ACADEMIC SENATE AGENDA
April 2, 2012

1. CALL TO ORDER: 3:00 p.m. in room 115 CRCC  C Roland Christensen Ctr.

2. MINUTES: March 5, 2012

3. REQUEST FOR NEW BUSINESS:

4. CONSENT CALENDAR
   a. Appendix I: Resignations, Administrative and Faculty Appointments
   b. Appendix II: Auxiliary and Limited Term Appointments

5. EXECUTIVE COMMITTEE REPORT:

6. REPORT FROM ADMINISTRATION:

7. REPORT FROM ASUU:

8. NOTICE OF INTENT:
   a. School of Dentistry Proposal
   b. Proposed Revisions 3 of Policy: 6-402 Fraternal Social Organizations

9. DEBATE CALENDAR:
   a. Proposal to create an Interdisciplinary BA in Religious Studies
   b. Interdisciplinary Undergraduate Sustainability Certificate
   c. Proposal for an Undergraduate Interdisciplinary Certificate in Health Communications
   d. Proposal for Graduate Certificate in Health Communications
   e. Proposal for a Master of Science Degree in Geographic Information Science
   f. Proposal for Center for Mining Safety and Health Excellence
   g. Proposal for National Science Foundation Materials Research Science and Engineering Center at the University of Utah

10. INFORMATION CALENDAR:
    a. 2012 Early Career Teaching Awards Recipients
    b. TA Scholars (http://ctle.utah.edu/tas/projects/)
    c. Proposal for New Emphases for Languages and Literature
    d. Proposal for the Ph.D. Emphasis in Astronomy & Astrophysics
    e. Graduate Council revised review of the Department of Ballet

11. NEW BUSINESS:

12. ADJOURNMENT:
Call to Order
The regular meeting of the Academic Senate held on March 5, 2012, was called to order at 3:06 p.m. by Patricia Hanna, Senate President. The meeting was held in room CRCC 115.

Roll:

Student Senators: Elle Barker (University), Ryan Brinn (Health), Jackson Chambers (Fine Arts), Jillian Jensen (Humanities), Grace Ku (Business), Heather McElroy (Engineering), Sara Nassoif (Social Work), Cory J. Nelson (Academic Affairs), Neela Pack (ASUU President), Eleni Schenk (Pharmacy), Taylor Spendlove (Architecture), Taylor Thompson (Science), Jeffery Van Hulten (Law), Molly Wheeler (Social & Behavioral Sci)

Ex-officio: Robert Flores, Robert Fujinami, Patricia Hanna, Paul Mogren, Dave Pershing, Amy Wildermuth, Shawnee Worsley

Others: Martha Bradley, Sylvia Torti, Cassandra VanBuren

Excused: A. Lorris Betz, Tina Diekmann, Rachel Hayes-Harb, James, Metherall, Vivian S. Lee

Absent sent Proxy: Bob Allen, Kevin DeLuca, Eric Hutton, Todd Kramer, Chris Myers, Alison Regan

Absent without Proxy: Amanda Barusch, George Cassiday, Richard Forster, Gary Grikscheit, Sharee Lane, Evert Lawton, Anne Mooney, David Rudd

Approval of Minutes
The minutes of the Academic Senate meeting on February 6, 2012, were approved following a motion from Jim Anderson (present as proxy senator) which was seconded by Neela Pack.

Request for New Business
No New Business

Consent Calendar
The resignations retirements, faculty appointments, auxiliary and limited term appointments, appearing in the Appendices dated March 5, 2012, received approval to forward to the Board of Trustees as moved by Stephen Alder and seconded by Rachel Nardo.
Executive Committee Report
Robert Fujinami provided a summary of the Executive Committee meetings held on February 27, 2012.

Report from Administration
President David Pershing reported on the legislative session that ends March 8th. Pershing believes all state employees will get a 1 percent increase. Higher ed will likely get $8 million for mission-based and equity funding, which will be divided among the higher ed institutions. A portion of that will go toward student retention. It’s likely that the U will get $3 million in one-time funding and $3 million in ongoing funding for USTAR, which will be shared with Utah State University. Our request for $50- million for infrastructure upgrades will likely not be fully funded, but we expect to get part of it. We don’t yet know about the request to restore and add to the size of the medical school class but we are doing what we can to encourage it. There were a number of other bills that could have had negative implications for the University but it looks like those are under control. Asked about the Legislature’s plans for increasing tuition, Pershing responded that the Board of Regents makes that decision. It is unclear how big the increase will be, but it will be significantly less than last year’s 9.5 percent.

On March 12, David Pershing became the 15th president of the University of Utah. Lorris Betz will continue as a special assistant to the president through Commencement in May. The official inauguration will take place in October.

Report from ASUU
ASUU President Neela Pack reported on recent activities of students that include the following: Students are on the hill speaking with legislators on behalf of higher education issues, specifically funding the Student Life Center; campus elections are under way and faculty are encouraged to remind their students to vote March 6 and 7; ASUU is encouraging students to skip spring break and instead attend their party caucus meetings in mid-March; and award-winning author and poet Maya Angelou will be on campus April 11. A link to tickets, free to faculty, staff, and students, will be sent to faculty by the Academic Senate office.

Resolution of Appreciation
A resolution of appreciation was presented by Senate President Pat Hanna in honor of Tom Loveridge, an associate vice president of the U, who unexpectedly passed away Feb. 6. Hanna’s remarks included the following:

Tom was smart, funny, sensitive, and caring. He was a wise counsel to others, and saw his role as supporting others so they could be successful. His normal mood was one of good humor and happiness even at the busiest and most stressful of times. Tom made the world a better place for the rest of us.

The resolution was accepted by acclamation.
A scholarship fund in Tom’s honor—the Loveridge Memorial Scholarship—is now active. Contact the Office of Institutional Advancement for additional information.

Notice of Intent
No Items

Debate Calendar
The Proposal to Discontinue the American Sign Language Teaching Major was presented by Pat Eisenman (College of Health dean’s office). This request is to deactivate the ASL Teaching Major in the Department of Communication Sciences and Disorders. This is a procedural request as the major was in practice discontinued in 2008. Since 2008 the Department longer offers courses related to the ASL major and no longer has faculty hired to teach in the major. The program suffered from low enrollment and
there was difficulty retaining ASL faculty. A motion was made by Jim Anderson to approve. This was seconded by Rachel Nardo and passed unanimously.

The Proposal to combine Communication majors was presented by Robert Avery (faculty, Dept. of Communication). The Department of Communication at the University is requesting a consolidation of its 2 current majors (BA/BS Mass Communication and BA/BS Speech Communication), into 1 major (BA/BS Communication; see attachment A for current and proposed curriculum). The Department is collapsing the current ten narrowly defined sequences into three sequences and increasing the required number of courses from 13 to 14. A motion was made by Jim Anderson to accept. This was seconded by Rachel Nardo and passed unanimously.

Information Calendar
Jim Anderson, in the capacity of chair of the ad hoc committee Futures Committee charged by the Executive Committee to look into the future direction of the University, presented an update on the committee’s findings. His report elicited a lively discussion about the direction of higher education. The report indicates that the U will not continue as it has in the past; big changes are coming. The Senate was informed that the Senate Executive Committee had voted to accept the report and forward to the U’s Strategic Planning Steering Committee.

Mary Shaub (director of the U’s Office of Environmental Health & Safety and Emergency Management), reported on a campus-wide earthquake disaster preparedness exercise planned for April 17, from 10:15 a.m. to 11 a.m. Participants in the region-wide earthquake exercise will include the U as well as FEMA Region 8, Salt Lake City, Salt Lake County, the State of Utah, and nine other counties and their cities. Several different assessments have determined that the single greatest loss of life threat on the Wasatch Front is a 6.5 to 7.5 earthquake in the Salt Lake City segment of the Wasatch Fault. This has been known since a seismic survey was completed in 1987-88, so the U is building capacity to deal with it. The exercise will include a series of text message instructions to guide everyone through the 45-minute drill. Buildings will be evacuated, and white tents will identify outdoor assembly locations, determined in advance. The tents will be located in areas where there are no underground threats such as steam tunnels and electrical infrastructure.

Chuck Wight (dean of the Graduate School) presented the report of the Graduate Council Review of the Department of Exercise and Sports Science. No questions or recommendations were raised by senators. The proposal to create Emphases in Mechanical Engineering was described by Bruce Gale (faculty, Dept of Mechanical Engineering). This emphasis is expected to attract higher quality undergraduates to the Mechanical Engineering program, promote academic success and help BSME graduates secure jobs and gain admission to graduate. Per University Policy, such Emphases are approved by the Undergraduate Council and reported for the information of the Senate. No questions or recommendations were raised by senators.

Reports from the appropriate committees were presented, that the following individuals have been recommended for Distinguished Professors: David Grainger, Distinguished Professor of Pharmaceutics and Pharmaceutical Chemistry; Robert Mare, Distinguished Professor of Ophthalmology; and Kathryn Stockton, Distinguished Professor of English. Jay B. Barney was named Presidential Professor of Management. This was accepted by the senators and will be forwarded to the Board of Trustees.

The following individuals have been recommended for Distinguished Innovation and Impact Awards: Ellen Bromberg, Professor, Modern Dance; Stephen Jacobsen, Professor, Mechanical Engineering; and Florian Solzbacher, Professor Electrical and Computer Engineering. This was accepted by the senators and will be forwarded to the Board of Trustees.
Alma Allred (director of commuter services), reported on a significant change ahead for parking on campus. Terraces rather than surface parking lots are being planned. Parking permit fees will increase over several years to pay for the construction. The U is requesting permission to build three of the seven parking terraces that are included in the campus master plan. A consultant will do a traffic study and then suggest locations based on their study and public comment.

Respectfully submitted,
Shawnee Worsley
Proposals for:
School of Dentistry
(a new academic college)
at the University of Utah
and
Approval to Grant the DDS Degree

Submitted to the University of Utah:
The Graduate Council
The Executive Committee of the Academic Senate
The Academic Senate
The Board of Trustees

March 2012
Table of Contents

**Section 1:** Overview Memorandum

**Section 2:** R401: The specific proposal to establish the New Academic College in the standard format required by the Board of Regents

**Section 3:** R401: The specific proposal to establish a new DDS degree, in the standard format required by the Board of Regents

**Section 4:** Addendum to the two R401 proposals in response to a request from the Senate Executive Committee

**Section 5:** Letters of Support
Section 1: Overview Memorandum
MEMORANDUM

TO: Graduate Council
    Academic Senate

FROM: Vivian S. Lee, M.D., Ph.D., M.B.A.
      Senior Vice President for Health Sciences

DATE: March 8, 2012

SUBJECT: Proposals Presented for Initial Approval to Establish a
          School of Dentistry and to Establish the DDS Degree

Introduction
We present these two interrelated proposals (i) for establishing a new academic college at the University, to be known as the School of Dentistry and (ii) for establishing a new degree to be offered through this new college, the Doctor of Dental Surgery (DDS) degree. We thank the leadership from both the Graduate Council and Senate for your continuing support, expertise, advice and time throughout the approval processes for these two proposals, and particularly for the assistance regarding establishment of the new college. Because establishing a new college-level academic unit, in particular, is an infrequent undertaking at the University, we recognize the additional work it has taken and will continue to take to ensure that a fair, complete, compliant and accurate set of proposals is submitted through and approved by University governance. We are exceedingly grateful for your willingness to expedite these processes.

Historical Background
Launched in 1980 and housed in the School of Medicine’s Department of Pathology, the current Regional Dental Education Program (RDEP) provides 20 Utah students per year (10 at Creighton and 10 at-large) who previously had only out-of-state access to dental education a means to attend a partner school. From its inception 32 years ago, the intent has been to move from the regional education program to a full, self-supporting School of Dentistry, allowing our most highly qualified Utah students to receive their dental education in Utah. We are now poised to accomplish this. The accreditation and approval documents are being submitted with an expectation that both will be forthcoming on a schedule that will allow us to admit our first class to the new DDS degree program in September 2013. To admit that class in 2013, students need to be recruited beginning late summer 2012. It should be noted that students who have been admitted in the current RDEP will remain in that program until they graduate and the Program is retired.
The Proposed New College-level Academic Unit and Related Organizational Structures: Overview and Explanation of Phased Approach to Implementation

While the existing dental program, RDEP, currently resides in the School of Medicine, in accord with the practices of most other schools of dentistry nationally, it is our intention that the new academic unit to be established will be independent of, although closely allied with, the School of Medicine and other Health Sciences Colleges. It will be a college-level unit, commonly known as a single-department academic college, and will be the 16th academic college within the University.

To lead this new college in its startup phase, we are calling on members of the University faculty to serve in a shared position of interim dean. For administrative activities, including our already underway application for accreditation, Dr. G. Lynn Powell, who has long led our existing regional dental education program, was appointed Interim Dean of Dental Education as of this past December. For those functions relating to RPT of regular faculty, including making appointments with tenure (see below), Dr. Glen Hanson, DDS, PhD, Professor with tenure in the College of Pharmacy, will serve as Acting Interim Dean for all RPT matters.

The typical organizational structures for a single-department college will be implemented in phases as we recruit and appoint a sufficient number of faculty members to carry out the typical shared-governance activities. These will include structures internal to the new college, including a college council, faculty appointments advisory committee, faculty RPT advisory committee, and other committees; and it will include representation for the new college within the University-level organizational structures, including the Graduate Council, Academic Senate, and various University committees.

Along with this status as a single-department college, the new unit will, in phases, be developing and in accord with pertinent University Policies submitting through appropriate approval channels the needed shared-governance documents, including a College Council Charter, a Statement of RPT Standards and Procedures for regular (tenure-line) faculty and a Statement of Standards and Procedures for Appointment and Review of Auxiliary Faculty. We very much appreciate the guidance being provided through the Senate leadership to outline for us the necessary structures, documents, and approval processes.

A core feature of this proposal is that various aspects of implementing the organizational structures and governing documents for the new college will necessarily be undertaken through a phased approach. The permanent versions will be implemented after we have in place a substantial complement of faculty to participate in developing those permanent versions. We will use temporary/provisional versions to begin, and guide our work as we engage in recruiting and appointing faculty and in the other startup activities for the college and the new degree.

One brief example should help demonstrate why such a phased approach is both needed and appropriate. We expect that among our earliest regular faculty appointments will be some senior level faculty who should be granted tenure at the time of appointment. Under University Policies, granting tenure at time of appointment requires that the appointing unit have in place a Statement of RPT Standards to govern the tenure-granting decision, and that RPT Statement must first be approved by the existing regular faculty of the unit. That ordinary sequence is not feasible for the new college that has no existing body of regular faculty. Accordingly, we are proceeding to first
develop a temporary version of an RPT Statement, and will use that in a first phase to allow us to complete our initial appointments, and then in the next phase the regular faculty will develop and submit for approval a permanent version of the RPT Statement. We have consulted with the University RPT Standards Committee (which has ultimate approval authority in such matters) in preparing this phased plan. As recommended by that Standards Committee, we presently contemplate using the recently updated RPT Statement from a department in the College of Pharmacy as a model for the new college’s temporary document.

Similar phased steps, and temporary borrowing of models of existing documents, are to be employed for putting in place the other needed governance documents (e.g., college council charter, ultimately approved by the Senate Executive Committee, which we have consulted with on this plan). For brevity’s sake, the ‘model’ documents borrowed from other units to be used in the dentistry college startup phase are not attached to this set of proposals, however they are available on request through my office or from Dr. Powell.

Such a phased approach will be used for implementing needed committee structures as well. For example, the college must have a body of regular (tenure-line) faculty to serve in the role of a faculty appointments advisory committee. The plan is to temporarily populate such a committee with faculty from outside the dentistry college, to serve during the temporary phase of appointing a complement of faculty. A similar plan applies for the needed RPT Advisory Committee, College Council, and other important internal committees. Overall, initially, faculty governance and curriculum-related committees within the School of Dentistry will be populated by School of Dentistry faculty and faculty of appropriate rank from other Colleges or Departments with whom we have collaborated. In addition we may seek one or more faculty from our partner program at Creighton. As faculty recruitment continues, the committee positions will be filled accordingly.

To ensure that the temporary startup-phase internal college committee structures adequately serve the faculty-involvement shared governance principles of the University, we will present those structures for approval of the Senate Executive Committee, to act as representative of the various bodies and committees of the University faculty. It is a specific component of this proposal that the Academic Senate delegates to the Senate Executive Committee the responsibility and authority of the University faculty to approve for the new college temporary versions of a college council and curriculum committee, a faculty appointments advisory committee, a faculty RPT advisory committee, and such other faculty-representing committees as may be needed in the startup phase. Such temporary committees will be established upon the joint approval of the Senior Vice President for Health Sciences and the Senate Executive Committee, and the Executive Committee may, as it deems appropriate in this process, consult with other University Committees (including the University RPT Standards Committee).

At the University level, University governance has specific committees that require faculty representation of specific rank from each college (e.g., Senate, RPT Standards, UPTAC), and then there are other committees that recommend but do not mandate such representation. Our intent is to assign those required committee positions first, then as the School matures and faculty recruitment proceeds, we will assign additional committee responsibilities to the faculty. The inability to populate all committees initially is simply a manpower issue and in no way reflects a diminished commitment to the University’s shared governance process. The new
college and its faculty will become fully integrated into the structure of the University in this phased plan.

As for the timing of the phases from temporary to permanent committee structures and governance documents, we are informed that under applicable regulations of the Board of Regents and the University, both the newly established academic college and the new DDS degree must be comprehensively reviewed after a three-year startup period (a process which includes scrutiny of the Graduate Council and Academic Senate). Therefore a component of the proposal for the new college is that most of these provisional arrangements will be reviewed and permanent structures and documents put in place in conjunction with that mandatory three-year review (or in some cases earlier, as circumstances allow). Another parameter is provided by the national accrediting body—which dictates that a final review for accreditation of the degree-offering program will occur at the fifth year. Any of the college’s temporary shared-governance structures and documents not entirely converted to permanent fully refined status in conjunction with the third-year internal review will be addressed in conjunction with that fifth year review. In sum, in all respects the University will have a fully functioning School of Dentistry by year 5.

Adaptation of Certain University Policies for Application to the Faculty of the New College - A Phased Approach

The Senate leadership has advised us that establishing a new college with a new body of faculty will require adaptation of various University Policies. Those most immediately requiring attention are the policies regarding Faculty Practice Plans, and Parental Leave benefits for faculty. The University currently has in place one Faculty Practice Plan applicable specifically for the School of Medicine, and another specifically for the College of Nursing. In the new college’s startup phase, we will temporarily adapt and apply to the dentistry faculty the existing Policy 8-001 with its Faculty Practice Plan for the School of Medicine faculty, as that is most amenable to the dentistry context.

The University currently has in place one Parental Leave Policy applicable for the School of Medicine faculty, and a separate Policy for all other faculty. We will temporarily adapt and apply to the dentistry faculty the existing Policy 8-002 regarding Parental Leave for the medical faculty, as that is most amenable to the dentistry context. These adaptations of existing policies will apply during the startup phase, and then permanent versions of both of these policies will be brought forward for approval through the usual processes (including approval of the Academic Senate), as the college transitions from the temporary to permanent phase, in conjunction with the Regents-mandated third year review, if not earlier.

To avoid any confusion as to applicability of policies, it is a specific component of this set of proposals that the Academic Senate concurs in the determination being made by the Senior Vice President for Health Sciences, as the authorized Policy Officer pursuant to University Rule 1-001, that these two existing Policies (8-002 & 8-100) will be adapted and applied to the dentistry faculty during the temporary phase, and that permanent versions will be brought forward through normal policy approval channels before, or in conjunction with the three-year review of the new college.

For brevity’s sake, those two existing policies are not attached to this set of proposals, however, they may be seen at the University Regulations website [http://www.regulations.utah.edu].
will also continue conferring with the Senate leadership to determine whether other University Policies will need to be revised to incorporate the new college, and will proceed through ordinary revision processes as is needed.

**The New DDS Degree**

In as much as the Graduate Council and Senate members have extensive experience reviewing and approving proposals for new or revised degrees, the Regents R401 form proposal included below should suffice to provide all needed information regarding this specific proposal. In sum, the planned 4-year curriculum is based on American Dental Association (ADA) and Commission on Dental Education (CODA) requirements, and is in the process of undergoing initial accreditation. Curriculum detail is not included in this set of documents but is available at any time for your review.

**The Proposal Documents**

In addition to this overview memorandum (*Tab 1*), the set of documents you are presented include:

*Section 2:* the specific proposal for establishment of the new academic college in the standard format required by Board of Regents Policy R401;

*Section 3:* the specific proposal for establishment of a new DDS degree, in the standard format required by Regents R401;

*Section 4:* an addendum to the above two R401 proposals, which we created in response to a request from the Senate Executive Committee for additional information after initial discussion of those draft proposals; and

*Section 5:* several letters of support for these two proposals submitted from the Deans of Health Sciences Colleges, Department Chairs, and other collaborators.

In reading the two R401-formatted proposals, you will note that there is substantial overlap between the documents. Presenting two distinct proposals is required under Regents Policy, yet the closely inter-related nature of these proposals necessarily has led to some redundancy.
General Timeline and Steps Already Underway

The overlapping processes of establishing a new college-level unit, establishing a new degree, and obtaining accreditation require multiple levels of approval with multiple interdependencies. To provide you with a general sense of how far we have come with major steps, and with a general overview of the schedule for remaining steps, here is a list of what is currently underway and a table summarizing our timeline.

We have completed or have in process:

- **Legislative approval to construct a facility for the School of Dentistry.** This has been made possible by an extraordinarily generous gift, and will require no state funding. The Utah State Building Board and the Infrastructure Committee have both approved the request.

- **Initial Accreditation from the Commission on Dental Accreditation (CODA).** The application was submitted to CODA for initial accreditation; the site-visiting team will be on campus on March 27 and 28, 2012.

- **Dr. G. Lynn Powell was appointed Interim Dean of Dental Education on December 13, 2011.** The timing of the appointment was driven by accreditation requirements of CODA. As Interim Dean, Dr. Powell will lead efforts to establish the School of Dentistry. The process is underway for appointment of Dr. Glen Hanson (tenured Professor, Pharmacology and Toxicology), to serve as Acting Interim Dean, for all RPT matters.

- **The application to join the American Dental Education Association (ADEA) was submitted.** Membership in ADEA is required to be listed in the Associated American Dental Schools Application Service (AADSAS); the submission deadline to be listed in AADSAS for students matriculating in 2013 is March 2012.

- **The pro forma budget has been developed and validated.** Our colleagues at Creighton University and a colleague at New York University reviewed our pro forma budget and felt it was based on sound assumptions and projections. Assumptions about grant dollars are in part related to faculty recruits who will bring awards with them. Salaries seemed competitive for this region of the country.
## Timeline Summary Table

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<td>Approve DDS Degree</td>
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<td>Recruit Faculty</td>
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<td>Admit Students</td>
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* Final CODA accreditation cannot occur until the first class has graduated
** Section 4, Addendum (Response to the Executive Committee of the Academic Senate), provides details on student recruitment

### Consultations and Conclusion

In developing these proposals we have consulted broadly throughout the colleges and departments within Health Sciences, as reflected in the attached letters of support. We have consulted with and received significant guidance from the Academic Senate leadership, the University RPT Standards Committee and the various affected University administrators. We are grateful for the guidance to date, and for the commitments of ongoing assistance as we proceed through the various aspects during the startup phase over the coming three years.
We believe that these two proposals meet all University requirements, and that the School of Dentistry will be a strong asset to the University and to the Health Sciences mission. We are eager to see this process move to the next level. We thank you again for your ongoing support, assistance and expertise as we have worked to make a School of Dentistry a reality. If you have questions, please do not hesitate to contact us.

Contacts:

G. Lynn Powell, DDS  
Professor and Interim Dean  
Dental Education  
26 South 2000 East, Suite 5900  
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Glen Hanson, PhD, DDS  
Professor, Pharmacology and Toxicology  
College of Pharmacy  
30 South 2000 East, 201  
Salt Lake City, Utah 84112  
Tel: (801) 581-3174  
Glen.Hanson@Pharm.utah.edu
Section 2: R401: The specific proposal to establish the new academic college in the standard format required by the Board of Regents
Institution Submitting Request: University of Utah
Proposed Title: School of Dentistry
School or Division or Location: University of Utah
Department(s) or Area(s) Location: Dental Education
Recommended Classification of Instructional Programs (CIP) Code: 51.0401
Proposed Beginning Date: 07/01/2012
Institutional Board of Trustees’ Approval Date: MM/DD/YEAR

Proposal Type (check all that apply):

R401-4
Items submitted will be reviewed by the Office of the Commissioner of Higher Education (OCHE), then forwarded to the Chief Academic Officers (CAO) and Program Review Committee (PRC) before being presented to the Regents. K-12 Personnel Programs are also reviewed by appropriate officials and faculty of the schools and colleges of education. See R401-4.2.2 for all programs

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<td>Master’s Degree</td>
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<td>4.1.8</td>
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Chief Academic Officer (or Designee) Signature:
I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Signature                                      Date:

Printed Name:
Program Description
The University of Utah requests approval to establish a School of Dentistry that offers a doctoral degree in dentistry (Doctor of Dental Surgery). The School’s mission will be to educate and train excellent, compassionate and ethical dentists to partner with other healthcare providers in order to serve our community and the world around us and to further our understanding of the therapeutic management of oral structures and functions through research and its translation. Twenty-five percent of the curriculum for the School of Dentistry is already in place, functioning and accredited by the American Dental Association (ADA) through a Utah-Creighton contract with the current Regional Dental Education Program (RDEP). This foundation will be expanded to a four-year, top-tier doctoral degree-granting School of Dentistry.

Role and Mission Fit
The purpose of the role of the School of Dentistry is to improve the health of our community through education, research, clinical service and appreciation for diversity. We share this purpose with the University of Utah and the Board of Regents. We support the stated mission of the University of Utah as found in Regents’ Policy R312. Our primary purpose of existence is to establish an environment that promotes teaching/learning and to do so in a manner that reflects the values cited in our mission statement. Our mission in the delivery of quality and comprehensive care supports the University’s mission to be comprehensive and to exist for the betterment of society. Our mission to cultivate research activity enhances the University’s goal of conducting research to improve teaching and discover knowledge. Our mission of service to community and to the profession supports the University’s goal of service to others and the recognition of the inalienable work of each individual.

Faculty
The faculty for the University of Utah School of Dentistry will have the following complement of faculty at the time of its full implementation in the 2016/2017 academic year.

Summary Table

<table>
<thead>
<tr>
<th>Faculty with Doctorates</th>
<th>Tenure#</th>
<th>Contract#</th>
<th>Adjunct#</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty with Master’s</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Faculty with Bachelor’s</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Others</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Market Demand
According to the Utah Medical Education Council (MEC), there are insufficient dentists establishing practices in Utah to maintain the current dentist-to-population ratio (56.8/100,000 population), which is below the national average (59.8/100,000). The 2008 MEC report indicates that we need 75-85 new dentists/year with a net increase of 36-40 per year to maintain our current ratio. That Utah has need for additional dental manpower is further supported by an American Dental Association (ADA) report that the Utah dental workforce is significantly lower than those in the Pacific, New England or Middle Atlantic regions and even some of the
mountain states like Montana. It is also suggested that the current number of Utah dentists is declining, reflecting a trend that is also occurring at the national level. The declining numbers are likely to further reduce the Utah dentist population ratio, especially in light of the fairly robust Utah population annual growth of approximately 1-2%. The following reports support this conclusion.

- In 2009 and 2010 there was only an annual net increase of 18 dental licenses/year compared to the annual average of 33 new licenses in Utah for 1998-2008 (in 2010 more dental licenses expired than were issued).

- In 2006-2010 there was an annual increase of 22 dental malpractice insurance policies; however, in 2010 there was a net decrease of 4 policies.

- Based on ADA reports, fewer Utah students are returning to Utah to practice because of economics, lower fees/service, and skyrocketing debts resulting from being forced to attend expensive out-of-state public and private dental schools.

- The shortage of dentist in Utah is especially severe in rural areas that offer fewer economic incentives than larger metropolitan regions located along the Wasatch front.

**Student Demand**

The profession of dentistry provides a medical career that has a special appeal to Utah students. This is due to its high professional regard, opportunities for entrepreneurial independence and satisfying professional development, exceptional economic benefits and a desirable life-style option. Consequently, the ADA has reported that Utah has the highest applicant rate for the dental schools in the country. This is reflected in the fact that 170-200 applications are considered annually for the RDEP program at the University of Utah. The ADA also reported in 2004 that 168 first-year students who claimed Utah as their residence were matriculated in dental schools throughout the country. Although data are not available, it is very probably that approximately 2-3 times this number actually applied as the acceptance rate for dental school has been approximately 50%. Despite this historically high demand, a full 4-year, state-supported dental program has not been available to Utah residents. More recently, there has been a disturbing trend that tuition and fees for dental programs, especially those in expensive private institutions and those available to out-of-state students in public schools, have skyrocketed. Consequently, it is typical that total expenses for Utah dental students are anywhere from $85,000 to $115,000/year. Thus, upon graduation these students can have debt approaching $0.5 million. It is expected that the prospects of such staggering and seemingly escalating debt will make a dental education inaccessible to many Utah students and force these student to select less desirable, but more affordable careers. This appears to be already occurring based on recent reports that Utah first-year dental student declined from 168 (2004) to 134 (2008), despite the fact that the number of graduates from Utah universities has been steadily increasing. It is proposed that the most appropriate strategy to address these undesirable circumstances is to establish a fiscally sound dental school that fully utilizes the outstanding resources of the University of Utah to offer an affordable high quality dental education to qualified in-state residents.
Statement of Financial Support
The following funding will be generated:
- Appropriated Fund................................................. ✓
- Special Legislative Appropriation............................
- Grants and Contracts............................................. ✓
- Special Fees/Differential Tuition............................. ✓
- Other (Clinic Income)............................................. ✓

Similar Programs Already Offered in the USHE
There are no similar programs offered in the USHE.
Section I: The Request

The University of Utah requests approval to establish a School of Dentistry July 2012 that offers a doctoral degree in dentistry effective Fall Semester 2013.

Section II: Program Description

Complete Program Description

The School of Dentistry at the University of Utah will award the Doctoral of Dental Surgery (DDS) degree to those graduate students who successfully complete the graduate degree program (completed all prescribed courses with a minimum grade of 2.0 and achieved the prescribed competencies) accredited by the Commission on Dental Accreditation of the American Dental Association. Courses offered by the School of Dentistry will be limited to students who have been admitted to the school. Students receiving the D.D.S. degree will have satisfactorily completed all prescribed courses with at least a minimum grade of C.

Purpose of Degree

The University of Utah is the only academic medical center in the State of Utah. Collaboration with other health care professions will enhance a student’s education. The school mission will be to educate and train excellent, compassionate and ethical dentists to partner with other healthcare providers in order to serve the communities around us and to further understanding of the therapeutic management of oral structures and functions through research and its translation.

Institutional Readiness

The current administrative structure at the University of Utah Health Sciences is designed to accommodate the awarding of the doctorate of dentistry degree. The School of Dentistry will be part of the Health Sciences along with the School of Medicine, College of Pharmacy, College of Nursing and College of Health. The Dean of the School of Dentistry will report directly to the Senior Vice President for Health Sciences.

The dental degree will not impact the delivery of undergraduate and/or lower-division education. Those courses required for pre-dental/pre-requisites are already available.

Faculty

The following table includes a headcount of faculty who will be associated with the requested dental program.
The Regional Dental Program (RDEP) currently has sufficient faculty and staff to provide the first year of dental education for 10 students. This consists of 4 full-time professors (1 full, 1 associate and 2 assistant professors) in clinical tracks; 2 full-time staff (1 secretary and 1 executive assistant); 7 adjunct assistant professors; 35 adjunct instructors; and 5 contract adjunct professors for basic science instruction. With initiation of the dental school in 2013 the entry class will be ~20 students, but the school will have the capacity to handle as many as 50 students under maximum capacity and can expand until reaching a full complement of students in 4 years.

<table>
<thead>
<tr>
<th>Faculty Category</th>
<th>Faculty Headcount – Prior to Program Implementation</th>
<th>Faculty Additions to Support Program</th>
<th>Faculty Headcount at Full Program Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>With Doctoral Degrees (Including MFA and other terminal)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time Tenured</td>
<td>2</td>
<td>30</td>
<td>32</td>
</tr>
<tr>
<td>Full-time Non-Tenured</td>
<td>3</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>Part-time Tenured</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Part-time Non-Tenured</td>
<td>35</td>
<td>10</td>
<td>45</td>
</tr>
<tr>
<td>With Master’s Degrees</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time Tenured</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time Non-Tenured</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part-time Tenured</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part-time Non-Tenured</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>With Bachelor’s Degrees</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time Tenured</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time Non-Tenured</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part-time Tenured</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part-time Non-Tenured</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Headcount Faculty</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time Tenured</td>
<td></td>
<td></td>
<td>32</td>
</tr>
<tr>
<td>Full-time Non-Tenured</td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Part-time Tenured</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Part-time Non-Tenured</td>
<td></td>
<td></td>
<td>45</td>
</tr>
<tr>
<td><strong>Total Department Faculty FTE</strong> (As reported in the most recent A-1/S-11 Institutional Cost Study for “prior to program implementation” and using the A-1/S-11 Cost Study Definition for the projected “at full program implementation.”)</td>
<td></td>
<td>X</td>
<td>64</td>
</tr>
</tbody>
</table>
The actual numbers will depend on state needs and student demand. We will achieve the number and distribution of faculty at the University of Utah School of Dentistry sufficient to meet the dental school’s stated purpose/mission, goals and objectives and make the School of Dentistry fully compliant with American Dental Association standards. By the first year of the dental program (Fall 2013) there will be 22 fulltime FTE faculty members with 4 administrators and 7 in basic sciences, 6 in the clinical sciences and 5 in research. In addition, there will be 39 part-time faculty with 4 in basic sciences and 35 in the clinical sciences to meet the academic needs of 20 dental students. Each year thereafter faculty will be added incrementally as additional students are included until by the time of full implementation (by 2016/2017, the academic year of the first graduating class), there will be 32 FTE tenure-eligible faculty positions. These faculty members will be evaluated, promoted and tenured according to established Retention, Promotion and Tenure (RPT) Guidelines. The School of Dentistry faculty will also include 45 in clinical services (most part-time and non-tenured), 15 in basic sciences and research with an additional 10 full-time non-tenured faculty to meet the academic and clinical needs throughout the 4 years of the program of 80+ students. The evaluation, retention and promotion processes for these non-tenure track faculty are also described in the RPT Guidelines referred to above. All administrators also will be actively involved in clinical, basic science education or research.

The governance for the School of Dentistry will be directed through the office of the Dean working with the Executive Committee and College Council and will be consistent with that of other colleges with a college-equivalent Faculty Council to formulate policies and exercise primary authority to make decisions related to the School to the extent authorized by University Regulations. The details of this body as well as the other organizational entities and committees of the School of Dentistry are explained in the Charter for the School of Dentistry (Faculty) Council.

The School of Dentistry will employ an integrated educational strategy that efficiently utilizes fulltime, part-time and adjunct faculty including clerkship mentors and residents to assist student learning and achieving of competency in all areas. The full-time members will, for the most part, be tenure-track faculty and comprise the core of the administrative, teaching, and research responsibilities while overseeing and coordinating the programs in the administrative, basic science, clinical course areas and research programs. The following tables represent the FTE full-time faculty positions that will be assigned to the University of Utah School of Dentistry and the total number of faculty members (both full- and part-time) who will contribute to administration as well as the basic science and clinical course areas. These estimations are based on a 38-week curriculum, full-year curriculum.

The School of Dentistry Dean, in counsel with the Executive Committee, will have the authority and flexibility to recruit and hire additional faculty as needed for expansion or restructuring of resource allocation as programs become modified, added, or eliminated. The University of Utah School of Dentistry will rely on a traditional and proven dental education model that when needed, takes advantage of the considerable institutional and community resources in both basic sciences and dental practice to support the mission of the School of Dentistry and help its students achieve the competencies requisite for producing outstanding dental practitioners. Specifically, when appropriate and practical, the School of Dentistry will identify and compensate exceptional and well-established basic science and practicing health care educators from sister colleges/schools at the University of Utah such as the School of Medicine, College of

23
Pharmacy, College of Nursing, College of Health, College of Social and Behavioral Science and the Graduate School of Social Work for teaching responsibilities. These University of Utah colleges and schools are well-established programs with exceptional records for health-related education that is critical for comprehensive dental training. All of these programs have expressed a willingness to serve as a resource for basic and clinical medical science instruction as needed. Such a contractual arrangement will use faculty from these other programs as part-time employees in a cost-effective manner. This strategy often precludes the need to hire full-time faculty for all teaching in such a way that does not compromise the quality of teaching or diminish access to instructors. It also will allow dental students from the School of Dentistry to learn from the very best educators available at the University of Utah while helping them appreciate other health care strategies and their relevance to dentistry.

In addition, the School of Dentistry will recruit outstanding dental clinicians in the community who are highly regarded and well-established practitioners to contribute to the clinical training of the dental students. These practicing local clinicians will provide invaluable experience and perspective essential to proper dental training. By working with full-time clinical professionals at School of Dentistry, these part-time clinical faculty will understand and be guided by the institutional expectations to assure the requisite quality control necessary for students to achieve expected competencies. An additional benefit of allowing local practitioners to contribute to the School of Dentistry as part-time faculty will be that the dental community will develop a sense of partnership and contribution to dental education. As a result they will be more inclined to take advantage of the School of Dentistry for continuing education and other experiences that embellish their own practice and raise the quality of dental services available to the general public.

Administrative faculty positions often will be occupied by persons with either outstanding basic science or clinical credentials and skills. In such cases, these persons will spend ~10% of their time engaged in mentoring/teaching students in their area of expertise to help take advantage of their extensive expertise and experience as well as provide opportunities of student-administration interaction to be able to better assess the needs and progress of the School of Dentistry. Some faculty and practitioners with particularly valuable expertise and background will also have administrative assignments to serve as the chair of their respective clinical departments with the responsibility to organize and direct both full- and part-time faculty members and associated staff in their unit. They will not be expected to spend more than 50% of their time in this administrative role, while the other 50% will be devoted to teaching and mentoring dental students. These faculty and practitioners with dual roles will receive additional compensation commensurate with the extra responsibilities.

The institution’s policy for faculty activities will be based on the original contract that defines faculty responsibilities and will be based on specific institutional needs that will be expected to be met by the faculty member. Each contract will be distinct and individualized according to the skill set and experience of the faculty member and the expectations of the school’s administration and mutually agreed upon before employment can occur. For example, some faculty will be hired with the expectation that he/she will spend a designated percent of time engaged in research activities that include conducting quality research leading to publications in peer-reviewed scientific journals and successful competition for extramural support to further the academic mission of the dental school and make a significant contribution to dental sciences. It is
likely that such faculty members will be expected to provide lectures or be the course director for basic science or clinical courses that relate to his/her field of expertise and experience. In addition, most faculty members will also be expected to contribute to the general operation of the dental school by participating as members of college committees, student counseling or mentoring, or outreach and service. In order to assure contractual agreements will be met fairly, an annual review of work responsibilities will be undertaken as part of the routine faculty evaluation process and when appropriate, adjustments will be negotiated and implemented to reflect changes.

Faculty members who substantially engage in funded research or contract projects will likely be governed by the rules established and administered by the University of Utah Office of Sponsored Projects. These policies apply equally to all health-related colleges/schools at the University and include rules governing salary and fringe benefits support, accounting and patent expectations, animal care and IRB requirements, indirect fees to pay for space and resource utilization, compliance with rules of personal and research conduct established and administered by the funding agency, etc.

In some cases according to pre-arrangements, some clinical faculty will be allowed to practice and be compensated for clinical services using the school’s clinical facilities, as long as this practice in no way compromises the principal mission of the School of Dentistry or of the University of Utah and does not detract from the faculty member’s ability to fulfill his/her contractual responsibilities as a faculty member. These arrangements will be entirely consistent with the established clinical policies for other health care practitioners, such as physicians, at the University of Utah and compensation will reflect the established value of services rendered by the clinician and the support costs to the School of Dentistry.

The University of Utah School of Dentistry will utilize an educational model and staffing plan that preserves a student to faculty ratio of no greater than 2.0. This ratio will be met with fulltime and part-time professors, and will be supplemented by instructors who possess the appropriate training and experience to provide the necessary mentoring for students to develop requisite competencies and assure safety to both students and patients when applicable.

**Faculty Development**

The objective of our faculty development program will be to enhance teaching and technical skills in order to assure optimal student training and achievement of dental professional competencies and will be under the direction of the Assist/Assoc Dean for Academic Affairs and Faculty Development. This program will include access to skills development through several mechanisms such as: (i) annual faculty retreat conducted at an off-campus site with over-night accommodations and including continuing education programs; (ii) continuing education courses that satisfy the State of Utah dental re-credentialing requirement of 30 hours over a two-year period; (iii) attendance of annual meetings of local, state or national professional organizations; and (iv) an opportunity to spend ½ day per week for scholarly pursuits such as research and scientific writings. On an annual basis the University of Utah will contribute to the faculty development process by offering courses in effective management to help improve leadership skills of faculty members. The maintenance and further development of the faculty’s clinical skills will be encouraged by a contract option that allows full-time teaching and research faculty to engage in private practice opportunities, either intramurally or extramurally. In addition, all
faculty offices will have computers with Internet connection and access to list servers, e-mail, the library, no-charge MedLine searches and unrestricted Internet access. Technological support of the teaching efforts of the School of Dentistry will be provided through the University’s Division of Information Technology. It is noteworthy that some of the continuing education programs will be conducted in collaboration with other colleges and their faculty in order to optimize resources as well as create opportunities for interaction between the faculty members of different colleges/schools. In addition, there will be calibration programs for the community-based adjunct faculty held semi-annually to be conducted by the fulltime faculty to help ensure consistent teaching in the central and satellite clinics.

The Dean and Assist/Assoc Deans will oversee faculty continuing education, technology skill development, research productivity and scholarship. The School of Dentistry clinical faculty will be responsible for acquiring the number of hours of continuing education required by the state of Utah as practicing dentists.

Finally, the School of Dentistry will schedule mandatory in-service training for quality assurance issues, emergency preparedness, review of clinical protocols, HIV/AIDS and other communicable disease awareness and management, conflict of interest awareness, mentoring skills development, ethics and domestic violence issues. These courses will be available on either in-person or electronic basis. Full-time faculty members will also be retrained in CPR at the Health Care Provider level every two years on-site by trainers provided by the University of Utah Hospital services.

As previously stated, some initial teaching skills programs will be required for faculty. Additional CE “refresher” and retraining courses will be advertised by announcements in faculty meeting, by flyers, program brochures and other forms of notification. Appropriate CE credit will be given wherever possible to both fulltime and community-based part-time faculty. The faculty will also be encouraged to attend meetings of professional organizations locally, regionally, and nationally. Funding mechanisms to help cover the expenses associated with meeting attendance and to encourage giving presentations of their scholarly works will be made available to encourage participation in professional dental and related education and biomedical meetings.

Continuing education courses are available through the Utah Dental Association as well as through other local dental association units. In addition, approved CE dental courses offered by outside organizations will be offered on a regular basis and will be advertised to faculty members. Some CE opportunities will be made available on the internet using the University of Utah teleconferencing resources.

Under the management of the Dean and Assist/Assoc Dean of Academic Affairs and Faculty Development, the School of Dentistry will establish a faculty development program that will be tracked by an annual performance review and goal-setting process. It will include activities that are coordinated through the departments and structured in such a manner to comply with the University of Utah Faculty Performance Guidelines and University of Utah Regulations (Policy 6-303, Rev. 19: Retention, Promotion, and Tenure) to comply with rank and tenure considerations. These sections will help define and measure faculty development for RPT considerations with the intent to establish and maintain a high level of didactic and academic experiences available to students by encouraging continual growth in areas of
teaching/education, research/scholarly activity/clinical, and service. A program that features nationally recognized clinicians/speakers to present didactic and hand-on courses on contemporary dental practice advances will be implemented under the direction of the Assist/Assoc Dean of Academic Affairs and Faculty Development. The programs will utilize facilities at the dental school equipped with contemporary equipment and materials to attract the clinical faculty. Programs will also be advertised throughout the community, state, and nationally to dentists who will attend and pay course fees so these programs can be self-sustaining. Funds will be available initially to get the CE program started. The University of Utah School of Dentistry faculty will have priority access to these opportunities. Strong vendor participation for these programs will be encouraged in order to help develop opportunities for product testing by faculty and students. However, extra care will be taken to avoid conflict of interest issues or inappropriate endorsements as part of the program presentations. The use of the School of Dentistry facilities and personnel for clinical product assessment studies should lead to opportunities to contribute to dental research and skill improvement.

In addition, clinical faculty will be given the option to participate in release time to engage in either intramural or extramural practice to maintain their clinical skills.

Staff

The University of Utah currently provides a full complement of centralized university resources and associated staff, all of which are readily accessible on the main campus. These functions are all fully in service and provide excellent support to existing University of Utah programs and currently cover a full spectrum of services and have done so for many years. These outstanding resources are readily accessible and committed to the success of all University of Utah students and programs and will provide similar comprehensive services to the new dental school. This arrangement will help to establish and achieve consistent standards and outstanding support for academics, service, training and research while facilitating collaborative efforts in these areas with existing colleges and programs. This arrangement will foster a team mindset thereby encouraging a holistic approach in healthcare management. The resources include, but are not limited to:

*Administrative Management:*

University Central Administration
Ombuds Office
Transcript Office
Alumni Association
Space and Planning Office
Travel Office
Public Policy and Administration Office
Learning Resources:
Learning Enhancement Program
Health Science Central Library
Network and Communication Services
Science Education and Outreach

Research
Grants and Sponsored Projects Management
Technology Transfer
Animal Resource Center
Clinical Research Center
Huntsman Cancer Institute
Antiseizure Drug Development Program
Utah Addiction Center
Resource for Genetic and Epidemiologic Research

Faculty and Staff Management
Human Resources Office
Disability Services
Equal Opportunity and Employment Services
Presidential Commission on the Status of Women

Student Services
Alcohol and Drug Education Center
Office of Student Affairs
Campus Recreation Services
Counseling Center
Office of Health Promotion
Insurance Office (student health services)
Office of Residential Living
Student Health Services
Tutoring services office
Student Union Center
Veteran Affairs Office
Women Resource Center
Health Science Book Store

**Financial:**

Financial Aid and Scholarship
Financial Accounting Services
Research Accounting Services
Internal Audit Office
Investment Management
Income Accounting and Student Loan Services
Contract Administration
Grants and Sponsored Projects Management
Purchasing

**Custodial, Maintenance and Environment:**

Campus Utility Services
Environmental Health and Safety
Plant Operations
Public Safety Office
Radiological Health Security
Occupational and Environmental Health Center
Office of Custodial and Operational Services

These highly experienced and efficient University of Utah support systems and associated staff will substantially reduce the annual operating expenses for dental school by as much as a million dollars while providing the highest quality of specialized services to the dental faculty, staff and student body enabling the dental school to provide exceptional mission-related education, experiences and services at minimal cost. In addition to these institutional support services, the University of Utah School of Dentistry will establish descriptions and resources for 23 staff positions by 2013 in time for the first entering class. Staff will be added incrementally in preparation for additional classes until there are a total of 52 staff positions by the time the dental school achieves full operational status for the 2016/2017 academic year. These dental school staff members will be responsible for services that involve information and learning (e.g., audiovisual and computer support) technology, continuing education services, clinical management and support, library, secretarial support, security, supplies (both clinical- and research-related) management and dispersal, public relations and outreach, financial aid, registrar, student services, recruitment, development and fund raising, administrative and administrative clerical staff, research technicians and laboratory assistants.

Because the School of Dentistry will have a full complement of staff to attend to the secretarial and clerical support for the dental program it will not rely on a centralized service per se nor will it require services provided by a separate centralized clerical/duplicating. When fully operational (2016/2017) the School of Dentistry personnel will include: a pool of 5 secretaries for the Dean and other associated senior administrative staff; each of the assistant/associate deans will have 1 assigned secretary. There will also be 5 administrative assistants assigned to provide support to the Dean’s office and the associated officers. In addition, there will be supportive staff consisting of 10 part-time assistants/secretaries for department chairs.

Library and Information Resources

The Spencer S. Eccles Health Sciences Library is located in a separate building immediately north of the Health Sciences Education Building. It accommodates patrons at individual carrels and study tables on three floors. The Public Services Department, located on the main floor, provides assistance in the use of the library, the online catalog, online database services, including PubMed and Internet resources. Computer workstations, laptops and other mobile devices, laser printers, scanners, copiers and audience response systems (ARS) are available for use. Wireless access is available throughout the building.

Admission Requirements

To meet the requirements of state licensing boards and to gain the necessary background for the study of dentistry, students must complete minimum educational requirements for admission to the School of Dentistry. This process will be directed by the Assist/Assoc Dean for Student Affairs working with the School’s Admissions Committee.
Candidates must have completed a minimum of two years of college credits at an accredited college of arts and sciences. While a minimum of 64 semester hours (96 quarter hours) from an accredited liberal arts college is required, most accepted candidates will have completed 120 semester hours (180 quarter hours). The minimum of 64 semester hours (96 quarter hours) must be obtained exclusive of credit in military science, physical education, and nonacademic courses. The 64 semester hours must include the following specific subjects and credit:

- Biology ................................................................................... 6 semester hours
- Chemistry, inorganic .............................................................. 8 semester hours
- Chemistry, organic ................................................................. 6 semester hours
- English ................................................................................... 6 semester hours
- Physics ................................................................................... 6 semester hours

The hours listed are suggested as most nearly conforming to a year’s work in most colleges. The governing principle shall be that the credit presented in each subject shall represent a full academic year’s course in an accredited college of arts and sciences.

The required hours and subjects must be completed by the end of the spring term preceding the fall in which the applicant wishes to enter the School of Dentistry. The following electives are suggested for the remainder of the required sixty-four semester hours: Modern languages, mathematics, history, social science, philosophy, speech, economics, comparative anatomy, psychology and computer utilization. The majority of applicants enrolling in the School of Dentistry should have completed a Bachelor’s degree program.

Weighting of admission criteria will reflect emphasis on academic performance. This includes science GPA, non-science GPA, total GPA and DAT scores. The minimum total GPA and DAT score required for acceptance to the School of Dentistry will be 3.0 and 17, respectively; however, it should be noted that currently for the RDEP students the average total GPA and DAT score is 3.6 and 20, respectively. The interview evaluation will also be a key factor contributing to the applicant’s potential for acceptance.

**Student Advisement**

Students in the University of Utah School of Dentistry will be appropriately informed and sustained concerning their academic and professional expectations and financial obligations by the offices of the Assist/Assoc Dean for Student Affairs and Finances, working with the Curriculum, Learning and Teaching, Scholastic Standards and Assessment Committees through the following processes.

**Personal, Academic and Career Counseling**

Personal, academic and career counseling of students will be provided and coordinated through the Office of Student Affairs in the School of Dentistry.

The Assist/Assoc Dean for Students Affairs will have primary responsibilities related to personal counseling of students and will have an open door policy for all dental students. This availability of the Assist/Assoc Dean for Student Affairs will be communicated to students during orientation at the beginning of the year, reinforced to class officers several times throughout the academic year and faculty will be reminded of this role during a Faculty Retreat. The majority of
personal problems that arise, such as an illness or death in the family or housing difficulties, will be resolved by the office of the Assist/Assoc Dean for Student Affairs. Personal problems that may arise for students which require the expertise of professional counselors or psychologists will be referred to the Health Sciences or the Medical School counseling centers.

Academic counseling, particularly in situations when expectations are not being met, will be coordinated by the Assist/Assoc Dean for Student Affairs working in conjunction with the Assist/Assoc Dean for Academic Affairs & Faculty Development, the Assessment Committee and the Scholastic Standards Committee. Each student is assigned a faculty academic advisor. Individual luncheons will be scheduled during the first month of the academic year for the academic advisors and their group of first year advisees. The purpose of this meeting will be to insure that each student will meet his/her advisor, to open lines of communication, to explain the academic assistance available, and to encourage early recognition and corrective action with respect to academic problems. The School of Dentistry and the Assist/Assoc Dean for Academic Affairs and Faculty Development will seek information from the dental and basic sciences faculty regarding student performance early in the academic semester. This will be to identify students who may be in trouble and who are reluctant to seek help. Once identified, whether by self or by the institution, students will be paired with tutors in an effort to improve their academic status. The tutors will be upperclassmen identified as having excelled in the subject matter under consideration and have volunteered to provide this service. They will be paid entirely by the School of Dentistry, or by the School of Medicine for basic sciences tutoring. In extreme cases, the Assist/Assoc Dean for Student Affairs, in conjunction with the Assist/Assoc Dean for Academic Affairs and Faculty Development, facilitate the development of special curricula or remedial programs for those students identified by the Scholastic Standards Committee as needing it.

Career counseling will be coordinated through the Office of Student Affairs in the School of Dentistry. Assistance will be provided by the Assist/Assoc Deans for Research and Clinical Services through emphasis on the importance of developing a research portfolio and clinical experience with respect to gaining admission into a specialty program and by providing opportunities for scholarly projects. A seminar will be held in late spring of the junior year to explain the application process for post-doctoral/residency programs, including the Match Program and PASS. A listing of practice opportunities throughout the United States will be maintained in the Office of Student Affairs and updated semi-annually. Students will be encouraged to consider a career in academic dentistry through participation in elective course offerings during which time they teach in pre-clinical laboratory courses. A semester-long class on Practice Opportunities and Economics will be offered during the Junior year. It will be taught by instructors with training and experience in financial planning and practice management and will focus on the various practice opportunities by types and financial aspects. It will include units on how to avoid financial disaster, buying supplies and equipment, and guest lectures on insurances (state, federal and practice), etc.

**Assuring Student Participation on Appropriate Committees**

Student participation on appropriate committees will be important to the governance of the School of Dentistry. The following standing committees (only principal committees are listed) are anticipated to include student membership: Committees on Student Advisory, and Admissions; Curriculum Committee; Scholastic Standards Committee; Committee on Learning
and Teaching; and Assessment Committee. Students will be expected to participate on other committees as developed involving critical issues such as policies, clinical management and expectations, faculty and administration performance, financial considerations, etc. Students will be voting members on all of the committees on which they are members except for the Committee on Admissions. At the beginning of each academic year, the Assist/Assoc Dean for Academic Affairs and Faculty Development, will contact each class and present them with a listing of committee service opportunities. The class will then conduct elections to fill the available positions and return this information to the Assistant/Associate Dean.

Providing Appropriate Information about the Availability of Financial and Health Services

Appropriate information about the availability of financial aid and health services will be provided for students by the School of Dentistry through the offices of the Assist/Assoc Deans of Student Affairs and Finances. Accepted applicants to the School of Dentistry will begin to receive additional information about these services shortly after their selection.

The bulletin of the School of Dentistry will provide a general outline of financial aid programs available as well as the health insurance requirements, student health insurance plan, and student health services that will be available. More specific information will be distributed to students as they apply to dental school and are accepted. Collectively these documents will ensure that appropriate information is provided regarding the availability of financial aid and health services.

Developing and Reviewing Specific Written Procedures to Ensure Due Process and the Protection of the Rights of Students

Students will be informed of their rights and responsibilities via the Honor Code. At the beginning of each academic year, the Assist/Assoc Dean for Student Affairs will distribute a copy of this document to all students and will collect from them a signed pledge that indicates an agreement to abide by its terms. Student rights and responsibilities will be clearly articulated.

Written procedures which ensure due process and the protection of the rights of students will be contained in the University Student Handbook and bulletin of the University of Utah School of Dentistry. Policy and procedures that govern student rights on academic action, appeal of academic actions, mistreatment or infractions of the standards of conduct, management of non-academic complains, etc., will be found in the University of Utah Code of Student Rights and Responsibilities (website at http://www.regulations.utah.edu/academics/6-400.html). Copies of references for these policies and procedures will be distributed annually to the students by the Office of Student Affairs.

The policy regarding the confidentiality of student records is in keeping with the Federal “Family Education Rights and Privacy Act” (FERPA). It guarantees students the right to inspect their academic records for accuracy and provides them with an avenue to amend such records, if necessary. It also assures the security of those records by restricting to whom they can be released without the consent of the student. Grades will be distributed following all major examinations to inform students of their performance and to ensure the accuracy of student records. To further ensure the accuracy of student records, the Assist/Assoc Dean for Academic Affairs and the University Registrar will distribute grades to students on a semester basis. If a
discrepancy in either of the two above cited practices is encountered, the Policy for the Appeal of Academic process and Grades will be invoked.

**Student Advocacy**

The Assist/Assoc Dean for Student Affairs will be the principal advocate for students and the job description for this position will clearly define this role. The Assist/Assoc Dean will sit on the Scholastic Standards and Assessment Committees. In both cases, he/she will be a non-voting member with the specific purpose of assisting students in the preparation and presentation of their cases as well as overseeing that due process is followed and students’ rights are protected.

In summary, the School of Dentistry will assure student advisement by providing student services that include: personal, academic and career counseling; student participation on appropriate committees; appropriate information about the availability of financial aid and health services; written procedures to ensure due process and the protection of the rights of students; and student advocacy.

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

The degree is not granted by the number of credit hours, but by the satisfactory completion of the prescribed courses in the four year curriculum and by having a minimum GPA of 2.0.

**External Review and Accreditation**

Consultants from Creighton University School of Dentistry were involved in the development of the proposed program. The new dental school will adopt the Creighton program for transition to a full four year degree granting program because it has been successful for Utah students producing well-educated and qualified dentists. For over 25 years Utah students in the RDEP program have used Creighton’s first year curriculum at the University of Utah then have taken the 2nd, 3rd and 4th years at Creighton. It seems logical to utilize Creighton’s curriculum as the basis of the Utah dental school as it is a fully accredited curriculum.

Accreditation will be sought through the American Dental Association for Initial Accreditation of the proposed new dental school and degree. Accreditation is important so that our graduates will be eligible for licensing. The first application was submitted, it passed the first stage of review, and was considered by the accrediting board to be a “stellar application”. A site visit has been scheduled for the end of March 2012 and accreditation should be received in August 2012. This schedule puts the process one year ahead of the ADA requirement of having initial accreditation before the first students begin in August 2013. No additional costs are required beyond those included in the current and year one budgets.

**Projected Program Enrollment and Graduates; Projected Faculty/Students**

<table>
<thead>
<tr>
<th>Data Category</th>
<th>Current-Prior to New Program Implementation</th>
<th>Projected Year 1</th>
<th>Projected Year 2</th>
<th>Projected Year 3</th>
<th>Projected Year 4</th>
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<tr>
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**Expansion of Existing Program**

This is a new degree and School and not an expansion of an existing program. However, this will allow us to transition a one-year contract program to a full four-year degree-granting program.

**Section III: Need**

**Program Need**

The University of Utah Health Sciences, in behalf of the State of Utah, has participated in a Regional Dental Education Program (RDEP) for more than twenty-five years. Under this American Dental Association (ADA) accredited contractual program, Utah students have received the first year of dental school at the University of Utah and the second, third and fourth years at Creighton University School of Dentistry. The students have matriculated, graduated and received their DDS degree from Creighton University. The first year curriculum at the University of Utah in the RDEP program is the same as that offered at Creighton University School of Dentistry, and the students take the same competency examinations. The Utah students are co-mingled with the traditional Creighton students at Creighton University for the remainder of their education. We are confident the RDEP program graduates well-educated and clinically competent dentists as evidenced by the results on examinations and evaluations of any kind, including National Boards where the Utah students (as a group) score above the national average and generally rank in the top quintile.

At the University of Utah, because of the RDEP program the first step toward a fully operational dental school has already been taken. Twenty-five percent of the curriculum (i.e., first year) is already in place and has been functioning for more than twenty-five years. The current RDEP program is fully accredited by the ADA (as part of Creighton’s accreditation). This program is currently producing well-qualified dentists. Having a first year, fully functional curriculum with...
experienced faculty and staff already in place will serve as a foundation upon which we can build faculty, adopt the remainder of the curriculum, extend current research opportunities, and utilize existing facilities to efficiently transition into a fully accredited School of Dentistry at the University of Utah.

We currently have in place all basic science faculty needed for curriculum implementation and teaching. Already existing and currently being used by our existing dental program are sufficient-sized lecture rooms, histology laboratories and equipment, gross anatomy laboratories and cadavers, simulation/technique laboratories and University of Utah community dental clinics. These resources are available for our proposed dental school and sufficient funds are in University of Utah accounts specifically designated to cover the costs of constructing a new fully equipped dental school building and facility to complement our current physical facilities and to accommodate the proposed the School of Dentistry.

Because of our experience and success with the existing curriculum, evaluation methods and access to the philosophy of Creighton University, our curriculum and materials for the new University of Utah School of Dentistry will continue to be based on those from Creighton University School of Dentistry. Our faculty and students have participated in this curriculum for more than twenty-five years and the State of Utah has greatly benefited from the results as many of the RDEP graduates have returned to Utah to serve its citizens. In the past few years it has become evident that the time has arrived to expand the dental training that is offered by the University of Utah to the citizens of this State by converting the RDEP program into a fully accredited School of Dentistry that is authorized to award a doctorate of dental surgery (D.D.S.) degree to its graduates: this will allow these graduates to become licensed and qualified in every way to practice dentistry both in Utah and throughout the country. The creation of this School of Dentistry will greatly complement existing health care training and services already available to the citizens of Utah through the University of Utah and will be of tremendous health and economic benefit to this state. To achieve this objective we will employ the four-year basic curriculum and program of Creighton with the caveat that adjustments will be made to accommodate special needs and resources of the University of Utah and state of Utah.

Permission has been received from Creighton University School of Dentistry to adopt, adapt and use their curriculum and materials accordingly.

In 2002, the idea and concept of a dental school at the University of Utah was first presented to the Senior Vice President for Health Sciences. The concept was then taken to the Executive Committee of the Utah Dental Association to discuss the feasibility of a dental school in Utah. This was followed by a series of meetings and presentations to the District Dental Societies throughout the State of Utah. A financial plan was developed to determine the economic feasibility. The Utah Medical Education Council (MEC) conducted a dental workforce study in 2002 and again in 2006 to determine future workforce needs for the State.

The outcome of the meetings and studies were as follows:

1) It is financially feasible to establish a School of Dentistry at the University of Utah due to the development of substantial funds and a $30 million gift to help build and establish the School. This reduces the need for State funds to a relatively small amount for annual operations. The MEC workforce studies identified a need for additional dentists now and in the future in order to maintain our current (below national average) dentists per 100,000 population.
2) The Senior Vice President for Health Sciences at the University of Utah granted permission for the development of a proposal to establish a School of Dentistry at the University of Utah. The initial concept and program was put together by Dr. G. Lynn Powell, DDS, Dr. Gordon Christensen, DDS, and Mr. David Squire, BA, MS. The proposal was presented to the Executive Committee of the Utah Dental Association (UDA) and was then presented at three different Utah Dental Association general invitation meetings in various parts of the state to seek input from the dentists and the community. These meetings were headed by the then President of the Utah Dental Association, Dr. Randall Mattson. Modifications and changes were made to the proposal based on input from these meetings and additional members were added to the planning group, including: Dr. Ron S. Bowen, (President of the Utah Dental Association at the time); Cathy Anderson, Assist/Assoc Dean of Finances, School of Medicine; University of Utah representatives and selected dental faculty members.

3) The revised proposal was then presented at a series of eight different dental meetings by Dr. Ron S. Bowen, Dr. G. Lynn Powell, and Dr. Gordon Christensen. Input and support was also sought and received from two members (dentists) of the Utah State Legislature (Dr. Peter C. Knudson and Dr. Allen M. Christensen). The proposal, including financials, was again revised and with the support of the Utah Dental Association, presented to the Vice President for Health Sciences.

4) The following committees were established with Dr. G. Lynn Powell as the Chairman to develop further the proposal:

i) A Facilities Planning Committee was formed at the University of Utah and included members of the Utah Dental Association (Dr. Ron Bowen and Dr. Gordon Christensen).

ii) A Strategic Goals and Assessment Committee was developed with faculty and leadership from the University of Utah. Additional members were Dr. Steven Steed from the State Health Department, Dr. Scott L. Theurer and Mr. Monte Thompson from the Utah Dental Association.

iii) A Curriculum and Accreditation Committee comprised of University of Utah dental faculty and School of Medicine faculty, members of the Utah Dental Association (Dr. A.J. Smith, Dr. Gordon Christensen and Dr. George Bailey) was formed.

A new building to house the School of Dentistry at the University of Utah is currently being designed and a location determined. The new building will contain classroom space and the various clinic and pre-clinic areas needed to support the education of the students. It will contain administration areas, faculty offices and research areas and all of the support areas needed for the operation of the School. The University of Utah has approved the building and location. The dental program has received sufficient private and non-state funds (including a $30 million gift from one family) to design, build and fully equip the facility. This generous donation was given with the condition that the School of Dentistry is approved and initiated by the 2013/2014 academic year. As a non-state funded building, its plans have been proposed to and approved by the State Building Board. The plans will now be submitted to the State Legislature for approval. It is anticipated that the building will be ready for occupancy in the fall of 2014. In the meantime, our current facilities (classrooms, pre-clinical labs, basic science facilities and faculty offices) would be used for the first year curriculum of the entering class.
The needs-based development of the dental school formed the backdrop for determining the program’s class size. We attempted to strike a balance between maintaining the current supply of dentists in the state and to avoid unnecessary competition with established practitioners coupled with having an adequate class size to achieve fiscal stability. A student body of up to 50 students per class fits the projected needs identified by the MEC and provides sufficient financial resources without high tuition costs.

As mentioned above, we currently offer a fully accredited first year curriculum of dental school as part of the contract program with Creighton University School of Dentistry. Annually this program accepts 10 students plus a separate, but parallel, program that accepts an additional 10 students each year. The students in both programs (for a total of 80 students at any one time) receive the vast majority of their dental training outside of Utah as out-of-state students at public institutions or at very expensive private dental schools. A School of Dentistry at the University of Utah will allow these, and other dental students as needed from Utah, to stay in state and take advantage of the outstanding resources at the University of Utah to receive their dental training. This will be of great financial benefit to Utah in-state students as well as be a tremendous economic benefit to USHE, the University of Utah and the state of Utah as a whole.

In addition, we offer a fully accredited General Practice Residency (with ten GPR residents per year) in conjunction with the University of Utah Hospital. We anticipate that once the School of Dentistry is fully established, we will continue to offer this very successful program as well as other selected specialty training programs as may be identified by the practicing community and needs of the community.

**Labor Market Demand**

Each year approximately 4500 new doctorate degrees in dentistry are given to graduates from accredited dental programs in the United States. After receiving their D.D.S., or equivalent (e.g., DMD) degrees, dentists have several post-graduation options that include:

(i) practice of general dentistry either as an associate to an established practitioner or group, or as an independent private clinician

(ii) additional training in residency and programs leading to master’s or doctorate degrees, or certificates, such as

- general dentistry
- oral surgery
- pedodontics
- prosthodontics
- orthodontics
- endodontics
• periodontics
• oral pathology
• public Health
• research-based programs that lead to the Ph.D. degree—e.g., microbiology, pharmacology, biochemistry, neuroscience, anatomy, etc.

(iii) Institutional practice in organizations such as the military, Public Health Corp or total health care systems (e.g. IHC)
(iv) Research at academic centers or private industry

An overarching objective of the University of Utah School of Dentistry will be to assure that the citizens of Utah receive sufficient outstanding dental care to meet their health-care demands and needs. This will be done in the following ways:

(i) The administration of the dental school will work closely with the State of Utah and local dental associations and practitioners to frequently and accurately assess dental needs of the community in order to adjust their student population (both the quantity and nature of their programs) to address the State’s requirements. For example, to the extent that health care is reformed due to discoveries in the health sciences, changes in the patient demographics (citizens in the state become older or younger), the mode of practicing shifts (e.g., more emphasis on prevention or holistic medicine) or payment systems are modified, the School of Dentistry will provide the necessary training to its students and trainees to be able to adjust to the changes. In addition, as new needs are identified, the School of Dentistry will also organize and implement continuing education programs to help the dental profession in the State and region to better serve the dental needs of the community.

(ii) The dental school will use strategies such as scholarships and subsidized grants to incentivize dental graduates to go to state regions with unmet dental needs. In addition, through matriculated dental students and residents, the School of Dentistry will staff satellite clinics in areas of need to help address.

Based on information from the Utah Medical Education Council (MEC), it appears there are insufficient dentists establishing practices in Utah to maintain the current dentist to population ratio (56.8/100,000 population), which is already below the national average (59.8/100,000). The 2008 MEC report indicated that we need 75-85 new dentists/year with a net increase of 36-40 per year to maintain our current ratio. That Utah has need for additional dental manpower is further supported by an American Dental Association (ADA) report that the Utah dental workforces is
significantly lower than that in the Pacific, New England or Middle Atlantic regions and even some of the Mountain states like Montana. The report further suggests that the current number of Utah dentists is declining, reflecting a trend that is also occurring at the national level. The declining numbers are likely to further reduce the Utah dentists/population ratio, especially in light of a fairly robust Utah population annual growth of approximately 1-2%. The following are specific reports that support this conclusion.

- In 2009 and 2010 there was only an annual net increase of 18 dental licenses/year compared to the annual average of 33 new licenses in Utah for 1998-2008 (in 2010 more dental licenses expired than were issued).

- In 2006-2010 there was an annual increase of 22 dental malpractice insurance policies, however, in 2010 there was a net decrease of 4 policies.

- Based on ADA reports, fewer Utah students are returning to Utah to practice because of economics, lower fees/service, and skyrocketing debt resulting from being forced to attend expensive out-of-state public and private dental schools.

- The shortage of dentists in Utah is especially severe in rural areas that offer fewer economic incentives than larger metropolitan regions located along the Wasatch front.

**Student Demand**

The profession of dentistry provides a medical career that has special appeal to Utah students. This is due to its high professional regard, opportunities for entrepreneurial independence and satisfying professional development, exceptional economic benefits and a desirable life-style option. Consequently, the ADA has reported that Utah has the highest applicant rate for dental schools in the country. This is reflected in the fact that 170-200 applications are considered annually for the RDEP program at the University of Utah. The ADA also reported in 2004 that 168 first-year students who claimed Utah as their residence were matriculated in dental schools throughout the country. Although data are not available, it is very probably that approximately 2-3 times this number actually applied as the acceptance rate for dental school has been approximately 50%. Despite this historically high demand, a full 4-year, state-supported dental program has not been available to Utah residents. More recently there has been a disturbing trend that tuition and fees for dental programs, especially those associated with expensive private institutions and those required of non-resident students at state-supported schools, have skyrocketed: consequently, it is frequent that Utah dental students have total expenses of $85,000 to $115,000/year for tuition and fees and cost of living. Thus, upon graduation these students can have debt approaching $0.5 million. It is expected that the prospects of such staggering and seemingly escalating debt will make a dental education inaccessible to many Utah students and force these students to select less desirable, but more affordable careers. This appears to be already occurring based on recent reports that Utah first-year dental students declined from 168 (2004) to 134 (2008), despite the fact that the number of graduates from Utah universities has been steadily increasing. It is proposed that the most appropriate strategy to address these undesirable circumstances is to establish a fiscally sound dental school that fully utilizes the
outstanding resources of the University of Utah to offer an affordable high-quality dental education to qualified in-state residents.

**Similar Programs**

The proposed School of Dentistry at the University of Utah would be the first dental school at any of the state-owned universities or colleges in the state of Utah. Because of its strong history and impressive record of training students to become physicians, pharmacists, and nurses, it is appropriate to build on this tradition at the University of Utah and apply the exceptional resources and expertise to create a School of Dentistry that will have a strong research emphasis and rapidly become ranked among the leading dental programs in the country.

While there are no dental schools within the State of Utah Higher Education System, there is a private dental program in Salt Lake City that was originally known as the University of Southern Nevada and recently changed its name to Roseman University. This Nevada-based proprietary institution only recently initiated its dental program (Fall of 2011) and differs considerably from the proposed School of Dentistry at the University of Utah as summarized in the following table:

<table>
<thead>
<tr>
<th>University of Utah</th>
<th>University of Southern Nevada (Roseman)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Philosophy</strong></td>
<td></td>
</tr>
<tr>
<td>• Answers to the state of Utah, its citizens and institutions and is part of the state’s higher education system.</td>
<td>• Answers to its investors, Board of Directors and/CEO based in southern Nevada. No obligation or commitment to the state or people of Utah per se. It is basically a franchise endeavor with intended programs throughout the country.</td>
</tr>
<tr>
<td>• Designed to optimize dental services to people of Utah and their unique needs.</td>
<td>• Organization and strategy based on business models to optimize profits and minimize expenses</td>
</tr>
<tr>
<td>• Supported by resources from research, student tuitions, clinical services (including residencies), endowments (current and anticipated), entrepreneurial endeavors, CME programs, and minimal state money.</td>
<td>• Supported principally by student tuitions and fees, reported to approximate $75-80,000/yr</td>
</tr>
<tr>
<td></td>
<td>• Currently has no research</td>
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**Resources**

- Will construct a new state-of-the-art dental structure with exceptional, University owned and paid for, education and clinical facilities designed especially for dental and related education and services. This facility will be of no cost to the state but built with donated money from a generous philanthropic gift.

- Access to state-of-the-art Health Education Building

- Access to hospital and attending medical services

- Access to supportive residency programs and community clinics

- Partnership with Utah Department of Health including its dental programs; including clinical services and training arrangements

- Close working relationship with state dental society. This partnership has been in place for years working with the RDEP program. The UDA is very supportive of the dental school mission, no company spinoff potential, no standing endowment, no continuing education mission.

- Leases a generic office building owned by Layton Construction that has been retro-fitted for dental education purposes with minimal clinical facilities

A lack of resources, no reputation or history, an outdated education/clinical experience program and tuition requirements that are comparable to the most expensive private programs in the country (at least~$80,000/ year), likely will severely limit the selection of students to those who have difficulty getting accepted to more established, better equipped and less expensive programs.

Low-cost strategies that use considerable teleconference in place of one-on-one in person tutoring, and employs platoon teaching (some teachers are only in town for a couple of weeks and do “block” teaching) that
<table>
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<th><strong>Student body and financial support</strong></th>
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<td><strong>Education strategy</strong></td>
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<td>• Slots will be highly competitive, and in demand, due to the reputation of the University of Utah, its outstanding teaching and research faculty and resources as well as its very competitive state-related tuitions. The dental school will be particularly attractive to in-state students who will pay ~$29,000 annual tuition and even out-of-state students who will pay ~$54,000. Because of these conditions, it is anticipated that the majority of the best-prepared Utah students who historically were forced to leave the state to attend dental school (&gt;140/yr) will compete for the available slots annually. Consequently the dental school will be able to select the best prepared for its student body.</td>
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<td>allows only limited access by students to instructors, professors or mentors. It also results in silo teaching (one topic at a time) and does not allow for integration of information (e.g. organ systems) like that used by the most sophisticated and experienced dental and medical programs. Due to limited clinical resources and the lack of a “track record”, the nature of clinical training is not clear, consequently it is not apparent how the limited clinical resources will impact clinical competencies of graduates of the program.</td>
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<tr>
<td>Tuition or any revenue belongs to the parent organization in Nevada, its Board of Directors and investors</td>
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Uses teaching and clinical strategies that are consistent with best practices and outcomes at the finest dental schools throughout the country. This is due to outstanding resources, experience and endowment support at the University of Utah. This program will be comparable to other outstanding dental schools across the country associated with medical schools and other health care training programs. Its association with nationally recognized medical, pharmacy and nursing schools will allow for integrated experiences that will allow students from this program to feel comfortable in the holistic health care teams of the future.

Professors and instructors, both basic science as well as clinical will be local and readily available to students according to their needs to optimize mentoring experiences and outcomes.

Research will be a critical piece of this dental school, a policy consistent with the overall mission of a research institution such as the University of Utah. This provides students important opportunities to develop appreciation for, and skills to analyze and participate in, the research process. In addition, having professors and instructors who also are researchers themselves brings to the classroom or clinic a better appreciation of how health care should work and how it evolves. Bottom line is that the dental clinician of the 21st century must be more than just a

The dentists, and most of the instructors are brought in from out of state and may only stay in Utah for less than a month and take their pay checks to their home states. They use a “block” approach to teach topics rather than the integrated strategies employed by most clinical training programs.
technician, but a thoughtful person of science who applies the scientific method to his/her clinical skills and understanding of clinical situations.

- A University of Utah School of Dentistry is designed to keep and train the best in-state students. It will retain their tuition and other expenses in state as investments to enhance the quality of Utah education system.

- Research dollars and outcomes will benefit the state and the University.

- Spinoff companies with dental-related focus will contribute to the economic well-being of the State.

- It will provide jobs and salary for the in-state community that will stimulate the economy. Provides opportunity for involvement in dental education and research to local dental societies and clinicians. It will provide a prestigious identity with a highly regarded institution known for its reputation in medical education, research and entrepreneurial contributions.

- It will bring added prestige for the University, USHE and the state of Utah.

- It will provide a service resource to render dental care to underserved populations.

- It will be an affordable resource for training and upgrading of skills to the Utah dental community.

- There is no research or entrepreneurial emphasis, thus no benefit in this regard to the state.

- A minority of the students are in-state; many are internationals.

- This is a national franchise operation based in Nevada with no particular obligation or allegiance to state of Utah.

- This is the first attempt by this organization to initiate and operate a dental school. Although the current dean has worked with a couple of other private dental
<table>
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<th>The University of Utah has provided dental education for ~ 25 years through the RDEP and general dentistry residencies. At any one time, this has included 40 dental students (10 per year) and 10 residents. It has involved not only classroom instructions for the freshman year, but also clinical instruction and services in hospital and communities facilities. It also has provided clinical experiences for dental students who rotate back to the University of Utah during their senior year.</th>
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<td>In addition, there is another 40 Utah dental students at any one time who are enrolled in other dental schools around the nation who are also associated with the RDEP program, but did not do their freshman year at this University. These programs have provided important experiences and foundation upon which a full-service dental school can be developed.</td>
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**Collaboration with and Impact on Other USHE Institutions**

Because no other USHE institution has a school of dentistry nor is in a position to award the D.D.S. degree or a program leading to a doctorate in dentistry, this question does not apply. As mentioned above, only the University of Utah has the background and history of clinical training that would enable it to develop a high quality, successful dentistry program. Consequently, collaborative efforts in regard to the Dental School are not likely at this time.

However, while the proposed School of Dentistry at the University of Utah will be the first in the USHE, it will be highly integrative with other clinical training and related services as follows:

The School of Dentistry will be integrated into the University of Utah and the Health Sciences programs. The School will expand the existing dental program and continue its current relationship which includes an existing agreement with the University of Utah Hospital for functioning clinics that are located: 1) at the University of Utah hospital within the health sciences complex and 2) at the University of Utah owned and operated Greenwood Dental Clinic located on 7495 South State Street, Salt Lake, City, Utah. Both clinics currently serve the...
General Practice Residency program as primary care dental clinics. The hospital clinic also supports the first-year occlusion courses for occlusal analysis procedures and preventive dentistry.

Faculty from the School of Dentistry will serve on appropriate governing councils and committees as do faculty from the schools of Medicine, Pharmacy, Nursing, etc. Additionally, School administrators, such as the Dean, will also serve on appropriate health science committees, e.g. Medical Science Council, Dean’s Forum, etc. Specifically, the School of Dentistry will participate in University common governance by having representatives on the following University Committees by the time the first freshman predoctoral class begins coursework; (i) Academic Senate; (ii) Graduate Council; (iii) University Promotion and Tenure Advisory Committee (UPTAC); (iv) Academic Appeal Committee; (iv) University RPT Standards Committee; (v) University Teaching Committee; and (vi) Academic Appeal Committee. Faculty representatives from the School of Dentistry will also be assigned to serve on other important and relevant University of Utah common governance committees as the faculty numbers increase permitting such participation.

Further evidence of interaction is demonstrated by the fact that faculty from the University of Utah School of Medicine currently instruct the first-year RDEP dental students along with the medical students in embryology, histology, and gross anatomy courses. Neuroanatomy, biochemistry and physiology classes oriented specifically for the dental students are also taught as separate courses to the dental students by faculty from the School of Medicine. Faculty from the College of Pharmacy will also participate in student instruction in the School of Dentistry. We anticipate that these collaborative and interactive relations will continue with the establishment of the School of Dentistry.

The RDEP program has a close relationship with the Spencer S. Eccles Health Science Library allowing the students full access, as well as educational training and services for faculty through their facilities. This will continue with the new School of Dentistry. The library maintains a large collection of dental journals and dental textbooks for student studies and research. Dental students also will have access to the University of Utah’s Marriott Library and its full array of educational and research services.

The RDEP program is currently developing collaborative research opportunities with the School of Medicine and the Huntsman Cancer Institute and for the School of Dentistry it is intended to expand to build a robust research program relationship which will also include the University of Utah Colleges of Pharmacy, Engineering, Biological Sciences, Chemistry, Behavioral Sciences, and others who will contribute to the fulfillment of our Strategic Goal to advance oral health through research and its application.

The School of Dentistry will also build upon its current relationship with the Department of Pathology in the School of Medicine and ARUP (Associated Regional and University Pathologists). For almost twenty-five years the Dental Education Program at the University of Utah has functioned within the Department of Pathology. With the creation of a new dental school program it is our intent to enrich our curriculum by our continued association and collaboration with these and other relevant biomedical efforts.
Benefits

The inclusion of a School of Dentistry in the USHE, specifically at the University of Utah, will for the first time provide access for qualified Utah students to training in all of the major medical professions. This will make it possible to integrate the training of physicians, pharmacists, nurses, and now dentist so they feel comfortable working together and combine their clinical services in a holistic manner as they work to provide optimal health care to the citizens of Utah. In addition, the proposed University of Utah School of Dentistry will bring considerable direct economic benefits to the State of Utah including the following:

- The annual $8+ million these students currently spend for educational expenses, and generate due to clinical services performed in out-of-state dental schools, will now be kept in Utah.
- The student’s tuition and fees (cost of education) will be reduced by over $100,000-$200,000/student due to in-state rates to Utah residents.
- The State/University will save $1 – 1.5 million annually by not paying reimbursement to students and contract costs (i.e., those students trained out of state who return to practice in Utah-this currently is part of the RDEP program).
- 80 - 100 new, high-paying jobs created at the University will be added to the state economy.
- Fast-track construction of a new dental science-dedicated building at no expense to the State (except O&M) will bring $30 million in construction costs to Utah.

These economic benefits will result from no additional cost to the State (no increase in current base appropriation for 20 entering Utah students/year). The proposed dental program will effectively attract more dentists to practice in rural Utah and help address the need for accessible dental care to this underserved population. This will be achieved by the following strategies:

i) Selection of students: Accept a set number of students from rural areas, because they are more likely to return to rural areas to practice.
ii) Scholarship: Offer specially designated scholarships to students who come from rural areas.
iii) Reimbursement: Set amount of reimbursement dollars for 3-5 years of practicing in a rural area.
iv) Rotate dental students through the rural community clinics with the general dentistry residents to provide exposure to the unique features and benefits of this environment.
v) Establish a mobile Dental Unit in conjunction with the State Health Department that will allow faculty and students to provide dental care to rural areas.
Other economical and health care benefits of the dental school at the University of Utah include major research opportunities in:

- Oral pain management (partnering with the drug-development program of the Antiseizure Drug Development program)
- Genetics of oral diseases (using the Utah Population Data Base) (partnering with the Department of Informatics and Human Genetics)
- Oral pathology (partnering with HCI and ARUP)
- Dental product development (partnering with Dr. Gordon Christensen)
- Medication development for management of oral diseases (partnering with the College of Pharmacy)
- Addiction disorders (screening and brief intervention program for prescription abuse, tobacco and alcohol management and their oral consequences) (partnering with the Utah Addiction Center)
- Development and management of hard and soft tissue diseases (partnering with the Department of Bioengineering)

From evaluations of other comparable state-associated research-related dental schools and the unique research-promoting environment of the University of Utah, it is realistically projected that a School of Dentistry at the University of Utah will generate >$6 million/year in research dollars and will be included in the top 10% of dental schools within 10 years of initiation. These revenues will be spent in Utah and result in ~40 additional jobs.

A new dental school at the University of Utah will provide entrepreneurial opportunities by taking advantage of programs such as state-supported USTAR (e.g., start-up companies) related to dental services and products, likely at the same level as the College of Pharmacy, a school of comparable size. For example, the College of Pharmacy has accounted for 10 new start-up companies in the past 15 years (i.e., Sentrx Surgical, Theratec, Macromed, Glycosan BioSystems, Carbylan BioSurgery, Echelon Biosciences, Lipocene, Aciont, Neuroadjuvants, Symbion Discovery) as well as contributed to several others. It is noteworthy that without a dental school, the University has not contributed to any dental-related start-up company but establishment of a dental program at the U of U will allow development of this new, exciting and heretofore untapped market.

**Consistency with Institutional Mission**

The University of Utah has a strong tradition of training professionals in most aspects of the biomedical field. This institution is especially noted for research and entrepreneurial spirit as evidenced by its success in competing for grants, contracts and initiating start-up companies.
Despite its exceptional track record in this regard, and the high demand by Utah students to receive training in the dental field, the USHE has had minimal opportunities to be involved in dental education and consequently, it has made few contributions and had little influence in dentistry. As discussed above, the addition of a School of Dentistry at the University of Utah will help fill these gaps and provide much needed, but heretofore lacking, opportunities of dental-related training and entrepreneurial development.

Section IV: Program and Student Assessment

Program Assessment

Expected Standards of Performance

These two sections are closely linked in that the success of the School of Dentistry will for the most part be determined by the performance and competencies of its student body. Thus the responses for these sections have been integrated below by identifying and explaining critical standards that will serve as the foundation for the University of Utah School of Dentistry. These standards, competencies, assessments and associated coursework are consistent with that of the University of Creighton School of Dentistry and reflect the accreditation requirements of the American Dental Association and are described below:

Standard 1: Individual evaluations will be performed in accordance with institutional due process policies to assess student performance and achievement of competencies.

At the University of Utah School of Dentistry, implementation of this standard will be a three-step process, the first of which will be to inform the students of the didactic, behavioral and/or clinical expectations that exist for them. Three primary sources of information will exist for this purpose. As a part of the registration process at the beginning of each academic year, the Office of the Assist/Assoc Dean of Student Affairs will distribute electronically a packet of information to each student that is year-specific regarding student academic and behavioral expectations as well as all School policies and practices that govern such activity during that academic year. This information will be more global in scope and will include the following:

1. Freshman Year
   a. Honor Code and Pledge
   b. Policy and Procedure for the Promotion of Academic Integrity and the Management of Academic Misconduct
   c. Policy for the Management of Failing Grades
   d. Policy for the Appeal of Academic Process and Grades
   e. Policy for the Management of Non-Academic Complaints
f. Policy on Re-Hearings by the Scholastic Standards Committee and the Appeal process

g. Notice of Opportunity and Procedure to File Complaints with the Commission on Dental Accreditation

h. Competency Examinations Administered During the Freshman Year which also includes a brief description of each examination and the competencies covered by that test

i. Competencies for the University of Utah School of Dentistry which includes the competency definitions, the evaluation criteria and the academic year in which the criteria are applied

j. Procedures and Practices for Promotion for the Freshman Year

k. Attendance standard

l. Dress Standard

m. Confidentiality of Student Records / FERPA

n. Statement of Patient Rights at the University of Utah School of Dentistry

2. Sophomore Year

a. Honor Code and Pledge

b. Policy and Procedure for the Promotion of Academic Integrity and the Management of Academic Misconduct Policy for the Management of Failing Grades

c. Policy for the Appeal of Academic Process and Grades

d. Policy for the Management of Non-Academic Complaints

e. Policy on Re-Hearings by the Academic Committee and the Appeal Process

f. Notice of Opportunity and Procedure to File Complaints With the Commission on Dental Accreditation

g. Competency Examinations Administered During the Sophomore Year which also includes a brief description of each examination and the competencies covered by that test

h. Competencies for the University of Utah School of Dentistry which includes the competency definitions, the evaluation criteria and the academic year in which the criteria are applied

i. Policy Regarding Eligibility for Taking Board Examinations

j. Procedures and Practices for Promotion for the Sophomore Year

k. Part I National Board Examination Policy which deals primarily with those students who fail to successfully complete the examination on their initial attempt.

l. Attendance Standard
m. Dress Standard
n. Confidentiality of Student Records/FERPA
o. Statement of Patient Rights at the University of Utah School of Dentistry

3. Junior Year
a. Honor Code and Pledge
b. Policy and Procedure for the Promotion of Academic Integrity and the Management of Academic Misconduct
c. Policy for the Management of Failing Grades
d. Policy for the Appeal of Academic Process and Grades
e. Policy for the Management of Non-Academic Complaints
f. Policy on Re-Hearing by the Scholastic Standards Committee and the Appeal Process
g. Notice of Opportunity and Procedure to File Complaints With the Commission on Dental Accreditation
h. Competency Examinations Administered During the Junior Year which also includes a brief description of each examination and the competencies covered by that test
i. Competencies for the University of Utah School of Dentistry which includes the competency definitions, the evaluation criteria and the academic year in which the criteria are applied
j. Procedures and Practices for Promotion for the Junior Year
k. Policy Regarding Eligibility for Taking Board Examinations
l. Part I National Board Examination Policy which deals primarily with those students who fail to successfully complete the examination on their initial attempt
m. Annual Clinical Performance Standards
n. Policy for Students Who Fail to Meet Clinical Performance Standards
o. Attendance Standard
p. Dress Standard
q. Confidentiality of Student Records/FERPA
r. Statement of Patient Rights at the University of Utah School of Dentistry
4. Senior Year

a. Honor Code and Pledge
b. Policy and Procedure for the Promotion of Academic Integrity and the Management of Academic Misconduct
c. Policy for the Management of Failing Grades
d. Policy for the Appeal of Academic Process and Grades
e. Policy on Re-Hearings by the Scholastic Standards Committee and the Appeal Process
f. Notice of Opportunity and Procedure to File Complaints With the Commission on Dental Accreditation
g. Competency Examinations Administered During the Senior Year which also includes a brief description of each examination and the competencies covered by that test
h. Competencies for the University of Utah School of Dentistry which includes the competency definitions, the evaluation criteria and the academic year in which the criteria are applied
i. Procedures and Practices for Promotion for the Senior Year
j. Policy Regarding Eligibility for Taking Board Examinations
k. Annual Clinical Performance Standards
l. Policy for Students Who Fail to Meet Clinical Performance Standards
m. Attendance Standard
n. Dress Standard
o. Confidentiality of Student Records/FERPA
p. Statement of Patient Rights at University of Utah School of Dentistry

A second source of information, relating specifically to clinical activity and behavior expectations, will be provided by the Assist/Assoc Dean of Clinical Services prior to entry in the clinic. This will be the Clinic Manual and it will be available to the students online. The final and most specific sources of information regarding expected academic performance and behavior will be the course syllabi. They will be distributed prior to each course.

The second step in the implementation of this Standard will be to inform each student of his/her progress throughout their course of study at the University of Utah School of Dentistry. This is actually a two-tiered process. At its most basic level, all didactic, laboratory and clinical courses will provide feedback regarding student performance following examinations, the completion of specific projects, and during the provision of patient care. This information will be collected and organized by the Office of the Assist/Assoc Dean of Student Affairs. Many clinical divisions (or equivalent) will also consolidate the results of patient care experiences and provide students with
monthly progress reports. At the second level, each course director will be required to submit performance information for the appropriate cohort of students to the Office of the Assist/Assoc Dean of Student Affairs on an academic semester basis. A summary of this information will then be provided to each student from the Office of the Assist/Assoc Dean of Student Affairs. If it involves a final or permanent grade, the summary will be provided by the University Registrar. If it is an interim grade, the information will be disseminated by the Office of the Assist/Assoc Dean of Student Affairs.

The third step in the implementation of this Standard will be to have the School review the performance of each student on an individual-by-individual basis and make recommendations to the Dean regarding either continued participation in the curriculum or action to be taken when a student's performance is below minimum standards. Students' academic and clinical performances will be reviewed by the Offices of the Assist/Assoc Deans of Student Affairs and Clinical Services, the Curriculum Committee, and the Assessment Committee. This is a proactive process to review the academic performance of all students, with evaluating policies that affect office and committee functions, and with making recommendations to the Dean regarding student continuance in the program and academic policy modification as warranted. A review of student academic performance will occur at least four times a year. These meetings will be scheduled shortly after the receipt of all academic information as described above by the Office of the Assist/Assoc Dean of Student Affairs. Students' behavioral performance will be reviewed by the Office of the Assist/Assoc Dean of Student Affairs and the Curriculum Committee. This will occur as needed on a case-by-case basis.

When the Office of the Assist/Assoc Dean of Student Affairs determines that a student's performance is below minimal standards it will advise the Curriculum Committee and will have various options it can exercise in terms of making a recommendation to the Assist/Assoc Dean of Student Affairs: (i) placement on probation; (ii) continuation of current academic status; (iii) repetition of an academic year; (iv) dismissal, (v) or any other recommendation deemed to be appropriate. This information will be a part of the packet that is presented to each student at the beginning of the academic year. It will be also included in the bulletin of the University of Utah School of Dentistry. It should be noted that the primary objective in making any recommendation is to help the student. In situations where the academic performance is considerably below the minimum standard, a determination must be made as to whether the student is capable of continuing in the curriculum or not, and if so, under what conditions. Cases such as these may call for the repeat of an academic year or termination of enrollment. When the performance is below the minimal standard but appears to be correctable, recommendations will be made that are geared toward remediation and resolution of the academic difficulty. We do not expect them to occur frequently if care is taken to matriculate highly qualified students and to monitor students’ progress carefully.

The School of Dentistry will have several approaches designed to assist students in academic difficulty. One strategy will be to have the student and the faculty member meet for tutorial/remedial sessions designed to address the noted academic shortcoming. Another will be to enroll the student in the dental school's tutorial assistance program. At the beginning of each academic year, the Office of the Assist/Assoc Dean of Student Affairs will solicit from among third and fourth year students (once these classes are in place), people who have demonstrated academic accomplishment and who would be willing to serve as paid tutors to those who are in
need. Prior to that time, outstanding earlier students will be recruited. Areas of "expertise" will be identified based on past academic performance and the tutor will be paired with a student on this basis. Thus, a tutor who has excelled in pharmacology will be assigned to a student who is experiencing difficulty in that subject. Tutors will be paid by the School of Dentistry and the student receiving this service will incur no additional financial obligation. A third strategy will be to have the student who is experiencing academic difficulties be evaluated by the University Career Counseling Center to determine whether any emotional or physical conditions exist that may account for the observed student performance. For example, if a learning disorder is diagnosed and the Counseling Center recommends the implementation of specific testing conditions, appropriate course directors will be notified and changes made.

When the Curriculum Committee determines that a student's behavior has not met minimal expectations, it will work with the Office of the Assist/Assoc Dean of Student Affairs to recommend reprimand; repetition of an examination or an assignment under a different format; reduction in grade for an examination or an assignment; failing grade for an examination or an assignment; probation; suspension or expulsion from a course; incomplete grade for a course and the requirement that the course be repeated; removal from or denial of office in student organizations; request for withdrawal from School or suspension or expulsion from school; and/or suspension of clinical privileges. As in the case of substandard academic performance, recommendations will be generally designed to be corrective in nature unless the act was particularly egregious. Under extreme conditions, the Scholastic Standards Committee may also become involved to assure appropriate responses without violating the student’s rights. This will be done with considerable care to assure there is no compromise of confidential issues.

Whether the problem stems from an academic or clinical issue or whether it is behavior-related oriented, all adjudications against the student will carry with them the right of due process. The Curriculum Committee will oversee this process.

Didactic, behavioral and clinical expectations will be published and distributed to students via numerous avenues with intentional overlap occurring among these sources. When students do not meet these criteria, individual evaluations will be made by the Curriculum Committee and presided over by the Assist/Assoc Dean of Student Affairs, leading to an appropriate decision in accordance with institutional due process policies.

**Standard 2: The stated goals of the dental education program will include the preparation of graduates who possess the knowledge, skills and values to begin the practice of general dentistry.**

The stated goals of the University of Utah School of Dentistry are consistent with the University of Creighton dental program and consistent with ADA accreditation requirements and will include the preparation of graduates who possess the knowledge, skills and values to begin the independent practice of general dentistry. This is the definition of competence. The mission of the School of Dentistry will be to educate and train excellent, compassionate, and ethical dentists to partner with other healthcare providers in order to serve our community and the world around us and to further our understanding and the therapeutic management of oral structures and function. Clearly, this objective in our Mission Statement fulfills the intent of this Standard.
The achievement of competence will be measured primarily through competency examinations and, to a lesser degree, through faculty ratings. The advancement toward proficiency will be achieved by the successful completion of all academic obligations (didactic and clinical) required by the institution. All graduates will have demonstrated the achievement of competence in the 30 areas set forth by the School of Dentistry as measured by performance on competency examinations and faculty observation. The attainment of these 30 competencies will be a condition for graduation. At the same time, it is anticipated that varying degrees of progress will be made toward the achievement of proficiency, depending upon the level and success of participation in those curricular activities designed to improve knowledge, skills, and values beyond competence.

Mission Statement objectives are expressed and measured as the five following Strategic Goals:

1. Instill a Strong Code of Ethics and Community Service
2. Support and Maintain Academic Excellence
3. Provide Quality Dental Care
4. Promote Research to Enhance Knowledge and Advance Oral Health
5. Achieve the development and optimal integration of Faculty, Staff and Institutional Operations

Goal 1 is designed to prepare graduates with the necessary values to begin the practice of general dentistry. This will be achieved through various outreach programs that instill values such as caring for others and social justice. Goal 2, to support and maintain academic excellence, is intended to prepare graduates with the requisite knowledge to begin the practice of general dentistry. This will be accomplished through various external and internal examinations, including specific competency examinations that measure knowledge, skills and values. Goal 3, to provide quality dental care, will be aimed at developing the necessary skills to begin the practice of general dentistry. With respect to accomplishment, this overlaps somewhat with Goal 2 in terms of specific competencies that measure skill development. It also emphasizes the concept of standards of care and mandates that student clinical activity meets these standards. Goal 4, to promote research to enhance knowledge and advance oral health, is concerned with faculty development, as well as preparing students to understand, critically evaluate and translate research and scholarly activity into the practice of general dentistry. Goal 5 does not have direct applicability to the preparation of graduates to enter the practice of general dentistry, however it does indirectly contribute by promoting optimal conditions for student learning and development.

