



# DSU Faculty Senate

Board of Trustees Newsletter | January 2018

## **Executive Committee**

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

## **The Arts**

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

## **Business & Com**

Business: Shandon Gubler  
Accounting: Steven Day  
Com: Nicole LaVoie  
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  
Health Science: Julie Chew  
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  
Soc/Bhvl Sci: Christine Chew

## **Science & Technology**

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

## **Goals**

### *Distinguished Faculty Awards*

The Faculty Excellence Committee, chaired by Samuel Tobler, have gathered nominees and are selecting finalists for the 2nd Annual Distinguished Faculty Awards.

### *Committee Population*

Working from procedure established last year, the senate will engage in populating academic committees in early March. Before then, the senate will discuss measures for committee accountability.

### *Workload, Evaluation, and Compensation (WEC) Taskforce*

The WEC taskforce, chaired by Nancy Hauck, has been making great strides in proposing revisions to faculty workload, evaluation, and compensation. The senate is heavily involved in this taskforce and will be connected to the process of moving proposals into policy.

### *Faculty Leadership Trainings*

For this semester, the senate would like to have leadership trainings during the monthly Faculty Senate General Meetings. These trainings will feature preparation for academic service roles such as Department & Program Chairs, Committee Chairs, and other academic leadership roles.

## **Policy**

### *DSU policy 640: Constitution & Bylaws of the Faculty Senate*

This policy has been through a review period and it will make its way through Academic and University Council. The senate hopes to have this policy to the Board of Trustees before the end of the academic year (April 27th).

## **Upcoming Meetings**

*General Faculty Meeting & Leadership Training - January 29th*

*Faculty Senate Discussion Meeting - February 1st*

*Faculty Senate Approval Meeting - February 15th*

*Committee Population Meeting - March 8th*

**DIXIE STATE UNIVERSITY  
MINUTES OF THE BOARD OF TRUSTEES MEETING  
ZION ROOM, HOLLAND CENTENNIAL COMMONS  
November 3, 2017**

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. – Board of Trustees Luncheon, Zion Room (All Meeting Attendees)

**BOARD MEMBERS PRESENT:**

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

**ALSO PRESENT:**

President Richard B. Williams  
Christine Arlotti – Executive Assistant for Administrative Affairs  
Del Beatty – Dean of Students  
Dr. Eliezer Bermudez – Dean of the College of Health Sciences  
Theresa Bondad – Assistant to the President  
Jason Boothe - Executive Director of Athletics  
Sylvia Bradshaw – Director of Sponsored Programs  
Andrea Brown – Director of Institutional Research  
Dr. Pamela Cantrell – Director of Graduate Studies  
Dr. Angela Child – Assistant Professor of Education  
Megan Church - Events and Promotions Specialist  
Cindy Cole – Associate General Counsel/Title IX Coordinator  
Dr. Richard Featherstone – Dean of the College of Humanities and Social Sciences  
Bryant Flake – Institutional Budget Director  
Dr. Peter Gitau - Vice President of Student Affairs  
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  
Gary Koeven – Chief Information Officer  
Dr. Michael Lacourse – Provost and Vice President of Academic Affairs  
Brad Last – Vice President of Development  
Frank Lojko – Vice President of Government Affairs  
Rae Matalolo – Human Resources Manager  
Jonathan Morrell – Co-President of Staff Association  
Paul Morris – Vice President of Administrative Affairs  
Kelly Peterson-Fairchild, Dean of the Library and Learning Services  
Dr. Brenda Sabey – Dean of the College of Education  
Dr. Jordon Sharp – Chief Marketing and Communication Officer  
Melanie Sponaule – Human Resources Coordinator  
Scott Talbot – Assistant Vice President of Business Affairs  
Michele Tisdale - Co-President of Staff Association  
Henrie Walton - Community, State & Federal Relations  
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 TIFFANY WILSON, DULY SECONDED BY GAIL SMITH, 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 9:00 a.m., Chair Clark called for a motion to adjourn the Executive Session.  
MOTION BY LARRY BERGESON, DULY SECONDED BY LINDSAY ATWOOD. Action: Approved unanimously, by a show of hands.

### **GENERAL SESSION**

At 9:14 a.m., Chair Clark again welcomed attendees including representatives of the Press.

### **PRESIDENT'S REPORT**

President Williams reported a successful homecoming week with over 25 events. The Health and Counseling Center has seen twice as many faculty and staff as this time last year. The new parking lot where the tennis courts used to be is complete. The McDonald Building has been rededicated after renovations. The Science, Engineering, and Technology building was ranked fifth in the State by the State Building Board. The President of a university (ULADECH) in Peru visited to start the collaboration on several joint ventures. The digital forensics program is recognized by the DoD's Cyber Crime Center as a Center of Academic Excellence in Digital Forensics. There are currently 36 patent applications through the help of Dr. Wayne Provost. Women's and Men's Cross Country are both competing at the NCAA Western Regionals. DSU Magazine is now being distributed through St. George Health and Wellness and the Spectrum distribution channels.

### **REPORTS**

#### **Title IX Report**

Cindy Cole reported that the Department of Education's changes to Title IX includes the new interim Q&A guidance for schools, the withdrawal of both the 2011 Dear Colleague Letter on Sexual Violence, and the 2014 Questions and Answers on Title IX Sexual Violence. DSU faculty and staff are required to complete the SafeColleges online training each year. There are other training programs offered to students.

#### **DSU Student Association (DSUSA)**

Trustee Hainsworth, President of DSUSA, reported that hundreds of pancakes were served to students at Pancakes with the President. Hope Squad, a program for students helping other students with mental illness that was started on campus last academic year, has been active, as well as the Mirror Project. DSUSA is hoping to get more students QPR trained. DSUSA sponsored twelve of 25 Homecoming events. \$21,000 in revenue was generated by the Halloween dance, Chaos.

#### **Faculty Senate**

Dr. Angela Child reported that the Faculty Senate is working to merge Policy 639: Constitution of the Faculty Senate with Policy 640: Bylaws of the Faculty Senate. The Faculty Senate was represented at the Homecoming Parade.

#### **Staff Association**

Jonathan Morrell and Michele Tisdale, co-presidents of the Staff Association, reported that there are two new Board members, Rose Hill and Debi Roth-Carrillo. Two hundred dollars was raised through a raffle at the Welcome Back Carnival for the part-time staff scholarship fund. The Staff Association will be hosting Dixie Development Day on May 8, 2018.

### **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 no updates to report.*

**Academic Committee**

*Committee Chair Julie Beck, with Committee Members Larry Bergeson, and Tiffany Wilson. Trustee Beck reported that there is nothing current to report.*

**Audit Committee**

*Committee Chair David Clark, with Committee Members Lindsay Atwood and Russell Feller. Chair Clark reported that the committee has met. There were no findings after recent audits.*

**Finance/Investment Committee**

*Committee Chair Christina Durham, with Committee Members David Clark and Lindsay Atwood. Trustee Durham reported that DSU is pleased with its investment management and returns on investments.*

**Government Affairs Committee**

*Committee Chair Jon Pike, with Committee Members Lindsay Atwood and Christina Durham. Trustee Pike reported that the Committee has not met but plans to meet soon.*

**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 will be meeting within a week to select honorees and Commencement speakers.*

**Policy Committee**

*Committee Chair Larry Bergeson with Committee Members Julie Beck and Gail Smith. Trustee Bergeson reported that the committee has met and is impressed with the policy process and vetting.*

**Dixie Technical College Board Liaison**

Trustee Pike reported that Dixie Applied Technology College (DXATC) is now called Dixie Technical College. Part of the new building is now open and a ribbon-cutting will be held in January 2018.

**National Advisory Council (NAC) Representatives**

*Committee Chair Gail Smith with Committee Members Lindsay Atwood, Christina Durham, and Tiffany Wilson. Trustee Wilson reported that she attended the October 2017 NAC meeting for Trustee Smith who was unable to attend. Trustee Wilson was impressed by the attendees and discussion.*

**ACTION ITEMS**

**APPROVAL OF MINUTES**

Chair Clark called for a motion to approve the minutes of the September 22, 2017, Board of Trustees Meeting. MOTION BY EZRA HAINSWORTH, DULY SECONDED BY LINDSAY ATWOOD, TO APPROVE THE MINUTES OF THE BOARD OF TRUSTEES MEETING HELD ON SEPTEMBER 22, 2017, AS PRESENTED. Action: Approved unanimously.

**POLICIES**

▪ **Update on Policy Progress**

Sylvia Bradshaw reported that policies are being revised and accreditation requirements are being satisfied. Policies are being written regarding graduate programs. The new policy stewards will receive training.

▪ **New Policies**

- Policy 701: Graduate Studies (Pam Cantrell). The purpose of this policy is to establish general policies for the administration and operation of graduate study at DSU. MOTION BY JON PIKE, DULY SECONDED BY JULIE BECK. Action: Approved unanimously.
- Policy 702: Administration and Governance of Graduate Studies Program (Pam Cantrell). This policy defines the administrative structure of the DSU Graduate

- Studies Program. MOTION BY LINDSAY ATWOOD, DULY SECONDED BY LARRY BERGESON. Action: Approved unanimously.
    - Policy 703: Graduate Degree Requirements (Pam Cantrell). This policy defines the general requirements for obtaining a graduate degree at DSU. MOTION BY LARRY BERGESON, DULY SECONDED BY EZRA HAINSWORTH. Action: Approved unanimously.
    - Policy 704: Graduate Admission (Pam Cantrell). This policy outlines the specific policies for graduate admission. MOTION BY GAIL SMITH, DULY SECONDED BY LINDSAY ATWOOD. Action: Approved unanimously.
  - **Policy Revisions**
    - Policy 521: Student Placement Exam (Dr. Peter Gitau). This policy provides guidance for exams administered by the Testing Center. MOTION BY EZRA HAINSWORTH, DULY SECONDED BY JON PIKE. Action: Approved unanimously.
    - Policy 306: Equal Opportunity, Affirmative Action and Veterans' Preference (Rae Matalolo and Melanie Sponaugle). A revision was needed to update the language relating to laws and to bring clarity to the application of this policy. It is requested that Policies 302 and 306 be merged together under Policy 306 due to their connection to the DSU employment and the hiring process. MOTION BY LINDSAY ATWOOD, DULY SECONDED BY LARRY BERGESON. Action: Approved unanimously.
  - **Policy Deletions**
    - Policy 302: Veterans Preference (Rae Matalolo and Melanie Sponaugle). The deletion of Policy 302 is being requested because Policy 306 incorporates it. MOTION BY JON PIKE, DULY SECONDED BY TIFFANY WILSON. Action: Approved unanimously.
    - Policy 261 through Policy 288: Development (Vice President Brad Last). Procedural policies were deleted as were those covered by the IRS. New policies for development will be written. MOTION BY LARRY BERGESON, DULY SECONDED BY JON PIKE. Action: Approved unanimously.

## **ACADEMIC AFFAIRS**

### **Academic Affairs Action Plan (Provost Michael Lacourse)**

Provost Lacourse presented the action plan on EAB Academic Performance Solutions (APS). This is a tool to help deans and department chairs to make decisions based on data. From there, processes like student enrollment, faculty workload optimization, and student credit hour cost and resource allocation can be analyzed. With APS, the academic performance of DSU can be compared to other universities of the same type.

## **ADMINISTRATIVE AFFAIRS**

### **Budget Report**

Bryant Flake, Executive Director of Planning and Budget, presented the budget report and reported that the University is on steady financial footing with the general fund and discretionary fund. Paul Morris reported that Auxiliary Services are all self-supporting. MOTION BY JON PIKE, DULY SECONDED BY LARRY BERGESON, TO APPROVE THE BUDGET REPORT AS PRESENTED. Action: Approved unanimously.

### **Donation Report**

Brad Last, Vice President of Advancement, reported that Development Officer John Bowler assumed his new position as the Director of Alumni Relations. The annual fund will be a Development fundraiser and not just an Alumni fundraiser. Pledges have been received for campus buildings. Total donations for the first quarter equaled \$572,501. MOTION BY TIFFANY WILSON, DULY SECONDED BY LINDSAY ATWOOD, TO APPROVE THE DONATION REPORT AS PRESENTED. Action: Approved unanimously.

## **CONCLUDING REMARKS**

Chair Clark thanked attendees for their participation in this meeting.

## **MEETING ADJOURNED**



MOTION TO ADJOURN BY EZRA HAINSWORTH. Action: Approved unanimously.  
The meeting was adjourned at 11:58 a.m.

**BOARD OF TRUSTEES LUNCHEON IN ZION ROOM**

Presentations by Dr. Eliezer Bermudez, Dean of the College of Health Sciences, and Dr. Jeffery Jarvis, Dean of the College of the Arts

**NEXT BOARD OF TRUSTEES MEETING** – Friday, January 26, 8:00 a.m. – 12:00 p.m., Zion Room

**CALENDAR OF UPCOMING MEETINGS AND EVENTS**

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**ACTION ITEMS**

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**POLICIES**

▪ **Update on Policy Progress**

Sylvia Bradshaw reported that policies are being revised and accreditation requirements are being satisfied. Polices are being written regarding graduate programs. The new policy stewards will receive training.

▪ **New Policies**

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- Studies Program. MOTION BY LINDSAY ATWOOD, DULY SECONDED BY LARRY BERGESON. Action: Approved unanimously.
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    - Policy 306: Equal Opportunity, Affirmative Action and Veterans' Preference (Rae Matalolo and Melanie Sponaugle). A revision was needed to update the language relating to laws and to bring clarity to the application of this policy. It is requested that Policies 302 and 306 be merged together under Policy 306 due to their connection to the DSU employment and the hiring process. MOTION BY LINDSAY ATWOOD, DULY SECONDED BY LARRY BERGESON. Action: Approved unanimously.
  - **Policy Deletions**
    - Policy 302: Veterans Preference (Rae Matalolo and Melanie Sponaugle). The deletion of Policy 302 is being requested because Policy 306 incorporates it. MOTION BY JON PIKE, DULY SECONDED BY TIFFANY WILSON. Action: Approved unanimously.
    - Policy 261 through Policy 288: Development (Vice President Brad Last). Procedural policies were deleted as were those covered by the IRS. New policies for development will be written. MOTION BY LARRY BERGESON, DULY SECONDED BY JON PIKE. Action: Approved unanimously.

## **ACADEMIC AFFAIRS**

### **Academic Affairs Action Plan (Provost Michael Lacourse)**

Provost Lacourse presented the action plan on EAB Academic Performance Solutions (APS). This is a tool to help deans and department chairs to make decisions based on data. From there, processes like student enrollment, faculty workload optimization, and student credit hour cost and resource allocation can be analyzed. With APS, the academic performance of DSU can be compared to other universities of the same type. MOTION BY JULIE BECK, DULY SECONDED BY LARRY BERGESON, TO APPROVE THE DONATION REPORT AS PRESENTED. Action: Approved unanimously.

## **ADMINISTRATIVE AFFAIRS**

### **Budget Report**

Bryant Flake, Executive Director of Planning and Budget, presented the budget report and reported that the University is on steady financial footing with the general fund and discretionary fund. Paul Morris reported that Auxiliary Services are all self-supporting. MOTION BY JON PIKE, DULY SECONDED BY LARRY BERGESON, TO APPROVE THE DONATION REPORT AS PRESENTED. Action: Approved unanimously.

### **Donation Report**

Brad Last, Vice President of Advancement, reported that Development Officer John Bowler assumed his new position as the Director of Alumni Relations. The annual fund will be a Development fundraiser and not just an Alumni fundraiser. Pledges have been received for campus buildings. Total donations for the first quarter equaled \$572,501. MOTION BY TIFFANY WILSON, DULY SECONDED BY LINDSAY ATWOOD, TO APPROVE THE DONATION REPORT AS PRESENTED. Action: Approved unanimously.

## **CONCLUDING REMARKS**

Chair Clark thanked attendees for their participation in this meeting.

## **MEETING ADJOURNED**

MOTION TO ADJOURN BY EZRA HAINSWORTH. Action: Approved unanimously.  
The meeting was adjourned at 11:58 a.m.

BOARD OF TRUSTEES LUNCHEON IN ZION ROOM

**NEXT BOARD OF TRUSTEES MEETING** – Friday, January 26, 8:00 a.m. – 12:00 p.m., Zion Room

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

- Board of Trustees Meeting - Friday, March 2, 8:00 a.m. – 12:00 p.m., Zion Room
- 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
- Trustees Awards Dinner - Thursday, April 26
- Commencement - Friday, May 4

# Dixie State University Policy

## 401 Emergency Management (EM)



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

### **I. Purpose**

- 1.1 Dixie State University desires to safeguard the welfare of students, faculty, staff, and visitors along with protecting the University's essential functions and business continuity. The purpose of this policy is to ensure that DSU is prepared, protects against, actively mitigates, effectively responds to, and recovers quickly from any emergency or disaster. It provides guidance to emergency management organizations, outlines effective use of university resources, and commits to community collaboration. Ideally, becoming a resilient institution and best practice.

### **II. Scope**

- 2.1 The policy applies to and is for the protection of all university students, faculty, staff, visitors, constituents, and stakeholders at all campus sites and facilities.
- 2.2 Devolution of authority: Utah Board of Regents, DSU Trustees, and the University President through established university hierarchy and chain-of-command.
- 2.3 Governing Principles: Compressive, Progressive, Risk-driven, Integrated, Collaborative, Coordinated, Flexible, and Professional.
- 2.4 Emergency Management (EM) Priorities: Life Safety, Incident Stabilizations, Property Conservation, and Quick Recovery for Business Continuity
- 2.5 Accountability: Is the responsibility of all campus community members to be in a state of readiness and account for their actions. EM programs and systems should follow mission compliant strategic goals, tactical objectives, and be in a continued state of quality assurance.
- 2.6 As part of the US National Strategy for Homeland Security, DSU will use and follow the National Response Framework (NFR).

### III. Definitions

- 3.1 **Agency:** A division of government with a specific function offering a particular kind of assistance. In the Incident Command System, agencies are defined either as jurisdictional (having statutory responsibility for incident management) or as assisting or cooperating (providing resources or other assistance). Governmental organizations are most often in charge of an incident, though in certain circumstances private-sector organizations may be included. Additionally, nongovernmental organizations may be included to provide support.
- 3.2 **All-Hazards:** Describing an incident, natural or manmade, that warrants action to protect life, property, environment, and public health or safety, and to minimize disruptions of government, social, or economic activities.
- 3.3 **CERT-** Community Emergency Response Team is a volunteer campus entity that may be deployed in times of emergencies and is trained in basic disaster response, medical operations, fire safety, light search and rescue, disaster psychology and team organization.
- 3.4 **Chain of Command:** The orderly line of authority within the ranks of the incident management organization.
- 3.5 **Command:** The act of directing, ordering, or controlling by virtue of explicit statutory, regulatory, or delegated authority.
- 3.6 **Community Preparedness Guide:** A guide for university stakeholders to prepare for emergencies or disasters.
- 3.7 **Continuity of Operations:** An effort within individual organizations to ensure that Primary Mission Essential Functions continue to be performed during a wide range of emergencies.
- 3.8 **Coordinate:** To advance an analysis and exchange of information systematically among principals who have or may have a need to know certain information to carry out specific incident management responsibilities.
- 3.9 **Crisis:** A situation that may jeopardize the institution human and physical resources and the organizations ability to conduct business.
- 3.10 **DEAS:** Dixie Emergency Alert System is an extensive system that allows for quick emergency notifications and instructions to be made to the campus



community via the university website, email, cellular and landline phones, text message, digital bulletin boards, and alerts pushed to campus commuters.

- 3.11 ***Disaster***: An event that causes catastrophic damage or loss of life. An official designation intended to declare that normal university functions and operations are interrupted and resources are unable to meet the demands resulting from the event. The University President or designee to can declare a state of disaster.
- 3.12 ***Emergency Alert Team***: Is a team made-up of strategic DSU employees who have the authority and use a decision protocol matrix when deciding to utilize the emergency alert system.
- 3.13 ***Emergency***: Any incident, whether natural or manmade, that requires responsive action to protect life or property. Under the Robert T. Stafford Disaster Relief and Emergency Assistance Act, an emergency means any occasion or instance for which, in the determination of the President, Federal assistance is needed to supplement State and local efforts and capabilities to save lives and to protect property and public health and safety, or to lessen or avert the threat of a catastrophe in any part of the United States.
- 3.14 ***Emergency Operations Center (EOC)***: The physical location at which the coordination of information and resources to support incident management activities (on-scene operations) normally takes place. An EOC may be a temporary facility or may be located in a more central or permanently established facility, perhaps at a higher level of organization within a jurisdiction. EOCs may be organized by major functional disciplines (e.g., fire, law enforcement, medical services), by jurisdiction (e.g., federal, state, regional, tribal, city, county), or by some combination thereof.
- 3.15 ***Emergency Operation Team***: The group comprised of key emergency management personnel or units identified in the EOP.
- 3.16 ***Emergency Operations Plan (EOP)***: An ongoing plan for responding to a wide variety of potential hazards.
- 3.17 ***Emergency Procedures***: A plan and/or guide to follow in general order and/or manner in response to an emergency event.
- 3.18 ***Evacuation***: The organized, phased, and supervised withdrawal, dispersal, or removal of civilians from dangerous or potentially dangerous areas, and their reception and care in safe areas.

- 3.19 **Hazard:** Something that is potentially dangerous or harmful, often the root cause of an unwanted outcome.
- 3.20 **Incident:** An occurrence, natural or manmade, that requires a response to protect life or property. Incidents can, for example, include major disasters, emergencies, terrorist attacks, terrorist threats, civil unrest, wildland and urban fires, floods, hazardous materials spills, nuclear accidents, aircraft accidents, earthquakes, hurricanes, tornadoes, tropical storms, tsunamis, war-related disasters, public health and medical emergencies, and other occurrences requiring an emergency response
- 3.21 **Incident Commander (IC):** The individual responsible for all incident activities, including the development of strategies and tactics and the ordering and release of resources. The IC has overall authority and responsibility for conducting incident operations and is responsible for the management of all incident operations at the incident site.
- 3.22 **Incident Command System (ICS):** A standardized on-scene emergency management construct specifically designed to provide an integrated organizational structure that reflects the complexity and demands of single or multiple incidents, without being hindered by jurisdictional boundaries. ICS is the combination of facilities, equipment, personnel, procedures, and communications operating within a common organizational structure, designed to aid in the management of resources during incidents. It is used for all kinds of emergencies and is applicable to small as well as large and complex incidents. ICS is used by various jurisdictions and functional agencies, both public and private, to organize field-level incident management operations.
- 3.23 **Mitigation:** Activities providing a critical foundation in the effort to reduce the loss of life and property from natural and/or manmade disasters by avoiding or lessening the impact of a disaster and providing value to the public by creating safer communities. Mitigation seeks to fix the cycle of disaster damage, reconstruction, and repeated damage. These activities or actions, in most cases, will have a long-term sustained effect.
- 3.24 **Mutual Aid:** Written or oral agreement between and among agencies/organizations and/or jurisdictions that provides a mechanism to quickly obtain emergency assistance in the form of personnel, equipment, materials, and other associated services. The primary objective is to facilitate rapid, short-term deployment of emergency support prior to, during, and/or after an incident.
- 3.25 **National Incident Management System:** A set of principles that provides a systematic, proactive approach guiding government agencies at all levels,

nongovernmental organizations, and the private sector to work seamlessly to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life or property and harm to the environment.

3.26 **National Response Framework:** A guide to how the United States conducts all-hazards response.

3.27 **Personal Responsibility:** The obligation to be accountable for one's actions.

3.28 **Preparedness:** A continuous cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action in an effort to ensure effective coordination during incident response. Within the National Incident Management System, preparedness focuses on the following elements: planning, procedures and protocols, training and exercises, personnel qualification and certification, and equipment certification.

3.29 **Prevention:** Actions to avoid an incident or to intervene to stop an incident from occurring. Prevention involves actions to protect lives and property. It involves applying intelligence and other information to a range of activities that may include such countermeasures as deterrence operations, heightened inspections, improved surveillance and security operations, investigations to determine the full nature and source of the threat, public health and agricultural surveillance and testing processes, immunizations, isolation, or quarantine; and, as appropriate, specific law enforcement operations aimed at deterring, preempting, interdicting, or disrupting illegal activity and apprehending potential perpetrators and bringing them to justice

3.30 **Recovery:** The development, coordination, and execution of service- and site-restoration plans; the reconstitution of government operations and services; individual, private-sector, nongovernmental, and public assistance programs to provide housing and to promote restoration; long-term care and treatment of affected persons; additional measures for social, political, environmental, and economic restoration; evaluation of the incident to identify lessons learned; post incident reporting; and development of initiatives to mitigate the effects of future incidents.

3.31 **Resources:** Personnel and major items of equipment, supplies, and facilities available or potentially available for assignment to incident operations and for which status is maintained. Resources are described by kind and type and may be used in operational support or supervisory capacities at an incident or at an Emergency Operations Center.

- 3.32 **Response:** Activities that address the short-term, direct effects of an incident. Response includes immediate actions to save lives, protect property, and meet basic human needs. Response also includes the execution of emergency operations plans and of mitigation activities designed to limit the loss of life, personal injury, property damage, and other unfavorable outcomes. As indicated by the situation, response activities include applying intelligence and other information to lessen the effects or consequences of an incident; increased security operations; continuing investigations into nature and source of the threat; ongoing public health and agricultural surveillance and testing processes; immunizations, isolation, or quarantine; and specific law enforcement operations aimed at preempting, interdicting, or disrupting illegal activity, and apprehending actual perpetrators and bringing them to justice.
- 3.33 **Span of Control:** The number of resources for which a supervisor is responsible, usually expressed as the ratio of supervisors to individuals. Under the National Incident Management System, an appropriate span of control is between 1:3 and 1:7, with optimal being 1:5, or between 1:8 and 1:10 for many large-scale law enforcement operations.
- 3.34 **Standard Operating Guidelines:** A set of instructions having the force of a directive, covering those features of operations which lend themselves to a definite or standardized procedure without loss of effectiveness.
- 3.35 **Standard Operating Procedure:** A complete reference document or an operations manual that provides the purpose, authorities, duration, and details for the preferred method of performing a single function or a number of interrelated functions in a uniform manner.
- 3.36 **Strategy:** The general plan or direction selected to accomplish incident objectives.
- 3.37 **Tactics:** The deployment and directing of resources on an incident to accomplish the objectives designated by strategy.
- 3.38 **Threat:** Natural or manmade occurrence, individual, entity, or action that has or indicates the potential to harm life, information, operations, the environment, and/or property.
- 3.39 **Unified Command (UC):** An Incident Command System application used when more than one agency has incident jurisdiction or when incidents cross political jurisdictions. Agencies work together through the designated members of the UC, often the senior persons from agencies and/or disciplines participating in the UC,

to establish a common set of objectives and strategies and a single Incident Action Plan.

