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

2. APPROVAL OF MINUTES:  October 5, 2009

3. REQUEST FOR NEW BUSINESS:
   a. White Paper – Steve Hess, Chief Information Officer

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. Proposed New Policy 3-018 (Internal Controls)

9. DEBATE CALENDAR:
   a. Revision of Policy 6-401 Student Media Council
   b. Interim Rule #5-210 Sexual Assault
   c. Proposed New Rule #4-002 Illegal File Sharing
   d. Proposed University of Utah Graduate Center in St. George
   e. Proposed Name Change Division of Film Studies

10. INFORMATION CALENDAR:
    a. Emphasis in Early Childhood Education
    b. Emphasis in Financial Planning/Consumer/Community Studies
    c. Emphasis in Entertainment Arts/Engineering for Film Studies Majors
    d. Proposed Name Change Center of Integrated Design
    e. Parental Leave Policy Review

11. NEW BUSINESS:

12. ADJOURNMENT:
ACADEMIC SENATE MINUTES
October 5, 2009

Call to Order
The regular meeting of the Academic Senate, held on October 5, 2009, was called to order at 3:01 pm by James A. Anderson, Senate President. The meeting was held in room 115 C. Roland Christensen Center.

Roll:

Excused: Amanda Barusch, A. Loris Betz, Tayler Clough, Peter Martin, Irving Torres, David Viskochil

Ex-officio: James Anderson, Robert Flores, Nancy Lines, Paul Mogren, Susan Olson, David Pershing, Octavio Villalpando, Chuck Wright, Michael K. Young

Others: Ann Floor, Stephanie Richardson, Adam, Halstrom, Ann Darling, Kent Udell, Jim Ehleringer, Donna Costa, Donna Zugenfuss, Anna Adams, Darrell Coleman

Approval of Minutes
The minutes of the Academic Senate meeting of August 31, 2009, were unanimously approved following a motion from Suzanne Darais, seconded by Larry DeVries.

Request for New Business
Stephanie Richardson with the assistance of Adam Helstrom presented a white paper entitled “Student Course Evaluations at the University of Utah”. The entire paper can be found on the Academic Senate webpage.
Consent Calendar
The resignations, retirements, faculty appointments, auxiliary and limited term appointments, appearing in the Appendices dated September 21, and October 5, 2009, were approved to forward to the Board of Trustees following a motion from Larry DeVries, which was seconded by Seth Welborn.

Executive Committee Report
Jim Metherall, Executive Committee Secretary, summarized his written report of the September 21, 2009, Executive Committee meeting.

Report from Administration
President Michael Young informed the senate of this year’s enrollment figures indicating Fall Semester’s enrollment has increased by 4 percent or about 1300 students over last year, bringing the total enrollment to 29,284, the highest student enrollment in University history. The graduate school headcount increased about 7 percent, indicating that the University is gradually moving toward a more heavily-weighted graduate student enrollment.

President Young also explained the University’s current sense of understanding of the budget issues. The current prognosis indicates that it could range from $50 million less than estimated to $150 million more than was estimated. However, President Young does not anticipate a mid-year cut but is anticipating that we would take the full brunt next year as the federal stimulus money is gone. The business community is concerned and is beginning to talk about revenue enhancements. The governor is not looking to raise taxes this year. Deans and department chairs have been encouraged to look for places to make additional cuts. The external research funds are ahead by $50 million over the last fiscal year but that those funds are not transferable money and do not affect the core budget operations. President Young encouraged the senate members to prepare for the worst while at the same time knowing that the administrators are working hard to not realize the worst.

Report from ASUU
No report was given.

Notice of Intent
Ann Darling attended the meeting to respond to questions regarding the proposed revision of Policy 6-401 dealing with the creation of the University Student Media Council and the decommission of two other councils, the Publications Council and the Student Broadcast Council. The proposal will move to the Debate Calendar at the November 1 senate meeting.

Debate Calendar
Kent Udell gave a short synopsis of the request to create the Sustainability Research Center. Following the death of Craig Forster, he was asked to take over this proposal and move forward. The Center’s creation would bring various groups together who are working with this effort, taking advantage of each other’s effort, and various funding, to establish a world class institution including storage, integrated medicine, cap and trade, environmental psychology, and mass
transit transportation. *A motion from Larry DeVries to forward to the Board of Trustees for approval was seconded by Robert Fujinami and approved unanimously.*

Jim Ehleringer gave a précis of the proposal for a Center for Ecosystem and Global Change, indicating that it was clearly a different type of proposal than the Sustainability Research Center even though they over-lap somewhat. The two centers would become more differentiated over time. His explanation of the distinct differences was that the sustainability proposal functions as a brokerage while the ecosystem proposal deals with the mechanisms, technical research, education and outreach. He stated that “life is at the edges” and this center would bring together all aspects of public education within a common training. *A motion from Chris Nelson to forward to the Board of Trustees for approval was seconded by Zack Brown and approved unanimously.*

Donna Costa presented an overview of the proposed Professional Doctorate in Occupational Therapy explaining that it is basically a “license to practice”. There are two paths of entry: 1) for individuals whose entry level occupational therapy degree was at the Bachelor’s degree level, and 2) for those who earned their entry-level occupational therapy degree at the Master’s degree level. The focus for the professional doctorate is to provide clinicians with a stronger, more up-to-date theoretical base while advancing leadership skills as well to provide them with knowledge and skills in pursuing research related to their chosen area of emphasis. *A motion from Steve Carson to forward to the Board of Trustees for approval was seconded by Vincent Cheng and approved unanimously.*

**Information Calendar**
Chuck Wight was ready to respond to questions regarding the Graduate Council Reviews for Bioengineering, Communication Sciences and Disorders, Educational Leadership and Policy, Electrical and Computer Engineering, Human Genetics, Linguistics, Languages and Literature, Pharmacology and Toxicology and Middle East Center but none were received.

**New Business**
Paul Mogren announced the Campaign for Our Community for which he is the representative from Central Communication. He encouraged all to look at the website and offer our contributions in the community as very little paper work will occur during this campaign.

**Adjournment:**
The meeting adjourned at 3:55 pm.

Respectfully submitted,

Nancy Lines
ADDENDUM

APPENDIX I

RESIGNATIONS & APPOINTMENTS

Resignations

1. Dr. Jeffrey C. Wagner, Assistant Professor (Clinical) of Neurology, effective October 1, 2009.

2. Dr. Phillip Barnette, Assistant Professor of Pediatrics, effective October 7, 2009.
   (See Auxiliary Appointments)

Faculty Appointments

FINE ARTS

1. Dr. Craig B. Caldwell, Professor with tenure of Film Studies, effective August 16, 2009.

   B.A., 1972, Florida Southern College
   M.F.A., 1974, University of Florida
   Ph.D., 1989, Ohio State University

MEDICINE

2. Dr. Samuel M. Brown, Assistant Professor of Internal Medicine, effective October 5, 2009.

   B.A., 1996, Harvard University
   M.D., 2001, Harvard Medical School
   M.S., 2009, University of Utah


   B.S., 1976, Southern California University
   Ph.D., 1983, Southern California University
4. Dr. William M. McDonnell, Assistant Professor of Pediatrics, effective July 1, 2009. This represents a track switch and supersedes his appointment as Assistant Professor (Clinical) of Pediatrics. He also holds an appointment as Adjunct Professor of Law.

5. Dr. Jeremy B. Myers, Assistant Professor of Surgery, effective October 15, 2009.

   B.A., 1997, University of Colorado
   M.D., 2002, University of Colorado

6. Dr. Lenora M. Olson, Associate Professor of Pediatrics, effective July 1, 2009. This supersedes her appointment as Research Associate Professor of Pediatrics. She also holds an appointment as Adjunct Assistant Professor of Family & Preventive Medicine.

APPENDIX II

AUXILIARY FACULTY APPOINTMENTS

Auxiliary Faculty Appointments

ENGINEERING

1. Dr. David W. Eckhoff, Adjunct Professor of Civil and Environmental Engineering, effective October 1, 2009 and ending June 30, 2010.

   B.S., 1962, California State University
   M.S., 1963, University of California
   Ph.D., 1969, University of California

2. Dr. William P. Johnson, Adjunct Professor of Civil and Environmental Engineering, effective October 1, 2009 and ending June 30, 2010. This is secondary to his appointment as Professor with tenure of Geology and Geophysics.

HEALTH

3. Dr. David Wray, Adjunct Assistant Professor of Exercise and Sport Science, effective July 1, 2009 and ending June 30, 2010. This is in addition to his appointment as Research Assistant Professor of Internal Medicine.
LAW

4. Professor Andrew Allen, Research Professor of Law, effective April 27, 2009 and ending June 30, 2010.
   M.A., 1995, Cambridge University

5. Dr. Vincent Battle, Research Professor of Law, effective April 27, 2009 and ending June 30, 2010.
   M.A., 1967, Columbia University
   Ph.D., 1974, Columbia University

MEDICINE

6. Dr. Phillip Barnette, Assistant Professor (Clinical) of Pediatrics, effective July 1, 2009 and ending June 30, 2010. This represents a track switch and supersedes his appointment as Assistant Professor of Pediatrics. (See Resignations)

7. Professor Teneille R. Brown, Adjunct Assistant Professor of Medical Ethics & Humanities, effective November 2, 2009 and ending June 30, 2010. This is secondary to her appointment as Associate Professor of Law.

   B.S., 1970, Westminster College
   M.P.H., 2003, University of Utah

9. Dr. Stavros G. Drakos, Research Assistant Professor of Internal Medicine, effective October 5, 2009 and ending June 30, 2010.
   M.D., 1997, University of Athens
   Ph.D., 2001, University of Athens

10. Dr. Timothy W. Farrell, Adjunct Assistant Professor of Family and Preventive Medicine, effective September 1, 2009 and ending June 30, 2010. This is in addition to his appointment as Assistant Professor (Clinical) of Internal Medicine.
11. Dr. Man Hung, Research Assistant Professor of Orthopedic Surgery, effective August 15, 2009 and ending June 30, 2010.
   B.S., 1998, San Francisco State University
   B.A., 1999, San Francisco State University
   M.E.D., 2003, University of Utah
   M.S.T.A.T., 2008, University of Utah
   Ph.D., 2009, University of Utah

12. Dr. G. Gregory Last, Adjunct Instructor in Family and Preventive Medicine, effective October 8, 2009 and ending June 30, 2009.
   B.S., 1978, Utah State University
   M.D., 1982, University of Utah

13. Dr. Michelle A. Moskos, Research Assistant Professor of Psychiatry, effective October 16, 2009 and ending June 30, 2010. This supersedes her appointment as Research Assistant Professor of Pediatrics.

14. Dr. Joshua D. Schiffman, Adjunct Assistant Professor of Oncological Sciences, effective October 1, 2009 and ending June 30, 2010. This is secondary to his appointment as Assistant Professor of Pediatrics.

15. Dr. Byron R. Spencer, Visiting Instructor in Ophthalmology, effective August 1, 2009 and ending June 30, 2010. This is in addition to his appointment as Visiting Instructor in Neurology.

16. Dr. Scott C. Tadler, Assistant Professor (Clinical) of Anesthesiology, effective May 1, 2009 and ending June 30, 2010. This supersedes his appointment as Instructor (Clinical) in Anesthesiology.