The School of Dentistry will continually demonstrate the effectiveness of its programs through an ongoing assessment process. The School of Dentistry will continuously meet all five of these Strategic Goals as determined by metrics applied. This would indicate that all Mission objectives were also being met.
Standard 3. The School of Dentistry will define the competencies needed for graduation, which must be focused on educational outcomes.

The School of Dentistry will have 30 competency statements that represent educational outcomes for which students must demonstrate the requisite knowledge, skills and values to enter into an unsupervised general dentistry practice situation. These statements, along with their definitions, methods of measurement, and the specific academic year during which these measurements are determined are presented below.

A graduate of the School of Dentistry at the University of Utah will be competent in:

A. BIOMEDICAL SCIENCES

A1. understanding the biomedical sciences and their relationship to oral health, oral diseases, and oral-related disorders.

DEFINITION

1. understand basic biologic principles that consist of a core of information on the fundamental structures, functions, and interrelationships of body systems

2. recognize that the oro-facial complex is an important anatomical area that exists in a complex biological interrelationship with the entire body

3. recognize abnormal biological conditions, including their etiology, epidemiology, differential diagnosis, pathogenesis, prevention, treatment, and prognosis

4. understand the application of biological principles to clinical practice

5. understand the importance of integrating new medical knowledge and therapies with oral health care

EVALUATION CRITERIA / METHODS

Freshman Year

1. Periodontic Technique Examination

2. Occlusion Written Examination

3. Anatomic Sciences Written Examination

4. Biochemistry Written Examination

5. Physiology Written Examination

6. Dental Anatomy Written Examination
**Sophomore Year**

1. Infection Control Written Examination
2. Infection Control Technique Examination
3. Endodontic Written Examination
4. Removable Prosthodontics (Complete Denture) Written Examination
5. Oral Pathology Written Examination
6. Operative Dentistry Written Examination
7. Oral Diagnosis Examination
8. Anesthesia / Pain Control Written Examination
9. Microbiology Written Examination

**Junior Year**

1. Pharmacology Written Examination
2. Operative Dentistry Written Examination
3. Operative Dentistry Clinic (Silver Amalgam) Examination
4. Operative Dentistry Clinic (Composite Resin) Examination
5. Periodontic Clinic Examination
6. Patient Assessment and Diagnosis Clinic Examination
7. Dental Emergency Clinic Examination
8. Malocclusion and Space Management Written Examination

**Senior Year**

1. Pharmacology Written Examination
2. Operative Dentistry Clinic (Silver Amalgam) Examination
3. Operative Dentistry Clinic (Composite Resin)
4. Periodontic Clinic Examination
5. Periodontic Written Examination
6. Oral Pathology Examination
7. Oral and Maxillofacial Surgery Written Examination
8. Oral Surgery Clinical Examination
9. Implantology II Written Examination
10. Patient Assessment and Diagnosis Clinic Examination
11. Dental Emergency Written Examination
12. Dental Emergency Clinic Examination
13. Malocclusion and Space Management Written Examination
14. Malocclusion and Space Management Clinical Examination

B. BEHAVIORAL SCIENCES

B1. understanding and applying the principles of behavioral science as they pertain to patient-centered approaches for promoting, improving, and maintaining oral health.

DEFINITION

1. provide optimal and empathetic care for all patients, including members of diverse and vulnerable populations, and do so in a manner that respects patient autonomy
2. assess patient goals, values, needs, expectations and concerns to establish rapport and to guide patient care
3. establish a productive and confidential dentist-patient relationship
4. understand the principles of communication necessary for interaction with the public-at-large regarding the effective delivery of oral health care
5. understand that dentistry exists in a complex environment consisting of many factors that can either singly or in concert alter the way the profession is perceived
6. interact with patients in a positive manner that leads to an increased oral health awareness and a commitment to long-term health maintenance
7. recognize the role of psychological development in patient management
8. understand the relationship between oral health and self-perception
9. identify abnormal patient behavior and offer referral to appropriate resources
10. demonstrate involvement in providing education relevant to oral health care
EVALUATION CRITERIA / METHODS

Freshman Year
1. Periodontic Technique Examination

Sophomore Year
1. Removable Prosthodontic (Complete Denture) Written Examination
2. Oral Diagnosis Examination
3. Anesthesia / Pain Control Written Examination

Junior Year
1. Operative Dentistry Clinic (Silver Amalgam) Examination
2. Operative Dentistry Clinic (Composite Resin) Examination
3. Periodontic Clinic Examination
4. TMD and Orofacial Pain Written Examination
5. Community Dentistry Written Examination
6. Pediatric Dentistry Written Examination
7. Patient Assessment and Diagnosis Clinic Examination
8. Dental Emergency Clinic Examination
9. Patient and Cultural Sensitivity Written Examination
10. Health Promotion and Disease Prevention Clinic Examination (Pediatric Dentistry)

Senior Year
1. Operative Dentistry Clinic (Silver Amalgam) Examination
2. Operative Dentistry Clinic (Composite Resin)
3. Periodontic Clinic Examination
4. Ethics in Dentistry Written Examination
5. Oral and Maxillofacial Surgery Written Examination
6. Oral Surgery Clinic Examination
7. Complete Denture Clinic Examination
8. Partial Denture Clinic Examination
9. Patient Assessment and Diagnosis Clinic Examination
10. Health Promotion and Disease Prevention Clinic Examination (General Dentistry)
11. Health Promotion and Disease Prevention Clinic Examination (Periodontics)
12. Dental Emergency Written Examination
13. Dental Emergency Clinic Examination
14. Pediatric Dentistry Clinic Examination
15. Ethics in Dentistry I Written Examination
16. Special Needs Patient Clinic Examination

**B2. managing a diverse patient population and having the interpersonal and communication skills to function successfully in a multicultural work environment.**

**DEFINITION**

1. understand the importance of communication with patients, office personnel, dentists, and other health care colleagues regarding the effective delivery of oral health care
2. understand the organization of the health care delivery system and the prominent trends toward change
3. evaluate social and economic trends and their impact on oral health care
4. understand one’s own biases, the importance of assessing patients’ cultural beliefs, and the importance of being able to negotiate across different belief systems in a sensitive manner to ensure the delivery of effective oral health care (cultural competence)
5. understand the business principles of personnel hiring, management and training as they relate to the communication of professional responsibilities within the work environment
6. manage and utilize auxiliaries, including the practice of four-handed dentistry
7. coordinate patient treatment with a dental hygienist

**EVALUATION CRITERIA / METHODS**
Sophomore Year

1. Oral Diagnosis Examination
2. Anesthesia / Pain Control Written Examination

Junior Year

1. Operative Dentistry Clinic (Silver Amalgam) Examination
2. Operative Dentistry Clinic (Composite Resin) Examination
3. Community Dentistry Written Examination
4. Patient Assessment and Diagnosis Clinic Examination
5. Dental Emergency Clinic Examination
6. Patient and Cultural Sensitivity Written Examination

Senior Year

1. Operative Dentistry Clinic (Silver Amalgam) Examination
2. Operative Dentistry Clinic (Composite Resin)
3. Business of Practice Written Examination
4. Ethics in Dentistry I Written Examination
5. Patient Assessment and Diagnosis Clinic Examination
6. Dental Emergency Clinic Examination
7. Pediatric Dentistry Clinic Examination
8. Ethics in Dentistry II Written Examination
9. Special Needs Patient Clinic Examination

C. PRACTICE MANAGEMENT

C1. evaluating different models of oral health care management and delivery.

DEFINITION

1. understand the organization of the health care delivery system and the prominent trends toward change
2. understand alternative health care delivery systems
3. understand self-evaluation and stress management and be able to define career goals

4. identify factors affecting career options including solo practice, associateships, and purchasing a dental practice

5. identify factors affecting practice location, style and format

6. identify various reimbursement mechanisms

EVALUATION CRITERIA / METHODS

Junior Year
1. Practice Planning Written Examination
2. Community Dentistry Written Examination

Senior Year
1. Business of Practice Written Examination
2. Ethics in Dentistry II Written Examination

C2. understanding the basic principles and philosophies of practice management and having the skills to function as the leader of the oral health care team.

DEFINITION

1. understand the provisions of the Utah Dental Practice Act

2. understand the American Dental Association Code of Ethics and similar practice codes

3. understand the principles of practice management regarding the education of staff personnel relative to their professional responsibilities

4. manage and utilize auxiliaries, including the practice of four-handed dentistry

5. coordinate patient treatment with a dental hygienist

6. understand the importance of developing, implementing and monitoring the business and legal aspects of a dental practice using expert resources including management consultants, accountants, attorneys, etc.

7. recognize the need to seek expert assistance in those situations where training or skills are insufficient or where such services would benefit the business and the practice

8. understand the use of business systems in a dental practice setting as they apply to scheduling, record keeping, reimbursement, and financial arrangements

9. understand the various responsibilities of operating a business and the attendant legal obligations
10. understand the principles of money management

11. understand the use of business management outcomes measures to assess and modify practice policies

12. understand the concepts involved with increasing productivity while maintaining quality of care, including office ergonomics and goal setting

EVALUATION CRITERIA / METHODS

Sophomore Year
1. Anesthesia / Pain Control Written Examination
2. Computer Utilization Examination

Junior Year
1. Periodontic Clinic Examination
2. Practice Planning Written Examination
3. Community Dentistry Written Examination
4. Patient and Cultural Sensitivity Written Examination

Senior Year
1. Periodontic Clinic Examination
2. Business of Practice Written Examination
3. Ethics in Dentistry I Written Examination
4. Pediatric Dentistry Clinic Examination
5. Ethics in Dentistry II Written Examination

D. ETHICS AND PROFESSIONALISM

D1. understanding and applying ethical, legal, and regulatory concepts as they pertain to patient care and practice management.

DEFINITION
1. implement and monitor infection control and environmental safety programs according to current standards
2. understand and apply the provisions of the Utah Dental Practice Act
3. understand and apply the American Dental Association Code of Ethics and similar practice codes
4. understand and apply the principles of Ethical Conduct and Professional Behavior of Dental Students as published by the American Student Dental Association
5. apply the principles of jurisprudence to the practice of dentistry
6. understand the laws that are applicable to patient records and confidentiality
7. understand the legal and financial aspects of operating a dental practice
8. understand the principles of ethical reasoning
9. understand ethical marketing

EVALUATION CRITERIA / METHODS

Freshman Year
1. Periodontic Technique Examination

Sophomore Year
1. Periodontic Written Examination
2. Infection Control Written Examination
3. Infection Control Technique Examination
4. Oral Diagnosis Examination
5. Anesthesia / Pain Control Written Examination

Junior Year
1. Treatment Rendered / Records Audit Examination
2. Operative Dentistry Clinic (Silver Amalgam) Examination
3. Operative Dentistry Clinic (Composite Resin) Examination
4. Operative Dentistry Written Examination
5. Periodontic Clinic Examination
6. TMD and Orofacial Pain Written Examination
7. Practice Planning Written Examination
8. Patient Assessment and Diagnosis Clinic Examination
9. Dental Emergency Clinic Examination
10. Health Promotion and Disease Prevention Clinic Examination (Pediatric Dentistry)

Senior Year
1. Treatment Rendered / Records Audit Examination
2. Endodontic Clinic (Solo Case) Examination
3. Endodontic Written Examination
4. Operative Dentistry Clinic (Silver Amalgam) Examination
5. Operative Dentistry Clinic (Composite Resin) Examination
6. Periodontic Clinic Examination
7. Business of Practice Written Examination
8. Ethics in Dentistry I Written Examination
9. Oral Surgery Clinic Examination
10. Implantology II Written Examination
11. Complete Denture Clinic Examination
12. Partial Denture Clinic Examination
13. Patient Assessment and Diagnosis Clinic Examination
14. Health Promotion and Disease Prevention Clinic Examination (General Dentistry)
15. Health Promotion and Disease Prevention Clinic Examination (Periodontics)
16. Dental Emergency Clinic Examination
17. Pediatric Dentistry Clinic Examination
18. Ethics in Dentistry II Written Examination
D2. understanding the importance of life-long learning and self-assessment relative to professional development and the maintenance of competence.

DEFINITION

1. recognize the changing environment relative to dental materials and techniques through continued study of published dental literature, continuing education courses, and other sources of information

2. monitor and critically evaluate contemporary medical/dental scientific and technical information including that obtained through published articles as well as through continuing education programs and advertisements

3. appraise completed and existing treatments and use these outcomes of patient care to guide professional development

4. understand the Standards of Care for each clinical discipline

5. understand the differences in difficulty of treatment cases for all disciplines of dentistry and the relationship this has to the practice of general dentistry

6. practice within the scope of one’s competence (ability) and make appropriate referrals to professional colleagues

7. communicate effectively with appropriate health care providers regarding consultations or referrals

8. understand the importance of participation in professional organizations

EVALUATION CRITERIA / METHODS

Sophomore Year

1. Oral Diagnosis Examination

2. Endodontic Written Examination

3. Anesthesia / Pain Control Written Examination

Junior Year

1. Treatment Rendered / Records Audit Examination

2. Operative Dentistry Written Examination

3. Periodontic Clinic Examination

4. Evidence-Based Dentistry Written Examination
5. TMD and Orofacial Pain Written Examination

**Senior Year**

1. Treatment Rendered / Records Audit Examination
2. Periodontic Clinic Examination
3. Periodontic Written Examination
4. Ethics in Dentistry I Written Examination
5. Implantology II Written Examination
6. Ethics in Dentistry II Written Examination

**E. CRITICAL THINKING AND INFORMATION TECHNOLOGY**

E1. using critical thinking and problem solving skills to guide clinical decision making during the comprehensive care of patients.

**DEFINITION**

1. manage oral health care based on an application of scientific principles
2. solve case-based learning exercises in didactic and clinical learning situations
3. make judgments about the safety and efficacy of new diagnostic and treatment modalities and make appropriate decisions regarding the use of new procedures on patients
4. make judgments regarding the selection of appropriate materials and/or treatment modalities during the provision of care for dental patients

**EVALUATION CRITERIA / METHODS**

**Freshman Year**

1. CPR Written Examination
2. CPR Skill Demonstration Examination
3. Operative Dentistry Instrumentation Technique Examination

**Sophomore Year**

1. Periodontic Written Examination
2. Fixed Prosthodontic Written Examination
3. Endodontic Written Examination
4. Pediatric Dentistry / Orthodontic Technique Examination
5. Removable Prosthodontic (Partial Denture) Written Examination
6. Removable Prosthodontic (Partial Denture) Technique Examination
7. Oral Pathology Written Examination
8. Operative Dentistry Written Examination
9. Class I Composite Resin Technique Examination
10. Class II Silver Amalgam Technique Examination
11. Class II Composite Resin Technique Examination
12. Class III Composite Resin Technique Examination
13. Oral Diagnosis Examination
14. Anesthesia / Pain Control Written Examination
15. Microbiology Written Examination

_Junior Year_
1. Operative Dentistry Clinic (Silver Amalgam) Examination
2. Operative Dentistry Clinic (Composite Resin) Examination
3. Operative Dentistry Clinic (Cast Gold) Examination
4. Operative Dentistry Written Examination
5. Fixed Prosthodontic Written Examination
6. Periodontic Clinic Examination
7. Removable Prosthodontic Clinic Examination
8. Evidence-Based Dentistry Written Examination
9. CPR Written Examination
10. CPR Skill Demonstration Examination
11. TMD and Orofacial Pain Written Examination
12. Pediatric Dentistry Written Examination
13. Periodontic Case Presentation Clinic Examination
14. Radiographic Interpretation Clinic Examination
15. Patient Assessment and Diagnosis Clinic Examination
16. Dental Emergency Clinic Examination
17. Malocclusion and Space Management Written Examination
18. Medically Complex Patient Written Examination
19. Health Promotion and Disease Prevention Clinic Examination (Pediatric Dentistry)
20. Medical Emergency Written Examination

*Senior Year*
1. Endodontic Clinic (Solo Case) Examination
2. Anterior Endodontic Clinic Examination
3. Posterior Endodontic Clinic Examination
4. Pharmacology Written Examination
5. Operative Dentistry Clinic (Silver Amalgam) Examination
6. Operative Dentistry Clinic (Composite Resin) Examination
7. Pediatric Dentistry Written Examination
8. Periodontic Clinic Examination
9. Oral Pathology Examination
10. Oral and Maxillofacial Surgery Written Examination
11. Oral Surgery Clinic Examination
12. Complete Denture Clinic Examination
13. Partial Denture Clinic Examination
14. Patient Assessment and Diagnosis Clinic Examination
15. Health Promotion and Disease Prevention Clinic Examination (General Dentistry)
16. Health Promotion and Disease Prevention Clinic Examination (Periodontics)
17. Dental Emergency Written Examination
18. Dental Emergency Clinic Examination
19. Malocclusion and Space Management Written Examination
20. Malocclusion and Space Management Clinical Examination
21. Pediatric Dentistry Clinical Examination
22. Ethics in Dentistry I Written Examination
23. Special Needs Patient Clinic Examination

**E2. understanding critical assessment and scientific principles as they relate to the selection of appropriate biomaterials used in dental therapy.**

**DEFINITION**

1. manage oral health care based on an application of scientific principles
2. understand the physical and mechanical properties of dental materials and the limitations they impose on their use in dental treatment
3. select appropriate biomaterials to meet case specific esthetic, biologic, and mechanical requirements

**EVALUATION CRITERIA / METHODS**

*Freshman Year*

1. Occlusion Technique Examination
2. Dental Materials Written Examination
3. Operative Dentistry Instrumentation Technique Examination

*Sophomore Year*

1. Fixed Prosthodontic Written Examination
2. Fixed Prosthodontic Technique Examination
3. Infection Control Written Examination
4. Infection Control Technique Examination
5. Endodontic Written Examination
6. Removable Prosthodontic (Complete Denture) Written Examination
7. Removable Prosthodontic (Partial Denture) Written Examination
8. Operative Dentistry Written Examination
9. Class I Composite Resin Technique Examination
10. Class II Silver Amalgam Technique Examination
11. Class II Composite Resin Technique Examination
12. Class III Composite Resin Technique Examination
13. Oral Diagnosis Examination
14. Anesthesia / Pain Control Written Examination

**Junior Year**

1. Operative Dentistry Clinic (Silver Amalgam) Examination
2. Operative Dentistry Clinic (Composite Resin) Examination
3. Operative Dentistry Clinic (Cast Gold) Examination
4. Operative Dentistry Written Examination
5. Fixed Prosthodontic Written Examinations
6. Periodontic Clinic Examination
7. Removable Prosthodontic Clinic Examination
8. Evidence-Based Dentistry Written Examination
9. Fixed Prosthodontic Clinic Examination: Fixed Partial Denture
10. Pediatric Dentistry Written Examination
11. Health Promotion and Disease Prevention Clinic Examination (Pediatric Dentistry)

**Senior Year**

1. Operative Dentistry Clinic (Silver Amalgam) Examination
2. Operative Dentistry Clinic (Composite Resin) Examination
3. Pediatric Dentistry Written Examination
4. Periodontic Clinic Examination
5. Periodontic Written Examination
6. Fixed Prosthodontic Laboratory All Ceramic Examination
7. Fixed Prosthodontic Clinic (PFM) Examination
8. Fixed Prosthodontic Clinic (FGC) Examination
9. Fixed Prosthodontic Clinic (All Ceramic) Examination
10. Complete Denture Clinic Examination
11. Partial Denture Clinic Examination
12. Health Promotion and Disease Prevention Clinic Examination (General Dentistry)
13. Health Promotion and Disease Prevention Clinic Examination (Periodontics)

**E3. using information technology resources in contemporary dental practice.**

**DEFINITION**
1. use information technology and information management systems for patient care, practice management, and professional development
2. demonstrate the application of basic information technology skills

**EVALUATION CRITERIA / METHODS**

* Sophomore Year
  1. Computer Utilization Examination

**F. CLINICAL SCIENCES**

**F1. performing patient examination, assessment, and diagnosis procedures.**

**DEFINITION**
1. establish rapport and identify the patient’s general needs and expectations
2. identify the chief complaint or reason for visit
3. obtain and interpret a thorough medical history, social (behavioral) history, dental history, and review of systems
4. conduct an appropriate clinical (head and neck as well as intraoral) and radiographic examination and distinguish oral pathological hard and soft tissue abnormalities
5. perform an assessment of the risk of radiation exposure and the diagnostic benefits of radiographic procedures as well as the selection of appropriate radiographs required for a
6. order and interpret appropriate clinical laboratory and other diagnosticaids and tests
7. integrate and interpret the findings from the histories, clinical examination, radiographic examination, and other aids to identify the etiology and pathogenesis of each disorder
8. identify the problems and conditions requiring treatment
9. recognize and understand the pathologic physiology of systemic disease and its influence on oral health and treatment
10. assess the patient’s risk for oral cancer and provide appropriate advise for risk reduction
11. institute any appropriate medical consultations or referrals
12. institute any appropriate dental consultations or referrals

EVALUATION CRITERIA / METHODS

Freshman Year
1. Periodontic Technique Examination
2. Occlusion Written Examination
3. CPR Written Examination
4. CPR Skill Demonstration Examination

Sophomore Year
1. Periodontic Written Examination
2. Fixed Prosthodontic Written Examination
3. Endodontic Written Examination
4. Removable Prosthodontic (Complete Denture) Written Examination
5. Removable Prosthodontic (Partial Denture) Written Examination
6. Oral Pathology Written Examination
7. Operative Dentistry Written Examination
8. Class I Composite Resin Technique Examination
9. Class II Silver Amalgam Technique Examination
10. Class II Composite Resin Technique Examination
11. Class III Composite Resin Technique Examination
12. Oral Diagnosis Examination
13. Anesthesia / Pain Control Written Examination

**Junior Year**

1. Treatment Rendered / Records Audit Examination
2. Operative Dentistry Clinic (Silver Amalgam) Examination
3. Operative Dentistry Clinic (Composite Resin) Examination
4. Operative Dentistry Written Examination
5. Fixed Prosthodontic Written Examination
6. Periodontic Clinic Examination
7. CPR Written Examination
8. CPR Skill Demonstration Examination
9. TMD and Orofacial Pain Written Examination
10. Pediatric Dentistry Written Examination
11. Periodontic Case Presentation Clinic Examination
12. Radiographic Interpretation Clinic Examination
13. Patient Assessment and Diagnosis Clinic Examination
14. Dental Emergency Clinic Examination
15. Malocclusion and Space Management Written Examination
16. Medically Complex Patient Written Examination
17. Health Promotion and Disease Prevention Clinic Examination (Pediatric Dentistry)
18. Medical Emergency Written Examination

**Senior Year**

1. Treatment Rendered / Records Audit Examination
2. Endodontic Clinic (Solo Case) Examination
3. Endodontic Written Examination
4. Operative Dentistry Clinic (Silver Amalgam) Examination
5. Operative Dentistry Clinic (Composite Resin) Examination
6. Pediatric Dentistry Written Examination
7. Periodontic Clinic Examination
8. Periodontic Written Examination
9. Implantology I Written Examination
10. Oral Pathology Examination
11. Oral and Maxillofacial Surgery Written Examination
12. Oral Surgery Clinic Examination
13. Complete Denture Clinic Examination
14. Partial Denture Clinic Examination
15. Patient Assessment and Diagnosis Clinic Examination
16. Health Promotion and Disease Prevention Clinic Examination (General Dentistry)
17. Health Promotion and Disease Prevention Clinic Examination (Periodontics)
18. Dental Emergency Written Examination
19. Dental Emergency Clinic Examination
20. Malocclusion and Space Management Written Examination
21. Malocclusion and Space Management Clinical Examination
22. Special Needs Patient Clinic Examination

**F2. developing a comprehensive plan of treatment.**

**DEFINITION**

1. integrate multiple disciplines in the development of an appropriate, comprehensive, properly sequenced, individualized treatment plan based upon the evaluation of all diagnostic data and establish an overall prognosis

2. develop treatment alternatives based on clinical and supporting data

3. modify treatment plans in an appropriate manner if indicated by assessment of the data of
special needs patients such as those with medically, mentally, or physically compromised conditions

4. discuss the findings, diagnosis, treatment options, and prognoses with the patient and educate them so they can participate in the management of their own care

5. develop and implement a sequenced treatment plan that incorporates the patient’s goals, values, and concerns

6. present patients with their responsibilities regarding time requirements, sequence of treatment, estimated fees, and payment responsibilities

7. obtain informed consent and the patient’s written acceptance of the treatment plan

8. initiate appropriate medical consultation or referral

9. initiate appropriate dental consultation or referral

**EVALUATION CRITERIA / METHODS**

**Sophomore Year**

1. Periodontic Written Examination

2. Endodontic Written Examination

3. Removable Prosthodontic (Partial Denture) Written Examination

4. Oral Diagnosis Examination

5. Anesthesia / Pain Control Written Examination

**Junior Year**

1. Treatment Rendered / Records Audit Examination

2. Operative Dentistry Clinic (Silver Amalgam) Examination

3. Operative Dentistry Clinic (Composite Resin) Examination

4. Operative Dentistry Written Examination

5. Periodontic Clinic Examination

6. TMD and Orofacial Pain Written Examination

7. Periodontic Case Presentation Clinic Examination

8. Patient Assessment and Diagnosis Clinic Examination

9. Medically Complex Patient Written Examination
Senior Year

1. Treatment Rendered / Records Audit Examination
2. Operative Dentistry Clinic (Silver Amalgam) Examination
3. Operative Dentistry Clinic (Composite Resin) Examination
4. Pediatric Dentistry Written Examination
5. Periodontic Clinic Examination
6. Periodontic Written Examination
7. Oral and Maxillofacial Surgery Written Examination
8. Complete Denture Clinic Examination
9. Partial Denture Clinic Examination
10. Patient Assessment and Diagnosis Clinic Examination
11. Ethics in Dentistry I Written Examination
12. Special Needs Patient Clinic Examination

F3. understanding the principles of health promotion and disease prevention.

DEFINITION

1. understand the importance of improving the oral health of individuals, families, and groups in the community through diagnosis, treatment, and education
2. recognize predisposing and etiologic factors that require intervention to prevent disease
3. recognize and understand the pathologic physiology of systemic disease and its influence on oral health and treatment
4. provide patient education regarding the etiology and control of oral diseases to maximize oral health
5. provide dietary counseling and nutritional education
6. understand and utilize behavioral science principles to motivate patients to assume appropriate responsibility for their oral health care
7. develop individualized preventive plans for patients
8. manage preventive oral health procedures including a recall system
9. perform therapies such as prophylaxes, fluorides, or sealants to eliminate local etiologic
factors to control caries, periodontal disease, and other oral diseases

10. apply principles of personal infection control that are compatible with current practice including barrier protection, appropriate immunizations, hazard control, and the disposal of hazardous waste

11. utilize appropriate sterilization and disinfection procedures to prevent the transmission of disease

12. apply the principles of radiation biology and physics in a manner that is compatible with current radiation safety procedures

EVALUATION CRITERIA / METHODS

*Freshman Year*

1. Periodontic Technique Examination
2. Occlusion Written Examination

*Sophomore Year*

1. Periodontic Written Examination
2. Infection Control Written Examination
3. Infection Control Technique Examination
4. Endodontic Written Examination
5. Removable Prosthodontic (Partial Denture) Written Examination
6. Oral Diagnosis Examination
7. Anesthesia / Pain Control Written Examination

*Junior Year*

1. Operative Dentistry Clinic (Silver Amalgam) Examination
2. Operative Dentistry Clinic (Composite Resin) Examination
3. Operative Dentistry Clinic (Cast Gold) Examination
4. Operative Dentistry Written Examination
5. Periodontic Clinic Examination
6. TMD and Orofacial Pain Written Examination
7. Community Dentistry Written Examination
8. Periodontic Case Presentation Clinic Examination
9. Patient Assessment and Diagnosis Clinic Examination
10. Medically Complex Patient Written Examination
11. Health Promotion and Disease Prevention Clinic Examination (Pediatric Dentistry)

Senior Year
1. Operative Dentistry Clinic (Silver Amalgam) Examination
2. Operative Dentistry Clinic (Composite Resin) Examination
3. Periodontic Clinic Examination
4. Periodontic Written Examination
5. Patient Assessment and Diagnosis Clinic Examination
6. Health Promotion and Disease Prevention Clinic Examination (General Dentistry)
7. Health Promotion and Disease Prevention Clinic Examination (Periodontics)

**F4. understanding and obtaining informed consent.**

**DEFINITION**

1. provide optimal and empathetic care for all patients and do so in a manner that respects patient autonomy
2. understand the appropriate codes, rules, laws, and ethical principles as they relate to the practice of dentistry
3. apply the appropriate codes, rules, laws, and ethical principles to the practice of dentistry
4. understand the importance of the role of ethics in the practice of dentistry
5. understand and recognize the documentation required to verify the obtaining of informed consent

**EVALUATION CRITERIA / METHODS**

*Sophomore Year*
1. Infection Control Written Examination
2. Oral Diagnosis Examination
3. Anesthesia / Pain Control Written Examination

**Junior Year**

1. Treatment Rendered / Records Audit Examination
2. Operative Dentistry Clinic (Silver Amalgam) Examination
3. Operative Dentistry Clinic (Composite Resin) Examination
4. Periodontic Clinic Examination
5. Pediatric Dentistry Written Examination
6. Periodontic Case Presentation Clinic Examination
7. Dental Emergency Clinic Examination

**Senior Year**

1. Treatment Rendered / Records Audit Examination
2. Endodontic Clinic (Solo Case) Examination
3. Operative Dentistry Clinic (Silver Amalgam) Examination
4. Operative Dentistry Clinic (Composite Resin) Examination
5. Periodontic Clinic Examination
6. Ethics in Dentistry I Written Examination
7. Oral Surgery Clinic Examination
8. Endodontic Written Examination
9. Dental Emergency Clinic Examination
10. Pediatric Dentistry Clinic Examination
11. Ethics in Dentistry II Written Examination
12. Special Needs Patient Clinic Examination

*F5. managing pain and anxiety through appropriate pharmacologic and nonpharmacologic methods.*
DEFINITION

1. develop confidence, trust, and respect in the dentist-patient relationship

2. develop an understanding of human behavior and the psychological aspects of pain and apprehension; anatomy and neuroanatomy related to pain; and the physiologic and pharmacologic aspects of pain and pain control

3. perform a physical evaluation of the patient with regard to pain

4. understand the various classes of pharmacologic agents used to manage conditions of pain and anxiety

5. understand the behavioral science principles involved in the management of pain and anxiety

6. demonstrate techniques of pre-operative, operative, and post-operative pain control including the administration of local anesthetics, inhalation analgesics, and prescription medications as well as using nonpharmacologic techniques

7. prevent, recognize, and manage complications related to the use of pharmacologic agents for the management of pain and anxiety, including local anesthetics, inhalation analgesics and prescription medications

8. utilize appropriate literature or information sources in assessing medications taken by the patient that may interact with those proposed for the management of pain and anxiety

EVALUATION CRITERIA / METHODS

Freshman Year

1. Anatomic Sciences Written Examination

2. Physiology Written Examination

Sophomore Year

1. Endodontic Written Examination

2. Anesthesia / Pain Control Written Examination

Junior Year

1. Pharmacology Written Examination

2. Operative Dentistry Clinic (Silver Amalgam) Examination

3. Operative Dentistry Clinic (Composite Resin) Examination

4. Operative Dentistry Written Examination
5. Periodontic Clinic Examination
6. TMD and Orofacial Pain Written Examination
7. Pediatric Dentistry Written Examination
8. Dental Emergency Clinic Examination

**Senior Year**
1. Endodontic Clinic (Solo Case) Examination
2. Endodontic Written Examination
3. Pharmacology Written Examination
4. Operative Dentistry Clinic (Silver Amalgam) Examination
5. Operative Dentistry Clinic (Composite Resin) Examination
6. Pediatric Dentistry Written Examination
7. Periodontic Clinic Examination
8. Oral and Maxillofacial Surgery Written Examination
9. Oral Surgery Clinic Examination
10. Dental Emergency Clinic Examination
11. Pediatric Dentistry Clinic Examination

*F6. selecting, administering, and prescribing appropriate pharmacologic agents to manage conditions that influence dental treatment.*

**DEFINITION**
1. understand the various classes of pharmacologic agents used to manage conditions that influence dental treatment
2. perform a physical evaluation of the patient to determine the specific nature of the existing problem
3. demonstrate an ability to select appropriate pharmacologic agents to treat specific conditions applicable to dentistry
4. demonstrate prescription writing ability and communication skills with pharmacologically related allied health personnel
5. prevent, recognize, and manage complications related to the use of pharmacologic agents used in dentistry
6. utilize appropriate literature or information sources in assessing medications taken by the patient that may interact with those proposed for treatment

EVALUATION CRITERIA / METHODS

Sophomore Year
1. Periodontic Written Examination
2. Anesthesia / Pain Control Written Examination

Junior Year
1. Pharmacology Written Examination
2. Operative Dentistry Clinic (Silver Amalgam) Examination
3. Operative Dentistry Clinic (Composite Resin) Examination
4. Operative Dentistry Written Examination
5. Periodontic Clinic Examination
6. TMD and Orofacial Pain Written Examination
7. Pediatric Dentistry Written Examination
8. Patient Assessment and Diagnosis Clinic Examination
9. Dental Emergency Clinic Examination
10. Medically Complex Patient Written Examination

Senior Year
1. Endodontic Clinic (Solo Case) Examination
2. Endodontic Written Examination
3. Pharmacology Written Examination
4. Operative Dentistry Clinic (Silver Amalgam) Examination
5. Operative Dentistry Clinic (Composite Resin) Examination
6. Pediatric Dentistry Written Examination
7. Periodontic Clinic Examination
8. Periodontic Written Examination
9. Oral and Maxillofacial Surgery Written Examination
10. Oral Surgery Clinic Examination
11. Patient Assessment and Diagnosis Clinic Examination
12. Dental Emergency Clinic Examination
13. Pediatric Dentistry Clinic Examination

F7. restoring single defective teeth with appropriate materials and techniques to establish proper form, function, and esthetics.

DEFINITION

1. restore teeth with amalgam utilizing appropriate measures to ensure adequate restoration of form and function as well as the protection of the pulp and periodontal tissues

2. restore teeth with resin composite utilizing appropriate measures to ensure adequate restoration of form, function, and esthetics as well as the protection of the pulp and periodontal tissues

3. restore teeth with intracoronal cast gold utilizing appropriate measures to ensure adequate restoration of form and function as well as the protection of the pulp and periodontal tissues

4. prepare and fabricate foundation restorations

5. provide single-unit metal or porcelain-fused-to-metal restorations in both the anterior and posterior regions of the mouth to restore form, function, and esthetics and to do so while utilizing appropriate measures to ensure adequate protection of the pulp and periodontal tissues

6. fabricate and place provisional restorations utilizing procedures that ensure the protection of the pulp and periodontal tissues

7. apply the principles and concepts of esthetics to the restoration of defective teeth

8. perform all phases of treatment in the indirect restoration of teeth, including preparation of the teeth; pulp protection; gingival retraction; impression making; trimming of dies; mounting of casts; fitting and placement of the completed restoration; and post-placement maintenance

9. prepare a prescription for a dental laboratory

10. assess laboratory procedures completed by laboratory technicians

EVALUATION CRITERIA / METHODS
**Freshman Year**

1. Dental Materials Technique Examination
2. Operative Dentistry Instrumentation Technique Examination

**Sophomore Year**

1. Fixed Prosthodontic Written Examination
2. Fixed Prosthodontic Technique Examination
3. Endodontic Written Examination
4. Pediatric Dentistry / Orthodontic Technique Examination
5. Operative Dentistry Written Examination
6. Class I Composite Resin Technique Examination
7. Class II Silver Amalgam Technique Examination
8. Class II Composite Resin Technique Examination
9. Class III Composite Resin Technique Examination

**Junior Year**

1. Operative Dentistry Clinic (Silver Amalgam) Examination
2. Operative Dentistry Clinic (Composite Resin) Examination
3. Operative Dentistry Clinic (Cast Gold) Examination
4. Operative Dentistry Written Examination
5. Fixed Prosthodontic Written Examination
6. Fixed Prosthodontic Clinic Examination: Fixed Partial Denture
7. Pediatric Dentistry Written Examination

**Senior Year**

1. Operative Dentistry Clinic (Silver Amalgam) Examination
2. Operative Dentistry Clinic (Composite Resin) Examination
3. Pediatric Dentistry Written Examination
4. Fixed Prosthodontic Laboratory All Ceramic Examination
5. Fixed Prosthodontic Clinic (PFM) Examination
6. Fixed Prosthodontic Clinic (FGC) Examination
7. Fixed Prosthodontic Clinic (All Ceramic) Examination
8. Pediatric Dentistry Clinic Examination

**F8. restoring partial or complete edentulism with fixed or removable prosthodontics in the uncomplicated patient and in managing the care of the complicated edentulous patient.**

**DEFINITION**

1. provide anterior and posterior fixed partial dentures to replace one or more missing teeth to restore normal form, function, and esthetics
2. provide diagnosis, treatment planning, mouth preparation, delivery, and maintenance of removable partial dentures
3. provide diagnosis, treatment planning, mouth preparation, delivery, and maintenance of complete dentures
4. perform tissue conditioning procedures
5. apply the principles and concepts of esthetics toward the replacement of missing teeth
6. fabricate, adjust, and place provisional restorations designed to preserve the health of the teeth and the periodontium
7. perform relining of complete dentures and/or partial dentures
8. communicate effectively with laboratory technicians, including providing laboratory prescription with directions regarding the selection of materials, design, shade, mold description, and other pertinent data
9. assess laboratory procedures completed by laboratory technicians
10. manage, through consultation or referral, the treatment of partial or total edentulism in the complicated edentulous patient

**EVALUATION CRITERIA / METHODS**

*Sophomore Year*
1. Fixed Prosthodontic Written Examination
2. Fixed Prosthodontic Technique Examination
3. Removable Prosthodontic (Complete Denture) Written Examination
4. Removable Prosthodontic (Complete Denture) Technique Examination
5. Removable Prosthodontic (Partial Denture) Written Examination
6. Removable Prosthodontic (Partial Denture) Technique Examination

*Junior Year*
1. Removable Prosthodontic Clinic Examination
2. Fixed Prosthodontic Written Examination

*Senior Year*
1. Implantology I Written Examination
2. Implantology II Written Examination
3. Complete Denture Clinic Examination
4. Partial Denture Clinic Examination
5. Fixed Prosthodontic (PFM & FGC) Clinic Examinations

F9. managing the restoration of partial or complete edentulism using contemporary implant procedures.

**DEFINITION**

1. understand the indications, contraindications, advantages, and disadvantages of dental implants
2. include dental implants in the treatment plan, when appropriate, and explain the treatment options to the patient
3. evaluate existing implants using clinical and radiographic means
4. maintain existing implants in such a manner that includes prevention of peri-implant disease, proper instrumentation of implant surfaces, correct assembly of implant components, and appropriate referral of implant and implant-prosthesis problems

**EVALUATION CRITERIA / METHODS**

*Senior year*
1. Periodontic Written Examination
2. Implantology I Written Examination
3. Implantology II Written Examination

**F10. performing uncomplicated periodontal therapies and in managing the care of patients with complicated or advanced periodontal problems.**

**DEFINITION**

1. evaluate the periodontium, arrive at a diagnosis and prognosis, and formulate a plan of treatment
2. perform a dental prophylaxis, scaling, and root planing
3. manage patients requiring modification or oral tissues to optimize the restoration of form, function, and esthetics
4. evaluate the results of periodontal treatment and establish, as well as monitor, an appropriate and comprehensive maintenance program following the active phase of periodontal therapy
5. recognize the need for and be able to refer the treatment of complicated periodontal problems

**EVALUATION CRITERIA / METHODS**

*Freshman Year*

1. Periodontic Technique Examination

*Sophomore Year*

1. Periodontic Written Examination

*Junior Year*

1. Periodontic Clinic Examination
2. Periodontic Case Presentation Clinic Examination

*Senior Year*

1. Periodontic Clinic Examination
2. Periodontic Written Examination
3. Health Promotion and Disease Prevention Clinic Examination (Periodontics)

*F11. performing uncomplicated endodontic procedures and in managing the care of patients with complicated pulpal and periradicular disorders.*

**DEFINITION**

1. evaluate the pulp and periradicular tissues, arrive at a diagnosis and prognosis, and formulate a plan of treatment
2. prevent and manage pulpal disorders through indirect pulp therapy, direct pulp therapy, and pulpotomy procedures
3. perform uncomplicated endodontic therapy on single rooted and multirooted teeth, including molars
4. manage pulpal and periradicular disorders of traumatic origin, including apexification procedures
5. recognize the need for and be able to refer the treatment of complicated single rooted and multi-rooted endodontic cases

**EVALUATION CRITERIA / METHODS**

*Sophomore Year*

1. Endodontic Written Examination
2. Endodontic Solo Technique Examination

*Junior Year*

1. Endodontic Written Examination
2. Pediatric Dentistry Written Examination

*Senior Year*

1. Endodontic Written Examination
2. Anterior Endodontic Clinic Examination
3. Posterior Endodontic Clinic Examination
4. Endodontic Clinic (Solo Case) Examination
5. Pediatric Dentistry Clinic Examination
F12. recognizing and managing orofacial lesions.

DEFINITION

1. recognize, prescribe, and render appropriate treatment for uncomplicated oral pathologic abnormalities of hard and soft tissue
2. manage, through consultation or referral, complicated oral pathological abnormalities of hard and soft tissue

EVALUATION CRITERIA / METHODS

Freshman Year
1. Dental Materials Technique Examination

Sophomore Year
1. Removable Prosthodontic (Complete Denture) Written Examination
2. Oral Pathology Written Examination

Junior Year
1. Operative Dentistry Clinic (Silver Amalgam) Examination
2. Operative Dentistry Clinic (Composite Resin) Examination
3. Operative Dentistry Written Examination
4. TMD and Orofacial Pain Written Examination
5. Pediatric Dentistry Written Examination
6. Radiographic Interpretation Clinic Examination
7. Patient Assessment and Diagnosis Clinic Examination
8. Dental Emergency Clinic Examination

Senior Year
1. Operative Dentistry Clinic (Silver Amalgam) Examination
2. Operative Dentistry Clinic (Composite Resin) Examination
3. Pediatric Dentistry Written Examination
4. Oral Pathology Examination
5. Oral and Maxillofacial Surgery Written Examination
6. Patient Assessment and Diagnosis Clinic Examination
F13. performing uncomplicated oral surgical procedures and in managing the care of patients with complicated oral surgical problems.

DEFINITION

1. perform uncomplicated extractions of single rooted and multi-rooted teeth
2. remove uncomplicated fractured or residual root tips
3. perform uncomplicated preprosthetic surgery
4. perform uncomplicated soft tissue biopsies
5. treat uncomplicated infections of dental origin
6. manage, through consultation or referral, complicated oral surgical problems such as hard tissue biopsies; surgical removal of impacted teeth; complicated preprosthetic surgery; complicated infections of dental origin; treatment of cysts, tumors, and fractures of the maxilla or mandible; and complicated modifications of oral tissues to optimize the restoration of form, function, and esthetics

EVALUATION CRITERIA / METHODS

Senior Year
1. Oral and Maxillofacial Surgery Written Examination
2. Pediatric Dentistry Written Examination
3. Oral Surgery Clinic Examination

F14. preventing, recognizing, treating, and managing dental emergencies including pain, hemorrhage, trauma, and infection of the orofacial complex.

DEFINITION

1. understand and manage dental emergencies of pulpal and periodontal origin
2. understand, control, manage, or promptly refer dental emergencies of traumatic origin
3. understand and manage dental emergencies resulting from treatment failure

EVALUATION CRITERIA / METHODS

Sophomore Year
1. Endodontic Written Examination
2. Periodontic Written Examination
Junior Year

1. Endodontic Written Examination
2. Pharmacology Written Examination
3. Operative Dentistry Written Examination
4. Periodontic Clinic Examination
5. TMD and Orofacial Pain Written Examination
6. Pediatric Dentistry Written Examination
7. Dental Emergency Clinic Examination

Senior Year

1. Endodontic Written Examination
2. Pediatric Dentistry Written Examination
3. Periodontic Clinic Examination
4. Oral and Maxillofacial Surgery Written Examination
5. Oral Surgery Clinic Examination
6. Dental Emergency Written Examination
7. Dental Emergency Clinic Examination

F15. managing patients with acute and chronic occlusal and temporomandibular disorders.

DEFINITION

1. diagnose malocclusion by utilizing appropriately mounted diagnostic casts and other diagnostic aids
2. perform occlusal adjustments of the natural and restored dentitions based on knowledge of indications, contraindications, and techniques for occlusal adjustment
3. fabricate and use occlusal bite plane splints to treat parafunctions, trauma from occlusion, and temporomandibular disorders
4. refer complicated cases of acute and chronic occlusal and temporomandibular disorders to appropriate health care providers
EVALUATION CRITERIA / METHODS

Freshman Year

1. Occlusion Technique Examination

Junior Year

1. TMD and Orofacial Pain Written Examination

**F16. performing minor tooth movement and space maintenance and in managing the care of patients with complicated or advanced orthodontic problems.**

DEFINITION

1. recognize interferences in normal growth and development
2. diagnose malocclusion by utilizing diagnostic casts and other diagnostic aids
3. understand the indications, contraindications, advantages and disadvantages of space maintainers
4. fabricate uncomplicated orthodontic appliances and space maintainers
5. participate in a treatment case involving active appliance therapy
6. understand the difference in difficulty between various orthodontic treatment cases and develop an understanding of which should be treated by the general practitioner and which should be referred
7. make acceptable referrals, when indicated

EVALUATION CRITERIA / METHODS

Sophomore Year

1. Pediatric Dentistry / Orthodontic Technique Examination

Junior Year

1. Pediatric Dentistry Written Examination
2. Malocclusion and Space Management Written Examination

Senior Year

1. Pediatric Dentistry Written Examination
2. Malocclusion and Space Management Written Examination
3. Malocclusion and Space Management Clinical Examination

**F17. appraising completed and existing treatments and in using these outcomes of patient care to guide professional development.**

**DEFINITION**

1. monitor therapeutic outcomes and use this to re-evaluate and/or modify the initial diagnosis or therapy
2. understand the importance and process of conducting both records and treatment audits
3. understand the Standards of Care for each clinic discipline
4. determine the causes of noted treatment deficiencies
5. document noted deficiencies and be able to prescribe appropriate corrective measures

**EVALUATION CRITERIA / METHODS**

**Sophomore Year**
1. Oral Diagnosis Examination

**Junior Year**
1. Treatment Rendered / Records Audit Examination
2. Operative Dentistry Clinic (Silver Amalgam) Examination
3. Operative Dentistry Clinic (Composite Resin) Examination

**Senior Year**
1. Treatment Rendered / Records Audit Examination
2. Operative Dentistry Clinic (Silver Amalgam) Examination
3. Operative Dentistry Clinic (Composite Resin) Examination

**F18. preventing, recognizing, managing and treating, for the short-term, acute medical**
emergencies in the dental environment including the provision of life support measures.

DEFINITION

1. anticipate, diagnose, and provide initial treatment as well as follow-up management for medical emergencies such as unconsciousness, allergic reaction, seizure, drug overdose, and cardiac arrest that occur during dental treatment

2. maintain certification in cardio-pulmonary resuscitation and be able to provide appropriate life support measures

EVALUATION CRITERIA / METHODS

**Freshman Year**
1. CPR Written Examination
2. CPR Skill Demonstration Examination

**Sophomore Year**
1. Anesthesia / Pain Control Written Examination

**Junior Year**
1. Operative Dentistry Clinic (Silver Amalgam) Examination
2. Operative Dentistry Clinic (Composite Resin) Examination
3. CPR Written Examination
4. CPR Skill Demonstration Examination
5. Medical Emergency Written Examination

**Senior Year**
1. Operative Dentistry Clinic (Silver Amalgam) Examination
2. Operative Dentistry Clinic (Composite Resin) Examination
3. Oral and Maxillofacial Surgery Written Examination
4. Pediatric Dentistry Written Examination

F19. assessing the treatment requirements of patients with special needs.
DEFINITION

1. recognize those situations where medical, physical, psychological or social situations make it necessary to modify dental routines in order to provide dental treatment

2. apply appropriate interpersonal and communication skills to patients with special needs

3. assess and prescribe dental treatment that is compatible with special needs

EVALUATION CRITERIA / METHODS

Junior Year

1. Patient and Cultural Sensitivity Written Examination
2. Operative Dentistry Written Examination
3. Medically Complex Patient Written Examination
4. Periodontic Case Presentation Clinic Examination
5. Patient Assessment and Diagnosis Clinic Examination

Senior Year

1. Oral Surgery Clinic Examination
2. Patient Assessment and Diagnosis Clinic Examination
3. Special Needs Patient Clinic Examination

F20. performing and managing requisite technical and laboratory procedures attendant to the provision of dental restorations.

DEFINITION

1. perform laboratory procedures most conveniently done in a dental office such as impression trays, record bases, simple repairs, polishing prostheses, construction of uncomplicated indirect restorations, etc.

2. prepare a work authorization that clearly indicates the design of a restoration or prosthesis, the materials to be used in its fabrication, appropriate shade and mold descriptions, and other pertinent data

3. assess those procedures accomplished by laboratory technicians

EVALUATION CRITERIA / METHODS

Sophomore Year

1. Fixed Prosthodontic Written Examination
2. Fixed Prosthodontic Technique Examination
3. Removable Prosthodontic (Complete Denture) Written Examination
4. Removable Prosthodontic (Complete Denture) Technique Examination
5. Removable Prosthodontic (Partial Denture) Written Examination
6. Removable Prosthodontic (Partial Denture) Technique Examination
7. Operative Dentistry Written Examination

**Junior Year**
1. Fixed Prosthodontic Written Examination
2. Removable Prosthodontic Clinic Examination

**Senior Year**
1. Implantology II Written Examination
2. Complete Denture Clinic Examination
3. Partial Denture Clinic Examination

These competencies will be conveyed to the students by several means. They will be published on the School of Dentistry website (under Student Section) which will be accessible through the University of Utah University website of www.utah.edu. They will also be published in the bulletin of the University of Utah School of Dentistry and in the Clinic Manual. They will be distributed to the students on an annual basis as a part of a packet of academic policies and procedures. This document, which will be academic-year specific, also will inform the students of which competency examinations will be administered during that year as well as which competencies will be covered on each specific examination. Finally, each academic offering that is associated with a competency examination has a similar explanation of that test included within its syllabus.

The School of Dentistry will define competence as the possession of sufficient knowledge, skills, and values to identify a problem and act skillfully to reach a solution in a manner that is consistent with the activity of a dentist in an unsupervised practice environment. The School will identified 30 competencies that define this general private practice activity. The primary method of student evaluation designed to measure the attainment of these 30 competencies at the University of Utah School of Dentistry will be the use of specific competency examinations. Most of these exercises will be conducted as a part of a required course, however, several will be "stand alone" activities not associated with any academic offering. Examples of the latter include clinical examinations in operative dentistry, periodontics, and endodontics; the treatment rendered/record keeping examinations; and the sophomore computer utilization examination.
Successful completion of these exercises must take place before advancement can occur, however, no academic grade will be issued for this achievement. From a data-tracking standpoint, only passes and failures will be recorded. The competency examinations that occur as a portion of an existing curricular offering must also be successfully completed before advancement can occur. These examinations, however, usually will play a role in course grade determination. It must be pointed out, though, that regardless of what the course grade is, the competency examination must be successfully completed before the student is allowed to advance. Because of examination weighting and the cumulative effects of several tests, it will be possible to pass a course (with a low grade) and yet fail the competency examination. When the Curriculum Committee reviews the academic performance of the students, both course grades and competency examination results will be considered. This information will be gathered by the Office of the Assist/Assoc Dean of Student Affairs shortly after the conclusion of each semester. Despite the fact that the student in the example above passed the course, the competency examination failure will preclude the Curriculum Committee from recommending to the Dean advancement to the next level.

The evaluation of competence will be an ongoing process that requires a variety of assessments. At the School of Dentistry, this process will occur over time and involve a number of constituencies. The fact that the evaluation of the competencies will occur over time indicates that the process is ongoing. That several academic units will be involved in the evaluation process for most competencies attests to the variety of assessments that will be made as does the fact that numerous examinations will be involved. The specific evaluation methods that measure the attainment of each competency will be grouped by academic year and are presented above. As mentioned previously, this information will be presented to each student on a year-specific basis at the time of registration for each academic year. The table that follows summarizes this information and quantifies the concept that the evaluation of competence at University of Utah School of Dentistry will be an ongoing process that involves a variety of measurements. As a point of reference, there will eventually be eight academic units or departments at the School.

<table>
<thead>
<tr>
<th>COMPETENCY EXAMINATION DATA</th>
<th>Years Evaluated</th>
<th>Number of Examinations</th>
<th>Number of Disciplines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A1. Biomedical Sciences</td>
<td>Fr So Jr Sr</td>
<td>29</td>
<td>6</td>
</tr>
<tr>
<td>B1. Apply Behavioral Science</td>
<td>Fr So Jr Sr</td>
<td>21</td>
<td>6</td>
</tr>
<tr>
<td>C1. Evaluate Health Care Management</td>
<td>Jr Sr</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>C2. Practice Management</td>
<td>So Jr Sr</td>
<td>9</td>
<td>3</td>
</tr>
</tbody>
</table>
From the foregoing, it is apparent that the evaluation of competence at the University of Utah School of Dentistry will be an ongoing process with a wide variety of assessments being conducted by multiple constituencies to determine the acquisition and integration of knowledge, values and skills. Concurrently, an assessment of the processes and procedures which will be necessary for entry level practice will also be made. The competency examinations in the Biomedical Science domain primarily will measure the acquisition of knowledge. Those in the Behavioral Science, Practice Management, Ethics/Professionalism, and Critical Thinking/Information Technology domains will measure the attainment of knowledge as well as assess the processes and procedures which will be necessary for entry level practice. Finally, the competency examinations in the Clinical Sciences domain primarily will measure the acquisition of knowledge and specific clinical skills.

The University of Utah School of Dentistry will use what has been described as a "lock-step" type of curriculum. All students in a given academic year will take all didactic and laboratory courses and associated examinations, including competency assessments, at the same time. The timing of the offering of these evaluations will be clearly presented in the syllabus of each appropriate course so all students will be aware of the scheduling for all of these events. All clinical courses will be conducted concurrently, however, the degree of participation in each at any given point in time may vary due to differences in patient treatment needs and the clinical progression of the students. The offering of clinical competency examinations will be essentially split between allowing the student to challenge when he/she believes he/she is ready or scheduling the assessment to occur as a block event for either a large segment of the class or the entire class. The time required to conduct a particular discipline's assessment and the availability of resources to do so will be the primary determining factors that dictate which format will be used. Procedures such as non-complicated extractions, single canal endodontics, periodontic case presentations, oral diagnosis, and treatment rendered assessments, which typically do not involve large amounts of time, are examples of the "challenge when ready" format. Assessments of more complex treatments or those which require multiple evaluators to simulate licensure examination conditions, will usually be offered to the entire class at a time that is scheduled by the School. Because of the variance in clinical course participation mentioned above, these examinations will be scheduled to occur near the conclusion of the academic year to allow all students ample time.
in each discipline's clinic to develop the requisite knowledge and skills to successfully challenge the competency. Examples of disciplines involved in this format include restorative dentistry, prosthodontics and periodontics.

The criterion for the determination of the successful achievement of competence in a particular area will be the passage of all competency examinations associated with its competency statement. The criterion for the determination of the successful achievement of all competencies associated with the educational program will be the passage of all competency examinations offered by the School. All such examinations offered during a given academic year must be passed before advancement is possible. Cumulatively, this will result in the successful completion of all competency examinations offered by the institution which would lead to the determination of the achievement of competence in the 30 areas outlined by the School. Institutional responsibility for the assurance that all competency examinations have been successfully completed will be shared between the Assist/Assoc Dean of Student Affairs and the Curriculum Committee. Competency examination performance data will be gathered from examination administrators by the Office of the Assist/Assoc Dean of Student Affairs as a part of the process that collects coursework grades. A competency examination reporting form will be developed for this purpose. One of the items on this form will ask the examination administrator to report the names of all students who have not successfully completed the competency test in question. Once reported to the Assist/Assoc Dean of Student Affairs, a notation will be made on a master tracking form. This information will then be presented to the Curriculum Committee for deliberations regarding advancement. Students who do not successfully challenge their competency examinations will be advised of such by the examination administrator. The consequences with respect to advancement will be conveyed to the Assist/Assoc Dean of Student Affairs and the Curriculum Committee. Once the student passes the competency examination that was failed initially, the examination administrator will inform the Assist/Assoc Dean of Student Affairs. The master tracking form will be amended accordingly and, if all other obligations have been met, the student will be allowed to advance.

Prior to graduation, the Office of the Assist/Assoc Dean Student Affairs will conduct a “sign out” process whereby prospective graduates must receive signatures from key personnel indicating that all academic, clinical, administrative, and financial responsibilities have been met. Among these will be the successful completion of all competency examinations and the signature of the Assist/Assoc Dean Student Affairs will be required as proof of that fact. This demonstrates that the University of Utah School of Dentistry will employ student evaluation methods that measure its defined competencies. It will do so with a process that uses a variety of assessments from a broad base of constituencies, it will be ongoing, and will be closely monitored by key administrative personnel for successful completion.
### Section V: Finance

#### Budget

##### 5-Year Budget Projection

<table>
<thead>
<tr>
<th>Departmental Data</th>
<th>Personnel Expense</th>
<th>Non-personnel Expense</th>
<th>Total Expense</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current Budget—Prior to New Program Implementation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Year 1</td>
<td>Year 2</td>
<td>Year 3</td>
</tr>
<tr>
<td>Salaries &amp; Wages</td>
<td>$1,400,723</td>
<td>$2,246,559</td>
<td>$2,962,015</td>
</tr>
<tr>
<td>Benefits</td>
<td>$462,239</td>
<td>$741,364</td>
<td>$977,465</td>
</tr>
<tr>
<td>Total Personnel Expense</td>
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<td>$2,987,923</td>
<td>$3,939,480</td>
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<tr>
<td>Current Expense</td>
<td>$441,924</td>
<td>$883,448</td>
<td>$1,386,523</td>
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<tr>
<td>Capital</td>
<td>$85,000</td>
<td>$85,000</td>
<td>$125,000</td>
</tr>
<tr>
<td>Library</td>
<td>-</td>
<td>-</td>
<td>$30,000</td>
</tr>
<tr>
<td>Total Non-personnel Expense</td>
<td>$551,924</td>
<td>$1,043,448</td>
<td>$1,606,523</td>
</tr>
</tbody>
</table>

#### Departmental Funding

<table>
<thead>
<tr>
<th>Departmental Funding</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriated Fund</td>
<td>$255,989</td>
<td>$511,978</td>
<td>$511,978</td>
<td>$511,978</td>
<td>$511,978</td>
</tr>
<tr>
<td>Other: Clinic Income</td>
<td>$2,090,466</td>
<td>$2,144,180</td>
<td>$2,199,506</td>
<td>$2,632,116</td>
<td>$3,253,297</td>
</tr>
<tr>
<td>Special Legislative Appropriation</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Grants and Contracts</td>
<td>$200,000</td>
<td>$1,418,000</td>
<td>$1,854,810</td>
<td>$3,066,909</td>
<td>$4,601,221</td>
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<tr>
<td>Special Fees/Differential Tuition</td>
<td>-</td>
<td>$25,000</td>
<td>$1,027,234</td>
<td>$2,102,191</td>
<td>$3,332,201</td>
</tr>
<tr>
<td>Total</td>
<td>$2,546,455</td>
<td>$4,099,158</td>
<td>$5,593,528</td>
<td>$8,313,194</td>
<td>$11,698,697</td>
</tr>
</tbody>
</table>

##### Difference

| Revenue – Expense | $131,570 | $67,787 | $47,525 | $97,330 | $39,818 | $39,860 |

#### Departmental Instructional Cost/Student Credit Hour

*Projected Instructional Cost/Student Credit Hour* data contained in this chart are to be used in the Third-Year Follow-Up Report and Cyclical Reviews required by R411.

### Funding Sources

The initial inaugural class will be 20 Utah resident students/year and will utilize existing state line item appropriation for dental education (no new state appropriation). In addition, student tuition and fees, clinic income and development start-up funds will be used to operate the education program.
**Reallocation**  
No reallocation of funds is anticipated at this time.

**Impact on Existing Budgets**  
No impact on current base budgets is anticipated at this time. The program will generate its own revenues to operate the program.

**Section VI: Program Curriculum**

**All Program Courses**  
**SCHEDULE OF COURSES (FRESHMAN YEAR)**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Semester</th>
<th>Clock Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal Relationships / Communication</td>
<td>I</td>
<td>16</td>
</tr>
<tr>
<td>Preventive Dentistry</td>
<td>I</td>
<td>16</td>
</tr>
<tr>
<td>History of Dentistry</td>
<td>I</td>
<td>8</td>
</tr>
<tr>
<td>Dental Material Science Lecture</td>
<td>I</td>
<td>16</td>
</tr>
<tr>
<td>Dental Materials Science Laboratory</td>
<td>I</td>
<td>32</td>
</tr>
<tr>
<td>Dental Anatomy Lecture</td>
<td>I</td>
<td>16</td>
</tr>
<tr>
<td>Dental Anatomy Laboratory</td>
<td>I</td>
<td>112</td>
</tr>
<tr>
<td>Biochemistry Lecture</td>
<td>I</td>
<td>64</td>
</tr>
<tr>
<td>Histology Lecture and Laboratory</td>
<td>I</td>
<td>48</td>
</tr>
<tr>
<td>General Gross Anatomy</td>
<td>I</td>
<td>32</td>
</tr>
<tr>
<td>Radiology Lecture</td>
<td>I</td>
<td>16</td>
</tr>
<tr>
<td>Basic Computing Skills for Dental Students</td>
<td>I</td>
<td>16</td>
</tr>
<tr>
<td>Radiology Lecture</td>
<td>II</td>
<td>16</td>
</tr>
<tr>
<td>Radiology Laboratory</td>
<td>II</td>
<td>12</td>
</tr>
<tr>
<td>Community Dentistry Field Experience</td>
<td>II</td>
<td>20</td>
</tr>
<tr>
<td>Clinic Observation</td>
<td>II</td>
<td>20</td>
</tr>
<tr>
<td>Dental Materials Science Lecture</td>
<td>II</td>
<td>32</td>
</tr>
<tr>
<td>Dental Materials Science Laboratory</td>
<td>II</td>
<td>32</td>
</tr>
<tr>
<td>Occlusion Lecture</td>
<td>II</td>
<td>16</td>
</tr>
<tr>
<td>Occlusion Laboratory</td>
<td>II</td>
<td>48</td>
</tr>
<tr>
<td>Head and Neck Anatomy</td>
<td>II</td>
<td>32</td>
</tr>
<tr>
<td>Oral Histology and Embryology</td>
<td>II</td>
<td>40</td>
</tr>
<tr>
<td>Physiology</td>
<td>II</td>
<td>64</td>
</tr>
</tbody>
</table>
### SCHEDULE OF COURSES (SOPHOMORE YEAR)

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Semester</th>
<th>Clock Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infectious Disease Control in Dentistry</td>
<td>I</td>
<td>8</td>
</tr>
<tr>
<td>Radiology Lecture</td>
<td>I</td>
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<td>Radiology Laboratory</td>
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<td>General Pathology Lecture</td>
<td>I</td>
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<td>Complete Denture Prosthodontic Lecture</td>
<td>I</td>
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<td>Complete Denture Prosthodontic Laboratory</td>
<td>I</td>
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<td>Oral Diagnosis</td>
<td>I</td>
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<td>Endodontic / Pulp Biology Lecture</td>
<td>I</td>
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<td>Fixed Prosthodontic Lecture</td>
<td>I</td>
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<td>I</td>
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<td>I</td>
<td>16</td>
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<tr>
<td>Microbiology Lecture</td>
<td>I</td>
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<tr>
<td>Physical Growth &amp; Development Lecture</td>
<td>I</td>
<td>16</td>
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<tr>
<td>Pain Control / Anesthesia</td>
<td>II</td>
<td>32</td>
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<tr>
<td>Pediatric Dentistry-Orthodontic Technique</td>
<td>II</td>
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<td>Oral Pathology Lecture</td>
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<td>Periodontic Lecture</td>
<td>II</td>
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<td>Basic Endodontic</td>
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<tr>
<td>Course Title</td>
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<tr>
<td>Endodontic Preclinical Laboratory</td>
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<tr>
<td>Removable Partial Denture Lecture</td>
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<td>Removable Partial Denture Laboratory</td>
<td>II</td>
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<td>Radiology Laboratory</td>
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<td>8</td>
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<td>Oral Hygiene and Recall Clinic</td>
<td>II</td>
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<tr>
<td>Fixed Prosthodontic Lecture</td>
<td>II</td>
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<td>Fixed Prosthodontic Laboratory</td>
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**SCHEDULE OF COURSES (SOPHOMORE YEAR)**

<table>
<thead>
<tr>
<th>Course Title</th>
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<tr>
<td>Operative Dentistry Laboratory</td>
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**SCHEDULE OF COURSES (JUNIOR YEAR)**

<table>
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<tr>
<td>Radiographic Interpretation Lecture</td>
<td>I</td>
<td>16</td>
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<tr>
<td>Medically Complex Patient Lecture</td>
<td>I</td>
<td>16</td>
</tr>
<tr>
<td>Problem Solving in Endodontics Lecture</td>
<td>I</td>
<td>16</td>
</tr>
<tr>
<td>Fixed Prosthodontic Lecture</td>
<td>I</td>
<td>16</td>
</tr>
<tr>
<td>Operative Dentistry Lecture</td>
<td>I</td>
<td>16</td>
</tr>
<tr>
<td>Periodontic Lecture</td>
<td>I</td>
<td>16</td>
</tr>
<tr>
<td>Physical Diagnosis / Medical Emergency Lecture</td>
<td>I</td>
<td>16</td>
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<td>Removable Partial Denture Lecture</td>
<td>I</td>
<td>16</td>
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<td>Cardio-Pulmonary Resuscitation</td>
<td>I</td>
<td>1</td>
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<tr>
<td>Orthodontic Lecture</td>
<td>I</td>
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<tr>
<td>Pediatric Dentistry Lecture</td>
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<td>32</td>
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<tr>
<td>Patient and Cultural Sensitivity Lecture</td>
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<tr>
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<td>Clock Hours</td>
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<td>--------------------------------------------------</td>
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<tr>
<td>Business of Practice Lecture</td>
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<td>Ethics in the Practice of Dentistry I Lecture</td>
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<td>Cosmetic Dentistry</td>
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<tr>
<td>Fundamentals of Implantology Lecture</td>
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<td>16</td>
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<tr>
<td>Dental Pharmacology Update</td>
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<td>16</td>
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<td>Oral Surgery Lecture</td>
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<td>Orthodontic Lecture</td>
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</tr>
<tr>
<td>Periodontic Lecture</td>
<td>I</td>
<td>16</td>
</tr>
<tr>
<td>Topics in Prosthodontic Lecture</td>
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<td>16</td>
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<tr>
<td>Clinic Activity Points I</td>
<td>I</td>
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<tr>
<td>Pediatric Dentistry Lecture</td>
<td>I</td>
<td>8</td>
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<td>Ethics in Dentistry II</td>
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<tr>
<td>Financial Planning and Jurisprudence</td>
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**SCHEDULE OF COURSES (SENIOR YEAR)**
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<td>Advanced Implantology Lecture</td>
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<tr>
<td>Clinic Activity Points</td>
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<td>Community Dentistry Field Experience</td>
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<td>Oral Diagnosis &amp; Treatment Planning Clinic</td>
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<tr>
<td>Fixed Prosthodontic Clinic</td>
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<td>198</td>
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<tr>
<td>Operative Dentistry Clinic</td>
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<td>Removable Prosthodontic Clinic</td>
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<tr>
<td>Endodontic Clinic</td>
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<td>Periodontic Clinic</td>
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</table>

**Section VII: Faculty**

The current faculty members in the existing program and their qualifications are listed below:

Albertine, K. H.
BA ’75 Lawrence University,
PhD ’78 Loyola Stitch School of Medicine
Professor Neurobiology & Anatomy,

Aldous, J. A.
MS ’61 Northwestern University
DDS ’59 Northwestern University
Associate Professor Dental Education

Ash, J. F.
BS ’69 University of Illinois
PhD ’74 Stanford University
Professor Neurobiology & Anatomy

Bailey, G. M.
BS ’71 Brigham Young University
DDS ’75 Northwestern University
Cert. ’77 Northwestern University (Periodontics)
Adjunct Asst. Professor Dental Education
Christensen, G. J.
DDS ‘60 University of Southern California
MSD ‘63 University of Washington (Prosthodontics)
PhD ‘72 University of Denver
Adjunct Professor Dental Education

Faddis, K. A.
BS ‘85 University of Utah
DDS ‘90 Creighton University
Adjunct Instructor Dental Education

Hammond, D. C.
PhD ‘74 University of Utah
Adjunct Professor Physical Medicine & Rehabilitation

Hanson, G.
DDS, ’73 UCLA
PhD ‘78 University of Utah
Professor Pharmacology & Toxicology

Lowder, G. W.
BS ’72 Brigham Young University
DDS ’76 University of Washington
Asst. Professor Dental Education

Michel, W.C.
PhD ’85 U of Cal. Santa Barbara
Professor Physiology

Morton, D.
BS ’98 Brigham Young University
MS ’01 University of Utah
PhD ’03 University of Utah
Asst. Professor Neurobiology & Anatomy

Olsen, B. T.
BA ’84 Utah State University
DDS ’87 University of Texas, San Antonio
MS ’94 University of Texas, Houston (Orthodontics)
Adjunct Asst. Professor Dental Education

Olson, C. J.
BA ’72 University of Utah Asst.
DDS ’77 West Virginia University
Professor Dental Education

Packer, B.
BA ’64 University of Utah
DDS ’68 Northwestern
Adjunct Instructor Dental Education

Powell, G. L.
BS ’64 University of Utah
DDS ’68 University of Washington
Professor Dental Education

Sorenson, D. K.
BS ’69 Brigham Young University
MS ’78 University of Utah
PhD ’75 Utah State University
Asst. Professor Medical Informatics

Steed, S. J.
BS ’70 Brigham Young University
DDS ’74 Northwestern University
Adjunct Instructor Dental Education

Woodward, R. O.
DDS ’68 University of Washington
Adjunct Instructor Dental Education
Section 3: R401: The specific proposal to establish a new DDS degree, in the standard format required by the Board of Regents
Institution Submitting Request: University of Utah
Proposed Title: Doctor of Dental Surgery (DDS)-Awarding Program
School or Division or Location: University of Utah
Department(s) or Area(s) Location: Dental Education
Recommended Classification of Instructional Programs (CIP) Code: 51.0401
Proposed Beginning Date: 07/01/2012
Institutional Board of Trustees’ Approval Date: MM/DD/YEAR

Proposal Type (check all that apply):

<table>
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<tr>
<th>Section #</th>
<th>Item</th>
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<tr>
<td>4.1.1</td>
<td>Non-Credit Certificate of Proficiency Eligible for Financial Aid</td>
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<tr>
<td>4.1.2</td>
<td>Non-Credit Certificate of Completion</td>
</tr>
<tr>
<td>4.1.9</td>
<td>Fast-Tracking Certificate</td>
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<tr>
<td>4.1.12</td>
<td>Associate of Applied Science Degree</td>
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<td>4.1.13</td>
<td>Associate of Science Degree</td>
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<td>4.1.5</td>
<td>Bachelor’s Degree</td>
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<tr>
<td>4.1.6</td>
<td>K-12 School Personnel Programs</td>
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<tr>
<td>4.1.7</td>
<td>Master’s Degree</td>
</tr>
<tr>
<td>4.1.8</td>
<td>Doctoral Degree</td>
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</table>

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

__________________________  _________________________
Signature                  Date:

Printed Name:
Executive Summary  
University of Utah  
Doctoral Degree in Dentistry  
2/28/2012

Program Description  
The University of Utah requests approval to award the Doctor in Dental Surgery (DDS) degree by a newly established School of Dentistry (currently under review). The DDS degree will be awarded to those predoctoral candidates who have passed each class with at least a C grade in relevant course work and demonstrated requisite competencies for becoming excellent dental clinicians and compassionate and ethical dentists. DDS graduates from this program will be trained to employ their dental and medical skills in partnership with other healthcare providers in order to serve our community and the world around us and to further our understanding of the therapeutic management of oral structures and functions through research and its translation. Twenty-five percent of the curriculum for the DDS degree is already in place, functioning and accredited by the American Dental Association (ADA) through a University of Utah-Creighton contract with the current Regional Dental Education Program (RDEP). This foundation will be expanded to a four-year, top-tier DDS degree-granting program.

Role and Mission Fit  
The purpose of preparing highly qualified predoctoral students to receive the DDS degree is to improve the health of our community through education, research, clinical service and appreciation for diversity. We share this purpose with the University of Utah and the Board of Regents. We support the stated mission of the University of Utah as found in Regents’ Policy R312. Our primary purpose is to establish an environment that promotes teaching/learning and to do so in a manner that reflects the values cited in our mission statement. Our mission in the delivery of quality and comprehensive care supports the University’s mission to be comprehensive and to exist for the betterment of society. Our mission to cultivate research activity enhances the University’s goal of conducting research to improve teaching and discover knowledge. Our mission in the service to community and to the profession supports the University’s goal of service to others and the recognition of the inalienable work of each individual.

Faculty  
The faculty who will provide the training required for awarding the DDS degree will be associated with a new University of Utah School of Dentistry and by the full implementation of the program (2016/2017 academic year) will be constituted as described in the table below.

Summary Table

<table>
<thead>
<tr>
<th>Faculty with Doctorates</th>
<th>Tenure#</th>
<th>Contract#</th>
<th>Adjunct#</th>
<th>Total</th>
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<tbody>
<tr>
<td>Faculty with Master’s</td>
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<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Faculty with Bachelor’s</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Others</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Market Demand  
According to the Utah Medical Education Council (MEC), there are insufficient dentists establishing practices in Utah to maintain the current dentist-to-population ratio (56.8/100,000 population), which is below the national average (59.8/100,000). The 2008 MEC report
indicates that we need 75-85 new dentists/year with a net increase of 36-40 per year to maintain our current ratio. That Utah has need for additional dental manpower is further supported by an American Dental Association (ADA) report that the Utah dental workforce is significantly lower than those in the Pacific, New England or Middle Atlantic regions and even some of the mountain states like Montana. It is also suggested that the current number of Utah dentists is declining, reflecting a trend that is also occurring at the national level. The declining numbers are likely to further reduce the Utah dentist population ratio, especially in light of the fairly robust Utah population annual growth of approximately 1-2%. The following reports support this conclusion.

- In 2009 and 2010 there was only an annual net increase of 18 dental licenses/year compared to the annual average of 33 new licenses in Utah for 1998-2008 (in 2010 more dental licenses expired than were issued).

- In 2006-2010 there was an annual increase of 22 dental malpractice insurance policies; however, in 2010 there was a net decrease of 4 policies.

- Based on ADA reports, fewer Utah students are returning to Utah to practice because of economics, lower fees/service, and skyrocketing debts resulting from being forced to attend expensive out-of-state public and private dental schools.

- The shortage of dentists in Utah is especially severe in rural areas that offer fewer economic incentives than larger metropolitan regions located along the Wasatch front.

**Student Demand**
The profession of dentistry provides a medical career that has a special appeal to Utah students. This is due to its high professional regard, opportunities for entrepreneurial independence and satisfying professional development, exceptional economic benefits and a desirable life-style option. Consequently, the ADA has reported that Utah has the highest applicant rate for the dental schools in the country. This is reflected in the fact that 170-200 applications are considered annually for the RDEP program at the University of Utah. The ADA also reported in 2004 that 168 first-year students who claimed Utah as their residence were matriculated in dental schools throughout the country. Although data are not available, it is very probably that approximately 2-3 times this number actually applied as the acceptance rate for dental school has been approximately 50%. Despite this historically high demand, a full 4-year, state-supported dental program has not been available to Utah residents. More recently, there has been a disturbing trend that tuition and fees for dental programs, especially those in expensive private institutions and those available to out-of-state students in public schools, have skyrocketed. Consequently, it is typical that total expenses for Utah dental students are anywhere from $85,000 to $115,000/year. Thus, by the time these students earn their DDS degree, they can have debt approaching $0.5 million. It is expected that the prospects of such staggering and seemingly escalating debt will make a dental education inaccessible to many Utah students and force these students to select less desirable, but more affordable careers. This appears to be already occurring based on recent reports that Utah first-year dental student declined from 168 (2004) to 134 (2008), despite the fact that the number of graduates from Utah universities has
been steadily increasing. It is proposed that the most appropriate strategy to address these undesirable circumstances is to establish a fiscally sound program that awards the DDS degree and fully utilizes the outstanding resources of the University of Utah to offer an affordable high quality dental education to qualified in-state residents.

Statement of Financial Support
The following funding will be generated:

- Appropriated Fund…………………………………………………… [✓]
- Special Legislative Appropriation…………………………………… [☐]
- Grants and Contracts…………………………………………………. [✓]
- Special Fees/Differential Tuition……………………………………. [✓]
- Other (Clinic Income)………………………………………………… [✓]

Similar Programs Already Offered in the USHE
There are no similar programs offered in the USHE.
Section I: The Request

The University of Utah requests approval to establish a DDS-awarding program beginning July 2012 in order to receive the first entering class by Fall Semester 2013.

Section II: Program Description

Complete Program Description

The new School of Dentistry at the University of Utah (see accompanying R401 proposal for a description) will award the Doctor of Dental Surgery (DDS) degree to those graduate students who successfully complete the graduate degree program accredited by the Commission on Dental Accreditation of the American Dental Association. Courses of the DDS program will be available only to students who have been admitted to the newly established School of Dentistry. Students receiving the DDS degree will have satisfactorily completed all prescribed courses with at least a minimum C grade.

Purpose of Degree

The University of Utah is the only academic medical center in the State of Utah. Collaboration with other health care professions will enhance the dental student’s education leading to the DDS degree. The school mission will be to educate and train excellent, compassionate and ethical dentists to partner with other healthcare providers in order to serve the communities around us and to further understanding of the therapeutic management of oral structures and functions through research and its translation.

Institutional Readiness

The current administrative structure at the University of Utah Health Sciences is designed to accommodate the awarding of the DDS degree by a new School of Dentistry that will be part of the Health Sciences along with the School of Medicine, College of Pharmacy, College of Nursing and College of Health. The Dean of the School of Dentistry will report directly to the Senior Vice President for Health Sciences.

The DDS degree program will not impact the delivery of undergraduate and/or lower-division education. Courses required for pre-dental pre-requisites are already available.

Faculty

The following table includes a headcount of faculty who will be associated with the requested dental program.
<table>
<thead>
<tr>
<th>Faculty Category</th>
<th>Faculty Headcount – Prior to Program Implementation</th>
<th>Faculty Additions to Support Program</th>
<th>Faculty Headcount at Full Program Implementation</th>
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<tbody>
<tr>
<td>With Doctoral Degrees (Including MFA and other terminal)</td>
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<tr>
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<tr>
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<tr>
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<td>With Master’s Degrees</td>
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<tr>
<td>With Bachelor’s Degrees</td>
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<tr>
<td>Full-time Tenured</td>
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<td>Full-time Non-Tenured</td>
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<tr>
<td>Part-time Tenured</td>
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<td><strong>Total Headcount Faculty</strong></td>
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<td>Full-time Non-Tenured</td>
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<td>Part-time Tenured</td>
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<tr>
<td>Part-time Non-Tenured</td>
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<td>45</td>
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<tr>
<td><strong>Total Department Faculty FTE</strong> (As reported in the most recent A-1/S-11 Institutional Cost Study for “prior to program implementation” and using the A-1/S-11 Cost Study Definition for the projected “at full program implementation.”)</td>
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<td>64</td>
<td></td>
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</tbody>
</table>

The Regional Dental Program (RDEP) currently has sufficient faculty and staff to provide the first year of dental education for 10 students. This consists of 4 full-time professors (1 full, 1 associate and 2 assistant professors) in clinical tracks; 2 full-time staff (1 secretary and 1 executive assistant); 7 adjunct assistant professors; 35 adjunct instructors; and 5 contract adjunct professors for basic science instruction. With initiation of the DDS-awarding program in 2013 the entry class will be ~20 students, but the program will have the capacity to handle as many as
50 students under maximum capacity and can expand until reaching a full complement of students in 4 years. The actual numbers will depend on state needs and student demand. We will achieve the number and distribution of faculty at the University of Utah School of Dentistry sufficient to achieve the dental program’s stated purpose/mission, goals and objectives and make the DDS degree program fully compliant with American Dental Association standards. By the first year of the dental program (Fall 2013) there will be 22 fulltime FTE faculty members with 4 administrators and 7 in basic sciences, 6 in the clinical sciences and 5 in research. In addition, there will be 39 part-time faculty with 4 in basic sciences and 35 in the clinical sciences to meet the academic needs of 20 dental students. Each year thereafter faculty will be added incrementally as additional students are included until by the time of full implementation (by 2016/2017, the academic year of the first graduating class), there will be 32 FTE tenure-eligible faculty positions. These faculty members will be evaluated, promoted and tenured according to established Retention, Promotion and Tenure (RPT) Guidelines. Faculty for the DDS program will also include 45 in clinical services (most part-time and non-tenured), 15 in basic sciences and research with an additional 10 full-time non-tenured faculty to meet the academic and clinical needs throughout the 4 years of the program of 80+ students. The evaluation, retention and promotion processes for these non-tenure track faculty are also described in the RPT Guidelines referred to above. All administrators also will be actively involved in clinical, basic science education or research.

The governance for the DDS program will be directed through the office of the School of Dentistry’s Dean working with its Executive Committee and College Council and will be consistent with that of other University of Utah colleges with a college-equivalent Faculty Council to formulate policies and exercise primary authority to make decisions related to the DDS program to the extent authorized by University Regulations. The details of this body as well as the other organizational entities and committees of the School of Dentistry are explained in the School of Dentistry (Faculty) Council.

The DDS-awarding program will employ an integrated educational strategy that efficiently utilizes fulltime, part-time and adjunct faculty including clerkship mentors and residents to assist student learning and achieving of competency in all areas. The full-time faculty will, for the most part, be School of Dentistry tenure-track faculty and comprise the core of the administrative, teaching, and research responsibilities while overseeing and coordinating administrative, basic science, clinical course areas and research of the dental program. The following tables represent the FTE full-time faculty positions that will be assigned to administer the DDS-awarding program and the total number of faculty members (both full- and part-time) who will contribute to administration as well as the basic science and clinical course areas. These estimations are based on a 38-week curriculum, full-year curriculum.

The School of Dentistry’s Dean, in counsel with the Executive Committee, will have the authority and flexibility to recruit and hire additional faculty as needed for expansion or restructuring of resource allocation as elements of the DDS program are modified, added, or eliminated. The DDS program will rely on a traditional and proven dental education model that takes advantage of the considerable institutional and community resources in both basic sciences and dental practice to support the mission of the School of Dentistry and help its students achieve the competencies requisite for earning the DDS degree. Specifically, when appropriate and practical, the School of Dentistry will identify and compensate exceptional and well-established
basic science and practicing health care educators from sister colleges/schools at the University of Utah such as the School of Medicine, College of Pharmacy, College of Nursing, College of Health, College of Social and Behavioral Science and the Graduate School of Social Work for teaching responsibilities in the DDS program. These University of Utah colleges and schools are well-established with exceptional records for health-related education that is critical for comprehensive dental training. All of these programs have expressed a willingness to serve as a resource for basic and clinical medical science instruction as needed. Such a contractual arrangement will use faculty from these other programs as part-time employees in a cost-effective manner. This strategy often precludes the need to hire full-time faculty for all teaching in such a way that does not compromise the quality of teaching or diminish access to instructors. It also will allow pre-doctoral dental students to learn from the very best educators available at the University of Utah while helping them appreciate other health care strategies and their relevance to dentistry.

In addition, outstanding dental clinicians in the community will be recruited who are highly regarded and well-established practitioners to contribute to the clinical training of the dental students. These practicing local clinicians will provide invaluable experience and perspective essential to proper dental training. By working with full-time clinical professionals in the DDS program, these part-time clinical faculty will understand and be guided by the institutional expectations to assure the requisite quality control necessary for students to achieve expected competencies. An additional benefit of allowing local practitioners to contribute to the DDS curriculum as part-time faculty will be that the dental community develops a sense of partnership and contribution to dental education. As a result they will be more inclined to take advantage of the School of Dentistry for continuing education and other experiences that embellish their own practice and raise the quality of dental services available to the general public.

Administrative faculty positions in the DDS program often will be occupied by persons with either outstanding basic science or clinical credentials and skills. In such cases, these persons will spend ~10% of their time engaged in mentoring/teaching students in their area of expertise to help take advantage of their extensive expertise and experience as well as provide opportunities of student-administration interaction to be able to better assess the needs and progress of pre-doctoral dental students. Some faculty and practitioners with particularly valuable expertise and background will also have administrative assignments to serve as the chair of their respective clinical departments with the responsibility to organize and direct both full- and part-time faculty members and associated staff in their unit. They will not be expected to spend more than 50% of their time in this administrative role, while the other 50% will be devoted to teaching and mentoring dental students. These faculty and practitioners with dual roles will receive additional compensation commensurate with the extra responsibilities.

The institution’s policy for faculty activities will be based on the original contract that defines faculty responsibilities and will be based on specific institutional needs that will be expected to be met by the faculty member. Each contract will be distinct and individualized according to the skill set and experience of the faculty member and the expectations of the DDS program administration and mutually agreed upon before employment can occur. For example, some faculty will be hired with the expectation that he/she will spend a designated percent of time engaged in research activities that include conducting quality research leading to publications in peer-reviewed scientific journals and successful competition for extramural support to further the...
academic mission of the dental program and make a significant contribution to dental sciences. It is likely that such faculty members will be expected to provide lectures or be the course director for basic science or clinical courses that relate to his/her field of expertise and experience. In addition, most faculty members will also be expected to contribute to the general operation of the pre-doctoral program by participating as members of School of Dentistry committees, student counseling or mentoring, or outreach and service. In order to assure contractual agreements will be met fairly, an annual review of work responsibilities will be undertaken as part of the routine faculty evaluation process and when appropriate, adjustments will be negotiated and implemented to reflect changes.

Faculty members who substantially engage in funded research or contract projects will likely be governed by the rules established and administered by the University of Utah Office of Sponsored Projects. These policies apply equally to all health-related colleges/schools at the University and include rules governing salary and fringe benefits support, accounting and patent expectations, animal care and IRB requirements, indirect fees to pay for space and resource utilization, compliance with rules of personal and research conduct established and administered by the funding agency, etc.

The DDS program will utilize an educational model and staffing plan that preserves a student to faculty ratio of no greater than 2.0. This ratio will be met with fulltime and part-time professors from the School of Dentistry, and will be supplemented by instructors who possess the appropriate training and experience to provide the necessary mentoring for students to develop requisite competencies and assure safety to both students and patients when applicable.

Faculty Development

The objective of our faculty development program associated with the DDS degree will be to enhance teaching and technical skills in order to assure optimal student training and achievement of dental professional competencies and will be under the direction of the Assist/Assoc Dean for Academic Affairs and Faculty Development in the School of Dentistry. This program will include access to skills development through several mechanisms such as: (i) annual faculty retreat conducted at an off-campus site with over-night accommodations and including continuing education programs; (ii) continuing education courses that satisfy the State of Utah dental re-credentialing requirement of 30 hours over a two-year period; (iii) attendance of annual meetings of local, state or national professional organizations; and (iv) an opportunity to spend ½ day per week for scholarly pursuits such as research and scientific writings. On an annual basis the University of Utah will contribute to the faculty development process by offering courses in effective management to help improve leadership skills of faculty members. The maintenance and further development of the faculty’s clinical skills will be encouraged by a contract option that allows full-time teaching and research faculty to engage in private practice opportunities, either intramurally or extramurally. In addition, all faculty offices will have computers with Internet connection and access to list servers, e-mail, the library, no-charge MedLine searches and unrestricted Internet access. Technological support of the teaching efforts of the School of Dentistry will be provided through the University’s Division of Information Technology. It is noteworthy that some of the continuing education programs will be conducted in collaboration with other colleges and their faculty in order to optimize resources as well as create opportunities for interaction between the faculty members of different colleges/schools. In addition, there will be calibration programs for the community-based adjunct faculty held semi-annually to be
conducted by the fulltime faculty to help ensure consistent teaching in the central and satellite clinics.

The Dean and Assist/Assoc Deans of the School of Dentistry will oversee faculty continuing education, technology skill development, research productivity and scholarship. The School of Dentistry clinical faculty will be responsible for acquiring the number of hours of continuing education required by the state of Utah as practicing dentists to qualify their involvement in the DDS program.

Finally, DDS-degree related faculty will participate in mandatory in-service training for quality assurance issues, emergency preparedness, review of clinical protocols, HIV/AIDS and other communicable disease awareness and management, conflict of interest awareness, mentoring skills development, ethics and domestic violence issues. These courses will be available on either in-person or electronic basis. Full-time faculty members will also be retrained in CPR at the Health Care Provider level every two years on-site by trainers provided by the University of Utah Hospital services.

As previously stated, some initial teaching skills programs will be required for faculty. Additional CE “refresher” and retraining courses will be advertised by announcements in faculty meeting, by flyers, program brochures and other forms of notification. Appropriate CE credit will be given wherever possible to both fulltime and community-based part-time faculty. The faculty will also be encouraged to attend meetings of professional organizations locally, regionally, and nationally. Funding mechanisms to help cover the expenses associated with meeting attendance and to encourage giving presentations of their scholarly works will be made available to encourage participation in professional dental and related education and biomedical meetings.

Continuing education courses are available through the Utah Dental Association as well as through other local dental association units. In addition, approved CE dental courses offered by outside organizations will be offered on a regular basis and will be advertised to faculty members. Some CE opportunities will be made available on the internet using the University of Utah teleconferencing resources.

Under the management of the Dean and Assist/Assoc Dean of Academic Affairs and Faculty Development, the School of Dentistry will develop a program for faculty participating in the DDS program that will be tracked by an annual performance review and goal-setting process. It will include activities that are coordinated through the departments and structured in such a manner to comply with the University of Utah Faculty Performance Guidelines and University of Utah Regulations (Policy 6-303, Rev. 19: Retention, Promotion, and Tenure) to comply with rank and tenure considerations. These sections will help define and measure faculty development for RPT considerations with the intent to establish and maintain a high level of didactic and academic experiences available to pre-doctoral students by encouraging continual growth in areas of teaching/education, research/scholarly activity/clinical, and service. A program that features nationally recognized clinicians/speakers to present didactic and hand-on courses on contemporary dental practice advances will be implemented under the direction of the Assist/Assoc Dean of Academic Affairs and Faculty Development. The programs will utilize facilities at the dental school equipped with contemporary equipment and materials to attract the clinical faculty. Programs will also be advertised throughout the community, state, and nation to
dentists who will attend and pay course fees so these programs can be self-sustaining. Funds will be available initially to get the CE program started. The University of Utah School of Dentistry faculty will have priority access to these opportunities. Vendor participation for these programs, that comply with University regulations, will be considered in order to help develop opportunities for product testing by faculty and students. However, extra care will be taken to avoid conflict of interest issues or inappropriate endorsements as part of the program presentations. The use of the School of Dentistry facilities and personnel for clinical product assessment studies should lead to opportunities to contribute to dental research and skill improvement and contribute to the DDS program.

In addition, clinical faculty will be given the option to participate in release time to engage in either intramural or extramural practice to maintain their clinical skills.

Staff

The University of Utah currently provides a full complement of centralized university resources and associated staff, all of which are readily accessible on the main campus that will support the training of pre-doctoral students in dental sciences. These functions are all fully in service and provide excellent support to existing University of Utah programs and currently cover a full spectrum of services and have done so for many years. These outstanding resources are readily accessible and committed to the success of all University of Utah students and programs and will provide similar comprehensive services to students in the DDS program associated with the new School of Dentistry. This arrangement will help to establish and achieve consistent standards and outstanding support for academics, service, training and research while facilitating collaborative efforts in these areas with existing colleges and programs. This arrangement will foster a team mindset thereby encouraging a holistic approach in healthcare management. The resources include, but are not limited to:

**Administrative Management:**

University Central Administration

Ombuds Office

Transcript Office

Alumni Association

Space and Planning Office

Travel Office

Public Policy and Administration Office

**Learning Resources:**

Learning Enhancement Program
Health Science Central Library
Network and Communication Services
Science Education and Outreach

**Research**
Grants and Sponsored Projects Management
Technology Transfer
Animal Resource Center
Clinical Research Center
Huntsman Cancer Institute
Antiseizure Drug Development Program
Utah Addiction Center
Resource for Genetic and Epidemiologic Research

**Faculty and Staff Management**
Human Resources Office
Disability Services
Equal Opportunity and Employment Services
Presidential Commission on the Status of Women

**Student Services**
Alcohol and Drug Education Center
Office of Student Affairs
Campus Recreation Services
Counseling Center
Office of Health Promotion
Insurance Office (student health services)
Office of Residential Living
Student Health Services
Tutoring services office
Student Union Center
Veteran Affairs Office
Women Resource Center
Health Science Book Store

**Financial:**

Financial Aid and Scholarship
Financial Accounting Services
Research Accounting Services
Internal Audit Office
Investment Management
Income Accounting and Student Loan Services
Contract Administration
Grants and Sponsored Projects Management
Purchasing

**Custodial, Maintenance and Environment:**

Campus Utility Services
Environmental Health and Safety
Plant Operations
Public Safety Office
Radiological Health Security
Occupational and Environmental Health Center
Office of Custodial and Operational Services

These highly experienced and efficient University of Utah support systems and associated staff will substantially reduce the annual operating expenses for the DDS program by as much as a million dollars while providing the highest quality of specialized services to the dental faculty, staff and student body enabling the dental school to provide exceptional mission-related education, experiences and services at minimal cost. In addition to these institutional support services, the University of Utah DDS program will establish descriptions and resources for 23 staff positions by 2013 in time for the first entering class for the DDS degree. Staff will be added incrementally in preparation for additional classes until there are a total of 52 staff positions by the time the DDS program achieves full operational status for the 2016/2017 academic year. These dental school staff members will be responsible for services that involve information and learning (e.g., audiovisual and computer support) technology, continuing education services, clinical management and support, library, secretarial support, security, supplies (both clinical- and research-related) management and dispersal, public relations and outreach, financial aid, registrar, student services, recruitment, development and fund raising, administrative and administrative clerical staff, research technicians and laboratory assistants.

Because the dental program will have a full complement of staff to attend to secretarial and clerical support, it will not rely on a centralized service per se nor will it require services provided by a separate centralized clerical/duplicating. When fully operational (2016/2017) the DDS degree programmatic personnel will include: a pool of 5 secretaries for the School of Dentistry Dean and other associated senior administrative staff; each of the assistant/associate deans will have 1 assigned secretary. There will also be 5 administrative assistants assigned to provide support to the Dean’s office and the associated officers. In addition, there will be supportive staff consisting of 10 part-time assistants/secretaries for department chairs.

Library and Information Resources

The Spencer S. Eccles Health Sciences Library is located in a separate building immediately north of the Health Sciences Education Building. It accommodates patrons at individual carrels and study tables on three floors. The Public Services Department, located on the main floor, provides assistance in the use of the library, the online catalog, online database services, including PubMed and Internet resources. Computer workstations, laptops and other mobile devices, laser printers, scanners, copiers and audience response systems (ARS) are available for use. Wireless access is available throughout the building.

Admission Requirements

To meet the requirements of state licensing boards and to gain the necessary background for the study of dentistry, students must complete minimum educational requirements for admission to the DDS program. This process will be directed by the Assist/Assoc Dean for Student Affairs working with the School of Dentistry’s Admissions Committee.
Candidates must have completed a minimum of two years of college credits at an accredited college of arts and sciences. While a minimum of 64 semester hours (96 quarter hours) from an accredited liberal arts college is required, most accepted candidates will have completed 120 semester hours (180 quarter hours). The minimum of 64 semester hours (96 quarter hours) must be obtained exclusive of credit in military science, physical education, and nonacademic courses. The 64 semester hours must include the following specific subjects and credit:

- Biology .................................................................6 semester hours
- Chemistry, inorganic .............................................8 semester hours
- Chemistry, organic .............................................6 semester hours
- English .................................................................6 semester hours
- Physics .................................................................6 semester hours

The hours listed are suggested as most nearly conforming to a year’s work in most colleges. The governing principle shall be that the credit presented in each subject shall represent a full academic year’s course in an accredited college of arts and sciences.

The required hours and subjects must be completed by the end of the spring term preceding the fall in which the applicant wishes to begin the DDS degree-awarding program. The following electives are suggested for the remainder of the required sixty-four semester hours: Modern languages, mathematics, history, social science, philosophy, speech, economics, comparative anatomy, psychology and computer utilization. The majority of applicants enrolling in the School of Dentistry should have completed a Bachelor’s degree program.

Weighting of admission criteria will reflect emphasis on academic performance. This includes science GPA, non-science GPA, total GPA and DAT scores. The minimum total GPA and DAT score required for acceptance to the School of Dentistry will be 3.0 and 17, respectively; however, it should be noted that currently for the RDEP students the average total GPA and DAT score is 3.6 and 20, respectively. The interview evaluation will also be a key factor contributing to the applicant’s potential for acceptance.

**Student Advisement**

Students in the DDS degree program will be appropriately informed and sustained concerning their academic and professional expectations and financial obligations by the offices of the School of Dentistry’s Assist/Assoc Dean for Student Affairs and Finances, working with the Curriculum, Learning and Teaching, Scholastic Standards and Assessment Committees through the following processes.

**Personal, Academic and Career Counseling**

Personal, academic and career counseling of students will be provided and coordinated through the Office of Student Affairs in the School of Dentistry.

The Assist/Assoc Dean for Student Affairs of the School of Dentistry will have primary responsibilities related to personal counseling of students and will have an open door policy for all dental students. This availability of the Assist/Assoc Dean for Student Affairs will be
communicated to students during orientation at the beginning of the year, reinforced to class officers several times throughout the academic year and faculty will be reminded of this role during a Faculty Retreat. The majority of personal problems that arise, such as an illness or death in the family or housing difficulties, will be resolved by the office of the Assist/Assoc Dean for Student Affairs. Personal problems that may arise for students which require the expertise of professional counselors or psychologists will be referred to the Health Sciences or the Medical School counseling centers.