#### **IV. Policy**

- 4.1 It is the DSU Emergency Management goal to protect its human and physical assets and ensure continued operations before, during, and after all manner of emergencies, whether natural, manmade, or technological, by implementing appropriate emergency management policies, plans, guidelines, and procedures designed to ensure the University's ability to effectively prepare for, respond to, and recover from emergencies.
- 4.2 The universities objective is to be a comprehensive, whole community, all hazards approach, and inclusive by using the phases of Emergency Management. It the responsibility of the entire campus community to understand and collaborate within preparedness, mitigation, response, and recover for any emergency or disaster.
- 4.3 The following EM policy phases, cycles, elements, procedures, roles, and responsibilities is established as part of this policy. They must be continually evaluated, developed, exercised, and maintained. This includes the adoption, implementation, and utilizations of the US Department of Homeland Security's (DHS) National Incident Management System and Incident Command System (ICS).
  - 4.3.1 Preparedness builds the capacity and capability of the organization to manage the impacts through:
    - a. Community preparedness guides
    - b. Minimum of 72 hours of self-reliance
    - c. Periodic campus emergency and/or disaster exercises
    - d. Local Emergency Planning Committees (LEPC)
  - 4.3.2 Mitigation (Prevention/Protection) reduces or eliminates the impact of, and from potential hazards through:
    - a. Facilities Managements performance of preventative building and ground maintenance, inspections, and code compliance.
    - b. DSUPD/Security's ability to deter, identified, and eliminate possible threats to the university assets.
    - c. Risk Management and Safety to evaluate, identify, assess and reduce potential risks to the university. Including proper insurance coverage. Fire and life safety education, engineering, and enforcement through maintenance, inspections, testing, and code compliance.
    - d. Ongoing Threat and Hazards Identification and Risk Assessment (THIRA). Including other analysis, reporting, audits and drills.
  - 4.3.3 Response acts to stop on-going negative effects through:
    - a. Emergency Alert System (EAS)

- b. Emergence Response Teams (ERT)
  - c. DSU Police/Security Department (DSUPD)
  - d. Community Emergence Response Team (CERT)
  - e. Automatic Mutual Aid Agreements
  - f. Emergency Operation Center (EOC)
  - g. Use of NIMS/ICS
- 4.3.4 Recovery works to restore essential functions and return the organization to a new normal through:
- a. Continuity of Operations Plan (COOP)
  - b. Insurance protection and compensation
  - c. MOU's, including for back-up facilities
  - d. Infrastructure - redundancy/recovery IT/Power plant utilities
  - e. Government Assistance: (Stafford Act)

## **V. References**

- 5.1 Homeland Security Presidential Directive (HSPD) # 5
- 5.4 Homeland Security Presidential Directive (HSPD) #8
- 5.5 The Robert T. Stafford Disaster Relief and Emergency Assistance Act, as amended 42 USC 5121
- 5.2 Jeanne Clery Act
- 5.7 National Fire Protection Agency (NFPA) 1600 Standard on Disaster/emergency Management and Business Continuity Programs
- 5.8 FEMA National Disaster Response Framework (NDRF)
- 5.9 FEMA Comprehensive Preparedness Guide 101 Version
- 5.10 Utah Code Annotated, 63K, Chapter 4, Section 202, Emergency Management, Disaster Response and Recovery Act, Authority of chief executive officers of political subdivisions -- Ordering of evacuations
- 5.11 DSU EOP Promulgated 2014

## **VI. Procedures**

Emergency Management Components and Procedures:

6.1 Planning for Emergency Preparedness, Hazardous Mitigation, and Maintenance of Emergency Operation and Continuity Plans: DSU requires that all colleges/departments and units be prepared for emergencies, understand, and follow university-established plans. Furthermore, they are encouraged to develop plans for their individual and specific areas consistent with the larger university plan, and using the following:

6.1.1 Community Disaster Preparedness Guide: Is a general preparedness guide for university stakeholders in times of emergency or disaster:

<http://safety.wpdev.dixie.edu/wp-content/uploads/sites/48/2015/07/DSU-Community-Family-Preparedness-Plan-1.pdf>

6.1.2 Threat and Hazardous Mitigation: Assesses and ranks hazards, risks and vulnerabilities inherent to the university. With the intent to eliminate or reduce them.

6.1.3 Emergency Operation Plan (EOP): Is the promulgated university plan document for emergency operations. It establishes and details emergency response policies and procedures, describes response organizations, and assigns tasks for emergencies occurring on campus. Its intent is to establish a comprehensive coordinated and consistent approach to EM. <http://safety.wpdev.dixie.edu/wp-content/uploads/sites/48/2016/03/DSU-EOP.pdf>

6.1.4 Continuity of Operation (COOP): A Continuity plan identifies university mission-essential functions and details primary business operations and resources need to satisfy functions during certain disruptive operation scenarios.

6.2 Training: A comprehensive training curriculum is an essential component in furthering the preparedness goals of the University's emergency management program. Based on their roles and responsibilities in University incident prepare/mitigate/response/recovery, select designated personnel may be subject to participation in any or all of the following curricula: National Incident Management System (NIMS), Incident Command System (ICS), continuity planning, Community Emergency Response Team (CERT), and/or Emergency Building Coordination. Other training courses may be developed and offered to university staff on a periodic basis. Collaboration with key university departments and with assistance from other key departments coordinates the university's preparedness training program.

6.3 Activation and Operation: The University must maintain sufficient resource and staffing needs. It will also have trained designees who are able to activate and operate emergency actions. Through the following:

### 6.3.1 Dixie Alert System (DAS)

<https://safety.dixie.edu/emergency/dixie-alert-system/>

6.3.2 The following procedures are set for in an effort for university resources to prepare, mitigate, respond, and recovery from any emergency in a timely manner. At a minimum, the below specific emergency procedures have been adapted and will be evaluated and updated as needed.

#### 6.3.2.1 Acts of Violence (Active Shooter, Terrorism, Civil Disturbance, Crimes)

#### 6.3.2.2 Blood borne Pathogens and Body Fluid Exposure

#### 6.3.2.3 Bomb Threat

#### 6.3.2.4 Earthquakes

#### 6.3.2.5 Emergency Communication

#### 6.3.2.6 Epidemic/Pandemic

#### 6.3.2.7 Evacuation of Buildings, Coordinators, and Site Map

#### 6.3.2.8 Explosion (bomb blast, aircraft crash, mechanical failure, etc.)

#### 6.3.2.9 Severe Weather (high winds, lightning flooding, landslides, heat, etc.)

#### 6.3.2.10 Fire & Smoke

#### 6.3.2.11 Flooding

#### 6.3.2.12 Gas Release or Smell of Unknown Origin

#### 6.3.2.13 Hazardous Materials (spills, contamination, exposure)

#### 6.3.2.14 Medical Emergencies & First Aid

#### 6.3.2.15 Preparedness

#### 6.3.2.16 Shelter in Place/Lockdown

#### 6.3.2.17 Suspicious Mail or Package

#### 6.3.2.18 Utility Failure

#### 6.3.2.19 Emergency Evacuation for People with Disabilities

#### 6.3.2.20 Emergency Closing

<http://safety.wpdev.dixie.edu/wp-content/uploads/sites/48/2015/07/Emergency-Procedures-booklet4.pdf>

## VI. Addendum

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Policy Owner: VP of Administrative Affairs

Policy Steward: Director of Event Services and Risk Management

History: New policy replacing current policies 403, 433,434, 435, and 437



# Dixie State University Policy

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## 101 Policy Process



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

### I. Purpose

- 1.1 Dixie State University (DSU) creates, approves, issues, revises, and maintains all university wide policies to provide continuity, accessibility, clarity, and transparency to the university community.
- 1.2 DSU provides a comprehensive, timely, consistent, and relevant set of policies that cover key aspects of university life, maintain university core values, and protect as well as support students, staff, faculty, and university resources. Policies are designed to bring the university into compliance with state and federal law and best practices in higher education.

### II. Scope

- 2.1 University policies address governance and principles. Unless explicitly stated, every policy applies to all faculty, staff, and students, as well as visitors to university facilities and users of university resources.
- 2.2 DSU adheres to the principle that the perspectives of faculty, staff, and students should be appropriately considered in the development of university policies. Representative bodies shall be consulted in the process of creating, revising, and retiring policies.
- 2.3 The **Policy Compliance** Office and the Policy Steering Committee (PSC) maintain university policies. University policies supersede other university, department, program, or office guidelines, practices, rules, handbooks, and procedures.

### III. Definitions

- 3.1 **Approval date:** The approval date is the date a policy proposal is approved by

the DSU Board of Trustees.

- 3.2 **Policy Steering Committee (PSC):** The PSC should be made up of broad university representation from faculty, staff, students, and specialty functions. The committee steers policy writing, development, process and revision, and assists owners in prioritization of policies.
- 3.3 **Policy Owner:** A Policy Owner must be one of the following: President, Vice President, General Counsel, or Executive Director of Human Resources. A Policy Owner oversees university policies for his or her area(s) of responsibility and appoints Policy Stewards.
- 3.4 **Policy Steward:** A Policy Steward is an individual who, under the direction of a Policy Owner and in conjunction with the **Policy Compliance** Office/PSC, facilitates the development and advancement of a policy proposal through the university policy approval processes.
- 3.5 **Non-substantive revisions:** Non-substantive revisions are changes to an existing policy or policy proposal that correct typographical and grammatical errors, change policy format, and/or update university or reference information.
- 3.6 **Substantive revision:** Substantive revisions are changes that alter the intent, scope, meaning, or application of a university policy or policy proposal.
- 3.7 **University policy:** University policies are maintained by the **Policy Compliance** Office/PSC on the university policy website. University policies often prescribe standards, requirements, restrictions, rights, or responsibilities and support the mission, values, and operation of the university. In this document, the terms policy and policies refer to university policies. Policies may not exist except at the university level. Divisions, schools, departments, programs, offices, etc. may have guidelines, practices, and standard operating procedures.

#### IV. Policy

- 4.1 All Policy ownership lies with the Policy Owner. The **Policy Compliance** Office/PSC, owners and stewards are responsible for reviewing, updating, and decommissioning policies on a regular basis.
- 4.2 Policy will be considered, evaluated, or revised according to the following priority and precedence:
  - 4.2.1 Federal and State regulation, and court rulings

- 4.2.2 Board of Regents policies
- 4.2.3 University Policies
- 4.2.4 Division/school rules, regulations, procedures, guidelines, etc.
- 4.2.5 Department/program and office rules, regulations, procedures, guidelines, etc.
- 4.3 New or Revised Policy
  - 4.3.1 Any University employee, stakeholder, subject expert, or student can submit a request form to the **Policy Compliance** Office/PSC, or gain stewardship through a Policy Owner. Requests to create a new policy or revise a current policy shall be sent to the **Policy Compliance** Office/PSC, including documentation of the reason the alteration is required, suggested revision, and impacted stakeholders.
  - 4.3.2 The **Policy Compliance** Office/PSC will assign a Policy Owner. The **Policy Compliance** Office/PSC works with the Policy Owner and Policy Steward to guide policy revisions through the approval process.
- 4.4 Approval Process
  - 4.4.1 A policy request and/or best practice draft should be submitted to the **Policy Compliance** Office/PSC for review, creation, or deletion and given due consideration. The **Compliance** Office/PSC may work with Faculty Senate, Staff Associations and Student Associations where needed for review.
  - 4.4.2 The Policy Owner approves the progression of the draft of the new policy. Upon approval, the policy is posted on the policy website for public review for a minimum of 14 days and up to 30 days. Any DSU employee, entity, or student may make a comment or suggestion regarding a draft policy under review.
  - 4.4.3 After the review period, the **Policy Compliance** Office/PSC in conjunction with the Policy Owner and Steward reviews the comments and makes the needed changes, followed by a final legal review. The policy then transitions to appropriate voting councils (see flow chart). Final approval of policy **as well as policy deletion** rests with the DSU Board of Trustees.
- 4.5 Retirement of Policy

- 4.5.1 Policies that are no longer effective, required, or which have been subsumed by another policy may be recommended for retirement by any university entity or employee. The Policy Owner will direct ~~final~~ action ~~prior to the retirement recommendation moving through the voting councils and final action by the Board of Trustees.~~
- 4.5.2 If the policy suggested for retirement requires revision to another policy in order to be retired, such revision shall go through the approval process simultaneously or prior to deletion.

#### 4.6 Extraordinary Circumstances

- 4.6.1 In circumstances calling for urgent action, the President may determine that a policy shall be put into effect without prior presentation to the departments, programs, committees, councils, or governing bodies, and/or without the prior approval by or consultation with ~~the those~~ entities that would otherwise be required. Any policy put into effect in such a manner may subsequently be presented to the ~~Policy Compliance~~ Office/PSC, Policy Owner, and Policy Steward at the next available opportunity for ratification, disapproval, or recommendations.
- 4.6.2 If a recommendation or requirement of a regulatory agency, statutory or regulatory change, or judicial or administrative mandate creates the need for a new policy, policy revision, or policy retirement, legal counsel may advise the ~~Policy Compliance~~ Office/PSC to make needed policy changes and present such changes for approval to the Executive Council and Board of Trustees in the most expeditious manner possible, including foregoing other input and approval measures.

#### 4.7 Revision of Policy

- 4.7.1 The ~~Policy Compliance~~ Office/PSC is empowered to make non-substantive revisions to existing policies.
- 4.7.2 Under no circumstance may the ~~Policy Compliance~~ Office/PSC create new policies, make substantive revisions to current policies, or delete existing policies without the appropriate approvals, including University Council and the Board of Trustees.
- 4.7.3 An editorial revision to an existing policy does not constitute the enactment of a new or revised policy and does not change the approval or effective dates of such policies.

#### 4.8 Policy Library and Archive

4.8.1 DSU shall maintain a searchable library of current policies accessible through the University's website. Within the Policy Library, the university may provide an archive of revisions and access to previous versions of policies, as well as accurate recording of approval and implementation dates. To the extent possible, policies that interface or cover related content shall be linked.

#### 4.9 Regular Review of Policy

4.9.1 The **Policy Compliance** Office/PSC may coordinate regular and ongoing review of University policies. Each policy should be reviewed five years after the effective date, and every five years thereafter.

4.9.2 Policy reviews should involve appropriate Policy Owners, Stewards, and stakeholders and focus on the following:

4.9.2.1 Compliance with applicable laws, regulations, and Board of Regents policies.

4.9.2.2 Consistency with other University policies covering related content.

4.9.2.3 Effectiveness of the policy to assist in accomplishing the University's mission.

4.9.2.4 Currency of information and format.

## V. References

## VI. Procedures

### 6.1 [Policy Writing Guide](https://dixiestate.sharepoint.com/sites/pl/_layouts/15/guestaccess.aspx?docid=062ac02750a5040798090575130284ba8&authkey=AaYPTKqLLvodVy0WkzDszdQ)

([https://dixiestate.sharepoint.com/sites/pl/\\_layouts/15/guestaccess.aspx?docid=062ac02750a5040798090575130284ba8&authkey=AaYPTKqLLvodVy0WkzDszdQ](https://dixiestate.sharepoint.com/sites/pl/_layouts/15/guestaccess.aspx?docid=062ac02750a5040798090575130284ba8&authkey=AaYPTKqLLvodVy0WkzDszdQ))

## VII. Addenda

### 7.1 [Policy Review & Approval Flow Chart](https://dixiestate.sharepoint.com/sites/pl/_layouts/15/guestaccess.aspx?docid=08be578f6094240259a3d1b1719a682ec&authkey=AXGRDJAAbgI7uHf2F6dhsk4U)

([https://dixiestate.sharepoint.com/sites/pl/\\_layouts/15/guestaccess.aspx?docid=08be578f6094240259a3d1b1719a682ec&authkey=AXGRDJAAbgI7uHf2F6dhsk4U](https://dixiestate.sharepoint.com/sites/pl/_layouts/15/guestaccess.aspx?docid=08be578f6094240259a3d1b1719a682ec&authkey=AXGRDJAAbgI7uHf2F6dhsk4U))

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Policy Owner: President

Policy Steward: Policy Steering Committee

History:

Approved 9/11/2015

Replaced 101 Policy Creation, Revision and Approval Process  
(Old# 4-01 & 3-01)

Revised January 2018

# Dixie State University Policy

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## 221 University Procurement



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

### I. Purpose

- 1.1 As a public institution of higher education, Dixie State University strives to be accountable in the use of public funds, to follow ethical practices, and to maintain impartiality and professionalism in its procurement processes. This policy specifies the University's general procurement policies and responsibilities that will ensure compliance with Board of Regents policy, state code, and federal law.

### II. Scope

- 2.1 This policy applies to all University representatives including trustees, officers, faculty, staff, students and other persons involved in the conduct of University business.
- 2.2 This policy applies to the acquisition of all goods, services and construction made by the University regardless of the funding source or acquisition method.

### III. Definitions

- 3.1 *Advance Payments*: Payments made prior to the actual receipt and delivery of goods, services, or construction.
- 3.2 *Construction*: The process of building, renovating, altering, improving, repairing or demolishing any university structure or building, major developmental work, or landscaping of University real property. It does not include services and supplies for the routine operation, routine repair, or routine maintenance of existing structures, buildings, or real property.
- 3.3 *Contract*: Any University agreement for the procurement or disposal of goods,

services, or construction.

- 3.4 *Design Professional Services*: Services provided by architects, engineers and land surveyors as defined in the Utah procurement code.
- 3.5 *Enterprise Software*: Software used to satisfy the needs of the University rather than an individual or single department. Software used by two or more departments of the University may be considered enterprise software.
- 3.6 *Goods*: Anything purchased other than services, construction, or real property.
- 3.7 *Invitation for Quotations*: An informal procurement method for soliciting quotes from suppliers interested in supplying requested goods, services or construction to the University. Used for solicitations between the small-dollar purchase threshold and the large-dollar purchase threshold.
- 3.8 *Invitation for Bids*: A formal procurement method for soliciting bids from suppliers interested in providing requested goods or services to the University that exceed the large-dollar purchase threshold.
- 3.9 *Large-Dollar Purchase Threshold*: The minimum amount at which a purchase requires a formal, advertised solicitation.
- 3.10 *Noncompliant purchase*: A procurement transaction circumventing established procurement policies and procedures.
- 3.11 *Procurement*: Buying, purchasing, renting, leasing or otherwise acquiring any goods, services, or construction. It also includes all functions that pertain to the obtaining of any goods, services, or construction, including description of requirements, selection process, solicitation of sources, preparation for soliciting sources, award of a contract, and all phases of contract administration.
- 3.12 *Professional Services and Consulting*: Labor, effort or work that requires an elevated degree of specialized knowledge and discretion.
- 3.13 *Purchase Order*: A legal and binding written contractual document serving as a formal order for the goods, services or construction listed thereon and setting forth all applicable terms and conditions. Purchase orders are to be signed by the Director of Purchasing Services or a designee.
- 3.14 *Real Property*: Land and its permanently affixed buildings or structures and related fixtures.
- 3.15 *Requisition*: A form completed by a University department and used by



Purchasing Services to initiate a purchase order for the procurement of goods, services, or construction.

- 3.16 *Services*: The furnishing of labor, time, or effort by a supplier that does not involve the delivery of a specific end product, other than reports which are merely incidental to the required performance. It does not include labor, effort or work provided under employment agreements or collective bargaining agreements.
- 3.17 *Small-Dollar Purchase*: The procurement of goods or services for which the total cost is less than the small-dollar purchase threshold.
- 3.18 *Small-Dollar Purchase Threshold*: The amount over which competition must be sought.

#### **IV. Policy**

- 4.1 The University President has designated the Director of Purchasing Services as the Chief Procurement Officer for the University.
- 4.2 The Chief Procurement Officer establishes operating procedures consistent with state and federal requirements and other University policies to allow for an efficient and cost-effective purchasing process.
- 4.3 The University Purchasing Services Department is the centralized office tasked, under the direction of the Chief Procurement Officer, to effectively administer all aspects of University procurement by:
  - 4.3.1 Directing and overseeing the procurement of all goods, services and construction required by the University and its departments
  - 4.3.2 Initiating, conducting and concluding solicitations and negotiations for the purchase of goods, services, and construction for the University
  - 4.3.3 Establishing operating procedures and guidelines with which to locate and ensure adequate and continuing sources of goods, services, and construction, consistent with legal, budgetary, and delivery requirements of user departments
  - 4.3.4 Obligating the University for the purchase of goods, services, and construction
  - 4.3.5 Recommending changes in quality, quantity, or kind of material requisitioned and/or suggest appropriate alternatives

- 4.3.6 Selecting qualified suppliers
- 4.3.7 Providing the necessary assistance to acquire such goods, services and construction on a timely and economical basis
- 4.3.8 Ensuring compliance with all applicable state and federal laws and University policies, procedures, and guidelines during the procurement process
- 4.3.9 Providing assistance, consultation, and advice regarding all procurement needs of the University
- 4.3.10 Establishing guidelines to govern purchases under the large-dollar purchase threshold, including the use of invitation for quotations, in conformity with the Utah Procurement Code
- 4.3.11 Setting large-dollar and small-dollar threshold values (with University Council approval) and establishing guidelines to govern purchases based on these thresholds
- 4.4 The Chief Procurement Officer may delegate a portion or all procurement authority to departments when deemed appropriate. Generally, this happens with auxiliary departments that purchase items for resale.
  - 4.4.1 Departments that receive this delegation must comply with applicable University policies and procedures and use substantially similar sound business practices in their purchasing activities as those followed by Purchasing Services.
- 4.5 All goods, services and construction purchased by the University shall be procured in compliance with applicable statutes, rules, guidelines, policies, and procedures, regardless of the funding.
  - 4.5.1 Enterprise software or other software requiring IT support, whether cloud-based or on premise, must be reviewed by Information Technology prior to purchase.
- 4.6 The purchase of goods, services, or construction from faculty or staff of the University shall be authorized only if (1) established University processes are followed in compliance with the Utah Public Officers' and Employees' Ethics Act and (2) documented evidence that the purchase price is fair and reasonable exists.
- 4.7 Unless specifically approved in writing by the Director of Purchasing Services, orders or commitments for procurement by faculty or staff members are not

binding on the University except when using purchasing cards or mini purchase orders.

- 4.8 Purchases over the small-dollar purchase threshold but under the large-dollar purchase threshold must have documentation that shows adequate competition is sought in accordance with Purchasing Services procedures.
- 4.9 Purchases over the large-dollar threshold are subject to a formal procurement process involving the use of Invitations for Bids or Requests for Proposals.
- 4.10 Under the Utah Procurement Code, it is illegal to divide, split, parcel or manipulate a procurement with the intent of making a larger purchase appear to qualify as a small-dollar purchase.
- 4.11 Purchasing Services may not make advance payments except in certain cases as deemed appropriate.
- 4.12 Noncompliant Purchases
  - 4.12.1 A noncompliant purchase may be rescinded or nullified by the Purchasing Services Department. Restocking fees may apply.
  - 4.12.2 Documentation detailing the facts that gave rise to the noncompliant purchase, accompanied by the associated invoice and appropriate vice president's approval of payment for the noncompliant purchase, must be submitted to Purchasing Services.
  - 4.12.3 Individuals who do not comply with University policies when placing procurement orders may become personally liable to the supplier for the contract price, and may be subject to disciplinary action including possible termination.
- 4.13 When Invitations for Bids or Requests for Proposals are required, correspondence with suppliers relating to the acquisition of goods, services, or construction shall be processed through Purchasing Services beginning when an individual knows, or should have known, that a solicitation for Invitations for Bids or Requests for Proposals is required, and ending when a contract has been awarded.
- 4.14 The standard procurement process requires:
  - 4.14.1 That a requisition be submitted to the Purchasing Services Department to initiate the procurement of goods, services, or construction. The requesting University department must initiate the requisition.

- 4.14.1.1 Requisitions are not required when:
  - 4.14.1.1.1 Purchasing from other University departments
  - 4.14.1.1.2 Using mini purchase orders or purchasing cards
  - 4.14.1.1.3 Purchasing authority is delegated as noted in 4.4
  - 4.14.1.1.4 The payment is a payroll expense
  - 4.14.1.1.5 Traveling
  - 4.14.1.1.6 A Contracted Services Form is required
- 4.14.2 A purchase order is completed and approved by the Purchasing Services Department before an order is placed.
- 4.14.3 The Purchasing Services Department provides purchase orders to the supplier.
- 4.15 The standard procurement process is not required under circumstances where such a process would be impractical and not in the best interest of the University such as:
  - 4.15.1 Sole Source Procurement
    - 4.15.1.1 There is only one source for a procurement item as set forth in Utah Administrative Code R33-8-101a.
  - 4.15.2 Significant Transition Costs
    - 4.15.2.1 When transitional costs are a significant consideration in selecting a procurement item and the results of a cost benefit analysis demonstrates that transitional costs are unreasonable or cost-prohibitive, and that the awarding of a contract without engaging in a standard procurement process is in the best interest of the institution as set forth in Utah Administrative Code R33-8-101b.
  - 4.15.3 Emergency Procurement
    - 4.15.3.1 Emergency procurement is appropriate when an emergency condition exists that limits the capability of the institution to obtain competition. An emergency condition is a situation described in Section 63G-6a-803. These procurements shall be made with as much competition as reasonably practical while (1)

avoiding a lapse in a critical government service, (2) avoiding harm, or a risk of harm, to the public health, safety, welfare, or property or (3) protecting the legal interests of the institution.

4.15.4 Other circumstances where a standard procurement process is impractical and not in the University's best interest include:

4.15.4.1 Items for resale

4.15.4.2 Public utility services

4.15.4.3 A procurement item where the most important consideration in obtaining the item is the compatibility of equipment, technology, software, accessories, replacement parts, or service

4.15.4.4 Instructional materials or other needed items for curriculum purposes

4.15.4.5 Membership fees, conference registrations, seminars, subscriptions to intellectual content

4.15.4.6 Conference venues

4.15.4.7 Used equipment when determined to be more practical or advantageous to the institution

4.15.4.8 Advertising in magazines, journals, newspapers, radio, television, online, buses, billboards, etc.

4.15.4.9 Library journals, periodicals and rare books

4.15.4.10 Athletic game guarantees

4.15.4.11 Guest lecturers, performers, entertainers, convocations

4.15.4.12 Broadcasting rights, television programming and associated fees

4.15.4.13 Original works of art

4.15.4.14 Study abroad travel expenses

4.15.4.15 Travel, including commercial airfare and hotels

4.15.4.16 Trial Use

4.15.4.16.1 To qualify, the requirements under Utah Code 63G-6a-

802.3 must be met

- 4.15.4.17 Procurements using State of Utah contracts or other cooperative contracts overseen by the State of Utah.
- 4.15.4.18 Procurements from Utah Correctional Industries, and other government agencies, including other public institutions of higher education
- 4.15.4.19 Postage and direct mail
- 4.15.4.20 Royalty payments

## V. References

- 5.1 Utah Procurement Code, Utah Code Annotated, sections 63G-6a-101 et seq.
- 5.2 Utah Board of Regents Policy R571 Purchasing Authority
- 5.3 Utah Code, Title 67, Chapter 16 Utah Public Officers' and Employees' Ethics Act
- 5.4 Utah Procurement Rules R33

## VI. Procedures

- 6.1 Purchasing Thresholds
  - 6.1.1 Small-Dollar Purchase Threshold
    - 6.1.1.1 No competition is required; however, prudent and competitive business practices are encouraged.
    - 6.1.1.2 Allowable ranges
      - 6.1.1.2.1 Construction services up to \$25,000
      - 6.1.1.2.2 Enterprise software up to \$50,000
      - 6.1.1.2.3 Professional services up to \$100,000
      - 6.1.1.2.4 All other goods and services up to \$5,000
  - 6.1.2. Procurements Over the Small-Dollar Threshold and Under the Large-Dollar Threshold
    - 6.1.2.1. Three written bids must be obtained using the invitation for

quotation process (two for construction services). Oral bids are not acceptable. Requests for Proposals may also be used for transactions in this range.

