

Utah Valley University Board of Trustees Meeting
November 29, 2018
4:00pm SC 213c

Tab	Agenda	Notes
	<u>I. Action</u>	
<u>A</u>	1. Academic Program Approval, <i>Jeff Olson, Senior VP Academic Affairs</i> a. Master of Financial Planning and Analytics b. Bachelor of Architecture c. BS in Aerospace Technology Management d. Master of Physician Assistance e. Master of Art in Marriage and Family Therapy f. Transfer of IS emphases from IDST department to other departments within CHSS g. Suspension of Building Inspection Technology program	
<u>B</u>	2. Policies a. Policy 541 Student Code of Conduct (Temporary Emergency), <i>Kyle Reyes, VP Student Affairs</i> b. Policy 636 Research Ethics and Compliance (Temporary Emergency), <i>Jeff Olson, Senior VP Academic Affairs</i> c. Policy 705 Unmanned Aircraft Systems (Drones), <i>Val Peterson, VP Finance and Administration</i>	
<u>C</u>	3. Internal Audit Charter Ratification, <i>Val Peterson, VP Finance and Administration</i>	
	<u>II. Executive Session</u> <i>(To strategically discuss character, professional competence, or physical or mental health of an individual and litigation which is pending or reasonably imminent.)</i>	
	<u>I. Action (Continued)</u>	
	4. Naming Opportunity, <i>Scott Cooksey, VP Development and Alumni Relations</i>	
<u>D</u>	<u>III. Consent Calendar</u> 1. Minutes of October 25, 2018 2. September 2018 Investment Reports 3. 2018 UVU Fleet Report 4. Sabbatical Deferment	
	<u>IV. Information</u>	
	1. Trustee Committee Reports a. Finance and Facilities, <i>Jack Sunderlage, Chair</i>	
<u>E</u>	2. Board of Trustees Engaged Learning Award, <i>Scott Cooksey, VP Development and Alumni Relations</i> 3. President's Report, <i>Dr. Astrid S. Tuminez, President</i>	



**UVU BOARD OF TRUSTEES
Agenda Item Coversheet**

DATE:	November 29, 2018
TITLE:	Academic Program Approval
EXECUTIVE/RESPONSIBLE STAFF MEMBER:	Jeff Olson, Senior Vice President for Academic Affairs
SUBJECT:	Academic Program Approval
BACKGROUND:	<p>At the recommendation of the Academic Affairs Committee, the Board of Trustees is being asked to approve the following Academic Program additions/changes:</p> <ul style="list-style-type: none"> a. Master of Financial Planning and Analytics b. Bachelor of Architecture c. BS in Aerospace Technology Management d. Master of Physician Assistance e. Master of Art in Marriage and Family Therapy f. Transfer of IS emphases from IDST department to other departments within CHSS g. Suspension of Building Inspection Technology program
ALTERNATIVES:	<ul style="list-style-type: none"> • Approve as presented, “I move to approve the following academic program additions/changes: <ul style="list-style-type: none"> a. Master of Financial Planning and Analytics b. Bachelor of Architecture c. BS in Aerospace Technology Management d. Master of Physician Assistance e. Master of Art in Marriage and Family Therapy f. Transfer of IS emphases from IDST department to other departments within CHSS g. Suspension of Building Inspection Technology program • Amend and approve, “I move to approve, as amended...” • No action, “I move that we go to the next agenda item...”
FINANCIAL IMPACT:	Available upon request

EXHIBITS:	<ul style="list-style-type: none">a. Master of Financial Planning and Analyticsb. Bachelor of Architecturec. BS in Aerospace Technology Managementd. Master of Physician Assistancee. Master of Art in Marriage and Family Therapyf. Transfer of IS emphases from IDST department to other departments within CHSSg. Suspension of Building Inspection Technology program

**04.0201 Utah Valley University
Program Development Document**

Proposed Program Title: Architecture

Sponsoring School, College, or Division: College of Engineering and Technology

Sponsoring Academic Department(s) or Unit(s): Engineering Design Technology (EDT)

Classification of Instructional Program Code: 04.0201

Credit Hours Required to Earn Degree: 151

Proposed Beginning Term: Fall 2019

University Curriculum Committee Approval Date:

Academic Affairs Council Approval Date:

Institutional Board of Trustees' Approval Date:

Program Type (check all that apply):

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

Section I: The Request

The Engineering Design Technology Department (EDT) in the College of Engineering and Technology at Utah Valley University requests approval to offer a Bachelor of Architecture (B-Arch) effective Fall 2019.

Section II: Program Proposal

Program Description

The Bachelor of Architecture (B-Arch) is a five-year professional degree designed to meet the National Architectural Accreditation Board (NAAB) requirements. The degree features a rigorous design-oriented curriculum with a solid foundation in technology, practice-based coursework, plan and document generation, building codes, specifications, digital parametric modeling, building information modeling, architectural visualization, digital fabrication, building envelope systems, structural systems, and building sustainability. Students will become experts in current design and building technologies, making them ideal employees in architecture offices and related design & construction industries including civil, mechanical, and electrical. The program is structured as a two-plus-three stackable credential, awarding an Associate of Science in Engineering Design Technology after the first two years and a comprehensive professional B-Arch degree for the final three years. This allows students who do not wish to pursue licensure a two-year path into the profession. In their final three years, students engage in coursework which readies them to become licensed, practicing architects, projects managers, principals, owners, and community leaders in the profession. Students acquire leadership skills through courses in professional practice, ethics, and architectural registration exam preparation. Students learn to design buildings in a historical and cultural context through rigorous coursework in areas such as history, theory, culture, study abroad, and community service projects. Concurrently, students engage in arts and science courses to expand critical thinking. Transfer students with associate degrees from other institutions are invited to apply for admission into year three and are accepted based on transcript and portfolio review. Upon graduation, and completing their internships, students will qualify to take the Architectural Registration Exam (ARE) to become licensed architects in the State of Utah. A total of at least 151 hours of coursework is required for the Bachelor of Architecture.

Consistency with Institutional Mission

The mission of UVU is to provide access to higher education and offer a broad range of opportunities from developmental education through honors programs. The proposed B-Arch degree fits within UVU's mission to serve the educational and economic development needs of the Mountainland Region in harmony with institutional policy and the Regents R312 policy. The faculty in the Department of Engineering Design Technology have partnered with faculty in the arts, construction management, and engineering to create an inter-disciplinary experience for the student. Existing course offerings will be included from the School of Arts and the Department of Construction Management. Coursework in this professional degree option is tailored to deliver opportunities to meet industry expectations through a combination of community engaged service projects, professional learning opportunities, creative design projects, technical education, and service learning coursework.

The B-Arch degree will strengthen the dual mission of UVU by providing students a complete educational pathway from the coursework in the existing AS in Engineering Design Technology to more demanding and industry specific courses in the B-Arch. It will provide access to professional higher education and licensure for graduates. A large number of UVU students are non-traditional with employment responsibilities, family and religious obligations, and first-generation backgrounds. Courses throughout the program are designed for flexible learning opportunities through hybrid learning, online, cohort, and face-to-face. Many students and graduates from UVU desire to remain in Utah. With the economic outlook for the state, graduates will contribute to the quality of life here by becoming leaders in the industry because of this unique degree.

Method of Delivery

Traditional method of delivery. All five-credit hour architecture design studio courses will be held face-to-face. Other lecture-based courses will be delivered as hybrid where possible.

Types of Degrees Offered

The Bachelor of Architecture (B-Arch) is a bachelor's degree designed to satisfy the academic requirement of practicing architects. The National Architectural Accrediting Board (NAAB) requires a minimum of 150 credit hours to earn the degree. The program is structured as a two-plus-three stackable credential, awarding an Associate of Science in Engineering Design Technology after the first two years and a comprehensive professional B-Arch degree after the final three years. This allows student who do not wish to pursue licensure a two-year path into the profession.

Timetable

The degree is proposed to begin in Fall of 2019. Student recruitment will take place from final approval to Fall 2019. Graduating students currently pursuing the AS in Engineering Design Technology will advance to the B-Arch degree in Fall 2019 if desired. Former graduates currently working in the industry will be contacted and invited to apply to the program. The faculty in the Department of Engineering Design Technology are working to create agreements with Salt Lake Community College, Weber State, and BYU-Idaho. All three schools offer AS degrees in Pre-Architecture or Architecture Technology and are enthusiastic about sending students to UVU. Students arriving from these other institutions having obtained these degrees should seamlessly transfer into year three of the B-Arch degree program at UVU.

For the 2019/2020 academic year, a reallocation of a tenured faculty line from Technology Management (A98913) will assist with teaching the classes. A new faculty hire will be required for the 2020/2021 academic year. Another new faculty hire will be required for the 2021/2022 academic year to satisfy the student load for the program.

Section III: Needs Assessment

Program Rationale

In the modern-day building design industry in Utah, graduates from associate degree programs go into the industry at the entry level. They make valuable contributions from a production standpoint but need significantly more on the job training and education. They are not ready to take on design and management obligations. Graduates of master's degree programs find themselves studying more theory, design research, and scholarship while in school but much less practical material. When they enter the labor market, they find themselves unable to fulfill the day-to-day tasks required of them to be successful. They have amazing ideas and can conceive of unique and thoughtful designs, yet they struggle with the software, building codes, specifications, and pragmatic reality of architectural practice. Beyond that, they graduate with more debt or financial obligations. There exists a large gap in the labor force exiting universities. The proposed B-Arch degree is designed to be distinctly different from any master's degree program. The industry-based curriculum, teaching philosophy, and faculty create a focused environment of intense learning and preparation for practice in architecture. With the stackable degree option, students will enter the industry in their first two years as production staff (drafters, modelers, junior designers). Students continue for the additional three years gaining skills at UVU and applying the upper division course work to their respective employment. This approach can defray the cost of education, make the students more valuable earlier in their occupations, and allow them to complete the required experience for licensure at graduation.

Labor Market Demand

According to the BLS Occupational Handbook, employment of architects is projected to grow four percent from 2016 to 2026, and the demand is strongly tied to the activity of the construction industry. Utah's economy continues to lead the nation, and the construction sector posted the highest job growth in 2016, 6.8%, fueled by both robust residential and commercial activity. The value of commercial construction reached a record \$2.5 billion in 2016.

In Utah, the occupation of architects will experience average employment growth and job openings over the next few years. Currently Utah is one of the fastest growing states in the country, and Utah County is the fastest growing area within the State. Graduating students in architecture will find competition when looking for employment, but those with specific skills such as CADD and BIM and some industry experience will have an advantage, and the annual salary in the metro area will start above \$40,000 with the median salary above \$65,000. According to the July 2018 Burning Glass Report generated by the UVU IR office, there are currently 71 postings for architects along the Wasatch Front. The Provo-Orem area is posting 16. Top industry sectors include 18 as architects, 12 as project architects, two as architectural designers, two as architectural job captains. Job counts by year are as follows: 2018 to date—77, 2017—47, 2016—75, and 2015—109. Education and experience contain the following data: 27% have a bachelor's degree or 9+years of experience. 15% have 6-8 years' experience, and 46% have the bachelor's degree or 3-5 years' experience. Some of the top skills listed are for AutoCAD software, Project Management, Revit training, Adobe Photoshop construction scheduling, Sketchup training, architectural schematic design.

Many other western regions and states have multiple degree programs in architecture available. For example, the University of Idaho and Washington State University both offer a Master's in Architecture, though only nine miles apart and to a population of 1.2 million in that metropolitan area. This is a degree to population ratio of 0.6:1. A great example of architecture education is happening in Minnesota. The University of Minnesota offers the Master of Architecture. Recently the Dunwoody College of Technology began offering the Bachelor of Architecture and just received NAAB accreditation. Those two universities are only 4.4 miles apart serving a population of 3.8 million people. This is a degree to population ratio of 1.9:1. In Oregon, both the University of Oregon and Portland State University teach architecture with Portland offering the Master of Architecture, and U of O offering the Bachelor of Architecture. In those two combined service districts lives a population of 2.67 Million. This creates a degree to population ratio of 1.33:1. Arizona has three architecture degree programs. The combined metropolitan services districts contain a population of 5.5 million people. This calculates to a ratio of 1.83:1. California has 19 different architecture degree options from the various universities. Many of these schools offer both the B-Arch and the M-Arch degrees. The combined universities serve a metropolitan population of 29.18 million in the greater Los Angeles, San Diego, and San Francisco bay areas. With all these programs combined, it creates a ratio of 1.53:1. Along the Wasatch front here in Utah is a current population of 2.16 million people. UVU and the University of Utah are 44 miles apart. If UVU were to offer a degree in architecture, it would create degree to population ratio of 1.1:1. This is similar to the states listed, including California.

The Engineering Design Technology Department has surveyed local employers asking if they feel that the growth in Utah County justifies and could support an additional professional architecture degree program here in the state. 82% of the respondents indicated yes to the question. The respondents also overwhelmingly indicated (92%) that they did not feel that an additional degree at UVU would be detrimental or have a negative impact on the M-Arch program at the University of Utah. The survey also reported that many currently employed in the local industry have a desire for further training leading to licensure but cannot travel to the University of Utah due to family, work, and living circumstances.

Student Demand

In December of 2017 the Engineering and Design Technology Department surveyed 75 students from UVU, Salt Lake Community College, and BYU-Idaho concerning their interest in a bachelor's degree option at

UVU. Over 65% of the students indicated that they were very interested in UVU having the degree and another 26% indicated interest in the degree. 80% of the students surveyed indicated that they would prefer a UVU bachelor's degree in architecture rather than having to pursue any master's degree option. Students surveyed indicated they would consider staying at UVU to complete the degree if it was offered. Currently there are 40 students at Salt Lake Community College that potentially would be interested in the program since their associate degree could articulate quite easily with the UVU proposed program.

Similar Programs

The only option in the State of Utah for students to obtain a professional education in architecture is through the University of Utah's College of Architecture and Planning. Since there isn't a professional degree offered at the bachelorette level, students must obtain the Master of Architecture degree (M-Arch). The National Center for Education Statistics (NCES) lists the following graduate counts from the College of Architecture and Planning:

2011-2012: 45

2012-2013: 46

2013-2014: 32

2014-2015: 25

2015-2016: 30

Weber State University has degrees in interior design, construction management, and integrated building studies. SUU has a BS in Engineering Technology with an emphasis in Architecture. They also have a construction management program. Utah State has degrees in both interior design and landscape architecture. BYU has a construction management degree. Of the building design and construction degrees available at the various universities across Utah, only architecture is unique to one university. The proposed B-Arch degree offered through UVU will provide another option to allow students to become professional architects in Utah. If having obtained the B-Arch at UVU, students desire further architectural design and research education, a master's degree is a fantastic choice.

Collaboration with and Impact on Other USHE Institutions

Positive discussions have been held with the other USHE institutions. UVU's EDT faculty have discussed collaboration with the interior design program at Utah State. The faculty providing instruction in Weber State's construction management and integrated building studies programs have voiced their support. Additionally, the department is seeking to create pathways of articulation with programs from Salt Lake Community College and Brigham Young University-Idaho.

On 2-7-18, Assistant Professor David Barker, of the EDT department, Dean Saeed Moaveni, of the College of Engineering and Technology, and Bruce Fallon, a local architect and 2017 AIA president, met with Dean Keith Diaz Moore, and Chair Mira Lochner of the College of Architecture and Planning (CA&P) at the University of Utah.

During the discussion Mr. Barker suggested possibilities for collaboration between the two universities. Both schools could offer a combined lecture series. As a current faculty member at UVU and former BYU-Idaho faculty, Mr. Barker has worked closely with the CA&P to provide pathways for students to fulfill their career goals. Former students of UVU are currently in the program at the CA&P. The EDT department encourages collaboration on community engagement projects with students from CA&P and UVU B-Arch students sharing both design and production responsibilities.

Both the Dean and Chair of CA&P suggested UVU is perfectly positioned to fill the needs of the architecture industry and encouraged UVU faculty to develop a bachelor's degree program in architectural engineering, not the B-Arch degree. This approach would provide students with a bachelor's degree and a meaningful position

in the industry. However, if a student desires actual professional licensure in Utah as an architect they would need to transfer elsewhere for graduate work to obtain the M-Arch degree as it currently stands. Additionally, the architectural engineering degree option is not accredited by NAAB, rather ABET. An architect designs buildings with a focus on aesthetics, beauty, and function, while an architectural engineer designs systems to support the building and its operation, such as heating, cooling, lighting, and structural support. Architectural engineers mainly provide design support to mechanical engineers or structural engineers who then stamp the drawings.

External Review and Accreditation

The Utah Division of Occupational and Professional Licensing requires a degree from an accredited professional degree program as a prerequisite for licensure as an architect. Title 58-3a 302.d: *have graduated and received an earned bachelor's or master's degree from an architecture program meeting criteria established by rule by the division in collaboration with the board.* The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit professional degree programs in architecture offered by institutions with US regional accreditation, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A degree program may be granted an eight-year, three-year, or two-year term of accreditation, depending on the extent of its conformance with established educational standards.

The NAAB sequence to accreditation is outlined below:

STAGE I: Candidacy. Institutions seeking initial accreditation for a professional degree program in architecture must first be granted candidacy status by the NAAB. Programs seeking candidacy may be granted a period of candidacy of not less than two years. The program must achieve initial accreditation within six years of the effective date of the term of initial candidacy. The maximum period of initial candidacy is six years. Should a program fail to achieve initial accreditation within the maximum period, it must submit a new candidacy application.

STAGE II: Initial accreditation. All visits for initial accreditation will take place in the fall semester following the graduation of the first cohort of students to complete the full curriculum (Fall 2022). The term of initial accreditation will be granted as follows: The effective date of initial accreditation will be set as January 1 of the year in which the visit took place (2022). The term of initial accreditation is three years from the year of the visit (2025). Initial accreditation is probationary in nature and indicates that although deficiencies may be present, the institution has established plans and is making sufficient progress to address or remove the deficiencies by the time of the first visit for continuing accreditation. In the event the program fails to achieve initial accreditation, the balance of its candidacy period may be restored. If the remaining period of candidacy is less than two years, the program will be required to submit a new application for initial candidacy, although some steps in the process may be waived.

STAGE III: First Term of Continuing Accreditation Following a Term of Initial Accreditation. The first visit for continuing accreditation will be three years from the year in which the visit for initial accreditation was conducted. Programs that have achieved a term of initial accreditation may only receive an eight-year term of accreditation as a result of the board's decision following the first visit for continuing accreditation or accreditation will be revoked. Failure to receive an eight-year term of accreditation indicates that the program failed to meet the plans established for its initial accreditation, or failed to make sufficient progress to address or remove deficiencies identified during the visit for initial accreditation, or has new deficiencies, such that continuing accreditation is not warranted. Programs that are seeking their first term of continuing accreditation, but fail to receive an eight-year term, and therefore have the program's accreditation revoked, and wish to continue to seek accreditation may reapply for initial candidacy.

Spring/Summer 2019: Application submitted
October or November 2019: Eligibility visit
January 2020: Eligibility decision
March 2020: APR-IC submitted
Sept 2020: Visit for Initial Candidacy
March 2021: Initial Candidacy Decision (effective 1.1.20)
March 2022: APR for Continuation of Candidacy Submitted
Fall 2022: Visit for Continuation of Candidacy
March 2023: Continuation of Candidacy Decision
September 2023: Application for Initial Accreditation in 2024
March 2024: APR for Initial Accreditation submitted
October 2024: Visit for Initial Accreditation
March 2025: Initial Accreditation Decision (effective 1.1.24)
September 2026: APR for Continuing Accreditation Due
February – April 2027: Visit for 1st Term of Continuing Accreditation
July 2027: Continuing Accreditation Decision

The cost of accreditation through NAAB falls into two categories. The candidate members pay \$8,600 annually. Fully accredited members pay between \$9,000 and \$12,000 depending on the size of the institution. The institution is also responsible for accreditation visits at approximately \$3,500. The College of Engineering and Technology will cover accreditation expenses.

The advisory committee for the Engineering and Design Technology Department has recommended and supported the development of the proposed bachelor's degree in architecture. The committee met on 2-8-18. Of those in attendance, 100% of respondents were in favor. The president of the industry advisory board, numerous architecture industry leaders, and employers have written support letters pledging their backing to the development of the proposed degree. The Engineering Design Technology Department Industry Advisory Board consists of: Alan York (Provo City), Glen Barton (FLSmith), Matt Brown (MW Brown Engineering Inc.), Brant Tuttle (Northern Engineering), Dave Roberts (FLSmith), Pam Foote (Steel Encounters), Steve Holdaway (Tectonix Steel), Rob Schoen (Axis Steel Detailing), Doug Nordin (GE Wind), Sean Peterson (Little Giant Ladders), Curtis Miner (Curtis Miner Architecture), Alan Shurtliff (Pontis Architectural Group), Tyson Munford (Rooftop Anchors Inc.), Keith Hegerhorst (Hegerhorst Power Engineering), Roger Clement (South Valley Water Reclamation), Kevin Armatage (L-3 Communications), and Gary Roberts (Wasatch High School).

Section IV: Program Details

Graduation Standards and Number of Credits

Graduation Requirements

1. Completion of 151 semester credits, with a minimum of 40 upper-division credits.
2. Overall grade point average of 2.5 or above, with a minimum grade of C- in all discipline core and elective requirements.
3. Residency hours: Minimum of 30 credit hours of B-ARCH courses through course attendance at UVU, with at least 10 hours earned in the last 45 hours.
4. All transfer credits must be approved in writing by UVU and the B-ARCH program coordinator.

Per national accreditation standards, the B-Arch program requires a minimum of 150 credit hours. UVU's program will contain 151 credit hours.

Admission Requirements

Students who have successfully completed the AS in Engineering and Technology will be considered for advancement to upper division coursework comprising the Bachelor of Architecture B-Arch program. Students are admitted based on GPA and a portfolio of work from the AS degree or other sources.

Curriculum and Degree Map Program Curriculum:

Course Number	New Course	Course Title	Credit Hours
General Education Requirements			35 Credits
ENGL 1010	No	Introduction to Writing	3
ENGL 2010	No	Intermediate Writing Humanities Social Sciences CC	3
Complete one of the following:			3
MATH 1030	No	Quantitative Reasoning QL (3)	
MATH 1035	No	Quantitative Reasoning with Integrated Algebra QL (6)	
STAT 1040	No	Introduction to Statistics QL (3)	
STAT 1045	No	Introduction to Statistics QL (5)	
MATH 1050	No	College Algebra QL (4)	
MATH 1055	No	College Algebra QL (5)	
MATH 1090	No	College Algebra for Business QL (3)	
Complete one of the following:			3
HIST 1700	No	American Civilization AS (3)	
HIST 1740	No	US Economic History AS (3)	
HIST 2700 & HIST 2710	No	US History to 1877 AS and US History since 1877 AS (6)	
POLS 1000	No	American Heritage SS (3)	
POLS 1100	No	American National Government AS (3)	
Complete the following:			
PHIL 2050	No	Ethics and Values	3
HLTH 1100 or PES 1097	No	Personal Health and Wellness TE or Fitness for Life FE	2
Distribution Courses:			
Biology (BB)	No	Any approved course from the distribution list	3
Physical science (PP)	No	Any approved course from the distribution list	3
Extra BB or PP	No	Any approved Course (Recommend PHYS 2010 if considering transferring to a master's degree program)	3
Humanities (HH)	No	Any approved course from the distribution list	3
Fine Arts (FF)	No	Any approved course from the distribution list	3
Soc./Behavioral Sci. (SS)	No	Any approved course from the distribution list	3
Discipline Core Requirements			116 Credits
EGDT 1020	No	3D Architectural Modeling	3

EGDT 1040	No	Fundamentals of Technical Engineering Drawing	3
EGDT 1070 or 1071	No	3-Dimensional Modeling Inventor or Solidworks	3
EGDT 1100	No	Architectural Drafting	3
EGDT 1200	No	Mechanical Drafting	3
EGDT 1300	No	Structural Drafting	3
EGDT 1400	No	Surveying Applications and Field Techniques I	3
EGDT 1720	No	Architectural Rendering FF	3
EGDT 2100	No	Advanced Architectural	3
EGDT 2600	No	Statics	3
EGDT 2610	No	Strength of Materials	3
EGDT 285R	No	AEC Design Lecture Series	2
MATH 1060 or EGDT 1610	No	Trigonometry or Technical Math Geometry Trig	3
PHYS 1010	No	Elementary Physics PP	3
ARC 3110	Yes	Architecture Studio – Site and Precedent	5
ARC 3120	Yes	Architectural Graphic Communication	3
ARC 3130	Yes	Codes/Specifications/Contracts & Accessibility	3
ARC 3210	Yes	Architecture Studio – Program and Client	5
ARC 3220	Yes	Computer Aided Fabrication in Architecture	3
ARC 4110	Yes	Architecture Studio – Design with Consultants	5
ARC 4120	Yes	Environmental Controls I	3
ARC 4130	Yes	Building Structure I	3
ARC 4210	Yes	Architecture Studio – Community Engagement	5
ARC 4220	Yes	Environmental Controls II	3
ARC 4230	Yes	Building Structure II	3
ARC 4510	Yes	Architecture Studio – Comprehensive Capstone I	5
ARC 4520	Yes	Architectural Theory	3
ARC 4530	Yes	Cultural Considerations in Architecture	3
ARC 4610	Yes	Architecture Studio – Comprehensive Capstone II	5
ARTH 3080	No	History of Architecture	3
ARTH 3100	No	History of American Art and Architecture	3
CMGT 3160	No	Building Information Modeling	3
CMGT 405G	No	Global Sustainability and the Built Environment GI	3
SURV 4500	No	Professional Services Practicum	3
SURV 455G	No	Global Professional Ethic & Liabilities	3

Program Curriculum Narrative

The program is structured as a two-plus-three stackable credential, awarding an Associate of Science (AS) in Engineering Design Technology after the first two years and a comprehensive professional B-Arch degree for the final three years. This allows students who do not wish to pursue licensure a two-year path into the profession.

Degree Map:

Fall of First Year	Course Title	Pre-requisite	Credit Hours
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(Course Prefix and Number)			
ENGL 1010	Introduction to Writing	Appropriate test scores	3
MATH 1050	College Algebra	Math 1010 or Appropriate test scores	4
HIST 1740	US Economic History	None	3
BIOL BB	Approved Biology (BB)	Appropriate test scores	3
EGDT 1720	Architectural Rendering	None	3
	Semester total:		16

Spring of First Year (Course Prefix and Number)	Course Title	Pre-requisite	Credit Hours
ENGL 2010	Intermediate Writing	ENGL 1010	3
PHIL 2050	Ethics and Values	ENGL 1010	3
PHSC (PP)	Approved Physical Science	None	3
Humanities (HH)	Approved Humanities Course	None	3
EGDT 1020	3D Architectural Modeling	None	3
PES 1097	Fitness for Life FE	None	2
	Semester total:		17

Fall of Second Year (Course Prefix and Number)	Course Title	Pre-requisite	Credit Hours
Fine Arts FF	Approved Fine Arts Course	None	3
Extra BB or PP	Approved Physical Science or Biology	BIOL 1010	3
BESC (SS)	Approved Soc. Behavioral Sci.	None	3
EGDT 1040	Fundamentals of Technical Engineering Drawing	None	3
EGDT 1070 or 1071	3 Dimensional Modeling Inventor or Solidworks	None	3
	Semester total:		15

Spring of Second Year (Course Prefix and Number)	Course Title	Pre-requisite	Credit Hours
EGDT 1100	Architectural Drafting	EGDT 1020	3
EGDT 1200	Mechanical Drafting	EGDT 1070	3

EGDT 1300	Structural Drafting	EGDT 1040	3
EGDT 1400	Surveying	None	3
EGDT 2100	Advanced Architectural	EGDT 1020	3
	Semester total:		15

**Engineering and Design Technology (AS) Degree Awarded (61 Credit Hours)
Students Apply to B-Arch degree Program**

Fall of Third Year (Course Prefix and Number)	Course Title	Pre-requisite	Credit Hours
ARC 3110	Architecture Studio – Site & Precedent	Acceptance to program	5
ARC 3120	Architectural Graphic Communication	EGDT 1720	3
ARC 3130	Codes/Specifications/Contracts & Accessibility	EGDT 2100	3
ARTH 3080	History of Architecture	None	3
EGDT 285R	AEC Design Lecture Series	None	.5
MATH 1060	Trigonometry	Math 1050	3
	Semester total:		17.5

Spring of Third Year (Course Prefix and Number)	Course Title		Credit Hours
ARC 3210	Architecture Studio – Program and Client	ARC 3110	5
ARC 3220	Computer Aided Fabrication in Architecture	ARC 3120	3
EGDT 2600	Statics	MATH 1060	3
EGDT 285R	AEC Design Lecture Series	None	.5
PHYS 1010	Elementary Physics PP	MATH 1010	3
	Semester total:		14.5

Fall of Fourth Year (Course Prefix and Number)	Course Title	Pre-requisite	Credit Hours
ARC 4110	Architecture Studio – Design with Consultants	ARC 3210	5
ARC 4120	Environmental Controls I	UAS	3
ARC 4130	Building Structure I	UAS	3
EGDT 2610	Strength of Materials	EGDT 2600	3

EGDT 285R	AEC Design Lecture Series	None	.5
	Semester total:		14.5

Spring of Fourth Year (Course Prefix and Number)	Course Title		Credit Hours
ARC 4210	Architecture Studio – Community Engagement	ARC 4110	5
ARC 4220	Environmental Controls II	ARC 4120	3
ARC 4230	Building Structure II	ARC 4130	3
ARTH 3100	History of American Art and Architecture	ARTH 3080	3
EGDT 285R	AEC Design Lecture Series	None	.5
	Semester total:		14.5

Fall of Fifth Year (Course Prefix and Number)	Course Title	Pre-requisite	Credit Hours
ARC 4510	Architecture Studio – Comprehensive Capstone 1	ARC 4210 ARC 4520 co. ARC 4530 co.	5
ARC 4520	Architectural Theory	ARC 4510 co. ARC 4530 co.	3
ARC 4530	Cultural Considerations in Architecture	ARC 4510 co. ARC 4520 co.	3
CMGT 3160	Building Information Modeling	EGDT 1020	3
	Semester total:		14

Spring of Fifth Year (Course Prefix and Number)	Course Title		Credit Hours
ARCH 4610	Architecture Studio – Comprehensive Capstone II	ARC 4510	5
SURV 4500	Professional Services Practicum	UAS	3
SURV 455G	Global Professional Ethic & Liabilities	PHIL 2050	3
CMGT 405G	Global Sustainability and the Built Environment GI	UAS, Dept. Approval	3
	Semester total:		14

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

Existing administrative structures support the proposed program. The EDT faculty does not believe any new organizational structures are needed to deliver the program. Existing staff and advisors are sufficient to support the degree. Existing classroom space is sufficient to accommodate the projected enrollment increase, however in order to accommodate the requisite architecture studios, classrooms will be organized and utilized differently. 16 new upper division courses will need to be created.

Faculty

Existing faculty from the EDT department have the knowledge and skills to provide sufficient instruction to incoming students. The degree is multi-disciplinary as well, drawing upon faculty talent from the arts department and construction management. Adjunct faculty from the industry will be utilized to provide instruction at times they are available. For the 2019/2020 academic year, a reallocation of a tenured faculty line from Technology Management (A98913) will assist with teaching the classes. A new faculty hire will be required for the 2020/2021 academic year. Another new faculty hire will be required for the 2021/2022 academic year to satisfy the student load for the program.

Part I. Department Faculty/Staff

	# Tenured	# Tenure -Track	# Non - Tenure
EDT Faculty: Full Time with Doctorate			
EDT Faculty: Part Time with Doctorate			
EDT Faculty: Full Time with Masters	7	2	
Faculty: Part Time with Masters			
Faculty: Full Time with Baccalaureate	1		
Faculty: Part Time with Baccalaureate			
Teaching / Graduate Assistants	2		
Staff: Full Time	1		
Staff: Part Time	1		

Part II. Proposed Program Faculty Profiles

First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.
Full Time Faculty					
David R.	Barker	TT	M-Arch	University of Utah	100%
Robert	Price	T	Bachelor	UVU	100%
Howard	Bezzant	T	Master	Utah State	100%
Jonathan	Allred	TT	Master	Utah State	50%
Darin	Taylor	T	Master	Utah State	30%
Dave	Manning	T	Master	Utah State	30%
Sid	Smith	T	Bachelor	UVU	30%
Rod	Kendall	T	Master	BYU	75%
Dan	Perry	T	Master		30%
Part Time Faculty					
Rick	Kinetader	ADJ	Master		100%
Mike	Gleason	ADJ	Master		30%
Jeffrey	Johnson	ADJ	Bachelor	UVU	50%
James	Jackson	ADJ	Master		30%
Tim	Ringger	ADJ	Master		30%

Part III: New Faculty / Staff Projections for Proposed Program

	# Tenured	# Tenure - Track	# Non - Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate					
Faculty: Part Time with Doctorate					

Faculty: Full Time with Masters		3		Masters of Architecture (M-Arch)	100%
Faculty: Part Time with Masters		.57			
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					
Teaching / Graduate Assistants					
Staff: Full Time					
Staff: Part Time					

Staff

Existing staff, administrative, secretarial/clerical, and advisors will be sufficient to support the program. Student lab aids will be utilized where necessary to assist students in learning.

Student Advisement

Existing student advisement on campus will be sufficient.

Library and Information Resources

The Ira & Mary Lou Fulton Library at the Utah Valley University Library cultivates a dynamically changing collection of books, ebooks, professional and academic journals, videos and streamed media that relate to architecture and associated fields of study. As the educational and research requirements of architecture evolve in professional practice and theory, the Fulton Library collection development focus will keep pace.

Initial “one-stop-shopping” for articles/books/videos relating to Architecture subjects can be done by means of the Fulton Library website’s *OneSearch* feature, which allows a single search to simultaneously span multiple databases and includes a search of the library catalog’s books, eBooks and videos. (Each individual database can also be searched within the scope of the respective database website.)