Academic counseling for pre-doctoral students in the School of Dentistry, particularly in situations when expectations are not being met, will be coordinated by the Assist/Assoc Dean for Student Affairs working in conjunction with the Assist/Assoc Dean for Academic Affairs & Faculty Development, the Assessment Committee and the Scholastic Standards Committee. Each student is assigned a faculty academic advisor. Individual luncheons will be scheduled during the first month of the academic year for the academic advisors and their group of first year advisees. The purpose of this meeting will be to insure that each student will meet his/her advisor, to open lines of communication, to explain the academic assistance available, and to encourage early recognition and corrective action with respect to academic problems. The School of Dentistry and the Assist/Assoc Dean for Academic Affairs and Faculty Development will seek information from the dental and basic sciences faculty regarding dental student performance early in the academic semester. This will be to identify students who may be in trouble and who are reluctant to seek help. Once identified, whether by self or by the institution, students will be paired with tutors in an effort to improve their academic status. The tutors will be upperclassmen identified as having excelled in the subject matter under consideration and have volunteered to provide this service. They will be paid entirely by the School of Dentistry, or by the School of Medicine for basic sciences tutoring. In extreme cases, the Assist/Assoc Dean for Student Affairs, in conjunction with the Assist/Assoc Dean for Academic Affairs and Faculty Development, facilitate the development of special curricula or remedial programs for those students identified by the Scholastic Standards Committee as needing it.

Career counseling will be coordinated through the Office of Student Affairs for students in the DDS degree program. Assistance will be provided by the Assist/Assoc Deans for Research and Clinical Services through emphasis on the importance of developing a research portfolio and clinical experience with respect to gaining admission into a specialty program and by providing opportunities for scholarly projects. A seminar will be held in late spring of the junior year to explain the application process for post-doctoral/residency programs, including the Match Program and PASS. A listing of practice opportunities throughout the United States will be maintained in the Office of Student Affairs and updated semi-annually. Students will be encouraged to consider a career in academic dentistry through participation in elective course offerings during which time they teach in pre-clinical laboratory courses. A semester-long class on Practice Opportunities and Economics will be offered during the Junior year. It will be taught by instructors with training and experience in financial planning and practice management and will focus on the various practice opportunities by types and financial aspects. It will include units on how to avoid financial disaster, buying supplies and equipment, and guest lectures on insurances (state, federal and practice), etc.

Assuring Student Participation on Appropriate Committees
Pre-doctoral student participation on appropriate committees will be important to the governance of the School of Dentistry as it administers the DDS-awarding program. The following standing committees (only principal committees are listed) are anticipated to include student membership: Committees on Student Advisory, and Admissions; Curriculum Committee; Scholastic Standards Committee; Committee on Learning and Teaching; and Assessment Committee. Students will be expected to participate on other committees as developed involving critical issues such as policies, clinical management and expectations, faculty and administration performance, financial considerations, etc. Students will be voting members on all of the committees on which they are members except for the Committee on Admissions. At the beginning of each academic year, the Assist/Assoc Dean for Academic Affairs and Faculty Development, will contact each class and present them with a listing of committee service opportunities. The class will then conduct elections to fill the available positions and return this information to the Assistant/Associate Dean.

Providing Appropriate Information about the Availability of Financial and Health Services

Appropriate information about the availability of financial aid and health services will be provided for DDS students by the School of Dentistry through the offices of the Assist/Assoc Deans of Student Affairs and Finances. Accepted applicants to the DDS program will begin to receive additional information about these services shortly after their selection.

The bulletin of the School of Dentistry will provide a general outline of financial aid programs available as well as the health insurance requirements, student health insurance plan, and student health services that will be available. More specific information will be distributed to students as they apply to the DDS-awarding program and are accepted. Collectively these documents will ensure that appropriate information is provided regarding the availability of financial aid and health services.

Developing and Reviewing Specific Written Procedures to Ensure Due Process and the Protection of the Rights of Students

Dental students will be informed of their rights and responsibilities via the Honor Code. At the beginning of each academic year, the Assist/Assoc Dean for Student Affairs will distribute a copy of this document to all students and will collect from them a signed pledge that indicates an agreement to abide by its terms. Student rights and responsibilities will be clearly articulated.

Written procedures which ensure due process and the protection of the rights of students will be contained in the University Student Handbook and bulletin of the University of Utah School of Dentistry. Policy and procedures that govern student rights on academic action, appeal of academic actions, mistreatment or infractions of the standards of conduct, management of non-academic complaints, etc., will be found in the University of Utah Code of Student Rights and Responsibilities (website at http://www.regulations.utah.edu/academics/6-400.html). Copies of references for these policies and procedures will be distributed annually to the students by the Office of Student Affairs.

The policy regarding the confidentiality of dental student records is in keeping with the Federal “Family Education Rights and Privacy Act” (FERPA). It guarantees students the right to inspect their academic records for accuracy and provides them with an avenue to amend such records, if
necessary. It also assures the security of those records by restricting to whom they can be released without the consent of the student. Grades will be distributed following all major examinations to inform students of their performance and to ensure the accuracy of student records. To further ensure the accuracy of student records, the Assist/Assoc Dean for Academic Affairs and the University Registrar will distribute grades to students on a semester basis. If a discrepancy in either of the two above cited practices is encountered, the Policy for the Appeal of Academic process and Grades will be invoked.

**Student Advocacy**

The Assist/Assoc Dean for Student Affairs of the School of Dentistry will be the principal advocate for dental students and the job description for this position will clearly define this role. The Assist/Assoc Dean will sit on the Scholastic Standards and Assessment Committees. In both cases, he/she will be a non-voting member with the specific purpose of assisting dental students in the preparation and presentation of their cases as well as overseeing that due process is followed and students’ rights are protected.

In summary, the School of Dentistry will assure dental student advisement by providing services that include: personal, academic and career counseling; dental student participation on appropriate committees; appropriate information about the availability of financial aid and health services; written procedures to ensure due process and the protection of the rights of students; and student advocacy.

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

The DDS degree is not granted by the number of credit hours, but by the satisfactory completion of the prescribed courses in the four year curriculum and by having a minimum GPA of 2.0.

**External Review and Accreditation**

Consultants from Creighton University School of Dentistry were involved in the development of the proposed DDS program. The new dental curriculum will adopt that used by Creighton for transition to a full four-year DDS granting program because for more than 25 years the Creighton program successfully helped RDEP Utah students develop into well-educated and qualified dentists. Thus, during this time the RDEP students used Creighton’s first-year curriculum at the University of Utah and then received the 2nd, 3rd and 4th year curricula at Creighton to complete requirements for the DDS degree.

Accreditation for the DDS program is being sought through the American Dental Association for Initial Accreditation of the proposed new dental school and degree. Accreditation is important so that our graduates will be eligible for local and national licensing. The application passed the first stage of review, and was considered by the accrediting board to be “stellar …”. A site visit is scheduled for the end of March 2012 and accreditation should be received in August 2012. This schedule puts the process one year ahead of the ADA requirement of having initial accreditation before the first dental students begin in August 2013. No additional costs are required beyond those included in the current and year one budgets.
Projected Program Enrollment and Graduates; Projected Faculty/Students

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<th>Data Category</th>
<th>Current-Prior to New Program Implementation</th>
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Expansion of Existing Program

This is a new degree and School (college-equivalent) of Dentistry and not an expansion of an existing program. However, this will allow us to transition a one-year contract program with Creighton University to a full University of Utah four-year DDS-granting program.

Section III: Need

Program Need

The University of Utah Health Sciences, in behalf of the State of Utah, has participated in a Regional Dental Education Program (RDEP) for more than twenty-five years. Under this American Dental Association (ADA) accredited contractual DDS-awarding program, Utah students have received the first year of dental school at the University of Utah and the second, third and fourth years at Creighton University School of Dentistry. The students have matriculated, graduated and received their DDS degree from Creighton University. The first year curriculum at the University of Utah in the RDEP program is the same as that offered at Creighton University School of Dentistry, and the students take the same competency examinations. The Utah students are co-mingled with the traditional Creighton students at Creighton University for the remainder of their education. We are confident the RDEP program.
graduates well-educated and clinically competent dentists as evidenced by the results on examinations and evaluations such as National Boards, where the Utah students (as a group) score above the national average and generally rank in the top quintile.

At the University of Utah, because of the RDEP program the first step toward a fully operational DDS-awarding program has already been taken. Twenty-five percent of the curriculum (i.e., first year) is already in place and has been functioning for more than twenty-five years. The current RDEP program is fully accredited by the ADA (as part of Creighton’s accreditation). This program is currently producing well-qualified dentists. Having a first year, fully functional curriculum with experienced faculty and staff already in place will serve as a foundation upon which we can build faculty, adopt the remainder of the curriculum, extend current research opportunities, and utilize existing facilities to efficiently transition into a fully accredited DDS program at the University of Utah administered by a new School of Dentistry.

We currently have in place all basic science faculty needed for curriculum implementation and teaching. Already existing and currently being used by our existing dental program are sufficient-sized lecture rooms, histology laboratories and equipment, gross anatomy laboratories and cadavers, simulation/technique laboratories and University of Utah community dental clinics. These resources are available for our proposed DDS degree program and sufficient funds are in University of Utah accounts specifically designated to cover the costs of constructing a new fully equipped dental school building and facility to complement our current physical facilities and to accommodate the proposed dental program and School of Dentistry.

Because of our experience and success with the existing curriculum, evaluation methods and access to the philosophy of Creighton University, our curriculum and materials for the new University of Utah DDS-awarding program will continue to be based on those from Creighton University School of Dentistry. Our faculty and students have participated in this curriculum for more than twenty-five years and the State of Utah has greatly benefited from the results as many of the RDEP graduates have returned to Utah to serve its citizens. In the past few years it has become evident that the time has arrived to expand the dental training that is offered by the University of Utah to the citizens of this State by converting the RDEP program into a fully accredited School of Dentistry that is authorized to award the DDS to its graduates: this will allow these graduates to become licensed and qualified in every way to practice dentistry both in Utah and throughout the country. The ability to earn the DDS from the new University of Utah School of Dentistry will greatly complement existing health care training and services already available to the citizens of Utah and will be of tremendous health and economic benefit to this state. To achieve this objective we will employ the four-year basic curriculum and program of Creighton with the caveat that adjustments will be made to accommodate special needs and resources of the University of Utah and state of Utah. Permission has been received from Creighton University School of Dentistry to adopt, adapt and use their DDS curriculum and materials accordingly.

In 2002, the idea and concept of a dental school at the University of Utah that is qualified to award the DDS degree was first presented to the Senior Vice President for Health Sciences. The concept was then taken to the Executive Committee of the Utah Dental Association to discuss the feasibility of a DDS program in Utah. This was followed by a series of meetings and presentations to the District Dental Societies throughout the State of Utah. A financial plan was developed to determine the economic feasibility. The Utah Medical Education Council (MEC)
conducted a dental workforce study in 2002 and again in 2006 to determine future workforce needs for the State.

The outcome of the meetings and studies were as follows:

1) It is financially feasible to establish a DDS-awarding School of Dentistry at the University of Utah due to the development of substantial funds and a $30 million gift to help build and establish the School. This reduces the need for State funds to a relatively small amount for annual operations. The MEC workforce studies identified a need for additional dentists now and in the future in order to maintain our current (below national average) dentists per 100,000 population.

2) The Senior Vice President for Health Sciences at the University of Utah granted permission for the development of a proposal to offer the DDS degree and establish a School of Dentistry at the University of Utah. The initial concept and program was put together by Dr. G. Lynn Powell, DDS, Dr. Gordon Christensen, DDS, and Mr. David Squire, BA, MS. The proposal was presented to the Executive Committee of the Utah Dental Association (UDA) and was then presented at three different Utah Dental Association general invitation meetings in various parts of the state to seek input from the dentists and the community. These meetings were headed by the then President of the Utah Dental Association, Dr. Randall Mattson. Modifications and changes were made to the proposal based on input from these meetings and additional members were added to the planning group, including: Dr. Ron S. Bowen, (President of the Utah Dental Association at the time); Cathy Anderson, Assist/Assoc Dean of Finances, School of Medicine; University of Utah representatives and selected dental faculty members.

3) The revised proposal was then presented at a series of eight different dental meetings by Dr. Ron S. Bowen, Dr. G. Lynn Powell, and Dr. Gordon Christensen. Input and support was also sought and received from two members (dentists) of the Utah State Legislature (Dr. Peter C. Knudson and Dr. Allen M. Christensen). The proposal, including financials, was again revised and with the support of the Utah Dental Association, presented to the Vice President for Health Sciences.

4) The following committees were established with Dr. G. Lynn Powell as the Chairman to develop further the proposal:

i) A Facilities Planning Committee was formed at the University of Utah and included members of the Utah Dental Association (Dr. Ron Bowen and Dr. Gordon Christensen).

ii) A Strategic Goals and Assessment Committee was developed with faculty and leadership from the University of Utah. Additional members were Dr. Steven Steed from the State Health Department, Dr. Scott L. Theurer and Mr. Monte Thompson from the Utah Dental Association.

iii) A Curriculum and Accreditation Committee comprised of University of Utah dental faculty and School of Medicine faculty, members of the Utah Dental Association (Dr. A.J. Smith, Dr. Gordon Christensen and Dr. George Bailey) was formed.

A new building to house the School of Dentistry at the University of Utah is currently being designed and a location determined. The new building will contain classroom space and the various clinic and pre-clinic areas needed to support the education of the students. It will contain
administration areas, faculty offices and research areas and all of the support areas needed for management of the DDS degree program and the operation of the School. The University of Utah has approved the building and location. The dental program has received sufficient private and non-state funds (including a $30 million gift from one family) to design, build and fully equip the facility. This generous donation was given with the condition that the School of Dentistry is approved and initiated by the 2013/2014 academic year. As a non-state funded building, its plans have been proposed to and approved by the State Building Board. The plans are now being submitted to the State Legislature for approval. It is anticipated that the building will be ready for occupancy in the fall of 2014. In the meantime, our current facilities (classrooms, pre-clinical labs, basic science facilities and faculty offices) would be used for the first year curriculum of the entering class.

The needs-based development of the DDS degree program and the dental school formed the backdrop for determining the class size. We attempted to strike a balance between maintaining the current supply of dentists in the state and to avoid unnecessary competition with established practitioners coupled with having an adequate class size to achieve fiscal and programmatic stability. A student body of 30 to 50 students per class fits the projected needs identified by the MEC and provides sufficient financial resources without high tuition costs.

As mentioned above, we currently offer a fully accredited first year curriculum for the DDS degree as part of the contract program with Creighton University School of Dentistry. Annually this program accepts 10 students plus a separate, but parallel, program that accepts an additional 10 students each year. The students in both programs (for a total of 80 students at any one time) receive the vast majority of their dental training outside of Utah as out-of-state students at public institutions or at very expensive private dental schools. A School of Dentistry at the University of Utah will allow these, and other dental students as needed from Utah, to stay in state and take advantage of the outstanding resources at the University of Utah to receive their DDS degree. This will be of great financial benefit to Utah in-state students as well as be a tremendous economic benefit to USHE, the University of Utah and the state of Utah as a whole.

In addition, we offer a fully accredited General Practice Residency (with ten GPR residents per year) in conjunction with the University of Utah Hospital. We anticipate that once the DDS program is established and the School of Dentistry is fully functional, we will continue to offer this very successful residency program as well as other selected specialty training programs as may be identified by the practicing community and needs of the community.

**Labor Market Demand**

Each year approximately 4500 new DDS (or equivalent) degrees are given to graduates from accredited dental programs in the United States. After receiving their DDS, dentists have several post-graduation options that include:

(v) practice of general dentistry either as an associate to an established practitioner or group, or as an independent private clinician

(vi) additional training in residency and programs leading to master’s or doctorate degrees, or certificates, such as
• general dentistry
• oral surgery
• pedodontics
• prosthodontics
• orthodontics
• endodontics
• periodontics
• oral pathology
• public Health
• research-based programs that lead to the Ph.D. degree—e.g., microbiology, pharmacology, biochemistry, neuroscience, anatomy, etc.

(vii) Institutional practice in organizations such as the military, Public Health Corp or total health care systems (e.g. IHC)

(viii) Research at academic centers or private industry

An overarching objective of the University of Utah DDS degree program will be to assure that the citizens of Utah receive sufficient outstanding dental care to meet their health-care demands and needs. This will be done in the following ways:

(iii) The administration of the DDS program and associated dental school will work closely with the State of Utah and local dental associations and practitioners to frequently and accurately assess dental needs of the community in order to adjust their student population (both the quantity and nature of their programs) to address the State’s requirements. For example, to the extent that health care is reformed due to discoveries in the health sciences, changes in the patient demographics (citizens in the state become older or younger), the mode of practicing shifts (e.g., more emphasis on prevention or holistic medicine) or payment systems are modified, the DDS program will provide the necessary training to its students and trainees to be able to adjust to the changes. In addition, as new needs are identified, the dental program will also organize and implement continuing education programs to help the dental profession in the State and region to better serve the dental needs of the community.

(iv) The DDS program will use strategies such as scholarships and subsidized grants to incentivize dental graduates to go to state regions with unmet dental needs. In addition,
through matriculated dental students and residents, the University of Utah School of Dentistry will staff satellite clinics in areas of need to help address.

Based on information from the Utah Medical Education Council (MEC), it appears there are insufficient dentists establishing practices in Utah to maintain the current dentist to population ratio (56.8/100,000 population), which is already below the national average (59.8/100,000). The 2008 MEC report indicated that we need 75-85 new dentists/year with a net increase of 36-40 per year to maintain our current ratio. That Utah has need for additional dental manpower is further supported by an American Dental Association (ADA) report that the Utah dental workforces is significantly lower than that in the Pacific, New England or Middle Atlantic regions and even some of the Mountain states like Montana. The report further suggests that the current number of Utah dentists is declining, reflecting a trend that is also occurring at the national level. The declining numbers are likely to further reduce the Utah dentists/population ratio, especially in light of a fairly robust Utah population annual growth of approximately 1-2%. The following are specific reports that support this conclusion.

- In 2009 and 2010 there was only an annual net increase of 18 dental licenses/year compared to the annual average of 33 new licenses in Utah for 1998-2008 (in 2010 more dental licenses expired than were issued).
- In 2006-2010 there was an annual increase of 22 dental malpractice insurance policies, however, in 2010 there was a net decrease of 4 policies.
- Based on ADA reports, fewer Utah students are returning to Utah to practice because of economics, lower fees/service, and skyrocketing debt resulting from being forced to attend expensive out-of-state public and private dental schools.
- The shortage of dentists in Utah is especially severe in rural areas that offer fewer economic incentives than larger metropolitan regions located along the Wasatch front.

**Student Demand**

The profession of dentistry provides a medical career that has special appeal to Utah students. This is due to its high professional regard, opportunities for entrepreneurial independence and satisfying professional development, exceptional economic benefits and a desirable life-style option. Consequently, the ADA has reported that Utah has the highest applicant rate for dental schools in the country. This is reflected in the fact that 170-200 applications are considered annually for the RDEP program at the University of Utah. The ADA also reported in 2004 that 168 first-year students who claimed Utah as their residence were matriculated in dental schools throughout the country. Although data are not available, it is very probably that approximately 2-3 times this number actually applied as the acceptance rate for dental school has been approximately 50%. Despite this historically high demand, a full 4-year, state-supported dental program has not been available to Utah residents. More recently there has been a disturbing trend that tuition and fees for DDS-awarding programs, especially those associated with expensive
private institutions and those required of non-resident students at state-supported schools, have skyrocketed: consequently, it is frequent that Utah dental students have total expenses of $85,000 to $115,000/year for tuition and fees and cost of living. Thus, upon graduation these students can have debt approaching $0.5 million. It is expected that the prospects of such staggering and seemingly escalating debt will make a dental education inaccessible to many Utah students and force these students to select less desirable, but more affordable careers. This appears to be already occurring based on recent reports that Utah first-year dental students declined from 168 (2004) to 134 (2008), despite the fact that the number of graduates from Utah universities has been steadily increasing. It is proposed that the most appropriate strategy to address these undesirable circumstances is to establish a fiscally sound dental school that fully utilizes the outstanding resources of the University of Utah to offer an affordable high-quality dental education to qualified in-state residents.

Similar Programs

The proposed School of Dentistry at the University of Utah would be the first dental school to award the DDS degree at any of the state-owned universities or colleges in the state of Utah. Because of its strong history and impressive record of training students to become physicians, pharmacists, and nurses, it is appropriate to build on this tradition at the University of Utah and apply the exceptional resources and expertise to create a DDS degree program that will have a strong research emphasis and rapidly become ranked among the leading dental programs in the country.

While there is no DDS-awarding program within the State of Utah Higher Education System, there is a private dental program in Salt Lake City that was originally known as the University of Southern Nevada and recently changed its name to Roseman University. This Nevada-based proprietary institution only recently initiated its dental program (Fall of 2011) and differs considerably from the proposed DDS program at the University of Utah as summarized in the following table:

<table>
<thead>
<tr>
<th>Philosophy</th>
<th>University of Utah</th>
<th>University of Southern Nevada (Roseman)</th>
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<tbody>
<tr>
<td></td>
<td>Answers to the state of Utah, its citizens and institutions and is part of the state’s higher education system.</td>
<td>Answers to its investors, Board of Directors and/CEO based in southern Nevada. No binding obligation or commitment to the state or people of Utah per se. It is basically a franchise endeavor with intended programs throughout the</td>
</tr>
<tr>
<td>Resources</td>
<td>country.</td>
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<tr>
<td></td>
<td>- Organization and strategies based on business models that optimize profits and minimize expenses.</td>
<td></td>
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<td></td>
<td>- Supported principally by student tuitions and fees, reported to approximate $75-80,000/yr.</td>
<td></td>
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<tr>
<td></td>
<td>- Currently has no research mission, no company spinoff potential, no standing endowment, no continuing education mission.</td>
<td></td>
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<tr>
<td></td>
<td>- Leases a generic office building owned by Layton Construction that has been retro-fitted for dental education purposes with minimal clinical facilities.</td>
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<tr>
<td></td>
<td>- A lack of resources, no reputation or history, an outdated education/clinical experience program and tuition requirements that are comparable to the most expensive private programs in the country (at least ~$80,000/year), likely will severely limit the selection of students to those who have difficulty getting accepted to more established, better equipped and less expensive programs.</td>
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<table>
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<th>entrepreneurial endeavors, CME programs, and minimal state money.</th>
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<td></td>
<td>- Will construct a new state-of-the-art dental structure with exceptional, University owned and paid for, education and clinical facilities designed especially for dental and related education and services. This facility will be of no cost to the state but built with donated money from a generous philanthropic gift.</td>
</tr>
<tr>
<td></td>
<td>- Access to state-of-the-art Health Education Building.</td>
</tr>
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<td></td>
<td>- Access to hospital and attending medical services.</td>
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<tr>
<td></td>
<td>- Access to supportive residency programs and community clinics.</td>
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</tbody>
</table>
- Partnership with Utah Department of Health including its dental programs; including clinical services and training arrangements
- Close working relationship with state dental society. This partnership has been in place for years working with the RDEP program. The UDA is very supportive of the dental school

Student body and financial support

Education strategy

- Slots will be highly competitive, and in demand, due to the reputation of the University of Utah, its outstanding teaching and research faculty and resources as well as its very competitive state-related tuitions. The dental school will be particularly attractive to in-state students who will pay ~$29,000 annual tuition and even out-of-state students who will pay ~$54,000. Because of these programs.
- Low-cost strategies that use considerable teleconference in place of one-on-one in person tutoring, and employs platoon teaching (some teachers are only in town for a couple of weeks and do “block” teaching) that allows only limited access by students to instructors, professors or mentors. It also results in silo teaching (one topic at a time) and does not allow for integration of information (e.g. organ systems) like that used by the most sophisticated and experienced dental and medical programs.
- Due to limited clinical resources and the lack of a “track record”, the nature of clinical training is not clear, consequently it is not apparent how the limited clinical resources will impact clinical competencies of graduates of the program.

- Tuition or any revenue belongs to the parent organization in Nevada, its
conditions, it is anticipated that the majority of the best-prepared Utah students who historically were forced to leave the state to attend dental school (>140/yr) will compete for the available slots annually. Consequently the dental school will be able to select the best prepared for its student body.

- Uses teaching and clinical strategies that are consistent with best practices and outcomes at the finest DDS programs throughout the country. This is due to outstanding resources, experience and endowment support at the University of Utah. This program will be comparable to other outstanding dental schools across the country associated with medical schools and other health care training programs. Its association with nationally recognized medical, pharmacy and nursing schools will allow for integrated experiences that will allow students from this program to feel comfortable in the holistic health care teams of the future.

- Professors and instructors, both basic science as well as clinical will be local and readily available to students according to their needs to optimize mentoring experiences and outcomes

- Research will be a critical piece of this DDS program, a policy consistent with the overall mission of a research institution such as the University of Utah. This provides students important

- The dentists, and most of the instructors are brought in from out of state and may only stay in Utah for less than a month and take their pay checks to their home states. They use a “block” approach to teach topics rather than the integrated strategies employed by most clinical training programs.
opportunities to develop appreciation for, and skills to analyze and participate in, the research process. In addition, having professors and instructors who also are researchers themselves brings to the classroom or clinic a better appreciation of how health care should work and how it evolves. Bottom line is that the dental clinician of the 21st century must be more than just a technician, but a thoughtful person of science who applies the scientific method to his/her clinical skills and understanding of clinical situations.

- A University of Utah DDS-awarding program is designed to keep and train the best in-state students. It will retain their tuition and other expenses in state as investments to enhance the quality of Utah education system
- Research dollars and outcomes will benefit the state and the University
- Spinoff companies with dental-related focus will contribute to the economic well-being of the State
- It will provide jobs and salary for the in-state community that will stimulate the economy. Provides opportunity for involvement in dental education and research to local dental societies and clinicians. It will provide a prestigious identity with a highly regarded institution known for its reputation in medical education, research and entrepreneurial contributions.

- There is no research or entrepreneurial emphasis, thus no benefit in this regard to the state
- A minority of the students are in-state; many are internationals
- This is a national franchise operation based in Nevada with no particular obligation or allegiance to state of Utah
- It will bring added prestige for the University, USHE and the state of Utah
- It will provide a service resource to rendered dental care to underserved populations
- It will be an affordable resource for training and upgrading of skills to the Utah dental community

The University of Utah has provided dental education for ~ 25 years through the RDEP and general dentistry residencies. At any one time, this has included 40 dental students (10 per year) and 10 residents. It has involved not only classroom instructions for the freshman year, but also clinical instruction and services in hospital and communities facilities. It also has provided clinical experiences for dental students who rotate back to the University of Utah during their senior year.

In addition, there is another 40 Utah dental students at any one time who are enrolled in other dental schools around the nation who are also associated with the RDEP program, but did not do their freshman year at this University. These programs have provided important experiences and foundation upon which a full-service dental school can be developed

- This is the first attempt by this organization to initiate and operate a dental school. Although the current dean has worked with a couple of other private dental programs around the country, this organization is not building on an existing physical or academic infrastructure in Utah and is new to the “dental education experience”. Everything is being developed from scratch employing untried strategies that are driven more by fiscal and profit considerations than by established education practices.

Collaboration with and Impact on Other USHE Institutions

Because no other USHE institution has a DDS-awarding program, nor is in a position to award the DDS, or equivalent, degree, this question does not apply. As mentioned above, only the
University of Utah has the background and history of clinical training that would enable it to develop a high quality, successful dentistry program. Consequently, collaborative efforts in regard to a DDS program are not likely at this time. However, while the proposed DDS degree program at the University of Utah will be the first in the USHE, it will be highly integrative with other clinical training and related services as follows:

The DDS degree program will be integrated into the University of Utah and the Health Sciences in general. The existing dental program will expand and be able to provide the full experience and curriculum necessary to award the DDS degree, and continue its current relationships which include an existing agreement with the University of Utah Hospital for functioning clinics that are located: 1) at the University of Utah hospital within the health sciences complex and 2) at the University of Utah owned and operated Greenwood Dental Clinic located on 7495 South State Street, Salt Lake, City, Utah. Both clinics currently serve the General Practice Residency program as primary care dental clinics. The hospital clinic also supports the first-year occlusion courses for occlusal analysis procedures and preventive dentistry in the DDS-awarding program.

Faculty from the School of Dentistry will serve on appropriate governing councils and committees as do faculty from the schools of Medicine, Pharmacy, Nursing, etc. Additionally, School administrators, such as the Dean, will also serve on appropriate health science committees, e.g. Medical Science Council, Dean’s Forum, etc. Specifically, the School of Dentistry will participate in University common governance by having representatives on the following University Committees by the time the first freshman predoctoral class begins coursework: (i) Academic Senate; (ii) Graduate Council; (iii) University Promotion and Tenure Advisory Committee (UPTAC); (iv) Academic Appeal Committee; (iv) University RPT Standards Committee; (v) University Teaching Committee; and (vi) Academic Appeal Committee. Faculty representatives from the School of Dentistry will also be assigned to serve on other important and relevant University of Utah common governance committees as the faculty numbers increase permitting such participation.

Further evidence of interaction is demonstrated by the fact that faculty from the University of Utah School of Medicine currently instruct the first-year RDEP dental students along with the medical students in embryology, histology, and gross anatomy courses. Neuroanatomy, biochemistry and physiology classes oriented specifically for the dental students are also taught as separate courses to the dental students by faculty from the School of Medicine. Faculty from the College of Pharmacy will also participate in student instruction in the School of Dentistry. We anticipate that these collaborative and interactive relations will continue with the establishment of the new DDS program.

The RDEP program has a close relationship with the Spencer S. Eccles Health Science Library allowing the students full access, as well as educational training and services for faculty through their facilities. This will continue with the new DDS degree program. The library maintains a large collection of dental journals and dental textbooks for student studies and research. Dental students also will have access to the University of Utah’s Marriott Library and its full array of educational and research services.

The RDEP program is currently developing collaborative research opportunities with the School of Medicine and the Huntsman Cancer Institute and for the new dental program it is intended to expand to build a robust research program relationship which will also include the University of
Utah Colleges of Pharmacy, Engineering, Biological Sciences, Chemistry, Behavioral Sciences, and others who will contribute to the fulfillment of our Strategic Goal to advance oral health through research and its application.

Although the proposed DDS degree will be administered by the new School of Dentistry and its administrative structure, the dental program will build upon its current relationship with the Department of Pathology in the School of Medicine and ARUP (Associated Regional and University Pathologists). For almost twenty-five years the Dental Education Program at the University of Utah has functioned within the Department of Pathology. With the creation of a new dental school program it is our intent to enrich our curriculum by our continued association and collaboration with these and other relevant biomedical efforts.

Benefits

The inclusion of a DDS-awarding program in the USHE, specifically at the University of Utah, will for the first time provide access for qualified Utah students to training in all of the major medical professions. This will make it possible to integrate the training of physicians, pharmacists, nurses, and now dentists so they feel comfortable working together and combine their clinical services in a holistic manner as they work to provide optimal health care to the citizens of Utah. In addition, the proposed DDS degree program will bring considerable direct economic benefits to the State of Utah including the following:

- The annual $8+ million these students currently spend for educational expenses, and generate due to clinical services performed in out-of-state dental schools, will now be kept in Utah.
- The dental student’s tuition and fees (cost of education) will be reduced by over $100,000-$200,000/student due to in-state rates to Utah residents.
- The State/University will save $1 – 1.5 million annually by not paying reimbursement to students and contract costs (i.e., those students trained out of state who return to practice in Utah-this currently is part of the RDEP program).
- 80 - 100 new, high-paying jobs created at the University will be added to the state economy.
- Fast-track construction of a new dental science-dedicated building at no expense to the State (except O&M) will bring $30 million in construction costs to Utah.

These economic benefits will result from no additional cost to the State (no increase in current base appropriation for 20 entering Utah students/year). The proposed dental program will effectively attract more dentists to practice in rural Utah and help address the need for accessible dental care to this underserved population. This will be achieved by the following strategies:

vi) Selection of students: Accept a set number of students from rural areas, because they are more likely to return to rural areas to practice.
vii) Scholarship: Offer specially designated scholarships to students who come from rural areas.

viii) Reimbursement: Set amount of reimbursement dollars for 3-5 years of practicing in a rural area.

ix) Rotate dental students through the rural community clinics with the general dentistry residents to provide exposure to the unique features and benefits of this environment.

x) Establish a mobile Dental Unit in conjunction with the State Health Department that will allow faculty and students to provide dental care to rural areas.

Other economical and health care benefits of the dental school at the University of Utah include major research opportunities in:

- Oral pain management (partnering with the drug-development program of the Antiseizure Drug Development program)
- Genetics of oral diseases (using the Utah Population Data Base) (partnering with the Department of Informatics and Human Genetics)
- Oral pathology (partnering with HCI and ARUP)
- Dental product development (partnering with Dr. Gordon Christensen)
- Medication development for management of oral diseases (work with the College of Pharmacy)
- Addiction disorders (screening and brief intervention program for prescription abuse, tobacco and alcohol management and their oral consequences) (partnering with the Utah Addiction Center)
- Development and management of hard and soft tissue diseases (partnering with the Department of Bioengineering)

From evaluations of other comparable state-associated research-related dental programs and the unique research-promoting environment of the University of Utah, it is realistically projected that a DDS degree program at the University of Utah will generate >$6 million/year in research dollars and will be included in the top 10% of dental schools within 10 years of initiation. These revenues will be spent in Utah and result in ~40 additional jobs.

A new DDS degree program at the University of Utah will provide entrepreneurial opportunities by taking advantage of programs such as state-supported USTAR (e.g., start-up companies) related to dental services and products, likely at the same level as the College of Pharmacy, a program of comparable size. For example, the College of Pharmacy has accounted for 10 new start-up companies in the past 15 years (i.e., Sentrx Surgical, Theratec, Macromed, Glycosan BioSystems, Carbylan BioSurgery, Echelon Biosciences, Lipocine, Aciont, Neuroadjuvants,
Symbion Discovery) as well as contributed to several others. It is noteworthy that without a complete DDS degree program, the University has not contributed to any dental-related start-up company, however, establishment of a full DDS degree awarding program at the U of U will allow development of this new, exciting and heretofore untapped market.

Consistency with Institutional Mission

The University of Utah has a strong tradition of training professionals in most aspects of the biomedical field. This institution is especially noted for research and entrepreneurial spirit as evidenced by its success in competing for grants, contracts and initiating start-up companies. Despite its exceptional track record in this regard, and the high demand by Utah students to receive training in the dental field, the USHE has had minimal opportunities to be involved in dental education and consequently, it has made few contributions and had little influence in dentistry. As discussed above, the addition of a DDS degree awarding program at the University of Utah will help fill these gaps and provide much needed, but heretofore lacking, opportunities of dental-related training and entrepreneurial development.

Section IV: Program and Student Assessment

Program Assessment

Expected Standards of Performance

These two sections are closely linked in that the success of the DDS program will for the most part be determined by the performance and competencies of its pre-doctoral student body. Thus, the responses for these sections have been integrated below by identifying and explaining critical standards that will serve as the foundation for the University of Utah School DDS program. These standards, competencies, assessments and associated coursework are consistent with that of the University of Creighton School of Dentistry and reflect the accreditation requirements of the American Dental Association and are described below:

Standard 1: Individual evaluations will be performed in accordance with institutional due process policies to access student performance and achievement of competencies.

As part of the University of Utah DDS program, implementation of this standard will be a three-step process, the first of which will be to inform the students of the didactic, behavioral and/or clinical expectations that exist for them. Three primary sources of information will exist for this purpose. As a part of the registration process at the beginning of each academic year, the Office of the Assist/Assoc Dean of Student Affairs in the School of Dentistry will distribute electronically a packet of information to each student that is year-specific regarding student academic and behavioral expectations as well as all School policies and practices that govern such activity during that academic year. This information will be more global in scope and will include the following information:

1. Freshman Year
   a. Honor Code and Pledge
   b. Policy and Procedure for the Promotion of Academic Integrity and the Management of
Academic Misconduct

c. Policy for the Management of Failing Grades
d. Policy for the Appeal of Academic Process and Grades
e. Policy for the Management of Non-Academic Complaints
f. Policy on Re-Hearings by the Scholastic Standards Committee and the Appeal process
g. Notice of Opportunity and Procedure to File Complaints with the Commission on Dental Accreditation
h. Competency Examinations Administered During the Freshman Year which also includes a brief description of each examination and the competencies covered by that test
i. Competencies for the University of Utah DDS degree program which includes the competency definitions, the evaluation criteria and the academic year in which the criteria are applied
j. Procedures and Practices for Promotion for the Freshman Year
k. Attendance standard
l. Dress Standard
m. Confidentiality of Student Records / FERPA
n. Statement of Patient Rights at the University of Utah School of Dentistry

2. Sophomore Year

a. Honor Code and Pledge
b. Policy and Procedure for the Promotion of Academic Integrity and the Management of Academic Misconduct Policy for the Management of Failing Grades
c. Policy for the Appeal of Academic Process and Grades
d. Policy for the Management of Non-Academic Complaints
e. Policy on Re-Hearings by the Academic Committee and the Appeal Process
f. Notice of Opportunity and Procedure to File Complaints With the Commission on Dental Accreditation
g. Competency Examinations Administered During the Sophomore Year which also includes a brief description of each examination and the competencies covered by that test
h. Competencies for the University of Utah DDS degree program, which includes the competency definitions, the evaluation criteria and the academic year in which the criteria are applied
i. Policy Regarding Eligibility for Taking Board Examinations

j. Procedures and Practices for Promotion for the Sophomore Year

k. Part I National Board Examination Policy which deals primarily with those students who fail to successfully complete the examination on their initial attempt.

l. Attendance Standard

m. Dress Standard

n. Confidentiality of Student Records/FERPA

o. Statement of Patient Rights at the University of Utah School of Dentistry

3. Junior Year

a. Honor Code and Pledge

b. Policy and Procedure for the Promotion of Academic Integrity and the Management of Academic Misconduct

c. Policy for the Management of Failing Grades

d. Policy for the Appeal of Academic Process and Grades

e. Policy for the Management of Non-Academic Complaints

f. Policy on Re-Hearing by the Scholastic Standards Committee and the Appeal Process

g. Notice of Opportunity and Procedure to File Complaints With the Commission on Dental Accreditation

h. Competency Examinations Administered During the Junior Year which also includes a brief description of each examination and the competencies covered by that test

i. Competencies for the University of Utah DDS degree program, which includes the competency definitions, the evaluation criteria and the academic year in which the criteria are applied

j. Procedures and Practices for Promotion for the Junior Year

k. Policy Regarding Eligibility for Taking Board Examinations

l. Part I National Board Examination Policy which deals primarily with those students who fail to successfully complete the examination on their initial attempt

m. Annual Clinical Performance Standards

n. Policy for Students Who Fail to Meet Clinical Performance Standards

o. Attendance Standard
A second source of information, relating specifically to clinical activity and behavior expectations, will be provided by the Assist/Assoc Dean of Clinical Services for the School of Dentistry prior to entry in the clinic. This will be the Clinic Manual and it will be available to the students online. The final and most specific sources of information regarding expected academic performance and behavior will be the course syllabi. They will be distributed prior to each course.
The second step in the implementation of this Standard will be to inform each student of his/her progress throughout their course of study in the DDS degree program. This is actually a two-tiered process. At its most basic level, all didactic, laboratory and clinical courses will provide feedback regarding student performance following examinations, the completion of specific projects, and during the provision of patient care. This information will be collected and organized by the School of Dentistry’s Office of the Assist/Assoc Dean of Student Affairs. Many clinical divisions (or equivalent) will also consolidate the results of patient care experiences and provide students with monthly progress reports. At the second level, each course director will be required to submit performance information for the appropriate cohort of students to the Office of the Assist/Assoc Dean of Student Affairs on an academic semester basis. A summary of this information will then be provided to each student from the Office of the Assist/Assoc Dean of Student Affairs. If it involves a final or permanent grade, the summary will be provided by the University Registrar. If it is an interim grade, the information will be disseminated by the Office of the Assist/Assoc Dean of Student Affairs.

The third step in the implementation of this Standard will be to have the DDS program review the performance of each student on an individual-by-individual basis and make recommendations to the School of Dentistry’s Dean regarding either continued participation in the curriculum or action to be taken when a student's performance is below minimum standards. Students' academic and clinical performances will be reviewed by the Offices of the Assist/Assoc Deans of Student Affairs and Clinical Services, the Curriculum Committee, and the Assessment Committee. This is a pro-active process to review the academic performance of all students, with evaluating policies that affect office and committee functions, and with making recommendations to the Dean regarding student continuance in the program and academic policy modification as warranted. A review of student academic performance will occur at least four times a year. These meetings will be scheduled shortly after the receipt of all academic information as described above by the Office of the Assist/Assoc Dean of Student Affairs. Students' behavioral performance will be reviewed by the Office of the Assist/Assoc Dean of Student Affairs and the Curriculum Committee. This will occur as needed on a case-by-case basis.

When the School of Dentistry’s Office of the Assist/Assoc Dean of Student Affairs determines that a student's performance is below minimal standards it will advise the Curriculum Committee and will have various options it can exercise in terms of making a recommendation to the Assist/Assoc Dean of Student Affairs: (i) placement on probation; (ii) continuation of current academic status; (iii) repetition of an academic year; (iv) dismissal, (v) or any other recommendation deemed to be appropriate. This information will be a part of the packet that is presented to each student at the beginning of the academic year. It will be also included in the bulletin of the University of Utah School of Dentistry. It should be noted that the primary objective in making any recommendation is to help the student. In situations where the academic performance is considerably below the minimum standard, a determination must be made as to whether the student is capable of continuing in the curriculum or not, and if so, under what conditions. Cases such as these may call for the repeat of an academic year or termination of enrollment. When the performance is below the minimal standard but appears to be correctable, recommendations will be made that are geared toward remediation and resolution of the academic difficulty. We do not expect them to occur frequently if care is taken to matriculate highly qualified students and to monitor students’ progress carefully.
The dental program will have several approaches designed to assist students in academic difficulty. One strategy will be to have the student and the faculty member meet for tutorial/remedial sessions designed to address the noted academic shortcoming. Another will be to enroll the student in the dental school's tutorial assistance program. At the beginning of each academic year, the Office of the Assist/Assoc Dean of Student Affairs will solicit from among third and fourth year students (once these classes are in place), people who have demonstrated academic accomplishment and who would be willing to serve as paid tutors to those who are in need. Prior to that time, outstanding earlier students will be recruited. Areas of "expertise" will be identified based on past academic performance and the tutor will be paired with a student on this basis. Thus, a tutor who has excelled in pharmacology will be assigned to a student who is experiencing difficulty in that subject. Tutors will be paid by the School of Dentistry and the student receiving this service will incur no additional financial obligation. A third strategy will be to have the student who is experiencing academic difficulties be evaluated by the University Career Counseling Center to determine whether any emotional or physical conditions exist that may account for the observed student performance. For example, if a learning disorder is diagnosed and the Counseling Center recommends the implementation of specific testing conditions, appropriate course directors will be notified and changes made.

When the Curriculum Committee determines that a student's behavior has not met minimal expectations, it will work with the Office of the Assist/Assoc Dean of Student Affairs to recommend reprimand; repetition of an examination or an assignment under a different format; reduction in grade for an examination or an assignment; failing grade for an examination or an assignment; probation; suspension or expulsion from a course; incomplete grade for a course and the requirement that the course be repeated; removal from or denial of office in student organizations; request for withdrawal from the DDS program or suspension or expulsion; and/or suspension of clinical privileges. As in the case of substandard academic performance, recommendations will be generally designed to be corrective in nature unless the act was particularly egregious. Under extreme conditions, the Scholastic Standards Committee may also become involved to assure appropriate responses without violating the student’s rights. This will be done with considerable care to assure there is no compromise of confidential issues.

Whether the problem stems from an academic or clinical issue or whether it is behavior-related oriented, all adjudications against the student will carry with them the right of due process. The Curriculum Committee will oversee this process.

Didactic, behavioral and clinical expectations will be published and distributed to students via numerous avenues with intentional overlap occurring among these sources. When students do not meet these criteria, individual evaluations will be made by the Curriculum Committee and presided over by the Assist/Assoc Dean of Student Affairs, leading to an appropriate decision in accordance with institutional due process policies.

**Standard 2: The stated goals of the DDS program will include the preparation of graduates who possess the knowledge, skills and values to begin the practice of general dentistry.**

The stated goals of the DDS degree program are consistent with the University of Creighton dental program and consistent with ADA accreditation requirements and will include the preparation of graduates who possess the knowledge, skills and values to begin the independent practice of general dentistry. This is the definition of competence. The mission of the School of
Dentistry will be to award the DDS degree to those pre-doctoral students who have been properly educated and trained to become excellent, compassionate, and ethical dentists. Those students receiving the DDS degree will have been trained to partner with other healthcare providers in order to serve our community and the world around us and to further our understanding and the therapeutic management of oral structures and function. Clearly, this objective in our program’s Mission Statement fulfills the intent of this Standard.

The achievement of competence will be measured primarily through competency examinations and, to a lesser degree, through faculty ratings. The advancement toward proficiency will be achieved by the successful completion of all academic obligations (didactic and clinical) required by the institution. All DDS graduates will have demonstrated competence in the 30 areas set forth by the School of Dentistry as measured by performance on competency examinations and faculty observation. The attainment of these 30 competencies will be a condition for graduation. At the same time, it is anticipated that as pre-doctoral students successfully complete the various stages of DDS training, they will manifest incremental progress toward competence through their curricular activities designed to improve knowledge, skills, and values.

Mission Statement objectives are expressed and measured as the five following Strategic Goals:

2. Instill a Strong Code of Ethics and Community Service

2. Support and Maintain Academic Excellence

3. Provide Quality Dental Care

4. Promote Research to Enhance Knowledge and Advance Oral Health

5. Achieve the development and optimal integration of Faculty, Staff and Institutional Operations

Goal 1 is designed to prepare graduates with the necessary values to begin the practice of general dentistry. This will be achieved through various outreach programs that instill values such as caring for others and social justice. Goal 2, to support and maintain academic excellence, is intended to prepare DDS graduates with the requisite knowledge to begin the practice of general dentistry. This will be accomplished through various external and internal examinations, including specific competency examinations that measure knowledge, skills and values. Goal 3, to provide quality dental care, will be aimed at developing the necessary skills to begin the practice of general dentistry. With respect to accomplishment, this overlaps somewhat with Goal 2 in terms of specific competencies that measure skill development. It also emphasizes the concept of standards of care and mandates that student clinical activity meets these standards. Goal 4, to promote research to enhance knowledge and advance oral health, is concerned with faculty development, as well as preparing students to understand, critically evaluate and translate research and scholarly activity into the practice of general dentistry. Goal 5 does not have direct applicability to the preparation of graduates to enter the practice of general dentistry, however it does indirectly contribute by promoting optimal conditions for student learning and development.
The School of Dentistry will continually demonstrate the effectiveness of its DDS-related programs through an ongoing assessment process. The School of Dentistry will continuously meet all five of these Strategic Goals as determined by metrics applied. This would indicate that all Mission objectives were also being met.

**Standard 3. The DDS program will define the competencies needed for graduation, which must be focused on educational outcomes.**

There will be 30 competency statements included in the DDS program that represent educational outcomes for which students must demonstrate the requisite knowledge, skills and values to receive their DDS degree and enter into an unsupervised general dentistry practice situation. These statements, along with their definitions, methods of measurement, and the specific academic year during which these measurements are determined are presented below.

A graduate of the DDS program at the University of Utah will be competent in:

**A. BIOMEDICAL SCIENCES**

**A1. understanding the biomedical sciences and their relationship to oral health, oral diseases, and oral-related disorders.**

**DEFINITION**

1. understand basic biologic principles that consist of a core of information on the fundamental structures, functions, and interrelationships of body systems

2. recognize that the oro-facial complex is an important anatomical area that exists in a complex biological interrelationship with the entire body

3. recognize abnormal biological conditions, including their etiology, epidemiology, differential diagnosis, pathogenesis, prevention, treatment, and prognosis

4. understand the application of biological principles to clinical practice

5. understand the importance of integrating new medical knowledge and therapies with oral health care

**EVALUATION CRITERIA / METHODS**

*Freshman Year*

1. Periodontic Technique Examination
2. Occlusion Written Examination
3. Anatomic Sciences Written Examination
4. Biochemistry Written Examination
5. Physiology Written Examination
6. Dental Anatomy Written Examination
Sophomore Year
1. Infection Control Written Examination
2. Infection Control Technique Examination
3. Endodontic Written Examination
4. Removable Prosthodontics (Complete Denture) Written Examination
5. Oral Pathology Written Examination
6. Operative Dentistry Written Examination
7. Oral Diagnosis Examination
8. Anesthesia / Pain Control Written Examination
9. Microbiology Written Examination

Junior Year
1. Pharmacology Written Examination
2. Operative Dentistry Written Examination
3. Operative Dentistry Clinic (Silver Amalgam) Examination
4. Operative Dentistry Clinic (Composite Resin) Examination
5. Periodontic Clinic Examination
6. Patient Assessment and Diagnosis Clinic Examination
7. Dental Emergency Clinic Examination
8. Malocclusion and Space Management Written Examination

Senior Year
1. Pharmacology Written Examination
2. Operative Dentistry Clinic (Silver Amalgam) Examination
3. Operative Dentistry Clinic (Composite Resin)
4. Periodontic Clinic Examination
5. Periodontic Written Examination
6. Oral Pathology Examination
7. Oral and Maxillofacial Surgery Written Examination
8. Oral Surgery Clinical Examination
9. Implantology II Written Examination
10. Patient Assessment and Diagnosis Clinic Examination
11. Dental Emergency Written Examination
12. Dental Emergency Clinic Examination
13. Malocclusion and Space Management Written Examination
14. Malocclusion and Space Management Clinical Examination

**B. BEHAVIORAL SCIENCES**

*B1. understanding and applying the principles of behavioral science as they pertain to patient-centered approaches for promoting, improving, and maintaining oral health.*

**DEFINITION**

1. provide optimal and empathetic care for all patients, including members of diverse and vulnerable populations, and do so in a manner that respects patient autonomy
2. assess patient goals, values, needs, expectations and concerns to establish rapport and to guide patient care
3. establish a productive and confidential dentist-patient relationship
4. understand the principles of communication necessary for interaction with the public-at-large regarding the effective delivery of oral health care
5. understand that dentistry exists in a complex environment consisting of many factors that can either singly or in concert alter the way the profession is perceived
6. interact with patients in a positive manner that leads to an increased oral health awareness and a commitment to long-term health maintenance
7. recognize the role of psychological development in patient management
8. understand the relationship between oral health and self-perception
9. identify abnormal patient behavior and offer referral to appropriate resources
10. demonstrate involvement in providing education relevant to oral health care
EVALUATION CRITERIA / METHODS

Freshman Year
1. Periodontic Technique Examination

Sophomore Year
1. Removable Prosthodontic (Complete Denture) Written Examination
2. Oral Diagnosis Examination
3. Anesthesia / Pain Control Written Examination

Junior Year
1. Operative Dentistry Clinic (Silver Amalgam) Examination
2. Operative Dentistry Clinic (Composite Resin) Examination
3. Periodontic Clinic Examination
4. TMD and Orofacial Pain Written Examination
5. Community Dentistry Written Examination
6. Pediatric Dentistry Written Examination
7. Patient Assessment and Diagnosis Clinic Examination
8. Dental Emergency Clinic Examination
9. Patient and Cultural Sensitivity Written Examination
10. Health Promotion and Disease Prevention Clinic Examination (Pediatric Dentistry)

Senior Year
1. Operative Dentistry Clinic (Silver Amalgam) Examination
2. Operative Dentistry Clinic (Composite Resin)
3. Periodontic Clinic Examination
4. Ethics in Dentistry Written Examination
5. Oral and Maxillofacial Surgery Written Examination
6. Oral Surgery Clinic Examination
7. Complete Denture Clinic Examination
8. Partial Denture Clinic Examination
9. Patient Assessment and Diagnosis Clinic Examination
10. Health Promotion and Disease Prevention Clinic Examination (General Dentistry)
11. Health Promotion and Disease Prevention Clinic Examination (Periodontics)
12. Dental Emergency Written Examination
13. Dental Emergency Clinic Examination
14. Pediatric Dentistry Clinic Examination
15. Ethics in Dentistry I Written Examination
16. Special Needs Patient Clinic Examination

**B2. managing a diverse patient population and having the interpersonal and communication skills to function successfully in a multicultural work environment.**

**DEFINITION**

1. understand the importance of communication with patients, office personnel, dentists, and other health care colleagues regarding the effective delivery of oral health care

2. understand the organization of the health care delivery system and the prominent trends toward change

3. evaluate social and economic trends and their impact on oral health care

4. understand one’s own biases, the importance of assessing patients’ cultural beliefs, and the importance of being able to negotiate across different belief systems in a sensitive manner to ensure the delivery of effective oral health care (cultural competence)

5. understand the business principles of personnel hiring, management and training as they relate to the communication of professional responsibilities within the work environment

6. manage and utilize auxiliaries, including the practice of four-handed dentistry

7. coordinate patient treatment with a dental hygienist

**EVALUATION CRITERIA / METHODS**

*Sophomore Year*

1. Oral Diagnosis Examination
2. Anesthesia / Pain Control Written Examination

**Junior Year**

1. Operative Dentistry Clinic (Silver Amalgam) Examination
2. Operative Dentistry Clinic (Composite Resin) Examination
3. Community Dentistry Written Examination
4. Patient Assessment and Diagnosis Clinic Examination
5. Dental Emergency Clinic Examination
6. Patient and Cultural Sensitivity Written Examination

**Senior Year**

1. Operative Dentistry Clinic (Silver Amalgam) Examination
2. Operative Dentistry Clinic (Composite Resin)
3. Business of Practice Written Examination
4. Ethics in Dentistry I Written Examination
5. Patient Assessment and Diagnosis Clinic Examination
6. Dental Emergency Clinic Examination
7. Pediatric Dentistry Clinic Examination
8. Ethics in Dentistry II Written Examination
9. Special Needs Patient Clinic Examination

**C. PRACTICE MANAGEMENT**

**C1. evaluating different models of oral health care management and delivery.**

**DEFINITION**

1. understand the organization of the health care delivery system and the prominent trends toward change
2. understand alternative health care delivery systems
3. understand self-evaluation and stress management and be able to define career goals
4. identify factors affecting career options including solo practice, associateships, and purchasing a dental practice

5. identify factors affecting practice location, style and format

6. identify various reimbursement mechanisms

EVALUATION CRITERIA / METHODS

Junior Year
1. Practice Planning Written Examination
2. Community Dentistry Written Examination

Senior Year
1. Business of Practice Written Examination
2. Ethics in Dentistry II Written Examination

**C2. understanding the basic principles and philosophies of practice management and having the skills to function as the leader of the oral health care team.**

DEFINITION

1. understand the provisions of the Utah Dental Practice Act

2. understand the American Dental Association Code of Ethics and similar practice codes

3. understand the principles of practice management regarding the education of staff personnel relative to their professional responsibilities

4. manage and utilize auxiliaries, including the practice of four-handed dentistry

5. coordinate patient treatment with a dental hygienist

6. understand the importance of developing, implementing and monitoring the business and legal aspects of a dental practice using expert resources including management consultants, accountants, attorneys, etc.

7. recognize the need to seek expert assistance in those situations where training or skills are insufficient or where such services would benefit the business and the practice

8. understand the use of business systems in a dental practice setting as they apply to scheduling, record keeping, reimbursement, and financial arrangements
9. understand the various responsibilities of operating a business and the attendant legal obligations

10. understand the principles of money management

11. understand the use of business management outcomes measures to assess and modify practice policies

12. understand the concepts involved with increasing productivity while maintaining quality of care, including office ergonomics and goal setting

EVALUATION CRITERIA / METHODS

Sophomore Year

1. Anesthesia / Pain Control Written Examination

2. Computer Utilization Examination

Junior Year

1. Periodontic Clinic Examination

2. Practice Planning Written Examination

3. Community Dentistry Written Examination

4. Patient and Cultural Sensitivity Written Examination

Senior Year

1. Periodontic Clinic Examination

2. Business of Practice Written Examination

3. Ethics in Dentistry I Written Examination

4. Pediatric Dentistry Clinic Examination

5. Ethics in Dentistry II Written Examination
D. ETHICS AND PROFESSIONALISM

D1. understanding and applying ethical, legal, and regulatory concepts as they pertain to patient care and practice management.

DEFINITION

1. implement and monitor infection control and environmental safety programs according to current standards
2. understand and apply the provisions of the Utah Dental Practice Act
3. understand and apply the American Dental Association Code of Ethics and similar practice codes
4. understand and apply the principles of Ethical Conduct and Professional Behavior of Dental Students as published by the American Student Dental Association
5. apply the principles of jurisprudence to the practice of dentistry
6. understand the laws that are applicable to patient records and confidentiality
7. understand the legal and financial aspects of operating a dental practice
8. understand the principles of ethical reasoning
9. understand ethical marketing

EVALUATION CRITERIA / METHODS

Freshman Year

1. Periodontic Technique Examination

Sophomore Year

1. Periodontic Written Examination
2. Infection Control Written Examination
3. Infection Control Technique Examination
4. Oral Diagnosis Examination
5. Anesthesia / Pain Control Written Examination

Junior Year

1. Treatment Rendered / Records Audit Examination
2. Operative Dentistry Clinic (Silver Amalgam) Examination
3. Operative Dentistry Clinic (Composite Resin) Examination
4. Operative Dentistry Written Examination
5. Periodontic Clinic Examination
6. TMD and Orofacial Pain Written Examination
7. Practice Planning Written Examination
8. Patient Assessment and Diagnosis Clinic Examination
9. Dental Emergency Clinic Examination
10. Health Promotion and Disease Prevention Clinic Examination (Pediatric Dentistry)

Senior Year

1. Treatment Rendered / Records Audit Examination
2. Endodontic Clinic (Solo Case) Examination
3. Endodontic Written Examination
4. Operative Dentistry Clinic (Silver Amalgam) Examination
5. Operative Dentistry Clinic (Composite Resin) Examination
6. Periodontic Clinic Examination
7. Business of Practice Written Examination
8. Ethics in Dentistry I Written Examination
9. Oral Surgery Clinic Examination
10. Implantology II Written Examination
11. Complete Denture Clinic Examination
12. Partial Denture Clinic Examination
13. Patient Assessment and Diagnosis Clinic Examination
14. Health Promotion and Disease Prevention Clinic Examination (General Dentistry)
15. Health Promotion and Disease Prevention Clinic Examination (Periodontics)
16. Dental Emergency Clinic Examination
17. Pediatric Dentistry Clinic Examination
18. Ethics in Dentistry II Written Examination

D2. understanding the importance of life-long learning and self-assessment relative to professional development and the maintenance of competence.

DEFINITION

1. recognize the changing environment relative to dental materials and techniques through continued study of published dental literature, continuing education courses, and other sources of information

2. monitor and critically evaluate contemporary medical/dental scientific and technical information including that obtained through published articles as well as through continuing education programs and advertisements

3. appraise completed and existing treatments and use these outcomes of patient care to guide professional development

4. understand the Standards of Care for each clinical discipline

5. understand the differences in difficulty of treatment cases for all disciplines of dentistry and the relationship this has to the practice of general dentistry

6. practice within the scope of one’s competence (ability) and make appropriate referrals to professional colleagues

7. communicate effectively with appropriate health care providers regarding consultations or referrals

8. understand the importance of participation in professional organizations

EVALUATION CRITERIA / METHODS

Sophomore Year

1. Oral Diagnosis Examination
2. Endodontic Written Examination
3. Anesthesia / Pain Control Written Examination
Junior Year
1. Treatment Rendered / Records Audit Examination
2. Operative Dentistry Written Examination
3. Periodontic Clinic Examination
4. Evidence-Based Dentistry Written Examination
5. TMD and Orofacial Pain Written Examination

Senior Year
1. Treatment Rendered / Records Audit Examination
2. Periodontic Clinic Examination
3. Periodontic Written Examination
4. Ethics in Dentistry I Written Examination
5. Implantology II Written Examination
6. Ethics in Dentistry II Written Examination

E. CRITICAL THINKING AND INFORMATION TECHNOLOGY

*E1. using critical thinking and problem solving skills to guide clinical decision making during the comprehensive care of patients.*

**DEFINITION**

1. manage oral health care based on an application of scientific principles
2. solve case-based learning exercises in didactic and clinical learning situations
3. make judgments about the safety and efficacy of new diagnostic and treatment modalities and make appropriate decisions regarding the use of new procedures on patients
4. make judgments regarding the selection of appropriate materials and/or treatment modalities during the provision of care for dental patients

**EVALUATION CRITERIA / METHODS**

*Freshman Year*
1. CPR Written Examination
2. CPR Skill Demonstration Examination
3. Operative Dentistry Instrumentation Technique Examination

**Sophomore Year**
1. Periodontic Written Examination
2. Fixed Prosthodontic Written Examination
3. Endodontic Written Examination
4. Pediatric Dentistry / Orthodontic Technique Examination
5. Removable Prosthodontic (Partial Denture) Written Examination
6. Removable Prosthodontic (Partial Denture) Technique Examination
7. Oral Pathology Written Examination
8. Operative Dentistry Written Examination
9. Class I Composite Resin Technique Examination
10. Class II Silver Amalgam Technique Examination
11. Class II Composite Resin Technique Examination
12. Class III Composite Resin Technique Examination
13. Oral Diagnosis Examination
14. Anesthesia / Pain Control Written Examination
15. Microbiology Written Examination

**Junior Year**
1. Operative Dentistry Clinic (Silver Amalgam) Examination
2. Operative Dentistry Clinic (Composite Resin) Examination
3. Operative Dentistry Clinic (Cast Gold) Examination
4. Operative Dentistry Written Examination
5. Fixed Prosthodontic Written Examination
6. Periodontic Clinic Examination
7. Removable Prosthodontic Clinic Examination
8. Evidence-Based Dentistry Written Examination
9. CPR Written Examination
10. CPR Skill Demonstration Examination
11. TMD and Orofacial Pain Written Examination
12. Pediatric Dentistry Written Examination
13. Periodontic Case Presentation Clinic Examination
14. Radiographic Interpretation Clinic Examination
15. Patient Assessment and Diagnosis Clinic Examination
16. Dental Emergency Clinic Examination
17. Malocclusion and Space Management Written Examination
18. Medically Complex Patient Written Examination
19. Health Promotion and Disease Prevention Clinic Examination (Pediatric Dentistry)
20. Medical Emergency Written Examination

Senior Year
1. Endodontic Clinic (Solo Case) Examination
2. Anterior Endodontic Clinic Examination
3. Posterior Endodontic Clinic Examination
4. Pharmacology Written Examination
5. Operative Dentistry Clinic (Silver Amalgam) Examination
6. Operative Dentistry Clinic (Composite Resin) Examination
7. Pediatric Dentistry Written Examination
8. Periodontic Clinic Examination
9. Oral Pathology Examination
10. Oral and Maxillofacial Surgery Written Examination
11. Oral Surgery Clinic Examination
12. Complete Denture Clinic Examination
13. Partial Denture Clinic Examination
14. Patient Assessment and Diagnosis Clinic Examination
15. Health Promotion and Disease Prevention Clinic Examination (General Dentistry)
16. Health Promotion and Disease Prevention Clinic Examination (Periodontics)
17. Dental Emergency Written Examination
18. Dental Emergency Clinic Examination
19. Malocclusion and Space Management Written Examination
20. Malocclusion and Space Management Clinical Examination
21. Pediatric Dentistry Clinical Examination
22. Ethics in Dentistry I Written Examination
23. Special Needs Patient Clinic Examination

**E2. understanding critical assessment and scientific principles as they relate to the selection of appropriate biomaterials used in dental therapy.**

**DEFINITION**

1. manage oral health care based on an application of scientific principles
2. understand the physical and mechanical properties of dental materials and the limitations they impose on their use in dental treatment
3. select appropriate biomaterials to meet case specific esthetic, biologic, and mechanical requirements

**EVALUATION CRITERIA / METHODS**

*Freshman Year*

1. Occlusion Technique Examination
2. Dental Materials Written Examination
3. Operative Dentistry Instrumentation Technique Examination

*Sophomore Year*
1. Fixed Prosthodontic Written Examination
2. Fixed Prosthodontic Technique Examination
3. Infection Control Written Examination
4. Infection Control Technique Examination
5. Endodontic Written Examination
6. Removable Prosthodontic (Complete Denture) Written Examination
7. Removable Prosthodontic (Partial Denture) Written Examination
8. Operative Dentistry Written Examination
9. Class I Composite Resin Technique Examination
10. Class II Silver Amalgam Technique Examination
11. Class II Composite Resin Technique Examination
12. Class III Composite Resin Technique Examination
13. Oral Diagnosis Examination
14. Anesthesia / Pain Control Written Examination

_Junior Year_
1. Operative Dentistry Clinic (Silver Amalgam) Examination
2. Operative Dentistry Clinic (Composite Resin) Examination
3. Operative Dentistry Clinic (Cast Gold) Examination
4. Operative Dentistry Written Examination
5. Fixed Prosthodontic Written Examinations
6. Periodontic Clinic Examination
7. Removable Prosthodontic Clinic Examination
8. Evidence-Based Dentistry Written Examination
9. Fixed Prosthodontic Clinic Examination: Fixed Partial Denture
10. Pediatric Dentistry Written Examination
11. Health Promotion and Disease Prevention Clinic Examination (Pediatric Dentistry)
Senior Year

1. Operative Dentistry Clinic (Silver Amalgam) Examination
2. Operative Dentistry Clinic (Composite Resin) Examination
3. Pediatric Dentistry Written Examination
4. Periodontic Clinic Examination
5. Periodontic Written Examination
6. Fixed Prosthodontic Laboratory All Ceramic Examination
7. Fixed Prosthodontic Clinic (PFM) Examination
8. Fixed Prosthodontic Clinic (FGC) Examination
9. Fixed Prosthodontic Clinic (All Ceramic) Examination
10. Complete Denture Clinic Examination
11. Partial Denture Clinic Examination
12. Health Promotion and Disease Prevention Clinic Examination (General Dentistry)
13. Health Promotion and Disease Prevention Clinic Examination (Periodontics)

E3. using information technology resources in contemporary dental practice.

DEFINITION

1. use information technology and information management systems for patient care, practice management, and professional development
2. demonstrate the application of basic information technology skills

EVALUATION CRITERIA / METHODS

Sophomore Year

1. Computer Utilization Examination

F. CLINICAL SCIENCES

F1. performing patient examination, assessment, and diagnosis procedures.

DEFINITION
1. establish rapport and identify the patient’s general needs and expectations
2. identify the chief complaint or reason for visit
3. obtain and interpret a thorough medical history, social (behavioral) history, dental history, and review of systems
4. conduct an appropriate clinical (head and neck as well as intraoral) and radiographic examination and distinguish oral pathological hard and soft tissue abnormalities
5. perform an assessment of the risk of radiation exposure and the diagnostic benefits of radiographic procedures as well as the selection of appropriate radiographs required for a diagnosis
6. order and interpret appropriate clinical laboratory and other diagnostic aids and tests
7. integrate and interpret the findings from the histories, clinical examination, radiographic examination, and other aids to identify the etiology and pathogenesis of each disorder
8. identify the problems and conditions requiring treatment
9. recognize and understand the pathologic physiology of systemic disease and its influence on oral health and treatment
10. assess the patient’s risk for oral cancer and provide appropriate advise for risk reduction
11. institute any appropriate medical consultations or referrals
12. institute any appropriate dental consultations or referrals

EVALUATION CRITERIA / METHODS

Freshman Year
1. Periodontic Technique Examination
2. Occlusion Written Examination
3. CPR Written Examination
4. CPR Skill Demonstration Examination

Sophomore Year
1. Periodontic Written Examination
2. Fixed Prosthodontic Written Examination
3. Endodontic Written Examination
4. Removable Prosthodontic (Complete Denture) Written Examination
5. Removable Prosthodontic (Partial Denture) Written Examination
6. Oral Pathology Written Examination
7. Operative Dentistry Written Examination
8. Class I Composite Resin Technique Examination
9. Class II Silver Amalgam Technique Examination
10. Class II Composite Resin Technique Examination
11. Class III Composite Resin Technique Examination
12. Oral Diagnosis Examination
13. Anesthesia / Pain Control Written Examination

_Junior Year_
1. Treatment Rendered / Records Audit Examination
2. Operative Dentistry Clinic (Silver Amalgam) Examination
3. Operative Dentistry Clinic (Composite Resin) Examination
4. Operative Dentistry Written Examination
5. Fixed Prosthodontic Written Examination
6. Periodontic Clinic Examination
7. CPR Written Examination
8. CPR Skill Demonstration Examination
9. TMD and Orofacial Pain Written Examination
10. Pediatric Dentistry Written Examination
11. Periodontic Case Presentation Clinic Examination
12. Radiographic Interpretation Clinic Examination
13. Patient Assessment and Diagnosis Clinic Examination
14. Dental Emergency Clinic Examination
15. Malocclusion and Space Management Written Examination
16. Medically Complex Patient Written Examination
17. Health Promotion and Disease Prevention Clinic Examination (Pediatric Dentistry)
18. Medical Emergency Written Examination

**Senior Year**

1. Treatment Rendered / Records Audit Examination
2. Endodontic Clinic (Solo Case) Examination
3. Endodontic Written Examination
4. Operative Dentistry Clinic (Silver Amalgam) Examination
5. Operative Dentistry Clinic (Composite Resin) Examination
6. Pediatric Dentistry Written Examination
7. Periodontic Clinic Examination
8. Periodontic Written Examination
9. Implantology I Written Examination
10. Oral Pathology Examination
11. Oral and Maxillofacial Surgery Written Examination
12. Oral Surgery Clinic Examination
13. Complete Denture Clinic Examination
14. Partial Denture Clinic Examination
15. Patient Assessment and Diagnosis Clinic Examination
16. Health Promotion and Disease Prevention Clinic Examination (General Dentistry)
17. Health Promotion and Disease Prevention Clinic Examination (Periodontics)
18. Dental Emergency Written Examination
19. Dental Emergency Clinic Examination
20. Malocclusion and Space Management Written Examination
21. Malocclusion and Space Management Clinical Examination
22. Special Needs Patient Clinic Examination

**F2. developing a comprehensive plan of treatment.**

**DEFINITION**

1. integrate multiple disciplines in the development of an appropriate, comprehensive, properly sequenced, individualized treatment plan based upon the evaluation of all diagnostic data and establish an overall prognosis

2. develop treatment alternatives based on clinical and supporting data

3. modify treatment plans in an appropriate manner if indicated by assessment of the data of special needs patients such as those with medically, mentally, or physically compromised conditions

4. discuss the findings, diagnosis, treatment options, and prognoses with the patient and educate them so they can participate in the management of their own care

5. develop and implement a sequenced treatment plan that incorporates the patient’s goals, values, and concerns

6. present patients with their responsibilities regarding time requirements, sequence of treatment, estimated fees, and payment responsibilities

7. obtain informed consent and the patient’s written acceptance of the treatment plan

8. initiate appropriate medical consultation or referral

9. initiate appropriate dental consultation or referral

**EVALUATION CRITERIA / METHODS**

*Sophomore Year*

1. Periodontic Written Examination

2. Endodontic Written Examination

3. Removable Prosthodontic (Partial Denture) Written Examination

4. Oral Diagnosis Examination

5. Anesthesia / Pain Control Written Examination

*Junior Year*

1. Treatment Rendered / Records Audit Examination
2. Operative Dentistry Clinic (Silver Amalgam) Examination
3. Operative Dentistry Clinic (Composite Resin) Examination
4. Operative Dentistry Written Examination
5. Periodontic Clinic Examination
6. TMD and Orofacial Pain Written Examination
7. Periodontic Case Presentation Clinic Examination
8. Patient Assessment and Diagnosis Clinic Examination
9. Medically Complex Patient Written Examination

Senior Year
1. Treatment Rendered / Records Audit Examination
2. Operative Dentistry Clinic (Silver Amalgam) Examination
3. Operative Dentistry Clinic (Composite Resin) Examination
4. Pediatric Dentistry Written Examination
5. Periodontic Clinic Examination
6. Periodontic Written Examination
7. Oral and Maxillofacial Surgery Written Examination
8. Complete Denture Clinic Examination
9. Partial Denture Clinic Examination
10. Patient Assessment and Diagnosis Clinic Examination
11. Ethics in Dentistry I Written Examination
12. Special Needs Patient Clinic Examination

F3. understanding the principles of health promotion and disease prevention.

DEFINITION
1. understand the importance of improving the oral health of individuals, families, and groups in the community through diagnosis, treatment, and education
2. recognize predisposing and etiologic factors that require intervention to prevent disease
3. recognize and understand the pathologic physiology of systemic disease and its influence on
oral health and treatment

4. provide patient education regarding the etiology and control of oral diseases to maximize oral health

5. provide dietary counseling and nutritional education

6. understand and utilize behavioral science principles to motivate patients to assume appropriate responsibility for their oral health care

7. develop individualized preventive plans for patients

8. manage preventive oral health procedures including a recall system

9. perform therapies such as prophylaxes, fluorides, or sealants to eliminate local etiologic factors to control caries, periodontal disease, and other oral diseases

10. apply principles of personal infection control that are compatible with current practice including barrier protection, appropriate immunizations, hazard control, and the disposal of hazardous waste

11. utilize appropriate sterilization and disinfection procedures to prevent the transmission of disease

12. apply the principles of radiation biology and physics in a manner that is compatible with current radiation safety procedures

EVALUATION CRITERIA / METHODS

*Freshman Year*

1. Periodontic Technique Examination

2. Occlusion Written Examination

*Sophomore Year*

1. Periodontic Written Examination

2. Infection Control Written Examination

3. Infection Control Technique Examination

4. Endodontic Written Examination

5. Removable Prosthodontic (Partial Denture) Written Examination

6. Oral Diagnosis Examination

7. Anesthesia / Pain Control Written Examination
Junior Year

1. Operative Dentistry Clinic (Silver Amalgam) Examination
2. Operative Dentistry Clinic (Composite Resin) Examination
3. Operative Dentistry Clinic (Cast Gold) Examination
4. Operative Dentistry Written Examination
5. Periodontic Clinic Examination
6. TMD and Orofacial Pain Written Examination
7. Community Dentistry Written Examination
8. Periodontic Case Presentation Clinic Examination
9. Patient Assessment and Diagnosis Clinic Examination
10. Medically Complex Patient Written Examination
11. Health Promotion and Disease Prevention Clinic Examination (Pediatric Dentistry)

Senior Year

1. Operative Dentistry Clinic (Silver Amalgam) Examination
2. Operative Dentistry Clinic (Composite Resin) Examination
3. Periodontic Clinic Examination
4. Periodontic Written Examination
5. Patient Assessment and Diagnosis Clinic Examination
6. Health Promotion and Disease Prevention Clinic Examination (General Dentistry)
7. Health Promotion and Disease Prevention Clinic Examination (Periodontics)

F4. understanding and obtaining informed consent.

DEFINITION

1. provide optimal and empathetic care for all patients and do so in a manner that respects patient autonomy

2. understand the appropriate codes, rules, laws, and ethical principles as they relate to the practice of dentistry
3. apply the appropriate codes, rules, laws, and ethical principles to the practice of dentistry
4. understand the importance of the role of ethics in the practice of dentistry
5. understand and recognize the documentation required to verify the obtaining of informed consent

EVALUATION CRITERIA / METHODS

_Sophomore Year_

1. Infection Control Written Examination
2. Oral Diagnosis Examination
3. Anesthesia / Pain Control Written Examination

_Junior Year_

1. Treatment Rendered / Records Audit Examination
2. Operative Dentistry Clinic (Silver Amalgam) Examination
3. Operative Dentistry Clinic (Composite Resin) Examination
4. Periodontic Clinic Examination
5. Pediatric Dentistry Written Examination
6. Periodontic Case Presentation Clinic Examination
7. Dental Emergency Clinic Examination

_Senior Year_

1. Treatment Rendered / Records Audit Examination
2. Endodontic Clinic (Solo Case) Examination
3. Operative Dentistry Clinic (Silver Amalgam) Examination
4. Operative Dentistry Clinic (Composite Resin) Examination
5. Periodontic Clinic Examination
6. Ethics in Dentistry I Written Examination
7. Oral Surgery Clinic Examination
8. Endodontic Written Examination
9. Dental Emergency Clinic Examination
10. Pediatric Dentistry Clinic Examination
11. Ethics in Dentistry II Written Examination
12. Special Needs Patient Clinic Examination

**F5. managing pain and anxiety through appropriate pharmacologic and nonpharmacologic methods.**

### DEFINITION

1. develop confidence, trust, and respect in the dentist-patient relationship
2. develop an understanding of human behavior and the psychological aspects of pain and apprehension; anatomy and neuroanatomy related to pain; and the physiologic and pharmacologic aspects of pain and pain control
3. perform a physical evaluation of the patient with regard to pain
4. understand the various classes of pharmacologic agents used to manage conditions of pain and anxiety
5. understand the behavioral science principles involved in the management of pain and anxiety
6. demonstrate techniques of pre-operative, operative, and post-operative pain control including the administration of local anesthetics, inhalation analgesics, and prescription medications as well as using nonpharmacologic techniques
7. prevent, recognize, and manage complications related to the use of pharmacologic agents for the management of pain and anxiety, including local anesthetics, inhalation analgesics and prescription medications
8. utilize appropriate literature or information sources in assessing medications taken by the patient that may interact with those proposed for the management of pain and anxiety

### EVALUATION CRITERIA / METHODS

*Freshman Year*

1. Anatomic Sciences Written Examination
2. Physiology Written Examination
Sophomore Year
1. Endodontic Written Examination
2. Anesthesia / Pain Control Written Examination

Junior Year
1. Pharmacology Written Examination
2. Operative Dentistry Clinic (Silver Amalgam) Examination
3. Operative Dentistry Clinic (Composite Resin) Examination
4. Operative Dentistry Written Examination
5. Periodontic Clinic Examination
6. TMD and Orofacial Pain Written Examination
7. Pediatric Dentistry Written Examination
8. Dental Emergency Clinic Examination

Senior Year
1. Endodontic Clinic (Solo Case) Examination
2. Endodontic Written Examination
3. Pharmacology Written Examination
4. Operative Dentistry Clinic (Silver Amalgam) Examination
5. Operative Dentistry Clinic (Composite Resin) Examination
6. Pediatric Dentistry Written Examination
7. Periodontic Clinic Examination
8. Oral and Maxillofacial Surgery Written Examination
9. Oral Surgery Clinic Examination
10. Dental Emergency Clinic Examination
11. Pediatric Dentistry Clinic Examination
**F6. selecting, administering, and prescribing appropriate pharmacologic agents to manage conditions that influence dental treatment.**

**DEFINITION**

1. understand the various classes of pharmacologic agents used to manage conditions that influence dental treatment
2. perform a physical evaluation of the patient to determine the specific nature of the existing problem
3. demonstrate an ability to select appropriate pharmacologic agents to treat specific conditions applicable to dentistry
4. demonstrate prescription writing ability and communication skills with pharmacologically related allied health personnel
5. prevent, recognize, and manage complications related to the use of pharmacologic agents used in dentistry
6. utilize appropriate literature or information sources in assessing medications taken by the patient that may interact with those proposed for treatment

**EVALUATION CRITERIA / METHODS**

**Sophomore Year**

1. Periodontic Written Examination
2. Anesthesia / Pain Control Written Examination

**Junior Year**

1. Pharmacology Written Examination
2. Operative Dentistry Clinic (Silver Amalgam) Examination
3. Operative Dentistry Clinic (Composite Resin) Examination
4. Operative Dentistry Written Examination
5. Periodontic Clinic Examination
6. TMD and Orofacial Pain Written Examination
7. Pediatric Dentistry Written Examination
8. Patient Assessment and Diagnosis Clinic Examination
9. Dental Emergency Clinic Examination
10. Medically Complex Patient Written Examination

**Senior Year**

1. Endodontic Clinic (Solo Case) Examination
2. Endodontic Written Examination
3. Pharmacology Written Examination
4. Operative Dentistry Clinic (Silver Amalgam) Examination
5. Operative Dentistry Clinic (Composite Resin) Examination
6. Pediatric Dentistry Written Examination
7. Periodontic Clinic Examination
8. Periodontic Written Examination
9. Oral and Maxillofacial Surgery Written Examination
10. Oral Surgery Clinic Examination
11. Patient Assessment and Diagnosis Clinic Examination
12. Dental Emergency Clinic Examination
13. Pediatric Dentistry Clinic Examination

**F7. restoring single defective teeth with appropriate materials and techniques to establish proper form, function, and esthetics.**

**DEFINITION**

1. restore teeth with amalgam utilizing appropriate measures to ensure adequate restoration of form and function as well as the protection of the pulp and periodontal tissues

2. restore teeth with resin composite utilizing appropriate measures to ensure adequate restoration of form, function, and esthetics as well as the protection of the pulp and periodontal tissues

3. restore teeth with intracoronal cast gold utilizing appropriate measures to ensure adequate restoration of form and function as well as the protection of the pulp and periodontal tissues

4. prepare and fabricate foundation restorations

5. provide single-unit metal or porcelain-fused-to-metal restorations in both the anterior and posterior regions of the mouth to restore form, function, and esthetics and to do so while utilizing
appropriate measures to ensure adequate protection of the pulp and periodontal tissues

6. fabricate and place provisional restorations utilizing procedures that ensure the protection of the pulp and periodontal tissues

7. apply the principles and concepts of esthetics to the restoration of defective teeth

8. perform all phases of treatment in the indirect restoration of teeth, including preparation of the teeth; pulp protection; gingival retraction; impression making; trimming of dies; mounting of casts; fitting and placement of the completed restoration; and post-placement maintenance

9. prepare a prescription for a dental laboratory

10. assess laboratory procedures completed by laboratory technicians

EVALUATION CRITERIA / METHODS

Freshmen Year

1. Dental Materials Technique Examination

2. Operative Dentistry Instrumentation Technique Examination

Sophomore Year

1. Fixed Prosthodontic Written Examination

2. Fixed Prosthodontic Technique Examination

3. Endodontic Written Examination

4. Pediatric Dentistry / Orthodontic Technique Examination

5. Operative Dentistry Written Examination

6. Class I Composite Resin Technique Examination

7. Class II Silver Amalgam Technique Examination

8. Class II Composite Resin Technique Examination

9. Class III Composite Resin Technique Examination
Junior Year

1. Operative Dentistry Clinic (Silver Amalgam) Examination
2. Operative Dentistry Clinic (Composite Resin) Examination
3. Operative Dentistry Clinic (Cast Gold) Examination
4. Operative Dentistry Written Examination
5. Fixed Prosthodontic Written Examination
6. Fixed Prosthodontic Clinic Examination: Fixed Partial Denture
7. Pediatric Dentistry Written Examination

Senior Year

1. Operative Dentistry Clinic (Silver Amalgam) Examination
2. Operative Dentistry Clinic (Composite Resin) Examination
3. Pediatric Dentistry Written Examination
4. Fixed Prosthodontic Laboratory All Ceramic Examination
5. Fixed Prosthodontic Clinic (PFM) Examination
6. Fixed Prosthodontic Clinic (FGC) Examination
7. Fixed Prosthodontic Clinic (All Ceramic) Examination
8. Pediatric Dentistry Clinic Examination

**F8. restoring partial or complete edentulism with fixed or removable prosthodontics in the uncomplicated patient and in managing the care of the complicated edentulous patient.**

**DEFINITION**

1. provide anterior and posterior fixed partial dentures to replace one or more missing teeth to restore normal form, function, and esthetics
2. provide diagnosis, treatment planning, mouth preparation, delivery, and maintenance of removable partial dentures
3. provide diagnosis, treatment planning, mouth preparation, delivery, and maintenance of complete dentures
4. perform tissue conditioning procedures
5. apply the principles and concepts of esthetics toward the replacement of missing teeth
6. fabricate, adjust, and place provisional restorations designed to preserve the health of the teeth and the periodontium

7. perform relining of complete dentures and/or partial dentures

8. communicate effectively with laboratory technicians, including providing laboratory prescription with directions regarding the selection of materials, design, shade, mold description, and other pertinent data

9. assess laboratory procedures completed by laboratory technicians

10. manage, through consultation or referral, the treatment of partial or total edentulism in the complicated edentulous patient

**EVALUATION CRITERIA / METHODS**

*Sophomore Year*

1. Fixed Prosthodontic Written Examination
2. Fixed Prosthodontic Technique Examination
3. Removable Prosthodontic (Complete Denture) Written Examination
4. Removable Prosthodontic (Complete Denture) Technique Examination
5. Removable Prosthodontic (Partial Denture) Written Examination
6. Removable Prosthodontic (Partial Denture) Technique Examination

*Junior Year*

1. Removable Prosthodontic Clinic Examination
2. Fixed Prosthodontic Written Examination

*Senior Year*

1. Implantology I Written Examination
2. Implantology II Written Examination
3. Complete Denture Clinic Examination
4. Partial Denture Clinic Examination
5. Fixed Prosthodontic (PFM & FGC) Clinic Examinations

**F9. managing the restoration of partial or complete edentulism using contemporary implant**
procedures.

DEFINITION

1. understand the indications, contraindications, advantages, and disadvantages of dental implants

2. include dental implants in the treatment plan, when appropriate, and explain the treatment options to the patient

3. evaluate existing implants using clinical and radiographic means

4. maintain existing implants in such a manner that includes prevention of peri-implant disease, proper instrumentation of implant surfaces, correct assembly of implant components, and appropriate referral of implant and implant-prosthesis problems

EVALUATION CRITERIA / METHODS

Senior year

1. Periodontic Written Examination

2. Implantology I Written Examination

3. Implantology II Written Examination

F10. performing uncomplicated periodontal therapies and in managing the care of patients with complicated or advanced periodontal problems.

DEFINITION

1. evaluate the periodontium, arrive at a diagnosis and prognosis, and formulate a plan of treatment

2. perform a dental prophylaxis, scaling, and root planing

3. manage patients requiring modification or oral tissues to optimize the restoration of form, function, and esthetics

4. evaluate the results of periodontal treatment and establish, as well as monitor, an appropriate and comprehensive maintenance program following the active phase of periodontal therapy

5. recognize the need for and be able to refer the treatment of complicated periodontal problems

EVALUATION CRITERIA / METHODS

Freshman Year

1. Periodontic Technique Examination
Sophomore Year

1. Periodontic Written Examination

Junior Year

1. Periodontic Clinic Examination
2. Periodontic Case Presentation Clinic Examination

Senior Year

1. Periodontic Clinic Examination
2. Periodontic Written Examination
3. Health Promotion and Disease Prevention Clinic Examination (Periodontics)

*F11. performing uncomplicated endodontic procedures and in managing the care of patients with complicated pulpal and periradicular disorders.*

DEFINITION

1. evaluate the pulp and periradicular tissues, arrive at a diagnosis and prognosis, and formulate a plan of treatment
2. prevent and manage pulpal disorders through indirect pulp therapy, direct pulp therapy, and pulpotomy procedures
3. perform uncomplicated endodontic therapy on single rooted and multirooted teeth, including molars
4. manage pulpal and periradicular disorders of traumatic origin, including apexification procedures
5. recognize the need for and be able to refer the treatment of complicated single rooted and multi-rooted endodontic cases

EVALUATION CRITERIA / METHODS

Sophomore Year

1. Endodontic Written Examination
2. Endodontic Solo Technique Examination

*Junior Year*

1. Endodontic Written Examination
2. Pediatric Dentistry Written Examination

*Senior Year*

1. Endodontic Written Examination
2. Anterior Endodontic Clinic Examination
3. Posterior Endodontic Clinic Examination
4. Endodontic Clinic (Solo Case) Examination
5. Pediatric Dentistry Clinic Examination

**F12. recognizing and managing orofacial lesions.**

**DEFINITION**

1. recognize, prescribe, and render appropriate treatment for uncomplicated oral pathologic abnormalities of hard and soft tissue
2. manage, through consultation or referral, complicated oral pathological abnormalities of hard and soft tissue

**EVALUATION CRITERIA / METHODS**

*Freshman Year*

1. Dental Materials Technique Examination

*Sophomore Year*

1. Removable Prosthodontic (Complete Denture) Written Examination
2. Oral Pathology Written Examination
Junior Year
1. Operative Dentistry Clinic (Silver Amalgam) Examination
2. Operative Dentistry Clinic (Composite Resin) Examination
3. Operative Dentistry Written Examination
4. TMD and Orofacial Pain Written Examination
5. Pediatric Dentistry Written Examination
6. Radiographic Interpretation Clinic Examination
7. Patient Assessment and Diagnosis Clinic Examination
8. Dental Emergency Clinic Examination

Senior Year
1. Operative Dentistry Clinic (Silver Amalgam) Examination
2. Operative Dentistry Clinic (Composite Resin) Examination
3. Pediatric Dentistry Written Examination
4. Oral Pathology Examination
5. Oral and Maxillofacial Surgery Written Examination
6. Patient Assessment and Diagnosis Clinic Examination
7. Dental Emergency Written Examination
8. Dental Emergency Clinic Examination

F13. performing uncomplicated oral surgical procedures and in managing the care of patients with complicated oral surgical problems.

DEFINITION
1. perform uncomplicated extractions of single rooted and multi-rooted teeth
2. remove uncomplicated fractured or residual root tips
3. perform uncomplicated preprosthetic surgery
4. perform uncomplicated soft tissue biopsies
5. treat uncomplicated infections of dental origin
6. manage, through consultation or referral, complicated oral surgical problems such as hard tissue biopsies; surgical removal of impacted teeth; complicated preprosthetic surgery; complicated infections of dental origin; treatment of cysts, tumors, and fractures of the maxilla or mandible; and complicated modifications of oral tissues to optimize the restoration of form, function, and esthetics

EVALUATION CRITERIA / METHODS

Senior Year
1. Oral and Maxillofacial Surgery Written Examination
2. Pediatric Dentistry Written Examination
3. Oral Surgery Clinic Examination

F14. preventing, recognizing, treating, and managing dental emergencies including pain, hemorrhage, trauma, and infection of the orofacial complex.

DEFINITION
1. understand and manage dental emergencies of pulpal and periodontal origin
2. understand, control, manage, or promptly refer dental emergencies of traumatic origin
3. understand and manage dental emergencies resulting from treatment failure

EVALUATION CRITERIA / METHODS

Sophomore Year
1. Endodontic Written Examination
2. Periodontic Written Examination

Junior Year
1. Endodontic Written Examination
2. Pharmacology Written Examination
3. Operative Dentistry Written Examination
4. Periodontic Clinic Examination
5. TMD and Orofacial Pain Written Examination
6. Pediatric Dentistry Written Examination
7. Dental Emergency Clinic Examination

**Senior Year**
1. Endodontic Written Examination
2. Pediatric Dentistry Written Examination
3. Periodontic Clinic Examination
4. Oral and Maxillofacial Surgery Written Examination
5. Oral Surgery Clinic Examination
6. Dental Emergency Written Examination
7. Dental Emergency Clinic Examination

**F15. managing patients with acute and chronic occlusal and temporomandibular disorders.**

**DEFINITION**
1. diagnose malocclusion by utilizing appropriately mounted diagnostic casts and other diagnostic aids
2. perform occlusal adjustments of the natural and restored dentitions based on knowledge of indications, contraindications, and techniques for occlusal adjustment
3. fabricate and use occlusal bite plane splints to treat parafunctions, trauma from occlusion, and temporomandibular disorders
4. refer complicated cases of acute and chronic occlusal and temporomandibular disorders to appropriate health care providers

**EVALUATION CRITERIA / METHODS**

**Freshman Year**

1. Occlusion Technique Examination

**Junior Year**

1. TMD and Orofacial Pain Written Examination

**F16. performing minor tooth movement and space maintenance and in managing the care of patients with complicated or advanced orthodontic problems.**
DEFINITION

1. recognize interferences in normal growth and development
2. diagnose malocclusion by utilizing diagnostic casts and other diagnostic aids
3. understand the indications, contraindications, advantages and disadvantages of space maintainers
4. fabricate uncomplicated orthodontic appliances and space maintainers
5. participate in a treatment case involving active appliance therapy
6. understand the difference in difficulty between various orthodontic treatment cases and develop an understanding of which should be treated by the general practitioner and which should be referred
7. make acceptable referrals, when indicated

EVALUATION CRITERIA / METHODS

Sophomore Year
1. Pediatric Dentistry / Orthodontic Technique Examination

Junior Year
1. Pediatric Dentistry Written Examination
2. Malocclusion and Space Management Written Examination

Senior Year
1. Pediatric Dentistry Written Examination
2. Malocclusion and Space Management Written Examination
3. Malocclusion and Space Management Clinical Examination

F17. appraising completed and existing treatments and in using these outcomes of patient care to guide professional development.

DEFINITION

1. monitor therapeutic outcomes and use this to re-evaluate and/or modify the initial diagnosis or therapy
2. understand the importance and process of conducting both records and treatment audits
3. understand the Standards of Care for each clinic discipline
4. determine the causes of noted treatment deficiencies
5. document noted deficiencies and be able to prescribe appropriate corrective measures

EVALUATION CRITERIA / METHODS

Sophomore Year
1. Oral Diagnosis Examination

Junior Year
1. Treatment Rendered / Records Audit Examination
2. Operative Dentistry Clinic (Silver Amalgam) Examination
3. Operative Dentistry Clinic (Composite Resin) Examination

Senior Year
1. Treatment Rendered / Records Audit Examination
2. Operative Dentistry Clinic (Silver Amalgam) Examination
3. Operative Dentistry Clinic (Composite Resin) Examination

F18. preventing, recognizing, managing and treating, for the short-term, acute medical emergencies in the dental environment including the provision of life support measures.

DEFINITION
1. anticipate, diagnose, and provide initial treatment as well as follow-up management for medical emergencies such as unconsciousness, allergic reaction, seizure, drug overdose, and cardiac arrest that occur during dental treatment
2. maintain certification in cardio-pulmonary resuscitation and be able to provide appropriate life support measures

EVALUATION CRITERIA / METHODS

Freshman Year
1. CPR Written Examination
2. CPR Skill Demonstration Examination

**Sophomore Year**
1. Anesthesia / Pain Control Written Examination

**Junior Year**
1. Operative Dentistry Clinic (Silver Amalgam) Examination
2. Operative Dentistry Clinic (Composite Resin) Examination
3. CPR Written Examination
4. CPR Skill Demonstration Examination
5. Medical Emergency Written Examination

**Senior Year**
1. Operative Dentistry Clinic (Silver Amalgam) Examination
2. Operative Dentistry Clinic (Composite Resin) Examination
3. Oral and Maxillofacial Surgery Written Examination
4. Pediatric Dentistry Written Examination

**F19. assessing the treatment requirements of patients with special needs.**

**DEFINITION**
1. recognize those situations where medical, physical, psychological or social situations make it necessary to modify dental routines in order to provide dental treatment
2. apply appropriate interpersonal and communication skills to patients with special needs
3. assess and prescribe dental treatment that is compatible with special needs

**EVALUATION CRITERIA / METHODS**

**Junior Year**
1. Patient and Cultural Sensitivity Written Examination
2. Operative Dentistry Written Examination
3. Medically Complex Patient Written Examination
4. Periodontic Case Presentation Clinic Examination
5. Patient Assessment and Diagnosis Clinic Examination

**Senior Year**

1. Oral Surgery Clinic Examination
2. Patient Assessment and Diagnosis Clinic Examination
3. Special Needs Patient Clinic Examination

**F20. performing and managing requisite technical and laboratory procedures attendant to the provision of dental restorations.**

**DEFINITION**

1. perform laboratory procedures most conveniently done in a dental office such as impression trays, record bases, simple repairs, polishing protheses, construction of uncomplicated indirect restorations, etc.

2. prepare a work authorization that clearly indicates the design of a restoration or prosthesis, the materials to be used in its fabrication, appropriate shade and mold descriptions, and other pertinent data

3. assess those procedures accomplished by laboratory technicians

**EVALUATION CRITERIA / METHODS**

**Sophomore Year**

1. Fixed Prosthodontic Written Examination
2. Fixed Prosthodontic Technique Examination
3. Removable Prosthodontic (Complete Denture) Written Examination
4. Removable Prosthodontic (Complete Denture) Technique Examination
5. Removable Prosthodontic (Partial Denture) Written Examination
6. Removable Prosthodontic (Partial Denture) Technique Examination
7. Operative Dentistry Written Examination
Junior Year

1. Fixed Prosthodontic Written Examination
2. Removable Prosthodontic Clinic Examination

Senior Year

1. Implantology II Written Examination
2. Complete Denture Clinic Examination
3. Partial Denture Clinic Examination

These competencies will be conveyed to the students by several means. They will be published on the School of Dentistry website (under Student Section) which will be accessible through the University of Utah University website of www.utah.edu. They will also be published in the bulletin of the University of Utah School of Dentistry and in the Clinic Manual. They will be distributed to the students on an annual basis as a part of a packet of academic policies and procedures. This document, which will be academic-year specific, also will inform the students of which competency examinations will be administered during that year as well as which competencies will be covered on each specific examination. Finally, each academic offering that is associated with a competency examination has a similar explanation of that test included within its syllabus.

The DDS program will define competence as the possession of sufficient knowledge, skills, and values to identify a problem and act skillfully to reach a solution in a manner that is consistent with the activity of a dentist in an unsupervised practice environment. The dental program will identified 30 competencies that define this general private practice activity. The primary method of student evaluation designed to measure the attainment of these 30 competencies at the University of Utah School of Dentistry will be the use of specific competency examinations. Most of these exercises will be conducted as a part of a required course, however, several will be "stand alone" activities not associated with any academic offering. Examples of the latter include clinical examinations in operative dentistry, periodontics, and endodontics; the treatment rendered/record keeping examinations; and the sophomore computer utilization examination. Successful completion of these exercises must take place before advancement can occur, however, no academic grade will be issued for this achievement. From a data-tracking standpoint, only passes and failures will be recorded. The competency examinations that occur as a portion of an existing curricular offering must also be successfully completed before advancement can occur. These examinations, however, usually will play a role in course grade determination. It must be pointed out, though, that regardless of what the course grade is, the competency examination must be successfully completed before the student is allowed to advance in the DDS program. Because of examination weighting and the cumulative effects of several tests, it will be possible to pass a course (with a low grade) and yet fail the competency examination. When the Curriculum Committee reviews the academic performance of the students, both course grades and competency examination results will be considered. This information will be gathered by the School of Dentistry’s Office of the Assist/Assoc Dean of
Student Affairs shortly after the conclusion of each semester. Despite the fact that the student in the example above passed the course, the competency examination failure will preclude the Curriculum Committee from recommending to the Dean advancement to the next level.