#### 6.1.2.2. Allowable ranges

6.1.2.2.1. Construction services between \$25,001 and \$50,000

6.1.2.2.2. All other goods and services, except professional services and enterprise software, between \$5,001 and \$50,000

#### 6.1.3. Large Dollar Threshold

6.1.3.1. Advertised Invitations for Bids or Requests for Proposals are required.

6.1.3.2. Notification of Invitations for Bids or Requests for Proposals will be advertised in a State of Utah sanctioned bid system, or as a legal notice within a circulated newspaper.

6.1.3.3. Processing time will comply with State of Utah code requirements.

#### 6.1.3.4. Allowable ranges

6.1.3.4.1. Construction services exceeding \$50,000

6.1.3.4.2. Design professional services exceeding \$100,000

6.1.3.4.3. Enterprise software exceeding \$50,000

6.1.3.4.4. Professional services exceeding \$100,000

6.1.3.4.5. All other goods and services exceeding \$50,000

## VII. Addenda

**ADDENDA – N/A**

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Policy Owner: Vice President of Administrative Affairs

Policy Steward: Director of Purchasing

History: Revised 2017

Approved 06/07/96

Revised 05/04/01

Revised 11/04/02

Revised 10/05/06

Revised January 2018

DRAFT



## Changes to Procurement Policy 221

The State Procurement Code and Rules have changed and grown drastically over the past several years. Most of the changes to the policy are necessary to more closely follow the new Procurement Code/Rules and best practices in other institutions.

The **small dollar purchase threshold** is the maximum amount which can be spent without obtaining competitive bids. The following shows current and proposed limits:

Description	Current policy	New policy
Most goods and services	\$3,000	\$5,000
Construction Services	\$5,000	\$25,000
Enterprise Software	\$3,000	\$50,000
Professional Services	\$3,000	\$100,000

Procurements **over the Small Dollar Threshold and Under the Large-Dollar Threshold**. Three written quotations must be obtained (only two for construction services).

Description	Current policy	New policy
Construction services	\$5,001 - \$9,999	\$25,001 - \$50,000
All other goods and services except professional services and enterprise software	\$3,001 to \$20,000	\$5,001 - \$50,000

Procurements over which a formal Invitation for Bids or Request for Proposals is required as well as advertising. These procurements are subject to the **Large Dollar Threshold** requirements.

Description	Current policy	New policy
Construction services	\$30,000+	\$50,000+
Design Professional Services	\$20,000+	\$100,000+
Enterprise software	\$20,000+	\$50,000+
Professional services	\$20,000+	\$100,000+
All other goods and services	\$20,000+	\$50,000+

All of the above limits are compliant with State Code and Rules, and are similar to other Utah Institutions of Higher Education.

### Other changes follow:

We will no longer issue purchase orders to the Campus Store. This was a requirement in the old policy for purchases exceeding \$500.

Section 4.10 states that splitting purchases to avoid appropriate bidding requirements is unlawful as per Utah Procurement Code.

Section 4.12.3 states that employees, in addition to possibly being personally liable for procurements not complying with policy, may also face disciplinary action including possible termination.

Section 4.15.2.1 states that it will sometimes be unwise to make scheduled procurements if the cost is prohibitive to transition to something different. This refers mostly to long-term contracts for software (with associated hardware) and web-based systems used across campus for which we have a normal time limit of five years per Code. The Code now allows this exception with a transitional cost analysis requirement.

Section 4.15.4 lists many items which we are not required to use a standard procurement process to purchase. The list is based on Board of Regent Policy R571.

The Athletic Department may no longer negotiate exclusive rights to buy certain products or services from a single supplier based on corporate sponsorship agreements as stated in section 3.3 of the old policy.

The use of petty cash is no longer available to departments, and the mention of petty cash has been deleted for this revision of the Procurement policy.

# Dixie State University Policy

## 304 Personnel Files



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

### I. Purpose

- 1.1 The University will maintain an official personnel files on each employees, which contains accurate and updated materials relevant to the individual's employment, with Human Resources acting as ~~and will be~~ the repository of such information.

### II. Scope

- 2.1 This policy applies to all official University personnel records, whether they pertain to full-time employees, part-time employees, and/or official campus volunteers (see DSU Policy 301: Personnel Definitions).

### III. Definitions

- 3.1 **Personnel File:** an employer's saved documentation of the history and status of the employment relationship with an individual employee, gathered in the course of official University business. Records may include but are not limited to: job application, resume, educational transcripts, job description(s), benefits enrollment/changes, new hire employee paperwork, statements of salary, job offer and/or job change information, performance appraisals, letters of recognition, disciplinary notices, and payroll action forms.

Personnel files will be kept as secure physical files within Human Resources and/or in secure electronic files within the Human Resources Information System, in accordance and compliance with Human Resources industry best practices and applicable state laws, as outlined in the Utah Division of Archives and Records.

- 3.2 **Human Resources Officer:** an active full-time employee within the University's Human Resources Office, as approved by the Human Resources Director.

- 3.3 *Government Records Access and Management Act (GRAMA)*: a series of laws designed to guarantee that the public has access to public records of government bodies. See Utah Code, Title 63G, Chapter 2.

#### IV. Policy

- 4.1 The Human Resources Director Office is responsible for maintaining official personnel files.

**Comment [A1]:** Sections 4.1 & 4.2 of this revision are listed as Section 2 in current policy.

- 4.1.1 Campus departments may maintain secondary employee files, with departmentally relevant department information, which that assists them in administration. Such secondary employee files will not be considered part of the employee's official personnel file unless the department or employee wishes such records be added to their personnel file within Human Resources.
- 4.1.1.1 Secondary employee files maintained by a department or division should only contain department or division-specific information (faculty member's progress towards tenure, copies of contract information already on file with HR, etc.) and may not contain confidential information, such as documents with social security numbers, new hire employment paperwork, benefits enrollment forms, and/or employee medical information unless pre-approved by Human Resources for accreditation reasons.
- 4.1.1.2 While departments may keep secondary employee files, certain employment items must be given to Human Resources for the employee's official personnel file. These include:
- 4.1.1.2.1 Probationary and/or Annual Performance Appraisals as defined in DSU Policy 325: Probation and DSU Policy 327: Performance Appraisals
  - 4.1.1.2.2 Job Description changes or updates as defined in DSU Policy 351: Job Classification
  - 4.1.1.2.3 Disciplinary actions as defined in DSU Policies 371-380
- 4.1.2 Upon termination or leaving University employment, secondary employee files maintained by the department must be submitted to Human Resources for review prior to being securely archived or securely destroyed.

- 4.2 All personnel files will be secured and only authorized personnel will be

permitted to view them. ~~They are protected under the Government Records Access and Management Act (GRAMA).~~

**Comment [A2]:** Language is redundant now that there is a definition of GRAMA and noted in subsections of 4.2

4.2.1 Personnel files are the property of the University and may be accessed by administration, supervisors, and the employee, if allowed under the GRAMA.

4.2.2 Medical evaluation files (such as Family Medical Leave requests and associated documentation, employee physical examinations, etc.) and employee grievance files are kept separate from the general personnel file and are to be accessed only by the Human Resources Officers and by the employee, unless they contents therein are determined to be ~~disloseable~~ discoverable under GRAMA or by other legal means.

4.2.3 No person has the right to inspect or copy the contents of the personnel file relating to any other individual, except to the extent that such a person may be authorized to do so pursuant to the GRAMA.

4.2.4 Information within an employee's personnel file may be released by written authorization of the employee or by a court order.

4.2.5 Unauthorized access to personnel records by any employee will result in disciplinary action.

4.3 An employee has the right to review and have copies made of the contents of his/her file(s) upon request, in the presence of a Human Resources Officer, except for information or materials therein that are classified as "controlled" or "protected" under the GRAMA.

**Comment [A3]:** Section 3.1 of current policy

4.4 Employees must notify the Human Resources Office of changes in name(s), address, telephone number, marital status, ~~number of~~ dependents, tax or payroll deduction withholding, insurance status, or any other changes that affect their benefits or personnel matters. Employees may be asked to provide appropriate documentation before any changes are implemented.

**Comment [A4]:** Section 3.5 of current policy

4.5 An employee ~~is to be sent~~ will receive a copy of any derogatory or negative information by its originator before it is placed in his/her file.

**Comment [A5]:** Section 3.2 of current policy

4.6 An employee may request the inclusion of relevant documents to be added to his/her file(s). ~~Relevancy to be of such documentation to be included is determined by the Director of Human Resources Director.~~

**Comment [A6]:** Section 3.4 of current policy

4.7 An employee may challenge any factual statement or entry of factual data in his/her file upon the ground that it is inaccurate, misleading, inappropriate, or

otherwise a violation of individual rights.

## V. References

- 5.1 DSU Policy 151: Staff Grievances
- 5.2 DSU Policy 301: Personnel Definitions
- 5.3 DSU Policy 325: Probation
- 5.4 DSU Policy 327: Performance Appraisals
- 5.5 DSU Policy 349: Family and Medical Leave
- 5.6 DSU Policy 351: Job Classification
- 5.7 DSU Policies 371-380: Disciplinary
- 5.8 Utah Code, Title 63G, Chapter 2 - Government Records Access and Management Act: <https://le.utah.gov/xcode/Title63G/Chapter2/63G-2.html>.
- 5.9 Utah Division of Archives and Records Service, Records Management: <https://archives.utah.gov/recordsmanagement/>.

## VI. Procedures

- 6.1 ~~A request~~ **To examine a personnel file, a written request is to be made to the Human Resources Director. After verifying the identity of the employee or entity making the request under GRAMA, Human Resources will take appropriate steps to comply with the request. The request will be addressed as soon as reasonably possible, no later than 10 business days after the written request is received.**
  - 6.1.1 Information which relates to persons other than the subject employee shall be temporarily removed from the file before employee inspection.
  - 6.1.2 Letters or memoranda of recommendation, evaluation, or criticism which were submitted upon request of confidentiality shall be temporarily removed from the file before employee inspection.
  - 6.1.3 Administrative costs associated with producing a copy of the personnel file (not to exceed \$0.20 per copied page) will be communicated to the employee or entity making the request. Costs must be recovered before the employee or entity may receive the requested copy.
- 6.2 **An employee may submit a written response to be included in his/her file(s)**

**Comment [A7]:** Section 6.1 here is section 3.1.1 – 3.1.3 of current policy; breaking up policy from procedure in new policy template.

**Comment [A8]:** Section 3.3 of current policy (separating policy from procedure)

whenever derogatory or negative information is placed in the file(s).

- 6.3 Any such challenge of factual statement or entry of factual data in an employee's file shall be made in writing to the Human Resources Director. The Human Resources Director who will review the facts and supporting data and work with the applicable Vice President or President to make a determination as to the challenge regarding incorporation of additional documentation to add clarity, correcting inaccuracies, or removing inaccurate or inappropriate information from the file. The employee will be advised in writing of all approved modifications.

Comment [A9]: Section 3.6.1 of current policy (separating policy from procedure)

## VII. Addenda – N/A

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Policy Owner: Executive Director of Human Resources  
Policy Steward: DSU Human Resources

History:  
Approved 10/27/95  
Revised 2018

DRAFT

# Dixie State University Policy

## 464 University Public Web Presence



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

### I. Purpose

- 1.1 Dixie State University maintains various publicly available Web sites as an official representation of the institution. This policy defines institutional Web sites and establishes governance for these sites.

### II. Scope

- 2.1 This policy applies to all publicly available Web sites owned or managed by Dixie State University, including any department, division, or entity controlled by the University. This policy applies to Web sites whether they are hosted locally on University-owned IT resources or via third-party service providers.

### III. Definitions

- 3.1 **WWW:** The World Wide Web, an established set of standards and systems for displaying information across the Internet.
- 3.2 **Official University Web Site:** The official, public Web site of the University. This site is the official Internet presence of the University and the authoritative source for institutional information and marketing.
- 3.3 **Department/Divisional Web Sites:** Other public Web sites representing University departments, divisions, or other entities controlled by the University.
- 3.4 **Locally Hosted Web Sites:** Web sites hosted locally on University-owned infrastructure.



- 3.5 *Third-party Hosted Web Sites:* Web sites hosted on behalf of the University or its divisions by a third party. Often referred to as hosting in the 'cloud'.
- 3.6 *Webmaster:* A technical IT administrator position managing University Web sites.
- 3.7 *Web Oversight Committee:* An oversight committee consisting of the Chief Marketing and Communication Officer, the Chief Information Officer, the Dean of the College of Science and Technology, the Director of IT Instructional Services, the Director of Distance and Digital Learning, a rotating representative of DSU student government, and others as designated.

#### IV. Policy

- 4.1 The Web Oversight Committee shall oversee the strategic direction of public University Web sites and approves standards and procedures for design and maintenance of University Web sites.
- 4.2 The Webmaster assists and advises the Web Oversight Committee regarding design and maintenance standards. The Webmaster directly manages the Official University Web site and subsidiary departmental/divisional sites, unless other management arrangements are approved by the Web Oversight Committee. The Webmaster enforces design standards and controls the process of publishing content to University Web sites.
- 4.3 Departments, divisions, or other University-controlled entities maintaining web sites or pages are responsible to keep content accurate and current. Each department will designate a person(s) with responsibility to maintain content for each page and/or site controlled by that department.
- 4.4 The Official University Web site and all Web sites for departments, divisions or other University-controlled entities shall comply with standards established by the Web Oversight committee and the Webmaster. Standards apply whether the sites are hosted on local resources or on third party resources.
- 4.4.1 Exceptions to established standards must be approved by the Web Oversight Committee.
- 4.4.2 Web sites created by students during direct academic instruction in Web design and similar coursework are exempt from institutional Web standards, unless this academic work is created for use on an official University or department web site.

~~1.1 All WWW pages created for departments or organizations within Dixie State University and placed on the Web Server are considered an official representation of Dixie State University and thus must be in compliance with the stated mission and standards of Dixie State University. Individuals creating and/or maintaining information on the World Wide Web (WWW) will conform to the following requirements:~~

~~1.2 No individual may create and post WWW home pages on Dixie State University systems without approval.~~

~~1.2.1 Postings of web pages to the Dixie State University Web Server, CWIS (Campus-wide Information System) will be approved by the Information Technology Council.~~

~~1.2.2 Postings of web pages to the Academic Computing Lab Web Servers will be approved by the Director of Academic Computing.~~

~~1.2.3 All departmental pages must be approved by the department chair/director.~~

~~1.2.4 All pages for student organizations must be approved by the appropriate faculty/staff advisor and the Vice President of Student Services.~~

~~1.3 Updating web page content will be monitored by each server administrator to ensure compliance with criteria listed under section D.~~

~~1.4 College employees (full time and part time), students, clubs, organizations, may post information to the web that meets the following criteria:~~

~~1.4.1 No pornographic, suggestive, lewd, or indecent material contained therein.~~

~~1.4.2 Content must conform to all local, state, and federal laws.~~

~~1.4.3 Web pages for commercial use must be approved in advance by the Information Technology Council.~~

- V. References
- VI. Procedures
- VII. Addendum

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Policy Owner: Administrative Services, VP

Policy Steward: Director, IT Security

History:

Approved 9/26/96

Revised January 2018

DRAFT

# Dixie State University Policy

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## 104 Executive Officers of the College



- I. Introduction
- II. Vice-President of Academic Services
- III. Vice-President of Administrative Services
- IV. Vice-President of Student Services
- V. Vice-President of Institutional Advancement
- VI. Deans of Academic Divisions
- VII. Dean of Adult Studies / Community Service

### **I. Introduction**

- 1.1 The executive officers are administratively responsible and report to the President for the functions and duties of their offices. They serve at the discretion of the President.

### **II. Vice-President of Academic Services**

- 2.1 The Vice President of Academic Services is the second ranking executive officer of the University. In the absence of and with the consent of the President, the Vice President of Academic Services serves as the University's chief executive officer in the President's stead. When such authority is delegated to the Vice President of Academic Services by the President, the Vice President of Academic Services is responsible to represent the University in such a manner as to ensure the orderly and efficient conduct of University affairs.
- 2.2 Specific responsibilities and functions of the Vice President of Academic Services are:
  - 2.2.1 Educational and curricular leadership
  - 2.2.2 Academic planning
  - 2.2.3 Appoint, review, and promote the Institution's academic staff including the recruitment of faculty; the development, tenure;
  - 2.2.4 and promotion of faculty; and the development and maintenance of faculty morale;
  - 2.2.5 Development and administration of academic programs, budgets and

grants

2.2.6 Development of the innovative use of technology

2.2.7 Utilization and development of facilities and equipment that support quality academic programming

### **III. Vice-President of Administrative Services**

- 3.1 The Vice President of Administrative Services provides executive administrative leadership for information technology, business services, physical plant and planning, and auxiliary services. The Vice President of Administrative Services is responsible for effective maintenance and utilization of physical resources of the institution. This officer interfaces and coordinates with other officers of the University to establish, promote, and maintain sound administrative, business, fiscal, and financial management programs for the institution.
- 3.2 The Vice President of Administrative Services, in close coordination with the President, executes all property transactions, leases, contracts, and financial commitments of the University. Other important aspects of the responsibility include the development of the University master plan for the anticipated expansion of the campus and the planning and supervision of all aspects of construction of capital development and capital improvement projects.
- 3.3 The Vice President of Administrative Services also has the following responsibilities and functions: material acquisition in accordance with state statute; business management and fiscal operations of auxiliaries and service enterprises of the University; programs of public safety and risk management; management of investments of University monies; financing University projects; preparing and reporting of financial accounts; management of real property holdings of the University, external audits of financial reports and the necessary controls for proper budget expenditures; and interfacing with other administrative officers in regards to budget, contracts and grants, and financial aids.

### **IV. Vice-President of Student Services**

- 4.1 The Vice President of Student Services provides the overall leadership for the noncurricular programs of the University which include:
  - 4.1.1 The development of a safe, healthy, and orderly community consistent with the University's mission and purpose;

- 4.1.2 Recruitment of students to the University and provision for their admission, registration, and orientation.
- 4.1.3 Assistance for students in matters of health, employment, financial aid, housing, and academic status;
- 4.1.4 Development and coordination of student organizations and programs;
- 4.1.5 Assistance with career and educational placement; and
- 4.1.6 Performance of other duties as may be assigned by the President.

## **V. Vice-President of Institutional Advancement**

- 5.1 The Vice President of Institutional Advancement provides overall leadership for advancement activities of the college. The Vice President of Institutional Advancement is responsible for fund raising, alumni relations, public relations, and cultural activities.
- 5.2 Specific responsibilities and functions of the Vice President of Institutional Advancement are:
  - 5.2.1 Development and coordination of college advancement programs.
  - 5.2.2 Promotion and direction for all aspects of fund-raising and grant writing for the college.
  - 5.2.3 Development and administration of a deferred giving program.
  - 5.2.4 Cultivation and development of potential donors to the college.
  - 5.2.5 Development and promotion of capital campaign programs as needed by the college.
  - 5.2.6 Promotion and management of the dissemination of information that will inform the public about the college.

## **VI. Deans of Academic Divisions**

- 6.1 Deans are administratively responsible and report to the Vice President of Academic Affairs.
- 6.2 The college dean has the responsibility for all programs in the college including academic and continuing education programs, and student activities related to the college.

- 6.3 The dean works in conjunction with the Vice President on matters in their respective areas.
- 6.4 In addition to the general responsibilities mentioned above, the dean shall specifically:
  - 6.4.1 Provide leadership in the teaching program of the college, including the maintenance of high quality teaching and student advisement activities, and the integration of the curricula within the college;
  - 6.4.2 Provide leadership and coordination for professional creative activities within the college in cooperation with the Vice President of Academic Affairs.
  - 6.4.3 Represent the college faculty in administrative matters;
  - 6.4.4 Prepare budget requests for the college and, in cooperation with the institutional administration, allocate the funds made available to the college among the various departments;
  - 6.4.5 Recommend faculty to be employed in the college and recommend their duties, advancement in rank, and award of tenure;
  - 6.4.6 Approve faculty members and other resource persons who teach continuing education courses in different departments of the college;
  - 6.4.7 Recommend, in consultation with department faculties, the appointment, retention, or termination of department heads;
  - 6.4.8 Act upon requests for and keep records of leaves of absences with or without pay;
  - 6.4.9 Arrange for adequate and suitable faculty office, laboratory, and classroom space;
  - 6.4.10 Advise and counsel department heads on all matters pertaining to their responsibilities;
  - 6.4.11 In accord with college policy, admit students to the college, and provide for advisement of those admitted;
  - 6.4.12 Encourage faculty and staff to support and participate in student college functions;
  - 6.4.13 Explore and develop interdisciplinary programs with other deans or

administrators, recommend such programs to the appropriate authorities, and, with administrative authorization, jointly implement such programs as are agreed upon by the administration and the deans concerned;

6.4.14 Coordinate with the Vice President of Student Services regarding student activities in their academic units; coordinate with the Vice President of Administration and Information Technology regarding business and physical facilities programs in their academic units;

6.4.15 Perform such other duties as may be assigned by the Vice President of Academic Affairs.

## **VII. Dean of Adult Studies / Community Service**

7.1 The Dean of Adult Studies / Community Service is responsible for providing leadership and promoting and developing educational programs for continuing education students. The Dean of Adult Studies / Community Service cooperates with college deans and department heads on all matters regarding the development, delivery, and evaluation of credit courses and degree programs off campus.

7.2 In addition to the general responsibilities mentioned above, the Dean of Adult Studies / Community Service has the following specific duties:

7.2.1 Promote the reputation of the institution's continuing education programs;

7.2.2 Formulate policies and programs in adult and other credit and non-credit educational activities on and off campus;

7.2.3 Prepare budgets and operation cost data as well as supervise the collection, accounting and expenditures of all funds handled by the divisions;

7.2.4 Perform other duties as assigned.

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Policy Owner: President

History:

Approved 11/17/00

*Job descriptions updated annually.*



# Dixie State University Policy

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## 203 Petty Cash Funds



### I. Scope

- 1.1 Dixie State University departments may request Petty Cash funds for minor operational expenses where the normal purchase requisition process is not effective.
  - 1.1.1 The amount of the petty cash fund is based on the needs of the department and as approved by the Controller.
  - 1.1.2 Mini Purchase Orders or Purchasing Cards should be used in place of Petty Cash Funds whenever possible.
- 1.2 Procedure for Establishing Petty Cash Funds
  - 1.2.1 Departments may request petty cash funds through the business office.
    - 1.2.1.1 Justification for funds must be established.
    - 1.2.1.2 Controller is the approving authority.
    - 1.2.1.3 A custodian of the fund will be designated.
    - 1.2.1.4 Upon authorization of a petty cash fund, the custodian will read, sign, and date a copy of this procedure and return same to Controller to show they have read, understand, and will comply with these requirements.
  - 1.2.2 Once the approval for Petty Cash has been granted, the proposed custodian will initiate a check request in the amount needed to the controller.
  - 1.2.3 Accounting will generate a check which, when cashed, becomes the Petty Cash fund.
  - 1.2.4 The Petty Cash must be kept in a locked box in a locked file cabinet with limited access.
  - 1.2.5 At all times the Petty Cash fund must equal the authorized amount when change, currency, and receipts are added together.
  - 1.2.6 When Petty Cash is used a Petty Cash slip must be completely filled out

and signed by custodian of the fund and attached to receipt. (For cash refund)

- 1.2.7 At least quarterly, the Petty Cash receipts will be posted to a reconciliation and reimbursement request.
  - 1.2.7.1 The request will be completed, signed, submitted to Accounts Payable for reimbursement.
  - 1.2.7.2 Accounts Payable will review and process a reimbursement check within a three day period.
  - 1.2.7.3 At June 30 of each year the custodian will complete and forward to the Controller the reconciliation and reimbursement request form.
- 1.3 Dixie State University departments with Petty Cash funds need to safeguard them and ensure they are disbursed and accounted for properly.
- 1.4 The Petty Cash fund may be subject to an unannounced audit at any time.
- 1.5 A petty cash fund may be revoked if not in compliance with these policies and procedures.

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Policy Owner: Administrative Services, VP

History:

Approved 6/7/96

Revised 5/4/01

# Dixie State University Policy

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## 205 Conference Center Money Handling



### I. Definitions

- 1.1 The Conference Center is an authorized satellite cashier for Dixie State University.

### II. Conference Center Money Handling

- 2.1 Funds received in the mail and payments made in person should be handled by the following procedures:
  - 2.1.1 Someone other than the cashier will open the mail.
  - 2.1.2 An endorsement stamp will be placed on all incoming checks as soon as they are received. This will reflect the actual funds taken in.
  - 2.1.3 Pre-numbered receipts, in duplicate are to be prepared for all currency and coin.
  - 2.1.4 Checks received should also be receipted where possible.
  - 2.1.5 The individual receipting the funds will not be the same individual that enters the accounting data.
  - 2.1.6 The accounting data will be entered and funds deposited with the cashier daily.
  - 2.1.7 Funds received after 4:00 PM will be kept in a locked box in a locked office overnight and deposited with the Cashier or in the Cashier's night drop on the next business day when possible.

### III. Off Campus Money Handling:

- 3.1 All of the procedures in section 16.2 will be followed.
- 3.2 The following additional measures will be taken:
  - 3.2.1 Funds will be secured within a locked money bag when being transported to the main office in St. George.
  - 3.2.2 Funds received and held at the site overnight will be secured in a safe.

3.2.2.1 If a safe is not available, the funds will be secured in a place best for the situation.

3.2.3 A receipt for the total sum of money taken in for a given program will accompany the funds or be mailed separately to the main office in St. George.