Fulton Library Catalog Holdings for Architecture and Engineering Technology:

The Library catalog contains print books, eBooks (Safari, NetLibrary, EBSCO eBooks and eBrary), videos (DVD, Blue Ray, VHS) as well as online, streamed videos.

Most materials for Architecture (EE), etc. are covered in the *Library of Congress* call number areas: NA1-9428 Architecture; TA1-2040 Engineering (General).

Additional call numbers may apply wherein other minor subject areas also give this subject attention (e.g. History of Architecture, Architecture as a profession, Study and teaching. Research, Competitions, Museums and Exhibitions, General Architectural works, Architectural criticism, Architectural drawing and design, Details and decoration, Special classes of buildings (Classed by material, classed by form, classed by use), Public buildings, Religious architecture, Domestic architecture. Houses. Dwellings, Clubhouses, guild houses, etc., Farm architecture, Outbuildings, gates, fences, etc., Architecture and the state, Aesthetics of cities, City planning and beautifying).

Current library catalog holdings are approximately as follows:

Architecture related books (print): 935 (also 1,076 under building construction)

Architecture related eBooks: 763

Architecture related videos: 33

Architecture related streamed videos: 411

Architecture related periodicals: 200+ (print and online)

Periodical Access:

Full text access to hundreds of thousands of journal articles is licensed to Fulton Library patrons.

Accordingly, off-campus web access to library patrons is enabled by means of a CAS (central authentication service) login authentication layer that is enforced by the Fulton Library EZProxy server.

Specifically, we have digital full-text access to the subject specific academic journals: *Architectural Digest* and *Architectural Record*. They are available from the Fulton Library through multiple online databases with coverage from about 2008 to present. Some sources go back even further.

Access to online architectural resource materials at Fulton Library:

1) ScienceDirect Journals:

ScienceDirect offers full text access to more than 1,600 peer-reviewed journals in architecture, electrical engineering, biology, psychology, technology, economics, nursing, health sciences, law, and more. Full text coverage ranges from 1995 to the present. This database can also be used to search the entire collection of over 9,000 titles from their first issues to the present. Some full-text content is available.

2) Applied Science and Technology:

This database indexes nearly 800 journals and magazines in science, engineering, mechanics and technology and includes articles on computer science and security, robotics, chemistry, fire science, geology and earth sciences, waste management, space science, oceanography and more. Peer-reviewed articles are available. Coverage spans 1983 to the present. Some full text content available.

3) Art Full-Text:

1984-present, some peer-reviewed content. Access to journals, magazines, and newspapers. Subjects include art, art history, art criticism, *architecture*, interior design, ceramics and sculpture, film, and museology. Partial full text available.

4) Academic Search Premier:

This multidisciplinary database contains nearly 3,900 peer-reviewed journals in addition to more than 8,500 journals, magazines, and newspapers. Use this database to search for articles in all subjects including art, architecture, engineering, literature, politics, science and technology, health, music, popular culture, history, and many more. Coverage ranges from 1975 to the present. Some full text content available.

5) Web of Science:

Web of Science database provides researchers, administrators, faculty, and students with quick, powerful access to the bibliographic and citation information for journal articles in the sciences that they need to find research data, analyze trends, and more.

6) IEEE Xplore Digital Library:

IEEE Xplore Digital Library offers full text articles from 151 computer science and engineering periodicals, from 1988 to the present, and over 900 conference proceedings from 1995 to the present. Technical standards, ebooks, and educational courses are also included. It includes peer-review content on topics such as architecture, electrical engineering, information systems and data processing, computer security, bioinformatics, history of computing, mobile computing, and much more. Complete full text content available.

Acquisition of Materials Through Other Libraries and Partners:

A patron may often seek information (articles, books, etc.) that are not directly owned or licensed by the Fulton Library. In such cases, a desired item may be accessed from other libraries throughout the United States by means of our Interlibrary Loan Service (ILL). A requested article full text is emailed to a requester within one business day. Print books are generally located, received and made available within seven

business days. In addition, Fulton Library patrons have access to check out items from partner libraries of higher education in the Utah/Idaho/Nevada area (BYU, U of Utah, Utah State, etc.) by means of a Utah Academic Library Consortium (UALC) agreement.

Budgetary Considerations:

Currently, the library does not have a specific line-item budget for procuring library architectural resources. Any materials purchased for architecture will be included under the engineering budget (department) and the more general technology and computing budgets (school) which funds have already been allocated for the 2018-19 fiscal year.

Support for Related Research and Inquiries:

Tim Rowley, MLIS is currently the Fulton Library liaison librarian for faculty and student support for Architecture (Engineering) and related fields of study. Please contact him to request additional books or other materials and to seek assistance regarding information resources for research or program support. The liaison librarian is also available to provide in-class instruction for students that covers use of available resources to assist with research projects. These can be scheduled in the library computer labs during the regular class period or the librarian can come to the class room for the presentation.

Physical Facilities and Equipment

The EDT department currently occupies lab and classroom space on the seventh floor of the Computer Science building. CS 712a is classroom space which will be dedicated to students entering the B-Arch degree program in Fall 2019. CS 711, CS 712, and CS713 will also be utilized as the program grows in student count. One new office will be required for Fall 2019 semester. Two additional offices will be required in 2020 and 2021 to accommodate the new faculty hires. CAD software programs are provided to educational users for free and there is no need for additional software purchases. The EDT department currently has 130 lab computers available to students to meet their needs. Students who have finished the AS in Engineering Design Technology and entered the B-Arch degree program are required to purchase a PC meeting the minimum CAD software requirements.

Projected Enrollment and Finance

Part I.

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

Three Year Projection: Program Participation and Department Budget				
	Year Preceding Implementation	New Program		
		Year 1	Year 2	Year 3
Student Data				
# of Majors in Department	94	114	158	226
# of Majors in Proposed Program(s)	175	20	44	68
# of Graduates from Department	18	18	18	38
# of Graduates in New Program(s)		0	0	20

Departmental Financial Data				
	Department Budget			
	2018-19	Year 1	Year 2	Year 3

Project additional expenses associated with offering new program(s). Account for New Faculty as stated in "Faculty Projections"	Year Preceding Implementation (Base Budget)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)
Expenses- Nature of additional costs required for proposed program(s)				
List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.				
Personnel (Faculty & Staff Salary and Benefits)	\$1,070,167.00	\$107,645.51	\$222,165.92	\$329,811.43
Operating Expenses (equipment, travel, resources)	\$24,365.00	\$13,850.00	\$17,350.00	\$20,850.00
Other:				
Total Program Expenses	\$1,094,532.00	\$121,495.51	\$239,515.92	\$350,661.43
Funding- Source of funding to cover additional costs generated by proposed program(s)				
Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.				
Internal Reallocation		\$109,117.00	\$109,177.00	\$109,177.00
Appropriation	\$1,094,532.00			
Special Legislative appropriation				
Grants and Contracts				
Special Fees				
Tuition		\$83,933.33	\$170,552.53	\$249,114.13
Differential Tuition (requires Regents approval)				
Total Revenue	\$1,094,532.00	\$193,050.33	\$279,729.53	\$358,291.13
PROPOSED PROGRAM FUNDING				
TOTAL DEPARTMENT FUNDING	\$1,094,532.00	\$121,495.51	\$239,515.92	\$350,661.43
Difference				
Funding-Expense	\$0.00	\$71,554.82	\$40,213.61	\$7,629.70

Part II: Expense explanation

Expense Narrative

Funding for this program requires reallocation of a tenured faculty line from Technology Management (A98913). With this reallocation and the projected new tuition revenue, the B-Arch degree program will not require other additional funds.

Part III: Describe funding sources

Revenue Narrative 1

See explanation above.

Revenue Narrative 2

None are needed at this time.

Section VI: Program Evaluation

Program Assessment

PLO 1: ARCHITECTURAL DESIGN SOLUTIONS

Demonstrate the ability to integrate design solutions and utilize appropriate building materials, building systems, and sound construction practices grounded in solid research across a broad spectrum of building typologies and stages of complexity.

PLO 2: BUILDING SYSTEMS KNOWLEDGE

Combine technical and artistic skills to create architectural solutions which demonstrate a comprehensive knowledge of building structure, mechanical systems, building envelope, life safety considerations, building codes, accessibility, and environmental sustainability issues.

PLO 3: GRAPHIC DESIGN AND REPRESENTATION

Contrive of multifaceted two and three-dimensional graphic representation techniques using a wide variety of both traditional and digital methods, to describe the architectural design to a diverse group of participants.

PLO 4: BUILDING DESIGN PRINCIPLES

Apply design decisions through appropriate technical documentation to address the needs of the client while being respectful to cultural and historical aspects, creating a pleasing building aesthetic, studying cost effective solutions, being socially accountable, and responsible stewards of the natural environment.

PLO 5: QUANTITATIVE REASONING

Utilize math, the sciences, and rationality as reasoning skills to provide solutions to design problems with building structures, building envelope systems, mechanical systems, acoustics, material strength, cost estimates, construction scheduling, and life cycle cost.

PLO 6: PRACTICE OF ARCHITECTURE

Collaborate and lead teams of stakeholders throughout the design process. Conceive, develop, and implement solutions through a broad spectrum of design problems in the built environment. Understand the ethics, legal requirements, financial and social responsibilities of professional practice.

Curriculum Map

Identify where the PLOs will be taught and at what level throughout the program core courses.

I-Introduced; D-Developed and Practiced; E-Engaged; A-Assessed at the Mastery Level Appropriate for Graduation

Major Core Required Course	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO6
EGDT 1020	I	I	I	I	I	I

EGDT 1040	I	I	I	I	I	I
EGDT 1070/1071	I	I	I	I	I	I
EGDT 1100	D	D	D	D	D	D
EGDT 1200	I	I	I	I	I	I
EGDT 1300	I	I	I	I	I	I
EGDT 1400	I	I	I	I	I	I
EGDT 1720	I	I	I	I	I	I
EGDT 2100	E	I	E	I	D	E
EGDT 2600	I	I	I	I	E	I
EGDT 2610	I	I	I	I	E	I
EGDT 285R	A	A	A	A	A	A
MATH 1060 or EGDT 1610	I	I	I	I	E	I
PHYS 1010	I	I	I	I	E	I
ARC 3110	E	D	A	D	D	D
ARC 3120	E	E	E	E	D	I
ARC 3130	D	D	D	D	E	D
ARC 3210	E	E	A	D	E	D
ARC 3220	D	D	D	D	D	D
ARC 4110	E	E	A	E	D	E
ARC 4120	A	A	A	A	A	A
ARC 4130	D	D	D	D	A	D
ARC 4210	E	E	A	E	D	E
ARC 4220	E	A	D	A	A	E
ARC 4230	E	A	E	A	A	E
ARC 4510	A	A	A	A	A	A
ARC 4520	A	E	A	A	A	A
ARC 4530	E	E	E	E	D	E
ARC 4610	A	A	A	A	A	A
ARTH 3080	D	D	D	D	I	D
ARTH 3100	D	D	D	D	I	D
CMGT 3160	D	E	E	E	A	E
CMGT 405G	E	E	E	E	A	E
SURV 4500	E	E	E	E	A	A
SURV 455G	E	E	E	E	A	E

October 31, 2018

Elaine Dalton, Board of Trustees Chair
c/o Justin Jones, Board of Trustees' Secretary
Utah Valley University
President's Office – MS 186
800 W University Parkway
Orem, UT 84058

Dear Chair Dalton,

Pursuant to Utah Code Annotated 53B-16-102(5)(b)(ii), attached is the Peer Review Report for the following program, which the Utah Valley University Board of Trustees is to consider in reviewing this program for approval:

- **Bachelor of Architecture**

Please let me know if you have any questions regarding this report. If your Board approves the program, the institution's Chief Academic Officer will notify our office of your action so we can keep an accurate record of the programs available in the Utah System of Higher Education.

Thank you for giving this your attention.

Sincerely,



David L. Buhler
Commissioner of Higher Education

CC: Astrid S. Tuminez, President – Utah Valley University
Jeff Olson, Senior Vice President for Academic Affairs

Peer Review Report

Institution Utah Valley University

Name of Proposal Bachelor of Architecture

Date of Peer Review Report October 26, 2018

Utah Valley University's proposal for a new Bachelor of Architecture received comments through an on-line discussion by members of the academic community within the Utah System of Higher Education. Comments were received from Southern Utah University, University of Utah, Weber State University, and the Commissioner's office.

The on-line discussion revealed no significant questions or concerns from Southern Utah University or from Weber State University, but concerns were expressed from the University of Utah and the Commissioner's office. Among other things, written concerns from the University of Utah included: 1) faculty qualifications for specific courses that need to be addressed in an architecture program, and 2) diversity of the faculty and program advisory board and its impact on NAAB accreditation. Additionally, the Commissioner's office addressed the following issues: 1) need to clarify the number of new faculty required to support the program and to confirm that existing and planned faculty will meet the requirements of the NAAB given the breadth of courses in the program, 2) assurance that the program is designed to meet criteria established by the state Architects Licensing Board, and 3) the financial viability of the program given the significant financial shortfall of approximately \$1 million identified in the proposal for each of the program's first three years. UVU provided a written response to the inquiries provided by the University of Utah and by the Commissioner's office and revised its financial forecast for the program. Comments from the peer review and UVU's responses are provided in the attached transcript.

The proposal was discussed during a meeting with Chief Academic Officers on October 16, 2018. At this meeting a program administrator at the University of Utah provided verbal opposition to the program. This opposition has been noted by UVU.

Attachment: Transcript of Comments



OCT IP VIDEO - Utah Valley University - Bachelor of Architecture

4 8

[Trina Weller](#)
[All Sections](#)

Please use this page for comments

[UVU BARCH](#) ▾

1. Does the proposed curriculum meet the standards of the degree area as assessed by your relevant faculty- specify specific concerns based on your accepted curriculum or national standards, and/or accreditation standards?
2. Do the resources exist to adequately offer a quality program of study and are future resource needs adequately specified? Provide examples of how the resources available in your program look so as to give context on where and why you feel deficiencies exist.
3. Are there any structural or programmatic concerns with the degree? Will students be able to transfer without difficulty (3000 and 4000 level curriculum in the first 2 years, etc.), etc., etc.- Be specific in your examples
4. Are there any other concerns not addressed above?



○



[https://](https://uen.instructure.com/courses/44955/users/1548922) [James Sage](#)

<https://uen.instructure.com/courses/44955/users/1548922>

Oct 12, 2018

Colleagues at SUU reviewed **Utah Valley University's** proposal to create a new **Bachelor of Architecture**. My colleagues here at SUU did not raise any significant questions or concerns about the proposal. We wish **Utah Valley University** the very best as they implement this new program.

--james

James Sage, Associate Provost
Southern Utah University

○



[http](http://uen.instructure.com/courses/44955/users/454693) [Sabine Berlin](#)

<https://uen.instructure.com/courses/44955/users/454693>

Tuesday

We thank our colleagues at SUU for taking the time to review the proposal.

○



[https://](https://uen.instructure.com/courses/44955/users/555886) [Blair Carruth](#)

<https://uen.instructure.com/courses/44955/users/555886>

Oct 12, 2018

The Commissioner's office has reviewed UVU's request for the Bachelor of Architecture and provides the following comments/questions:

The budget table for the program reflects significant finding shortages of approximately \$1 million annually. How will this program be financially viable given current and projected financial resources?

The proposal indicates UVU currently has one faculty member with a master degree in architecture. The narrative indicates that two additional faculty will be hired. The faculty table indicates three new full-time faculty members will be hired with architecture credentials, plus one additional

part-time faculty member. Once the program is fully implemented, how many faculty with credentials in architecture will support the program? Will the deployment of faculty with architecture credentials be sufficient to meet criteria established by NAAB?

The proposal addresses program accreditation issues but does not respond to how the program is designed to meet criteria established by the state Architects Licensing Board as established by Utah code (see Utah Code 58-3a-201 and 58-3a-302). How have state criteria been addressed within the curriculum and regarding faculty qualifications?

Student data for the program is projected for years 1 through 3. For planning and resource allocation, it may be helpful for the institution to project student data through year 5.

[← Reply](#)



[Sabine Berlin](#)

<https://uen.instructure.com/courses/44955/users/454693>

Tuesday

The Commissioner's office has reviewed UVU's request for the Bachelor of Architecture and provides the following comments/questions:

The budget table for the program reflects significant finding shortages of approximately \$1 million annually. How will this program be financially viable given current and projected financial resources?

The proposal indicates UVU currently has one faculty member with a master degree in architecture. The narrative indicates that two additional faculty will be hired. The faculty table indicates three new full-time faculty members will be hired with architecture credentials, plus one additional part-time faculty member. Once the program is fully implemented, how many faculty with credentials in architecture will support the program? Will the deployment of faculty with architecture credentials be sufficient to meet criteria established by NAAB?

Including Professor Barker, the College has reallocated a faculty position to assist with building the foundation of this program prior to the start date. Additionally, we have an international faculty member on campus with a strong architectural education who will serve as an affiliated faculty member. In 2020, we intend to hire an additional faculty member to compliment the faculty expertise. With this composition of faculty, the program will meet the accreditation criteria. As growth occurs, additional faculty will be hired were appropriate.

The proposal addresses program accreditation issues but does not respond to how the program is designed to meet criteria established by the state Architects Licensing Board as established by Utah code (see Utah Code 58-3a-201 and 58-3a-302). How have state criteria been addressed within the curriculum and regarding faculty qualifications?

The program is designed to meet the qualifications of Utah Code 58-3a-302. Listed below.

58-3a-302. Qualifications for licensure.

(1) Except as provided in Subsection (2) [. \(https://le.utah.gov/xcode/Title58/Chapter3A/58-3a-S302.html?v=C58-3a-S302_1800010118000101#58-3a-302\(2\)\)](https://le.utah.gov/xcode/Title58/Chapter3A/58-3a-S302.html?v=C58-3a-S302_1800010118000101#58-3a-302(2)), each applicant for licensure as an architect shall:

- (a) submit an application in a form prescribed by the division;
- (b) pay a fee determined by the department under Section [63J-1-504](https://le.utah.gov/xcode/Title63J/Chapter1/63J-1-S504.html?v=C63J-1-S504_1800010118000101) [. \(https://le.utah.gov/xcode/Title63J/Chapter1/63J-1-S504.html?v=C63J-1-S504_1800010118000101\)](https://le.utah.gov/xcode/Title63J/Chapter1/63J-1-S504.html?v=C63J-1-S504_1800010118000101);
- (c) provide satisfactory evidence of good moral character;
- (d) have graduated and received an earned bachelors or masters degree from an architecture program meeting criteria established by rule by the division in collaboration with the board;
- (e) have successfully completed a program of diversified practical experience established by rule by the division in collaboration with the board;

(f) have successfully passed examinations established by rule by the division in collaboration with the board; and

(g) meet with the board or representative of the division upon request for the purpose of evaluating the applicant's qualifications for license.

The State licensing board requires candidates to graduate with a B-Arch or M-Arch degree program accredited by the NAAB. While as students in the proposed program at UVU, they will create an account with the National Council of Architectural Registration Board (NCARB). Students must complete an internship called the Architecture Experience Program (APX). They have to record 3740 hours of experience working in the industry with 1860 of those hours working under the direction of a licensed architect. Students are eligible to record hours directly after high school graduation if working in an architecture or related industry. The proposed curriculum is designed with enough flexibility to allow a student to be able to gain employment while going through the program. Presently, most of our students are working in the industry at the Sophomore level. We expect our students to be working and recording their hours prior to graduation. With the combination of the B-Arch degree and completed internship hours, graduates will be able to take the Architectural Registration Exams (ARE) in the State of Utah.

Student data for the program is projected for years 1 through 3. For planning and resource allocation, it may be helpful for the institution to project student data through year 5.

The following graphs contain the projected numbers for 5 years.

Three Year
Projection:
Program
Participation
and
Department
Budget

		New Program				
	Year Preceding Implementation	Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department	94	114	138	162	166	166
# of Majors in Proposed Program(s)		20	44	68	72	72
# of Graduates from Department	18	18	18	38	62	86
# of Graduates in New Program(s)		0	0	20	24	24

Departmental Financial Data

	Year Preceding Implementation (Base Budget)	Year 1	Year 2
Project additional expenses associated with offering new program(s). Account for New Faculty as stated in "Faculty Projections"			
Expenses- nature of additional costs required for proposed program(s)			
List salary benefits for additional faculty/staff each year the positions will be filled. For example in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year			
Personnel (Faculty & Staff Salary and Benefits)	\$1,070,167.00	\$107,645.51	\$222,165.90
Operating Expenses (equipment, travel, resources)	\$24,365.00	\$13,850.00	\$17,350.00
Other:			
Total Program Expenses	\$1,094,532.00	\$121,495.51	\$239,515.90

Funding- Source of funding to cover additional costs generated by proposed program(s)

Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.

Internal Reallocation		\$109,117.00	\$109,177.00
Appropriation	\$1,094,532.00		
Special Legislative appropriation			
Grants and Contracts			
Special Fees			
Tuition		\$83,933.33	\$170,552.50
Differential Tuition (requires Regents approval)			
Total Revenue	\$1,094,532.00	\$193,050.33	\$279,729.50
PROPOSED PROGRAM FUNDING			
TOTAL DEPARTMENT FUNDING	\$1,094,532.00	\$121,495.51	\$239,515.90
Difference			
Funding-Expense	\$0.00	\$71,554.82	\$40,213.61

[← Reply](#)

<https://uen.instructure.com/courses/44955/users/880020>
cao@utah.edu
 Oct 12, 2018

Comments Received from the Chair of the School of Architecture at the University of Utah:

The curriculum is designed to meet the standards of the National Architectural Accrediting Board (NAAB), as required for an accredited architecture degree. In my opinion, while the minimum standard will be met, the program as it currently is laid out will produce “status-quo” graduates rather than innovative thinkers and leaders in a profession that must be flexible and able to change to reflect the recent and ongoing significant changes in society and the environment. Given their emphasis on and experience in teaching architectural technology, UVU has an opportunity to start a new, highly innovative program that could teach students to be innovators in both architectural design and construction technology – focusing on an area that is much needed but not yet well defined either by industry or the academy. New construction techniques for buildings that reduce cost, increase durability, and support both environmental and cultural resilience are imperative for the future. UVU is missing an opportunity to be an academic leader in this regard.

Given the proposed technology-heavy curriculum, we expect that the resources suggested in the proposal are accurate and few new resources are needed. It is unclear from the information provided if the existing faculty have the credentials and experience to teach courses which will need to address topics such as cultural competence and inclusive community engagement practices. These topics are essential for practicing architecture – particularly in a rapidly diversifying population such as ours – and must be taught with sensitivity and care.

The architecture program at the University of Utah hires specialists to teach certain topics, such as architectural theory and history, legal issues and risk management, and building technology (structures, environmental systems, materials and construction) as well as practitioner-academics to teach design studios, courses on sustainability, community engagement practices, leadership in the profession, professional practice, etc.

We do not see any critical structural problems with the degree. It will be straightforward for UVU students to complete the two-plus-three program, although transfer students may require additional time to complete the degree, as few programs have the same two-year curriculum as outlined by UVU (particularly the spring semester of the second year). Also, the fall semester of the third year has a particularly heavy course load (17.5 credits), which may be difficult for students transferring from other institutions and starting at UVU that semester.

In the first paragraph of the proposal, UVU states that the students will learn to be “community leaders” and will “acquire leadership skills in professional practice, ethics, and architectural registration exam preparation.” The goal for students to become community leaders is commendable. We recommend that UVU look outside the conventional bounds of architectural practice to teach students leadership skills needed to address the wicked problems of the era, so that they may, as architects, become true “community leaders.”

UVU notes a goal to educate first-generation students and other non-traditional students with flexible learning opportunities (page four of the proposal), which is a truly worthy and important goal. However, it is unclear from the proposal how those flexible learning opportunities will be built into the curriculum, which appears in the proposal as lock-step and quite full, with little opportunity for students to pursue any related studies or particular focuses within the architecture curriculum.

Additionally, as a state institution, UVU serves the population of Utah Valley and the surrounding region, which is rapidly diversifying. It imperative that the members of the faculty and Advisory Board reflect this diversity. We noticed that the 17-team member Advisory Board consists of 16 men and one woman, the fulltime faculty consist of nine men and no women, and the adjunct faculty consist of six men and no women. Photographs of eight of the nine fulltime faculty are available on the department webpage, and all eight men appear to be Caucasian. This neither reflects the current state of the profession (which although is traditionally white male-dominated and has not yet reached gender parity, let alone true ethnic/racial inclusivity, is much more diverse and inclusive than UVU's architecture faculty and Advisory Board), nor does it reflect the values of the profession, as stated by the American Institute of Architects (AIA). The AIA asserts a commitment to "broadening equity, diversity, and inclusion to create a stronger profession." With the lack of diversity in its faculty, UVU's architecture program risks not only unconsciously perpetuating outmoded and insensitive stereotypes but also alienating the very population it wishes to serve. The lack of diversity within the faculty also will receive a negative review as part of the NAAB accreditation process. We urge an immediate reconsideration of new and adjunct faculty, as well as the Advisory Board membership, to address this vital issue.

← Reply



[Sabine Berlin](#)

(<https://uen.instructure.com/courses/44955/users/454693>)

Tuesday

The curriculum is designed to meet the standards of the National Architectural Accrediting Board (NAAB), as required for an accredited architecture degree. In my opinion, while the minimum standard will be met, the program as it currently is laid out will produce "status-quo" graduates rather than innovative thinkers and leaders in a profession that must be flexible and able to change to reflect the recent and ongoing significant changes in society and the environment. Given their emphasis on and experience in teaching architectural technology, UVU has an opportunity to start a new, highly innovative program that could teach students to be innovators in both architectural design and construction technology – focusing on an area that is much needed but not yet well defined either by industry or the academy. New construction techniques for buildings that reduce cost, increase durability, and support both environmental and cultural resilience are imperative for the future. UVU is missing an opportunity to be an academic leader in this regard.

First, we would like to express our appreciation to the Chair and Dean of the College of Architecture and Planning at the University of Utah for taking the time to provide valuable thoughts and insight regarding this proposal.

As stated, there are significant changes and challenges in our society, which require complex solutions. Architecture as a profession can be a force for positive change, and, as history has shown, can have negative impact. Additionally, others, besides architects are responsible for elements of our built environments. We believe the interdisciplinary nature of the proposed program will encourage design thinking in other departments and percolate into industry segments outside of architecture. Additionally, we also have been working closely with the Institute of Classical Architecture and Art. We believe in fully integrating the classical theories and philosophies into an architectural education. This is difference from the format at the University of Utah. We do not endeavor to reproduce Greek temples, rather create a design environment, where students will draw upon these time-tested theories to inform their architectural designs and contemporary works. Students finding more interest in current technologies, materials, and methods of construction will be in the proximity of Construction Management or Engineering students and can take full advantage. There are numerous approaches to the successful design of a structure. Just like designing a building, we believe architectural education here in Utah can be successful with differing opinions.

In August of 2018, Representatives of the CA&P reached out to Professor Barker to propose the 2 programs work together on an architectural design project. Professor Eric Cook from the University of Utah is the Director of the Design Build–Bluff program near Blanding Utah. Both him and Professor Barker are devising a plan to collaborate with students on a design/build project in spring 2019. We are excited about this opportunity to collaborate with the faculty of CA&P and look forward to more opportunities in the future.

Given the proposed technology-heavy curriculum, we expect that the resources suggested in the proposal are accurate and few new resources are needed. It is unclear from the information provided if the existing faculty have the credentials and experience to teach courses which will need to address topics such as cultural competence and inclusive community engagement practices. These topics are essential for practicing architecture – particularly in a rapidly diversifying population such as ours – and must be taught with sensitivity and care.

Few resources are needed in order to grow from the existing 2 year AS program to a full Bachelor of Architecture degree. Physical space is currently available along with the appropriate technological resources. Assistant Professor David Barker currently has a Master of Architecture (M-Arch) degree. He will be taking the licensing exams and expects to finish prior to the launch of the proposed program. The College has also reallocated a faculty position to assist with building the foundation of this program prior to the start date. Additionally, we have an international faculty member on campus with a strong architectural education who will serve as an affiliated faculty member. In 2020, we intend to hire an additional faculty member to compliment the faculty expertise. As growth occurs, additional faculty will be hired were appropriate.

The architecture program at the University of Utah hires specialists to teach certain topics, such as architectural theory and history, legal issues and risk management, and building technology (structures, environmental systems, materials and construction) as well as practitioner-academics to teach design studios, courses on sustainability, community engagement practices, leadership in the profession, professional practice, etc.

Speaking from personal experience, I (David Barker) agree with the statement regarding the credentials of the faculty at the University of Utah. I continue to be grateful to have been educated by some of the finest men and women I know. To accomplish the goals of this proposal, it will also require highly trained specialists. We have industry experts wanting to provide instruction in the design studios, building structures and environmental systems. We consider the makeup of the program rather unique in its interdisciplinary approach to instruction. The College of Arts at UVU has very experienced faculty who currently teach architectural history and culture. The Construction Management department will bring in their expertise for the requisite classes. I am also LEED accredited and have past experience of integrating an environmental sustainability curriculum in the program at BYU-Idaho Construction Management department during my time teaching there. We have specialists on staff currently who have a deep and personal understanding of ADA, building codes, and life safety requirements. As mentioned previously, new hires will bring additional expertise.

We do not see any critical structural problems with the degree. It will be straightforward for UVU students to complete the two-plus-three program, although transfer students may require additional time to complete the degree, as few programs have the same two-year curriculum as outlined by UVU (particularly the spring semester of the second year). In addition, the fall semester of the third year has a particularly heavy course load (17.5 credits), which may be difficult for students transferring from other institutions and starting at UVU that semester.

UVU has in place very strong pathways both internally and externally with institutions such as SLCC, Weber State and BYU-Idaho, which will be expanded and refined pending approval of the program. Regarding the concern for heavy course loads, many of the lower division courses are offered during the summer semester as well as hybrid options.

In the first paragraph of the proposal, UVU states that the students will learn to be "community leaders" and will "acquire leadership skills in professional practice, ethics, and architectural registration exam preparation." The goal for students to become community leaders is commendable. We recommend that UVU look outside the conventional bounds of architectural practice to teach students leadership skills needed to address the wicked problems of the era, so that they may, as architects, become true "community leaders."

We agree completely with the comments in this section. It is our intention to create a school schedule to accommodate a non-traditional student with family, work and religious obligations so common to the demographic in Utah. Additionally, from Professor Barker's own experience, many female students who began their architectural education at the University of Utah, or desired to transfer in, did not apply for the M-Arch degree because the program was not flexible enough to accommodate family obligations. Because of this we feel, by offering the B-Arch degree, more female and working students will enter the proposed program and be able to successfully complete. Courses are provided in leadership training, professional practice and ethics. It is our belief that the simultaneous experience of practice and collegiate level training will prepare students for these leadership roles. Beyond coursework, students are involved in community-engaged design projects. We currently seek out these projects to benefit our local communities and provide unique learning opportunities. Professor Barker and his students have been very active in addressing community needs. A recent example of this is highlighted in the Fall 2018 UVU Magazine. A diverse group of students provided conceptual design solutions to the City of Vineyard for a trails and park system. CRSA Inc is utilizing this work in their designs.

UVU notes a goal to educate first-generation students and other non-traditional students with flexible learning opportunities (page four of the proposal), which is a truly worthy and important goal. However, it is unclear from the proposal how those flexible learning opportunities will be built into the curriculum, which appears in the proposal as lock-step and quite full, with little opportunity for students to pursue any related studies or particular focuses within the architecture curriculum.

We apologize for any misunderstanding about flexible learning opportunities. The B-Arch degree is designed to accommodate the non-traditional family and work obligations typically to a majority of students at UVU. Many classes will be offered as hybrid or during afternoon/evening hours.

Additionally, as a state institution, UVU serves the population of Utah Valley and the surrounding region, which is rapidly diversifying. It imperative that the members of the faculty and Advisory Board reflect this diversity. We noticed that the 17-team member Advisory Board consists of 16 men and one woman, the fulltime faculty consist of nine men and no women, and the adjunct faculty consist of six men and no women. Photographs of eight of the nine fulltime faculty are available on the department webpage, and all eight men appear to be Caucasian. This neither reflects the current state of the profession (which although is traditionally white male-dominated and has not yet reached gender parity, let alone true ethnic/racial inclusivity, is much more diverse and inclusive than UVU's architecture faculty and Advisory Board), nor does it reflect the values of the profession, as stated by the American Institute of Architects (AIA). The AIA asserts a commitment to "broadening equity, diversity, and inclusion to create a stronger profession." With the lack of diversity in its faculty, UVU's architecture program risks not only unconsciously perpetuating outmoded and insensitive stereotypes but also alienating the very population it wishes to serve. The lack of diversity within the faculty also will receive a negative review as part of the NAAB accreditation process. We urge an immediate reconsideration of new and adjunct faculty, as well as the Advisory Board membership, to address this vital issue.

We appreciate these comments in the last paragraph. With its religious and cultural heritage, Utah County is rather unique from other locations in the country. As UVU has grown from a community college to a regional university, the diversity of its faculty, staff, and students has grown as well. With the recent appointment of President Tuminez we expect to be guided by her leadership in the future to accommodate people of all backgrounds. Additionally, we recognize the strong value women bring to the profession. The current industry advisory board of the Engineering Design Technology (EDT) department consists of members across several engineering disciplines and architecture. We have identified architectural practitioners and industry leaders to form a new architecture advisory board upon approval of the program.

As mentioned earlier, we have an international faculty member on campus, who will serve as an affiliated faculty. He brings credentials in Architecture History from Shanghai, and a Ph.D. in Art History from Binghamton University, SUNY.

We are aware of the NAAB review process and the diversity requirements of faculty to receive a positive review. Throughout the hiring process, we will strongly encourage women and people of all ethnicities to apply.

[← Reply](#)



[Eric Amsel](#)

<https://uen.instructure.com/courses/44955/users/719>

Oct 12, 2018

The proposal was sent to Dr. Joseph Wolfe (Chair) and Dr. Jeremy Farnier (faculty) in the Parson Construction Management Department. There was strong support for the proposal with additional course articulation suggestions sent directly to UVU.

