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

2. APPROVAL OF MINUTES: December 7, 2009

3. REQUEST FOR NEW BUSINESS:
   a. Senate President’s Report

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

5. EXECUTIVE COMMITTEE REPORT:

6. REPORT FROM ADMINISTRATION:

7. REPORT FROM ASUU:

8. NOTICE OF INTENT:

9. DEBATE CALENDAR:
   a. New Policy & Rule 9-003 (Endowed Chairs)
   b. Proposed Center for Quantitative Biology
   c. Proposed Minor in Design

10. INFORMATION CALENDAR:
    a. Guidelines for Emphases Proposals and Cover Letter:
       • Proposed Emphases in Health Promotion and Education
       • Proposed Emphases in Nuclear Medicine Technology
       • Proposed Emphases in Parks, Recreation and Tourism
    b. Revision of Policy 3-011 (Petty Cash Funds)
    c. New Policy 3-043 (Intangible Assets)

11. NEW BUSINESS:

12. ADJOURNMENT
ACADEMIC SENATE MINUTES
December 7, 2009

Call to Order
The regular meeting of the Academic Senate, held on December 7, 2009 was called to order at 3:04 pm by James A. Anderson, Senate President. The meeting was held in room 115 C. Roland Christensen Center.


Excused: Tim Ameel, Vincent Cheng, Pat Hanna, Nelson Roy, Paula Smith

Ex-officio: James E. Anderson, Fred Esplin, John Francis, Nancy Lines, Paul Mogren, Robert Newman, Joyce Ogburn, David W. Pershing, Richard Sperry, Chuck Wight, Michael K. Young

Others: Ann Floor, Rick Anderson, Ed Barbanell, Timothy Ebner, Jeffrey West, Theresa Ashman, Marissa Diener, Nick Korevaar, Don Wardell, Diana Brixner

Approval of Minutes
The minutes of the Academic Senate meeting of November 2, 2009 were unanimously approved following a motion from Larry DeVries.

Request for New Business
The White Paper was presented by Chuck Wight and Rick Anderson entitled “Electronic Publication of Theses and Dissertations”. In this presentation they listed three basic changes and two other points in the publication of theses and dissertations. The overall changes will eliminate paper copies while lowering the cost to students as it will all be done electronically.

Consent Calendar
The resignations, retirements, faculty appointments, auxiliary, and limited term appointments, appearing in the Appendices dated November 23 and December 7, 2009 received approval to forward to the Board of Trustees.
Executive Committee Report
Jim Metherall, Executive Committee Secretary, summarized his written report of the November 2, 2009 Executive Committee meeting.

Report from Administration
President Michael Young took a moment to praise the athletic program and reported that they have an overall GPA of 3.0 with 22 percent being on the Dean’s List. He announced that Utah will play in the Poinsettia Bowl game in San Diego on December 23. He reported on a few more favorable events, the first being the Tanner Lecture Series guest speaker, Isabel Allende, on December 2, which attracted nearly 1100 people in the Union Building. Another highlight was the Center for American Indian Languages’ international symposium on endangered languages which attracted scholars from around the world. Finally President Young announced that the Benning Lecture will be presented by Venki Ramakrishnan, the 2009 Nobel Laureate.

President Young reported that the University’s research dollars fiscal close is $150 million ahead in research funding from last year. The first quarter of this year is 25 percent ahead from the same time last year. Of the 114 stimulus fund grants offered to the state, 95 were awarded to the University of Utah. Other funding from the RCI programs, of the 800 awarded, the University received 10 putting them in the same category at Vanderbilt, Harvard with 9, and Yale with 7. This program allows more dollars to enhance the capacity for writing more grants at the U.

President Young discussed the prospects for the University’s budget in the upcoming legislative session. He speculated that our state appropriation could remain about the same as in the current year, wherein about half of the 17 percent reduction in base funding implemented in the 2009 session is being offset by one-time funding, or “backfill.” This would entail a decision by the legislature to use a portion of their “rainy day” funds to replace the federal stimulus money that constitutes the backfill in the current year. He went on to say that the business community has been very supportive of the University, particularly in pointing out the risk of permanent damage that could result if we were subjected to additional major reductions in our budget. Prospects for tax increases are slim with the possible exception of an increase in the cigarette tax, which, if enacted, would likely be directed to support for health care. More information regarding the budget will become available early in the legislative session and will be passed on accordingly.

Ed Barbanell (associate dean Undergraduate Studies) and Tim Ebner (Registrar) informed the senate regarding updates on how enforcement of required course pre-requisites will be handled more systematically beginning in the fall. They explained that in a pilot program for some departments, the registrar’s computerized registration system will be used as a tool for enforcing pre-requisites. In general, the software will not allow registration for an advanced course unless the prerequisites have been satisfied. In particular, in cases in which students have not previously satisfied a pre-requisite, but have enrolled in pre-requisite courses at the same time they register for an advanced course, if the student is unable to maintain the performance expectations in the pre-requisite course then they will automatically be unrolled from the advanced course. In the pilot implementation, this system will be enforced in the College of Engineering, College of Business, and the Department of Mathematics and will apply to all elective advanced courses for which pre-requisites are established. Permission codes may still be used by faculty and
administration to bypass the software enforcement and allow exceptions to the pre-requisite requirements for particular cases, after carefully considering the student’s request for exception.

Report from ASUU
Tayler Clough informed the senators that the ASUU 2010-2011 campaign has started today and posters will be appearing all over campus. The campaign reform bill has passed their senate and assembly and is on its way to the Board of Trustees for approval. This bill would limit campaign spending from $10,000 down to a more equitable $6,750 per party. Tayler concluded by commenting that the mentoring program has been presented to their boards to mull around and will be revisited in January.

Notice of Intent
Susan Olson, Associate Vice President for Academic Affairs, gave an overview of proposed Policy and Rule 9-003 for Endowed Chairs. She explained that this would regulate specially named University positions and protect donors as well as the University. She also noted that the policy will regulate the levels of the donations required to establish various types of specially named position, as the usage for an endowed chair should remain high, which at current time is a minimum requirement of $1.25 million. The regulation will require persons appointed to such specially named positions to be reviewed every five years. The Distinguished Professor or Presidential Professor ranks are not included in this regulation. A question arose about the possibility of taking a portion of donations made to support a specially named position in one college or department and requiring that to be split and shared with other colleges and departments (requiring the “haves” to share their donated funds with the “have-nots”). Discussion about that idea ensued, and it was first noted that there is no direct connection between proposed regulation 9-003 and any such concept of mandatory splitting donated funds—so that debate and approval of 9-002 could proceed independently of further discussion about mandatory sharing. It was noted that allocations of existing funds donated for such positions are ordinarily controlled by specific terms of legal agreements negotiated with the donors, and cannot be retroactively changed by the University. As to whether mandatory sharing could be imposed for future donations, Susan Olson suggested that this might best first be discussed with the vice president for Institution Advancement. The proposal for Policy and Rule 9-003 will appear on the January Academic Senate Debate Calendar.

Debate Calendar
Associate V.P. Jeff West was invited to respond to questions regarding Policy 3-018 for Internal Controls, which had appeared on the previous month’s Intent Calendar. Specified changes in the proposal were made after the previous meeting as friendly amendments responding to stated suggestions. As the revised proposal was self-explanatory, there were no questions or concerns and a motion was called for. Larry DeVries made a motion to approve the proposed policy and forward to the Board of Trustees for final approval which was seconded by Eric Eddings and approved unanimously.

Nick Korevaar, director of Undergraduate Studies in the department of Mathematics came before the senate to respond to questions regarding the proposed new major in Applied Mathematics. A friendly amendment from the Executive Committee to correct some figures on the budget page was submitted and included in the final proposal. A motion was called for as there were no
questions or concerns for the proposal. Francis Brown made a motion to approve the proposed major as amended and forward to the Board of Trustees for final approval which was seconded by Steve Kern and approved unanimously.

Don Wardell, chair of the department of Operations and Information Systems in the School of Business presented the proposal for the new major in Operations Management. A query was made regarding the authenticity of the dean’s signature on the proposal. It was explained that a designee had signed on behalf of the dean at the time the proposal was submitted to the Undergraduate Council. Professor Wardell accepted a friendly request to obtain a new signature of the dean of the School of Business and forward to the Senate office to be included in the proposal for their permanent record. A motion from Larry DeVries to approve the request with the friendly request and forward to the Board of Trustees was seconded by Chris Nelson.

Connie Bullis from the department of Communication presented the proposal for a new minor in Media Studies. As there were no questions, Todd Kramer motioned to approve the proposal and forward to the Board of Trustees for final approval which was seconded by Frank Brown and approved unanimously.

Michael Hardman, dean of the College of Education, presented the college’s proposed request to (i) transfer their undergraduate elementary education program to a cross-departmental college-level undergraduate degree program, and (ii) discontinue the Department of Teaching and Learning. A friendly amendment to include mention of the College of Humanities in the Institutional Impact section regarding graduate admission standards and to include a reference to Policy 6-302 as an additional reference in the proposal was accepted. A corrected copy will be sent to the Senate office for the Senate and Trustees permanent records. A motion from Joelle Lien to approve the request as amended and forward to the Board of Trustee for final approval was seconded by Marianna DiPaolo and approved unanimously.

Diana Brixner, chair of the department of Pharmacotherapy presented the proposal for a PhD in Pharmacotherapy Outcomes Research and Health Policy and explained this is being requested for the purpose of training more scientists in outcomes research. The department does not currently offer an academic doctoral program that provides this type of training. Larry DeVries made a motion to approve the request and forward to the Board of Trustees for final approval which was seconded by Steve Kern and approved unanimously.

Associate Dean Christopher Peterson from the College of Law presented the proposal for a joint degree Juris Doctor and Master of Social Work stating that it was one of a number of joint degrees participated in by the law school and not uncommon. There are four or five other joint degrees which provide real value to both students and the community. Chris Nelson made a motion to approve the request and forward to the Board of Trustees for final approval which was seconded by Andrea Rorrer and unanimously approved.

Information Calendar
Marissa Diener, chair of the Athletics Advisory Council presented a short synopsis of the council’s annual report. She indicated her desire to take back any issues or questions to the
council for their consideration. The report will stand as is and the council will consider a gender equity concern in next year’s report.

New Business
There was no new business.

Adjournment:
The meeting adjourned at 4:27 p.m.

Respectfully submitted,

Nancy Lines
ADDENDUM
APPENDIX I

RESIGNATIONS & FACULTY APPOINTMENTS

Resignations

1. Dr. Patricia F. Pearce, Assistant Professor of Nursing, effective November 30, 2009.

2. Dr. Gilbert Preston, Assistant Professor of Psychology, effective September 30, 2009.

3. Professor Kaye Richards, Associate Professor with tenure of Modern Dance, effective December 31, 2009.

Faculty Appointments

HUMANITIES

1. Dr. Angela C. Espinosa, Assistant Professor of Languages & Literature, effective July 1, 2009. This supersedes her appointment as Instructor in Languages & Literature.

MEDICINE

2. Dr. Matthew T. Rondina, Assistant Professor of Internal Medicine, effective January 1, 2010. This represents a track switch and supersedes his appointment as Assistant Professor (Clinical) of Internal Medicine.

SCIENCE

3. Dr. Michael D. Vershinin, Assistant Professor of Physics, effective January 1, 2010.

   B.S., 1997, Cooper Union
   M.S., 1999, University of Illinois
   Ph.D., 2004, University of Illinois
APPENDIX II

AUXILIARY FACULTY APPOINTMENTS

Auxiliary Faculty Appointments

ENGINEERING

1. Dr. Gerald E. Wheeler, Adjunct Assistant Professor of Mechanical Engineering, effective January 1, 2010 and ending June 30, 2010.

   B.S., 1977, University of Utah
   M.E., 1982, University of Florida
   Ph.D., 2008, University of Utah

MEDICINE

2. Dr. Orly Z. Ardon, Adjunct Instructor in Pediatrics, effective January 1, 2010 and ending June 30, 2010.

   B.S., 1989, Hebrew University of Jerusalem
   M.S., 1992, Hebrew University of Jerusalem
   Ph.D., 1998, Hebrew University of Jerusalem

3. Dr. Gregory S. Daynes, Adjunct Instructor in Family & Preventive Medicine, effective January 18, 2010 and ending June 30, 2010.

   B.A., 1996, University of Utah
   M.D., 2000, University of Utah

4. Dr. Kimberly Fairley, Adjunct Instructor in Family & Preventive Medicine, effective January 18, 2010 and ending June 30, 2010.

   B.A., 1983, University of Colorado
   M.D., 1987, University of Colorado

5. Dr. Michele A. Favreau Haight, Adjunct Assistant Professor of Pediatrics, effective November 16, 2009 and ending June 30, 2010.

   Z.B., 1978, CSU Fullerton
   Z.M., 1990, CSU Fullerton
   Ph.D., 2005, University of California
6. Dr. Sutapa Khatua, Adjunct Assistant Professor of Pediatrics, effective January 18, 2010 and ending June 30, 2010.
   M.B.B.S., 1982, Calcutta University

7. Dr. Bai Luo, Research Instructor in Internal Medicine, effective January 1, 2010 and ending June 30, 2010.
   B.S., 1994, Nanjing University
   M.S., 1997, Chinese Academy of Sciences
   Ph.D., 2002, University of Utah

8. Dr. Marzia Pasquali, Adjunct Professor of Pediatrics, effective January 1, 2010 and ending June 30, 2010. This is secondary to her appointment as Professor (Clinical) of Pathology.

9. Dr. Robert J. Preston, Assistant Professor (Clinical) of Surgery, effective October 15, 2009 and ending June 30, 2010.
   B.S., 1997, Queens University
   M.D., 2005, National University of Ireland

10. Dr. Allyson A. Salek, Adjunct Instructor in Pediatrics, effective January 1, 2010 and ending June 30, 2010.
    B.S., 2000, Brandeis University
    M.D., 2005, University of Connecticut

11. Dr. Debra L. Scammon, Adjunct Professor of Family & Preventive Medicine, effective December 1, 2009 and ending June 30, 2010. This is secondary to her appointment as Professor with tenure of Marketing.

12. Dr. Mathius J. Sedivec, Adjunct Professor of Anesthesiology, effective October 26, 2009 and ending June 30, 2010.
    B.S., 1966, University of Utah
    M.S., 1969, University of Utah
    Ph.D., 1977, University of North Carolina

13. Mr. Tejinder P. Singh, Adjunct Instructor in Family & Preventive Medicine, effective December 1, 2009 and ending June 30, 2010.
    B.S., 1985, Baba Farid University of Health Sciences
    M.S., 1989, Baba Farid University of Health Sciences
    M.P.H., 2009, University of Utah
MINES

14. Dr. Peng Fan, Research Assistant Professor of Metallurgical Engineering, effective November 16, 2009 and ending June 30, 2010.

   B.S., 1983, Kunming University of Technology
   M.S., 1986, Northeast Institute of Technology
   Ph.D., 2004, University of Utah

NURSING

15. Ms. Lisa E. Barnes, Instructor (Clinical) of Nursing, effective November 30, 2009 and ending June 30, 2010.

   B.S., 2005, Brigham Young University
   M.S., 2008, University of Utah

PHARMACY


   B.S., 2004, Valparaiso University
   Pharm.D., 2007, Midwestern University

17. Professor James H. Ruble, Assistant Professor (Clinical) of Pharmacotherapy, effective January 1, 2010 and ending June 30, 2010. This represents a track switch and supersedes his appointment as Adjunct Assistant Professor of Pharmacotherapy.