The evaluation of competence will be an ongoing process that requires a variety of assessments. This process will occur throughout training for the DDS degree and involve a number of constituencies. The fact that the evaluation of the competencies will occur over time indicates that the process is ongoing. That several academic units will be involved in the evaluation process for most competencies attests to the variety of assessments that will be made as does the fact that numerous examinations will be involved. The specific evaluation methods that measure the attainment of each competency will be grouped by academic year and are presented above. As mentioned previously, this information will be presented to each student on a year-specific basis at the time of registration for each academic year. The table that follows summarizes this information and quantifies the concept that the evaluation of competence as part of obtaining the DDS degree at University of Utah School of Dentistry will be an ongoing process that involves a variety of measurements. As a point of reference, there will eventually be eight academic units or departments at the School involved in the process of establishing competencies that will lead to the DDS.

<table>
<thead>
<tr>
<th>COMPETENCY EXAMINATION DATA Competency</th>
<th>Years Evaluated</th>
<th>Number of Examinations</th>
<th>Number of Disciplines</th>
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<tbody>
<tr>
<td>A1. Biomedical Sciences</td>
<td>Fr So Jr Sr</td>
<td>29</td>
<td>6</td>
</tr>
<tr>
<td>B1. Apply Behavioral Science</td>
<td>Fr So Jr Sr</td>
<td>21</td>
<td>6</td>
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<td>C1. Evaluate Health Care Management</td>
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<td>C2. Practice Management</td>
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<tr>
<td>D1. Ethical &amp; Legal Concepts</td>
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<td>D2. Life Long Learning</td>
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<td>14</td>
<td>6</td>
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<tr>
<td>E1. Critical Thinking &amp; Problem Solving</td>
<td>Fr So Jr Sr</td>
<td>47</td>
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<td>E2. Selection of Materials</td>
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<td>E3. Information Technology</td>
<td>Fr So</td>
<td>2</td>
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</table>
From the foregoing, it is apparent that the evaluation of competence in the DDS program will be an ongoing process with a wide variety of assessments being conducted by multiple constituencies to determine the acquisition and integration of knowledge, values and skills. Concurrently, an assessment of the processes and procedures which will be necessary for entry level practice will also be made. The competency examinations in the Biomedical Science domain primarily will measure the acquisition of knowledge. Those in the Behavioral Science, Practice Management, Ethics/Professionalism, and Critical Thinking/Information Technology domains will measure the attainment of knowledge as well as assess the processes and procedures which will be necessary for entry level practice. Finally, the competency examinations in the Clinical Sciences domain primarily will measure the acquisition of knowledge and specific clinical skills.

The DDS program will use what has been described as a "lock-step" type of curriculum. All students in a given academic year will take all didactic and laboratory courses and associated examinations, including competency assessments, at the same time. The timing of the offering of these evaluations will be clearly presented in the syllabus of each appropriate course so all students will be aware of the scheduling for all of these events. All clinical courses will be conducted concurrently, however, the degree of participation in each at any given point in time may vary due to differences in patient treatment needs and the clinical progression of the students. The offering of clinical competency examinations will be essentially split between allowing the student to challenge when he/she believes he/she is ready or scheduling the assessment to occur as a block event for either a large segment of the class or the entire class. The time required to conduct a particular discipline's assessment and the availability of resources to do so will be the primary determining factors that dictate which format will be used. Procedures such as non-complicated extractions, single canal endodontics, periodontic case presentations, oral diagnosis, and treatment rendered assessments, which typically do not involve large amounts of time, are examples of the "challenge when ready" format. Assessments of more complex treatments or those which require multiple evaluators to simulate licensure examination conditions, will usually be offered to the entire class at a time that is scheduled by the School. Because of the variance in clinical course participation mentioned above, these examinations will be scheduled to occur near the conclusion of the academic year to allow all students ample time in each discipline's clinic to develop the requisite knowledge and skills to successfully challenge the competency. Examples of disciplines involved in this format include restorative dentistry, prosthodontics and periodontics.

The criterion for the determination of the successful achievement of competence in a particular area will be the passage of all competency examinations associated with its competency statement. The criterion for the determination of the successful achievement of all competencies associated with the educational program will be the passage of all competency examinations offered by the dental program. All such examinations offered during a given academic year must be passed before advancement is possible. Cumulatively, this will result in the successful completion of all competency examinations offered by the institution which would lead to the
determination of the achievement of competence in the 30 areas outlined by the DDS curriculum. Institutional responsibility for the assurance that all competency examinations have been successfully completed will be shared between the School of Dentistry’s Assist/Assoc Dean of Student Affairs and the Curriculum Committee. Competency examination performance data will be gathered from examination administrators by the Office of the Assist/Assoc Dean of Student Affairs as a part of the process that collects coursework grades. A competency examination reporting form will be developed for this purpose. One of the items on this form will ask the examination administrator to report the names of all students who have not successfully completed the competency test in question. Once reported to the Assist/Assoc Dean of Student Affairs, a notation will be made on a master tracking form. This information will then be presented to the Curriculum Committee for deliberations regarding advancement. Students who do not successfully challenge their competency examinations will be advised of such by the examination administrator. The consequences with respect to advancement will be conveyed to the Assist/Assoc Dean of Student Affairs and the Curriculum Committee. Once the student passes the competency examination that was failed initially, the examination administrator will inform the Assist/Assoc Dean of Student Affairs. The master tracking form will be amended accordingly and, if all other obligations have been met, the student will be allowed to advance.

Prior to graduation, the School of Dentistry’s Office of the Assist/Assoc Dean Student Affairs will conduct a “sign out” process whereby prospective graduates must receive signatures from key personnel indicating that all academic, clinical, administrative, and financial responsibilities have been met. Among these will be the successful completion of all competency examinations and the signature of the Assist/Assoc Dean Student Affairs will be required as proof of that fact. This demonstrates that the University of Utah DDS program will employ student evaluation methods that measure its defined competencies. It will do so with a process that uses a variety of assessments from a broad base of constituencies, it will be ongoing, and will be closely monitored by key administrative personnel for successful completion.
### Section V: Finance

#### Budget

<table>
<thead>
<tr>
<th>Departmental Data</th>
<th>Current Budget—Prior to New Program Implementation</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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#### Departmental Funding

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#### Difference

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*Projected Instructional Cost/Student Credit Hour* data contained in this chart are to be used in the Third-Year Follow-Up Report and Cyclical Reviews required by R411.

#### Funding Sources

The initial inaugural class will be 20 Utah resident students/year and will utilize existing state line item appropriation for dental education (no new state appropriation). In addition, student tuition and fees, clinic income and development start-up funds will be used to operate the education program.
**Reallocated**
No reallocation of funds is anticipated at this time.

**Impact on Existing Budgets**
No impact on current base budgets is anticipated at this time. The program will generate its own revenues to operate the program.

**Section VI: Program Curriculum**

**All Program Courses**

**SCHEDULE OF COURSES (FRESHMAN YEAR)**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Semester</th>
<th>Clock Hours</th>
<th>Sem. Or Lect.</th>
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<td>Interpersonal Relationships / Communication</td>
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<td>Bailey</td>
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<td>History of Dentistry</td>
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<td>16</td>
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<td>Faddis</td>
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<td>Basic Computing Skills for Dental Students</td>
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**SCHEDULE OF COURSES (SOPHOMORE YEAR)**
### SCHEDULE OF COURSES (SOPHOMORE YEAR)

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<td>Business of Practice Lecture</td>
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<td>Dental Pharmacology Update</td>
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<td>Financial Planning and Jurisprudence</td>
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<td>Removable Prosthodontic Clinic</td>
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**Section VII: Faculty**

The current faculty members in the existing program and their qualifications are listed below:

Albertine, K. H.  
BA ’75 Lawrence University,  
PhD ’78 Loyola Stitch School of Medicine  
Professor Neurobiology & Anatomy,

Aldous, J. A.  
MS ’61 Northwestern University  
DDS ’59 Northwestern University  
Associate Professor Dental Education

Ash, J. F.  
BS ’69 University of Illinois  
PhD ’74 Stanford University  
Professor Neurobiology & Anatomy

Bailey, G. M.  
BS ’71 Brigham Young University  
DDS ’75 Northwestern University  
Cert. ’77 Northwestern University (Periodontics)  
Adjunct Asst. Professor Dental Education

Christensen, G. J.  
DDS ’60 University of Southern California
Faddis, K. A.
BS ’85 University of Utah
DDS ’90 Creighton University
Adjunct Instructor Dental Education

Hammond, D. C.
PhD ’74 University of Utah
Adjunct Professor Physical Medicine & Rehabilitation

Hanson, G.
DDS, ’73 UCLA
PhD ’78 University of Utah
Professor Pharmacology & Toxicology

Lowder, G. W.
BS ’72 Brigham Young University
DDS ’76 University of Washington
Asst. Professor Dental Education

Michel, W.C.
PhD ’85 U of Cal. Santa Barbara
Professor Physiology

Morton, D.
BS ’98 Brigham Young University
MS ’01 University of Utah
PhD ’03 University of Utah
Asst. Professor Neurobiology & Anatomy

Olsen, B. T.
BA ’84 Utah State University
DDS ’87 University of Texas, San Antonio
MS ’94 University of Texas, Houston (Orthodontics)
Adjunct Asst. Professor Dental Education

Olson, C. J.
BA ’72 University of Utah Asst.
DDS ’77 West Virginia University
Professor Dental Education
Packer, B.  
BA ’64 University of Utah  
DDS ’68 Northwestern  
Adjunct Instructor Dental Education

Powell, G. L.  
BS ’64 University of Utah  
DDS ’68 University of Washington  
Professor Dental Education

Sorenson, D. K.  
BS ’69 Brigham Young University  
MS ’78 University of Utah  
PhD ’75 Utah State University  
Asst. Professor Medical Informatics

Steed, S. J.  
BS ’70 Brigham Young University  
DDS ’74 Northwestern University  
Adjunct Instructor Dental Education

Woodward, R. O.  
DDS ’68 University of Washington  
Adjunct Instructor Dental Education
Section 4: Addendum to the two R401 proposals in response to a request from the Senate Executive Committee
Addendum: Responses to Executive Committee Inquiries

Introduction:

It is gratifying that the EC is very supportive of the School of Dentistry proposal and wants to partner with Health Sciences to make it work. We realize that this spirit of cooperation is essential for the success of this effort and will greatly contribute to a favorable outcome for a School of Dentistry that is well integrated with other University of Utah Colleges. We acknowledge and agree with the EC statement that because the last college established at the University of Utah was decades ago, we all lack practical experience in this process at the University of Utah. Thus, the only guidelines to help us through the academic review application process were associated with the R401 Template available from the Utah System of Higher Education for approval of new programs and degrees. Because of the generic nature of this template, apparently several issues of relevance to EC’s evaluation, especially as it relates to establishing a new college-level program, were not included. For this reason, we will address each of the EC comments in order to help the members of your committee, and other groups who will evaluate this application, render an appropriate decision regarding the development and implementation of a college-level School of Dentistry. However, it should be noted that most of the issues raised by the EC have been addressed in considerable detail in our accreditation documents recently submitted to the Commission on Dental Accreditation (CODA). This document was highly praised by CODA for its comprehensiveness and resulted in scheduling a CODA commission for an onsite accreditation visit March 27-28, 2012. If the EC desires greater detail than provided below, we can make this accreditation application available.

I. General:

The EC expressed a concern regarding jurisdiction and suggests that the combined R401 application be split into separate proposals for the degree (DDS) and the new college. While we appreciate the rationale for the request, because the R401 template we are required to use by the Utah System of Higher Education does not make a distinction between degrees and programs designed to offer degrees, we only submitted a single application. Consequently, the two R401 applications would be almost identical with the only major difference being that one requests permission to offer the DDS degree and the other requests permission to create a dental school. Despite this lack of distinction between the applications in the R401 template, we are willing to separate them as requested and produce two separate documents. However, we are also including this present response as an addendum to the R401 document that is more germane to the consideration for initiating a college-level School of Dentistry at the University of Utah

II. Implementation Plan:

a. What is the implementation plan?

The lack of clarity about an implementation plan in the R401 proposal is due in part to the fact that there is not a section devoted exclusively to this issue, but rather it appears to be implied under different categories. Hopefully, the following explanations will help the EC evaluate how various aspects of the School of Dentistry will achieve a fully functional status and realize its academic mission.

Background: The proposals for a four-year dental degree program and a School of Dentistry (college-level) were submitted according to the guidelines described in the requisite R401 template provided by the Utah System of Higher Education. In order to assist the EC and others charged to evaluate the proposal, especially for the new School of Dentistry, it is important to appreciate that the School will include more than the 4-year D.D.S.-granting program. These other programs include:

- the General Practice Residency Program that hopefully exists in the current Department of Dental Education
proposed specialty training programs that will lead to postgraduate Masters degree specialties in Pedodontics, Periodontics and Oral Pathology

existing and planned research programs based on collaborative efforts with other colleges and departments

University of Utah satellite dental clinics, staff and equipment

(v) dental-related continuing education programs.

Each of these School of Dentistry endeavors, in addition to the State line-item appropriation for dental education, dental education accounts, and endowment funds (currently in excess of $50 million) will contribute to, and will be a part of, the overall rubric of the School of Dentistry.

The new University of Utah School of Dentistry will be completely independent of the University of Creighton program, meaning that the current Regional Dental Education Programs (both Creighton-linked and At-Large) will no longer accept students after July 1 2012. The proposed new 4-year dental degree-granting dental education program will accept its first entering class of 20 Utah resident students for classes beginning August 2013. Each year thereafter the School of Dentistry will accept an additional minimum of 20 Utah resident students into a new first-year class resulting in a total of at least 80 pre-doctoral students by the 4th year.

The following is an Implementation Timeline for the 4-year degree granting program:

**FY 2012-2013**
During this initial year we will recruit and admit students for the first entering class in August 2013. Programming and schematic design for the new building will be completed, the project bid and construction will begin. Recruitment of additional faculty for a sophomore year (2014) class will begin. Note that the preclinical and basic faculty for the freshman-year students are already in place as they were part of the previous Creighton-linked regional dental education program and has taught the freshman curriculum to dental students in excess of 20 years.

**FY 2013-2014**
The first class of the new dental program will enter its freshman year (year D1) in August 2013 and will receive its 1st-year training using the established faculty and curriculum. The 2nd entering class will be recruited and admitted for August of 2014. Additional basic science and clinical faculty will be recruited and hired in preparation for the sophomore-year (year D2) curriculum. These faculty members will be recruited to not only provide instruction to the dental students, but also to engage in research and other scholarly activities as well as provide service to the college, University, and community. Completing and equipping of the dental building will be completed and offices, laboratories, clinics, and teaching rooms will be ready to be occupied by faculty, staff and students.

**FY 2014-2015**
The 2nd entering class will begin its freshman year in August 2014 and the D1 and D2 curricula will be taught to the students. The 3rd entering class will be recruited for admission in August 2015. Additional faculty will continue to be hired in preparation for providing a 3rd-year curriculum to a junior class as well as to more fully develop the School’s research and service programs. Because of the clinic-intensive nature of the D3 year, there will be a special emphasis on employing clinical faculty. In addition, with the clinical emphasis for D3 students, patient recruitment processes will be developed and implemented. The preparation for the 2nd accreditation site visit by CODA will begin.

**FY 2015-2016**
The 3rd entering class will begin August 2015 and the Year D1, D2 and D3 curricula will be taught to respective classes. The 4th entering class will be recruited for admission in August 2016. Additional faculty will be hired in preparation to provide instruction to senior-year students in 2016-2017. The Junior-class students will be in the clinics treating patients on a regular basis.

**FY 2016-2017**

The 4th entering class will enter in August 2016, resulting in full curricular content (Year D1, D2, D3, D4) being taught at the School of Dentistry. The 5th entering class will be recruited and admitted for August 2017. Faculty and staff will be at optimal strength for providing instruction, conducting research and engaging in service and additional hiring will be done principally for replacement. Third- and fourth-year students will be heavily engaged in the treatment of patients both in the School of Dentistry building as well as in University of Utah community and mobile clinics. Preparation for the final accreditation site visit will be completed this year. The first class is scheduled to graduate in May 2017.

(i) *Faculty/staff and Services*

The number and distribution of faculty and staff at the University of Utah School of Dentistry will be sufficient to meet the dental school’s stated purpose/mission, goals and objectives and make the School of Dentistry fully compliant with accreditation standards. The first year (2013/2014) of the dental program will consist of 22 fulltime FTE faculty members with 4 administrators and 7 in basic sciences, 6 in the clinical sciences and 5 in research. In addition, there will be 9 part-time faculty with 4 in basic sciences and 5 in the clinical sciences. At the time of full implementation (by 2016/2017), the year of the first graduating class), there will be 42 full-time FTE faculty positions (32 tenure track) with 22 in clinical services, 20 in basic sciences and research with an additional 45 part-time faculty. All administrators will be actively involved in clinical, basic science education or research.

The University of Utah currently provides a full complement of centralized university resources, all of which are readily accessible on the main campus. These functions are all fully in service and provide excellent support to existing University of Utah programs and currently cover a full spectrum of services and have done so for many years. These outstanding resources are readily accessible and committed to the success of all University of Utah students and programs, such as a dental school. This arrangement will help to establish and achieve consistent standards of excellence in academics, service, training and research while facilitating collaborative efforts in these areas across colleges and programs. This arrangement will foster a team mindset thereby encouraging a holistic approach in healthcare management. The resources include, but are not limited to:

**Administrative Management**

University Central Administration  
Ombuds Office  
Transcript Office  
Alumni Association  
Space and Planning Office  
Travel Office
Public Policy and Administration Office

**Learning Resources**
Learning Enhancement Program
Eccles Health Sciences Library
Network and Communication Services
Science Education and Outreach

**Research**
Grants and Sponsored Projects Management
Technology Transfer
Animal Resource Center
Clinical Research Center
Huntsman Cancer Institute
Antiseizure Drug Development Program
Utah Addiction Center
Resource for Genetic and Epidemiologic Research
ARUP National Reference Laboratory

**Faculty and Staff Management**
Human Resources
Disability Services
Equal Opportunity and Employment Services
Presidential Commission on the Status of Women

**Student Services**
Alcohol and Drug Education Center
Office of Student Affairs
Campus Recreation Services
Counseling Center
Office of Health Promotion
Insurance Office (student health services)
Office of Residential Living
Student Health Services
Tutoring services office
Student Union Center
Veteran Affairs Office
Women Resource Center
Health Science Book Store

**Financial**

Financial Aid and Scholarship
Financial Accounting Services
Research Accounting Services
Internal Audit Office
Investment Management
Income Accounting and Student Loan Services
Contract Administration
Grants and Sponsored Projects Management
Purchasing

**Custodial, Maintenance and Environment**
These highly experienced and efficient University of Utah support systems will substantially reduce the annual operating expenses of a dental school by as much as a million dollars while providing the highest quality of specialized services to the faculty, staff and student body enabling the dental school to provide exceptional mission-related education, experiences and services at minimal cost. In addition to these institutional support services, the University of Utah School of Dentistry will establish descriptions and resources for an additional 42 staff positions by the time it achieves full operational status in its 6th year (2016/2017). These dental school staff members will be responsible for services that involve information and learning (e.g., audiovisual and computer support) technology, continuing education services, clinical management and support, library, secretarial support, security, supplies (both clinical- and research-related) management and dispersal, public relations and outreach, financial aid, registrar, student services, recruitment, development and fund raising, administrative and administrative clerical staff, research technicians and laboratory assistants.

Because the School of Dentistry will have a full complement of staff to attend to the administrative and clerical needs for the dental program it will not rely on a centralized service per se, nor will it require services provided by a separate centralized clerical/duplicating. The School of Dentistry personnel will include: a pool of 5 administrative assistants for the Dean and other associated senior administrative staff; each of the assistant/associate deans will have 1 assigned secretary. There will also be: (i) 3 Managers/Directors/Administrative Assistants to provide support to the Dean/School; (ii)10 full-time Executive Secretaries/Assistants; (iii) ~15 clinical dental assistants, 8 clinical staff (receptionists, supply and instrument technicians), 10 research assistants and 2 full-time IT personnel.

The School of Dentistry will employ an integrated educational strategy that efficiently utilizes fulltime, part-time and adjunct faculty including clerkship mentors and residents to assist student learning and achieving of competency in all required areas. The full-time members will, for the most part, be tenure-track faculty and comprise the core of the administrative, teaching, and research responsibilities while overseeing and coordinating the programs in the administrative, basic science, clinical course areas and research programs. In addition, the full-time faculty will represent the School of Dentistry on appropriate University and School committees as required.

(ii) Faculty Governance

The School of Dentistry will employ an integrated educational strategy that efficiently utilizes fulltime, part-time and adjunct faculty including clerkship mentors and residents to assist student learning and
achieving of complete dental skills competency. The full-time members will, for the most part, be tenure-track faculty and comprise the core of the administrative, teaching, and research responsibilities while overseeing and coordinating the programs in the administrative, basic science, clinical course areas and research programs.

The School of Dentistry Dean has the authority and flexibility to recruit and hire additional faculty as needed for expansion or restructuring of resource allocation as programs become modified, added, or eliminated.

The University of Utah School of Dentistry will rely on a traditional and proven dental education model that when needed, takes advantage of the considerable institutional and community resources in both basic sciences and dental practice to support the mission of the School of Dentistry and help its students achieve the competencies requisite for producing outstanding dental practitioners. Specifically, the School of Dentistry will identify and compensate exceptional and well-established basic science and practicing health care educators from sister colleges/schools at the University of Utah such as the School of Medicine, College of Pharmacy, College of Nursing, College of Health, College of Social and Behavioral Science and the Graduate School of Social Work for teaching responsibilities. These University of Utah colleges and schools have well-established programs with exceptional records for health-related education that is critical for comprehensive dental training. All of these programs have expressed a willingness to serve as a resource for basic and clinical medical science instruction as needed. Such an arrangement will use faculty from these other programs as part-time employees in a cost-effective manner. This strategy often precludes the need to hire full-time faculty for all teaching in such a way that does not compromise the quality of teaching or diminish access to instructors. It also will allow dental students from the School of Dentistry to learn from the very best educators available at the University of Utah while helping them appreciate other health care strategies and their relevance to dentistry.

In addition, the School of Dentistry will recruit outstanding dental clinicians in the community who are highly regarded and well-established practitioners to contribute to the clinical training of the dental students. These practicing local clinicians will provide invaluable experience and perspective essential to proper dental training. By working with full-time clinical professionals at School of Dentistry, these part-time clinical faculty will understand and be guided by the institutional expectations to assure the quality control necessary for students to achieve expected competencies. An additional benefit of allowing local practitioners to contribute to the School of Dentistry as part-time faculty will be that the dental community will develop a sense of partnership and contribution to dental education. As a result they will be more inclined to take advantage of the School of Dentistry for continuing education and other experiences that embellish their own practice and raise the quality of dental services available to the general public.

The School of Dentistry Dean will have the authority to include additional part-time faculty to help address the needs of the school when necessary.

Administrative faculty positions that include ~four assistant/associate deans often will be occupied by persons with either basic science or clinical credentials and skills. In such cases, these persons will spend ~10% of their time engaged in mentoring/teaching students in their area of expertise to help take advantage of their extensive expertise and experience as well as provide opportunities of student-administration interaction to be able to better assess the needs and progress of the School of Dentistry. Some faculty and practitioners with specific valuable expertise and background will also have administrative assignments to serve as the chair of their respective clinical departments with the responsibility to organize and direct both full- and part-time faculty members and associated staff in their unit. They will be not expected to spend more than 50% of their time in this administrative role, while the
other 50% will be devoted to teaching and mentoring dental students. These faculty and practitioners with
dual roles will receive additional compensation commensurate with the extra responsibilities.

The institution’s policy for faculty activities will be based on the original contract that defines faculty
responsibilities and will include specific institutional needs that will be expected to be met by the faculty
member. Each contract will be distinct and individualized according to the skill set and experience of the
faculty member and the expectations of the school’s administration and mutually agreed upon before
employment can occur. For example, some faculty will be hired with the expectation that he/she will
spend a designated percent of time engaged in research activities that include conducting quality research
leading to publications in peer-reviewed scientific journals and successful competition for extramural
support to further the academic mission of the dental school and make a significant contribution to dental
sciences. It is likely that when possible, such faculty members will be expected to provide lectures or be
the course director for basic science or clinical courses that relate to his/her field of expertise and
experience. In addition, most faculty members will also be expected to contribute to the general operation
of the dental school by participating as members of college committees, student counseling or mentoring,
or outreach and service. If significant additional responsibilities are requested of a faculty member over
those stated in the original contract, he/she will have the right to accept or reject them as he/she sees fit.
As a general policy, when appropriate, the faculty member can also be compensated by a sum agreed
upon by both parties. In addition, in some cases, if the new responsibilities are substantial, the percent of
work distribution will be redefined and a new contract will be agreed upon and signed by both parties. In
order to assure contractual agreements will be met fairly, an annual review of work responsibilities will
be undertaken as part of the routine faculty evaluation process and when appropriate, adjustments will be
negotiated and implemented to reflect changes. If there is disagreement between the faculty member and
administration as to what are fair expectations, the faculty member will have the right to take his/her
concerns to the University of Utah’s Ombudsman’s Office for an outside, impartial resolution of the
problem.

Faculty members who substantially engage in funded research or contract projects will be governed by
the rules established and administered by the University of Utah Office of Sponsored Projects. These
policies apply equally to all health-related colleges/schools at the University and include rules governing
salary and fringe benefits support, accounting and patent expectations, animal care and IRB requirements,
indirect fees to pay for space and resource utilization, compliance with rules of personal and research
conduct established and administered by the funding agency, etc.

In some cases according to pre-arrangements, some clinical faculty will practice and be compensated for
clinical services using the school’s clinical facilities, as long as this practice in no way compromises the
principal mission of the School of Dentistry or of the University of Utah and does not detract from the
faculty member’s ability to fulfill his/her contractual responsibilities as a faculty member. These
arrangements will be consistent with the established clinical policies for other health care practitioners at
the University of Utah and compensation will reflect the established value of services rendered by the
clinician and the support costs to the School of Dentistry.

The University of Utah School of Dentistry will utilize an educational model and staffing plan that
preserves a faculty-to-student ratio of 1/20 for basic science laboratory, 1/8 for preclinical laboratory
exercises and 1/5 ratio for clinical sessions. These ratios will be met with fulltime and part-time
professors, and will be supplemented by instructors who possess the appropriate training and experience
to provide the necessary mentoring for students to develop requisite competencies and assure safety to
both students and patients when applicable.

**Ongoing Faculty Development**
The objective of our faculty development program will be to enhance teaching and technical skills in order to assure optimal student training and achievement of dental professional competencies. This program will include access to skills development through several mechanisms such as: (a) annual faculty retreat conducted at an off-campus site with overnight accommodations and including continuing education programs; (b) continuing education courses that satisfy the State of Utah re-credentialing requirement of 30 hours over a two-year period; (c) attendance of annual meetings of local, state or national professional organizations; and (d) an opportunity to spend 1 day per week for scholarly pursuits such as research and scientific writings. On an annual basis the University of Utah will contribute to the faculty development process by offering courses in effective management to help improve leadership skills of faculty members. The maintenance and further development of the faculty’s clinical skills will be encouraged by a contract option that allows full-time teaching and research faculty to engage in private practice opportunities, either intramurally or extramurally. In addition, all faculty offices will have computers with Internet connection and access to list servers, e-mail, the library, no charge MedLine searches and unrestricted Internet access. Technological support of the teaching efforts of the School of Dentistry will be provided through the University’s Division of Information Technology. It is noteworthy that some continuing education programs will be conducted in collaboration with other colleges and their faculty in order to optimize resources as well as create opportunities for interaction between the faculty members of different colleges/schools. In addition, there will be calibration programs for the community-based adjunct faculty held semi-annually to be conducted by the full-time faculty and ensure consistent teaching in the central and satellite clinics.

The Dean and Assistant/Associate Deans will oversee faculty continuing education, technology skill development, research productivity and scholarship. The School of Dentistry clinical faculty will be responsible for acquiring the number of hours of continuing education required by the state of Utah as practicing dentists.

Finally, School of Dentistry will schedule mandatory in-service training for quality assurance issues, emergency preparedness, review of clinical protocols, HIV/AIDS and other communicable disease awareness and management, conflict of interest awareness, mentoring skills development, ethics and domestic violence issues. These courses will be available on either in-person or electronic basis. Full-time faculty members will also be retrained in CPR at the Health Care Provider level every two years on-site by trainers provided by the University of Utah Hospital services. As previously stated, some initial teaching skills programs will be required for faculty. Additional CE “refresher” and retraining courses will be advertised by announcements in faculty meeting, by flyers, program brochures and other forms of notification. Appropriate CE credit will be given wherever possible to both full-time and community-based part-time faculty. The faculty will also be encouraged to attend meetings of professional organizations locally, regionally, and nationally. Funding mechanisms to help cover the expenses associated with meeting attendance and to encourage giving presentations of their scholarly works will be made available to encourage participation in professional dental and related education and biomedical meetings.

Continuing education courses are available through the Utah Dental Association as well as through other local dental association units. In addition, approved CE dental courses offered by outside organizations will be offered on a regular basis and will be advertised to faculty members. Some CE opportunities will be made available on the Internet using the University of Utah teleconferencing resources.

Under the management of the Dean and Assistant/Associate Dean of Academic Affairs and Faculty Development, the School of Dentistry will establish a faculty development program that will be tracked by an annual performance review and goal-setting process. It will include activities that are coordinated through the departments and structured in such a manner to comply with the University of Utah Faculty Performance Guidelines and University of Utah Regulations (Policy 6-303, Rev. 19: Retention, Promotion, and Tenure) to comply with rank and tenure considerations. These sections will help define and measure faculty development for RPT considerations with the intent to establish and maintain a high
level of didactic and academic experiences available to students by encouraging continual growth in areas of teaching/education, research/scholarly activity, and service. A program that features nationally recognized clinicians/speakers to present didactic and hand-on courses on contemporary dental practice advances will be implemented under the direction of the Assistant/Associate Dean of Academic Affairs and Faculty Development. The programs will utilize facilities at the dental school equipped with contemporary equipment and materials to attract the clinical faculty. Programs will also be advertised throughout the community, state, and nationally to dentists who will attend and pay course fees so these programs can be self-sustaining. Funds will be available initially to get the CE program started. The University of Utah School of Dentistry faculty will have priority access to these opportunities. Strong vendor participation for these programs will be encouraged in order to help develop opportunities for product testing by faculty and students. However, extra care will be taken to avoid conflict of interest issues or inappropriate endorsements as part of the program presentations. The use of the School of Dentistry facilities and personnel for clinical product assessment studies should lead to opportunities to contribute to dental research and skill improvement.

In addition, clinical faculty will be given the option to participate in released time to engage in either intramural or extramural practice to maintain their clinical skills.

**Participation in the School’s Decision-making Process**

Faculty at the University of Utah School of Dentistry will be ensured a form of governance that allows participation in the School’s decision-making process.

The process for faculty participation and a definition of the faculty’s role in the decision-making process and avenues for contributing to decisions made by the School will be defined in the bylaws. Of particular note will be the formation of a faculty government that will include the creation of several standing committees charged with the responsibility to make recommendations to the Dean regarding specific topics within their purview which contribute to the decision-making process of the School. Although these advisory committees will not be for governance purposes per se, their intent is to allow faculty participation and feedback to the School’s administration. This will help influence governance in a positive manner both relative to the academia of the School as well as all aspects of School management. Examples of such committees include (* indicates critical nature of the committee and the intent for early implementation in the development of the School of Medicine):

- Academic Misconduct Committee
- *Admissions Committee
- Clinical Standards of Care Committee
- *College (Faculty) Council
- *Curriculum Committee
- *Executive (Faculty) Committee
- Library Committee
- *College RPT (retention, promotion and tenure) Committee
- Research Committee
Strategic Goals and Assessment Committee

Student-Faculty Liaison Committee

*Student Advisory Committee

Students Appeals Committee

These committees and advisory groups will be organized in such a manner to assure access by all faculty members to the decision-making process of the School. The activities of these committees will involve all aspects of academia and their membership will draw from all Dental School constituencies, including administration, faculty, students, and staff. There will be an environment and expectation for free exchange of ideas in matters concerning the faculty and their responsibilities. In addition to the standing committees listed above, all fulltime faculty members will also be members of a Faculty Council and possess voting power on policy issues related to the overall School policies. This Council will meet semi-annually and will be conducted by the Dean. He/She will prepare and distribute an agenda for discussion, however, all members of the Council will be encouraged to submit suggestions for agenda items that are appropriate for full School discussion. One-third of the Faculty Council members shall constitute a quorum and the vote of the majority of the members present at any quorum shall constitute a formal action for the Faculty Council. Minutes from the Faculty Council meetings will be distributed for membership evaluation and approval. An important part of the Council agenda will be reports from the principal dental school committees listed above. In summary, these committees combined with the Faculty Council, will afford all faculty members the opportunity to actively participate and influence the decision-making process of the dental school and will make the School of Dentistry in full compliance with this Standard.

Performance Evaluation and RPT

All faculty members of University of Utah School of Dentistry (including the administrators) will be evaluated for performance in the areas of teaching, patient care, scholarship/research, and service according to University of Utah Regulations Guidelines. This process will involve input from both the School of Dentistry and the University of Utah and is described in detail in the University of Utah Regulations under Policy 6-303, Rev. 19: Retention, Promotion, and Tenure (RPT) and the supplemental RPT document accompanying this application for the School of Dentistry. The RPT process will be ongoing for tenure track faculty members and consist of either informal (years 1, 2 and 4) or formal (years 3, 5 and perhaps 6) reviews. Each review will be conducted by a committee consisting of those faculty members of equal academic rank or greater. The evaluation will include a thorough review of the teaching, scholarship/research/clinical achievements, and service of the candidates. Faculty members in the tenure track will be generally expected to achieve good or excellent progress in three of these areas of responsibility. The files reviewed will consist of information provided by either the candidate or outside reviewers (for formal reviews) invited to comment on the candidate’s qualifications and typically include solicited internal and external reviews of the candidate’s qualifications for advancement. Material for consideration will include statements from the candidate, teaching and scholarly/clinical achievement records, lists of committee and service involvement, peer and student teaching and mentoring evaluations and administrative achievements if appropriate (e.g., Dean, Assistant/Associate Deans, Department Chairs). This and other relevant records will be discussed in the annual RPT (e.g., DRPTAC and CRPTAC) meetings, at the end of which a vote will be taken regarding the recommendation for retention, advancement and/or retention and if appropriate, tenure. One of the committee members will be appointed RPT committee chair and will preside in the committee meeting and its deliberation. Another member
will be appointed as the secretary and will take thorough notes of the discussion and final decision. The notes and decision will be used by the committee chair to prepare a formal summary of the discussion and findings of the respective RPT meeting. The summary will be approved by the committee members and sent to the School Dean and the candidate. The letter will include recognition of accomplishments as well as provide suggestions or requests for the candidate to help him/her continue with career advancement and retention. This basic RPT process will also apply to those who are full-time tenured professors and will be repeated at least every 5 years to assure continual progress and development for even the most senior and experienced of the School faculty.

A similar annual review process, with some modifications, will also be used for part-time (adjunctive) or full-time non-tenured (research) faculty. The members of this review committee will also be the full-time tenure-track faculty. The review will evaluate teaching, clinical, research/scholarly, and/or service contributions, but in contrast to the RPT process for tenure track faculty, this review will not require excellence or even participation in all areas; however, it will require high-quality performance and development in one or more of these areas based on the contractual arrangement with the candidate. Thus, if a community dentist were hired to provide clinical instruction part time, his/her evaluation would principally consider competency in clinical teaching with less concern about performance in research or service. The evaluation committee will be charged with making yearly recommendations for retention of all faculty who are either part-time or non-tenure track full time.

Written recommendations from both types of faculty evaluation committees will be submitted to the Dean for consideration. Based on the deliberations from the review committees and other information felt to be relevant, the Dean will prepare a letter of recommendation that will be submitted to the Senior Vice President for Health Sciences. A copy of the Dean’s letter will be provided for the candidate, and as soon as possible, the Dean will meet with the candidate to discuss the recommendations and if necessary to develop a strategy to address deficiencies. At any stage the candidate will have the right to appeal or question the recommendations when he/she becomes aware of the committee deliberations and decisions. A formal process for such appeal will be described in detail in the Policy 6-303, Rev. 19: Retention, Promotion, and Tenure document.

The Dean will be evaluated on an annual basis by the Senior Vice President for Health Sciences and by a formal survey conducted every three years. Alumni, students, faculty, staff and members of the University community are invited to participate in this latter exercise. The results will be discussed with the Dean by the Senior Vice President for Health Sciences. Assistant/Associate Deans and department leaders will be annually evaluated by the Dean in a similar manner. These evaluations will consist of assessments of both academic/clinical accomplishments but will include determination of the progress and accomplishments of the dental school and departments themselves. These evaluations will be used to determine if retention of administrative responsibilities should be recommended. As mentioned above, the evaluation of the Dean will be done in addition to the typical RPT process described above for other tenure-track dental school faculty.

The process for achieving promotion and conferring tenure for the University of Utah School of Dentistry faculty members in tenure-track positions will be governed by University of Utah statutes and is clearly described in the University of Utah Regulations, Policy 6-303, Rev. 19: Retention, Promotion, and Tenure. As such, it becomes the contractual binding agreement between the University of Utah and the faculty member. In general, the philosophy of the School of Dentistry regarding consideration for tenure or advancement in rank will be to assess the contributions of the individual and determine if these meet institutional expectations. If so, the individual will be retained and advanced in rank and/or given tenure. The method of communicating the details of this process and the University of Utah School of Dentistry expectations for individual faculty members will be through: (a) the University of Utah Handbook for Faculty which presents all relevant information regarding the rank and tenure process for faculty
members; (b) an annual open forum conducted by its Rank and Tenure Committee to explain the RPT process and answer faculty questions; (c) an annual seminar that will be conducted by the Assistant/Associate Dean of Academic Affairs and Faculty Development for all tenure-track faculty who are contemplating a request for advancement in rank. The details of the process will be reviewed and reasonable interpretations of expectations will be made as they apply to the School of Dentistry environment; (d) the Assistant/Associate Deans and Department Chairs will work with individual faculty members to help prepare them for RPT development and provide feedback as to the progress of tenure-track faculty members in this regard.

The Assistant/Associate Dean of Academic Affairs and Faculty Development will have responsibility for coordinating the RPT process in the School of Dentistry. The process will begin with a letter that will be sent from the Assistant/Associate Dean’s office to all tenure-track faculty members who are not yet tenured and who have reached their 6th year of employment. This letter will advise the faculty member that the time has arrived that they need to be considered for tenure. A separate letter will be sent to the other tenure-track faculty requesting applications for promotion from those eligible and for tenure from those who wish to be considered before their sixth year. A packet of information will be given to candidates explaining guidelines governing the procedures, the documentations required, and relevant deadlines. Additionally, information will be provided to assist them in assembling their files. The Assistant/Associate Dean of Academic Affairs and Faculty Development will be responsible for collecting the required documentation and for ensuring that the files are complete and assembled correctly. In addition, this Assistant/Associate Dean will request internal and external letters of recommendation or evaluation as required. The review process will begin after October 31st each year, which will be the deadline for completion of files and their submission to the Dean’s office. Each college or school within the University of Utah administers its own RPT process according to University guidelines through its own peer-review RPT committee. As explained above, the RPT committee for the School of Dentistry will include all tenure-track faculty members of equal or higher rank than the individual being reviewed. The Chair and Secretary will be elected by other members of the committee and they will have the responsibility of conducting and recording the events and outcomes of the meeting. The Chair will prepare duplicate letters stating the recommendations and conclusions of the Committee to submit to the Dean and the candidate. A copy of the letter will also be included in the candidate’s permanent file. The Dean will prepare a letter of recommendation that will be forwarded to the Senior Vice President for the Health Sciences who will make the final decision. The faculty member can challenge the recommendations or appeal the final decision through the University of Utah Promotion and Tenure Advisory Committee according to the guidelines in the University of Utah Regulation, Policy 6-303, Rev. 19.

(iii) **Facilities (building, classrooms, laboratories, clinics etc.)**

The University of Utah School of Dentistry will be located in a brand new and completely paid-for building scheduled for completion in 2014. It will join several other new buildings at the University of Utah Health Sciences campus including the University of Utah Orthopaedic Center, College of Pharmacy Research Building, Huntsman Cancer Institute and Hospital, University of Utah Hospital, and the Emma Eccles Jones Medical Research Building/Pathology Department. We will be part of a modern, state-of-the-art, Health Sciences campus.

The building will be dedicated to dentistry and dental education. We will be the only scheduled occupants. It will be a multi-level building with accompanying parking for patients, occupants and visitors. The building will include offices for administration, faculty and staff. Lecture rooms, conference rooms, student locker rooms, multiple built-to-order research laboratories, pre-clinical and simulation
laboratories and state-of-the-art patient clinic treatment areas with all the support areas for clinical activity will be contained in this building. It will be built according to State and Federal regulations and include disabled/handicapped accessibility to all functions of the building. The preclinical/simulation laboratory will be built to accommodate 50 students and will be designed and built for future expansion as needed. The patient treatment clinics will have over 100 treatment operatories, equipped with new diagnostic units.

The nearby Health Sciences Library houses a fine collection of dental periodicals as well as a wide array of dental related textbooks. The new Histology Lab/Teaching Center is located in the Health Sciences Education Building and the Cadaver Lab is near in Research Park.

A Facilities Planning Committee was formed, comprising of dentists from the Utah Dental Association (UDA), University of Utah Dental Education faculty and non-dental school faculty members from the University of Utah, the Assistant Vice-President for Health Sciences Capital Programs and Space Management at the University of Utah, members of the architect firm that was hired, and a consultant from the Western University School of Dentistry. Some members of the committee visited several dental schools in the country to provide input to the committee in design and space allocation. The final report was submitted to the Sr. Vice President for Health Sciences for his approval. Funds for the building and all the equipment, including dental equipment have been secured and are in University accounts set aside for the dental school. Permission has been granted to proceed with programming and architect drawings.

Plans for the school include using two University of Utah community dental clinics. The first clinic is located in the University Hospital Greenwood Clinic facilities and has been completed with twelve individual dental operatories and all the support facilities, including sterilization, support laboratory, six intraoral radiograph units, digital panoramic X-ray unit, etc. In two years that facility will be expanded by four more operatories, to make a total of sixteen. The second additional University Community Health Clinic will be established in another University community setting and will have twelve to sixteen dental operatories. The Health Sciences Assistant Vice-President for Capital Programs and Space Management, along with the assigned members of the Dental Faculty will oversee building maintenance, update and/or replace equipment and review space requirements in the School of Dentistry building. Funds have been allocated in the annual budget for this purpose.

If necessary, the first entering class of 2013-2014, will utilize the existing facilities currently being used by the dental students in the Regional Dental Education Program and residents in the General Practice Residency. The facilities are/and will be in the Health Sciences Education Building and include adequate size lecture rooms, histology laboratory/teaching area, faculty offices and pre-clinical laboratory/simulation areas. Also existing for student use are study areas, lockers, common areas, and the attached Health Sciences Medical library. Additional faculty offices and the 2nd pre-clinical laboratory/simulation area will be in the adjacent building (School of Medicine). This area already exists and is under the dental program’s jurisdiction.

The Spencer S. Eccles Health Sciences Library is located in a separate building immediately north of the Health Sciences Education Building. It accommodates patrons at individual carrels and study tables on three floors. The Public Services Department, located on the main floor, provides assistance in the use of the library, the online catalog, online database services, including PubMed and Internet resources. Computer workstations, laptops and other mobile devices, laser printers, scanners, copiers and an audience response systems (ARS) are available for use. Wireless access is available throughout the building.

In conclusion, sufficient facilities and resources exist to accommodate the students in their education and curriculum until the new dental school building is completed.
(iv) Student body and development

The student body of the School of Dentistry will consist of both pre- and post-doctoral students. The pre-doctoral students will be working for a D.D.S. degree upon graduation that qualifies them to obtain a license to practice general dentistry or to matriculate for additional post-doctoral training in either clinical or research-related disciplines. The post-doctoral students improve their skills in a General Dentistry Residency Program or they will work for Master degrees in clinical specialties such as pedodontics, oral pathology or periodontics. In addition, Ph.D. or combined Ph.D./D.D.S. programs will also be available for those students who want advanced research/academic training. The following is a table that summarizes the total and distribution of the students during the development of the School of Dentistry:

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Application for pre-doctoral students

The School of Dentistry will participate in the American Association of Dental Schools Application Service (AADSAS). All new pre-doctoral applicants and re-applicants seeking admission to the School of Dentistry will apply through this national dental application services coordinating agency.

Application forms will be available between June 1 and March 1 preceding the year in which the applicant desires to enter. The AADSAS application must be received by AADSAS by February 1, in
order to be cleared and processed by the deadline. Applications will be evaluated by the Admissions Committee and first round acceptances will be nationally offered beginning on December 1 of the application year.

To meet the legal requirements of state licensing boards and to gain the necessary background for the study of dentistry, the following minimum educational requirements for admission to the School of Dentistry will be met:

College credits covering a minimum of two years of study in an accredited college of arts and sciences. While a minimum of 64 semester hours (96 quarter hours) from an accredited liberal arts college is required, most accepted candidates will have completed 120 semester hours (180 quarter hours). The minimum of 64 semester hours (96 quarter hours) must be obtained exclusive of credit in military science, physical education, and nonacademic courses. The 64 semester hours must include the following specific subjects and credit:

- Biology ................................................................. 6 semester hours
- Chemistry, inorganic ........................................... 8 semester hours
- Chemistry, organic ............................................. 6 semester hours
- English ................................................................. 6 semester hours
- Physics ................................................................. 6 semester hours

The required hours and subjects must be completed by the end of the spring term preceding the fall in which the applicant wishes to enter the School of Dentistry. The following electives are suggested for the remainder of the required sixty-four semester hours: Modern languages, mathematics, history, social science, philosophy, speech, economics, comparative anatomy, psychology and computer utilization. The majority of applicants enrolling in the School of Dentistry will have completed a Bachelor’s degree program.

Weighting of admission criteria will reflect emphasis on academic performance. This includes science GPA, non-science GPA, total GPA and Dental Admission Test (DAT) scores. The interview evaluation will also be a key factor contributing to the applicant’s potential for acceptance. All applicants will be required to take the Dental Admission Test (DAT) prepared and administered by the Council on Dental Education of the American Dental Association in cooperation with the American Dental Education Association.

Each applicant must have three recommendation letters, two by instructors in science and one by an instructor in a non-science department, testifying to character and apparent fitness for the profession of dentistry. If an applicant’s college has a recommending committee, its recommendation will be preferred to the three individual recommendations.

All applicants will be considered for admission on the basis of their potential to successfully complete the pre-doctoral program without compromise of the established standards of academic and clinical performance expected of all graduates of the School of Dentistry and their potential to best serve the needs of society.

Selection of all students will be based upon both objective and subjective evaluation. Objective criteria include GPA, DAT scores, and science grades. Applicants with higher scores and satisfactory subjective evaluation will be given primary consideration. However, applicants with lesser objective qualifications will be considered on the basis of more subjective factors, such as: 1) evidence of predisposition to
provide dental health care in underserved areas; 2) evidence of participation in worthwhile community activities; 3) recommendation from teachers, known alumni, and other members of the profession; 4) quality of pre-professional educational program; and 5) evidence of good moral character, motivation, and emotional and intellectual maturity.

All applicants will be evaluated individually by the Committee on Admissions to determine their potential for successfully completing the program. This will be based, in part, on each applicant’s credentials. On this basis, applicants will be categorized as being acceptable (qualified), alternate (marginally qualified), and rejected (not qualified). It will require a majority vote of the members of the Committee to be considered as an acceptable or qualified applicant. Applicants who receive at least two votes will be reviewed again and may receive counseling from the Director of Admissions regarding things they could do to become a more competitive candidate.

Those applicants that the Committee evaluates as being acceptable will then be judged for enrollment following the more subjective criteria. Preference will be given to residents of the State of Utah. Residents of neighboring states without dental schools will be given preference for non-resident positions. We intend to extend offers of acceptance to ~30 applicants during the initial admission cycle. Additional acceptances will be extended as needed to fill the class of 30 students per year. Based on experience with the Regional Dental Program, it is anticipated the application/acceptance rate will exceed 10/1.

The admissions process will be a dynamic one that features a continual review and revision of criteria, policies and procedures in order to be able to better respond to external factors contained within the applicant pool. Probably the most direct avenue for faculty members to participate in the development and modification of admission criteria and procedures will be to serve on the Committee for Admissions. Except for the Director of Admissions, all faculty committee appointments will be for three-year terms with no restrictions concerning rank or tenure status. As they serve their terms, faculty will gain both an appreciation for an opportunity to modify admissions criteria and procedures as a result of an annual assessment by the Committee. At the beginning of each admission cycle, the Admission Committee will review the performance of the previous year’s first and second year classes and compare this to their admission credentials. A report will be prepared by the Director of Admissions who will correlate the performance of students who had the lowest entering grade point average (GPA) and DAT scores, with their performance during the first two years in dental school. That report will also examine the entering GPA and DAT scores of students who ranked in the top 10 of the freshman and sophomore classes. Within the context of this annual analysis, the Committee will also review current trends in the applicant pool and admission practices at peer institutions.

The administration and faculty will have opportunities to participate in the modification of admission criteria and procedures in a variety of other ways. All administrators will receive an incoming class report that will summarize the admission credentials of each enrolled student. A report on the incoming class will be presented to the faculty and administration each October during an Annual Faculty Retreat, at which time entering credentials will be compared to past University of Utah School of Dentistry classes and national averages from previous years. It is also planned that a Student Performance Committee will present the entrance credentials for students experiencing academic difficulties; particularly for those situations encountered during the freshman and sophomore years. In the above situations, if troubling patterns are recognized, discussion of admission criteria and procedures will be initiated.

Multiple resources will be available to applicants containing information regarding the criteria and procedures for admission and the program goals. These include the American Dental Education Association’s Official Guide to Dental Schools, the University of Utah School of Dentistry’s website containing current program information and related links, the School of Dentistry admissions office, and other recruitment materials and presentations provided by recruitment site visits presented annually to interested students at most of the colleges and universities in Utah.
A program brochure representing the information found in the ADEA *Official Guide* will also be produced and available for distribution and for downloading from the School of Dentistry website.

Content of the University of Utah School of Dentistry’s vision and mission statements will be contained in the materials available to applicants. Applicants will be invited to join in the processes leading to the fulfillment of the ideals expressed in these documents.

**Pre-doctoral Student Monitoring**

All enrolled students will be assigned an academic advisor. Course directors will inform the Assistant/Associate Dean for Student Affairs and the Assistant/Associate Dean for Academic Affairs of the results of early tests. Students experiencing trouble will be sought out, if they have not already come for help, and a remediation strategy will be developed. Most often, this will involve the assignment of a tutor but, because problems can arise whose roots are outside the academic arena, University resources such as the Counseling Center, Office of Financial Aid, etc. may also be employed. Tutors will usually be third or fourth year students who have been identified by course directors as having demonstrated an excellent knowledge base and sufficient interpersonal skills to be helpful in assisting students who are experiencing difficulties. They will be hired and paid through the Office of Academic Affairs. No additional financial responsibility will be placed on the student in need of academic assistance. Course directors will also meet individually with students who are struggling to provide remediation and to coordinate the activity of the tutor. The Student Performance Committee will meet quarterly to address issues of students who are experiencing difficulties. Both the Assistant/Associate Deans for Student Affairs and Academic Affairs will participate on the Student Performance Committee.

**Student Diversity**

It is the goal of the School of Dentistry to maintain a diverse student body. We will participate in current programs of the University of Utah Health Sciences designed to promote diversity in the student population. Some of these include, but are not limited to, Area Health Education Centers (AHEC), K-12 Health Sciences, and Latino Medical Student Association (LMSA). These are under the direction of the University of Utah Health Sciences Associate Vice President for Inclusion, currently being recruited.

The School of Dentistry will also be compliant with the qualifications standards set by the University of Utah Health Sciences relative to Section 504 of the 1973 Vocational Rehabilitation Act, as amended, and the Americans with Disabilities Act of 1990, and seek to provide opportunities for qualified individuals with disabilities.

**Pre-doctoral Student Advisement**

Several avenues will exist for the dissemination of information to students regarding their academic and behavioral responsibilities. Some of these will be institutional in nature and more global in scope. Others will be the responsibility of Course Directors. An example of the institution providing generalized information in this regard will occur as a part of the registration process at the beginning of each academic year. The Assistant/Associate Dean for Academic Affairs will distribute a packet of information to each student that is year-specific regarding student academic and behavioral expectations as well as all School policies and practices that govern such activity during that academic year.

The student handbook and the bulletin of the University of Utah School of Dentistry will be made available to each incoming dental student and will contain an overview of the curriculum, a curriculum flow chart, a summary of the educational goals of the curriculum, and the general policies of the School of Dentistry.
At the beginning of each lecture, laboratory, and clinical course, students will be given written information concerning its goals and requirements, nature of its content and occurrence of any competency assessments and the methods of evaluation used. The responsibility to provide this information will be that of the Course Directors and will be accomplished by means of course syllabi. Syllabi content will follow standardized guidelines established by the Assistant/Associate Dean for Academic Affairs. The format selected is left to the discretion of each course director; however, the content must include the following general information: outcomes; learning resources/textbooks; evaluation methods; policies and procedures; and instructional sessions/calendar. Expected School of Dentistry student competencies will also be referenced to ensure that students recognize the linkages between course content and required competency skill levels.

Information and policies relative to the treatment of patients will be provided to the students following the successful completion of the related preclinical curriculum and prior to entry into the clinic. The Assistant/Associate Dean for Clinical Services/Director of Clinics will have the responsibility of creating a Clinical Procedures Manual and distributing copies of this publication to each student during a Clinic Orientation Session. All students will be required to attend the Clinic Orientation Session in order to receive clinic privileges. The manual will include standardized guidelines as above plus an outline of expected clinic competencies, description of clinic patient flow patterns, procedures, fees, evaluation forms and standards for each procedure. An outline of expected progress for clinical outcomes will be organized reflecting standards of completion during third and fourth years of clinical performance.

Each student will be informed of his/her progress throughout their course of study at the University of Utah School of Dentistry. This will be a two-tiered process. At its most basic level, all didactic, laboratory and clinical course faculty will provide feedback regarding student performance following examinations, the completion of specific projects, and during the process of patient care. This information will be collected and organized by the Office of the Associate Dean of Student Affairs. Many clinical departments will also consolidate the results of patient care experiences and provide students with monthly progress reports. At the second level, each course director will be required to submit performance information for the appropriate cohort of students to the Office of the Associate Dean of Student Affairs on an academic semester basis. A summary of this information will then be provided to each student from the Office of the Associate Dean of Student Affairs. If it involves a final or permanent grade, the summary will be provided by the University Registrar. If it is an interim grade, the information will be disseminated by the Office of the Associate Dean of Student Affairs.

The School will review the performance of each student on an individual-by-individual basis and make recommendations to the Dean regarding either continued participation in the curriculum or action to be taken when a student's performance is below minimum standards. Students' academic and clinical performances will be reviewed by the Office of the Dean of Student Affairs and the Curriculum Committee. This is a pro-active process to review the academic performance of all students, with evaluating policies that affect office and committee functions, and with making recommendations to the Dean regarding student continuance in the program and academic policy modification as warranted. A review of student academic performance will occur at least four times a year. These meetings will be scheduled shortly after the receipt of all academic information as described above by the Office of the Associate Dean of Student Affairs. Students' behavioral performance will be reviewed by the Office of the Associate Dean of Student Affairs and the Curriculum Committee. This will occur as needed on a case-by-case basis.

When the Office of the Associate Dean of Student Affairs determines that a student's performance is below minimal standards it will advise the Curriculum Committee and will have various options it can exercise in terms of making a recommendation to the Associate Dean of Student Affairs: (i) placement on probation; (ii) continuation of current academic status; (iii) repetition of an academic year; (iv) dismissal, (v) or any other recommendation deemed to be appropriate. This information will be a part of the packet
that is presented to each student at the beginning of the academic year. It will be also included in the bulletin of the University of Utah School of Dentistry. It should be noted that the primary objective in making any recommendation is to help the student. In situations where the academic performance is considerably below the minimum standard, a determination must be made as to whether the student is capable of continuing in the curriculum or not, and if so, under what conditions. Cases such as these may call for the repeat of an academic year or termination of enrollment. When the performance is below the minimal standard but appears to be correctable, recommendations will be made that are geared toward remediation and resolution of the academic difficulty. We do not expect them to occur frequently if care is taken to matriculate highly qualified students and to monitor students’ progress carefully.

The School of Dentistry will have several approaches designed to assist students in academic difficulty. One strategy will be to have the student and the faculty member meet for tutorial/remedial sessions designed to address the noted academic shortcoming. Another will be to enroll the student in the dental school's tutorial assistance program. At the beginning of each academic year, the Office of the Associate Dean of Student Affairs will solicit from among third- and fourth-year students (once these classes are in place), people who have demonstrated academic accomplishment and who would be willing to serve as paid tutors to those who are in need. Prior to that time, outstanding earlier students will be recruited. Areas of "expertise" will be identified based on past academic performance and the tutor will be paired with a student on this basis. Thus, a tutor who has excelled in pharmacology will be assigned to a student who is experiencing difficulty in that subject. Tutors will be paid by the School of Dentistry and the student receiving this service will incur no additional financial obligation. A third strategy will be to have the student who is experiencing academic difficulties be evaluated by the University Career Counseling Center to determine whether any emotional or physical conditions exist that may account for the observed student performance. For example, if a learning disorder is diagnosed and the Counseling Center recommends the implementation of specific testing conditions, appropriate course directors will be notified and changes made.

When the Curriculum Committee determines that a student's behavior has not met minimal expectations, it will work with the Office of the Associate Dean of Student Affairs to recommend reprimand; repetition of an examination or an assignment under a different format; reduction in grade for an examination or an assignment; failing grade for an examination or an assignment; probation; suspension or expulsion from a course; incomplete grade for a course and the requirement that the course be repeated; removal from or denial of office in student organizations; request for withdrawal from School or suspension or expulsion from school; and/or suspension of clinical privileges. Under extreme conditions, the Student Performance and Student Appeals Committee may also become involved to assure appropriate responses without violating the student’s rights. This will be done with considerable care to assure there is no compromise of confidential issues.

Whether the problem stems from an academic or clinical issue or whether it is behaviorally oriented, all adjudications against the student will carry with them the right of due process. The Curriculum Committee will oversee this process.

**Pre-doctoral Student Expectations**

The School of Dentistry will have four years of academic instruction devoted to teaching courses in the biological, clinical and behavioral sciences domains. It should be noted that the first year will be composed of 1116 clock hours of instruction of which 524 hours will be allocated for lectures and seminars, 543 hours will be devoted to laboratory instruction, and 49 hours will be spent in field experiences or clinics. The second year will have its 1362 clock hours of instruction divided so that 490 hours will be spent in lectures or seminars, 820 hours will be allocated for laboratory courses, and 52 hours will be devoted to field experiences or clinical activities. The third curricular year will require 1475 clock hours of instruction with 425 hours being dedicated to lecture or seminar activity, 2 hours being
devoted to laboratory activity, and 1048 hours spent in field experiences and clinical pursuits. The fourth year will be comprised of 1377 hours of which 236 hours will be structured for lecture and seminar courses, 28 hours will be devoted to laboratory instruction, and 1113 hours will be spent engaging in field experiences and clinical studies.

The stated goals of the University of Utah School of Dentistry will include the preparation of graduates who possess the knowledge, skills and values to begin the independent practice of general dentistry. This is the definition of competence. Our mission will be to educate and train excellent, compassionate, and ethical dentists to partner with other healthcare providers in order to serve our community and the world around us and to further our understanding and the therapeutic management of oral structures and function. Clearly, this objective in our Mission Statement fulfills the intent of this Standard.

The achievement of competence will be measured primarily through competency examinations and, to a lesser degree, through faculty ratings. The advancement toward proficiency will be achieved by the successful completion of all academic obligations (didactic and clinical) required by the institution. All graduates will have demonstrated the achievement of competence in all areas set forth by the School of Dentistry as measured by performance on competency examinations and faculty observation. The attainment of these competencies will be a condition for graduation. At the same time, it is anticipated that varying degrees of progress will be made toward the achievement of proficiency, depending upon the level and success of participation in those curricular activities designed to improve knowledge, skills, and values beyond competence.

The overall Mission Statement Objectives help to summarize the expectations of the School of Dentistry in order to assure that students achieve expectations. These are:

- Instill a Strong Code of Ethics and Community Service
- Support and Maintain Academic Excellence
- Provide Quality Dental Care
- Promote Research to Enhance Knowledge and Advance Oral Health
- Promote the Development of Faculty, Staff and Institutional Operations

The University of Utah School of Dentistry will use what has been described as a "lock-step" type of curriculum. All students in a given academic year will take all didactic and laboratory courses and associated examinations, including competency assessments, at the same time. The timing of these evaluations will be clearly presented in the syllabus of each appropriate course so all students will be aware of the scheduling for all of these events. All clinical courses will be conducted concurrently, however, the degree of participation in each at any given point in time may vary due to differences in patient treatment needs and the clinical progression of the students. The offering of clinical competency examinations will be split between allowing the student to challenge when he/she believes he/she is ready or scheduling the assessment to occur as a block event for either a large segment of the class or the entire class. The time required to conduct a particular discipline's assessment and the availability of resources will be the primary determining factors that dictate which format will be used.

The criterion for the determination of the successful achievement of competence in a particular area will be the passage of all competency examinations. Examination performance data will be gathered from examination administrators by the Office of the Associate Dean of Student Affairs as a part of the process that collects coursework grades. Prior to graduation, the Office of the Associate Dean Student Affairs will
conduct a “sign out” process whereby prospective graduates must receive signatures from key personnel indicating that all academic, clinical, administrative, and financial responsibilities have been met. Among these will be the successful completion of all critical examinations and the signature of the Associate Dean Student Affairs will be required as proof of that fact. This demonstrates that the University of Utah School of Dentistry will employ student evaluation methods that measure its defined competencies. It will do so with a process that uses a variety of assessments from a broad base of constituencies, it will be ongoing, and will be closely monitored by key administrative personnel for successful completion.

**Curriculum Management**

The integration of biomedical, behavioral and clinical science disciplines will be coordinated and monitored centrally by the Curriculum Committee and by the Associate Dean of Student Affairs. As a part of the Assessment Program, on an every-other-year basis, a Curriculum Content Survey will be administered by the Curriculum Committee requesting that all directors of didactic and laboratory courses indicate the amount of time spent teaching various subtopics included within major topic items. These subjects will parallel those included in the American Dental Association's Curriculum Clock Hour Survey. The results of this Content Survey will be assessed by the Curriculum Committee with respect to integration of teaching efforts as well as for excessive overlap or redundancy and will be maintained on file in the Office of the Associate Dean of Student Affairs.

The primary responsibility for curriculum management will rest with the Curriculum Committee. This plan will be initiated annually, be ongoing, and include input from faculty, students, administration, and other appropriate sources. It will also fulfill three principal objectives: curriculum organization, to include an evaluation of format, content, and sequencing; curriculum implementation, to include scheduling of classes and examinations; and curriculum evaluation, to include an assessment of course objectives, content repetition, and inclusion of new and emerging information. Much of this will be done as a part of the School’s standard yearly assessment. Appraisal of this activity will serve both as a measure of treatment outcomes as well as a measure of educational or curricular outcomes.

The Curriculum Committee will conduct an ongoing review and evaluation process that includes input from many sources. Members of this Committee will include the Associate Dean for Clinical Services and the Associate Dean of Academic Affairs. The balance of the faculty members shall be composed of at least one junior faculty member who is of no higher rank than Assistant Professor, at least one senior faculty member who is of the Professor rank, at least one basic science faculty member, and at least two clinical science faculty members. Additionally, there shall be four student members so that each of the four classes has one representative. Another source of input will come from the data used during the curriculum assessment process. Once again, many constituencies will be represented, including faculty, students, alumni, administration and external testing agencies. Examples of these and their respective sources of information will be: academic data of entering students (administration); National Board performance (external testing agency); licensure examination performance (external testing agency); senior exit survey (students); alumni survey (alumni); post-graduate survey (external program directors); competency examination performance (faculty); classroom, laboratory and clinical performance (faculty); clinical treatment failure rate (administration); treatment rendered and records audits (administration); and infection control compliance (faculty). As is obvious from the foregoing, faculty, students, administrators and other appropriate sources will be well represented in the curriculum review and evaluation process. This representation will occur both as a source of information as well as an opportunity to actively participate in the process as a Curriculum Committee member.

In conclusion, University of Utah School of Dentistry will have a curriculum management plan that ensures an ongoing curriculum review and employs a process that includes input from faculty, students, administration, and several external sources. The curriculum review process will be tied to the assessment activities of the School, especially with respect to student performance, course content, student evaluation of instruction, and the attainment of School of Dentistry competencies. Mechanisms will be in place to
identify and eliminate unwarranted repetition as well as to add new and emerging information. Finally, course organization will be monitored annually and will be altered when trends associated with appropriate Strategic Goals metrics warrant such activity or when members of a department can demonstrate that such a change would be beneficial.

**Patient Pool** The School of Dentistry will ensure the availability of adequate patient experiences to afford all students the opportunity to achieve stated competencies within a reasonable time. This will be demonstrated by clinical performance standards, student clinical activity, clinical patient visit data, competency examination pass rates, and graduation data. In order to better understand and appreciate this evidence, a brief explanation of the School's developing clinical protocol is presented below.

Although students will have exposure to patient care during both their first and second years of study, the primary emphasis on clinical activity will be concentrated during the third and fourth year curricula. Both junior and senior students will treat their adult patients in a comprehensive fashion under a plan of treatment that will be formulated by the Department of General Dentistry. This department will be responsible for supervising patient care experiences involving operative dentistry, dental hygiene, oral diagnosis, radiology, and uncomplicated fixed and removable prosthodontics. Complex cases, usually involving prosthodontic treatment, will be appointed for a special case presentation to the affected disciplines prior to the formulation of a finalized treatment plan. All clinical disciplines will have clinical performance guidelines which include minimal numbers of experiences designed to provide the student with the requisite knowledge and skill to successfully complete the various competency examinations and to be able to begin the unsupervised practice of general dentistry.

The clinical curriculum within the School of Dentistry also will establish a mechanism to address the potential concern that some students may focus only on attaining the minimal guidelines and passing competency examinations and not meeting the Mission Statement objective of progressing toward proficiency as well as jeopardizing the comprehensive treatment needs of their patients. The end result of such a system will be to minimize focus on student-based requirements, but rather provide patient treatment in a comprehensive fashion, and help achieve the Mission Statement objective of moving beyond competence toward proficiency.

Based on our experience with our two General Practice Dental Residency Clinics, a large number of untreated Medicaid-eligible patients in the area, and a large population of untreated, underinsured and uninsured patients in the area, we expect that the School of Dentistry will have more than adequate patients and procedures for our students to develop clinical skill. This coupled with lower-than-average fees will assure sufficient patient base for the proposed school. The School will draw from over 1 million people in the Salt Lake Valley. Efforts to attract patients to the School’s clinics will be directed by the Office of the Associate Dean for Clinical Services. There will be essentially three avenues from which patients will come for comprehensive care: a new patient that telephones or presents, an acute care patient (after the emergency is addressed) will be appointed to the Oral Diagnosis section of the General Dentistry Clinic for the initial examination and determination of case acceptability. If the case is acceptable, the patient will be assigned to the examining student who is on a block rotation for final treatment planning and comprehensive care. The patient recruited by a student will be immediately assigned to that student and appointed in the General Dentistry Clinic for initial examination and determination of case acceptability. If acceptable, a final treatment plan will be developed and comprehensive care undertaken. Patients whose care is determined to be too complex for management by predoctoral dental students will have the right to appeal that decision to the Associate Dean of Clinical Services. If the appeal is granted, they will be plugged back into the system at
the Oral Diagnosis Block level. If the appeal is denied, they will be instructed to seek care elsewhere and several suggestions on how to do so will be provided.

Based on performance of other dental schools drawing from a similar population base, it is expected that the patient pool at the University of Utah School of Dentistry will be more than adequate to support its clinical mission and to provide students with requisite experiences to achieve the stated clinical competencies. In order for this to occur, however, these experiences will be distributed properly across all disciplines so that every student has the opportunity to attain all of the clinical competencies.

The School of Dentistry will pay special attention to the management of patients with special needs. These are people whose medical, physical, or social situations make it necessary to modify normal treatment routines in order to provide care. These individuals include, but are not limited to, people with developmental disabilities, complex medical problems, and significant physical limitations. Several didactic courses in the curriculum will provide instruction regarding the management of these patients, including proper communication techniques and assessing treatment needs. With respect to the provision of care, it will be the practice of the School of Dentistry to mainstream patients with special needs into the general patient population of the School. In this manner, the didactic training received regarding the treatment of special needs patients will be applied in such a manner that normalizes their care and does not call attention to the deficit or particular needs. These patients will be randomly assigned to students in the same manner as the general patient population except when school tracking data identifies students with less than acceptable numbers of encounters with patients with special needs.

**Biomedical Training**

Biomedical science instruction at the University of Utah School of Dentistry will include the disciplines of general anatomy, general histology, head and neck anatomy, physiology, neuroscience, nutrition, oral histology and embryology, microbiology, general/systemic pathology and pharmacology. A separate course will also be required that deals with the role of research in biomedical sciences and its analysis through the tools of statistics. The basic science curriculum is organized logically and sequentially to allow the acquisition of a fundamental knowledge base necessary to make sound clinical judgments. It will be composed of 1084 clock hours of instruction which is greater than the most recently reported national mean of 826 hours (2001-02 American Dental Association Survey of Predoctoral Dental Education: Curriculum - Volume 4).

Evidence that an in-depth understanding of biomedical science principles will come from passage rate of the School’s Basic Sciences Competency Exam and Part I National Boards. Augmenting the comprehensive nature of the curriculum by emphasizing the importance of the biomedical sciences, will be a formal review process for each basic science discipline conducted by the School just prior to the administration of Part I of the National Board. A mock examination will be given to the students after which discussions will be held regarding the topic areas covered. Attendance at these sessions will be mandatory. Although the largest concentration of biomedical science courses will be found in the first two years, placement of courses highly relevant to clinical practice, such as pharmacology and oral pathology, in the third and fourth years will emphasize the inter-relationships these topics with clinical dentistry.

In summary, the University of Utah School of Dentistry will provide dental students with requisite comprehension of basic biological principles as they apply to the field of dentistry in particular and the biomedical field in general. The curriculum will be highly integrated and comprehensive and will emphasize interrelationships between disciplines that are enhanced by collaboration among basic science, behavioral science and clinical science faculty on research. The basic science curriculum will specifically emphasize that the orofacial complex is an important anatomical area existing in a complex biological system that performs critical functions for, and has essential relationships with, the entire body. Additionally, courses developed later that are clinically concerned with the orofacial complex, will frequently present their discipline in the context of the acquired biomedical knowledge base so as to strengthen the integration between the pre-clinical and clinical academic and practical experiences. The
University of Utah School of Dentistry will be part of the Health Science Campus located in an urban setting with a significant population of patients coming from rural areas. Students will treat and interact with a patient population that is quite diverse from the aspects of race, gender, age and socio-economic status. Utah has a rapidly growing minority population, of which Hispanics are the largest majority but also includes significant numbers of Polynesian and Asian. This affords students an opportunity to apply the knowledge skills presented in didactic courses as they manage a diverse patient population and function in a multicultural work environment. Because patient assignment will be done essentially on a random basis over the course of a two-year clinical experience, every student will acquire and treat a diverse portfolio of individuals. Additionally, every student will treat patients in each of four broad categories: pediatric patients (under the age of 13), adolescents (13 to 17), adults (18 to 65), and geriatric patients (65 and older). While the School of Dentistry will maintain a database of the demographic characteristics of the patients seen in its clinics, race will not be allowed to be included in the demographic profile because of concerns associated with potential claims of discrimination.

The School of Dentistry will also participate in several outreach clinical exercises designed to deliver care to the disadvantaged. Through participation in these programs, students will spend four weeks in these clinics to gain valuable experience in managing a diverse patient population. These programs include the Greenwood and Family Dental Plan Community Clinics.

Leadership Skills and Practice Management Several courses in the curriculum will help to develop the skills required to lead members of the health care team while behaving in a professional manner. A junior-year course in practice planning will address the principles of practice management as they relate to the education of staff personnel relative to their professional responsibilities. This will be reinforced in the fourth-year business of practice and jurisprudence course. Collectively, these two courses will help students begin to develop the skills necessary to function as the leader of the oral health care team. These skills will be applied during the clinical experiences of the third and fourth years. While serving their pediatric dentistry rotations, students will work with dental assistants while practicing four-handed dentistry and serving as the leader of the health care team. The dental student will also have opportunities to work with hygiene students from regional programs (there will not be an oral hygiene program at the School of Dentistry) and serve as the leader of the healthcare team by coordinating his/her patients’ treatment and by assuming responsibility for all follow-up care. In this manner, students at the University of Utah School of Dentistry will not only be given the knowledge to function as the leader of the oral health care team, they will be provided several practical opportunities to exercise and develop these skills.

Several courses in the curriculum will develop an understanding of the basic principles and philosophies of practice management. A course will be developed that deals with the application of computer technology to a contemporary dental practice. This program will apply practice management skills to scheduling and record keeping. Collectively, a junior-year course in practice planning and two senior courses in the business of practice and financial planning/jurisprudence will develop a practice management knowledge base that includes the following basic principles: (a) an understanding of the importance of developing, implementing and monitoring the business and legal aspects of a dental practice using expert resources including management consultants, accountants, attorneys, etc.; (b) recognizing the need to seek expert assistance in those situations where training or skills are insufficient or where such services would benefit the business and the practice; (c) understanding the use of business systems in a dental practice setting as they apply to scheduling, record keeping, reimbursement and financial arrangements; (d) understanding the various responsibilities of operating a business and the attendant legal obligations; (e) understanding the principles of money management; (f) understanding the use of business management outcomes measures to assess and modify practice policies; and (g) understanding the concepts involved with increasing productivity while maintaining quality care, including office ergonomics and goal setting. Furthermore, students will be offered the opportunity to have the director of these courses assist them in office design, the evaluation of contracts, and other
relevant items. Finally, externship electives will be available as options to improve practice management skills by observing a practicing clinician. They will be coordinated through the Departments of Community and General Dentistry.

**Ethical, legal and regulatory concepts**  Students at the University of Utah School of Dentistry will be competent in understanding and applying ethical, legal and regulatory concepts as they pertain to patient care and practice management. This will be achieved by helping students learn ethical reasoning, legal and regulatory concepts, and professional responsibility. Students will also develop the requisite skills to apply this understanding to the provision and/or support of oral health care services, including patient care exercises and practice management.

Students will assume responsibility for professional judgment and ethical conduct by agreeing to abide by the principles of the University of Utah’s honor code. This will occur at the beginning of each academic year. This responsibility will gradually increase during the first two years of study and culminate with the assignment of a family of patients for whose dental care they are made responsible. At the beginning of their graduate training, the dental students will attend a White Coat Ceremony, which demarcates the transition from predoctoral to graduate/clinical education, students will recite a pledge that reinforces the previous commitment to act and behave in a professional manner. During the course of meeting their patients’ treatment needs, students will be bound by the principles contained in the Honor Code and White Coat Ceremony Pledge. In this manner, the degree to which students apply ethical, legal, and regulatory concepts to the practice of dentistry will be the same as that expected of a licensed dental practitioner.

The development of the requisite skills to apply ethical, legal and regulatory concepts as well as the principles of ethical reasoning and professionalism will be measured by technique/clinical competency examinations throughout the four-year course of study. This will usually be accomplished as a section of an examination whose primary focus will be to measure competence in a specific discipline, the development of which will be contingent upon the successful application of ethical, legal or regulatory concepts.

Complementing the competency examinations in this regard will be faculty observance of behavior during all academic exercises. For some activities, such as some forms of academic misconduct or failure to adhere to specific School policies, the initial response will be to focus on individual counseling by the discovering faculty member. If the problem is severe or if recurrences are noted, the Associate Dean for Clinical Services (if in a clinical setting) or the Associate Dean for Academic Affairs (if in a didactic or preclinical laboratory setting) will be advised. They can either counsel the student or convene the Academic Misconduct Committee to manage the situation. In this manner, the School will assume responsibility for teaching these principles, for monitoring their application, and for correcting situations where compliance is lacking.

**Critical Thinking**  Graduates of the University of Utah School of Dentistry will be competent in using critical thinking and problem-solving skills to guide clinical decision making during the comprehensive care of patients. They will demonstrate an understanding of critical assessment and scientific principles as they relate to the selection of appropriate biomaterials used in dental therapy. Students will achieve these objectives by participating in self-assessment exercises; by managing oral health care based on an application of scientific principles; by solving case-based learning exercises in didactic and clinical learning situations; by making judgments about the use of new procedures on patients; and by making judgments regarding the selection of appropriate materials and/or treatment modalities during the provision of care for patients. They will demonstrate an understanding of critical assessment and scientific principles as they relate to the selection of biomaterials by understanding the physical and mechanical properties of dental materials and the limitations imposed on their use in dental treatment and by selecting appropriate biomaterials to meet case-specific esthetic, biologic, and mechanical...
requirements. Skills will be determined by a series of competency examinations which will be administered throughout the entire four-year course of study.

Graduates of the University of Utah School of Dentistry will be competent in the use of critical thinking and problem-solving skills related to the comprehensive care of patients. They will also be competent in understanding critical assessment and scientific principles as they relate to the selection of appropriate biomaterials used in dental therapy. This will be certified by competency examinations administered in multiple formats during all four years of study to measure these skills.

Patient Diversity Because of the anticipated diverse nature of the patient population at the University of Utah School of Dentistry, students will be presented many opportunities to treat children, adolescents, and adults as well as geriatric and medically compromised patients. It is likely that experiences treating medically compromised patients will occur in all categories of patients; however, it is more likely to occur in patients classified as adults and geriatrics. These are persons who have a general physical, mental, and/or emotional condition that requires modifications from the usual pattern of receiving oral health care. Ensuring that all students receive adequate training in all patient classification groups is likely to be the consequence of a largely random process of patient assignment. Child and adolescent patients will be treated in the Pediatric Clinic in a block rotation format. The student will not be involved in the scheduling process; he or she will simply provide care for all assigned patients. In the Adult Clinic, more latitude will be granted in terms of scheduling; however, the composition of the student’s patient family will be supervised by the School. When a student completes the care of a patient, another will be arbitrarily added to his/her portfolio without regard to any discriminating factors such as age or health status. In this manner, we expect that the percentage of patients treated by each student over a two-year clinical experience will closely mirror that of the general patient population of the School. This should ensure an adequate number of experiences with children, adolescents and adults as well as geriatric and medically compromised patients.

Patient diagnosis and skills integration Students at the University of Utah School of Dentistry will be competent in performing examination, assessment, and diagnosis procedures. Within the scope of general dentistry, as defined by the School, a graduate who meets this competency will be able to: (a) establish rapport with the patient to identify the patient’s chief complaint and expectations; obtain and interpret a thorough medical history, social (behavioral) history, dental history, and a review of systems; (b) conduct an appropriate clinical and radiographic examination and distinguish oral pathological hard and soft tissue abnormalities; (c) assess the risk of radiation exposure and the diagnostic benefits of radiographic procedures in order to make an appropriate selection required for a diagnosis; order and interpret appropriate clinical, laboratory, and other diagnostic tests; (d) integrate and interpret the findings from these sources of information and identify the etiology and pathogenesis of each disorder; (e) identify the problems and conditions that require treatment as well as understand the pathologic physiology of systemic disease and its influence on oral health and treatment; (f) assess a patient’s risk for oral cancer and provide appropriate advice for risk reduction; and (g) recognize the need for and institute appropriate medical and dental consultations or referrals. Both global or overview courses, such as oral diagnosis and oral pathology, and discipline-specific courses will be involved in the presentation of material and the provision of clinical experiences to assure that this competency will be met.

Students graduating from the School of Dentistry will be able to: (a) integrate multiple disciplines in the development of an appropriate, comprehensive, properly sequenced and individualized treatment plan based upon the evaluation of all diagnostic data; (b) develop treatment alternatives and establish prognoses for all plans of treatment; (c) modify treatment plans in an appropriate manner if indicated by the assessment of the data of special needs patients such as those with medically, mentally, or physically compromised conditions; (d) discuss the findings, diagnoses, treatment options, and prognoses with the
patient and educate them so they can participate in the management of their own care; (e) present patients with their responsibilities regarding time requirements, sequence of treatment, estimated fees and payment; (f) obtain informed consent and the patient’s written acceptance of the treatment plan; and (g) initiate appropriate medical or dental consultation or referral. They will be competent in understanding the principles of health promotion and disease prevention. Within the scope of general dentistry, as defined by the School, a graduate who meets this competency will be able to: (a) learn the importance of improving the oral health of individuals, families, and groups in the community through diagnosis, treatment, and education; (b) recognize predisposing and etiologic factors that require intervention to prevent disease; (c) recognize and understand the pathophysiology of systemic disease and its influence on oral health and treatment; (d) provide patient education regarding the etiology and control of oral diseases; (e) provide dietary counseling and nutritional education; (f) utilize behavioral science principles to motivate patients to assume appropriate responsibility for their oral health care; (g) develop individualized preventive plans for patients; (h) manage preventive oral health procedures including a recall system; (i) perform therapies such as prophylaxes, fluorides, or sealants to eliminate local etiologic factors to control caries, periodontal disease, and other oral diseases; (j) apply principles of personal infection control that are compatible with current practice including barrier protection, appropriate immunizations, hazard control, and the disposal of hazardous waste; (k) utilize appropriate sterilization and disinfection procedures to prevent the transmission of disease; and (l) apply the principles of radiation biology and physics in a manner that is compatible with current radiation safety procedures.

(v) Graduate/residency and auxiliary programs

The current dental program at the University of Utah includes a 1-year General Dentistry Residency opportunity for 10 licensed graduates from accredited dental programs in the United States or Canada. This program offers opportunities to develop greater skills in all aspects of general dentistry in preparation for fellows to enter practice with more advanced competency and greater confidence in their clinical abilities. It is planned that the School of Dentistry will expand its graduate/residency offerings by including advanced programs in the fields of Pedodontics, Oral Pathology and Periodontics. These graduate programs will be established and appropriately certified by accrediting organizations representing these fields and will offer master degrees in the respective disciplines.

(vi) College Interactions and Common Governance

The School of Dentistry will be integrated into the University of Utah and the Health Sciences programs and participate in the common governance of the University programs as expressed in relevant charters and documents. We intend to expand our existing dental program and continue our current relationship which includes an existing agreement with the University of Utah Hospital for functioning clinics that are located: 1) at the University of Utah hospital within the health sciences complex and 2) at the University of Utah owned and operated Greenwood Dental Clinic located on 7495 South State Street, Salt Lake, City, Utah. Both clinics currently serve the General Practice Residency program as primary care dental clinics. The hospital clinic also supports the first-year occlusion courses for occlusal analysis procedures and preventive dentistry.

Faculty from the School of Dentistry will serve on appropriate governing councils and committees as do faculty from the schools of Medicine, and Colleges of Pharmacy, Nursing, etc. Additionally, School administrators, such as the Dean, will serve on appropriate health science committees, e.g. Medical Science Council, Dean’s Forum, etc. For example, the School of Dentistry will participate in University common governance by having faculty representatives on the following committees by the Fall semester of 2013 when the first freshman predoctoral class begins coursework: (i) Academic Senate; (ii) Graduate Council; (iii) UPTAC; (iv) University RPT Standards Committee; (v) University Teaching Committee;
and (vi) Academic Appeal Committee. Faculty representatives from the School of Dentistry will also be assigned to serve on other important and relevant University of Utah common governance committees as the faculty numbers increase.

Further evidence of interaction is demonstrated by the fact that faculty from the University of Utah School of Medicine currently instruct the first year dental students along with the medical students in embryology, histology, and gross anatomy courses. Neuroanatomy, biochemistry and physiology oriented specifically for the dental students are taught as separate courses to the dental students by faculty from the School of Medicine. Faculty from the College of Pharmacy will also participate in student instruction. We anticipate that these collaborative and interactive relations will continue with the establishment of the School of Dentistry.

We continue to maintain a close relationship with the Spencer S. Eccles Health Science Library allowing the students full access, as well as educational training and services for faculty through their facilities. The library maintains a large collection of dental journals and dental textbooks for student studies and research. Students also have access to the University of Utah’s Marriott Library and its full array of educational and research services.

We have developed collaborative research participation with the School of Medicine and the Huntsman Cancer Institute and intend to expand to build a robust research program relationship which will also include the University of Utah Colleges of Pharmacy, Engineering, Biological Sciences, Chemistry, Behavioral Sciences, and others who will contribute to the fulfillment of our Strategic Goal to advance oral health through research and its application.

The School of Dentistry will also build upon its current relationship with the Department of Pathology in the School of Medicine and ARUP (Associated Regional and University Pathologists). For almost twenty-five years the Dental Education Program at the University of Utah has functioned within the Department of Pathology. With the creation of a new dental school program it is our intent to enrich our curriculum by our continued associations and collaborations.

The School of Dentistry will continue to have full access to the University of Utah’s IT and communications services. This includes WebCT which will function as a testing and teaching resource for dental students and faculty.

In addition, the School of Dentistry intends to satisfy its obligations to the shared governance of the University by helping to populate the University-wide shared governance committees such as the Academic Senate, the Academic Appeals Committee, the Personnel and Elections Committee, the Council of Academic Deans, the Graduate Council, the Library Policy Committee, the Consolidated Hearing Committee, and the University Promotion and Tenure Advisory Committee. The School also intends to provide representatives to participate on an as-needed basis in relevant discipline-specific committees such as the IACUC, the Institutional Bio-safety Committee, the IRB for Research with Human Subjects, and the Radiation Committee. In the beginning, because faculty in the school will be modest, we will prioritize our committee participation with the intent that as the faculty for the School of Dentistry develops we eventually will be able to fully satisfy our obligations in this regard.

(vii) Fiscal

The budget presented in Section V of the R401 template represents a projected total budget for all pre- and post-doctoral elements/activities included in the School of Dentistry, and not just the 4-year degree-granting program.

In response to specific fiscal questions by the EC:
- There is no tuition income for the current year nor in FY 2012-2013 (Year 1) because there will be no pre-doctoral students until FY 2013-2014.

- The special fees/differential line in FY 2013-2014 (Year 2) consists of an academic-year tuition ($28,735) that is the same as that paid by in-state medical students. When adding special fees for summer session, instrument rental, supplies, education materials, other non-tuition expenses, and a 5% annual inflation rate there is a total of $1,027,234 for all of the first-year students. This total increases proportionally as the total students go from 20 in the 1st year to 80 in year 5 and reaches a sum of $4,441,705.

- The student tuition makes up only a portion of the school revenue. Also considered in these calculations are: (i) clinic income from junior and senior predoctoral dental students; (ii) postdoctoral programs (e.g., the General Practice Dental Residency) also generate substantial funding; and (iii) additional support comes from investment interest on our endowment funds of over $50 million. These substantial, predictable, and stable fiscal sources are combined with state appropriations and research grant and service contract income resulting in a total annual revenue for the School of Dentistry that exceeds $14 million.

The University of Utah School of Dentistry will be a state-sponsored school and as such, the School’s annual budget (revenue and expenditures) is reviewed and evaluated by several entities, including the Assistant Dean for Finance in the School of Dentistry; Assistant Vice President Health Sciences Finance; Associate Vice President for Budget and Planning for the University of Utah, etc. These reviews are to assure fiscal viability. We have taken several years to assure a solid basis for the School budget so that it does not depend on resources that are at risk. These include private funds ($32 million) for the construction, equipment and completion of a building that currently are in the bank and available when needed. Land and infrastructure are provided at no cost. No state funds are being requested for construction.

Student tuition will account for a large share of the revenue. Tuition is set to be the same as the In-State medical school tuition (currently $28,735.00/year plus fees), making the University of Utah School of Dentistry competitive and affordable, and assuring an on-going revenue source.

Clinic income is based on national averages for dental schools from a few years earlier, coupled with the experience of our dental General Practice Residency program clinics.

State appropriations are a line-item-based budget allocation and are assured continuation except for state-wide or University budget cuts which have historically been done on a percentage basis and not program by program or by elimination of a program.

Endowment funds ($20 million) provide a guaranteed source of revenue since the principle is not spent (except for emergency shortfall) but only earned interest is used in the budget. These funds have pledges over the next five years to significantly increase the funds.

The short and long-term funding is very secure, predictable, and stable. A reserve of funds is available to compensate for any shortfall in a given year.

Budgeted faculty salaries were developed utilizing staffing strategies aiming at the fiftieth to seventy-fifth percentile on ADEA’s national faculty salary surveys two years prior. A very generous benefits package which includes 14% of salary paid by the University into retirement plus one day a week private practice will add to the advantages of recruiting and retaining faculty. Funds are also set aside for each faculty member for support of professional development and travel. Internal programs in teaching skills, research methods and scientific writing will add to the development of the faculty.
The University of Utah School of Dentistry will not utilize compensation strategies that are defined by salary schedules. Salary projections are based on ADEA national salary percentile by academic rank and responsibilities, and are similar to the methods used by the University of Utah School of Medicine. These decisions are made by the Dean and verified by the Vice President for Health Sciences.

(viii) Research

We recognize the vital role of research in the discovery, development and eventual translation of new biomedical knowledge and will make research and its attending outcomes integral to this School of Dentistry. This is essential if dental graduates are to: (a) be competent in assessing the research process; (b) conduct critical thinking and problem solving on their own; (c) develop and assess 'best practices' in the dental care they render; and (d) be prepared to provide relevant dental health services well into the 21st Century. To this end, the University of Utah School of Dentistry will integrate with the University of Utah Health Sciences and their outstanding tradition of biomedical research and translational philosophy. Thus, the research program in the School of Dentistry will be designed to foster collaborative efforts with investigators and clinicians throughout the University of Utah Health Sciences to optimize the application of unique resources and scientific expertise for both School of Dentistry students and faculty in order to identify and address problems related to issues of oral health.

As previously stated, our mission will be to further our understanding and the therapeutic management of oral structures and function through scholarly research and its translation. As our mission statement implies, we recognize that institutions charged to train and prepare clinicians to provide optimal dental care for the community must incorporate into their programs and scholarly activities, exposure to the critical elements of research such as its process, objectives and potential impact on biomedical issues in general and in dental practice in particular. By so doing, we will demonstrate our commitment to prepare the next generation of dentists with the intellectual skills and curiosity that will allow them to appreciate, contribute to, and comfortably translate research-related advances into dental practice in order to achieve best practices in their dental services. This will be accomplished by achieving the goals for dental students and faculty as part of the academic, scholarly and clinic opportunities and training provided by this Dental School; consequently, all students will have the opportunity to be engaged in research by achieving the following goals:

(1) Enable all dental students to comprehend and accurately evaluate the validity and relevance of scientific discovery to biomedical sciences and practice of medicine, particularly as it relates to them in their practice of dentistry.

*Implementation:* Early in the first year of academic training, all dental students will be required to pass a “Biomedical Research and Applied Statistics” course wherein they receive instruction, and participate in discussions, concerning the scientific method and its role in biomedical research. This class will include exposure to basic statistical methodology as it relates to biomedical investigation and through relevant exercises and testing, successful completion of the class will assure that students can competently review scientific literature, assess its significance and evaluate its relevance to dental practice in general and their own clinical experience in particular. This class will emphasize the application of scientific and statistical principles to biomedical and dental research in particular to embellish the relevance to the dental students and facilitate the utilization of principles to the practice of dentistry.

(2) Help students appreciate the vital role of research and scholarly activity in the biomedical field and dentistry in particular, and its future implications as these disciplines advance and contribute to improvements in health care.
Implementation: Encourage lectures both in the basic and clinical sciences to emphasize the role of research to the relevant course topics and its contributions to future development of the discipline. In addition, biweekly research seminars will be held in collaboration with the School of Medicine and/or College of Pharmacy, wherein leading intramural and extramural biomedical researchers will describe their research strategies and present outcomes and their translational implications. These seminars will be partially supported by the School of Dentistry and on a monthly basis will focus on a dental related topic and be presented by both intramural and extramural researchers in a dental related field. During a semester students will be encouraged to participate by attending the presentations and preparing written reports for each seminar. On a monthly basis, a faculty member designated as the seminar director will meet with the participating students to discuss the student’s assignments and associated research principles. Successful attendance and completion of the reports for a semester’s worth of seminars (~7) will earn a student one semester credit to fulfill their elective requirements.

(3) Provide dental students with real-life, bench-top research and scholarly experiences.

Implementation: The most effective means of teaching students about the scientific process and the contributions of research to dental-related healthcare, are to provide actual hands-on research experiences. While it is recognized that it is impractical to provide each student with an extended exposure to an actual research project, for those students who are particularly interested and/or especially qualified, a program that provides research rotations will be included in the curriculum as an elective class. Upon successful completion of a 15-week commitment the student will be expected to submit a report to the research mentor and present a seminar for both students and faculty members that summarize the rationale for the research, the outcomes, and their analysis. Fulfillment of these requirements will result in 3 semester credits and successful completion of one elective course. In addition, to accommodate students interested in pursuing an academic career in dental-related sciences and desire a D.D.S. Ph.D. degree combination, there will be flexibility to work with such students to assure that they are matriculated in an approved and active Ph.D. (e.g., pharmacology, pathology, neuroscience, biochemistry) program and are able to expeditiously complete both degree prerequisites. Such combination programs are already available and have been used for other health professional students at the University of Utah, such as those in medical and pharmacy programs, with established curricula and grant programs to provide student support. The combination dental program will be similarly organized for exceptional and interested dental students. It is anticipated that such a program will typically require a total of 7 years, resulting in scholarly publications and competency as both a clinical dentist and an independent investigator in a dental-related scientific field. A student that completes this program will have clinical and research credentials that can lead to many academic and translational opportunities.

In addition, opportunities to evaluate research papers, prepare research-related papers, posters and seminars will be expected of the dental students as part of: (a) an occlusion course (first year); (b) a scientific project resulting in a paper and table clinic presentation in Preventive Dentistry (first year); and (c) an evidence-based review of clinical methodologies and the research process in two scientific articles resulting in an in-class dissection, review and discussion (Junior course on Evidence-based Dentistry).

(4) Promote recruitment of outstanding undergraduate students to the Dental School by providing them an opportunity to participate in dental-related research.

Implementation: Opportunities will be included in recruitment programs to attract top undergraduate students to the Dental School through participation in dental-related research. Three-month summer research positions will be competitively available to undergraduate students to work with outstanding investigators who are members of the dental faculty. These rotations will include a stipend from endowment funds or grants to provide cost-of-living support for the students to incentivize their participation.
It will be a goal of the School of Dentistry to encourage its faculty to engage in research and to integrate these activities and attending perspectives and skills in student instruction and training by the achieving the following Strategic Goals:

(1) Encourage participation by faculty members in basic and/or clinical research and the process of translating research outcomes into practical applications.

*Implementation:* This goal will be achieved in the following ways: (a) emphasize the hiring of faculty members, especially those in leadership roles (e.g., department chairs), with appreciation for, and when possible, a history of accomplishments and active participation in research. This encourages a knowledgeable research perspective, as well as creates research activities in the school that provide mentoring and opportunities of participation for dental students and other faculty members with less research background; (b) provide special incentives to those who engage in research and are successful in securing research support. If student participation in the research is encouraged, such faculty members will be allowed release time from clinical and or teaching duties in order to pursue their research interests and will be allowed reasonable supplementation of their salaries commensurate with the research support and time requirements; (c) facilitate and encourage interactions between School of Dentistry faculty members, other biomedical researchers at the University of Utah, and dentists in the private sector to facilitate new research ideas and strategies through school-supported opportunities such as conferences and seminars; (d) provide appropriate laboratory space, equipment and facilities to realize the proposed research. This will be achieved by use of indirect budgets from grants and contracts and endowment donations at the University and School of Dentistry levels; and (e) provide funds from the offices of the Vice President of Health Sciences and research or endowment donations for either research startup packages for new faculty hires or to support pilot studies conducted by established dental faculty that have high potential for developing into projects that will be supported by extra-institutional resources.

(2) Provide opportunities for translation of dental-related research.

*Implementation:* Sponsorship by the School of Dentistry for conferences and seminars to facilitate and encourage the establishment of collaborations between faculty of the School of Dentistry, community dentists and others working in the biomedical field. In addition, when research findings become ready for translation into practical application, the Dental School working with the University of Utah CTSA (Clinical and Translational Science Award) program (NIH-funded resource program that consists of support systems such as clinical, statistical and informatics cores) will provide the necessary research facilities and infrastructure support to conduct requisite clinical trials to establish new therapeutic dental strategies. Because translation is a bidirectional process, the clinical elements of the School of Dentistry will also help catalyze new ideas and opportunities that can be the foundation for both basic and applied research, which in turn will create spin-off opportunities for new technologies, products or methodologies that will improve dental practice.

(3) Maintain faculty dental practices and facilities to not only provide clinical resources to attend to challenging cases, but also provide research opportunities and resources in a practice setting.

*Implementation:* Interested faculty will be allowed to pursue their own part-time practice using on-site clinical facilities. The participation of such faculty in clinical studies will be encouraged when appropriate to address important dental clinical questions.

(4) Utilize the unique research resources at the University of Utah to further understanding of dental-related issues.
Implementation: Few dental schools are located in a research-rich institution such as the University of Utah. To take advantage of these unique research opportunities to conduct dental-related research, faculty members at this School of Dentistry will be encouraged to conduct interdisciplinary scholarly activity by interacting with established institutional programs such as:

- The Huntsman Cancer Institute (a world-leading research and treatment center for cancers of all types including those associated with oral structures).

- The Utah Population Data Base (i.e., a world renown, uniquely powerful data base to conduct biomedical genetic research [including genetic issues related to dental problems] based on genealogical and medical records of stable, cooperative and large families associated with the Utah and intermountain region).

- Research-intense School/Colleges of Medicine, Pharmacy and Nursing (considered among the nation’s leading research institutions with ~570 federally funded [large majority NIH] grants).

- Primary Children’s Hospital and their associated pedodontic residency program: this program provides unique opportunities to conduct pediatric-related research.

- NCS (National Children’s Study) Vanguard Center: this NIH-supported initiative is a 20-yr project to study the influence of environment on the biomedical development of persons from their prenatal state to adulthood and presents a unique opportunity to address research questions regarding the development of oral structures, their functions and disease consequences. An association with this Vanguard Center allows the School of Dentistry to participate in this very important longitudinal developmental study.

- The General Dental Residency Program: this hospital-based residency program (10 residents) offers a unique opportunity to conduct dental-related clinical research in a hospital setting.