[← Reply](#)



[Sabine Berlin](#)

<https://uen.instructure.com/courses/44955/users/454693>

Tuesday

We thank our colleagues at Weber State for their strong support.

[← Reply](#)

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

Institution Submitting Request: Utah Valley University

Proposed Program Title: BS in Aerospace Technology Management

Sponsoring School, College, or Division: College of Health and Public Service

Sponsoring Academic Department(s) or Unit(s): School of Aviation Sciences

Classification of Instructional Program Code¹ : 15.0801

Min/Max Credit Hours Required of Full Program: 123 / 123

Proposed Beginning Term²: Fall 2019

Institutional Board of Trustees' Approval Date:

Program Type (check all that apply):

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

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

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

³ Please indicate award such as APE, BFA, MBA, MEd, EdD, JD

Chief Academic Officer (or Designee) Signature:

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

Jeffery Olson, Senior Vice President Academic Affairs Date: September 19, 2019

I understand that checking this box constitutes my legal signature.

Utah System of Higher Education Program Description - Full Template

Section I: The Request

Utah Valley University requests approval to offer the following Baccalaureate degree(s): BS in Aerospace Technology Management effective Fall 2019. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Description

Present a complete, formal program description.

The BS in Aerospace Technology Management from Utah Valley University is designed to prepare graduates for various technical aerospace professional roles across a products life cycle. Skills associated with air and space vehicle sustainability systems and risk management, customer management, project management, aftermarket services, business development, manufacturing and inspection processes, safety management systems, and process improvement will be learned and applied. The program will provide a completion degree for students who possess the Airframe and Powerplant ratings of an FAA issued Aircraft Maintenance Technician Certificate under the rules defined by FAR Part 65 or possess a license as an Aircraft Maintenance Engineer (Cat B1) issued under EASA Part 66 regulations.

Consistency with Institutional Mission

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

The BS in Aerospace Technology Management is consistent with the Institution's Regents-approved mission, roles, and goals by providing a new technical degree program that offers 'technical education programs...in high demand areas' and 'contributes to the quality of life and economic development at the local and state levels' (USHE, R312-4, para 4.2). Local aviation service centers, airlines, and aerospace manufacturers have expressed the need for more aviation maintenance technicians and managers that can fulfill the challenging, highly skilled roles that are currently in demand by the aerospace companies that reside within state of Utah. Industry representatives (Duncan Aviation Services) and local governments (Provo Mayor's Office) have directly requested Utah Valley University create a new degree program that will help fill the explosive demand for qualified and educated aerospace professionals that will fill existing and future jobs both in the local community and nationwide. The development and implementation of this program will have a direct and measurable impact on the local economy in Provo, Utah Valley, and across Utah.

The new degree program also fulfills the University's mission "...which provides opportunity, promotes student success, and meets regional educational needs," and "...builds on a foundation of substantive scholarly and creative work to foster engaged learning" (USHE, R312-4, para 4.2.3). Participating students will be provided opportunities for internships, coops, and undergraduate research through relationships that the School of Aviation Science has with industry partners. Through student involvement and leadership certification through the Center for the Advancement of Leadership LEAD program, students will have the opportunity and choice to be engaged learners and to be mentored by industry leaders. This program helps students grow professionally and to be responsible community contributors. The BS in Aerospace Technology Management will be a highly collaborative and integrated program with the College of Engineering & Technology, the Woodbury School of Business, and all associated industry partners who will help the program grow. It will remain relevant and produce graduates that meets the talent needs across all aerospace industry segments.

Section III: Needs Assessment

Program Rationale

Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program.

According to the recently published Boeing Pilot and Technician Outlook 2018-2037 Report, there will be a worldwide demand for new aviation technicians of 745,000. In North America alone, 189,000 new technicians will be in demand.

Robert Prosch, Associate Dean for Aviation at Everett Community College, who works closely with Boeing and other local, advanced aerospace companies, estimated that the demand for managers with a BS degree within the aerospace discipline will be one for every twenty technicians (1:20 ratio) listed within the Boeing report. This equates to approximately 9,500 skilled, degreed aerospace managers.

The 2018 Boeing Pilot and Technician Outlook is an industry respected forecast that quantifies the demand for qualified personnel within the field of aviation. The forecast includes the aviation industry segments of helicopter, business aviation, and commercial aviation. Thus, it does not include the personnel demand within the defense industry.

The demand for qualified managers is systemic to the entire aerospace industry. The Boeing report explains the cause of this demand, "The demand will stem from a mix of fleet growth, retirements, and attrition. Meeting this extraordinary demand will require proactive planning and collaboration within the global aviation industry. As several hundred thousand pilots and technicians reach retirement age over the next decade, educational outreach and career pathway programs will be essential to inspiring and recruiting the next generation of personnel."

The issue related to the lack of supply for qualified aviation professionals to backfill impending retirements is *acute* in the aviation industry nationally. UVU stands in an excellent position to support not only the local aerospace economy in Utah, but also support national trends in aerospace economic development and workforce development needs.

In the State of Utah, the positive economic impact of civil aviation to the local economy is staggering. According to the PricewaterhouseCoopers study, Contribution of General Aviation to the US Economy in 2013, the total economic output of general aviation in Utah is \$2.2 billion, supports 11,300 jobs, and \$618 million in labor income (Summary of Economic Impact of General Aviation in Utah, 2018). The new BS degree program will directly support the Utah aviation community and its economic impact to the state by supplying the industry's need for a qualified workforce.

Utah is not immune to the trends that are being felt nationally related to the drastic loss of qualified aviation professionals that support aircraft maintenance, this includes qualified and credentialed managers with BS degrees in Aviation.

Labor Market Demand

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

Industry Feedback

John R. Curtis

Former Mayor, Provo, UT

In a letter of support provided to Dr. Mathew Holland, 29 August 2017, the honorable Mr. Curtis expresses a desire to have UVU develop an A&P technician program in support of Duncan Aviation and growth within the local community. Growth will result in *“challenges of finding well trained and qualified aviation related trades...”*. This will also result in the need for qualified managers and leaders.

Chad Doehring

Vice President of Operations

Duncan Aviation Services, Provo, Utah

Mr Doehring writes in his letter of support dated 18 June 2018, *“The need for highly trained talent is at a critical point within the Aviation industry; partnering with Utah Valley University in educating and providing exposure to your Aviation maintenance students is critical to the success of Duncan Aviation and the Aviation industry. Duncan Aviation is looking forward to partnering with Utah Valley University to providing resources to your students so they may gain a broader perspective of the Aviation industry in all education areas, along with provide a place of employment to further expand their skills and education in a fast passed technical field.*

I urge you to move forward with the 2+2 Bachelor's degree completion program in Aerospace Technology Management with Salt Lake Community College for the success of your students and for Duncan Aviation future team member needs.”

Stephen Lutjemeyer

Director of AMT Development

Republic Airlines, Indianapolis, IN

Advocate and supporter of the program, his airline is willing to offer resources, advice on curriculum development as well as internships for students at various maintenance bases across the United States.

Kim Pritchard

Sr. Manager, Technician Talent Acquisition | Technical Operations - SFOVO

United Airlines, San Francisco, CA

Employer and subject matter expert for the acquisition and development of aviation maintenance professionals. Extensive network of SMEs and school leaders to assist with curriculum development, facility planning, and overall program advocacy. Leaders who have developed new 21st Century aviation

maintenance programs.

“You are definitely on the right track: not only is there a critical need for technicians now and for years to come, industry appreciates the idea of infusing as much professionalism and collegiate thinking into that demographic as possible.”

“I am very happy more schools across the country are waking up to the fact there is a true, worldwide need. As you know, Boeing’s infamous report communicates a percentage of the TRUE need. I understand your institution is well-position to help Duncan Aviation with future techs (and hopefully, can become a viable feeder for United Airlines and others). Organizations within the General Aviation and Corporate communities drive the aspect of need that Boeing’s report doesn’t address.”

Robert Prosch

Associate Dean of Aviation, Aerospace & Advanced Manufacturing Careers Division
Everett Community College, Everett, WA

Mr. Prosch stated that “you are on the right path and coming in at the right time to meet the needs of the industry.” He stated that Boeing and other Aerospace companies he supports are extremely concerned over the shortage of A&Ps and the shortage of qualified managers with degrees to support their operations. As a result of this burning issue, Everett is leading a consortium of surrounding schools, that border Washington, to create a new BS degree within the A&P discipline.

He further adds, “I want to fully express my support and congratulate your university for considering how better to meet the needs of the aerospace industry. Though Everett Community College has had an FAA Part 147 for the past 51 years, we are currently working on a Bachelor of Applied Science degree in aviation maintenance management at the request of our industry partners.”

“The case for supplying graduates trained in aerospace technology and maintenance management is compelling. State and federal reports provide insight into the necessity of a stronger pipeline.”

Data

Long-term Bureau of Labor Statistics (BLS) estimates the 2014-2024 growth rate for occupations related to Aeronautical/ Aerospace Engineering Technology/ Technician (CIP15.0801) within Utah to be about as fast as or faster than average with projected increases between 21-43%. The subset of aviation tech focused occupations with Utah specific data are projected to have a combined growth of about 200 new job openings in Utah annually.

According to the BLS, the median annual wage for these occupations is estimated to range widely, between \$34,560-\$72,220, but most meet or exceed the 2016 Utah median wage (\$35,010). LaborInsight BurningGlass data indicates 715 job postings for these positions in this area within Utah during the past 12 months (Apr 2017-Mar 2018), more than three times the BLS annual estimate – 306 in the SLC MSA, 246 in Ogden-Clearfield, 84 in Provo-Orem, 7 in St. George, 3 in the Logan-Idaho region, and 69 in unspecified locations. The mean annual salary for the Burning Glass data is \$51,000 and the median

annual salary is \$47,000 which agrees with the BLS median occupation wage estimates.

Student Demand

Provide evidence of student interest and demand that supports potential program enrollment. Use Appendix D to project five years' enrollments and graduates. Note: If the proposed program is an expansion of an existing program, present several years enrollment trends by headcount and/or by student credit hours that justify expansion.

This proposed degree falls within UVU's Department of Aviation Science in the College of Health and Public

Service. An assessment of student demand is best drawn from enrollments for all existing departmental programs. Enrolled Fall headcount of the Aviation Science Department for the past five years: 1,655 in 2012; 1,460 in 2013; 1,232 in 2014, 1,165 in 2015 and 1,046 in 2016. Overall, the department has experienced declining enrollments, but maintains a robust 1,000+ headcount annually suggesting a sufficient pool of students for an additional area of specialty.

Similar Programs

Are similar programs offered elsewhere in the USHE, the state, or Intermountain Region? If yes, identify the existing program(s) and cite justifications for why the Regents should approve another program of this type. How does the proposed program differ from or compliment similar program(s)?

Currently there are no programs with completions data in Utah with the 15.0801 CIP code. There are several similarly aligned programs and during 2015-16 only 38 students graduated in this field of study which is an undersupply as indicated by the BLS and BurningGlass Data.

There are currently only two USHE institutions that include FAR Part 147 that can grant degrees: USU and SLCC. SUU's program is under FAA consideration.

Collaboration with and Impact on Other USHE Institutions

Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higheredutah.org/policies/policy315/. Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.

Program delivery to designated service area

The program will be delivered outside of UVU designated service area in the following context. 1) The local delivery of the program is dependent on a partnership with SLCC to create a stackable 2+2 degree program. SLCC being based in Salt Lake County means Salt Lake County residents will be coming to UVU to take courses as they currently do within the Professional Pilot and Aviation Administration/ Management programs. Nearly 25% of UVU Aviation Science student participating in online delivered courses are from Salt Lake County already. 2) The program will be also delivered online, enabling students across the state, nation, and globe to participate in the new degree program. This is consistent with UVU's existing online programs.

Impact to other USHE institutions

Several collaborative discussions have been held with leaders and faculty members from Utah State University and Salt Lake Community College. Impact to these institutions (USU, SLCC) is neutral to net positive.

USU

USU has a 2+2 degree completion program with SLCC but participation is light. The northern location of the school in Ogden is considered a discriminator for many. Speaking to Andreas (Baron) Wesemann, Assistant Professor, Aviation Technology and Director, Professional Pilot Program, he is supportive of UVU's desires to develop a new BS degree program for immediate deployment and an UVU FAR Part 147 program in the future.

SLCC

According to Dr. Eric Heiser, Dean for the School of Applied Technology and Technical Specialties, they are willing to grow their program to maximize their available capacity to include a day and evening program to accommodate student growth that will likely result in the 2+2 partnership with UVU. They are also encouraged to work with UVU to create a Concurrent Enrollment program to provide additional career pathway for students entering aviation maintenance and to complete their bachelor's degree through the proposed program offering in aerospace technology management. This would include the potential to place a portion of the Part 147 program directly into selected high schools. Perspective of SLCC is new BS degree program will be a positive contributor to their program's sustainability and growth. Todd Baird, Program Coordinator, also indicated strong support for the program as it provides an additional pathway for the students to complete their degree in a program that is focused on aviation subjects and competencies.

SUU

In discussions with the Chair, Dr. Charles H. (Skip) Jones, he indicated his positive support for the UVU proposed ATM program. He believes there is sufficient demand within the State to justify additional programs and felt that it was complimentary and not competitive to their program. The UVU program will provide SUU graduates, once implemented, an opportunity for access to the BS completion degree just like SLCC.

Geographically, UVU is within the central valley of Utah Valley with a growing population that desires to be served locally. This provides students the opportunity to keep their educational, living, and transportation costs low while continuing to work in a region where there is the ability to both work and go to school. This aligns well for UVU to continue its mission in support of non-traditional students.

External Review and Accreditation

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

Advisory Committee

UVU Aviation Science has a standing Program Advisory Board (PAB) that includes a maintenance discipline component to it to support the development of an effective Aerospace Technology Management (ATM) program. At present, the formal members of the PAB supporting the ATM include:

Chad Doehring

Vice President of Operations

Duncan Aviation Services, Provo, Utah

Stephen Lutjemeyer

Director of AMT Development
Republic Airlines, Indianapolis, IN

Mike Adamson

Vice President of Member Programs & Education, Executive Director, AEA Educational Foundation
Aircraft Electronics Association (AEA), Lee's Summit, MO

Kim Pritchard

Sr. Manager, Technician Talent Acquisition | Technical Operations - SFOVO
United Airlines, San Francisco, CA

Robert Prosch

Associate Dean of Aviation, Aerospace & Advanced Manufacturing Careers Division
Everett Community College, Everett, WA

Aviation Technician Education Council (ATEC)

URL: <http://www.atec-amt.org/>

UVU Aviation Science is a member

UVU is utilizing ATEC published resources and network of FAR Part 147 experts and other aviation education institutions, to create a relevant and effective BS degree in Aerospace Technology Management.

Mission

The Aviation Technician Education Council (ATEC) was founded in 1961. Its mission is to promote and support aviation maintenance technician education, with the ultimate goal of enabling the aerospace community to meet its workforce needs. The council actively engages with regulatory bodies to support an infrastructure that will create high quality technicians; provide resources, continuing education, and networking opportunities to learning institutions; keep the community informed of activities that impact technician education; and promote careers in aviation maintenance.

ATEC membership is made up of aviation employers, vendors, and educational institutions with maintenance technician programs. The vast majority of member schools offer airframe and powerplant mechanic programs that are certificated by the Federal Aviation Administration under Title 14 Code of Federal Regulations part 147.

Section IV: Program Details**Graduation Standards and Number of Credits**

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

The proposed curriculum for this program requires students to complete 123 credit hours, of which 40 credit hours must be 3000 level classes or above.

The BS ATM program closely follows the program structure for the completion BS degree offered by Technology Management. This has proven to be a successful and effective model. The curriculum is broken into four components:

General Education Requirements (35 cr), are aligned with the UVU Gen Ed course catalog.

Technical Core Requirements (45 cr), are fulfilled through credit transfer. This requires completion of the FAA issued Airframe & Powerplant Maintenance Technician Certificate (issued under rules of FAR Part 65) OR Completion of an Associates in Science or an Associates of Applied Science Degree from a regionally accredited institution of higher education with a designated technical specialty associated with FAA issued (A&P Maintenance Technician Certificate) issued under the rules of FAR Part 147) or possess a license as an Aircraft Maintenance Engineer (Cat B1) issued under EASA Part 66 regulations.

Discipline Core Requirements (30 cr), utilize management and operations courses from within Aviation Science and includes key courses from Technical Management.

Specialization (Track) Electives (13 cr), students will have the ability to select 13 credit hours of elective courses.

Additional graduation requirements:

1. Overall grade point average of 2.0 (C-) or above.
2. No grade lower than a C- in any AVSC or TECH course.
3. Residency hours - Minimum of 30 credit hours through course attendance at UVU, with at least ten hours earned in the last 45 hours.
4. Completion of GE and specified departmental requirements.
Successful completion of at least one (1) Global/Intercultural course.

Admission Requirements

List admission requirements specific to the proposed program.

Students seeking admission to the program will be required to meet the following admissions requirements:

Completion of Technical Specialty associated with FAA issued Airframe & Powerplant Maintenance Technician Certificate (issued under rules of FAR Part 65) OR Completion of an Associates in Science or an Associates of Applied Science Degree from a regionally accredited institution of higher education with a designated technical specialty associated with FAA issued (A&P Maintenance Technician Certificate) issued under the rules of FAR Part 147) or possess a license as an Aircraft Maintenance Engineer (AME) (Cat B1) issued under EASA Part 66 regulations. A total not to exceed 45 credit hours will be awarded for evidence of the possession of the A&P or AME certificate.

Standard UVU General Education credit transfer policy will apply.

Curriculum and Degree Map

Use the tables in Appendix A to provide a list of courses and Appendix B to provide a program Degree Map, also referred to as a graduation plan.

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

How do existing administrative structures support the proposed program? Identify new organizational structures that may be needed to deliver the program. Will the proposed program impact the delivery of undergraduate and/or lower-division education? If yes, how?

In July 2012, Utah Valley University created the School of Aviation Sciences in the College of Aviation and Public Services (subsequently realigned and renamed College of Health and Public Service in Spring of 2017) to accommodate growth and diversification of the aviation program.

The proposed degree Aerospace Technology Management will reside within the School of Aviation Sciences under the College of Health and Public Service. The School already hosts two aviation BS programs, Aviation Management and Professional Pilot.

All the courses for the new degree program, except three, are already offered within the School of Aviation Science and the College of Engineering and Technology. AVSC 4500, Aerospace Aftermarket Support Services and AVSC 4550, Aerospace Vehicle Certification, Reliability, and Maintainability Systems will be developed by full-time and adjunct faculty. A one credit special topics course will also be offered in the new curriculum. The new degree program will not impact the delivery of existing courses in the first year. All other faculty members responsible for teaching courses within this degree are already in place. There are no other budget requirements for the implementation of this new degree and no changes or additions to the existing organization is required. Coursework will be taught primarily by full-time and adjunct aviation faculty. Currently, the School of Aviation Sciences has ten full-time faculty members and 33 adjunct faculty.

As with the current Aviation Science degree, 100% of courses in the proposed degree will be available through online delivery as well as on campus. The program will not have an immediate need for additional learning resources / instructional technology, but it will use existing resources and technologies currently used by the existing Aviation Science programs.

Faculty

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

The School of Aviation Sciences is currently comprised of ten full-time faculty holding credentials including PhD, EdD, MBA, MS, and BS degrees in aviation management, aeronautical science, and commercial aviation. Two additional faculty members have been recently added to backfill open positions. These faculty are well-qualified to administer and teach the program. School faculty will receive the same faculty development support as years prior to help them advance professionally, including School support to attend and present at professional conferences and workshops.

Staff

Describe the staff development activities that will support this program. Will existing staff such as administrative, secretarial/ clerical, laboratory aides, advisors, be sufficient to support the program or will additional staff need to be hired? Provide plans and resources to secure qualified staff, as needed.

The current BS degree programs Aviation Management and Professional Pilot are supported by staff in the School of Aviation Sciences reporting to the Aviation Department Chair. No new staffing will be required to support the new degree program upon its approval.

Student Advisement

Describe how students in the proposed program will be advised.

New students must meet with an aviation academic advisor before registering for courses. Students interested in being admitted to the program will meet with an Aviation Science advisor to ensure that they meet admission requirements and to review program requirements. They will be provided with an Aviation Science Student Manual containing useful information on the program, such as the program's mission and goals, a description of the faculty, core curriculum, class sequencing and electives, extracurricular opportunities, and graduation requirements.

Two full-time Aviation Science advisors are currently in place that advise residential aviation students. One staff member oversees advisement of online aviation students. The School of Aviation Sciences operates a Student Support Center available toll-free to all aviation students Monday through Friday from 8:00am to 8:00pm Mountain Time. These advisors are familiar with all program requirements and assist students in planning and tracking their graduation plan. Students will be required to meet with their advisors a minimum of once a year to ensure that they are progressing satisfactorily. Aviation faculty mentor students as needed to help them understand academic and professional aspects of the aviation field.

Library and Information Resources

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

Utah Valley University's Fulton Library is positioned to support the proposed degree. The Aviation, Aeronautics, and Aerospace collections consist of 1,734 books and 35 reference books/sets, with an additional 2,456 ebooks. There are 269 DVDs and 226 streaming videos. There are 191 electronic periodical subscriptions with 16 print. Overall, Fulton Library provides access to over 300,000 full text periodicals.

Fulton Library is a member of the Utah Academic Library Consortium (UALC), enabling them to provide access to an additional 150,000 full text periodicals. UVU's ability to provide journals continues to grow and is already providing excellent support to a successful Aviation Administration emphasis in the Aviation Science degree. Another benefit from UALC is a resource sharing agreement that allows UVU students and faculty to borrow items from any UALC member library. They may borrow materials from participating libraries by presenting their UV ID card. They may also request materials through use of the Interlibrary-loan service (ILL).

Fulton Library's "Information Commons" provides direct access to a trained reference librarian 13 hours

each day. The computer lab and reference collection are collocated to create the optimal research environment. The library is part of the campus-wide wireless network accessible to students and faculty. Patrons may also seek out specialized help from the Aviation Librarian – Trevor Young, who is also available for specialized classroom instruction.

Fulton Library's databases/journals compare favorably to Embry-Riddle, Purdue, and Utah State University. We provide access to ScienceDirect, Web of Science, SciFinder (Chemical Abstracts), and Aviation Week & Space Technology, all of which are accessible by two or more of these universities.

Fulton Library is investigating increasing holdings by considering the following databases, some of which are subscribed to by Embry-Riddle, Purdue, and USU respectively:

Technology Collection (ProQuest): Advanced Technology, Aerospace, and Materials Science & Engineering (Aerospace being the priority)
Aviation Week Intelligence Network (of which Aviation Week & Space Technology is a part)
TRID
AIAA Aerospace Research Center
CAPA Center for Aviation
SCOPUS

Projected Enrollment and Finance

Use Appendix D to provide projected enrollment and information on related operating expenses and funding sources.

Section VI: Program Evaluation

Program Assessment

Identify program goals. Describe the system of assessment to be used to evaluate and develop the program.

The Aviation Sciences faculty requires students pursuing the Bachelor of Science in Aerospace Technology Management program to demonstrate competencies, skills, and knowledge in five domains. These domains, as defined by the National Business Aviation Association (NBAA), include Leadership, Human Resources, Operations, Aircraft Maintenance and Facilities Operations, and Business Management (*CAM Candidate Information Handbook, 2017*).

The Bachelor of Science in Aerospace Technology Management program outcomes will be measured by meeting or exceeding the NBAA's Certified Aviation Manager (CAM) standards. CAM certification "... allows business aviation professional to both document their skills and demonstrate their commitment to leadership excellence" in the aviation domain (*CAM Candidate Information Handbook, 2017, p. 1*).

The following is a summary of the assessments required to successfully meet CAM and aviation management standards.

Outcome 1: Evaluate current market conditions, customer requirements, and aerospace vehicle support requirements, and demonstrate the knowledge, skills, and procedures to successfully design an effective aerospace support organization in a simulated aerospace operations setting.

Means of Assessment: Results from AVSC 4500 Aerospace Aftermarket Support Services organization plan simulation project.

Criteria for Success: 80 percent of students will score greater than 70 percent in the simulated exercise.

Summary/Analysis of Results: Simulation results will be quantitatively analyzed by faculty based on simulation rubric.

Use of Results: Assessment results will be reviewed annually, and program content improvement will be based on the annual assessment.

Outcome 2: In a team setting, the students will identify a current issue and propose a viable solution through a formal report and presentation that will be associated with topics involving aerospace vehicles (or component) certification standards, regulatory requirements, maintenance planning, safety management, and training within one of the aerospace sectors.

Means of Assessment: The report and presentation will be evaluated by the faculty in AVSC 4900 Strategic Aviation Management Capstone using a rubric defined by the Aerospace Technology Management program faculty.

Criteria for Success: 80 percent of students will score greater than 80 percent for each evaluated assignment (report + presentation)

Summary/Analysis of Results: Assessment results will be quantitatively analyzed by faculty using the Aerospace Technology Management project rubric.

Use of Results: Assessment results will be reviewed annually, and program content improvement will be based on the annual assessment.

Outcome 3: Synthesize acquired knowledge, judgment, and expertise in an operational setting.

Means of Assessment: Employer surveys will be evaluated from UVU's "Employer Survey Instrument" delivered to aviation employers.

Criteria for Success: 80 percent of UVU Aviation Administration graduates will rated "Good" or "Very Good" in the overall quality of education and its effectiveness in developing the competencies needed by employers.

Summary/Analysis of Results: Quality and effectiveness of education will be evaluated on knowledge, skills, work habits, and overall quality and effectiveness of the degree.

Use of Results : Results will be reviewed by aviation faculty annually. Improvement in program curricula and content will be based on survey results.

Student Standards of Performance

List the standards, competencies, and marketable skills students will have achieved at the time of graduation. How and why were these standards and competencies chosen? Include formative and summative assessment measures to be used to determine student learning outcomes.

Competencies and Skills: Students meeting the NBAA standards can apply the competencies and skills in an aerospace management setting. The demonstrated competencies within the domains represent "...the knowledge, skills and professional experience exemplified by aviation managers who represent the 'gold standard'" (CAM Candidate Information Handbook, 2017, p. 2).

According to the NBAA, an Aviation Manager's scope of practice includes but is not limited to, the following competencies:

DOMAIN I: LEADERSHIP

- Components of vision, mission and values statements
- Strategies for writing vision, mission and values statements
- Corporate mission and goals
- Strategies for aligning the department with corporate goals
- Strategies for writing goals
- Components of goal statements
- Industry standards and trends
- Corporate business plan, goals and objectives
- Time management
- Qualities of good leaders
- Leadership styles and strategies
- Motivation theory
- Team-building strategies
- Communication strategies, techniques and tools
- Industry resources
- Safety management system (SMS) principles
- Human factors principles

DOMAIN II: HUMAN RESOURCES

- Corporate personnel policies and industry practices
- Training programs
- Strategies for measuring the effectiveness of training
- Strategies for forecasting needs
- Training gaps and skill gaps
- Performance evaluations
- Strategies for summarizing performance
- Strategies for setting appropriate goals
- Compensation norms in the industry

- Employee rewards programs
- Human resource issues and regulatory requirements
- Documentation systems
- Interviewing practices
- Background checks
- Environmental influences on human factors

DOMAIN III: OPERATIONS

- Flight department standard operating procedures
- Flight department regulatory requirements
- Basic principles required for an effective flight operations manual
- Original equipment manufacturer operating requirements
- Crew resource management
- Domestic/international operations requirements
- Safety programs
- Risk assessment
- Cost-effectiveness analysis
- Human factors in operations
- Disaster-recovery plans and emergency planning
- Crew and aircraft certifications
- Dispatch concepts for scheduling
- Customer (passenger) service and satisfaction
- Recordkeeping techniques and systems
- Data analysis techniques
- Audit requirements
- OSHA requirements
- Hazardous materials procedures

DOMAIN IV: AIRCRAFT MAINTENANCE AND FACILITIES OPERATIONS

- General aircraft systems knowledge
- Manufacturer specifications and practices
- Manufacturer product-information systems and methods
- Applicable airworthiness programs
- Facility emergency plans
- Emergency equipment and systems
- Passenger service components
- Aircraft maintenance requirements
- Inventory-control packages, systems and tools
- Procurement practices
- Security requirements and systems for passengers, aircraft and airport
- Vendor selection and contract negotiation
- Maintenance resource management
- Assessing and managing risk

DOMAIN V: BUSINESS MANAGEMENT

- Methods of corporate travel analysis
- Aircraft ownership and utilization options
- Public relations
- Marketing

(CAM Candidate Information Handbook, 2017, pp. 11-13)

The curriculum is designed to develop the competencies and skills mentioned above. Every semester the students will have traditional formatted classes that present and teach the theoretical and practical basis of aviation management. The cognitive (Knowledge) based sections will have formative exams testing each student's understanding of the domains listed above.

Almost every semester the students will engage in team learning and teamwork overseen by a faculty member. The faculty member (experienced in aviation) will act as a personal mentor during team projects. The mentor provides continuous instruction and formative feedback to the student throughout team exercises. At the end of the projects, the mentor provides the students with a summative evaluation of the management traits and skills demonstrated by the student.

A summative evaluation of the student's progress and performance in the program is completed in each course via written and oral assessments (exams/papers/presentations).

The BS degree program will offer upper division required and elective courses, which help develop skills for management, research, and advanced certification. Most of the required upper division courses help the student specialize in a specific area of aerospace technology management. The elective courses assist in developing skills in leadership, management, and operations. All upper division curriculum provides both theoretical knowledge and practical experiences for which the students will receive formative feedback during the course and summative examinations at the end of the semester or module.

Appendix A: Program Curriculum

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

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

	Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)				
General Education Credit Hour Sub-Total				35
Required Courses				
+ -	TECH 3400		Project Management	3
+ -	TECH 3850		Quality Management in Technology (TM will waive prereqs for TM 3000 if student has passed ENGL 1010 w/C- or better. Math requirements in Gen Eds will match TM.)	3
+ -	AVSC 2150		Air Transportation Management	3
+ -	AVSC 3320		Aviation Managerial Accounting	3
+ -	AVSC 4500	×	Aerospace Aftermarket Support Services	3
+ -	AVSC 4550	×	Aerospace Vehicle Certification, Reliability, and Maintainability	3
+ -	AVSC 4950	×	Aerospace Technology Management Capstone Project	3
+ -	AVSC 410G		Global Ethical and Professional Issues in Aviation GI	3
+ -			Complete two of the following:	6
+ -	AVSC 3100		Corporate Aviation Management (3)	
+ -	AVSC 3020		Aviation Insurance and Risk Management (3)	
+ -	AVSC 3090		Airline and Dispatch Operations (3)	
+ -	AVSC 3310		Aviation Logistics Management (3)	
+ -	AVSC 3150		Principles of Aviation Management (3)	
+ -	AVSC 3350		Aviation Labor and Human Resources (3)	
+ -	AVSC 4160		Aviation Law (3)	
+ -			Technical Core Required Courses	45
+ -			Completion of Technical Specialty associated with FAA issued Airframe & Powerplant Maintenance Technician Certificate (issued under rules of FAR Part 65) OR Completion of an Associates in Science or an Associates of Applied Science Degree from a regionally accredited institution of higher education with a designated technical specialty associated with FAA issued (A&P Maintenance Technician Certificate) issued under the rules of FAR Part 147) or possess a license as an Aircraft Maintenance Engineer (AME) (Cat B1) issued under EASA Part 66 regulations. A total not to exceed 45 credit hours will be awarded for evidence of the possession of the A&P or AME certificate.	
Add A Group of Courses				
Required Course Credit Hour Sub-Total				75
Elective Courses				
+ -			Complete 13 credits of upper division elective courses	13
Add A Group of Courses				
Elective Credit Hour Sub-Total				13

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Core Curriculum Credit Hour Sub-Total	123
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Program Curriculum Narrative

Curriculum is designed to support a 2+2, stackable program that allows the student to identify relevant electives to follow tracks or specializations that achieve desired professional development competencies and align with their desired career path. This program provides flexibility needed in a very diverse aerospace industry.

Degree Map:

The total program graduation requirements are 123 credit hours. The table below represents a total of 78 credit hours of instruction to meet program graduation requirements. The 45 credit hours not listed herein are sourced from the transfer credit received for the students Technical Specialty Core requirements. Matriculation of General Education credits or other approved course credits will result in compression of the degree map given.