18. Mr. Donovan Smith, Adjunct Instructor in Pharmacotherapy, effective December 3, 2009 and ending June 30, 2010.

   B.S., 1995, University of Utah


   Pharm.D., 2006, Drake University

SOCIAL & BEHAVIORAL SCIENCE

20. Dr. Jaewhan Kim, Adjunct Assistant Professor of Economics, effective July 1, 2009 and ending June 30, 2010. This is secondary to his tenure track appointment as Assistant Professor of Family & Preventive Medicine.
SOCIAL WORK

   M.S.W., 1995, University of Vermont

   M.S.W., 2004, Brigham Young University

   B.S.W., 2007, Utah State University

   M.S.W., 2006, University of Utah

   B.S.W., 2007, University of Utah

   B.S.W., 2007, University of Utah

   M.S.W., 1991, University of Utah

   M.S.W., 2003, University of Georgia
MEMORANDUM

DATE: December 8, 2009

TO: David W. Pershing
Senior Vice President for Academic Affairs

FROM: Howard Horwitz, Chair
University Teaching Committee

RE: Recommendation for the 2010 University Distinguished Teaching Awards

The University Teaching Committee met on December 4, 2009 to select the recipients for the 2010 University Distinguished Teaching Awards. Upon careful consideration and evaluation of the sixteen candidates, the University Teaching Committee strongly recommends the following four to be the recipients for the 2010 Distinguished Teaching Award:

- Marissa Diener, Professor, Department of Family & Consumer Studies
- Sivaraman Guruswamy, Professor, Department of Metallurgical Engineering
- Janet Lindsley, Professor, Department of Biochemistry
- Elizabeth Tashjian, Professor, Department of Finance

Upon approval, please forward the candidates of the Distinguished Teaching Award to the Academic Senate and the Board of Trustees for approval.

Thank you.

Approved: \[Signature\]  
David W. Pershing  
Senior Vice President for Academic Affairs  
12/08/09  
Date
TO: Senior Vice President for Academic Affairs David W. Pershing  
   Senior Vice President for Health Sciences A. Lorris Betz  
   Vice President for Institutional Advancement Fred Esplin  

FROM: Susan M. Olson, Associate Vice President for Faculty  
       Richard J. Sperry, Associate Vice President for Health Sciences  

DATE: November 16, 2009  

SUBJECT: Proposed Policy and Rule on Endowed Chairs and Other Named Positions  

The attached proposed policy brings into University Regulations for the first time an official Policy and accompanying Rule governing the use of named positions, such as endowed chairs and professorships. As the university has growing success with private fund-raising, such positions are proliferating. This is largely a cause for celebration because, as the Policy’s purpose statement says, the use of named positions assists in attracting and retaining outstanding faculty and staff members who have distinguished themselves through their teaching, research, creative activity, administration, and service. Such positions also enable us to honor generous donors to the University or others whom donors would like to honor by creating a named position. Presently, such positions are overwhelmingly held by faculty members, but the policy is specifically written to include the possibility of named positions for other university employees as well. For that reason, the proposed location of the Policy is in Part 9 of University Regulations, Community Relations and Institutional Advancement, rather than Part 6, Faculty.

The Policy and corresponding Rule have several purposes:

1. They affirm the principle of university oversight regarding the appropriateness of major naming donations, so that the university as a whole can avoid embarrassment from an intended gift that might benefit one part of the university and accidentally do greater harm to the institution as a whole.

2. They authorize the establishment of funding standards for key named positions to be fair to all donors while still providing individual flexibility for faculty and administrators. Members of the university community have a shared interest in encouraging donations that are sufficiently generous to achieve important academic goals. On the other hand, we don’t want to reject smaller gifts or those development initiatives that do not reach their original goals. This Policy attempts to strike this balance by exerting greater regulation over the use of some titles than others.
3. They maintain high standards by holders of named positions by requiring appropriate review of appointments to the most prestigious such positions and by requiring a review at least every five years to continue in any named position. Because the named positions are separable from the underlying faculty or staff appointment, an individual’s basic employment is not at stake in such a review.

This policy proposal has been developed in consultation with the Vice President for Institutional Advancement, the Council of Academic Deans, the Interim Vice President for Human Resources, and the Office of General Counsel, and processed through the Institutional Policy Committee.

If you and the President approve, this proposal will then be submitted to the Academic Senate Executive Committee. Given the subject matter, it is anticipated that the Executive Committee will determine that this proposal is academically significant and will designate the Policy and Rule to be submitted for the debate and approval of the Senate, pursuant to Policy 1-001. With Senate approval, the proposed Policy will then be submitted for final approval of the Board of Trustees.
Policy 9-003 Revision 0.

Subject: POLICY ON ENDOWED CHAIRS AND OTHER NAMED POSITIONS

Revision Status: new
Effective Date: July 1, 2010

I. Purpose and Scope

To establish University Policy regarding the use of named positions, including positions with regulated titles, and to authorize enactment of Rules to implement such Policy. This policy and any associated Rules do not apply to the ranks of Distinguished Professor, Presidential Professor, or University Professor.

The use of named positions for University employees assists in attracting and retaining outstanding faculty and staff members who have distinguished themselves through their teaching, research, creative activity, administration, and service. Such positions may also honor generous donors to the University or others whom donors would like to honor by creating a named position. It is essential that holders of named positions maintain high standards of performance and responsible conduct as members of an academic community.

II. Definitions

A. Named position: a position awarded to an employee that bears a special title honoring a named person or organization. Named positions normally are established with special sources of funding, which may include funding gifted to the University in the form of an endowment. Such special funding may be used to increase the amount of compensation paid to or support available for the employee holding a named position.

B. Named positions with “regulated titles” constitute a subset of named positions, distinguished because they bear certain especially prestigious titles and/or may be subject to minimum funding level requirements. Such titles include those bearing the words presidential, chair, professor, or director, and any other titles identified as regulated titles in a University Rule implementing this Policy.

III. Policy

A. The University shall manage the use of named positions and shall determine the level and sources of funding associated with named positions with regulated titles. The President or designee is responsible for and authorized to set minimum funding levels for any named position, thereby making such a position one with a “regulated title.” Minimum funding levels may be based on the title of the position and may be increased over time.

B. No named position shall be named for a person or organization with whom it is not in the University’s interest to be affiliated. In the event of disagreement on this point, the final decision rests with the President or designee.
C. The President or designee shall establish procedures for establishing named positions and for appointing individuals to named positions. If the named position is to be held by a faculty member, the procedures shall be compatible with normal faculty appointment procedures.

D. Individuals holding named positions must be reviewed and determined to have achieved satisfactory performance at least every five years to retain those positions. The President or designee, in conjunction with the Academic Senate, shall establish Rules for conducting such reviews.

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

A. Rules [See attached proposal for University Rule 9-003]
B. Procedures (Reserved)
C. Guidelines (Reserved)
D. Forms (Reserved)
E. Other related resource materials (Reserved)

V. References:
Policy 6-300, Sec. 2. (Regular Faculty)
Policy 6-302 (Appointments of Faculty)
Policy 6-303 (Retention, Promotion and Tenure of Faculty)
Policy 2-005, Sec. 5.C. (Review of Tenured Faculty)
Policy 6-002, Sec. 10 (Consolidated Hearing Committee for Faculty Disputes)

VI. Contacts:
Policy Officers:
Sr. Vice President for Academic Affairs, 801-581-5057
Sr. Vice President for Health Science, 801-581-7480
Vice President for Institutional Advancement, 801-581-4088

Policy Owners:
Associate Vice President - Faculty, 801-581-8763
Associate Vice President - Health Sciences, 801-585-9602
Director of Development Services, 801-585-0745
VII. History:
   A. Current version: Revision 0.
      Effective date July 1, 2010 ??.
      Approved by Academic Senate ______.
      Approved by Board of Trustees ______
      Background information for Revision 0: [link]
University Rule 9-003 Revision 0.  
Subject: Endowed Chairs and other Named Positions—Establishment of Positions, Appointments to Positions, and Periodic Reviews of Employees Holding Such Positions.

Revision Status: new Effective Date: [July 1, 2010]

I. Purpose. To implement University Policy 9-003 (POLICY ON ENDOWED CHAIRS AND OTHER NAMED POSITIONS) by further defining the positions and titles to which the Policy applies, by prescribing procedures for establishing named positions and appointing individuals to such positions, and by prescribing procedures for periodic review of individuals holding such positions.

II. Definitions.

A. University Policy 9-003 defines terms as follows:
   
   Named position: a position awarded to an employee that bears a special title honoring a named person or organization. Named positions normally are established with special sources of funding, which may include funding gifted to the university in the form of an endowment. Such special funding may be used to increase the amount of compensation paid to or support available for the employee holding a named position.
   
   Named positions with “regulated titles” constitute a subset of named positions, distinguished because they bear certain especially prestigious titles and/or may be subject to minimum funding level requirements. Such titles include those bearing the words presidential, chair, professor, or director, and any other titles identified as regulated titles in a University Rule implementing this Policy.

B. This Rule elaborates upon and clarifies the preceding definitions as follows:

1. All named positions are subject to some requirements under Policy 9-003 and this Rule, but not all are subject to the greater requirements applicable for “regulated titles,” as described further here. “Regulated titles” are subject not only to the requirements applicable for other named positions, but also to greater requirements under Policy 9-003 and this Rule (often including minimum funding levels for establishment of positions).

2. Regulated titles with minimum funding requirements currently include the titles of Presidential Endowed Chair, Endowed Chair, Endowed Directorship, Endowed Professorship, and Endowed Associate or Assistant Professorship. Because of the potential for confusion with positions requiring a minimum funding level, any named position of Chair, Professor, or Director (or another regulated title designated in the future) is subject to the requirements applicable for the category of regulated titles, regardless of the absence of “endowed” from the title or the addition of other modifiers such as Research, Distinguished, Assistant, etc.
Current examples of titles that would be named positions but not regulated titles include “scholar,” “fellow,” “lecturer” and “artist in residence.”

3. From time to time, the President, with assistance from the Development Office, may identify other titles to be included as named positions generally, or more particularly as positions with regulated titles, and subjected to the requirements of Policy 9-003 and this Rule. Administrators should consult with the Vice President for Institutional Advancement for a current list of covered titles and other information when considering the establishment of a faculty or staff position with any special title.

4. There are certain special titles and positions currently used at the University which are not considered named positions for purposes of Policy 9-003 and this Rule (and therefore are not subject to the special requirements described here). These include the titles of “Presidential Professor,” “Distinguished Professor,” and “University Professor.” As more fully described in University Policy [6-300, Sec. 2] those are faculty ranks that are conferred upon meritorious individual faculty members, independent from establishment of any funding sources, and their conferral requires special procedures (such as approval from the existing Presidential or Distinguished Professors in the case of those two ranks).

III. Rule
A. Requirements for establishment of new named positions (including minimum funding requirements for positions with regulated titles).

1. Procedures and criteria for establishing all new named positions (including positions with regulated titles).
   a. Approval. Establishment of any faculty or staff position using a title defined as a “named position” for purposes of Policy 9-003 and this Rule requires the following approvals:
      (i) approval of the dean of the college for a position established within any college (including any department or program within a college), or
      (ii) approval of the cognizant administrator (such as Associate Vice-President or Director) for a position established within any administrative unit that is not part of an academic college, and
      (iii) approval of the Vice President for Institutional Advancement or designee.
   b. Criteria.
      (i) Positions shall be named only for individuals, groups, or organizations with whom it is in the University’s interest to be affiliated.
      (ii) Approvals shall not be given unless establishment of the position conforms to the terms of any gift agreement from which funding to support the position will be derived.
      (iii) If the eventual appointees to the new named position shall be faculty members, the faculty of the relevant unit shall be consulted about the nature of the named position.
2. Additional procedures and criteria for establishing named positions with regulated titles.
   
a. Approval. For establishment of any named position carrying a “regulated title” for purposes of Policy 9-003 and this Rule, in addition to the approvals required for all named positions, the approval of the President (or designated vice president) is required. Requests for such approval may be submitted upon the recommendation of the cognizant dean or director, cognizant vice president, and the Vice President for Institutional Advancement.

   b. Criteria. The primary additional criterion for approval to establish a named position bearing a regulated title shall be the assurance of adequate funding to support the position at the appropriate level. The Development Office, with the President’s approval, shall maintain and make available to deans (and other appropriate administrators) current information regarding appropriate funding level and form (e.g., permanent endowments or annual gifts) for each class of positions with regulated titles. The Development Office may change these requirements from time to time.
   
   i. The normally acceptable form of assured adequate funding is a permanent endowment associated with the particular named position. Other forms which may be acceptable include the following.
   
   ii. Named positions with similar titles (e.g., chair, professorship, directorship) but without associated endowments, may be created with funding in the form of annual gifts, subject to these limitations. A.) The amount of the annual gift must equal the yield that would be produced by the minimum endowment associated with a position of the same title. B.) The word “endowed” may not be used in the title of positions funded with annual gifts (or other non-endowed funds). C.) As shall be made clear to the holder of the position in any appointment letter, the position will no longer carry the regulated title or any associated additional compensation or support if the gifts cease. (This distinguishes such positions from those established with permanent endowments, for which a decline in the revenue received from endowed funds does not similarly end a named position.)
   
   iii. Large, multi-purpose endowments may also be used to create named positions using regulated titles so long as the annual amount allocated to the position is at least 50% of the yield that would be produced by the minimum designated endowment level associated with a position of the same class of title.

B. Procedures for appointments of individuals to existing or newly established named positions.

1. Procedures for appointment to all named positions (including positions with regulated titles).
   
a. The dean or director, in consultation with the other administrators to whom the position reports within a specific unit, and in consultation with
departmental faculty for any faculty appointment, or in consultation with Human Resources for any staff appointment, will determine appropriate procedures for identifying candidates and selecting appointees to fill the newly established position or a vacancy in an existing position.

Such procedures shall comply with all pertinent University Regulations generally applicable for recruitment and completion of appointments of similar faculty or staff positions.¹

b. Notice of each appointment to any named position shall be given to the cognizant vice president (and if the appointment is to a newly established named position, such notice shall include a brief description of the newly established named position). Prompt notice to the Vice President for Institutional Advancement is also required for appointments of any length to ensure consideration of donor stewardship and recognition appropriate to the importance of the appointment.

2. Additional procedures for appointment of individuals to named positions with regulated titles.

a. Appointments of individuals to positions with regulated titles must comply with the requirements applicable for all appointments to named positions, described above, and with the following additional requirements.

b. For any position which includes the special term “Presidential” as part of its title, search procedures for filling that position must be approved in advance by the cognizant vice president.

c. For any such appointment which (i) is for a term of more than three years or (ii) has the term “Presidential” in its title, the appointment of an individual to the named position shall be submitted for the approval of the cognizant vice president and the President. Such appointments are completed only upon the presentation of a formal offer letter signed by the President (or designee).