17. Dr. Anthony R. Temple, Adjunct Associate Professor of Pediatrics, effective September 1, 2009 and ending June 30, 2010.
   B.A., 1964, Stanford University
   M.D., 1968, University of Utah

MINES

18. Professor Tesfaye K. Birke, Research Associate Professor of Geology & Geophysics, effective September 25, 2009 and ending June 30, 2010.
   B.S., 1989, Addis Ababa University
   M.S., 1993, Addis Ababa University
SCIENCE

19. Professor Patrick A. Shea, Research Associate Professor of Biology, effective July 1, 2009 and ending June 30, 2010.
   B.A., 1970, Stanford University
   M.A., 1972, University of Oxford
   J.D., 1975, Harvard University

SOCIAL WORK

The following individuals have been recommended for appointment as Clinical Instructor in Social Work effective July 3, 2009 and ending June 30, 2010.

20. Ms. Mara L. Ashby, M.S.W., 2006, University of Utah
21. Ms. Susan Hacker, M.S.W., 1993, Boise State University
22. Ms. Peggy A. Oglesby, M.S.W., 2002, University of Utah
23. Mr. Justin D. Robinson, M.S.W., 2002, University of Utah
24. Ms. Casey L. Scadden, M.S.W., 2005, University of Utah

The following individuals have been recommended for appointment as Clinical Instructor in Social Work effective July 27, 2009 and ending June 30, 2010.

25. Ms. Sandra L. Burborough, M.S.W., 1995, University of Utah
26. Ms. Lori E. Davis, M.S.W., 2004, University of Utah
27. Ms. Jennifer Hebdon-Seljestad, M.S.W., 2001, University of Utah
28. Ms. Joellyn O. Manville, M.S.W., 2006, University of Utah
29. Ms. Laura Rowland, M.S.W., 1977, University of Utah
30. Ms. Kathy Searle, B.S.W., 2007, University of Utah
31. Mr. David A. Smith, M.S.W., 2003, University of Utah
32. Ms. Anne Marie Stacy, M.S.W., 2001, University of Wyoming
33. Ms. Linda Vrabel, M.S.W., 1975, University of Nebraska
34. Ms. Clare N. Wright, M.ED., 1999, University of Utah
{Note: This is a proposal for new University Policy 3-018. The Senate Executive Committee concluded that this proposal is sufficiently academically significant, and thus set it to be submitted for approval of the Senate (rather than mere information). If the Senate approves, the new Policy will then be submitted to the Board of Trustees for final approval—and will take effect immediately upon approval by the Trustees.}

October 19, 2009

FROM: Office of the Associate Vice President for Financial and Business Services---Vice President for Administrative Services

TO: The Academic Senate Executive Committee

RE: Proposed University Policy 3-018 INTERNAL CONTROLS

Attached for your consideration and approval is a proposal for a new University Policy, 3-018 Internal Controls.

The proposal has been reviewed with the University Institutional Policy Committee, the President’s Cabinet, and the Council of Academic Deans.

If you approve of this proposal, it will then be forwarded to the full Academic Senate for its review. It will be recommended that the Executive Committee classify this as a Policy that does not “directly or significantly affect the University’s academic missions,” under U-Policy 1-001. It will then go on to the Board of Trustees for final approval. The proposed effective date for the new policy is November, 2009.
Executive Summary – Policy 3-018 Internal Controls
10/19/09

This new policy is designed to communicate the University’s expectations for and commitment to providing a strong internal control environment. Internal Controls are a means by which an organization’s resources are directed, monitored, and measured. They play an important role in preventing and detecting error or fraud, and protecting the organization’s resources, both physical and intangible. Internal Control objectives relate to the reliability of financial reporting, timely feedback on the achievement of operational or strategic goals, and compliance with laws and regulations. Some examples of these controls include reconciliations, segregation of duties, review and approval authorizations, safeguarding and accountability of assets, etc. The benefits of a strong control environment include the mitigation of various risks (e.g. financial, reputational, etc.) that could arise if controls are lacking.

The policy outlines specific roles and responsibilities for University faculty and staff and various departments.

Adopting this policy will facilitate the development of various Rules to strengthen controls and promote sound business practices.
I. Purpose & Scope

A. The purpose of this policy is to communicate, to the entire campus community, the University's internal control objectives and to establish standards for the design and operation of the University's system of internal controls in order to reduce the University’s exposure to financial risks such as mismanagement of funds and fraud.

II. Definitions

A. Internal Control - is broadly defined as a process, implemented by an entity’s board of directors, management and other personnel, designed to provide reasonable assurance regarding the achievement of objectives in the following categories: effectiveness and efficiency of operations, reliability of financial reporting, and compliance with applicable laws and regulations. A system of effective internal controls helps identify and manage risks.

B. Risk assessment –is the process of identifying, analyzing, and managing risks related to the accomplishment of the Board’s and the University’s objectives. Risk types include strategic, reputational, financial, legal, human resources, compliance, and operational risks.

C. Monitoring –is the process that assesses the quality of internal controls over time. An effective system is able to react dynamically to changing conditions.

D. Business Function – a generic term broadly used in this policy to refer collectively to programs, departments, colleges, units, museums, theatres, centers, institutes, etc. “Business”, in this instance, is not intended to be limited to traditional administrative functions, but rather to also refer to functions carried out in the academic and patient-centered areas where fiscal and budgetary responsibility rest.

E. Faculty and Staff Leadership – personnel given fiscal and budgetary responsibility over a business function, as defined above. This includes those with administrative appointments serving as department chairs, deans, vice-presidents, and the like – anyone who is in a position to direct how university financial, capital and human resources are utilized.

III. Policy

A. Control environment - the core of any university is its people and the internal control environmental tone is set by its leaders. Their individual attributes (integrity, ethical values, and competence) and the environment in which they operate set the tone for the organization and determine the sincerity with which the institution embraces the control environment. University leaders are expected
to set an appropriate “tone at the top” that reflects the University’s values and commitment to ethical conduct.

B. Administration of Internal Control Policy – Faculty and staff in leadership roles are responsible for the application of this policy and the design, development, implementation, and maintenance of an effective system of internal controls within their respective areas of responsibility. The University Controller’s Office is the primary source of information, education, and assistance to faculty and staff leadership on this topic; and will make resources available to any business function on campus to assist in administering this policy – either through the Controller’s on-going internal control training programs, or through tailored individual training to department chairs and deans upon request.

C. Design of Internal Control Systems - Internal control systems will vary depending upon the operating environment, including the size of the business function, its diversity of operations and the degree of centralization of financial and administrative management. While there may be practical limitations to the implementation of some internal controls, each business function throughout the University must establish and maintain an effective system of controls designed to provide reasonable assurance regarding the achievement of objectives in the following categories: effectiveness and efficiency of operations, reliability of financial reporting, and compliance with University policies and procedures, and applicable laws and regulations.

D. Operation of Internal Control Systems – Faculty and staff responsible for internal control systems should understand the systems in sufficient detail so as to support ongoing monitoring of the systems’ effectiveness.

E. Information and communication – information must be timely and communicated in a manner that enables people to carry out their responsibilities. Specifically:

1. All personnel must receive a clear message from their leaders that control responsibilities must be taken seriously.

2. Employees must understand their own roles in the internal control system, as well as how individual activities relate to the work of others. To this end, whenever a new budgetary unit, financial activity, research project, etc. is set up, notification will be provided to the appropriate parties of the responsibilities incumbent on them for good business practices and sound financial management, including reference to the principles within this policy.

3. Employees must have a means of communicating significant information to leaders.

4. The university must communicate effectively with external parties, such as students, parents, funding providers, contractors, suppliers, regulators and other stakeholders.

5. Faculty and staff in leadership positions have the responsibility to assure their direct reports have adequate knowledge, skills, and abilities to function within, and contribute to, an effective internal control environment. This
includes providing access to appropriate training on topics relevant to their job responsibilities.

F. Review and Evaluation of Internal Controls - The Internal Audit Department, external auditors, and/or representatives from the Controller’s area have the authority to review and measure the effectiveness of the controls established within the framework of this policy as they relate to the University’s accounting, financial and operating systems. In addition, they have the authority to make recommendations for improvements in internal controls. Upon issuance of an Internal Audit Report, management is responsible for responding to findings and for implementing changes as appropriate. Reviews and audits, as described above, serve to:

1. Ascertain the reliability and integrity of accounting, financial and operating information and the means of generating and reporting that information
2. Ensure that systems comply with University regulations and with applicable laws and regulations
3. Evaluate computer-based systems in production, in development or undergoing change
4. Evaluate the systems development process and computer operations
5. Evaluate the adequacy of methods used to safeguard University assets
6. Improve the efficiency and effectiveness of University business processes

G. Segregation of Duties - Individuals responsible for a business function must take steps to assure that duties are appropriately segregated such that no one person has control over all aspects of a particular transaction.

IV. Rules, Procedures, Guidelines, Forms, and other related resources

A. Rules [reserved]
B. Procedures [reserved]
C. Guidelines [reserved]
D. Forms [reserved]
E. Other Related Resources [reserved]

V. References

A. Committee of Sponsoring Organizations of the Treadway Commission (COSO)
B. Ethical Standards & Code of Conduct Handbook
C. Policy 1-006 Conflict of Interest
D. Policy 3-003 Authorizations and Approvals Required for Financial Transactions
E. Policy 3-019 University of Utah Internal Audit Policy
F. Policy 5-205 Code of Conduct for Staff
VI. Contacts

The Office of the Associate Vice President for Financial and Business Services, acting as the owner of this Policy is responsible for answering questions regarding the application of this Policy, while the office of the Vice President for Administrative Services will act as the officer of this Policy.

VII. History

A. Current Version.

Revision 0, approved by the Academic Senate ___date___. Approved by the Board of Trustees ___date____. Effective date ______.

Background Information {link}
Policy 6-401: Students of the University

Revision 2. Effective date: [Immediately upon final approval by the Board of Trustees]

I. Purpose & Scope (Reserved)

II. Definitions (Reserved)

III. Policy

{Drafting note: For purposes of the current proposal---the only substantive changes being proposed are in parts III- E & F (as now being renumbered), clearly shown in bold markings. There are no substantive changes currently proposed for parts III- A through D (only non-substantive reformatting, as marked, solely to conform with the University’s new standard formatting template.) However, the Institutional Policy Committee informs that another project is currently underway which will likely later result in a proposal to revise the substance of parts A through D. That separate project is being managed through the office of the Vice President for Student Affairs and interested parties may wish to contact that office for commentary on that project.}

A. Section 1. General Regulations

All students and student organizations of the University are required to comply with the Student Code, and the rules, regulations, and laws governing the University.