<i>Fall of First Year (Course Prefix and Number)</i>	<i>A</i>	<i>Course Title</i>		<i>Credit Hours</i>
<i>STAT 1040 or STAT 1045, or MATH 1050, or MATH 1055, or MATH 1090</i>		<i>Introduction to Statistics, or Introduction to Statistics w/ Algebra, or College Algebra, or College Algebra w/ Preliminaries, or College Algebra for Business</i>	<i>MAT 1000 or MAT 1010</i>	<i>3.0</i>
<i>ENGL 1010</i>		<i>Introduction to Writing</i>		<i>3.0</i>
<i>Physical Science Choice</i>		<i>AVSC 1850 Physics for Aviation, or PHYS 1010 Elementary Physics (recommended)</i>		<i>3.0</i>
<i>POLS/HIST Choice</i>				<i>3.0</i>
<i>Biology Choice</i>				<i>3.0</i>
		Semester total:		15.0
<i>Spring of First Year (Course Prefix and Number)</i>		<i>Course Title</i>	<i>Pre-requisite</i>	<i>Credit Hours</i>
<i>ENGL 2010</i>		<i>Intermediate Writing</i>	<i>ENGL 1010, or ENGL 101H</i>	<i>3.0</i>
<i>Additional Biology or Physical Science Choice</i>		<i>TECH 1010 Understanding Technology, or METO 1010 Introduction to Meteorology (recommended)</i>		<i>3.0</i>
<i>Social/Behavioral Science Choice</i>		<i>Recommended: MGMT 1010 Introduction to Business, or MGMT 2110 Interpersonal Communication, or ECON 2010 Microeconomics, or ECON 2020</i>		<i>3.0</i>

		Macroeconomics, or ENTR 2500 Creativity and Entrepreneurial Thinking, or TECH 1010 Understanding Technology, or MECH 1010 Fundamentals of Mechatronics		
Fine Arts Choice				3.0
Humanities Choice		ENGL 2310 (recommended)		3.0
		Semester total:		15.0
Fall of Second Year (Course Prefix and Number)		Course Title		Credit Hours
TECH 3850		Quality Management in Technology	TECH 3000 and (STAT 1040 or STAT 1045), or MATH 1050, or MATH 1055, or MATH 1090, UAS	3.0
AVSC 3320		Aviation Managerial Accounting	AVSC 2150 and UAS	3.0
PHIL 2050		Ethics and Values	ENGL 1010	3.0
HLTH/PES Choice				2.0
TECH 3400		Project Management	UAS	3.0
AVSC 3100, or AVSC 3020, or AVSC 3090, or AVSC 3310, or AVSC 3150, or AVSC 3350, or AVSC 4160			AVSC 2150; AVSC 2130; AVSC 2150, AVSC 2110; AVSC 2150, AVSC 3150; AVSC 2070; AVSC 2150, AVSC 3150; AVSC 2150, AVSC 3030; and UAS	3.0
		Semester total:		17.0
Spring of Second Year (Course Prefix and Number)		Course Title		Credit Hours
AVSC 4500		Aerospace Aftermarket Support Services		3.0
AVSC 4550		Aerospace Vehicle Certification, Reliability and Maintainability Systems		3.0

AVSC 3100, or AVSC 3020, or AVSC 3090, or AVSC 3310, or AVSC 3150, or AVSC 3350, or AVSC 4160			AVSC 2150; AVSC 2130; AVSC 2150, AVSC 2110; AVSC 2150, AVSC 3150; AVSC 2070; AVSC 2150, AVSC 3150; AVSC 2150, AVSC 3030; and UAS	3.0
Electives				6.0
		Semester total:		15.0
<i>Fall of Third Year (Course Prefix and Number)</i>		<i>Course Title</i>		<i>Credit Hours</i>
AVSC 410G		<i>Global Ethical and Professional Issues in Aviation</i>	AVSC 2150 and PHIL 2050, and UAS	3.0
AVSC 4950		<i>Aerospace Technology Management Capstone Project</i>	AVSC 4500, 4550, and UAS	3.0
Fine Arts				3.0
Electives				6.0
		Semester total:		15.0

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff

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

	# Tenured	# Tenure -Track	# Non -Tenure Track
Faculty: Full Time with Doctorate	6		12
Faculty: Part Time with Doctorate			15
Faculty: Full Time with Masters	11		9
Faculty: Part Time with Masters			79
Faculty: Full Time with Baccalaureate	3		2
Faculty: Part Time with Baccalaureate			23
Teaching / Graduate Assistants			
Staff: Full Time			
Staff: Part Time			

Part II. Proposed Program Faculty Profiles

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

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
	Stephen	Ley	TT	MS	Embry-Riddle	75%	
	Randall	Johnson	T	Ph.D.	Ohio University	20%	
	Alan	Martinez	TT	PHD	University of Southern Mississippi	20%	
	Jack	Troutt	TT	PHD	Oklahoma State University	20%	
	Daniel	Sutliff	Other	MS	Embry-Riddle	10%	
	Brice	Williams	T	MED	Utah State University	0%	
	Greg	Schwab	T	EDD	Nova Southeastern	10%	
	Cory	Chamberlain	T	MS	Embry-Riddle	0%	
	Ryan	Leick	T	PHD	Cranfield University	20%	
	Mike	Hollister	TT	MCA	Delta State	0%	
Add Another Full Time							
Part Time Faculty							
	Adjunct						
Add Another Part Time							

Part III: New Faculty / Staff Projections for Proposed Program

Indicate the number of faculty / staff to be hired in the first three years of the program, if applicable. Include additional cost for these faculty / staff members in Appendix D.

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate					
Faculty: Part Time with Doctorate					

Faculty: Full Time with Masters					
Faculty: Part Time with Masters			0.88	SME within course topic, A&P certificate preferred for AVSC 4500, 4550, 4950	
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					
Teaching / Graduate Assistants					
Staff: Full Time					
Staff: Part Time					

Appendix D: Projected Program Participation and Finance

Part I.

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

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department	336					
# of Majors in Proposed Program(s)		50	135	185		
# of Graduates from Department	88	0	55	80		
# Graduates in New Program(s)						
Department Financial Data						
	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>						
EXPENSES – nature of additional costs required for proposed program(s)						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)	\$978,178	0	\$23,047	\$23,047		
Operating Expenses (equipment, travel, resources)	\$54,164	\$2,000	\$2,000	\$2,000		
Other:						
TOTAL PROGRAM EXPENSES		\$0	\$0	\$0		
TOTAL EXPENSES	\$1,032,342	\$2,000	\$25,047	\$25,047		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation						
Appropriation	\$1,032,342					
Special Legislative Appropriation						
Grants and Contracts						
Special Fees						
Tuition						
Differential Tuition (requires Regents approval)						
PROPOSED PROGRAM FUNDING		\$0	\$0	\$0		
TOTAL DEPARTMENT FUNDING	\$1,032,342	\$2,000	\$25,047	\$25,047		
Difference						
Funding - Expense	\$0	\$-2,000	\$39,581	\$68,958		

Part II: Expense explanation

Expense Narrative

The new program utilizes existing infrastructure and resources, as a result, there is no financial impact.

Part III: Describe funding sources

Revenue Narrative 1

Tuition generated by the new course enrollments will be sufficient to cover the cost of instruction. The majority of majors will be enrolled in online courses, which, when off-budget, are taught by qualified adjunct faculty. Existing faculty will develop the curriculum and oversee the program.

Revenue Narrative 2

Utah Valley University utilizes a Planning, Budgeting, and Assessment (PBA) process to allocate new and reallocate existing resources (including tuition from enrollment growth). As part of this process, the College of Health and Public Service (CHPS) continually assesses student demand in all of its programs and identifies and prioritizes initiatives for funding consideration.

The primary sources of funding for the Bachelor of Science in Aerospace Technology Management program will be student tuition and other departmental monies. UVU anticipates additional tuition revenue from growth.

October 31, 2018

Elaine Dalton, Board of Trustees Chair
c/o Justin Jones, Board of Trustees' Secretary
Utah Valley University
President's Office – MS 186
800 W University Parkway
Orem, UT 84058

Dear Chair Dalton,

Pursuant to Utah Code Annotated 53B-16-102(5)(b)(ii), attached is the Peer Review Report for the following program, which the Utah Valley University Board of Trustees is to consider in reviewing this program for approval:

- **Bachelor of Science in Aerospace Technology Management**

Please let me know if you have any questions regarding this report. If your Board approves the program, the institution's Chief Academic Officer will notify our office of your action so we can keep an accurate record of the programs available in the Utah System of Higher Education.

Thank you for giving this your attention.

Sincerely,



David L. Buhler
Commissioner of Higher Education

CC: Astrid S. Tuminez, President – Utah Valley University
Jeff Olson, Senior Vice President for Academic Affairs

Peer Review Report

Institution Utah Valley University

Name of Proposal Bachelor of Science in Aerospace Technology Management

Date of Peer Review Report October 24, 2018

Utah Valley University's proposal for a new Bachelor of Science in Aerospace Technology Management received comments through an on-line discussion by members of the academic community within the Utah System of Higher Education. Comments were received from Utah State University, Southern Utah University, and the Commissioner's office. Overall, comments demonstrated support for the program.

Utah State University commented on similarities to its existing Aviation Technology - Maintenance Management bachelor degree but indicated that the UVU program would likely not negatively impact the USU program. Southern Utah University provided comments of support and did not raise questions or concerns. The Commissioner's office inquired regarding the CIP code UVU chose for the program. The CIP code aligns the program to engineering technology rather than technology management. The technology management classification would appear to be a better alignment as implied by the degree title and the required curriculum. Proper CIP code alignment bears on IPEDS reporting and in this case Utah's Engineering and Computer Technology Initiative.

The proposal was discussed during a meeting with Chief Academic Officers on October 16, 2018. At this meeting UVU affirmed its intention to align the program with the engineering technology CIP code. Discussion at the meeting revealed no other issues or concerns.

Attachment: Transcript of Comments



OCT IP VIDEO - Utah Valley University - Bachelor of Science in Aerospace Technology Management

[Trina Weller](#)

[All Sections](#)

3

Please use this page for comments

[UVU BS Aerospace Tech Man](#) ▾

1. Does the proposed curriculum meet the standards of the degree area as assessed by your relevant faculty- specify specific concerns based on your accepted curriculum or national standards, and/or accreditation standards?
2. Do the resources exist to adequately offer a quality program of study and are future resource needs adequately specified? Provide examples of how the resources available in your program look so as to give context on where and why you feel deficiencies exist.
3. Are there any structural or programmatic concerns with the degree? Will students be able to transfer without difficulty (3000 and 4000 level curriculum in the first 2 years, etc.), etc., etc.- Be specific in your examples
4. Are there any other concerns not addressed above?



← [Reply](#)



ed.reeve@usu.edu

<https://uen.instructure.com/courses/44955/users/1696424>

Tuesday

From the Department Head, Utah State University, Applied Sciences, Technology, and Education (ASTE).

The degree would be most similar to our Aviation Technology – Maintenance Management B.S. degree program and we don't see this as a negative impact on our programs at USU. The intent of their program is to stack a BS degree on the SLCC A&P program, and it is within their service areas. The more interesting part, in my opinion, is the courses that will be delivered on-line.

In the degree plan they allow possession of an A&P license to equate to 'up to 45 credits'. Therefore their market will open up substantially beyond their service area/SLCC and they may be able to attract people in the aviation maintenance industry who possess an A&P license and then UVU will provide the on-line management and GE coursework.

In my opinion, this proposal is a means to take another crack at regaining on-line enrollment in the aviation industry with existing online investments and infrastructure. Their delivery model is much different than our program and UVU is not delivering the content for the A&P license. Although the content and target are similar – we are currently in a much different student demographic. USU has no objections to this program.

← [Reply](#)



[James Sage](#)

<https://uen.instructure.com/courses/44955/users/1548922>

Friday

Colleagues at SUU reviewed **Utah Valley University's** proposal to create a new **Bachelor of Science in Aerospace Technology Management**. My colleagues here at SUU did not raise any significant questions or concerns. In fact, the Chair of our Department of Aviation Sciences (Dr. Skip Jones), expressed his positive support for this proposed program (as noted in the R401). In the spirit of mutual support and collaboration, we wish **Utah Valley University** the very best as they implement this new program.

--james

James Sage, Associate Provost
Southern Utah University

← [Reply](#)



[Blair Carruth](#)

<https://uen.instructure.com/courses/44955/users/555886>

Friday

The Commissioner's office has reviewed UVU's request for the Bachelor of Science in Aerospace Technology Management and provides the following comments/questions:

The CIP for the program is shown as 15.0801 Aeronautical/Aerospace Engineering Technology/Technician. On the surface, the curriculum for the program does not appear to have an engineering technology focus. Another closely related program in the state uses 47.0609 Avionics Maintenance Technology/Technician. Would a CIP code other than 15.0801 such as 47.0609 or other related CIP code be better suited for the UVU program?

Student data for the program is projected for years 1 through 3. For planning and resource allocation, it may be helpful for the institution to project student data through year 5.

[← Reply](#)

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

Institution Submitting Request: Utah Valley University

Proposed Program Title: Master of Financial Planning and Analytics

Sponsoring School, College, or Division: Woodbury School of Business

Sponsoring Academic Department(s) or Unit(s): WSB Graduate Office

Classification of Instructional Program Code: 52:0801

Min/Max Credit Hours Required to Earn Degree: 36

Proposed Beginning Term: Fall 2019

Institutional Board of Trustees' Approval Date:

Program Type (check all that apply):

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

Chief Academic Officer (or Designee) Signature:

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

Signature:

Date:

Utah System of Higher Education Program Description

The WSB Graduate Office in the Woodbury School of Business (WSB) at Utah Valley University requests approval to offer a Master of Financial Planning and Analytics (FPA) effective Fall 2019.

Section II: Program Proposal

Program Description

The Master of Financial Planning and Analytics (FPA) prepares students for professional positions in financial planning and analytics including an industry accreditation along with the master's degree. PFP undergraduates will study advanced levels of financial planning, retirement/estate planning, technology applications, preparation for Chartered Financial Analysis (CFA) accreditation, and other research and professional development. Another group of students without PFP undergraduate experience will pursue graduate education in the required topics for successfully completing the CFP® Board requirements to sit for the examination including retirement, estate, income tax, wealth, and a capstone experience. The second track candidates will also be required to complete pre-requisite courses in introduction to financial planning, risk management and insurance, and investment management basics.

Consistency with Institutional Mission

The WSB has developed a nationally recognized undergraduate program in PFP education that was initiated in the fall of 2011, which follows the Utah Valley University mission of preparing students for jobs in a growing industry, promoting students' success, and fostering engaged learning. The undergraduate program is recognized as having developed a model of undergraduate education for the preparation of fee-for-service PFP professionals within an AACSB accredited business school. Graduates of the program have been highly successful in terms of job placement, continuing with graduate education, and initiating professional careers in the industry. Even with near 100% job placement, as the nation's largest undergraduate program, there are more job opportunities available than students in the current program. In addition, the department has had extraordinary success in supporting student success in passing the Chartered Financial Analyst (CFA) accreditation process that is also highly regarded among professionals in the financial services industry. This master's degree will build on that undergraduate success and further prepare students to be professionally successful.

The PFP program at UVU was among the first programs within the institution to draw national attention as a highly ranked national program. Extending that excellence to graduate education would enable students the opportunity to further serve clients with expanded levels of professional competence. UVU has demonstrated the capability of organizing a highly successful faculty with the ability to graduate students with the skills and knowledge to be successful fee-for-service financial professionals as well as successful financial analysts. With the undergraduate program in Personal Financial Planning at UVU widely recognized as a preeminent program in the nation, the Master of PFA will add to the current quality reputation.

Section III: Needs Assessment

Program Rationale

The Woodbury School of Business began offering graduate education in business with the development of an MBA program in the fall of 2010. This MBA program was one of the first of three graduate programs offered by UVU following

university status in 2008. The WSB MBA has expanded from the first cohort of part-time students to a current scenario in which it supports four part-time and two full-time cohorts of MBA students. Beginning Fall 2018 this MBA will include additional emphases in marketing and financial analysis. Given the success of the PFP Program at the undergraduate level and the need for better-trained qualified professionals in the industry, this Master of PFA is an appropriate extension of the success of business graduate education demonstrated by the faculty and staff of the Woodbury School of Business.

Student Demand

An Institutional Research and Information report outlined significant student interest and growth in the Finance and Economics Department between 2012 and 2016. During that period, headcount of majors rose from 358 to 769, but perhaps even more relevant for the purposes of this Master of FPA, the PFP Program student headcount went from about 40 to more than 287 during that same period. These two finance degrees, Finance and PFP, graduated 98 students in the 2016-17 academic year. The number of majors and graduates will continue to grow significantly, as it has done during the first five years of the program. Students are recognizing the significant need for individuals with these skills and demonstrating a commitment to graduate from the program to qualify for these positions. Not all employers identified in the Burning Glass report indicated whether a graduate degree is necessary, but of those who did about twenty percent describe a master's degree as desirable for those whom they hire. Drawing again on the national reputation of the program, graduates in this field will be able to fill jobs in Utah as well as regionally and nationally.

Labor Market Demand

The UVU Office of Institutional Research and Information provided data for both labor market demand as well as student demand for the CIP code 52.0804.¹ Within that CIP code, there are two Standard Occupation Codes (SOC) in financial planning and services employment reported by the Bureau of Labor Statistics (BLS). The median annual income reported for the first of these two occupations, securities and commodities agents is \$51,020 and for the second occupation, personal financial advisors, \$74,340; both of which are much higher than the Utah median wage of \$33,990. The BLS estimates growth rates of 31% and 52% for these two occupations during the period from 2014-24. Over the past year, there were some 1,171 job postings for these two financial planning occupations with 83% of those along the Wasatch Front.² The Master of Financial Planning and Analytics will facilitate individuals currently employed in related industries to shift to these high paying and readily available jobs. The degree will also be attractive to out-of-state students to come and study at UVU, increasing the national reputation of the program.

The future growth of these occupations after 2024 is expected to continue at similar or higher levels compared to those cited in the previous paragraph. These growth rates are further confirmed by the success students graduating from the WSB FPA Program have experienced over the last couple of years. All of the graduates of the UVU program have been successful in finding employment mostly in Utah. Burning Glass estimates new jobs developed in these occupational categories is expected to increase by over 290³ new positions annually extending a pattern that will result in a near doubling of job positions in these occupations during the period from 2014-2024. In addition, Burning Glass found among those reporting salary levels the mean income was \$52,211, which aligns with BLS earnings levels reported earlier.

¹ UVU Institutional Research & Information, Shannen Robson, "Labor Market Report for Master's in Financial Planning", March 2017

² Ibid. pg. 1

³ Ibid pg. 2

Similar Programs

The proposed Master of FPA is the only program of its type among Utah institutions of higher education. Westminster College offers a post-baccalaureate certificate. There are several master's programs in general finance at the University of Utah, Brigham Young University, and Utah State University. However, this FPA master's degree is unique compared to the other master's programs because it will be registered with the CFP® Board to enable students to meet the requirement of the board-approved courses required to apply and take the CFP® accreditation exam important to industry professionals. In addition, the success WSB students have demonstrated completing level one of the CFA exam illustrates the specialized support provided by the institution in this process. Given the growth of potential jobs described in earlier paragraphs, with about one-fifth of those employers preferring to have individuals with graduate training, there is going to be a potential shortage of skilled workers unless programs such as the proposed UVU FPA master's degree begins to provide candidates for those positions.

Collaboration with and Impact on Other USHE Institutions

This program provides current PFP and finance degree graduates the opportunity to further their professional development with graduate level courses in advanced financial planning concepts not available at other USHE institutions. In addition, these students can further CFA certification through the second level of the three stages involved in that activity. WSB officials have spoken to the University of Utah and Utah State of the proposed program. No other university in the state is offering this type of degree.

External Review and Accreditation

The FPA master's will be registered with the CFP® Board in Washington, D. C., to add this program to the accepted list of academic programs which prepare individuals to sit for the CFP accreditation exam. The Woodbury School of Business has applied for, and is currently accredited to provide, this required academic service with three alternative programs for these purposes. Two of the programs are at the undergraduate level and the third is a post BS certificate of completion. In addition, WSB has demonstrated remarkable success in supporting students with the skills to successfully complete the first level of the CFA certification and undergraduates who have achieved that will be working on the second of the three levels of the CFA exam required for full certification as a CFA professional.

Section IV: Program Details Graduation

Standards and Number of Credits

This Master of PFA will require 36 hours of graduate work in a multi-track program in which students select three twelve-hour components to complete the required 36 hours for graduates. PFP undergraduates will include advanced levels of financial planning, retirement/estate planning, technology applications, preparation for Chartered Financial Analysis (CFA) accreditation, and other research and professional development. Another group of students without PFP undergraduate experience will pursue graduate education in the required topics for successfully completing the CFP® examination including retirement, estate, income tax, wealth, and a capstone experience. The second track candidates will also be required to complete pre-requisite courses in introduction to financial planning, risk management and insurance, and investment management basics.

Graduation Requirements:

1. Completion of a minimum of 36 semester credits.

2. Overall grade point average of 3.0 or above in Master of Financial Planning and Analytics.
3. A grade of C or higher required for all courses used to satisfy graduation requirement.
4. If a similar course was taken at the undergraduate level, the graduate course cannot be used to meet the graduation requirement.

Admission Requirements

All students accepted will have the following requirements: Those outlined in the first track will have an undergraduate degree in PFP, Finance, or closely related business discipline. Most will also have successfully passed the CFP® exam prior to admission. Those in the second track outlined earlier will be required to complete three PFP courses from CFP® Board program, including an introduction to the PFP profession, risk management, and a retirement course to meet the remainder of the educational requirements to sit for CFP® certification.

Curriculum and Degree Map

Program Curriculum:

The following courses will be developed at the graduate level to implement the Master of FPA.

Course Number	New Course	Course Title	Credit Hours
Master of Financial Planning & Analytics (FPA)			
FIN 6100	X	Research Methods	3
FIN 6130		Financial Statement Analysis and Modeling	3
FIN 6140	X	Regulatory Policy in the Financial Services Industry	3
FIN 6170		Investment Analysis and Portfolio Analysis	3
FIN 6200	X	Behavioral Finance Seminar	3
FIN 6290		Advanced Technology Applications in PFP	3
Fin 6340	X	Analytics and Advanced Statistics	3
		Core Courses FPA - Credit Hours	21
CFP Track			
FIN 6210	X	Retirement Planning	3
FIN 6260	X	Estate Planning	3
FIN 6300	X	Income Tax Planning	3
FIN 6800	X	PFP Capstone	3
FIN 6700		CFP Examination Preparation	3
		CFP Track - Credit Hours	15
Analytical Track (Complete first four and one of the last three courses)			
FIN 6160		International Financial Management	3
FIN 6250	X	Retirement Income Planning	3
FIN 657R	X	Special Topics in Financial Planning	3
FIN 6810		CFA Exam Preparation	3

(Complete one of the following electives for the Analytical Track)			
FIN 6180	X	Asset Protection and Trust Planning (3)	
FIN 6270	X	Wealth Management (3)	
FIN 6400	X	Client Relationships Management (3)	
FIN 6450	X	Planning for PFP Business Owners (3)	
Analytic Track – Credit Hours:			15

Prior to matriculation in the Master of Financial Planning and Analytics (FPA) students will be required to complete FIN 3060, Introduction to the PFP Profession; FIN 3220, Risk Management and Insurance; and FIN 3400, Investment Management through the UVU undergraduate program or equivalent courses as determined by the program director.

Program Curriculum Narrative

Graduation Plan

First Semester		
FIN 6100	Research Methods	3
FIN 6200	Behavior Finance Seminar	3
FIN 6340	Analytic and Advance Statics	3
Selected Track Course		3
	Sub total	12
Second Semester		
FIN 6130	Financial Statement and Modeling	3
FIN 6140	Regulatory Policy in Finical Services Industry	3
Fin 6170	Investment Analysis and Portfolio Analysis	3
Selected Track Course		3
	Sub total	12
Third Semester		
FIN 6290	Advanced Technology Applications	3
Selected 3 Track Course		9
	Sub total	12
	Total Credits	36

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

This Master of FPA will be housed in the same Woodbury School of Business (WSB) Graduate group that also supports several cohorts of the MBA and the MAcc. It will be appropriate to budget a coordinator and some administrative support for the new program, but many of the support services already available for the other graduate programs can be utilized by this program as well. The tuition and fee levels appropriate to graduate programs will provide adequate resources to support needed staff and administrative activities. The value to the institution to have graduate course work in financial planning and finance analytics, which has been developed to the level it has at the undergraduate level, will be a positive factor for students seeking to strengthen their professional development.

Faculty

The current full and part-time faculty of the Department of Finance and Economics include individuals with the necessary experience and credentials to provide most initial development of the Master of FPA. As resources become available a Professional in Residence and tenure track faculty member will be added during the first year of operations. Again, as resources and enrollments expand it is anticipated the degree will add a tenure track faculty to each of years two and three of the program.

Part I. Department Faculty/Staff

Faculty Category	# Tenured	# Tenure-Track	# Non-Tenure
Faculty: Full time with Doctorate	9		11
Faculty: Part time with Doctorate			2
Faculty: Full time with Masters	1		4
Faculty: Part time with Masters			5
Faculty: Full time with Baccalaureate			
Faculty: Part time with Baccalaureate			
Other: Part time			3
Teaching/ Graduate Assistants			
Staff: Full Time			
Staff: Part Time			

Part II. Proposed Program Faculty Profiles

First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.
Full Time Faculty					
Vaughn	Armstrong	T	Ph.D.	Arizona State	15
Luke	Dean	T	Ph.D.	Texas Tech Univ	30

Rachel	Bi	TT	Ph.D.	Texas Tech Univ	30
Laura	Ricardi	TT	Ph.D.	Texas Tech Univ	30
Terrance	Martin	TT	Ph.D.	Texas Tech Univ	30
Scott	Stratton	Other	JD	Texas Tech Univ	30
Vaughn	Cox	Other	Ph.D.	North Central	15
Kyle	Allen	TT	Ph.D.	Texas Tech Univ	15
Cary	Wasden	Other	Ph.D.(abd	Ohio State Univ	30
Ryan	Law	TT	Master's	Texas Tech Univ	15
Part Time Faculty					
Hyrum	Smith	Other	Ph.D.	Texas Tech Univ	15

Part III: New Faculty / Staff Projections for Proposed Program

	# Tenured	# Tenure Track	# Non-Tenure Track	Academic or Industry Credentials Needed	Est. % of time faculty Member will dedicate to proposed program.
Faculty: Full Time with Doctorate		3	1		
Faculty: Part Time with Doctorate					
Faculty: Full Time with Masters					
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					
Staff: Full Time			2		
Staff: Part Time			3		

Staff

It is anticipated the Master of FPA would require a program director that would recruit, work with faculty in support program activities, and other related efforts. This approach has been used successfully in other master's level programs within the WSB. Each of the other programs has also supported an administrative assistant to support the director. The program will generate sufficient resources to support these individuals. It is anticipated that this Master of FPA would also participate in the graduate career placement program under development within the WSB.

Student Advisement

The WSB has a dedicated advising group that supports both undergraduate and graduate student advisement. It may be

appropriate to add additional advisors as the program expands, but during the initial stages of the program the existing advisory group will be sufficient to meet the demand.

Library and Information Resources

Subject areas:

Resources in support of the proposed Master of Financial Planning and Analytics (MFPA) degree would predominantly fall within the broader subject area of business. Items purchased for the Bachelor of Science in Personal Financial Planning degree primarily fall within the HG 179-HG 187, HG 4513-HG 4963, KF 730-KF 780, KF 6572- KF 6585, KFU 137-215 call number ranges, additional resources in support of this graduate degree will follow a similar pattern. Related subjects include but are not limited to: bonds, certified financial planner examination, estate planning, estates, finance, financial planners, financial security, financial services industry, individual retirement accounts, inheritance and succession, inheritance and transfer tax, investment advisors, investments, management – wealth, money management, money market funds, mutual funds, real estate, stocks, tax planning, wealth.

Databases Supporting the Program

At this time, the UVU Fulton Library provides access to over 145 periodical databases. Databases that would support this degree include:

- ABI/INFORM Complete
- Business Source Premier
- Value Line
- CCH Tax Research Network
- Business Collection
- Small Business Collection
- Mergent
- Westlaw Campus Research
- Legal Collection
- Hein Online
- EconLit with Fulltext
- PsycARTICLES
- PsycInfo
- JSTOR
- Science Direct Journals
- Academic Search Premier

Journals:

Currently the UVU Fulton Library provides full text access to more than 4000 journals and magazines in support of business related research. Enclosed are a sampling of publications which students and faculty members of the proposed program would likely find useful:

401 (k) Advisor	Estate Planning
Family Business Review	Financial Management
Financial Market Regulatory Wire	Financial Planning

Journal of Finance
 Journal of Financial Regulation & Compliance
 Journal of Financial Planning
 Journal of Retirement
 Journal of Wealth Management
 Review of Behavioral Finance
 Journal of Financial Counseling and Planning
 Journal of Pension Planning and Compliance
 Journal of Trust Management
 National Tax Journal
 Tax Advisor

Books:

Books in this area of the collection are purchased to support the Bachelor of Science in Personal Financial Planning and consist of select academic and practitioner related volumes. Titles are selected using faculty recommendations and a variety of review and professional publications. The UVU Fulton Library currently has approximately 5200 print and e-book titles in these subject areas.

Recommendations:

Books:

Because the UVU Fulton library currently provides support for this this area of the collection commensurate with an undergraduate level program, additional funding will be needed to acquire materials to support a graduate program. It is estimated that the annual publishing output in this area is approximately 1300 titles. Recommendation that an annual addition of \$5000 to the UVU Fulton Library’s monograph budget occur to acquire approximately 70 titles per year in this area.

Database:

An additional database to consider would be ProQuest’s Accounting, Tax, and Banking collection. This database would provide access to an additional 500 titles beyond what are currently available to the UVU students and faculty. These represent a mix of research, professional, and practice-oriented publications in both accounting and finance. This resource would also benefit students in the MBA and MAcc programs. Accounting, Tax, and Banking collection. \$12,500.00 annual cost

Rich Paustenbaugh is currently the UVU liaison librarian for faculty and student support for this subject area and can be contacted for additional information:

Richard Paustenbaugh
 863-8751
 RichardP@uvu.edu

Projected Enrollment and Finance

Part I.

Three Year Projection: Program Participation and Department Budget				
	Year Preceding Implementation 2018-19	New Program		
		Year 1 (19-20)	Year 2 (20-21)	Year 3 (21- 22)
Student Data				
# of Majors in Department	305			

# of Majors in Proposed Program(s)		45	85	110
# of Graduates from Department	33			
# of Graduates in New Program(s)		25	50	70

BUDGET

Include the Financial Analysis form followed immediately by comments if necessary. In the following table project the increased expenses to the institution by adding the proposed program.

Three-Year Budget Projection				
	Departmental Budget			
	Year Preceding Implementation (Base Budget) 2018-19	2019-20	2020-21	2021-22
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in above in, "Faculty Projections."</i>		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)
Expenses - nature of additional costs required for proposed program(s)				
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>				
Personnel (Faculty & Staff Salary & Benefits)	\$3,261,729	\$624,925	\$866,068	\$1,155,145
Operating Expenses (equipment, travel, resources)	\$67,486	\$60,000	\$135,000	\$160,000
Other		\$0	\$0	\$0
TOTAL PROGRAM EXPENSES	\$3,329,215	\$684,925	\$1,001,068	\$1,315,145
FUNDING-source of funding to cover additional costs generated by proposed program(s)				
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>				
Internal Reallocation				
Appropriation	\$3,329,215			
Special Legislative Appropriation				
Grants and Contracts				
Special Fees				
Tuition		\$622,440	\$1,022,580	\$1,333,800
Differential Tuition (requires Regents approval)				
Total Revenue	\$3,329,215	\$622,440	\$1,022,580	\$1,333,800
PROPOSED PROGRAM FUNDING				
TOTAL DEPARTMENT FUNDING	\$3,329,215	\$684,925	\$1,001,068	\$1,315,145
Difference				
Funding - Expense	\$0	-\$62,485	\$21,512	\$18,655

Part II: Expense explanation

Expense Narrative

NA

Part III: Describe funding sources

Revenue Narrative 1

This Master of PFA program will be charging a tuition and fees schedule similar to the WSB MBA and as such will generate an excess of resources above the basic costs of the program. The revenue generated will cover all costs anticipated by the program and return excess resources to the university.

Revenue Narrative 2

Section VI: Program Evaluation

Program Assessment

In addition to the usual graduate course work appropriate to master's degree requirements, this program will be characterized by developing industry monitored accreditation programs in financial planning through the Certified Financial Planning Board and as a financial analyst by the Chartered Financial Planning Institute. These CFP® and CFA designations enable students to demonstrate their professional excellence to meet high financial industry standards and improve their likelihood of success in the financial industry. The academic elements of the program research, leadership, discipline specific, and related materials will be evaluated using the Educational Testing Service graduate completion exams similar to those utilized by the WSB MBA program.

Student Standards of Performance

Graduates of this Master of FPA program will be expected to meet the highest financial services industry standards of accreditation by successfully completing the CFP® and/or level one (and in some cases level two) of the three level CFA accreditation which is the most prestigious and difficult financial services accreditation accepted around the world in the financial industry. The proposed Master of FPA curriculum is designed to enable students meet all education requirements for these two accreditation requirements including appropriate pre-exam preparation courses within the curriculum outlined for the program.

Learning Outcomes:

Demonstrate graduate level skills in financial planning and/or finance analysis research.

Demonstrate specific skills in financial statement analysis and interpretation.

Demonstrate ability to counsel clients and other financial analysts in graduate level financial concepts.

Fifty percent of students will successfully complete either the CFP® or CFA industry certification.

October 31, 2018

Elaine Dalton, Board of Trustees Chair
c/o Justin Jones, Board of Trustees' Secretary
Utah Valley University
President's Office – MS 186
800 W University Parkway
Orem, UT 84058

Dear Chair Dalton,

Pursuant to Utah Code Annotated 53B-16-102(5)(b)(ii), attached is the Peer Review Report for the following program, which the Utah Valley University Board of Trustees is to consider in reviewing this program for approval:

- **Master of Financial Planning and Analytics**

Please let me know if you have any questions regarding this report. If your Board approves the program, the institution's Chief Academic Officer will notify our office of your action so we can keep an accurate record of the programs available in the Utah System of Higher Education.

Thank you for giving this your attention.

Sincerely,



David L. Buhler
Commissioner of Higher Education

CC: Astrid S. Tuminez, President – Utah Valley University
Jeff Olson, Senior Vice President for Academic Affairs



OCT IP VIDEO - Utah Valley University - Master of Financial Planning and Analytics ⁴

[Trina Weller](#)

[All Sections](#)

Please use this page for comments

[UVU MFPA](#) ▾

1. Does the proposed curriculum meet the standards of the degree area as assessed by your relevant faculty- specify specific concerns based on your accepted curriculum or national standards, and/or accreditation standards?
2. Do the resources exist to adequately offer a quality program of study and are future resource needs adequately specified? Provide examples of how the resources available in your program look so as to give context on where and why you feel deficiencies exist.
3. Are there any structural or programmatic concerns with the degree? Will students be able to transfer without difficulty (3000 and 4000 level curriculum in the first 2 years, etc.), etc., etc.- Be specific in your examples
4. Are there any other concerns not addressed above?



← [Reply](#)



<https://uen.instructure.com/courses/44955/users/1696424>

ed.reeve@usu.edu

<https://uen.instructure.com/courses/44955/users/1696424>

Tuesday

USU has no major concerns with this proposal.