¹ In particular, if the individual being considered for appointment to the position does not already hold an equivalent level faculty or staff appointment at the University, the procedures followed for the appointment shall comply with those ordinarily applicable for a faculty or staff appointment of similar level, as well as satisfying requirements for appointment to the named position. For example, if a candidate for a named position which includes a regular faculty appointment is expected to be appointed with tenure, the ordinary procedures for a faculty appointment and for granting of tenure at time of appointment shall be followed (see Policy 6-302 and 6-303), in addition to those specific procedures implemented for completing appointment to the named position.
d. An appointment to a position with a regulated title which is for a term of three years or less and does not include the term “Presidential” in its title may generally be made by the dean or director, and notice subsequently given to the cognizant vice president.

3. Notice to Academic Senate and/or Board of Trustees.

For any individual appointment or any category of appointments to named positions, cognizant administrators may request that notice of appointment should be provided for the information of the Academic Senate and/or the Board of Trustees.

C. Special criteria and procedures for exceptional appointments to unfunded named positions, typically those with regulated titles.

1. Circumstances may arise making it appropriate to allow appointment of an individual to a proposed named position with a regulated title prior to the University’s receipt of the complete funding necessary for the establishment of that position. For example, it may be appropriate to honor a donor who is experiencing serious health problems with recognition of an intended gift in his/her lifetime. An appointment, in such appropriate circumstances, may be made only upon satisfaction of the following requirements and subject to the following limitations.

a. The proposed gift must be in a form that is irrevocable, with the University as named remainder beneficiary or equivalent provision.

b. The present value of the intended gift must be equal to or greater than the funding level ordinarily required to fund such a position.

c. Appointment of an individual to such a position prior to the University’s receipt of funding for the position, if allowed, will be ceremonial and in name only, without any increased compensation or support for the individual at the time of the appointment. Even upon subsequent receipt by the University of full funding for the position, there may be some delay before investment earnings from the gifted funds permit any increased compensation or support being provided for the position.

d. The President, in his/her discretion will make the final decision whether to make such a ceremonial appointment to a position with a regulated title prior to receipt of full funding for the position.

e. Individuals appointed to a position under these circumstances (and any successors) will be subject to University Regulations otherwise applicable for funded named positions with regulated titles. In particular, individuals holding such appointments are subject to the ordinary periodic review requirements described below, regardless of whether the position has been funded.
D. Terms of appointments—for all appointments to named positions.

1. Any new appointment or reappointment to a named position, initiated after the effective date of this Rule, will be for a specific term not to exceed five years.

2. The appointment period will begin on July 1 of the initial year and end on June 30 of the final year of the appointment unless otherwise specified.

E. Periodic review of individuals holding named positions.

1. All persons holding any named position are to undergo a careful review of performance no less frequently than every five years. Individuals will be reviewed during the final year of the appointment period, if it is proposed that the appointment be renewed.2

2. For appointees to any named position who hold a faculty appointment.
   a. The scheduling of a review conducted for purposes of the named position shall be coordinated to the extent practicable with the scheduling of reviews conducted of that individual based on their status as a regular faculty member either in the pre-tenure probationary status (see Policy 6-303), or in the post-tenure status (see Policy 2-005), or their status as a long-term auxiliary faculty member in a position closely associated with the work they perform in the named position (see Policy 6-310). Because of their financial implications, reviews of individuals holding named positions need to be completed before the beginning of the fiscal year.
   b. Regarding methodology and contents of the review, in addition to those matters addressed as part of any coordinated pre-tenure, post-tenure, or auxiliary faculty review process, the review for purposes of the named position shall directly address the issues of past performance in the named position and suitability for continuation in the named position. The final review documents shall be submitted to the cognizant dean or director for consideration in making the determination to continue the appointment to the named position (or if a position with a regulated title and a term of greater than three years is involved, for consideration in making a recommendation to the vice president as described below).
   c. If the named position is a position with a regulated title, the following additional requirements and steps shall apply.

2 For any named position created before the passage of Policy 9-003 and this Rule, for which the appointment period of the incumbent is unspecified in the agreements that established the position, the appointment will be subject to review every five years to retain the position, as described below.
i. The file assembled for purposes of the review shall give special emphasis to those achievements during the current period under review that pertain to the position with the regulated title, and to the expectations for continuing accomplishments befitting such a position.

ii. If the appointment term is three years or less and the individual was appointed under the terms of III.B.2.d.above, the chair and dean or director shall consider the results of any prior review conducted under E.2. a., and b., add their own reading of the record, and determine if the appointment shall be renewed.

iii. If the appointment term is more than three years, the chair and dean or director shall consider the results of any prior review conducted under E.2. a., and b., add their own reading of the record, and make recommendations to the cognizant vice president.

iv. At the conclusion of the review, the cognizant vice president will recommend to the president that the appointment to the position with the regulated title and a term of longer than three years be renewed for another specified term, or that the appointment not be renewed. If the recommendation is not to renew, then that recommendation shall be in writing and the individual shall have the right to respond in writing to the President, but no other appeal is provided.

v. The President, or President’s designee, in his or her sole discretion will renew the appointment or initiate the process to make a new appointment.

3. For named positions that are not associated with a faculty appointment, procedures for review shall be developed in consultation with the Chief Human Resources Officer (or designee).
   a. If the term of the appointment is greater than three years, the procedures developed shall include a provision for submitting review materials to the cognizant vice president, and for submitting to the President a recommendation regarding reappointment.

       b. For such reviews, if the recommendation submitted to the President is not to renew, then that recommendation shall be in writing and the individual shall have the right to respond in writing to the President, but no other appeal is provided.

       c. The President in his or her sole discretion will renew the appointment or initiate the process to make a new appointment.

F. Revocation of an appointment between periodic reviews.
1. A named position may not be revoked between periodic reviews except for cause.

2. Cause includes, but is not limited to:
   a. Personal or professional misconduct detrimental to the University; or
   b. Failure to uphold high standards for scholarly work, creative activity, teaching, administration, or service.

3. Responsibility for determining whether or not there is sufficient evidence to recommend revocation of a named position rests with the cognizant vice president for positions with regulated titles and with the cognizant dean or director for other named positions.

4. A faculty incumbent may appeal a recommendation for a revocation between periodic reviews to the Consolidated Hearing Committee (see Policy 6-002). Appeal procedures for a staff incumbent shall be developed by the Chief Human Resources Officer (or designee).

5. The final decision to revoke a named position from an incumbent rests with the President of the University.
## Summary of Regulations of Named Positions

<table>
<thead>
<tr>
<th>Position</th>
<th>V.P. Approval needed to create position?</th>
<th>Minimum funding set for position?</th>
<th>V.P. Approval needed of search procedures?</th>
<th>V.P. Approval needed of candidate to be selected?</th>
<th>Appointment letter from President?</th>
<th>Periodic review for renewal (at end of term or at least every 5 yrs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Presidential&quot;</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Report to President (via VP)</td>
</tr>
<tr>
<td>Chair-Professor-Director (&quot;regulated titles&quot;)</td>
<td>Yes</td>
<td>Yes</td>
<td>Only normal approval for new faculty or staff recruitment</td>
<td>No, if term ≤ 3 years, but notify vice president</td>
<td>No, if term ≤ 3 years, unless gift agreement requires</td>
<td>Report to cognizant Vice President</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Minimum is ½ for general endowment</td>
<td>Yes, if term &gt; 3 years</td>
<td></td>
<td>Yes, if term &gt; 3 years</td>
<td></td>
</tr>
<tr>
<td>Other (e.g., Fellow, Scholar, Lectureship)</td>
<td>No</td>
<td>No</td>
<td>Only normal approval for new faculty or staff recruitment</td>
<td>No, but notify vice president</td>
<td>No, unless gift agreement requires</td>
<td>Report to cognizant dean or director</td>
</tr>
</tbody>
</table>
8 October 2009

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

Dear Vice President Pershing,

Enclosed is the proposal for a Center for Quantitative Biology which was approved as amended by the Graduate Council on September 28, 2009. Included in this packet are the proposal, the letters of support, and the 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
Proposal for a Center for Quantitative Biology
University of Utah
May 12, 2009

1. Request: We propose creating a Center for Quantitative Biology (CQB) to serve as a clearinghouse to bring together quantitative and empirical researchers and students in the life sciences to initiate new collaborations. Primary activities will include several visitor programs, an annual workshop, and a Mathematical Modeling Consulting Center where students in Mathematical Biology will work with graduate students from around campus to address scientific problems.

2. Need: The explosion of the biological sciences has resulted in its fragmentation into numerous narrow specialties. Yet the field remains unified by a common set of integrative questions about how complex biological systems function and evolve in the face of uncertainty and noise. While many have correctly emphasized the unifying role of genomics in addressing these questions at all biological scales, this Center will focus on the unifying role of mathematical and computational approaches in connecting these questions.

The University of Utah is in an ideal position to make these connections. World-class research in biomedical sciences, genomics, neuroscience and environmental biology is complemented by broad strengths in quantitative biology, including the Mathematical Biology group housed in the Department of Mathematics, and expertise in Biomedical Engineering, scientific computing and imaging, biophysics, and biomedical informatics. However, many life scientists, both on campus and in Research Park, remain unaware of the opportunities for transformative collaborative research with quantitative biologists.

Although the existing Mathematical Biology group has begun to making these connections, the CQB would create an environment for transformative research through visitor programs, workshops, and graduate student activities, and give the University of Utah well-deserved visibility in this area. There are no similar programs in the state or region.

3. Institutional Impact: The CQB will serve as a recruiting tool for graduate students, and as a means to initiate collaborations that can generate external funding. The CQB would require only a small amount of office space, ideally in the vicinity of the new Center for Math and Science Education and Center for Cell and Genome Science. This space would house the Director, some visitors, and the Mathematical Modeling Consulting Center.

The CQB will be overseen by an Advisory Board appointed by the Dean of the College of Science. The Advisory Board will nominate a Director to be appointed by the Dean of the
College of Science for a three-year renewable term. The Director will have responsibility for
day-to-day operation of the Center subject to approval by Advisory Board. Senior visitors can be
ominated by any member of the University of Utah community, and will be selected by the
Advisory Board and Director subject to available funding. Visitors will be housed in the most
suitable available Department, ideally with offices in both an empirical laboratory and a
quantitative biology cluster. Advanced graduate students will be nominated and chosen in the
same way, but housed in a quantitatively focused group. Administrative support will be provided
by a part-time staff member.

4. **Finances:** Through funding from the College of Science, the Department of Mathematics, and
the Mathematical Biology group, the CQB will host the following programs.

   1. An annual workshop around a specific life science theme, attracting basic and
      quantitative biologists from the campus, along with visitors from around the world.

   2. A visitor program, hosting senior visitors from throughout the range of the life
      sciences for long-term visits.

   3. A Mathematical Modeling Consulting Center, where students in Mathematical
      Biology will work with graduate students from around campus to address scientific
      problems.

These same funds will also partially support a staff member.

The Mathematical Biology group is currently seeking further funding via a renewal of the
existing Integrative Graduate Education and Research Traineeship (IGERT) and Research
Training Group (RTG) programs through NSF, and a new proposal to the Mentoring Through
Critical Transition Points program. That money will be allocated, as available, to the following
additional programs.

   1. Four one-year fellowships for advanced graduate students from outside the
      mathematics department to initiate new research and training collaborations.


   3. Organize and host an annual Quantitative Biology Career Fair to inform students
      about careers outside of academia.

Depending on the success and extent of these programs, the CQB Director will work with the
Dean and the Office of the Vice President for Academic Affairs to support graduate fellowships
for incoming students in quantitative biology.
Program/ Administrative Unit Title: Center for Quantitative Biology

Recommended Classification of Instructional Programs (CIP) Code:  

Certificate, Diploma and/or Degree(s) to be Awarded: None

Proposed Beginning Date: October 1, 2009

Institutional Signatures (as appropriate):

Department Chair  Aaron Bertram

Dean or Division Chair  Brian Saam, Assoc. Dean

Career and Technical Education Director

Chief Academic Officer

Graduate School Dean

President

Date (Oct 14) 15, 2009
Professor Chuck Wight
Dean, Graduate School
University of Utah
Park Building Room 302
CAMPUS

August 25, 2009

Dear Professor Wight:

I have been asked to by Professor Fred Adler to prepare a letter of support to accompany his proposal requesting the formation of a new Center of Quantitative Biology at the University of Utah.

The Department of Biology already enjoys a close relationship with the existing research group in Mathematical Biology housed primarily in the Department of Mathematics. This will serve as a foundation upon which the proposed activities of the new Center can further build.

The visitor, workshop, and consulting programs proposed by this new Center stand to significantly benefit our efforts to strengthen collaborations with other departments in the College of Science, and in the areas of Biomedical Science and Environmental Science. Moreover, the proposed Center promises to provide a mechanism for enhancing original interdisciplinary interactions between researchers across the University of Utah and will therefore be of potential benefit to the entire campus. As such, I anticipate that it will play a significant role in bringing new educational, training, research and funding opportunities to the University which would otherwise be overlooked. I offer my enthusiastic endorsement in support of the formation of the new Center.

Sincerely,

Neil J. Vickers
Professor & Chair
Department of Biology
August 5, 2009

Charles A. Wight
Dean of the Graduate School
302 Park Building
CAMPUS

Dear Dean Wight:

This letter of support is for the proposed Center for Quantitative Biology at the University of Utah under the leadership of Professor Frederick Adler who holds a joint appointment in Biology and Mathematics.

The Mathematics Department has a very highly regarded Mathematical Biology Group. There are strong interests in the College of Science and across campus in various aspects of biophysics, biochemistry, pharmacology and medicine that would benefit greatly from the engagement and participation of mathematicians, statisticians, and other quantitative-oriented scientists. This center would help catalyze this interaction as well as help to focus academic progress in different biological areas that engage quantitative techniques.

I fully support and endorse the formation of this center and hereby submit it to you for the Graduate Council’s consideration at its upcoming meeting on August 31.

Sincerely,

Pierre V. Sokolsky
Dean, College of Science, and
Professor of Physics
May 26, 2009

David Chapman, Dean
The Graduate School
University of Utah
302 Park Building
Campus

Dear Dean Chapman,

I am writing to request that the Graduate School recognize the Center for Quantitative Biology to be housed in the Department of Mathematics.

The description of this center and its proposed activities is attached.

Please don't hesitate to let me know if you have any questions or concerns.

Sincerely,

Aaron Bertram
Professor and Chair

Attachment
December 9, 2009

TO: David Pershing  
Senior Vice President for Academic Affairs

FR: John Francis  
Chair, Undergraduate Council

RE: Stand-alone Minor in Design

At its meeting of Tuesday, December 8, 2009, the Undergraduate Council voted unanimously to approve a proposal from the College of Architecture + Planning for a Stand-alone Minor in Design. The proposal, with supporting letters, 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 consideration.

Approved
Please forward
Mail l-k-p-f
12/11/09

Minor in Design offered by the College of Architecture + Planning
Section I

1.1 The Request:

The Minor in Design is a plan of study developed for an undergraduate student who has a strong interest in understanding the creative process of the intentional making of products and ideas that serve humans for both individual and collective needs.