- The Utah Addiction Center: this center facilitates interdisciplinary research in substance abuse issues such as tobacco and alcohol dependency and affords an opportunity to work with the School of Dentistry faculty to address research questions such as the impact of drug abuse on oral health and the role of dental services in the management of patients with drug addictions.

- The Center for Human Toxicology: this center conducts drug analysis in body fluids such as saliva and is eager to partner with the School of Dentistry to address research questions concerning the uses of saliva to do pharmacokinetic analysis.

- Center for Pediatric Pharmacology Program: this center helps the development of new drugs for pediatric care and is available to work with the School of Dentistry in the research of using pharmacology for treatment of pediatric dental problems such as novel analgesics.

- Anti-Seizure Drug Development (ADD) Center: This center has an outstanding history of screening for new drugs to manage seizure disorders. Because many of these drugs are also effective analgesics, the ADD program also screens for new pain management medications.
Due to the need for improved analgesics for dental related pain, the ADD program is anxious to partner with the School of Dentistry to identify new small molecules affecting oral pain.

- ARUP pathology laboratories; this program conducts diagnostic and pathological testing and could work with the faculty to help develop new laboratory and diagnostic tests for diagnosing oral diseases.

- CTSA program (see above in (2) for a description of its role in clinical trials).

- Dental Research Institute: under the direction of Dr. Gordon Christensen this institute is widely recognized for its pioneering work in developing dental materials and improving dental practice strategies. An association with this Institute will stimulate opportunities for the University of Utah School of Dentistry to contribute to advances in these critical areas of dentistry and allow the School to collaborate with the Department of Bioengineering.

Such associations will help to foster and make possible opportunities to create compelling dental-related research projects in areas of genetics, medications, pain management, and pediatric management leading to competitive applications for federal (e.g., NIH), state and local grants and contracts. Such programs often serve as a cornerstone for new and exciting research initiatives as well as evolve into profitable entrepreneurial start up companies.
Section 5: Letters of Support
G. Lynn Powell, DDS
Interim Dean, Dental Education
Health Sciences Education Building
26 South 2000 East, Suite 5900
Salt Lake City, Utah 84112-5750

Re: University of Utah School of Dentistry

December 22, 2011

Dear Dr. Powell:

It is with great pleasure that I write this letter of support for establishing a new School of Dentistry at the University of Utah Health Sciences Campus. I believe that the new school will complement the research and education missions of the College of Pharmacy and will enhance and provide breadth to the Health Sciences community.

As noted above there is particular interest in expanding research capacity in the proposed School of Dentistry, and there are obvious synergies between the College of Pharmacy faculty and dentistry faculty that can be exploited for mutual benefit. Specifically in the research arena, opportunities for collaboration include pharmacotherapy outcomes research in pain management, development of new biomaterials, targeted drug delivery, and in pharmacological and toxicological study directed towards managing pain and inflammation.

In addition to the research collaborations, which are many, having the School of Dentistry will enhance our ability to develop models for interprofessional education and patient care teams.

I recognize that the new School of Dentistry requires no financial commitment from the College of Pharmacy.

Thank you for the opportunity to indicate my strong support for a School of Dentistry.

Sincerely,

Chris M. Ireland
Professor and Dean
L. S. Skaggs Presidential Endowed Chair for Pharmacy
December 22, 2011

G. Lynn Powell, DDS
Interim Dean, Dental Education
Health Sciences Education Building
26 South 2000 East, Suite 5900
Salt Lake City, Utah 84112-5750

Dear Dr. Powell:

Thank you for the opportunity to express my strong support for establishing a new School of Dentistry at the University of Utah Health Sciences Campus. I believe that having our own School of Dentistry will complement the work we do in Nursing and enhance collaborative education and learning throughout the entire Health Sciences community.

We have an ongoing interest in enhancing education experiences for both students and faculty and looking across traditional boundaries to achieve this. As you may know, we have a sound commitment to Interprofessional Education, particularly around team based care and have developed several clinical scenarios for our Simulation Center. The opportunities for collaboration around health promotion, illness prevention and patient education are exciting and we look forward to working with you.

Opportunities for research collaborations exist as well. Pain management is an important area of clinical nursing care. The work of your faculty in some of the basic sciences areas in the study of pain may provide some synergies that are worth exploring.

I recognize that the new School of Dentistry requires no financial commitment from the College of Nursing. However I want to ensure that you and others are aware of our enthusiastic support for the University of Utah School of Dentistry.

Sincerely,

Maureen R. Keefe, RN, PhD, FAAN
Dean and Professor
Louis H. Peery Endowed Chair

Office of the Dean
19 South 2000 East
Salt Lake City, UT 84112-6610
801-581-5362 – Office
801-581-6818 – Fax
December 22, 2011

G. Lynn Powell, DDS
Interim Dean, Dental Education
Health Sciences Education Building
26 South 2000 East, Suite 5900
Salt Lake City, UT 84112-3750

Dear Dr. Powell:

This letter is written in support of establishing a School of Dentistry at the University of Utah. Dentistry would be a valuable addition to the suite of Health Sciences and offers a new collaborative opportunity for inter-professional education and research. I understand this program will benefit students from Utah that are currently pursuing dental degrees out of State and that a new School of Dentistry requires no financial commitment from the College of Health.

The College of Health recognizes the importance of dental health and the negative consequences that may result from poor dental health. We look forward to collaborating with you on a variety of mutually beneficial projects.

I wish you every success with this proposal.

Sincerely,

James E. Graves, Dean
College of Health

JEG/np
January 4, 2012

G. Lynn Powell, DDS
Interim Dean, Dental Education
Health Sciences Education Building
26 South 2000 East, Suite 5900
Salt Lake City, UT 84112-5750

Dear Dr. Powell:

I am delighted to have an opportunity to express my enthusiastic support for the establishment of a new dental school at the University of Utah that will offer a doctoral degree in dentistry (Doctor of Dental Surgery).

The Eccles Library is willing to partner with you in continuing to offer relevant and quality library resources and services to support all of your dental students and also to offer classroom and educational technology support within the Health Science Education Building. This state-of-the-art, exciting education facility was designed to foster interdisciplinary curricula and to be the laboratory for advanced educational technologies. Your program’s expansion will be welcomed in this facility.

There is an extraordinary array of education and research opportunities at Utah, complemented by an environment that is noted for collegiality and collaboration. We are partnering to create virtual and physical spaces for research collaboration, with advancing health literacy and also with guiding knowledge management for the educational, research and clinical enterprises.

Again, I am delighted to have this opportunity to express my support for your school’s establishment and look forward to its success and many rewarding collaborations.

Sincerely yours,

Jean P. Shipman, MSLS, AHIP, FMLA
Director & University Librarian

The University of Utah
Spencer S. Eccles
Health Sciences Library
10 N 1900 E
Salt Lake City, Utah 84112
Phone (801) 581-5771
Fax (801) 581-5410
G. Lynn Powell, D.D.S.
Interim Dean, Dental Education
Health Sciences Education Building
26 South, 2000 East, Suite 5900
Salt Lake City, Utah 84112-5750

Re: College of Pharmacy Support for D.D.S., Ph.D. Education

Dear Dr. Powell:

The Department of Pharmacology and Toxicology and the College of Pharmacy extend our strong support to the new School of Dentistry at the University of Utah Health Sciences Center. We look forward to forming partnerships for interdisciplinary education in both professional and graduate programs. For example, we envision the possibility of a Ph.D. graduate program of study in Pharmacology and Toxicology that is integrated with the Doctor of Dentistry degree. We believe that such collaborative programs would benefit recruitment of the best and brightest minds, increase research productivity, and enhance educational initiatives in both programs.

We appreciate the opportunity to work closely with the School of Dentistry.

Sincerely,

Chris M. Ireland, Ph.D.
Professor and Dean
L.S. Skaggs Presidential Endowed Chair for Pharmacy
College of Pharmacy

Mark Munger, Pharm.D.
Professor and Associate Dean, Academic Affairs
Department of Pharmacotherapy
College of Pharmacy

William R. Crowley, Ph.D.
Professor and Chair
Department of Pharmacology and Toxicology
College of Pharmacy
January 23, 2012

G. Lynn Powell, DDS
Interim Dean, Dental Education
Health Sciences Education Building
26 South 2000 East, Suite 5900
Salt Lake City, Utah 84112-5750

Dear Dr. Powell,

This letter is written in support of the proposal to establish a four-year fully accredited dental school at the University of Utah. We believe that this will be in the best interest of the health of the people of Utah, the pre-dental and dental students wanting to stay in state for their training, the Department of Orthopaedics and the University as a whole.

Perhaps as much as any department, we in orthopaedics often have parallel paths for innovative development with our research colleagues in dentistry. Both fields work to improve fixation and use of structures fixed to bone. Dentistry has pioneered the use of bone cement, implant fixation, use of bone graft substitutes and polymers for reconstruction that have led to major advances for treatment by orthopaedic surgeons of the entire musculoskeletal system.

The natural overlap of interests has the potential to catalyze the development of even better approaches to the treatment of patients with dental or orthopaedic diseases. Our department’s research focus on the development of transdermal skeletal attached amputation prostheses is an area that has obvious and direct parallels to the challenges of endodontic treatment for tooth and bone loss. Our work with novel biomaterials, biofilms, the modulation of bone fixation, and bone regeneration similarly could benefit and help assist the development of a strong association between the department of orthopaedics and the School of Dentistry.

I would hope that the establishment of a School of Dentistry will occur soon, and with that decision to do so, significant effort will be made to enhance the quality of this University based school by attracting top level basic dental scientists. Given the overlap of our research interests, I hope that the location of the dental scientists will be in close proximity to the research scientists in orthopaedics. Ultimately, this should lead to new and innovative approaches to solve common problems common to both fields, and greater productivity from the University in all ways: research, teaching and new products for the market.
In conclusion, I give the proposal to develop a Dental School within the University of Utah my highest and most enthusiastic support. If done right, this will enhance the health of the intermountain west population, the educational offerings of the university, the research productivity of the institution and the development of new companies or products with significant economic potential for the state of Utah.

With kindest regards,

Charles Saltzman MD,
Chairman, Department of Orthopaedics
Louis S. Peery, MD Presidential Endowed Professor

Cc: Vivian Lee, MD, PhD
January 27, 2012

G. Lynn Powell, DDS
Asst. Dean for Dental Education
Chief of Dental Services
University of Utah Health Science Center

Dear Lynn:

This letter confirms our interest and excitement at the possibility of including Dental students in our graduate degree programs. The Health Science Center offers a wide array of graduate degrees, including master's degrees and PhD degrees. We currently have a joint MD/PhD degree in which medical students can get advanced training in the fields of neurobiology, molecular biology, and bioengineering. I would like to entertain discussions on how we can extend these programs to dental students. I think the possibility exists to develop a robust program that would prepare dental students for advanced degrees.

I would be happy to pursue these efforts. I think it would be good for the students and for the Health Science Center.

Sincerely,

Jerry Kaplan, Ph.D.
Beining Presidential Endowed Chair
Professor of Pathology
Associate Dean for Research, School of Medicine
Assistant Vice President for Basic Sciences
at the Health Sciences Center

Office of the Senior Vice President for Health Sciences
30 North 1900 East, SC04 SOM
Salt Lake City, Utah 84112-2561
Ph: (801) 585-7427
Fax: (801) 585-4364
Email: jerry.kaplan@som.utah.edu
January 31, 2012

G. Lynn Powell, DDS
Interim Dean, Dental Education
5900 Health Sciences Education Building
26 South 2000 East
Salt Lake City, UT 84112-5750

Dear Dr. Powell:

I am writing to confirm my strong support in establishing a fully accredited, top-tier School of Dentistry at the University of Utah. This new school will help complete the Health Sciences at the University and allow you to increase the collaborative efforts in education, research and service that have existed for many years.

Dental faculty has had a home in the Department of Pathology for many years. We are pleased to help in the transfer of appointments from our department to the School of Dentistry because we recognize the potential value of the new school to the University.

We look forward to future activities between the Department of Pathology and the School of Dentistry that may include, but not be limited to, the establishment of an oral pathology residency program, establishment of an oral medicine/pathology service unit, and research in systemic diseases with oral manifestations.

Our administration is available to help with the transition to establish this new school and we recognize that the establishment of a School of Dentistry requires no financial commitment on our part. We assure you of our full and enthusiastic support for the University of Utah School of Dentistry.

Sincerely,

Peter E. Jensen, MD,
ARUP Professor and Chair
Department of Pathology
School of Medicine
Memorandum

To: Barb Snyder, Vice President for Student Affairs
From: Lori McDonald, Associate Dean of Students
Re: Proposed Revision 3 of Policy 6-402 Fraternal Social Organizations
Date: November 1, 2011

Policy 6-402: Fraternal Social Organizations establishes the standards expected of fraternities and sororities at the University of Utah in order for them to gain and maintain recognition to operate. The Dean of Students Office recommends the following additions to the current policy to assist with enforcement of these standards.

Summary of Revisions:

1. Addition of the requirements of the City Zoning Ordinance into the stated standards of the University under III.C., a new section to the existing policy.

Salt Lake City Zoning Ordinance 21A.36.150: FRATERNITIES AND SORORITIES regulates the establishment and operation of fraternities and sororities in residential areas of the City and requires that the University certify to the City on an annual basis that we have promulgated, adopted and are monitoring compliance with the rules set forth in the ordinance. Although the University has consistently required its fraternities and sororities to abide by the rules set forth in the city ordinance, those rules have not been formally promulgated and adopted as part of University policy. In an effort to more fully comply with the applicable city ordinance, it is recommended that the specific rules of the ordinance be added to University Policy.

2. Specifically clarify that membership in University of Utah fraternal organizations is exclusively for University of Utah students.

Although the requirement of potential members for fraternities and sororities to be currently matriculated students of the University of Utah has been an understood practice for decades and
is stated in the rules of the Interfraternity Council and the Panhellenic Council recruitment procedures, it needs to be explicitly stated in the recognition standards of University Policy to be more directly enforced. Despite the growing interest in fraternities by students of Salt Lake Community College and Westminster College where they do not exist, it is in the best interest of the University from a liability standpoint to only allow our students, whose relationship with the University subjects them to requirements of the Student Code of Rights of Responsibilities ("Student Code"), to participate in these groups.

3. Addition of the expectation of fraternities and sororities to not discriminate on the basis of "gender identity/expression" to be in keeping with the University's revisions to non-discrimination policies that were approved in 2009.

This addition would not change the fact that Title IX, Education Amendments of 1972, section 1681 (6) permits social fraternities and sororities that are exempt from taxation under section 501(a) of Title 26 to select members based in part on their gender.

4. Clarification of the ability of the President to suspend or terminate a chapter's recognition after being found responsible for egregious violation of policy and standards.

As the policy is written now, it appears that suspension or termination of recognition may only be implemented if the terms of a probationary period are violated. This is inconsistent with the Student Code of Conduct and hampers the ability of the University to take immediate and appropriate action in the case of an egregious violation of policy such as putting an individual or group in imminent danger.

5. Addition of the ability for the Vice President of Student Affairs to immediately suspend a chapter to protect the University population (III.B.5.e.i.).

This provision is similar to the provision in the Student Code (Policy 6-40) for an administrative suspension and is meant to be used in emergency situations when the safety or well-being of individuals is of immediate concern. The administrative suspension may be implemented immediately but is for a temporary period of time until an appropriate opportunity for a hearing can be coordinated to make the final determination of the matter.

6. Removal of the "Committee on Student Affairs" from the policy as this body is under significant review for its current purpose and function. The removal of this committee does not alter the intent of this policy as it is listed as one of a number of bodies that has the authority to place a fraternal group on probation and is one of many entities that makes a recommendation to the vice president for student affairs on the proposal of a new fraternal group to be recognized.

None of the suggested modifications will impact the current operations of fraternities and sororities or their members. They are regularly made aware of the rules in the City Zoning Ordinance, the expectation of recruiting only U of U students is already established in their governing council documents and is communicated regularly by the Assistant Dean of Students for Fraternity and Sorority Life, and most international organizations have adopted non-discrimination statements based on gender expression.
In addition, this proposal includes a small number of minor clarifications and general updating of the Policy, including changing the internal structure and numbering to conform with the new standard formatting of University policies.

In preparing this proposal we have consulted with the Greek Council, the Office of General Counsel, and the Institutional Policy Committee.

If you approve of these proposed changes, please forward the proposal to Vice President Pershing and Interim President Betz for their approvals, and if they approve, the proposal should be forwarded to the Academic Senate and Board of Trustees for their approvals.
Policy 6-402: Fraternal Social Organizations, Revision 3

I. Purpose and Scope

The purpose of this policy is to establish the standards for granting and maintaining recognition of fraternal social organizations, otherwise known as Greek-letter fraternities and sororities.

II. Definitions

For the purposes of this policy, these words and phrases have the following meanings:

A. "Fraternity" includes any private incorporated or chartered social organization for either male or female students that has become duly affiliated with the University of Utah pursuant to the University policy.

B. "President" means the President of the University of Utah.

III. Policy

A. It is the policy of the University to facilitate and encourage voluntary fraternity organizations as a means for providing a learning experience for University students beyond the formal atmosphere of the classroom in small, personal, social and living groups. Fraternity social and physical arrangements, however, should be organized within suitable policy guidelines and limitations designed to assure that participating students will experience opportunities for personal growth, development of leadership skills, and the responsible application of concepts of democracy, community service, brotherhood/sisterhood, equality, fair play, individual morality, and social justice.

B. IV. Guidelines and Procedures

1. Advisory Staff

The University of Utah will provide advisory staff personnel to (1) encourage the fraternities to realize policies of behavior and attitude consistent with their own philosophy and the policies of the University; (2) assist fraternities in fully utilizing the resources of the University; (3) oversee the various programs of chapters and work with alumni of chapters; and (4) provide general supervision of fraternity activities, on their premises and the campus, to assure compliance with the standards set forth herein.

2. Standards

The University as part of its supervision expects each recognized fraternity to:

a. Conduct all of its activities in accordance with applicable laws and ordinances, and applicable University of Utah regulations, policies, and procedures (including the University of Utah Student Code and the ASUU Organizational Policies and Procedures Manual), as well as in conformity with the national or local policies of
the fraternity not inconsistent with such laws, ordinances, and University regulations, policies, and procedures. In particular, fraternities shall comply with the specific zoning requirements set forth in Salt Lake City Zoning Ordinance, 21A.36.150(C) (1) (a-n) (as amended): FRATERNITIES AND SORORITIES, the current contents of which Ordinance are expressly incorporated herein as a part of this policy in Part III. C. below.

b. Recruit and initiate only members who are currently matriculated students at the University of Utah.

c. Operate on a nondiscriminatory basis with regard to gender identity/expression, race, creed, ethnic origin, and color in membership selection and privileges.

d. Seek in good faith to obtain a membership reflective of racial, academic, religious, ethnic, and geographic diversity.

e. Conduct orderly recruitment techniques involving action and publicity consistent with good taste and appropriate to an institution of higher learning.

f. Develop meaningful programs with regard to training of new members and programming for the chapter as a whole that are designed to assist each member to accept responsibilities and to contribute to the larger society.

g. Support its chosen leaders in the best democratic sense.

h. Establish and maintain orderly financial and accounting procedures, and be current in meeting its financial obligations.

i. Provide a comfortable environment for the members of the chapter and maintain the property in keeping with general standards of good housekeeping and exterior upkeep characteristic of the campus environs.

j. Cooperate with the University administration in building and maintaining constructive community relationships with neighbors in the residential area in which it is located.

k. Develop orderly processes for dealing with infractions by fraternity members of any of the provisions of this statement of Guidelines and Procedures University Policy, including appropriate provisions for sanctions including warning, probation, suspension, or termination of membership.

3. Fraternity Rights

Subject to the standards set forth in Section B above, the University recognizes the right of a fraternity to:

a. Select its own membership from those students who voluntarily participate in the recruitment system.

b. Determine its own judicial structure, memberships and procedures, consistent with ASUU Judiciary Policies and Procedures (ASUU Policies and Procedures V. IV.).
4. Fraternity Colonizing

Prior to a fraternity's application to its national for a charter or for independent affiliation with the University, the following procedures must be observed:

a. The fraternity colony must meet applicable requirements of the approved Expansion Policy adopted by the Greek Council or other cognizant representative bodies.

b. Prior to action by the Committee on Student Affairs, the Constitution of the petitioning fraternity shall be reviewed by the legal counsel of the University of Utah.

c. Greek Council, or other cognizant representative body within the fraternity system must recommend to the Committee on vice president for student Affairs, in writing, that the colony receive its charter. The recommendation must include a statement to the effect that the colony has met the requirements outlined in the relevant Expansion Policy.

d. After endorsement by the Committee on Student Affairs and the vice president/dean for student affairs and services, the recommendation may be submitted to the president for approval.

e. If the president approves the recommendation, he or she will extend an invitation to the national fraternity to charter a chapter on the University of Utah campus.

5. Recognition and Status of Chapters

a. Recognition

If a fraternal organization successfully colonizes and is in compliance with the applicable standards outlined above (III.B. 2.), it may request recognition by the University of Utah. Requests for recognition, bearing the written endorsement of the Greek Council and the Committee on Student Affairs, should be submitted to the president. If the president approves the request, an official letter extending recognition to the chartered chapter on the University of Utah campus will be sent to the chapter president and the national office of the fraternity. Upon receipt of the official letter of recognition, the chapter shall be eligible for the privileges available to a student organization under University Regulations, Part 1 (Policy 1-007) and Part 6 (Policy 6-400).

b. Chapters in Good Standing

Chapters of fraternal social organizations that have been duly recognized by the University of Utah shall be deemed in good standing so long as they are:

i. In compliance with applicable policies of the national fraternity, local chapter, Greek Council, and the University of Utah, including Section III.B. 2., above.

ii. In compliance with applicable federal and state statutes and local ordinances.
iii. Maintaining communication with the Greek Council advisor at least once a semester.

c. Chapters on Warning

Chapters found to be in minor violation of the above provisions (Subsection B III.B.5.b.) may be placed on warning by action of the Greek Council, the Greek Council Judiciary, or the Greek Council advisor. A chapter on warning will remain so for a period of 60 to 180 days at the discretion of the authority issuing the warning. Prior to the end of the warning period, a chapter must demonstrate that it is no longer in violation of applicable policies. Failure to do so may result in possible probation or suspension.

d. Chapters on Probation

i. Chapters found, after notice and opportunity for hearing, to be in serious or habitual violation of Section V. B III.B.5.b. above, may be placed on probation for a period of six to twelve months by action of Greek Council, Greek Council Judiciary Conduct Boards, Committee on Student Affairs, or the president, or designee, subject to such sanctions and other reasonable conditions as may be specified.

ii. Sanctions may include monetary fines, suspension of social events, limitations of privileges, and/or uncompensated service projects. Fines are payable to the Greek Council, and shall be used solely for administrative costs of Greek Council, or for other purposes beneficial to the fraternity system, as approved by Greek Council. A statement concerning the disposition of such funds shall be issued by Greek Council.

iii. Prior to the end of the period of probation, a chapter must demonstrate to the satisfaction of the authority which imposed the probationary status that it has fulfilled all conditions of probation including full payment of all fines imposed, and that it is no longer in violation of applicable policies. Failure to do so may result in suspension or termination of recognition.

iv. A written report of any hearing held under paragraph 1. a. of this section, resulting in placing or refusing to place a chapter on probation, shall be filed with the president, or designee who may direct that supplemental hearings or other proceedings be held and thereafter may impose additional sanctions or conditions, or may reduce, modify, or annul those previously imposed.

e. Suspension or Termination of Recognition

i. The president, or designee, may suspend or terminate recognition of a chapter that has failed to fulfill all conditions imposed as a condition of probation under Section V. D III.B.5.d. above.

ii. The president, or designee, after notice and opportunity for a hearing, may suspend or terminate recognition of a chapter that has been found responsible for an egregious violation(s) of III.B.5.b. above.
The vice president for student affairs, or designee, may place an immediate administrative suspension on a chapter prior to an initial inquiry and hearing if such action appears necessary to protect the health or well-being of any member of University community, any member of the public, or to prevent serious disruption of the academic process. Prior to, contemporaneous with, or immediately after the suspension, the vice president shall give the chapter written notice of the suspension specifying the alleged misconduct and setting forth briefly the relevant facts and supporting evidence. The matter will be referred for an opportunity for a hearing and the suspension will be in effect pending a final determination of the matter. The vice president shall notify other University administrators of the suspension as appropriate.


"a. No one under twenty one (21) years of age shall be allowed to consume alcoholic beverages on the premises of any fraternity or sorority (the term "premises" shall include all areas owned, controlled or routinely used by the fraternity or sorority, including parking areas);

b. No charge shall be levied for the purchase of alcoholic beverages consumed on the premises;

c. No admission charge shall be levied at any activity on the premises of any fraternity or sorority at which alcoholic beverages are consumed;

d. No funds of any fraternity or sorority shall be used to purchase alcoholic beverages and that no collection of funds shall be made by any fraternity or sorority, or any members thereof, for the purposes of purchasing alcoholic beverages to be consumed on the premises of any fraternity or sorority;

e. At any activity on the premises of any fraternity or sorority where alcoholic beverages are consumed, there shall be food and alternative nonalcoholic beverages readily and visibly available for consumption;

f. Except with respect to certain philanthropic activities as defined by the Dean of Students Office, only individuals bearing: 1) a personal invitation issued in advance, 2) an admission ticket issued in advance, or 3) Greek identification issued by the University’s ID Office indicating membership in the fraternity/sorority system shall be allowed to attend any activity on the premises of a fraternity or sorority;

g. At any "philanthropic" function on the premises benefiting a recognized nonprofit organization sponsored by the fraternity or sorority, no alcohol may be present, sold or consumed;
h. At any gathering, other than for a regularly scheduled chapter meeting or a regularly scheduled meal time, involving sixty (60) or more people on the premises of any fraternity or sorority, at which alcoholic beverages are served or consumed, the hosting fraternity/sorority shall hire uniformed police officers from the Salt Lake Police Department or the University’s Department of Public Safety in reasonable numbers (a minimum of two officers) to assist in checking admission, checking identification and monitoring compliance with all applicable city and county ordinances, state laws and University regulations, and, furthermore, that a representative of at least twenty one (21) years of age from the hosting fraternity or sorority's house corporation be present at all times during such a gathering:

i. No activities on the premises of any fraternity or sorority shall occur before eight o'clock (8:00) A.M. and activities shall close before eleven o'clock (11:00) P.M. on all nights except Friday, Saturday and the day before any legal holiday, on which day such activities shall close by twelve o'clock (12:00) midnight;

j. No band performances, amplified music or other activities shall take place outside on the premises of any fraternity or sorority between the hours of ten o'clock (10:00) P.M. and nine o'clock (9:00) A.M. and any activities taken place outside or inside the premises of any fraternity or sorority at other times shall otherwise comply with all applicable city and county ordinances, state laws, and University regulations;

k. No public lewd, obscene, or licentious activities will be sponsored or permitted on the premises by the fraternity or sorority;

l. After any activity on the premises of any fraternity or sorority, the sponsoring entity must clean the exterior of the fraternity or sorority's property and all nearby property on which debris or garbage from the activity has been deposited by ten o'clock (10:00) A.M. the following morning;

m. Each fraternity or sorority chapter shall have in place a risk management policy to be filed annually with the Dean of Students Office; and

n. The appearance and landscaping of the premises of any fraternity or sorority shall be accomplished and maintained in a manner that is harmonious with the residential character of the surrounding neighborhood.”

IV. Rules, Procedures, Guidelines, Forms and other related resources.
   A.Rules
   B.Procedures
   C.Guidelines
D. Forms

E. Other related resource materials

V. References:

A. Salt Lake City Zoning Ordinance 21A.36.150(C)(1)(a-n) (as amended):
FRATERNITIES AND SORORITIES: 

VI. Contacts

Policy Owner:

Questions about this Policy and any related Rules, Procedures and Guidelines should be directed to the Vice President for Student Affairs.

Policy Officers:

Only the Sr. Vice President for Academic Affairs and the Sr. Vice President for Health Sciences or their designees have the authority to grant exceptions to this policy.

VII. History

Renumbering: Renumbered as Policy 6-402, effective 9/15/08, formerly know as PPM 8-13, and formerly University Regulations Chapter XIII.

A. Current version—Revision 3:
   Effective date: [upon final approval]
   Approved by Academic Senate: ___
   Approved by Board of Trustees: ___
   Background information for Revision 3.
   Legislative history Revision 3 of Policy 6-402. {link to this proposal}

B. Earlier versions:
   Revision 2: Effective dates ?? to {effective date of revision 3}. {link to Revision 2}
   Revision 1: Effective dates ?? to ??
February 16, 2012

TO: David Pershing  
Senior Vice President for Academic Affairs

FR: Ann Darling  
Chair, Undergraduate Council

RE: Proposal to create an Interdisciplinary BA in Religious Studies

At its meeting on Tuesday, February 14, 2012, the Undergraduate Council voted to approve a proposal from the College of Humanities to create an Interdisciplinary BA in Religious Studies. The proposal, with supporting material, is attached.

We ask that, if you approve of the proposal, you send it on to the Executive Committee of the Academic Senate for their consideration.

[Signature]
David Pershing  
Senior Vice President for Academic Affairs

3/7/12
Institution Submitting Request: University of Utah
Proposed Title: Interdisciplinary Major BA in Religious Studies
School or Division or Location: College of Humanities
Department(s) or Area(s) Location: Department of Languages and Literature
Recommended Classification of Instructional Programs (CIP) Code*: 38.0286
Proposed Beginning Date: Fall semester 2013
Institutional Board of Trustees' Approval Date:
Proposal Type (check all that apply):

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

Signature: ___________________________ Date: 02/15/2012
Printed Name:

* CIP codes are recommended by the commission and are subject to change. For CIP code descriptions, please see the U.S. National Center for Education Statistics (NCES). See also the APLU report, "Trends in Undergraduate Degrees Awarded: 1990-91 to 2019-20."
Executive Summary
University of Utah
BA in Religious Studies
02/14/ 2012

Program Description
The Religious Studies undergraduate major will allow students to explore various religious traditions as well as acquire critical tools to analyze religious phenomena in their relationship to culture, society, politics, history, etc. Overall, the Religious Studies major will train students to interpret the world while paying attention to the role of belief systems and religious identities. Broadly defined the study of religion falls under the category of identity studies and can be placed in the field of cultural, ethnic or gender/sexual studies. The religious component of individual and group identities has often been overlooked by other identity studies; however, in recent years a new trend has taken place that highlight more and more often the intricacy of religious identities and other components of one’s identity. The College of Humanities, in collaboration with other Colleges, has been developing several programs in that type of studies. Religious Studies is yet to be added to the spectrum of approaches.

Role and Mission Fit
The creation of RELS major is concordant with the University’s stated mission as “a preeminent research and teaching university with national and global reach” as other BA programs in RELS already exist at various top-tier research universities, and major public institutions. BA programs in RELS exist at most of the top universities in the country, as well as in major large state institutions (among others, University of Illinois at Urbana-Champaign and Chicago, Georgia State University, California State University Long Beach, San Diego State University, University of Alabama, Ohio State University, University of Oregon, Penn State University, Indiana University Bloomington, University of New Mexico, University of Texas at Austin, University of Wisconsin at Milwaukee, etc.) In the surrounding region of the Intermountain West, a major in RELS exists in the following institutions: Arizona State University (School of Historical, Philosophical, and Religious Studies offering a BA, MA, and PhD), University of Arizona (Religious Studies program in the College of Humanities offering a BA), University of Wyoming (Religious Studies program in the College of Arts and Sciences offering a BA), University of Nevada-Reno (Religious Studies interdisciplinary program offering a minor and housed in the College of Liberal Arts), Denver University (Religious Studies department offering a BA and MA as well as a joint PhD with Ilif School of Theology), University of Colorado-Boulder (Religious Studies department offering a BA and MA). The proposed major advances rigorous interdisciplinary inquiry at the undergraduate level through interdisciplinary teaching and collaborative research. RELS major seeks to prepare students who can help transform society in ways that will honor diversity and intercultural values. Moreover, the RELS major will be at the heart of various synergies within the University of Utah, including the programs in Mormon studies and Jewish studies developed by the Tanner Humanities Center.

Faculty
For the past 2 ½ years, the RELS minor has been successfully taught by faculty members coming from 13 departments spread across 5 colleges. Altogether, 37 faculty members are currently participating in the program’s course offering; 35 of them hold a doctoral degrees (28 are either tenured or in a tenure-track position), 1 faculty hold a MA degree, and 1 faculty holds a BA
degree. This number matches the number of faculty teaching in any other similar BA program on campus and there is no sense that the program will need additional faculty in the next 5 years. The strong collaborations established between departments and colleges around the RELS minor have favored consultations and dialogue during hiring processes and facilitated discussions about future hires’ potential contribution to the RELS program. For instance, the current Director of the RELS program, Professor Muriel Schmid, was invited to meet with candidates hired in Art History working on European Renaissance. In the past 2 years the existence of a RELS program on campus has been highly attractive to recent hires in Languages & Literature as well as Art History.

**Market Demand**

The need to train students to be better global citizens, literate in terms of intercultural exchange, and furthermore, knowledgeable about religious identities and phenomena is in high demand today, as religious diplomacy is becoming a central element of politics, economics, and peacemaking. Along with a number of other interdisciplinary majors/minors at the University of Utah, the RELS major will encourage students to think beyond disciplinary boundaries and to gain the knowledge and skills that diverse disciplines can bring to bear on critical social and cultural problems. Significantly, Claremont Graduate University’s School of Religion has recently created two new MA programs: one entitled Religion for Professionals “that provides practical knowledge for those in the fields of education, media, human resources, civil government, culture, and many others. Tailor a curriculum in keeping with your interests and industry, and learn how scripture, history, theology, and spirituality affect everything from world politics to local government.” And another one entitled Religion and American Politics that “offers students the opportunity to investigate one of the most vexing issues of our time: What is religion’s role in the public sphere? Professionals from politicians and academics to journalists and leaders of humanitarian organizations confront the constant interplay of the two realms. The graduate program prepares students to approach these questions from the disciplinary perspectives of religious studies and political science.” (See: [http://www.cgu.edu/pages/5022.asp](http://www.cgu.edu/pages/5022.asp)) Both of these degrees indicate the need in many professional fields for religious literacy as part of more global intercultural literacy.

**Student Demand**

In Fall 2007, the Comparative Literary and Cultural Studies (CLCS) program in Languages and Literature opened a new track in Religion and Culture. It prepared the department to take charge of student advising when the Religious Studies minor was created in Fall 2009. Thus, for four years now, through its Academic Advisor, Languages and Literature has been meeting and advising students who expressed real interest in the study of religion in one capacity or another (graduated with a BA in CLCS Religion and Culture or a minor in Religious Studies; took one or more classes offered through the CLCS program in Religion and Culture or the minor in Religious Studies; sought advising for graduate school in Religious Studies; etc.). This experience helped profile these students and their needs and allowed the department to conduct a survey among 40 of them. Overall, the students exhibit an amazing intellectual curiosity and are attracted to the board diversity of interdisciplinary approaches that the program offers. The survey indicates a strong interest in a RELS major. A clear majority of them (70%) reports that they would have declared a RELS major if the option had existed.

**Statement of Financial Support**
No additional funding will be needed to launch the major other than existing resources of the primary supporting college, the College of the Humanities, where the RELS minor is currently housed and where the major will be as well.

**Similar Programs Already Offered in the USHE**
The only academic program comparable within the state of Utah is the Religious Studies major at Utah State University (USU) which was created in 2007. Utah Valley University (UVU) has only an emphasis in religious studies available to students through its Philosophy department; the same exists at Westminster College. As for Brigham Young University (BYU), the curriculum is significantly different and reflects the university’s affiliation with the LDS Church by requiring of every student 14 credits of Religious Education. Numbers are similar to what our minor in Religious Studies has experienced. UVU counts approximately 30 students enrolled either in their Religious Studies minor or having an emphasis on religion in their Integrated Studies. USU has witnessed a steady increase in the numbers of students signing up for the major since 2007, from 15 the first year to 30 currently enrolled. There is an immense potential for collaborations between USHE Institutions in the development of the study of religion and far from being exclusive, each program carries its own specificity and strength and allows for complementarities and exchange of expertise. The University of Utah’s initiative for a RELS major proposal has encountered very strong support among colleagues in the Valley.
Section I: Request

This proposal requests the establishment of an undergraduate interdisciplinary major in Religious Studies (RELS), to be administered within the College of Humanities, in strong collaboration with other similar interdisciplinary programs, in particular Peace and Conflict Studies. This proposal follows very closely recent proposals for interdisciplinary majors, in particular the proposal for a BA and BS in Peace & Conflict Studies as well as the proposal for a BA in Ethnic Studies.

Section II: Program Description

Complete Program Description

The Religious Studies undergraduate major will allow students to explore various religious traditions as well as acquire critical tools to analyze religious phenomena in their relationship to culture, society, politics, history, etc. Overall, the Religious Studies major will train students to interpret the world while paying attention to the role of belief systems and religious identities. Broadly defined the study of religion falls under the category of identity studies and can be placed in the field of cultural, ethnic or gender/sexual studies. The religious component of individual and group identities has often been overlooked by other identity studies; however, in recent years a new trend has taken place that highlight more and more often the intricacy of religious identities and other components of one’s identity. The College of Humanities, in collaboration with other Colleges, has been developing several programs in that type of studies. Religious Studies is yet to be added to the spectrum of approaches.

Purpose of Degree

As such the new undergraduate degree will prepare students to address religious issues in two different ways: (a) the degree seeks to familiarize students with other traditions in order to prepare them to live and work in a pluralistic and global society where religious identities have been at the forefront of many recent events; (b) the degree seeks to provide students with a set of analytical tools that would equip them to better interpret events and public discourse, taking into account religious references, ethical values, and cultural identities. In doing so, students will be able to dialogue thoughtfully and respectfully with other traditions and to work collaboratively with representatives from various religious backgrounds. The Religious Studies major thus seeks to contribute to the broader mission of College education.

Institutional Readiness

The Religious Studies undergraduate major can be seen as an outgrowth of the existing Religious Studies interdisciplinary undergraduate minor. Student interest in this program has steadily increased over the course of the past three years. Currently (December 2011), there are 15
undergraduate students enrolled in the minor and 10 students have been cleared to graduate with
the minor. The number of minors has been growing each semester, going from 5 to 15 students
in the past year.

Faculty
Most courses that will constitute the Religious Studies major already are being taught by
qualified professors in departments across the University, many of whom are pursuing research
in these areas. The model of using existing course offerings has been highly successful in the
past 2 ½ years with the development of the minor: firstly, the very existence of the minor has
couraged some faculty members and departments to develop new courses (for instance,
Mormonism and American Experience taught for the first time by Prof. Paul Reeve in Spring
2011 or Introduction to Religious Studies taught for the first time by Prof. Muriel Schmid in Fall
2008) or to highlight classes that were already on the books (for instance, Sociology of Religion
or World Religions). Every faculty listed below has contributed with success to the minor and
will continue teaching for the program (for additional information on these faculty members and
their credentials regarding RELS, see individual profiles in Appendix A).

Anthropology:
- Bojka Milicic – 581-6251 – milicic@anthro.utah.edu – WS 102—Associate Professor
  (Lecturer)
- Eva Wasilewska – 581-6251 –mruczek@aol.com – WS 102—Associate Professor
  (Lecturer)

Art History:
- Jessen Kelly– 581-8677 – jessen.kelly@utah.edu - Art Building 161– Assistant
  Professor
- Winston Kyan – 581-8677 – winston.kyan@utah.edu  - Art Building 161– Assistant
  Professor
- Elizabeth Peterson – 581-8677– elizabeth.peterson@utah.edu – Art Building 161 –
  Associate Professor

Communication:
- Leonard Hawes – 581-7648 –leonardhawes@gmail.com – LNCO 2400– Professor,
  Director Peace and Conflict Studies Program

English:
- Mark Matheson – 581-3677 – mark.matheson@english.utah.edu - LNCO 3500–
  Associate Professor (Lecturer), Affiliated w/ Honors College
- Jacqueline Osherow – 581-7947 – j.osherow@english.utah.edu - LNCO 3500– Professor
- Vincent Pecora – 581-3393 – v.pecora@utah.edu - LNCO 3500 – Gordon B. Hinckley
  Professor of British Literature & Culture, English Department Chair, Director British
  Studies Program
- Maeera Schreiber – 581-7478 – M.Shreiber@english.utah.edu - LNCO 3500 – Professor
- Kathryn Stockton – 581-5286 – Kathryn.Stockton@english.utah.edu - LNCO 3500 –
  Professor
Health Promotion:
- Glenn Richardson – 581-8039 – glenn.richardson@health.utah.edu – HPER N 200—Professor
- Amanda Smith – 581-8114 – aj_sm10@yahoo.com – HPER N 200—Associate Instructor

History:
- Isabel Moreira – 581-7636 – isabel.moreira@utah.edu - CTI Humanities Building 310–Associate Professor
- Bradley Parker – 867-6135 – bradley.j.parker@utah.edu - CTI Humanities Building 310–Associate Professor, Affiliated w/Middle East Studies
- Paul Reeve – 585-9231 – paul.reeve@history.utah.edu - CTI Humanities Building 310–Assistant Professor
- Peter von Sivers – 581-8073 – peter.vonsivers@utah.edu - CTI Humanities Building 310–Associate Professor, Affiliated w/Middle East Studies

Languages and Literature:
- Asad Al-Saleh – 581-5994 – asaad.al-saleh@utah.edu – LNCO 1400—Assistant Professor, Arabic Section, Affiliated w/Middle East Studies
- Soheila Amirsoleimani – 585-3011 – soheila1@gmail.com —LNCO 1400 – Associate Professor, Persian Section, Affiliated w/Middle East Studies
- Nathan Devir – 585-3000 – nathan.devir@utah.edu – LNCO 1400 – Assistant Professor, Hebrew Section and Comparative Literary and Cultural Studies Section
- Eric Laursen – 581-6013 – eric.laursen@utah.edu – LNCO 1400—Associate Professor, Russian Section and Comparative Literary and Cultural Studies Section
- Joseph Metz – 581-7620 – j.metz@mail.hum.utah.edu – LNCO 1400—Associate Professor, German Section and Comparative Literary and Cultural Studies Section
- Muriel Schmid – 581-5439 – mschmid@hum.utah.edu –LNCO 1400— Assistant Professor, Comparative Literary and Cultural Studies Section
- Deberniere Torrey –581-17990— djtorrey@gmail.com –LNCO 1400—Assistant Professor (Lecturer)
- Margaret Toscano - 581-4768 – Margaret.Toscano@utah.edu – LNCO 1400—Assistant Professor, Classics Section, Affiliated w/ Honors College

Philosophy:
- Deen Chatterjee – 581-8705 – d.chatterjee@philosophy.utah.edu – CTI Humanities Building 402–Associate Professor
- Benjamin Crowe – 585-7292 – bcrowe@philosophy.utah.edu – CTI Humanities Building 402–Assistant Professor (Lecturer), Affiliated w/Honors College
- Eric Hutton – 581-7320 – elhutton@philosophy.utah.edu — CTI Humanities Building 402–Assistant Professor, Affiliated w/Asian Studies Program, Affiliated w/Honors College

Political Science:
- Mark Button -- 585-7987— mark.button@poli-sci.utah.edu –OSH 252—Associate Professor and Chair
The list of electives currently offered to RELS minor students has been subject to annual review by the RELS Director and Steering Committee members and is based on feedback and recommendations from chairs, instructors, and students. A list of approximately 40 courses is established every semester, using the criteria of relevance and rigor with respect to the four distributions offered within the minor (see Appendix C for past lists). The approval process has followed the guidelines formulated in the proposal for the minor (see Appendix C as well).

<table>
<thead>
<tr>
<th>Faculty Category</th>
<th>Faculty Headcount – Prior to Program Implementation</th>
<th>Faculty Additions to Support Program</th>
<th>Faculty Headcount at Full Program Implementation</th>
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</thead>
<tbody>
<tr>
<td>With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)</td>
<td></td>
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</tr>
<tr>
<td>Full-time Tenured</td>
<td>28</td>
<td>N/A</td>
<td>28</td>
</tr>
<tr>
<td>Full-time Non-Tenured</td>
<td>7</td>
<td>N/A</td>
<td>7</td>
</tr>
<tr>
<td>Part-time Tenured</td>
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<tr>
<td>Part-time Non-Tenured</td>
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<tr>
<td>With Master’s Degrees</td>
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<tr>
<td>Full-time Tenured</td>
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<tr>
<td>With Bachelor’s Degrees</td>
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<tr>
<td>Full-time Tenured</td>
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<tr>
<td>Full-time Non-Tenured</td>
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<td>N/A</td>
<td>1</td>
</tr>
<tr>
<td>Part-time Tenured</td>
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<td></td>
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</tr>
<tr>
<td>Part-time Non-Tenured</td>
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</tbody>
</table>
Staff
Administration will be conducted by existing staff, including a Director and a student advisor within the Department of Languages and Literature. In addition, the Steering Committee assists the Director in supervising the program and its performance as well as overseeing the curriculum and the list of approved electives. The current Steering Committee (December 2011) represents 9 departments located into 4 colleges (Humanities, Fine Arts, Social and Behavioral Science, Social Work; see Appendix B for a complete list of its members). As the program grows, more members will be added to the Steering Committee, proportionally representative of contributing departments.

Library and Information Resources
The J. Willard Marriott has extensive holdings for the study of religion and is definitively equipped to support a Religious Studies major; in the past year or so, faculty members contributing to the minor have surveyed its holdings and have been able to submit titles to its acquisitions department in order to fill some gaps in seminal studies. As of today (December 2011), the University Library system possesses a broad and rich collection in the study of religion (see letter of support in Appendix G).

Admission Requirements
Students must be in good standing at the University of Utah. Students must complete relevant admission and advising forms.

Student Advisement
Student advising is divided into three components: these are course-related, graduation related, and career-related. Detailed and user-friendly program documents now facilitate the first two types of advising. The current website (http://www.languages.utah.edu/religious/) provides clear information regarding the people to contact, the program of study, the requirements, and the list of electives; it allows students to download the necessary material (see Appendix D for current RELS minor sheet). The website will be updated to serve the needs of the major and a new major sheet (see below Section VI) will be posted on the website. The list of electives is modified every semester based on the UU catalog. For the past 2 ½ years, advising for the minor has been
successfully conducted in the Department of Languages and Literature; the current Director of
the program, Professor Muriel Schmid, has been working closely with the current Department’s
Undergraduate Advisor, Virginia Eaton; both names with their contact information are listed on
the RELS website under “Contact & Advising.” The Department of Languages and Literature
has agreed to house advising for the major as well. The program’s Director and the members of
the Steering Committee are responsible for individual advising regarding career-related
questions.

**Justification for Graduation Standards and Number of Credits**
The major will consist of 33 total credit hours. In addition, students will be required to fulfill all
University of Utah graduation requirements for a total of 126 credit hours (see Appendices A &
B for the program of study and credit hours distribution).

**External Review and Accreditation**
The RELS undergraduate major will be part of regular internal and external reviews for
interdisciplinary programs housed in the College of Humanities.

**Projected Enrollment**
Our experience with the RELS minor, conversations with students, results from research on the
growth of the interests in the study of religion in recent years as well as numbers in other USHE
institutions (see below section 3.1 Program Need) suggest a projected number of 35 during the
initial two years of the major, following an anticipated launch in fall semester 2013. We
anticipate an increase to approximately 50 majors by fall 2015 based on the steady growth of the
enrollment for the minor.

<table>
<thead>
<tr>
<th>Data Category</th>
<th>Current – Prior to New Program Implementation</th>
<th>Projected Year 1</th>
<th>Projected Year 2</th>
<th>Projected Year 3</th>
<th>Projected Year 4</th>
<th>Projected Year 5</th>
</tr>
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<tbody>
<tr>
<td>Number of Graduates in Proposed Program</td>
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<tr>
<td>Total # of Declared Majors in Proposed Program</td>
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</table>

**Departmental Data – For All Programs Within the Department**

<table>
<thead>
<tr>
<th>Data Category</th>
<th>Current – Prior to New Program Implementation</th>
<th>Projected Year 1</th>
<th>Projected Year 2</th>
<th>Projected Year 3</th>
<th>Projected Year 4</th>
<th>Projected Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Department Faculty FTE (as reported in Faculty table above)</td>
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<td>37</td>
<td>37</td>
<td>37</td>
<td>37</td>
<td>37</td>
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<tr>
<td>Total Department Student FTE (Based on Fall Third Week)</td>
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<td>35</td>
<td>50</td>
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<td>50</td>
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<tr>
<td>Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)</td>
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<td>0.94</td>
<td>0.94</td>
<td>1.35</td>
<td>1.35</td>
<td>1.35</td>
</tr>
<tr>
<td>Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio)</td>
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<td></td>
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</table>
Expansion of Existing Program

This proposal for the interdisciplinary RELS major stems from experience with the RELS minor program. It is a model that works and the students want more options. Based on the experience with the minor, the Steering Committee and associated staff recommend expanding the options for undergraduates from the existing RELS minor to include the option to major in RELS.

Section III: Need

Program Need

A few years ago, the American Academy of Religion (ARR) with the support of the Teagle Foundation conducted an 18-month national study of the state of the academic study of religion in the U.S. after 9/11. The study was published by the AAR (see Appendix J) and its results are indicative of the needs and evolution of religious studies in American colleges and universities. Religion is not dead as many predicted during the last decade of the 20th century, on the contrary, “[a] recent study reports that the proportion of the world’s population that claims membership in the world’s four largest religions — Christianity, Islam, Buddhism, and Hinduism — actually increased over the past century, from 67 percent in 1900 to 73 percent in 2005. The number is predicted to reach 80 percent by 2050.” (White Paper, p. 2) In the post 9/11 society, 80% of Americans think that one should learn more about religion (White Paper, p. 3). Over the past 5 years or so, American universities and colleges have reshaped their Liberal Arts curricula and developed trends to respond to new challenges brought forth by globalization and pluralistic societies. The AAC&U issued a report in 2007 that gave 4 important directions for Liberal Arts. “The four essential outcomes embraced by the AAC&U outline themes that religious studies has been focusing on for decades: intercultural learning, engagement of big questions, critical thinking and writing, moral reasoning, and the application of all of these skills to new global contexts and lived behaviors.” (White Paper, p. 4) Paralleling this shift in the Liberal Arts curriculum, religious studies majors in public institutions grew by 40% during the first decade of the 21st century, offering a wide range of courses in World Religions, Islam and Hinduism and other non-Western traditions. More than ever, religion is now considered to be a field of general inquiry that belongs to the Liberal Arts curriculum. “Clearly, the field of religious studies now finds itself at a pivotal moment. An unprecedented confluence of world events, public perceptions, and educational insights has created exciting possibilities for the growth and re-imagining of the field — possibilities that were unthinkable even a decade ago.” (White Paper, p. 4) Sterling McMurrin left a visionary legacy to the University of Utah, seeking to encourage the study of religion in Utah; the creation of a RELS major is extremely timely and follows McMurrin’s call: “Considering the importance of religion for the life of the individual and the quality of culture, it is nothing less than a national scandal that it has been so severely neglected by our educational institutions. It is time for us to give the study of religion the attention it needs—serious, reasonable, knowledgeable study—unless we are resigned to becoming victims of the irrationality and emotionalism in religion that are already so much in evidence” (see: http://www.hum.utah.edu/humcntr/PDF/Sterlingbio.pdf).

Labor Market Demand


When Professor Steven Prothero in his provocative book, *Religious Literacy* (HarperOne: 2007) made the case for re-instituting into the Liberal Arts curriculum courses that would provide college students with basic foundational knowledge of various religious traditions in order to train them to be conversant in the world at large, he simply responded to the shift in Liberal Arts studies and the needs to train students to be better global citizens, literate in terms of intercultural exchange, and furthermore, knowledgeable about religious identities and phenomena. Such qualities are in high demand today, as religious diplomacy is becoming a central element of politics, economics, and peacemaking. Along with a number of other interdisciplinary majors/minors at the University of Utah, the RELS major will encourage students to think beyond disciplinary boundaries and to gain the knowledge and skills that diverse disciplines can bring to bear on critical social and cultural problems. Significantly, Claremont Graduate University’s School of Religion has recently created two new M.A. programs: one entitled Religion for Professionals “that provides practical knowledge for those in the fields of education, media, human resources, civil government, culture, and many others. Tailor a curriculum in keeping with your interests and industry, and learn how scripture, history, theology, and spirituality affect everything from world politics to local government.” And another one entitled Religion and American Politics that “offers students the opportunity to investigate one of the most vexing issues of our time: What is religion’s role in the public sphere? Professionals from politicians and academics to journalists and leaders of humanitarian organizations confront the constant interplay of the two realms. The graduate program prepares students to approach these questions from the disciplinary perspectives of religious studies and political science.” (See: [http://www.cgu.edu/pages/5022.asp](http://www.cgu.edu/pages/5022.asp)) Both of these degrees indicate the need in many professional fields for religious literacy as part of a more global intercultural literacy.

**Student Demand**

In Fall 2007, the Comparative Literary and Cultural Studies (CLCS) program in Languages and Literature opened a new track in Religion and Culture. It prepared the department to take charge of student advising when the Religious Studies minor was created in Fall 2009. Thus, for four years now, through its Academic Advisor, Languages and Literature has been meeting and advising students who expressed real interest in the study of religion in one capacity or another (graduated with a BA in CLCS Religion and Culture or a minor in Religious Studies; took one or more classes offered through the CLCS program in Religion and Culture or the minor in Religious Studies; sought advising for graduate school in Religious Studies; etc.). This experience helped profile these students and their needs and allowed the department to conduct a survey among 30 of them (see Appendix H for results). Overall, the students exhibit an amazing intellectual curiosity and are attracted to the board diversity of interdisciplinary approaches that the program offers (see Appendix I for letters of support from students). The survey indicates a strong interest in a RELS major. A clear majority of them (70%) reports that they would have declared a RELS major if the option had existed.

**Similar Programs**

BA programs in RELS exist at most of the top universities in the country, as well as in major large state institutions (among others, University of Illinois at Urbana-Champaign and Chicago, Georgia State University, California State University Long Beach, San Diego State University, University of Alabama, Ohio State University, University of Oregon, Penn State University, Indiana University Bloomington, University of New Mexico, University of Texas at Austin,
University of Wisconsin at Milwaukee, etc.) In the surrounding region of the Intermountain West, a major in RELS exists in the following institutions: Arizona State University (School of Historical, Philosophical, and Religious Studies offering a BA, MA, and PhD), University of Arizona (Religious Studies program in the College of Humanities offering a BA), University of Wyoming (Religious Studies program in the College of Arts and Sciences offering a BA), University of Nevada-Reno (Religious Studies interdisciplinary program offering a minor and housed in the College of Liberal Arts), Denver University (Religious Studies department offering a BA and MA as well as a joint PhD with Ilif School of Theology), University of Colorado-Boulder (Religious Studies department offering a BA and MA).

Collaboration with and Impact on Other USHE Institutions
The only academic program comparable within the state of Utah is the Religious Studies major at Utah State University which was created in 2007 (see Appendix F for major sheet for the USU program). Utah Valley University (UVU) has only an emphasis in religious studies available to students through its Philosophy department; the same exists at Westminster College. As for Brigham Young University (BYU), the curriculum is significantly different and reflects the university’s affiliation with the LDS Church by requiring of every student 14 credits of Religious Education. Numbers are similar to what our minor in Religious Studies has experienced. UVU counts approximately 30 students enrolled either in their Religious Studies minor or having an emphasis on religion in their Integrated Studies. USU has witnessed a steady increase in the numbers of students signing up for the major since 2007, from 15 the first year to 30 currently enrolled. There is an immense potential for collaborations between USHE Institutions in the development of the study of religion and far from being exclusive, each program carries its own specificity and strength and allows for complementarities and exchange of expertise (see Appendix G for various letters of support from heads of programs in other USHE institutions). The University of Utah’s initiative for a RELS major proposal has encountered very strong support among colleagues from the Valley.

Benefits
The RELS major will promote diversity and equal opportunity and respect individual beliefs; it will advance rigorous interdisciplinary inquiry, intercultural perspective, and social responsibility.

Consistency with Institutional Mission
The creation of RELS major is concordant with the University’s stated mission as “a preeminent research and teaching university with national and global reach” as other BA programs in RELS already exist at various top-tier research universities, and major public institutions. The proposed major advances rigorous interdisciplinary inquiry at the undergraduate level through interdisciplinary teaching and collaborative research. By building knowledge and developing related practices of responsible citizenship, RELS major seeks to prepare students who can help transform society in ways that will honor diversity and intercultural values. Moreover, the RELS major will be at the heart of various synergies within the University of Utah, including the programs in Mormon studies and Jewish studies developed by the Tanner Humanities Center.
Section IV: Program and Student Assessment

Program Assessment
The Religious Studies major can be used to complement and support studies in a variety of majors and minors, including other interdisciplinary programs in Asian Studies, Environmental Studies, Ethnic Studies, Gender Studies, International Studies, Latin American Studies, and Leadership Studies. More specifically, the new major in Peace & Conflict Studies will offer numerous possibilities to students who want to study the intersection between religion and conflict or religion and peacebuilding (see Appendix G for letters of support from Directors of interdisciplinary programs).

Expected Standards of Performance
Overall, such an interdisciplinary program is not geared towards immediate problem-solving skills, but rather towards the acquisition of analytical and critical tools that can be applied to interpret past and current events, public discourses and/or cultural shifts and identities on an ongoing basis. In this context, students will be able to:
1) Analyze and interpret religious phenomena and identities and be able to make an informed assessment of their role in current social institutions as well as past historical events. Identify and discuss disciplinary perspectives on religion, including those of anthropology, sociology, history, art history, philosophy, literature, political science, psychology, social work, and theatre.
2) Acquire cultural and religious literacy in order to better understand world religions and their history, practices, and beliefs. Apply this knowledge to develop practices of intercultural dialogue and exchange, including in some cases, the ability to read and translate other languages.
3) Critically assess and synthesize the approaches to religion that are presented in different disciplines. Ultimately, students are encouraged to formulate personal approaches to understanding and interpreting religious phenomena and religious identities, bringing together their scholarly investigations, discussions with peers, and personal experiences.

Section V: Finance

No additional funding will be needed to launch the major other than existing resources of the primary supporting college, the College of the Humanities, where the RELS minor is currently housed and where the major will be as well.

<table>
<thead>
<tr>
<th>Departmental Data</th>
<th>Current Budget—Prior to New Program Implementation</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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</thead>
<tbody>
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<td>Personnel Expense</td>
<td>Salaries &amp; Wages***</td>
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<td>Benefits</td>
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<td>Total Personnel Expense</td>
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<tr>
<td><strong>Non-personnel Expense</strong></td>
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<tr>
<td>Current Expense</td>
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<td>Total Non-personnel Expense</td>
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<td><strong>Total Expense</strong> (Personnel + Current)</td>
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<table>
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<th>Year 3</th>
<th>Year 4</th>
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<td>Appropriated Fund</td>
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<td>$85K</td>
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<td>Grants and Contracts</td>
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<td>Special Fees/Differential Tuition</td>
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<tr>
<td><strong>Total Revenue</strong></td>
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| Difference |  |  |  |  |  |
| Revenue - Expense | $ | $ | $ | $ | $ |
| Departmental Instructional Cost/Student Credit Hour* |  |  |  |  |  |
| (as reported in institutional Cost Study for “current” and using the same Cost Study Definition for “projected”) | $ | $ | $ | $ | $ |

* Projected Instructional Cost/Student Credit Hour data contained in this chart are to be used in the Third-Year Follow-Up Report and Cyclical Reviews required by R411.
** Other funding is based on SCH Funding at $85 per SCH.
*** No additional expenses or revenue will be incurred or generated given the attached narrative.
Section VI: Program Curriculum

6.1 Major Sheet
RELIGIOUS STUDIES MAJOR COURSE REQUIREMENTS
UPDATED JAN. 2012

Students are expected to meet with the advisor once a semester in order to ensure they are on the right track for graduation.

The Religious Studies Major consists of 33 credit hours of coursework split between required course work, approved electives, and senior seminar. All classes must be passed with a grade of "C" or better. All required courses must generally be completed at the University of Utah (the program director reserves the right to make exceptions under certain circumstances).

Name: __________________________ Date: ____________ UNID: ____________

### PHASE I

**Introductory Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title/Description</th>
<th>Semester</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. CLCS 3620</td>
<td>Intro to the Study of Religion</td>
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<tr>
<td>2. PHIL 3640</td>
<td>World Religions</td>
<td>3 credits</td>
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### PHASE II

**Electives**

Students must take 24 elective credits spread across four distributions and three departments.

Courses must be from the approved list available at: www.languages.utah.edu/religion

The distributions are: scientific inquiry, cultural inquiry, world traditions, and scriptural & literary inquiry.

3. Four electives numbered 3000 or higher, one course in each of the four distributions.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title/Distribution</th>
<th>Semester</th>
<th>Grade</th>
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</table>

4. Four electives numbered 4000 or higher, these courses must be divided into two distributions according to the student's interests.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Semester</th>
<th>Grade</th>
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</table>

DEPARTMENT OF LANGUAGES & LITERATURE UNIVERSITY OF UTAH
255 S. CENTRAL CAMPUS DR. LECO 1400 SALT LAKE CITY, UT 84111
Adviser: Virginia Eaton • v.eaton@utah.edu • 801-585-9437
RELIGIOUS STUDIES MAJOR COURSE REQUIREMENTS

CONTINUED

PHASE III

Senior Seminar

5. One senior seminar from either Social Work, Languages & Literature, or History.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Semester</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Notes:

More information available at www.languages.utah.edu/religious.

Contact Academic Advisor Virginia Eaton: v.eaton@utah.edu
or Program Director Prof. Muriel Schmidt: m.schmidt@hum.utah.edu for advising information.

For assistance with General Education/Bachelor's Degree Requirements, please see the University College Advising staff in the Student Services Building #450 or call them at (801) 581-8146.

NOTE: If a course that is a requirement for the major is not available, the department reserves the right to substitute another course to fulfill the requirement.

DEPARTMENT OF LANGUAGES & LITERATURE UNIVERSITY OF UTAH
255 S. CENTRAL CAMPUS DR. UNCO 1400 SALT LAKE CITY, UT 84111

Advisor: Virginia Eaton, v.eaton@utah.edu, 801-585-9437
Narrative
The major will consist of 33 total credit hours, to be distributed as follows.

PHASE I
• Two introductory courses (6 hours): World Religions and Intro to the Study of Religion
These courses will be offered on a rotation system; both of them are already required for students majoring in CLCS Religion and Culture (see Appendix E for sample syllabi):

1) World Religions: this course has been taught on a regular basis in the Department of Philosophy and has encountered a wide success among students studying religion at the UU. Based on the survey conducted among students, 100% of them approve of making World Religions one of the cornerstone courses. This course offers a descriptive and historical overview of the main religious traditions (with a recommended minimum of 5). Several faculty members in Languages and Literature are willing to teach this course too if, for one reason or another, Philosophy could not offer it.
2) Introduction to the Study of Religion: this course has been offered on a regular basis in the Department of Languages and Literature for the past 3 years. Broadly defined, this course encompasses the history of the discipline, a succinct survey of classical theories of religion, and the presentation of the main methodological approaches to religion. The Department of Sociology who offers each semester several sections of an introductory methods course to their majors has agreed to participate in the rotation for the RELS Methods & Theories course and to design one of its sections for RELS students. Similarly, the Department of Philosophy is developing an introductory course on the Philosophy of Religion that will cover the same material and can participate in the RELS rotation for this introductory course.

PHASE II
• 8 electives (24 credits) that will be distributed into 4 four distributions and spread across a minimum of 3 departments.

1) A first series of 4 electives: needs to be at the 3000 level or higher and divided into the four distributions.
2) A second series of 4 electives: needs to be at the 4000 level or higher and divided into two of the distributions according to the student’s interests.

Based on the current RELS minor, the USU model, and other similar programs, the four distributions will be: scientific inquiry, cultural inquiry, scriptural & literary inquiry, world traditions inquiry; 3rd-year relevant languages can count as electives (similar to Asian studies and CLCS Religion and Culture track).

PHASE III
• 1 senior seminar (3 credits).

The senior seminar will also be offered on a rotation system; as any other senior seminar, this seminar will require that students write an in-depth research paper and demonstrate the ability to apply disciplinary perspectives. Based on the survey conducted among students, there seems to be a strong desire for a practical element; Social Work has agreed to participate in the rotation of the senior seminar by offering an experiential Religion Lab (see Appendix E for
syllabus). Languages and Literature already offers a capstone for its CLCS Religion and Culture students; one section will be designed to welcome RELS students; History has also agreed to participate in the rotation with one of its senior seminars that has a strong emphasis on Christian cultural history.

6.3 Program Schedule

<table>
<thead>
<tr>
<th>Freshman Year Fall Semester</th>
<th>Freshman Year Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PHASE I</strong></td>
<td></td>
</tr>
<tr>
<td>Sophomore Year Fall Semester</td>
<td>Sophomore Year Spring Semester</td>
</tr>
<tr>
<td>Introduction to the Study of Religion (3)</td>
<td>World Religions (3)</td>
</tr>
<tr>
<td><strong>PHASE II</strong></td>
<td></td>
</tr>
<tr>
<td>Junior Year Fall Semester</td>
<td>Junior Year Spring Semester</td>
</tr>
<tr>
<td>2 electives (6) 3000 or higher</td>
<td>2 electives (6) 3000 or higher</td>
</tr>
<tr>
<td>[one in each distribution]</td>
<td>[one in each distribution]</td>
</tr>
<tr>
<td><strong>PHASE II&amp;III</strong></td>
<td></td>
</tr>
<tr>
<td>Senior Year Fall Semester</td>
<td>Senior Year Spring Semester</td>
</tr>
<tr>
<td>2 electives (6) 4000 or higher</td>
<td>2 electives (6) 4000 or higher</td>
</tr>
<tr>
<td>[divided into two chosen distributions]</td>
<td>Senior seminar (3)</td>
</tr>
<tr>
<td></td>
<td>[divided into two chosen distributions]</td>
</tr>
</tbody>
</table>
List of Appendices

Appendix A: Individual Faculty Profiles (p.16-31)
Appendix B: Religious Studies Steering Committee (p.32)
Appendix C: Lists of Electives from Past Semesters & Guidelines for Approval (p.33-38)
Appendix D: Religious Studies Minor Sheet (p.39)
Appendix E: Examples of Syllabi for Core Courses and Senior Seminar (p.40-45)
Appendix F: Religious Studies Major Sheet USU (p.46-48)
Appendix G: Letters of Support (p.49-80)
Appendix H: Summary Student Survey (p.81)
Appendix I: Letters of Support from Students (p.82-86)
Appendix J: AAR-Teagle Foundation *White Paper* (p.87-99)
Appendix A: Individual Faculty Profiles

1) Faculty members whose primary field of inquiry pertains to the study of religion and religious phenomena (cultural, historical, theoretical, methodological, textual…):

Professor Asaad al-Saleh

Degree: PhD in comparative Literature from the University of Arkansas 2010.

Classes: “Islamic Authors” and “The Qur'an and Qur'anic Studies.”

Research:
His current project focuses on the inception of writing in Islamic and Arabic culture. This study examines the authors’ “statements of purpose,” as they deliver them in the introduction of their books. Its goal is to come up with text-informed answers to some proposed question such as: What makes a book worth writing and reading? How does the author engage the reader in his material by stating his purpose? When does such a statement of purpose shift from being about the author to his project? What motives, reasoning, and personal revelations do the authors present at the beginning of their projects?

Professor Deen Chatterjee

Degree: PhD in Philosophy from the University of Washington 1975.

Classes: “God, faith, and reason,” Religions of India,” “Hindu sacred text: The Bhagavad Gita,” “The Buddha Mind,” and “Philosophy of Religion.”

Research:
Political philosophy, applied ethics, and philosophy of religion and culture.

*Book:
The Ethics of Preventive War (forthcoming Cambridge U Press): addresses the Just-War Tradition from the Christian perspective (medieval and early modern), but it also comments on the views on the ethics of war and peace in other religious traditions (such as Hinduism and Buddhism).

*Articles:
Has published numerous essays in such journals as Philosophy East and West, and Journal of Indian Philosophy on issues of Hindu and Buddhist ethics, and have contributed chapters on Hindu and Buddhist ethics in various anthologies.

Professor Benjamin Crowe

Degree: Ph.D. in philosophy from Tulane University 2004.

Research:
Theories of religion in classical and more recent German philosophy. He has published two books on Heidegger: (1) *Heidegger’s Religious Origins* (Indiana UP, 2006) and (2) *Heidegger’s Phenomenology of Religion* (Indiana UP, 2007) and over twenty articles in philosophy, history of ideas, and religious studies, almost all of which deal with the philosophy of religion. Currently, he is working on a number of projects including: (1) a translation of J.G. Fichte’s 1812 lectures on morality and religion; (2) several essays on Fichte’s philosophy of religion; and (3) an essay on Hegel’s analysis of the cultus in his Berlin lectures on religion.

Professor David Derezotes:

Degree: PhD in Social Welfare from the University of California, Berkeley 1989.

Classes: “Dialogue Models” (cross listed in Social Work, Honors Program, Peace & Conflict Studies, & Communications, “Spirituality in Social Work” (this class was one of the first of its kind taught in the country in a social work department, I first developed and taught it in 1994, and have offered it every year since then), and ”The great divide: Bridging difference through dialogue”

Research:
Has written in the area of spirituality, religion, and social work for 2 decades. His work includes original research, and model-building (generally text books). I am currently writing a textbook on dialogue models (see below). Some representative publications include:

*Text Book:

*Chapters:

*Articles:
Professor Nathan Devir:

**Degree:** PhD in Comparative Literature from Penn State University 2010.

**Classes:** “Contemporary Cultures of the Jewish World,” “Introduction to Judaism,” “Holocaust and Remembrance,” and “Hebrew language.”

**Research:**
*Articles:*

*Book Chapters:*
“Social Action as Neo-Realistic Discourse in Nikos Kazantzakis’ The Last Temptation of Christ.” In Realism/Anti-Realism in 20th-Century Literature. Eds. Christine Baron and Manfred Engel.

Professor Winston Kyan

**Degree:** PhD in Art History 2006, University of Chicago

**Classes:** “Arts of China,” “Arts of Japan,” “Art and Religion Along the Silk Road,” and “Visual and Material Cultures of Buddhism.”

**Research:**
*Articles:*
“49 Days” (2500 words) in 49 Days: Zhang Huan, Blum and Poe, 2011.

Professor Isabel Moreira

**Degree:** PhD in Ancient History from St. Andrews University (Scotland) 1992.

**Classes:** “Early Medieval England to 1189” (because of the era covered, there is a heavy emphasis on religion and use of religious documentation), a senior Seminar “Death and the Afterlife to 900” (this course covers the earliest Christian attitudes to death and the afterlife, ‘pagan’ and Christian mortuary customs, patristic sources on attitudes to death and the afterlife, including exploration of the martyrdom of Perpetua and Felicity, Origen and Origenism, Augustine of Hippo, Gregory the Great, visions of the otherworld, Irish visions and penitentials, and Bede and the rise of purgatory), “Christian Traditions in
Practice to 1600,” “Saints and Holy People in Medieval Europe to 1600,” and an Honors course “Christian Death and Afterlife to 1700.”

Research:
*Books:

**Professor Jacqueline Osherow**

Degree: PhD in English, American Literature and Language from Princeton University 1990.

Classes: “Hebrew Bible as literature” and “Biblical poetry and its Legacy” (the legacy includes: medieval Hebrew poetry, Dante, poems by Herbert and Donne, Hopkins, Dickinson and Eliot).

Research:
*Articles:
“That We May Live and Not Die: Judah as a Life Force in Genesis” to be published by Basic Books.

**Professor Frank Page**

Degree: PhD in Sociology from the University of Utah 2000.

Classes: “Sociology of Religion” (this classes focuses on religion as a social organization within a socio-cultural framework, as seen through various sociological, anthropological, psychological, historical, and philosophical perspectives), “Social Theory class,” “Social Psychology,” and “Sociology of film”

Research:
Recently presented a paper at the Pacific Sociological Convention in San Diego California that addressed “Religion as a Total Institution.” He is currently working on a number of papers addressing the application of social psychology to religious behavior.

**Professor Vincent Pecora**

Degree: PhD in English and Comparative Literature from Columbia University 1983,

Classes: “Theories of Culture” (addresses the issue of religion, among various other ways of defining culture. Course readings that address the question of religion in culture include E. B. Tylor's *Primitive Culture*, Max Weber’s *Protestant Ethic and the Spirit of Capitalism*, Emile Durkheim’s *Elementary*
Forms of the Religious Life, and Sigmund Freud’s Civilization and its Discontents). For the past three years, he has also taught a directed readings capstone course for those students who are completing the existing minor in Religious Studies. This capstone directed readings course has generally focused on the historical transformation of Christianity (and the study of religion more generally) during the Reformation and Enlightenment. Course readings for the capstone course include: Martin Luther’s 95 Theses and Smalcald Articles, Jean Calvin’s Institutes of the Christian Religion; Thomas Hobbes’s De Cive, Baruch Spinoza’s Ethics, David Hume’s Natural History of Religion, Immanuel Kant’s Religion within the Limits of Reason, G.W.F. Hegel’s Introduction to the Philosophy of Religion, and Ludwig Feuerbach’s Essence of Christianity. In addition, he is currently teaching a directed readings course for two graduate students called “Theory of Religion.” The readings for this latter course include Weber’s Protestant Ethic and the Spirit of Capitalism, William James’s Varieties of Religious Experience, Durkheim’s Elementary Forms of the Religious Life, Marcel Mauss’s A General Theory of Magic, Carl Schmitt’s Political Theology: Four Chapters on the Concept of Sovereignty, Sigmund Freud’s Totem and Taboo, Karl Löwith’s Meaning in History, Claude Lévi-Strauss’s Introduction to the Work of Marcel Mauss, Hans Blumemberg’s The Legitimacy of the Modern Age, Clifford Geertz’s “Religion as a Cultural System,” and Jürgen Habermas’s Religion and Rationality: Essays on Reason, God, and Modernity.

Research:
*Book:

*Articles:

*Electronic articles on a blog called The Immanent Frame sponsored by the Social Science Research Foundation (SSRC) in New York:
Professor Paul Reeve

Degree: PhD in History from the University of Utah 2002.

Classes: “Utah history” and “Mormonism and the American Experience”.

Research:
*Books:

Professor Muriel Schmid

Degree: PhD in Protestant Theology/Christian Thought University of Neuchâtel (Switzerland) 1998.


Research:
Religion and secularization in eighteenth-century France, the birth of the penitentiary system in the first half of the 19th century and its religious roots, Bible and literature, religion and peacemaking.

*Book:

*Articles


Professor Kathryn Stockton

Degree: PhD in English from Brown University in 1989 and M.Div. from Yale University Divinity School in 1982.

Classes: “Theories of Gender and Sexuality.”

Research:

*Books:

*Articles:
“Jouissance, the Gash of Bliss” (forthcoming in Clinical Encounters: Psychoanalytic Practice and Queer Theory, eds. Noreen Giffiney and Eve Watson).
“Christ's Queer Wound, or Divine Humiliation Among the Unchurched” (in Writing the Bodies of Christ: The Church from Carlyle to Derrida, ed. John Schad, Ashgate, 2001).
“Bodies and God: Post-structuralist Feminists Return to the Fold of Spiritual Materialism” (Boundary 2, special issue: Feminism and Postmodernism, Summer 1992).

Professor Deberniere Torrey

Degree: PhD in Comparative Literature from Pennsylvania State University 2010.

Classes: “Korean Culture through Literature and Film” (which has a three-week segment devoted to the philosophical and religious foundations of Korean culture: Confucianism, Buddhism, folk religion and
Christianity).

Research:
*Articles:

*Translations

Professor Margaret Toscano

Degree: PhD in Comparative Literature from the University of Utah in 2002.

Classes: “Crossing into Hell” (examines hell as both a religious belief and also as a cultural metaphor for judgment and suffering) and “Ancient Myth and Religion” (explores the interplay of myth, religion, and cult practices and rituals in Ancient Greece and Rome).

Research:
*Book:
*Hell and Its Afterlife: Historical and Contemporary Perspectives.* I am also doing further work on the relationship between the Cupid and Psyche myth and the appearance of these figures on Roman sarcophagi.

Professor Peter von Sivers

Degree: D. Phil. from the University of Munich (Germany) 1968.

Classes: “Introduction to Islam” and “Islamic Origins.”

Research:
*Book:
2) Faculty members whose interest in the study of religion and religious phenomena derives from other fields of inquiries; they address religious phenomena in specific aspects of their teaching and/or research:

Professor Soheila Amirsoleimani

Degree: PhD in Near Eastern Studies from the University of Michigan 1995.

Classes: “God, Love, and Mysticism (on Islamic mysticism)” and “Hyphenated Lives: Muslim-Americans in the U.S.”

Professor Leonard Hawes

Degree: PhD in Communication from Ohio State University 1970.

Classes: courses in cultural studies, critical theory, communication theory and conflict studies.

Research:
Co-founder and current Executive Director of the Graduate Conflict Resolution Certificate Program at the University of Utah.
Director of Peace & Conflict Studies at the University of Utah.
In 2002, he was awarded the Peacekeeper of the Year Award by the Utah Council on Conflict Resolution.
In 2003-2004 he was awarded the University of Utah Distinguished Teaching Professor Award.
In 2003-2004 Leonard was awarded a University of Utah Research Fellowship to spend a year in Denmark investigating their methods of conflict resolution. He was working with the Danish Human Rights Commission focusing on the conflicts between Arab Muslim communities and Danish mediation and dialogue communes in Copenhagen.
Has worked as a conflict coach, a conflict resolution trainer, and a communication consultant with engineering, technology, finance, health care, advertising, educational, and nonprofit organizations, as well as with county, state, and federal governmental agencies.

*Book: Re/Turning Conflict: Immanent Discourse & Affirmative Philosophy (in progress) based on his experience working with cultural conflicts in Denmark and the United States.

*Articles:
Several essays, and reviews on communication theory, research methods, conflict interventions, dispute resolution, problem-solving, decision-making, and dialogue.

Professor Mark Button

Degree: PhD in Political Science from Rutgers University 2001.

Classes: “Foundations of Political Thought” and “American Political Thought.”

Research:
Publications in virtue ethics; religion and American democracy.

Professor Jerry Gardner

Degree: PhD in Buddhist Studies from Ngagyur Samten Chokhorling Institute in Manali (India) 1997.


Research:
He is an ordained Buddhist Lama and abbot of Urgyen Samten Ling Gonpa—Tibetan Buddhist Temple in Salt Lake City where he teaches all facets of Buddhist meditation, philosophy, and traditional practices.

Professor Marcie Goodman

Degree: PhD in Sociology from the University of Utah 1997.

Classes: “Terrorism, Violence, and Aggression.”

Research:
Theory; Race, Class and Gender; Methods; Social Psychology; Social Structure; Women and Religion.

Professor Eric Hutton

Degree: PhD in Philosophy from Stanford University 2001.

Classes: courses that cover Chinese thought, including both Confucianism and Daoism.

Research:
*Articles:

Professor Jessen Kelly

Degree: PhD in History of Art from the University of California at Berkeley 2011.
Classes: “Renaissance Europe,” “The Early Modern World,” (deal extensively with themes of religious patronage, devotional practices, and image controversies in the Reformation/Counter-Reformation) and developing new course on “Images in the Age of Reform and Counter-Reform,” and “Art and Urban Life in Early Modern Europe.”

Research:
Northern European Visual Culture 15th and 16th centuries.

Professor Eric Laursen

Degree: PhD in Slavic Languages and Literatures University of Wisconsin-Madison 1991.

Classes: “Soviet Culture” (Explores the antireligious campaigns and Godbuilding efforts of the Soviet Union, focusing on the use of Russian Orthodox imagery and ritual in the cults of Stalin and Lenin) and “Saints and Sinners: the Russian 19th Century Novel” (Students read about the traditions of Russian Orthodoxy, especially those of Saints' Lives and the tradition of the Holy Fool, and explore their uses in Gogol, Dostoevsky, and Tolstoi).

Professor Mark Matheson

Degree: D.Phil. in Renaissance English Literature from Oxford University 1990.

Classes: “Literary history survey,” “Special topics in Renaissance literature”, “Shakespeare,” and “Honors Intellectual Traditions.”

Research:
*Article:

Professor Joseph Metz

Degree: PhD in German Literature Harvard University 1999.

Classes: a graduate seminar on “The Sublime” and an upper-division German class on “Prophecy and Language”

Research:
His interests include the relationship between ethics and the sublime, the question of the unsayable and excessive, and the intersections between Western and Eastern philosophy and literature (reading Derrida, Bohm, Nietzsche, Bataille, etc. with Nagarjuna, Dogen, Nishitani, etc.

*Articles:
“Es ist ein seltsam, furchtbar erhabenes Ding, der Mensch’: Verdinglichung, absoluter Mehrwert und das perverse Erhabene in Adalbert Stifters proto-Benjaminischen Stadtbildern.” Christiane Arndt and Silke Brodersen, eds. Organismus und Gesellschaft: Der Körper in der deutschsprachigen Literatur des

Professor Bojka Milicic

Degree: PhD in Anthropology from the University of Utah 1992.

Classes: “Symbolic Anthropology” and “Andean People.”

Research:
Cultural anthropologist working on kinship, gender, human cognition and production of symbols, graph-theoretical models and network analysis.

*Articles:

Professor Bradley Parker

Degree: PhD in Archaeology from the Institute of Archaeology at UCLA 1998.

Classes: “Mesopotamian Civilization,” “Ancient Israel and Palestine,” “World History to 1500,” and “Ancient Empires.”

Research:
*Article:

William Parkinson

Degrees: BA in Philosophy from the University of Utah Department of Philosophy 1972 and initiated into the Ananda Marga International Yoga Society in 1970, receiving the title Yogi Viirishwara in 1974.

Classes: implemented Utah’s first accredited college courses in Tai Chi and Yoga at Westminster College in Salt Lake City from 1972 to 1974. He began teaching Tai Chi for the Modern Dance Department in 1974. He has taught Tai Chi and Yoga for the Exercise and Sports Science Department since 1979, and for the Department of Theatre since 1987. He also lectures and conducts workshops both on and off campus.

Research:
Listed as an Experienced Registered Yoga Teacher of the highest level (5,000+ hours of teaching experience) with the nationally accredited Yoga Alliance. He is authorized to administer teacher-training and certification in both Tai Chi and Yoga. He is a Tai Chi Chuan Master who has taught over 7,000 students this art. Bill has sponsored World Tai Chi Day at the University of Utah since 2002.
**Professor Elizabeth Peterson**

**Degree:** PhD in Art History from the University of Pittsburgh 1991.

**Classes:** “Visual cultures of Antiquity and Medieval Art” (explores principally artistic expressions in religious structures and objects), specialized courses on Greece, ancient Rome, early Christian, Byzantine, and Gothic art offering avenues to study the cultural, historical, political, social as well as religious conditions. A senior seminar in medieval book production practices, using high quality facsimiles of medieval illuminated manuscripts, is the course in which I can bring in my research on French Gothic religious manuscript illumination.

**Research:**

*Article:*


**Professor Glenn E. Richardson**

**Degree:** PhD in Health Science University of Utah in 1976.

**Classes:** “Positive Health: Psychospiritual,” and “Personal Resilience.”

**Research:**

Integrating all theories of motivation and theories of health behavior change into one theory which focuses on the Q-Nexus (the experience of receiving infusion of spiritual qualities we really want). What is the nature of the resilient journey that allows someone to receive infusions of spiritual qualities.

**Professor Maeera Y. Shreiber**

**Degree:** PhD in English Literature from Brandeis University 1992.

**Classes:** “Poetry of the Sacred” and “Jewish American Literature” (both graduate and undergraduate level).

**Research:**

*Books:*

*Singing In a Strange Land: A Jewish American Poetics* (Stanford University Press, 2007)—recently received honorable mention in the Jordan Schnitzer Book Competition for the American Jewish Studies Association.

In progress: book project exploring modernist writers who occupy the borderland between Judaism and Christianity.

*Article:*

Several essays on Jewish American poetry that have appeared in *Prooftexts: A Journal of Jewish Literary History* (Johns Hopkins University Press).

**Amanda Smith**
Degree: MS in Health Promotion & Education from the University of Utah 2003 and Certified Health Education Specialist.

Classes: “Death & Dying,” “Stress Management,” and “Healthy Lifestyles” (including modules on health and spirituality).

Professor Timothy Smith

Degree: PhD in Clinical Psychology from the University of Kansas 1982.

Classes: “Psychology of Religion” (to be developed).

Research:
*Article:

Professor Ewa Wasilewska

Degree: PhD in Anthropology from the University of Utah 1991.


Research:
*Book:
*Anthropology of Humor and Laughter*, Cognella Press (expected publication date fall 2012).

Professor Paul White

Degree: PhD in social psychology from Northeastern University 1993.

Classes: on prejudice & stereotyping course that taps into some aspects of religion as an ethnicity.

Research:
Centered on attitudes/persuasion, prejudice/stereotyping, and group dynamics from a motivational perspective.

Professor Hakan Yavuz

Degree: PhD in Political Science from the University of Wisconsin-Madison 1998.

Classes: “Nation/Ethnic conflicts” and “Islam and democracy.”
Research:
The socio-political evolution of Islamic Calvinism in Turkey (the Gulen movement; and role of religious ethics in the market); the Balkan Wars (1912-1923) and the construction of memory; and the origins of Kurdish nationalism and ethno-religious conflict in Anatolia (1878-2007)

*Book:

*Articles:
Appendix B: Religious Studies Steering Committee (2011-2012)

- Prof. Asaad Al-Saleh (Department of Languages & Literature)
  asaad.al-saleh@utah.edu
- Prof. Deen Chatterjee (Department of Philosophy)
  d.chatterjee@philosophy.utah.edu
- Prof. Benjamin Crowe (Department of Philosophy)
  bcrowe@philosophy.utah.edu
- Prof. David Derezotes (College of Social Work)
  david.derezotes@socwk.utah.edu
- Prof. Nathan Devir (Department of Languages and Literature)
  nathan.devir@utah.edu
- Prof. Leonard Hawes (Department of Communication)
  leonardhawes@gmail.com
- Prof. Isabel Moreira (Department of History)
  isabel.moreira@utah.edu
- Prof. Winston Kyan (Department of Art History)
  Kyan@utah.edu
- Prof. Frank Page (Department of Sociology)
  frank.page@soc.utah.edu
- Prof. Vincent Pecora (Department of English)
  v.pecora@utah.edu
- Prof. Paul Reeve (Department of History)
  paul.reeve@history.utah.edu
- Prof. Maeera Shreiber (Department of English)
  m.shreiber@english.utah.edu
- Prof. Margaret Toscano (Department of Languages and Literature)
  Margaret.Toscano@utah.edu
- Prof. Ewa Wasilewska (Department of Anthropology and Middle East Center)
  mruczek@aol.com

- Director: Prof. Muriel Schmid (Department of Languages and Literature)
  mschmid@hum.utah.edu
Appendix C: Lists of Electives from Past Semesters & Guidelines for Approval

1) Past Electives (sample lists 2010-2012):

<table>
<thead>
<tr>
<th>MINOR IN RELIGIOUS STUDIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIST OF ELECTIVES FOR SPRING SEMESTER 2010</td>
</tr>
</tbody>
</table>

(1) Text and Literature:

**CLCS 3900**  Greek Drama T,H  10:45 AM-12:05 PM  **OSH 232**  O'CONNELL, E.

(2) Theory and Methodology:

**SOC 3440**  Sociology of Religion M,W,F  09:40 AM-10:30 AM  **BEH S 114**  **BF PAGE, F. J.**

(3) Art, Culture, and Society:

**ANTH 3969**  Death Rituals & Mummification H  02:00 PM-05:00 PM  **ST 205**  WASILEWSKA, E.

**ARTH 3250**  Baroque Art Europe M,W  08:05 AM-09:25 AM  **ART 158**  **MULLER, S. D**

**CLCS 3960**  Cultures in Contact T  04:35 PM-07:30 PM  **OSH 136**  **ALAVI, L.**

**H EDU 3190**  Death And Dying M,W,F  11:50 AM-12:40 PM  **MBH 102**  SMITH, A. J.

**H EDU 4350**  Personal Resiliency M  02:00 PM-05:00 PM  **HSEB 2600**  RICHARDSON, G. E.

**H EDU 6880**  Comp Religion/Politics T,H  06:00 PM-07:20 PM  **BEH S 108**  **UGUR, E.**

**H EDU 6880**  God, Love, & Mysticism W  04:10 PM-06:00 PM  **OSH 133**  **ALAVI, L. & FROST, C.**

**HIST 4040**  Christianity In Anc Wor M,W,F  08:35 AM-09:25 AM  **OSH 111**  **STAFF**

**HIST 4490**  Introduction to Shi'i Islam M,W  08:05 AM-09:25 AM  **OSH 102**  **SAFIULLAH, S.**

**HIST 3910**  Holocaust W  02:00 PM-06:00 PM  **CTIHB 109**  SMELSER, R. M.

**HIST 4660**  History Of Utah T,H  02:00 PM-03:20 PM  **CTIHB 101**  REEVE, W. P.

(4) World Religions:

**ANTH 3141**  Himalayan Kingdoms M,W  11:50 AM-01:10 PM  **ST 208**  RODSETH, L. T. V.

**ANTH 4139**  Native American Relig M  06:00 PM-09:00 PM  **ST 214**  FRITZ, J. N.

**HIST 4040**  Christianity In Anc Wor M,W,F  08:35 AM-09:25 AM  **OSH 111**  **STAFF**

**HIST 4490**  Introduction to Islam TBA TBA  **IR ONLN**  **STAFF**

**HIST 4660**  History Of Utah T,H  02:00 PM-03:20 PM  **CTIHB 101**  REEVE, W. P.

**PHIL 3640**  World Religions T,H  10:45 AM-12:05 PM  **OSH WPRA**  **BF CROWE, B. D.**
# MINOR IN RELIGIOUS STUDIES
## LIST OF ELECTIVES FOR FALL SEMESTER 2010

### (1) Text and Literature:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Days</th>
<th>Time</th>
<th>Location</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLCS 4960</td>
<td>New Testament Studies</td>
<td>T,H</td>
<td>09:10 AM-10:30 AM</td>
<td>HPR N 242</td>
<td>SCHMID, M. H.</td>
</tr>
<tr>
<td>ENGL 5721</td>
<td>John Milton</td>
<td>T,H</td>
<td>02:00 PM-03:20 PM</td>
<td>OSH 204</td>
<td>KEZAR, D.</td>
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<tr>
<td>ENGL 5710</td>
<td>Renaissance Lit</td>
<td>T,H</td>
<td>10:45 AM-12:05 PM</td>
<td>OSH 137</td>
<td>MATHESON, M. H.</td>
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</table>

### (2) Theory and Methodology:

<table>
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<th>Course Title</th>
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<th>Time</th>
<th>Location</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLCS 3620</td>
<td>Religious Studies</td>
<td>T,H</td>
<td>10:45 AM-12:05 PM</td>
<td>SW 131</td>
<td>SCHMID, M. H.</td>
</tr>
<tr>
<td>ENGL 5950</td>
<td>Theories Of Culture</td>
<td>M,W</td>
<td>01:25 PM-02:45 PM</td>
<td>BU C 211</td>
<td>PECORA, V.</td>
</tr>
<tr>
<td>SOC 3440</td>
<td>Sociology of Religion</td>
<td>M,W,F</td>
<td>10:45 AM-11:35 AM</td>
<td>BEH S 112</td>
<td>PAGE, F. J.</td>
</tr>
<tr>
<td>PHIL 3600</td>
<td>Phil Of Religion</td>
<td>M,W,F</td>
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### (3) Art, Culture, and Society:

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### (4) WORLD RELIGIONS

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### ELECTIVES FOR THE MINOR IN RELIGIOUS STUDIES

AND FOR CLCS RELIGION & CULTURE TRACK

**Fall 2011**

#### (1) TEXT AND LITERATURE

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#### (2) THEORY AND METHODOLOGY

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#### (3) ART, CULTURE, AND SOCIETY

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<td>GOODMAN, M. N.</td>
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### Electives for the Minor in Religious Studies and for CLCS Religion & Culture Track

#### Spring 2012

**ELECTIVES FOR THE MINOR IN RELIGIOUS STUDIES**

**AND FOR CLCS RELIGION & CULTURE TRACK**

**SPRING 2012**

(1) **TEXT AND LITERATURE**

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(2) **THEORY AND METHODOLOGY**

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<td>Religious Studies</td>
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<td>MCD 130</td>
<td>SCHMID, M. H.</td>
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<td>ENGL 5950</td>
<td>Theories of Culture</td>
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<td>OSH 107</td>
<td>BOYLE, C. A.</td>
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<td>Philosophy of Religion</td>
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<td>10:45 AM-11:35 AM</td>
<td>BU C 208</td>
<td>CHATTERJEE, D. K.</td>
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<td>SOC 3440</td>
<td>Sociology of Religion</td>
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<td>10:45 AM-11:35 AM</td>
<td>OSH 137</td>
<td>PAGE, F. J.</td>
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<tr>
<td>SW 5830</td>
<td>Dialogue Models</td>
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<td>09:10 AM-12:05 PM</td>
<td>SW 257</td>
<td>DEREZOTES, D. S.</td>
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(3) **ART, CULTURE, AND SOCIETY**

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<th>Time</th>
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<th>Instructor</th>
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<tr>
<td>ANTH 3125</td>
<td>Silk Road</td>
<td>T</td>
<td>06:00 PM-09:00 PM</td>
<td>JTB 140</td>
<td>WASILEWSKA, E.</td>
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<tr>
<td>ANTH 3969</td>
<td>Death Rituals &amp; Mummification</td>
<td>H</td>
<td>02:00 PM-05:00 PM</td>
<td>AEB 350</td>
<td>WASILEWSKA, E.</td>
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<tr>
<td>ARTH 3100</td>
<td>Antiquity Classical Ideal</td>
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<td>02:00 PM-03:20 PM</td>
<td>ART 158</td>
<td>PETERSON, E. A.</td>
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<tr>
<td>ARTH 4160</td>
<td>Topics in Medieval Art</td>
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<td>10:45 AM-12:05 PM</td>
<td>ART 158</td>
<td>PETERSON, E. A.</td>
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<td>CLCS 3960</td>
<td>Cultures in Contact</td>
<td>W</td>
<td>04:10 PM-07:00 PM</td>
<td>BEH S 111</td>
<td>ALAVI, L.</td>
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<td>H EDU 3190</td>
<td>Death and Dying</td>
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<td>MBH 102</td>
<td>SMITH, A. J. (other sections)</td>
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<td>HIST 3090</td>
<td>Reformations: Turmoil</td>
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<td>SOC 3569</td>
<td>Terrorism, Violence, Aggr</td>
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<td>10:45 AM-11:35 AM</td>
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<td>THEA 3210</td>
<td>Tai-Chi Yoga Movement</td>
<td>T, H</td>
<td>12:25 PM-01:45 PM</td>
<td>W INST 301</td>
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(4) **WORLD RELIGIONS**

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<td>11:50 AM-01:10 PM</td>
<td>NS 203</td>
<td>PAINE, R. R.</td>
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</table>
2) Submitting New Courses for the List of Electives:

A list of courses approved in advance will be posted on a Religious Studies website before the beginning of each semester (a similar web page is currently maintained on Languages & Literature’s home page under its CLCS Religion and Culture track: http://www.hum.utah.edu/languages/?pageId=2201). These lists will be archived on the website by semester and year for the use of both the Program and students. Every effort will be made before the beginning of each semester to contact instructors of courses where course content may vary considerably from semester to semester in order to determine if the scheduled course meets the Religious Studies criteria. Students may also petition the Committee for approval of a course not on the list. Students will need to submit the course syllabus with their petitions. They will be encouraged to do so at the beginning of the course, but they may do so at any time afterwards with the caveat that not all such petitions will be approved.

The list of approved electives will be updated every semester and take into account new and regular courses that are offered in the participating colleges and departments. In order to be approved as an elective for the Religious Studies Minor, a course will need to incorporate one of the four following emphasis:

1. **Thematic direction:**
   The course treats a relevant theme to the study of religion in a specific tradition, a specific genre, or a specific time period. Themes such as death, creation myths, representations of hell and paradise, prayer or sermon as a literary genre, mysticism, sacrifice, etc., would be considered relevant.

2. **Methodological direction:**
   The course discusses various methodological and theoretical models in any given discipline and opts to include a significant section of its material on theories and methodologies that pertain to the study or religion such as, hermeneutics, religious paradigms, ritual and performance studies, myths and symbolism, cultural studies, etc. For a good overview of the theories of religion and the questions they raise, see Daniel Pals, *Eight Theories of Religion*, Oxford University Press: 2007.

3. **World Religions:**
   The course focuses on one or several cultural traditions and includes a discussion of religious elements in dialogue with other cultural artifacts.

4. **Disciplinary direction:**
   The course studies religion, including but not restricted to religious identity, religious practices, religious behavior, or religious history from a specific disciplinary approach in a similar existing courses such as sociology of religion or philosophy of religion already work.
Students requesting the transfer of credits and courses taken in other institutions will have to provide a syllabus for each course along with bibliographical references. To be accepted, courses taught at other higher institutions must fit the academic mission of a Liberal Arts curriculum as defined by a research-one state university.
1) Religious studies minor course requirements (updated August 2011)

Students are expected to meet with the advisor once a semester in order to ensure they are on the right track for graduation.

The Minor in Religious Studies: 15 credit hours of course work from list of approved classes and 3 credit hours including one of capstone seminar, for a total of 18 credit hours, of which at least 10 have to be taken at the University of Utah. All courses must be passed with a grade of “C” or better. Only two classes (6 credits) can be counted towards both your major and the Religious Studies Minor.

Phase I

1. 12 credit hours: Corresponding to four courses of 3 credits each.

   Courses Must:
   • Represent distributions listed below
   • Be at the 3000 level or higher
   • Be approved by the committee (see list of eligible courses)
   • Be distributed among at least 3 departments

   1. Text and Literature
   2. Theory and Methodology
   3. Art, Culture and Society
   4. World Religions

2. 3 additional credit hours: in one of the distributions

Phase II

3. CLCS 4990: Capstone Seminar

Upon approval, this course can be replaced either by a senior seminar in one of the participating departments or by independent study.
Appendix E: Examples of Syllabi for Core Courses

1) Core Course: World Religions

Philosophy 3640-001: World Religions
Dr. Benjamin D. Crowe

Course Description
- The primary aim of this class is to introduce students to the richness and diversity of the world’s great religious traditions, in the hope of allowing students to develop an understanding of the meaning of religion as one of the most significant and characteristic expressions of humanity. We will explore the core teachings, the history, and the characteristic practices of Hinduism, Buddhism, Judaism, Christianity, and Islam.