B. Section 2. Associated Students of the University of Utah

The organization known as the Associated Students of the University of Utah is the official student organ of the University. Its constitution and amendments thereto must be approved by the student body and the Board of Trustees. At least three (3) weeks prior to the meeting at which a constitution or amendment thereto is to be submitted to the Board of
Trustees for approval, the appropriate officer of the Associated Students of the University of Utah shall file a copy of the said constitution or amendment with the faculty-student Committee on Student Affairs. The Committee on Student Affairs shall consider the constitution or amendment and at least one (1) week before the next meeting of the Board of Trustees transmit the same together with their recommendations to the president of the University of Utah. The president of the University shall transmit the proposed constitution or amendment to the appropriate committee of the Board of Trustees with his recommendations for the committee's consideration and recommendation to the board. The proposed constitution or amendment shall be submitted to the Board of Trustees of the University of Utah and approved by the board before it is submitted to a general referendum of the student body.

C. Section 3. Apportionment Board

The Apportionment Board shall control the apportionment of funds of the Associated Students of the University of Utah.

D. Section 4. Student Affairs Committee

1. A. Purpose

The Committee on Student Affairs is a committee of students and faculty with the responsibility of developing and implementing policies pertaining to student life in relationship to the University. As a policy making body, the committee formulates regulations and procedures relating to student activities and organizations for approval by the Board of Trustees. As a policy implementing agency, the committee administers and applies such policies. Specific authorities and responsibilities of the committee include those set forth in the paragraph on Authority and Responsibility.

2. B. Membership

a. The voting membership includes:

   i. ASUU President
   ii. The three (3) members of ASUU Organization Boards.
   iii. Three (3) students at large.
   iv. Three (3) faculty members.
   v. Dean of students.
   vi. Director of the University Union and Student Activities.

b. The non-voting membership includes:

   i. The executive secretary.

3. C. Membership Selection and Organization

a. Membership selection shall be as follows:
The ASUU president, ASUU Organizations Board members, the dean of students, and the director of the University Union and Student Activities are appointed to the committee by virtue of their office.

The three (3) students at large are appointed in accordance with ASUU's policies and procedures.

The three (3) faculty members are appointed by the University president upon recommendation of the University Senate Executive Committee.

The executive secretary shall be a member of the dean of students staff appointed by the dean.

Chairman Selection

The Chairman shall be elected from the committee's membership by the voting members of the committee.

Terms of office shall be as follows:

Faculty members shall serve a twelve-month term beginning in September of that school year.

Organizations Board members shall serve as active voting members for their term of office.

Students at large shall serve as active voting members for a term of office corresponding to that of the Organizations Board members.

The ASUU president shall serve during his term of office beginning the day he takes office.

Holdover Membership

Outgoing Organizations Board members shall serve as ex officio non-voting members for a three-month term beginning in April and ending in June.

Authority and Responsibility

The committee has the authority to promulgate rules and regulations implementing the Student Code, Article IV, "Student Government and Student Organizations."

Pursuant to University Regulations, the committee shall receive and review any proposed amendment to the ASUU Constitution and Forward the amendment and the committee's recommendations to the Board of Trustees.

The Committee shall establish policies and procedures for the maintenance of the University register of organizations.

The committee has the authority to promulgate rules and regulations implementing the Student Code, Article V, "Speaker Policy."
c. The committee has the authority to promulgate rules and regulations implementing the Student Code, Article VII, "Distribution of Handbills, Posting of Notice, and Solicitation of Funds".

d. The committee has the authority to promulgate rules and regulations implementing the Student Code, Article VIII, "Demonstrations."

e. The committee has the authority to promulgate rules and regulations implementing the Student Code, Article IX, "Student Housing."

f. The committee has the responsibility under the provision of the Student Code, Article XIII, "Implementing Rules and Regulations:"

i. to publish written notice concerning a proposed enactment of any implementing rule or regulation pursuant to requirements or authorizations contained in the Student Code;

ii. to promulgate rules or regulations consistent with the provisions of the Student Code;

iii. to notify the Board of Trustees of the proposed rule or regulation at least sixty (60) days prior to the rule or regulation taking effect.

g. The committee has the authority and responsibility under the provisions of the Student Code, Article XIV , "Amendments:"

i. to propose amendments to the Student Code;

ii. to receive and review any proposed amendment to the Student Code;

iii. to transmit to the Board of Trustees the proposed amendment together with a report explaining the same and fairly and impartially summarizing the views and positions expressed by the various members of the University community.

h. The committee has the responsibility to publish annually a Policies and Procedures Manual containing all rules, regulations and procedures of general policy for the supervision of student activities and organizations.

i. The committee delegates its responsibility of implementing and enforcing its policies and procedures to the executive secretary of the committee, the ASUU Organizations Board and the ASUU Judiciary.

j. The committee is responsible to the president through the vice-president for student affairs.
E. Section 5. Student Press

The student press shall be free of illegal censorship. Editors, managers, and other employees of student publications shall not be dismissed or suspended solely because of student, faculty, administration, alumni, or community disapproval of content or editorial policy; provided, however, that sanctions may be imposed on editors, managers, and other employees of student publications by the Publications Student Media Council in accordance with previously established written policies, procedures, and implementing guidelines previously approved by the Board of Trustees and in effect at the time the cause for imposition of such sanctions occurred.

Section 6. Publications Council

The Publications Council is the publisher of all student publications supported entirely or in part by student activity fees and shall have authority, with the approval of the Board of Trustees, to establish general publication policies and procedures with respect to such matters as subject matter coverage, distribution, the sale of advertising space, the right of access to be accorded diverse viewpoints, and the right to respond or reply to previously published material. The Publications Council shall not, however, have jurisdiction over those publications that are related to the disciplines and concerns of a particular college or department. The Publications Council shall have the custody of, and administrative authority over, budgeted funds allocated to publications within its jurisdiction and shall have the responsibility to account to the Board of Trustees for the expenditure of such funds and for the audit and control of their financial accounts. The Publications Council shall select editors of such publications; the general criteria to be followed in making such selections shall be announced in advance and made available to all students.

Section 7. Student Broadcast Council

The Student Broadcast Council is responsible for all student broadcasting supported entirely or in part by student fees and shall have the authority, with the approval of the Board of Trustees, to establish general broadcasting policies and procedures with respect to such matters as subject matter coverage, the sale of advertising time, the right of access to be accorded diverse viewpoints, and the right to respond or reply to previously aired material. The Student Broadcast Council will also establish, with the approval of the Board of Trustees, bylaws for its own governance, including the matter in which members of the Broadcast Council will be selected. The Student Broadcast Council shall not, however, have jurisdiction over KUER, any other administratively managed radio station or broadcasting related to the disciplines and concerns of a particular college or department. The Student Broadcast Council shall have the custody of, and administrative authority over, budgeted funds allocated to broadcasting within its jurisdiction and shall have the responsibility to account to the Board of Trustees for the expenditure of such funds and for the audit and control of their financial accounts. The Student Broadcast Council shall select managers of broadcasting.
the general criteria to be followed in making such selections shall be announced in advance and made available to all students.

F. Student Media Council

The Student Media Council (“Council”) is hereby established. The Council oversees all University-wide student media outlets, related services, and business functions supported entirely or in part by student media fees. The Council shall have authority, with the approval of the Board of Trustees, to establish general policies and procedures regarding editorial, production, marketing, promotional, advertising, and business operations, as well as the makeup and operations of the Council. Such policies and procedures shall comply with applicable University Regulations and laws and ensure the protection of academic, creative, and journalistic freedom. The Council is committed to innovation, open governance, and the primacy of student involvement. The Council shall have the custody of, and administrative authority over, budgeted funds allocated to publications, broadcasts, and strategic communication agencies within its jurisdiction and shall have the responsibility to account to the Board of Trustees for the expenditure of such funds and for the audit and control of their financial accounts.

{Below are additional standard template sections, not treated as substantive contents of the Policy:}

IV. Rules, Procedures, Guidelines, Forms and other related resources. [Reserved]

V. References: [Reserved]

VI. Contacts [Reserved]

VII. History

Renumbering. Renumbered as Policy 6-401 September 15, 2008, formerly PPM 8-11, formerly University Regulations Chapter XI.

A. Current version—Revision 2: Effective date [____]. Date approved by Academic Senate [____]. Date approved by Board of Trustees [____].

Background information for Revision 2. [____ link]

B. Earlier versions:

Revision 1 [link]: Effective dates April 9, 1990 to [____]. (Editorially revised June 17, 1999).

Revision 0: Effective dates June 19, 1989 to April 9, 1990
Proposal for Senate approval (ratification) of University Interim Rule 5-210, to move it from “Interim” to “permanent” status.

(Note: This is the Senate’s first-ever experience with reviewing an “interim rule”—a new form of University Regulation authorized in the July 2008 major restructuring of the system for University Regulations. The new system allows for Rules to be adopted by the University President on an ‘interim’ basis in appropriate urgent circumstances, and requires that such Interim Rules then be quickly submitted for Senate Executive Committee review—and that academically significant Interim Rules then be submitted for Senate approval (ratification). The details of the new systems may be seen in Policy 1-001, at http://www.regulations.utah.edu/general/1-001.html.

For Rule 5-210 in particular, as President Young’s memorandum explains, circumstances dictated the adoption of this Rule on an interim basis to meet an urgent need. Pursuant to the new process, the Interim Rule was subsequently presented to the Senate Executive Committee, which concluded that this Rule is academically significant, and therefore set this item for debate and approval (ratification) by the Senate. If approved by the Senate, the Rule will effectively be changed from interim to permanent status.

There is another special aspect to this Rule. It is expected that the Rule will subsequently be replaced by a more comprehensive University Policy. The federal agency audit which led to adoption of this Rule has directed the administration’s attention to several related areas for which University Regulations are needed, all involving campus safety. Because the urgent manner in which the Interim Rule was adopted has not allowed for the kind of broad consultation with campus constituencies that is appropriate, the administration and Senate Executive Committee agreed upon a commitment to the effect that within the 2009-2010 academic year, a proposal will be brought forth to replace this Rule 5-210 with a more comprehensive Policy on campus safety—and that there will be broad consultation with campus constituencies in the development of that proposal. In particular, the Presidential Commission on the Status of Women has indicated a very strong interest in participating in development of that proposal. Thus, it is recommended that Senate approval of Interim Rule 5-210 be treated as conditioned upon the fulfillment of the commitment to have a broader Policy proposal developed, through adequate campus consultation, and brought forward for appropriate approvals by the end of spring 2010.)
MEMORANDUM

DATE: September 25, 2009

TO: Jeff West, IPC Committee Chair
     Senate Executive Committee

FROM: Michael K. Young

SUBJECT: Regulations Library, Interim Rule R5-210

Attached, please find Interim Rule R5-210. I am requesting the IPC to put this Interim Rule into effect by no later than October 1, 2009, pursuant to the authority of Policy 1-001(III)(4)(d). Extraordinary circumstances require that this rule be implemented on an interim basis prior to presentation to the Executive Committee, and/or without the prior approval by or consultation with the Senate.

On August 25, 2009, representative of the U.S. Department of Education conducted an audit of the University’s compliance with the Clery Act, 20 U.S.C. § 1992(f). During the audit process, the University learned that it has not been in compliance with the Clery Act because it does not have a written policy governing sexual assault prevention and response. The University also concluded during the audit that it should have in place several other policies that educate the campus community about safety and crime reporting. In response to the audit, the University committed to having the required sexual assault policy in place by October 1, 2009 and to having drafts of recommended policies written and submitted for the University approval process by November 1, 2009. The attached rule is necessary to meet these commitments to the Department of Education.