Section II

2.1 Program Purpose:

Buckminster Fuller noted, the designer “is an emerging synthesis of artist, inventor, mechanic, objective economist, and evolutionary strategist.” A designer bridges the gap between Art and Science through the intentional creation of items that are aesthetically pleasing and function for a specific purpose. However, in that last few years, Design has emerged as a discipline that has moved beyond form making with products and into the area of altering business practice, decision making and strategic planning. Design thinking has evolved into a dominant framework for creative and interdisciplinary problem solving. The Design thinking approach encourages creative problem solving through an empathetic lens and reinforces learning by doing. In today’s complex world there are few problems that can be determined. This new interdisciplinary minor will train our students to compete in an increasingly complex work environment and provide tools to tackle complex indeterminate problems.

2.2 Program Description:

The students in the proposed Design Minor program will learn the processes, techniques and tools of Design in general and be exposed to different specific areas of Design such as architecture, industrial design, interface design, industrial design and print media. Using “design thinking” as a model, the curriculum and course projects will be constructed to present the conceptual ideas such as emotion, desire and aesthetics in the context of the rational, systematic and scientific.

The students will be introduced to the ‘studio’ concept that will serve as a pedagogical model that fosters critical thinking, collaborative engagement and clear communication. The students will be required to critique theirs and others work within the context of an interdisciplinary team. The students will learn through doing and making rather than passively absorbing.

The students will come from departments and schools such as Communication, Business, Engineering and Health and Education at the University of Utah whose educational experience would benefit from having training in design principles and strategies. The minor program will focus on preparing students for flexible careers that use “design thinking” to solve multi-disciplinary applied problems in different areas.

In addition to the classes and faculty from the design program in the College of Architecture + Planning, the proposed curriculum has been developed to leverage existing University of Utah
faculty and courses from architecture, visual arts, communications, business, mechanical engineering and computer science. (See Appendix B for letters of support)

2.3 Advisement and Governance:

Oversight will be provided by the Dean of the College of Architecture + Planning with advisement shared by faculty who teach aspects of the program through courses offered by the design program, School of Architecture, Fine Arts and Communication Departments.

2.4 Program Requirements for the Minor:

2.4.1 Objectives: Provide a curriculum for students that encourages an understanding of the design process and the application of that process to solve a variety of problems through thinking by doing and participation in a studio based pedagogy.

2.4.2 Entrance Requirements: Acceptance into the Design Minor program is based on an application process. The student must: a) be an undergraduate in good standing with a designated Major. B) have at least a 2.8 GPA.

2.4.3 Program Requirements: Students will be required to earn a minimum of 17 credit hours of approved courses to complete the Minor in Design. Students will be required to take a foundation course: Design 2615 “Design Thinking” Design 3100 “Design Studio”, Exploration classes and Design 4010 “Design Capstone Studio” project. (See Appendix A)

Exploration classes can be taken from course offerings offered in the design program, the College of Fine Arts, School of Architecture and Communication.

**Foundation:** Design 2615 “Design Thinking”, 3 credit hours, Design 3100 “Design Studio” 3 credit hours

**Explorations:** Minimum 6 credit hours

**Capstone Studio:** Design 4010 “Capstone Studio” 5 upper division credit hours

Total number of hours: 17

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Section III

3.1 The Need:

Due to the increased awareness of design thinking strategies to solve difficult and complex problems in a variety of fields, there has been an increased demand for individuals who are trained designers. In fact, the practice of design has shifted from a purely technical activity to be seen by many as the foundation for a new liberal art education. This shift has expanded the market need for individuals trained in design to business, interface designers, product designers and information architects.
Based upon research we conducted, it is estimated that designers will see job opportunities grow at a rate faster than average nationwide over the next 10 years. This trend will also be seen locally.

<table>
<thead>
<tr>
<th>Title</th>
<th>2004 Employment</th>
<th>2014 Employment</th>
<th>% Change</th>
<th>Ave. Annual Openings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art directors</td>
<td>560</td>
<td>700</td>
<td>25</td>
<td>30</td>
</tr>
<tr>
<td>Commercial and Indus. Design</td>
<td>840</td>
<td>1090</td>
<td>30</td>
<td>40</td>
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<tr>
<td>Graphic and Communication Designers</td>
<td>3420</td>
<td>4620</td>
<td>34</td>
<td>170</td>
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<tr>
<td>Multi-media Designers</td>
<td>1130</td>
<td>1480</td>
<td>30</td>
<td>60</td>
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<tr>
<td>Totals</td>
<td>5950</td>
<td>7890</td>
<td>30</td>
<td>300</td>
</tr>
</tbody>
</table>

Table 1. Long term employment projections in Utah. Source Utah Labor Market Information System

At a recent strategic meeting with Utah design business leaders it became apparent that there is a need for individuals with a broad understanding of design thinking strategies as well as specific technical skills. In fact, several design firms have resorted to partnering with out of state universities for internship opportunities due to the lack of quality students found locally.

3.2 Student Demand:
There has been a recent increase in student demand for design related programs throughout the country due to the growth of digitally related services and businesses. In addition, there has been an acknowledgment of the business community that design thinking is a valuable strategy for solving complex problems. As a result many design programs have been established such as the Design School at Stanford and other programs such as the Rhode Island School of Design and Harvard’s Design School has seen significant enrollment increases. Current enrollment in the undergraduate “Design Thinking” class is 23. A majority of these students have indicated a strong interest in obtaining a design minor as have students in the previous offering of the class. Through this interdisciplinary effort combining several efforts in different colleges, it is estimated that we would have 15 to 20 declared minors enrolled in the first year and subsequently add 15-20 individuals interested in the minor program each year until the growth reaches approximately 60 individuals enrolled at any one time.

<table>
<thead>
<tr>
<th>Undergraduate minors</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
<th>2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>15</td>
<td>30</td>
<td>45</td>
<td>55</td>
<td>60</td>
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</table>

Table 2. Projected student enrollment for undergraduate minors

3.3 Existing Programs:
Currently in the State of Utah there are no State education programs that focus on “design thinking” and innovation as the cornerstone of its education foundation. BYU has a very successful design program, however it is focused on industrial design. Weber State and USU also have design programs but they are focused primarily on the graphic arts. Recently, the Art Institute of America opened a branch in Utah. However, this education is very similar to a community college experience and is primarily focused on preparing students for trades. At the University of Utah there are existing programs scattered across multiple colleges which leads to student confusion and a lack of a cohesive, integrated degree associated with design thinking.

Section IV

4.1 Institutional Impact:

We anticipate little to no institutional impact with the approval of this proposal. At the outset, The Design Minor program will rely almost exclusively on classes that already exist in the College of Architecture + Planning, College of Fine Arts, and Communication. The only new course is the capstone studio course.

During the 2010-2011 academic year we will offer both the Design 2615 “Introduction to Design Thinking” course and Design 3600 during the Fall semester. During the Spring semester we will offer Design 4010 “Capstone Studio” in addition to the other courses. This will allow for a new student in the minor to be able to complete the full experience within one year.

We do anticipate designing and offering new courses as demand for the minor increases.

Section V

5.1 Budget

The proposed Minor in Design will be financially self-sufficient and will draw its instructors, coursework, and facilities from existing resources. The budget each year will be based on SCH growth income from the previous year’s enrollment.

The faculty, facilities, and software are already in place to serve the existing curriculum. We perceive no need for additional resources to start this program. However, as the program grows in student enrollment and reputation, we anticipate that additional funding resources will accrue.

<table>
<thead>
<tr>
<th>Credit hours in Design</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
<th>2015-16</th>
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<tr>
<td>Lower division</td>
<td>6</td>
<td>90</td>
<td>90</td>
<td>180</td>
<td>270</td>
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<tr>
<td>Upper division</td>
<td>5</td>
<td>75</td>
<td>75</td>
<td>150</td>
<td>175</td>
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<table>
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<th>Credit hours in Other</th>
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<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
<th>2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower division</td>
<td>6</td>
<td>90</td>
<td>90</td>
<td>180</td>
<td>270</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Revenue in Design</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
<th>2015-16</th>
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<tbody>
<tr>
<td>Lower division</td>
<td>$360</td>
<td>$32,400</td>
<td>$32,400</td>
<td>$64,800</td>
<td>$97,200</td>
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<tr>
<td>Upper division</td>
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<td>$28,125</td>
<td>$56,250</td>
<td>$65,625</td>
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</table>

<table>
<thead>
<tr>
<th>Revenue in Other</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
<th>2015-16</th>
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<tbody>
<tr>
<td>Lower division</td>
<td>$360</td>
<td>$32,400</td>
<td>$32,400</td>
<td>$64,800</td>
<td>$97,200</td>
</tr>
</tbody>
</table>

TOTALS: $64,800 $92,925 $157,725 $250,650 $281,625
### Appendix A

#### Class List

**CORE**

**Design 2615 Design Thinking (3)**

*An introduction to design thinking strategies and processes that help shape our designed world. Emphasis will be placed on methods and techniques that promote creative problem solving and their application to a diverse set of issues.*

**Design 3600 Design Studio (3)**

*An exploration of the design process through a series of studio exercises employing various physical materials and visual ordering systems. These exercises will aid the student in understanding how to manipulate design elements using design principles to create pleasing, unified artifacts.*

**Design 4010 Capstone Design Studio (5)**

*A “deep dive” studio where students will explore real world problems and derive solutions based on an interdisciplinary perspective. Emphasis on synthesis, process, and intention that results in the development of the students’ own methodology.*

**EXPLORATIONS**

**Communication 2120 Group Decision Making (3)**

*Basic elements of group processes in decision making with emphasis on participation and analysis in decision-making groups.*

**Communication 3510 Intro to Web Design (3)**

*Introduces the basics of web site design with emphasis on the design process; visual communication principles; usability; and current web communication theory and criticism. Computer literacy is required.*

**Communication 3550 Principles of Visual Communication (3)**

*Survey course that looks at physio-psychological bases of perception of cognition, semiotics, aesthetics and historical references that lead to realization of visual messages. Includes discussions of ethical dimensions of visual image-making. Presentations incorporate criticism of contemporary visual images across all mass media.*

**Communication 3670 Principles of Advertising (3)**

*Introduction to advertising’s historical, social, and economic aspects. Marketing mix, communication theory, and advertising*
organizations. Designing persuasive messages for print and broadcast media.

Communication 5510 Advanced Web Design (3) Prerequisite: COMM 3510 or instructor’s consent. 
Integrates advanced web communication theory/criticism with a comprehensive exploration of the technologies used in web site development and design, including XHTML, CSS and JavaScript.

Communication 5530 Visual Communication (3) Pre-requisite: COMM 3550
Explores a broad range of theoretical and research literature that provide useful perspectives or foundations for the study of visual communication. The literature representing these perspectives draws from a variety of areas including perception, cognition, aesthetics, and film/visualization theory.

Communication 5550 Digital Imaging (3) Pre-requisite: COMM 3550
Exploration of creative, ethical, and legal challenges of image manipulation. Students encounter imaging design questions by creating advertising and editorial illustrations using image manipulation software.

Art 3010 Language of Color (3)
Course examines global and regional use of color as a visual language and as a means of trans-cultural/transnational communication. Color is explored as a cultural indicator of beauty, status, and group identity in a comparative study among geographically and culturally diverse locations. Course material takes a discipline-correlated approach where twentieth and twenty-first century visual artworks are used to present examples of color in a cultural context and to begin a dialog of contemporary issues and philosophies to include aesthetics, lifestyle, religion, race, gender, global economics and politics. Collapse of cultural identity is addressed through a review of color as a function of global marketing strategies and Internet communications.

Art 3065 Bookbinding (3)
This class explores the basic elements of bookbinding, including design and construction of the traditional book as well as materials and their properties. Students construct and take away a variety of bookbinding models. A brief introduction to the history of the book, using examples from the rare book collection and focusing in particular on historical and contemporary book binding, is part of the course.

Art 3600 History of Graphic Design (3)
An overview of the history of graphic communication. Topics covered include: the invention of the written language, the origin of printing, graphic design in the Renaissance and Victorian eras, Art Nouveau, Pictorial Modernism, International Typographic Style, Post-Modernism, contemporary conceptual and “new wave” movements. Emphasis is on the Post-Art Nouveau eras.

**Art 3610 Visual Communication I (4)**

*An introductory exploration into the basic design and hand skills necessary for contemporary typography and graphic design. The studio course addresses visual problem-solving both on and off the computer.*

**Art 3620 Visual Communication II (4)**

*An intermediate-level course in graphic design. This course is a continuation of 3610. Through an investigative process the basic design and hand skills necessary for contemporary typography and graphic design are thoroughly explored.*

**Art 3630 Digital Studio Practices (3)**

*Advanced design methodology and processes are explored through the development of a series of graphic exercises and assignments. Problems provide students with a technical understanding of the digital and manual skills necessary for professional production of contemporary typography and graphic design.*

**Art 3640 Design Process 1 (4)**

*An introductory exploration into the basic formal processes, color, and structural elements utilized within graphic design.*

**Fine Arts 3000 Design for the Net 1 (4)**

*The course is an introduction to creating rich content for the Internet. Topics covered range from developing web site concepts, organizing content, creating sites, publishing, and updating content on the web. The focus of this course is to learn principles of web design, writing functional html and xhtml code.*

**Fine Arts 3600 Writing for New Media (3) Prerequisite: WRTG 2010**

*The course provides a theoretical basis and practical approaches for writing interactive, non-linear documents for the World Wide Web and other multimedia environments.*

**Fine Arts 3700 Graphics for Multimedia (4)**

*The class focuses on making images that are meaningful, creative and communicate, through an exploration of Adobe Photoshop and Illustrator.*
November 17, 2009

John Francis, Ph.D
Undergraduate Studies
University of Utah

RE: Minor in Design proposal

Dear John and members of the Undergraduate Council:

The College of Architecture + Planning has been working to establish a program in general design for several years. This proposal is culmination of many interdisciplinary discussions and reviews, which have been very productive.

Although it will be housed and administered in the CA+P, the program is geared toward students who are not designers, but want to learn to think in a creative, non-linear framework. We expect to welcome students from nearly every College to this minor and have already received expressions of interest from business, engineering, planning, art and education majors.

The program has a curricular core in design thinking and studio within the College, but also leverages existing, creative-idea classes in other disciplines. For this reason, the minor will not involve increases in the CA+P budget, except those covered by the expected productivity funding.

I believe that this minor fills a gap in the University’s offerings that is both unique and necessary. The faculty of CA+P is pleased to be able to offer this opportunity to the University community and I pledge to support the development of this program and its coordination.

Sincerely

Brenda Scheer
Dean
06 October 2009

Jim Agutter  
College of Architecture + Planning  
235 AAC  
Campus

Dear Jim,

The Communication Department supports the creation of a Design Minor and the initial inclusion of four Communication classes in the curriculum. Drawing students from outside our major can provide an enriched environment in the classroom.

As we discussed, the department will monitor the effect on enrollment. We expect the initial impact to be small. If the Design Minor begins to negatively affect our own majors, however, we will have to re-evaluate. We are willing to give it a try, though, to help launch this inter-disciplinary initiative.