However Please Note: The School of Accountancy at USU has a minor in PFP and a PFP specialization in our Masters of Accountancy. Both programs offer the curriculum necessary to sit for the CFP exam and are board certified.

← [Reply](#)

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[James Sage](https://uen.instructure.com/courses/44955/users/1548922)[\(https://uen.instructure.com/courses/44955/users/1548922\)](https://uen.instructure.com/courses/44955/users/1548922)

Friday

⋮

Colleagues at SUU reviewed **Utah Valley University's** proposal to create a new **Master of Financial Planning and Analytics**. My colleagues here at SUU did not raise any significant questions or concerns. We wish **Utah Valley University** the very best as they implement this new program.

--james

James Sage, Associate Provost
Southern Utah University

[← Reply](#)

○

[Blair Carruth](https://uen.instructure.com/courses/44955/users/555886)[\(https://uen.instructure.com/courses/44955/users/555886\)](https://uen.instructure.com/courses/44955/users/555886)

Friday

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The Commissioner's office has reviewed UVU's request for the Master of Financial Planning and Analytics and provides the following comments/questions:

The cover page for the proposal indicates the degree is a Master of Science yet the name of the degree and the proposal narrative suggest this is a specialized master degree. Unless UVU notifies us otherwise, for purposes of recording the degree in Board of Regent records, the Commissioner's office will assume this is a specialized degree, and not an MS degree.

The CIP code for the program is shown as 52.0801 Finance, General. Is there a reason a more specific CIP code such as 52.0804 Financial Planning and Services or other related CIP code was not selected?

Student data for the program is projected for years 1 through 3. For planning and resource allocation, it may be helpful for the institution to project student data through year 5.

[← Reply](#)

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[Eric Amsel](https://uen.instructure.com/courses/44955/users/719)[\(https://uen.instructure.com/courses/44955/users/719\)](https://uen.instructure.com/courses/44955/users/719)

Friday

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The proposal was sent to faculty members of the Finance (Drs. James Turner, Yuhong Fan, and Terrilyn Morgan) and Management Information Systems (Seokwoo Song) programs in the Goddard School of Business and Economics at Weber State University. There was recognition that the proposal is a natural extension of the undergraduate program in financial planning, and the school appears to have the resources and personnel for the program to be successful. But there was a concern about the use of the word “analytics” in the degree title. It might be taken by students and employers to refer a broader set of skills and knowledge for finding patterns in data and include classes in database construction and maintenance and machine learning. Rather, the program trains students in traditional investment analysis and includes a statistics and statistical modeling course. To avoid such confusion, it was suggested to rename the program "Master of Financial Planning and Analysis."

[← Reply](#)

**Utah Valley University
Program Development Document**

Proposed Program Title: Master of Marriage and Family Therapy, M.A.
Sponsoring School, College, or Division: Utah Valley University
Sponsoring Academic Department(s) or Unit(s): Behavioral Science, Family Science area
Classification of Instructional Program Code: 51.1505 (Marriage and Family Therapy/Counseling)
Credit Hours Required to Earn Degree: 54
Proposed Beginning Term: Fall 2019
University Curriculum Committee Approval Date:
Academic Affairs Council Approval Date:
Institutional Board of Trustees' Approval Date:

Program Type (check all that apply):

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

Section I: The Request

The Behavioral Science Department in the College of Humanities and Social Sciences at Utah Valley University requests approval to offer a Master in Marriage and Family Therapy effective Fall 2019.

Section II: Program Proposal

Program Description

The Master in Marriage and Family Therapy (MFT) trains students to be professionally competent in the field of marriage and family therapy. Through the application of systemic theories, skills, and ethics, students are prepared to serve a diverse client population. Students who successfully complete the program, including academic course work and supervised clinical practica, will be eligible for employment and licensure as an Associate Marriage and Family Therapist in the state of Utah. This program is offered in collaboration with the Behavioral Science Department and the family science undergraduate degree.

Consistency with Institutional Mission

The UVU mission emphasizes professional competence, lifelong learning, and stewardship within the local community. This degree would assist the communities in UVU's service area. The MFT program will support the university mission by preparing competent therapists through engaged learning. One of the key outcomes of the MFT program will be community-based service. This program will train students to provide increasingly needed professional help to underserved communities. Students who complete the program will gain the basic clinical competence (i.e., skills, knowledge and experience) needed to become provisionally licensed in the state of Utah. Students will also receive basic business training so that they will be prepared to succeed in professional service as stewards within their communities. The ethical training of marriage and family therapists champions inclusion and diversity through self-awareness and respect toward all others. Across a broad range of clinical employment settings, marriage and family therapists seek to improve the quality of life for individuals, couples, and families. Marriage and family therapists who maintain an active license engage in ongoing learning through required continued education hours.

Method of Delivery

Courses for this program will primarily be delivered face-to-face. The program may also use hybrid formats as needed. Students will complete the degree in a cohort model.

Types of Degrees Offered

This program will offer a single Master of Arts consisting of 54 credits.

Timetable

Once the program is approved by NWCCU, the program will begin recruitment of 24 students for the first cohort. This recruitment could be completed within weeks of approval. One faculty member will be hired for the first initial year of the program. Additionally, one current faculty member from the Behavioral Science Department will be reassigned to the program for the first year. After the first year, this faculty member will be replaced in Family Science with one of the three lines allocated in the new program.

Any physical facilities and equipment will not be needed during the first semester of the program, but will be implemented for the second semester.

Section III: Needs Assessment

Program Rationale

On several occasions over the past few years, members of the local community (including faculty members at other academic institutions, current and former students, and local clinicians) have requested that UVU develop an MFT program. Additionally, the private university offering the largest enrollment in the state has closed their program, greatly reducing options for students within the state. Given the labor market demand (see below) and the relative size of MFT cohorts at Utah State, this program will help provide opportunities to meet the labor market demand in the state.

Many students attending UVU, and other USHE schools (USU, WSU, SUU, DSU, U of U) in undergraduate family science programs intend to serve their community with a counseling credential. The USHE system currently does not provide enough opportunities in marriage and family therapy to meet current job demands. Many students have to pursue related degrees that offer them an opportunity to obtain a credential. Although a BS in FAMS is a stand-alone degree, an MFT program is also a logical sequential academic offering for students studying family science. Additionally, one of the current FAMS faculty members has previous academic experience developing and accrediting an MFT program. Because of the in-house resource this faculty member brings and the ongoing requests for an MFT program from potential communities of interest, the FAMS faculty have chosen to propose the development of an MFT program at UVU.

Labor Market Demand

According to Utah DWS Occupation Information,¹ marriage and family therapists are “expected to experience much faster than average employment growth with a moderate volume of annual job openings. Business expansion, as opposed to the need for replacements, will provide the majority of job openings in the coming decade. Job prospects are expected to be good for marriage and family therapists, particularly in rural areas or other communities that are underserved by mental health practitioners.” The average annual growth rate for MFTs is 3.62 for Utah compared to 1.48 for the United States. Thus the growth rate for MFT in Utah is 144% higher than the national average. According to the Bureau of Labor Statistics, Utah has a relatively low quotient of MFTs compared to other states (0.72) with a ratio of 1,000:0.19.² The BLS estimates ten new positions annually with over 138 job postings in the last 12 months.² In the broader category of mental health counseling (a service MFTs provide), the BLS estimates 140 new positions annually with 548 postings in the last 12 months.² According to the Economic Development and Employer Planning System (EDEPS), Utah will experience a 36.2% growth rate in MFT jobs between 2014-2024, and a 35.8% growth rate for mental health counselors.³ All current data indicate a strong job market for MFT graduates.

· <https://jobs.utah.gov/jsp/utalmis/#/occupation/21-1013.00/report>

· <https://www.bls.gov/oes/current/oes211013.htm>

· <http://www.edeps.org/SelectOccUA.aspx?st=UT>

Student Demand

According to (EDEPS) Utah had 26 graduates (only six from USHE schools) in 2015-16 in MFT. The most frequently awarded degree in Utah for this area is MFT, but Utah experienced a -35% decline in graduates in MFT in 2016 due to smaller cohorts at Argosy University. USU and BYU, the only traditional universities

that offer the MFT degree, enroll approximately 20 students a year combined (eight at USU and 12 at BYU on average). In talking with the leaders of these programs, some of these students pursue PhD degrees out of state, and thus, do not help meet the community need. Many students who desire an MFT are forced to seek a degree from online universities, like Capella or Northcentral University. Degrees at these for-profit schools are approximately 1/3rd more expensive than traditional institutions. Leaders at USU and BYU indicated that they turn away quality candidates each year who they would prefer to accept but simply do not have room to do so. Additionally, they have indicated that many of their students who do graduate in MFT either leave the state after graduating or go on to pursue a PhD.

On July 6, 2018, UVU received an email from the current MFT program director at Argosy. The email explained that the company, which purchased Argosy University a year ago, has decided to close the Salt Lake City Argosy campus. The director wrote, "*The new parent company of Argosy (DCEH) just sent emails out this week regarding their intention to close about 25 campuses across the country, and the Argosy SLC campus is on the list. We are no longer admitting students, and they are going to try to graduate as many students as possible by December 2018. After that, we aren't sure what they are going to do, but they have to provide viable options for students to successfully complete their degree through the teach-out process.*" Argosy is no longer an option available to students seeking a degree in MFT in Utah, which means that beginning in 2019, the entire state of Utah will graduate only 14-20 marriage and family therapists (from the BYU and USU programs) annually.

A survey of current and former UVU family studies and other behavioral science students resulted in 96% of the 253 students who completed the survey agreeing with the statement: "I would be interested in attending a Marriage and Family Therapy program if UVU offered one." Another question revealed that 71% of students agreed with the statement: "I have met people, or even had thoughts yourself, of not going to graduate school because you do not feel that there are adequate degree options in your field in the state of Utah." The FAMS area currently has over 550 students and the Behavioral Science Department has almost 2,000 students total. The department graduates over 400 students annually, many of whom plan to attend graduate school to earn a master's and obtain a clinical license from the state. Additionally, Utah State, Weber State, Dixie State, Southern Utah, and BYU all have degrees in family science. Faculty at these institutions have been contacted to gauge their interest and support for a degree. Each has said they have students each year who would apply for the program. Currently, USHE schools only offer six students annually the opportunity to complete a MFT degree in Utah (see following section).⁴

⁴ <http://www.edeps.org/ProgramCompleters.aspx?st=UT&cip=51.1505>

Similar Programs

Utah State University is the only USHE institution to offer a MFT. Their program admits approximately six to eight students annually. Brigham Young University (BYU) also offers an MFT program, but only admits approximately 10-12 students annually. Some students complete degrees through other non-traditional programs.

Collaboration with and Impact on Other USHE Institutions

Dr. Roy Bean at BYU approached UVU faculty encouraging the creation of this program and proposed a partnership between BYU's Doctoral MFT program and the proposed UVU MFT program.

MFT faculty at BYU invited UVU FAMS faculty to attend a faculty meeting at BYU on 3/19/2018. The BYU faculty expressed unmitigated support for a UVU MFT program (*see email content copied below). There are several ways in which a UVU MFT program could be a benefit to the BYU programs:

- 1) each year the BYU MFT program is unable to admit a large number of highly qualified students whom they would like to direct to another local MFT program. BYU faculty stated that they would like to direct qualified applicants to a UVU program.
- 2) BYU PhD students seeking a supervision credential would enjoy an opportunity to provide additional supervision to Masters-level UVU MFT students, who would benefit from additional supervision.
- 3) qualified UVU MFT graduates are a potential source of PhD applicants to the BYU doctoral program. BYU professors offered to mentor UVU students interested in pursuing research, and to send (for a potential summer course) UVU some of their students who are more interested in the business aspect of MFT.

On 3/22//2018, UVU FAMS faculty spoke with the program chair of the MFT program at USU. He expressed interest in the possibility of collaboration with a UVU MFT program and he noted that three MFT programs in Utah would be a benefit to the profession of MFT in Utah. He also noted that, like BYU, USU is only able to admit a small number of the large body of applicants to the program each year. An additional MFT program in Utah would help to meet the student demand for this training seen at other universities.

Additionally, UVU faculty reached out to department chairs/program faculty of undergraduate family science departments at USU, Weber State, Southern Utah, and BYU on March 23rd. Each of these programs was very excited about the opportunity of adding an additional opportunities for their students to apply to.

*Dear Committee Members,

As the director of the MFT programs at BYU, I write this enthusiastic message of support for our colleagues at UVU who are endeavoring to start an accredited MFT program. We have met as a faculty, twice, to discuss the possibility of MFT training at UVU and unanimously agree that such a training program would be a wonderful asset for our community and state. Quite simply, there are not enough quality MFTs and not enough MFT eligible supervisors in our state. We know and trust Dr. Fawcett and are confident that any training conducted under her watch care would be outstanding. It would also help us as we turn away between 40-70 applicants each year to our MS program, many of whom are well qualified, simply because we do not have enough slots. We sincerely hope UVU will support Dr. Fawcett in this venture.

Jonathan Sandberg

Director, MFT Training Programs at BYU

External Review and Accreditation

The MFT program will seek programmatic accreditation from the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). This accreditation is not necessary for licensure in the state of Utah; however, it is a benefit to students who may relocate outside of Utah and seek licensure in a different state after graduation.

COAMFTE accreditation can be pursued once the first cohort of students graduates, takes the licensing

Program Development Proposal: Master's Degree, Marriage and Family Therapy

exam, and becomes employed. Therefore, a program commencing in Fall 2019 could submit a self-study to COAMFTE at the earliest on October 1, 2021 with a subsequent site visit scheduled for the Spring of 2022. Although COAMFTE has not yet projected fees for 2021-2022 (COAMFTE will review its fee structure in 2020 and determine potential changes), the fees listed for an initial accreditation application in 2020 total \$1,800. The cost of a site visit in 2020 is projected to be \$6,945 for a three- person site visit team. The cost of annual maintenance of accreditation in 2020 is listed at \$1,825 for a program with 20-51 students. (https://www.coamfte.org/COAMFTE/Accreditation/Accreditation_Fees2.aspx?WebsiteKey=f673240a-0fe8-4487-ac26-d91f7e229691).

Section IV: Program Details Graduation Standards and Number of Credits

As described in subsection 3.1.8.1. of the R401-3.11 (higheredutah.org/policies/R401), professional master’s degrees may exceed the 36 semester credit hour maximum. The UVU MFT master’s degree will lead to third party licensure and is therefore accountable to the credits hours and content required by the State of Utah. Because this program will also seek COAMFTE accreditation, credit hours and content have been aligned with accreditation curriculum standards.

Admission Requirements

Admission to the MFT program requires a bachelor’s degree from a regionally accredited university. Applicants are required to submit transcripts, letters of recommendation, a statement of intent, and a writing sample. The admission process will include interviews with the program faculty and administration. Individual and group interviews will be conducted with applicants annually.

Curriculum and Degree Map

Program Curriculum:

Course Number	New Course	Course Title	Credit Hours
Required Courses			
Complete the following core courses:			
MFT 6000	X	Systemic Foundations of MFT	3
MFT 6010	X	Contemporary Approaches to MFT	3
MFT 6100	X	Ethical Issues in MFT	3
Complete the following therapy classes:			
MFT 6200	X	Systemic Assessment and Diagnosis	3
MFT 6210	X	Couples Therapy	3
MFT 6230	X	Family Therapy	3

MFT 6220	X	Group Therapy	2
MFT 6240	X	Individual Therapy	2
Complete the following developmental courses:			
MFT 6310	X	Child & Adolescent Development	3
MFT 6320	X	Adult Issues in Human Development	3
MFT 6300	X	Working with Diversity in MTF	3
Complete the following specialty courses:			
MFT 6400	X	Research in MFT	3
MFT 6510	X	Contemporary Issues in MFT	1
MFT 6500	X	Community Intervention	1
MFT 6520	X	Clinical Business Development and Practice	2
MFT 6600	X	Capstone in MTF	1
Complete the practicum series:			
MFT 6900	X	Pre-Practicum	3
MFT 6910	X	Practicum I	3
MFT 6920	X	Practicum II	3
MFT 6930	X	Practicum III	3
MFT 6940	X	Practicum IV	3
Core Curriculum			54

Program Curriculum Narrative

In order to determine the course content and credit requirements for the MFT program, faculty identified all curriculum requirements for provisional licensure as an MFT in the state of Utah. Because the program will not be immediately accredited, the state licensure requirements must be met in order for students to be eligible for an Associate MFT license upon graduation. After building courses to align with Utah MFT licensing requirements, courses based on AAMFT foundational curriculum areas were added, which are required for COAMFTE accreditation.

Degree Map:

Fall of First Year Course Prefix and Number)	Course Title	Pre-requisite*	Credit Hours
MFT 6100	Ethical Issues in MFT		3
MFT 6000	Systemic Foundations of MFT		3
MFT 6200	Systemic Assessment and Diagnosis		3

MFT 6900	Pre-Practicum		3
	semester total:		12
Spring of First Year (Course Prefix and Number)	Course Title	Pre-requisite	Credit Hours
MFT 6010	Contemporary Approaches to MFT		3
MFT 6210	Couples Therapy		3
MFT 6220	Group Therapy		2
MFT 6500	Community Intervention		1
MFT 6910	Practicum I	MFT 6900	3
	Semester total:		12
Summer of First Year (Course Prefix and Number)	Course Title	Pre-requisite	Credit Hours
MFT 6300	Working with Diversity		3
MFT 6230	Family Therapy		3
MFT 6920	Practicum II	MFT 6910	3
	Semester total:		9
Fall of Second Year (Course Prefix and Number)	Course Title	Pre-requisite	Credit Hours
MFT 6310	Child & Adolescent Development	MFT 6000	3
MFT 6400	Research in MFT	MFT 6000	3
MFT 6240	Individual Therapy	MFT 6200	2
MFT 6510	Contemporary Issues in MFT	MFT 6000	1
MFT 6930	Practicum III	MFT 6920	3
	Semester total:		12
Spring of Second Year (Course Prefix and Number)	Course Title	Pre-requisite	Credit Hours
MFT 6320	Adult Issues in Human Development		3
MFT 6520	Clinical Business Development		2
MFT 6600	Capstone		1
MFT 6940	Practicum IV	MFT 6930	3

Program Development Proposal: Master's Degree, Marriage and Family Therapy

	Semester total:		9
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* All courses carry the prerequisite of admission to the program.

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

The MFT program will reside within the current Behavioral Science Department in the College of Humanities and Social Science. With only three faculty, the program will not create any need for a new department structure. The department already has one graduate degree program (Master in Social Work). The proposed program will not impact the delivery of undergraduate courses.

Faculty

In the first year of the program, one tenure-track faculty will be hired. At the beginning of the second year of the program, two additional tenure-track faculty members will be hired. All faculty will have an active marriage and family therapy license.

Part I. Department Faculty/Staff

	# Tenured	# Tenure -Track	Non -Tenure Track
Faculty: Full Time with Doctorate	26		10
Faculty: Part Time with Doctorate			
Faculty: Full Time with Masters	4		47
Faculty: Part Time with Masters			
Faculty: Full Time with Baccalaureate			
Faculty: Part Time with Baccalaureate			7
Teaching / Graduate Assistants			
Staff: Full Time			
Staff: Part Time			

Part II. Proposed Program Faculty Profiles

First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program	If "Other" describe

Full Time Faculty						
Elizabeth	Fawcett	TT	PhD	Brigham Young	100%	
Jeremy	Boden	TT	PhD	Texas Tech	15%	
Part Time Faculty						

Part III: New Faculty / Staff Projections for Proposed Program

	# Tenured	# Tenure -Track	Non - Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate		3		LMFT, AAMFT-approved supervisor	100%
Faculty: Part Time with Doctorate					
Faculty: Full Time with Masters					
Faculty: Part Time with Masters			0.63		
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					

Teaching / Graduate Assistants					
Staff: Full Time			1		
Staff: Part Time					

Staff

The program will require one staff member who serves multiple purposes. The staff member will serve as a field coordinator, recruitment coordinator, student advisor, and support the program coordinator.

Student Advisement

Students would be advised both by the staff member and faculty as needed. The staff member would advise students on academic issues, scheduling, and admissions issues. Faculty would advise students on academic or career issues and practicum placements.

Library and Information Resources

The focus of the Fulton Library is to support the educational programs on campus by cultivating a dynamically changing collection of books and media and providing effective research assistance. Marriage and Family Therapy related holdings are interspersed throughout the collection, and the library specialist assigned to the Behavioral Science Department will work with faculty to strengthen the current collection with additional materials as needed as the program grows.

Librarians solicit recommendations from faculty for new materials to ensure collections meet program objectives and requirements, as well as current research trends. Librarians also use peer-recommended lists and other review sources to develop the collection. Faculty teaching courses with a research component may schedule an instruction session with a librarian for their class, where students learn the information literacy skills needed to effectively find and use information resources related to their discipline.

Determining the precise number of books and videos in the collection relevant to the study of Marriage and Family Therapy can be problematic due to interdisciplinary subject areas. The library uses the Library of Congress Classification System to organize the collection, with titles on related subject areas physically located near each other in the library.

- The library currently owns 104 print books specifically on the subjects of Marriage and Family Therapy.
- In the broader marriage and family subject area, there are currently approximately 3,470 print books, 3,418 ebooks, 161 videos, and 71 streaming videos.
- Titles specifically on the study of marriage and family fall in the call number range HQ1-2044, while titles related to therapy fall in the RC475-489 range.

Related subject areas include psychology and psychotherapy, sociology, and social work.

- Psychology and psychotherapy titles in the library include approximately 4,882 print books; 1,951 ebooks; 171 videos; and 245 streaming videos. They are located at call numbers BF1-1389, BL51-65, R726.5-726.8, RA790-790.95, RC321-571, and RJ499-507.

- Sociology titles include approximately 2,997 print books; 2,764 ebooks; 77 videos; and 20 streaming videos. They are located at call numbers HM1-1281, HN1-995, and HT51-1595.
- Social work titles include approximately 1,318 print books; 1,123 ebooks; 309 videos; and 29 streaming videos. They are located at call numbers HV1-4630.
- The library's Kanopy video streaming platform includes psychology and sociology video collections. The Films on Demand streaming platform includes collections on counseling and social work, family and consumer sciences, guidance and counseling, psychology, and sociology.

The library currently subscribes to 621 journals related to psychology, 478 related to sociology, 79 related to social work, and 56 specifically related to family studies, family science, or marriage and family therapy.

Major journals relevant to Marriage and Family Therapy that the library subscribes to include:

- *Journal of Marital and Family Therapy*
- *Family Relations*
- *Journal of Consulting and Clinical Psychology*
- *Journal of Marriage and Family*
- *Journal of Family Studies*
- *Journal of Family Psychology*
- *Journal of Family Issues*
- *Family Process*
- *Journal of Family and Economic Issues*
- *Journal of Comparative Family Studies*
- *Journal of Family and Consumer Sciences*
- *Personal Relationships*
- *Journal of Personality and Social Psychology*
- *Personality and Social Psychology Review*
- *Journal of Social and Personal Relationships*
- *American Sociological Review*
- *American Journal of Sociology*
- *Child Development*

Initial "one-stop-shopping" for articles, books, and videos related to Marriage and Family Therapy research can be done using the Fulton Library's OneSearch feature, which allows a single search to simultaneously span multiple article databases and includes a search of the library catalog's books, ebooks, and videos. Current library databases deemed useful for locating Marriage and Family Therapy literature include:

- SocINDEX
- Sociological Collection
- PsycINFO
- PsycARTICLES
- Psychology & Behavioral Sciences Collection
- Psychology Collection
- Gender Studies Collection
- GenderWatch

- HaPI: Health and Psychosocial Instruments
- Sage Online
- ScienceDirect Journals
- Social Science Research Network
- JSTOR
- Project Muse
- Web of Science

The Fulton Library will be purchasing approximately \$1,500 in books during the 2019 fiscal year based on a list of suggested Marriage and Family Therapy titles from program faculty.

Off-campus web access is enabled by means of an LDAP login authentication layer that is enforced by the Fulton Library EZProxy server. This provides off-campus access to ebooks, electronic journals, and streaming videos.

When resources are needed that are not already owned or licensed by the Fulton Library, the desired item may be accessed from other libraries throughout the United States by means of Interlibrary Loan (ILL). A requested article full text is emailed to a requester within three business days. Print books are generally located, received, and made available within 10 business days. In addition, Fulton Library patrons may check out items from partner higher education libraries in the Utah area (BYU, University of Utah, Utah State, etc.) by means of a Utah Academic Library Consortium (UALC) agreement.

Physical Facilities and Equipment

This program will require closed circuit video recording equipment to be installed in the house at 1138 S 400 W (Old Wee Care Center, now Behavioral Science home) to allow faculty to supervise and review student progress in therapy settings.

Projected Enrollment and Finance

Part I.

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

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department						
# of Majors in Proposed Program(s)	 	24	48	48	48	48
# of Graduates from Department						
# Graduates in New Program(s)	 	0	24	24	24	24

Departmental Financial Data				
	Department Budget			
		Year 1	Year 2	Year 3
Project additional expenses associated with offering new program(s). Account for New Faculty as stated in "Faculty Projections"	Year Preceding Implementation (Base Budget)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)
	Expenses- nature of additional costs required for proposed program(s)			
List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.				
Personnel (Faculty & Staff Salary and Benefits)	\$3,193,177.00	\$179,167.00	\$416,699.21	\$416,699.21
Operating Expenses (equipment, travel, resources)	\$115,216.00	\$24,745.00	\$34,460.00	\$34,460.00
Other:				
Total Program Expenses	\$3,308,393.00	\$203,912.00	\$451,159.21	\$451,159.21
Funding- Source of funding to cover additional costs generated by proposed program(s)				
Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.				
Internal Reallocation				
Appropriation	\$3,308,393.00			
Special Legislative appropriation				
Grants and Contracts				
Special Fees				

Tuition		\$204,480.00	\$460,080.00	\$460,080.00	
Differential Tuition (requires Regents approval)					
Total Revenue	\$3,308,393.00	\$204,480.00	\$460,080.00	\$460,080.00	
PROPOSED PROGRAM FUNDING					
TOTAL DEPARTMENT FUNDING	\$3,308,393.00	\$203,912.00	\$451,159.21	\$451,159.21	
Difference					
Funding-Expense	\$0.00	\$568.00	\$8,920.79	\$8,920.79	
With 24 students, this program will generate sufficient revenue to cover the required program expenses.					

Part II: Expense explanation

Expense Narrative

The program will consist of three faculty and one staff member. Only one full-time faculty and one staff member are required the first year. Two more full-time faculty will be hired for the second year. Additional expenses include accreditation costs, recording equipment, and faculty travel.

Part III: Describe funding sources

Revenue Narrative 1

The program will be revenue neutral for the university. All costs will be covered by graduate tuition generated by the program.

Section VI: Program Evaluation

Program Assessment

COAMFTE accreditation requires that programs align goals, targets, outcomes, and benchmarks to the program mission, university mission, and state licensure requirements. By starting with the university mission and essential learning outcomes, UVU was able to align state licensing requirements and AAMFT curriculum requirements. What emerged from this process were a list of program learning outcomes. A table of this map is included at the end of this document (titled: Emergent program learning outcomes).

With the program learning outcomes identified, faculty subsequently outlined formative and summative assessment measures that could be used to evaluate student achievement of outcomes and demonstrate program-level achievement of benchmarks. They have mapped the program learning

outcomes and summative assessment process in the table below. Formative assessment measures are outlined in more detail in a table within the section titled Student Standards of Performance.

COAMFTE accreditation standards require a capstone course. “Programs must require students to develop and/or present an integrative/capstone experience before completion of their degree program as part of the foundational curriculum below. Programs must decide how to meet this requirement in keeping with the program’s mission, goals, and outcomes. Examples include: a theory of change/therapy theory presentation/paper, a thesis, a therapy portfolio, or a capstone course” (COAMFTE Accreditation Standards, version 12).

The Capstone course at UVU will require students to present a portfolio of evidence demonstrating achievement of each program learning outcome. Some of those achievements will be completed in previous courses and revised, if needed, for submission during the capstone course. For example, students will submit summative assignments such as a theory of change paper, ethics exam, clinical demonstration, and literature review, as course assignments prior to capstone. During the capstone course, students will be expected to integrate concepts and demonstrate understanding across all program outcomes by passing the AMFTRB practice exam and passing a formal case conceptualization.

Program Learning Outcome		Formative Evaluation of PLO	Summative Evaluation of PLO
<i>1. Theoretical Foundations of MFT</i>	<i>Students will differentiate and apply foundational relational/systemic practice, theories and models.</i>	<i>Evaluation of Core Competencies, Ethical Standards and AMFTRB domains through course assignments.</i>	<i>Passing score (83%) on theory of change paper Passing score (60%) on AMFTRB practice exam domain 1 (the practice of systemic therapy)</i>
<i>2. Assessment and Treatment in MFT</i>	<i>Students will conduct systemic/relational assessment and treatment with individuals, couples and families</i>	<i>Evaluation of Core Competencies, Ethical Standards and AMFTRB domains through course assignments.</i>	<i>Passing score (83%) on case conceptualization Passing score (60%) on AMFTRB practice exam domain 2 (assessing, hypothesizing and diagnosing)</i>

<p>3. <i>Human Development and MultiCultural studies</i></p>	<p><i>Students will articulate the impact of human development (including ethnicity, gender and sexual identity on biopsychosocial health across the lifespan</i></p>	<p><i>Evaluation of Core Competencies, Ethical Standards and AMFTRB domains through course assignments.</i></p>	<p><i>Passing score (83%) on case conceptualization</i></p>
<p>4. <i>Professional Ethics</i></p>	<p><i>Students will demonstrate understanding of professional identity and adherence to the law, ethics and social responsibility</i></p>	<p><i>Evaluation of Core Competencies, Ethical Standards and AMFTRB domains through course assignments.</i></p>	<p><i>Passing score (83%) on ethics exam</i></p> <p><i>Passing score (60%) on AMFTRB practice exam domain 6 (ethical, legal and professional standards)</i></p>
<p>5. <i>Research Methodology and Evaluation</i></p>	<p><i>Students will investigate research methodology and data analysis and synthesize evidence based practice in MFT</i></p>	<p><i>Evaluation of Core Competencies, Ethical Standards and AMFTRB domains through course assignments.</i></p>	<p><i>Passing score (83%) on literature review</i></p>
<p>6. <i>Contemporary Issues in MFT</i></p>	<p><i>Students will review contemporary issues in MFT, including: current intersections of knowledge and practice, community intersections and collaboration, and clinical business development.</i></p>	<p><i>Evaluation of Core Competencies, Ethical Standards and AMFTRB domains through course assignments.</i></p>	<p><i>Passing score (83%) on case conceptualization</i></p>

7. Clinical Skills	Students will demonstrate competence in applying MFT skills within the local community	Evaluation of Core Competencies, Ethical Standards and AMFTRB domains through course assignments.	<p>Passing score (83%) on clinical demonstration</p> <p>Passing score from supervisor evaluation on clinical competencies</p> <p>Passing score (60%) on AMFTRB practice exam domain 3 (designing and conducting treatment) and domain 4 (evaluating ongoing process and terminating treatment)</p>
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Curriculum Map

The following map identifies the courses in which PLOs will be taught and at what level throughout the program core courses. I-Introduced; D-Developed and Practiced; E-Engaged; A-Assessed at the Mastery.

Major Core Required Course	LO 1	LO 2	LO 3	LO 4	LO 5	LO 6	LO 7
MFT 6000 Systemic Foundations of MFT	IDE		I	I			D
MFT 6010 Contemporary Approaches to MFT	IDE		I	I		I	D
MFT 6100 Ethical Issues in MFT			I	IDEA			D

MFT 6200 Systemic Assessment and Diagnosis		IDEA	I	I	I		D
MFT 6210 Couples Therapy	D	D	I	I	I	1	I
MFT 6230 Family Therapy	D	D	I	I	I	1	I
MFT 6220 Group Therapy	D	D	I	I	I	1	I
MFT 6240 Individual Therapy	D	D	I	I	I	1	I
MFT 6310 Child & Adolescent Development			IDE			I	
MFT 6320 Adult Issues in Human Development			IDE			I	
MFT 6300 Working with Diversity in MFT			IDE	I	I	I	D
MFT 6400 Research in MFT				I	IDEA		I

Program Development Proposal: Master's Degree, Marriage and Family Therapy

MFT 6510 Contemporary Issues in MFT			D	I	D	IDE	
MFT 6500 Community Intervention			D	I		D	
MFT 6520 Clinical Business Development				D		D	
MFT 6600 Capstone in MTF	A	A	A	A	A	A	A
MFT 6900 Pre-Practicum	D		D	D		D	DEA
MFT 6910 Practicum I	E		E	E		D	EA
MFT 6920 Practicum II	E		E	E		D	EA
MFT 6930 Practicum III	E		E	E		D	EA
MFT 6940 Practicum IV	E		E	E		D	EA

Student Standards of Performance

Summative assessment measures were identified in the section titled Program Assessment. These competencies were chosen to allow students to demonstrate achievement of learning outcomes, which are required for accreditation. In addition to the portfolio described previously, students will be expected to maintain a 3.0 gpa. Any course with a grade lower than a B- will need to be retaken. After an annual

faculty review, each student will receive a formal indication of their status and progress in the program. During the capstone course, a formal review of each student will determine readiness for graduation.

COAMFTE accreditation standards require programs to link student learning outcomes and courses to professional marriage and family principles, which are defined as: AAMFT Core Competencies, AMFTRB Examination domains, and AAMFT Code of Ethics standards. The table below maps relevant aspects of these professional principles to each of the courses. These principles will be integrated into course assignments and mapped to course outcomes. These principles will serve as a formative evaluation of program learning outcomes across the program curriculum.