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Policy Owner: Administrative Services, VP

History:

Approved 11/15/96

# Dixie State University Policy

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## 403 Hazardous Materials



### I. Purpose

- 1.1 Dixie State University is committed to providing a safe clean work environment, with well-maintained buildings and ground where students, faculty, and staff can pursue their studies or work. Part of this commitment includes management of hazardous materials

### II. Definitions

- 2.1 Hazardous Material is that which contains a hazardous substance or waste which has been determined capable of posing an unreasonable risk to health, safety or property. It includes any chemical which is a physical hazard or a health hazard as defined by federal law.

### III. Procedures

- 3.1 Comply with applicable hazardous materials program requirements as outlined in Occupational Safety and Health Administration (OSHA), Environmental Protection Agency (EPA) and Department of Transportation (DOT) standards as outlined in the Code of Federal Regulations (CFR) 29, 40 and 49.
- 3.2 Designate and train a staff of safety, hazardous materials, and health specialists at appropriate levels to advise college management about these programs.
- 3.3 Provide designated full time employees, part time employees, and students the hazardous materials information and training needed to perform their assigned tasks safely and effectively.
  - 3.3.1 Require the employees and students described above to identify and report unsafe hazardous material conditions for corrective action. The Hazardous Materials Specialist will provide training for designated employees which will enable them to know and follow correct hazardous materials purchasing, receiving, handling and storage procedures.
- 3.4 Use the Safety Committee to promote safety and ensure that safe and legally required hazardous materials practices are followed.

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Policy Owner: Administrative Services, VP

History:

Approved 3/11/98

# Dixie State University Policy

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## 433 Emergency Closing



- I. Purpose
- II. Scope
- III. Responsibility for the Decision to Close
- IV. Official Announcements
- V. Major Public Events
- VI. Typical Emergency Closing Times and Procedures
- VII. University Units Operating During Emergency Closings
- VIII. Pay Provisions During Emergency Closings

### **I. Purpose**

- 1.1 To outline the situations and conditions under which the University would close.
- 1.2 To establish policy and procedures for notifying students, faculty and staff of closure.

### **II. Scope**

- 2.1 As a general practice, Dixie State University does not close unless the health, safety and or security of college personnel and students is threatened or compromised.
- 2.2 When this does happen, either because of severe weather conditions or other emergencies, the President will initiate appropriate action.

### **III. Responsibility for the Decision to Close**

- 3.1 On the rare occasions when the University is forced to close, the decision will be made by the President or appropriate designee within his/her office.
- 3.2 In the event of an emergency situation when neither the President or his/her designee are available, the decision to close will be made by the following institutional officers in order of their availability:
  - 3.2.1 Vice President for Academic Affairs
  - 3.2.2 Vice President for Administration and Information Technology
- 3.3 It is the responsibility of every unit administrator to handle individual

situations and to develop a specific set of procedures for their own unit within the guidelines of overall University policies and procedures.

#### **IV. Official Announcements**

- 4.1 If the decision to close the campus is made, Public Relations will have the responsibility for notifying the University community and the public.
- 4.2 All official University announcements will be made exclusively through Public Relations office.
- 4.3 Announcements of an emergency closing will, to the extent possible, specify the starting and ending times of the closing, and whether the closing includes college clinics and evening or Saturday classes and programs.
- 4.4 The radio is the primary source of information on University closings.
  - 4.4.1 The college community is expected to listen to radio announcements for closing information.
  - 4.4.2 Calling college offices will not guarantee that the latest or most accurate information is provided to the caller.
  - 4.4.3 Public Relations will contact the following radio stations:
    - 4.4.3.1 KDXU-AM 890
    - 4.4.3.2 KSGI-AM 1450
    - 4.4.3.3 KONY-AM 1210
    - 4.4.3.4 KSNN-FM 93.5
- 4.5 Public Relations will also telephone the following college offices as soon as possible after a decision to close:
  - 4.5.1 Chair of the Board of Regents
  - 4.5.2 President
  - 4.5.3 Vice Presidents
  - 4.5.4 Deans
  - 4.5.5 Library
    - 4.5.5.1 It is the responsibility of these offices to notify subordinate



offices.

## **V. Major Public Events**

- 5.1 Certain major public events sponsored by men's and women's intercollegiate athletics, Continuing Education or Conferences and Workshops are not automatically subject to campus closing.
  - 5.1.1 Public Relations will contact these units if there are any events scheduled during a closing so that University announcements can include correct information on the status of those events.
  - 5.1.2 For other events to be held during an official closing, permission must be obtained through the President's Office.

## **VI. Typical Emergency Closing Times and Procedures**

- 6.1 Closing for the day
  - 6.1.1 The decision and announcements are to be made by 6:00 a.m. if possible.
  - 6.1.2 The typical duration for the closing will be 7:45 a.m. to 4:30 p.m.
  - 6.1.3 Evening classes and programs will likewise be open unless the closing announcement or subsequent announcements specify that they will be included in the closing.
- 6.2 Closing at midday
  - 6.2.1 To the extent possible, two hours of lead time will be provided in order to organize transit services.
  - 6.2.2 At this time, the University does not have adequate ways of informing all staff, students, and visitors on campus that the campus will be closing.
  - 6.2.3 Colleges and other units notified of a closing by Public Relations are asked to assist in communicating closing announcements in whatever ways they can.
- 6.3 Evenings and weekends
  - 6.3.1 University administrators responsible for evening or weekend programs should contact the University President if they have any questions about the need to close.

- 6.3.2 The decision and announcement responsibilities are the same as in a "day school" closing. The decision to close should be made by 4:00 p.m. for evening classes and 7:30 a.m. for Saturday classes.

## **VII. University Units Operating During Emergency Closings**

- 7.1 Because of the nature of their activities, some college units must remain open during an emergency closing. Below is a list of the offices that may be required to remain open.

- 7.1.1 University Security Department

- 7.1.2 Emergency Management

- 7.1.3 Residence Hall

- 7.1.4 Telecommunications

- 7.1.5 Administrative Computer Center

- 7.1.6 Physical Plant

- 7.1.6.1 "Critical employees" in these functional areas are expected to report to work during emergency closings unless specifically informed by their supervisor that they are not to report.

- 7.1.6.2 For the purpose of this policy, "critical employees" are those required to protect the health and safety of human and animal life and the basic security of the University's physical plant and equipment."

- 7.1.6.3 It is the responsibility of each Director/Department Head and supervisor to identify "critical employees" in their area and to provide written notification of such designation to the employee.

- 7.1.7 Because of the unique and often time-defined nature of some college endeavors, certain University departments and units, in addition to those identified above, may require employees to work during an emergency closing.

- 7.1.7.1 Directors/Department Heads and supervisors are responsible for identifying, designating, and notifying, in writing, those "critical employees" in their units who are expected to report to work in the event of an emergency closing.

## VIII. Pay Provisions During Emergency Closings

- 8.1 Employees who are at work when an official closing is declared will be sent home and paid for the balance of their scheduled hours.
- 8.2 Employees required to work during an emergency closing that falls within their normal work week will be awarded equivalent time off at regular pay for hours worked during the official closing.
  - 8.2.1 Time off granted under this policy must be authorized and approved by the supervisor and must be taken at a time convenient to the department. If an employee works additional hours, the hours may be subject to overtime.
- 8.3 If required to work, hourly employees will be paid for hours worked only.
- 8.4 Academic Employees
  - 8.4.1 Faculty, administrative and professional staff will be paid their normal salaries during an official emergency closing, but they will be expected to make arrangements to handle those responsibilities not carried out because of the emergency closing.
- 8.5 Student Employees Not Employed through the Work-Study Program
  - 8.5.1 Student Employees who have been designated as "critical employees" and are required to work during an emergency closing that falls within their normal work schedule will be awarded equivalent time off at regular pay for hours worked during the official closing.
    - 8.5.1.1 Time off granted under this policy must be authorized and approved by the supervisor and must be taken at a time convenient to the department. If a student employee works additional hours, the hours may be subject to overtime.
- 8.6 Non-critical student employees, other than students employed through the Work-Study Program, who are scheduled to work during an official emergency closing will be paid for their regularly scheduled hours.
  - 8.6.1 Student employees who received permission to change their normal working schedule because of illness, studies, or personal reasons, and whose absence for these reasons coincides with the hours of the closing, will not be paid for their regularly scheduled hours during the closing.
- 8.7 Students Employed through the Work-Study Program.

- 8.7.1 Students employed through the Work-Study Program who have been designated as "critical employees" and are required to work during an emergency closing that falls within their normal work schedule will be awarded equivalent time off at regular pay for hours worked during the official closing.
- 8.7.2 Time off granted under this policy must be authorized and approved by the supervisor and must be taken at a time convenient to the department.
  - 8.7.2.1 If a student employee works additional hours, the hours may be subject to overtime.
- 8.7.3 Non-critical student employees employed through the Work-Study Program, who are scheduled to work during an official emergency closing may not be paid for their regularly scheduled hours with Work-Study monies unless they actually worked their scheduled hours.
  - 8.7.3.1 Federal regulations prohibit payment for any hours not actually worked, so the Work-Study office will not authorize payment for emergency closing hours submitted by a department without written assurance from the unit's administrator that the hours were actually worked.
    - 8.7.3.1.1 The simplest solution is to reschedule Work-Study students for the hours they would have worked during a closing.
    - 8.7.3.2 Departments do have the option of paying the full rate for Work-Study students' hours from departmental budgets. Both the department and the student must be aware that payment for these hours applies fully to the student's earning allotment and could contribute to an over-award situation that may require the student to repay loan and/or grant funds already received. (If you have questions on Work-Study payments, please call Financial Aids.)

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Policy Owner: Administrative Services, VP

History:

Approved 9/26/96

# Dixie State University Policy

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## 434 Fire Emergency



### I. Campus Buildings

- 1.1 When the fire alarm sounds in a campus building, all occupants of the building must evacuate immediately using the following standard fire evacuation procedures.
- 1.2 Occupants should remain outside at the designated assembly points and well clear of the building until permission to return is given by campus authorities.
- 1.3 All current and new employees will be oriented in campus evacuation procedures.

### II. Procedures

- 2.1 The automatic fire detection system should detect most fires and automatically sound the fire alarm.
  - 2.1.1 If there is a fire the system has not detected, the fire alarm should be activated by pulling the nearest fire alarm pull box.
  - 2.1.2 Immediately after evacuation, 911 must be called and the fire reported.
- 2.2 When the alarm sounds, all occupants of the building must exit immediately to their designated assembly points.
  - 2.2.1 The building evacuation coordinator is designated by administration.
  - 2.2.2 The primary consideration is the safety of people.
  - 2.2.3 Disabled persons needing assistance should be attended to in an evacuation.
    - 2.2.3.1 Two people should carry a person from a wheelchair and one person should carry the wheelchair.
  - 2.2.4 The building evacuation coordinator should have a list of the employees in the building, to assure everyone has evacuated.
  - 2.2.5 The administration will notify all employees of the designated assembly points.

- 2.2.6 If someone is thought to be in the building, the attending authorities should be notified.
- 2.2.7 No one except trained fire fighters should enter a building to retrieve a missing person.
- 2.2.8 Emergency exits, alternate exits, and fire extinguishers will be clearly marked and are noted on the building evacuation plans.
- 2.2.9 An employee should never attempt to fight a fire alone.
- 2.3 Before opening a door an employee should cautiously feel it. If the door is hot, it should not be opened because there is a fire on the other side.
- 2.4 Doors should be closed upon exit.
- 2.5 When smoke is present, people should crawl to exits, as safer air is closer to the floor.
- 2.6 Use only stairways, not elevators, which may open onto a fire.
- 2.7 If someone becomes trapped, s/he should go to an external window for refuge.
  - 2.7.1 All doors should be closed and sealed tightly to prevent smoke penetration.
  - 2.7.2 The trapped person should wait at the window and signal for help.
  - 2.7.3 If there is no smoke outside the window, the window should be broken to attract attention and call for help.

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Policy Owner: Administrative Services, VP

History:

Approved 3/11/98

# Dixie State University Policy

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## 435 Bomb Threat



### I. Purpose

- 1.1 In the event that a bomb threat is received, 911 is to be called.
- 1.2 If a suspicious item is found, it is not to be touched. The emergency coordinator should be immediately notified and the surrounding area evacuated until further instructions are provided by security.

### II. Procedures

- 2.1 If a bomb threat is received by telephone, an employee can collect vital information which may save lives or property, aid in disarming a bomb, and perhaps even lead to the apprehension of the caller.
- 2.2 An employee should follow these guidelines:
  - 2.2.1 Remain calm, courteous, and non-threatening.
  - 2.2.2 Do not place the caller on hold or attempt a transfer to another person.
  - 2.2.3 Listen first. Ask questions later.
  - 2.2.4 Write down as much information as possible.
  - 2.2.5 When the caller is finished talking, ask for pertinent details such as: Where is the bomb? What kind of bomb is it? How much time is left before it is to go off? What will cause it to explode?
  - 2.2.6 If the building is occupied, inform the caller that an explosion will cause death and injury.
  - 2.2.7 When the caller hangs up, call 911 immediately.

### III. Search Providers

- 3.1 In leaving their work spaces for evacuation employees should quickly scan their own work spaces for suspicious items.
- 3.2 If anything suspicious is found, employees should not touch it. After evacuation they should:

- 3.2.1 Immediately contact security.
- 3.2.2 Describe the object and its location to security.
- 3.3 All employees should be encouraged to keep their work areas neat so that unusual objects may be spotted quickly.
- 3.4 Hallways must be kept clear to minimize hiding places.

#### **IV. Evacuation Procedures**

- 4.1 The evacuation procedures in the event of a bomb threat will be the same as those for a fire, except that no fire alarm is to be sounded and when possible, windows should be opened before the building is evacuated. (See 434 Fire Emergency)
- 4.2 Employees are to leave by the nearest exits and meet at their designated assembly points, well clear of the building.

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Policy Owner: Administrative Services, VP

History:  
Approved 3/11/98



# Dixie State University Policy

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## 436 Earthquake Emergency



### I. Scope

#### 1.1 Recommendations

- 1.1.1 During the earthquake employees should take refuge in a permanent wall doorway, or archway (not a temporary partition wall archway) or under their desks. They should stay away from windows which may shatter.
- 1.1.2 After the quake stops, employees should stay put, where possible, as secondary shockwaves may make hallways and exits hazardous.
  - 1.1.2.1 If the fire alarm sounds or during a period of calm, employees should proceed quickly to their nearest exit and carefully proceed outside watching for falling objects.

#### 1.2 Maintenance and security staff will search for building damage.

- 1.2.1 Area administrators should call security to report serious structural or window damage and hazardous materials danger. (Minor interior breakage or damage will be noted during a complete inspection and need not be reported.)

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Policy Owner: Administrative Services, VP

History:

Approved 3/11/98

# Dixie State University Policy

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## 437 Chemical Emergency Response



### I. Purpose

- 1.1 To provide an action plan in response to emergency situations involving hazardous materials occurring on the Dixie State University Campus.

### II. Definitions

- 2.1 A chemical emergency is an incident in which:
  - 2.1.1 Chemical vapors have been released under uncontrolled conditions or
  - 2.1.2 Chemical substances have been spilled or released under uncontrolled circumstances that present an immediate health hazard.

### III. Procedures

- 3.1 Control the situation in case of small localized spills/disasters, through use of fire extinguishers, spill kits or other means, using trained faculty and staff.
- 3.2 Dial 9-911 to notify emergency agencies and Campus Security who in turn shall coordinate with fire, police, ambulance, health, pollution control, or other authorities, as appropriate, at the local, state, and/or national levels.
- 3.3 Provide building and campus evacuation plans and trained manpower to aid in the safe evacuation of visitors, students, faculty, and staff from buildings and/or the campus due to disaster.
- 3.4 Support local and state emergency response teams responding to man-made or natural disasters that involve this campus.
- 3.5 Provide equipment and trained personnel to aid emergency response teams.
- 3.6 Aid and support local and state law enforcement in controlling crowds, securing buildings, etc., that may be needed during and following a disaster.
- 3.7 Provide building plans, gas and water valve locations, and main power switch locations; and provide trained manpower to shut off utilities when necessary.
- 3.8 Provide hazardous material lists and Material Safety Data Sheet books to emergency teams; make Hazardous Materials Specialist available for consultation.

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Policy Owner: Administrative Services, VP

History:

Approved 3/11/98

# Dixie State University Policy

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## 553 Disabled Student Services



### I. Scope

- 1.1 Dixie State University is committed to providing equal educational opportunity for all qualified students who have learning or physical disabilities.
- 1.2 Dixie's objective is to encourage program participation, provide program access, and deliver services to students with disabilities in the most integrated setting possible (in compliance with the Americans with Disabilities Act - 1990).
- 1.3 Students in need of special accommodations and auxiliary aids, or who have other needs related to their disabilities, are encouraged to utilize the support network available through the Academic Support Center. Personnel there work with individual teachers and school administrators to ensure that all reasonable accommodations are made to provide for a successful educational experience for each disabled student who enrolls at Dixie State University.
- 1.4 Student Discrimination Complaint Procedures
  - 1.4.1 In the event that a student with a disability determines the college has failed to make reasonable accommodations for a documented disability, an appeal can be made through the Americans with Disabilities (ADA) Coordinator.

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Policy Owner: Student Services, VP

History:

Approved 4/26/96

Mary Stubbs  
Executive Director of Information Technology  
[stubbs@dixie.edu](mailto:stubbs@dixie.edu)  
435.652.7954  
Dixie State University

November 14, 2017

Travis Rosenberg  
Executive Director of Human Resources  
Dixie State University

Dear Mr. Rosenberg:

I respectfully submit my formal request for Early Retirement outlined in Policy 359, section 3.1.1 – 3.1.4, effective January 31, 2018.

I am currently the Executive Director of Information Technology a full-time, benefit-eligible position at DSU. I have been working continuously at DSU since 1994 (23 years) and I am 62 years old which added together exceeds the total of 75 needed by 10!

The Dixie State University's Information Technology area has been an exciting, ever-changing environment to work in and I have been privileged to work with many talented individuals in IT over the years. I have had so many opportunities to work with all areas of the University and have witnessed the progress that we have made as an institution. Information Technology is experiencing the same challenges as other departments on campus with funding and new positions needed to help carry the increasing workload.

The support we receive from our Vice-President has been so appreciated. But knowing how limited funding is, I realize that we need to make changes and reorganize our department for our future success. I am seeking early retirement to help in that process. My hope is to release funding for the critical staffing needs for Information Technology Services. I would like to be part of the solution to our funding challenges!

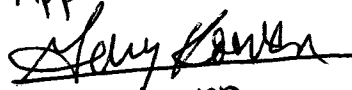
Thank you for your consideration of my request.

Sincerely,



Mary Stubbs  
Executive Director of Information Technology

Approvals:

  
Gary Koeven

11/20/17  
Date

  
Paul Morris

11/20/17  
Date

Cabinet Approval Date: 12/5/17  
Council Approval Date:  
Trustees Approval Date:

**Early Retirement Application Information + Pay/Benefits Breakdown**  
(Supplement to Early Retirement Letter submitted by DSU Employee)

Early Retirement Applicant: **Mary Stubbs** **D00002343**  
**PRO968 (Executive Director of Information Technology)**  
Application Date: **November 2017**

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

Mary's incentive, worth 20% of her current base salary, would run February 1, 2018 – July 31, 2021 or 42 months. Assuming a 2% annual increase (the figure given from the Budget Office) for future fiscal years, Mary's total incentive pay breakdown is as follows:

Incentive Pay February – June 2018: \$7,080.00  
Incentive Pay July 2018 – June 2019: \$17,330.00  
Incentive Pay July 2019 – June 2020: \$17,677.00  
Incentive Pay July 2020 – June 2021: \$18,030.00  
Incentive Pay July 2021: \$1,533.00  
**TOTAL INCENTIVE PAY: \$61,650.00**

Mary's benefits, which would include health insurance and FICA Social Security/Medicare, would run through May 31, 2020 (for health insurance) and through July 31, 2021 (for FICA). Mary currently has family traditional medical & preferred dental plan coverage and is expected to maintain this level of coverage through her 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) February – June 2018: \$7,345.00  
Health Insurance (Medical/Dental) July 2018 – June 2019: \$18,684.00  
Health Insurance (Medical/Dental) July 2019 – May 2020: \$18,155.00  
**TOTAL HEALTH INSURANCE COSTS: \$44,184.00**

FICA Social Security/Medicare February – June 2018: \$542.00  
FICA Social Security/Medicare July 2018 – June 2019: \$1,326.00  
FICA Social Security/Medicare July 2019 – June 2020: \$1,352.00  
FICA Social Security/Medicare July 2020 – June 2021: \$1,379.00  
FICA Social Security/Medicare July 2021: \$117.00  
**TOTAL FICA COSTS: \$4,716.00**

**Thus, the total benefit cost is approximately \$48,900.00**

- Summing the above figures yields the total value of Mary Stubb's early retirement compensation package is approximately **\$110,550.00**

Discussion on Early Retirement Rationale

Mary is currently the Executive Director of Information Technology, with an annual salary of \$84,950.00. She meets the qualifications to apply for early retirement (age 62 + 23 years of service = 85). The plan is to not replace Mrs. Stubbs' position; Mary has proposed using the majority of the funding towards hiring a full-time Canvas Administrator within IT Instructional Services and use the remaining funds for IT infrastructure of current positions. These requests are under review by the CIO and VP of Administrative Affairs. The University's central early retirement fund will be utilized since Mrs. Stubb's position is funded at the institutional level, not by an auxiliary or course fees.

# INVESTMENT REPORT

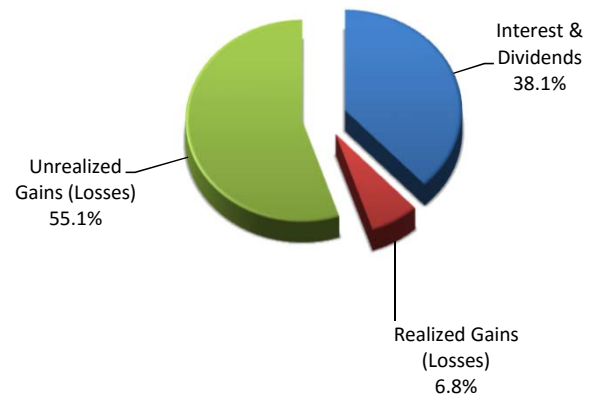
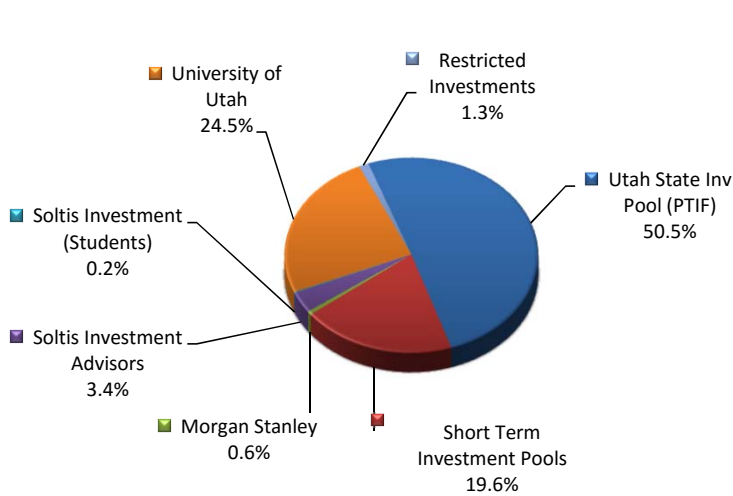
July 1, 2017 to October 31, 2017

## Investment Allocation

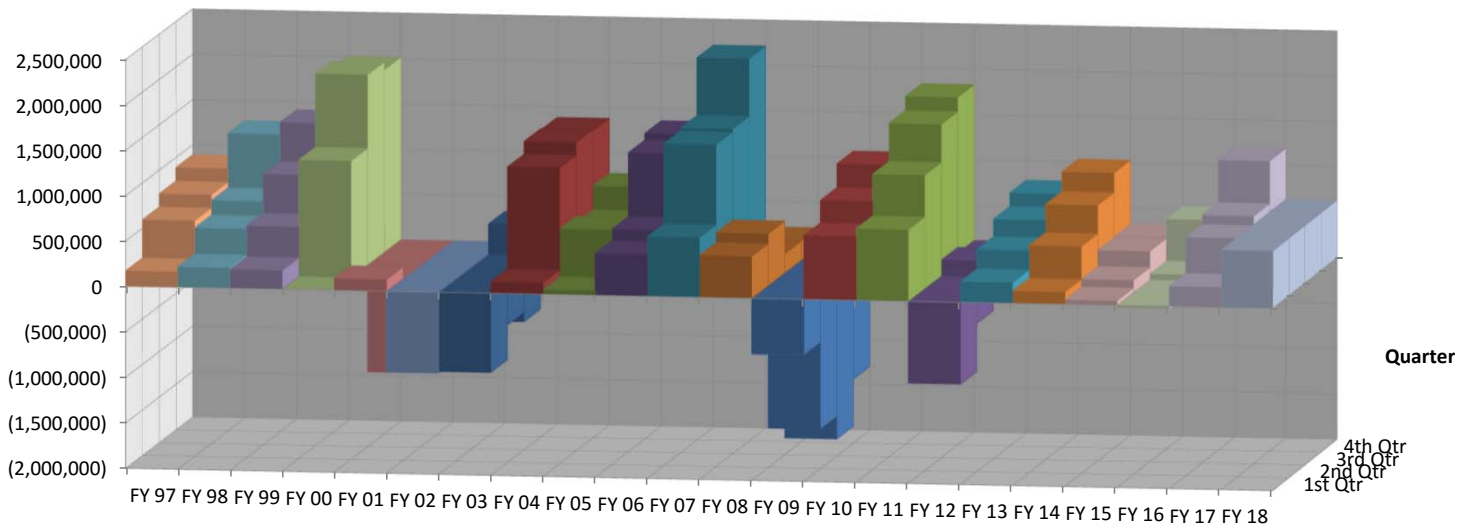
Investment Portfolio	Current Investment Allocation	Rate of Return
Utah State Inv Pool (PTIF)	\$ 25,858,448	0.80%
Short Term Investment Pools	10,056,545	0.56%
Morgan Stanley	299,435	2.30%
Soltis Investment Advisors	1,757,592	3.54%
Soltis Investment (Students)	90,477	5.07%
University of Utah	12,542,953	3.78%
Restricted Investments	643,304	0.73%
	<u>\$ 51,248,754</u>	<u>1.83%</u>

## Investment Earnings

Investment Earnings	Amount
Interest & Dividends	\$ 268,038
Realized Gains (Losses)	47,591
Unrealized Gains (Losses)	387,706
Management Fees	(13,041)
Total	<u>\$ 690,294</u>