Sincerely,

[Signature]

Ann Darling, chair
Jim Agutter  
College of Architecture + Planning  
Campus

Dear Jim Agutter,

Please accept this letter in support of the Design Minor Initiative. I think this program, created to bring the expertise of several programs within the College of Fine Arts and the College of Architecture + Planning, is an exciting idea for students looking for a multi-discipline minor dealing with design concepts. Allowing students to move through different programs and work with visual language that is both similar and very different among disciplines will prepare students to engage in a world that has become more and more visually difficult to navigate and decipher. The predefined courses from Art and Art History will be chosen on the basis of appropriateness and the impact on core major classes. It will be great to have students from other disciplines working towards a deeper understanding of visual language.

I look forward to working with you in preparation for this initiative to begin in Fall 2010.

Best regards,

[Signature]

Brian Snapp, Chair  
Department of Art and Art History  
University of Utah  
b.snapp@utah.edu  
(801) 585-3576

Nov. 3, 2009
December 7, 2009

TO: James Anderson  
President, Academic Senate

FR: Ed Barbanell  
Associate Dean, Undergraduate Studies

RE: Guidelines for Proposals for Undergraduate Emphases

The Executive Committee of the Academic Senate requested that the Undergraduate Council consider amending the published guidelines for proposals for Undergraduate Emphases. Specifically, the Committee asked that such proposals explicitly address how the proposed Emphasis would affect the number of hours required for completion of the major.

The Undergraduate Council approved revised guidelines for emphases at its meeting of October 20 (see attached). A set of proposals for emphases is on its way to the Senate for consideration, and those proposals adhere to the revised guidelines.
Guidelines for Proposals for Undergraduate Emphases related to Policy 6-117

The following revised Guidelines were approved by the Undergraduate Council on October 20, 2009.

1. Proposals must explain how the emphasis is a coherent area of focus, and how the students' engagement in the emphasis will lead to mastery of a distinctive body of knowledge or research method.

2. Proposals must clarify how the emphasis references explanatory terminology that is useful and recognized outside of the University of Utah, e.g., in employment certification or graduate school applications.

3. Proposals must address how completing the requirements for the emphasis will affect the number of credit hours required for the major.

4. Proposals must include a letter from the pertinent dean supporting the transcripting of the emphasis.
December 8, 2009

TO: Lorris Betz  
Senior Vice President for Health Sciences

FR: John Francis  
Chair, Undergraduate Council

RE: Undergraduate Emphases for PRT and H EDU

At its meeting of Tuesday, November 17, 2009, the Undergraduate Council voted unanimously to approve the following emphases proposals from the College of Health:

- Transcript existing emphases in Health Promotion and Education
- Transcript existing emphases in Parks, Recreation and Tourism
- Transcript a new emphasis in Nuclear Medicine Technology for Health Promotion and Education

We are asking you, if you also approve of the proposals, to forward them on to Executive Committee of the Academic Senate for their information.
Section I: Action

The Department of Health Promotion and Education (HPE) at the University of Utah proposes that the following emphasis areas be entered on BS in Health Promotion and Education transcripts:

- Community Health Education
- Emergency Medical Services
- Consumer Health
- Provider Health
- School Health Teaching

Students enter the HPE degree program with approximately 60 credits, or at junior status. During the first semester, all HPE students, regardless of emphasis, are required to take a common set of core courses: H EDU 4200 Foundations of Health Education, and H EDU 4300 Introduction to Research and Assessment. Four prerequisite courses are required for these core courses: H EDU 1010- Healthy Lifestyles, H EDU 3050- Community Health Issues, MATH 1040/1070- Statistics, and WRTG 2010- Intermediate Writing. In H EDU 4200, Foundations of Health Education, students explore basic community health promotion and education principles, founding health promotion and behavior change theories, and various areas of practice. In H EDU 4300, Introduction to Research and Assessment, students gain knowledge and skills in general research and assessment models and techniques. The goal is for students is to gain fundamental research literacy, to navigate overall health promotion and education research and practice. As a result of their exposure to the first required courses, students choose an emphasis area. The completion of the requirements for the emphasis areas does not increase the number of hours required for the PRT major.

See Appendix for detailed programs of study for each of the proposed emphases.

Section II: Need

Listing emphasis areas on transcripts would bring recognition to the area of study. When students apply for employment or to graduate school having the specific emphasis designation on the transcript would make it easier to determine in which professional area the candidate has expertise and professional preparation.

Section III: Institutional Impact

There will be no impact to the department of institution.
Section IV: Finances

There will be no financial impact to the department of institution.

HEALTH EDUCATION COMMUNITY EMPHASIS
(Based on the requirements for Certified Health Education Specialist Credentialing)

<table>
<thead>
<tr>
<th>Cr Hrs</th>
<th>Course Title</th>
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<tbody>
<tr>
<td></td>
<td><strong>EMPHASIS CORE</strong></td>
</tr>
<tr>
<td>3</td>
<td>Foundations of Health Education</td>
</tr>
<tr>
<td>3</td>
<td>Program Planning I (CW)</td>
</tr>
<tr>
<td>3</td>
<td>Program Planning II (Q I)</td>
</tr>
<tr>
<td>3</td>
<td>Research and Assessment (Q I)</td>
</tr>
<tr>
<td>4</td>
<td>Practicum I</td>
</tr>
<tr>
<td>4</td>
<td>Practicum II</td>
</tr>
<tr>
<td>3</td>
<td>Health Communication</td>
</tr>
<tr>
<td>6</td>
<td>Internship/Preceptorship [Capstone]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cr Hrs</th>
<th>Course Title</th>
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<tbody>
<tr>
<td></td>
<td><strong>REQUIRED ELECTIVES</strong></td>
</tr>
<tr>
<td>4</td>
<td>First Aid and Emergency Care</td>
</tr>
<tr>
<td>3</td>
<td>Health Assessment</td>
</tr>
<tr>
<td>3</td>
<td>Prevention Practices in Health Promotion</td>
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<tr>
<td>3</td>
<td>Facilitating Healthy Behavior</td>
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<td>3</td>
<td>Diversity and Health (fulfills Diversity)</td>
</tr>
<tr>
<td>3</td>
<td>Grant Writing</td>
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<table>
<thead>
<tr>
<th>Cr Hrs</th>
<th>Course Title</th>
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<tr>
<td>3</td>
<td>Human Sexuality</td>
</tr>
<tr>
<td>3</td>
<td>Medical Terminology</td>
</tr>
<tr>
<td>3</td>
<td>Smoking Cessation</td>
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<tr>
<td>2</td>
<td>Health and Human Relations</td>
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<tr>
<td>3</td>
<td>Death and Dying</td>
</tr>
<tr>
<td>3</td>
<td>Living with Chronic Diseases</td>
</tr>
<tr>
<td>3</td>
<td>Eating Disorders and Body Image</td>
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<tr>
<td>3</td>
<td>Health Concerns of Women</td>
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<tr>
<td>3</td>
<td>Environmental Health</td>
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<tr>
<td>3</td>
<td>Marketing and Promotion</td>
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<td>3</td>
<td>Resiliency</td>
</tr>
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<td>3</td>
<td>Health Service Admin</td>
</tr>
<tr>
<td>3</td>
<td>Transpersonal Health</td>
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<tr>
<td>3</td>
<td>Health Concerns in Devel. World</td>
</tr>
<tr>
<td>3</td>
<td>International Health Promotion</td>
</tr>
<tr>
<td>3</td>
<td>Health Care in the U.S.</td>
</tr>
<tr>
<td>3</td>
<td>Health and Optimal Aging</td>
</tr>
</tbody>
</table>

(Other electives can be substituted upon approval from Academic Advisor)
# EMERGENCY MEDICAL SERVICES EMPHASIS

**CORE CLASSES**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Cr</th>
<th>Course Title</th>
<th>Prereqs</th>
</tr>
</thead>
<tbody>
<tr>
<td>H Edu 4200</td>
<td>3</td>
<td>Foundations of Health Education</td>
<td>H Edu 1010, 3050, and Writing 2010</td>
</tr>
<tr>
<td>H Edu 4300</td>
<td>3</td>
<td>Research and Assessment (Q I )</td>
<td>Math 1070 or equivalent statistics course</td>
</tr>
<tr>
<td>H Edu 4950</td>
<td>3</td>
<td>EMS Program Planning and Eval.</td>
<td>H Edu 4200, 4300</td>
</tr>
<tr>
<td>H Edu 5990</td>
<td>3</td>
<td>Internship/Preceptorship [Capstone]</td>
<td>H Edu 4950</td>
</tr>
</tbody>
</table>

**REQUIRED ELECTIVES**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Cr</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>H Edu 3030</td>
<td>3</td>
<td>Medical Terminology</td>
</tr>
<tr>
<td>H Edu 3190</td>
<td>3</td>
<td>Death and Dying</td>
</tr>
<tr>
<td>H Edu 5300 (optional)</td>
<td>3</td>
<td>Diversity and Health (fulfills Diversity)</td>
</tr>
<tr>
<td>H Edu 5950</td>
<td>9</td>
<td>EMT Training</td>
</tr>
<tr>
<td>BIOL 2420</td>
<td>4</td>
<td>Human Physiology</td>
</tr>
<tr>
<td>PH TX 2700</td>
<td>3</td>
<td>Common Medicines</td>
</tr>
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</table>

**ELECTIVES** (Must take at least one)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Cr</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>H Edu 3160</td>
<td>3</td>
<td>Stress Management</td>
</tr>
<tr>
<td>H Edu 3920</td>
<td>3</td>
<td>Hazardous Materials</td>
</tr>
<tr>
<td>H Edu 5160</td>
<td>3</td>
<td>Health Communications</td>
</tr>
<tr>
<td>H Edu 5800</td>
<td>2</td>
<td>Special Populations</td>
</tr>
<tr>
<td>H Edu 5800</td>
<td>3</td>
<td>Mass Casualty and WMD</td>
</tr>
<tr>
<td>H Edu 5970</td>
<td>5</td>
<td>EMT Intermediate</td>
</tr>
<tr>
<td>NUTR 4440 or 3550</td>
<td>4/3</td>
<td>Advanced Nutrition/ Healthy Weight for Life</td>
</tr>
</tbody>
</table>

**SPECIAL INTEREST ELECTIVES** (12 hrs–See Mike Ditolla for list of approved courses and advising)

- EMS Education
- EMS Management
- Wilderness Response
- Community Response /Fire Services
**CONSUMER HEALTH EMPHASIS**

<table>
<thead>
<tr>
<th>Cr Hrs</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>REQUIRED CLASSES</td>
</tr>
<tr>
<td></td>
<td>H Edu 2010 3 Introduction to Health Professions</td>
</tr>
<tr>
<td></td>
<td>H Edu 3000 3 Human Sexuality</td>
</tr>
<tr>
<td></td>
<td>H Edu 3020 3 Patient Education</td>
</tr>
<tr>
<td></td>
<td>H Edu 3160 3 Stress Management</td>
</tr>
<tr>
<td></td>
<td>H Edu 3290 3 Living with Chronic Diseases</td>
</tr>
<tr>
<td></td>
<td>H Edu 4180 3 Prevention Practices in Hlth Promotion</td>
</tr>
<tr>
<td></td>
<td>H Edu 4200 3 Foundations of Health Education</td>
</tr>
<tr>
<td></td>
<td>Prereqs: H Edu 1010, 3050, and Writing 2010</td>
</tr>
<tr>
<td></td>
<td>H Edu 4300 3 Research and Assessment (Q I )</td>
</tr>
<tr>
<td></td>
<td>Prereq: Math 1070 or equivalent statistics course</td>
</tr>
<tr>
<td></td>
<td>H Edu 4350 3 Personal Resiliency</td>
</tr>
<tr>
<td></td>
<td>ESSF 1098 3 Fitness for Life</td>
</tr>
<tr>
<td></td>
<td>NUTR 1020 3 Scientific Found of Human Nutrition</td>
</tr>
<tr>
<td></td>
<td>ELECTIVES (must take 18 hours)</td>
</tr>
<tr>
<td></td>
<td>H Edu 1030 3 Substance Use &amp; Abuse</td>
</tr>
<tr>
<td></td>
<td>H Edu 3030 3 Medical Terminology</td>
</tr>
<tr>
<td></td>
<td>H Edu 3100 3 Smoking Cessation</td>
</tr>
<tr>
<td></td>
<td>H Edu 3150 2 Health &amp; Human Relations</td>
</tr>
<tr>
<td></td>
<td>H Edu 3190 3 Death &amp; Dying</td>
</tr>
<tr>
<td></td>
<td>H Edu 3350 3 Eating Disorders &amp; Body Image</td>
</tr>
<tr>
<td></td>
<td>H Edu 3400 3 Health Concerns of Women</td>
</tr>
<tr>
<td></td>
<td>H Edu 3700 3 Environmental Health</td>
</tr>
<tr>
<td></td>
<td>H Edu 4310 3 Marketing &amp; Promotion</td>
</tr>
<tr>
<td></td>
<td>H Edu 4790 3 Health Service Administration</td>
</tr>
<tr>
<td></td>
<td>H Edu 5020 3 Transpersonal Health</td>
</tr>
<tr>
<td></td>
<td>H Edu 5050 3 Health Concerns in the Developing World</td>
</tr>
<tr>
<td></td>
<td>H Edu 5100 3 Health Care in the U.S.</td>
</tr>
<tr>
<td></td>
<td>H Edu 5160 3 Health Communication</td>
</tr>
<tr>
<td></td>
<td>H Edu 5300 3 Diversity &amp; Health (fulfills diversity)</td>
</tr>
<tr>
<td></td>
<td>H Edu 5350 3 Eating Disorders: Prevention &amp; Treatment</td>
</tr>
<tr>
<td></td>
<td>H Edu 5370 3 Health &amp; Optimal Aging</td>
</tr>
<tr>
<td></td>
<td>FCS 1500 3 Human Development</td>
</tr>
<tr>
<td></td>
<td>PHTX 2700 3 Common Medicines</td>
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</table>
HEALTH EDUCATION PROVIDER EMPHASIS  
(Major for pre-med or pre-dental students)

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Cr Hrs</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE CLASSES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H Edu 4200</td>
<td>3</td>
<td>Prereqs: H Edu 1010, 3050, Writing 2010</td>
</tr>
<tr>
<td>H Edu 4300</td>
<td>3</td>
<td>Prereq: Math 1070 or equivalent stats course</td>
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<tr>
<td>H Edu 5990</td>
<td>3-6</td>
<td>Prereq: H Edu 4200, 4300</td>
</tr>
<tr>
<td><strong>REQUIRED ELECTIVES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H Edu 1950</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>H Edu 4180</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>H Edu 4250</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>H Edu 3160</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>H Edu 3190</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>H Edu 5300</td>
<td>3</td>
<td>[fulfills Diversity--optional course]</td>
</tr>
<tr>
<td><strong>ELECTIVES:</strong> (Minimum of 17 hours)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>H Edu 3000</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>H Edu 3150</td>
<td>2</td>
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<tr>
<td>H Edu 3290</td>
<td>3</td>
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<tr>
<td>H Edu 3400</td>
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<td>H Edu 4790</td>
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<tr>
<td>H Edu 5020</td>
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<td>H Edu 5100</td>
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<tr>
<td>Phil 3520 or 3500</td>
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</tr>
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**NOTE:** In order to be eligible for graduation in the Provider Emphasis, students must complete Pre-Medical or Pre-Dental requirements.
# HEALTH EDUCATION SCHOOL EMPHASIS
(Based on State Office of Education Standards)