The attached rule is patterned closely after a form policy recommended by the Department of Education. Because the Department of Education expects to see this information in a policy (rather than a rule), the Office of General Counsel will be working with the Chief of Police and others during the upcoming year to promulgate a policy that will encompass the content of this rule and will replace this rule.

MKY/Im
Attachment
Interim University Rule R5-210:

Sexual Assault Prevention and Response

I. Purpose

To Comply with the Federal Clery Act (20 U.S.C. § 1092(f)) which requires the University to educate current and prospective students about campus resources and processes available to student victims of sexual assault.

II. Definition (Reserved)

III. Rule

A. Campus Education Regarding Sexual Assaults: The University educates the student community about sexual assaults and date rape through mandatory freshman orientations each semester. The University Police Department offers sexual assault education and information programs to University students and employees upon request. Literature on date rape education, risk reduction, and University response, as well as educational programs about the same, are available through the University’s Office of Housing and Residential Education.

B. Reporting Sexual Assault

1. The first priority of a person who has been subject to sexual assault should be to get to a place of safety and then to obtain necessary medical treatment. The University Police Department strongly advocates that a victim of sexual assault report the incident in a timely manner. Time is a critical factor for evidence collection and preservation. An assault should be reported directly to the University’s Police Department, the Office of Equal Opportunity and Affirmative Action (“OEO/AA”), the Dean of Students and/or to a Housing and Residential Education representative. Individuals are encouraged to file a police report. Filing a police report will not obligate the victim to prosecute, nor will it subject the victim to scrutiny or judgmental opinions from officers. Filing a police report will

   a. ensure that a victim of sexual assault receives the necessary medical treatment and tests, at no expense to the victim;

   b. provide the opportunity for collection of evidence helpful in prosecution, which cannot be obtained later (ideally a victim of sexual assault should not wash, douche, use the toilet, or change clothing prior to a medical/legal exam); and
c. assure the victim has access to free confidential counseling from counselors specifically trained in the area of sexual assault crisis intervention.

2. Students may request any campus authority to assist them in notifying law enforcement authorities about a sexual assault. If so requested, the campus authorities shall provide such assistance.

3. When a sexual assault victim contacts the Police Department, the OEO/AA Office and the Office of the Dean of Students will also be notified. The victim of a sexual assault may choose for the investigation to be pursued through the criminal justice system and through a University disciplinary process (for students, faculty or staff), or only the latter. Victims may choose not to proceed as a complainant in the disciplinary process. A University representative from the Police Department or the Office of the Dean of Students will guide the victim through the available options and support the victim in his or her decision.

C. Counseling Options: Various counseling options are available from the University through the University Counseling Center, the Women’s Resource Center and Employee Assistance. Support services are also available outside the University from the Rape Crisis Center and from other sources. The offices of the Dean of Students, the University Counseling Center, the Women’s Resources Center and Employee Assistance can provide referrals to other non-University counseling options.

D. Disciplinary Proceedings:

1. University disciplinary proceedings for students accused of committing sexual assault, as well as special guidelines for cases involving sexual misconduct, are detailed in the Code of Student Rights and Responsibilities (“Student Code”), Regulations Library, Policy 6-400, Section III.

2. University disciplinary proceedings for faculty employees accused of committing sexual assault are detailed in the University’s Academic Senate Policy, Consolidated Hearing Committee for Faculty Disputes (“Senate Policy”), Regulations Library, Policy 6-002, Section 10.


4. The Student Code, the Senate Policy, and the Harassment Complaint Procedures provide, in part, that the accused and the victim will each be allowed to choose one person to advise them throughout the hearing. Both the victim and accused will be informed of the outcome of the hearing.

5. Students and employees found responsible for sexual assault could be criminally prosecuted in the state courts and may be terminated from employment or suspended or expelled from the University for the first offense.

E. Academic and Living Situations: Student victims have the option to change their academic and/or on-campus living situations after an alleged sexual assault, if such changes are reasonably available.
IV. Policies, Procedures, Guidelines, forms and other related resources

A. Policies

Policy 5-107 Sexual Harassment and Consensual Relationships
Policy 5-111 Corrective Action and Termination Policy for Staff Employees
Policy 5-210 Discrimination and Harassment Complaint Policy
Policy 6-002: Section 10: Academic Senate, Consolidated Hearing Committee for Faculty Disputes
Policy 6-400 Code of Student Rights and Responsibilities

B. Procedures

C. Guidelines

D. Forms

E. Other related resources

President’s memo

V. Contacts:

Policy Officer: Chief of Police (801) 581-7619
Policy Owner: Vice President Administrative Services (801) 581-6404

VI. History:

The Current version of this Interim Rule was put into effect on October 1, 2009 by President Michael K. Young. The Interim Rule was required as a result of an audit by the U.S. Department of Education which revealed that the University was out of compliance with federal law. (See President’s memo listed under related resources.)
{Note: This is a proposal for adoption of a new University Rule 4-002, regarding use of University computer systems for illegal filesharing. The Senate Executive Committee concluded that this proposal is sufficiently academically significant so that it should be submitted to the Senate for approval (not merely information). If the Senate approves, the new Rule will take effect immediately.}

Approved by:                                           date: ____________________

Memorandum

To: Stephen Hess, Chief Information Officer
From: Kevin Taylor
Date: October 7, 2009

RE: Proposed University Rule 4-002 (P2P compliance with the HEOA Act)

Attached for your consideration and approval is a proposal for a new University Rule 4-002 which brings the University into compliance with illegal file sharing provisions of the Higher Education Opportunity Act.

The Rule has been reviewed by the University Institutional Policy Committee (IPC), the Information Technology Council, the Office of General Counsel, and the campus Privacy and Security Office.

If you approve of this proposal, it will then be forwarded to the Academic Senate Executive Committee for its review. In accord with University Policy 1-001, the Executive Committee will make a determination as to whether or not this rule has academic impact and will forward it to the Academic Senate either for formal approval or information purposes. That processing by the Senate will be the final step in the approval process. (As a University Rule, it is not submitted to the Board of Trustees for approval).

It is proposed that this rule become effective upon completion of processing by the Senate.
University Rule 4-002  Revision 0. Effective date ________[upon final approval]

Compliance with Illegal File Sharing Provisions of the HEOA (Higher Education Opportunity Act)

I. Purpose
   A. This rule outlines the requirements for meeting the safe-harbor provisions of the Digital Millennium Copyright Act and for implementing the Higher Education Opportunity Act of 2008.

II. References:
   B. Policy 4-002: Information Resources Policy
   C. Policy 4-004: University Information Technology Resource Security Policy
   D. Policy 7-013: Copyright Policy: Copying of Copyrighted Works
   E. Digital Millennium Copyright Act of 1998
   G. Higher Education Opportunity Act of 2008 Manager’s Report
   H. Peer-To-Peer File Sharing Memorandum

III. Rule
   A. University will provide an annual disclosure to all University of Utah students, faculty, and staff members that:
      1. Informs all students, faculty and staff members that unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject the students to civil and criminal liabilities;
      2. Provides a summary of the penalties for violation of Federal copyright laws; and
      3. A description of the University’s policies with respect to unauthorized peer-to-peer file sharing, including disciplinary actions that are taken against students who engage in unauthorized distribution of copyrighted materials using the institution’s information technology system.
   B. The University, under the direction of the Chief Information Officer or his or her designee:
      1. Shall develop plans to effectively combat the unauthorized distribution of copyrighted material, including through the use of a variety of technology-based deterrents.
      2. Will, to the extent practicable, suggest alternatives to illegal downloading or peer-to-peer distribution of intellectual property, as determined by the institution in consultation with the chief technology officer.
   C. Compliance with the Digital Millennium Copyright Act of 1998:
      1. Upon proper notification of a copyright infringement claim involving music, video, software, or other digital material, the University will take appropriate steps to remove the offending content as quickly as possible, and notify the alleged infringer of the claim.
      2. A first offense may result in loss of access to information resources until the end-user signs the Network Reinstatement form.
      3. A second or repeat offense by the same individual may result in termination of the end-users account and/or disciplinary action in accordance with University
Policy 5-111, Corrective Action and Termination Policy for Staff Employees, University Policy 6-316, Code of Faculty Rights and Responsibilities, or in accordance with University Policy 6-400, Code of Student Rights and Responsibilities.

4. Pre-Litigation Notices from Copyright Owners: If a pre-litigation notice is received by the University, the University [as a courtesy] shall attempt to identify the appropriate end-user and forward the pre-litigation letter to the end-user.

IV. Contacts:
   A. Policy Officer: Chief Information Officer, 801-581-3100
   B. Policy Owner: Chief Information Security and Privacy Officer, 801-587-9241
   C. compliance@utah.edu

V. History:
   E. Current version. Revision 0. Approved by the Chief Information Officer, October 7, 2009. Processing by Academic Senate completed ___[date]___
MEMORANDUM

To: All University of Utah Students, Faculty, and Staff

From: Stephen Hess
    Chief Information Officer

Date: August 1, 2009

Subject: Illegal Sharing of Copyrighted Materials

This is an important notification intended for your protection. Please take it seriously!

Courts have recently imposed fines between $22,500 and $80,000 per song (or other copyrighted material) against individuals found guilty of violating copyright laws.

The purpose of this memo is to officially notify all students, faculty, and staff, that it is a violation of federal law and University policy to share and/or distribute copyrighted materials without the permission of the copyright holder. Violators may be subject to civil and criminal prosecution under federal law, as well as personal sanctions specified in University policy.

The University has received a significant increase in complaints from representatives of the motion picture, music recording, and software industries. The majority of the complaints are directly related to the use of file-sharing software, such as KaZaA, Gnutella, and similar programs.

File sharing software is most commonly used to download music and other media. Many do not realize that this software may turn your personal computer into a server, or upload site, even if that was not your intent. Files on your network connected PC may then be illegally shared with every other person connected to the World Wide Web. It is imperative that the file sharing capability of these systems be disabled. If you do not know how to disable this function, please contact the Help Desk at 581-4000.

Industry representatives aggressively monitor the Internet to discover incidents of illegal file sharing. When violations are discovered, they contact the network owner and/or the Internet Service Provider and demand that the offending device be disconnected from the network. To protect the user and the University from further culpability under federal copyright law or University policy, the University will disable network access for any machine for which a complaint of copyright infringement has been received.

To restore network service, the user must contact the Help Desk and arrange to sign a document stating that the user has disabled the file sharing function of their software and has agreed to discontinue all illegal file sharing activity. If the user is named in additional complaints, they may lose long term access to network service. Students will be referred to the Dean of Students, staff to Human Resources, and Faculty to the cognizant Vice President for further review and action.

Action taken by the University to remedy a violation does not preclude the copyright holder from seeking civil and/or criminal prosecution for copyright infringement. The law specifies civil...
liability of litigation costs, attorney fees, and actual damages, or statutory damages of $750 to $30,000 for each work infringed, and, under certain circumstances, criminal penalties up to $250,000, and/or imprisonment. In addition, actions taken to circumvent technological measures that are used to control access to copyrighted works or to prevent infringement of the exclusive rights of copyright owners are punishable by awards of statutory damages of $200 to $2,500 per act of circumvention.
5 October 2009

David W. Pershing
Senior Vice President for Academic Affairs
205 Park
Campus

Dear Vice President Pershing,

Enclosed is the proposal for University of Utah Graduate Center at St. George which was approved by the Graduate Council on September 28, 2009. Included in this packet are the proposal and signature page.