Course Structure
- This course is organized around two points: (1) the textbook and (2) lectures. The textbook provides a basic grounding with regards to the history, teachings, and characteristic practices of particular religions. The lectures are designed to expand and supplement this basic grounding by providing students with a more detailed presentation of the core of each of the religious traditions that we will be studying.
- Following the conclusion of the lecture series on a particular religious tradition, there will be a review and discussion day. This is a class period entirely dedicated to answering students’ questions regarding the content of the textbook and the lectures, items on the study-guide handout (see below), or anything else of direct relevance of the course content. Students will be expected to come prepared for discussion, with specific questions outlined ahead of time.

Bibliographical References
- Nicholas de Lange, "An Introduction to Judaism" (Cambridge UP, 2000).
- Moojan Momen, "In Introduction to Shi'i Islam" (Yale, 1985).

Course Requirements

1) Readings
- Students are expected to come to class fully prepared for lecture and discussion, having done the assigned readings.

2) Attendance
- Regular attendance is absolutely crucial for success in this class, since the content of the lecturers’ presentations in class will supplement material from the textbook. Reasonable allowances will be made for health issues, family concerns, etc. The instructor must be notified (when possible) in advance of all absences.

3) Participation
- Students are expected to contribute regularly to class discussions, to visit the instructor during office hours, to communicate with the instructor via email or telephone, etc. Students can gain up to 3 percentage points for participation. Participation points can also be awarded on the basis of improvement in performance on assignments.

4) Response Essays
• Students are required to write brief (300-500 words, or 1-2 pgs.) essays expressing their response to a body of lectures covering each religious tradition studied in the course. Essays should NOT contain the following: (1) summaries of material from the textbook or (2) summaries of the lecture content, without any analysis. Essays must include direct, explicit reference to material covered during in-class lectures. Any ideas, topics, or issues introduced in an essay must be shown to derive from lecture contents. This means that students have to cite all relevant lectures.
• Essays must conform to the grammatical and stylistic standards of the English language, must be “on point,” and must reflect a mature, careful consideration of the material. Response essays are due in class on the day of the review preceding the test covering a given religious tradition. Students will be assigned a numeric grade of 0, 10, 15, 20, or 30 depending on the degree to which these requirements are fulfilled. Response essays are collectively worth 30% of each student’s grade.

• Students’ grades are primarily based on 5 in-class tests, one covering each of the religious traditions studied in the course. The final test, covering Islam, will be administered on the day scheduled for the final exam. Exams are collectively worth 70% of each student’s grade.
• Tests must be taken on the scheduled day, in class, unless serious circumstances (illness, surgery, family emergency) prevent a student from being present. Absence from a test will only be excused if a student provides legitimate documentation detailing the reason for the absence.

• At the beginning of each division of the class, students will receive a study guide handout detailing key concepts, historical figures, practices, and texts for a particular religious tradition. The contents of the handout include materials from both the relevant chapter of the text book and the lectures. Students should use both of these sources to formulate detailed descriptions of each item on the handout. Questions on the exam are designed to reflect these items.
• Students should expect the following three sorts of multiple-choice questions on each test: (1) “fill in the term” questions, in which a sentence containing a missing word must be completed by the choice of the correct term; (2) “fill in the definition” questions, in which students must select the correct statement that defines a particular term; and (3) “listing” questions, in which students must identify items on a list, or must identify possible items that do not belong to the list in question. Each multiple-choice question is worth two points.
• In addition to multiple-choice questions, tests will also contain two questions of the “short answer” type, each worth ten points. Answers to these questions must consist of a brief paragraph (3-5 sentences average length), written clearly and grammatically. Short answer questions may ask students to list items that are grouped under a particular concept, to briefly explain a concept, or to briefly relate historical facts.
2) Core Course: Introduction to the Study of Religion

CLCS 3620: Religious Studies
Dr. Muriel Schmid

Course Description
- Many scholars have theorized religion and offered various ways to define it. This course offers a thorough look at theories of religion and methodological approaches to religion. It introduces students to the study of religion as an academic discipline that draws from sociology to philosophy, from history to anthropology.
- This course is, therefore, about a critical and academic study of religion, more specifically, its study as it has been developed in the humanities and social sciences. It introduces students to major concepts and theories in the study of religion and examines their relevance in understanding and analyzing religious phenomena in their diversity. Rather than looking at religion from a confessional or theological perspective, this course will favor a comparative understanding of religious traditions and their practices. As such, the approach to religion is inter- and multidisciplinary.

Bibliographical References
Russell McCutcheon, Studying Religion (Equinox 2007).
Daniel Pals, Introducing Religion (Oxford University 2008).
Thomas Tweed, Crossing and Dwelling (Harvard University 2008).

Objectives
- Objective #1: Formulate and edit a answer to the question “What is Religion?”
- Objective #2: Get acquainted with the principal theories that have offered an answer
  - Discover the diversity of answers
  - Discuss the contribution that each theory makes to our understanding of religion as a cultural and social phenomenon
  - Situate these answers in a broad intellectual and cultural history—theory as a product of a time and connected to cultural paradigms
  - Discuss the disciplinary perspective that each theory formulates
- Objective #3: Gain a better understanding of the history of interpretation, especially in social sciences and the humanities
  - Discuss issues related to the definition of new disciplines
  - Discuss the use of scientific method and its limits
  - Discover the role of the study of religion as a cornerstone in this process
- Objective #4: Define the modern discipline of religious studies
  - What is the current contribution of religious studies to liberal arts?
  - What are the methodologies and concepts used in religious studies today?
  - Theology vs. religious studies

Course Requirements
[1] Readings
- Additional readings will be assigned throughout the semester—selection of primary texts and other secondary sources (exact assignments will follow).

- Attendance = 15% of the final grade—if you miss more than 4 classes in the course of the semester, each additional absence will bring your attendance grade down by ½ point (letter).
- Participation = 20% of the final grade—this portion of the grade includes in-class discussions, reading assignments, and preparation for each session.
- Written requirements = 30% of the final grade—two response papers will be assigned during the semester, each worth 15%.
- Final essay = 35% of the final grade.
3) Senior Seminar: Religion Lab

To be taught in Social Work: Dialogue models for bridging religious conflict
Dr. David Derezotes

Course Description

- An important mark of a university-educated adult is that she can have a conversation with anyone, especially with people who are different than her. Today our world is challenged by many local and global conflicts, across religious, political, racial, and other “divides”. Dialogue is especially needed in our conflicted world, as a communication strategy that can be used effectively to deal with such challenges.
- This course designed for religious studies students but also highly relevant to other undergraduate and graduate students, is a largely experiential course with a strong emphasis on religious dialogue and the resolution of religious conflict.
- There has been a significant increase in support for dialogue in such domains as education, politics, and religion. Examples of organizations that currently promote the use of dialogue in many institutional and community settings include The National Coalition for Dialogue and Deliberation, the World Café, the International Institute for Sustained Dialogue, Search for Common ground, National Issues Forum, the Public Conversation project, and Public Dialogue Consortium. The National Issues Forum, for example, provides opportunities for citizens to dialogue about political issues. The goal is not to change opinions or necessarily reach agreements, but rather to foster understanding of the complexity of issues, an appreciation of the values that those with different stances may hold, and a desire to continue the dialogues (Pearce & Littlejohn, 1997).
- In religious dialogue, believers of different religions learn to interact with each other with empathy, humility, and hospitality (Panikkar, 1999). Interfaith dialogues have been conducted successfully in Northern Ireland, the Balkans, the Middle East, Africa, and Southeast Asia for the purposes of promoting peace (Smock, 2002). A review of the literature suggests that dialogues of oral history can support a “spirit” for justice and peace” (Bischoff, & Moore, 2007).

Course Structure

- In the first weeks of the course, students will study the philosophy and methods of dialogue. They will practice dialogue with each other, and study the intrapersonal and interpersonal dynamics of these conversations. Students will explore local and global religious divides and conflicts, and examples of how dialogue can help bridge these divides and transform these conflicts.
- Then the instructor will begin inviting visiting religious groups to the classroom. Each week, the class will participate in a dialogue with a different religious group, and later “debrief” their experience with the instructor. These groups will be diverse, and examples might include the Muslim Student Association, members of Calvary Baptist Church, students and instructors from the LDS Institute, and American Indian Medicine women and men.

Bibliographical References


Objectives

- By the end of the semester, students will identify their own strengths and limitations as dialogue participants and future dialogue facilitators. They will use techniques of personal contemplation to assist them in this work. Personal contemplation is a key part of dialogue, involving reflection on inner feelings, motivations, and beliefs. Contemplative methods of knowing can be formally or informally incorporated into dialogue. Hundreds of studies show that contemplative practices can lead to self-awareness, stress reduction, and higher performance in many academic and athletic and artistic skill-areas (Hart, 2010).

- Intergroup dialogues like the ones conducted in this class have been used successfully on other campuses (Bartlett, 2005; Allimo, Kelly & Clark, 2002). Such work is supported by Third World scholars (e.g., Freire, 2000) and feminist theorists (e.g., Chow, Leck, Fan, Joseph & Lyter, 2003) and has been found to be effective by dialogue scholars (e.g., Zuniga, Nagda, Chesler, & Cytron-Walker, 2007; Nagda, 2006; & Smock, 2002).
Appendix F: Religious Studies Major Sheet USU


Utah State University

College of Humanities and Social Sciences

Religious Studies Major & Minor

Published May 2011
Effective for students beginning degree Summer Sem. 2011 thru Spring Sem. 2012

Admission Requirements

1. New freshmen admitted to USU in good standing qualify for admission to this major.
2. Transfer students from other institutions or transferring from other USU majors need an overall GPA of 2.5 for admission to this major in good standing.

Program Description

The Religious Studies BS or BA degree requires a total of 36 credits for the major.

Students commonly begin their course of study by completing one lower-division course (RELS 1001, Introduction to Religious Studies).

Students must take 30 credits of upper-division coursework, chosen from the following four areas: Cultural Inquiry (humanistic approaches), Scientific Inquiry (social scientific approaches), Doctrinal Inquiry (philosophical and theological approaches), and General Inquiry.

To culminate the program, students completing either the BA or the BS degree must take a capstone seminar.

Purpose and Outcomes

Students completing the BA or BS degree in Religious Studies should be able to demonstrate the ability to:
- understand the influence of religion upon culture, and the influence of culture upon religion;
- analyze the influence of religious value systems on individuals and peoples;
- apply appropriate methods of research and argumentation questions concerning religion and culture;
- communicate their findings in clear, well-reasoned writing; and
- express cultural literacy concerning the major religions of the world.

Degree Options

Students in the program may work toward one of the following two degrees:

Bachelor of Arts (BA) Degree

Students enrolled in the BA degree focus their work on cultural questions within religious studies. Since sufficient coursework in a foreign language is required, students should consider completing courses offered by USU in Latin, Greek, Arabic, Chinese, or other appropriate languages. The BA degree requires a minimum proficiency in a foreign language. This proficiency may be established in one of the following ways:

1. Sixteen credits in a single language

2. Documentation of a proficiency level of "intermediate low" or better through an examination administered by the USU Department of Languages, Philosophy, and Speech Communication.

3. Completion of any upper-division foreign language course constituting a third-year course of study with a grade of C- or better

Note: Demonstration of proficiency in American Sign Language will not meet the foreign language requirement for the BA degree in history.

Bachelor of Science (BS) Degree

Students enrolled in the BS degree focus their work on quantitative or clinical questions within religious studies. Students should consider completing upper-division courses in social science methods or statistics. Students must complete 15 credits of math and science beyond the University Studies requirements.

Sample Four-year Plan for Religious Studies Major

A suggested semester-by-semester four-year plan for students working toward a bachelor's degree in Religious Studies is available in the College of Humanities and Social Sciences.

Students should consult with a professor and with Ms. Mary Leavitt at the Advising Office to develop a plan of study tailored to their individual needs and interests.

University Graduation Requirements: BA or BS Degree in Religious Studies

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<th>Minimum University Requirements*</th>
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<tr>
<td>Credits of C- or better</td>
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<tr>
<td>Credits of upper-division course (#300 or above)</td>
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<tr>
<td>USU credits (10 of last 40 must be USU credits)</td>
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<tr>
<td>Completion of approved major program of study</td>
<td>See advisor</td>
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<tr>
<td>Credits in minor (if required by department)</td>
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<td>Credits in American Institutions (ECON 1500, HIST 1700, HIST 2700 or HIST 2710, POLS 1100, or USU 1300)</td>
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<tr>
<td>University Studies requirements</td>
<td>See below</td>
</tr>
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</table>

Students must complete the General Education Requirements:

Students must also complete the University Studies Depth Requirements:

- Two courses having CI designation (such as ENGL 2700, HIST 3110, HIST 3130, HIST 3220, HIST 3230, HIST 3330, HIST 4210, PHIL 3100, PHIL 3120, ENGL 3710, RELS 3710) will fulfill the Communications Intensive (CI) requirement
- For most students, a course taken for the major will fulfill the Quantitative Intensive (QI) requirement (check with Advisor)
- Complete at least 2 credits in approved 3000-level or above courses from each of the following two categories: Life and Physical Sciences (LPC) and Social Sciences (DSS)
Religious Studies Major

Minimum GPA for Admission: 2.5, USU; 2.0, Career
Minimum GPA for Graduation: 2.5, major courses; 2.0, USU
Minimum Grade Accepted: C in all major requirements

Students must complete at least 36 credits in interdisciplinary coursework. A grade of C or better must be earned in all classes used for the major.

Required Courses (6 credits)
- RELS 1010 - Introduction to Religious Studies (BHU) 3
- RELS 4990 - Religious Studies Capstone 3

Elective Courses (30 credits)

Students must complete at least 6 credits of coursework chosen from each of the first three divisions (Cultural Inquiry, Scientific Inquiry, and Doctrinal Inquiry). The remaining credits may be selected from any of the four divisions. The total credits for coursework completed in this section must be at least 30 credits. Students should check all courses for prerequisites.

Note: In consultation with the program advisor, students may receive approval to fulfill division elective requirements with courses other than those shown above.

Cultural Inquiry

Courses in this section use the methods of the arts and humanities to explore religious expression and the ways in which religion and behavior interact over time.

Select at least two of the following courses:
- ARTH 2710 - Survey of Western Art: Prehistoric to Medieval (BHU) 3
- ARTH 4630 - Medieval Art (DHA) 3
- ENGL 3070 - Perspectives in Folklore (DHA) 3
- ENGL 3385 - World Literary History Pre-1900 3
- ENGL 3700 - Regional Folklore (CI) 3 or
- HIST 3700 - Regional Folklore (CI) 3
- HIST 3110 - Ancient Near East (DHA/CI) 3 or
- ARTH 3110 - Ancient Near East (DHA/CI) 3
- HIST 3150 - Roman History (CI) 3
- HIST 3220 - Medieval European Civilization, 500-1500 (DHA/CI) 3
- HIST 3230 - Early Modern Europe 3
- HIST 3250 - Renaissance Europe 1300 to 1520 (DHA/CI) 3
- HIST 3410 - The Modern Middle East 3
- HIST 3460 - Comparative Asian History 3
- HIST 3850 - History of Utah (DHA/CI) 3
- HIST 4210 - Celtic Europe 3
- HIST 4220 - The History of Christianity in the West (DHA/CI) 3
- HIST 4250 - The Reformation in Britain: 1450-1688 3
- HIST 4790 - American Religious History 3 or
- RELS 4790 - American Religious History 3
- RELS 3010 - Introduction to Buddhism 3 or
- HIST 3010 - Introduction to Buddhism 3

- RELS 3020 - Introduction to Hinduism 3 or
- HIST 3020 - Introduction to Hinduism 3
- RELS 3710 - Folklore Colloquium (CI) 3 or
- ENGL 3710 - Folklore Colloquium (CI) 3 or
- HIST 3710 - Folklore Colloquium (CI) 3
- RELS 3960 - Introduction to Religious Studies Methodology 3
- RELS 4010 - Buddhism in the West 3 or
- HIST 4010 - Buddhism in the West 3
- RELS 4975 - Biography, Autobiography and Joseph Smith 3 or
- HIST 4975 - Biography, Autobiography and Joseph Smith 3
- RELS 5740 - Art and Religion: Topics in Sacred Art 3 or
- ARTH 5740 - Art and Religion: Topics in Sacred Art 3

Scientific Inquiry

Courses in this section use the methods of the social sciences to explore religious values and behavior on an individual and a societal level.

Select at least two of the following courses:
- ANTH 3160 - Anthropology of Religion (DSS) 3
- ANTH 4110 - Southwest Indian Cultures, Past and Present (DSS) 3 or
- ANTH 6110 - Southwest Indian Cultures, Past and Present 3
- ANTH 4230 - Medical Anthropology: Matter, Culture, Spirit, and Health (DSS) 3
- PSY 3590 - Scientific Thinking and Methods in Psychology (DSS/CI) 3
- PSY 3510 - Social Psychology (DSS) 3
- PSY 4420 - Cognitive Psychology (DSS) 3
- PSY 4430 - Cognitive Psychology Laboratory 1
- SOC 3110 - Method of Social Research (CI) 3

- RELS 3030 - Introduction to Islam 3 or
- ARHC 3010 - Introduction to Islam 3

- RELS 3040 - Religion, Evil and Human Suffering 3
*Course may count as either "Doctrinal Inquiry" or "Cultural Inquiry"
General Inquiry

- RELS 4520 - Editing Internship 2
- RELS 4910 - Special Topics in Religious Studies 1-3
- RELS 4930 - Directed Readings 1-3
- RELS 6410 - Special Topics in Mormon History and Culture 3 or
- HIST 6410 - Special Topics in Mormon History and Culture 3
- RELS 6900 - Directed Readings 1-3

Religious Studies Minor

Students must complete the following course.

- RELS 1010 - Introduction to Religious Studies (BHV) 3

Note: The minor in Religious Studies requires the same lower-division course as the majors, as well as 12 additional credits, with at least one upper-division course chosen from each of the following three areas of approach: Cultural Inquiry, Scientific Inquiry, and Doctrinal Inquiry.

Requirement Changes

Graduation requirements shown on this sheet are subject to change. Students should check with their assigned advisor concerning possible changes.

Materials for Persons with Disabilities

This requirement sheet is available in digital format, recordings, or large print upon request to the USU Disability Resource Center.

Information Contact:

Program Directory: Philip L. Barlow
Utah State University; 0710 Old Main Hill: Logan, UT 84322-0710
Location: Main 331
Phone: (435) 797-3406
Fax: (435) 797-3899
Email: philip.barlow@usu.edu
WWW: religiousstudies.usu.edu

College of HaSS Advising Center: Mary Leavitt, (435) 797-3883
TSC 302, Utah State University, 0107 Old Main Hill: Logan, UT 84322-0107
http://www.hass.usu.edu/advising.aspx
Appendix G: Letters of Support

University of Utah:
1) Colleges:
Dean Michael Hardman, College of Education, University of Utah
Dean Robert Newman, College of Humanities, University of Utah
Interim Dean Thomas Richmond, Honors College, University of Utah
Dean David Rudd, College of Social and Behavioral Science, University of Utah
Dean Raymond Tymas-Jones, College of Fine Arts, University of Utah
2) Departments:
Elizabeth Cashdan, Professor & Chair (until December 2011), Department of Anthropology, University of Utah
Stephen Downes, Professor & Chair, Department of Philosophy, University of Utah
Isabel Moreira, Professor & Chair, Department of History, University of Utah
Vincent Pecora, Professor & Chair, Department of English, University of Utah
Fernando Rubio, Associate Professor & Co-Chair, Department of Languages & Literature, University of Utah
Carol Sansone, Professor & Chair, Department of Psychology, University of Utah
Michael Timberlake, Professor & Interim Chair, Department of Sociology, University of Utah
3) Interdisciplinary Programs & Centers:
Robert Goldberg, Professor, Director Tanner Humanities Center, University of Utah
Len Hawes, Professor, Director Peace & Conflict Studies, University of Utah
Rebecca Horn, Associate Professor, Director Latin American Studies, University of Utah
Janet Theiss, Associate Professor, Director Asia Center, University of Utah
Johanna Watzinger-Thrap, Associate Dean, Director International Studies, University of Utah
4) Marriott Library:
Rick Anderson, Associate Dean, Scholarly Resources and Collections, J Willard Marriott Library, University of Utah
Catherine Soehner, Associate Dean, Research and Learning Services, J Willard Marriott Library, University of Utah

USHE:
Dean Terry Ball, Professor & Dean, School of Religious Education, Brigham Young University.
Philip Barlow, Professor Arrington Chair of Mormon History and Culture, Director Religious Studies, Utah State University.
Suzanne Jacobs, Assistant Professor, Humanities & Religious Studies, Salt Lake Community College.
Michael Minch, Associate Professor & Chair, Department of Humanities & Philosophy, Utah Valley University.

Community Organizations:
Brother Grant Anderson, Director, LDS Institute of Religion at the University of Utah
Reverend Ivan Cendese, Director, Salt Lake Interfaith Roundtable

Outside Expert:
Timothy Renick, Professor & Associate Provost for Academic Programs, Department of Religious Studies, Georgia State University, Principal Investigator & Author AAR-White Paper
To: Robert Newman, Dean  
    College of Humanities

From: Michael Hardman, Dean  
    College of Education

Date: January 5, 2012

Re: Letter of Support for Interdisciplinary Major in Religious Studies

Dean Newman,

As Dean of the College of Education, I am very pleased to indicate my full support for the proposal to establish an interdisciplinary major in Religious Studies within the College of Humanities. Although the College of Education has not been a part of the existing minor in Religious Studies, (primarily because of the extensive state licensure requirements for undergraduates in education and the fact the majority of degrees in our college are at the graduate level), the proposed Major in Religious Studies provides the opportunity for more collaboration among our two colleges, particularly for students who major in Religious Studies and are also interested in education as a career. This conversation has already begun within the College of Education and I am confident it will lead to promising exchanges and dialogues.

I am pleased to see that the U will be offering interdisciplinary academic preparation in religious studies that will contribute to the broader educational mission of this community and state. Please advise if I can provide any further information regarding our support for this new major.

Cc: Muriel Schmid, Director Religious Studies
November 30, 2011

Undergraduate Council
Office of Undergraduate Studies
111 Sill Center
CAMPUS

Dear Undergraduate Council,

I am pleased to inform you of the enthusiastic support the College of Humanities extends to the proposal to establish a Bachelor of Arts Degree in Religious Studies. This new degree program follows current national trends to establish majors in this area and will address student demand at the University of Utah. If approved, this degree will be offered concurrently with the existing minor program in Religious Studies.

I am especially pleased that the proposed program is aligned with college and university priorities of internationalization and interdisciplinarity. The program will be housed in the College of Humanities and draw upon existing teaching and research resources from across disciplines. Advising to support students in meeting degree requirements will be provided by the Director and designated faculty/staff.

I urge your support for this new, intellectually rigorous and relevant degree program.

Thank you for your consideration of this proposal.

Sincerely,

[Signature]

Robert D. Newman, Dean

RN/ jd
January 6, 2012

Dr. Muriel Schmid
Director, Religious Studies Program
University of Utah
Department of Languages & Literature
Room 1400 LNCO
255 S. Central Campus Drive
Salt Lake City, UT 84112

Dear Professor Schmid:

On behalf of the Honors College, I am writing in support of the proposal to establish an undergraduate interdisciplinary major in Religious Studies in the College of Humanities.

I have reviewed the proposal for the major and find it meets its stated goal to “train students to interpret the world while paying attention to the role of belief systems and religious identities.”

I believe this course of study would be attractive to Honors College students interested in exploring this important facet of our society. Indeed a number of the participating faculty have taught for the Honors College and we have offered several elective courses in this general area that have attracted a solid enrollment of Honors Students. Thus I anticipate that this major will provide an attractive option for students at the University.

Accordingly, I am pleased to fully support the creation of the Religious Studies major.

Sincerely,

[Signature]

Thomas G. Richmond
Interim Dean, Honors College
January 10, 2012

RE: Letter of Support for Religious Studies Major

It is a pleasure to offer my support for the proposal for the religious studies major. The major will meet a unique and growing need that cuts across a broad range of fields, contexts, and colleges. The program builds upon the existing infrastructure, cutting across a number of departments and colleges. There is no need for additional financial resources. The development of an undergraduate major in religious studies provides a unique opportunity for collaboration across colleges and clearly meets the evolving needs of our students in an ever changing world. Let me offer my support for this proposal.

Sincerely,

M. David Rudd
Dean
Date: January 3, 2012

To: Robert Newman, Dean
   College of Humanities

From: Raymond Tymas-Jones, Dean
       College of Fine Arts

Subject: Proposal for a Religious Studies Major

I am pleased to endorse the proposal for the creation of an interdisciplinary major in religious studies to be housed in the College of Humanities. The genesis of the Religious Studies major (RELS) is congruent with the University's stated mission that is "a preeminent research and teaching university with national and global reach." Although the College of Humanities, in collaboration with other Colleges, has been developing several programs in the field of cultural, ethnic and gender/sexual studies, RELS would continue the exploration of identity studies.

I fully support the creation of this major at the University of Utah.

Cc: Muriel Schmid
January 6, 2012

Dr. Muriel Schmid  
Director, Religious Studies  
Dept of Languages & Literature

Dear Dr. Schmid,

I write in support of the proposal to initiate a BA degree in Religious Studies, and to assure you that Anthropology will participate in the major, as we have in the existing Religious Studies minor and the Religion and Culture track, by cross-listing relevant courses. One of our courses, "Myth, Magic, and Religion", is taught at least yearly and will remain a regular part of our curriculum. We also recently added a course in "Religiosity in the Middle East and US" and we address religion in some of our introductory and area courses as well.

The success of the existing religious studies programs speaks to the interest in the topic and the likely success of the major. This major will enhance and complement Anthropology's mission in creating global citizens who have an understanding of cross-cultural differences and the reasons for them.

Sincerely,

[Signature]

Elizabeth Cashdan  
Professor and Chair
12/22/11

To: Professor Muriel Schmid (Director, Religious Studies), Dean Robert Newman (College of Humanities) and members of the Undergraduate Council.

Letter in support of an Undergraduate Major in Religious Studies.

I am writing in support of the proposal for an Undergraduate Major in Religious Studies at the University of Utah. The Philosophy Department at the University of Utah has a long history of offering courses on religion as well as courses on philosophy of religion. One of these courses, World Religions (PHIL 3640), has been chosen as a cornerstone course for the proposed Religious Studies Major. We aim to continue offering this course and hope to be able to staff it going forward. If we cannot offer the course, we will make arrangements to have the course covered by faculty from other programs. As the course content is predominantly history of religion and a survey of current religious practice, we anticipate faculty from other programs, such as Languages and Literature, will be able to teach the class.

The Philosophy Department used to offer only one Introduction to Philosophy class. Recently we moved to a system on which we offer four classes, one of which is God, Faith and Reason (PHIL 1002). God, Faith and Reason introduces students to Philosophy via issues in religion. For example, one course module is on recent US Atheism and responses to the movement by scholars from various religious backgrounds. This course provides a very nice entry into issues arising from religious belief and is a very good fit with the proposed Religious Studies Major.

We offer several other courses that will play key roles in the curriculum for the Religious Studies Major. Our Philosophy of Religion class (PHIL 3600) provides more advanced treatment of reasoned defenses of various religious beliefs and treats topics introduced in God, Faith and Reason in more depth. We also offer courses on Indian religions at the 3000 level and the 5000 level.

The current model for establishing interdisciplinary majors at the University of Utah is to rely on existing courses and existing staff to serve the curriculum. I have discussed the Religious Studies Major with Religious Studies Program Director Muriel Schmid and together we have worked out how the Philosophy Department can contribute. Our conclusions are outlined above. I strongly support the establishment of a Religious Studies Major here at the University of Utah and I hope that Religious Studies will encounter stronger institutional support in the future, including possibly
funding for faculty hires. Faculty from different departments on our campus can staff a quality curriculum for students interested in religion but what we should also look forward to is the establishment of a nationally recognized center for interdisciplinary scholarship in the study of religion here at the University of Utah. Establishing the Major in Religious Studies is an important step in that direction.

Yours sincerely,


Stephen M. Downes,
Professor and Department Chair.
January 03, 2012

To whom it may concern,

I write to support the proposal to create a Religious Studies major at the university. History department courses are currently listed for the religious studies minor, and individual history faculty are members of the committee that now advises that the program expand to become a religious studies major. We feel that our students, who often have a strong interest in religion, benefit from exposure to multiple perspectives on religion and benefit also from education in the contribution of religious thought to social, cultural, political and literary issues.

The plan to expand the minor to a major will serve students who come to the university with an interest in the study of religion. The curriculum proposal being submitted is broad, interdisciplinary, and inclusive. The program schedule is workable, drawing as it does on existing courses and envisioning others that can be further developed to serve the program’s needs. History anticipates being able to continue its contribution to this program and commits to offering, in rotation with Languages and Literature and Social Work, a senior seminar on a theme that will work for the religious study program. Indeed, senior seminars are currently offered that would work well as a capstone for this program.

I view this cross-disciplinary initiative is an exciting opportunity for students and the History department is committed to participating in it for the foreseeable future.

Please let me know if any further information would be useful.

Sincerely,

[Signature]

Isabel Moreira
Professor and Chair
Department of History
isabel.moreira@utah.edu
December 30, 2011

Robert Newman, Dean  
College of Humanities  
2100 LNCO  
Campus  

Dear Robert,

I am writing to lend my enthusiastic support for the new major in Religious Studies being proposed by Muriel Schmid. I have been involved with this initiative from the beginning. I participated in the initial RIG organized by Muriel, I helped in the composition of the current minor in Religious Studies (housed in Languages and Literatures), and I argued for the establishment of the minor when it was debated and finally approved by the Undergraduate Curriculum Committee.

The minor has been in existence for several years now, and I have worked closely with a number of students who have finished the minor with an independent study I have conducted for last three years. The independent study (or directed readings) course has allowed me to work first-hand with some of the brightest and best students on campus, in my view, and they are students who express a strong desire for a deeper scholarly understanding of religion. The student I worked with this fall, Joanna Hoods, is a major in anthropology, but if you were to consult with her I think you would find that she now feels she has found her métier in religious studies. Joanna’s directed readings were focused on the Reformation and its consequences for European philosophy. She read primary texts on religion by Luther, Calvin, Hobbes, Spinoza, Hume, Kant, and Hegel, and she wrote a superb term paper on Spinoza, a figure it seems she has grown to love. I do not think Joanna’s story is unique, and I believe that a major in Religious Studies would serve other students like her very well.

The program of study Muriel has organized for the major closely follows the general outline of the minor, though it allows for a far greater range of topics and intensive investigation. The program also closely follows other successful religious studies minors around the country. Finally, the curriculum makes the best use possible of resources already present on the University of Utah campus. Obviously, students would benefit from an expansion of scholarly and teaching resources down the road. But the proposed curriculum can in fact be put in place without the immediate expansion of our faculty. To me, this is very important at a time of diminished funding for new hires, and I am sure other department heads will feel the same.

In particular, the proposed curriculum focuses—rightly in my view—on two key pillars of most successful religious studies programs. On the one hand, it requires a broad-based survey of world religions. Remarkably, such courses are in short supply on university campuses these days, and only one course, in our philosophy department, now meets this
need. Even more remarkable, in an age where contesting religious claims have often produced military conflict, students tend to graduate from most universities knowing little or nothing about religions, even ones they or their families may practice. Others have written at length about this problem. I believe that the new major in religious studies will be doing its own small part to rectify the glaring omission in the preparation of our students for life after graduation, in whatever field they choose to pursue.

On the other hand, the proposed curriculum requires courses devoted to method, that is, to the problem of elaborating capacious yet rigorous definitions of religion, effective tools for studying religion (from a social, psychological, historical or purely formal perspective) outside the limitations imposed by doctrinal demands, adequate comparative methods for seeing one religion in the context of others, and finally careful and nuanced approaches to all that religion is not, that is, to the secularization that has accompanied religious belief throughout much of the developed modern world.

I believe the proposal Muriel is advancing is soundly based in these two fundamentals, even as it allows students to develop particular research interests once their understanding evolves. I also believe the time is ripe for a major in religious studies at the flagship of Utah’s state university system—something that has never existed before, to my knowledge—and that it will over time become on of the most exciting programs in the humanities and social sciences on this campus. I strongly encourage its approval.

Sincerely,

Vincent P. Pecora, Chair
Department of English
Gordon B. Hinckley Professor of British Literature and Culture
MEMORANDUM

TO: Robert Newman, College of Humanities Dean
FROM: Fernando Rubio, Co-Chair
DATE: November 14, 2011
RE: Letter of support for a Major in Religious Studies

Dear Dean Newman:

I am writing to express my department’s strong support for the proposed Major in Religious Studies. We are confident that the necessary infrastructure is in place to launch this program and we are committed to providing departmental support for this initiative.

As the growing student numbers and interest in the existing Minor indicate, the establishment of major in Religious Studies is both timely and warranted. The proposed Major addresses the needs of the university community and those of the increasingly diverse population of the State of Utah. Currently only Utah State University offers a similar major in our state, but most major universities in our region and across the country offer similar programs. We feel that the State’s flagship institution has an obligation to facilitate the understanding of religion and religious phenomena in the State of Utah. The Major in Religious Studies will reflect the crucial role that religion plays in our community and our University.

This program draws on existing strengths within the University and would be consistent with the University’s commitment to increased interdisciplinarity. This major in Religious Studies will give faculty from a variety of programs and departments the opportunity to collaborate and share different scholarly perspectives and to engage students in intellectually stimulating discussion on many issues of current interest. The major proposes a rigorous program of study that is consistent with other existing majors at our institution and with similar programs at other major universities.

Finally, this major would be a perfect complement to our department’s existing strengths in Comparative Literary and Cultural Studies and an excellent opportunity to increase our collaboration with other USHE institutions that may be interested in expanding their current offerings in this area. We are also confident that it will provide a natural pool of candidates for our graduate degrees in Comparative Literary and Cultural Studies.

In conclusion, the proposal has our most enthusiastic endorsement. Should it be approved, our department will fully support this new major.
January 9, 2012

Dr Muriel Schmid
Comparative Literary & Cultural Studies
Director Religious Studies
University of Utah
Dept of Languages & Literature

Dear Dr. Schmid:

I am writing to indicate my strong support of the proposed new interdisciplinary undergraduate major in Religious Studies at the University of Utah. Religion has played and continues to play a major role in the dynamics of individual, social, cultural and political relationships around the world, and there is no sign that this will change anytime in the near future. Providing the opportunity for students at the University of Utah to learn about the multifaceted histories, roles, and impact of a variety of the world’s religions in a rigorous and critical fashion will allow students to understand and address the implications in many domains.

The Department of Psychology has agreed to offer a course, Psychology and Religion, which will contribute to the proposed major. This course was originally developed by a graduate student in our department (Kevin Jordan), who received a University Teaching Assistantship for that purpose. However, it has not been a regular part of our curriculum. In future, the course will be offered more regularly by a senior tenured faculty member of our department (Dr. Timothy Smith), so that it can serve to fulfill proposed requirements of the new major.

In sum, I strongly support the development of an undergraduate major in Religious Studies. Please let me know if you need any additional information or if you have any questions (carol.sansone@psych.utah.edu).

Sincerely,

Carol Sansone, Ph.D.
Professor and Chair
Department of Psychology
MEMO

To: Dr. Robert Newman, Dean
College of Humanities

From: Michael Timberlake, Interim Chair

CC: Dr. Muriel Schmid
Comparative Literary & Cultural Studies

Date: 11/14/2011

Re: Support for B.A. in Religious Studies

On behalf of the Department of Sociology, I strongly endorse the plan for a B.A. in Religious Studies. The proposed program appears to be intellectually rigorous, substantively significant, and likely to attract broad interest among undergraduates at the University of Utah. Such a course of study can be found at many other well regarded universities, and it is actually surprising not to have been established earlier here. Religious identity is an obviously important component of the way in which many people define themselves, and it is often a primary component, guiding their behavior in public life and shaping important personal decisions ranging from whom one will marry to how one will vote. Moreover, religious institutions hold powerful influence at all levels of civic association, ranging from the local, to the national and global.

We agree that a curriculum organized around the study of religion and religious identity has an important place in a comprehensive university. Moreover, we look forward to participating in the program by offering one or more courses providing a sociological analysis of religion, which itself is a long-standing specialty area within our discipline at least since one of its founders, Emil Durkheim, published *The Elementary Forms of Religious Life* in 1912. We are eager to see interested students have the opportunity to concentrate a significant portion of their undergraduate studies in the analysis of religion.
November 21, 2011

Dean Robert Newman
College of Humanities
Campus

Dear Dean Newman:

The Tanner Humanities Center strongly supports Professor Muriel Schmid’s proposal to create an interdisciplinary Religious Studies undergraduate major. National interest in Religious Studies continually increases, as does interest among university students. Utah State University’s Religious Studies major has grown from an initial fifteen students in 2007, to thirty students in 2011. Utah Valley University offers an emphasis in Religious Studies through its philosophy department, as does Westminster College. At the University of Utah, the Comparative Literature and Cultural Studies’ Religion and Culture track, developed in 2007, and the Religious Studies minor developed in 2009, have seen great success. Now is the time to expand the program into a major.

The importance of training students to understand the variety of religious traditions, identities, and belief systems cannot be overstated. Religion influences social, economic, and political matters. Our students must be prepared to address the complexities of religion from regional, national, and global perspectives. Additionally, the program will utilize current faculty in the College of Humanities and requires no additional financial resources.

The Tanner Humanities Center is committed to programming in Mormon Studies, Jewish Studies, the Middle East, and Religion and Culture. Our lectures, fellowships, and Works-in-Progress series foster scholarly humanistic inquiry and will serve as an important resource for the burgeoning major.

I support Dr. Schmid’s program enthusiastically and without reservation and look forward to working with her to further its growth.

Sincerely,

Robert Goldberg, Ph.D.
Professor, Department of History
Director, Tanner Humanities Center
10 January 2012

Undergraduate Council
Office of Undergraduate Studies
11 Sill Center
CAMPUS

Dear Undergraduate Council,

I am writing in strong support of the proposal for a BA in Religious Studies. As the Director of the Peace & Conflict Studies major, I have been collaborating closely with Dr. Muriel Schmid on ways our programs complement and support one another. Several of the Religious Studies courses will be cross-listed with the Peace & Conflict Studies major, and we anticipate attracting and sharing a number of students with both historical and contemporary interests in religion and conflict. Dr. Schmid has a strong interest as well as considerable training in conflict resolution and peace studies from several international programs and for her, religious studies and peace and conflict studies articulate along very productive lines of scholarly and pedagogical inquiry.

I am also serving as a member of the steering committee Dr. Schmid has organized, and I can attest to the quality of the deliberations I have participated in regarding the structure of the Religious Studies proposal, the integrity of the complement of courses and the faculty teaching them, and the careful consideration that went into the thinking that informs the entire proposal. I am very excited about the prospect of this quality proposal being added to the major offerings of the College of Humanities at the University of Utah.

From my knowledge of similar programs at other major universities, the BA in Religious Studies proposal compares very favorably, indeed. The proposal describes the program clearly and its role and mission makes compelling pedagogical sense. 33 faculty members with doctoral degrees (28 are tenured or in a tenure-track line) are committed to teaching courses for the Religious Studies major which attests to the interdisciplinary commitments already in place.

In short, offering students a BA in Religious Studies will enhance the prestige of the College of Humanities at the same time it makes an important statement to the State of Utah about the University’s commitment to rigorously interdisciplinary understandings of the complex global world for which we are preparing our students and their children.

Respectfully submitted,

[Signature]

Leonard C. Hawes, Ph.D.
Professor of Communication
Director, Peace & Conflict Studies
University of Utah
November 25, 2011

Professor Muriel Schmid  
Director, Religious Studies  
University of Utah  
Department of Languages & Literature  
Room 1400 LNCO  
255 South Central Campus Drive  
Salt Lake City, UT 84112

Dear Professor Schmid:

I am writing to express my strong support for the proposal to create an interdisciplinary major in Religious Studies at the University of Utah. As Director of Latin American Studies on campus, I have experience with the creation of and demand for interdisciplinary programs.

A major in Religious Studies at the University of Utah is long overdue. A BA degree program in Religious Studies is a hallmark of major research and teaching institutions, training students in religious literacy and critical approaches to the study of religious identities and their role in contemporary and past politics, culture, economics, peace and conflict, etc. The proposed program appears rigorous, drawing on disciplinary strengths on campus to create a truly interdisciplinary program that introduces students to multiple perspectives in the theory and practice of religion. Based on the track record of the recently created (2007) track in Religion and Culture in the Comparative and Cultural Studies (CLCS) program in the Department of Languages and Literature and the Religious Studies Minor (2009), student demand appears robust.

In sum, I strongly support the creation of an interdisciplinary major in Religious Studies at the University of Utah.

Sincerely,

Rebecca Horn  
Director, Latin American Studies  
Associate Professor, Department of History
January 9, 2012

To Whom It May Concern:

I am writing to express my enthusiastic support for the establishment of a major in Religious Studies in the College of Humanities at the University of Utah. I am Director of the Asia Center and Asian Studies Program, another interdisciplinary degree program that has many similarities with the proposed degree in Religious Studies. Many of our Asian Studies students, not to mention those from my home department of History, have a keen interest in religious studies questions and would welcome a major that could link to History or Asian Studies. A number of Asian Studies courses contain significant content on Buddhism, Hinduism, Confucianism, Daoism, or Islam and will count for this new degree thus facilitating double majoring. Over the years, I have worked closely with the director of Religious Studies, Muriel Schmid, on curriculum development and program planning for lectures of common interest and I think the expansion of this program will foster greater collaboration to enrich curricular and extracurricular opportunities for students interested in Asian religions in particular.

Having read the proposal carefully as a director of an interdisciplinary program, I find it very well conceived and well structured to offer students a rigorous program of study that is flexibly responsive to their varied interests and backgrounds. I fully expect this program to quickly become one of the more popular majors in the College of Humanities with great benefits for Asian Studies and other majors.

Sincerely,

Janet Theiss
Director, The Asia Center
To: The Undergraduate Council, University of Utah
From: Johanna Watzinger-Tharp, Associate Dean for International & Interdisciplinary Programs, College of Humanities
Date: January 2, 2011

Letter of Support for the Religious Studies Undergraduate Major

I am writing to express my enthusiastic support of the excellent proposal to establish a Religious Studies undergraduate major, housed in the College of Humanities, at the University of Utah. The Religious Studies major aligns particularly well with the interdisciplinary and international focus of the College of Humanities, and the University of Utah as a whole. It will nicely complement and enhance a variety of programmatic initiatives such as Mormon and Jewish Studies, as well as our Asian, Middle East and Latin American area studies degrees. Students seeking interdisciplinary and internationally focused degrees often combine them with a disciplinary degree, but also more thematically oriented majors and minors, such as Peace and Conflict Studies and Environmental Studies. The Religious Studies major will offer another timely area of inquiry to University of Utah students.

The University of Utah is particularly well-suited to establish a Religious Studies major of the kind offered at most of the top Institutions of Higher Education in region, and in the U.S. as a whole: a community beyond the University that engages energetically in discourse about the role and significance of religion; the students’ cultural background, and their exposure to different cultures (and religions) around the world, which primes them for an academically rigorous study of religious histories and politics; and outstanding faculty members, and a highly qualified program director, from a broad spectrum of disciplines, who have created, and will continue to build the program. Together, these factors create a uniquely rich environment for a diverse, rigorous and high-profile Religious Studies Major that will attract a great deal of attention within and beyond University community.

I give the proposal my strongest support and am confident that the BA in Religious Studies will develop into one of the most significant degrees on our campus.

Sincerely,

Johanna Watzinger-Tharp

Associate Dean for International & Interdisciplinary Programs, College of Humanities
Director, International Studies Program
Associate Professor of German & Applied Linguistics, Department of Languages & Literature/Department of Linguistics
University of Utah
255 S. Central Campus Drive Rm. 2100, Salt Lake City, Utah 84112
E-mail: j.tharp@utah.edu
Dr. Muriel Schmid  
Dept of Languages & Literature  
University of Utah  
Room 1400 LNCO

Dear Dr. Schmid:

The University of Utah Libraries appreciate your request to comment on our ability to support students in a new undergraduate major in religious studies. The libraries are committed to supporting the university and its faculty as they develop programs needed by our students.

As the curriculum will comprise largely of existing courses, current collections should be sufficient. A collection of this size and depth satisfies most undergraduate needs. Marriott has an approval plan which automatically provides major English language scholarly books and in anticipation of the new major in religious studies our Humanities College and Interdisciplinary Team expanded the approval plan coverage to receive additional related titles. Librarians serve on teams which provide service to specific groups of colleges. Each team share a common fund to buy books and audiovisual material for its areas. Faculty and students may work with their college’s team or use the central “suggest a purchase” webform to request items. The library buys almost all scholarly books requested by the University community. We maintain subscriptions to ebrary Academic Complete E-books, JSTOR backfiles, society journals issued through Project Muse, and blanket subscriptions from Oxford and Cambridge University Presses and Sage.

We encourage faculty to work with subject librarians to build up specific sub-disciplines where our collection needs supplementing. Despite budget constraints, we are usually able to order any books necessary to directly support classes. We modify our journal subscriptions to reflect current teaching and research. As the scholarly communication landscape evolves, new options may exist beyond traditional print book purchases and conventional subscriptions. We would like to work with faculty to evaluate the formats that work the best for their teaching and research.

The Library is sometimes asked to report on how much money it spends to support research in specific disciplines or departments. However, since researchers frequently use material across disciplines, books and journals may cover multiple subjects, publishers’ packages may cover several colleges, and funding for a particular collection or database may come from multiple sources, it is difficult to assign an exact dollar or title figure to a specific academic department.
Student difficulties in locating materials often stem not from collection weaknesses, but from the complexities of using a large research library. We offer class presentations and one-to-one consultations with library specialists who will help students find the most relevant works and suggest the most appropriate search strategies.

We look forward to working with the faculty and students in this new program.

Yours truly,

Rick Anderson  
Associate Dean  
Scholarly Resources and Collections

Catherine Soehner  
Associate Dean  
Research and Learning Services
18 November 2011

Dean Robert Newman
College of Humanities
2001 LNCO
255 S. Central Campus Dr.
University of Utah
Salt Lake City, UT 84112

Dear Dean Newman,

I wish to offer a letter of support for the proposal now being prepared for an undergraduate interdisciplinary major in Religious Studies at the University of Utah which, I understand, would be housed in the College of Humanities. With the increasing demand for Religious Studies programs across the country, the timing for this consideration seems very appropriate. In light of the growth and success of the minor in the discipline that you currently offer, as well as the faculty and curriculum you already have in place, the next step of offering a major appears to make excellent sense and would do much to help students prepare for careers in our increasingly pluralistic and global world. Moreover, I believe this undergraduate degree would provide an excellent preparation for graduate work in many related humanities and social science disciplines. As a religious educator I applaud this proposal and hope that it will receive fullest consideration.

Sincerely,

Terry Ball

Cc: Dr Muriel Schmid, Assistant Professor
Department of Languages & Literature
1209 LNCO
255 S. Central Campus Dr.
University of Utah
Salt Lake City, UT 84112
Dean Robert Newman, College of the Humanities  
Members of the Undergraduate Council  
University of Utah  

c/o Dr. Muriel Schmid  
Director, Religious Studies Program  
414 N. Quince Street  
SLC, UT 84103  

January 13, 2012  

Dear Colleagues:  

Dr. Schmid and I have visited about aspirations to develop an undergraduate major in the study of religion in the College of the Humanities at the University of Utah. This includes informal conversation, correspondence, Dr. Schmid's visit with me on the USU campus this past autumn, and my visit at the University of Utah in September 2009, which included my talk and exchange with the audience on the possibilities of Mormon studies there.  

As part of these exchanges, Dr. Schmid has shared with me a draft of the emerging shape of the major as it is being envisioned there. Clearly, careful thought and planning is behind what looks like a promising program. These documents ably lay out the importance of the academic study of religion, so I won't elaborate on these here. Suffice it to say, I consider religion to be among the world's most potent driving forces of human behavior and cultural encounter. The opportunity for sustained, disciplined study of this dimension of human activity is therefore important for students' interpretation of the world in which they make their way.  

Unfortunately, the national and state economy plunged into its present difficulties shortly after my arrival at Utah State University in 2007 to help launch our program here, and this naturally constrained some of the progress, including staff expansion, that I envisioned when I agreed to come here. Despite this, enthusiasm for our program on campus is strong and growing. Many students are deeply involved in our classes and programs even when not formally majoring in religious studies. Of majors, two years ago we had less than 20. This year we have more than 30. Students recognize something of the importance of religion in history, in contemporary economics and politics, and in other domains. And they are eager to explore how diverse people make meaning of their lives in the form of religious perspectives. We are beginning to develop partnerships with other programs and departments on campus. There is a sense of momentum in the program here, and I would anticipate a similar unfolding in Salt Lake City.
Dr. Schmid and I have broached the prospect of developing meaningful partnership between our two Universities, such as sharing funding for major speakers who might present at either or both schools, exploring the possibility of setting up a system of occasional term-exchanges of professors at one another’s schools to take advantage of a range of expertise while minimizing costs, and other ideas. At this stage, the particulars are less important than the possibilities and the mutual interest.

Warm congratulations on your initiative, and best wishes as the program continues to develop. I look forward to exploring ways, alluded to above, that our respective efforts at the U and at Utah State can conjoin to enhance the education available in the state. Dr. Schmid and I will doubtless remain in discussion about this. Please let me know if I can be of any help.

With respect,

Philip Barlow
Director, Program in Religious Studies
Leonard Arrington Professor of Mormon History & Culture
To: Robert Newman, Dean, College of the Humanities, University of Utah  
Cc: Muriel Schmid, Director, Religious Studies, University of Utah, the Undergraduate Council at the University of Utah  
Re: Letter of Support: RELS Major, University of Utah  

January 1, 2012  

To All Concerned,  

I am writing this letter in strongest support of the development of a Religious Studies Program at the University of Utah. The academic study of Religion is an important component of a Liberal Arts education and a discipline that is sadly underrepresented in the state of Utah. This statement is supported by the 2007 findings of the Higher Education Research Institute at UCLA which surveyed 100,000 college students and determined that engagement with issues of “meaning and purpose” and “spiritual development” is a core component of a Liberal Arts education. At relatively the same time the Association of American Colleges and Universities was conducting a multi-year study of liberal education that called for a widespread shift in the “focus of schooling from accumulating course credits to building real-world capabilities”. A degree in Religious Studies will equip students with these real-world capabilities (Teagle, “The Religion Major and Liberal Education”, American Academy of Religion, 2008)

Those of us who have been involved with the religious studies discipline are well aware that religion has always been an integral part of politics, as well as an inescapable part of economics, foreign policy, social mores, and domestic interactions. That hasn’t changed, however American’s perceptions of religion have. Due to events in the last decade, it has become apparent to more Americans that we cannot simply ignore the potential, and potent, influence religion has on human motivations and behaviors. As educators, we have the opportunity to shape what the next generations know, think and do with regard to religion.

The AAC&U mapped out four essential learning outcomes for all American college students:

* Knowledge of Human Cultures and the Physical and Natural World, “focused by engagement with big questions, both contemporary and enduring.”
* Intellectual and Practical Skills, including “critical and creative thinking,” “inquiry and analysis,” and “written and oral communication.”
* Personal and Social Responsibility, including “civic knowledge and engagement — local and global,” “intercultural knowledge and competence,” and “ethical reasoning and action.”
* Integrative Learning, including the synthesis and “application of knowledge, skills, and responsibilities to new settings and complex problems.”

(List borrowed from: College Learning for the New Global Century: A Report from the National Leadership Council for Liberal Education and America’s Promise, Association of American Colleges and Universities, 2007)
It is my understanding, and bias, that a Religious Studies program naturally addresses all of the above desired outcomes of a Liberal Arts Education. The major teaches students to examine and engage religious phenomena, including ethical and moral issues, and to critically analyze them from both a personal and a social perspective; it applies theoretical knowledge, both historical and current, to practical situations; it promotes the understanding of multidisciplinary pedagogies to the subject of religious phenomena and it allows for the creative and constructive skills of complex problem solving as students look for solutions to human experiences such as war, love, violence and death. One could hardly find another discipline that lends itself so completely to the mission of a Liberal Arts Education and to preparing students to be global citizens.

From my own personal perspective as an Associate Professor of Humanities at Salt Lake Community College, it is safe to assume that community colleges provide a training ground for many majors across the board. Unfortunately, this has not included Religious Studies. In my 11 years of teaching religion at SLCC, I have had many students express an interest in continuing in the field and many have asked the question “Where can I go for more?” I have had to either direct them out of state, or in more recent years, to USU. As the sole full time faculty member at SLCC teaching Religious Studies courses, I have developed all four of our courses: World Religions, Philosophy of Religion, Religious Diversity in the US and Sacred Traditions, with another in development (Eastern Philosophical Traditions) trying to meet the needs and demands of our students. For many, their community-college education might provide their only formal opportunity to take courses in religious studies. I wish this to not be the case. I look forward to a time when I can direct them to the University of Utah (my own graduate alma mater) for more advanced and in depth courses that would enhance those real-world capabilities begun here at SLCC; thinking critically and analytically about the motivations of human behavior that influence politics, social mores, economics and domestic interactions, gaining important cultural, social and political knowledge to make them better informed global citizens and teaching them the importance of self-reflection and social awareness concerning the Big Questions. I look forward to a time when I can recommend the University of Utah as the best institution in the West for a Religious Studies Program, and I look forward to a healthy collaboration between SLCC and the University of Utah, training our students to complete exciting upper level work, working with Dr. Schmid and other faculty at the University of Utah to create a seamless and effective transition.

Sincerely,

Suzanne Jacobs
Assistant Professor of Humanities
Salt Lake Community College
20 December 2011

Dr. Muriel Schmid, Director of Religious Studies
Dr. Robert Newman, Dean of the College of Humanities
Undergraduate Council Members
University of Utah

Dear Colleagues,

It is my great pleasure to write with enthusiastic support of the creation of a Religious Studies major at the University of Utah. As a faculty member part of an active and important Religious Studies Program at UVU, I can attest to the value of religious studies as means of producing democratic and humane citizens. Because religious perspectives, values, and sensibilities pervade all of human life, for almost all persons, perhaps no human activity or institution is uninformed by religious traditions and teachings. Part of a strong liberal arts education is, then, education about the history and phenomenology of religiousness. It is no surprise that religious studies programs, conventionally offering B.A. degrees, exist in many state universities, including our best research universities (to say nothing, of course, of private and religious colleges and universities). A major at the University of Utah is enriched by the Jewish and Mormon Studies programs already present; and, importantly, the major is ideally located for Mormon Studies, a rare sub-discipline within religious studies. It is clear to me that Dr. Schmid has quite thoughtfully, and informed by many other programs, designed this one for success.

Beginning with Dr. Schmid, who I have had lecture for my students and whose work I find quite valuable; but certainly including several of her colleagues, the faculty are strong and some of them leading scholars in their respective fields. In short, I do not see a reason why this major would be anything other than a great success at the University of Utah. Because I am a part of the Religious Studies Program at UVU, one might expect rivalry to play a role; but I excitedly anticipate future collaboration with, and superlative education offered through, the Religious Studies major at the University of Utah. I recommend this major without qualification or reservation, and hope it will be given most serious consideration.

Sincerely,

Michael Minch, Ph.D.
Chair, Philosophy and Humanities Department
Director, Peace and Justice Studies
14 December, 2011

Dean Robert Newman,

Doctor Muriel Schmid has shared with me the proposal to create an interdisciplinary major in religious studies at the University of Utah. While the LDS Institute of Religion is not, of course, affiliated with the University, Doctor Schmid was kind enough to come and ask me if I thought there would be any negative impact on us and the work we do should the University have such a major available. I assured her it would not.

I would also like to offer our support for this proposal. Based on past conversations I have had with University students who also attend the Institute, I believe there would be great interest among some of these students to pursue a major in religious studies were it offered. Such a major, I believe, would be a great addition to the growing influence and reputation of the University.

Please know of our support for this proposal.

Grant C. Anderson
Director, Salt Lake University Institute of Religion
December 31, 2011

Dean of the College
Robert Newman
College of Humanities
University of Utah

Dear Dean Newman:

I am the current Director of the Interfaith Roundtable and I am speaking in support of the initiative to initiate an Interdisciplinary Major leading to a BA degree in Religious Studies.

This undertaking fits into our mission, which is to work toward fostering greater understanding between the diverse religious faiths that now are a significant presence in Utah.

Sincerely,

[Signature]

W. Ivan Cendese
Executive Director
January 3, 2012

Dear Dean Newman and members of the Undergraduate Council,

As principal investigator for the Teagle Foundation/American Academy of Religion national study of the religious studies major, I read with great interest the University of Utah’s proposal to establish an interdisciplinary major in religious studies. The proposal presents a compelling case for the establishment of the new major, and I support it with enthusiasm.

By increasing the prominence and visibility of offerings in the academic study of religion, the University of Utah will accomplish several aims.

First, for those students who elect to pursue the major, the program will provide exactly the type of educational experience that we should be offering in the twenty-first century: richly interdisciplinary and inter-cultural, and dedicated to the study of complex issues and phenomena that require students to apply their expertise in novel ways. Evidence shows that the types of skills and competencies that the major is designed to develop will equip graduates well for a range of careers. Indeed, the second phase of the Teagle/AAR project, currently in progress, is dedicated to tracking the paths of religious studies majors nationally after graduation, and the early results are both fascinating and affirming. Religious studies majors—students who understand other peoples, cultures, and beliefs; who write well and who have strong verbal and inter-personal skills—are in demand in a wide-range of professions, from non-profits organizations and social work to immigration law and international business. For those of you concerned about the few majors who might go on to pursue a Ph.D. in the field, I should point out that AAR job data show that, while the academic job market is not great, there are actually shortages of trained scholars in some sub-fields of religious studies, most noticeably in Islam.

Second, for the vast majority of Utah students who, while they may not major in religious studies, might take a course or two due to the increased visibility of the program, they will be gaining exactly the type of college-level competencies recommended by the AAC&U in its LEAP guidelines for liberal education. They will be pursuing courses that require students to understand and to engage their own understandings and to expose themselves to new cultures, beliefs, and actions. At my home institution, Georgia State University, enrollments in individual religious studies courses across the university saw a surge in once the program was formally
established, with the majority of these students taking the courses as electives. Our entry-level religious studies course, "Introduction to World Religions," is now the most popular course at GSU for satisfying humanities requirements. This surge in enrollments, by the way, has made it far easier for the university to satisfy its institutional general education outcome in cross-cultural competency.

Third, the move to establish an interdisciplinary major in religious studies at the University of Utah will help to promote collaboration among faculty members across campus. This is not only a good in and of itself, such cross-disciplinary work is increasingly a criteria to compete for major federal grants. A proposal led by religious studies faculty at Arizona State but centrally including faculty in political science, history, languages, and policy to study the religious dimensions of communications emerging from political groups in the Middle East was recently funded in response to State Department RFP for $8 million.

Religion matters. Whether one personally is religious or not, we all live in a world in which, for better or worse, religious phenomena are important. The academic study of religion recognizes this fact and, by making use of the cutting-edge approaches and research of a wide-range of disciplines, attempts to engage students in a serious discussion of religion.

I commend the University of Utah for its proposal to establish a major in religious studies. It is exactly what we need.

Please let me know if I can answer any questions.

Sincerely,

Timothy M. Renick
Associate Provost for Academic Programs
Professor of Religious Studies
Principal Investigator, Teagle/American Academy of Religion national study of the religious studies major
Appendix H: Summary Student Survey

### Response Summary

**Total Started Survey: 30**
**Total Completed Survey: 30 (100%)**

1. If a major in religious studies had existed by the time you graduated from the UU, would you have chosen this major or added it to your current one?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>70.0%</td>
<td>21</td>
</tr>
<tr>
<td>No</td>
<td>30.0%</td>
<td>9</td>
</tr>
</tbody>
</table>

2. Would you see it to require “World Religions” as one of the introductory courses for the major?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>100.0%</td>
<td>30</td>
</tr>
<tr>
<td>No</td>
<td>0.0%</td>
<td>0</td>
</tr>
</tbody>
</table>

3. If you had to design an introductory course for the major what would you emphasize? Choose two elements.

<table>
<thead>
<tr>
<th>Element</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Methodology and theories.</td>
<td>36.7%</td>
<td>11</td>
</tr>
<tr>
<td>History of the discipline.</td>
<td>20.0%</td>
<td>5</td>
</tr>
<tr>
<td>History of world religions.</td>
<td>41.3%</td>
<td>13</td>
</tr>
<tr>
<td>Comparative approach to world religions.</td>
<td>41.3%</td>
<td>13</td>
</tr>
<tr>
<td>Social sciences (psychology, sociology,</td>
<td>13.3%</td>
<td>4</td>
</tr>
<tr>
<td>anthropology).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practices and rituals.</td>
<td>13.3%</td>
<td>4</td>
</tr>
<tr>
<td>American religions.</td>
<td>3.3%</td>
<td>1</td>
</tr>
<tr>
<td>Global perspective.</td>
<td>20.0%</td>
<td>6</td>
</tr>
</tbody>
</table>

answered question 30
skipped question 0
Appendix I: Letters of Support from Students

1) Collin Hafen graduated in May 2009 with a BA in Religious Studies/University Studies, a Minor in Peace and Conflict Studies, and a University Honors Degree:

December 26, 2011

Dr. Muriel Schmid, Director of Religious Studies,

I graduated from the University of Utah in May of 2009 with a major in Religious Studies and a minor in Peace and Conflict Studies. Before creating my own Religious Studies major through the Bachelor of University Studies program, I spent a great deal of time debating whether a major in History, Middle Eastern Studies, Philosophy, Anthropology, Languages and Literature, or a combination thereof, would allow me to most closely focus on the study of religion. But as I became familiar with the fact that each field of academia approached the study of religion from its own, unique perspective, I felt strongly that my understanding of the subject would be greatly limited if not approached in a more comprehensive manner. Through the University Studies program, I was able to create the University of Utah’s first Religious Studies major by selecting relevant courses offered by the above-mentioned departments.

Immediately following my graduation I was privileged to secure a summer position in Phnom Penh, Cambodia, working with Cambodian Muslim Community Development, a small NGO operated by the country’s ethnic Muslim population. Due to my study of Islam through the University’s Middle Eastern Studies Department and my personal experience interacting with the Salt Lake valley’s Muslim population, I was quickly able to gain the trust of those within the organization. Embraced by the community, I found myself to be much more productive than I had anticipated. I increased the organization’s funding through grant research and writing, and I created an active, well-attended English language study group for the community’s university students. Had I not been able to immerse myself in the study of religion as an undergraduate, I doubt very much that I would have been able to relate with and assist the Cambodian Muslim population to the extent that I did.

I look forward to the creation of a departmentally-supported Religious Studies major. By making the study of religion more easily accessible at the University of Utah, students will become more aware of, and sensitive to, the role of religion in individuals’ lives and communities’ operations.

Sincerely,

Collin Hafen
2) Jordan Rainey graduated in May 2011 with a BA in Comparative and Literary Cultural Studies/Religion and Culture track:

Jordan Rainey  
16715 Skycrest Dr.  
Riverside, CA 92504

January 10, 2012

Dr. Muriel Schmid  
Assistant Professor  
Comparative Literary & Cultural Studies  
Director Religious Studies  
University of Utah  
Dept of Languages & Literature  
Room 1400 LNCO  
255 S. Central Campus Drive  
Salt Lake City, UT 84112

Concerning my CLCS major and the possibility of a Religious Studies major

Dear Dr. Schmid:

The Comparative Literary and Cultural Studies major at the University of Utah was far more than I had hoped for when I entered the program. I was able to gain a much greater perspective on the human condition than I would think was possible, through the immersion of language and culture. Since I was focused on Hebrew and Greek as my languages I was then able to relate the material covered in the languages to their cultures, and similar cultures, throughout my courses. Indeed, I feel that by the time I graduated I had the ability to bring quite a bit of incite to the discussions of classes and other forums. Additionally, the quality of teachers which I was able to learn from gave this major a richness that has truly given me pride in my education at the University of Utah.

If the option of majoring in Religious Studies had been available I would have, without question, taken up that major. It was my intention to focus on a study of religion when I transferred to the University of Utah, and subsequently became a CLCS major as that was the only possibility for such a focus at the time.

At present I am preparing my applications for programs to gain a Masters of Architecture degree. I am often asked why I am going from religion to architecture (from non-architects mainly), but from the majority of professors of architecture, and architects
alike, I receive a warm look of excitement, and I have seen that I do bring a unique perspective to the architecture courses I have taken. I have witnessed that my degree has opened my understanding to see an interconnectedness in human thought and habit, to appreciate how much we are the same, and how beautiful the differences are.

Sincerely Yours,

[Signature]

Jordan Rainey
3) Skyler Pearson graduated in December 2011 with a BA in Psychology, a Minor in Religious Studies, and a Certificate in Criminology:

To whom it may concern-

Throughout the country and academic world there has arisen a desire from students to learn about religion. Perhaps this is due to the attacks of the towers on Sept. 11th, suicide bombers in many different countries, and/or the continued struggles in Israel. Whatever the cause of this curiosity it is certainly warranted. Religion, as one of the most important aspects influencing people and culture throughout the world is worth studying. It has initiated wars, aided in helping world hunger; it has been a cause and the reason for great good seen around the world as well as the source of unspeakable evil. For this reason I, as a student at the University of Utah wish to understand more about and be taught about religion. I have done so by minoring in Religious Studies; however had the option been available to me to major in Religious Studies I would have done so.

It seems the goal of any higher education institution is to enable its students to gain insight and abilities to know and understand more about the world and people around them in order to be an influence for good in the world and workplace that they will soon enter. As a current student and soon to be graduate student I cannot look back on all the courses I have taken at the University of Utah that have prepared me more for this than those courses taken in my Religious Studies minor. Through the study of religion, knowing what and why people think about a higher power, the world and its innumerable experiences, and their fellow-men; I have come to have a better understanding of the diversity of religion and the different people belonging to different belief systems.

I am grateful for the instructors that understand the importance of religion in our modern world. I am grateful for the lessons taught me in those classrooms that will give me better
insight and understanding of people and the world. I am grateful for Professor Schmid and her talents and knowledge and willingness to make the study of religion a priority at the University of Utah. I am confident that this new major will impact students for good in important and lasting ways in the future.

Sincerely,

Skyler Pearson

University of Utah graduate December 2011

BA Psychology, Religious Studies Minor, Criminology Certificate
THE RELIGIOUS STUDIES MAJOR IN A POST-9/11 WORLD: NEW CHALLENGES, NEW OPPORTUNITIES

I. Opportunities

New Perceptions

These days, it is hardly news when a publication prints a retraction. When the retraction is for an eight-year-old obituary, though, people tend to stand up and to take notice.

As the 1990s came to a close, The Economist was so certain of the imminent demise of organized religion that it featured God’s obituary in its final issue of the millennium.[1] The editors’ perspective was clear, if myopic. Church attendance in much of Western Europe was in free fall. “The cynical, questioning, anti-authoritarian West,” often led by college professors, had just completed a century of relentless (and frequently effective) attacks on religious belief. For politicians, intellectuals, and even some clerics, “religion was becoming marginal to public life...[and] faith an irrelevance in foreign policy.” The U.S. Secretary of State at the time, Madeleine Albright, was of the opinion that any given world problem was “complicated enough without bringing God and religion into it.”[2] And when Henry Kissinger published his 900-page, career-summarizing Diplomacy in 1995, the word “religion” did not even appear in the index.[3] Religion was on the way out. Or so the defenders of the Enlightenment canon declared.

How times have changed.

A recent study reports that the proportion of the world’s population that claims membership in the world’s four largest religions — Christianity, Islam, Buddhism, and Hinduism — actually increased over the past century, from 67 percent in 1900 to 73 percent in 2005.[4] The number is predicted to reach 80 percent by 2050. Last year, Harvard faculty engaged in a very public debate over the importance of the study of religion in the university’s core curriculum, with the approved core featuring multiple references to religion (if stopping short of mandating its study).[5] Former Secretary of State Albright recently has become a highly vocal advocate of the public role of religion, writing that the failure of Americans to understand other religions “poses one of the great challenges to our public diplomacy.”[6] And a few months ago, The Economist printed a retraction of its notorious obituary, declaring: “Atheists and agnostics hate the fact, but these days religion is an inescapable part of politics.”[7]

Of course, those of us in the field of religious studies know that religion has always been an inescapable part of politics, as well as an inescapable part of economics, foreign policy, social mores, and domestic interactions. The waning years of the twentieth century were certainly no exception. While the reality has not changed in recent years, public perceptions doubtlessly have. World events have led Americans to a new appreciation of the importance of knowledge about religion and to a vivid awareness of the dangers that emerge when we fail to recognize religion as a potent source of motivation and behavior. In a world shaped not merely by 9/11 but by Iraq, Bosnia, Kashmir, and the West Bank — not merely by abortion, but by gay marriage, intelligent design, euthanasia, and stem cells — Americans increasingly accept the idea that we need better to understand the diverse range of religious phenomena. In one recent survey, over 80 percent of Americans responded affirmatively to the question, “Do you think people should learn more about religions other than their own?”[8]
In a sense, our jobs as scholars of religion became a lot easier on September 11, 2001. Suddenly, the arguments we had been making for years about the importance of understanding world religious traditions were being made by others: not merely by former Secretaries of State and magazine editors, not merely by the general public, but by college deans, provosts, and presidents — at times, even by our “cynical, questioning, anti-authoritarian” colleagues.

A Return to Liberal Education?

Concurrent with (if largely coincidental to) these changes in public perceptions of the importance of religious literacy, there emerged a new (or reemerged an age-old?) debate about the quality of the education provided by American colleges and universities. In 2006, former Harvard President Derek Bok reported that American college students “improve far less than they should in such important areas as writing, critical thinking...and moral reasoning” and lamented that students often fail in “learning what they need to know to become active and informed citizens.”[9] In 2007, UCLA’s Higher Education Research Institute, after surveying over 100,000 college students, released a national study of students’ engagement with issues of “meaning and purpose,” categorizing “spiritual development as a core component of a liberal arts education.”[10] Meanwhile, the Association of American Colleges and Universities (AAC&U) was conducting a multi-year study of liberal education that concluded, “The world in which today’s students will make choices and compose lives is one of disruption rather than certainty, and of interdependence rather than insularity.”[11] It called for a widespread shift in the “focus of schooling from accumulating course credits to building real-word capabilities.” In its influential 2007 report, College Learning for the New Global Century, the AAC&U mapped out four essential learning outcomes for all American college students:

- **Knowledge of Human Cultures and the Physical and Natural World**, “focused by engagement with big questions, both contemporary and enduring.”
- **Intellectual and Practical Skills**, including “critical and creative thinking,” “inquiry and analysis,” and “written and oral communication.”
- **Personal and Social Responsibility**, including “civic knowledge and engagement — local and global,” “intercultural knowledge and competence,” and “ethical reasoning and action.”
- **Integrative Learning**, including the synthesis and “application of knowledge, skills, and responsibilities to new settings and complex problems.”[12]

For many of us in the field of religious studies, these “new directions” for American college students seemed anything but novel. The four essential outcomes embraced by the AAC&U outline themes that religious studies has been focusing on for decades: intercultural learning, engagement of big questions, critical thinking and writing, moral reasoning, and the application of all of these skills to new global contexts and lived behaviors. It is safe to say that few disciplines in the academy more centrally and more naturally address the AAC&U outcomes than does the field of religious studies.

At a time when leaders in higher education are increasingly asking students to engage the large issues of life’s meaning and to think critically and responsibly about their role in the world, religious studies offers unique opportunities. Other disciplines such as philosophy, literature, and the creative arts doubtlessly engage questions of ultimate meaning. Yet these endeavors are largely the province of the talented few: the philosopher, the novelist, the poet, the painter, the dancer. The rest of us are the audience. While, to be sure, we can learn to appreciate the creations of these artists and scholars, we remain observers. Religion, by contrast, is largely created by its adherents. Millions of worshipers and hundreds of thousands of local religious communities — through their prayers, rituals, devotions, and acts of charity; their conversations about scriptures; and their hierarchies and institutions — shape and are shaped by the religious meanings of their traditions. If we truly wish for students to engage the tremendous variety of human
understandings of life, death, suffering, love, and meaning, there is perhaps no more direct path than through the study of religion.

Clearly, the field of religious studies now finds itself at a pivotal moment. An unprecedented confluence of world events, public perceptions, and educational insights has created exciting possibilities for the growth and re-imagining of the field — possibilities that were unthinkable even a decade ago. The current moment presents important opportunities for the academic study of religion — and poses a series of challenges.

How we, as scholars of religion, respond to these challenges may well have much to say about the future of the discipline — not to mention the future of American public literacy about a broad range of religious phenomena.

II. Challenges

The Religious Studies Major in Transition

The religious studies major is in a state of flux. By most indicators, the field is growing, perhaps significantly. The number of religious studies majors increased by 22 percent in the past decade (to an estimated 47,000 students), with like percentage increases in the number of total courses offered, course enrollments, and faculty positions in the field. The number of religious studies majors at public institutions has grown even more rapidly, by 40 percent during the same period, signifying a sea-change in the field. What was once a major situated largely within liberal arts colleges and denominationally-linked institutions is now establishing a widespread presence at state universities. In the past five years alone, new degree programs or departments of religion have been proposed or established at the University of Texas, Ohio State University, Florida State University, Georgia State University, the University of Minnesota, the University of North Carolina, Charlotte, the University of North Carolina, Asheville, and Towson State University, among other public institutions. In part shaped by this trend, the number of religion degree programs that are housed in free-standing religion departments also appears to be on the rise, with the total now topping 50 percent.

New Global Emphases

What constitutes the religious studies major is also undergoing rapid change. The American Academy of Religion conducted comprehensive surveys of undergraduate course offerings in religion in both 2000 and 2005. The results are striking, if not surprising. The number of sections taught of courses in Islam and Hinduism each almost doubled during the five-year period; by most indications, courses in Christian Theology, Old Testament, and New Testament were all flat or down. Sections of Introduction to World Religions grew in number; sections of Introduction to the Bible declined. There is a very real shift occurring in the field of religious studies — not a shift away from the study of Western religions per se (indeed, courses in the Introduction to Western Religions were up significantly during the five-year period), but one away from the study of Christianity in isolation.

The eighteen-month-long, American Academy of Religion study of the religious studies major, supported by the Teagle Foundation and resulting in this White Paper, found much evidence corroborating these numbers — as well as evidence of challenges that have emerged amidst the rapid change.

Rethinking the “Seminary Model”
At religiously-linked schools such as Colorado Christian University (Council of Christian Colleges and Universities) and Santa Clara University (Jesuit), efforts are underway to re-conceive and to globalize the study of religion on campus. Colorado Christian provides a particularly interesting example of the transformation of the field. An evangelical university that “purposefully seeks to foster spiritual as well as intellectual growth,” Colorado Christian has just added its first comparative course in world religions and seeks to establish a religious studies major. On a campus where “Christianity isn’t a religion, it’s a life,” such undertakings can be controversial. As Frank Ames reports, “Although many parochial institutions maintain high academic standards for students and appoint capable scholars and teachers to their faculties — and often succeed in providing excellent education — it is fair to say that religious commitment at times diminishes empathy toward the Other and awareness of the Self, which are essential in religious studies.”[15] While Ames and his colleagues at Colorado Christian are currently negotiating the at times subtle lines between personal religious commitment and the scholarly study of religious traditions, they are convinced of the importance of the academic study of other religions amid a Christian devotional context.

At Santa Clara, the department is consciously involved in efforts to “explore the shape and function of theological studies in relation to other approaches to religion,” including political science, history, classics, women’s and gender studies, and environmental studies.[16]

Colorado Christian and Santa Clara are part of a larger movement in which departments and curricula in religious studies at public, private, and church-related institutions are gradually, persistently, and unevenly shifting from a “seminary model” for the study of religion (in which courses in Bible, Christian history, and Christian doctrine are seen as primary and courses on other religions and aspects of religion are deemed secondary or even unnecessary) to a comparative model (in which the focus is on promoting student understanding of the beliefs, practices, and histories of multiple religious traditions in a comparative context).

Faculty and Administrator Misperceptions of the Field

In the state system of Texas, another sort of transformation is underway. Between 1905 and 1985, almost all instruction in religion within the units of the Texas College and University System was performed by “Bible Chairs:” ministers nominated and paid for by various Christian denominations and often teaching from an explicitly devotional perspective. The practice was declared unconstitutional in the mid-1980s, but a perception that religious studies is indistinguishable from religious practice remained in the minds of many administrators and faculty members across the state. The permission granted in May 2007 to the University of Texas, Austin to establish the first-ever Department of Religion within the state system represents a significant change in state policy.

But old perceptions die slowly: on one university campus in Texas, while 98 percent of the faculty agree that religion influences world events in significant ways, 10 percent of the faculty members are still of the opinion that religious studies courses are, by their very nature, unconstitutional.[17] Such sentiments fly in the face of nearly unanimous legal consensus. As early as *Abington v. Schempp* in 1963, the United States Supreme Court declared the constitutionality of religious studies in the state setting. Speaking for the majority, Justice Thomas Clark wrote: “[I]t might well be said that one’s education is not complete without the study of religion. . . Nothing we have said here indicates that such study of the Bible or of religion, when presented objectively as part of a secular program of education, may not be affected consistent with the First Amendment.”[18] Despite such assurances, the concerns of some faculty members, in Texas and elsewhere, who fear that religious studies necessarily entails an encroachment of religious practice into the classroom can still present real obstacles to the development of the discipline in state settings.
In some senses, what is happening in the Texas state system parallels the movements at Colorado Christian and Santa Clara — a transitioning of the religion major from a seminary to a comparative model. In Texas and other state-school contexts, though, the common fear faced is not that religious studies is not Christian enough, but rather that it might be too much so.

Evolving Interdisciplinary Efforts and Sub-fields

Amid already established programs of religious studies, the challenges are often of a different nature. At the University of Minnesota and Louisiana State University, efforts are underway to increase the interdisciplinary outreach of relatively small programs as a means of growing both curricular resources and institutional allies. In these settings, the size and scope of the religious studies major is growing, but largely through increased collaboration between core faculty and colleagues in cognate departments. The university appointment of a scholar in Hinduism, for instance, might be jointly shared between Religious Studies and Asian Studies. Gail Hinich Sutherland of Louisiana State observes, “This is going to mean that we probably have to leave the narrow textualists for seminaries and well endowed private universities. No one wants to trade scholarly profundities for glib generalities but we must take note of the world we are preparing our students to inhabit.”[19] This is not to say that textual studies is unimportant to students of religious studies. Still, in certain interdisciplinary- and area-studies settings, emerging perceptions of the public importance of religious studies are already shaping the nature and direction of the field, pointing the way to courses and faculty appointments in some sub-fields and not in others. Indeed, such directions may be partially responsible for the rapid nationwide increase in the number of courses in areas such as Hinduism and Islam but decline in the number of courses in Bible and theology.

Defining and Assessing the Major

The faculties of other established programs of religious studies are grappling with the challenge of assessment. Amid a national wave of assessment initiatives, programs are scrambling to find ways to fit the notoriously broad and ever-evolving field of religious studies into rubrics both literal and metaphorical. Of the 30 programs submitting “seed grant” proposals to the AAR-Teagle initiative on the religious studies major, fully one-half already offer some kind of capstone course/experience to their majors. Many other programs are contemplating adding such a capstone. But what should be the nature of such courses, how specifically do they contribute to assessment, and are there alternate models for assessment that might be more effective? Eckerd College, for example, blends comprehensive examinations in three fields with a substantial paper that together form the basis for an extended conversation between the student and the departmental faculty. Rhodes College has experimented with a model of faculty-student research collaboration.[20]

Clearly, part of the challenge in developing assessment strategies for the discipline is the fact that there is continuing debate about the appropriate content of the religious studies major (though Section III of this report suggests that the depth of these debates may be exaggerated at times). Unlike a number of undergraduate disciplines that have accrediting bodies enforcing uniform content for the major or that spring from long-established disciplinary histories, religious studies is relatively new and evolving. Its strong interdisciplinary content complicates assessment further, as the major often straddles multiple departments. A final problem is the relative lack of reliable data collected by departments and the discipline about the career paths of students graduating with undergraduate degrees in religious studies.

Given that the content of the religious studies major is in flux and information about what students do with the major after graduation is incomplete at best, the tasks of defining the major and then assessing it represent continuing challenges across the discipline.
Growth in Community Colleges

At any given moment, 46 percent of American college students are attending community and two-year colleges. While courses in world religions, introduction to religion, philosophy of religion, Bible, and even Islam are increasingly common in these settings (over 40 percent of community colleges now offer coursework in the field), few of the instructors — often burdened by high teaching loads and no travel support — are members of the AAR. By one accounting, of a total AAR membership of 11,000, only about 100 members are on the faculties of community colleges. In light of the rapid increase in the number of religious studies majors at state universities, it is safe to assume that community colleges provide the training ground for many majors in the field. For the subset of community college students who do not continue on to four-year institutions, their community-college education might provide their only formal opportunity to take courses in religious studies (As Steve Young has poignantly pointed out, this subset features a disproportionately large number of military personnel who will take their newfound knowledge of religion — or lack thereof — overseas to apply in real-world situations in Iraq, Afghanistan, and other locales). In many cases, contact, let alone coordination, between the faculties of four-year institutions and those of the “feeder” community colleges in their areas is all but non-existent. How can the discipline better coordinate efforts between community colleges and four-year institutions to educate students in religious studies and to provide greater access to the discipline?

The challenges to the religious studies major are thus multiple: rapid growth, especially in public universities; a pronounced if uneven shift away from a seminary and toward a comparative model for the major; a range of misperceptions about the major and its goals on the part of administrators and colleagues; new, emerging subfields and interdisciplinary emphases; questions posed about the content of the major and its assessment; and the rapid and newfound growth of religious studies in community-college contexts.

The most common request made by the more than 300 faculty members who directly contributed to the AAR-Teagle initiative on the religious studies major was a desire for more frequent and more structured conversations in sorting through the various challenges that they face on a day-to-day basis. All of us, as scholars or religion, continually grapple with questions about the major: How should it be conceived? What is essential for our students to learn? How can we convey and assess these essential outcomes effectively? Indeed, those of us in the new and changing field of religious studies often do not appreciate how rarely some of these same questions are considered in other disciplines. Religious studies scholars have been exceptionally circumspect about the bases of the discipline (often because they have been compelled by skeptics to justify the field’s existence), and doubtlessly individuals in the field have devised innovative responses to a host of challenges, but thus far most of these responses have been formulated on a local, ad hoc basis.

A signal contribution of the AAR-Teagle initiative has been to provide contexts and support for colleagues to compare their emerging articulations of the nature and value of a religious studies major, the substance and shape that it should have, and the multiple ways in which it contributes to broader institutional and educational objectives. The American Academy of Religion has a unique and critical role to play in sustaining and advancing these conversations, but there are things that all of us, as scholars in the field, can and must do. The remainder of this White Paper is dedicated to mapping out seven concrete actions that we, as scholars of religion, can take for studying, defining, and strengthening the religious studies major.
III. Actions

The American Academy of Religion will celebrate the centennial of its founding in 2009. In conjunction with this landmark, it is appropriate that the AAR and its members commit themselves to a series of actions for improving the major.

Studying the Major

The discipline of religious studies must begin to define, develop, and nurture practices and structures for sustained scholarly discussion of the undergraduate major. Towards this end, the AAR-Teagle Working Group makes the following two recommendations to the AAR Board:

1. Starting with the 2009 Annual Meeting, the American Academy of Religion should inaugurate a consultation on “The Religious Studies Major” with the goal of integrating the section into the permanent structure of the Annual Meeting.

While the AAR Annual Meeting features hundreds of sessions each year, there is no continuing forum for the discussion of the scholarship of the major. Currently, multiple sessions focus on teaching and on strategies for individual courses, but we rarely pause as scholars to compare and engage ideas concerning the aim and content of the undergraduate curriculum in religious studies, as such. Adding a consultation on “The Religious Studies Major” would take an initial step toward filling this void. Individual sessions could focus on topics such as “The Capstone Course and Its Role in the Major,” “Building Interdisciplinary Bridges,” “Integrating the Major and the Goals of Liberal Education,” “Balancing Required Courses and Electives,” “Making the Case for the Major with Administrators,” and “The Challenge of Teaching Ethics in the Major.” The aim would be to provide a forum for scholars to share challenges, best practices, successes, and failures. Additionally, the creation of a consultation on “The Religious Studies Major” would provide an administrative structure for a continuing conversation that might be sustained in various settings (including regional meetings) throughout the year. This structure would also serve to support step 2, outlined below.

2. Beginning in 2010 and continuing through 2012, the AAR should convene three annual, day-long workshops on the Religious Studies major, with each workshop focusing on a different theme related to the major.

Colleagues across the discipline are grappling with a range of issues — from trying to establish the religious studies major amid hostile environments to re-conceiving long-entrenched curricula to address the evolving needs of a liberal education. Sharing best practices for the formulation, implementation, and assessment of learning outcomes; exploring the successes and failures of particular curricula for the major; and exploring the lines between serving students’ academic and spiritual needs are all undertakings that demand give-and-take between participants over an extended period of time. The workshop model has proven highly effective in such contexts, not merely in allowing for dialogue but in helping to establish a core network of stakeholders and leaders in the discussion. There appears to be much enthusiasm for the workshop idea among the membership of the AAR: the day-long workshop on “The Religion Major and Liberal Education” held at the 2007 Annual Meeting in San Diego drew record-enrollment, filling with over 75 registrants from almost 50 institutions. Contingent on the ability to secure outside funding to support the initiative, the Working Group recommends that the AAR “jump starts” the scholarship of the major by holding a series of three annual “Leadership Workshops” on the major between 2010 and 2012.

Defining the Major
The discipline must continue to work to articulate the distinctiveness of the religious studies endeavor and to define the specific characteristics and value of the religious studies major. Towards this end, the Working Group makes the following two recommendations to the AAR Board:

1. **Beginning in 2009, the AAR should parallel its highly successful “Syllabus Project” web pages by launching a new web feature, “The Major Project,” compiling discipline-wide information on central aspects of the undergraduate major.**

The AAR’s “Syllabus Project” collects almost 400 syllabi for dozens of different courses submitted by individual faculty members. In an ever-evolving field, it affords scholars of religion — new and seasoned alike — the opportunity to peruse the nature, details, and content of their colleagues’ course offerings on a range of topics. It also allows scholars to locate and to network with colleagues in the discipline who are engaged in teaching projects similar to their own. The web pages featuring the “Syllabus Project” have proven highly popular among the AAR membership, becoming the second most visited pages on the entire AAR website.

It is proposed that in 2009 the AAR should launch parallel web pages dedicated to “The Major Project” and collecting data specifically on that nature of religious studies majors from a range of institutions. The AAR membership will be asked to submit descriptions of the major requirements, prerequisites, and rationales from their home institutions. They also will be asked to volunteer their own contact information so that they might serve as resources in response to any questions that might emerge. The goal here is simple but important: a free exchange of information. If faculty members on one campus are seeking a way to conceive (or to re-conceive) of major requirements, they will be able to turn to these web pages as a clearinghouse for ideas and approaches utilized by colleagues on other campuses. As a result of the Teagle-supported Leadership Workshop at the 2007 Annual Meeting, on the major, three dozen plans already have been collected in this effort.

2. **In light of a growing consensus about the characteristics of the religious studies major, the discipline and its members should work to distinguish the religious studies major from undergraduate majors in theology, history, philosophy, sociology, classics, and other distinct disciplines.**

The AAR-Teagle initiative on the religious studies major has revealed at least one important, and somewhat surprising, truth: despite the diversity of the field, there is emerging a strong and growing consensus about the basic characteristics of the religious studies major. In part prompted by recent world events and in part shaped by educational movements, religious studies programs in almost every setting — public, private, denominational, and secular — are converging upon certain core concepts as essential to the major. These concepts can be found in the directions taken by religiously-linked programs such as Santa Clara and Colorado Christian, in public university settings such as Texas and Louisiana State, and in liberal arts contexts such as Eckerd and Rhodes.

While setting these characteristics forth is, at best, a preliminary step in a larger discussion, it is nonetheless important that we do so — to assist our colleagues in their discussions with administrators who might otherwise blend the lines between the study of religion and its practice, to make clear to others and to ourselves the links between the discipline and the essential components of a liberal education, and to avoid misrepresenting and mislabeling the major as something it is not to students and colleagues alike. In discussions with dozens of scholars who are seeking to establish or to refine undergraduate majors in religious studies, several common characteristics emerge. The religious studies major is, by its very nature:
Intercultural and Comparative: The major explores more than one religious tradition and engages the phenomena of religion comparatively across and within cultures.

Multi-disciplinary: The major promotes the understanding and application of a range of methodological and theoretical approaches to religious phenomena.

Critical: The major teaches students to examine and engage religious phenomena, including issues of ethical and social responsibility, from a perspective of critical inquiry and analysis of both the other and the self.

Integrative: The major applies theoretical knowledge of religious phenomena to lived, practical contexts, both historical and current.

Creative and Constructive: The major employs knowledge of religious phenomena and the skills of religious studies in the solving of complex problems, including those raised in the personal and social engagement of issues of life, death, love, violence, suffering, and meaning.

There are obvious and strong affinities between the characteristics of the religious studies major and the AAC&U outcomes of liberal education, discussed in Section I. These links should be embraced and strengthened through our continued articulations of the major, the development of clear learning outcomes, and the implementation of robust assessment plans.

While there are many worthwhile manners by which students can study religion, not all such approaches are appropriately labeled a “major in religious studies.” The field of religious studies has rightly come to mean things distinct from the disciplines of history, theology, sociology, philosophy, and so forth. To persist in labeling either a degree that examines a single religion or one that explores multiple religions from a single methodological perspective a “major in religious studies” is to fuel confusion on the part of colleagues, administrators, students, and the public. It is also, by definition, to disassociate the major in religious studies from at least some of its core connections to the values of a liberal education.

Strengthening the Major

One clear challenge to efforts to improve the major in religious studies is the fact that the discipline and its members currently lack key data about certain central issues. A second challenge is that many of us find our programmatic assessment plans (as well as our knowledge of assessment, in general) to be in their infancy. Toward the end of addressing some of these deficiencies, the Working Group makes the following three recommendations to the AAR Board:

1. Beginning in 2009, the AAR should assist in the coordination of several pilot studies on individual campuses dedicated to the tracking of religious studies majors after graduation and in the collection of data with regard to students’ career paths.

As a prototypical course of study in liberal education, the undergraduate major in religious studies rightly makes no claim to being a professional degree. Its requirements and nature should not solely or even primarily be determined by their usefulness and applicability to the job market, per se. Such valid sentiments, however, do not mean that our responsibilities to our students end at graduation or that what we require in the major should not be informed by an awareness of the lives students will lead after college. Almost 50,000 undergraduates currently are majoring in religious studies in the United States. Yet most religious studies programs have only limited and anecdotal knowledge of what happens to students after their final classes. As one faculty member at Wartburg College put it, at present “it’s really more a matter of [students] keeping track of us than our keeping track of them.”[22]

What have students found helpful about the religious studies major? What needs to be improved? Is the discipline equipping students with skills that they feel serve them well in life beyond college? Effective
assessment clearly hinges, at least in part, upon student input, and there are rich insights to be mined from graduates who have gained the perspective afforded to them by life experiences and a little distance from their undergraduate studies. The discipline needs to develop a set of best practices for the tracking of undergraduate majors post-graduation, including models for overcoming the practical challenges in the process and examples of survey instruments that might be employed in various contexts. Contingent upon the securing of external funding for the initiative and perhaps in cooperation with the AAR Job Placement Task Force, beginning in 2009 the AAR should partner with a group of three or four institutions to pilot potential tracking techniques and survey instruments with an eye towards sharing effective models with the larger AAR membership.

2. **Beginning in 2009, the AAR should coordinate several pilot programs designed to connect community-college faculty who are teaching courses in religion with colleagues in the field at four-year universities in the same geographical area. The goal will be to produce best practices for fostering effective collaborations between such faculties.**

As the field of religious studies matures, it increasingly must address challenges that, in some instances, have been faced by other academic disciplines for decades. Twenty years ago, the number of community colleges offering courses in religious studies was likely nominal; today, over 40 percent of community colleges offer courses in the discipline. How faculties at two-year and four-year institutions collaborate to train students in religious studies will increasingly shape the health of the discipline in the years ahead. There is a need for scholars of religious studies to develop mechanisms that are effective in bridging the often deep institutional and bureaucratic chasms between two- and four-year schools and to establish common expectations, content, and goals for curricula in the major. In cases in which community colleges are not offering courses in religious studies, the faculties at neighboring four-year institutions might serve as critical resources for fostering awareness of the nature and importance of the discipline. Contingent on the securing of external funding to support the initiative, in 2009 the AAR should begin to coordinate a series of two to three pilot programs connecting the faculties of established religious studies programs at four-year universities with the faculties at neighboring community colleges. The goal will be to develop and then to share with the AAR membership a series of best practices for productive collaboration in such contexts.

3. **Starting with the 2009 Annual Meeting, the American Academy of Religion should inaugurate a consultation on “The Assessment of the Religious Studies Major” with the goal of integrating the section into the permanent structure of the Annual Meeting. In 2010, the AAR should add to the proposed “Major Project” web pages listing assessment plans from various institutions.**

The argument that calls for increased collaboration and consultation among members of the AAR with regard to the nature and structure of the major also applies to the major’s assessment once it has been established. As we learn more about our students, their strengths and their weaknesses, we need simultaneously to establish structures that will promote a sustained dialogue on effective means of maintaining and refining what we do well and identifying and improving what we do less well. Establishing a consultation at the Annual Meeting is a first step in this direction. Sharing assessment plans and ideas through the AAR website provides another means of promoting dialogue and the exchange of ideas. As with the proposed “Major Project,” the goal of the accompanying Assessment web pages will be for colleagues from across the discipline to voluntarily submit the assessment plans from their home institutions and agree to serve as resources to others who might have questions or need advice.
Even collectively, the seven actions outlined in this section represent only a starting point for a much larger discussion of the religious studies major within the discipline. Through developing mechanisms for a sustained conversation about the major, defining the major more fully and carefully, filling gaps in our present knowledge about the major, and assessing it more robustly, the hope is that we, as scholars of religion, can foster a rich and productive dialogue that creates a genuine “scholarship of the major” in the years ahead.

IV. The Task Ahead

In 1999, precisely the time when *The Economist* was releasing its obituary of God, historian D. G. Hart was publishing an obituary of another sort. In *The University Gets Religion: Religious Studies in American Higher Education*, Hart presented a bleak picture of the future of academic study of religion, declaring it a “field in search of a rationale.” He concluded: “as religious studies strives to sever ties to communities of faith, it cannot do so without self-immolation.”[23]

Like *The Economist*’s declaration of God’s demise, Hart’s prediction may have been premature. The last decade has seen rapid growth in the academic study of religion and, by many indicators, this growth has been spurred on by an emerging consensus, both public and academic, about what the scholarly study of religion entails and why it is important to students and society. If Madeleine Albright is correct that the failure of Americans to understand world religious traditions “poses one of the great challenges to our public diplomacy,” then the members of the American Academy of Religion face an awesome responsibility in the years ahead. With almost 50,000 students majoring in religious studies in American colleges and universities at any given time (and with that number increasing rapidly), we, as scholars of religion, will play a significant role in shaping what the next generation of Americans knows, thinks, and does with regard to religion. Clearly, our efforts to improve the major in religious studies and to strengthen its links to the goals of liberal education are anything but purely academic.

Notes
[12] Ibid.
[14] American Academy of Religion, Census of Religion and Theology Programs, 2000 and 2005. Because the numbers of institutions responding to the survey differed during the two survey periods, the
statistics cited in this paragraph are based upon the number of sections offered of the particular course as a percentage of the total number of sections offered during each survey period.


The Religion Major and Liberal Education Working Group Members

- Timothy Renick (Principal Investigator), Associate Provost for Academic Programs and Chair of the Department of Religious Studies at Georgia State University
- Lynn Schofield Clark, Assistant Professor of Mass Communication and Director of the Estlow International Center for Journalism and New Media, Denver University
- Kyle Cole, former Director of Professional Programs, American Academy of Religion
- Elizabeth Conde-Frazier, Associate Professor of Religious Education, Claremont School of Theology
- Eugene V. Gallagher, Rosemary Park Professor of Religious Studies at Connecticut College and Chair of the Teaching and Learning Committee of the AAR
- Mitch Leopard, CNN correspondent on international issues and MA graduate in religion
- Eugene Y. Lowe, Jr., Assistant to the President of Northwestern University and Senior Lecturer in Religion
- Darby Ray, Associate Professor of Religious Studies at Millsaps College and Director of the Faith and Work Initiative
- Amna Shirazi, senior partner in the Shirazi Law Group, a law firm specializing in immigration and nationality law, and a former undergraduate major in Religious Studies
- Chava Weissler, Philip and Muriel Berman Professor of Jewish Civilization in the Department of Religion Studies, Lehigh University, and a teacher at Lafayette College, DeSales University, and Moravian College
February 28, 2012

TO: David Pershing  
Senior Vice President for Academic Affairs

FR: Ann Darling  
Chair, Undergraduate Council

RE: Interdisciplinary Undergraduate Sustainability Certificate

At its meeting on Tuesday, January 14, 2012, the Undergraduate Council voted to approve a proposal for an Interdisciplinary undergraduate Sustainability Certificate. The proposed Certificate will be administered by the Office of Undergraduate Studies. The proposal, with supporting documentation, is attached.

We ask that you, if you also approve of the proposal, forward it to the Executive Committee of the Academic Senate for their consideration.
University of Utah Undergraduate Council

Re: Library support for proposed Interdisciplinary Undergraduate Sustainability Certificate

Dear Undergraduate Council:

The University of Utah Libraries appreciate the opportunity to comment on our ability to support students and faculty in a new Interdisciplinary Undergraduate Sustainability Certificate. The libraries are committed to supporting the University as they develop programs needed by our students.

As the curriculum will comprise largely of existing courses presently being taught at the University and therefore covered by our collection development activities, current collections should be sufficient. A collection of this size and depth satisfies most undergraduate needs. Marriot has an approval plan which automatically provides major English language scholarly books covering all interdisciplinary areas under the certificate, thanks to the state-wide funding received by the Utah Academic Library Consortium (UALC) and to campus Student Computing Task Force funds, our electronic collection is strong in indexes, abstracts, and full-text online databases.