<table>
<thead>
<tr>
<th>CORE CLASSES</th>
<th>Cr Hrs</th>
<th>Course Titles</th>
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<tbody>
<tr>
<td>H Edu 3150</td>
<td>2</td>
<td>Health and Human Relations</td>
</tr>
<tr>
<td>H Edu 4180</td>
<td>3</td>
<td>Prevention Practices in Health Promotion</td>
</tr>
<tr>
<td>H Edu 4200</td>
<td>3</td>
<td>Foundations of Health Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prereqs: H Edu 1010, 3050, Writ 2010</td>
</tr>
<tr>
<td>H Edu 4230</td>
<td>4</td>
<td>Health Teaching in Secondary Schools</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prereq: H Edu 4200</td>
</tr>
<tr>
<td>H Edu 4250</td>
<td>3</td>
<td>Facilitating Healthy Behavior</td>
</tr>
<tr>
<td>H Edu 5300</td>
<td>3</td>
<td>Diversity and Health</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(fulfills Diversity–may substitute ECS 4150 Intro to Multicultural Ed)</td>
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<table>
<thead>
<tr>
<th>REQUIRED ELECTIVES</th>
<th>Cr Hrs</th>
<th>Course Titles</th>
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<tbody>
<tr>
<td>H Edu 1950</td>
<td>4</td>
<td>First Aid and Emergency Care</td>
</tr>
<tr>
<td>H Edu 3000</td>
<td>3</td>
<td>Human Sexuality</td>
</tr>
<tr>
<td>H Edu 3160</td>
<td>3</td>
<td>Stress Management</td>
</tr>
<tr>
<td>H Edu 3700</td>
<td>3</td>
<td>Environmental Health</td>
</tr>
<tr>
<td>H Edu 4350</td>
<td>3</td>
<td>Resiliency–Personal and Independent</td>
</tr>
<tr>
<td>BIOL 2420</td>
<td>4</td>
<td>Human Physiology</td>
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<tr>
<td>NUTR 4440 or 3550</td>
<td>4 (3)</td>
<td>Nutrition Science or Healthy Weight for Life</td>
</tr>
<tr>
<td>PSY 1010</td>
<td>4</td>
<td>General Psychology</td>
</tr>
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NOTE: The above program must be taken in conjunction with the requirements for Teacher Certification. Failure to do so will result in an alternative program. You must see the Department Academic Advisor if you are not planning on certifying at the University of Utah.
November 2, 2009

Undergraduate Council
University of Utah

To Whom It May Concern:

I am writing to encourage your support and approval of the proposed Emphases within the Major of Health Promotion and Education, presented by the Department of Health Promotion and Education and the College of Health.

As Dean of the College of Health at the University of Utah, I believe I can provide some insight as to the value of providing these emphases. First, the College of Health’s mission is, “To promote health and enhance quality of life through the discovery, application, and dissemination of information on health promotion, risk reduction, disease prevention, fitness, nutrition, recreation, and rehabilitation processes for a changing society.” I believe that by providing students an opportunity to become educated in the promotion of health, risk reduction, and disease prevention, our students will be informed consumers, as well as healthier individuals. Students seeking education in health are often those who want to develop and lead a healthier lifestyle.

Secondly, I believe that providing several areas of emphases will lead to several professional careers related to health. Due to the wide range of health careers, it is essential to offer specific emphases to educate and train certain health-related professions. To have knowledge in risk reduction, disease prevention, and health promotion will empower these students to educate those they are assisting in making healthier life choices. By providing specific education requirements for each emphasis, our majors will be well-equipped to enter the workforce as knowledgeable and informed professionals.

I am in full support of this proposal and request that you grant this request. Thank you for your service and support on this committee.

Sincerely,

[Signature]

James Graves PhD
Dean, College of Health
University of Utah
November 2, 2009

Undergraduate Council
University of Utah

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As Chair of the Department of Health Promotion and Education in the College of Health at the University of Utah, I believe I can provide some insight as to the value of providing these emphases. First, the mission Department of Health Promotion and Education’s is, “To discover, refine and facilitate the practical application of strategies that can assist individuals, communities and societies in adopting and maintaining healthy actions.” I believe that by providing students an opportunity to become educated in facilitating the practical application of strategies, our students will be informed consumers, as well as healthier individuals.

I believe that providing several areas of emphases will lead to opportunities in several professional careers related to health. To have knowledge in risk reduction, disease prevention, and health promotion will empower these students to educate those they are assisting in making healthier life choices. By providing specific education requirements for each emphasis, our majors will be well-equipped to enter the workforce as knowledgeable and informed professionals.

I am in full support of this proposal and request that you grant this request. Thank you for your service and support on this committee.

Sincerely,

[Signature]

Glenn Richardson
Department Chair – Health Promotion and Education
University of Utah
Section I: Action

The Department of Health Promotion and Education (HPE) proposes that a new emphasis area in Nuclear Medicine Technology (NMT) be offered and that the emphasis area be entered on BS in Health Promotion and Education transcripts. The proposed NMT emphasis will offer undergraduate students the opportunity to qualify for completion of the Nuclear Medicine Certification Examination and the Computerized Tomography Certification Examination. The emphasis is designed for students entering into health care careers in the field of nuclear imaging.

To obtain an NMT emphasis within HPE, Fall semester of a student’s junior year the student must apply for and be accepted to the NMT emphasis. Application prerequisites (32 Hrs) include:

- WRTG 2010 Intermediate Writing 3 Hrs.
- *PHYS 1010 The Way Things Work 3 Hrs.
- MATH 1040 Introduction to Statistical Thinking 3 Hrs.
- MATH 1050 College Algebra 4 Hrs.
- BIOL 2325 Human Anatomy 4 Hrs.
- BIOL 2420 Human Physiology 4 Hrs.
- CS 1010 Introduction to Unix 3 Hrs.
- CHEM 1110 Elementary Chemistry 4 Hrs.
- CHEM 1120 Elementary Bioorganic Chemistry 4 Hrs.
- HEDU 1950 First Aid and CPR 4 Hrs.
- HEDU 3030 Medical Terminology 3 Hrs.

*Other approved Physics courses may be supplemented for PHYS 1010, such as Physics 2010 or any general physics course.

Students must also complete seven HEDU core courses:

- HEDU 3050 Community Health Issues 3 Hrs.
- HEDU 3150 Health and Human Relations 3 Hrs.
- HEDU 3290 Living with Chronic Disease 3 Hrs.
- HEDU 4350 Resiliency 3 Hrs.
- HEDU or ESS Elective * 3 Hrs.

*Electives may include the following courses: HEDU 3000, HEDU 3020, HEDU 3160, HEDU 3190, HEDU 3700, or ESS 4360.

Students must also complete the following course that will provide them with a more extensive knowledge in physiology, as well as one of the two quantitative intensive courses required for the completion of an undergraduate degree.
Upon acceptance into the NM emphasis, students will complete the NM emphasis courses (Required by the certifying organization) as outlined below.

**Summer Term (Upon acceptance at end of 3rd year)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEDU 3600</td>
<td>Patient Care in Nuclear medicine</td>
<td>3</td>
</tr>
<tr>
<td>HEDU 3610</td>
<td>Nuclear Med Clinical Education I (105 hours)</td>
<td>1</td>
</tr>
<tr>
<td>HEDU 3650</td>
<td>Nuclear Medicine Stats/Physics QI</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>6 Hrs.</strong></td>
</tr>
</tbody>
</table>

**Fall Term**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEDU 3900</td>
<td>Radiation Protection and Biology</td>
<td>2</td>
</tr>
<tr>
<td>HEDU 3820</td>
<td>Nuc Med Instrumentation/Computers</td>
<td>4</td>
</tr>
<tr>
<td>HEDU 3800</td>
<td>Nuclear Medicine Procedures I</td>
<td>3</td>
</tr>
<tr>
<td>HEDU 3810</td>
<td>Nuclear Med Clinical Education II (525 hrs)</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>14 Hrs.</strong></td>
</tr>
</tbody>
</table>

**Spring Term**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEDU 4000</td>
<td>Nuclear Medicine Procedures II</td>
<td>3</td>
</tr>
<tr>
<td>HEDU 4050</td>
<td>Nuc Med Technologist Certification Prep</td>
<td>2</td>
</tr>
<tr>
<td>PCTH 5641</td>
<td>Introduction to Nuclear Pharmacy</td>
<td>2</td>
</tr>
<tr>
<td>HEDU 4010</td>
<td>Nuc Med Clinical Education III (525hours)</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>12 Hrs.</strong></td>
</tr>
</tbody>
</table>

**Summer Term**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEDU 4500</td>
<td>Sectional Anatomy</td>
<td>1</td>
</tr>
<tr>
<td>HEDU 4850</td>
<td>CT Physics/Protection</td>
<td>1</td>
</tr>
<tr>
<td>HEDU 4800</td>
<td>CT Procedures</td>
<td>1</td>
</tr>
<tr>
<td>HEDU 4810</td>
<td>CT Clinical Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>6 Hrs.</strong></td>
</tr>
</tbody>
</table>

**Section II: Need**

The Department of Radiology in the School of Medicine currently sponsors a non-credit certificate program for training nuclear medicine technologists. The NMT Program is currently a for individuals who have either received an associate’s degree in radiology technology or for individuals who have completed or are completing a Bachelor of Science degree and would like the certification for Nuclear Medicine Technology.

Nuclear Medicine has several national certification bodies, which include: American Registry of Radiological Technologists and Nuclear Medicine Technology Certification Board. These certifying bodies have mandated that Nuclear Medicine Technology must transition into a BS degree by 2012. The proposed emphasis will allow our University of Utah students to continue to pursue well-paying careers in (see Appendix A).
Section III: Institutional Impact

The obvious impact will be that the enrollment in the HEDU core courses would increase slightly; however, with only 6 students, possibly 10 students in the future, being accepted into the NMT, the increased enrollment would not overwhelm the HEDU core classes resulting in no additional instructional costs. Another related potential impact would be that those students who are not accepted into the NMT emphasis may elect to continue to take courses in the department and switch the emphasis of study to another emphasis within HEDU. Students electing to switch their emphasis would do so prior to their spring semester of their junior year. Graduation Guarantees would also be revised to accommodate the new emphasis area and students would still be allowed to graduate within a five year time frame, granted the student maintains the plan drafted by the student and advisor.

Section IV: Finances

Because of the specialized needs of the NMT emphasis a Program Fee of $1,600 will be attached to the clinical education course that the students are required to take each semester after admission to the NMT emphasis. This results in a $6,400 total for the NMT emphasis. Students who entered the existing NMT certificate program in the Summer of 2009 have been assessed a $5,600 program tuition fee, which breaks down to $1,400 dollars per semester for the 4 semester certificate program. The proposed $6,400 fee is the fee that was to be used for the students entering the certificate NMT program summer of 2010. The specifics for the budget items may be seen in Appendix B.

No additional faculty will be required since technologists and faculty associated with the Department of Radiology will continue as the primary instructors for the courses. The only additional staff member necessary will be the NMT Program Administrator and the costs associated with this position have been detailed in the budget in Appendix D and will be met by the proposed course fee structure.
Appendix A:

Career opportunities in Nuclear Medicine

Job Outlook: According to the Department of Labor, Employment of nuclear medicine technologists is expected to increase by 15 percent from 2006 to 2016, faster than the average for all occupations. Growth will arise from technological advancement, the development of new nuclear medicine treatments, and an increase in the number of middle-aged and older persons, who are the primary users of diagnostic procedures, including nuclear medicine tests.

National Estimates for Nuclear Medicine Technologists:

Employment estimate and mean wage estimates:

<table>
<thead>
<tr>
<th>Occupation: Nuclear Medicine Technologists (SOC code 292033)</th>
<th>Period: May 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area name</td>
<td>Employment(1)</td>
</tr>
<tr>
<td>National</td>
<td>21200</td>
</tr>
</tbody>
</table>

Footnotes:

(1) Estimates for detailed occupations do not sum to the totals because the totals include occupations not shown separately. Estimates do not include self-employed workers.

(2) Annual wages have been calculated by multiplying the hourly mean wage by 2080 hours; where an hourly mean wage is not published the annual wage has been directly calculated from the reported survey data.

SOC code: Standard Occupational Classification code -- see http://www.bls.gov/soc/home.htm

Data extracted on November 6 2009

Percentile wage estimates:

<table>
<thead>
<tr>
<th>Percentile</th>
<th>10%</th>
<th>25%</th>
<th>50% (Median)</th>
<th>75%</th>
<th>90%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hourly Wage</td>
<td>$23.29</td>
<td>$27.53</td>
<td>$32.05</td>
<td>$37.61</td>
<td>$42.20</td>
</tr>
<tr>
<td>Annual Wage</td>
<td>$48,450</td>
<td>$57,270</td>
<td>$66,660</td>
<td>$78,240</td>
<td>$87,770</td>
</tr>
</tbody>
</table>
Utah Estimates for Nuclear Medicine Technologists:

Employment estimate and mean wage estimates:

<table>
<thead>
<tr>
<th>Area name</th>
<th>Employment(1)</th>
<th>Hourly mean wage</th>
<th>Annual mean wage(2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utah</td>
<td>130</td>
<td>29.91</td>
<td>62220</td>
</tr>
</tbody>
</table>

Footnotes:

1. Estimates for detailed occupations do not sum to the totals because the totals include occupations not shown separately. Estimates do not include self-employed workers.

2. Annual wages have been calculated by multiplying the hourly mean wage by 2080 hours; where an hourly mean wage is not published the annual wage has been directly calculated from the reported survey data.

3. The relative standard error (RSE) is a measure of the reliability of a survey statistic. The smaller the relative standard error the more precise the estimate.

SOC code: Standard Occupational Classification code -- see http://www.bls.gov/soc/home.htm

Data extracted on November 6 2009

Percentile wage estimates:

<table>
<thead>
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<th>Percentile</th>
<th>10%</th>
<th>25%</th>
<th>50% (Median)</th>
<th>75%</th>
<th>90%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hourly Wage</td>
<td>$23.49</td>
<td>$26.51</td>
<td>$30.01</td>
<td>$33.93</td>
<td>$37.71</td>
</tr>
<tr>
<td>Annual Wage</td>
<td>$48870</td>
<td>$55140</td>
<td>$62410</td>
<td>$70580</td>
<td>$78430</td>
</tr>
</tbody>
</table>
Appendix B:

Nuclear Medicine Technology Annual Budget
(Based upon costs from 2009-10)

<table>
<thead>
<tr>
<th>Category</th>
<th>Specifics</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>Instructors for the clinical classes are staff members in the Department of Radiology</td>
<td>Covered by the Department of Radiology</td>
</tr>
<tr>
<td>Program Director</td>
<td>• Organize the student application process</td>
<td>$7,400</td>
</tr>
<tr>
<td></td>
<td>• Organize and schedule course and clinical instructors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Prepare accreditation documentation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Student advising</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Job/position counseling</td>
<td></td>
</tr>
<tr>
<td>Equipment Utilization</td>
<td>As part of their academic courses students need access to nuclear medicine technology</td>
<td>$4,200</td>
</tr>
<tr>
<td>Supplies/Printing</td>
<td>• Materials for accreditation</td>
<td>$400</td>
</tr>
<tr>
<td></td>
<td>• Expendables for equipment</td>
<td></td>
</tr>
<tr>
<td>Accreditation</td>
<td>Fees and other cost associated with site visits and the accreditation process</td>
<td>$2,000</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>$14,000</td>
</tr>
</tbody>
</table>
November 2, 2009

Undergraduate Council
University of Utah

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Secondly, I believe that the students electing a major in NMT will go on to become professionals in the field of Nuclear Medicine. To have knowledge in risk reduction, disease prevention, and health promotion will empower these students to educate those they are assisting in making healthier life choices. Students with a major in NMT, in turn, may also make healthier life choices for themselves and their families.