Please forward this proposal to the Academic Senate to be placed on the calendar for the next meeting of the Senate.

Sincerely,

[Signature]

Charles A. Wight
Dean, The Graduate School
Program/Administrative Unit Title: University of Utah Graduate Center at St. George

Recommended Classification of Instructional Programs (CIP) Code: __ __ __ __

Certificate, Diploma and/or Degree(s) to be Awarded:

Proposed Beginning Date: January 1, 2010

Institutional Signatures (as appropriate):

[Handwritten signatures]
Department Chair
Dean or Division Chair
Career and Technical Education Director
Graduate School Dean
Chief Academic Officer
President

10/6/09
Date
Proposal to Establish The University of Utah Graduate Center at St. George
Charles A. Wight, Dean of the Graduate School

Section I: Request

The Graduate School requests authority to establish The University of Utah Graduate Center at St. George. The Center will provide classroom facilities, staff, and infrastructure required to offer selected University of Utah graduate programs and degrees to students located in St. George, Washington County and the surrounding region.

Section II: Need

In 2006, the Utah State Legislature provided $1M in ongoing base budget funding to the University of Utah for the purpose of establishing an institutional partnership with Dixie State College. The purpose of the funding was to create new opportunities for students in St. George and Washington County to earn graduate degrees and certificates in selected subjects from the University of Utah. Washington County is one of the fastest growing regions of the state, but the closest available universities are located in Cedar City or Las Vegas. The graduate partnership is designed to provide graduate degrees and programs for students in the area without expanding the educational mission of Dixie State College.

The original intent was to name the physical facility "The University of Utah at St. George". At the specific request of President Young, the name is being changed to "The University of Utah Graduate Center at St. George". For this reason, we are requesting permission to use the word "Center" in this application.

Section III: Institutional Impact

The Graduate Center will serve as the physical facility to increase graduate enrollments in University of Utah classes by including students from St. George and the surrounding region. In most cases, this will be done by allowing a small number of students in St. George (e.g., 5-10) to join an existing class being taught by an instructor in Salt Lake City via high-definition IP videoconferencing technology. Therefore, the extension of graduate degree programs to this area will not significantly increase instructional costs. However, the University will incur the extra costs of physical infrastructure, Internet connectivity, videoconferencing equipment, occasional instructor travel, advising and local staffing in St. George.

In order to create a physical classroom facility for the program, the University leased a building from the Dixie State College Foundation adjacent to the Dixie campus at 1076 E 100 South, St. George. The first floor of the facility has been remodeled to create four small classrooms (10 students each), and one larger classroom for up to 30 students. The second floor will be remodeled to create additional classrooms in the coming months.
Responsibility for administering the institutional partnership rests with the Graduate School. The staffing and maintenance of the physical infrastructure in St. George is managed by the University's Continuing Education unit in order to take best advantage of existing expertise in operating off-campus facilities.

**Section IV: Finances**

All of the costs of creating and managing the Center are paid from the $1M in ongoing base budget funding that was originally appropriated by the Utah State Legislature for this purpose.
5 October 2009

David W. Pershing
Senior Vice President for Academic Affairs
205 Park
Campus

Dear Vice President Pershing,

Enclosed is the proposal for the Division of Film Studies to change its name and status to that of the Department of Film and Media Arts which was approved by the Graduate Council on August 31, 2009 as amended. Included in this packet are the proposal, support letters and signature page.

Please forward this proposal to the Academic Senate to be placed on the calendar for the next meeting of the Senate.

Sincerely,

Charles A. Wight
Dean, The Graduate School
http://www.utahsbr.edu/policy/r401.htm

10.3. Template for Consent Calendar Items - To Include Reinstatement of Previously Eliminated Administrative Units and Instructional Programs, Out of Service Area Delivery of Approved Programs, Certificates of Completion, Proposals for Centers/Institutes/Bureaus, Program Discontinuation, and Non-credit Certificates Eligible for Financial Aid.

SECTION I: Request

[Request: Briefly describe the change. Indicate the primary activities impacted, especially focusing on any instructional activities.]

SECTION II: Need

[Need: Indicate why such an administrative change, program, or center is justified. Reference need or demand studies if appropriate. Indicate the similarity of the proposed unit/program with similar units/programs which exist elsewhere in the state or Intermountain region.]

SECTION III: Institutional Impact

[Iнстitutional Impact: Will the proposed administrative change or program affect enrollments in instructional programs of affiliated departments or programs? How will the proposed change affect existing administrative structures? If a new unit, where will it fit in the organizational structure of the institution? What changes in faculty and staff will be required? What new physical facilities or modification to existing facilities will be required? Describe the extent of the equipment commitment necessary to initiate the administrative change. If you are submitting a reinstated program, or program for off-campus delivery, respond to the previous questions as appropriate.]

SECTION IV: Finances

[Costs: What costs or savings are anticipated from this change? If new funds are required, describe in detail expected sources of funds. Describe any budgetary impact on other programs or units within the institution.]

10.3.1. Signature Page to Accompany Proposals Requiring Board Consent - This signature page, with all appropriate signatures included, should be sent to the Commissioner's Office and kept on file at the proposing institution.

Institution Submitting Proposal:

College, School or Division in Which Program/Administrative Unit Will Be Located: College of Fine Arts

Department(s) or Area(s) in Which Program/Administrative Unit Will Be Located: Department of Film and Media Arts
Program/Administrative Unit Title: Department of Film and Media Arts

Recommended Classification of Instructional Programs (CIP) Code: __.__.__.__.

Certificate, Diploma and/or Degree(s) to be Awarded: Bachelor of Arts in Film and Media Arts, Master of Fine Arts in Film and Media Arts

Proposed Beginning Date: January 1, 2010

Institutional Signatures (as appropriate):

Kevin Hanson  
Department Chair

Raymond Tymas-Jones  
Dean

Career and Technical Education  
Director Graduate School Dean

Chief Academic Officer  
President

Date
R-401 Information Calendar Item
Proposal: Name Change of the Division of Film Studies to the Department of Film and Media Arts

Section I - The Action

This document proposes a change in name and status to the existing Division of Film Studies, an academic unit in the College of Fine Arts at the University of Utah. The division requests that the name be changed to the Department of Film and Media Arts.

Section II - Need

There are two overriding reasons for this change. The name change to the Department of Film and Media Arts more closely describes the mission and long-term goals of both the academic unit and the College of Fine Arts and it more accurately reflects the actual size and nature of the academic unit.

At the time of its creation as a separate division in 1998 the Division of Film Studies served fewer than 100 majors annually. The Division employed only three full-time tenured and tenure track faculty with a handful of auxiliary faculty.

Last year the division served approximately 300 declared majors as well as numerous ‘pre-Film’ majors who eventually finished (or will finish) a BA in Film Studies. The division graduated 66 of the college's 275 bachelor’s candidates awarding roughly one quarter of the college's bachelor's degrees. The division typically awards between 5-7 graduate degrees each year. All other academic units in the College of Fine Arts are either departments or schools.

The Division of Film Studies currently has six full time tenured and tenure track faculty. Additionally, we have just hired a seventh tenure track faculty member who will serve both as part of our teaching faculty and our first USTAR Research Professor in the Digital Media cluster shared by the Division of Film Studies and the School of Computing. In addition, we have two full time lecturers, one in gaming and one in tradition animation and sound technologies, and, a three-quarter-time lecturer in screenwriting. In addition to these faculty members, the Division employs several other adjuncts as course offerings demand. For purposes of comparison, the nearest autonomous film department at a state university is the Film Department at the University of Nevada, Las Vegas. At UNLV there are six tenure and tenure track professors and two lecturers.

Initially, the Film Studies Division's academic focus was primarily critical and historical studies. Undergraduates were allowed to take a production course after their sophomore year. There was a basic film production class designed for undergraduates and those undergraduates who did well in that course could take courses primarily designed for our graduate students. While we still believe that a strong background in critical studies and film history is an important foundation to the study and practice of film and entertainment media, we no longer believe we should limit the scope of our students’ experiences in the field. In short we are now able to provide a much
broader view of what constitutes the film industry and we have revamped our curriculum, our
mission, and our long-range goals to reflect that change in philosophy. Freshmen in Film Studies
have half a dozen production classes open to them in a variety of areas including film and video
production, animation, and gaming. We have embraced new digital entertainment media in much
the way the industry has in recent years and we have developed interdisciplinary programs
devoted to teaching those media. Again, by way of comparison, the west coast's premier film
school at the University of Southern California now has a "Division of Animation and Digital
Arts," and an "Interactive Media" program.

Film Studies Mission

We believe our students deserve a holistic understanding of the cinematic arts to prepare them to
fulfill their aspirations as artists, academics, and citizens. Our curriculum combines strong
grounding in history and criticism with a solid base in film production, animation, and new
media.

The Division of Film Studies is committed to diversity, the creative and professional
development of our students and faculty and the interdisciplinary nature of the artistic enterprise.
Building on our current strengths, we seek to create an environment that provokes change,
inspires innovation and welcomes inquiry. We are dedicated to service to the greater university
community and to making a difference in the global neighborhood we all share.

Further

The Division of Film Studies combines a thorough grounding in the history, theory, and criticism
of film and entertainment media with rigorous professional training in state of the art production
technique. The Division recognizes the importance of storytelling and compelling writing for
film and media. Our intent is to be flexible and forward-looking, but still maintain a strong
emphasis in all the film crafts, using both traditional and new digital media including, but not
limited to, animation and gaming. Our goal is to encourage scholarship and research that
combines technology and the traditional film arts to create new processes, tools, and vision for
storytelling and entertainment.

Section III - Institutional Impact

Changing the name to the Department of Film and Media Arts will more accurately describe the
current size and scope of our work and will offer additional prestige to the College of Fine Arts
and the University of Utah. We have an emerging track in animation with courses in traditional
and digital animation and history of animation. We administer an interdisciplinary minor in
animation studies with our partners in Communication. We have developed an emphasis in
gaming and interactive media, the Entertainment Arts and Engineering program (EAE), with our
partners in the School of Computing. About forty of our undergraduates participate in the EAE
program. Many of these students were hoping to study exactly these subjects when they began
their university careers, yet had some trouble identifying the Division of Film Studies as the
academic unit where they could pursue their goals. Those who found a home with us report both
their pleasure at finally identifying the unit that served their goals and frustration with the
difficulty they had finding our unit. A Department of Film and Media Arts would certainly be a more obvious destination for these students.

As a Department of Film and Media Arts it will be easier to share academic oversight of interdisciplinary program with our peer departments on campus. Our peers do not easily understand the status of a division and it tends to imply that our unit is not ready to share the responsibilities of interdisciplinary adventures as a true peer to other academic units across the campus.