The University Libraries have been actively collecting materials on the environment, environmental policy, and sustainable development. The Marriott library has developed strong collections by procuring materials from scholarly and independent publishers such as Earthscan, Island Press, Policy Press, and CABI (Center for Agriculture & Bioscience International) as well as databases such as St. Pius, Web of Science, OECD Economic Outlook Database, PsycINFO, Digital Dissertations, and WorldCat, and also providing access to World Bank Data, IFI Info, and the Western Writers Digital Library. Our Special Collections are highlighted by having the archives of Wallace Stegner and supporting the research needs of both the Wallace Stegner Center for Land, Resources, and the Environment and the American West Center for many years.

We encourage faculty to work with subject librarians to build up specific sub-disciplines where our collection needs supplementing. For that purpose Marriott Library has appointed a library liaison to represent the Environmental & Sustainability Studies and Environmental Humanities programs. Despite budget constraints, we are usually able to order any books necessary to directly support classes. We modify our journal subscriptions to reflect current teaching and research. As the scholarly communication landscape evolves, new options may exist beyond traditional print book purchases and conventional subscriptions. We would like to work with faculty to evaluate the most workable.

Student difficulties in locating materials often stem not from collection weaknesses, but from the complexities of using a large research library. We offer class presentations and one-to-one consultations with library specialists who will help students find the most relevant works and suggest the most appropriate search strategies.
We look forward to working with the faculty and students in this new program.

Yours truly,

Rick Anderson
Associate Dean
Sustainability Resources and Collections

Catherine Scheiner
Associate Dean
Research and Learning Services
January 18, 2012

Undergraduate Council
Office of Undergraduate Studies
111 SW Center
CAMPUSS

Dear Members of the Undergraduate Council:

I am excited by the opportunity to support the creation of a Sustainability Certificate program and with it to launch our efforts to develop meaningful integrated learning experiences for our students. As a new interdisciplinary program, the Sustainability Certificate program will be hosted in the Office of Undergraduate Studies.

This program is aligned with our aspirations to re-imagine the student experience. It will help students navigate General Education in an intentional way, allow students to supplement their majors with integrated learning experiences, and create opportunities for students to apply their learning to personally relevant issues. Because it will be hosted in the Office of Undergraduate Studies, coordination of the program and student advising will be done internally.

I urge you to support this exciting new program. In focusing pedagogical attention on sustainability the program is in alignment with stated goals of the University. Students in this program will have the benefit of excellent faculty, meaningful learning experiences, carefully supervised application experiences, and dedicated support of a qualified advisor.

Thank you for your consideration of this proposal.

Respectfully,

[Signature]

Martha Bradley-Evans
Associate Vice President for Academic Affairs
Dean of Undergraduate Studies

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A PROPOSAL TO THE UNIVERSITY OF UTAH UNDERGRADUATE COUNCIL,
GRADUATE COUNCIL, ACADEMIC SENATE, AND BOARD OF TRUSTEES TO
ESTABLISH AN
INTERDISCIPLINARY UNDERGRADUATE SUSTAINABILITY CERTIFICATE

Section I: The Request
The University of Utah Office of Undergraduate Studies requests approval to offer an integrated interdisciplinary undergraduate Sustainability Certificate effective in Fall 2012.

Section II: The Program

Sustainability
In recent years the word sustainability has taken on a variety of meanings as it is applied across a broad range of contexts by people working from multiple perspectives. The simple dictionary definition, a state or process that can be maintained indefinitely, is impossible to achieve in the context of interest to us but represents a fundamental desire to preserve the integrity and quality of human and natural environments. In defining sustainable development as that which “meets the needs of the present without compromising the ability of future generations to meet their own needs” the Brundtland Commission (1987) argues that a more sustainable future requires the rights of tomorrow’s people and ecosystems to be considered when making decisions today. Approaches to creating a more sustainable future often require that a balance be achieved between the competing interests of environmental stewardship, economic stability and social justice. These ‘three pillars’ of sustainability are ‘glued together’ by the good governance that recognizes the interwoven political, social, technical, and economic challenges of preserving natural ecosystems while using the Earth’s resources to support humanity. These are the core principles that frame the interdisciplinary undergraduate Sustainability Certificate proposed for the University of Utah.

Program Description
Completing the interdisciplinary undergraduate Sustainability Certificate requires completion of a minimum of 23 credit hours of course work. All students will complete an integrated curriculum comprised of an interdisciplinary introductory course, approved sustainability electives, a final project, and a capstone integrative learning seminar. The electives to be used in fulfilling the remaining 15 hours of the 23 hour Sustainability Certificate must be drawn from the list of Approved Sustainability Electives or be individually approved by the Sustainability Certificate Advisory Committee (SCAC) (see below for description of SCAC). The approval process for the final project and the elective course work are further explained below.
Purpose
The purpose of the integrated interdisciplinary undergraduate Sustainability Certificate Program is to enable students to gain and use knowledge and skills in the scientific, technological and human dimensions of sustainability needed to aim their future actions as individuals and professionals toward developing a responsible global worldview and creating a more sustainable world. First, the program will deliver an integrated interdisciplinary sustainability-focused team-oriented experience to increase the awareness and knowledge of the diverse perspectives, experiences and skills needed to foster greater sustainability. Second, the program will guide students to integrate their newly emerging appreciation and understanding of sustainability into the development of skill sets that will be of value in their future lives as professionals in their chosen major and as engaged citizens. The combination of awareness and experience with sustainability issues cultivated through the certificate program with the foundational skills from their specific majors will provide students with greater opportunities for career development and positively influencing their local communities.

Audience
There is no single profession or discipline that exclusively focuses on fostering sustainability. Multiple professionals, including those from architecture, urban planning, business, education, engineering, health care, law, media/communication, public health, public administration, recreation, hospitality, tourism and social work are increasingly seeking to enrich their knowledge and understanding of issues and policies affecting the three elements of sustainability: environmental stewardship, economic security and social responsibility. Students graduating with the certificate will be able to apply their knowledge about sustainability in multiple roles, including but not limited to, manager, co-worker, teacher, planner, lawyer, policy maker, designer, engineer, business owner, operator, service provider, constructor, community member, and neighbor.

The career opportunities for individuals who are knowledgeable about and comfortable with sustainability are significant. Essentially all members of professions and communities must understand and appreciate the complex intersection of public policy, social interaction, science, technology and sustainability. Therefore, this proposal seeks to complement the undergraduate programs of students from a variety of colleges and academic units across the University of Utah. Since sustainability, in one way or another touches the lives of all people, students from all undergraduate programs could theoretically benefit from participating in this elective interdisciplinary undergraduate Sustainability Certificate Program.

Accreditation
The interdisciplinary undergraduate Sustainability Certificate Program is not designed to meet the accreditation standards of any single entity. Instead, the Sustainability Certificate is designed to increases the knowledge and skills in sustainability to allow undergraduate students to integrate a sustainability focus into existing undergraduate programs and thus benefit future professional and personal endeavors.
Requirements
Program requirements include:

- Completing an approved 3 credit hour interdisciplinary gateway course, such as:
  a. ENVST 2100 Environmental and Sustainability Studies
  b. CMP 2010 Foundations in Urban Ecology
  c. Or other course approved by the SCAC that meets established criteria and provides the foundational integrative learning experiences

- Completing a 1 credit hour Sustainability Certificate Integrative Introductory Seminar that accompanies the introductory course. The objective of this seminar is to bring together students from the separate introductory courses, establish the cohort, and facilitate the foundation of the integrated learning curriculum.

- Completing 15 credit hours of approved electives (see Appendix A for a list of courses and a description of the criteria used for course approval). Electives shall include:
  a. At least 6 credits from the list of Approved Sustainability-Focused Electives; remainder can come from either the Related or Focused lists
  b. At least 9 credits at the 3000 or above level
  c. At least 6 credit hours in sustainability must be taken outside of the student’s home college
  d. Courses not included in the list of Approved Sustainability Electives but individually approved by the SCAC

- Completing the 3 credit hour Sustainability Certificate Final Project approved by the SCAC that may include:
  a. A 3 credit hour course or independent study providing a comprehensive project-based learning experience in sustainability
  b. A study abroad program focused on sustainability
  c. A service learning experience focused on sustainability
  d. An undergraduate research project, e.g., UROP
  e. Other experience approved by the SCAC that meets the established criteria

- Completing the 1 credit hour Sustainability Certificate Integrative Capstone Seminar at the same time the student is completing the Final Project.

- Participating in the integrative activities (online and occasional personal interaction) with other Sustainability Certificate students throughout the program.

Requests to obtain approval for the courses proposed to fulfill the requirements of the Sustainability Certificate Final Project and any electives not included in the list of Approved Sustainability Certificate Electives must be submitted to the SCAC. In some cases, students may use elective and core courses within their majors drawn from the list of Approved Sustainability Certificate Electives or individually approved by the SCAC.

Justification for the Number of Credits
The proposed 23 credit hour requirement is necessary to provide the breadth and depth for a fundamental comprehension of sustainability and for most an ability to apply those fundamentals in their major. It also is a reasonable number of credit hours for a student to complete, especially since a significant fraction of the courses may also count towards the student’s major.
Admission Requirements
All matriculated undergraduate students formally working on an undergraduate degree at the University of Utah may enroll in the interdisciplinary undergraduate Sustainability Certificate Program.

Program Administration
A Sustainability Certificate Advisory Committee (SCAC) shall be created to administer certificate policies and review paperwork, petitions, and requested approvals. Membership on the SCAC will be voluntary consisting of an odd number of at least 7 and not more than 12, the majority of which shall be regular faculty members at the University of Utah. Membership terms will be staggered in two-year increments. Faculty representation on the SCAC will be encouraged from all colleges offering coursework that supports the Program, including Architecture + Planning, Business, Engineering, Health, Humanities, Mines and Earth Sciences, Science, and Social and Behavioral Sciences. One member of the committee shall be a representative from the Office of Undergraduate Studies, initially the Associate Dean for Undergraduate Studies administering the certificate.

The SCAC will be created in a two-step process. Nominations of potential committee members will be invited from Deans, Department Chairs, or other faculty members. Self-nominations will also be encouraged. In the first year, nominations will be sought and vetted by the current Sustainability Curriculum Directors working in collaboration with the Associate Dean of Undergraduate Studies and the Senior Associate Dean of Undergraduate Studies. A slate of candidates, some identified as serving a one year term and others as serving two year terms, will be presented to the Undergraduate Council for confirmation and then to the Associate Vice President for Academic Affairs for approval.

After the first year, the SCAC will seek and vet nominations for seats vacated by rotation. A slate of candidates will be presented to the Undergraduate Council for confirmation and to the Associate Vice President for Academic Affairs for approval.

The Chair of the SCAC will be appointed by the Associate Vice President for Academic Affairs.

The SCAC will meet at least once a semester to review proposed introductory courses, student and faculty applications for elective course approval, student applications for final project credit, and final graduation applications for the Sustainability Certificate. In addition, they will establish approval requirements and process for these matters.

The limited level of administrative support needed to support the activities of the SCAC will be provided by the Office of Undergraduate Studies.

Student Advising
The student advising will initially be provided by the Office of Undergraduate Studies until a permanent, centralized administrator is created with advising capacity. Materials describing program requirements, sample Academic Program Completion forms, course schedules, and faculty specializations will be maintained and be available to students in both digital and tangible forms.
Enrollment Limitation
There will be no firm limit to enrollment. The SCAC and Office of Undergraduate Studies will monitor enrollment annually and respond accordingly. The broader goal of sustainability curriculum development at the University of Utah is to expand sustainability-related education and is supported by involving as many students in this certificate program as possible.

Need
The mission of the University of Utah is to serve the people of Utah and the world through the discovery, creation and application of knowledge. The interdisciplinary undergraduate Sustainability Certificate Program has been designed to extend the university’s effort to foster greater campus sustainability and contribute to local, national and global efforts to foster environmental stewardship, economic security, environmental justice, and social equity.

In recognizing the need for educational institutions to foster greater sustainability, the Association for the Advancement of Sustainability in Higher Education (AASHE) has adopted the following vision that motivates our request to approve a Sustainability Certificate at the University of Utah.

“Our vision is to see higher education take a leadership role in preparing students and employees to achieve a just and sustainable society. The campus itself would serve as a model of sustainability, with curriculum and operations reflecting an integrative approach to learning and practice. The process of education would emphasize active, experiential, inquiry based learning and real-world problem solving.”

“On the model campus all sectors would work collaboratively to advance sustainability, and the content and context of learning would reflect a focus on systemic, interdisciplinary thinking with respect to human health, ethics, future generations, and planetary stewardship.”

Section III: Impact on Existing Programs

Similar Programs
Although nationally there are at least 30 undergraduate certificate programs in sustainability, most are focused within specific disciplines or topics (e.g. Aquinas College’s Sustainable Business Certificate, University of Wisconsin’s Certificate in Engineering for Energy Sustainability, and University of Utah’s Certificate in Sustainable Tourism). The following table identifies U.S. undergraduate certificate programs that take a broader, more interdisciplinary approach to sustainability studies.
The 23 credit hour requirement for the proposed interdisciplinary undergraduate Sustainability Certificate is similar to the number of credit hours required for existing undergraduate certificate programs nationally and at the University of Utah.

**Collaboration**
Other institutions in the Utah System of Higher Education offer some undergraduate programs and coursework that relate to or focus on sustainability themes (see table below). However, the only institution in Utah that offers an undergraduate Sustainability Certificate Program is Salt Lake Community College. Yet, because this program’s curriculum does not include upper-level coursework, and does not provide seminars and activities that facilitate integrative learning, there remains a niche – and a need – within Utah for an undergraduate certificate in sustainability that offers students more advanced coursework and greater interdisciplinary training. The Office of Sustainability is already exploring opportunities for collaborative efforts within Utah that can help grow the certificate to other institutions.

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<thead>
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<th>Institution</th>
<th>Undergraduate Program</th>
<th>Degree(s)</th>
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</thead>
<tbody>
<tr>
<td>Brigham Young University</td>
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<tr>
<td></td>
<td>Environmental Science</td>
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</tr>
<tr>
<td></td>
<td>Geography with Emphasis in Environmental Studies</td>
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</tr>
<tr>
<td></td>
<td>Geography with Emphasis in Urban &amp; Environmental Planning</td>
<td>BS</td>
</tr>
<tr>
<td></td>
<td>Geology with Emphasis in Environmental Geology</td>
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</tr>
<tr>
<td></td>
<td>Wildlife and Wildlands Conservation</td>
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</tr>
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<td></td>
<td>Urban and Environmental Planning</td>
<td>Minor</td>
</tr>
<tr>
<td>Dixie State College of Utah</td>
<td>None</td>
<td>-</td>
</tr>
<tr>
<td>LDS Business College</td>
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<td>-</td>
</tr>
<tr>
<td>Salt Lake Community College</td>
<td>Environmental Biotechnology</td>
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<tr>
<td></td>
<td>Environmental Technology</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>Environmental Topics</td>
<td>NA</td>
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<td></td>
<td>Sustainability</td>
<td>Certificate</td>
</tr>
<tr>
<td>Snow College</td>
<td>None</td>
<td>-</td>
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<td>Southern Utah University</td>
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<td>University of Utah</td>
<td>Civil and Environmental Engineering</td>
<td>BS</td>
</tr>
<tr>
<td></td>
<td>Environmental and Sustainability Studies</td>
<td>BA, BS Certificate</td>
</tr>
<tr>
<td></td>
<td>Sustainable Tourism</td>
<td>BS, Minor</td>
</tr>
<tr>
<td></td>
<td>Urban Planning</td>
<td>-</td>
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<td>Utah State University</td>
<td>Applied Environmental Geoscience</td>
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<tr>
<td></td>
<td>Climate Change and Energy</td>
<td>Minor</td>
</tr>
<tr>
<td></td>
<td>Conservation and Restoration Ecology</td>
<td>BS</td>
</tr>
<tr>
<td></td>
<td>Environmental Engineering</td>
<td>BS</td>
</tr>
</tbody>
</table>

*A multi-institutional program requiring students to take courses at each participating institution.*
Community Involvement
Although not explicitly required, in some cases the final project or experience will involve student teams in studying an on-campus or community-related sustainability issue. The U. of Utah Office of Sustainability, Bennion Center, and other campus entities maintain networks of campus and community partners that will help to provide a ready source of appropriate projects and experiences.

Section IV: Courses

New Courses
The interdisciplinary undergraduate Sustainability Certificate Program will not require the creation of new courses. There are sufficient existing courses currently at the U. of Utah. Two new 1 credit hour seminars, the Integrative Introductory Seminar and Integrative Capstone Seminar, will be created with support from the Office of Undergraduate Studies. Voluntary development of new courses and modification of existing courses is expected to meet the approval requirements for listing as Sustainability Certificate Electives, Introductory Course, and Final Project.

Sustainability Certificate Final Project
The required Sustainability Certificate Final Project will be completed by enrolling in an existing approved course, study abroad program, service learning course, undergraduate research experience, internship or other approved project-based experience that meet the requirements defined by the SCAC. Potentially eligible projects can be, but are not limited to, successful completion of: a departmental senior design class, a final paper or thesis, an independent study, or other projects approved by the SCAC.

Electives
Course Selection Option for the Academic Program Completion Plan for the Sustainability Certificate will allow the student to choose from among a list of Approved Sustainability Certificate Electives. The list will initially be developed by the Sustainability Curriculum Directors and maintained by the SCAC. A letter has already been sent to many University faculty members inviting them to submit undergraduate course syllabi that the faculty member believes are suitable for an interdisciplinary undergraduate Sustainability Certificate Program.
The Sustainability Curriculum Co-Directors have reviewed the initial set of submitted course syllabi and classified them as Sustainability-Related and Sustainability Focused (see Appendix A).

Additional courses will be considered as they are submitted to the Sustainability Curriculum Directors and eventually the SCAC. Students may propose electives that are not included in the list of Approved Sustainability Certificate Electives; however, each course must be individually approved by the SCAC using the approved criteria.

Section V: Assessment

Summative Assessment
The graduation rates of students in the interdisciplinary undergraduate Sustainability Certificate Program will be tracked. Every two years, program alumni will be asked to respond to a survey aimed at learning how they used the knowledge gained in completing the Certificate.

Formative Assessment
As students progress through the introductory course and Final Project they will be assessed for their performance abilities, their substantive knowledge and their capacity for theoretical and critical reflection using embedded indicators. Assessment will consider the certificate learning outcomes and the Essential Learning Outcomes approved by the Undergraduate Council.

Section VII: Budget

The interdisciplinary undergraduate Sustainability Certificate Program will have a minimal budget to be allocated. The Sustainability Certificate will build on existing courses and encourage development of new courses and modification of existing courses at the discretion of individual faculty members and departments. Advising needs will be limited, while approvals of paperwork and revisions will be accomplished by a volunteer committee chaired by an Associate Dean of Undergraduate Studies.

As enrollment in the program grows new budget may be required to support a part-time staff position to administer the certificate paperwork, advertise and market the certificate, and coordinate the virtual and personal interaction of Sustainability Certificate students that achieves the integrative learning sought for this program. This staff person would answer to the Associate Dean of Undergraduate Studies administering the program.
Appendix A

Criteria and Listing of Sustainability-Related and Sustainability-Focused Electives
(Last Updated January 11, 2012)

Approved sustainability certificate elective courses are classified into two categories: sustainability-related and sustainability-focused. Courses designated as sustainability-related shall have sustainability as a key sub-theme of the course that is incorporated in a significant number of lessons, activities, and assignments. Courses designated as sustainability-focused shall have sustainability as a central theme of the course that is incorporated in most if not all of the lessons, activities, and assignments. Specifically, sustainability-related and sustainability-focused courses should address one or more of the following:

- knowledge to **explore** aesthetic, ethical, and philosophical dimensions of sustainability
- knowledge from multiple disciplines to comprehensively **analyze** interconnected relationships among human, environmental, and economic systems;
- methods to **analyze** life-cycle benefits and impacts of resource management decisions in terms of social, economic, and environmental metrics;
- skills to **assess** and **communicate** alternative policy strategies for the use of natural, human, and fiscal resources that are compatible with the constraints on these resources; and/or
- skills to **innovate and design** practical solutions to socioeconomic and environmental challenges, including those that relate to water, energy, infrastructure, ecosystems, community, policy, and governance.

These criteria were used by the Sustainability Curriculum Co-Directors and Research Assistant to conduct a first-order evaluation of courses supplied by numerous instructors identified as potentially being sustainability focused. The course listing is expected to increase substantially in the near future as the certificate is implemented, students and faculty submit courses for approval, and new courses are introduced and existing courses are modified to align with the sustainability certificate.
<table>
<thead>
<tr>
<th>FOCUSED COURSES</th>
<th>CREDITS</th>
<th>COLLEGE</th>
<th>Fulfills GE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 4112 Site Planning and Urban Design (Sustainable Urban Design and Site Planning)</td>
<td>3</td>
<td>ARCH</td>
<td></td>
</tr>
<tr>
<td>ARCH 4350 Environmental Controls I*</td>
<td>3</td>
<td>ARCH</td>
<td></td>
</tr>
<tr>
<td>BIOL 3440 Global Change Ecology*</td>
<td>3</td>
<td>SCIENCE</td>
<td></td>
</tr>
<tr>
<td>BIOL 3460 Global Environmental Issues</td>
<td>3</td>
<td>SCIENCE</td>
<td>SF and IR</td>
</tr>
<tr>
<td>BIOL 5440 Urban Ecology*</td>
<td>3</td>
<td>SCIENCE</td>
<td></td>
</tr>
<tr>
<td>CH EN 5307 Green Engineering*</td>
<td>3</td>
<td>COE</td>
<td></td>
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<tr>
<td>CMP 2010 Foundations of Urban Ecology</td>
<td>3</td>
<td>ARCH</td>
<td></td>
</tr>
<tr>
<td>CMP 4960 Special Topics: Empathic Sustainability</td>
<td>3</td>
<td>ARCH</td>
<td></td>
</tr>
<tr>
<td>CMP 5370 System Dynamics and Environmental Policy</td>
<td>3</td>
<td>ARCH</td>
<td>CMES</td>
</tr>
<tr>
<td>CMP 5390 Sustainability Planning</td>
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<td>ARCH</td>
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<tr>
<td>CMP 5420 Open Space Design</td>
<td>3</td>
<td>ARCH</td>
<td></td>
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<tr>
<td>CMP 5962 Special Topics: Green Communities</td>
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<tr>
<td>COMM 4360 Consuming the Earth</td>
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<td>COMM 5560 Environmental Communication</td>
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<td>COMM 5570 Environmental Communication, Special Topics (approval depends on topic)</td>
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<td>CVEEN 5920 Sustainable Infrastructure</td>
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<td>COE</td>
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<tr>
<td>ECON 3250 Introduction to Environmental and Natural Resource Economics*</td>
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<td>ECON 3960 Special Topics: Communicating the Climate Emergency</td>
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<td>ECON 5250 Environmental and Natural Resource Economics*</td>
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<td>ECON 5260 Energy Policy Options for Utah</td>
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<td>EDU 5175 Techniques of Environmental Education</td>
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<td>ENVS 2100 Introduction to Environmental and Sustainability</td>
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<td>ENVS 3365 Environmental Justice</td>
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<td>ENVS 4800 Internship: Environment and Sustainability</td>
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<td>FCS 5630 Healthy Communities</td>
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<td>GEO 1001 Energy Resources in a Sustainable World</td>
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<td>SF</td>
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<td>MET E 1001 Global Climate Change*</td>
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<td>GEOG 3210 Global Climate Change*</td>
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<tr>
<td>GEOG 3350 Resource Conservation and Environmental Management</td>
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<tr>
<td>GEOG 3370 Utah’s Energy Landscape*</td>
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<td>GEOG 3375 Sustainable Transportation</td>
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<tr>
<td>HIST 4380 U.S. Environmental History</td>
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<td>ME EN 5060 Sustainable Products and Processes**</td>
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<td>ME EN 5800 Sustainable Energy Engineering**</td>
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<td>PHIL 3530 Environmental Ethics</td>
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<td>PHIL 5530 Environmental Philosophy*</td>
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<td>PHIL 5540 CVEEN 6480 Hydrotopia: Water Management in the West</td>
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<td>POLS 3390 Introduction to Environmental and Sustainability Policy</td>
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<td>POLS 5322 Environmental and Sustainability Policy</td>
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<td>PRT 5420 Ecology and Management of Wildland Recreation Settings*</td>
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<td>PRT 5975 Issues in International Ecotourism and Sustainable Tourism</td>
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<td>SOC 3480 Environmental Sociology</td>
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<td>SOC 3486 Comparative Environmental Sociology</td>
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<td>ATMOS 3100</td>
<td>Atmospheric Chemistry and Air Pollution*</td>
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<td>Plants and Society</td>
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<td>BIOL 5460</td>
<td>Plant Ecology*</td>
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<td>CMP 4710</td>
<td>Introduction to Transportation Planning</td>
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<td>CMP 4960</td>
<td>Special Topics: Ethics in Shaping Communities</td>
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<td>CVEEN 3610</td>
<td>Introduction to Environmental Engineering I*</td>
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<td>ENGL 5080</td>
<td>Studies in Environmental Literature*</td>
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<td>GEOG 1100</td>
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<td>Global Population Problems</td>
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<td>WRTG 4080</td>
<td>Nonfiction Environmental Writing</td>
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* Indicates that the course has prerequisites or recommended prerequisites. See the University course catalog for details.
** Indicates that the course is open to majors
February 18, 2012

TO: David Pershing
Senior Vice President for Academic Affairs

FR: Ann Darling
Chair, Undergraduate Council

RE: Proposal for an Undergraduate Interdisciplinary Certificate in Health Communication

At its meeting on Tuesday, February 14, 2012, the Undergraduate Council voted to approve a proposal from the Department of Communication for the creation of an undergraduate interdisciplinary Certificate in Health Communication. The proposal, along with supporting documentation, is attached.

We are asking that, if you approve of the proposal, you forward it on to the Executive Committee of the Academic Senate for their consideration.
Proposal for an Interdisciplinary Certificate Program in Health Communication

I. NEED

The Department of Communication seeks to create a new interdisciplinary certificate program in the growing area of Health Communication. The University of Utah is the primary institution for educating health providers and ancillary professionals in the state of Utah. Health communication is a crucial concern and currently a top priority for medical and health institutions and agencies, as the nature, forms, and functions of health care and health information shift dramatically in contemporary society. This proposed certificate responds to that increasing interest and demand for greater awareness and understanding of health communication. Specifically, the proposed program involves the study of how communication about health is co-created, transmitted, received, constructed, and circulated in various contexts.

Multiple units and programs across the University focus on health communication in teaching, research, and service. However, there is no formal forum for University audiences to gain and demonstrate qualifications and competencies in health communication. Accordingly, faculty in the Department of Communication propose this certificate program to meet the needs of students, providers, and professionals across the institution and improve the overall quality of health communication in the state of Utah. Graduates of the University of Utah face increasing competition for desirable jobs post-graduation. Accordingly, there is a clear need for the University of Utah to provide our undergraduate students with opportunities to gain and demonstrate expertise in specialized areas. The proposed Interdisciplinary Certificate in Health Communication helps meet that need.

Many major research and medical institutions in the United States provide certificate programs in health communication. In fall 2010, the College of Humanities identified eight certificate or “concentration” programs at the undergraduate and graduate levels in major United States universities. These programs are housed in departments of communication (e.g., University of North Carolina at Chapel Hill, University of Kentucky) as well as in schools of public health or medicine (e.g., Johns Hopkins University, Harvard University). The trend across the country has been to create interdisciplinary programs that involve coursework and collaborations across related disciplines (e.g., communication, informatics, public health, psychology). The proposed Interdisciplinary Certificate in Health Communication at the University of Utah would reflect this trend and capitalize on existing faculty strengths and course offerings across institutional programs, in addition to adding new classes to meet emerging needs in health communication education.

Some universities have added majors, minors, and master’s degree programs in health communication (e.g., San Diego State University, University of Southern California). Due to the large demand such programs would place on existing faculty resources and curriculum structures, this type of program change is not optimum for the University of Utah at this time. An interdisciplinary certificate program provides flexibility for current and prospective students in any major to take advantage of the opportunity to gain focused competencies in health communication while earning a degree in their home program. At the same time, a certificate program requires little to no additional faculty resources or changes in curriculum structures for
involved programs. Accordingly, the proposed Interdisciplinary Certificate in Health Communication provides the greatest benefit for institutional constituencies with the smallest investments by institutional programs.

II. EDUCATIONAL OBJECTIVES

The Interdisciplinary Certificate in Health Communication provides a formal recognition of concentrated coursework and competency in health communication. The three-tier structure of the certificate provides foundational coursework for students to understand theories and processes of the broad area of health communication as well as more focused course choices within several departments: Communication, Family & Consumer Sciences, Family & Preventative Medicine, Health Promotion & Education, Political Science, Parks, Recreation, & Tourism, and Sociology (see course list below).

Upon completion, certificate earners will have a broad understanding of approaches to health communication as well as more practical knowledge and competencies that reflect the interdisciplinary character of the certificate. For example, the flexible three-tier structure of the certificate allows students to develop competencies in one or more of the following health communication sub-areas: provider-patient interaction, health campaigns, strategic health communication, health policy communication, and rhetoric of health, among others.

III. IMPACT ON EXISTING PROGRAMS

The certificate program comprises existing and new courses. As a new program offering, it is anticipated that participation will be low the first year and grow as students, faculty, and administrators across the institution become familiar with the opportunity. Because of the large pool of acceptable courses in Tiers 2 and 3 of the certificate, there is likely to be a small positive impact on course enrollments for courses included. The small impact will be the modest number of additional students taking any given course for certificate credit. The positive impact will be the presence of students from diverse majors in these advanced classes, fostering a lively classroom dynamic of trans-disciplinary interest in health communication. Tier 1 and 2 courses are housed in the Department of Communication. The Department of Communication faculty voted to support this proposal, recognizing its value for current and future students.

Outside of the Department of Communication, the other involved program likely to be most impacted is the Department of Health Promotion & Education. Faculty in that program have been included in discussions about this proposed certificate and have expressed support of it (see attached endorsement letter). This certificate is a way to forge productive pedagogical and research connections between the two departments, which already share a faculty member who has a joint appointment in both departments. Other departments with courses listed as electives in Tier 3 will be minimally impacted with potential larger enrollments in selected courses. Endorsement letters from all involved departments are attached.
IV. COURSES

The certificate will consist of 18 units divided into 3 tiers, as follows:

**Tier 1 (6 credits):**
*Required:*
COMM 5115/6115 – Foundations of Health Communication

*Choose ONE of the following courses:*
COMM 5116/6116 – Health, Communication, and Culture
COMM 5117/6117 – Health Campaigns & Media

**Tier 2 (6 credits):** *Choose TWO of the following courses:*
COMM 5116/6116 – Health, Communication, and Culture
COMM 5117/6117 – Health Campaigns & Media
COMM 5815/6815 – Special Topics in Health Communication
COMM 5490/6490 – Communication and Social Justice
COMM 5140/6140 – Communication and Aging
COMM 5200/6200 – Persuasion
COMM 5350/6350 – Ethical Practices and Communication
COMM 5170/6170 – Issues in Organizational Communication
COMM 5110/6110 – Interpersonal Communication
COMM 5590/6590 – Integrated Marketing Communication
COMM 5640/6640 – Communication, Technology, and Culture
COMM/HEDU/CNU 5118/6118 – Health Literacy

**Tier 3 (6 credits):** *Choose TWO of the following. ONE MUST be a HEDU course:*
HEDU 5060 – International Health Promotion
HEDU 5100 – Health Care in the United States
HEDU 5300 – Diversity and Health
HEDU 5350 – Eating Disorder: Prevention and Treatment
HEDU 6000 – Foundations and Theory of Health Promotion
HEDU 6010 – Theoretical Foundations of Health Promotion and Education
HEDU 6070 – Health Education and Technology
HEDU 6250 – Health Theories in Individual Behavior Change
HEDU 6260 – Health Theories in Group Behavior Change
HEDU 6060 – Health Instruction and Communication
HEDU 6030 – Complementary Medicine in Health
HEDU 6660 – Health Service Administration Seminar
HEDU 6080 – Strategic Planning and Social Marketing in Health Promotion
ECON 6190 – Health Economics
SOC 5657 – World Population Policies and Problems
SOC 5720 – Medical Sociology
SOC 4674/6674 – Global Health
FPMD 4500 – Public Health: A Global Perspective
FPMD 5005 – Introduction to the Medical Profession
V. ASSESSMENT

The 3-tier course structure is designed to meet the educational objectives stated above. The required foundational courses of Tier 1 provide students with a broad knowledge of health communication theories, contexts, and processes. The electives in Tier 2 allow students to gain additional competencies in chosen communication foci. The electives in Tier 3 provide the interdisciplinary contexts, knowledge, and competencies for students to further demonstrate mastery in the health communication area. All courses will include normative assessment of student performance through readings, assignments, and activities that are commensurate with an undergraduate educational experience.

In addition to the annual program review by the Department of Communication Curriculum Committee, the Advisory Committee of the Interdisciplinary Certificate in Health Communication will review courses and the program through enrollments, exit interviews, instructor feedback, and completion rates.

VI. STUDENT ADVISEMENT

The Department of Communication has two full-time undergraduate program advisors to support student advisement for the certificate program. They will work with the Certificate Coordinator and any additional administrative personnel for program administration and advisement.

Degree-seeking matriculated students may take courses to count toward earning the Interdisciplinary Certificate in Health Communication. The certificate will be awarded upon completion of degree.
VII. COORDINATOR

Associate Professor Mark Bergstrom of the Department of Communication will serve as Coordinator of the certificate program.

VIII. ADVISORY COMMITTEE

The Advisory Committee will consist of three members from the Department of Communication and two members from involved programs. Initial members include:

Dr. Mark Bergstrom, Associate Professor, Communication; Assoc. Dean, College of Humanities
Dr. Helene Shugart, Professor, Communication
Dr. Jakob Jensen, Assistant Professor, Communication
Marty C. Malheiro, Clinical Instructor, Pharmacotherapy, Utah Poison Control Center
Les Chatelain – Interim Chair, Health Promotion & Education

IX. BUDGET

It is not expected that the certificate program will incur enough costs to warrant a budget. Fulfillment of certificate requirements can be managed by current faculty and administrative staff in the Department of Communication. Cost of printing certificates will be minimal and absorbed in the department budget.

X. LIBRARY RESOURCES

Letters of support are included as Appendices.
January 6, 2012

To Whom It May Concern:

We appreciate the opportunity to express strong support for the proposed interdisciplinary certificate programs (undergraduate and graduate) in Health Communication by the Department of Communication. In particular, we encourage the development of interprofessional education and research programs, like this one, which create and build on the formation and enhancement of cross-campus synergies.

The Spencer S. Eccles Health Sciences Library is fully committed to supporting this type of healthcare professional education focusing on the development of the skills and expertise required to assure highly effective integrated interprofessional teams. Toward that end, Eccles Library has recently established an Interprofessional Education Librarian position to support and foster the development of interprofessional efforts among all the health sciences programs.

The Eccles Library expects to be able to provide required information resources in partnership with those offered by the Marriott Library. Of particular importance for this and other interprofessional programs is access to a wide variety of electronic information resources. Our University libraries and the Utah Academic Library Consortium (UALC) work together to stretch our collection dollars in order to obtain access to a full range of electronic journals and databases. Eccles Library, in particular, provides access, training, and assistance on searching PubMed; environmental health; and CINAHL: The Cumulative Index to Nursing and Health Literature; and a wide range of other health resources including those geared to the lay person (MedlinePlus). We also use an interlibrary loan service for students and faculty through which access is provided to the collections of a nationwide network of health science libraries, including the National Library of Medicine.

In summary, there are significant benefits to be gained from the proposed certificate programs; the Spencer S. Eccles Health Sciences Library fully supports them.

Sincerely yours,

Jean P. Shipman, MSLS, AHIP, FMLA
Director & University Librarian

The University of Utah
Spencer S. Eccles
Health Sciences Library
10 N 1900 E
Salt Lake City, Utah 84112
Phone (801) 581-8771
Fax (801) 581-5410
APPENDIX B – MARRIOTT LIBRARY LETTER OF SUPPORT

To whom it may concern:

The University of Utah Libraries appreciate your request to comment on our ability to support students and faculty for the new proposed Interdisciplinary Certificate in Health Communication (both undergraduate and graduate). The libraries are committed to supporting the university and its faculty as they develop programs needed by our students.

As the curriculum will comprise largely of existing courses, current collections should be sufficient. A collection of this size and depth satisfies most undergraduate and graduate needs. Marriott has an approval plan which automatically provides suitable major scholarly books in these areas from most major American publishers. For the past ten years, the Marriott Library has been actively purchasing materials to support research in health communication including books, journals, electronic databases, and DVDs. Resources that will be useful to faculty, researchers, and graduate students in health communication include Web of Science, Journal Citation Reports (JCR), Health and Psychosocial Instruments (HAPI), PsycINFO, ComAbstracts plus ComIndex, Communication and Mass Media Complete, Dissertations and Theses Full-Text, WorldCat, and the American Psychological Association E-book collection. We have focused on covering areas such as research methods and design, evidence-based practice, health care disparities, medical ethics and bioethics, health policy, gerontology, medical sociology, communication theory and research, health promotion, health behavior, disordered eating, therapeutic recreation, medical humanities, and access to health care for the poor and underserved.

We encourage faculty to work with subject librarians to build up specific sub-disciplines where our collection needs supplementing. Despite budget constraints, we are usually able to order any books necessary to directly support classes. We modify our journal subscriptions to reflect current teaching and research. As the scholarly communication landscape evolves, new options may exist beyond traditional print book purchases and conventional subscriptions. We would like to work with faculty to evaluate the most workable.

Student difficulties in locating materials often stem not from collection weaknesses, but from the complexities of using a large research library. We offer class presentations and one-to-one consultations with library specialists who will help students find the most relevant works and suggest the most appropriate search strategies. A team of librarians, computer professionals, and library staff provide research assistance, technology assistance, as well as teach classes on library resources, software programs, information literacy, and semester-length courses. The Library has seating for 3,000 users including classrooms, group study rooms, group study spaces, and carrels. The entire library has wireless access and has supported over 900 wireless devices. In addition, there are over 500 computers available for researchers.

We look forward to working with the faculty and students in this new program.

Yours truly,

[Signatures]

Rick Anderson
Associate Dean
Scholarly Resources and Collections

Catherine Soehner
Associate Dean
Research and Learning Services
APPENDIX C – ENDORSEMENT LETTER FROM GERONTOLOGY
(ALL OTHER COLLEGE/DEPARTMENT LETTERS IN SEPARATE FILE)

January 31, 2012

Heather Canary, PhD
Department of Communication
University of Utah

Dear Dr. Canary:

I am writing to offer my enthusiastic support for the proposed undergraduate and graduate Interdisciplinary Certificate in Health Communication. This clearly a needed program and would make a nice blend with the credentials we offer in Gerontology (both certificate and MS degree). We recently instituted a track in Healthy Aging within our MS program and this Interdisciplinary Certificate would constitute a potential array of electives to round out a student’s program of study in that area of concentration. I am also pleased that the course I teach, Gerontology 5370/6370, is listed as an elective within this proposed certificate and these students will be very welcome in this class at both graduate and undergraduate levels.

I look forward to the inauguration of this program and I wish you success.

Best wishes,

Michael Caserta, PhD
Robert L. & Joyce T. Rice Presidential Endowed Chair in Healthy Aging
Professor – Gerontology Interdisciplinary Program
January 30, 2012

Graduate Council
Office of The Graduate School
302 Park Building

Undergraduate Council
Office of Undergraduate Studies
110 Sill Center

Dear Graduate Council and Undergraduate Council members,

I am delighted to support the Department of Communication's proposal for a new interdisciplinary certificate program in the growing area of Health Communication. Health communication is a crucial concern and currently a top priority for medical and health institutions and agencies, as the nature, forms, and functions of health care and health information are rapidly changing. This proposed certificate responds to that increasing interest and demand for greater awareness and understanding of health communication.

While multiple units across the University currently focus on health communication, there is no formal means for students to gain qualifications and competencies in health communication. This certificate program will meet the needs of students, providers, and professionals across the University while improving overall the quality of health communication in the state. It also will facilitate better job placement for graduates with this certificate.

Such a certificate requires no additional faculty resources or curricular changes, so provides a cost-effective and flexible means for attaining the goal of better education in this area for multiple constituencies.

The Department of Communication has done the requisite discussions with other relevant units about this program and has acquired their support. I urge your support as well.

Thank you for your attention.

Sincerely,

Robert Newman
Dean, College of Humanities

RNjd
January 25, 2012

Mark Jon Bergstrom, PhD
Associate Dean, College of Humanities
University of Utah

Dear Dr. Bergstrom:

The College of Health is pleased to support the undergraduate and graduate Interdisciplinary Certificate Program in Health Communication.

The importance of health communication in advancing health and wellness is well documented and consistent with our shared appointment in this area. The proposed program will provide a critical concentration of coursework for students interested in the disciplines of communication and health.

Our faculty in Health Promotion and Education look forward to offering a number of electives for students interested Health Communication. Our hope is that this inter-professional program will lead to collaborative research opportunities as well as educational training in an area of growing importance.

Best wishes on the successful approval of the Interdisciplinary Certificate Program in Health Communication

Sincerely,

James E. Graves, PhD
Dean and Professor

JEGmp
January 30, 2012

Heather Canary, Ph.D.
Assistant Professor
Department of Communication
University of Utah

Dear Dr. Canary,

The College of Social and Behavioral Science fully supports the proposed undergraduate and graduate Interdisciplinary Certificate Programs in Health Communication. The need for this specialization is clearly documented, and no similar certificates are currently offered in the USHE. This interdisciplinary program is well resourced and comprehensive, drawing on courses from a wide range of relevant disciplines across the university, and will provide students with the necessary knowledge and skills to become competitive in this expanding area of employment.

CSBS looks forward to supporting this valuable program in the coming years.

Sincerely,

Jeffrey Kentor
Senior Associate Dean for Academic Affairs
January 15, 2012

To Whom It May Concern:

I am writing to provide my strong endorsement of the proposed Interdisciplinary Health Communication Certificate Program. This proposal is the result of more than a year’s concentrated effort and represents the very best ideas of an interdisciplinary team dedicated to the creation of a certificate at both the graduate and undergraduate level that will enhance the value of the University’s curricular offerings.

The Interdisciplinary Health Certificate Program received the unanimous endorsement of the entire Department of Communication faculty at its regular meeting on Friday, January 13th.

I am pleased to offer my support without any reservations whatsoever.

Sincerely,

Robert K. Avery
Professor and Interim Chair

Department of Communication
255 S. Central Campus Dr. #1400
Salt Lake City, Utah 84112
(801) 581-5683
FAX (801) 585-6255

396
Undergraduate Studies
University of Utah
Salt Lake City, UT 84112

1/25/2012

Undergraduate Studies,

This letter is in support of the undergraduate certificate in Health Communication proposed by the Department of Communication. We are excited to be a part of the certificate program and are happy with its multidisciplinary design. We believe that it will enhance our student’s education, make our students more marketable and most importantly, help to improve the health of Utahans.

Sincerely,

Les Chatelain
Interim Department Chair

1801 E. South Campus Drive Room 2142
Salt Lake City, Utah 84112
Phone 801-581-8114
Fax 801-585-3546
http://www.health.utah.edu/healthpromotion/
Mark Bergstrom
Associate Dean, College of Humanities

On behalf of the Department of Sociology, I am pleased to endorse the proposal for the Interdisciplinary Certificate Program in Health Communication. This certificate will be useful to students in any number of majors who are specializing in health and wellness. It will afford them the opportunity to acquire skills (and recognition for having them) to effectively communicate about health issues in ways that are relevant to any number of health/medical careers, including those involving provider-patient interactions, communicating about health policies, and communicating about health-promoting practices. The three-tiered design of the curriculum seems appropriate to the certificate's objectives, and the program appears to be intellectually rigorous, substantively significant, and likely to attract broad interest among University of Utah students. As their proposal points out, such a course of study can be found at many other well regarded universities, and it is appropriate to begin offering this opportunity here.

In addition to filling a need for university students in general, the certificate also nicely complements specializations within the programs of the Department of Sociology. One of the two concentrations in our doctoral program is Population & Health, and this is also one of four possible focal areas within the undergraduate program. Indeed several of our courses in this area are electives within the proposed certificate. Thus, again, we in the Department of Sociology are pleased to support this proposal and look forward to it being available to our students.

Sincerely,

Michael Timberlake
Interim Chair & Professor
1/23/12

Mark Bergstrom  
Associate Dean, College of Humanities

On behalf of the Department of Sociology, I am pleased to endorse the proposal for the Interdisciplinary Certificate Program in Health Communication. This certificate will be useful to students in any number of majors who are specializing in health and wellness. It will afford them the opportunity to acquire skills (and recognition for having them) to effectively communicate about health issues in ways that are relevant to any number of health/medical careers, including those involving provider-patient interactions, communicating about health policies, and communicating about health-promoting practices. The three-tiered design of the curriculum seems appropriate to the certificate’s objectives, and the program appears to be intellectually rigorous, substantively significant, and likely to attract broad interest among University of Utah students. As their proposal points out, such a course of study can be found at many other well regarded universities, and it is appropriate to begin offering this opportunity here.

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Sincerely,

Michael Timberlake  
Interim Chair & Professor

Department of Sociology  
380 S 1530 E RM 301  
Salt Lake City, UT 84112-0230  
(801) 581-6153  
FAX (801) 581-3784  
www.soc.utah.edu
January 9, 2012

Heather Canary, Ph.D.
Assistant Professor
Department of Communication
University of Utah

Dear Dr. Canary:

On behalf of the Department of Family and Preventive Medicine and the Division of Public Health, we are pleased to express our support for the undergraduate and graduate Interdisciplinary Certificate Programs in Health Communication. The importance of health communication in advancing health and wellness is well documented. This certificate program provides a critical concentration in coursework for students interested in this intersection of the disciplines of communication and health.

We look forward to supporting this program through both the use of courses from Family and Preventive Medicine and participation by students in Public Health.

Best wishes on the successful approval of these certificate programs.

Sincerely,

[Signature]

Stephen C. Alder, Ph.D.
Chief, Division of Public Health

[Signature]

Michael K. Magill, M.D.
Professor and Chairman
January 30, 2012

Mark Bergstrom  
Associate Dean, College of Humanities  
Associate Professor, Department of Communication  
University of Utah

Dear Dr. Bergstrom:

I have carefully reviewed your proposal for an interdisciplinary Health Communication certificate. The proposal makes good sense to me, and I am happy to endorse it on behalf of the College of Health’s Department of Parks, Recreation, and Tourism. I believe our PRT 5325, “Disabilities, Adaptation, and Accessibility in Therapeutic Recreation,” will be a good fit for the certificate program, and I look forward to having students from across the university enroll in it. If I can be of any additional service in advancing your proposal, please feel free to call on me.

Best Regards,

Daniel L. Dustin, Ph.D.  
Professor and Chair
January 24, 2012

Mark Bergstrom, Ph.D.
Associate Dean, College of Humanities
Associate Professor, Department of Communication

Dear Dr. Bergstrom:

On behalf of the Department of Family and Consumer Studies, I am pleased to offer my support for the Interdisciplinary Certificate Programs in Health Communication submitted by the Department of Communication. Our department has agreed to the inclusion of three of our courses on the list of elective courses available to students in the proposed program. We look forward to the opportunity to share in the education of these students.

Best of luck in your pursuit of this program.

Sincerely,

[Signature]

Russell A. Isabella, Chair
January 27, 2012

Dr. Mark Bergstrom  
Associate Dean  
College of Humanities  
University of Utah  

Dear Mark:

I am writing to lend my support to the proposal to create undergraduate and graduate (masters-level) interdisciplinary Health Communication Certificates. Two Political Science courses (PoIS 5321/6321 (Health Policy) and PoIS 5570 (Management of Nonprofit Organizations) appear to fit nicely within the curriculum available to students in these interdisciplinary programs.

Best wishes,

Jim  

James J. Gosling  
Professor and Chair
January 17, 2012

Dear Members of the Committee,

I am writing to endorse the Interdisciplinary Certificate in Health Communication submitted by the Department of Communication. The University Writing Program has agreed to include a Tier 3 elective course, WRTG 5010/6010: Medical and Health Science Discourses, in their certificate curriculum. Certificate students who wish to enroll in the WRTG course may do so, provided there is sufficient space.

Sincerely,

[Signature]

Maureen Mattison, Director
University Writing Program
29 February 2012

David W. Penning
Senior Vice President for Academic Affairs
205 Park
Campus

Dear Vice President Penning,

Enclosed is the proposal for the Graduate Certificate in Health Promotion which was approved by the Graduate Council on February 27, 2012. Included in this packet are the proposal and signature page.

Please forward this proposal to the Academic Senate to be placed on the information calendar for the next meeting of the Senate.

Sincerely,

Charles A. Wright
Dean, The Graduate School
Cover/Signature Page - Abbreviated Template

Institution Submitting Request: University of Utah
Proposed Title: Interdisciplinary Certificate in Health Communication
Currently Approved Title: N/A
School or Division or Location: College of Humanities
Department(s) or Area(s): Department of Communication
Recommended Classification of Instructional Programs (CIP) Code¹ (for new programs): 51.3607
Current Classification of Instructional Programs (CIP) Code (for existing programs): N/A
Proposed Beginning Date (for new programs): 08/15/2012
Institutional Board of Trustees' Approval Date: N/A/NN/NN

Proposal Type (check all that apply):

- [ ] Bachelor Degree/Minor
- [ ] Certificate or Diploma
- [ ] Associate Degree
- [ ] New Academic Area
- [ ] New Division
- [ ] New Center
- [ ] New Institute

¹CIP codes must be selected by the unit submitting the proposal. For CIP code classifications please visit:
http://www.nacir.com/cip.aspx#

Chief Academic Officer (or Dean/Gene) Signature:
I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

[Signature]
Date: 3/2/12

Printed Name:
Section I: Request

The Department of Communication seeks to create a new interdisciplinary certificate program in the growing area of Health Communication. The Interdisciplinary Certificate in Health Communication provides a formal recognition of concentrated coursework and competency in health communication. The three-tier structure of the certificate provides foundational coursework for students to understand theories and processes of the broad area of health communication as well as more focused course choices within several departments: Communication, Family & Consumer Sciences, Family & Preventative Medicine, Health Promotion & Education, Political Science, Parks, Recreation, & Tourism, and Sociology (see course list below). The required foundational courses of Tier 1 provide students with a broad knowledge of health communication theories, contexts, and processes. The electives in Tier 2 allow students to gain additional competencies in chosen communication foci. The electives in Tier 3 provide the interdisciplinary contexts, knowledge, and competencies for students to further demonstrate mastery in the health communication area.

Degree-seeking matriculated students may take courses to count toward earning the Interdisciplinary Certificate in Health Communication. The certificate will be awarded upon completion of degree. Upon completion, certificate earners will have a broad understanding of approaches to health communication as well as more practical knowledge and competencies that reflect the interdisciplinary character of the certificate. For example, the flexible three-tier structure of the certificate allows students to develop competencies in one or more of the following health communication sub-areas: provider-patient interaction, health campaigns, strategic health communication, health policy communication, and rhetoric of health, among others.
Section II: Need

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Multiple units and programs across the University include some emphasis on health communication in teaching, research, and service. However, there is no formal forum for University audiences to gain and demonstrate qualifications and competencies in health communication. Accordingly, faculty in the Department of Communication propose this certificate program to meet the needs of students, providers, and professionals across the institution and improve the overall quality of health communication in the state of Utah. Graduates with advanced degrees face increasing competition for desirable jobs post-graduation. Accordingly, there is a clear need for the University of Utah to provide our graduate students with opportunities to gain and demonstrate expertise in specialized areas. The proposed Interdisciplinary Certificate in Health Communication helps meet that need.

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Section III: Institutional Impact

Some universities have added majors, minors, and master’s degree programs in health communication (e.g., San Diego State University, University of Southern California). Due to the large demand such programs would place on existing faculty resources and curriculum structures, this type of program change is not optimum for the University of Utah at this time. An interdisciplinary certificate program provides flexibility for current and prospective students in any graduate program to take advantage of the opportunity to gain focused competencies in health communication while earning their graduate degree in their home program. At the same time, a certificate program requires little to no additional faculty resources or changes in curriculum structures for involved programs. Accordingly, the proposed Interdisciplinary Certificate in Health Communication provides the greatest benefit for institutional constituencies with the smallest investments by institutional programs.

The certificate program comprises existing and new courses. As a new program offering, it is anticipated that participation will be low the first year and grow as students, faculty, and administrators across the institution become familiar with the opportunity. Because of the large pool of acceptable courses in Tiers 2 and 3 of the certificate, there is likely to be a small positive impact on course enrollments for courses included. The small impact will be the modest number of additional students taking any given course for certificate credit. The positive impact will be the presence of students from diverse majors in these
advanced classes, fostering a lively classroom dynamic of trans-disciplinary interest in health communication. Tier 1 and 2 courses are housed in the Department of Communication. The Department of Communication faculty voted to support this proposal, recognizing its value for current and future students.

Outside of the Department of Communication, the other involved program likely to be most impacted is the Department of Health Promotion & Education. Faculty in that program have been included in discussions about this proposed certificate and have expressed support of it (see attached endorsement letter). This certificate is a way to forge productive pedagogical and research connections between the two departments, which already share a faculty member who has a joint appointment in both departments. Other departments with courses listed as electives in Tier 3 will be minimally impacted with potential larger enrollments in selected courses. Endorsement letters from all involved departments are attached.

**Section IV: Finances**

It is not expected that the certificate program will incur enough costs to warrant a budget. Fulfillment of certificate requirements can be managed by current faculty and administrative staff in the Department of Communication. Cost of printing certificates will be minimal and absorbed in the department budget.

**Section VI: Program Curriculum**

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>Title</th>
<th>Credit Hours</th>
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<tr>
<td>COMM 5115/6115</td>
<td>Foundations of Health Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM 5116/6116</td>
<td>Choose ONE of the following: Health, Communication, and Culture</td>
<td>3</td>
</tr>
<tr>
<td>COMM 5117/6117</td>
<td>Health Campaigns &amp; Media</td>
<td>3</td>
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Sub-Total: 6
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<tr>
<th>Course Prefix &amp; Number</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>COMM 5117/6116</td>
<td>TIER 2: Choose TWO of the following:</td>
<td>3</td>
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<td>Health, Communication, and Culture</td>
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<td>Health Campaigns &amp; Media</td>
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<td>COMM 5815/6815</td>
<td>Special Topics in Health Communication</td>
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<td>COMM 5490/6490</td>
<td>Communication and Social Justice</td>
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<td>COMM 5140/6140</td>
<td>Communication and Aging</td>
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<td>COMM 5200/6200</td>
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<td>COMM 5170/6170</td>
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<td>COMM 5110/6110</td>
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<td>HEDU 5300</td>
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<td>HEDU 5350</td>
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<td>Eating Disorder: Prevention and Treatment</td>
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<td>HEDU 6070</td>
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**Sub-Total** 6

**Total Number of Credits** 18
January 30, 2012

Graduate Council
Office of The Graduate School
302 Park Building

Undergraduate Council
Office of Undergraduate Studies
110 Sill Center

Dear Graduate Council and Undergraduate Council members,

I am delighted to support the Department of Communication’s proposal for a new interdisciplinary certificate program in the growing area of Health Communication. Health communication is a crucial concern and currently a top priority for medical and health institutions and agencies, as the nature, forms, and functions of health care and health information are rapidly changing. This proposed certificate responds to that increasing interest and demand for greater awareness and understanding of health communication.

While multiple units across the University currently focus on health communication, there is no formal means for students to gain qualifications and competencies in health communication. This certificate program will meet the needs of students, providers, and professionals across the University while improving overall the quality of health communication in the state. It also will facilitate better job placement for graduates with this certificate.

Such a certificate requires no additional faculty resources or curricular changes, so provides a cost-effective and flexible means for attaining the goal of better education in this area for multiple constituencies.

The Department of Communication has done the requisite discussions with other relevant units about this program and has acquired their support. I urge your support as well.

Thank you for your attention.

Sincerely,

Robert Newman
Dean, College of Humanities

RN/jd
January 25, 2012

Mark Jon Bergstrom, PhD
Associate Dean, College of Humanities
University of Utah

Dear Dr. Bergstrom:

The College of Health is pleased to support the undergraduate and graduate Interdisciplinary Certificate Program in Health Communication.

The importance of health communication in advancing health and wellness is well documented and consistent with our shared appointment in this area. The proposed program will provide a critical concentration of coursework for students interested in the disciplines of communication and health.

Our faculty in Health Promotion and Education look forward to offering a number of electives for students interested Health Communication. Our hope is that this inter-professional program will lead to collaborative research opportunities as well as educational training in an area of growing importance.

Best wishes on the successful approval of the Interdisciplinary Certificate Program in Health Communication.

Sincerely,

James E. Graves, PhD
Dean and Professor

JEG:np
January 15, 2012

To Whom It May Concern:

I am writing to provide my strong endorsement of the proposed Interdisciplinary Health Communication Certificate Program. This proposal is the result of more than a year’s concentrated effort and represents the very best ideas of an interdisciplinary team dedicated to the creation of a certificate at both the graduate and undergraduate level that will enhance the value of the University’s curricular offerings.

The Interdisciplinary Health Certificate Program received the unanimous endorsement of the entire Department of Communication faculty at its regular meeting on Friday, January 13th.

I am pleased to offer my support without any reservations whatsoever.

Sincerely,

[Signature]

Robert K. Avery
Professor and Interim Chair
Undergraduate Studies
University of Utah
Salt Lake City, UT 84112

1/25/2012

Undergraduate Studies,

This letter is in support of the undergraduate certificate in Health Communication proposed by the Department of Communication. We are excited to be a part of the certificate program and are happy with its multidisciplinary design. We believe that it will enhance our student’s education, make our students more marketable and most importantly, help to improve the health of Utahans.

Sincerely

Les Chatelain
Interim Department Chair
1/23/12

Mark Bergstrom
Associate Dean, College of Humanities

On behalf of the Department of Sociology, I am pleased to endorse the proposal for the Interdisciplinary Certificate Program in Health Communication. This certificate will be useful to students in any number of majors who are specializing in health and wellness. It will afford them the opportunity to acquire skills (and recognition for having them) to effectively communicate about health issues in ways that are relevant to any number of health/medical careers, including those involving provider-patient interactions, communicating about health policies, and communicating about health-promoting practices. The three-tiered design of the curriculum seems appropriate to the certificate’s objectives, and the program appears to be intellectually rigorous, substantively significant, and likely to attract broad interest among University of Utah students. As their proposal points out, such a course of study can be found at many other well regarded universities, and it is appropriate to begin offering this opportunity here.

In addition to filling a need for university students in general, the certificate also nicely complements specializations within the programs of the Department of Sociology. One of the two concentrations in our doctoral program is Population & Health, and this is also one of four possible focal areas within the undergraduate program. Indeed several of our courses in this area are electives within the proposed certificate. Thus, again, we in the Department of Sociology are pleased to support this proposal and look forward to it being available to our students.

Sincerely,

Michael Timberlake
Interim Chair & Professor

Department of Sociology
390 S 1530 E RM 201
Salt Lake City, UT 84112-0250
(801) 581-4153
FAX (801) 581-3784
www.soci.utah.edu
On behalf of the Department of Sociology, I am pleased to endorse the proposal for the Interdisciplinary Certificate Program in Health Communication. This certificate will be useful to students in any number of majors who are specializing in health and wellness. It will afford them the opportunity to acquire skills (and recognition for having them) to effectively communicate about health issues in ways that are relevant to any number of health/medical careers, including those involving provider-patient interactions, communicating about health policies, and communicating about health-promoting practices. The three-tiered design of the curriculum seems appropriate to the certificate's objectives, and the program appears to be intellectually rigorous, substantively significant, and likely to attract broad interest among University of Utah students. As their proposal points out, such a course of study can be found at many other well-regarded universities, and it is appropriate to begin offering this opportunity here.

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Sincerely,

Michael Timberlake
Interim Chair & Professor
January 9, 2012

Heather Canary, Ph.D.
Assistant Professor
Department of Communication
University of Utah

Dear Dr. Canary:

On behalf of the Department of Family and Preventive Medicine and the Division of Public Health, we are pleased to express our support for the undergraduate and graduate Interdisciplinary Certificate Programs in Health Communication. The importance of health communication in advancing health and wellness is well documented. This certificate program provides a critical concentration in coursework for students interested in this intersection of the disciplines of communication and health.

We look forward to supporting this program through both the use of courses from Family and Preventive Medicine and participation by students in Public Health.

Best wishes on the successful approval of these certificate programs.

Sincerely,

[Signature]
Stephen C. Alder, Ph.D.
Chief, Division of Public Health

[Signature]
Michael K. Magill, M.D.
Professor and Chairman
January 30, 2012

Mark Bergstrom
Associate Dean, College of Humanities
Associate Professor, Department of Communication
University of Utah

Dear Dr. Bergstrom:

I have carefully reviewed your proposal for an interdisciplinary Health Communication certificate. The proposal makes good sense to me, and I am happy to endorse it on behalf of the College of Health’s Department of Parks, Recreation, and Tourism. I believe our PRT 5325, “Disabilities, Adaptation, and Accessibility in Therapeutic Recreation,” will be a good fit for the certificate program, and I look forward to having students from across the university enroll in it. If I can be of any additional service in advancing your proposal, please feel free to call on me.

Best Regards,

Daniel L. Dustin, Ph.D.
Professor and Chair
January 24, 2012

Mark Bergstrom, Ph.D.
Associate Dean, College of Humanities
Associate Professor, Department of Communication

Dear Dr. Bergstrom:

On behalf of the Department of Family and Consumer Studies, I am pleased to offer my support for the Interdisciplinary Certificate Programs in Health Communication submitted by the Department of Communication. Our department has agreed to the inclusion of three of our courses on the list of elective courses available to students in the proposed program. We look forward to the opportunity to share in the education of these students.

Best of luck in your pursuit of this program.

Sincerely,

[Signature]

Russell A. Isabella, Chair
January 27, 2012

Dr. Mark Bergstrom
Associate Dean
College of Humanities
University of Utah

Dear Mark:

I am writing to lend my support to the proposal to create undergraduate and graduate (masters-level) interdisciplinary Health Communication Certificates. Two Political Science courses (PoS 5321/6321 (Health Policy) and PoS 5570 (Management of Nonprofit Organizations) appear to fit nicely within the curriculum available to students in these interdisciplinary programs.

Best wishes,

James J. Gosling
Professor and Chair
January 17, 2012

Dear Members of the Committee,

I am writing to endorse the Interdisciplinary Certificate in Health Communication submitted by the Department of Communication. The University Writing Program has agreed to include a Tier 3 elective course, WRTG 5010/6010: Medical and Health Science Discourses, in their certificate curriculum. Certificate students who wish to enroll in the WRTG course may do so, provided there is sufficient space.

Sincerely,

Maureen Mattison, Director
University Writing Program
To whom it may concern:

The University of Utah Libraries appreciate your request to comment on our ability to support students and faculty for the new proposed Interdisciplinary Certificate in Health Communication (both undergraduate and graduate). The libraries are committed to supporting the university and its faculty as they develop programs needed by our students.

As the curriculum will comprise largely of existing courses, current collections should be sufficient. A collection of this size and depth satisfies most undergraduate and graduate needs. Marriott has an approval plan which automatically provides suitable major scholarly books in these areas from most major American publishers. For the past ten years, the Marriott Library has been actively purchasing materials to support research in health communication including books, journals, electronic databases, and DVDs. Resources that will be useful to faculty, researchers, and graduate students in health communication include Web of Science, Journal Citation Reports (JCR), Health and Psychosocial Instruments (HAPI), PsycINFO, ComAbstracts plus ComIndex, Communication and Mass Media Complete, Dissertations and Theses Full-Text, WorldCat, and the American Psychological Association E-Book collection. We have focused on covering areas such as research methods and design, evidence-based practice, health care disparities, medical ethics and bioethics, health policy, gerontology, medical sociology, communication theory and research, health promotion, health behavior, disordered eating, therapeutic recreation, medical humanities, and access to health care for the poor and underserved.

We encourage faculty to work with subject librarians to build up specific sub-disciplines where our collection needs supplementing. Despite budget constraints, we are usually able to order any books necessary to directly support classes. We modify our journal subscriptions to reflect current teaching and research. As the scholarly communication landscape evolves, new options may exist beyond traditional print book purchases and conventional subscriptions. We would like to work with faculty to evaluate the most workable.

Student difficulties in locating materials often stem from collection weaknesses, but from the complexities of using a large research library. We offer class presentations and one-to-one consultations with library specialists who will help students find the most relevant works and suggest the most appropriate search strategies. A team of librarians, computer professionals, and library staff provide research assistance, technology assistance, as well as teach classes on library resources, software programs, information literacy, and semester-length courses. The Library has seating for 3,000 users including classrooms, group study rooms, group study spaces, and carrels. The entire library has wireless access and has supported over 900 wireless devices. In addition, there are over 500 computers available for researchers.

We look forward to working with the faculty and students in this new program.

Yours truly,

Rick Anderson
Associate Dean
Scholarly Resources and Collections

Catherine Soehner
Associate Dean
Research and Learning Services
January 6, 2012

To Whom It May Concern:

We appreciate the opportunity to express strong support for the proposed interdisciplinary certificate programs (undergraduate and graduate) in Health Communication by the Department of Communication. In particular, we encourage the development of interprofessional education and research programs, like this one, which create and build on the formation and enhancement of cross-campus synergies.

The Spencer S. Eccles Health Sciences Library is fully committed to supporting this type of healthcare professional education focusing on the development of the skills and expertise required to assure highly effective integrated interprofessional teams. Toward that end, Eccles Library has recently established an Interprofessional Education Librarian position to support and foster the development of interprofessional efforts among all the health sciences programs.

The Eccles Library expects to be able to provide required information resources in partnership with those offered by the Marriott Library. Of particular importance for this and other interprofessional programs is access to a wide variety of electronic information resources. Our University libraries and the Utah Academic Library Consortium (UALC) work together to stretch our collection dollars in order to obtain access to a full range of electronic journals and databases. Eccles Library, in particular, provides access, training, and assistance on searching PubMed; environmental health; and CINAHL: The Cumulative Index to Nursing and Health Literature; and a wide range of other health resources including those geared to the lay person (MedlinePlus). We also use an interlibrary loan service for students and faculty through which access is provided to the collections of a nationwide network of health science libraries, including the National Library of Medicine.

In summary, there are significant benefits to be gained from the proposed certificate programs; the Spencer S. Eccles Health Sciences Library fully supports them.

Sincerely yours,

Jean P. Shipman, MLS, AHIP, FMLA
Director & University Librarian

The University of Utah
Spencer S. Eccles
Health Sciences Library
10 N 1900 E
Salt Lake City, Utah 84112
Phone (801) 581-8771
Fax (801) 581-5410
02 February 2012

David W. Pershing  
Senior Vice President for Academic Affairs  
205 Park  
Campus

Dear Vice President Pershing,

Enclosed is proposal for a Master of Science Degree in Geographic Information Science which was approved by the Graduate Council on January 30, 2012. Included in this proposal packet are the signature page, executive summary, proposal, and letter of support.

Please forward this proposal to the Academic Senate to be placed on the information calendar for the next meeting of the Senate.

Sincerely,

Charles A. Wight  
Dean, The Graduate School
Institution Submitting Request: University of Utah
Proposed Title: Master of Science in Geographic Information Science
School or Division or Location: College of Social and Behavioral Sciences
Department(s) or Area(s) Location: Department of Geography
Recommended Classification of Instructional Programs (CIP) Code: 45.0702
Proposed Beginning Date: 08/01/12
Institutional Board of Trustees’ Approval Date: MM/DD/YEAR

Proposal Type (check all that apply):

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

Signature Date: 01/30/2012
Printed Name: Chuck Wight

4 CIP codes must be reconciled by the submitting institution. For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.
Executive Summary

University of Utah
Department of Geography
Master of Science Degree in Geographic Information Science (MGIS)
01/11/12

Program Description
The proposed Master of Science in Geographic Information Science is a master's degree program in the Department of Geography designed to provide students with the expertise to be successful in the GIS job market at the advanced technical and managerial levels. The MGIS is to develop skills in acquiring, analyzing and managing large volumes of geospatial information to address problems across a broad range of interdisciplinary application areas, such as environmental management, transportation planning, emergency management, and public health. The MGIS is intended to attract both employed professionals and full-time students who want to deepen their understanding and expertise in the application of geographic information to social and environmental problems. The MGIS is a two-year interdisciplinary full-time post-baccalaureate degree that is comprised of 7 core courses (22 credit hours), 2 technical courses (6 credit hours), and 2 application-oriented courses (6-7 credit hours) for a total of 34 semester hours (minimum). The program is proposed to start in Fall Semester, 2012.

Role and Mission Fit
The proposed MGIS will provide the knowledge and skills for those students seeking a career in GIS that is not provided in existing degree programs at the University of Utah or across the State of Utah. Building on the Department of Geography’s successful Certificate Program in GIScience, the MGIS will provide the additional graduate education required for careers in geospatial science and technology fields.

Faculty.
The University of Utah’s Department of Geography has been conducting research and teaching in GIS, satellite remote sensing, GPS and geospatial analysis since the 1960s. It is home to one of the first academic GIS development facilities in the U.S.; the Digitally Integrated Geographic Information Technologies (DIGIT) Laboratory (http://www.digit.utah.edu). Ten regular faculty are available to provide instruction and student advisement along with adjunct faculty specialists from the larger community. No additional regular faculty will be needed. Two new adjuncts will be recruited to teach new specialized courses.

Market Demand
A recent Department of Labor study named geospatial technologies along with nano- and bio-technologies as the biggest sources of job growth over the next two decades (http://doleta.gov/BRG/Indprof/geospatial_profile.cfm). More generally, the Bureau of Labor Statistics projects that the number of people employed as Geographers is to increase by 26% between 2008 and 2018 (http://www.bls.gov/oco/pdf/ocos316.pdf). This is more than twice the projected national increase in employment in all occupations (10.1%). In addition, employment in cognate fields shows similarly high growth trends: Cartographers and photogrammetrists (26.8%), Computer and information scientists (24.2%), Surveying and mapping technicians (20.4%), and Database administrators (20.3%). Overall, the trends in demand point upward for GIS specialists in this and other countries. The 2010 survey conducted by the Urban and Regional Information Systems Association (URISA) showed the average salary of survey respondents at $61,540, an increase of 2.5 percent over the 2006 average. GIS managers, meanwhile, saw a 3.8 percent increase in salary, to $89,842. Sixty-five percent of respondents work within some level of government (http://www.urisa.org/2010_salary_survey), In many technical fields, the master’s degree has become the new entry-level to professional careers in both the private and public sector (New York
Times, 24 July 2011, p. ED16). This is increasingly the case in the field of Geographic Information Science (GIScience).

Student Demand
Currently, GIS courses are elective coursework in the geography undergraduate and graduate programs. In the last ten years, over 620 students have completed the introductory GIS course. Enrollment in the introductory GIS course has nearly doubled during the same ten year period. While over half of the students are Geography majors, a variety of other majors are represented (i.e. Environmental Studies, Urban Planning, Anthropology, Physics, Computer Science, Political Science, etc.). About 50% of these students enroll in the second GIS course after completing the first course. An number of students have asked for a master’s degree with a professional orientation rather than a research thesis orientation.

Statement of Financial Support

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Similar Programs Already Offered in the USHE
There are several geography and GIS education programs in the State of Utah. None of these other programs are targeting students and GIS professionals at the master's degree level and with a comprehensive approach to geographic information science.
Program Description

University of Utah
MS- Master's Degree in Geographic Information Science
01/05/12

Section I: The Request

The University of Utah requests approval to offer a Master of Science in Geographic Information Science in the Department of Geography effective Fall, 2012. This program has been approved by the Institutional Board of Trustees on (Date TBD).

Section II: Program Description

Complete Program Description
Geographic Information Science (GIScience) is the integration of the theoretical representation of geographic space, absolute and relative positions and their relationships with physical and human attributes on the earth’s surface. Geographic information science is composed of various geographical scientific and technological areas of study, including geographic information systems (GIS), satellite remote sensing, global positioning systems (GPS), cartography and visualization, and geospatial analysis and statistics. The Master of Science in Geographic Information Science (MGIS) is designed for both employed professionals and full-time students who want to deepen their understanding and expertise in the application of geographic information to social and environmental problems. The MGIS is a two-year, full-time post-baccalaureate degree that is comprised of 7 core courses (22 credit hours), 2 technical courses (6 credit hours), and 2 application-oriented courses (6-7 credit hours) for a total of 34 semester hours (minimum). This includes a master's capstone project requiring the students to apply aspects of the MGIS curriculum to the analysis of a real-world problem.

Purpose of Degree
The purpose of the MGIS is to provide students desiring a career in the field of GIS with the skills and expertise required to be successful in the labor market. The MGIS is designed to develop skills in geographic information analysis and management, and thus it reflects the variety and interdisciplinary nature of practical social and environmental problems and seeks to balance technical and management approaches. This program will meet the need for GIS professionals with advanced, graduate degree credentials. There is no other focused, master's level degree program in geographic information science in Utah.

Institutional Readiness
The MGIS will be administered by the Department of Geography, and the degree will be granted within the College of Social and Behavioral Science. The MGIS program will package existing courses in GIS, analytical methods, and application areas with new complementary courses in GIS Project Management, GIS Programming, GIS Applications, and The MGIS Capstone Project. This structure will allow the creation of a needed program without a large investment of resources. The MGIS program will have minimal to no negative impact on the existing graduate and certificate programs. As the proposed program is structured, it will not require reallocation of funds or new faculty lines in its first 5 years. Student Credit Hour (SCH) productivity funds will also be generated which will be used to support the MGIS program.
### Faculty

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<tr>
<td>Part-time Non-Tenured</td>
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<tr>
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<tr>
<td>Part-time Non-Tenured</td>
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<tr>
<td><strong>Total Department Faculty FTE</strong> (As reported in the most recent A-160-11 Institutional Cost Study for “prior to program implementation” and using the A-160-11 Cost Study Definition for the projected “at full program implementation.”)</td>
<td>10</td>
<td>11</td>
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</table>

Almost all of the MGIS courses are currently taught by regular faculty in the Department of Geography. Two new courses not currently offered at the University will be created for the MGIS program – a course in GIS Project Management and a course in Web GIS. Staffing and funding for these two courses will be provided by the Department of Geography using adjunct faculty and course returned productivity funds.

**Staff**

The MGIS program will be staffed by the MGIS Director assisted by administrative staff from the Department of Geography for accounting and advising. If the degree is approved, a regular faculty member will serve as the initial MGIS director. S/he will report to the Chair of the Department of Geography in the College of Social and Behavioral Sciences. The Director will be selected from among the tenure track faculty whose primary assignment is in the Department of Geography.
Student admission decisions will be made by the Faculty Program Committee after reviewing each applicant’s submitted materials (e.g., letters of recommendation, statement of purpose, transcripts). The Director will be responsible for all record keeping, course scheduling, and placement activities for graduates. The Director will also process students for graduation. A graduate assistant and Department of Geography staff will assist the Director in these activities. Once the MGIS program is operating at full capacity, it is anticipated that the Director will devote 25% of her/his time to directing this program.
Office support, such as program accounting, IT, clerical and office equipment will be provided by the College of Social and Behavioral Sciences and the Department of Geography.

Library and Information Resources
The Marriott Library, as well as the University of Utah’s other libraries, already have a substantial collection of GIS-related journals and book collections that would meet the needs of MGIS students. Representatives of the Marriott Library agree that current collections should be adequate for the proposed MGIS, and they pledge to pay special attention to the topics covered by the program’s courses and to suggestions from faculty and students for new resources as the budget allows. The CSBS computing labs and staff, and the Department’s DIGIT Lab staff will insure sufficient computer systems and software support for the MGIS program.

Admission Requirements
Admission requirements will be at least the minimum required by the Graduate School. Undergraduate transcripts, three letters of recommendation, and a statement of purpose will be reviewed when assessing each applicant’s qualifications for the program. The TOEFL and TSE will be required of students for whom English is a second language. Due to the rigorous analytic component of the MGIS, it is assumed that applicants will have a strong quantitative background. Acceptable applicants will be required to have proficiency in mathematics, statistics, computing, mapping and introductory GIS as prerequisites to the program. In addition to the prerequisites, students will be encouraged to take coursework in computer programming prior to application.

Student Advisement
The MGIS Director and staff advisor will provide academic advising and administrative support to individuals applying for the program, as well as, after they are enrolled in the program. The MGIS Director will coordinate the development of the MGIS program, establish program policies and procedures, and work with participating colleges, departments and faculty. The MGIS advisor will assist in: operating the program including scheduling courses; coordinating teaching assignments; recruiting students into the program; and helping students resolve problems related to the program. Each fall a new student orientation will be held to ensure that students understand program requirements. This orientation will also help new students network with other students.

Justification for Graduation Standards and Number of Credits
The MGIS program requires a student to complete a minimum of 34 credit hours. In the development of this program, closely related programs from around the country were surveyed (n=5). With required credit hours ranging from 30-35, the mean number of required credit hours for current programs is 32. Within the College of Social and Behavioral Science at the University of Utah, the mean number of credits required for a master’s degree is 32, so the MGIS would require approximately the current College average.
External Review and Accreditation
No external consultants or reviewers were employed to develop this program. No external accreditation will be sought.

Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students:
Prospective MGIS students will be drawn from a variety of social science, earth science, humanities, engineering, and architecture/planning majors, as well as employed practitioners. The anticipated admission for the first year is seven students, followed by 15 in the second year. Admissions are predicted to increase to 30 by the third year and remain at that level over the next two years. These enrollment estimates are based on the queries received from students, responses to a student survey, and projected growth in the labor market. It is anticipated that ten students will graduate each year.

<table>
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<tr>
<th>Data Category</th>
<th>Current – Prior to New Program Implementation</th>
<th>Projected Year 1</th>
<th>Projected Year 2</th>
<th>Projected Year 3</th>
<th>Projected Year 4</th>
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<td>15</td>
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<td>Departmental Data – For All Programs Within the Department</td>
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<tr>
<td>Total Department Faculty FTE (as reported in Faculty table above)</td>
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<td>11</td>
<td>11</td>
<td>11</td>
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<tr>
<td>Total Department Student FTE (Based on Fall Third Week)</td>
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<td>7</td>
<td>15</td>
<td>30</td>
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<td>Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)</td>
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<td>1.5</td>
<td>3</td>
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<tr>
<td>Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here: ___________________)</td>
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<td></td>
<td></td>
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</table>

Expansion of Existing Program
New degree program.

Program Need
Traditionally, the Bachelor's degree was the entry-level degree to many careers outside academia, while the masters' degree was the stepping-stone to the Ph.D. However, in many technical fields the masters' has become the new entry-level to professional careers in both the private and public sector (New York Times, 24 July 2011, p. ED16). This is increasingly the case in the field of Geographic Information Science (GISScience), or the development and application of digital technologies for capturing, storing, analyzing and communicating geospatial data.

Geographic information systems (GIS), remote sensing (RS) and related tools have become very sophisticated over the past two decades, increasing the demand for acquiring competency in knowledge and skills that were previously required only for advanced software developers and spatial analysts. For
example, a decade in the past being a “GIS Analyst” meant knowing the basics of cartography, spatial statistics and information technologies along with a command of a proprietary GIS software, such as ArcView. However, GIS has moved from proprietary systems to being embedded within enterprise object-relational databases, served across intranets and the Internet using client-server architectures, and customizable through componentware systems and languages such as Python. Spurred on by these technical advances as well as the continuing collapse of data capture, storage and processing costs, the underlying GIScience has also advanced greatly, including revolutionary developments, such as disaggregate spatial statistics, cartography and visualization, GIS/GPS/RS fusion on mobile devices and hyperspectral and laser-based remote sensing systems. These scientific and technological advances have greatly increased the knowledge and skill requirements for entry-level GIS careers.

The proposed Masters in Geographic Information Science will provide students seeking a career in GIS the knowledge and skills that cannot be provided in existing degree programs at the University of Utah. Building on the Department of Geography’s successful Certificate Program in GIScience, the MGIS will provide the additional education required for careers in GIS, while not diminishing the current Certificate Program or the department’s research-oriented Masters of Science (MS) program.

The current Certificate Program in GIScience serves a valuable market by providing appropriate education for students who seek careers that are GIS-relevant but not GIS-dominant. This includes a wide range of professions in fields such as environmental studies, urban planning, transportation planning, real estate, marketing, public health, anthropology, economics, demographics and so on. Almost any professional field that uses geographic data can benefit from GIS education, and the Certificate Program will remain appropriate; it is open to any major and degree program on campus (including graduate degrees) as well as to non-matriculated students.

The MGIS will build on the Certificate Program by providing opportunity for students who need additional technical education for GIS-centric careers, i.e., professions where GIS development, management and support will be the focus. These jobs are often labeled with titles such as Geospatial Information Scientist and Technologist, Geospatial Analyst, GIS Developer, and GIS Manager. The Department of Geography’s current MS program cannot accommodate this due to its research-orientation: students are expected to take one year of courses and spend a second year developing an original research project. In contrast, the MGIS will substitute the second, research-oriented year for technical coursework that is increasingly essential for entering and succeeding in GIS careers.

**Labor Market Demand**

The demand for GIS knowledge and skills is strong and will continue to be strong over a longer time horizon. A recent Department of Labor study named geospatial technologies along with nano- and biotechnologies as the biggest sources of job growth over the next two decades (http://doljob.gov/BRG/lnchprof/geospatial_profile.cfm). More generally, the Bureau of Labor Statistics projects that the number of people employed as Geographers is to increase by 26% between 2008 and 2018 (http://www.bls.gov/oco/pdfs/oco315.pdf). This is more than twice the projected national increase in employment in all occupations (10.1%). In addition, employment in cognate fields shows similarly high growth trends: Cartographers and photogrammetrists (26.8%), Computer and Information scientists (24.2%), Surveying and mapping technicians (20.4%), and Database administrators (20.3%). Overall, the trends in demand point upward for GIS specialists in this and other countries.

The 2010 survey conducted by the Urban and Regional Information Systems Association (URISA) showed the average salary of survey respondents at $61,540, an increase of 2.5 percent over the 2006 average.
GIS managers, meanwhile, saw a 3.8 percent increase in salary, to $38,842. Sixty-five percent of respondents work within some level of government (http://www.urisa.org/2010_salary_survey). As examples, two local private corporations and a national federal governmental center endorse the establishment of this program in the Department of Geography at the U of U.

"The authoritative and most up-to-date infrastructure asset data repository, public organizations are looking to Geographic Information Systems (GIS) as a platform for managing critical business and operational needs, such as infrastructure asset management." The MGIS program will fill "a primary need for our firm in providing advanced education opportunities for our current and prospective employees."

Brian Haslam, President of Azteca Systems- Cityworks, a Utah firm providing support and software for local government, public works and utilities designed to leverage GIS for asset management, permitting and licensing. Size - 80 employees, serves 450 cities, counties and public utilities throughout North America. Azteca Systems Inc. (http://www.cityworks.com/)

As manager and co-owner a small, Utah-based business (RedCastle Resources), I enthusiastically support the development of a Masters of GI Science program. RedCastle Resources (RCR) provides GIS and remote sensing professional services to the USDA Forest Service here in Salt Lake City. Our staff of approximately 50 professionals have degrees in geography, forestry, wildlife biology, range science, and other resource management related disciplines. A majority of their degrees are post-graduate. The one thing these individuals have in common, is a demonstrated expertise in the use of GIS and remote sensing in their field of expertise.

As an employer, RCR depends on universities to provide well qualified candidates for our positions. With approximately 60% of our staff coming from Utah, a strong in-State degree program in GI Science would make RCR a more competitive company and would make it more likely that we can continue to provide high paying, benefited jobs to qualified applicants from Utah.

Mark Finco, PhD
Contract Leader / Principal
RedCastle Resources
2222 West 2300 South
Salt Lake City, UT 84119

Red Castle Resources (http://redcastleresources.com/).

The USDA Forest Service depends on highly skilled geospatial professionals to supply knowledge and experience necessary for effective management of the Nation's forest and grassland resources. As an agency comprised of over 35,000 employees managing nearly 200 million acres of public land, we rely on geospatial professionals to develop and maintain many of the key information resources that support planning, implementation, and monitoring efforts across numerous natural and cultural resource disciplines. Availability of a diverse pool of geospatial professionals with strong academic foundations in GIS and remote sensing is critical to the Forest Service's efforts to develop and maintain a skilled, relevant, and adaptive workforce.

The Forest Service maintains two national service centers specializing in geospatial technology in Salt Lake City. The Geospatial Service and Technology Center and the Remote Sensing Applications Center provide advanced analytical support, information services, and training for the use of geospatial technologies on a wide range of natural resource management issues. The
University of Utah's geography programs have been important sources for recruiting educated professionals into these centers and their supporting private sector business partners. As director of the Remote Sensing Applications Center here in Salt Lake City, I strongly support and encourage the development of a GIS Science masters program that bolsters the depth and quality of candidates for our future workforce.

Brian Schwend, Director, Remote Sensing Applications Center
Geospatial Management Office, USDA Forest Service, SLC, Utah

Student Demand
Currently, GIS courses are elective coursework in the geography undergraduate and graduate programs. In the last ten years, over 620 students have completed the introductory GIS course. Enrollment in the introductory GIS course has nearly doubled during the same ten year period. While over half of the students are Geography majors, a variety of other majors are represented (i.e. Environmental Studies, Urban Planning, Anthropology, Physics, Computer Science, Political Science, etc.). About 50% of these students enroll in the second GIS course after completing the first course.

Similar Programs
There is currently no other professionally oriented Masters' in GIScience offered by a component of the USHE or by any private college or university in the State of Utah. However, there are similar degree programs offered by major universities in the Intermountain West and western United States:

- Arizona State University: http://geoplan.asu.edu/mas-gis
- University of Southern California: http://gis.usc.edu/
- University of Washington: http://www.courreach.washington.edu/omgis/

Collaboration with and Impact on Other USHE Institutions
There are several geography and GIS education programs in the State of Utah. None of these other programs are targeting GIS professionals at the masters degree level. Salt Lake Community College (SLCC) offers an Associate degree that currently serves as a feeder to our undergraduate geography and Certificate Program in GIS. It is expected that this relationship to strengthen with the creation of the MGIS. Weber State University offers a geography degree and a GIS minor at the undergraduate level. Utah State University offers a geography masters degree program oriented towards natural resource applications, given its location in the College of Natural Resources and in the land-grant institution in the USHE. Utah Valley University has an undergraduate degree program in geomatics (land surveying). Brigham Young University offers an undergraduate degree in geography, but no graduate degrees in geography or GIS. Actually many of these other programs are populated by faculty who are graduates of the Department of Geography at the U of U, so there are good linkages for student matriculation to the MGIS program.

Benefits
The University of Utah would be an ideal home for a Utah-based Masters in GIS program. The university is in an urban setting that is the state capital for Utah, generating an inherent level of demand for GIS professionals through agencies such as UDOT, UTA, UGS and the DNR. Beyond this, Salt Lake City is
home to the first GIS state agency in the United States, the State of Utah Automated Geographic Reference Center (AGRC). It is also home to the Remote Sensing Applications Center (RSAC), the primary remote sensing research laboratory for the US Forest Service, as well as the US Department of Agriculture's aerial photography and cartography center. U of U graduates are employed in these agencies and in private firms throughout Utah and the nation.

The University of Utah's Department of Geography has been conducting research and teaching GIS and RS since the 1960s. It is home to one of the first academic GIS development facilities in the US; the Digitally Integrated Geographic Information Technologies (DIGIT) laboratory (http://www.digit.utah.edu/). The University's high level of GIS and RS development has made the Wasatch Front a hotbed for GIS and RS professional activity. The MGIS will help maintain Utah as a national leader in GIS and RS by elevating the educational opportunities that have helped to incubate the local professional community.

**Consistency with Institutional Mission**

The University of Utah's mission is to serve society through discovery, education, and application of knowledge. This is achieved by supporting high standards in diverse scholarly activity and by intertwining academic pursuit with educating, mentoring, and training students. Within this framework, the College of Social and Behavioral Sciences aims to offer a cutting-edge and captivating environment for students that will prepare them for their professional development in a dynamic, fast-paced world.

The MGIS program has been designed with the mission of the University and the aims of the College in mind. The program will provide an accelerated growth opportunity to its students through the provision of intensive instruction and practice in geographic information systems, science, methods and applications. The course sequencing specifically prepares them for advanced placements as GIS professionals in local and global corporations, organizations and government bodies. As an urban university, the University of Utah is an ideal base for graduate education of students working in the numerous businesses and governmental agencies based in Salt Lake City.

**Section IV: Program and Student Assessment**

**Program Assessment**

The program assessment will be based upon the ability to achieve the following goals using the provided measures:

1. To recruit and retain high quality students
   a. Measures: number of applicants, number of admitted students, average GRE of applicants and of admitted students, average undergraduate GPA of applicants and of admitted students, and students most recent degree/institution.

2. To graduate 90% of the admitted students who meet the learning goals of MGIS
   a. Measures: learning measures include
      i. The student demonstrates geographic information science knowledge and technical skills in the appropriate classes with 2.75 or higher GPA.
      ii. The student demonstrates geographic information science specific computer programming skills as measured using course and project work.
      iii. The student is effective with analytical and critical thinking as measured using assignments and projects in program course work.
      iv. The student is effective with management and team work as measured using group projects in program course work.
      v. The student is effective with written and oral communication measured using assignments, written reports, and project presentations.
3. To assure positive student and graduates perceptions of the quality of the MGIS program
   a. Measures: summaries of student mid and end course evaluations, exit surveys, and alumni
      interviews/surveys.

4. To meet or exceed the budget projections
   a. Measures: student credit hours and revenues generated from MGIS.

Expected Standards of Performance
In addition to the Graduate School requirements for graduation with a master's degree, MGIS students will
complete a minimum of 34 credit hours and maintain at least a 3.0 overall GPA.

MGIS students are expected to meet the performance standards in the following competency areas:

1. Geographic information science knowledge and technical skills
   a. Skills will be evaluated through course assessments consisting of exams, laboratory
      assignments, written papers, individual and group presentations, etc.

2. Geographic information science specific computer programming skills
   a. Skills will be evaluated through course exams and programming assignments.

3. Analytical and critical thinking
   a. Skills will be assessed by assignments and projects throughout the course of study.

4. Foundation in geographic information science project management and team work
   a. Management and team work skills will be measured throughout the program by group
      projects.

5. Effective communication (written and oral)
   a. Performance will be evaluated through instructor and peer reviews of assignments,
      written reports and oral presentations.

In order to maintain the quality of the program and the ability to adjust to changing industry needs,
feedback from current and former students, faculty, and industry representatives will be sought on a regular
basis through the Capstone Class project program. This feedback will provide guidance on program
content, curriculum modifications, and student interests and needs.
## Budget

### Departmental Data

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<th></th>
<th>Current Budget—Prior to New Program Implementation</th>
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<th>Year 3</th>
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### Differences

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<th>$(38880)</th>
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<td>Departmental Instructional Cost/Student Credit Hour* (as reported in institutional Cost Study for &quot;current&quot; and using the same Cost Study Definition for &quot;projected&quot;)</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
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* Projected Instructional Cost/Student Credit Hour data contained in this chart are to be used in the Third-Year Follow-Up Report and Cylindrical Reviews required by R411.

Tuition and tuition to program calculated on current 2011-12 amounts.

** Salaries and Wages - .5 FTE MGIS academic advisor staff (33% benefits) plus $4200 per year adjunct faculty (no benefits)

Projected revenues based on tuition are conservative using lower number of credit hours and resident tuition. It is estimated that each student will take 12-15 graduate credit hours per semester. Twelve credit
hours per semester per student is used for the tuition calculation. It is expected that most students will be residents.

**Funding Sources**
Ten of the 11 FTE are regular faculty members. Cost of the .5FTE staff and the adjunct faculty will be covered by returned tuition and the program fee discussed below.

**Rationale for Program Fee for Staff Advisor**
The Department of Geography has two base-funded staff, an administrative assistant and an academic coordinator. The Academic coordinator handles student records processing, instructional program administration and advising for approximately 100 undergraduate majors and 45 graduate students. The creation of the MGIS program will require additional focused advising, program administration and career development duties that cannot be provided by existing staff. The MGIS requires the initiation of a program fee to recoup the additional costs created by the program.
A program fee of $100 per student is proposed, each fall and spring semester for any MGIS student enrolling in three or more credits of coursework (both classroom and on-line classes). A fee would not be assessed during summer semesters, as to encourage summer registrations. This will help achieve more balance in our enrollment pattern and thereby make course planning easier and more predictable for students. Estimating conservatively at 30 students enrolling per fall and spring semester, this will yield approximately $9,000 per year. These funds along with departmental productivity funds ($9,000) would be used to hire a .5 FTE advisor for the MGIS students.

**Enhanced Career Development Activities**
Currently, the Department hosts one career day in November each year on the International GIS Awareness Day. More events would be hosted where students meet (here and on site) with managers of private firms and local, state, and federal agencies. Such activities enhance student relationships with employers, colleagues, and stakeholders associated with their existing and desired career settings. The Capstone Class experience will have students working directly with GIS professionals and potential employers.

**Sustaining Student Services for MGIS**
These services include the following:
- Recruiting and marketing
- Coordinating the admissions process
- Managing student applications and files
- Advising students
- Managing and processing variety of forms for students and faculty
- Maintaining records and compiling basic data on students
- Assisting Program Manager with events, projects, and miscellaneous assignments
- Assisting with preparation of periodic reports
- Resolving student issues in consultation with the MGIS Director
- Managing student and job list serves
- Coordinating special events for students (award banquet, orientation sessions, etc.)

**Reallocation**
The MGIS Director will reallocate a portion of time to this position with no increase in compensation. Beyond this the MGIS program is not expected to necessitate any reallocation of appropriated funds.
Impact on Existing Budgets
The proposed MGIS program utilizes existing courses from our graduate programs and will therefore have no negative budgetary impact on the Geography Department. Revenues generated by courses paid through the MGIS program will accrue to the Geography program to help offset administrative costs and limited additional teaching costs. Two new courses are to be developed as part of the continuing upgrade of our graduate program in geographic information science: GIS Project Management and Web GIS. The costs of teaching these courses will be met with revenues from our existing enrollments in our graduate degree programs combined with the new MGIS student enrollments. It is estimated that 50% of the costs for the new courses taught by adjunct faculty will be expensed to the MGIS program, which amounts to $4200 per year. No additional regular faculty will be required.

Graduate Director. The Graduate Director of the Department of Geography will administer the MGIS program. This is a regular faculty member. Salary and benefits for the Director are not included in the budget because this is a tenure track faculty member who is already receiving full benefits.

Administrative and Library Support. Additional office support, such as program accounting, IT, clerical and office equipment can be provided by the Department of Geography and the College of Social and Behavioral Sciences. The MGIS program will not require additional library resources.

Section VI: Program Curriculum

All Program Courses

<table>
<thead>
<tr>
<th>Required Core Courses</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 6140</td>
<td>Methods in GIS</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 6150</td>
<td>Spatial Databases</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 6160</td>
<td>Spatial Modeling with GIS</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 6000</td>
<td>Spatial Statistics</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 6010</td>
<td>Geocomputation</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 7BD**</td>
<td>GIS Project Management</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 6161</td>
<td>GIS Capstone Project</td>
<td>3</td>
</tr>
<tr>
<td><strong>Sub-Total</strong></td>
<td></td>
<td><strong>22</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Technical Electives</th>
<th>(Choose two from list below)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 6120</td>
<td>Environmental Optics</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 6170</td>
<td>Mobile GIS</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 6200</td>
<td>Advanced Spatial Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 6190</td>
<td>GIS &amp; Environmental Health</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 6180</td>
<td>GIS &amp; Python</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 6110</td>
<td>Environmental Analysis</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 6130</td>
<td>Advanced Remote Sensing</td>
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<tr>
<td>GEOG 7BD**</td>
<td>Web GIS</td>
<td>3</td>
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<td><strong>Sub-Total</strong></td>
<td></td>
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**Application Electives**  (Choose two from list below)

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>GEOG 6320</td>
<td>Geography of Terrorism</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 6340</td>
<td>Emergency Management</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 6530</td>
<td>Time Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 6210</td>
<td>Global Climate Change</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 5270</td>
<td>Biogeography</td>
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</tr>
<tr>
<td>GEOG 5440</td>
<td>Global Economic Geography</td>
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</table>

**Sub-Total**  6-7

**Total Number of Credits**  34-35

**Indicates a new course to be added in first year of the program**

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

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td>GIS Project Management</td>
</tr>
<tr>
<td></td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td>Web-GIS</td>
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**Continue with Semesters for Entire Program**

**Program Schedule**

**Year I Fall Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 6140</td>
<td>Methods in GIS</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 6900</td>
<td>Spatial Statistics</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 6180</td>
<td>GIS &amp; Python</td>
<td>3</td>
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</table>

**Year I Spring Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 6010</td>
<td>Geocomputation</td>
</tr>
<tr>
<td>GEOG 6150</td>
<td>Spatial Databases</td>
</tr>
<tr>
<td>GEOG 5320</td>
<td>Geography of Terrorism</td>
</tr>
</tbody>
</table>

**Year II Fall Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG TBD**</td>
<td>GIS Project Management</td>
</tr>
<tr>
<td>GEOG 5340</td>
<td>Emergency Management</td>
</tr>
<tr>
<td>GEOG 6020</td>
<td>Advanced Spatial Data Analysis</td>
</tr>
</tbody>
</table>

**Year II Spring Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 6161</td>
<td>GIS Capstone Project</td>
</tr>
<tr>
<td>GEOG 6160</td>
<td>Spatial Modeling with GIS</td>
</tr>
</tbody>
</table>
Section VII: Faculty
http://www.geog.utah.edu/faculty/facultylist.html

Simon C. Brewer, Assistant Professor, Department of Geography
Ph.D. Botany, Université d’Aix-Marseille, climate change, paleoecology, environmental modeling, data mining and analysis

Thomas J. Cova, Associate Professor, Department of Geography
Ph.D. Geography, University of California Santa Barbara, GIS, transportation, and emergency management

Philip E. Dennison, Associate Professor, Department of Geography
Ph.D. Geography, University of California Santa Barbara, hyperspectral and multispectral remote sensing of terrestrial ecosystems, wildfire and fire danger modeling

Steven Farber, Assistant Professor, Department of Geography
Ph.D. Geography, McMaster University, spatial analysis, urban transportation geography, spatial econometric modelling, integrated land-use and transportation modelling, activity and time-use analysis, GIS

Richard Forster, Professor, Department of Geography
Ph.D. Geophysics, Cornell University, microwave remote sensing of the cryosphere, application of radar interferometry to studies of glaciers and ground displacement

Kevin Henry, Assistant Professor, Department of Geography
Ph.D. Geography, McGill University, medical and health geography, public health, cancer epidemiology, applied GIS and spatial statistics for health data, health services

George F. Hepner, Professor, Department of Geography
Ph.D. Geography, Arizona State University, land resource analysis, geographic information systems, geospatial intelligence, terrorism/security

Phoebe McNally, Director of the DIGIT Lab, Department of Geography
Ph.D., Geography, University of Utah, Geographic Information Science and Systems, geographic visualization, spatial decision support systems, snow science/avalanche forecasting

Harvey J. Miller, Professor, Department of Geography
Ph.D., Geography, The Ohio State University, Transportation, mobility science, Geographic Information Systems (GIS), spatial analysis

Yehua Wei, Professor, Department of Geography
Ph.D. University of California, Los Angeles, economic/urban geography, global urban and regional development, regional science and spatial analysis
January 27, 2012

To Whom It Concerns:

I fully support the Department of Geography’s proposed Masters of Science in Geographic Information Science. There is demonstrated student interest and workforce need for this degree, as detailed in the proposal. There are currently no similar professional masters' level GIS degrees offered in the USHE. The faculty is well qualified to teach the necessary courses, with state of the art facilities including a newly remodeled 2,500 sq ft. GIS lab. Adequate student advising resources will be provided. This proposed degree program will be comprised of existing courses, and will generate sufficient funding to be self sufficient and not strain an already tight budget.