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





# INVESTMENT REPORT

July 1, 2017 to October 31, 2017

	Beginning Market Value July 1st	YTD Realized Income	YTD Unrealized Income	YTD Total Income	Additions / (Sales) / (Withdrawals)	Ending Market Value October	YTD Rate of Return
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## Cash or Cash Equivalents

Utah State Inv Pool (PTIF)	12,336,282	99,390	-	99,390	12,969,400	25,405,071	0.81%
PTIF - Endowment Pool	451,102	2,275	-	2,275	-	453,377	0.50%
Short-Term Investment Management	10,110,289	67,930	(11,386)	56,544	(110,289)	10,056,545	0.39%
<b>Total</b>	<b>22,897,673</b>	<b>169,595</b>	<b>(11,386)</b>	<b>158,209</b>	<b>12,859,111</b>	<b>35,914,993</b>	<b>0.69%</b>

## Money Managers

Morgan Stanley	292,692	5,147	1,596	6,743	-	299,435	2.30%
Soltis Investment Advisors	1,697,554	(1,042)	61,079	60,037	-	1,757,592	3.54%
Soltis Investments - Student Managed	86,108	407	3,962	4,369	-	90,477	5.07%
University of Utah	12,086,678	115,687	340,588	456,275	-	12,542,953	3.78%
<b>Total</b>	<b>14,163,032</b>	<b>120,199</b>	<b>407,225</b>	<b>527,424</b>	<b>-</b>	<b>14,690,457</b>	<b>3.72%</b>

## Restricted Investments

Morgan Stanley - Bonds	518,498	12,440	(6,889)	5,551	-	524,050	1.07%
Restricted Investments Fund	120,145	353	(1,245)	(892)	-	119,254	-0.74%
<b>Total</b>	<b>638,643</b>	<b>12,793</b>	<b>(8,134)</b>	<b>4,659</b>	<b>-</b>	<b>643,304</b>	<b>0.73%</b>

## Grand Total

<b>37,699,348</b>	<b>302,587</b>	<b>387,705</b>	<b>690,292</b>	<b>12,859,111</b>	<b>51,248,754</b>	<b>1.83%</b>
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# INVESTMENT REPORT

July 1, 2017 to September 30, 2017

	Beginning Market Value July 1st	YTD Realized Income	YTD Unrealized Income	YTD Total Income	Additions / (Sales) / (Withdrawals)	Ending Market Value September	YTD Rate of Return
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## Cash or Cash Equivalents

Utah State Inv Pool (PTIF)	12,336,282	64,360	-	64,360	13,256,600	25,657,242	0.52%
PTIF - Endowment Pool	451,102	1,675	-	1,675	-	452,776	0.37%
Short-Term Investment Management	10,110,289	49,895	(419)	49,476	(110,289)	10,049,476	0.37%
<b>Total</b>	<b>22,897,673</b>	<b>115,930</b>	<b>(419)</b>	<b>115,511</b>	<b>13,146,311</b>	<b>36,159,494</b>	<b>0.50%</b>

## Money Managers

Morgan Stanley	292,692	2,360	(3,829)	(1,469)	-	291,224	-0.50%
Soltis Investment Advisors	1,697,554	1,105	47,657	48,762	-	1,746,316	2.87%
Soltis Investments - Student Managed	86,108	367	2,669	3,036	-	89,144	3.53%
University of Utah	12,086,678	115,687	-	115,687	-	12,202,365	0.96%
<b>Total</b>	<b>14,163,032</b>	<b>119,519</b>	<b>46,497</b>	<b>166,016</b>	<b>-</b>	<b>14,329,049</b>	<b>1.17%</b>

## Restricted Investments

Morgan Stanley - Bonds	518,498	12,446	(4,117)	8,329	-	526,827	1.61%
Restricted Investments Fund	120,145	295	349	644	-	120,789	0.54%
<b>Total</b>	<b>638,643</b>	<b>12,741</b>	<b>(3,768)</b>	<b>8,973</b>	<b>-</b>	<b>647,616</b>	<b>1.41%</b>

## Grand Total

<b>37,699,348</b>	<b>248,190</b>	<b>42,310</b>	<b>290,500</b>	<b>13,146,311</b>	<b>51,136,159</b>	<b>0.77%</b>
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# INVESTMENT REPORT

July 1, 2017 to August 31, 2017

	Beginning Market Value July 1st	YTD Realized Income	YTD Unrealized Income	YTD Total Income	Additions / (Sales) / (Withdrawals)	Ending Market Value August	YTD Rate of Return
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## Cash or Cash Equivalents

Utah State Inv Pool (PTIF)	12,336,282	33,488	-	33,488	4,262,000	16,631,770	0.27%
PTIF - Endowment Pool	451,102	1,107	-	1,107	-	452,208	0.25%
Short-Term Investment Management	10,110,289	41,496	18,816	60,312	(110,289)	10,060,312	0.47%
<b>Total</b>	<b>22,897,673</b>	<b>76,091</b>	<b>18,816</b>	<b>94,907</b>	<b>4,151,711</b>	<b>27,144,290</b>	<b>0.41%</b>

## Money Managers

Morgan Stanley	292,692	2,360	546	2,906	-	295,598	0.99%
Soltis Investment Advisors	1,697,554	(299)	30,624	30,325	-	1,727,878	1.79%
Soltis Investments - Student Managed	86,108	172	1,675	1,847	-	87,954	2.14%
University of Utah	12,086,678	-	-	-	-	12,086,678	0.00%
<b>Total</b>	<b>14,163,032</b>	<b>2,233</b>	<b>32,845</b>	<b>35,078</b>	<b>-</b>	<b>14,198,108</b>	<b>0.25%</b>

## Restricted Investments

Morgan Stanley - Bonds	518,498	12,451	1,456	13,907	-	532,406	2.68%
Restricted Investments Fund	120,145	200	(560)	(360)	-	119,785	-0.30%
<b>Total</b>	<b>638,643</b>	<b>12,651</b>	<b>896</b>	<b>13,547</b>	<b>-</b>	<b>652,191</b>	<b>2.12%</b>

## Grand Total

<b>37,699,348</b>	<b>90,975</b>	<b>52,557</b>	<b>143,532</b>	<b>4,151,711</b>	<b>41,994,589</b>	<b>0.38%</b>
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## Course Fee Report for DSU Board of Trustees Friday, January 26, 2018

Code	Course Title	Field	Old Value	New Value
BIOL 2520	Human Anatomy for the arts	Course/Lab Fees		50   NAT304
		Course/Change Justification		This is a discounted rate compared to the \$100 that the BIOL 2325 students pay since the cadavers are essentially already covered, but it still covers the cost of gloves and wear and tear on equipment that these students will use.
BIOL 4280	Marine Biology	Course/Lab Fees		300   NAT304
		Course/Change Justification		Cost of trip to the west coast has increased so that the fees will not cover the expense in spring 2017 -we're about \$1,000 short.This increase should cover the new cost of travel for the class and adds in a small bit extra to allow for an additional increase in cost anticipated over the next year. All money collected is always used for trip expenses -if the usual expenses don't use up the full fee, it will allow for adding a new component to the class that can then be dropped when costs match the fee.
CHEM 1115	Elem General/Organic Chemistry Lab	Course/Lab Fees	100   NAT308   Materials and supplies for chemical laboratory experiments.	150   NAT308
		Course/Change Justification		Updating fee data that wasn't transferred from Banner; course fee increased to account for rapidly increasing prices of lab chemicals, glassware, and equipment. Also, added GE code to long title.
CHEM 1125	Elem Organic/Biochemistry Lab	Course/Lab Fees	100   NAT308   Materials and supplies for chemical laboratory experiments.	150   NAT308
		Course/Change Justification		Course fee increased to account for rapidly increasing prices of lab chemicals, glassware, and equipment.
CHEM 1215	Principles of Chemistry I Lab	Course/Lab Fees	100   NAT308   Materials and supplies for chemical laboratory experiments.	150   NAT308
		Course/Change Justification		Updating fee data that wasn't transferred from Banner. Course fee increased to account for rapidly increasing prices of lab chemicals, glassware, and equipment. Also, added GE code to long title.
CHEM 1225	Principles of Chemistry II Lab	Course/Lab Fees	100   NAT308   Materials and supplies for chemical	150   NAT308
		Course/Change Justification		Updating fee data that wasn't transferred from Banner.
CHEM 2315	Organic Chemistry Lab I	Course/Lab Fees	100   NAT308   Materials and supplies for chemical laboratory experiments.	150   NAT308
		Course/Change Justification		Updating fee to account for increasing costs of glassware, and the amount of glassware broken each year by students, and to support growing costs of instrumentation to allow students practice and learning of skills to utilize modern equipment in the discipline.

Code	Course Title	Field	Old Value	New Value
CHEM 2325	Organic Chemistry Lab II	Course/Lab Fees	100   NAT308   Laboratory supplies and chemicals.	150   NAT308
		Course/Change Justification		Updating fee to account for increasing costs of glassware, and the amount of glassware broken each year by students, and to support growing costs of instrumentation to allow students practice and learning of skills to utilize modern equipment in the discipline.
DES 2100	Design Thinking	Course/Lab Fees		25   TEC303
		Course/Change Justification		Maintain CIT infrastructure
DES 3000	Design III	Course/Lab Fees		25   TEC303
		Course/Change Justification		Maintain CIT infrastructure
DES 3400	Information Design	Course/Lab Fees		25   TEC303
		Course/Change Justification		Maintain CIT infrastructure
DES 3500	Interface Design	Course/Lab Fees		25   TEC303
		Course/Change Justification		Maintain CIT infrastructure
DES 4100	Interaction Design	Course/Lab Fees		25   TEC303
		Course/Change Justification		Maintain CIT infrastructure
DES 4200	Tangible Interaction	Course/Lab Fees		25   TEC303
		Course/Change Justification		Maintain CIT infrastructure
ENVS 3910	Costa Rica Ntural History	Course/Lab Fees	1300   NAT309	1500   MRG329
		Course/Change Justification		Updating course fee based upon cost increases in Costa Rica.
GEO 1055	Geology national Parks Lab	Course/Lab Fees	600   NAT309   Transportation, lodging, meals and activities for extended field trip.	675   NAT323
		Course/Change Justification		Fee for field course, increased cost.
GEO 3910	Applied Geologic Investigation of Iceland	Course/Lab Fees		3500   NAT323
		Course/Change Justification		Fee covers transportation, including airfare, lodging, activities, and most meals while in Iceland. Price will go down if more than 19 enroll. Also includes the \$35 DSU travel study fee plus the \$2 per day travel insurance.
GEOG 1000	Physical Geography	Course/Lab Fees	15   NAT309	25   NAT309
		Course/Change Justification		course fees required for class support and for field trip costs including travel/bus
IT 4510	Ethical Hacking & Network Defense	Course/Lab Fees		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.
MECH 1000	Design: Introduction to Mechanical Design & Rapid Prototyping	Course/Lab Fees		150   ENG301
		Course/Change Justification		*Consumables for design project (\$31) \n*3D Printer Filament (\$30)\n*Glue, paper towels, cleaner, silicone sealant (\$4)\n*3D printer and computer maintenance (\$25)\n*SolidWorks licensing (\$60)\n\n
MECH 1150	Design: Prototyping Techniques	Course/Lab Fees		195   ENG303

Code	Course Title	Field	Old Value	New Value
		Course/Change Justification		*Drilling, Cutting, Grinding (\$10)\n*Manual Milling & Turning (\$20)\n*Composites (\$25)\n*CNC Milling & Turning (\$25)\n*Laser, Waterjet, Plasma, Router (\$20)\n*Rapid Molds & Fixtures (\$25)\n*Injection/Blow Molding, Vacuum (\$20)\n*Metal Casting (\$15)\n*Tooling (\$20)\n*Adhesives & Coatings (\$10)\n*3D Print Post Processing (\$5)
MGMT 3600	Production & Operations	Course/Lab Fees	40   BUS310	15   BUS310
		Course/Change Justification		Littlefield Simulation Fee
PEHR 3705	Physiology of Exercise Lab	Course/Lab Fees		12   FED313
		Course/Change Justification		This fee will be used for replacement and maintenance of lab equipment.
RSM 2600	Recreation and Sport Leadership	Course/Lab Fees		5   FED313
		Course/Change Justification		Course fee will be used for purchasing and maintaining equipment for the course. The course utilizes cooperative initiatives and team-building activities that require traditional physical education equipment and adventure education equipment. Often equipment is damaged, lost or unusable after a class. This fee will replace equipment and expand our equipment. There are some perishables that a student may use for their presentation and group project that the RSM program would purchase with the fee.
RSM 3000	Program and Experience Design	Course/Lab Fees		25   FED313
		Course/Change Justification		Addition of a course fee. Course fee will be used for assessing, developing and facilitating a recreational event that engages the community and/or student body. This will include marketing, event supplies, and evaluation procedures. Students oversee the use of their student fee within the group project. University of Utah and Northern Arizona University have a similar course design and fee.
RSM 3860R	Global Sport and Leisure Perspectives	Course/Lab Fees		3800   HEA341
		Course/Change Justification		Fee for travel abroad
RSM 4820R	RSM Internship	Course/Lab Fees		75   HEA341
		Course/Change Justification		Course fees provide the resources for faculty to travel to complete the on-site visit requirement. This includes transportation and meals. This fee is similar to Utah State University (\$100) and The University of Utah (\$72).
SSC 1200	Career Workshop	Course/Lab Fees		15   MPP305
		Course/Change Justification		Covers cost of Strong Interest Inventory assessment

January 22, 2018

Dr. Richard B. Williams  
President  
Dixie State University

I am writing to recommend the posthumous award of a Bachelor of Arts in English with an Emphasis in Creating Writing to Naythan Matthew Bell, who passed away July 2017. After reviewing the requirements for a posthumous degree, I feel that Naythan has met all of the requirements.

Naythan was making adequate progress towards degree completion and was on track to graduate in May 2018. He has met the 60 credit DSU residency requirement for a posthumous degree and his overall GPA is 3.91 (the minimum required is 2.0). I have attached the Posthumous Degree Checklist, his transcript, and a degree audit for Naythan.

I hereby offer my approval and endorsement to support this request and recommend it to you for your approval and that of DSU's Board of Trustees.

Sincerely,



Dr. Michael Lacourse  
Provost and Vice President for Academic Affairs

pc: Richard Featherstone, Dean, Humanities and Social Sciences  
Cheri Crenshaw, Associate Professor of English  
Cari Heizer, Associate Registrar

January 18, 2018

Dr. Richard B. Williams  
President  
Dixie State University

Dear President Williams:

I am writing to recommend the posthumous award of an Associate Degree of Science in General Studies to Kaleb Olson, who passed away in April 2017. After reviewing the requirements for a posthumous degree, I feel Kaleb has met all the requirements.

Kaleb had completed seven semesters here at DSU, with the last semester having been Spring 2017 semester. Kaleb only had three credit hours left to complete in order to earn an Associate Degree in General Studies. He was taking these credits spring semester. His overall GPA is 2.11 (the minimum required is 2.0). Kaleb was making adequate progress towards degree completion and has met the residency requirement. I have attached the Posthumous Degree Checklist, his transcript, and a degree audit for Kaleb.

I hereby offer my approval and endorsement to support this request and recommend it to you for your approval and that of DSU's Board of Trustees.

Sincerely,



Dr. Michael Lacourse  
Provost and Vice President for Academic Affairs

pc: Brenda Sabey, Dean, College of Education  
Jim Haendiges, Faculty Senate President  
Cari Heizer, Associate Registrar



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

**FROM:** President Richard B. Williams

**DATE:** January 15, 2018

**SUBJECT: Recommendation of Approval for Intermediate Review/Continued Probationary Status; Rank Advancement and/or Awards of Tenure; and Post-Probationary Review**

The following Dixie State University faculty members have applied for **Intermediate Review/Continued Probationary Status**:

- Mr. Richard Andes – Instructor of English as a Second Language
- Dr. Steve Bui - Assistant Professor of Exercise Science
- Ms. Cara Calvo - Associate Professor of Medical Laboratory Sciences
- Dr. Vinodh Chellamuthu - Assistant Professor of Mathematics
- Ms. Jeri Crosby - Endowed Chair of Elementary Arts Education
- Dr. Travis Ficklin - Assistant Professor of Exercise Science
- Dr. Sophie George - Assistant Professor of Psychology
- Ms. Kimberly Jensen - Assistant Professor of Dental Hygiene
- Dr. Joseph Lovell - Assistant Professor of Recreation Management
- Ms. Rachel Ramsay - Assistant Professor of Web/Digital Design
- Ms. Kathy Snyder - Instructor of Surgical Technology
- Dr. Kathryn Syssoyeva – Assistant Professor of Theatre
- Dr. Ka-Wai Yu - Assistant Professor of Music

The following Dixie State University faculty members have applied for **Rank Advancement and/or Awards of Tenure**:

- Ms. Dianne Aldrich - Rank Advancement to Full Professor
- Mr. John Burns – Rank Advancement to Associate Professor and Award of Tenure
- Dr. Angela Child - Rank Advancement to Associate Professor and Award of Tenure
- Mr. Shane Christensen – Rank Advancement to Associate Professor and Award of Tenure
- Dr. Rico Del Sesto - Rank Advancement to Associate Professor and Award of Tenure
- Dr. Timothy Francis – Rank Advancement to Associate Professor and Award of Tenure
- Ms. Sara Gallo – Rank Advancement to Associate Professor and Award of Tenure
- Dr. Costel Ionita - Rank Advancement to Full Professor
- Ms. Linda Jones - Rank Advancement to Full Professor
- Dr. Frank Klackle - Rank Advancement to Associate Professor and Award of Tenure
- Dr. Erin O'Brien - Rank Advancement to Full Professor
- Dr. Vicky O'Neil - Rank Advancement to Full Professor
- Ms. Tiffany Petersen - Rank Advancement to Associate Professor and Award of Tenure
- Ms. Michele Poast - Rank Advancement to Assistant Professor and Award of Tenure
- Dr. Rhonda Rhodes – Rank Advancement to Assistant Professor
- Dr. Helen Saar - Rank Advancement to Associate Professor and Award of Tenure
- Ms. Lisa Welch – Rank Advancement to Associate Professor and Award of Tenure
- Mr. Andrew Wilcox - Rank Advancement to Assistant Professor and Award of Tenure
- Ms. Linda Wright - Rank Advancement to Assistant Professor and Award of Tenure



The following Dixie State University faculty members have applied for Approval of **Post-Probation Review**:

- Dr. Verl Anderson – Tenured Professor of Business Management
- Dr. Kelly Bringhurst – Tenured Professor of Geology

Dr. Michael Lacourse, Provost and Vice President of Academic Affairs, has informed me that the above individuals have each received a favorable review – from their deans, as well as from the University Faculty Review Committee – of their applications for Continued Probationary Status, Rank Advancements, Awards of Tenure, or Post-Probation Review. Dr. Lacourse endorses those recommendations.

I wish to add my final approval to Dr. Lacourse's endorsement and recommendation. With the approval of the Dixie State University Board of Trustees at their January 26, 2018 meeting, the Continued Probationary Status, Rank Advancements, Awards of Tenure, and Post-Probationary Approval Status will be effective July 1, 2018.

I express my sincere gratitude and congratulations to these individuals for their successful reviews, and for their great contributions to Dixie State University and its students.

A handwritten signature in black ink that reads "Richard B. Williams" with a long horizontal flourish extending to the right.

Richard B. Williams, PhD, ATC  
President, Dixie State University

**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 in Mechanical Engineering  
**Sponsoring School, College, or Division:** College of Science & Technology  
**Sponsoring Academic Department(s) or Unit(s):** Department of Physical Sciences  
**Classification of Instructional Program Code<sup>1</sup> :** 14.1901  
**Min/Max Credit Hours Required of Full Program:** 126 / 126  
**Proposed Beginning Term<sup>2</sup>:** Fall 2018  
**Institutional Board of Trustees' Approval Date:**

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

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

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

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

Michael Lacourse \_\_\_\_\_

Date: November 10, 2017

I understand that checking this box constitutes my legal signature.

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

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

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

# Utah System of Higher Education Program Description - Full Template

## Section I: The Request

Dixie State University requests approval to offer the following Baccalaureate degree(s): Bachelor of Science in Mechanical Engineering 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 Bachelor of Science Degree in Mechanical Engineering will provide students with analytical and hands-on education in the areas of mathematics, general science, solid-mechanics, design and manufacturing, thermofluid science, and mechatronics. Mechanical engineering is the broadest of all engineering disciplines and thus provides flexibility in terms of employment and pursuit of advanced degrees. The degree will prepare students to pursue either advanced degrees in engineering, science, or computer science disciplines or careers in various fields including product design, manufacturing, aerospace, robotics, transportation, energy production, automotive, biomedical, and environmental systems. Students will complete a rigorous set of core courses that align with the standards of the Engineering Accreditation Commission of ABET. They will also have the option to choose an area of emphasis to provide depth in topics that interest them such as design and manufacturing (prototype to production, lean six sigma black belt, etc.), mechatronics (robotics, sensors, actuators, internet of things, controls etc), thermofluid sciences (HVAC, computational fluid dynamics, etc), and solid mechanics (composites, vibrations, finite element analysis, etc ).

### Consistency with Institutional Mission

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

The proposed Bachelor of Science Degree in Mechanical Engineering is consistent with Dixie State University's mission as a public comprehensive university "dedicated to rigorous learning and the enrichment of the professional and personal lives of its students and community by providing opportunities that engage the unique Southern Utah environment". The degree will expand the capabilities of and traffic through the Technology, Innovation, and Entrepreneurial Center (TIE) to develop patents, create companies, and grow the tech sector in Southern Utah. Through certificates, outreach programs, and public demonstrations that will offshoot from the degree, the community will benefit from enriched STEM involvement and a strengthened maker community. The degree will support DSU's tagline, "Active Learning, Active Life", by providing students with hands-on design and lab experiences every semester and engaging students in major design projects that engage the public every year. The degree will also rely on active faculty and student involvement and collaboration with community and regional organizations for student work experiences and internships that will foster not only learning engagements but also economic and community development as described in the DSU core themes. These activities will facilitate strong public relations with local businesses, civic entities, and schools in the private and public sector. These opportunities highlight Dixie State's commitment to service, citizenship, and the community.

## 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.*

Dean Pedersen has been working with industry for the past 25 years and a consistent request of regional industry is for an engineering program at DSU. During the past five years, these requests have increased. Due diligence for an engineering program began 18 months ago, and 6 months ago, a study was produced comparing the demand, cost, and impact of electrical and mechanical engineering programs. Due diligence revealed that a mechanical engineering program would be favorable over

an electrical engineering program in the following ways:

1) Mechanical engineering is in significantly higher demand among students and would attract a student base that would enable program growth and fiscal sustainability. Electrical engineering student enrollment at USU and the U of U has been stagnant to decreasing over the last five years while mechanical engineering enrollment has increased by 58% at USU and 81% at the U of U.

2) Despite higher demand for mechanical engineering job openings in Utah, there are more electrical engineering programs than mechanical engineering programs. Among USHE institutions, three offer a bachelor's degree in Electrical Engineering (U of U, USU, and WSU), two offer a bachelor's degree in Mechanical Engineering (U of U, and USU), and one offers a bachelor's degree in Engineering (SUU).

3) The cost of a mechanical engineering program is on the same order as an electrical engineering program. Typically this is not the case, but DSU is collaborating with DXATC to provide manufacturing and prototyping instruction at a significantly lower upfront and maintenance cost to DSU. Not only will this collaboration save a significant amount of resources, but it will provide students with specialized practical training and perspectives from manufacturing experts. This training, in addition to DSU's, will increase engineering students' ability to design for manufacturability, prototype physical systems, and work with technicians, machinists and manufacturing managers.

Consultations were made with Dean Brown at the University of Utah. He expressed his interest in assisting and helping develop an engineering program at DSU. President Williams, Provost Lacourse, Dean Brown from the U of U, and Dean Pedersen from DSU met and discussed optimal approaches for engineering at DSU. Through a series of meetings and due diligence, it was deemed that mechanical engineering was the appropriate response to student, industry, and institutional needs. Conversations with local industry determined enthusiastic support for a mechanical engineering program. Summary reports of due diligence on the mechanical engineering degree were presented to the Board of Trustees during the Spring 2017 semester. The board enthusiastically requested a full proposal.

## Labor Market Demand

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

Utah Department of Workforce Services gives the occupation of Mechanical Engineer a five-star rating for having a strong employment outlook due to business expansion and high wage. In Utah, the median annual salary for Mechanical Engineers with a Bachelor's degree is \$58,780 for inexperienced engineers and \$80,460 overall. Annual job openings for a Bachelor's degree averages 200 with a 3.22% annual growth rate. The Bureau of Labor Statistics states that, in the United States, the median annual salary is \$84,190 for a Bachelor's degree with 277,500 annual job openings (in 2014) and a 5% annual growth rate.

In Washington County, the following companies posted job openings for Mechanical Engineers (or related position titles) from May 2017 to June 2017 on Indeed.com: RAM Company, CaptiveAire Systems, Litehouse Foods, GAF Materials Corporation, Reid Ashman, and Industrial Resource Group. Other companies that hire Mechanical Engineers include Berry's Manufacturing, Cath-Tip, and Metal Fatigue Solutions. A much larger list of job postings were found for Las Vegas and Northern Utah

Letters of support are attached to this document:

## 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.*

DSU student interest was measured via a survey. The survey was given to 304 students enrolled in MATH 1040, 1050, 1080, 1100, 1210, and PHYS 2020 courses. Students were asked the following question, "If DSU offered the following BS degrees, which degree would you switch your major to?" Students were asked to mark an answer only if they would seriously consider switching their major, otherwise they should mark "None of these." 18% of students polled indicated that they would seriously consider switching to an engineering major. If a quarter of this percent of new first-time undergraduate students (2166 from Fall 2016-17 enrollment) declared Mechanical Engineering as their major, there would be 97 students entering the program in the first year.

Analysis of other USHE institutions revealed that mechanical engineering student enrollment at the U of U and USU increased significantly over the past 5 years. Student enrollment in senior design/capstone (final course of the program) increased by 81% at the U of U and 58% at USU. If DSU achieved half of the average enrollment seen in the U of U Mechanical Engineering Program, 90 students would be entering the proposed Mechanical Engineering Program every year.

Evidence of high demand is also found in the community. STEM programs are highly sought after in elementary schools. The FIRST Lego League Robotics Competition in St. George reported approximately 400 students ages 9 to 14 participated in 2017. The DSU Math Department piloted Dixie PREP in 2017 for students ages 12 to 14 to promote mathematics, computing, science and engineering. DXATC runs an AM STEM program to introduce high school students to manufacturing and engineering career paths. Community members and Washington County are showing support for the Maker Movement. All of these activities are evidence of community interest in a Mechanical Engineering Program at DSU.