Formative Evaluation: Professional Marriage and Family Therapy Principles			
MFT Course	AAMFT Core Competency	AMFTRB Exam Domain	AAMFT Code of Ethics Standard
Systemic Foundations of MFT	<p>1.1.1 Understand systems concepts, theories, and techniques that are foundational to the practice of marriage and family therapy</p> <p>4.1.2 Recognize strengths, limitations, and contraindications of specific therapy models, including the risk of harm associated with models that incorporate assumptions of family dysfunction, pathogenesis, or cultural deficit</p>	<p>01.01 Practice therapy in a manner consistent with the philosophical perspective of the discipline of systemic therapy.</p> <p>01.02 Maintain consistency between systemic theory and clinical practice.</p> <p>01.03 Integrate individual treatment models within systemic treatment approaches.</p>	

<p>Contemporary Approaches to MFT</p>	<p>3.1.1 Know which models, modalities, and/or techniques are most effective for presenting problems</p> <p>2.2.3 Develop hypotheses regarding relationship patterns, their bearing on the presenting problem, and the influence of extra-therapeutic factors on client systems</p>	<p>01.01 Practice therapy in a manner consistent with the philosophical perspective of the discipline of systemic therapy.</p> <p>1.02 Maintain consistency between systemic theory and clinical practice.</p> <p>01.03 Integrate individual treatment models within systemic treatment approaches.</p>	
<p>Couples Therapy</p>	<p>4.1.1 Comprehend a variety of individual and systemic therapeutic models and their application, including evidence-based therapies and culturally sensitive approaches.</p> <p>1.1.2 Understand theories and techniques of individual, marital, couple, family, and group psychotherapy</p>	<p>02.13 Assess effects of addictive behaviors (including but not limited to gambling, shopping, sexual activities, and internet use) on individual and family system.</p> <p>02.14 Assess effects of sexual behaviors and disorders on client functioning.</p> <p>02.15 Assess the impact, both positive and negative, of use of technology on client system.</p> <p>02.16 Assess the impact of the developmental stage of members of the client system and the family life cycle stage on presenting problem formation, maintenance, and resolution.</p> <p>02.17 Assess strengths, resources, and coping skills available to client.</p>	

<p>Family Therapy</p>	<p>1.5.1 Understand the legal requirements and limitations for working with vulnerable populations (e.g., minors).</p> <p>2.3.5 Screen and develop adequate safety plans for substance abuse, child and elder maltreatment, domestic violence, physical violence, suicide potential, and dangerousness to self and others</p>	<p>02.13 Assess effects of addictive behaviors (including but not limited to gambling, shopping, sexual activities, and internet use) on individual and family system.</p> <p>02.14 Assess effects of sexual behaviors and disorders on client functioning. 02.15 Assess the impact, both positive and negative, of use of technology on client system.</p> <p>02.16 Assess the impact of the developmental stage of members of the client system and the family life cycle stage on presenting problem formation, maintenance, and resolution.</p> <p>02.17 Assess strengths, resources, and coping skills available to client.</p>	
<p>Systemic Assessment and Diagnosis</p>	<p>2.1.5 Understand the current models for assessment and diagnosis of mental health disorders, substance use disorders, and relational functioning</p> <p>2.3.1 Diagnose and assess client behavioral and relational health problems systemically and contextually</p> <p>3.1.3 Understand the effects that psychotropic and other medications have on clients and the treatment process</p>	<p>02.19 Assess and diagnose client in accordance with current formal diagnostic criteria (e.g., DSM and ICD), while maintaining a systems perspective.</p> <p>02.20 Integrate diagnostic impressions with system(s) perspective/assessment when formulating treatment hypotheses.</p> <p>02.29 Develop a relational diagnosis for the client system</p>	<p>3.10 Scope of Competence. Marriage and family therapists do not diagnose, treat, or advise on problems outside the recognized boundaries of their competencies.</p>

<p>Child & Adolescent Development</p>	<p>2.1.1 Understand principles of human development; human sexuality; gender development; psychopathology; psychopharmacology; couple processes; and family development and processes (e.g., family, relational, and system dynamics).</p>	<p>02.22 Assess reciprocal influence of biological factors and medical conditions with the client system.</p> <p>02.23 Assess impact of early childhood experiences and traumas on behavior, physical and mental health, and the individual and family systems.</p>	
<p>Adult Issues in Human Development</p>	<p>2.1.1 Understand principles of human development; human sexuality; gender development; psychopathology; psychopharmacology; couple processes; and family development and processes (e.g., family, relational, and system dynamics).</p>	<p>02.22 Assess reciprocal influence of biological factors and medical conditions with the client system.</p> <p>02.25 Assess effects of occupational issues on the family system (including but not limited to families of military personnel, workers in geographically dispersed locations, first responders, and medical providers).</p>	

<p>Working with Diversity</p>	<p>1.2.1 Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, social context).</p> <p>4.4.6 Evaluate reactions to the treatment process (e.g., transference, family of origin, current stress level, current life situation, cultural context) and their impact on effective intervention and clinical outcomes</p>	<p>01.04 Integrate multiple dimensions of diversity and social justice within a systemic treatment approach.</p> <p>01.05 Establish a safe and non-judgmental atmosphere using a systemic perspective.</p> <p>03.11 Choose therapeutic modalities and interventions that reflect contextual understanding of client [including but not limited to acculturation, abilities, diversity, socio-economic status, spirituality, age, gender, sexuality, sexual orientation, culture, and power differential(s)].</p>	<p>1.1 Non-Discrimination. Marriage and family therapists provide professional assistance to persons without discrimination on the basis of race, age, ethnicity, socioeconomic status, disability, gender, health status, religion, national origin, sexual orientation, gender identity or relationship status.</p>
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<p>Ethical Issues in MFT</p>	<p>5.1.1 Know state, federal, and provincial laws and regulations that apply to the practice of marriage and family therapy.</p> <p>5.1.2 Know professional ethics and standards of practice that apply to the practice of marriage and family therapy.</p> <p>5.1.4 Understand the process of making an ethical decision.</p> <p>5.2.1 Recognize situations in which ethics, laws, professional liability, and standards of practice</p> <p>5.3.2 Develop and assess policies, procedures, and forms for consistency with standards of practice to protect client confidentiality and to comply with relevant laws and regulations.</p>	<p>06.01 Integrate ethical codes of licensing boards, relevant professional organizations, and associations into professional practice.</p> <p>06.04 Maintain awareness of the influence of the therapist's issues (including but not limited to family-of-origin, gender, sexuality, sexual orientation, culture, personal prejudice, value system, life experience, and need for self-care).</p> <p>06.12 Inform client of parameters of confidentiality and privileged communication to facilitate client's understanding of therapist's responsibility.</p>	
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<p>Research</p>	<p>6.1.1 Know the extant MFT literature, research, and evidence-based practice.</p> <p>6.3.1 Read current MFT and other professional literature</p> <p>6.3.2 Use current MFT and other research to inform clinical practice.</p>	<p>04.01 Use theory and/or relevant research findings, including culturally relevant research findings, in the ongoing evaluation of process, outcomes, and termination.</p> <p>04.02 Evaluate progress of therapy in collaboration with client and collateral systems as indicated.</p>	
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<p>Contemporary Issues in MFT</p>	<p>6.4.1 Evaluate knowledge of current clinical literature and its application</p>	<p>06.18 Use technology in accordance with legal, ethical, and professional standards.</p> <p>05.01 Assess severity of crisis situation to determine if and what immediate interventions may be needed.</p> <p>05.02 Assess for presence and severity of suicide potential to determine need for intervention.</p> <p>05.03 Assess for risk of violence to client from others to determine need for intervention.</p> <p>05.04 Assess client's potential for self-injurious behavior to determine type and level of intervention.</p> <p>05.05 Assess client's potential for injurious behavior toward others, including the therapist, to determine type and level of intervention.</p> <p>05.06 Assess risk of violence from others toward therapist and develop a safety plan.</p> <p>05.07 Evaluate severity of crisis situation by assessing the level of impairment in client's life.</p> <p>05.08 Assess client's trauma history to determine impact on current crisis.</p> <p>05.09 Assess the impact of factors [including but not limited to acculturation, abilities, diversity, socio-economic status, spirituality, age, gender, sexuality, sexual orientation, culture, and power differential(s)] on client's current crisis.</p>	<p>3.1 Maintenance of Competency. Marriage and family therapists pursue knowledge of new developments and maintain their competence in marriage and family therapy through education, training, and/or supervised experience.</p> <p>3.6 Development of New Skills. While developing new skills in specialty areas, marriage and family therapists take steps to ensure the competence of their work and to protect clients from possible harm. Marriage and family therapists practice in specialty areas new to them only after appropriate education, training, and/or supervised experience.</p> <p>Standard VI Technology-Assisted Professional Services</p> <p>Therapy, supervision, and other professional services engaged in by marriage and family therapists take place over an increasing number of technological platforms. There are great benefits and responsibilities inherent in both the traditional therapeutic and supervision contexts, as well as in the utilization of technologically-assisted professional services. This standard addresses basic ethical requirements of offering therapy, supervision, and</p>
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			related professional services using electronic means.
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<p>Community Intervention</p>	<p>1.2.2 Consider health status, mental status, other therapy, and other systems involved in the clients' lives (e.g., courts, social services)</p> <p>3.3.7 Work collaboratively with other stakeholders, including family members, other significant persons, and professionals not present</p>	<p>02.26 Determine need for evaluation by other professional and community systems.</p> <p>02.27 Collaborate with client, professional, and community systems, as appropriate, in establishing treatment priorities.</p> <p>03.13 Collaborate with collateral systems, as indicated, throughout the treatment process.</p>	<p>1.10 Referrals Marriage and family therapists respectfully assist persons in obtaining appropriate therapeutic services if the therapist is unable or unwilling to provide professional help.</p>
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<p>Group Therapy</p>	<p>3.1.4 Understand recovery-oriented behavioral health services (e.g., self-help groups, 12-step programs, peer-to-peer services, supported employment)</p> <p>4.2.2 Distinguish differences between content and process issues, their role in therapy, and their potential impact on therapeutic outcomes</p> <p>3.4.5 Monitor personal reactions to clients and treatment process, especially in terms of therapeutic behavior, relationship with clients, process for explaining procedures, and outcomes</p>	<p>02.13 Assess effects of addictive behaviors (including but not limited to gambling, shopping, sexual activities, and internet use) on individual and family system.</p> <p>02.14 Assess effects of sexual behaviors and disorders on client functioning. 02.15 Assess the impact, both positive and negative, of use of technology on client system.</p> <p>02.16 Assess the impact of the developmental stage of members of the client system and the family life cycle stage on presenting problem formation, maintenance, and resolution.</p> <p>02.17 Assess strengths, resources, and coping skills available to client.</p>	
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<p>Individual Therapy</p>	<p>4.4.1 Evaluate interventions for consistency, congruency with model of therapy and theory of change, cultural and contextual relevance, and goals of the treatment plan</p>	<p>02.13 Assess effects of addictive behaviors (including but not limited to gambling, shopping, sexual activities, and internet use) on individual and family system.</p> <p>02.14 Assess effects of sexual behaviors and disorders on client functioning. 02.15 Assess the impact, both positive and negative, of use of technology on client system.</p> <p>02.16 Assess the impact of the developmental stage of members of the client system and the family life cycle stage on presenting problem formation, maintenance, and resolution.</p> <p>02.17 Assess strengths, resources, and coping skills available to client.</p>	
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<p>Clinical Business Development and Practice</p>	<p>5.1.1 Know state, federal, and provincial laws and regulations that apply to the practice of marriage and family therapy</p>		<p>3.2 Knowledge of Regulatory Standards. Marriage and family therapists pursue appropriate consultation and training to ensure adequate knowledge of and adherence to applicable laws, ethics, and professional standards.</p> <p>Standard VIII Financial Arrangements</p> <p>Marriage and family therapists make financial arrangements with clients, third-party payors, and supervisees that are reasonably understandable and conform to accepted professional practices</p> <p>Standard IX Advertising</p> <p>Marriage and family therapists engage in appropriate informational activities, including those that enable the public, referral sources, or others to choose professional services on an informed basis.</p>
<p>Capstone</p>			

<p>Pre-Practicum</p>	<p>2.3.3 Apply effective and systemic interviewing techniques and strategies.</p> <p>5.3.7 Practice within defined scope of practice and competence.</p> <p>4.3.2 Deliver interventions in a way that is sensitive to special needs of clients (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, disability, personal history, larger systems issues of the client).</p> <p>1.5.2 Complete case documentation in a timely manner and in accordance with relevant laws and</p> <p>2.5.1 Utilize consultation and supervision effectively</p>	<p>06.09 Address client's expectations and questions about treatment to promote understanding of the therapeutic process.</p> <p>06.10 Provide clients with written and/or verbal professional disclosures (including but not limited to fees, office policies, professional training and expertise).</p> <p>06.12 Inform client of parameters of confidentiality and privileged communication to facilitate client's understanding of therapist's responsibility.</p> <p>06.13 Assist clients in making informed decisions relevant to treatment (including but not limited to filing third-party insurance claims, collateral systems, alternative treatments, limits of confidentiality).</p>	
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<p>Practicum I-IV</p>	<p>2.3.3 Apply effective and systemic interviewing techniques and strategies.</p> <p>5.3.7 Practice within defined scope of practice and competence.</p> <p>4.3.2 Deliver interventions in a way that is sensitive to special needs of clients (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, disability, personal history, larger systems issues of the client).</p> <p>1.5.2 Complete case documentation in a timely manner and in accordance with relevant laws and</p> <p>2.5.1 Utilize consultation and supervision effectively</p>	<p>03.01 Evaluate and maintain quality of continuing therapeutic alliance.</p> <p>03.02 Establish therapeutic contract(s).</p> <p>03.03 Formulate short- and long-term goals by interpreting assessment information, in collaboration with client as appropriate.</p> <p>03.04 Develop a treatment plan reflecting a contextual understanding of presenting issues</p> <p>03.17 Assist client(s) in developing decision making, coping, and problem-solving skills.</p> <p>03.18 Assist client(s) in developing effective verbal and non-verbal communication skills in their relational context(s).</p> <p>03.21 Affect client behavior and/or perceptions through techniques (including but not limited to metaphor, re-framing, rewriting narratives, mindfulness, and paradox).</p> <p>03.22 Facilitate attempts of client(s) to develop new, alternate ways of resolving problems.</p> <p>03.23 Integrate cultural knowledge of client(s) to</p>	
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		<p>facilitate effective treatment strategies.</p> <p>04.03 Modify treatment plan in collaboration with client and collateral systems as indicated.</p> <p>04.04 Plan for termination of treatment in collaboration with client and collateral systems.</p> <p>04.05 Develop a plan in collaboration with client to maintain therapeutic gains after treatment has ended.</p>	
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As mentioned in the description of Program Assessment, COAMFTE accreditation requires that programs develop program goals or outcomes, which align with the university mission and outcomes. The UVU MFT program goals should also align with requirements for state licensure. Below the MFT program goals to the UVU Essential Learning Outcomes, Utah MFT licensing requirements and AAMFT Foundational Curricular Areas have been mapped:

Emergent Program Learning Outcomes			
UVU Essential Learning Outcomes	Utah MFT licensure Educational Requirements (DOPL)	AAMFT Foundational Curricular Areas	UVU MFT Program Learning Outcomes
<p>Integrative and Applied Learning: A student will engage in discipline-appropriate experiences with the academic and broader community through integrated and applied learning.</p>	<p>Supervised Clinical Practicum</p> <p>minimum 600 hours, at least 500 direct client contact hours of which 250 hours are with couples or families present and 100 hours of face to face supervision</p>	<p>Includes a minimum of 500 clinical contact hours with individuals, couples, families and other systems physically present, at least 40% of which must be relational. The 500 hours must occur over a minimum of twelve months of clinical practice.</p> <p>Students must receive at least 100 hours of supervision and must receive supervision from an AAMFT Approved Supervisor or Supervisor Candidate for at least one hour each week in which they are seeing clients. Additional supervision may be provided by AAMFT Approved Supervisors, Supervisor Equivalents, or State Approved Supervisors. Supervision can be individual (one supervisor with one or two supervisees) or group (one supervisor and eight or fewer students) and must include a minimum of 50 hours of supervision utilizing observable data.</p>	<p>7. Clinical Skills</p> <p>Students will demonstrate competence in applying MFT skills within the local community</p>

<p>Intellectual and Practical Skills Foundation: A student will acquire a foundation of intellectual and practical skills including communication, quantitative reasoning, qualitative reasoning (critical, analytical, and creative thinking), and technical and information literacies.</p>	<p>Theoretical Foundations of MFT</p>	<p>FCA1: Foundations of Relational/Systemic Practice, Theories and Models</p>	<p>1. Theoretical Foundations of MFT</p> <p>Students will differentiate and apply foundational relational/systemic practice, theories and models.</p>
	<p>Research Methodology & Data Analysis</p>	<p>FCA 4: Research & Evaluation</p>	<p>5. Research Methodology and Evaluation</p> <p>Students will investigate research methodology and data analysis and synthesize evidence based practice in MFT</p>
<p>People of Integrity: A student will become personally and socially responsible by acquiring, developing and demonstrating skills in ethical reasoning and understanding.</p>	<p>Professional Ethics</p>	<p>FCA 5: Professional Identity, Law, Ethics and Social Responsibility</p>	<p>4. Professional Ethics</p> <p>Students will demonstrate understanding of professional identity and adherence to the law, ethics and social responsibility</p>
<p>Professional Competency: A student will demonstrate professional competence by meeting the established standards of the discipline, working as a valued member of a team, effectively formulating and solving</p>	<p>Assessment & Treatment in MFT</p>	<p>FCA2: Clinical Treatment with Individuals, Couples and Families</p>	<p>2. Assessment and Treatment in MFT</p> <p>Students will conduct systemic/relational assessment and treatment with</p>

<p>problems, and actively seeking and honing lifelong learning skills.</p>		<p>FCA7: Systemic/ Relational Assessment & Mental Health Diagnosis and Treatment</p>	<p>individuals, couples and families</p>
<p>Stewards of Place: A student will demonstrate stewardship of local, national, and global communities by cultivating awareness of: interdependence among those communities; issues within those communities; and organizations and skills that address such issues.</p>	<p>Electives in MFT</p>	<p>FCA 8: Contemporary Issues</p>	<p>6. Contemporary Issues in MFT Students will review contemporary issues in MFT, including: current intersections of knowledge and practice, community intersections and collaboration, and clinical business development.</p>
		<p>FCA 9: Community Intersections & Collaboration</p>	
<p>Knowledge Foundation: A student will demonstrate knowledge of human cultures and the physical and natural world in the following areas of essential study: arts, history, humanities, languages, science and mathematics, social sciences. Knowledge Foundation refers to GE Distribution courses and other courses and experiences within the major.</p>	<p>Human Development & Family Studies From r156-60b: which include ethnic minority issues, and gender issues including sexuality, sexual functioning, and sexual identity</p>	<p>FCA 6: Biopsychosocial Health and Development Across the Life-Span</p>	<p>3. Human Development and MultiCultural studies Students will articulate the impact of human development (including ethnicity, gender and sexual identity on biopsychosocial health across the lifespan</p>
		<p>FCA 3: Diverse, Multicultural and/or Underserved Communities</p>	

October 31, 2018

Elaine Dalton, Board of Trustees Chair
c/o Justin Jones, Board of Trustees' Secretary
Utah Valley University
President's Office – MS 186
800 W University Parkway
Orem, UT 84058

Dear Chair Dalton,

Pursuant to Utah Code Annotated 53B-16-102(5)(b)(ii), attached is the Peer Review Report for the following program, which the Utah Valley University Board of Trustees is to consider in reviewing this program for approval:

- **Master of Arts in Marriage and Family Therapy**

Please let me know if you have any questions regarding this report. If your Board approves the program, the institution's Chief Academic Officer will notify our office of your action so we can keep an accurate record of the programs available in the Utah System of Higher Education.

Thank you for giving this your attention.

Sincerely,



David L. Buhler
Commissioner of Higher Education

CC: Astrid S. Tuminez, President – Utah Valley University
Jeff Olson, Senior Vice President for Academic Affairs

Peer Review Report

Institution	Utah Valley University
Name of Proposal	MA in Marriage and Family Therapy
Date of Peer Review Report	October 18, 2018

Utah Valley University (UVU) presented a proposed Master of Arts (MA) in Marriage and Family Therapy for peer review, with written comments submitted online and subsequent discussion conducted via video conferencing.

Feedback from the USHE Chief Academic Officers and Commissioner's staff indicated solid support for UVU's proposed MA in Marriage and Family Therapy, both in terms of the need for such a program and the strength of the proposal. Discussion during the video conference addressed the different types of master-level degrees in Marriage and Family Therapy (Master of Arts vs. Master of Science vs. Master of Marriage and Family Therapy) and projected enrollment and graduation goals for the proposed program, with UVU providing thorough and thoughtful responses and perspectives. It was also noted the proposed degree will address a pressing need for Marriage and Family Therapy professionals in our state.



OCT IP VIDEO - Utah Valley University - Master of Arts in Marriage and Family Therapy

[Trina Weller](#)

[All Sections](#)

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Please use this page for comments

[UVU MA Marriage Family Therapy](#) ▾

1. Does the proposed curriculum meet the standards of the degree area as assessed by your relevant faculty- specify specific concerns based on your accepted curriculum or national standards, and/or accreditation standards?
2. Do the resources exist to adequately offer a quality program of study and are future resource needs adequately specified? Provide examples of how the resources available in your program look so as to give context on where and why you feel deficiencies exist.
3. Are there any structural or programmatic concerns with the degree? Will students be able to transfer without difficulty (3000 and 4000 level curriculum in the first 2 years, etc.), etc., etc.- Be specific in your examples
4. Are there any other concerns not addressed above?

← Reply



[James Sage](#)

<https://uen.instructure.com/courses/44955/users/1548922>

Friday



Colleagues at SUU reviewed **Utah Valley University's** proposal to create a new **Master of Arts in Marriage and Family Therapy (MFT)**. My colleagues here at SUU did not raise any significant questions or concerns. Indeed, we applaud UVU in their efforts to respond meaningfully to the ongoing mental health crisis in Utah. As a peer institution within USHE, we share UVU's passion and commitment to addressing state-wide mental health needs in any way that we can. As institutions of higher education, we can respond by proposing academic programs that provide training and experience to mental health professionals. As such, we wish **Utah Valley University** the very best as they implement this new program. Not only will it reflect positively on UVU, it will also contribute to the State of Utah's ability to respond holistically to these significant and pressing mental health needs.

--james

James Sage, Associate Provost
Southern Utah University

← [Reply](#)



[Greg Benson](#)

<https://uen.instructure.com/courses/44955/users/1212378>

Friday

The Commissioner's staff extends its compliments to Utah Valley University on a well-written degree proposal in a field where this is high need.

Comments/Questions:

- How does the MA in Marriage and Family Therapy proposed by UVU differ from the MS and professional MMFT degrees in Marriage and Family Therapy offered by Brigham Young University (MS) and Utah State University (MS and MMFT)?
- UVU projects more master-level students/graduates in Marriage and Family Therapy than BYU and USU combined. Please explain further how UVU will establish the program and meet the projected enrollment/graduation goals with the first 2 years as presented in the proposal.

← [Reply](#)



[Eric Amsel](#)

<https://uen.instructure.com/courses/44955/users/719>

Friday

The proposal was sent to Dr. Wei Qiu, Chair of the Department of Child and Family Studies at Weber State who shared it with the department faculty. The feedback was positive, recognizing both the need for and strength of the program.

[← Reply](#)

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

Institution Submitting Request: Utah Valley University

Proposed Program Title: Master of Physician Assistant Studies

Sponsoring School, College, or Division: College of Health and Public Service

Sponsoring Academic Department(s) or Unit(s): Department of Public and Community Health

Classification of Instructional Program Code: 51.0912

Min/Max Credit Hours Required to Earn Degree: 95

Proposed Beginning Term: Spring 2020

Institutional Board of Trustees' Approval Date:

Program Type (check all that apply):

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

Chief Academic Officer (or Designee) Signature:

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

Signature:

Date:

Utah System of Higher Education Program
Description - Full Template

Section I: The Request

The Department of Public and Community Health in the College of Health and Public Service at Utah Valley University requests approval to offer a Master of Physician Assistant Studies effective Spring 2020.

Section II: Program Proposal

Program Description

The Utah Valley University Master of Physician Assistant Studies is a two-year graduate level degree that prepares students to successfully pass the Physician Assistant National Certification Examination (PANCE). Using evidence-based medicine, engaged learning, and early patient-provider experiences, the program will reinforce team practice and patient advocacy/education that will result in excellent patient outcomes.

Through a comprehensive didactic and clinical curriculum, the program will train exceptional PAs that will not only be prepared to provide quality primary healthcare, but will be compassionate, culturally-sensitive, critical thinkers committed to their patients in an ever-changing and diverse population within their respective communities.

Consistency with Institutional Mission

The proposed physician assistant (PA) program aligns with the role and mission of Utah Valley University (UVU) and the College of Health and Public Service (CHPS). As a teaching institution, UVU focuses on engaged learning to meet the needs of its service region. The PA program will help meet the growing regional educational needs by preparing professionally competent people of integrity for a successful career in health care. As part of the PA program, competencies will be developed and assessed through engaging and authentic clinical rotations. The PA program also aligns well with the CHPS strategic plan to identify and develop new curricula and professional qualifications to meet regional service needs. This new program will also help CHPS achieve its objective of attracting students from a wide variety of backgrounds as a PA program can draw from several BS degrees allowing for a very diverse and integrated cohort.

Method of Delivery

The proposed physician assistant (PA) program will utilize an engaged learner-centered approach that will encompass a variety of delivery methods that will allow students to:

- Think critically
- Work collaboratively with other healthcare professionals
- Communicate effectively
- Participate in interdisciplinary collaboration
- Continue learning after graduation (life-long)

PA program faculty will be committed to offering diversity in teaching and learning approaches including but not limited to:

- Lectures
- Seminars
- Small and large group discussion

- Clinical/Lab experiences

The first three semesters of the program will be in-person didactic classroom instruction, followed by three semesters of supervised clinical practice experiences. The final semester will combine both of these to allow for additional and continued clinical experience, PANCE board review, and completing a capstone paper/project.

Types of Degree Offered

Upon completion of the proposed physician assistant program, students will be awarded a Master of Physician Assistant Studies (MPAS).

Timetable

NWCCU Approval 12/15/18
Director Hired 8/15/18
Faculty Searches 9/1/18 to 12/10/18
Faculty Hired 1/1/19
Physical Facilities 6/15/19
ARC-PA Accreditation Visit 6/27/19
Equipment Purchased 7/1/19
Recruiting Student 1/15/19
Courses Offered 1/11/2020

Section III: Needs Assessment

Program Rationale

UVU is seeking approval for the PA program to help meet significant local, regional, and state needs in health care and related career fields. The immediate demand for PAs in Utah, over 500 positions annually, is not being met by current programs offering PA degrees within the state, which offer about 80 graduates annually. (Additional detailed statistics are provided in Labor Market Demand and Student Demand sections.) The proposed PA program will draw from a variety of UVU BS degrees offering students a viable option for additional education leading to positions in the health care career field that are well above the average salary in Utah. UVU currently has a number of BS programs that would lend themselves to a PA program including, but not limited to:

- Emergency Medical Care (EMT and Paramedic)
- Exercise Science
- Biology
- Nursing

The limited access to PA programs in Utah, coupled with the high demand for PAs, currently draws students from Utah to out-of-state programs. Approving a PA program at UVU will help retain students in Utah to pursue an advanced degree rather than attend a university in another state. A PA program at UVU may also motivate students to achieve their BS in a timely manner based on the ample availability of open PA positions and higher than average salary upon graduation. Degree completion and retention may improve in degree programs that can prepare students for acceptance within the PA program. The PA program may have broader appeal to a variety of students because no special undergraduate degree is required as long as the science prerequisites are met.

The proposed PA program is a clinical degree and offers students a wide variety of opportunities in health care and related occupations. The versatility of the PA degree is its strength. As graduates of the program are educated in a medical school model, students have the opportunity to find employment well beyond the confines of a family practice field of study.

Note: The Department of Nursing is also exploring the possibility of a Master of Family Nurse Practitioner. This program will allow BSN graduates (only) an opportunity to enter a clinical field of study similar to the Physician Assistant. Both programs (PA and NP) would benefit the University, the community, and importantly the students of UVU who are currently forced to study in these areas elsewhere. Both programs will complement each other as they further meet the ever-growing need for mid-level health care, and will not compete for students, rather allow UVU to serve a greater number of graduates.

Labor Market Demand

The Bureau of Labor Statistics (BLS) SOC code 29-1071 for PAs estimates the 2012-22 growth rate for this profession in Utah to be much faster than average with estimated average annual new openings of 70 PAs. According to this report, the median annual wage for PAs is estimated to be \$94,830 which is almost three times higher than the Utah median wage of \$33,990. Mean annual wage trends are as follows: 2013 - \$84,780, 2014 - \$92,600, and 2015 - \$98,050. The typical education for a physician assistant is a master's degree.

Burning Glass Technologies reported 67 PA job postings for the Provo-Orem metropolitan area and 501 job postings, both new positions and vacant positions, for the State of Utah between April 1, 2015 and March 31, 2016. The top industry sector for PAs was the health care and social assistance sector with 433 job postings. Job count trends in Utah for PAs was as follows: 2013 - 378 postings, 2014 – 508 postings, and 2015 – 562 postings. 82% of the job postings require a graduate or professional degree. The mean real-time salary for job postings in Utah was \$74,055.

Student Demand

According to Economic Development and Employer Planning System (EDEPS), the University of Utah was the only university in the state that had a PA program through 2014. It had the following number of program completers for the academic year ended: 2010 – 40, 2011 – 37, 2012 – 38, 2013 - 38, and 2014 – 42. The University of Utah degree is a Master of Physician Assistant Studies (MPAS).

Demand for a graduate PA program may be assessed by looking at enrollments for undergraduate programs who might attract the same type of students. Student headcount in UVU's Bachelor of Nursing for the last three years are as follows: 2013 – 111, 2014 – 118, and 2015 – 117.

The PA program will positively impact many undergraduate programs at UVU as students with virtually any bachelor's degree may apply to the program, as long as core prerequisites in science and additional requirements are met. At the present time, UVU offers a variety of bachelor's degree programs, including (but not limited to) Respiratory Therapy,

Emergency Services Administration/ Emergency Care, Nursing, Community Health, Psychology, Biology, and Exercise Science. All would prepare students for matriculation into a graduate PA program. Additionally, in Fall 2018, UVU will offer an AS in Health Sciences that will provide students who are undecided on which health program they will pursue, the opportunity to complete an AS that will include most of the prerequisites for the bachelor's degrees listed above and many of the health degrees offered across the USHE system. This AS degree is transferable to other colleges and universities, and can be used as the foundation for moving on to a variety of health-related disciplines, including PA studies.

As of December 31, 2017, per UVU pre-health advisor, there were 452 students indicating they would be applying to PA school pending the completion of their various degrees of study at Utah Valley University.

According to IRI, previous analysis of UVU post-graduation data suggests that approximately 80% of UVU graduates remain in Utah for post-graduation employment. Using this post-graduation retention rate, Utah higher education supplies 32 PAs for at least 70 new positions and resupply of 500+ openings annually—significantly undersupplying in-state demand.

Other evidence of student need:

According to U.S. News 2018 Best Jobs rankings, PA is the #2 best job in health care. This ranking is based on:

- Job satisfaction
- Higher than average salary
- Flexibility in what PAs can do, types of jobs, work schedules etc.
- Current high demand

In addition, Steve Allred, UVU EMT/Paramedic program director, reported that, based on his experiences and interaction with the health care community (Fire Departments, ER personnel, Radiographic and Respiratory technicians, Nurses, and others) there is overwhelming support and encouragement to bring a PA school to UVU. Support has been committed by a hospital system in Utah County, with medical support for the program from the University's EMS Medical Director.

The decision between PA school and medical school is one that an increasing number of college graduates and young medical professionals are facing. With the economy tight in recent years, demand for physician assistants has increased, as they are capable of practicing medicine at a much lower cost, which makes them an appealing asset to medical providers looking to trim budgets. And, given that many programs are roughly two years, PA students amass far less debt than their counterparts in medical school. The American Academy of PAs estimates that there will be nearly 150,000 practicing PAs in the U.S. in 2020, up from 70,000 last year.

Annual Salary Driving Student Demand

It is expected that the high salary of PAs will increase student demand. According to the IRI feasibility report:

“The median annual wage for PAs in Utah is \$94,830, almost 3x higher than the Utah median wage (\$33,990), making this a high-paying occupation in the state. In addition, these positions are projected to increase by 50% from 2012-2020, growth of about 70 new job openings annually.”

Similar Programs

The following two institutions in Utah offer a Master of Physician Assistant Studies: The University of Utah and Rocky Mountain University of Health Professions. The University of Utah graduates approximately 40 students each year from their program, and it is estimated that approximately 80% of these graduates remain in Utah to practice; the U has recently (May 2018) added a satellite campus cohort of 16 students in St. George. Rocky Mountain University began their first cohort of 45 students in May 2015, so there is no data on graduation rates or Utah placement rates for this program.

Adding another program in the USHE will address the significant gap between the number of students in Utah graduating annually with a PA master's degree (about 80) and annual open PA positions in Utah (over 500). Essentially, the proposed PA program will be the same as the University of Utah's with a focus on engaged learning and team-based professional care.

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) is the accrediting body for PA programs. A review of their website (www.arc-pa.org/accreditation/accredited-programs) indicates that the only two accredited PA programs in the state of Utah are the U of U and Rocky Mountain. Additionally, the U of U will matriculate an inaugural class in St. George in May 2018, pending final approval by ARC-PA. The expected class size for this cohort will be limited to 16 students.

Collaboration with and Impact on Other USHE Institutions

The PA program will be delivered within the UVU service area. However, some clinical rotations may occur outside UVU's service area.