I am in full support of this proposal and request that you grant this request. Thank you for your service and support on this committee.

Sincerely,

James Graves PhD
Dean, College of Health
University of Utah

Offices of the Dean
250 S. 1400 E. Rm 202
Salt Lake City, Utah 84112-0020
Phone (801) 581-6279
Fax (801) 581-6580
November 10, 2009

Dear Members of the Undergraduate Council,

It is my tremendous pleasure to write this letter of support for our nuclear medicine program currently accredited and offered through the University of Utah HealthCare, Department of Radiology, to enter into an educational partnership with the College of Health. I have developed and taught radiology based imaging programs at Salt Lake Community College and the University Hospital for 30 years and I am confident that the College of Health will fully support the mission and goals of the nuclear medicine program to educate diversely skilled technologists with critical thinking skills.

Education leading to the baccalaureate degree will become the standard for entry level nuclear medicine technologists by the year 2015. The evolution of nuclear medicine technologist education by the end of next decade needs to meet the needs of a continuously evolving field by offering diverse knowledge and skills that promote critical thinking. Since the early 1970's, University HealthCare has been noted for its’ excellent ability to offer students the knowledge and skills required of a nuclear medicine technologist and the clinical education to learn and master those skills. The University of Utah offers the general education and science courses required for a BS degree. The College of Health can effectively bridge the gap between the general coursework and the clinical expertise with offerings of medical and health-related courses. The College of Health courses and faculty will assist in preparing nuclear medicine technologists to become better patient educators, advocates for healthy lifestyles and knowledgeable in the practices, issues and beliefs prevalent in the health industry today. Health education courses in prevention practices, health behaviors, healthcare diversity and health/human relations will provide the technologist with a better foundation than they are graduating with today.

Basing the program in the College of Health will provide health students another career option and exposure to the nuclear program that is often times difficult today. With the program currently residing inside the University HealthCare system, it is not easily found. In the past, University health education students have been some of the most successful to locate and succeed in imaging programs due to the similarity of coursework between the two.
November 2, 2009

Undergraduate Council
University of Utah

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Sincerely,

Glenn Richardson
Chair, Department of Health Promotion and Education
College of Health
University of Utah
The College of Health faculty, advisors and administration are as enthused about this relationship as the faculty and administration of the nuclear medicine program. During initial discussion of this project, both parties recognized the compatibility of the other in terms of mission, coursework and student interest. We have worked well together and feel we have developed a superb track for health students.

Currently there is no college or department at the University of Utah that can offer a suitable track for imaging technologists graduating from AS degree programs that want to pursue a related baccalaureate option. Many of these technologists work at University HealthCare and would benefit financially and intellectually with a BS degree in imaging. In the past they have either gone to another higher education institution or change their major to an area the University offers. It is my opinion, the University of Utah should offer a “home” where graduates from AS imaging programs are supported in their educational pursuit and the College of Health is where it should be founded. The relationship with the nuclear medicine program and the College of Health could be the beginning of a comprehensive support of imaging programs to include: radiography; computerized tomography(CT); magnetic resonance imaging(MRI); diagnostic medical sonography(DMS), and mammography.

Sincerely,

Marlene Johnson M.Ed.,RT(R)
Education Director
Department of Radiology
801-585-6753
Marlene.johnson@hsc.utah.edu
Section I: Action

The Department of Parks, Tourism and Recreation (PRT) at the University of Utah proposes that the following emphasis areas be entered on BS Parks, Tourism and Recreation transcripts:

Natural Resources Recreation Planning and Management  
Therapeutic recreation  
Adventure and Outdoor Programs  
Sustainable Tourism Management  
Community recreation and Sport Management  
Commercial Recreation Management  
Hospitality Management

Students enter the PRT degree program with approximately 60 credits, or at junior status. Each PRT student is required to complete a set of courses in parks, recreation, tourism and allied areas to provide students with an understanding of and appreciation for professional preparation in Parks, Recreation, and Tourism. Capstone cooperative education experiences with a parks, recreation, or tourism agency are also required.

Core Classes (39 Hrs.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hrs</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRT 3100</td>
<td>Foundations of PRT</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PRT 3101</td>
<td>Professional Prep in PRT</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>PRT 3207</td>
<td>PRT Management</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PRT 3211</td>
<td>PRT Experience &amp; Services Mktg</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PRT 3310</td>
<td>Leisure Behavior &amp; Human Diversity in PRT (DV)</td>
<td>3</td>
<td>MATH 1030 or 1050, WRTG 2010</td>
</tr>
<tr>
<td>PRT 3320</td>
<td>Recreation Programming &amp; Leadership</td>
<td>4</td>
<td>MATH 1030 or 1050, WRTG 2010, PRT 3100, PRT 3101</td>
</tr>
<tr>
<td>PRT 3780</td>
<td>Evaluation in PRT (QB &amp; QI)</td>
<td>3</td>
<td>PRT 3310, PRT 3320</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Computer proficiency</td>
</tr>
<tr>
<td>PRT 5395</td>
<td>Financial Management in PRT (QI)</td>
<td>3</td>
<td>PRT 3310, PRT 3320</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Computer proficiency</td>
</tr>
<tr>
<td>PRTW, L,</td>
<td>NRL Outdoor Class</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td>PRT 3800</td>
<td>Cooperative Education I</td>
<td>2</td>
<td>Current First Aid &amp; CPR; PRT 3100, PRT 3101, PRT 3310,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PRT 3320, PRT 3500, approval of department</td>
</tr>
<tr>
<td>PRT 4828</td>
<td>Cooperative Education II</td>
<td>12</td>
<td>current First Aid &amp; CPR; completion of all coursework;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>approval of department</td>
</tr>
</tbody>
</table>
In addition, to provide specific preparation for the area titles identified by the National Recreation and Parks Association, PRT undergraduate students will complete the requirements associated with one of seven emphasis area. The completion of the requirements for the emphasis areas does not increase the number of hours required for the PRT major.

See Appendix for detailed programs of study for each of the proposed emphases.

Section II: Need

Listing emphasis areas on transcripts would bring recognition to the area of study. When students apply for employment or to graduate school having the specific emphasis designation on the transcript would make it easier to determine in which professional area the candidate has expertise and professional preparation.

Section III: Institutional Impact

There will be no impact to the department of institution.

Section IV: Finances

There will be no financial impact to the department of institution.
Natural Resources Recreation Planning Management Emphasis (53 Hours)

NRRPM Emphasis Area Requirements (14 Hours)

<table>
<thead>
<tr>
<th>Cr Hrs</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>*co-req</td>
</tr>
<tr>
<td>PRT 3500 Foundations of Outdoor Recreation Studies</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>*PRT 3320</td>
</tr>
<tr>
<td>PRT 4430 Environmental Interpretation &amp; Communication</td>
<td>3</td>
</tr>
<tr>
<td>PRT 5410 Land &amp; Resource Recreation Planning</td>
<td>2</td>
</tr>
<tr>
<td>PRT 5420 Ecology &amp; Management of Wildland Recreation Setting</td>
<td>3</td>
</tr>
<tr>
<td>Electives:</td>
<td>Minimum 3 credits</td>
</tr>
</tbody>
</table>

Electives:
PRT 3050 – Wilderness Safety & Survival (3 cr)
PRT 5175 – Environmental Education (3 cr)
PRT 5965 – On-Site Policy Analysis (3 cr)
Sciences such as Biology, Geology, Geography, GIS

Therapeutic Recreation Emphasis (64 Hours)

Therapeutic Recreation Emphasis Area Requirements (25-34 Hours)

<table>
<thead>
<tr>
<th>Cr Hrs</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>*co-req</td>
</tr>
<tr>
<td>PRT 3325 Disabilities, Adaptation, and Accessibility in TR</td>
<td>3</td>
</tr>
<tr>
<td>PRT 3330 Foundations of TR</td>
<td>3</td>
</tr>
<tr>
<td>PRT 3360 Assessment &amp; Documentation TR/LAB</td>
<td>4</td>
</tr>
<tr>
<td>PRT 5350 Clinical and Professional Issues</td>
<td>3</td>
</tr>
<tr>
<td>PRT 5360 Leisure Facilitation in TR</td>
<td>3</td>
</tr>
<tr>
<td>Additional Courses:</td>
<td></td>
</tr>
<tr>
<td>Human Anatomy &amp; Physio Abnormal Psychology</td>
<td>3-8</td>
</tr>
<tr>
<td>Human Growth &amp; Development</td>
<td>3</td>
</tr>
<tr>
<td>Human service courses (NCTR if needed</td>
<td>9</td>
</tr>
</tbody>
</table>
**Adventure and Outdoor Programs Emphasis (54 Hours)**

**Adventure and Outdoor Programs Emphasis Area Requirements (15 Hours)**

<table>
<thead>
<tr>
<th>Cr Hrs</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRT 5710</td>
<td>Adventure &amp; Outdoor Programming I</td>
</tr>
<tr>
<td>PRT 5720</td>
<td>Adventure &amp; Outdoor Programming II</td>
</tr>
</tbody>
</table>

**Electives:**
- PRT 5730 – Dynamics of Youth Development (3 cr)
- PRT 5735 – Quality Youth Programming (3 cr)
- PRT 5740 – Adventure & Outdoor Programming III – Outdoor Leadership (6 cr)
- PRT 3050 – Wilderness Safety & Survival (3 cr)
- PRT 3500 – Outdoor Recreation (3 cr)
- PRT 4430 – Environmental Interpretation (3 cr)
- PRT 5175 – Environmental Education (3 cr)
- PRT 5965 – On-Site Policy Analysis (3 cr)
- PSY 4130 – Cognition in the Wild (3 cr)

**Sustainable Tourism Management Emphasis (58 Hours)**

**Sustainable Tourism Management Emphasis Area Requirements (19 Hours)**

<table>
<thead>
<tr>
<th>Cr Hrs</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRT 3440</td>
<td>Entrepreneurial Recreation</td>
</tr>
<tr>
<td>PRT 3520</td>
<td>Liability &amp; Risk Mgmt</td>
</tr>
<tr>
<td>PRT 5460</td>
<td>Electronic Marketing for PRT</td>
</tr>
<tr>
<td>PRT 5470</td>
<td>International Tourism (CW &amp; I)</td>
</tr>
<tr>
<td>PRT 3199</td>
<td>Tourism Destinations</td>
</tr>
<tr>
<td>PRT 3450</td>
<td>Group Travel &amp; Tourism</td>
</tr>
</tbody>
</table>
### Community Recreation & Sport Management Emphasis (55 Hours)

**Community Recreation & Sport Management Emphasis Area Requirements (16 Hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRT 3440</td>
<td>4</td>
<td>PRT 3100, PRT 3310 *PRT 3320</td>
</tr>
<tr>
<td>PRT 3510</td>
<td>3</td>
<td>* PRT 3320, *PRT 3440</td>
</tr>
<tr>
<td>PRT 3520</td>
<td>3</td>
<td>PRT 3440</td>
</tr>
<tr>
<td>PRT 5460</td>
<td>3</td>
<td>PRT 3211, PRT 3440</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Computer proficiency</td>
</tr>
<tr>
<td>Elective</td>
<td>Minimum</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

### Commercial Recreation Management Emphasis (55 Hours)

**Commercial Recreation Management Emphasis Area Requirements (16 Hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRT 3440</td>
<td>4</td>
<td>PRT 3100, PRT 3310 *PRT 3320</td>
</tr>
<tr>
<td>PRT 3520</td>
<td>3</td>
<td>PRT 3440</td>
</tr>
<tr>
<td>PRT 5460</td>
<td>3</td>
<td>PRT 3211, PRT 3440</td>
</tr>
<tr>
<td>PRT 3203-OR-ACCT 3000</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>PRT 5480-OR-FINAN 300</td>
<td>3</td>
<td>PRT 3440, PRT 3203 or Acct 3000 * PRT 5395</td>
</tr>
</tbody>
</table>
## Hospitality Management Emphasis (70 Hours)

### Hospitality Management Emphasis Area Requirements (31 Hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Cr Hrs</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRT 3440</td>
<td>Entrepreneurial Recreation</td>
<td>4</td>
<td>PRT 3100, PRT 3310, PRT 3320</td>
</tr>
<tr>
<td>PRT 3520</td>
<td>Liability &amp; Risk Mgmt</td>
<td>3</td>
<td>PRT 3440</td>
</tr>
<tr>
<td>PRT 5460</td>
<td>Electronic Marketing for PRT</td>
<td>3</td>
<td>PRT 3211, PRT 3440, Computer proficiency</td>
</tr>
<tr>
<td>PRT 3201</td>
<td>Intro to Hospitality Industry</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>PRT 3203</td>
<td>Hospitality Accounting</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>PRT 3204</td>
<td>Front Office Procedures</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>PRT 3205</td>
<td>Hospitality Supervision</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>PRT 3208</td>
<td>Food &amp; Beverage Mgmt</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>PRT 3202</td>
<td>Choose Any Two:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PRT 3206</td>
<td>Food &amp; Beverage Service</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>PRT 3209</td>
<td>Hospitality Law</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>PRT 3210</td>
<td>Resort Management</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Convention Mgmt &amp; Service</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>

*Note: The above courses are prerequisites and must be completed before taking the courses listed in the Hospitality Management Emphasis area requirements.*
November 2, 2009

Undergraduate Council
University of Utah

To Whom It May Concern:

I am writing to encourage your support and approval of the proposed emphases within the Major of Parks, Recreation, and Tourism, presented by the Department of Parks, Recreation, and Tourism of the College of Health.

As Dean of the College of Health at the University of Utah, I believe I can provide some insight as to the value of providing these emphases. First, the College of Health’s mission is, “To promote health and enhance quality of life through the discovery, application, and dissemination of information on health promotion, risk reduction, disease prevention, fitness, nutrition, recreation, and rehabilitation processes for a changing society.” I believe that by providing students an opportunity to become educated in the promotion of health, recreation, and rehabilitation, our students will be informed consumers, as well as healthier individuals. Students seeking education in health are often those who want to develop and lead a healthier lifestyle.

Secondly, I believe that providing several areas of emphases will lead to several professional careers related to health. Due to the wide range of careers within the field of recreation and tourism, it is essential to offer specific emphases to educate and train certain health-related professions. To have knowledge in natural resource management, therapeutic recreation, adventure and outdoor programming, and several specific areas within Leisure management will empower these students to educate those they are assisting in making healthier life choices. By providing specific education requirements for each emphasis, our majors will be well-equipped to enter the workforce as knowledgeable and informed professionals.