## 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)?*

Similar USHE programs are found at SUU, U of U, and USU:

University of Utah -- B.S. Mechanical Engineering --- This degree has many emphasis areas and options. 16 faculty members, who maintain research labs with graduate students, have been added over the past five years. The U of U Mechanical Engineering Department places great emphasis on growing its graduate program and research capabilities. However, undergraduate class sizes are large (up to 188 students even with a formal admission process) making it difficult for students to get quality feedback from professors or the attention they need to develop a strong foundation in engineering fundamentals and mathematics. For example, the U of U has recently ceased requiring a machining course for Mechanical Engineering students because there are too many students. The U of U is located 305 miles away from DSU.

Utah State University -- B.S. Mechanical Engineering --- This program has a strong emphasis in Aerospace Engineering. ABET internal reviews revealed that the program was having difficulty maintaining a quality program because of increasing student demand. To remedy this problem, USU implemented more stringent admission standards in 2014 to reduce student enrollment. USU is located 383 miles away from DSU.

Southern Utah University -- B.S. Engineering --- This degree is meant to provide a broad education in electrical, mechanical, and civil engineering. Consequently, the depth of education acquired, even with the offered Mechanical Engineering Concentration, does not equal that of a dedicated Mechanical Engineering degree. Specific deficiencies are numerical analysis, design of mechanical elements, controls and system dynamics, and depth in a specialty area chosen by the student. SUU is located 51 miles away from DSU.

DSU will be able to provide a quality Mechanical Engineering education in the following ways:

- 1) Class sizes are expected to be around 45 students. This is significantly smaller than U of U and USU class sizes. Smaller class sizes increase student accountability, attention from instructors, and provide a more interactive lab experience.
- 2) DSU plans to use online learning platforms, such as Mastering Engineering from Pearson, Connect from McGraw Hill, and Matlab Cody Coursework, in conjunction with traditional instruction for the majority of its Mechanical Engineering required courses. Online learning platforms allow students to work engineering problems on the computer. At the end of each problem, students get immediate feedback on whether they worked the problem correctly. If the student gets the problem wrong after three attempts, the correct answer is given and the same problem with randomly generated numbers and help are populated into the problem. Online learning platforms combined with smaller class sizes will provide students with a high rate of feedback to solidify their engineering foundation.
- 3) Students will engage in design projects in all four years of the program. Projects integrate engineering knowledge acquired from all previous courses and will be presented to the community at Dixie Design Day. This is similar to the U of U, but the U of U does not have a design project for the sophomore year.

### **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 [highereducation.utah.gov/policies/policyr315/](http://highereducation.utah.gov/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.*

Program will not be delivered outside of service area.

The demand of currently enrolled DSU students presents enough interest to predict a popular program offering without drawing students from other regional institutions. Two USHE institutions that offer a bachelor's degree in mechanical engineering (U of U and USU) have implemented admissions processes in the last five years due to a rapid increase in demand. If the degree at DSU drew students away from these institutions, the quality of education delivered to students throughout the state would be increased by reducing overpopulated undergraduate classroom sizes so that resources don't fall behind enrollment. DSU is aware that USHE has recently approved Mechanical Engineering degrees for SUU and UVU. Despite this increase in capacity, DSU anticipates sustainable student enrollment. A letter of support from SUU is included in the attached letters of support.

### **External Review and Accreditation**

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

DSU hired David Christensen as an external consultant to perform due diligence on the direction of the engineering program. The same external consultant was hired to assemble the full program proposal including assembling course topics and descriptions. The consultant engaged in discussions with manufacturing faculty at DXATC (Steve Carwell, Mike Shrout, and Scott Willis) and engineering management at RAM Manufacturing Company (Tom Thompson and David Phillips) concerning relevant coursework, engineering needs and expected growth in Washington County, and collaboration.

DSU plans to seek ABET accreditation after five years of the program being offered and has accordingly composed the program to conform to ABET standards. The program must have at least one graduate prior to starting the accreditation process. Projected ABET deadlines and fees are as follows:

Aug 31, 2022 - Deadline to request Readiness Review

Nov 1, 2022 - Complete Readiness Review (\$1,000)

Jan 31, 2023 - Deadline to request Evaluation

July 1, 2023 - Complete Self-Study Report

Sep to Dec, 2023 - On-site Evaluation (~\$12,900)

Aug 31, 2024 - Notification of accreditation status

ABET Annual maintenance fees are about \$1,370. Recertification is required every five years.

## Section IV: Program Details

### Graduation Standards and Number of Credits

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

Students are required to complete 126 hours of specified coursework.

- 40 credit hours of general education courses (22 of these are fulfilled with major courses)
- 3 credit hours of upper division technical writing
- 34 credit hours of math and science courses
- 59 credit hours of core Mechanical Engineering courses
- 12 credit hours of elective courses (any 4000-level and above engineering, computer science, math, or science courses or from approved list)

Students are required to pass the FE Exam. This exam is a required step toward professional licensure. ([www.ncees.org](http://www.ncees.org))

Students are required to pass all Mechanical Engineering 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.*

The admissions process works as follows:

- 1) Students apply and are accepted to DSU
- 2) Students designate their major as Pre-Engineering
- 3) Students pass the following courses with a C- or better:
  - MECH 1000
  - MECH 1100
  - MECH 1200
  - MATH 1210
  - MATH 1220
  - CHEM 1210/15
  - PHYS 2210/15
- 4) Students apply for admission into the Mechanical Engineering program
- 5) When accepted, the student's major is switched from Pre-Engineering to Mechanical Engineering

### 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 development of the degree has strong support from all levels of DSU administration and faculty. The program will be located within the Department of Physical Sciences in the College of Science and Technology.

## 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 teaching load, in the steady state, requires a minimum of 3 full-time faculty members and 2 adjuncts with DXATC faculty providing 5.5 credit hours of required lower-division manufacturing coursework. DSU recently hired 2 full-time Mechanical Engineering faculty members and currently has 2 adjunct faculty teaching engineering courses. A 3rd full-time faculty member needs to be hired in the first 3 years. Faculty will be supported by automatic grading of lecture assignments from faculty-created courses on online learning platforms such as Pearson Mastering Engineering, McGraw Hill Connect and Matlab Cody Coursework (this method is currently used in Physics courses). Faculty from DXATC are skilled manufacturing practitioners and will provide students with the specialized practical training required for the proposed program. Courses taught by DXATC faculty will be overseen by DSU faculty.

## 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 Department of Physical Sciences has a part-time administrative assistant and a part-time advisor. With the addition of the Mechanical Engineering degree, the Department of Physical Sciences will need a full-time administrative assistant, and two part-time advisors (one full-time equivalent) within the first year of the program.

## 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 Mechanical Engineering will advise students regarding degree requirements, curriculum planning, and options to attend graduate school. Pre-engineering and chemistry students are currently being advised by an academic advisor in the Department of Physical Sciences. This advisor will advise Mechanical Engineering students prior to and in the first year of the degree being offered while arrangements for another advisor are being made.

## Library and Information Resources

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

DSU currently has library resources that will support the Mechanical Engineering Program including access to databases with full-text content such as Science Direct, MathSciNet, Academic Search Premier, JSTOR, Sage Journals Online, and Science Reference Center. These databases provide relevant engineering material for student use and professional development. Further, DSU recently hired Kelly Peterson-Fairchild as the Dean of Library & Learning Services. Her experience includes providing library and ABET accreditation support for engineering programs at Oregon Institute of Technology. In order to conform to ABET accreditation standards, it is anticipated that additional library resources will need to be acquired. These resources will be acquired using new ongoing funds that are being allocated to the library for new degree programs. In addition, current and anticipated proposals from UALC can fund access to additional databases such as CRCnetBase and Scopus. Library resources for the Mechanical Engineering Program will increase with additional funding and with the growth of the program. As such, library resources will be continually evaluated by Ms. Peterson-Fairchild, subject liason(s), and Mechanical Engineering faculty to determine relevant and necessary acquisitions.

## 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.*

Successful completion of the Mechanical Engineering Program prepares graduates to:

- 1) Succeed in the pursuit of entry-level engineering positions.
- 2) Succeed in the pursuit of advanced degrees in engineering or other fields where a solid foundation in engineering, mathematics, science, and computing is required.

Assessment: Inquiries will be made of students about their career and graduate school activities post-graduation in the form of an institutional alumni survey administered 1 and 3 years after graduation. This data will be used to measure program goals.

### 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 program learning outcomes were chosen based on ABET required outcomes that are proposed to take effect for 2018-19 and forward:

Upon completion of the Bachelor of Science Degree in Mechanical Engineering, students will demonstrate:

- (1) An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
- (2) An ability to apply the engineering design process to produce solutions that meet specified needs with consideration for public health and safety, and global, cultural, social, environmental, economic, and other factors as appropriate to mechanical engineering.
- (3) An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
- (4) An ability to communicate effectively with a range of audiences orally and in writing.
- (5) An ability to identify ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
- (6) An ability to recognize the ongoing need to acquire new knowledge, to choose appropriate learning strategies, and to apply this knowledge.
- (7) An ability to function effectively as a member or leader of a team that establishes goals, plans tasks, meets deadlines, and creates a collaborative and inclusive environment.
- (8) An ability to model, analyze, design, and realize physical systems, components or processes.
- (9) An ability to work professionally in either thermal or mechanical systems with fundamental proficiency in each area.

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

**Skills:** 1,2,3,4,7,8,9

**Knowledge:** 1,6,9

**Innovation:** 2,8

**Responsibility:** 2,5

**Grit:** 2,7

Formative Assessment: Signature assignments will be developed and embedded into mechanical engineering courses.

These assignments will be mapped to course, program, and institutional learning outcomes. Artifacts and statistics

from signature assignments will provide evidence of formative student proficiency. Formative assessment will be facilitated through reporting tools provided in the aforementioned online learning platforms.

Summative Assessment: The Fundamentals of Engineering (FE) exam, a nationally standardized test, will be used to provide evidence of summative student proficiency in program learning outcomes. Surveys (including exit and alumni at 1 and 3 years post-graduation) and signature assignments that are associated with synthesis level assignments will be also be used.

## Appendix A: Program Curriculum

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

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

		Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)					
<b>General Education Credit Hour Sub-Total</b>					18
Required Courses					
<input type="radio"/>	<input type="radio"/>	ENGL 3010		Writing in the Professions	3
<input type="radio"/>	<input type="radio"/>	MATH 1210		Calculus I	4

		Course Number	NEW Course	Course Title	Credit Hours	
Choose of the following courses:						
<input type="radio"/>	<input type="radio"/>					
<input type="radio"/>	<input type="radio"/>	MATH 1220		Calculus II	4	
<input type="radio"/>	<input type="radio"/>	MATH 2210		Multivariable Calculus	4	
<input type="radio"/>	<input type="radio"/>	MATH 2250	×	Differential Equations & Linear Algebra for Engineers	4	
<input type="radio"/>	<input type="radio"/>	MATH 3500		Numerical Analysis	3	
<input type="radio"/>	<input type="radio"/>	CHEM 1210		General Chemistry I	4	
<input type="radio"/>	<input type="radio"/>	CHEM 1215		General Chemistry I Lab	1	
<input type="radio"/>	<input type="radio"/>	PHYS 2210		Physics / Scientists Engineers I	4	
<input type="radio"/>	<input type="radio"/>	PHYS 2215		Physics / Scientists Engineers I Lab	1	
<input type="radio"/>	<input type="radio"/>	PHYS 2220		Physics / Scientists Engineers II	4	
<input type="radio"/>	<input type="radio"/>	PHYS 2225		Physics / Scientists Engineers II Lab	1	
<input type="radio"/>	<input type="radio"/>	MECH 1000	×	Introduction to Mechanical Design & Rapid Prototyping	3	
<input type="radio"/>	<input type="radio"/>	MECH 1005	×	Introduction to Mechanical Design & Rapid Prototyping Lab	0	
<input type="radio"/>	<input type="radio"/>	MECH 1100	×	Manufacturing Processes	3	
<input type="radio"/>	<input type="radio"/>	MECH 1150	×	Prototyping	2.5	
<input type="radio"/>	<input type="radio"/>	MECH 1200	×	Coding	3	
<input type="radio"/>	<input type="radio"/>	MECH 1205	×	Coding Lab	1	
<input type="radio"/>	<input type="radio"/>	MECH 2010	×	Statics	3	
<input type="radio"/>	<input type="radio"/>	MECH 2030	×	Dynamics	3	
<input type="radio"/>	<input type="radio"/>	MECH 2160	×	Materials Science	3	
<input type="radio"/>	<input type="radio"/>	MECH 2210	×	Circuits	2	
<input type="radio"/>	<input type="radio"/>	MECH 2215	×	Circuits Lab	1	
<input type="radio"/>	<input type="radio"/>	MECH 2250	×	Sensors & Actuators	3	
<input type="radio"/>	<input type="radio"/>	MECH 2255	×	Sensors & Actuators Lab	1	
<input type="radio"/>	<input type="radio"/>	MECH 3200	×	Systems & Controls	3	
<input type="radio"/>	<input type="radio"/>	MECH 3205	×	Systems & Controls Lab	0.5	
<input type="radio"/>	<input type="radio"/>	MECH 3250	×	Machinery	3	
<input type="radio"/>	<input type="radio"/>	MECH 3255	×	Machinery Lab	1	
<input type="radio"/>	<input type="radio"/>	MECH 3300	×	Strength of Materials	4	
<input type="radio"/>	<input type="radio"/>	MECH 3305	×	Strength of Materials Lab	0.5	
<input type="radio"/>	<input type="radio"/>	MECH 3600	×	Thermodynamics	4	
<input type="radio"/>	<input type="radio"/>	MECH 3605	×	Thermodynamics Lab	0.5	
<input type="radio"/>	<input type="radio"/>	MECH 3650	×	Heat Transfer	3	
<input type="radio"/>	<input type="radio"/>	MECH 3655	×	Heat Transfer Lab	0.5	
<input type="radio"/>	<input type="radio"/>	MECH 3700	×	Fluid Mechanics	4	
<input type="radio"/>	<input type="radio"/>	MECH 3705	×	Fluid Mechanics Lab	0.5	
<input type="radio"/>	<input type="radio"/>	MECH 4000	×	Product Design I	3	
<input type="radio"/>	<input type="radio"/>	MECH 4010	×	Product Design II	3	
<input type="radio"/>	<input type="radio"/>	Add A Group of Courses				
<b>Required Course Credit Hour Sub-Total</b>					<b>96</b>	
Elective Courses						

		Course Number	NEW Course	Course Title	Credit Hours
+ -					
Choose      of the following courses:					
+ -					
+ -					
Choose      of the following courses:					
+ -					
+ -					
Choose 4      of the following courses:					
+ -		MATH 3400		Probability & Statistics	3
+ -		MATH 3150		Introduction to Partial Differential Equations	3
+ -		CS 3010		Mobile Application Development for Android	3
+ -		CS 3020		Mobile Application Development for iOS	3
+ -		CS 4300		Artificial Intelligence	3
+ -				[This section represents the 12 hours of technical elective courses]	
+ -					
+ -					
<input type="button" value="Add A Group of Courses"/>					
<b>Elective Credit Hour Sub-Total</b>					<b>12</b>
<b>Core Curriculum Credit Hour Sub-Total</b>					<b>126</b>

**Add An Emphasis**

**Program Curriculum Narrative**

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

- Students are required to complete 126 hours of specified coursework
- 40 credit hours of general education courses (22 of these are fulfilled with major courses)
  - 3 credit hours of upper division professional writing
  - 34 credit hours of math and science courses
  - 59 credit hours of core Mechanical Engineering courses
  - 12 credit hours of technical elective courses

The 12 credit hours of technical elective courses are variable credits. The purpose of these courses is to provide a depth of technical knowledge (engineering, math, science, or computer science) in an area that interests the student. These upper-division courses also provide an opportunity to provide formal degree emphases to students. Since the program is going to be phased in (i.e. 1st year courses taught in year 1, 1st and 2nd year courses taught in year 2, etc.) the MECH technical elective courses will be developed and added to this list at least a year prior to the first technical elective course offering.

- The curriculum conforms to ABET standards by meeting the following curriculum criteria found in General Criterion 5:
- one year (32 credit hours) of a combination of college level mathematics and basic sciences (some with experimental experience) appropriate to the discipline. Basic sciences are defined as biological, chemical, and physical sciences.
  - one and one-half years (48 credit hours) of engineering topics, consisting of engineering sciences and engineering design appropriate to the student's field of study. The engineering sciences have their roots in mathematics and basic sciences but carry knowledge further toward creative application. These studies provide a bridge between

mathematics and basic sciences on the one hand and engineering practice on the other. Engineering design is the process of devising a system, component, or process to meet desired needs. It is a decision-making process (often iterative), in which the basic sciences, mathematics, and the engineering sciences are applied to convert resources optimally to meet these stated needs.

- A general education component that complements the technical content of the curriculum and is consistent with the program and institution objectives.
- Students must be prepared for engineering practice through a curriculum culminating in a major design experience based on the knowledge and skills acquired in earlier course work and incorporating appropriate engineering standards and multiple realistic constraints.

## 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.
MECH 1000/05	3	MECH 1200/05	4
MECH 1100	3	MECH 2160	3
CHEM 1210/15	5	PHYS 2210/15	5
MATH 1210	4	MATH 1220	4
Add Courses	Total	Total	Total
	15		16
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
MECH 2210/15	3	MECH 2250/55	4
MECH 1150	2.5	MECH 3600/05	4.5
MECH 2010	3	MECH 2030	3
PHYS 2220/25	5	MATH 2250	4
MATH 2210	4		
Add Courses	Total	Total	Total
	17.5		15.5
Third Year Fall	Cr. Hr.	Third Year Spring	Cr. Hr.
MECH 3200/05	3.5	MECH 3250/55	4
MECH 3700/05	4.5	MECH 3650/55	3.5
MECH 3300/05	4.5	Tech Elective 1	3
MATH 3500	3	ENGL 2010	3
		Fine Arts	3
Add Courses	Total	Total	Total
	15.5		16.5
Fourth Year Fall	Cr. Hr.	Fourth Year Spring	Cr. Hr.
MECH 4000	3	MECH 4010	3
Tech Elective 2	3	Tech Elective 4	3
Tech Elective 3	3	Literature/Humanities	3
ENGL 3010	3	American Institutions	3
Social & Behavioral Sciences	3	Life Sciences	3
FE Exam			
Add Courses	Total	Total	Total
	15		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		2		
Faculty: Part Time with Doctorate				
Faculty: Full Time with Masters				
Faculty: Part Time with Masters			2	
Faculty: Full Time with Baccalaureate				
Faculty: Part Time with Baccalaureate				
Teaching / Graduate Assistants	////	////		
Staff: Full Time				
Staff: Part Time				

### Part II. Proposed Program Faculty Profiles

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

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
<b>Full Time Faculty</b>							
	David	Christensen	TT	PhD	University of Utah	100%	
	Trevor	Terrill	TT	PhD	Texas A&M	100%	
Add Another Full Time							
<b>Part Time Faculty</b>							
	Steve	Hall	Other	ME (Civil)	Colorado State University	100%	
	Doug	Schmutz	Other	MS (Physics)	BYU	100%	
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 in Mechanical Engineering or related field	100%
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			2	Academic advisor & administrative admin	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
<b>Student Data</b>						
# of Majors in Department	164	108	124	131	134	137
# of Majors in Proposed Program(s)		82	128	183	246	292
# of Graduates from Department	1	12	20	24	24	27
# Graduates in New Program(s)		0	0	0	27	42
<b>Department Financial Data</b>						
	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>						
<b>EXPENSES – nature of additional costs required for proposed program(s)</b>						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)	\$220,000	\$433,260	\$433,260	\$433,260		
Operating Expenses (equipment, travel, resources)		\$25,000	\$25,000	\$25,000		
Other: One time equipment						
	\$111,400	\$75,100	\$213,500			
<b>TOTAL PROGRAM EXPENSES</b>		\$533,360	\$671,760	\$458,260		
<b>TOTAL EXPENSES</b>	\$331,400	\$864,760	\$1,003,160	\$789,660		
<b>FUNDING – source of funding to cover additional costs generated by proposed program(s)</b>						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation	\$111,400	\$75,100	\$213,500			
Appropriation	\$160,000	\$373,260	\$313,260			
Special Legislative Appropriation	\$60,000	\$60,000	\$120,000	\$180,000		
Grants and Contracts						
Special Fees						
Tuition		\$193,860	\$403,788	\$667,272		
Differential Tuition (requires Regents approval)						
<b>PROPOSED PROGRAM FUNDING</b>		\$702,220	\$1,050,548	\$847,272		
<b>TOTAL DEPARTMENT FUNDING</b>	\$331,400	\$1,033,620	\$1,381,948	\$1,178,672		
<b>Difference</b>						
Funding - Expense	\$0	\$168,860	\$378,788	\$389,012		

## Part II: Expense explanation

### Expense Narrative

*Describe expenses associated with the proposed program.*

To provide quality education, the degree requires that laboratory equipment and software be purchased. The equipment is an upfront cost with replacement and maintenance as needed. Software is an upfront and yearly maintenance expense. The following is a general breakdown of upfront expenses:

#### Overview of Projected Lab Equipment:

- Workspace/Storage (~\$20k)
  - Anti-static lab workbench (x15)
  - Student project locker (x18)
  - Toolboxes
  - Component and Equipment Storage
- Prototyping (~\$35k)
  - 3D printer (x11)
  - Filament, tools, and calipers
  - Shelving
- Manufacturing (~\$32k)
  - Manual lathe (x10)
  - Manual mill (x10)
- Mechatronics Design (~\$17k)
  - Soldering station & supplies (x15)
  - Sensors, motors, and microcontrollers
  - Electrical components
  - Mechanical components
  - Dixie Design Day development fund
- Electronic Testing Equipment (~\$92)
  - Tektronix: Oscilloscope, function generator, DC power supply, multimeter, TekSmartLab connector & software (x15)
  - Logic analyzers (x15)
  - Pasco 850 data acquisition unit (x15)
- Computers & Software (~\$89k)
  - Workstation computers & monitors (x55)
  - Matlab & Simulink
  - SolidWorks, Fusion360
  - Simplify3D
- Thermodynamics/Heat Transfer (~\$70k)
  - Pasco thermal imaging camera (x15)
  - Pasco temperature & pressure sensors
  - Pasco thermal radiation lab (x15)
  - Pasco absolute zero sensor (x15)
  - Pasco dew point & humidity sensor (x15)
  - Pasco steam generator (x15)
  - Pasco heat engine experiment (x15)
  - Compact air conditioner (x15)
  - Miscellaneous supplies for experiments
- Strengths (~\$85k)
  - Pasco Comprehensive Materials Tester (x15)
  - Hardness Tester (x1)
  - Pasco Flex I-beam (x15)
- Fluids (~\$99k)
  - Educational Wind Tunnel System (x1)
  - Pipe pressure and flow sensors

- Pump (x15)
- PVC pipe and fittings

### **Part III: Describe funding sources**

#### **Revenue Narrative 1**

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

DSU plans to fund this program through institutional funds, Engineering Initiative money, and new tuition revenue. Funding is already in place for upfront lab equipment expenses and space has been allocated for labs and offices in the Smith Computing Center.

The rows in the Funding section of Appendix D are defined as follows:

- Internal Reallocation is designated as one-time money being used for equipment.
- Appropriation is designated as ongoing money allocated by the institution as faculty, advisor, and admin budget lines.
- Special Appropriation is Engineering Initiative money being allocated specifically to Mechanical Engineering faculty.

#### **Revenue Narrative 2**

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

DSU will pursue additional Engineering Initiative money as it becomes available in the coming years.

**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 Music in Performance  
**Sponsoring School, College, or Division:** College of the Arts  
**Sponsoring Academic Department(s) or Unit(s):** Music Department  
**Classification of Instructional Program Code<sup>1</sup> :** 50.0903  
**Min/Max Credit Hours Required of Full Program:** 120 / 123  
**Proposed Beginning Term<sup>2</sup>:** Fall 2018  
**Institutional Board of Trustees' Approval Date:**

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

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

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

I understand that checking this box constitutes my legal signature.

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

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

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

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

### Section I: The Request

Dixie State University requests approval to offer the following Baccalaureate degree(s): Bachelor of Music in Performance 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.*

As a "core and foundational" area of other USHE institutions, DSU is now ready to bolster its offerings and value to the region and state with a Bachelor of Music in Performance degree. The DSU Music faculty have been teaching upper-division classes for over a decade and have seen enrollment in Music classes increase significantly with the introduction of the BA/BS in Music. It is now appropriate for DSU to begin offering a Baccalaureate of Music in Performance degree (BM).

The BM in Performance degree curriculum has been crafted following the standards and operational guidelines required for accreditation by the National Association of Schools of Music (NASM). Students will begin their study with a Freshman Year Experience course tailored to the needs of music students. They will complete the general education and institutional requirement set forth by DSU. They will work through a set of core courses in music that include theory, ear training, and musicology training. They will perform in music ensembles of varied sizes and purposes including a unique requirement to participate in an Electro-Acoustic, Early Music, or New Music ensemble. Students will receive 16 credits of private instruction on their instrument or voice. They will perform two public recitals. The senior recital will function as the capstone course.

#### 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](http://higheredutah.org/policies/policyr312)) or, for "out of mission" program requests, the rationale for the request.*

According to DSU's mission statement, "Dixie State University is a public comprehensive university dedicated to rigorous learning and the enrichment of the professional and personal lives of its students and community by providing opportunities that engage the unique Southern Utah environment and resources." DSU has identified Music as a foundation of culture in our community recognizing the role of Music in General Education and observing that all institutions in the region and of comparable size already offer a Bachelor of Music in Performance. Adding the new program, Bachelor of Music in Performance, will help DSU better fulfill its mission and meet the needs of students and the community.

There is evidence of significant demand for the new degree gathered by survey from students already enrolled at DSU and anecdotally from the larger St. George and Washington County areas. St. George has a vibrant visual arts community, and a Bachelor of Music in Performance degree would recognize and support local musical activities.

The BM in Performance degree will allow students to develop creativity and skills and gain marketable training and experience by allowing them to take courses to prepare for particular postgraduate opportunities, making them either more immediately employable or better positioned to successfully compete for graduate school opportunities. The fact that the new degree program can be initiated without requiring significant additional funding or resources makes it consistent with the need to achieve results while working within a strict budget.

Courses central to the success of the degree highly utilize Active Learning, Active Life principles. For example, sixteen credits of private applied music lessons require public recitals each semester. The senior recital capstone course, MUSC 4890, requires that students perform music from a variety of major periods, genres, and styles. Between the lesson and ensemble courses required for the degree it is anticipated that students will perform a minimum of 30 public performances during the course of earning the degree. This level of activity engages well with the goals of Active Learning, Active Life.