Sincerely,

[Signature]

Jeffrey Kantor
Senior Associate Dean for Academic Affairs
29 February 2012

David W. Pershing
Senior Vice President for Academic Affairs
205 Park
Campus

Dear Vice President Pershing,

Enclosed is the proposal for the Center for Mining Safety and Health Excellence which was approved by the Graduate Council on February 27, 2012. Included in this packet are the proposal and signature page.

Please forward this proposal to the Academic Senate to be placed on the information calendar for the next meeting of the Senate.

Sincerely,

Charles A. Wight
Dean, The Graduate School
Cover/Signature Page - Abbreviated Template

Institution Submitting Request: University of Utah
Proposed Title: Center for Mining Safety & Health Excellence
Currently Approved Title: New Submission
School or Division or Location: College of Mines & Earth Sciences
Department(s) or Area(s) Location: Department of Mining Engineering
Recommended Classification of Instructional Programs (CIP) Code (for new programs): 15.0701
Current Classification of Instructional Programs (CIP) Code (for existing programs): 00.0000
Proposed Beginning Date (for new programs): 06/01/2012
Institutional Board of Trustees' Approval Date:

Proposal Type (check all that apply):

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<tr>
<th>Code</th>
<th>Description</th>
<th>Code</th>
<th>Description</th>
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<tr>
<td>4.1.5.2</td>
<td>Minor*</td>
<td>6.1.1</td>
<td>Reinstatement of Previously Suspended Program</td>
</tr>
<tr>
<td>5.1.1.1</td>
<td>New Emphasis on an Existing Degree*</td>
<td>6.1.5</td>
<td>Reinstatement of Previously Suspended Unit</td>
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<td>5.1.2</td>
<td>Certificate of Proficiency Not Eligible for Financial Aid</td>
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<tr>
<td>5.1.3</td>
<td>Out-of-Service Area Delivery of Programs</td>
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<tr>
<td>5.1.4</td>
<td>Name Change of Existing Programs</td>
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</tr>
<tr>
<td>5.1.5</td>
<td>Program Transfer</td>
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<tr>
<td>5.1.6</td>
<td>Program Restructure</td>
<td></td>
<td></td>
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<tr>
<td>5.1.7</td>
<td>Program Consolidation</td>
<td></td>
<td></td>
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<tr>
<td>5.1.8</td>
<td>Program Discontinuation</td>
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<td>5.1.9</td>
<td>Program Suspension</td>
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<tr>
<td>5.1.10</td>
<td>Administrative Unit Creation</td>
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<td>5.1.11</td>
<td>Administrative Unit Transfer</td>
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<tr>
<td>5.1.12</td>
<td>Administrative Unit Consolidation</td>
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<td></td>
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<tr>
<td>5.1.13</td>
<td>New Center</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.1.14</td>
<td>New Institute</td>
<td></td>
<td></td>
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<tr>
<td>5.1.15</td>
<td>New Bureau</td>
<td></td>
<td></td>
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<tr>
<td>5.1.16</td>
<td>Graduate Certificate</td>
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<td></td>
</tr>
</tbody>
</table>

*Requires "Section VI: Program Curriculum" of Abbreviated Template

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

Signature: [Signature]
Date: 3/2/12

Printed Name:

---

1 CIP codes must be recommended by the submitting institution. For CIP code classifications, please see http://nces.ed.gov/peds/cipcodeDefault.aspx?y=05.
Section I: Request

The College of Mines & Earth Science requests approval for the establishment of a center of excellence in mining safety and health management within the Department of Mining Engineering.

Section II: Need

The mining industry in the U.S. remains a socially, economically and politically critical industry despite changing workforce demographics, the growing influence of consolidation by multinational companies and decreasing tolerance of the general public for mining. A wide variety of commodities are produced for domestic consumption and export. The industry’s direct and indirect economic impact is an estimated $1.9 trillion dollars annually (National Mining Association). The industry directly employs 400,000 people with more than 1.5 million in supporting employment.

Accidents and fatalities in the U.S. mining industry have decreased significantly in the last four decades. However, the industry remains among the most hazardous in the country. Furthermore, fatalities, including mine “disasters,” in which five or more people are killed, still occur with alarming regularity, including Upper Big Branch Mine (29 deaths) in 2010, the highly publicized Crandall Canyon incident outside Price, Utah in 2007 (9 deaths), the Darby Mine #1 explosion in 2006 (5 deaths), the Sago mine explosion also in 2006 (12 deaths), the Number Five mine explosion in 2001 that killed 13 and the Wilberg Mine fire in Orangeville (Emery County, Utah) in 1984 (27 deaths). Such disasters are unacceptable by modern social and ethical standards, and more importantly, are unnecessary.

The number of mine disasters outside the U.S. remains disproportionately high, e.g., China. Despite repeated pledges of assurance for improvement against these tragic statistics by national governments, solutions have not been realized.

There is a clear lack of consensus in the industry regarding what is required to produce consistently good safety and health performance and sustainable profitability. However, a growing number of safety and health professionals and companies executives recognize that world-class safety and health performance requires an effectively designed and implemented comprehensive management system, but also requires systematic focus on leadership and culture as critical facilitators of the system. The Center of Mining Safety & Health Excellence (herein referred to as the Center) will be led by an individual with this perspective and experience, as well as practical understanding of the industry.

There is currently a very strong need for a consolidated entity with strong academic competencies, the ability to solve real-world engineering and social-technical problems, conduct foundational and applied research and bring clear analysis and communication skills to the challenges faced by the global mining community.

The University of Utah has had a historic association with the mining industry since the inception of the School of Mines through the State of Utah Constitution and subsequent instruction in 1891. Many of the industry’s leaders and innovators were educated at the University of Utah.
The University’s reputation as a tier one engineering and mining school provide an unparalleled opportunity to establish a Center for Safety and Health Excellence in the mining industry. The establishment of a high-profile, well-funded Center will allow the University of Utah to take the lead in developing, communicating and implementing modern safety and health management systems in the U.S. mining industry, and abroad.

**Section III: Institutional Impact**

In many ways, the University of Utah and the College of Mines & Earth Sciences are unique in the world for their perquisite mining-related competencies and established patterns of outreach and collaboration with industry. These foundational benefits are expected to accelerate development of the Center’s mission. As such, institutional readiness is strong with the exception of physical space. The Center will initially be housed within the distributed space of the College of Mines and Earth Sciences, but will seek dedicated space as its scope and funding expand. This is not expected to occur until 2013.

The Center faculty will initially include the current faculty of the Department of Mining Engineering and be supplemented with adjunct faculty from other academic and government institutions, and senior practitioners from industry. The Center is fortunate to have a cohort of faculty researchers with global reputations for subject matter expertise. See the attached proposed organizational chart for reference.

Staff support for the Center will initially be drawn from the current departmental staff and be expanded as demand and resources permit. Specifically, Ms. Pam Hofmann, will act as administrative manager for the Center. Ms. Hofmann is a 2011 recipient of the Academic Affairs Staff Excellence Award.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Expertise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Mike Nelson</td>
<td>Department Chair &amp; Associate Professor</td>
<td>Ore processing &amp; mining techniques</td>
</tr>
<tr>
<td>Dr. Kim McCarter</td>
<td>Professor &amp; McKinnon Endowed Chair</td>
<td>Explosives &amp; mining techniques</td>
</tr>
<tr>
<td>Dr. Felipe Calizaya</td>
<td>Associate Professor</td>
<td>Underground ventilation systems</td>
</tr>
<tr>
<td>Dr. Eunhye Kim</td>
<td>Assistant Professor</td>
<td>Rock mechanics &amp; friction initiation</td>
</tr>
<tr>
<td>Mr. Tom Hethmon</td>
<td>Endowed Chair* &amp; Associate Professor</td>
<td>Health &amp; safety management</td>
</tr>
<tr>
<td>Dr. Ilija Miskovic</td>
<td>Assistant Professor</td>
<td>Process control &amp; large system simulation</td>
</tr>
</tbody>
</table>

*Western Mining Presidential Endowed Chair in Mine Safety

The Center will build upon established collaborative relationships within the University of Utah, other academic institutions, governmental agencies and research organizations, non-governmental organizations, and private industry, among others. We believe that one important Center competency will be the ability to leverage multidisciplinary technical problem-solving through collaboration with other University departments and Centers. While many of the problems facing the mining industry are process-specific and related to mining engineering, the prospective Center faculty and staff believe the solutions reach beyond the specific tenets and functions of mining engineering.

Expected University of Utah collaborations include, but will not be limited to: the Rocky Mountain Center for Occupational & Environmental Health (RMCOEH), the Departments of Civil, Mechanical, Electrical and Chemical Engineering, and the School of Business.

External collaboration will include other universities, the National Institute of Occupational Safety and Health (NIOSH), the Mine Safety & Health Administration, state mine safety and health agencies (e.g., Utah Labor Commission), trade associations, and non-governmental organizations, among others.

There is no similar university-based resource currently in the U.S., Canada, Mexico, South America, Africa, the Middle East, Europe, and much of Asia (Australia excepted). As such, we believe the Center will have an immediate impact both domestically, and as resources permit, globally.
Section IV: Finances

The Center will be funded by a combination of private donations (awards, grants, gifts, etc), consulting fees, public funds designated for mine safety research, government grants and awards, and private research grants and fees.

To begin, and in addition to the endowment for the Western Presidential Endowed Chair in Mine Safety, $145,000 in seed funding has been designated by the University. This money is being used to establish the basic functions and organizational structure of the center in advance of more substantial funding to come from outside sources.

In informal discussions, the National Institute of Occupational Safety and Health (NIOSH) has indicated an interest in providing funding for the Center. Meetings are being conducted to discuss this relationship. The amount of this funding has yet to be determined, but is expected to be a minimum of $50,000 to $100,000 per year for two to three years.

Beyond industry funding for the endowed safety chair, there remains a substantial interest in the Center concept within the mining industry and the potential for a material impact on chronically difficult mine safety and health challenges and problems. Thus, there is excellent potential for direct donations from industry to the Center; such donations will be actively solicited. In addition, a full development program is being established to maintain strong relationships with current funding sources and to seek new sources of funding.

The December 2011 announcement of a $209 million settlement between the U.S. Department of Justice and Alpha Natural Resources presents a unique funding opportunity. (Alpha is the Virginia-based coal mining company that acquired Massey Energy Corporation, who experienced the Upper Big Branch (UBB) disaster in April 2010 killing 29 miners). Included in the $209 million is $48 million designated in the settlement for use as follows: “…to fund projects designed to improve mine health and safety. During the two-year period, Alpha will pay a total of $48,000,000 into a trust to be used solely to fund mining safety and health research and development projects by qualified academic institutions, not-for-profit entities, or individuals associated with either of those types of entities designed to improve mine health and safety.” The initial distribution of funds is expected within 120 days of the published agreement between Alpha and the U.S. Department of Justice, i.e., April 2012. It is recognized that the mission of the Center is clearly in line with the type of dispensation envisioned by Alpha and Department of Justice; however, consideration of the Center as a potential donation recipient will be substantially diminished if the Center is not a formal entity within the University and within the same time frame, i.e., May 2012.

While the Center will maintain a nonprofit status, fee-based revenue for Center services is conservatively estimated to be $350,000 by 2013–2014. Annual increase in fee-based revenue is expected to be a minimum rate of 10% after 2014.

Because the Center is being initiated based on the time available through the Endowed Safety Chair, no impact to existing budgets is expected.

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries &amp; Wages</td>
<td>$106,500</td>
<td>$316,000</td>
<td>$420,000</td>
<td>$436,600</td>
<td>$449,700</td>
</tr>
<tr>
<td>Benefits</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total Personnel</td>
<td>3 PTE</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
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<tr>
<td>Current Expense</td>
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<td>$20,000</td>
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<tr>
<td></td>
<td>Year 1</td>
<td>Year 2</td>
<td>Year 3</td>
<td>Year 4</td>
<td>Year 5</td>
</tr>
<tr>
<td>--------------------------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>Travel</td>
<td>$12,500</td>
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<tr>
<td>Capital</td>
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<td>$5,000</td>
<td>$5,000</td>
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<tr>
<td><strong>Total expense</strong></td>
<td><strong>$149,000</strong></td>
<td><strong>$386,000</strong></td>
<td><strong>$480,000</strong></td>
<td><strong>$501,600</strong></td>
<td><strong>$519,700</strong></td>
</tr>
<tr>
<td>Revenue</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Legislative appropriation</td>
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<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>Grants &amp; Contracts</td>
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<td>$200,000(^1)</td>
<td>$350,000(^1)</td>
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<tr>
<td>Donations</td>
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<td>$250,000(^1)</td>
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<td>TBD</td>
<td>TBD</td>
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<tr>
<td>Reallocation</td>
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<td>-</td>
<td>-</td>
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<td>-</td>
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<tr>
<td>Fees</td>
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<td>$350,000</td>
<td>$500,000</td>
<td>$550,000+</td>
<td>$605,000+</td>
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<tr>
<td><strong>Total Revenue</strong></td>
<td><strong>$495,000</strong></td>
<td><strong>$800,000</strong></td>
<td><strong>$1,070,000</strong></td>
<td><strong>$550,000+</strong></td>
<td><strong>$605,000+</strong></td>
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<tr>
<td><strong>Difference Revenue - Expense</strong></td>
<td><strong>$346,000</strong></td>
<td><strong>$414,000</strong></td>
<td><strong>$590,000</strong></td>
<td><strong>$48,400</strong></td>
<td><strong>$85,300</strong></td>
</tr>
</tbody>
</table>

\(^1\): Estimated.

### Section VI: Center Activities & Services

The Center will develop and build upon existing safety and health-related research in the Department of Mining Engineering. Research will be supplemented with a full suite of educational, consulting and advocacy activities; which will include, but not be limited to:

- Defining and developing a model for world-class safety and health management applicable to all sectors of the mining industry, e.g., surface, underground, and all commodities.
- As part of the model, defining and developing a system for root cause analysis (for mining health and safety) to facilitate the first inter-industry comparison of incident investigation findings.
- Communicating the model through publications (white papers, textbooks, etc.), presentations and seminars.
- Serving as the primary implementation mechanism for the completion of relevant recommendations arising from the Governor’s Utah Mine Safety Commission on the Crandall Canyon Disaster.
- Developing a research program including, but not limited to: basic mine safety science and engineering, and applied safety and health research.
- Publishing non-profit basic and applied research findings through the peer-reviewed literature.
- Developing and delivering graduate and undergraduate curriculum in mine safety and health management through the University of Utah College of Mines and Earth Science.
- In conjunction with the Department of Mining Engineering, developing a graduate degree in mining safety and health management.
- In conjunction with the University of Utah, School of Business, developing a certificate program in mine safety and health leadership for industry managers and executives.
- Developing and delivering safety and health management seminars and short courses for union representatives, mine operators, management, and safety and health professionals.
- Developing pro bono safety and health management seminars and short courses for union representatives, non-profit institutions with an interest in the subject, and small mining companies lacking adequate internal resources.
- Organizing symposia and conferences to advocate for the advancement of mine safety and health excellence and serve as a platform for the dissemination of peer-reviewed and non peer-reviewed mine safety and health research.
- Serving on domestic and international government-sponsored and NGO-sponsored committees and taskforces to advocate for the advancement of mine safety and health excellence.
- Developing a consultancy in mine safety and health management, engineering, toxicology, etc.
- Publishing an annual/biennial state-of-the-industry report on mine safety and health performance and management using University of Utah media services and major U.S. media outlets.
- Serving as a key information source for media outlets regarding mining safety and health.
• As the above activities and services mature, sponsoring a national (potentially international), award in mine safety and health management excellence.

• As the above activities and functions mature, and resources are available to accommodate, providing services to industries outside mining.

Program Schedule

The Center will be launched as soon as it receives formal status from the University. It is expected to be fully operational within the first year, depending on funding.
January 17, 2012

Dean Charles Wight
University of Utah, Graduate School
201 Presidents Circle, Rm 302
Salt Lake City, UT 84112

RE: Center for Mining Safety and Health Excellence

Dear Dean Wight:

This letter is in strong support of the proposed University of Utah Center for Mining Safety and Health Excellence.

On January 17, 2012, the Center Executive Committee for the Rocky Mountain Center for Occupational and Environmental Health (RMCOEH) met with Dr. Michael Nelson, Department of Mining Engineering Chair and Thomas Hethmon, Presidential Endowed Chair in Mining Safety and Health. We reviewed their proposal in detail.

In short, we find many potential synergies between the Rocky Mountain Center for Occupational and Environmental and the Center for Mining Safety and Health Excellence. These areas of synergy including educational programs (Undergraduate, Graduate, Continuing Education), extramural research, service and other consultative projects.

We look forward to seeing the Center designated as an official center at the University of Utah.

Should you have any further questions, please do not hesitate to contact us.

Sincerely,

Kurt T. Hegmann, MD, MPH
Professor and Center Director
Dr. Paul S. Richards Endowed Chair
in Occupational Safety and Health

Cc: Thomas Hethmon, Presidential Chair
    Michael Nelson, Chair
    Dean Brown, College of Mines and Earth Sciences Dean
9 January, 2012

Dr. Charles Wight, Dean
The Graduate School
University of Utah
201 S Presidents Circle, Rm. 302
SLC UT 84112

Dear Dean Wight:

Hereewith is a proposal from the Department of Mining Engineering to create a center for health and safety in mining. As pointed out in the proposal, this center will be the only one of its kind in the world, with the exception of a similar organization in Australia. It will be headed up and developed by Thomas Hethmon, who occupies the fully funded Western Mining Presidential Endowed Chair in Mine Safety, in concert with other members of the faculty in the Department of Mining Engineering. Mr. Hethmon has served as the individual responsible for safety in various companies for ~20 years, and is recognized as an authority in mining safety and health management with global experience in more than 20 countries. He has already made preliminary contacts with relevant state and federal agencies, and there the response has been quite positive. In addition he has been in contact with the Rocky Mountain Center for Occupational & Environmental Health, which is supportive of establishing the proposed center.

The time is right to have such a center. There is a need for health and safety research in mining throughout the world, and some institution will take the lead in this. I hope that it is the University of Utah. Last semester the Department of Mining Engineering hosted a group of trade union leaders from Mongolia who are interested in having this department provide health and safety training for them. Establishing such a center will be of immediate benefit to the department through providing strong ties with industry, and through providing educational and employment opportunities for students. With a unique center such as this, the University will gain considerable visibility worldwide. No additional funding from the central administration is required.

Last Friday you mentioned that there was a possibility of seeking both preliminary approval from the commissioner’s office and also formal approval through the normal route. If this is indeed the case, and if the proposal can be considered in parallel through the two processes, I request that you handle it in this way. The reason is that a portion of a $209M settlement between the U.S. Department of Justice and Alpha Natural Resources may be available to help support the center, provided that it exists as a formal entity. It may be that formal recognition is not required for such support, but I would hate to see a funding opportunity lost on a technicality (see page 7, proposal).

Please contact me if any additional information is needed.

Yours sincerely,

Francis H. Brown, Dean
2 February 2012

David W. Pershing
Senior Vice President for Academic Affairs
205 Park
Campus

Dear Vice President Pershing,

Enclosed is the proposal for the NSF MRSEC on Plasmonics and Spintronics which was approved by the Graduate Council on January 30, 2012. Included in this packet are the proposal and signature page.

Please forward this proposal to the Academic Senate to be placed on the information calendar for the next meeting of the Senate.

Sincerely,

Charles A. Wight
Dean, The Graduate School
1/20/2012

Graduate School
JOHN R PARK BLDG
Graduate School
201 PRESIDENTS CIR RM 302
SALT LAKE CITY, UT 84112

To Eloisa Puentes/Whom It May Concern,
Enclosed are the forms necessary for the NSF MRSEC at the University of Utah to receive formal Center recognition. We included organizational charts as additional information. Will you kindly give me a call or drop me a quick email to confirm you received these forms? We would appreciate this item being added to the agenda for the Graduate Council's meeting on January 30th.

Sincerely,

[Signature]

Chelsey Short
MRSEC Program Coordinator
College of Engineering
University of Utah
72 Central Campus Drive, Rm 1650
SLC, UT 84112
chelsey.short@utah.edu
Phone: 801-585-9173
Fax: 801-581-8692
http://www.mrsec.utah.edu/
Institution Submitting Request: University of Utah
Proposed Title: National Science Foundation Materials Research Science and Engineering Center at the University of Utah
Currently Approved Title: N/A
School or Division or Location: Vice President for Research / Colleges of Engineering and of Science
Department(s) or Area(s) Location:
   College of Engineering:
   Department of Electrical and Computer Engineering
   Department of Materials Science and Engineering
   Department of Mechanical Engineering
   Department of Metallurgical Engineering
College of Science
   Department of Physics and Astronomy
   Department of Chemistry

Recommended Classification of Instructional Programs (CIP) Code1 (for new programs): N/A
Current Classification of Instructional Programs (CIP) Code (for existing programs): 00.0000
Proposed Beginning Date (for new programs): the NSF Award began 15 September 2011
Institutional Board of Trustees' Approval Date:
Proposal Type (check all that apply):

<table>
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<th>R401-6</th>
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<td></td>
<td>Items submitted will be reviewed by OCHE. If there are any issues, the proposal will be returned for clarification/correction. If no issues are identified, the proposal will be returned with a note of approval and the request will be placed on the General Consent Calendar of the next Regents’ agenda.</td>
<td></td>
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<tr>
<td>4.1.5.2</td>
<td>Minor*</td>
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<td></td>
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<td>New Emphasis on an Existing Degree*</td>
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<td>Certificate of Proficiency Not Eligible for Financial Aid</td>
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<tr>
<td>5.1.3</td>
<td>Out-of-Service Area Delivery of Programs</td>
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<tr>
<td>5.1.4</td>
<td>Name Change of Existing Programs</td>
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<td>5.1.5</td>
<td>Program Transfer</td>
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<td>Program Consolidation</td>
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<td>5.1.6</td>
<td>Program Discontinuation</td>
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<td>5.1.7</td>
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<td>Administrative Unit Creation</td>
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<td>5.1.8</td>
<td>Administrative Unit Transfer</td>
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<td></td>
<td>Administrative Unit Consolidation</td>
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<td>5.1.9</td>
<td>Graduate Certificate</td>
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<td>6.1.1</td>
<td>Reinstatement of Previously Suspended Program</td>
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<tr>
<td>6.1.5</td>
<td>Reinstatement of Previously Suspended Unit</td>
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<td></td>
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</table>

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

Signature

Printed Name: Name of CAO or Designee

1 CIP codes must be recommended by the submitting institution. For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Cefault.aspx?y=05.
Program Request - Abbreviated Template
Higher Education Institution

Section I: Request

The National Science Foundation Materials Research Science and Engineering Center (NSF MRSEC) at the University of Utah requests official Center recognition. This Center will focus on researching 'Next Generation Materials for Plasmonics and Spintronics.'

Section II: Need

Two Interdisciplinary Research Groups (one focusing on Plasmonics and one on Organic Spintronics) involve extending the understanding of complex scientific problems requiring expertise in various areas; from new concepts, to materials synthesis, to characterization, to conceptualization of novel science and technologies. Three Seed projects also support collaborative efforts among faculty members from three colleges and industrial partners, whose success depends on interactions among researchers, not achievable without the umbrella and administrative structure that a MRSEC can provide. Finally, this award supports extensive outreach efforts directed towards significantly impacting science/engineering education at all academic levels. The research and outreach efforts proposed will require close collaboration between theorists, chemists and materials scientists and engineers. It is only through regular and extensive interactions among participants that such advances can be made, and simply cannot be achieved by individual researchers. In recognition of these aspects of this research program and the unique resources, faculty and staff at the University of Utah, the National Science Foundation made this prestigious award in September 2011.

Section III: Institutional Impact

The NSF MRSEC at the University of Utah will provide significant funding for graduate and undergraduate students, Post-Docs, two new faculty positions, as well as support for research performed in core research facilities. This support will translate into additional enrollments in the participating departments.

The center reports through the Vice President for Research office, with administrative support coming from the College of Engineering and College of Science deans, as well as departments of Chemistry, Electrical and Computer Engineering, Materials Science and Engineering, Mechanical Engineering, Metallurgical Engineering, and Physics and Astronomy. In addition, the NSF MRSEC award funds a full-time administrator and outreach coordinator.

The administrative office is located in the Warnock Engineering Building, and new lab space is provided in the recently completed James L. Sorenson Molecular Biotechnology Building. Existing lab space of participating faculty will augment the facilities available for conducting this research effort. No new facilities are required in support of this research center.
All necessary equipment related to this research is being provided by a generous match from the USTAR program ($6.5 million) and smaller needs are being met with funds provided by returned F&A funding.

Finally, we note the anticipated impact of this new award and official University recognition will allow the NSF MRSEC at the University of Utah to:

- Become an international leader in plasmonics and organic spintronics research and education.
- Train the next generation of scientists and engineers.
- Create curiosity and excitement in science and engineering among the nation's youth.
- Attract the brightest students and researchers from all diverse segments of society.

Section IV: Finances

The MRSEC at the U of U is supported by the National Science Foundation under grant no. DMR-1121252 CFDA NO. 47.049, at a level of $2 million per year for an initial award period of six years.

In addition, the involved colleges and departments have committed resources in support of this research center in the form of staff support (as needed) in the processing of purchases and payroll, limited travel support ($2,500 per year from each of the four primary departments involved), and a return of F&A funding to help with contingencies and in support of collaborations with external partners (advisory board, industrial researchers, etc.).

Section VI: Program Curriculum

N/A
MRSEC PLASMONICS IRG

Ajay Nahata
CEMRI IRG 1 / Plasmonics Lead
Professor and Associate Chair
Electrical and Computer Engineering
Phone: (801) 581-5184
Email: nahata@ece.utah.edu

FOCUS AREA 1
Terahertz Plasmonic Metamaterials Using Exotic Metals

NAHATA NGUYEN SCARPULLA VARDENY

- Effective Medium Properties of Aperiodic Aperture Arrays
- Plasmonics Using Unconventional Solid-State Materials
- Superconductor Plasmonics
- Liquid Plasmonics

FOCUS AREA 2
Magneto-Plasmonic Structures for Novel Organic Spintronics

BARTL DEEMYAD NGUYEN VARDENY

- FM Metallo-Dielectric Lattices
- Development of 3-D dielectric template structures
- Infiltration of 3-D dielectric template structures with FM
- Evaporation of FM thin films into the template structures

FOCUS AREA 3
Plasmonic Nanostructures to Control Resonant Light-Matter Interactions

BLAIR GURUSWAMY HARRIS SHUMAKER-PERRY

- Materials for UV Plasmonics
- Simulation of UV Antenna Resonances & Photophysical Processes
- UV Antenna Fabrication
- UV Resonant Spectroscopies
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Jennifer S. Shumaker-Parry
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Shanti Deemyad
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Tho Duc Nguyen
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Email: thonguyen08@gmail.com

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Clayton Williams
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Email: clayton@physics.utah.edu
February 13, 2012

University of Utah Graduate Council

Re: Library support for the proposed National Science Foundation Materials Research Science & Engineering Center (NSF MRSEC)

Dear Graduate Council:

The University of Utah Libraries appreciate the opportunity to comment on our ability to support the National Science Foundation Materials Research Science & Engineering Center. The libraries are committed to supporting the University and its faculty as they develop programs needed by our students.

The Marriott library has the necessary resources to support the Center’s mission. The Library has developed strong collections of both print and electronic resources in the areas of Sciences and Engineering.

Despite budget constraints, we are usually able to order any resources necessary to directly support classes. We modify our journal subscriptions to reflect current teaching and research. As the scholarly communication landscape evolves, new options may exist beyond traditional print book purchases and conventional subscriptions. We would like to work with faculty to evaluate the most workable formats that support their teaching and research most effectively. We offer class presentations and one-to-one consultations with library specialists who will help students find the most relevant works and suggest the most appropriate search strategies.

We look forward to working with both faculty and students in this new Center.

Yours truly,

Rick Anderson
Associate Dean
Scholarly Resources and Collections

Catherine Soehner
Associate Dean
Research and Learning Services
MEMORANDUM

DATE: February 22, 2012

TO: David W. Pershing, Senior Vice President for Academic Affairs

FROM: Greg Owens, University Teaching Committee Chair

SUBJECT: 2012 Early Career Teaching Awards Recipients

The University Teaching Committee is pleased to announce the recipients of the Early Career Teaching Award for 2012. The recipients are:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Department</th>
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</thead>
<tbody>
<tr>
<td>Edward Bateman</td>
<td>Assistant Professor</td>
<td>Art &amp; Art History</td>
</tr>
<tr>
<td>Kimberley Mangan</td>
<td>Assistant Professor</td>
<td>Communication</td>
</tr>
<tr>
<td>Natalie Stillman-Webb</td>
<td>Associate Professor (Lecturer)</td>
<td>University Writing Program</td>
</tr>
<tr>
<td>James Tabery</td>
<td>Assistant Professor</td>
<td>Philosophy</td>
</tr>
</tbody>
</table>

The recipients were selected from an outstanding pool of 10 nominees with less than eight years of teaching service at the University of Utah.

The four award winners will be recognized at the Center for Teaching and Learning Excellence in the Sill Center. The date of the event has yet to be determined. Once the date has been decided, if your schedule permits we hope you will be able to attend.

Please forward the selection of the 2012 Early Career Teaching Award recipients to the Academic Senate and the Board of Trustees for their approval.

Approved:

David W. Pershing, Sr. VP for Academic Affairs

Date
January 30, 2012

TO: David Pershing  
   Senior Vice President for Academic Affairs

FR: Ann Darling  
   Chair, Undergraduate Council

RE: Proposal for New Emphases for Languages and Literature

At its meeting on Tuesday, January 24, 2012, the Undergraduate Council approved a proposal from the Department of Languages and Literature for the creation of two emphases for students majoring in Comparative Literary and Cultural Studies. The proposal, with supporting letters, is attached.

If you approve of the proposal, then please forward it on to the Executive Committee of the Academic Senate for their consideration.
Signature Page to Accompany Regents' Proposals

Institution Submitting Proposal: University of Utah

College in which the program will be located: Humanities

Department in which the program will be located: Languages and Literature

Program title: Comparative Literary and Cultural Studies

Recommended Classification of Instructional Programs (CIP) Code: 16.0104

Degree(s) to be awarded: Bachelor of Arts

Proposed beginning date: August 2012

Institutional signatures:

[Signature]
Fernando Rubio, Department Chair

[Signature]
Robert Newman, Dean of the College of Humanities

1/20/2012
Date

1/26/12
Date
Section I: Request

The Major in Comparative Literary and Cultural Studies (CLCS) in the Department of Languages and Literature at the University of Utah proposes that the following emphasis areas be entered on transcripts for BA degrees in CLCS:

- Literature and Culture Emphasis
- Religion and Culture Emphasis

Students majoring in CLCS must choose one of these two emphases.

This request does not require any changes in the instructional activities of the Department or the number of credit hours required for the major. In practice, the Department of Languages and Literature has been offering the two “tracks” described above as separate options for the CLCS major for several years (see 2008-2010 University of Utah General Catalog p. 327). The purpose of the request is to formalize these two already-existing tracks as DARS and BA transcript emphases.

Section II: Need

As noted above, the Department of Languages and Literature has been offering two separate and differently focused tracks within the CLCS major for several years. Currently, however, the BA degrees of students graduating in the major simply note that students have completed a major in CLCS. Given the substantially different nature of the two tracks, recognition of the tracks as transcripted emphasis areas would provide majors with a formal mechanism for indicating their area of CLCS specialty as “Literature and Culture” or “Religion and Culture.” This would help them significantly in applying for graduate and professional school, seeking employment, or pursuing any other activity in which the demonstration of a formal credential, expertise, and professional training in “Literature and Culture” or “Religion and Culture” (beyond the general title of BA in CLCS) would be advantageous. (*See appendix for description of the differences between the two emphases.)

Section III: Institutional Impact

There will be no impact to the department or institution, as the request merely seeks to formalize as DARS-transcripted BA emphases the two separate tracks that have in practice already been offered for years within the CLCS BA.

Section IV: Finances

There will be no impact to the department or institution.
### Section V: Program Curriculum

#### All Program Courses

**CLCS BA Emphasis #1: Literature and Culture (34 credit hours total)**

<table>
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<th>Course Prefix &amp; Number</th>
<th>Title</th>
<th>Credit Hours</th>
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<tr>
<td>(1) LANG 2010</td>
<td>Intro. to the Study of Literature &amp; Culture</td>
<td>3</td>
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<tr>
<td>(2) LANG 2020</td>
<td>Language in Society</td>
<td>3</td>
</tr>
<tr>
<td>(3) CLCS 3600</td>
<td>What is Literature?</td>
<td>3</td>
</tr>
<tr>
<td>(4) CLCS 3610</td>
<td>Current Trends in Critical Thinking</td>
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</tr>
<tr>
<td>(5) CLCS 3670</td>
<td>Comparative World Lit. &amp; Civilization</td>
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</tr>
<tr>
<td>(6) + (7) any two courses</td>
<td>in any individual language area of Dept. of Languages and Literature (e.g., Spanish, German, Chinese, etc.) at 3000 level (*see Appendix I for available courses)</td>
<td>3 X 2 = 6</td>
</tr>
<tr>
<td>(8) any course</td>
<td>at the 4000 level in the same language area as (6) + (7) above (*see Appendix I for available courses)</td>
<td>3</td>
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<tr>
<td>(9) LANG 4990</td>
<td>Lang. &amp; Lit. Capstone</td>
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</table>

**Sub-Total: 9 courses** 25 credits

**Elective Courses**

(10) + (11) **choose any two** of the following (all 3 credits):

- CLCS 3620: Current Trends in Religious Studies
- CLCS 3710: Global Martial Arts Films: China, U.S., and Japan
- CLCS 3810: Star Trek, the Quest to be Human

(continued next p.)
<table>
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<tr>
<td>CLCS 3950</td>
<td>Religious Pluralism</td>
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<tr>
<td>CLCS 3960</td>
<td>Cultures in Contact</td>
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(12) Choose any one of the following (all 3 credits):

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<th>Course Title</th>
<th>Credits</th>
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</thead>
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<td>CLCS 4880</td>
<td>Directed Reading</td>
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<tr>
<td>CLCS 4900</td>
<td>Special Topics (3)</td>
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<tr>
<td>CLCS 4910</td>
<td>Studies in Theme</td>
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<tr>
<td>CLCS 4920</td>
<td>Studies in Genre</td>
<td>3</td>
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<tr>
<td>CLCS 4930</td>
<td>Studies in Period</td>
<td>3</td>
</tr>
<tr>
<td>CLCS 4940</td>
<td>Film and Culture</td>
<td>3</td>
</tr>
<tr>
<td>CLCS 4950</td>
<td>Studies in Theory</td>
<td>3</td>
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<tr>
<td>CLCS 4960</td>
<td>New Testament Studies</td>
<td>3</td>
</tr>
<tr>
<td>CLCS 4970</td>
<td>Culture and Identity</td>
<td>3</td>
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<tr>
<td>CLCS 4975</td>
<td>Comparative Approaches to Latin America</td>
<td>3</td>
</tr>
<tr>
<td>CLCS 4980</td>
<td>Language and Society</td>
<td>3</td>
</tr>
<tr>
<td>CLCS 4999</td>
<td>Honors Thesis/Project</td>
<td>3</td>
</tr>
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</table>

Sub-Total: 3 courses 9 credits

Track/Options (if applicable)

(see next page for Religion and Culture Emphasis)

Total Number of Credits 34 credits

(continued next p.)
### CLCS BA Emphasis #2: Religion and Culture (45 credit hours total)

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>Title</th>
<th>Credit Hours</th>
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<td></td>
<td>(1) LANG 2010: Intro. to the Study of Literature &amp; Culture</td>
<td>3</td>
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<tr>
<td></td>
<td>(2) LANG 2020: Language in Society</td>
<td>3</td>
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<tr>
<td></td>
<td>(3) + (4) 1010 and 1020 of one of the following languages: ARABIC, CHINESE, HEBREW, HINDI, JAPANESE, GREEK, LATIN</td>
<td>4 X 2 = 8</td>
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<tr>
<td></td>
<td>(5) PHIL 3600: World Religions</td>
<td>3</td>
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<tr>
<td></td>
<td>(6) CLCS 3600: What is Literature?</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(7) CLCS 3620: Trends in Religious Studies</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(8) LANG 4990: Lang. &amp; Lit. Capstone</td>
<td>1</td>
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<td></td>
<td><strong>Sub-Total: 8 courses</strong></td>
<td><strong>24 credits</strong></td>
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|                        | (8) (9) + (10): **choose any three** of the following (all 3 credits): |            |
|                        | CLCS 3610: Current Trends in Critical Thinking                       |             |
|                        | CLCS 3670: Comparative World Lit. & Civilization                    |             |
|                        | CLCS 3710: Global Martial Arts Films: China, U.S., and Japan        |             |
|                        | CLCS 3810: Star Trek, the Quest to be Human                          |             |
|                        | CLCS 3900: Special Topics                                            |             |
|                        | CLCS 3950: Religious Pluralism                                       |             |
|                        | CLCS 3960: Cultures in Contact                                       | 3 X 3 = 9   |
|                        | (continued next p.)                                                  |             |
(11): choose any one of the following (all 3 credits):

- CLCS 4880: Directed Reading
- CLCS 4900: Special Topics (3)
- CLCS 4910: Studies in Theme
- CLCS 4920: Studies in Genre
- CLCS 4930: Studies in Period
- CLCS 4940: Film and Culture
- CLCS 4950: Studies in Theory
- CLCS 4960: New Testament Studies
- CLCS 4970: Culture and Identity
- CLCS 4975: Comparative Approaches to Latin America
- CLCS 4980: Language and Society
- CLCS 4999: Honors Thesis/Project

(12) (13) (14): choose any three from departmentally approved list of university-wide courses (*see Appendix II for approved list)

3 \times 3 = 9

Sub-Total: 7 courses 21 credits

<table>
<thead>
<tr>
<th>Track/Options (if applicable)</th>
<th>(see prev. page for Literature and Culture Emphasis)</th>
</tr>
</thead>
</table>

Total Number of Credits 45 credits

**New Courses to be Added in the Next Five Years:**

- CLCS 3560: From Grimm to Disney - The Birth of the Modern Fairy Tale
  (This course already exists as GERM 3560; CLCS cross-listing with same number will be opened.)
- CLCS 3970: Holocaust and Remembrance
  (This course already exists as HEBR 3560; CLCS cross-listing with same number will be opened.)
Program Schedule (Emphasis 1: Literature and Culture Track)

Note: The following program schedule is designed with a student in mind who begins the study of a foreign language upon entering the University of Utah. Students with prior knowledge of a language will be able to move through the CLCS BA Literature and Culture Emphasis more quickly. German was chosen as a random example of a foreign language.

<table>
<thead>
<tr>
<th>Semester 1</th>
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<tbody>
<tr>
<td></td>
<td>GERM 1010</td>
<td>Beginning German I (not required for CLCS major, but necessary to reach upper-div. language required for major)</td>
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<th>Course Prefix and Number</th>
<th>Course Title</th>
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<tbody>
<tr>
<td></td>
<td>GERM 1020</td>
<td>Beginning German II (see German description above)</td>
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<table>
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<tr>
<th>Semester 3</th>
<th>Course Prefix and Number</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>LANG 2010</td>
<td></td>
<td>Intro. to the Study of Literature &amp; Culture</td>
</tr>
<tr>
<td>CLCS 3600</td>
<td></td>
<td>What is Literature?</td>
</tr>
<tr>
<td>GERM 2010</td>
<td></td>
<td>Intermediate German I (not required for CLCS major, but necessary to reach upper-div. language required for major)</td>
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</table>

<table>
<thead>
<tr>
<th>Semester 4</th>
<th>Course Prefix and Number</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CLCS 3610</td>
<td></td>
<td>Current Trends in Critical Thinking</td>
</tr>
<tr>
<td>GERM 2020</td>
<td></td>
<td>Intermediate German II (see German description above)</td>
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<table>
<thead>
<tr>
<th>Semester 5</th>
<th>Course Prefix and Number</th>
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<tbody>
<tr>
<td>LANG 2020</td>
<td></td>
<td>Language in Society</td>
</tr>
<tr>
<td>GERM 3040</td>
<td></td>
<td>Topics in Literature &amp; Culture</td>
</tr>
<tr>
<td>CLCS 3670</td>
<td></td>
<td>Comparative World Lit. &amp; Civilization</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 6</th>
<th>Course Prefix and Number</th>
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<tbody>
<tr>
<td>GERM 3900</td>
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<td>Special Topics</td>
</tr>
<tr>
<td>CLCS 3710</td>
<td></td>
<td>Global Martial Arts Film</td>
</tr>
</tbody>
</table>

(continued next p.)
### Program Schedule (Emphasis 2: Religion and Culture Track)

Note: The following program schedule is designed with a student in mind who begins the study of a foreign language upon entering the University of Utah. Students with prior knowledge of a language will be able to move through the CLCS BA Religion and Culture Emphasis more quickly. Hebrew was chosen as a random example of a foreign language.

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Course Prefix and Number</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>LANG 2010</td>
<td>Intro. to the Study of Literature &amp; Culture</td>
</tr>
<tr>
<td></td>
<td>HEBR 1010</td>
<td>Beginning Hebrew I</td>
</tr>
<tr>
<td>Semester 2</td>
<td>LANG 2020</td>
<td>Language in Society</td>
</tr>
<tr>
<td></td>
<td>HEBR 1020</td>
<td>Beginning Hebrew II</td>
</tr>
<tr>
<td>Semester 3</td>
<td>CLCS 3600</td>
<td>What is Literature?</td>
</tr>
<tr>
<td></td>
<td>PHIL 3600</td>
<td>World Religions</td>
</tr>
<tr>
<td>Semester 4</td>
<td>CLCS 3620</td>
<td>Trends in Religious Studies</td>
</tr>
<tr>
<td></td>
<td>CLCS 3810</td>
<td>Star Trek: The Quest to be Human</td>
</tr>
<tr>
<td>Semester 5</td>
<td>Course Prefix and Number</td>
<td>Course Title</td>
</tr>
<tr>
<td>-----------</td>
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</tr>
<tr>
<td></td>
<td>CLCS 3670</td>
<td>Comparative World Lit. &amp; Civilization</td>
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<tr>
<td></td>
<td>HIST 4440</td>
<td>Introduction to Islam</td>
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<tr>
<td>Semester 6</td>
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<tr>
<td></td>
<td>CLCS 3900</td>
<td>Special Topics</td>
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<tr>
<td></td>
<td>SOC 3440</td>
<td>Sociology of Religion</td>
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<tr>
<td>Semester 7</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>CLCS 4900</td>
<td>Special Topics</td>
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<tr>
<td></td>
<td>HIST 3910</td>
<td>Holocaust</td>
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<td>Semester 8</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>LANG 4990</td>
<td>Lang. &amp; Lit. Capstone</td>
</tr>
</tbody>
</table>

**Appendix I: List of Available Courses from Which to Choose for Required Courses (6), (7), and (8) in CLCS Literature and Culture Emphasis**

ARAB 3010: Third-Year Arabic I
ARAB 3020: Third-Year Arabic II
ARAB 4010: Colloquial Arabic I
ARAB 4020: Colloquial Arabic II
ARAB 4040: Advanced Arabic Language Skills
ARAB 4050: Advanced Arabic Language Skills
ARAB 4080: Islamic Law
ARAB 4090: Political Thought in Islam
ARAB 4160: Selected Authors and Genres in Arabic Literature
ARAB 4170: The Figure of Mohammed in Islamic Tradition
ARAB 4180: Selected Authors and Genres in the Islamic Intellectual and Religious Tradition
ARAB 4205: Language and Gender
ARAB 4206: Women and Language in Arab Society
ARAB 4207: Women's Voices: Egypt and Iran
ARAB 4270: Linguistic Structure of Arabic
ARAB 4271: Topics in Arabic Linguistics
ARAB 4272: Linguistic Variation in Arabic
ARAB 4300: Introduction to the Qur'an and Qur'anic Studies
ARAB 4430: Arabic Paleography
ARAB 4520: Islamic Mysticism
ARAB 4580: Major Trends in Modern Islam
ARAB 4700: History of the Sciences in the Islamic World
ARAB 4710: Survey of Classical Arabic Literature
ARAB 4720: Survey of Modern Arabic Literature
ARAB 4880: Special Topics
ARAB 4910: Directed Reading
ARAB 4999: Honors Thesis/Project
CHIN 3010: Third-Year Mandarin Chinese
CHIN 3020: Third-Year Mandarin Chinese
CHIN 3060: Introduction to Written Chinese
CHIN 3390: Chinese Calligraphy
CHIN 3410: Teaching Chinese as a Second Language
CHIN 3420: Teaching Chinese as a Second Language Practicum
CHIN 3510: Business Chinese
CHIN 3950: Chinese Service-Learning
CHIN 4550: Patterns of Traditional Chinese Culture
CHIN 4560: Problems of a Modernizing China
CHIN 4610: Survey of Chinese Literature
CHIN 4620: Survey of Chinese Literature
CHIN 4710: Classical or Literary Chinese
CHIN 4720: Classical or Literary Chinese
CHIN 4880: Directed Reading
CHIN 4900: Special Topics
CHIN 4999: Honors Thesis/Project
GREEK 3610: Third-Year Prose
GREEK 3620: Third-Year Poetry
GREEK 4610: Fourth-Year Prose
GREEK 4620: Fourth-Year Poetry
GREEK 4880: Directed Reading
GREEK 4999: Honors Thesis/Project
LATIN 3610: Third-Year Prose
LATIN 3620: Third-Year Poetry
LATIN 4610: Fourth-Year Prose
LATIN 4620: Fourth-Year Poetry
LATIN 4880: Directed Reading
LATIN 4999: Honors Thesis/Project
FRNCH 3040: Intensive French Grammar
FRNCH 3050: French Language and Culture in Context
FRNCH 3060: Advanced French Grammar
FRNCH 3850: Literature and Culture in the French-speaking Caribbean
FRNCH 3910: Special Topics
FRNCH 4500: Language & Culture in the French-Speaking World
FRNCH 4510: French Business and Current Issues
FRNCH 4515: French Translation: Theory and Practice
FRNCH 4550: French Culture and Civilization
FRNCH 4560: Topics in French Cultural Studies
FRNCH 4570: Francophone Cultures
FRNCH 4600: Introduction to Literary Analysis
FRNCH 4610: Survey of Medieval and Renaissance Literature
FRNCH 4620: Early Modern French Studies
FRNCH 4630: Nineteenth-Century French Studies
FRNCH 4640: Twentieth and Twenty-first C. French Studies
FRNCH 4650: Francophone Studies
FRNCH 4880: Directed Reading
FRNCH 4900: Special Topics
FRNCH 4999: Honors Thesis/Project
GERM 3040: Topics in Literature and Culture
GERM 3050: Topics in Literature and Culture
GERM 3060: Grammar and Reading
GERM 3540: German Translation I
GERM 3550: Introduction to German Studies
GERM 3560: Introduction to German Speaking Cultures
GERM 3650: From Grimm to Disney - The Birth of the Modern Fairy Tale
GERM 3900: Special Topics
GERM 3920: The Faustian Quest in Literature & Film
GERM 4510: Business and Economics I
GERM 4520: Business and Economics II
GERM 4540: Translation II
GERM 4600: Literature and the History of Ideas
GERM 4610: Survey of German Literature
GERM 4620: Survey of German Literature
GERM 4630: Survey of German Literature
GERM 4880: Directed Reading
GERM 4900: Special Topics
GERM 4999: Honors Thesis/Project
HEBR 3010: Third-Year Israeli Hebrew I
HEBR 3020: Third-Year Israeli Hebrew II
HEBR 3950: Holocaust and Remembrance
HEBR 4300: Contemporary Culture of the Jewish/Israeli World
HEBR 4363: The Kabbalah
HEBR 4364: The Jewish Messiahs
HEBR 4400: Topics in Literature and Culture
HEBR 4410: Narrative, Dramatic, and Lyrical Genres
HEBR 4600: Biblical Hebrew
HEBR 4601: Biblical Hebrew: Poetry
HEBR 4610: Texts in Post-Biblical Hebrew
HEBR 4880: Special Topics in Hebrew Studies
HEBR 4900: Special Topics in Jewish Studies
HEBR 4910: Directed Reading
HEBR 4999: Honors Thesis/Project
JAPAN 3040: Third-Year Japanese
JAPAN 3060: Third-Year Japanese
JAPAN 3220: Japanese Linguistics: Language and Society
JAPAN 3410: Teaching Japanese as a Second Language
JAPAN 3510: Commercial Japanese I
JAPAN 3520: Commercial Japanese I
JAPAN 4550: Japanese Civilization
JAPAN 4560: Newspaper Japanese
JAPAN 4610: Survey of Japanese Literature: Modern Period
JAPAN 4620: Survey of Japanese Literature: The Heritage of Japanese Literary Tradition
JAPAN 4630: Survey of Japanese: Women's Literature
JAPAN 4660: Contemporary Japanese Literature: The Fiction and Poetry of Japan Today
JAPAN 4670: Contemporary Japanese Literature: The Fiction and Poetry of Today's Japan
JAPAN 4710: Classical Japanese
JAPAN 4880: Directed Readings
JAPAN 4900: Special Topics
JAPAN 4999: Honors Thesis/Project
PERS 3010: Third Year Persian I
PERS 3020: Third Year Persian II
PERS 4010: Advanced Persian Language Skills I
PERS 4020: Advanced Persian Language Skills II
PERS 4160: Selected Authors and Genres in Persian Literature
PERS 4208: Women's Voices: Iran, Afghanistan, Tajikistan
PERS 4270: Classical Persian Literature in Translation
PERS 4280: Trends in Modern Persian Literature
PERS 4330: Iranian Film
PERS 4610: Survey of Early Islamic, Medieval, and Modern Persian Literature
PERS 4620: Survey of Early Islamic, Medieval, and Modern Persian Literature
PERS 4880: Special Topics
PERS 4910: Directed Reading
PERS 4999: Honors Thesis/Project
RUSS 3040: Fifth-Semester Russian
RUSS 3050: Sixth-Semester Russian
RUSS 3060: Third-Year Russian I for Nontraditional Students
RUSS 3070: Third-Year Russian II for Nontraditional Students
RUSS 3540: Slavic Folklore
RUSS 3550: Russia under the Czars
RUSS 3560: Soviet Culture
RUSS 4510: Business Russian
RUSS 4550: Russian Culture
RUSS 4580: Reading the Russian Press
RUSS 4590: Contemporary Russian Issues
RUSS 4610: Advanced Russian I
RUSS 4620: Advanced Russian II
RUSS 4710: Studies in Nineteenth-Century Russian Literature
RUSS 4720: Studies in Twentieth-Century Russian Literature
RUSS 4880: Directed Reading
RUSS 4900: Special Topics
RUSS 4999: Honors Thesis/Project
SPAN 3040: Intermediate Grammar and Composition
SPAN 3060: Advanced Grammar and Composition
SPAN 3580: Contemporary Issues
SPAN 4510: Business Spanish
SPAN 4520: Spanish Business II
SPAN 4550: Spanish Civilization and Culture
SPAN 4560: Culture and Customs of Spanish
SPAN 4600: U.S. Latino Literature
SPAN 4620: Introduction to Spanish Literature
SPAN 4630: Survey of Spanish American Literature
SPAN 4700: Readings in Medieval Spanish
SPAN 4710: Golden Age of Poetry, Prose, and Drama
SPAN 4720: Hispanic Narrative
SPAN 4730: Hispanic Drama
SPAN 4740: Nineteenth- and Twentieth-Century Spanish Novel
SPAN 4750: Spanish American Novel
SPAN 4760: Hispanic Poetry
SPAN 4770: Hispanic Film and Culture
SPAN 4790: Masterpieces of Mexican Literature
SPAN 4880: Directed Reading
SPAN 4900: Special Topics
SPAN 4999: Honors Thesis/Project

Appendix II: List of Available Courses from Which to Choose for Courses (12), (13), and (14) of CLCS Religion and Culture Emphasis

ANTH 3111: First Nations E. North America
ANTH 3112: First Nations W. North America
ANTH 3125: The Silk Road
ANTH 3132: Traditional Jewish Communities
ANTH 3133: Anthropology of Judaism
ANTH 3141: Himalayan Kingdoms
ANTH 3142: Tibetan Civilization
ANTH 3328: Anthropology & Archaeology of the Near East
ANTH 3969: Death Rituals and Mummification
ANTH 3969: Pharaonic Egypt
ANTH 4110: Women Cross Culturally
ANTH 4123: Cultural Traditions of Asia
ANTH 4139: Native American Religion
ANTH 4143: Anthropology of Mormonism
ANTH 4171: Myth, Magic, Religion
ANTH 5321: The Classic Maya
ANTH 6131: Peoples & Culture of the Middle East
ANTH 6329: Anthropology & Archaeology of Ancient Egypt
ARTH 3060: Buddhist Art of Asia
ARTH 3100: Antiquity Classical Ideal
ARTH 3200: Renaissance Europe
ARTH 3250: Baroque Art in Europe
ARTH 4095: Seminar in Chinese Art
ARTH 4150: Early Medieval Themes
ARTH 4160: Topics in Medieval Art
ARTH 4195: Seminar in Medieval Books
ARTH 4210: Italian Renaissance 14th & 15th Centuries
ARTH 4220: Italian Renaissance 16th Century
ARTH 4260: Northern Baroque Art
CLCS 3900: Language and Religion of Arabic Culture
CLCS 3900: Greek Drama
CLCS 3960: Cultures in Contact
CLCS 4960: Early Christian Literature
CLCS 4900: God, Love, and Mysticism
CLCS 4970: Iran and the West
CLCV 3570: Women in Ancient Greece and Rome
COMM 5150: Dialogue and Cultural Studies
ENGL 5700: Studies in Medieval Lit
ENGL 5710: Studies in Renaissance Lit
ENGL 5721: John Milton
ENGL 5950: Theories of Culture
H EDU 3190: Death and Dying
H EDU 3850: Meditation for Health
H EDU 4350: Personal Resiliency
HEBR 4300: Jewish/Israeli Culture
HIST 3005: Ancient Empires
HIST 3040: Medieval England
HIST 3090: Reformations: Europe in Turmoil
HIST 3392: Islamic Spain
HIST 3400: The Mid-East since 1914
HIST 3550: India: Empire and Religion
HIST 3560: Modern India
HIST 3910: Holocaust
HIST 4005: Ancient Israel & Palestine
HIST 4040: Christianity in Ancient World
HIST 4050: Christianity in Medieval World
HIST 4400: Intro to Islam
HIST 4420: The Crusades
HIST 4490: Shi'iism
HIST 4490: Gender & Islam
HIST 4490: 19th & 20th-Cent. Iran/Iraq
HIST 4490: Israel & Palestine: War to Peace
HIST 4510: Islam in South/Southeast Asia
HIST 4510: Islamic Fundamentalism
HIST 4660: History of Utah
HIST 4790: American Religions
HIST 4795: Mormon & American Experience
HIST 4900: Death and Afterlife in Christian Antiquity
HIST 4990: Law, Politics, & US Religions
HIST 4990: Death & Afterlife in the Christian West
JAPAN 6900: Haiku Masters
MID E 3539: Ancient Near East
MID E 3642: Islam and Politics
MID E 3649: Comparative Religion & Politics
MID E 3713: Peoples/Culture of the Middle East
MID E 4130: Qur’anic Studies
MID E 4152: Islamic Mysticism
MID E 4510: Introduction to Islam
MID E 4542: The Crusades
MID E 4549: Islamic Fundamentalism
MID E 4549: Intro to Shi’i Islam
MID E 4880: 21st-Cent. Israeli Lit. & Culture
MID E 4880: Creation Stories
MID E 4880: God, Love, and Mysticism
MID E 5696: Islam & Democracy
MUSC 3600: World Music
PHIL 3600: Philosophy of Religion
PHIL 3610: Religions of India
PHIL 3640: World Religions
PHIL 3810: Existentialism
PHIL 4140: Classical Chinese Philosophy
PHIL 5193: The Bhagavad Gita
POLS 3420: Islam and Politics
POLS 3490: Comparative Religion & Politics
POLS 5440: Nation/Ethnic Conflict
POLS 5450: Political Violence and Terrorism
SOC 3040: Sociology of Religion
SOC 3440: Sociology of Religion
SOC 3569: Terrorism, Violence, and Aggression
SW 5830: Special Topics: Meditation and Stress
SW 5830: Special Topics: Conflict and Reconciliation
SW 5830: Special Topics: Dialogue Models
SW 6623: Spirituality in Social Work
THEA 3001: Zen, Eastern Theatre
THEA 3210: Tai Chi Yoga Movement
Appendix III: Description of Differences between the two Emphases within the CLCS Major

The following describes the two different “tracks” of the CLCS Program as they are currently taught. This request makes no changes in the program other than to propose the formalization of the current “tracks” as transcripted emphases.

Literature and Culture Emphasis

A. Overview

The Literature and Culture Emphasis allows students to examine multiple literatures and cultures. Building on the basis of in-depth coursework in one or two non-English or non-American cultural traditions (taught in the original language) and a core group of classes in comparative literary and cultural studies (taught in English), students explore themes across cultures and time periods, compare national literatures and cultures, learn and apply international literary and cultural theories, and analyze diverse types of texts (literary, film/visual, musical, etc.).

B. Coherence

Coherence within the Emphasis is provided by a series of 3 required courses that introduce students to a common body of methods and terminology and 3 upper-division classes within a single (or two) non-English or non-American cultural areas (generally taught in the target language). The required methodological courses comprise CLCS 3610 (Current Trends in Critical Thinking), CLCS 3600 (What is Literature?), and CLCS 3670 (Comparative World Literature and Civilization).

CLCS 3610 (a) introduces students to the close study of a small number of critical theorists particularly relevant to the study of Comparative Literature and (b) provides an introduction to major debates, issues, and concepts in the field of Comparative Literary and Cultural Studies.

CLCS 3600 (a) provides students with a general practicum on close textual analysis and literary-critical terminology and (b) fulfills the critical writing designation by providing students with extensive writing practice and feedback according to the standards of the discipline.

CLCS 3670 is an in-depth case study that compares the cultural products of at least two non-English or non-American cultural areas around the organizing principle of a particular theme (e.g., cities, modernism and postmodernism, cinema, music, etc.).

In addition, CLCS majors take LANG 2010 (Introduction to the Study of Literature and Culture) and LANG 2010 (Language in Society), which are required classes for all majors in the Department of Languages and Literature and provide students with a basic introduction to the art and science of multi-media textual analysis and sociolinguistics.

The 3 upper-division courses in one or two non-English/American cultural areas focus on linguistic skills, literary history and analysis, and cultural literacy of the target-language area.

The major is rounded out by 3 electives in Comparative Literary and Cultural Studies that take students beyond their language-emphasis area(s) into the literature of other cultures (taught in English translation).

C. Method and Recognizability Beyond the University of Utah
The method throughout the major is close analysis of a variety of cultural texts in multiple media (prose fiction, poetry, drama, film, music, television, painting and visual arts, etc.) and theoretically informed self-reflection on the techniques, problems, and concept of comparative study. The theorists read and terminology used in the program are considered standard throughout the discipline and prepare majors for successful application for graduate study in Comparative Literature or specific language areas at major graduate institutions throughout the country. The CLCS Literature and Culture Emphasis is also excellent preparation for law school, journalism, international business, foundation or non-profit work, or for any career that emphasizes close analytical and critical thinking skills along with cultural sensitivity and broad-mindedness.

D. Outcomes

Upon successful completion of the BA in the Literature and Culture Emphasis of CLCS, students will have:

1. Sufficient in-depth practice in close textual analysis, literary and cultural history, and the theories and methodologies of comparative studies to apply for graduate study in Comparative Literature at major institutions throughout the country. Students will be able to work closely with specific textual evidence and with theoretical trends and critical methods in the field of Comparative Literature, and they will have been exposed to a range of cultural traditions in comparison.

2. Literary, cultural, and communicative competence in at least one language area other than English. Students will be able to read and analyze texts in at least one non-English language, have a broad sense of literary and cultural traditions in the target language area, understand key cultural differences between their own and the target culture, understand speakers of the target language in a variety of settings, and express themselves / defend their own ideas in the target language.

Religion and Culture Emphasis

A. Overview

The Religion and Culture Emphasis is an interdisciplinary and interdepartmental major. Combining required methodological courses in Comparative Religion and Comparative Literature, language study, and electives, the Emphasis encompasses language acquisition (relevant to one or several religious traditions), hermeneutical tools (the ability to interpret religious texts and cultural phenomena), and theoretical explorations (the study of religion in different fields and as an aspect of the cultural production of various peoples). Coursework emphasizing the intersection of religion and other elements of culture seeks to show that, if religion has always been part of personal worldviews, it also represents an essential dimension of history, art, literature, and politics. The study of religion in its relationship to cultural studies therefore seeks to uncover the religious elements of culture in a broad sense and analyze them in a critical way. This approach to religion and culture brings under scrutiny how religious beliefs have informed and shaped our knowledge, our traditions, and our institutions.

B. Coherence

Coherence within the Emphasis is provided by (a) a series of 3 required courses that introduce students to a common body of methods and terminology (2 in Religious Studies and 1 in Comparative Literature).
required language study in at least one language relevant to Religious Studies (Arabic, Chinese, Hebrew, Hindi, Japanese, Greek, or Latin), and (c) a series of approved electives in Religious Studies and Comparative Literature that allow students to compare literary and religious traditions across a variety of dimensions. The required methodological courses comprise PHIL 3600 (World Religions), CLCS 3620 (Trends in Religious Studies), and CLCS 3600 (What is Literature?)

PHIL 3600 introduces students to the comparative study of the world’s major religions. CLCS 3620 provides an introduction to central debates, issues, concepts, and methodologies in the field of Religious Studies and presents an in-depth case study of a major issue in at least one world religion. CLCS 3600 (a) provides students with a general practicum on close textual analysis and literary-critical terminology and (b) fulfills the critical writing designation by providing students with extensive writing practice and feedback according to the standards of the discipline of Comparative Literature.

In addition, majors take LANG 2010 (Introduction to the Study of Literature and Culture) and LANG 2010 (Language in Society), which are required classes for all majors in the Department of Languages and Literature and provide students with a basic introduction to the art and science of multi-media textual analysis and sociolinguistics.

CLCS majors in the Religion and Culture Track also choose 7 electives (4 in Comparative Literature and 3 in Religious Studies). Students take Comparative Literature courses that emphasize those areas where religion and other aspects of cultural production intersect. Religious Studies courses are chosen from an approved interdepartmental list and include classes in such topics as “Myth, Magic, and Religion,” “American Religions,” “Creation Stories of the Middle East,” “John Milton,” and “Spirituality in Social Work.” In order to be approved as a CLCS Religion and Culture Track elective, courses need to fall into one or more of the following frameworks: (a) Thematic (courses that treat an appropriate theme in a specific tradition, genre, or time period; e.g., death, creation myths, representations of hell and paradise, prayer or sermon as literary genre, mysticism, sacrifice); (b) Methodological (courses addressing issues of interpretation and theoretical paradigm; e.g., hermeneutics, ritual studies and performance); and (c) World Religions (courses focusing on a specific cultural tradition and including a discussion of religious traditions in dialogue with other cultural artifacts).

C. Method and Recognizability Beyond the University of Utah

The method throughout the major is close analysis of a variety of religious and aesthetic texts (scripture and sacred literature, religious commentary and exegetical literature, myth, fiction, visual arts / film, etc.) and theoretically / historically informed self-reflection on the techniques, problems, and concept of comparative study. The theorists read and terminology used are considered standard throughout the discipline and prepare majors for successful application for graduate study in Religious Studies or Comparative Literature at major graduate institutions throughout the country. In general, the Emphasis in Religion and Culture offers an interdisciplinary training that encompasses language acquisition, theoretical tools to interpret texts and cultural phenomena, historical knowledge that gives perspective to contemporary society, and analytical skills to help read religious traditions. Since the study of religion as an academic discipline has a crucial role to play in the 21st-century social and political context, the relevance of the major goes beyond preparation for specific graduate study. Graduates who wish to work on an international / global level benefit from knowing not only languages but also religious traditions in order to be able to foster constructive dialogue between cultures.

D. Outcomes
Upon successful completion of the BA in the Religion and Culture Emphasis of CLCS, students will have:

1. Broad exposure to the methods of Religious Studies and to world religious traditions, as well as in-depth study of at least one religion. Broad exposure to general theoretical trends and critical methods in the field of Comparative Literary and Cultural Studies. In-depth practice in close textual reading and analysis; exposure to and practice in the theoretical trends and critical methods in the field of Comparative Literature. Broad exposure to a range of cultural traditions and their attendant methods / knowledge across a variety of disciplines (electives list); sufficient training to apply for graduate study in Religious Studies or Comparative Literature.

2. A minimum of standard proficiency in at least one language typically required for the study of religion (Latin, Greek, Hebrew, Chinese, Japanese, Hindi, Arabic).
August 14, 2011

Academic Senate
115 Park Building
CAMPUS

Dear members of the Academic Senate:

With this note I want to indicate my approval of the changes proposed by the Department of Languages and Literatures to their current major in Comparative Literary and Cultural Studies (CLCS). The proposed emphases in Literature and Culture and in Religion and Culture are consistent with the interdisciplinary nature of the CLCS major and with a number of other initiatives that the College is pursuing.

Sincerely,

Robert D. Newman
Dean

RN/jd
29 February 2012

David W. Pershing  
Senior Vice President for Academic Affairs  
205 Park  
Campus

Dear Vice President Pershing,

Enclosed is the proposal for the Ph.D. Emphasis in Astronomy & Astrophysics which was approved by the Graduate Council on February 27, 2012. Included in this packet are the proposal and signature page.

Please forward this proposal to the Academic Senate to be placed on the information calendar for the next meeting of the Senate.

Sincerely,

Charles A. Wight  
Dean, The Graduate School
Cover/Signature Page - Abbreviated Template

Institution Submitting Request: University of Utah
Proposed Title: Ph.D. in Physics: Astronomy & Astrophysics Emphasis
Currently Approved Title:
School or Division or Location: College of Science
Department(s) or Area(s) Location: Department of Physics and Astronomy
Recommended Classification of Instructional Programs (CIP) Code¹ (for new programs): 40.2011
Current Classification of Instructional Programs (CIP) Code (for existing programs):
Proposed Beginning Date (for new programs): 08/01/2012
Institutional Board of Trustees' Approval Date:

Proposal Type (check all that apply):

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<th>Code</th>
<th>Description</th>
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<td>5.1.1.1</td>
<td>New Emphasis on an Existing Degree*</td>
</tr>
<tr>
<td>5.1.2</td>
<td>Certificate of Proficiency Not Eligible for Financial Aid</td>
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<tr>
<td>5.1.3</td>
<td>Out-of-Service Area Delivery of Programs</td>
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<td>Name Change of Existing Programs</td>
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<td>Program Transfer</td>
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<td>5.1.6</td>
<td>Program Restructure</td>
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<td>5.1.7</td>
<td>Program Consolidation</td>
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<td>5.1.8</td>
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<td>Administrative Unit Creation</td>
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<td>5.1.12</td>
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<td>New Institute</td>
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<td>New Program</td>
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<td>5.1.15</td>
<td>Graduate Certificate</td>
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</table>

*Requires "Section VI: Program Curriculum" of Abbreviated Template

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

Signature: [Signature]
Date: 3/6/12

Printed Name:

¹CIP codes must be recommended by the submitting institution. For CIP code classifications, please see http://nces.ed.gov/ipeds/cipguide/Default.aspx?y=09.
Program Request - Abbreviated Template
University of Utah
Ph.D. in Physics, Astronomy & Astrophysics Emphasis
02/01/2012

Section I: Request

The Department of Physics and Astronomy proposes to offer a Ph.D. degree Emphasis that reflects our Department’s recent, highly successful leap into Astronomy and Astrophysics. The Department is currently poised and prepared to offer this Emphasis in terms of faculty, courses, and students—approximately 50% of our graduate school applicants for next Fall have expressed an interest in Astronomy. The Department has approved the Emphasis requirements as outlined in the Supplemental Information by a unanimous vote of the faculty. Unique in the state of Utah, the proposed Emphasis will further enhance the quality and reputation of our program, our Graduate School, and our University.

Please note that the proposed Emphasis is in accordance with the following Guidelines for Proposals for Graduate Emphases related to Policy 6-225, as approved by the Graduate Council:

1. The proposed emphasis in Astronomy and Astrophysics is a coherent area of focus, and the students’ engagement in the emphasis will lead to mastery of a distinctive body of knowledge and research methods.

2. The proposed emphasis will yield a degree that will be recognized by the professional astronomical community as attesting to the students’ ability to teach at the graduate level and conduct independent astronomical research.

3. To complete the requirements of the proposed emphasis, students will take the same number of credit hours as those following the existing track for the Physics Ph.D.

Section II: Need

In 2009 we expanded our Physics Department into the Department of Physics and Astronomy. We have five new faculty members in Astronomy and will be hiring at least one more. Furthermore we recently became an institutional partner in the Sloan Digital Sky Survey III (galaxy and star survey), and are involved in VERITAS (gamma-ray observatory) and the Telescope Array (cosmic rays). We have been awarded observing time on the Hubble Space Telescope and the SWIFT spacecraft, as well as on world-class ground-based telescope observatories, including Keck, Subaru, MMT, Magellan, and Apache Point. We also operate the Willard Eccles Observatory in southern Utah designed to provide students with a hands-on observing experience. These achievements offer new opportunities to students at The University of Utah to become professional astronomers and astrophysicists. A Degree Emphasis that reflects the unique program of study and the distinct nature of astronomical research is needed for students of astronomy and astrophysics. Furthermore, an Astronomy and Astrophysics Emphasis will help recruit prospective students. No similar program currently exists in Utah.

Section III: Institutional Impact

The requested Degree Emphasis will affect enrollments by increasing our potential to recruit students in areas affected by our recent faculty expansion and institutional involvement (astronomy, astrophysics and cosmology). No change in the administrative structure of the Department of Physics and Astronomy is required. Emphasis-specific courses (see Supplemental Information) will be taught. However, the expansion of the Astronomy group has made offering these courses possible. All of these courses necessary to satisfy degree requirements are currently approved and in the General Catalog. We are in a position to offer the Emphasis to our students now.
The impact on facilities is minimal. Much of the physical infrastructure involved with running an astronomy and astrophysics program is in place (e.g., the William L. Eccles Observatory), and the same situation applies to computing facilities (e.g., Center for High Performance Computing).

Section IV: Finances

As noted, no new facilities are required. Thus, there are no anticipated costs associated with offering the Degree Emphasis. We anticipate instead a positive budgetary impact. By increasing our competitiveness in attracting new students and enhancing the overall quality of our program, we will become more competitive in seeking external funding.

Section VI: Program Curriculum

***THIS SECTION OF THE ABBREVIATED TEMPLATE REQUIRED FOR EMPHASES AND MINORS ONLY.***

All Program Courses

To satisfy the Emphasis requirement, at least three of the Elective courses must be taken, with at least one of these three drawn from the selection of 7000-level courses. Note: PHYS 7120 E&M II may substitute for ASTR 7130.

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>Required Courses</td>
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<tr>
<td>ASTR 6410</td>
<td>Grad Research in Astronomy</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 7110</td>
<td>Classical Mechanics/E&amp;M I</td>
<td>4</td>
</tr>
<tr>
<td>ASTR 7130</td>
<td>Radiative Processes</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 7220</td>
<td>Quantum Mechanics I</td>
<td>4</td>
</tr>
<tr>
<td><strong>Sub-Total</strong></td>
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<tr>
<td>Elective Courses</td>
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</tr>
<tr>
<td>ASTR 5015</td>
<td>Obs. Methods &amp; Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ASTR 5560</td>
<td>Stars &amp; Stellar Populations</td>
<td>3</td>
</tr>
<tr>
<td>ASTR 5570</td>
<td>Galaxies</td>
<td>3</td>
</tr>
<tr>
<td>ASTR 5580</td>
<td>Cosmology</td>
<td>3</td>
</tr>
<tr>
<td>ASTR 5590</td>
<td>Stellar Astrophysics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 7310</td>
<td>Statistical Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 7640</td>
<td>Quantum Field Theory</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 7720</td>
<td>General Relativity</td>
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<tr>
<td>ASTR 7730</td>
<td>Math Methods in Astronomy</td>
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<tr>
<td><strong>Sub-Total</strong></td>
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<tr>
<td><strong>Total Number of Credits</strong></td>
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New Courses to Be Added in the Next Five Years

These advanced courses will be numbered in accordance with other new/existing ASTR/PHYS courses.

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>Title</th>
<th>Credit Hours</th>
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<tr>
<td>PHYS 7000+ (TBD)</td>
<td>Advanced Particle Astrophysics</td>
<td>3</td>
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<td>ASTR 7000+</td>
<td>Cosmochemistry</td>
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<td>ASTR 7000+</td>
<td>Data Mining</td>
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<tr>
<td>ASTR 7000+</td>
<td>Gas dynamics/hydrodynamics</td>
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Program Schedule

The following is a suggested course schedule for students during the first three years of the proposed Emphasis.
Note: All courses listed are currently offered by the Department of Physics and Astronomy.

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Course Prefix and Number</th>
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<tbody>
<tr>
<td>Fall (e.g., 2012)</td>
<td>ASTR 5015</td>
<td>Observational Methods &amp; Data Analysis</td>
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<tr>
<td></td>
<td>PHYS 7110</td>
<td>Classical Mechanics/Electricity &amp; Magnetism I</td>
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<tr>
<td></td>
<td>PHYS 7220</td>
<td>Quantum Mechanics I</td>
</tr>
<tr>
<td></td>
<td>PHYS 7810</td>
<td>Colloquium</td>
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<table>
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<th>Course Prefix and Number</th>
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<td>Spring</td>
<td>ASTR 5560</td>
<td>Stars and Stellar Populations</td>
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<tr>
<td></td>
<td>ASTR 6410</td>
<td>Graduate Research in Astronomy</td>
</tr>
<tr>
<td></td>
<td>ASTR 7130</td>
<td>Radiative Processes</td>
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<td></td>
<td>PHYS 7810</td>
<td>Colloquium</td>
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<th>Semester 3</th>
<th>Course Prefix and Number</th>
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<tbody>
<tr>
<td>Fall</td>
<td>ASTR 5580</td>
<td>Cosmology</td>
</tr>
<tr>
<td></td>
<td>ASTR 7730</td>
<td>Math Methods in Astronomy &amp; Astrophysics</td>
</tr>
<tr>
<td></td>
<td>PHYS 6970</td>
<td>Research</td>
</tr>
<tr>
<td></td>
<td>PHYS 7810</td>
<td>Colloquium</td>
</tr>
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</table>

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<tr>
<th>Semester 4</th>
<th>Course Prefix and Number</th>
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<tbody>
<tr>
<td>Spring</td>
<td>ASTR 5570</td>
<td>Galaxies</td>
</tr>
<tr>
<td></td>
<td>PHYS 7510</td>
<td>Advanced Solid State Physics I (or equiv; BREADTH)</td>
</tr>
<tr>
<td></td>
<td>PHYS 6970</td>
<td>Research</td>
</tr>
<tr>
<td></td>
<td>PHYS 7810</td>
<td>Colloquium</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 5+</th>
<th>Course Prefix and Number</th>
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</thead>
<tbody>
<tr>
<td>Fall+</td>
<td>PHYS 7720</td>
<td>General Relativity (or other possible ELECTIVES)</td>
</tr>
<tr>
<td></td>
<td>PHYS 6970</td>
<td>Research</td>
</tr>
<tr>
<td></td>
<td>PHYS 7810</td>
<td>Colloquium (6 semesters total)</td>
</tr>
</tbody>
</table>
David W. Pershing  
Senior Vice President for Academic Affairs  
205 Park Bldg.  
Campus

RE: Graduate Council Review (Revised)  
Department of Ballet

Dear Vice-President Pershing:

Enclosed is the Graduate Council’s revised review of the Department of Ballet. Included in this review packet are the revised report prepared by the Graduate Council, the Department Profile, and the Memorandum of Understanding resulting from the review wrap-up meeting.

After your approval please forward this packet to Interim President Betz for his review. It will then be sent to the Academic Senate to be placed on the information calendar for the next Senate meeting.

Sincerely,

Charles A. Wight  
Dean, The Graduate School

Encl.

XC: Raymond Tynas-Jones, Dean, College of Fine Arts  
Linca F. Smith, Interim Chair, Department of Ballet
The Graduate Council has completed its revised review of the Department of Ballet. The External Review Committee included:

Tauna Hunter, MFA  
Chair, Dance Department  
Mercyhurst College, Erie, PA (no graduate program)

David Curwen, BA, MALS  
Department of Dance  
Western Michigan University (no graduate program)

Richard Sias, BFA  
Canada’s National Ballet School, Toronto, Ontario (no collegiate training program),  
Formerly at Florida State University School of Dance (offers MFA in Dance)

The Internal Review committee of the University of Utah included:

Eric Hinderaker (chair), PhD  
Professor  
Department of History

John Hollerbach, PhD  
Professor  
School of Computing

Wilfred Samuels, PhD  
Associate Professor  
Department of English
OVERVIEW OF REVISED REPORT

The Department of Ballet is in crisis. While it enjoyed a distinguished history as a nationally ranked department (up through the 1990s), this reputation is now overshadowed by deep acrimony and dissension among members of the Department’s faculty as well as between the faculty and the leadership of the College of Fine Arts. Both the external and the internal reports strongly suggest that a toxic atmosphere currently pervades the Department, which is affecting the faculty’s ability to accomplish their overall mission. This ad hoc committee of the Graduate Council hopes that this Revised Report, by highlighting the strengths of the Department as well as clearly indicating the areas of concern, can aid the Receiver/Interim Chair and the faculty in the effort to redirect their energy in a more positive direction with the ultimate goal of putting the Department of Ballet back on its historical track of excellence.

PROCEDURAL HISTORY

Because of the unique series of events that preceded the completion of this Revised Report, it is informative to recount that procedural history.

The External and Internal Reviewers submitted their respective reports of the Department of Ballet in Fall 2009. Thereafter, the Ballet faculty and Interim Chair of the Ballet Department were given an opportunity to submit responses to the reviews. Based on this material, the Graduate Council prepared a Report dated October 25, 2010. Thereafter, a wrap-up meeting was held on December 20, 2010 that included the Senior Vice President for Academic Affairs, the Dean of the College of Fine Arts, the Acting Chair of the Department of Ballet, and the Dean of the Graduate School. In response to discussions at that meeting, a draft Memorandum of Understanding was prepared. On January 24, 2011, the Dean of the Graduate School submitted the Graduate Council Review, Department Profile, and Memorandum of Understanding to the Senior Vice President for Academic Affairs.

On May 16, 2011, the President of the University sent the Report back to the Graduate Council for revision. In particular, he suggested that greater attention be given to the report of the External Reviewers.

While the Dean of the Graduate School was assembling an ad hoc committee of the Graduate Council to prepare a revised report, the Vice President for Academic Affairs placed the Department of Ballet in receivership on August 22, 2011, and appointed Professor Linda F. Smith of the College of Law to serve as Receiver/Interim Chair of the Department of Ballet. Professor Smith is an expert in negotiations and well qualified to work with the faculty through this transition. As a result of the receivership, the Department of Ballet is no longer accepting any graduate students through 2014, but will ensure that current graduate students can complete their programs.
The following Revised Report of the Graduate Council is written in response to Ex-President Young’s request, and is based on an analysis of the Department of Ballet’s self-study materials; the reports of external and internal review committees; the responses to those reports from the Interim Chair of the department, faculty, and Dean of the College of Fine Arts; the draft Memorandum of Understanding; and consideration of recent developments in the Department.

PROGRAM OVERVIEW

The Department was established in 1951 as only the second ballet program at an American university, and the first such program to develop a professional company, Ballet West. That company has provided a range of benefits to the Department, including recruitment, teaching, research, outreach and placement. Although the Department once enjoyed a national reputation as a top program, both the External and the Internal Review Committees raised concerns about the current atmosphere of discord, low morale, and lack of communication among some faculty, with the Interim Chair, with the College Dean, and with the university upper administration. Concern was raised that these issues could jeopardize both the reputation and the quality of the Department’s programmatic offerings in the future. In addition, concerns were raised about the Department’s operational structure and processes, program level strategic planning, and certain elements of the graduate training program. Unfortunately these concerns have become a reality, and now threaten the academic programs and the welfare of the Department’s students.

DEPARTMENT PROFILE

The Department of Ballet is one of six departments in the College of Fine Arts. Because of inconsistencies among the various reports, the ad hoc committee has updated the faculty statistics: Currently there are two tenured faculty (one Professor; one Associate Professor); one tenure-track faculty (Assistant Professor); four associate instructors at .5 FTE; three hourly instructors who work .25 FTE or less; six hourly instructors hired on an as-needed basis as substitutes; and seven graduate TAs. In addition, one assistant professor from the Department of Modern Dance serves as a guest instructor.

The Department of Ballet offers a Bachelor of Fine Arts Degree with emphasis in Performance, Character Dance, or Teaching; and a Master of Fine Arts Degree with emphasis in Choreography/Teaching, Scholarly Research, Research in Performance (Utah Ballet or Ballet West), or Research in Character Dance (Character Dance Ensemble). It was the first to have a professional ballet company, now known as Ballet West, grown from its program. The recent addition of a summer program in conjunction with Ballet West has netted needed income resulting in a renewed relationship and has re-opened doors for students to experience professional performance opportunities with this company.
The program received accreditation by the National Association of Schools of Dance (NASD) in August 2008. A year later, the Department consisted of approximately 90 undergraduate students and 10-15 or so graduate students. Since the last program review period, the number of undergraduate students in the program has decreased slightly while the number of graduate students has increased slightly. The Department of Ballet’s master’s degree production per year is comparable to that of the other departments in the College of Fine Arts, with the exception of Music, which dominates the College in master’s degree production. Over the last 5 years, its teaching activities generated on average 2,824 Student Credit Hours (SCH), which is similar to SCH productivity over the prior review period.

The Department is currently administered by a Receiver/Interim Chair, Professor Linda Smith of the College of Law, appointed by the university administration in August 2011. Over most of the review period, faculty governance was achieved through regular faculty meetings and an annual retreat devoted to strategic planning. Over the recent past, regular meetings have been challenging and in some cases have not occurred.

FACULTY

The greatest concern of both external and internal reviewers centered on a serious lack of faculty collegiality, the poor relationship between the faculty and the leadership of the College of Fine Arts, and the potential impact of these issues on the future viability of the Department. Two former full-time faculty members of the Ballet Department (one tenure-track and one auxiliary) requested to have their positions transferred to the Modern Dance Department due to the toxic conditions (mentioned by both teams of reviewers) that existed in the Ballet Department at the time.

With only three tenure-track faculty, the average teaching load of the faculty is high. Despite low salaries relative to peers both within and outside the university, the faculty offer an extensive curriculum that has been recently reviewed and modified in several areas in response to the last program review and in preparation for an NASD accreditation review. The Department’s self-study indicates an enhanced effort at improving graduate program recruitment, curriculum, enhancing student teaching involvement and one-on-one mentoring.

Faculty scholarship is generally high as all full-time faculty members receive funding for various productions on campus and for overseas touring and performing (considered a major form of creative research in this field). It is noteworthy that many of the grant proposals submitted are not for personal use, but rather for funds to support guest artist residencies, which may include choreographers, performers, or master teachers who work directly with and provide enrichment and learning opportunities for the entire Department.

A significant concern that remains since the last Graduate Council review is inadequate diversity on the faculty.
UNDERGRADUATE STUDENTS

The reports indicate that the undergraduate program is strong and draws most of its students from out of state. Most graduates find a place in their profession as a performer, teacher, or in graduate school. The quality of teaching, particularly with respect to performance, is high, as is undergraduate student satisfaction and enthusiasm. Students view their training to be of a high caliber. They offer strong praise for the Department’s faculty, citing their commitment to students’ progress. Students also praise the counseling and advising programs offered by the Department. Students also cite the many opportunities afforded them, from the guest artists to the international touring of the performance ensembles. The reviewers commented that students were very sincere and heartfelt about how the Department felt like a family. There was a concern about the low enrollment of men in the program. The external review recommended that the Department should improve tracking of student retention with the overall goal of aiding future departmental stability and growth.

The reports also note that students seemed coached in their responses to some inquiries from the reviewers, particularly those dealing with the possible creation of a unified School of Dance. While this proposal now seems unlikely, the reports raise the disturbing possibility that some faculty may have pressured students to engage in a political battle on their behalf, irrespective of the students’ opinions on the matter. The reports also imply that some faculty fostered an environment that seemed somewhat insular and more consistent with that of an independent conservatory, rather than an academic Department integrated into the University community. Unlike a conservatory, academic Departments should encourage students to carefully consider and independently process various points of view, not seek to insulate them. Thus, while the faculty has done a commendable job of preparing students for a rigorous performance career, there are some indications that those same students have not been served entirely well in other important academic respects.

GRADUATE STUDENTS

Prior to the receivership, the Ballet Department offered a Master of Fine Arts Degree. Enrollment was relatively constant at about 7-10 students per year. The number of teaching assistantships had increased and graduate students were helping to offset faculty teaching loads. Like the undergraduate program, general satisfaction and enthusiasm for the program was initially high, but upon additional probing students voiced considerable concerns. These concerns included curriculum issues, the mandatory 2-hour daily ballet classes, a perceived favoritism toward alums, recently graduated Utah undergraduates entering straight into the graduate program, and lack of mentorship. In addition, it was not clear if degree satisfaction was assessed in program alumni.
The curriculum at the undergraduate level has focused on educational training to prepare students for professional dance careers or for the teaching of dance. The Department of Ballet offers several degrees including a BFA and MFA. There is no doctoral degree offered. The degree requirements are generally appropriate, although past reviews have suggested that “character dance” be a minor within the other tracks. The majority of the student credit hours are derived from the undergraduate curriculum.

Concerns were raised about the curriculum in the external report and centered on ways to reduce the teaching load that deserve review and consideration. Suggestions were also offered to enhance modernization of the curriculum. Degree requirements are clearly stated and the course offerings are extensive considering the small size of the faculty. Instructional resources are focused at the undergraduate level, resulting in fewer graduate-only classes. Students expressed that they loved the "packed" curriculum. Many expressed that they would like to have more opportunities to do classical work in repertory class. It was recommended that the Department form a chapter of Nu Delta Alpha, the National Dance Association Honor Society, so that honors students can be recognized for both their dance and academic talents.

Adequate mechanisms for assessing the quality of the education at the undergraduate and graduate levels are sorely lacking. At the undergraduate level some information is gathered about student placement. It is not clear whether questionnaires are mailed to graduating students. At the current time there appears to be no systematic assessment methodology in place by which undergraduates and graduate students can offer feedback about their educational experience.

The Department is in the Alice Sheets Marriott Center for Dance, a facility including spacious studios with natural light, sprung floors installed when the building was constructed, and an in-house auditorium. The Department self-study notes that the Departments of Ballet and Modern Dance “had outgrown the facility before moving into it.” In addition to space constraints that have led the Ballet Department to sometimes turn away students and cancel classes, lack of sufficient space limits storage capacity for costumes and supplies. The building also has experienced a growing number of maintenance issues that include nonfunctional security cameras and poor temperature control. Poor temperature control places students at increased risk for injury. These maintenance issues deserve immediate attention by the administration.
RESPONSE TO PREVIOUS REVIEWS

In general, the Department has not been responsive to all the recommendations of the past two formal reviews. The previous reviews gave specific strategies for the faculty to reduce the teaching loads and suggested ways to streamline the curriculum (e.g., reduce performance schedules). Reviewers suggested the Department should be an academic department, rather than a conservatory.

COMMENDATIONS

1. The Department draws quality undergraduate students from both Utah and from outside of the state. The Department engages undergraduates in many and varied performance opportunities, which enhances their educational experience. Student placement after graduation is also commendable, and, as a result, the Department has produced very successful professional dancers and teachers.

2. Bene Arnold deserves commendation for her willingness to return from retirement to lead the Department as Interim Chair through a very challenging time.

RECOMMENDATIONS

1. Eliminate the self-destructive environment that currently exists in the Department. The Dean, the Receiver/Interim Chair, and the faculty need to work together to restore an atmosphere of cooperation and mutual trust to move the Department forward toward a positive future. Moreover, faculty must avoid at all costs involving students in divisive politics currently pervading the Department.

2. Looking to the future, the university needs to provide adequate resources to ultimately hire a strong permanent chair for the Department who can work closely with faculty to create and implement a vibrant strategic plan for the Department’s moving forward.

3. Faculty need to work closely with the Dean of the College of Fine Arts and the Receiver/Interim Chair to establish a more efficient and practical workload policy, given current student demand and the current and projected size of the faculty. Specific suggestions from the external review committee for reducing workload should be incorporated.

4. The Department, in conjunction with the Office of the Associate Vice President for Equity and Diversity, should formulate and implement efforts aimed toward achieving appropriate diversity by successfully recruiting minority faculty members and students. The use of annual reports to the Graduate Council should be considered as a way to encourage the Department to work effectively toward this objective.
5. In order to regain their graduate program, the Department should clarify its mission, develop formal Departmental policies and procedures, and refocus curriculum as suggested by the external reviewers. For example, in the curriculum the Department should address the mismatch between graduate student needs (education and scholarship emphasis) versus what the faculty are currently providing (studio conservatory approach).

6. The Department needs to develop a plan to track and analyze student progress, outcomes, and placement in both the undergraduate and graduate programs to provide empirical data for evaluating the program’s successes and failures. In addition, such a process should engage alumni and ultimately, will provide advancement and development opportunities.

7. Finally, we recommend a follow-up report on the Department of Ballet be submitted to the Graduate Council within one year (i.e., Fall of 2012) irrespective of whether a new organizational structure is established. This report shall address steps taken in response to the issues raised in this Revised Report.

Submitted by the Ad Hoc Review Committee of the Graduate Council

Terry S. Kogan, College of Law (Chair)
Mary Lucero, Dept. of Physiology
Marjorie Chan, Dept. of Geology and Geophysics
Jordan Gerton, Dept. of Physics (Undergraduate Council Representative)
# Department Review by Academic Year

**College of Fine Arts: Department of Ballet**

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<td>$0</td>
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Memorandum of Understanding
Department of Ballet
Revised Graduate Council Review 2011

This memorandum of understanding is a summary of decisions reached at a wrap-up meeting on February 15, 2012, and concludes the revised Graduate Council Review of the Department of Ballet. David W. Pershing, Senior Vice President for Academic Affairs; Raymond Tymas-Jones, Dean of the College of Fine Arts; Linda F. Smith, Interim Chair of the Department of Ballet; Charles A. Wight, Dean of the Graduate School; and Donna M. White, Associate Dean of the Graduate School, were present.

The discussion centered on but was not limited to the recommendations contained in the revised Graduate Council review completed on November 28, 2011. At the wrap-up meeting, the working group agreed to endorse the following actions:

**Recommendation 1: Eliminate the self-destructive environment that currently exists in the Department. The Dean, the Receiver/Interim Chair, and the faculty need to work together to restore an atmosphere of cooperation and mutual trust to move the Department forward toward a positive future. Moreover, faculty must avoid at all costs involving students in divisive politics currently pervading the Department.**

The Dean, Receiver/Interim Chair (referred to as “Interim Chair” throughout this memorandum), and faculty are currently working together to this end. Restoring an atmosphere of cooperation and trust has been the major focus of the Interim Chair. She has adopted transparent governance policies and has provided all faculty, including auxiliary faculty, the opportunity to engage in departmental governance. In her response to the Graduate Council report, she details her efforts to focus on the present and the positive. Through establishing an Alumni Advisory Council, the Interim Chair continues to seek advice on best practices in a ballet department. The Interim Chair reported that in her meetings with undergraduate and graduate students, they are faring well at the current time and sense an improvement in the environment.
Recommendation 2: Looking to the future, the university needs to provide adequate resources to ultimately hire a strong permanent chair for the Department who can work closely with faculty to create and implement a vibrant strategic plan for the Department’s moving forward.

A focus on the present, concrete issues at hand vs. dwelling on past problems is a strategy of the Interim Chair to begin to get the faculty looking to the future. The College Dean has earmarked funds specifically for the hire of a new Department chair. The Interim Chair, with input from the Alumni Council and in consultation with the National Association of Schools of Dance (NASD), is currently working with the faculty to create a strategic plan and move the Department forward.

Memorandum of Understanding
Department of Ballet
Revised Graduate Council Review 2011
Page 2

Recommendation 3: Faculty need to work closely with the Dean of the College of Fine Arts and the Receiver/Interim Chair to establish a more efficient and practical workload policy, given current student demand and the current and projected size of the faculty. Specific suggestions from the external review committee for reducing workload should be incorporated.

The Interim Chair is committed to consulting with NASD and the Alumni Board to investigate and clarify best workload practices for ballet departments in academic institutions. The Dean noted the connection between this recommendation and the need to evaluate student outcomes for consideration of future improvements in the design of the curriculum (see Recommendations 5 and 6). External reviewers had numerous suggestions for ways to streamline the curriculum that should be considered and possibly incorporated. The Sr. Vice President and the Dean are willing to consider increased staffing if that is determined to be a way to solve issues of workload and if the funding resources are available.

Recommendation 4: The Department, in conjunction with the Office of the Associate Vice President for Equity and Diversity, should formulate and implement efforts aimed toward achieving appropriate diversity by successfully recruiting minority faculty members and students. The use of annual reports to the Graduate Council should be considered as a way to encourage the Department to work effectively toward this objective.

The University Diversity Committee provided a set of suggestions and recommendations early in the review process (2009/10) to increase diversity. At the wrap-up meeting, that document was shared with the Interim Chair as a resource for future recruitment of minority faculty and/or students. The Chair’s response details some creative ideas to attempt to provide scholarships for minority students. The Interim Chair plans to meet with Vice President Octavio Villalpando in
the Office of Equity and Diversity to assist in her efforts. She is also aware of that office’s Tool Kit on best practices for search committees and recruitment of minority candidates for any future faculty hires that might be made.

**Recommendation 5:** In order to regain their graduate program, the Department should clarify its mission, develop formal Departmental policies and procedures, and refocus curriculum as suggested by the external reviewers. For example, in the curriculum the Department should address the mismatch between graduate student needs (education and scholarship emphasis) versus what the faculty are currently providing (studio conservatory approach).

Memorandum of Understanding
Department of Ballet
Revised Graduate Council Review 2011
Page 3

According to the Interim Chair, all parties within the Department agree that graduate students need to know how to teach, since that is what most of them will do once they graduate. In order to refocus the curriculum in that direction, a “retooling” needs to take place (according to the Interim Chair’s response). She is exploring possible ways to make an external hire of a faculty member who would bring diverse pedagogical perspectives to the curriculum. New leadership also will impact the outcome of this recommendation in the future. NASD standards should be consulted as curricular changes are being considered prior to implementation.

**Recommendation 6:** The Department needs to develop a plan to track and analyze student progress, outcomes, and placement in both the undergraduate and graduate programs to provide empirical data for evaluating the program’s successes and failures. In addition, such a process should engage alumni and ultimately, will provide advancement and development opportunities.

The former Interim Chair created a list of contact information for program graduates from 1964-2009. The current Interim Chair is in the process of updating this list and is beginning to keep data on attrition from the program. Additionally, the College of Fine Arts participated in the Strategic National Arts Alumni Project (SNAAP), a survey of all graduates with degrees or majors in fine arts, music, dance, theatre, film, media arts, design, etc. The College participated in 2010, and graduates from eight cohorts (1990, 1995, 2000, and 2005-2009) were surveyed. The Interim Chair plans to contact alums and engage with them via a letter to update them on the progress being made by the Department to move forward. This could provide advancement or development opportunities. According to the records being kept on employment of alumni, many of them are getting jobs as performers, but it will be important to track what kinds of jobs
these are to inform the curricular redesign that is also being recommended. The Sr. Vice President voiced how important it is to expand opportunities for students through a variety of course requirements.

**Recommendation 7:** Finally, we recommend a follow-up report on the Department of Ballet be submitted to the Graduate Council within one year (i.e., Fall of 2012) irrespective of whether a new organizational structure is established. This report shall address steps taken in response to the issues raised in this Revised Report.

As of February 15, 2012 (date of the wrap-up meeting) the Interim Chair provided a detailed progress report. It was suggested that this report could serve as the basis for the follow-up report to the Graduate Council in the Fall of 2012. She will add any relevant updates between now and then. All parties agreed with this plan of action.

**Memorandum of Understanding**
**Department of Ballet**
**Revised Graduate Council Review 2011**
**Page 4**

This memorandum of understanding is be followed by annual letters of progress from the chair of the Department of Ballet to the dean of the Graduate School. Letters will be submitted each year until all of the actions described in the preceding paragraphs have been completed.

David W. Pershing  
Raymond Tymas-Jones  
Linda F. Smith  
Charles A. Wight  
Donna M. White  

Charles A. Wight  
Dean, The Graduate School  
February 23, 2012