On August 14, 2017, CHPS Dean David McEntire, Assistant Dean Barbara Burr, and Associate VP of Human Resources Mark Wiesenberg, met with Jared Spackman, Associate Program Director of the University of Utah Physician Assistant Program to discuss year-round faculty appointments and workload issues, the sharing of clinical sites, utilizing adjuncts, lecturers, and other SMEs (including compensation issues), as well as miscellaneous questions concerning accreditation standards for new and developing programs. Mr. Spackman described the challenges and solutions concerning these issues and answered other questions that UVU posed to him graciously, assuring that the U of U was supportive of a new PA program within the state and was willing to share resources and collaborate on the development and sharing of clinical sites within UVU's particular service area, as they did not have a great number of sites in Utah County and in other communities south of greater Provo-Orem. Mr. Wiesenberg assured the dean that HR would work closely with UVU's senior administration to provide compensation and other HR options that would accommodate the atypical UVU year-round faculty contracts/appointments (the norm in health-related academics). The meeting was both informative and collaborative, offering much positive reinforcement from the U of U in support of UVU's development of a PA program.

External Review and Accreditation

Accreditation for a PA program at UVU would be completed through the ARC-PA (Accreditation Review Commission on Education for the Physician Assistant). UVU meets the following eligibility requirements:

- Geographically located in the United States
- Single institution identified as sponsor of the program
- Authorized under applicable law to provide a program of post-secondary education
- Accredited by and in good standing with a regional accrediting agency (Northwest Commission on Colleges and Universities)

- Authorized by NWCCU to confer a graduate degree

The provisional accreditation process begins with UVU submitting a formal written request to the ARC-PA for entry into the process including confirmation of institutional eligibility (as outlined above). UVU would then receive correspondence regarding dates of the expected site visit and confirming placement on the ARC-PA meeting agenda. The next entry in the accreditation cycle would be 2022; this delay is not unusual and there is a chance for an earlier entry if another program(s) withdraws.

Placement in this queue to review is very important and requires UVU to act promptly. As of Jan 6, 2018, there were over 50 programs waiting for an opportunity to enter the accreditation process behind UVU, and any delay will significantly impact the University's position. This is further evidence of a need to move quickly and decisively to secure a position and further the unique role the institution occupies in the community.

Initial accreditation fees: \$22,500 (application fee, required accreditation conference attendance, site visit estimated costs)
Ongoing accreditation fees: \$15,000 annual maintenance fee

Section IV: Program Details Graduation Standards and Number of Credits

The Master of Physician Assistant Studies that will be awarded at the completion of the proposed program at UVU will exceed the maximum of 36 semester credit hours to meet the accreditation requirements of the ARC-PA (Accreditation Review Commission on Education for the Physician Assistant) course requirements.

Admission Requirements

The PA program at Utah Valley University is a rigorous and fast-paced master's level degree program, which enables graduates to enter and participate in the ever-growing medical and health professions. As such, it is vital that applicants to the program meet the necessary requirements to ensure success in this important educational experience. Applicants must therefore thoroughly understand these requirements and ensure that their application meets the following expectations.

A bachelor's degree from an accredited U.S. institution is the basic requirement for admission into the program (with official transcripts from all institutions attended). The degree can be in any discipline, provided that the student meets the expected GPA and prerequisite coursework.

The minimum cumulative undergraduate GPA is a 3.0 on a 4.0 scale. The applicant must not have earned below a 2.0 on all pre-requisite coursework, although an extenuating circumstance may be considered.

Pre-requisite Coursework:

- Microbiology with a lab (4 credits)
- General Biology (4 credits w/lab)
- Chemistry lab may be included (8 credits)
- Human Anatomy with lab (4 credits)

- Human Physiology (4 credits)
- Medical Terminology I (2 credits; available online from UVU)
- Note: pre-requisite coursework does not include AP courses and should not be older than seven years prior to application to the PA program. The science-based pre-requisites must be completed prior to the application deadline (November 1st).

CASPer Test

The CASPer Test is an examination which identifies characteristics of successful students. The exam can be taken at <https://takecaspter.com>. Scores are reported to UVU upon completion of the exam.

Letters of Recommendation

A minimum of three letters of recommendation are required for the application process. Letters should not be from friends or relatives, but should come from a mix of current professors, and current/prior employers, with one letter from a PA or a physician. Letters should be submitted directly through the CASPA system prior to the November 1st deadline (no exceptions).

UVU Graduate School Application

The UVU Graduate School Application is required for admission into the PA program. The application will be found on the UVU PA website and is due prior to the November 1st deadline.

Personal Interview

All candidates will be screened and those deemed to meet or exceed basic application requirements will be invited for an interview. Applicants must bring a photo ID to the interview (which will typically be held between September and March.)

Health Care Experience

A minimum of 1,200 hours of health care experience, which is at least six months full-time equivalent is required. Although this is a minimum for application, it should be noted the national average for competitive applicants is between 4,000-5,000 patient contact hours. Hours may be projected to the deadline for early applicants, and applicants are encouraged to apply early.

All forms of health care experience* are accepted and considered toward the minimum requirement, with direct hands-on patient care experience being most preferred.

Health care hours are subject to verification; the program may contact supervisors to confirm reported hours. Paid experience is weighted more heavily than volunteer.

*Does not include administrative work in healthcare settings.

Other Determining Factors for Admission

- Prior work experience (health care preferred, but not required, may include medical scribe, radiology technician, emergency medical technician, paramedic, respiratory therapist, medical assistant, registered nurse, etc.)
- Shadowing opportunities (two are recommended)
- Demonstration of community service
- Level of maturity
- Honors, awards, and other recognition
- Discipline for academic performance

- Conviction of misdemeanor or felony

Program Curriculum:

Course Number	New Course	Course Title	Credit Hours
General Education Courses			
PAS 6601	Y	Human Anatomy for the Physician Assistant	3
PAS 6602	Y	Physiology/Pathophysiology for the Physician Assistant I	3
PAS 6603	Y	Physiology/Pathophysiology for the Physician Assistant II	3
PAS 6604	Y	History and Physical Diagnosis	4
PAS 6605	Y	Pharmacology/Pharmacotherapy for the Physician Assistant I	3
PAS 6606	Y	Clinical Decision Making I	1
PAS 6607	Y	Clinical Decision Making II	1
PAS 6608	Y	Clinical Decision Making III	1
PAS 6609	Y	The PA Profession	2
PAS 6610	Y	Clinical Medicine I	3
PAS 6611	Y	Clinical Medicine II	3
PAS 6612	Y	Clinical Medicine III	3
PAS 6613	Y	Pharmacology/Pharmacotherapy for the Physician Assistant II	3
PAS 6614	Y	Pharmacology/Pharmacotherapy for the Physician Assistant III	3
PAS 6615	Y	Physical Examination and Clinical Skills for the Physician Assistant I	3
PAS 6616	Y	Physical Examination and Clinical Skills for the Physician Assistant II	3
PAS 6617	Y	Behavioral Medicine for the Physician Assistant I	3
PAS 6618	Y	Special Topics in Medicine	1
PAS 6619	Y	Pharmacology/Pharmacotherapy for the Physician Assistant IV	3
PAS 6620	Y	Special Populations	3

PAS 6621	Y	Behavioral Medicine for the Physician Assistant II	3
PAS 6622	Y	Health Care Delivery Systems and Medical Ethics	2
PAS 6623	Y	Clinical Medicine IV	1
PAS 6624	Y	Health Promotion and Disease Prevention	3
PAS 6625	Y	Internal Medicine/Hospitalist-Supervised Clinical Practice Experience	3
PAS 6626	Y	Women's Health-Supervised Clinical Practice Experience	3
PAS 6627	Y	Pediatrics-Supervised Clinical Practice Experience	3
PAS 6628	Y	Capstone I	1
PAS 6629	Y	Capstone II	1
PAS 6630	Y	Capstone III	1
PAS 6631	Y	Emergency Medicine-Supervised Clinical Practice Experience	3
PAS 6632	Y	General Surgery-Supervised Clinical Practice Experience	3
PAS 6633	Y	Behavioral Medicine-Supervised Clinical Practice Experience	3
PAS 6634	Y	Family Medicine I-Supervised Clinical Practice Experience	3
PAS 6635	Y	Family Medicine II-Supervised Clinical Practice Experience	3
PAS 6636	Y	Orthopedics-Supervised Clinical Practice Experience	3
PAS 6638	Y	Physician Assistant Practice	1
PAS 663R	Y	Special Topics in Physician Assistant Practice	3
Total Curriculum			95

Program Curriculum Narrative

As most of the courses listed above will be new to the University, they are extremely relevant to the learning outcomes demanded by the field of study. These classes reflect required learning emphases and mirror the medical teaching model. The diversity of the coursework is a large component of its strength, and importantly this curriculum parodies many of the programs found throughout the country. Additionally, there are some classes which can take advantage of UVU's present educators. Courses in Health Research, Anatomy and Physiology, along with specific areas of training in emergency care procedures will allow other programs (Public Health, Biology, Emergency Services, Psychology) to join in the delivery of this program.

Degree Map

Spring of First Year	Course Title	Credit Hours
PAS 6601	Human Anatomy for the Physician Assistant	3
PAS 6602	Physiology/ Pathophysiology for the Physician Assistant I	3
PAS 6609	The PA Profession	2
PAS 6604	History and Physical Diagnosis	4
PAS 6606	Clinical Decision Making I	1
PAS 6605	Pharmacology/Pharmacotherapy for the Physician Assistant I	3
	Total	16
Summer of First Year	Course Title	Credit Hours
PAS 6610	Clinical Medicine I	3
PAS 6613	Pharmacology/Pharmacotherapy for the Physician Assistant II	3
PAS 6615	Physical Examination and Clinical Skills for the Physician Assistant I	3
PAS 6617	Behavioral Medicine for the Physician Assistant I	3
PAS 6607	Clinical Decision Making II	1
PAS 6618	Special Topics in Medicine	1
PAS 6603	Physiology/ Pathophysiology for the Physician Assistant II	3
	Total	17
Fall of First Year		Credit Hours
PAS 6611	Clinical Medicine II	3
PAS 6614	Pharmacology/Pharmacotherapy for the Physician Assistant III	3
PAS 6616	Physical Examination and Clinical Skills for the Physician Assistant II	3
PAS 6620	Special Populations	3
PAS 6608	Clinical Decision Making III	1
PAS 6621	Behavioral Medicine for the Physician Assistant II	3
	Total	16
Spring of Second Year		Credit Hours
PAS 6612	Clinical Medicine III	3

PAS 6622	Health Care Delivery Systems and Medical Ethics	2
PAS 6624	Health Promotion and Disease Prevention	3
PAS 6619	Pharmacology/Pharmacotherapy for the Physician Assistant IV	3
	Total	11
Summer Second Year		Credit Hours
PAS 6623	Clinical Medicine IV	1
PAS 6625	Internal Medicine/Hospitalist-Supervised Clinical Practice Experience	3
PAS 6626	Women's Health-Supervised Clinical Practice Experience	3
PAS 6627	Pediatrics-Supervised Clinical Practice Experience	3
PAS 6628	Capstone I	1
	Total	11
Fall Second Year		Credit Hours
PAS 6631	Emergency Medicine-Supervised Clinical Practice Experience	3
PAS 6632	General Surgery-Supervised Clinical Practice Experience	3
PAS 6633	Behavioral Medicine-Supervised Clinical Practice Experience	3
PAS 6634	Family Medicine I-Supervised Clinical Practice Experience	3
PAS 6629	Capstone II	1
	Total	13
Spring Third Year		Credit Hours
PAS 6636	Orthopedics-Supervised Clinical Practice Experience	3
PAS 6635	Family Medicine II-Supervised Clinical Practice Experience	3
PAS 663R	Special Topics in Physician Assistant Practice	3
PAS 6638	Physician Assistant Practice	1
PAS 6630	Capstone III	1
	Total	11

Total Program Hours 95

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

UVU recently restructured, in part, to provide increased support to existing health programs and resources to expand health care programs to meet service area needs. Nursing, Public and Community Health, and Dental Hygiene were moved to the College of Health and Public Service (which includes EMT and Paramedic programs.)

Organization structure needed to deliver the program include UVU hiring for the following positions:

- Program Director
- Medical Director
- Clinical Education Director
- Admissions Specialist
- Administrative Assistant (2)
- PA Principal Faculty members (3)

Several of these positions will need to be in place one year in advance of the program start to meet accreditation requirements as well as develop and prepare for program implementation.

Faculty

Existing health program faculty can teach and assist in the program based on their level of education, certifications, and experience per accreditation standards. However, the program faculty must include new positions in the following areas: program director, principal faculty, medical director, and instructional faculty. Additional faculty will need to be recruited for the proposed program to meet these standards; for example, the program director must be a PA or a physician.

Proposed faculty for an initial cohort of 30-35 students is as follows:

A minimum of one program director, medical director (part-time, usually .20 FTE), and three principal faculty, two of which must be certified PAs will be required. The clinical education director is not required to be faculty or a PA, although that is usually the case as this position is responsible for all aspects of the clinical education component of the curriculum including the development of clinical sites, student placements, and the managing of all other clinical components of the program. Additionally, the program director must be certified and the medical director must be specialty board-certified.

Part I. Department Faculty/Staff—New program, no current staff

	# Tenured	# Tenure -Track	# Non - Tenure
Faculty: Full Time with Doctorate			
Faculty: Part Time with Doctorate			
Faculty: Full Time with Master's			

Faculty: Part Time with Master's			
Faculty: Full Time with Baccalaureate			
Faculty: Part Time with Baccalaureate			
Teaching / Graduate Assistants			
Staff: Full Time			
Staff: Part Time			

Part II. Proposed Program Faculty Profiles

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

First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.
Full Time Faculty					
TBD					
Part Time Faculty					
NA					

Part III: New Faculty / Staff Projections for Proposed Program

Indicate the number of faculty/staff to be hired in the first three years of the program, if applicable. Include additional cost for these faculty / staff members in Financial Table Below.

	# Tenured	# Tenure - Track	# Non - Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate					

Faculty: Part Time with Doctorate			1		
Faculty: Full Time with Master's		5			
Faculty: Part Time with Master's			8		
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					
Teaching / Graduate Assistants					
Staff: Full Time			3		
Staff: Part Time					

Staff

As indicated above, the clinical education director may be a full-time staff (instead of faculty). At least one dedicated staff for administrative help is required (per accreditation standards). An additional full-time staff is recommended to assist the clinical education director with student assignments, contracts, and site-specific screening/compliance paperwork prior to student placement. A full-time admissions specialist will be hired.

Student Advisement

Initially, no program-specific advisor will be required. For pre-PA students, the advising will be done by the pre-health counselors in University College, as has been the case for pre-health majors for many years. Once a student is admitted into the program, they will be assigned a core faculty member as their advisor for the duration of the program.

Library and Information Resources

The Utah Valley University Fulton Library cultivates a dynamically changing collection of eBooks, streamed videos, and books that relate to medicine. PA-themed holdings are interspersed throughout. As the influence of the program continues to expand, UVU Fulton Library's Health Sciences collection development will match its content and direction.

Collections are housed primarily in the R areas, using the Library of Congress classification system, including resources in areas related to the specific subject areas such as general medicine, public aspects of medicine, pathology, epidemiology, pediatrics, gynecology, diseases, pharmacology and so forth. (Additional call numbers may apply as this subject is given attention by numerous minor subject areas.) The library specialist assigned to health sciences will work with the department, faculty and staff to augment the current collection with additional books and electronic materials as required.

Resources are selected in collaboration with faculty to best support current and future classes at UVU, and are updated with peer-recommended lists and other review sources. Because of the relatively new age of the holdings, students have access to books of quality and currency.

Initial "one-stop-shopping" for articles/books/videos relating to PA research can be done by means of the UVU Fulton

Library website's OneSearch feature, which allows a single search to simultaneously span multiple databases and includes a search of the library catalog's books, eBooks, and videos. (Each individual database can also be searched within the scope of the respective database website.)

EBook Collections

Currently the UVU Fulton Library has access to Safari Tech Books, NetLibrary, EBSCO and eBrary Nursing and Allied Health, which comprises approximately 180,000 academic titles.

Databases

Currently, the UVU Fulton Library provides access to over 150 periodical databases. Those deemed useful for PAs include:

- Academic Search Premier: A multidisciplinary database containing nearly 3900 peer-reviewed journal titles.
- CINAHL Plus with Full Text: CINAHL is the electronic version of the Cumulative Index of Nursing and Allied Health Literature. Full text for nearly 770 of the 4,500 journals indexed dating back to 1937. CINAHL covers nursing, health sciences, alternative/complementary, consumer health and 17 allied health disciplines.
- PubMed: Maintained by the National Library of Medicine, this database contains high quality, peer-reviewed articles in medicine, biology, respiratory therapy, anesthesiology and more.
- Science Direct Journals: ScienceDirect, is Elsevier's leading information solution for researchers, teachers, students, health care professionals and information professionals. It combines authoritative, full-text scientific, technical and health publications with smart, intuitive functionality so that you can stay informed in your field and can work more effectively and efficiently.
- Cochrane Library: A collection of six medical related databases that specialize in evidence-based medicine and include case studies, experiments, systematic reviews, etc.
- Medline: General medical database of more than 4600 peer reviewed journals.
- Web of Science: Provides researchers, administrators, faculty and students with quick powerful access to the bibliographic and citation information for journal articles that they need to find research data, analyze trends and more.
- PsycInfo: Indexes and abstracts over 2500 psychology and psychology-related journals, including professional and academic literature in psychology, medicine, psychiatry, nursing, sociology, education, pharmacology, physiology, and linguistics.
- PsycARTICLES: Provides full-text access to over 50 journal titles published by APA and other allied organizations covering general psychology and related disciplines. Includes full-text book chapters from 2000 to present.
- JSTOR: Full text access to back issues of journals from many disciplines including 52 titles from Health Sciences.
- SPORTDiscus: Covers sport, physical fitness, exercise, sports medicine, sports science, kinesiology, etc. Links to full text for sports & sports medicine journals.
- Oxford Reference Online: Includes a Dictionary of Food and Nutrition, a Concise Medical Dictionary, an A-Z of Medicinal Drugs, a Dictionary of Nursing, a Dictionary of Psychology, and a Dictionary of Public Health.
- Alt-Health Watch: Full-text database focused on complementary, alternative and integrated approaches to health care and wellness.

The following databases not carried by UVU Fulton Library that are highly recommended for a PA program are: (To add these databases to the UVU Fulton Library the ongoing expense would be approximately \$35000)

- DynaMed: Evidence-based, primary care database for use at the point-of-care. It contains peer-reviewed summaries for over 3000 diseases, disorders, and symptoms, including information on causation, associated

conditions, history and research findings, differential diagnosis and diagnostic testing, treatment, prevention, prognosis and links to patient information.

- Access Case Files Collection: Complete collection of basic science, clinical medicine, and post-graduate level cases from the 23 Case Files series books. Interactive format allows users with a free account to save progress and quiz themselves as they study. Basic Science subjects include anatomy, physiology, pathology, biochemistry, microbiology, pharmacology. Clinical Subjects include ethics, anesthesiology, critical care, family medicine, pediatric medicine, geriatrics, internal medicine, obstetrics & gynecology, psychiatry, surgery, neurology, etc. Includes Medical Ethics & Professionalism

Current catalog holdings for PAs are estimated as follows:

Books	15478
eBooks	13996
Streamed videos	960

Off-campus web access to library patrons is enabled by means of an LDAP login authentication layer that is enforced by the UVU Fulton Library EZProxy server.

A patron may often seek information (articles, books, etc.) that are not directly owned or licensed by UVU Fulton Library. In such cases, a desired item may be accessed from other libraries throughout the United States by means of the Interlibrary Loan service (ILL). A requested article full text is emailed to a requester within one business day. Print books are generally located, received, and made available within seven business days. In addition, UVU Library patrons have access to check out items from partner libraries of higher education in the Utah area (BYU, U of Utah, Utah State, etc.) by means of a Utah Academic Library Consortium (UALC) agreement.

Debbie Short is currently the UVU liaison librarian for faculty and student support for health sciences. She may be contacted for additional information:

Debbie Short
Electronic Resources Librarian
Health Sciences/Public Services Subject Specialist
Utah Valley University Fulton Library
Orem, UT 84058
801-863-6336
shortde@uvu.edu

Physical Facilities and Equipment

The PA program at UVU will require two dedicated classrooms, simulation space, and equipment/supplies. The dedicated classrooms will be located in the Health Programs (HP) building at UVU's West Campus. HP118 and HP119 will be dedicated to the PA program. Classroom HP118 will be assigned to the program for the first year and classroom HP119 will be assigned for the second year when the second cohort is added. In addition, needed simulation and lab areas for the PA program are included in the redesign of the Nursing lab/simulation area currently under construction. New equipment will be purchased for the PA program and will be located in the Nursing lab/simulation area and will be shared with other health programs (Nursing both BS and NP, Respiratory Therapy, and EMT/Paramedic). The University has committed to fund the

equipment needed to start the PA program. Storage needs for the PA program are included in the Nursing lab/simulation remodel.

Projected Enrollment and Finance

Part I.

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

BUDGET

Include the Financial Analysis form followed immediately by comments if necessary. In the following table project the increased expenses to the institution by adding the proposed program.

Three-Year Budget Projection				
	Departmental Budget			
	Year Preceding Implementation (Base Budget) 2018-19	2019-20	2020-21	2021-22
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in above in, "Faculty Projections."</i>		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)
Expenses - nature of additional costs required for proposed program(s)				
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>				
Personnel (Faculty & Staff Salary & Benefits)	\$397,567	\$963,801	\$1,222,587	\$1,222,587
Operating Expenses (equipment, travel, resources)	\$0	\$2,250	\$247,750	\$277,750
Other	\$147,500	\$444,250	\$0	\$0
TOTAL PROGRAM EXPENSES	\$545,067	\$1,410,301	\$1,470,337	\$1,500,337
FUNDING-source of funding to cover additional costs generated by proposed program(s)				
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>				
Internal Reallocation	\$545,067	\$1,153,651	\$443,737	\$0
Appropriation				
Special Legislative Appropriation				
Grants and Contracts				
Special Fees				
Tuition		\$256,650	\$1,026,600	\$1,796,550
Differential Tuition (requires Regents approval)				
Total Revenue	\$545,067	\$1,410,301	\$1,470,337	\$1,796,550
PROPOSED PROGRAM FUNDING				
TOTAL DEPARTMENT FUNDING	\$545,067	\$1,410,301	\$1,470,337	\$1,500,337
Difference				
Funding - Expense	\$0	\$0	\$0	\$296,213

Three Year Projection: Program Participation and Department Budget				
	Year Preceding Implementation 2018-19	New Program		
		Year 1 (2019-20--January 2020)	Year 2 (20-21)	Year 3 (21-22)
Student Data				
# of Majors in Department				
# of Majors in Proposed Program(s)		30	60	60
# of Graduates from Department				
# of Graduates in New Program(s)				30

Part II: Expense explanation

In order to meet specialized accreditation requirements, a number of resources must be in place before the first cohort enrolls. UVU is internally reallocating funds on a one-time basis from both appropriated and donated revenues to fund startup costs including salaries of employees, equipment, accreditation fees, library, and program development.

Part III: Describe funding sources

Revenue Narrative 1

UVU is internally reallocating funds on a one-time basis from both appropriated and donated revenues to fund startup costs including salaries of employees, equipment, accreditation fees, library, and program development. As the program begins operations, the tuition revenue generated will fund the ongoing expenses for the program. Tuition for the program is estimated to be \$12,607 annually (at 20 credit hours). The program is 95 credit hours over 7 semesters; on average, a student will pay \$8,555 per semester in tuition.

Section VI: Program Evaluation

Program Assessment

The goal of the PA Program at UVU is to prepare students to be academically, clinically, professionally, and culturally competent in the delivery of health care services. UVU strives to develop critical thinking and application skills while providing compassionate and comprehensive care to the patients served. Ultimately UVU graduates will improve the health

of their patients and the populations they serve in an efficient and cost-conscious manner. There will be several assessment tools that the proposed PA program will utilize including but not limited to:

Course evaluations
Course Failure Analysis
Student attrition, deceleration, and remediation reports/data
PACKRAT scores
OSCE scores
Capstone project, performance, and outcomes
PANCE scores (including first-time pass rates)

Student Standards of Performance

PHYSICIAN ASSISTANT COMPETENCIES

Program Learning Outcomes (PLOs) are guided by the Competencies for the Physician Assistant Profession document published by the National Commission on Certification of Physician Assistants. The purpose of that document is to communicate to the PA profession and to the public a set of competencies that all PAs, regardless of specialty or setting, are expected to acquire and maintain throughout their careers.

The outcomes UVU graduate PA students will demonstrate:

Medical Knowledge

Medical knowledge includes the synthesis of pathophysiology, patient presentation, differential diagnosis, patient management, surgical principles, health promotion, and disease prevention. PAs must demonstrate core knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care in their area of practice. In addition, PAs are expected to demonstrate an investigative and analytic thinking approach to clinical situations. PAs are expected to understand, evaluate, and apply the following to clinical scenarios:

1. evidence-based medicine
2. scientific principles related to patient care
3. etiologies, risk factors, underlying pathologic process, and epidemiology for medical conditions
4. signs and symptoms of medical and surgical conditions
5. appropriate diagnostic studies
6. management of general medical and surgical conditions to include pharmacologic and other treatment modalities
7. interventions for prevention of disease and health promotion/maintenance
8. screening methods to detect conditions in an asymptomatic individual
9. history and physical findings and diagnostic studies to formulate differential diagnoses

Interpersonal & Communication Skills

Interpersonal and communication skills encompass the verbal, nonverbal, written, and electronic exchange of information. PAs must demonstrate interpersonal and communication skills that result in effective information exchange with patients, patients' families, physicians, professional associates, and other individuals within the health care system. PAs are expected to:

1. create and sustain a therapeutic and ethically sound relationship with patients
2. use effective communication skills to elicit and provide information

3. adapt communication style and messages to the context of the interaction
4. work effectively with physicians and other health care professionals as a member or leader of a health care team or professional group
5. demonstrate emotional resilience and stability, adaptability, flexibility, and tolerance of ambiguity and anxiety
6. accurately and adequately document information regarding care for medical, legal, quality, and financial purposes

Competencies for the PA Profession - Patient Care

Patient care includes patient- and setting-specific assessment, evaluation, and management. PAs must demonstrate care that is effective, safe, high quality, and equitable. PAs are expected to:

1. work effectively with physicians and other health care professionals to provide patient centered care
2. demonstrate compassionate and respectful behaviors when interacting with patients and their families
3. obtain essential and accurate information about their patients
4. make decisions about diagnostic and therapeutic interventions based on patient information and preferences, current scientific evidence, and informed clinical judgment
5. develop and implement patient management plans
6. counsel and educate patients and their families
7. perform medical and surgical procedures essential to their area of practice
8. provide health care services and education aimed at disease prevention and health maintenance
9. use information technology to support patient care decisions and patient education

Professionalism

Professionalism is the expression of positive values and ideals as care is delivered. Foremost, it involves prioritizing the interests of those being served above one's own. PAs must acknowledge their professional and personal limitations. Professionalism also requires that PAs practice without impairment from substance abuse, cognitive deficiency or mental illness. PAs must demonstrate a high level of responsibility, ethical practice, sensitivity to a diverse patient population, and adherence to legal and regulatory requirements. PAs are expected to demonstrate:

1. understanding of legal and regulatory requirements, as well as the appropriate role of the PA
2. professional relationships with physician supervisors and other health care providers
3. respect, compassion, and integrity
4. accountability to patients, society, and the profession
5. commitment to excellence and on-going professional development
6. commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices
7. sensitivity and responsiveness to patients' culture, age, gender, and abilities
8. self-reflection, critical curiosity, and initiative
9. healthy behaviors and life balance
10. commitment to the education of students and other health care professionals

Practice-based Learning & Improvement

Practice-based learning and improvement includes the processes through which PAs engage in critical analysis of their own practice experience, the medical literature, Competencies for the PA Profession other information resources for the purposes of self- and practice-improvement. PAs must be able to assess, evaluate, and improve their patient care practices. PAs are expected to:

1. analyze practice experience and perform practice-based improvement activities using a systematic methodology in concert with other members of the health care delivery team

2. locate, appraise, and integrate evidence from scientific studies related to their patients' health
3. apply knowledge of study designs and statistical methods to the appraisal of clinical literature and other information on diagnostic and therapeutic effectiveness
4. utilize information technology to manage information, access medical information, and support their own education
5. recognize and appropriately address personal biases, gaps in medical knowledge, and physical limitations in themselves and others

Systems-Based Practice

Systems-based practice encompasses the societal, organizational, and economic environments in which health care is delivered. PAs must demonstrate an awareness of and responsiveness to the larger system of health care to provide patient care that balances quality and cost, while maintaining the primacy of the individual patient. PAs should work to improve the health care system of which their practices are a part. PAs are expected to:

1. effectively interact with different types of medical practice and delivery systems
2. understand the funding sources and payment systems that provide coverage for patient care and use the systems effectively
3. practice cost-effective health care and resource allocation that does not compromise quality of care
4. advocate for quality patient care and assist patients in dealing with system complexities
5. partner with supervising physicians, health care managers, and other health care providers to assess, coordinate, and improve the delivery and effectiveness of health care and patient outcomes
6. accept responsibility for promoting a safe environment for patient care and recognizing and correcting systems-based factors that negatively impact patient care
7. apply medical information and clinical data systems to provide effective, efficient patient care
8. recognize and appropriately address system biases that contribute to health care disparities
9. apply the concepts of population health to patient care

Adopted 2012 by ARC-PA, NCCPA, and PAEA (Adopted 2013 by AAPA)

Curriculum Map

Identify where the PLOs will be taught and at what level throughout the program core courses.

I-Introduced; D-Developed and Practiced; E-Engaged; A-Assessed at the Mastery Level Appropriate for Graduation

Major Core Required Course	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
PAS 6601	I		I		
PAS 6602	I		I		
PAS 6603	I		D		
PAS 6604	I	I	I	I	
PAS 6605	I		I		
PAS 6606	I		D	I	I
PAS 6607	D		D		D
PAS 6608	D	D	D	D	E
PAS 6609	D	D	D	E	D

PAS 6610	D	D	D	D	E
PAS 6611	D	D	E		E
PAS 6612	D	D	E	D	E
PAS 6613	D		D		I
PAS 6614	D		D		D
PAS 6615	D	D	I	I	I
PAS 6616	D	D	D	D	D
PAS 6617	I	I	I	D	I
PAS 6618	I	I	I	D	D
PAS 6619	A		A		A
PAS 6620	I	I	I	D	D
PAS 6621	D	D	D	D	E
PAS 6622	D	E	E	D	D
PAS 6623	E	E	A	A	A
PAS 6624	E	E	E	E	E
PAS 6625	E	E	E	E	A
PAS 6626	E	E	E	E	A
PAS 6627	E	E	E	E	A
PAS 6628	E		E	E	E
PAS 6629	E	E	E	E	E
PAS 6630	E	A	A	A	A
PAS 6631	E	E	E	E	A
PAS 6632	E	E	E	E	A
PAS 6633	E	E	E	E	A
PAS 6634	E	E	E	E	A
PAS 6635	E	E	E	E	A
PAS 6636	E	E	E	E	A
PAS 6638	A	A	A	A	A
PAS 663R	A	A	A	A	A

October 31, 2018

Elaine Dalton, Board of Trustees Chair
c/o Justin Jones, Board of Trustees' Secretary
Utah Valley University
President's Office – MS 186
800 W University Parkway
Orem, UT 84058

Dear Chair Dalton,

Pursuant to Utah Code Annotated 53B-16-102(5)(b)(ii), attached is the Peer Review Report for the following program, which the Utah Valley University Board of Trustees is to consider in reviewing this program for approval:

- **Master of Physician Assistant Studies**

Please let me know if you have any questions regarding this report. If your Board approves the program, the institution's Chief Academic Officer will notify our office of your action so we can keep an accurate record of the programs available in the Utah System of Higher Education.

Thank you for giving this your attention.

Sincerely,



David L. Buhler
Commissioner of Higher Education

CC: Astrid S. Tuminez, President – Utah Valley University
Jeff Olson, Senior Vice President for Academic Affairs

Peer Review Report

Institution	Utah Valley University
Name of Proposal	Master of Physician Assistant Studies
Date of Peer Review Report	October 18, 2018

Utah Valley University (UVU) presented a proposed Master of Physician Assistant Studies for peer review, with written comments submitted online and subsequent discussion conducted via video conferencing.

Feedback from the USHE Chief Academic Officers and Commissioner's staff was supportive of the proposed Master of Physician Assistant Studies. Much of the discussion during the video conference focused on issues likely to be faced in securing clinical sites, with UVU acknowledging this challenge and outlining some strategies. Stabilization of the proposed program's finances after the start-up phase was also discussed. It was agreed there is a high need for mid-level health care providers that will be lessened as students graduate with the proposed Physician Assistant degree from UVU and enter the workforce.



OCT IP VIDEO - Utah Valley University - Master of Physician Assistant Studies

[Trina Weller](#)

[All Sections](#)

5

Please use this page for comments

[UVU Master of Physician Assist](#) ▾

1. Does the proposed curriculum meet the standards of the degree area as assessed by your relevant faculty- specify specific concerns based on your accepted curriculum or national standards, and/or accreditation standards?
2. Do the resources exist to adequately offer a quality program of study and are future resource needs adequately specified? Provide examples of how the resources available in your program look so as to give context on where and why you feel deficiencies exist.
3. Are there any structural or programmatic concerns with the degree? Will students be able to transfer without difficulty (3000 and 4000 level curriculum in the first 2 years, etc.), etc., etc.- Be specific in your examples
4. Are there any other concerns not addressed above?



○



<https://uen.instructure.com/courses/44955/users/1696424>

ed.reeve@usu.edu

<https://uen.instructure.com/courses/44955/users/1696424>

Oct 5, 2018



From the Department Head, Utah State University Nursing and Health Professions:

Thank you for the opportunity to review Utah Valley University's proposal for a Master of Physician Assistant Studies. From my perspective, the proposal was explicit in providing reasonable rationales for a new PA program, but also included well-described descriptions of impact,

university and community support, curriculum and finances. I have no concerns, and I am supportive of the creation of another PA program in the USHE system. Educating more Utah mid-level health care providers is a far-reaching and intelligent proposal.