Additionally as a Department of Film and Media Arts our unit will be able to take on responsibility for supervision of shared resources in the College of Fine Arts. A primary goal of the Capital Campaign for the College of Fine Arts is building a new college-wide facility, which will provide a new expanded home for the Department of Film and Media Arts. The facility will include additional multimedia classrooms and digitally enhanced performance spaces. The current Division of Film Studies has taken the lead in the creation of professionally produced media within the College. We are consistently the first unit to master new standards and production values as they emerge with the entertainment industry. As a Department we will be more easily perceived as able to fulfill a role we have clearly already assumed.

Section IV - Finances

There are no anticipated addition costs associated with the proposed change in name and status. That is not to say that the division has adequate resources at present or that a Department of Film and Media Arts will have fewer needs than a Division of Film Studies. It is simply the case that changing the name of the unit will not materially change our present fiscal situation and our plans to grow our budget. It may, however, be somewhat easier to draw attention to the inadequacies in the present film budget if, as our new name and mission suggest, the scope of our ambitions and plans are more immediately identifiable. The Department of Film and Media Arts will also have the opportunity to compete for extramural funding in the same national arena with other departments from across the country.

Section V – Degree Name

Effective at the time of the change of the name Division of Film Studies to the Department of Film and Media Arts, degrees awarded will change to read BA in Film and Media Arts and MFA in Film and Media Arts.
October 5, 2009

Charles Wight, Dean of the Graduate School
Vice President for Academic Affairs
302 Park
Campus

re: Changing our degree name to Film and Media Arts

Dear Dean Wight,

As per the instructions of the graduate council I have polled our film students, both graduate and undergraduate, and I have found that virtually all of them prefer to have the new department title, Film and Media Arts, after their degree. I spoke to all the graduate students personally and visited five large undergraduate courses as well as prefacing the fall film show by inviting discussion of the change. It seems to be the consensus among the students that the new name implies a level of activity and productivity in the present that they would like to be associated with.

The undergraduate council has met and has passed on the change as it applies to the bachelors degree.

I suggest we move forward with the name change as quickly as possible. My guess is that the best time to make the change in department name is in January at the turn of the calendar year. We can change the name of the degrees either at the end of this semester or, perhaps the more realistic option, at the end of spring 2010 for the class of 2010. Let me know which you think is the more realistic plan.

Thank you again for your help and encouragement. I think this is just the beginning of a bright new role for Film and Media Arts within the College of Fine Arts.

Yours,

Kevin Hanson
Head, Film Studies
(Film and Media Arts)
kevin.hanson@utah.edu
1-7428
August 20, 2009

Charles A. Wight
Dean of the Graduate School
302 Park Building
201 W. Presidents Circle
Salt Lake City, Utah 84112-9016

Dear Dean Wight:

I am writing to convey my full support for the proposal from the Division of Film Studies to change their name and status to that of the Department of Film and Media Arts. This change reflects the growth in the Division since its creation in 1998 as well as the trajectory planned for the future.

As you will see in the proposal, the Division has added three new tenure track lines and employs several auxiliary faculty members to meet the demands of the ever-growing undergraduate and graduate student populations. "Department" status far more accurately represents the current work of the faculty and students and positions the Department to be on equal footing with their collaborative partners across campus as well as to accommodate the continued growth they have envisioned.

The Department of Film & Media Arts will also become a key player in the strategic plans and goals of the College of Fine Arts. For example, incoming graduate students have expressed a desire for more interaction with dance and film as a new genre of dance-for-the-camera gains more notoriety nationally and internationally. These types of educational partnerships across campus have already been realized with the Entertainment Arts and Engineering program, partnering with the School of Computing. I am convinced that the vision and talents of the faculty in Film will advance the new Department, the College and the University in the fields of film, animation and digital media and allow us to keep pace with national trends in arts education.

Again, I offer my unconditional support of this proposal and thank you for your consideration of this request.

Sincerely,

Raymond Tymas-Jones
Vice President for the Arts
Dean, College of Fine Arts
August 24, 2009

Charles A. Wight, Associate Vice President for Academic Affairs
Dean of the Graduate School
205 Park
Campus

Dear Dr. Wight,

Enclosed is a proposal to change the name of the Division of Film Studies to the Department of Film and Media Arts.

As you may know Film Studies has grown dramatically over the last few years both in number of students served and in the size of our faculty. Additionally, our mission has broadened to include many of the new technologies embraced by the industry and art form we hold in consideration. We have programs in Animation and Gaming that are actually a little difficult for students to find at present. This proposed change will reflect that growth and make our new mission more visible to the students we seek to serve.

In discussions with the Dean and Associate Dean of the College of Fine Arts we have agreed that a more inclusive and descriptive name will serve our unit better than its present name. As a faculty and we hold the unanimous belief that the unit should be a department rather than a division, the Dean supports that belief. It is a change consistent with the division’s long-term goals and the goals of the Executive Committee of the college. The name itself is inclusive of all the elements the faculty believes to be critical parts of the whole and mirrors the present priorities of the division’s curriculum committee.

Attached you will find a letter from Dean Tymas-Jones of the College of Fine Arts in support of both our expanded mission and the proposed change in name. His influence is present in the current draft of this proposal. Film Studies holds a leadership role in the area of digital media within the college and we hope to be a key force for the inclusion of new technologies in the rest of the college.

Also Attached, you will find Appendix A, a list of ten other film departments with expanding missions and names to match and Appendix B, a list of our regular faculty, research faculty, and lecturers including a brief description of their specialties.
Please accept our proposal and let me know if it will stand on its own merit or if there are changes that need to be made or problems of any kind that should be addressed.

Thank you for your continued support and help.

Sincerely,

[Signature]

Kevin Hanson
Head, Film Studies Division
September 15, 2009

TO:  Chuck Wight
     Chair, Graduate Council

FR:  John Francis
     Chair, Undergraduate Council

RE:  Degree Name Change for BA in Film Studies to “Film and Media Studies”

At its meeting of Tuesday, September, 15, 2009, the Undergraduate Council voted unanimously to approve a proposal from the Division of Film Studies to change the name of its undergraduate Bachelor of Arts (BA) degree to “Film and Media Studies.” This requested change is included in a broader proposal previously approved by the Graduate Council.

Co:  Kevin Hanson, Division of Film Studies
September 15, 2009

TO: David Pershing  
Senior Vice President for Academic Affairs  

FR: John Francis  
Chair, Undergraduate Council  

RE: Emphasis in Early Childhood Education for Human Development and Family Studies Majors

At its meeting of Tuesday, September 15, 2009, the Undergraduate Council voted unanimously to approve a proposal from the Department of Family and Consumer Studies to have an emphasis in Early Childhood Education listed on the transcripts of Human Development and Family Studies majors who complete the prescribed program of study. A copy of the proposal is attached.

We are asking you, if you also approve of the proposal, to forward it on to the Executive Committee of the Academic Senate for their information.

Cc: Cheryl Wright, Department of Family and Consumer Studies
Proposal to Establish an Early Childhood Education Emphasis within the Human Development and Family Studies major in the Department of Family and Consumer Studies

The Department of Family and Consumer Studies wishes to formally establish an Early Childhood Education Emphasis within the Human Development and Family Studies major. We seek to have this emphasis appear on the transcript of the students who successfully fulfill the emphasis requirements.

The Early Childhood Education emphasis is a coherent area of focus. It is a program that prepares teachers to work with children preschool to third grade. It includes specific early childhood courses that students must take, in addition to other major requirements. Students who complete these courses and an additional set of teacher certification classes are recommended to the Utah State Office of Education for Early Childhood Teacher Licensure. These students are licensed to teach children in kindergarten through third grade.

The No Child Left Behind federal legislation requires that the words “early childhood education” appear on university transcripts for the teacher to be designated as “highly qualified” in teaching in the early grades. We have chosen to use these words in the form of an emphasis. This emphasis reference is widely recognized as a specialty in teacher education.

If there are any questions or concerns regarding this proposal please contact Dr. Cheryl Wright (cheryl.wright@fcs.utah.edu).

Cheryl Wright, Ph.D., Chair, FCS
Early Childhood Education Coordinator

Approved
CSBS Curriculum Committee
2-20-09
Robert Benedict
Dean

COPY
### HUMAN DEVELOPMENT AND FAMILY STUDIES MAJOR

#### EARLY CHILDHOOD EDUCATION EMPHASIS

<table>
<thead>
<tr>
<th>Sem.</th>
<th>Grade</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>FCS 1500 Human Development Across the Lifespan (BF)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>FCS 2400 Family Studies Across the Life Course (BF)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>FCS 2610 Understanding Children: Ecological Contexts</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SP ED 5022 Principles of Instruction &amp; Behavior Support</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>FCS 2620 Child Development Practicum</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>FCS 2640 Integrated Curriculum Methods</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>FCS 3200 Research Methods – FCS</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>FCS 3180 Home, School and Community Relations</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>FCS 3215 Development in Infancy &amp; Early Childhood (BF)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>FCS 3904 Models of Learning, SL: TAKEN CONCURRENTLY WITH FCS 3180 or FCS 3215</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>FCS 3260 Child Development Practicum (repeated)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>FCS 3390 Ethnic Minority Families (DV/HI)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>FCS 5170 Creativity and Cognition in Young Children</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SP ED 5021 Principles of Assessment &amp; Data Based ...</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>FCS 5190 Early Childhood Internship</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

#### 2. SUPPORTING PROFESSIONAL COURSES (26-27 Credit Hours)

<table>
<thead>
<tr>
<th>Sem.</th>
<th>Grade</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>SP ED 3011 Teaching students with Disabilities in Inclusive classrooms</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDPS 3140 Using Technology in Diverse Classrooms</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>TL 5000 Writing Instruction and Assessment I (K-3)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>TL 5005 Writing Instruction and Assessment II (K-6) (CW)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDPS 5441 Integrated Technology into Reading and Writing</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MATH 4020 Math for Elementary School Teachers I (Q/QLB)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MATH 4020 Math for Elementary School Teachers II (Q1)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>LING 3200 Linguistics in Education</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>TL 5315 Reading Methods K-3 W/ TL 5316 practicum (CW)</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

*Students who plan on working only with preschool populations do not have to take Math 4020. Math 4020 IS REQUIRED for K-3 Licensure.*

### 3. LICENSURE PROGRAM COURSES (27 Credit Hours)

#### Fall Semester

<table>
<thead>
<tr>
<th>Sem.</th>
<th>Grade</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>TL 5210 E.C. Classroom Organization and Management</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>TL 5220 Early Childhood Language and Literacy</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>TL 5260 E.C. Mathematix Curriculum &amp; Instruction</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>TL 5280 E.C. Nat. &amp; Soc. Sciences Curr. &amp;Instruction</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>TL 5290 Field Practicum: Early Childhood</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

#### Spring Semester

<table>
<thead>
<tr>
<th>Sem.</th>
<th>Grade</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>TL 5291 Action Research Seminar Early Childhood</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>TL 5295 Student Teaching: Kindergarten</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>TL 5296 Student Teaching: Primary Grades</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

All FCS courses and supporting courses must be taken for a letter grade. The minimum grade for courses in section 1 (Human Dev. & Family Studies Courses) is a C-. The minimum grade for courses in sections 2 & 3 (Supporting Professional and Licensure Courses) is a B-. (Passing grade for Math 4010 and 4020 is a C.) Admission into the Licensure program requires a minimum 3.0 GPA.