## 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 2008 Dixie State made initial proposals to offer a music degree. Dixie State only had a few bachelor degrees at that time and music was the first degree proposed from the visual and performing arts. Consultation was made with the USHE Commissioners Office and with a consultant recommended by NASM. At that time the Commissioners office recommended that DSU be granted the right to offer liberal arts degrees in music. Since 2009, DSU has offered a Bachelor of Arts in Music and a Bachelor of Science in Music. In 2010 a Bachelor of Science in Music Education was added.

Recommendations from the Commissioners office included growing the program and having the liberal arts degrees become accredited. Then it would be appropriate to bring a Bachelor of Music in Performance degree forward. The NASM Commission for Accreditation granted DSU accreditation and membership in June of 2015. The status was formally unveiled at the Annual Meeting in November of 2015.

Dixie State University Music Department has ten full-time professors, all with doctorates. It has many adjunct faculty that include several doctorates. The department has an advisor in place. The approval of a BM in Performance degree is very much in line with the Strategic Plan to expand offerings as we advance the university from Status to Stature. The degree adds no new funding demands of any stakeholder.

As Washington County and the surrounding region is poised to grow at rates higher than other areas of Utah and become an economic and cultural center of Utah it stands to reason that a professional music degree from DSU is appropriate. Additionally the new degree would allow us to stop losing BM-seeking students to other schools, finally allowing DSU to meet a known need.

### Labor Market Demand

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

Employment of musicians and singers is projected to grow 3 percent from 2014 to 2024. Utah is expected to add 6,000 musician jobs over the next decade. Growth will be attributed to increase in demand for musical performances. These performances will be in known and unknown venues and modes. There are many new modes and venues of creating and performing music that are in unknown venues and modes. This pattern will continue to emerge in the coming decade.

Many musicians and singers find only part-time or intermittent work, and may have long periods of unemployment between jobs. The stress of constantly looking for work leads many to accept permanent full-time jobs in other occupations while working part-time as a musician or singer. Having formal training and credentials can offset this environment. Most musicians enter the field because they love creating and performing and not for the sole purpose of earning money.

### 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.*

DSU Music faculty surveyed freshman music majors in the spring of 2017. Forty-two students responded. 77% of students stated that they would be interested in pursuing a Bachelor of Music in Performance degree at Dixie State.

Informal surveys done with high school students considering institutions inform us that many students do not consider DSU an option without the chance to receive a BM in Performance degree. Adding this degree to our offerings will both increase retention and allow the Music Department to grow in a manner consistent with the school's transition from an area community college to a regional university.

### 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)?*

All other USHE institutions offer a Bachelor of Music degree. Each of them includes an emphasis in performance. The music faculty of DSU has never been stronger and more qualified to offer a BM in Performance. DSU has the same accreditation as other USHE music programs through NASM, the discipline-specific accrediting body.

### 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 [higherutah.org/policies/policyr315/](http://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.*

Currently, students wishing to obtain a BM in Performance degree must either leave DSU or settle for a BA/BS. Potential students and families report that DSU is often not considered because all other institutions in USHE offer the BM in Performance degree. Fewer students transferring from DSU and more students initially attending DSU to receive a BM in Performance will mean a very slight decrease in enrollment at other USHE BM degree programs. It is anticipated that with the combination of a BM in Performance with the afford-ability of DSU, there might be an increase in enrollment from neighboring states. A BM in Performance at DSU will also increase the pool of potential candidates for graduate degree programs at sister institutions. 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 Utahans aged 24-64 achieving an associates degree or higher by the year 2020.

### External Review and Accreditation

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

DSU's BA/BS degrees in music and BS in Music Education are currently accredited by the National Association of Schools of Music (NASM). The BM in Performance degree was submitted to NASM for approval when it passed the University Curriculum Committee as outlined by the NASM handbook. Since DSU already undergoes periodic NASM accreditation for the liberal arts degrees no new costs would be required. The next accreditation cycle will include a thorough self-study in 2019–20, a site visit by accreditors in 2020–2021, and action by the Commission on Accreditation in the summer of 2021.

## 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 [higherutah.org/policies/R401](http://higheredutah.org/policies/R401).*

Students must complete 120 credits (123 in the voice emphasis) in order to graduate with a Bachelors of Music in Performance degree, which is within the 126 credit limit for a music degree, as determined by the Regents as stated in R401-3.12.5.1. The BM in Performance requires 40 upper-division credits within the 120 required, and all students must complete at least 30 semester hours of upper-division credit from DSU for institutional residency. Each of the tracks (Winds & Percussion, Strings,

Voice, and Piano) include at least 41 upper-division credits in the required courses. All students are required (NASM standard VIII.B.1.e) to demonstrate keyboard proficiency by passing the DSU Piano Proficiency exam.

## Admission Requirements

*List admission requirements specific to the proposed program.*

Students seeking admission to the Bachelor of Music in Performance must complete an online application beyond the application for admission to Dixie State University. In this application students will state their intention to apply for the BM in Performance and declare a specific instrument or voice type. They will describe their study of music listing years of study, literature studied, and any honors or awards they have received. They will then schedule an audition with the faculty in the area of study (specific instrument or voice). Once the student passed the audition successfully they are admitted in 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 new program would further enhance undergraduate and lower-division education as a key component in the growth of the DSU Music Department, which has been ongoing. DSU was first granted baccalaureate degrees in 1999 and now has nearly two decades of experience with these programs. The Music faculty started teaching upper-division classes in 2005. In 2008, DSU started offering Integrated Studies baccalaureate degrees, including Integrated Studies with an Emphasis in Music. In 2009 DSU offered BA/BS degrees in Music. In 2010 DSU started offering a BS in Music Education. As an institution, DSU has matured in a number of significant ways, namely by only hiring full-time faculty with terminal degrees, developing and expanding student services and library resources, and seeking and securing funds for new facilities. DSU is committed to supporting the new Bachelor of Music in Performance degree by expanding teaching facilities. The Music Department currently shares the Eccles Fine Arts Center with the theater program. In Fall 2015 we expanded to occupy parts of the Performing Arts Building. Future plans include replacing the Performing Arts Building with a newly designed arts building. No additional funding will be necessary at the inception of the BM in Performance degree.

### Faculty

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

Faculty workload will shift to implement offering courses in a slightly revised rotation. No full-time faculty hires will be needed to implement the program. Adjuncts will continue to teach many courses in the Music Department. Robust growth could require the hiring of an additional full-time faculty to teach musicology courses. If enrollment continues at present rates, no full-time faculty would be needed within five years. Only three new courses will need to be created to accommodate a BM in Performance. They were submitted for approval of the University Curriculum Committee during the fall 2017 semester.

### 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.*



Currently, the Music Department has secretarial support shared with the Theater and Dance Department. Plans for projected growth include an additional hire to cover the clerical and administrative tasks necessary to support the three degree-granting programs. The Music Department would receive the full workload of the current staff member with an additional hire assigned to support the Theater and Dance Department.

### **Student Advisement**

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

Two full-time academic advisors are assigned to the College of the Arts. One of those advisors is assigned to assist music students. Full-time faculty provide career advisement and assist in preparation for graduate school. The advisor will also continue to assist students with the current BA/BS degrees.

### **Library and Information Resources**

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

DSU's Holland Library holds adequate book resources for the current music program, though the book and score collection will need to continue to expand to fully support the degree curriculum. Currently, a portion of the library's annual budget is dedicated to purchasing music materials. In addition, the library subscribes to several annual publications that support various portions of the Music curriculum.

The Music Department's educational and professional activities also require the use of field-specific online databases. The library currently subscribes to a number of excellent online resources, including, JSTOR, Alexander Street Press Classical Music Online, Alexander Street Press Music Online, Naxos Music Online, Oxford Music Online, Oxford Handbooks Online, and Oxford Reference Online-Premium. The Holland Library is increasing the subscription level in the Naxos and Naxos Jazz streaming libraries to "unlimited." The use of the reference databases and the streaming audio and video databases are essential to the support of the BM in Performance.

### **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.*

The Music Department has developed a curriculum map that aligns program learning outcomes with course learning outcomes. The map identifies where these learning outcomes are introduced to students, where students work on proficiency, and where they demonstrate mastery of the outcomes.

An assessment coordinator in the department leads the work to collect assessment artifacts and data. Two or three professors evaluate the artifacts with the purpose of assessing how program learning outcomes are met by students. End of semester performance juries of all students in private applied lessons by a panel of music faculty help assess the progress of musical instruction in private studios.

A faculty panel of three preview and evaluate all capstone course work through the senior recital. Students in the BM in Performance degree would also have their work reviewed in the same way for a junior recital as well.

The Department Program Learning Outcomes below will also apply to the BM in Performance.

- Identify music's elements, forms, and, processes.
- Demonstrate knowledge of the major historical periods, composers, styles, and genres of music.
- Develop and defend musical judgements and self-assess their efforts.
- Perform with technical proficiency and artistic expression on their instrument or voice and associated repertoire.

- Collaborate and lead through ensemble performance and conducting.
- Apply pedagogical skills in their area and, where applicable, will meet qualification requirements for certification by the Utah State Office of Education.

## 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.*

All students enrolled in the BM in Performance degree are reviewed at the end of each semester in their performance jury. A panel of three faculty evaluate and make remarks on the student progress. Each student will perform a juried recital at the junior and senior levels. The senior recital is considered the capstone course. The majority of standards of the BM in Performance degree are guided by NASM accreditation. From the NASM 2016–2017 Handbook pp98–99:

### 1. Performance.

Students must acquire:

- a. Technical skills requisite for artistic self-expression in at least one major performance area at a level appropriate for the particular music concentration.
- b. An overview understanding of the repertory in their major performance area and the ability to perform from a cross-section of that repertory.
- c. The ability to read at sight with fluency demonstrating both general musicianship and, in the major performance area, a level of skill relevant to professional standards appropriate for the particular music concentration.
- d. Knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation. Rehearsal and conducting skills are required as appropriate to the particular music concentration.
- e. Keyboard competency.
- f. Growth in artistry, technical skills, collaborative competence and knowledge of repertory through regular ensemble experiences. Ensembles should be varied both in size and nature.

### 2. Musicianship Skills and Analysis.

Students must acquire:

- a. An understanding of the common elements and organizational patterns of music and their interaction, the ability to employ this understanding in aural, verbal, and visual analyses, and the ability to take aural dictation.
- b. Sufficient understanding of and capability with musical forms, processes, and structures to use this knowledge and skill in compositional, performance, analytical, scholarly, and pedagogical applications according to the requisites of their specializations.
- c. The ability to place music in historical, cultural, and stylistic contexts.

**3. Composition/Improvisation.** Students must acquire a rudimentary capacity to create original or derivative music. It is the prerogative of each institution to develop specific requirements regarding written, electronic, or improvisatory forms and methods. These may include but are not limited to the creation of original compositions or improvisations, variations or improvisations on existing materials, experimentation with various sound sources, the imitation of musical styles, and manipulating the common elements in non-traditional ways. Institutional requirements should help students gain a basic understanding of how to work freely and cogently with musical materials in various composition-based activities, particularly those most associated with the major field.

**4. History and Repertory.** Students must acquire basic knowledge of music history and repertoires through the present time, including study and experience of musical language and achievement in addition to that of the primary culture encompassing the area of specialization (see Standards III.L.).

**5. Synthesis.** While synthesis is a lifetime process, by the end of undergraduate study students must be able to work on musical problems by combining, as appropriate to the issue, their capabilities in performance; aural, verbal, and visual analysis; composition/improvisation; and history and repertory.

## 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					33
Required Courses					
<input type="checkbox"/>	<input type="checkbox"/>	MUSC 1000		Concert Attendance (x4)	0
<input type="checkbox"/>	<input type="checkbox"/>	MUSC 1001		Freshman Year Experience: Music	1
<input type="checkbox"/>	<input type="checkbox"/>	MUSC 1010 or 1020		Fine Arts GE Course: Intro to Music or American Popular Music or	3
<input type="checkbox"/>	<input type="checkbox"/>	MUSC 1050		Intro to World Music	3
<input type="checkbox"/>	<input type="checkbox"/>	MUSC 2180		Intro to Music Technology	3
Choose _____ of the following courses:					
<input type="checkbox"/>	<input type="checkbox"/>				
<input type="checkbox"/>	<input type="checkbox"/>	MUSC 1110		Music Theory I	3
<input type="checkbox"/>	<input type="checkbox"/>	MUSC 1120		Music Theory II	3
<input type="checkbox"/>	<input type="checkbox"/>	MUSC 1130		Sight Singing/Ear Training I	1
<input type="checkbox"/>	<input type="checkbox"/>	MUSC 1140		Sight Singing/Ear Training II	1
<input type="checkbox"/>	<input type="checkbox"/>	MUSC 2110		Music Theory III	3
<input type="checkbox"/>	<input type="checkbox"/>	MUSC 2120		Music Theory IV	3
<input type="checkbox"/>	<input type="checkbox"/>	MUSC 2130		Sight Singing/Ear Training III	1
<input type="checkbox"/>	<input type="checkbox"/>	MUSC 2140		Sight Singing/Ear Training IV	1
<input type="checkbox"/>	<input type="checkbox"/>	MUSC 2350		Fundamentals of Conducting	2
<input type="checkbox"/>	<input type="checkbox"/>	MUSC 3540		Form and Analysis	3
<input type="checkbox"/>	<input type="checkbox"/>	MUSC 3630		Music History & Literature I	3
<input type="checkbox"/>	<input type="checkbox"/>	MUSC 3640		Music History & Literature II	3
<input type="checkbox"/>	<input type="checkbox"/>	MUSC 3650		Music History & Literature III	3
<input type="checkbox"/>	<input type="checkbox"/>	MUSC 1840-51		Private Applied Lessons I	4
<input type="checkbox"/>	<input type="checkbox"/>	MUSC 2840-51		Private Applied Lessons II	4
<input type="checkbox"/>	<input type="checkbox"/>	MUSC 3840-51		Private Applied Lessons III	4
<input type="checkbox"/>	<input type="checkbox"/>	MUSC 4640-51		Private Applied Lessons IV	4
<input type="checkbox"/>	<input type="checkbox"/>	MUSC 3890		Junior Recital	1
<input type="checkbox"/>	<input type="checkbox"/>	MUSC 4890		Senior Recital	1
				Add A Group of Courses	
Required Course Credit Hour Sub-Total					58
Elective Courses					
<input type="checkbox"/>	<input type="checkbox"/>				
				Add A Group of Courses	
Elective Credit Hour Sub-Total					

Course Number	NEW Course	Course Title	Credit Hours
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:		Winds & Percussion	
<input type="radio"/> + <input type="radio"/> -	MUSC 3310	Large Ensemble (Symphony Band)	8
<input type="radio"/> + <input type="radio"/> -	MUSC 3370 or 4431	Chamber Ensemble	4
<input type="radio"/> + <input type="radio"/> -	MUSC 4434 or 4435	Early Music Ensemble or New Music Ensemble, or Electro-Acoustic	1
<input type="radio"/> + <input type="radio"/> -	MUSC 3380	Instrumental Conducting	2
<input type="radio"/> + <input type="radio"/> -	MUSC 4538	Orchestration	2
<input type="radio"/> + <input type="radio"/> -	MUSC 4635	Wind Band Literature	2
<input type="radio"/> + <input type="radio"/> -		Elective credits	10
Add A Group of Courses			
Emphasis Credit Hour Sub-Total			29
Total Number of Credits to Complete Program			120
Remove this emphasis			

Course Number	NEW Course	Course Title	Credit Hours
Name of Emphasis:		Strings	
<input type="radio"/> + <input type="radio"/> -	MUSC 3350	Large Ensemble (Symphony Orchestra)	8
<input type="radio"/> + <input type="radio"/> -	MUSC 4430	Chamber Ensemble	4
<input type="radio"/> + <input type="radio"/> -	MUSC 4434 or 4435	Early Music Ensemble or New Music Ensemble, or Electro-Acoustic	1
<input type="radio"/> + <input type="radio"/> -	MUSC 3380	Instrumental Conducting	2
<input type="radio"/> + <input type="radio"/> -	MUSC 4538	Orchestration	2
<input type="radio"/> + <input type="radio"/> -	MUSC 4630	String Pedagogy	2
<input type="radio"/> + <input type="radio"/> -	MUSC 4632	String Literature	2
<input type="radio"/> + <input type="radio"/> -		Elective Credits	8
Add A Group of Courses			
Emphasis Credit Hour Sub-Total			29
Total Number of Credits to Complete Program			120
Remove this emphasis			

Course Number	NEW Course	Course Title	Credit Hours
Name of Emphasis:		Voice	
<input type="radio"/> + <input type="radio"/> -	MUSC 3250	Large Ensemble (Concert Choir)	8

	Course Number	NEW Course	Course Title	Credit Hours
+ -	MUSC 3270		Chamber Ensemble (Chamber Singers)	4
+ -	MUSC 3200		Opera Scenes Workshop	2
+ -	MUSC 3222		Choral Conducting	2
+ -	MUSC 3861		Diction for Singers I	2
+ -	MUSC 3862		Diction for Singers II	2
+ -	MUSC 4661		Vocal Pedagogy	2
+ -	MUSC 4662		Vocal Literature	2
+ -			Foreign Language	8
Add A Group of Courses				
<b>Emphasis Credit Hour Sub-Total</b>				32
<b>Total Number of Credits to Complete Program</b>				123
Remove this emphasis				

	Course Number	NEW Course	Course Title	Credit Hours
	Name of Emphasis: Piano			
+ -	MUSC 3250 or 3310		Large Ensemble	2
+ -	MUSC 4433		Piano Ensemble	4
+ -	MUSC 3870	×	Piano Accompanying	4
+ -	MUSC 3865		Piano Pedagogy I	2
+ -	MUSC 3866		Piano Pedagogy II	2
+ -	MUSC 4665		Piano Literature I	2
+ -	MUSC 4666		Piano Literature II	2
+ -	MUSC 3322 or 3380		Choral Conducting or Instrumental Conducting	2
+ -	MUSC 4434 or 4435		Early Music Ensemble or New Music Ensemble, or Electro-Acoustic	1
		×	Choose of the following courses:	
+ -				
+ -			Elective Credits	8
Add A Group of Courses				
<b>Emphasis Credit Hour Sub-Total</b>				29
<b>Total Number of Credits to Complete Program</b>				120
Remove this emphasis				

Add An Emphasis

### Program Curriculum Narrative

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

All students in the Bachelor of Music in Performance degree will take a core of courses in theory and analysis, music history, and literature, private lessons, and recitals. The four emphases have unique sets of required courses in performance and pedagogy. The voice performance track does not include electives due to the additional requirement in foreign language instruction. Private Applied Lessons and ensembles are repeatable for credit.

NASM curricular guidelines for a Bachelor of Music degree state that studies in the major area and supportive courses normally total at least 65% of the total curriculum.

The piano and string emphases have 79 of the 120 credits in music equaling 66%. These students also have 8 elective credits that can be music or non-music courses.

The winds and percussion emphasis has 77 music credits equaling 64% music content. These students have 10 elective credits that can be music or non-music courses.

The voice emphasis has 82 credits of music instruction equaling 68% music content. Eight credits of foreign language as supportive courses would bring the percentage up to 75%. The voice emphasis requires 123 credits to graduate.

Each of the emphases includes the minimum 40 upper-division credits required for a bachelor degree.

All students in the Bachelor of Music in performance are required to pass the Piano Proficiency exam as a degree requirement. Course prerequisites dictate that the exam be passed during the first four semester of study. The exam is administered at the beginning of each semester. Students should enroll in MUSC 1150, 1160, 2150, 2160 to fulfill this requirement. Students may test out at any time.

No less than one half of the required credits in private applied lessons and ensembles (large and chamber ensembles) must be completed at Dixie State University to receive a BM in Performance from the institution.

A grade of C or better is required for all music courses. Grades of C- (minus) or lower in any music course will not satisfy the graduation requirement.

## 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
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Below is a degree map for the BM in Performance, winds and percussion emphasis.

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
MUSC 1001 FYE: Music	1	MUSC 1000 Concert Attendance	0
MUSC 1000 Concert Attendance	0	MUSC 1120 Music Theory II	3
MUSC 1110 Music Theory I	3	MUSC 1140 Sight Singing/Ear Training II	1
MUSC 1130 Sight Singing/Ear Training I	1	MUSC 3250 or 3310 or 3350 Large Ensemble	1
MUSC 3250 or 3310 or 3350 Large Ensemble	1	MUSC 1840-51 Private Lessons	2
MUSC 1840-51 Private Lessons	2	ENGL 2010 Intern Writing Selected Topics	3
ENGL 1010 Intro to Writing	3	MUSC 1010 or 1020 or 1050 or 1236	3
MATH 1030 Quantitative Reasoning	3	CIS 1200 Computer Literacy	3
LIB 1010 Information Literacy	1		
<b>Add Courses</b>	<b>Total</b>	<b>Total</b>	<b>16</b>
<b>Second Year Fall</b>	<b>Cr. Hr.</b>	<b>Second Year Spring</b>	<b>Cr. Hr.</b>
GE Life Science	3	GE Physical Science	3
GE American Institutions	3	GE Science Lab	1
MUSC 2110 Music Theory III	3	MUSC 1000 Concert Attendance	0
MUSC 2130 Sight Singing/Ear Training III	1	MUSC 2120 Music Theory IV	3
MUSC 3250 or 3310 or 3350 Large Ensemble	1	MUSC 2140 Sight Singing/Ear Training IV	1
MUSC 2840-51 Private Lessons	2	MUSC 2180 Intro to Music Technology	3
MUSC 2350 Fundamentals of Conducting	2	MUSC 3250 or 3310 or 3350 Large Ensemble	1
MUSC Chamber Ensemble	1	MUSC 2840-51 Private Lessons	2
MUSC 1000 Concert Attendance	0	MUSC Chamber Ensemble	1
		MUSC 1000 Concert Attendance	0
<b>Add Courses</b>	<b>Total</b>	<b>Total</b>	<b>15</b>
<b>Third Year Fall</b>	<b>Cr. Hr.</b>	<b>Third Year Spring</b>	<b>Cr. Hr.</b>
GE Literature/Humanities	3	GE Social/Behavioral Science	3
MUSC 3840-51 Private Lessons	2	MUSC 3840-51 Private Lessons	2
MUSC 3250 or 3310 or 3350 Large Ensemble	1	MUSC 3250 or 3310 or 3350 Large Ensemble	1
MUSC Chamber Ensemble	1	MUSC Chamber Ensemble	1

MUSC 3630 Music History I	3	MUSC 3640 Music History III	3
MUSC 3540 Form and Analysis	3	MUSC 3380 Instrumental Conducting	2
MUSC 4434 or 3390 or 4435 Early Music, NewM	1	MUSC 3890 Junior Recital	1
		MUSC 1050 Intro to World Music	3
<b>Add Courses</b>	<b>Total</b>	<b>Total</b>	<b>16</b>
<b>Fourth Year Fall</b>	<b>Cr. Hr.</b>	<b>Fourth Year Spring</b>	<b>Cr. Hr.</b>
MUSC 4640-51 Private Lessons	2	MUSC 4640-51 Private Lessons	2
MUSC 3250 or 3310 or 3350 Large Ensemble	1	MUSC 3250 or 3310 or 3350 Large Ensemble	1
MUSC 3650 Music History III	3	MUSC 4890 Senior Recital	1
MUSC 4538 Orchestration	3	MUSC 4635 Wind Band Literature	2
GE Exploration	3	Elective credits	8
Elective credits	2		
<b>Add Courses</b>	<b>Total</b>	<b>Total</b>	<b>14</b>



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

### Part I. Department Faculty / Staff

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

	# Tenured	# Tenure -Track	# Non -Tenure Track
Faculty: Full Time with Doctorate	4	6	
Faculty: Part Time with Doctorate			4
Faculty: Full Time with Masters			
Faculty: Part Time with Masters			16
Faculty: Full Time with Baccalaureate			
Faculty: Part Time with Baccalaureate			4
Teaching / Graduate Assistants	////	////	
Staff: Full Time			1
Staff: Part Time			1

### Part II. Proposed Program Faculty Profiles

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

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
<b>Full Time Faculty</b>							
	Glenn	Webb	T	DMA	UNLV	10	
	Paul	Abegg	T	DMA	Michigan State University	10	
	Nancy	Allred	T	DMA	University of Missouri-Kansas City	10	
	Roger	Hale	TT	PhD	Florida State University	10	
	Timothy	Francis	TT	PhD	University of Oregon	10	
	Robert	Matheson	TT	DMA	University of Arizona	10	
	Ken	Peterson	T	DA	University of Northern Colorado	10	
	Rhonda	Rhodes	TT	DMA	Boston University	10	
	Bryant	Smith	TT	DMA	University of Northern Colorado	10	
	Yu	Ka-Wai	TT	DMA	University of Illinois	10	
							Add Another Full Time
<b>Part Time Faculty</b>							
	Shanan	Arslanian	other	MM	Northwestern University	5	adjunct
	Candice	Behrmann	other	DMA	University of Nebraska Lincoln	5	adjunct
	Shannon	Birch	other	MM	Brigham Young University	5	adjunct
	Jim	Brickey	other	MEd.	Utah State University	5	adjunct
	Rachel	Cox	other	MM	Transylvania University	5	adjunct
	Lisle	Crowley	other	BA	Utah State University	5	adjunct
	Lynn	Dean	other	DMA	University of North Texas	5	adjunct
	Linda	Deluca	other	MM	San Francisco State	5	adjunct

	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
	Chris	Giles	other	MM	Indiana University	5	adjunct
	Kenda	Graf	other	MM	Depauw University	5	adjunct
	Jackie	Jackson	other	MM	Utah State University	5	adjunct
	Caroline	Jennings	other	MM	University of Utah	5	adjunct
	Greg	Johnston	other	MEd	Utah State University	5	adjunct
	Julie	Keyes	other	BA	Brigham Young University	5	adjunct
	Caitlin	Kramer	other	MM	Depauw University	5	adjunct
	Brandon	Lee	other	MM	Utah State University	5	adjunct
	Steven	Loss	other	DMA	University of Missouri- Kansas City	5	adjunct
	Robert	Schmidt	other	MEd	Utah State University	5	adjunct
	Amanda	Morrill	other	MM	University of Utah	5	adjunct
	Laura	Snow	other	MM	Brigham Young University	5	adjunct
	Sandra	Stevenson	other	BA	Utah State University	5	adjunct
	Ryan	Tilby	other	BA	Berkeley College of Music	5	adjunct
	Joseph	Costello	other	DMA	Arizona State University	5	adjunct
	Jay	Nygaard	other	MM	University of Utah	5	adjunct
	Aubrey	Shirts	other	DMA	University of Utah	5	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					
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					
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
<b>Student Data</b>						
# of Majors in Department	100	100	110	115	120	125
# of Majors in Proposed Program(s)		25	30	35	40	45
# of Graduates from Department	8	12	15	18	21	24
# Graduates in New Program(s)		0	0	5	8	12
<b>Department Financial Data</b>						
	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>						
<b>EXPENSES – nature of additional costs required for proposed program(s)</b>						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)		\$0	\$0	\$0		
Operating Expenses (equipment, travel, resources)		\$0	\$0	\$0		
Other:						
<b>TOTAL PROGRAM EXPENSES</b>		\$0	\$0	\$0		
<b>TOTAL EXPENSES</b>	\$0	\$0	\$0	\$0		
<b>FUNDING – source of funding to cover additional costs generated by proposed program(s)</b>						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation						
Appropriation						
Special Legislative Appropriation						
Grants and Contracts						
Special Fees						
Tuition						
Differential Tuition (requires Regents approval)						
<b>PROPOSED PROGRAM FUNDING</b>		\$0	\$0	\$0		
<b>TOTAL DEPARTMENT FUNDING</b>	\$0	\$0	\$0	\$0		
<b>Difference</b>						
Funding - Expense	\$0	\$0	\$0	\$0		

## Part II: Expense explanation

### Expense Narrative

*Describe expenses associated with the proposed program.*

The Music Department has the facility and faculty to offer a BM in Performance degree. No additional expenses are required. Three courses will need to be created to allow for specialized student experiences in Early Music, New Music, and Piano Accompanying. These courses will be offered in rotation with current chamber music offerings. NASM accreditation expenses will remain consistent with current levels.