I am in full support of this proposal and request that you grant this request. Thank you for your service and support on this committee.

Sincerely,

James Graves PhD
Dean, College of Health
University of Utah

Office of the Dean
240 S. 1080 E, Rm 200
Salt Lake City, Utah 84112-0800
Phone (801) 581-8276
Fax (801) 581-5583
November 11, 2009

Undergraduate Council
University of Utah

To Whom It May Concern,

I am writing to second the Department of Parks, Recreation, and Tourism’s faculty recommendation that seven emphases be identified for possible inclusion on our student majors’ undergraduate transcripts (Natural Resources Recreation Planning and Management, Therapeutic Recreation, Adventure and Outdoor Programs, Sustainable Tourism Management, Community Recreation and Sport Management, Commercial Recreation Management, and Hospitality Management). These seven emphasis areas are accurate descriptors of the career paths followed by our graduates, and they will be a welcome addition on the official transcripts given to our graduating seniors.

Sincerely,

[Signature]
Daniel L. Dustin, PhD
Professor and Chair
Department of Parks, Recreation, and Tourism
Executive Summary – Policy 3-011 Petty Cash Funds
12/7/09

This is a revision to an existing policy. In light of the discontinuance of the Limited Purchase Check option, it was felt that making our Petty Cash policy more flexible would allow departments and units to compensate somewhat for the loss of that tool for small dollar purchases.

So, in addition to cleaning up the wording of this policy and generally conforming it with the new policy guidelines as part of the new Regulations Library, we took the opportunity to increase the dollar threshold on a petty cash expenditure from $50 to $100. In some cases, increasing the total amount of the petty cash fund available to the department or unit may also be appropriate.
Policy 3-011: Petty Cash Funds

I. Purpose
To establish a policy for administering petty cash funds.

II. Definitions: [reserved]

III. Policy
A. General Purpose of Petty Cash Funds
Petty cash funds are intended to be used for small, incidental purchases. The amount of the fund should not exceed the amount of expenditures ordinarily required in a 45 day period.

B. Establishment of Petty Cash Funds
1. Requests for establishment of petty cash funds from Activities should be directed to General Accounting or in the case of Projects requests should be directed to Grants & Contracts Accounting. All requests are subject to the approval of the department chair/head and the manager of General Accounting or Grants & Contracts Accounting, as appropriate. The custodian must be an employee of the University and must accept responsibility for the fund by signing a Petty Cash Fund Request/Change Form.

2. Procedures for closing a petty cash fund as well as changing the accounting for the fund, the custodian, or the amount are available at FBS Administrative Guidelines, Petty Cash Funds.

C. Expenditures and Reimbursements
1. Original receipts must be obtained for each petty cash expenditure. Such receipts normally include cash register or point-of-sale receipts or properly approved "Received of Petty Cash" slips. Individuals requesting reimbursement from petty cash must sign the receipts. For each disbursement, the following information must be documented.
   a. Payee
   b. Date of purchase
   c. Amount
   d. Business purpose and description of purchase

2. To obtain replenishment of petty cash funds, a Petty Cash Reimbursement form must be used. The form, with all applicable receipts attached, shall be submitted according to processes defined by Financial and Business Services.
3. Reimbursement requests must be signed by the custodian of record and the Principal Investigator (if a Project) or Account Executive (if an Activity).

4. Reimbursement requests should be submitted on a timely basis (e.g., when the remaining cash balance equals average weekly purchases).

D. Prohibited Uses

1. Petty cash funds may not be deposited into personal bank accounts or commingled with other funds.

2. Departments may not establish bank accounts for petty cash funds.

3. Purchases of goods and services for more than $100 should not be made with petty cash. Purchases over $100 should be made using other procurement methods such as the purchasing card.

4. Petty cash funds may not be expended for:
   a. Salaries, wages, or similar payments to individuals
   b. Purchases of goods and services for the personal use of faculty or staff members
   c. Prohibited acquisition items as outlined in Policy 3-192
   d. Payroll advances, travel advances, and loans to employees or students
   e. Cashing checks for employees or other individuals
   f. Reimbursement of entertainment expenditures. Such expenditures should be submitted to Accounts Payable as outlined in Policy 3-031.

E. Maintenance and Security of Funds

1. Petty cash funds should be properly secured at all times. Access to the funds should be restricted to one person (e.g., the petty cash custodian or a specified cashier).

2. Cash on hand and receipts for disbursements made should always equal the assigned amount of the petty cash fund.

3. Petty cash funds are subject to unannounced verifications by management of the responsible department, the State auditor, the Internal Audit Department, and/or the Controller's Office. At the time of the audit, the petty cash custodian must provide a full accounting of the fund.

F. Annual Review of Petty Cash Funds
Annually, the petty cash custodian and department head, or designee (other than the custodian), are required to review each petty cash fund under their control and verify the following:

1. The fund is still needed for the amount authorized.
2. The sum of cash on hand and receipts for unreimbursed expenditures is equal to the amount which has been authorized.
3. The funds are secured and not deposited in a separate bank account.
4. The custodian is the custodian of record.
5. This petty cash policy and supplemental guidelines has been reviewed and the fund is being used in accordance with this policy.

Failure to complete the annual review will result in the closure of the petty cash fund.

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

A. Rules
B. Procedures
   P3-011A, Petty Cash Funds, Current
C. Guidelines [reserved]
D. Forms [reserved]
E. Other related resource materials [reserved]

V. References

A. Policy 3-051, Banking Policy
B. Policy 3-191, Small Purchases and Expedited Procurement
C. Policy 3-192, Restricted Purchases and Special Procurement
D. Policy 3-031, Recruitment and Entertainment Expense Reimbursement Policy

VI. Contacts

Acting as the Policy Owner, the Office of the Controller is responsible for answering questions regarding the application of this policy. Acting as the Policy Officer, the Office of the Vice President for Administrative Services has the authority to allow exceptions to this policy.

VII. History

Revision #3; April 1, 2006
Editorially changed to update Rules, Procedures, format, owner and officer; August 12, 2009.
TO: The Executive Committee of the Academic Senate  
FROM: Jeffrey J. West, Associate Vice President for Financial & Business Services  
RE: Proposed University Policy 3-041 ACCOUNTABILITY FOR NONCAPITAL EQUIPMENT (new)  
Proposed University Policy 3-043 ACCOUNTABILITY FOR INTANGIBLE ASSETS (new)  
DATE: December 21, 2009

Attached for your consideration and approval is a proposal for two new University Policies re: accounting for and monitoring of certain financial resources. Both set forth the principles governing the acquisition, recording, monitoring, and disposal of these resources. It is our opinion that they are not “academic” in nature, and therefore might go directly to the “Information” calendar of the full Senate.

These policies have been reviewed by the Institutional Policies Committee and been approved by the President’s Cabinet, and by Vice President Combe – as policy officer for these policies.

Policy 3-041 (Accountability for noncapital equipment) has been pulled but will be sent forth at a later time.)
Executive Summary – Policy 3-043 Accountability for Intangible Assets
12/7/09

This new policy is designed to communicate guidance re: accounting and reporting of intangible assets. The policy was deemed necessary due to new standards promulgated by the Governmental Accounting Standards Board in its Statement No. 51, *Accounting and Financial Reporting for Intangible Assets*.

The University has not previously had any policy statements re: this type of asset. But to establish minimum dollar thresholds and to properly define the occasions when recording these type of assets is appropriate, the policy does add to the body of knowledge from which the University will be assessed by outside auditors and other parties interested in the financial resources held by the institution.
Policy 3-043: Accountability for Intangible Assets

I. Purpose and Scope
To set forth University policy and capitalization thresholds re: accounting and financial reporting for intangible assets.

II. Definitions
A. Intangible assets – intangible assets possess three characteristics: lack of physical substance, an initial useful life in excess of one year, and nonfinancial in nature. As such, financial assets such as cash, investments, receivables and prepayments would fall outside the definition of intangibles.
B. Software – programming code used to operate computer systems. Software may be purchased or developed internally.
C. Easements – the right to use part of a land parcel which is owned by another person or entity.
D. Land use rights – includes mineral, water, timber, and other types of rights which grant the University the ability to mine, harvest, obtain, or otherwise use natural resources on land not owned by the University or its component units.
E. Trademarks - a word or mark that distinctly indicates the ownership of a product or service, and that is legally reserved for the exclusive use of that owner.
F. Copyright - the exclusive legal right to reproduce, publish, sell, or distribute the matter and form of something (as a literary, musical, or artistic work).
G. Patents – A patent is the legal right to use an invention.
H. Fair Market Value – The price that an asset would sell for on the open market. For assets donated to the University, this value may need to be determined by an independent party to the transaction.

III. Policy
A. Inventory Records – Property Accounting will maintain inventory records on all intangible assets covered by this policy. Such assets must meet minimum dollar thresholds as described in section III.D. Unlike policies for noncapital equipment, departments do not have a responsibility for maintaining records of intangible assets below the thresholds set by this policy unless there are other business requirements to do so.
B. Physical Inventory – a physical inventory of intangible assets is not required, however, departments must advise Property Accounting upon the receipt, disposition, or obsolescence of any intangible asset.

C. Accountability for Intangible Assets

It is the responsibility of each department or entity which acquires, holds, or disposes of University and government property to ensure that such property is:

- Properly recorded when acquired
- Properly reported at time of disposal

D. Asset Classes and Capitalization Thresholds

The University’s intangible asset classes and capitalization thresholds are presented in the following table:

<table>
<thead>
<tr>
<th>Asset Class</th>
<th>Capitalization Threshold</th>
<th>Useful Life</th>
</tr>
</thead>
<tbody>
<tr>
<td>Software - purchased</td>
<td>$100,000</td>
<td>5 years</td>
</tr>
<tr>
<td>Software – internally developed</td>
<td>$1,000,000</td>
<td>10 years</td>
</tr>
<tr>
<td>Easements</td>
<td>$100,000</td>
<td>15 years</td>
</tr>
<tr>
<td>Land use rights</td>
<td>$100,000</td>
<td>15 years</td>
</tr>
<tr>
<td>Trademarks and copyrights</td>
<td>$5,000</td>
<td>15 years</td>
</tr>
<tr>
<td>Patents</td>
<td>Not applicable</td>
<td>Not applicable</td>
</tr>
</tbody>
</table>

E. Purchased Software - Software costs eligible for capitalization include the outright purchase of software and/or costs incurred to develop and implement software. The cost for purchased software must equal or exceed $100,000 and its useful life must exceed five years.

1. Purchase costs - Purchases of software packages and associated licenses are eligible for capitalization, as are annual installments of a multi-year licensing contract. Payments to renew annual license agreements are not capitalized.

2. Costs incurred prior to formal decisions to acquire software, costs subsequent to full deployment, training costs, data conversion costs, maintenance costs, and administrative and overhead costs are not capitalized. Expenditures that include some elements that can be capitalized and others that cannot be capitalized should be segregated accordingly, when applicable.

F. Internally Developed Software
1. Internally developed software may be fully created by the University for internal use or it may be purchased from a third party but require more than minimal incremental effort to implement.

2. Software and other intangible assets are not subject to capitalization if they are to be leased or sold, used in research and have no alternative uses, or are developed for others under contractual arrangements.

3. Costs for a specific software program, and other direct costs to install or implement the software, are capitalized only when the combined costs exceed $1,000,000 and the program's useful life exceeds ten years. “Other direct costs” may include the salaries and benefits of staff spending more than minimal effort on the project; the costs of consultants engaged to assist in the implementation; and other costs directly attributable to installing or developing the software. The General Accounting Department is assigned responsibility for working with areas undertaking such projects to assure that costs are properly capitalized according to generally accepted accounting principles.

4. Outlays incurred related to the development of an internally generated intangible asset that is identifiable should be capitalized only when all of the following conditions are present:
   a. Determination of the specific objective of the project and the nature of the service capacity that is expected to be provided by the intangible asset upon the completion of the project.
   b. Demonstration of the technical or technological feasibility for completing the project so that the intangible asset will provide its expected service capacity.
   c. Demonstration of the current intention, ability, and presence of effort to complete or, in the case of a multiyear project, continue development of the intangible asset.

5. Only outlays incurred subsequent to meeting the above criteria should be capitalized. Outlays incurred prior to meeting those criteria should be expensed as incurred.

6. Activities pertaining to software development and implementation including software design, coding, installation, and testing are generally capitalized – subject to the capitalization thresholds described above. Costs associated with these activities may include materials and equipment, consulting fees, travel, salaries, and interest incurred prior to deployment.

7. Training and data conversion costs are generally not capitalized.

8. Modules of an integrated system are considered separate software packages and capitalization criteria are applied individually to each module. Research software includes software specifically designed to perform or monitor experimentation; it is capitalized only when
capable of functioning in a non-research capacity, and it is acquired to do so. Software designed to account for the costs of conducting research is not considered research software and is eligible for capitalization.

9. Costs of software development projects anticipated to be eligible for capitalization must be recorded separately to facilitate capture of expenditures to be capitalized. The General Accounting Department will work with areas engaged in such projects to ensure costs are accounted for properly.

G. Software upgrades - Upgrades and enhancements should only be capitalized if they result in significant increases in functionality. Routine upgrades included in maintenance agreements are not normally segregated and capitalized unless they provide an extraordinary enhancement in software functionality.

H. Land Use Rights – where the University owns the land for which rights exist, only the value of the land will be capitalized. Land use rights will be capitalized separately only in situations where a third party owns the land.

I. Patents - Although intangible assets by definition, patents are accounted for as investments in accordance with exclusionary language found in paragraph 3a of GASB Statement No. 51.

J. Donations of capital intangible assets will be recorded at their fair market value on date of gift with the exception of software which will be recorded at fair market value less published educational discounts.

K. University Hospital and Clinics – the Hospital and Clinics maintain a separate capitalization policy (see Section V.C.)

L. Intangible Assets Purchased on Grant or Contract Funds

1. All requests to retain or transfer ownership of intangible assets purchased as part of a grant or contract, from a federal agency to the University, must be made through the Office of Sponsored Projects.

2. The University must maintain records for all property purchased under grants and contracts and comply with all regulations relating to such property. This obligation to the awarding agency continues until the project is terminated or until the expiration of the useful life of the property, whichever is required by the awarding agency. If, during the period of performance under an award, the Principal Investigator leaves the University and a new Principal Investigator is appointed, the obligation of the University remains in force and becomes the responsibility of the new Principal Investigator.

3. Status of title to property purchased under a grant or contract will be determined at the time of acquisition based on agency requirements.
IV. Rules, Procedures, Guidelines, Forms & Other Related Resources
   A. Rules [reserved]
   B. Procedures [reserved]
   C. Guidelines [reserved]
   D. Forms [reserved]
   E. Other Related Resources [reserved]

V. References
   A. Governmental Accounting Standards Board Statement No. 51, Accounting and
      Financial Reporting for Intangible Assets
   B. Capitalization Policy – University Hospitals and Clinics xx-xx ??

VI. Contacts
    Acting as the Policy Owner, the Office of the Controller is responsible for
    answering questions regarding the application of this policy. Acting as the Policy
    Officer, the Office of the Vice President for Administrative Services had the
    authority to allow exceptions to this policy.

VII. History