FCS Advisor: Jenny Stout (801) 581-4411, jenny.stout@fcs.utm.edu

T.L. Advisor: Bobbi Davis (801) 581-6044, bobbi.davis@fcs.utm.edu

For more information about the Licensure program, and to print the application go here: [http://www.fcs.utm.edu/undergrad/early/](http://www.fcs.utm.edu/undergrad/early/)

**Requirements are subject to change. Students are encouraged to meet with the advisor on a regular basis.**

Student Name: ___________________________

Student ID: ___________________________

Please indicate which courses the student has completed. -AND-

Please write in and initial all substitutions.

Advisor Signature: ___________________________

Date: ___________________________
September 15, 2009

TO:    David Pershing  
       Senior Vice President for Academic Affairs

FR:    John Francis  
       Chair, Undergraduate Council

RE:    Emphasis in Financial Planning for Consumer and Community Studies Majors

At its meeting of Tuesday, September 15, 2009, the Undergraduate Council voted unanimously to approve a proposal from the Department of Family and Consumer Studies to have an emphasis in Financial Planning listed on the transcripts of Consumer and Community Studies majors who complete the prescribed program of study. A copy of the proposal is attached.

We are asking you, if you also approve of the proposal, to forward it on to the Executive Committee of the Academic Senate for their information.

Cc:    Cheryl Wright, Department of Family and Consumer Studies
Proposal to Establish a Financial Planning Emphasis within the Consumer and Community Studies major in the Department of Family and Consumer Studies

The Department of Family and Consumer Studies wishes to establish a Financial Planning Emphasis within the Consumer and Community Studies major. We seek to have this emphasis appear on the transcript of the students who successfully fulfill the emphasis requirements.

The Financial Planning emphasis is a coherent area of focus. It is a registered program with the Certified Financial Planner (CFP®) Board (see http://www.cfp.net). It includes the required CFP® courses that students must take, in addition to other major requirements. Students who complete the courses fulfill the educational requirement of sitting in for the comprehensive CFP® Examination to eventually gain CFP® certification.

The CFP® Board of Standards requires that the title for any approved educational degree program contain the words “financial planning” in majors, concentrations, specializations, or other forms of emphasis. We have chosen to use these words in the form of an emphasis. Because this emphasis reference is from the CFP® Board mandate, it is recognized outside the University of Utah.

If there are any questions or concerns regarding this proposal please contact Dr. Cheryl Wright (cheryl.wright@cs.utah.edu), and/or Dr. Jessie Fan (fan@cs.utah.edu).

Cheryl Wright
Cheryl Wright, Ph.D., Chair, FCS

Jessie Fan
Jessie Fan, Ph.D.; Director, CFP program.

COPY
CONSUMER AND COMMUNITY STUDIES (CCS) MAJOR
CERTIFIED FINANCIAL PLANNING (CFP) EMPHASIS
Minimum Major Hours: 35

1. DEPARTMENT CORE (8 Credit Hours)
   Sem Grade Course Credits
   FCS 3200 Research Methods 4
   FCS 3210 Statistics (QB/QI) 4

2. MAJOR CORE (6 Credit Hours)
   Sem Grade Course Credits
   FCS 3500 Consumer and Family Finance 3
   FCS 3500 Consumer and Community Policy 3
   *Prerequisite for FCS 5510, 5520, 5530, 5540, and 5550

3. CFP COURSES (12 Credit Hours)
   Sem Grade Course Credits
   FCS 551C Investment & Life Insurance Planning for Families 3
   FCS 552C Retirement and Benefits Planning for Families 3
   FCS 553C Income Tax Planning for Families 3
   FCS 554C Estate Planning for Families 3
   * Prerequisite or Co-requisite for FCS 5500

4. CFP CAPSTONE (3 Credit Hours)
   Sem Grade Course Credits
   FCS 5500 Family Financial Planning Capstone 3

All CCS and allied courses must be taken for a letter grade, with a minimum grade of a C-. At least 18 semester hours in the CCS major must be completed at the University of Utah.

Advisor: Jenny Stout
Schedule an appointment: 581-6521
Office: 232 AEB Phone: 581-4431
E-mail: jenny.stout@fcs.utah.edu
Website: www.fcs.utah.edu

REQUIREMENTS SUBJECT TO CHANGE. Students are encouraged to meet with the FCS advisor on a regular basis.

5. MAJOR ELECTIVES (3 Credit Hours)
   Sem Grade Course Credits
   FCS 3010 Intro to FCS Careers 2
   FCS 3420 Housing Policy and Issues 3
   FCS 3430 U.S. Families and Social Policy 3
   FCS 3450 Family Economic Issues (BF/QI) 3
   FCS 3470 International Consumer Policy 3
   FCS 3620 Environment and Behavior 3
   FCS 5200 Family and Social Policy 3
   FCS 5300 Housing and Community Development 3
   FCS 5400 Families and Economic Policy 3
   FCS 5430 Families, Consumers, & Health 3
   FCS 5450 Nonprofit Community Organizations 3
   FCS 5590 Intensive Spanish Culture and Community 4
   3 week study abroad Summer semester only
   FCS 5600 Environments and Human Behavior 3
   FCS 5700 Research for Consumer & Community Needs (QI) 3
   FCS 5730 Community & Environmental Change (CW)* 3
   FCS 5950 Undergraduate Research 1
   FCS 5964 Special Topics in CCS 4
   * Student must also register for FCS 3985 Modes of Learning: Writing Credit 1

6. DEPARTMENT BREADTH REQUIREMENT (3 credits)
   Sem Grade Course Credit
   FCS 5000 Human Development across the Lifespan (BF) 3
   -or-
   FCS 2400 Family Relations Across the Life Course 3

7. ALLIED COURSES (12 Credit Hours)
   Sem Grade Course Credit
   ECON 2020* 3
   ACCTG 3000* 3
   -or-
   ACCTG 2010* AND ACCTG 2020* 6
   * Recommended to take before taking CFP courses.
   Additional allied hours may be chosen from courses in the College of Social and Behavioral Sciences, the College of Business, or the Department of Communication.
   Students are encouraged to consider courses required for a Minor or a Second Major in: Business, Economics, Political Science, Urban Planning, Environmental Studies or Human Development.
   Approved allied courses:
September 15, 2009

TO: David Pershing  
Senior Vice President for Academic Affairs

FR: John Francis  
Chair, Undergraduate Council

RE: Emphasis in Entertainment Arts and Engineering for Film Studies Majors

At its meeting of Tuesday, September 15, 2009, the Undergraduate Council voted unanimously to approve a proposal from the Division of Film Studies to have an emphasis in Entertainment Arts and Engineering listed on the transcripts of Film Studies majors who complete the prescribed program of study. A copy of the proposal is attached.

We are asking you, if you also approve of the proposal, to forward it on to the Executive Committee of the Academic Senate for their information.

Cc: Kevin Hanson, Division of Film Studies
April 13, 2009

Undergraduate Studies
 attn. Edward Barbanell
 Associate Dean
 Sterling Sill Center
 Campus

re: Transcript Emphasis in Entertainment Arts and Engineering within Film Studies

Dear Ed and Undergraduate Council Members,

I am writing to propose that the program of study we have referred to, as the Entertainment Arts and Engineering focus in Film Studies become an "emphasis" in accordance with recent actions of the Board of Trustees and that the emphasis designation appear on student transcripts with their completed degree. I understand the degree will remain a BA in Film Studies. Dean Raymond Tymas-Jones of the College of Fine Arts approved my plan to carry this proposal forward last November. The college curriculum committee approved this action at my request in their subsequent February meeting. We are already tracking the completion of the additional requirements in our DARS reports. With your final approval we can begin recording the emphasis.

The Entertainment Arts and Engineering Emphasis in Film Studies mirrors a similar emphasis in Computer Science. Our research with potential employers of both film graduates with training in gaming and animation and computer science graduates with an interest in gaming or animation indicates that employers are not looking for graduates of a hybrid degree program that combines all the elements of gaming and animation in one person. They instead report a preference for traditional film artists, storytellers, and animators with some exposure to computer science and especially to computer science engineers in the field. The assumption is that this extra familiarity with the other people in the field will make the formation of working partnerships a more easily achieved goal within the industry. To this end we have designed courses in both departments that allow our students to study across disciplines and finish their traditional degrees in either Film Studies (a BA) or in Computer Science (a BS) without sacrificing the core competence in either degree.
This action is appropriate at this time because: 1. The emphasis is a coherent area of focus within the emerging field of digital media and student engagement in the emphasis leads to mastery of a distinct body of knowledge that is a significant addition to the curriculum they are already expected to master as BA candidates. 2. The linking of the terms (a.) Entertainment Arts, and (b.) Engineering indicates that the emphasis has both commercial potential, and includes training in engineering techniques (e.g. code writing.) This makes it clear to potential employers and graduate programs that these candidates have specific skills in a new and growing field distinct from the broader umbrella of film studies.

I ask that you approve this proposal as described in the attached document describing the curriculum. Thank you for your support, your advice and your help.

Yours,

Kevin Hanson
Head, Film Studies Division
Entertainment Arts and Engineering Emphasis in Fine Arts

The Division of Film Studies offers an emphasis in Entertainment Arts and Engineering. The EAE emphasis is a joint effort of the School of Computing and the Division of Film Studies. The purpose of this emphasis is to provide undergraduates an interdisciplinary academic path toward careers in the digital entertainment industry with experience in both computer science and the arts.

The key feature of the EAE emphasis is its interdisciplinary nature. Students from both CS and Fine Arts will take common classes throughout their undergraduate years, culminating in a yearlong senior project where teams of students from both disciplines will build an interactive media project including elements drawn from animation and gaming.

Students in the emphasis must actively pursue either a Bachelor of Arts degree in Film Studies or a Bachelor of Science degree in Computer Science. The courses listed below are for the Film Studies B.A. with an emphasis in EAE.

The EAE emphasis is a Film Studies degree. All requirements of the general Film Studies degree must be met and you should review those requirements. Computer Science and Art courses taken for the EAE emphasis will be counted towards your allied hours requirement.

I. Film Studies Core Requirements (16 hours)

- Film 2200 Introduction to Film 4
- Film 3310 History of Film, Silent period-1950s 4
- Film 3320 History of Film, 1950s-present 4
- Film 3710 Film Production I 4

II. The EAE Emphasis Requirements in Film Studies (22 hours)

- Film 4500 Traditional Animation, Film 3200 2D Experimental Animation\(^1\) 4
- Film 4700 Computer Animation I 4
- Film 4750 Game Development: History and Traditional Genres 4
- Film Senior Project I\(^2\) 3
- Film Senior Project II\(^3\) 3

And one of the following courses
- Film 4710 Computer Animation II or
- Film 4760 Game Development: Contemporary and Alternative Genres 4

* Students have to take one more Film electives in order to fulfill the Film Electives Requirements\(^4\).

III. The EAE Emphasis Required courses in Computer Science (14 hours)

\(^1\) Or Film 3790 2D Animation Technique (if you are also on the animation track)

\(^2\) Inquire the Film Division about the course number.

\(^3\) Inquire the Film Division about the course number.