If growth happens at a higher rate than expected a full-time tenure track PhD faculty member would be needed to deliver musicology courses. A starting average salary for this position would be ~\$50,000 and ~\$30,000 for benefits.

## Part III: Describe funding sources

### Revenue Narrative 1

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

N/A

### Revenue Narrative 2

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

N/A

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

**Institution Submitting Request:** Dixie State University  
**Proposed Program Title:** Master of Accountancy  
**Sponsoring School, College, or Division:** Dixie State University  
**Sponsoring Academic Department(s) or Unit(s):** Department of Accounting  
**Classification of Instructional Program Code<sup>1</sup> :** 52.0301  
**Min/Max Credit Hours Required of Full Program:** 30 / 30  
**Proposed Beginning Term<sup>2</sup>:** Summer 2018  
**Institutional Board of Trustees' Approval Date:** Pending

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

<input type="checkbox"/> (AAS)	Associate of Applied Science Degree		
<input type="checkbox"/> (AA)	Associate of Arts Degree		
<input type="checkbox"/> (AS)	Associate of Science Degree		
<input type="checkbox"/>	Specialized Associate Degree (specify award type <sup>3</sup> : )		
<input type="checkbox"/>	Other (specify award type <sup>3</sup> : )		
<input type="checkbox"/> (BA)	Bachelor of Arts Degree		
<input type="checkbox"/> (BS)	Bachelor of Science Degree		
<input type="checkbox"/>	Specialized Bachelor Degree (specify award type <sup>3</sup> : )		
<input type="checkbox"/>	Other (specify award type <sup>3</sup> : )		
<input type="checkbox"/> (MA)	Master of Arts Degree		
<input type="checkbox"/> (MS)	Master of Science Degree		
<input checked="" type="checkbox"/>	Specialized Master Degree (specify award type <sup>3</sup> : MAcc )		
<input type="checkbox"/>	Other (specify award type <sup>3</sup> : )		
<input type="checkbox"/>	Doctoral Degree (specify award type <sup>3</sup> : )		
<input type="checkbox"/>	K-12 School Personnel Program		
<input type="checkbox"/>	Out of Service Area Delivery Program	<input type="checkbox"/> Out of Mission Program	<input type="checkbox"/> 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: November 10, 2017

I understand that checking this box constitutes my legal signature.

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

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

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

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

### Section I: The Request

Dixie State University requests approval to offer the following Master's degree(s): Master of Accountancy effective Summer 2018. This program was approved by the institutional Board of Trustees on Pending.

### Section II: Program Proposal

#### Program Description

*Present a complete, formal program description.*

The Masters of Accountancy (MAcc) at Dixie State University (DSU), with an initial specialization in taxation, is designed to extend and expand the currently strong undergraduate accounting program provided by DSU. The program will be dedicated to educating and training future tax and accounting professionals and providing them with the highly technical and demanding skills sought in the private sector to provide tax, accounting and business advisory services, and in the public sector to administer tax laws. The course work is designed to give students conceptual, technical, analytical, and communications skills required for working in the accounting and tax professions.

A primary focus for the MAcc program is to prepare students to sit for the Uniform CPA Examination in the State of Utah and other states. The Uniform CPA Examination is necessary to becoming a Certified Public Accountant (CPA) licensed in the State of Utah. Currently, students must have a completed Accounting bachelor's degree, plus 30 semester hours (the equivalent of a master's degree) of credit, to sit for the Uniform CPA examination. The proposed program will initially offer one (1) emphasis area-- Taxation. As student demand increases, additional emphasis areas will be added. Potential emphasis areas include data analytics, auditing, forensic accounting, managerial accounting, and business services. Data analytics has specifically been requested by many CPA firms in the State and regionally and this will be the next immediate emphasis area in the program.

#### 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/policy312](http://higheredutah.org/policies/policy312)) or, for "out of mission" program requests, the rationale for the request.*

DSU now has over a decade of experience as a baccalaureate institution and boasts an infrastructure and institutional environment appropriate for its role. Thoughtful and sustained attention to hiring and developing advanced credentialed, teaching faculty; increasing and improving student services, library and technological resources; and funding facilities expansion have poised the institution to successfully add to the current MAcc degree. A number of the faculty members who will serve the new program have had many years of experience in offering upper-division coursework, mentoring majors in the Business and Accounting programs, and advising degree-seeking students.

The undergraduate accounting program has been very successful since its inception in 2006. The implementation of a MAcc at DSU will help recruit and retain additional students for the undergraduate program. It will also further fulfillment of DSU's Accounting Program mission, which is to prepare graduates for positions of leadership in the accounting profession and to facilitate the development of highly skilled, accounting graduates. A master's degree offered at DSU will allow more students to gain the necessary knowledge and experience to enter the workforce as fully qualified contributors to the tax and accounting profession and industry. The students will acquire value-added skills and applicable knowledge in a highly interactive, student-oriented, learning environment.

In recent years, the educational expectations associated with an Accounting degree have increased. In order for our students to remain competitive in the job market, they will need to obtain a master's degree. Providing a MAcc program at DSU will allow students to continue their studies at Dixie and complete the educational requirements for professional licensure. In addition, many students desiring to pursue a graduate accounting degree and CPA licensure in an applied, active learning environment have been unable to do so without moving from the area. The MAcc degree at DSU will meet local and regional needs.

### 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.*

A master's degree is being requested to respond to student and employer demand in the service region 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<sup>1</sup>. Utah is currently one of 40 states that require 150 credit hours of college study in order to become a licensed Certified Public Accountant<sup>2</sup>.

A recent study conducted by Dr. Nate Staheli, Chair of the Accounting Department, determined that professional accountants are not satisfied with graduate accounting students' proficiency because of the skills and knowledge gap between what the graduate possesses and what is important in professional competency. The results of surveying over 180 Utah CPA's indicated that Analytical & Critical Thinking had the largest gap of all skills. The accounting subject of Finances and Taxes had the largest gap between importance and satisfaction<sup>3</sup>. Additional research by academics demonstrates the need for graduate programs that help students learn 'how to do things' and increase critical and independent thinking has become more important in accounting education<sup>4,5</sup>.

Recent research has indicated that the number of graduates in accounting is increasing, however the pass rate of the CPA exam has been declining<sup>6</sup>. The curriculum design and integration of CPA preparation courses will aid the Master's program at DSU in addressing the needs proposed by academics and professionals. It will incorporate knowledge and ability into passing the CPA exam, through simulations, while implementing active learning pedagogy to develop practical skills necessary to become leading experts in tax, accounting and analytics.

As reported by the AICPA, there are a number of reasons why a traditional four-year undergraduate program is no longer adequate for obtaining the requisite knowledge and skills and obtaining jobs<sup>7</sup>.

Some of those reasons include:

- Increases in pronouncement, laws and regulations
- Increases in improvements in technology, information systems, and cyber risk
- Increases in complexity of business methods, internal control procedures and auditing methods.
- Staffing needs and expanded knowledge and skillsbase

- Need for better and more communication and management skills
- Employer hiring practices regarding CPA licensing.

<sup>1</sup>Commission, A.A.A. P. 2012. Charting a National Strategy for the next generation of accountants.

<sup>2</sup><http://www.aicpa.org/BECOMEACPA/LICENSURE/REQUIREMENTS/Pages/default.aspx>

<sup>3</sup>Staheli, N. 2017. Accounting Education: The divide between practice and academics, (In Progress)

<sup>4</sup>Botes, V.L. & Sharma, U, 2017. A Gap in Management Accounting Education: Fact of Fiction? Pacific Accounting Review, 29(1): 107-126

<sup>5</sup>Bui, B. & Porter, B. 2010, The expectation-performance gap in accounting education: An exploratory study. Accounting Education: An International Journal, 191(1-2): 23-50

<sup>6</sup><https://www.aicpa.org/becomeacpa/cpaexam/psychometricsandscoreing/passingrates.html>

<sup>7</sup><http://www.aicpa.org/InterestAreas/YoungCPANetwork/Resources/Career/Pages/MastersDegreesDefined.aspx>

## Labor Market Demand

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

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<sup>8</sup>. Public accounting firms are pursuing recent college graduates with accounting degrees, and frequently offering higher pay than their competitors. In a 2016-2017 survey conducted by the Manpower Group, it was reported that for five consecutive years, Accounting and Finance Staff positions have been in the "Top 10 Hardest Jobs to Fill" category<sup>9</sup>. In addition, the American Institute of Certified Public Accounting (AICPA) 2015 Trends Report stated, "Firms are optimistic about hiring new graduates in 2015, with 91% of all firms forecasting that hiring of accounting graduates will be the same or greater in the upcoming year."<sup>10</sup>

This optimism regarding accounting employment has remained steady for some time. The AICPA 2012 Trends report showed a 19.7 percent increase in accounting graduates over the previous survey, with 82,177 accounting degrees awarded in the 2011-2012 school year. Both undergraduate and graduate degrees are at their highest level in the 40 years the AICPA has been conducting the survey. In addition, the 240,380 accounting enrollments for the 2011-2012 school year in both bachelor's and master's degree programs represent an all-time high and demonstrate a continued strong interest in the accounting profession as a career choice<sup>11</sup>.

The confidence of accounting employment in the State of Utah is very similar. The Bureau of Labor Statistics Occupational Outlook Handbook states, "Employment of accountants and auditors is projected to grow 11 percent from 2014 to 2024."<sup>12</sup> The Utah Department of Workforce Services reports in its "Utah Job Outlook, 2010-2020," that the occupations of Accountants and Auditors earned its "Five Star" rating --



five out of five stars given, based upon earnings and job growth outlooks. Financial Specialists occupations are projected to grow at an annual rate of 2.9% in Utah through 2020, with the total number of job openings --both new and replacement positions --projected at 600 per year.<sup>13</sup>

The 24/7 Wall Street published a report in 2017 that found St. George to be the city in Utah that is adding the most jobs. St. George saw a 28.5% increase in jobs, approximately 12 percent higher than the state average increase of 16.8%<sup>14</sup>. The economy of St. George and surrounding areas has been on the rise for three years and is expected to continue<sup>15</sup>. Although it was not mentioned that these were accounting jobs, all of these jobs add economic value and demand accounting services in the area. Additional tax and accounting assistance will be needed as the population of the city and surrounding areas continue to grow.

A letter from the Utah Association of Certified Public Accountants (UACPA) noted that, "Many of our employers are needing future employees with a strong understanding and ability to find answers in the tax and regulatory environment." It continues, "In Utah.....firms and industries are not filling their entry level hiring needs. As we continue to see the global economy expand and the proliferation of multi-global organizations, the need for CPA's is growing nationally and internationally." It is also reported that by the year 2024, there will be 4,780 total job openings in Nevada due to growth and replacement<sup>16</sup>. Although, the State of Nevada is not DSU's primary service area, many of our students could obtain employment in that area due to proximity.

<sup>8</sup><https://www.roberthalf.com>

<sup>9</sup><http://manpowergroup.com/talent-shortage-2016>

<sup>10</sup><https://www.aicpa.org/InterestAreas/AccountingEducation/NewsAndPublications/DownloadableDocuments/2015-TrendsReport.pdf>

<sup>11</sup> <http://www.aicpa.org/Press/PressReleases/2013/Pages/Record-Setting-Demand-for-Accounting-Graduates-AICPA.aspx>

<sup>12</sup> <https://www.bls.gov/ooh/business-and-financial/accountants-and-auditors.htm>

<sup>13</sup> <https://jobs.utah.gov/wi/pubs/outlooks/state/statepublish.pdf>

<sup>14</sup> <http://www.deseretnews.com/article/865686061/This-Utah-city-adds-more-jobs-than-all-the-others-in-the-state.html>

<sup>15</sup> [https://www.bls.gov/eag/eag.ut\\_stgeorge\\_msa.htm](https://www.bls.gov/eag/eag.ut_stgeorge_msa.htm)

<sup>16</sup> [http://www.nevadaworks.com/wp-content/uploads/2017/01/2017-In-Demand-Occupations-Sector-Council-Report\\_Final.pdf](http://www.nevadaworks.com/wp-content/uploads/2017/01/2017-In-Demand-Occupations-Sector-Council-Report_Final.pdf)

## 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.*

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.

Students who indicated they were planning on attending graduate school were asked: "Where do you plan on attending graduate school?" Of those responding, 69% of indicated they were "Extremely Likely" to

pursue a graduate degree in Accounting if it was offered at Dixie State University. In comparison, only 53% indicated they were "Extremely Likely" to pursue a graduate degree in accounting if it was not offered at Dixie State. The results show a strong internal demand for a graduate program in Accounting at DSU. If only 90% of those students who stated they would enroll in a master's degree at DSU actually matriculated, the initial class would have 36 students with additional students likely to enroll from other universities.

### **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 equivalent of a master's degree is required for licensing, and therefore the MAcc is considered entry-level education in the accounting profession. According to the Utah System of Higher Education, the following USHE institutions currently offer Masters of Accountancy programs:

- University of Utah,
- Utah State University,
- Weber State University,
- Southern Utah University, and
- Utah Valley University

DSU is the only four-year USHE institution where students can begin, but cannot complete, their professional accounting educational training at the same institution.

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

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

Over the past few years DSU students have requested options regarding an Accounting master's program. We held several meetings of collaboration with the University of Utah and were considering a joint offering with them. Although this never materialized, we were able to identify components of a master's program that would be beneficial for local students.

During the past two years, Weber State University has allowed DSU students to participate in its broadcasted courses. We had one student graduate from the program and several others start courses towards a degree. This collaboration was also very beneficial to the development of our program and its curriculum.

In a letter of support from the well-established local firm of Hafen & Buckner, CPA's, they stated, "[We] express [our] support for Dixie State University's plan to offer a Masters of Accountancy. Current DSU students have benefitted from the addition of a bachelor's degree, but still have to transfer to another school to get their master's degree if they plan on becoming a Certified Public Accountant. The hassle of moving (or commuting), transferring to another school, etc, would be eliminated by DSU offering a Masters of Accountancy degree."

## 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 curriculum and design of this program has been reviewed by an external reviewer. Dr. W. Steven Albrecht has reviewed and provided feedback on both the curriculum and content, as well as the design for implementation. Dr. Albrecht is a former president of the American Accounting Association and former president of the Association of Fraud Examiner. Dr. Albrecht was also the former Associate Dean of the Marriott School of Management.

As stated in the external review letter, (see attached), " The proposal outlines the learning objectives and assessment metrics consistent with future students gaining not only a degree but also an education and working-level knowledge of accounting and tax." The program will enhance our mission at DSU to be an active learning institution. Involvement with internships, VITA Tax Preparation, and CPA simulations will be a great platform that is student-centered.

The Macc program will seek accreditation under the business school's current accrediting body - Accreditation Council for Business Schools and Programs (ACBSP). Future accreditation will be sought from the Association to Advance Collegiate Schools of Business (AACSB).

## Section IV: Program Details

### Graduation Standards and Number of Credits

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

In order to graduate with a Master of Accountancy degree, students must do the following:

1. Complete 30 approved credit hours with no grade lower than a C
2. Earn a 3.0 or higher grade point average in the graduate program.
3. Apply for graduation by the dates posted at <https://graduation.dixie.edu/>
4. Gain final approval for graduation from the Graduate Council.
5. Complete all other program and university requirements.

### Admission Requirements

*List admission requirements specific to the proposed program.*

Applicants are expected to meet the following minimum criteria:

- Hold a bachelor's degree from a regionally accredited institution or the equivalent for international students.
- Minimum overall undergraduate GPA of 3.0.
- Minimum GPA of 3.0 in upper-division accounting courses
- Completion of GMAT exam with an index score above 1150. (Index score is calculated using the last 60 credit hours (3.0 GPA minimum) x 200 + GMAT = 1150)
- Foreign students must complete the Test of English as a Foreign Language (TOEFL) with a

score of 550 or higher

The admission committee may waive the GMAT and/or TOEFL requirements, for DSU undergraduate students, if students supply sufficient evidence of preparation for the MAcc program. Meeting the minimum requirements for admissions does not guarantee a student will be admitted.

### **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?*

DSU now has over a decade of experience as a baccalaureate institution and boasts an infrastructure and institutional environment appropriate for its role. Thoughtful and sustained attention to hiring and developing advanced credentialed, teaching faculty; increasing and improving student services, library and technological resources; and funding facilities expansion have poised the institution to successfully add to the current Accounting bachelor's degree. A number of the faculty members who will work in the new program have had many years of experience in offering upper-division and graduate coursework, mentoring majors in the Business and Accounting programs, and advising degree-seeking students.

Dr. W. Steve Albrecht, a retired professor from Brigham Young University (BYU), has assisted in the preparation of this proposal and has agreed to continue to be a consultant and guest lecturer in our program. Dr. Albrecht is a former president of the American Accounting Association and former president of the Association of Fraud Examiners. Dr. Albrecht was also formerly the Associate Dean of the BYU Marriott School of Management. In addition to Dr. Albrecht, the current Accounting faculty members at DSU are well qualified, and diverse in their professional skill sets and experience.

The program will require one additional administrative staff, and will also rely on the existing departmental infrastructure. The existing process of regular program assessment and the current culture of continuous improvement will remain in the new master's program. The courses included in the MAcc will be offered on the campus of DSU and be face-to-face.

The accounting firms in the local and regional area have expressed support and encouragement for the new program and recognized the great education being provided at Dixie State University. St. Louis-based, a top 100 firm, RubinBrown, which acquired Stewart Archibald and Barney, a St. George local firm, pledged support for the new program and stated, "We compliment your efforts along with the other faculty members who are making your students' dreams become realities. We express support for your continued program development towards offering a Master's Degree in Accounting."

Susan A. Speirs, CPA and CEO of the Utah Association of Certified Public Accountants (UACPA) pledged

support for the MAcc proposal. She stated, "Dixie State University provides a robust undergraduate accounting program with faculty who are highly qualified and engaging with their students and the profession." She also noted, "A MAcc program at Dixie State University will help fill the demand for CPAs in the coming years. According to the American Institute of Certified Public Accountants (AICPA), 75% of today's CPAs will be retiring within the next 15 years."

Dr. Albrecht stated that "it is absolutely critical that DSU offer a master's degree in accounting. The St. George area is experiencing extremely high growth and it is unfortunate that accounting students can now only begin, but not complete their professional accounting training at DSU. A master's program in accounting at DSU will become a winner for the state and its citizens."

The addition of the master's program will impact the current undergraduate program in a very positive way. As a result of adding a master's program, our accounting program will be able to attract and retain more students.

## **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.*

By moving some existing faculty load to this program and replacing lower division courses with adjunct faculty, only one additional terminally degreed faculty will be required for the addition of the new program curriculum. These additional faculty will be hired from our current robust adjunct pool of professionals and retired academics in our community. These additional hires will add to our practical approach in our undergraduate program. Additional full-time faculty will be added as demand for coursework and additional emphasis areas are added.

## **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 administrative staff will be an important part of the success of the program. One permanent administrative position will be added for the program. The primary role of this staff position will be to recruit, advise and place students in the program. Clerical and secretarial responsibilities will be supported by existing staff in the Udvar-Hazy School of Business.

Assessment will be an important part of the academic quality of the program. DSU's assessment office has committed support to the program and will be extremely involved in assisting the accounting faculty in assessing and measuring the quality of the curriculum. It is anticipated, that an assessment lead from our department will be appointed and release time granted to that faculty member for this service.

## **Student Advisement**

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

Students will be advised by the new administrative staff, the Director of the Master of Accountancy program, and full-time faculty members teaching in the MAcc program.

## **Library and Information Resources**

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

Dixie State University is well aware that building library resources is an integral part of program development, and the DSU Library continues to expand appropriate collections for possible master degree offerings and will be in compliance with DSU's Library policy 613. (See attached for additional information on Library resources and analysis).

## **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.*

The DSU MAcc program has five program goals. These goals are summarized below. The mapping of these goals to the University Core Themes, University Level Learning Outcomes, AICPA Standard Core Competency, Rationale for the goals, indicators of goal accomplishment and assessment measures can all be found in the Appendix. In addition, a mapping of individual courses to these program level goals is available upon request.

### **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 American Institute of Certified Public Accountants (AICPA) represent the CPA profession nationally. They have proposed a core competency framework, which defines a set of skill-based competencies needed by all students entering the accounting profession, regardless of the career path they choose. The student standards of performance for this program have been created using these core competencies as a benchmark. We have also consulted with the DSU Accounting Education Advisory Committee, accounting professionals and other accounting academics to establish the standards. Additional rationale for these standards, as well as indicators and assessment measures can be found in Appendix.

### Student Standards of Performance

#1- Upon completion of the Masters in Accountancy (MAcc) degree, students will be able to demonstrate the ability to apply fundamental accounting, tax, auditing and ethical principles within structured and unstructured fact-based situations at a mastery level.

#2- Upon completion of the Masters in Accountancy (MAcc) degree, students will be able to demonstrate the ability to use a range of techniques to perform analysis, synthesize information and draw conclusions at a mastery level.

#3- Upon completion of the Masters in Accountancy (MAcc) degree, students will be able to demonstrate strong interpersonal skills and the ability to communicate effectively in quantitative and qualitative terms through writing and speaking at a mastery level.

#4- Upon completion of the Masters in Accountancy (MAcc) degree, students will have provided professional services in the local community through applied learning opportunities and community engagement.

#5- Upon completion of the Masters in Accountancy (MAcc) degree, students will be able to demonstrate the ability to act in a way that will serve the public interest, honor the public trust and demonstrate an appreciation of professional responsibilities and ethical decision making in accounting and tax settings.

## 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				0
Required Courses				
+ -	ACCT 6010	X	ACCOUNTING PROFESSIONALISM, COMMUNICATION AND	3
+ -	ACCT 6110	X	FINANCIAL ACCOUNTING AND REPORTING	3
+ -	ACCT 6120	X	BUSINESS ENVIRONMENT AND CONCEPTS	3
+ -	ACCT 6130	X	AUDITING AND ATTESTATION	3
+ -	ACCT 6140	X	LAWS AND REGULATIONS	3
+ -	ACCT 6200	X	TAX RESEARCH AND COMMUNICATIONS	3
+ -	ACCT 6210	X	ADVANCED INDIVIDUAL TAXATION	3
+ -	ACCT 6220	X	ADVANCED PASS THROUGH ENTITIES	3
+ -				
+ -				
Add A Group of Courses				
Required Course Credit Hour Sub-Total				24
Elective Courses				
+ -	ACCT 6230	X	ESTATES, GIFTS AND MULTIJURISDICTIONAL TAX	3
+ -	ACCT 6310	X	ADVANCED COST ACCOUNTING	3
+ -	ACCT 6900	X	GRADUATE ACCOUNTING INTERNSHIP/WORK EXPERIENCE	3
+ -	FIN 6380	X	FINANCIAL STATEMENT MODELING AND DECISION MAKING	3
+ -				
+ -				
+ -				
+ -				
+ -				
Add A Group of Courses				
Elective Credit Hour Sub-Total				6
Core Curriculum Credit Hour Sub-Total				30

Add An Emphasis

## Program Curriculum Narrative

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



The core of the program will focus on CPA exam preparation and tax education. Students will be required to take 24 credit hours in these areas. Students will be required to choose 2 additional courses from the 4 elective courses to complete the 30 hours of required coursework for the degree.

A suggested program schedule is included in Appendix.

## **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 D: Projected Program Participation and Finance

### Part I.

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

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
<b>Student Data</b>						
# of Majors in Department	0					
# of Majors in Proposed Program(s)	////	30	35	40	40	45
# of Graduates from Department						
# Graduates in New Program(s)	////	30	35	40	40	45
<b>Department Financial Data</b>						
	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>						
<b>EXPENSES – nature of additional costs required for proposed program(s)</b>						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)	\$831,732	\$190,000	\$195,100	\$200,200		
Operating Expenses (equipment, travel, resources)	\$36,427	\$19,500	\$19,500	\$19,500		
Other:						
<b>TOTAL PROGRAM EXPENSES</b>	////	\$209,500	\$214,600	\$219,700		
<b>TOTAL EXPENSES</b>	\$868,159	\$1,077,659	\$1,082,759	\$1,087,859		
<b>FUNDING – source of funding to cover additional costs generated by proposed program(s)</b>						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation						
Appropriation	\$828,744	\$99,500	\$102,600	\$105,700		
Special Legislative Appropriation						
Grants and Contracts						
Special Fees						
Tuition						
Differential Tuition (requires Regents approval)	\$39,415	\$110,000	\$112,000	\$114,000		
<b>PROPOSED PROGRAM FUNDING</b>	////	\$209,500	\$214,600	\$219,700		
<b>TOTAL DEPARTMENT FUNDING</b>	\$868,159	\$1,077,659	\$1,082,759	\$1,087,859		
<b>Difference</b>						
Funding - Expense	\$0	\$0	\$0	\$0		

## Part II: Expense explanation

### Expense Narrative

*Describe expenses associated with the proposed program.*

The new expenses for the MAcc will include an additional faculty member with benefits. In addition, we will hire a full-time administrative assistant to oversee recruitment, advising and placement of graduates. This position will also have payroll benefits.

Additional expenses for the program will include, library resources, supplies, and technology to sustain a Master's level program.

## Part III: Describe funding sources

### Revenue Narrative 1

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

This is a new graduate program. The existing undergraduate programs in business and accounting will not be affected. Utilizing existing facilities, equipment, and faculty at times and locations currently unused will reduce the expenses in comparison to offering a new program. This may have a positive net affect for existing programs. Students that may have considered starting at a school that has graduate programs, will consider coming to DSU to begin their undergraduate education.

### Revenue Narrative 2

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

The new funding sources for this program will be the differential tuition that will be charged for the graduate level program.