\(^4\) See the Division of Film Studies Academic Completion Plan for Bachelor's Degree.
CS 1410 Intro to Computer Science I 4
CS 2420 Intro to Computer Science II 4
CS 3960 3D Modeling for Video and Machinima 3
CS 5964 Machinima 3

** These credits will be counted into Allied Hours for Film majors.

IV. Suggested Additional Courses in Film Studies

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Film 2300 Survey of Video Game Theory and Design</td>
<td>3</td>
</tr>
<tr>
<td>Film 3720 Sound for Film and Video</td>
<td>4</td>
</tr>
<tr>
<td>Film 3790 Anime History and Perspectives</td>
<td>4</td>
</tr>
<tr>
<td>Film 4510 Intermediate Animation</td>
<td>4</td>
</tr>
<tr>
<td>Film 4740 Animation Film Survey</td>
<td>4</td>
</tr>
</tbody>
</table>

\[5 For details about allied hours, see also the Completion Plan for Bachelor's Degree in the Film Studies.\]
5 October 2009

David W. Pershing  
Senior Vice President for Academic Affairs  
205 Park  
Campus

Dear Vice President Pershing,

Enclosed is the proposal for the name change from the Center for Integrated Design and Construction (CIDC) to the Integrated Technology in Architecture Center (I TAC) which was approved by the Graduate Council on September 28, 2009. Included in this packet are the proposal, support letters and signature page.

Please forward this proposal to the Academic Senate to be placed on the calendar for the next meeting of the Senate.

Sincerely,

Charles A. Wight  
Dean, The Graduate School
Program/Administrative Unit Title:

Recommended Classification of Instructional Programs (CIP) Code: 

Certificate, Diploma and/or Degree(s) to be Awarded: 

Proposed Beginning Date: Oct 1st, 2009 

Institutional Signatures (as appropriate):

[Signatures]

Department Chair 

Dean or Division Chair 

Career and Technical Education Director 

Graduate School Dean 

Chief Academic Officer 

President
Request For a Center of Research Name Change

Contact Person: Ryan E. Smith, Director
School of Architecture
College of Architecture + Planning
Phone: 801-585-8948
Email: rsmith@arch.utah.edu

1. Request

A proposal to change the name of the “Center for Integrated Design and Construction (CIDC)” to “Integrated Technology in Architecture Center (I TAC)”.

2. Need

CIDC Mission Statement currently reads:

“The mission of the proposed Center for Integrated Design and Construction (CIDC) is to promote the critical development and implementation of Building Information Modeling as an enabler for the Architecture, Engineering, and Construction (AEC) Industry and those who use its services.”

The request for a name change to the “Integrated Technology in Architecture Center (I TAC) reflects a widening of research focus to include all areas of architecture and building technology. If the name change is approved, the mission statement will read:

“The mission of the Integrated Technology in Architecture Center (I TAC) is to promote process and product integration technology in architecture for sustainable design and construction practice.”

CIDC focused primarily on performing research surrounding Building Information Modeling, an emerging software system for the Architecture, Engineering and Construction (AEC) industry. I TAC will continue to perform this research but apply the software to numerous and diverse issues of technology prevalent in the AEC industry today. Namely, I TAC will focus on utilizing BIM and other integration technology tools and methods to foster sustainable and lean design and construction. The goals of I TAC will include research that:

- analyzes the sustainable integration process, players and collaboration including the utilization of BIM, energy, and lifecycle simulation software
- develops, tests, and monitors existing and emergent integrated technology products (varied in scale, digital and material) for sustainable building
- applies the process and products in practice scenarios through university ~ industry collaborations and demonstration projects for sustainable building
- assesses the impact of integrated technology on society, economy and environment
• disseminates this information through reports, publications, and the web to promote integration technology in the architecture, engineering and construction industry.

Over the next 5 years, the following research projects are being planned in association with retooling of the Integrated Technology in Architecture Center, a name that reflects its work much more effectively:

• Park City Snow Creek Project: analysis, simulation, monitoring, and evaluation of workforce housing in Park City
  Collaborations: UofU Mechanical Engineering, Park City Development Services
  Funding: DOE, ConSol
  Status: In process, Anticipated duration: 2009 – 2013 (4 years)

• Simulation and Monitoring Projects: continual contract with ConSol for design, simulation, monitoring, and evaluation of energy-efficient housing in Utah.
  Collaborations: Mechanical Engineering, Salt Lake Valley Municipalities
  Funding: ConSol, NAHB Research Centers

• HUD Demonstration House: design, simulation, construction, monitoring, and evaluation of low income green houses in downtown Salt Lake City.
  Collaborations: Mechanical Engineering, Assist, Salt Lake County
  Funding: HUD, Salt Lake County

• Systems Specific Research: Kama Wall, SIP’s, High R-Wall, Passive House System specific testing and monitoring
  Collaborations: Mechanical Engineering, Civil Engineering
  Funding: Industry Partners, NSF, DOE, NREL

• Integrated Technology Development: research to develop integrated green technology in buildings
  Collaborations: Mechanical Engineering, Civil Engineering, Electrical Engineering
  Funding: NSF, EPA, DOE

• LCA software: development of life cycle assessment software for zero energy commercial and residential buildings
  Collaborations: Computer Engineering, Mechanical Engineering
  Funding: Pankow Foundation, DOE NREL, Autodesk

3. Institutional Impact

The refocusing and widening of the mission and goals of the Center has opened the door to additional faculty and students within the School of Architecture. Changing the Center name does not negatively impact the University, rather it brings great opportunities for increased interdisciplinary collaboration with the other Department in the College, City and Metropolitan Planning, and Departments on campus including Mechanical Engineering, Civil Engineering, Electrical Engineering. Currently the University at large is in the process of developing an
interdisciplinary Sustainability Research Center (SRC). The SRC, headed by Kent Udell, is broadly focused on interdisciplinary issues related to sustainability. The I TAC will provide a base for sustainability research on campus related specifically to architecture and buildings. I TAC will give the School of Architecture and the College a significant seat at the table in the emerging sustainability research on campus.

In addition to research, I TAC will support the teaching of integration of sustainable technology in the architecture curriculum at the undergraduate and graduate courses including but not limited to digital communications, material technology, environmental technology, sustainability, and practicum studios focused on integration of sustainable technology in design. Specifically, the center will emerge concurrently with an intensive graduate learning experience in the masters of architecture sequence. The intensive experience is focused on bringing industry and the classroom together in a unique research/teaching effort in integrated green technologies in architecture. The goals of the Center are occurring in conjunction with the curricular goals in the graduate degree program.

The name change will not affect any administrative structures, faculty positions, or physical facilities.

4. Costs

The College and University, if any, will incur minimal cost, by changing the name of the Center. At the College level, a name change will require new business cards for the faculty, including those who are still affiliated and those who have joined the Center since its widening of focus. This affects a total of 3 faculty. The only other cost will be a new nameplate for the door of the Center. The Center will not change locations or require any other physical facility changes. The name change will require an update to both the Center and the College website; however these changes will be incorporated during the regular web site updates.

5. Strategic Name Change

The name change from “Center of Integrated Design and Construction” to “Integrated Technology in Architecture Center” strategically holds “integration” in the name, a key element in building practice today. However, instead of placing “integration” at the end of the name, it is brought forward suggesting importance in the mission of the research conducted in the Center. The current name is absent of the word “architecture” which is the Center’s home and primary focus: to understand how integration of sustainable technology relates to issue of the design in the architecture profession and education. Finally, the Center deals directly with research in technological aspects of architecture. Adding “technology” suggests that the research is concerned with scientific, engineering and quantification aspects of architecture and building, positioning the Center to be able to collaborate with the science and engineering disciplines as well as compete for Federal funding from NSF, DOE, EPA and FEMA.

The switch to “Integrated Technology in Architecture” reflects other Centers around the country similarly expanding the focus of their research. Listed below are the names of some other peer Centers:
Center for Architecture, Science, and Ecology
   Rensselaer Polytechnic University, Architecture

Center for Environmental Design Research
   UC Berkeley, College of Environmental Design, Department of Architecture

Integrated Design Laboratory
   University of Washington, Seattle – Architecture
   University of Oregon, Eugene – Architecture
   University of Oregon, Portland - Architecture
   University of Idaho, Moscow – Architecture
   Montana State University – Architecture

Building Technology Research
   Massachusetts Institute of Technology, Architecture-Mechanical-Civil-Material

Center for Building Performance and Diagnostics
   Carnegie Mellon University – Architecture

Advanced Building Systems Integration Consortium
   Carnegie Mellon University – Architecture

Center for Architecture and Building Science
   New Jersey Institute of Technology - Architecture
July 31, 2009

Charles A. Wight
Dean of the Graduate School
University of Utah
Graduate Council
201 S. Presidents Circle RM 302
SLC, UT 84112

Re: Name Change for the "Center for Integrated Design and Construction"

Dear Dean Wight,

I am writing in support of the proposed change of the name of the "Center for Integrated Design and Construction" to "Integrated Technology in Architecture Center", I agree that the new name better represents the aim of the center to become more quantitative and modern. The integration of technology into architecture captures the two fundamental aspects of buildings: space and machine. I am currently working with Professors Smith and Kuegner on a research project funded by the Department of Energy that seeks to quantify the value of energy efficient building design. The proposed name of the Center better reflects their interests in analyzing and utilizing technology for sustainable buildings. I have met with the Center Director, Ryan Smith, to discuss the continued potential collaborations with the emerging Sustainability Research Center (SRC). Their work in sustainable buildings is critical to our mission and the new name and direction aids to positioning their Center for further funding and impact.

In tandem with the many other sustainability efforts on campus, Integrated Technology in Architecture Center responds to the need for pertinent research that promotes the integration of sustainable material, digital technologies, and energy saving innovations in the architecture, engineering and construction industry. I fully support the name change.

Sincerely,

[Signature]

Kent S. Udell, PhD
Professor and Chair
Department of Mechanical Engineering

Director
Sustainability Research Center
August 12, 2009

Chuck Wight, dean of the Graduate School
University of Utah
Campus

Dear Dean Wight,

I fully support the name change for the Center for Integrated Design and Construction to the Integrated Technology in Architecture Center. This change reflects a change in focus to the mission and to the personnel that has been evolving for at least two years.

It also reflects new priorities in our Architecture School that respond to the concerns of the profession and general sustainability issues. Do not hesitate to call upon me if there are questions.

Sincerely,

[Signature]

Brenda C. Scheer, AIA, AICP
Dean
Charles A. Wight  
Dean of the Graduate School  
University of Utah  
Graduate Council  
201 S. Presidents Circle RM 302  
SLC, UT 84112

Re: Name change for “Center for Integrated Design and Construction”

Dear Dr. Wight:

I am writing to provide support for the proposal to change the name of the “Center for Integrated Design and Construction (CIDC)” to “Integrated Technology in Architecture (I TAC)”. The reasons presented in the backup documentation are sound.

I have met with Professor Smith and Ruegamer on numerous occasions to discuss their research in connection with the Office of Sustainability. I anticipate our office having a good deal of collaboration/connection with I TAC and believe the name change to be a beneficial development for their work.

Sincerely,

Myron Willson, AIA, LEED-AP  
Director, Office of Sustainability