← [Reply](#)

○



<https://uen.instructure.com/courses/44955/users/1548922>
[James Sage](#)

<https://uen.instructure.com/courses/44955/users/1548922>

Friday



Colleagues at SUU reviewed **Utah Valley University's** proposal to create a new **Master of Physician Assistant Studies**. My colleagues here at SUU did not raise any significant questions or concerns. We wish **Utah Valley University** the very best as they implement this new program.

--james

James Sage, Associate Provost
Southern Utah University

← [Reply](#)

○



<https://uen.instructure.com/courses/44955/users/1212378>
[Greg Benson](#)

<https://uen.instructure.com/courses/44955/users/1212378>

Friday



The Commissioner's staff extends its compliments to Utah Valley University on a well-written degree proposal in a field where this is high need.

Comments:

- There is missing information in the Year 4 and Year 5 columns in the Student Data table (Appendix D).
- The Departmental Financial Data table (Appendix D) shows sizable shortfalls in funding compared to projected expenses.

← [Reply](#)

○





[Eric Amsel](#)

<https://uen.instructure.com/courses/44955/users/719>

Friday

The proposal was sent to the Dean Dr. Yasmen Simonian and Associate Dean Dr. Ken Johnson of the Dumke College of Health Professions at Weber State University. They strongly supported the program, recognizing the need for more Physician Assistants across the state.

[← Reply](#)



[Pam Cantrell](#)

<https://uen.instructure.com/courses/44955/users/1828792>

Monday

The proposal was sent to Richard Bennett, director of the PA program run by U of U in partnership with DSU here in St. George. Here are his comments:

Schools within the state are graduating 110 students a year (80 are in the application).

I have concerns about the ability to secure “authentic” clinical rotations within UVU’s service area. (Especially with a program with 50 students at RMUHP)

Where are they expecting rotations outside of the service area given the shortage of rotations in the state?

There are significant claims made about the willingness of the U of U to help them set up clinical sites and collaborate, of which I am very skeptical.

Tuition listed annually (20 credits) at 12,607 and listed as 8555/semester (I believe this is the cost for 20 credits and each semester is listed as less than 20, but not sure since it is listed as “annually” and then “per semester”)

[← Reply](#)

Program Deletion/Suspension Form

Institution Submitting Request: UVU

Current Program Title: Building Inspection Technology (BIT)

Sponsoring School, College, or Division: Engineering & Technology

Sponsoring Academic Department(s) or Unit(s): Construction Technologies

Classification of Instructional Program Code: 46.0403

Min/Max Credit Hours Required of Full Program: 31/64

Proposed Effective Term: Fall 2019

Institutional Board of Trustees' Approval Date:

Program Type (check all that apply):

<input checked="" type="checkbox"/>	Program Suspension
<input type="checkbox"/>	Program Discontinuation
<input type="checkbox"/>	
<input type="checkbox"/>	Reinstatement of Previously Suspended Program
<input type="checkbox"/>	Out of Service Area Delivery Program

Chief Academic Officer (or Designee) Signature:

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

Name:

Date:

Program Change Description—Abbreviated Template

Section I: The Request

The Construction Technologies Department in the College of Engineering & Technology at Utah Valley University requests approval to suspend the Building Inspection Technology (BIT) program including the Certificate of Completion, the AAS degree, and the Technology Management emphasis effective fall 2019.

Section II: Program Proposal

Program Deletion/Suspension Rationale

The BIT program coordinator and sole instructor is retiring in April 2019. Additionally, the program no longer serves the needs of the industry or the community as building inspectors require one certification for employment, not a degree. Due to outside certification choices in the general marketplace candidates are not pursuing BIT AAS degrees at UVU, nor are there sufficient enrollments in the program to continue forward at present.

Institutional/USHE Impact

The current BIT program only has 10 students (five per year) who enroll in BIT courses. There is one BIT course required for the BS degree in Construction Management. 42 CMGT students per year take this course. This course can be taught by any number of current CMGT faculty.

Finances

The retiring instructor teaches both BIT and CMGT courses. The student to faculty ratio in BIT classes is 5:1. During the teach out of this program, the BIT classes will be covered by adjunct faculty. By suspending the BIT program, the replacement faculty member will teach solely CMGT courses which have a 23:1 student to faculty ratio. This change will improve the Construction Technologies costs per FTE data and increase the percentage of CMGT courses taught by salaried faculty, which is currently 76% (goal 80+%).

Section III: Curriculum

Teach Out Plan

No additional students will be added to the program. Adjunct instructors will teach for the required duration. After fully studying both the opportunities to delete or reinstate the BIT program, a determination will be made within the first three years of this suspension.

**Utah System of Higher Education
Academic Program Change Proposal
Cover/Signature Page—Abbreviated Template**

Institution Submitting Request: Utah Valley University

Current Program Title: Interdisciplinary Studies Department Restructure

Sponsoring School, College, or Division: College of Humanities and Social Sciences

Proposed Beginning Term: Fall 2019

Institutional Board of Trustees' Approval Date:

Program Type (check all that apply):

<input type="checkbox"/>	Name Change of Existing Program
<input type="checkbox"/>	Program Restructure with or without Consolidation
<input checked="" type="checkbox"/>	Program Transfer to a new academic department or unit
<input type="checkbox"/>	Program Suspension
<input type="checkbox"/>	Program Discontinuation
<input type="checkbox"/>	Reinstatement of Previously Suspended Program
<input type="checkbox"/>	Out of Service Area Delivery Program

Chief Academic Officer (or Designee) Signature:

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

Name:

Date:

Program Change Description—Abbreviated Template

Section I: The Request

The College of Humanities and Social Sciences at Utah Valley University requests approval to dissolve the Department of Interdisciplinary Studies and transfer the current programs to the departments as seen in the table below. This change will be effective Fall 2019. Minors were previously transferred, but this should complete the transfer of the IS Emphases.

Section II: Program Proposal

Program Change Description/Rationale

With the dispensing of the Interdisciplinary Studies Department, the former IS emphases within the IDST Department will be moving to other departments within the College of Humanities and Social Sciences. Below is a list of the new departments for these emphases.

<i>Program Type</i>	<i>Title</i>	<i>New Dept</i>
IS Emphasis	Russian Studies	LANG
IS Emphasis	Classical Studies	PHIL
IS Emphasis	Peace and Justice Studies	HPS
IS Emphasis	Environmental Studies	PHIL
IS Emphasis	American Indian Studies	HPS
IS Emphasis	Religious Studies	PHIL
IS Emphasis	Cinema Studies	ENGL

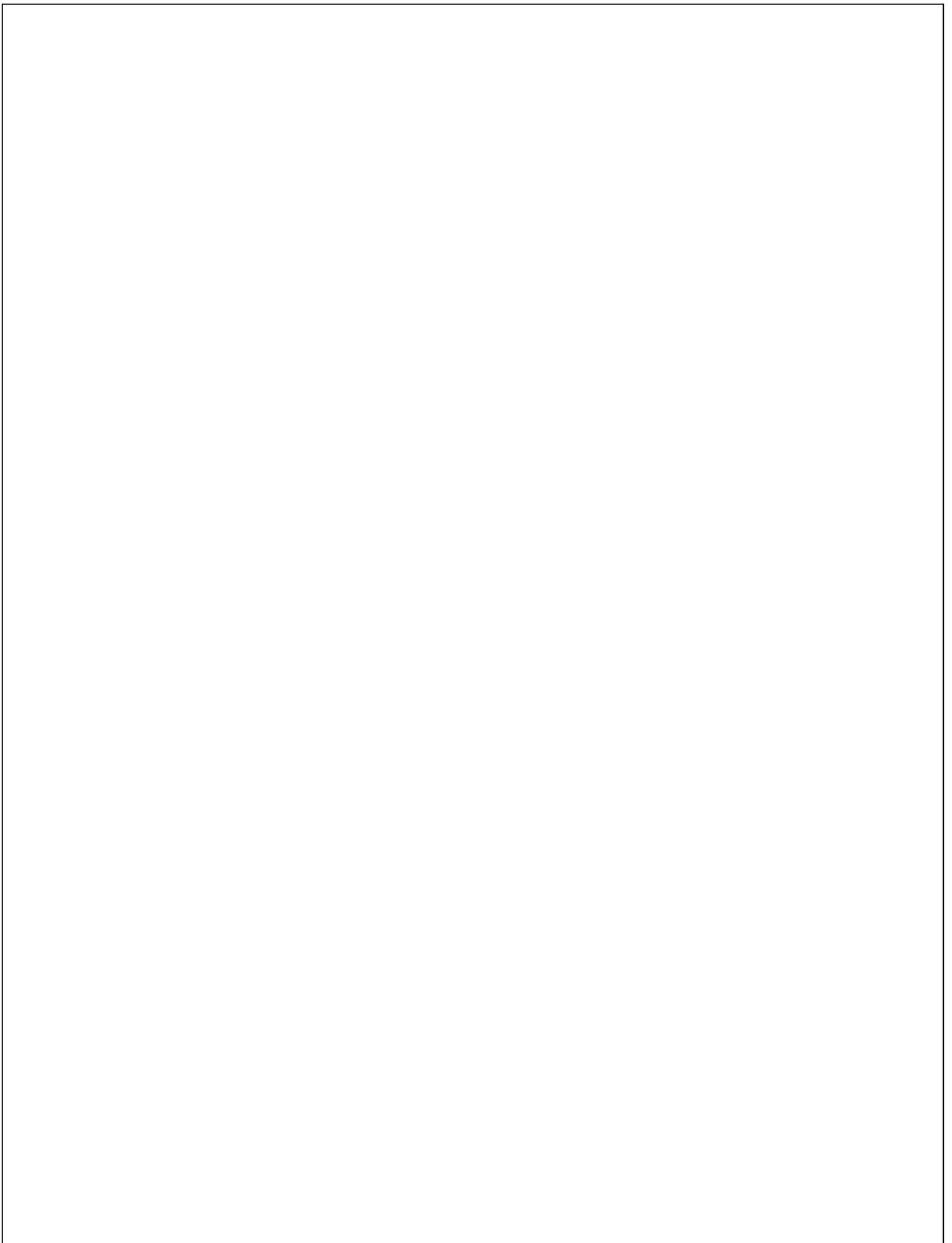
Finances

There are no costs to be associated with this.



**UVU BOARD OF TRUSTEES
Agenda Item Coversheet**

DATE:	November 15, 2018
TITLE:	UVU Policy 541 <i>Student Code of Conduct</i> (Temporary Emergency)
EXECUTIVE/RESPONSIBLE STAFF MEMBER:	Kyle Reyes, Vice President of Student Affairs Alexis Palmer, Dean of Students Ashley Larsen, Associate Dean of Students
SUBJECT:	UVU Policy 541 <i>Student Code of Conduct</i> (Temporary Emergency)
BACKGROUND:	Due to changes in federal and state law, the University faces compliance issues, which must be addressed through an update to this policy. The updated policy lays out the rights students can expect while pursuing their education and the code of behavior to which they will be held accountable. The policy complies with USHE’s required adoption of reporting and response procedures for the mandated “SafeUT” app. The policy also lays out investigation, hearing, and grievance procedures. UVU requests this policy be approved as a temporary emergency policy.
ALTERNATIVES:	<ul style="list-style-type: none"> • Approve as presented, “I move to approve Policy 541 as a temporary emergency policy.” • Amend and approve, “I move to approve, as amended Policy 541 as a temporary emergency policy.” • No action, “I move that we go to the next agenda item.”
FINANCIAL IMPACT:	None.
EXHIBITS:	a. Policy 541 <i>Student Code of Conduct</i> (Temporary Emergency)





UTAH VALLEY UNIVERSITY Policies and Procedures

Proposed Policy Number and Title: 541 Student Code of Conduct (Temporary Emergency)		
Existing Policy Number and Title: 541 Student Rights and Responsibilities Code		
Approval Process*		
<input type="checkbox"/> Regular	<input checked="" type="checkbox"/> Temporary Emergency	<input type="checkbox"/> Expedited
<input type="checkbox"/> New	<input type="checkbox"/> New	<input type="checkbox"/> New
<input type="checkbox"/> Revision	<input checked="" type="checkbox"/> Revision	<input type="checkbox"/> Revision
<input type="checkbox"/> Deletion	<input type="checkbox"/> Suspension	
	Anticipated Expiration Date:	
*See UVU Policy 101 <i>Policy Governing Policies</i> for process details.		

Draft Number and Date: <u>Stage 2, November 15, 2018, Temporary Emergency, BOT</u>
President's Council Sponsor: <u>Kyle Reyes</u> Ext. _____
Policy Steward: <u>Alexis Palmer, Ashley Larson</u> Ext. _____

POLICY APPROVAL PROCESS DATES	
<p>Policy Drafting and Revision Entrance Date: <u>2010</u></p> <p>University Entities Review Entrance Date: <u>Not applicable</u> Close Feedback: <u>Not applicable</u></p> <p>University Community Review Entrance Date: <u>Not applicable</u> Open Feedback: <u>Not applicable</u> Close Feedback: <u>Not applicable</u></p> <p>Board of Trustees Review Entrance Date: <u>11/15/2018</u> Approval Date: _____</p>	<p style="text-align: center;">POST APPROVAL PROCESS</p> <p>Verify:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Policy Number <input type="checkbox"/> Section <input type="checkbox"/> Title <input type="checkbox"/> BOT approval <input type="checkbox"/> Approval date <input type="checkbox"/> Effective date <input type="checkbox"/> Proper format of Policy Manual posting <input type="checkbox"/> TOPS Pipeline and Archives update <p>Policy Office personnel who verified and posted this policy to the University Policy Manual</p> <p>Name: _____</p> <p>Date posted and verified: _____</p>



UTAH VALLEY UNIVERSITY Policies and Procedures

POLICY TITLE	Student Code of Conduct	Policy Number	541
Section	Student Affairs	Approval Date	
Subsection	Student Rights	Effective Date	
Responsible Office	Office of the Vice President of Student Affairs		

1.0 PURPOSE

1.1 To advance the educational objectives of Utah Valley University, this *Student Code of Conduct* (“Student Code”) establishes standards and procedures necessary to maintain a community conducive to engaged learning and student success. This *Student Code* supports the intellectual, personal, social, and ethical development of all members of the community by promoting the values of civility, integrity, inclusivity, respect, and responsibility. Students at the university are expected to uphold these values through the exercise of their personal freedom and reasoned discourse. This Student Code also establishes the conduct expectations for students of Utah Valley University, outlines students’ rights and due process procedures for addressing alleged student violations of university policies, delineates the range of disciplinary sanctions for violations and establishes procedures for appeal of disciplinary sanctions.

2.0 REFERENCES

- 2.1** *Family Educational Rights and Privacy Act (FERPA)*
- 2.2** *Health Insurance Portability and Accountability Act of 1996 (HIPPA)*
- 2.3** *Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act)*
- 2.4** *Title IX of the Higher Education Amendments Act of 1972*
- 2.5** *Utah Code § 76-10-11 Gambling*
- 2.6** *Utah Code § 76-10-505.5 Possession of a dangerous weapon, firearm, or short barreled shotgun on or about school premises–Penalties*
- 2.7** *Utah Code § 76-10-501 Utah Criminal Code, Offenses Against Public Health, Safety, Welfare, and Morals, Weapons*
- 2.8** *Utah State Board of Regents’ Policy R256 Student Disciplinary Process*



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- 2.9 Utah State Board of Regents' Policy R262 *Student Safety*
- 2.10 UVU Policy 115 *Minors on Campus and at University-Sponsored Events*
- 2.11 UVU Policy 135 *Use of Copyrighted Materials*
- 2.12 UVU Policy 157 *Alcoholic Beverages, Unlawful Drugs, and other Illegal Substances*
- 2.13 UVU Policy 158 *Tobacco*
- 2.14 UVU Policy 160 *Animals on Campus*
- 2.15 UVU Policy 161 *Freedom of Speech*
- 2.16 UVU Policy 162 *Sexual Misconduct*
- 2.17 UVU Policy 165 *Discrimination, Harassment, and Affirmative Action*
- 2.18 UVU Policy 402 *Key and Proximity Cards*
- 2.19 UVU Policy 403 *Restrictions on the Use of Skateboards, Roller Blades, Roller Skates, Bicycles, Motorcycles, and Hoverboards*
- 2.20 UVU Policy 425 *Scheduling Campus Facilities*
- 2.21 UVU Policy 441 *Appropriate Use of Computing Facilities*
- 2.22 UVU Policy 601 *Classroom Management*

3.0 DEFINITIONS

3.1 Academic misconduct: For the purposes of this policy, prohibited conduct that is academic in nature, including but not limited to misconduct that occurs within coursework, research, examinations, or other academic exercises.

3.2 Behavioral misconduct: Conduct prohibited under section 4.3 of this policy that is not academic in nature.

3.3 Bullying and cyberbullying: Repeated and/or severe aggressive behaviors that intimidate or intentionally harm or control another person physically or emotionally, and are not protected by the First Amendment.

3.4 Cheating: Using or attempting to use or providing others with unauthorized information, materials, or study aids in academic work. Cheating includes but is not limited to passing



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examination answers to or taking examinations for someone else; preparing or copying another's academic work; the acquisition, without permission, of tests or other academic material belonging to a member of university faculty or staff; unauthorized collaboration on academic work; or engaging in any conduct specifically prohibited by a faculty member in the course syllabus or class discussion.

3.5 Complainant: For the purposes of this policy, any individual who alleges they have experienced misconduct in violation of this *Student Code*. The University may also be a complainant. Use of this term does not imply that a finding of misconduct is assumed or made before an investigation has been completed.

3.6 Dean of Students: The person designated by the Vice President of Student Affairs to be responsible for overseeing the administration of the *Student Code*.

3.7 Disciplinary records: Disciplinary records are educational records protected under FERPA, and include but are not limited to records of the results of disciplinary processes and findings of student policy violations. Student disciplinary records are maintained by the Office of Student Conduct and Resolution (Student Conduct Office).

3.8 Fabrication: The use of invented, counterfeited, altered, or forged information. Fabrication includes but is not limited to the falsification of research or other findings, or the listing of sources in a bibliography not used in the academic exercise.

3.9 Faculty member: For the purposes of this policy, faculty or faculty member refers to any person employed by the University part-time or full-time to teach and/or lead scholarly activities or creative works.

3.10 Hazing: An act that endangers the mental or physical health or safety of a student or that destroys or removes public or private property for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in a group or organization.

3.11 Intimidation: Implied and/or actual threats or acts that cause a reasonable fear of harm in another.

3.12 Plagiarism: The practice of taking or using someone else's work or ideas and passing them off as one's own. Plagiarism includes but is not limited to the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment; the unacknowledged use of materials prepared by another person or agency engaged in the selling of papers or other academic materials; duplicating or submitting work that was originally prepared for another class without the explicit permission of the instructor; or knowingly aiding another student who is engaged in plagiarism.

3.13 Preponderance of the evidence: The evidentiary standard used during a misconduct investigation/review to determine if the allegations occurred and if a university policy violation



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has occurred. Preponderance of evidence means it is more likely than not, or more than 50 percent in favor, that the misconduct occurred as alleged.

3.14 Respondent: For the purposes of this policy, the individual against whom an alleged complaint of misconduct in violation of the *Student Code* has been made. Use of these terms does not imply that a finding of misconduct is assumed or made before an investigation has been completed.

3.15 Retaliation: Intimidation, threats of reprisal, harassment, or other materially adverse actions, or threats of such materially adverse actions, made by or against persons employed by, attending, or affiliated with the University in any way or participating in any university program or activity, against anyone who in good faith reports or files a complaint under this policy; honestly participates or assists in a university-related investigation, hearing, or other processes relating to discrimination or harassment; or otherwise asserts rights protected by Title IX, Title VII, or other applicable laws. Any action designed to prevent or discourage someone from reporting a concern regarding sexual misconduct may also be retaliation.

3.16 Safe harbor: For purposes of this policy, safe harbor is a provision that affords students protection from penalty if a student, in good faith, self-reports their own addiction to the appropriate university officials before the threat of drug testing and/or discipline.

3.17 Student: For the purposes of this policy, *student* includes all persons admitted to the University or enrolled in university courses, either full-time or part-time. Persons who withdraw or graduate after allegedly violating the *Student Code*, who are not officially enrolled for a particular term but who have a continuing relationship with the University, who are on a leave of absence, or who have been notified of their acceptance for admission are also considered “students.”

3.18 Student conduct administrator: The person(s) designated either by the Dean of Students (in behavioral misconduct cases) or academic dean (in academic misconduct cases), to be responsible for administering the *Student Code*, including determining whether a student has violated the *Student Code* and determining sanctions. See section 5.8 Delineation of Authority.

3.19 Student organization: An organization of students that has complied with the formal requirements for university recognition or that is department-sponsored, including but not limited to student leadership programs, student councils, chartered student clubs, club sports, intramural teams, and athletic teams.

3.20 Threat: Written, verbal, physical, or nonverbal conduct that directly or indirectly expresses or shows an intention to inflict pain, injury, damage or other hostile actions against another person or to cause damage to any property, and that is not protected by the First Amendment.



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3.21 University community: Includes any person who is a student or employed by the University, including but not limited to faculty, administration, staff, volunteers, or any persons contracted to perform services for the University. A person's status in a particular situation shall be determined by a student conduct administrator.

3.22 University campus: Any campus or facility, physical or virtual, owned, leased, or under contractual agreement by the University, including but not limited to satellite campuses, remote classroom sites, and the university learning management system.

4.0 POLICY

4.1 Scope of this Policy

4.1.1 This policy applies to all students admitted to the University or enrolled in university courses, either full-time or part-time, and to all student conduct that occurs on university campus or at university-sponsored activities. It also applies to off-campus conduct, not otherwise protected by law, that adversely affects the university community and/or fulfillment of the University's mission, values, and operations. The Dean of Students or designee shall decide whether the *Student Code* shall be applied to misconduct occurring off-campus on a case-by-case basis. If a student withdraws from the University while a disciplinary matter is pending, the University may continue to apply this *Student Code* and its processes for resolving that specific disciplinary matter.

4.1.2 The University may respond to allegations of student misconduct at any time even if the alleged misconduct occurs before classes begin, after classes end, during breaks within the semester, or during the break between semesters. The University may also institute its conduct proceedings after a degree is awarded in the event misconduct is subsequently discovered. Where warranted, the University retains the right to revoke an awarded certificate, diploma, or degree.

4.1.3 All academic and behavioral misconduct complaints are subject to the due process procedures for investigation, resolution, and appeals as set forth in this *Student Code*, with the exception of sexual misconduct and protected class discrimination and harassment, which are exclusively subject to the procedures found in UVU Policy 162 *Sexual Misconduct* and UVU Policy 165 *Discrimination, Harassment, and Affirmative Action*.

4.2 Student Responsibilities and Rights

4.2.1 Nothing in this policy shall be interpreted to deny the rights of individuals protected by the U.S. Constitution, including their protected rights to freedom of speech and association, including as set forth in *UVU Policy 161 Freedom of Speech*.

4.2.2 The University expects all students to engage in responsible conduct, to obey the law, to maintain integrity, and to uphold high standards of individual honesty in all their actions and



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academic work. The University promotes an environment that values inclusivity and civility, and encourages students to be thoughtful and respectful in their dealings with other members of the campus community.

4.2.3 Students are responsible for knowing the information and procedures in this policy and other university policies applicable to students. The University publishes this Student Code in its catalog, online and in print, and in the University's Online Policy Manual. The University reserves the right to modify this policy. Alleged policy violations are governed by the policy version in place at the time of the alleged violation. However, *Student Code* procedures effective at the time of the reporting of the alleged violation will govern the investigation and resolution.

4.2.4 Students shall promptly participate in good faith in informal or formal student conduct investigations related to this policy. If the complainant or respondent fails to participate, the Student Conduct Office may make findings without the response of that party, potentially leading to an unfavorable outcome for that party.

4.2.5 As members of the university community, students have certain rights in addition to their constitutional rights and protections. Students should respect each other's rights. The University will endeavor to safeguard these rights for all.

4.2.5.1 Academic Evaluation. Students have the right to performance evaluation based on a written syllabus, to accurate information regarding changes in course programs or university requirements and reasonable accommodation of those already enrolled in a program or class(es), to receive academic credit and/or degrees when all specified requirements and coursework have been satisfied, and to make academic appeals including but not limited to grade changes and withdrawals. See UVU Policy 152 *Accommodations for Individuals with Disabilities*; UVU Policy 523 *Grading*; UVU Policy 601 *Classroom Instruction and Management*; UVU Policy 635 *Faculty Rights and Professional Responsibilities*.

4.2.5.2 Due Process. Students have the right to be protected from unreasonable decision-making by the University and to have access to University policies that affect them. The University is committed to providing students with balanced and fair systems of misconduct resolution. This *Student Code* is administrative in nature and is not a civil or criminal proceeding. Students are presumed not responsible for misconduct until responsibility is established by a preponderance of the evidence. Students' non-participation or silence during any process under this policy will not be used against them, but the University's decisions will nonetheless be made on the available information. The University complies with Utah State Board of Regents' Policy R256 *Student Disciplinary Processes*, which sets forth minimum standards of due process for student disciplinary processes related to behavioral (non-academic) misconduct matters that may result in either expulsion or a minimum ten-day suspension.

4.2.5.3 Freedom from discrimination. Students have the right to be treated fairly and with dignity regardless of race, color, national origin, age (40 and over), marital status, sex, sexual



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orientation, gender identity, gender expression, pregnancy, childbirth, or pregnancy-related conditions, disability, religion, genetic information, height, weight, veteran status, or other bases protected by applicable federal, state, or local law, and as revised in UVU Policy 165 *Discrimination, Harassment, and Affirmative Action* and UVU Policy 162 *Sexual Misconduct*.

4.2.5.4 Freedom from sex discrimination and sexual misconduct. Students have the right to be free from sex discrimination in UVU educational programs and activities, including but not limited to educational programs, employment, admissions, and university-sponsored activities, consistent with *Title IX of the Educational Amendments of 1972*. Sexual misconduct, including sexual harassment, sexual violence, sexual assault, relationship violence, and stalking, are types of sex discrimination prohibited by Title IX and/or UVU Policy 162 *Sexual Misconduct*. Students also have the right to a prompt and equitable response from the University when the University learns of any form of sex discrimination.

4.2.5.5 Freedom of Speech. Students have the right to free exchange of ideas and to artistic expression, the right to free speech, open discussion, inquiry, and academic freedom in the University and on the university campus without prior restraint or censorship, subject to limitations on unlawful/unprotected speech and to clearly stated, reasonable, and nondiscriminatory rules regarding time, place, and manner. See UVU Policy 161 *Freedom of Speech*.

4.2.5.6 Ombuds. Students have the right to access the University's Ombuds Office for consultation and assistance resolving matters of personal and school issues, including but not limited to concerns and conflicts regarding other students, faculty, university policies and processes, and housing disputes.

4.2.5.7 Privacy, Confidentiality, and Records. Students have the right to be protected from the University's improper disclosure of a student's educational record consistent with the *Family Educational Rights and Privacy Act of 1974* and UVU Policy 542 *Student Records Access*. Students also have the right to inspect all records pertaining to themselves, which are not considered by the University to be private records of university personnel. Students are entitled to request corrections or expungement to educational records they consider inaccurate or misleading. Also see UVU Policy 635 *Faculty Rights and Professional Responsibilities*.

4.2.5.8 Student Government and Student Organizations. Students have the right to form and operate an organized student association or club within the guidelines prescribed by the University. Students also have the right to representation through student government on university committees, councils, commissions, and other formally constituted bodies that make general policy and procedure decisions directly affecting students or that govern student activities and conduct. See UVU Policy 532 *Associated Student Organization and Club Membership*.



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4.3 Standards of Student Conduct

4.3.1 Students are individually responsible for their conduct. In addition, student organizations may be held collectively responsible for the conduct of their student members during student organization activities or while acting on behalf of or at the request of the student organization.

4.3.2 Students shall not engage in academic or behavioral (non-academic) misconduct as described in this section. Categories of prohibited misconduct include but are not limited to the following:

4.3.2.1 Abuse of student conduct process. Abuse or interference with university student conduct processes, including but not limited to falsification, distortion, or misrepresentation of information; failure to provide information or documents, or destruction of information or documents during the student conduct process; attempting to discourage an individual's honest participation in or use of the student conduct process; verbal or physical abuse and/or intimidation or any other retaliation of a party, witness, or other participant in a student conduct process; failure to comply with the sanction(s) imposed by the student conduct administrator; or influencing or attempting to influence another person to commit an abuse of the student conduct process.

4.3.2.2 Academic misconduct and other acts of dishonesty. All forms of academic misconduct and other acts of dishonesty, including but not limited to cheating, plagiarism, fabrication, and/or possessing or providing to the University any false, falsified, altered, forged, or misleading information, materials, documents, accounts, records, identification, or financial instruments.

4.3.2.3 Alcohol. Use, possession, distribution, being under the influence of alcoholic beverages or paraphernalia on the university campus or at university-sponsored events or activities, and other conduct prohibited by UVU Policy 157 *Alcoholic Beverages, Unlawful Drugs, and other Illegal Substances*. Alcoholic beverages may not, in any circumstance, be used by, possessed by, or distributed to any person under 21 years of age.

4.3.2.4 Animals. Animals on campus, or other conduct prohibited in UVU Policy 160 *Animals on Campus*. Service dogs or miniature horses that are trained to perform work or tasks related to a disability are permitted.

4.3.2.5 Damage or destruction. Unauthorized damage to or destruction of university property or the personal property of a member of the university community.

4.3.2.6 Discrimination. Protected class discrimination as defined by UVU Policy 165 *Discrimination, Harassment, and Affirmative Action*, including but not limited to negative or adverse conduct towards university employees or students in the terms or conditions of employment; university admission or education; access to university programs, services, or activities; or other university benefits or services on the basis of inclusion or perceived inclusion



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(in the case of disability, sexual orientation, gender identity, or gender expression) in one or more of the protected classes that has the effect of denying or limiting participation in university employment or in a university program or activity.

4.3.2.7 Disruptive behavior. Disruption, obstruction, or interference with university operations, teaching, learning, research, administration, other university activities, and/or other authorized non-university activities that occur on the university campus as defined in section 3.22.

4.3.2.8 Drugs. Use, possession, distribution, manufacturing, or being under the influence of illegal drugs or other controlled substances or drug paraphernalia, including abuse, misuse, sale, or distribution of prescription or over-the-counter medications, and other conduct prohibited in UVU Policy 157 *Alcoholic Beverages, Unlawful Drugs, and other Illegal Substances*.

4.3.2.9 Federal, state, or local law or regulation. Violation of federal, state, or local law or regulations that adversely affects the university community and/or the pursuit of its objectives.

4.3.2.10 Fire safety. Violation of local, state, federal, or university fire policies, including but not limited to causing a fire that damages university or personal property or that causes injury to another; improper use of university fire safety equipment; or tampering with or improperly engaging a fire alarm or fire detection/control equipment while on university property.

4.3.2.11 Gambling. Activities that violate state or federal law regarding gambling, including but not limited to risking anything of value for a return or risking anything of value upon the outcome of a contest, game, gaming scheme, or gaming device when the return or outcome is based upon an element of chance; and is in accord with an agreement or understanding that someone will receive something of value in the event of a certain outcome. Gambling includes a lottery and fringe gambling.

4.3.2.12 Harm to person(s). Intentional or reckless physical harm, threats, intimidation, hazing, bullying, cyberbullying, coercion, retaliation, and/or other conduct, including assisting in the foregoing, that threatens or endangers the health or safety of any person. Additionally, participation or cooperation by person(s) being harmed does not excuse the violation.

4.3.2.13 Misuse of computing facilities. Unauthorized use of computing facilities and other conduct prohibited in UVU Policy 441 *Appropriate Use of Computing Facilities*, including but not limited to attempting to gain access to any system or account without authorization from a system administrator; sharing passwords or accounts; copying or changing system files or software without authorization from a system administrator; using destructive or invasive software; displaying images, sounds, or messages that are obscene where others may be affected by them; consuming inordinate amounts of system resources; crashing machines or systems deliberately; and using the university computing facilities for disruptive or illegal activities.



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4.3.2.14 Other policies. Violation of other written university policies, guidelines, or practices.

4.3.2.15 Retaliation. Reprisals or retaliation as defined in this *Student Code* and other applicable policies.

4.3.2.16 Sexual misconduct. Sexual misconduct, as defined by UVU Policy 162 *Sexual Misconduct*, includes but is not limited to acts and attempts of dating and relationship violence; domestic violence; discrimination based on sex, pregnancy, pregnancy-related conditions, sexual orientation, gender identity, or gender expression; hostile environment based on sex, pregnancy, pregnancy-related conditions, sexual orientation, gender identity, or gender expression (including intimidation and hazing/bullying); sexual harassment; sexual assault (including nonconsensual sexual contact or nonconsensual sexual intercourse); sexual exploitation (including engaging in sexual trafficking); and stalking.

4.3.2.17 Theft. Intentional and unauthorized taking of, attempted taking of, or maintaining possession of university property or others' personal or public property, including goods, services, or other valuables.

4.3.2.18 Tobacco. Smoking, vaping, or using electronic cigarettes or tobacco inside campus buildings and within 25 feet of entrances, windows, and air intake vents, or other conduct prohibited in UVU Policy 158 *Tobacco*.

4.3.2.19 Trademark/copyright violations. Unauthorized use (including misuse) of university or organizational names, logos, images, or other university trademarks or copyrighted materials, or other conduct prohibited by UVU Policy 135 *Use of Copyrighted Materials*.

4.3.2.20 Unauthorized access. Trespassing, misuse of access devices or privileges to university property, or unauthorized entry to or use of buildings or offices, including unauthorized possession, duplication, or use of any means of access to any university building (i.e., keys, proximity cards, etc.), or propping open or other unauthorized use of alarmed doors for entry into or exit from a university building.

4.3.2.21 Weapons. Unauthorized possession or use of a firearm, ammunition, explosives, dangerous weapons, or dangerous chemicals on university property. UVU students must adhere to Utah law regarding the lawful possession of permitted and concealed firearms on public university campuses.

4.3.2.22 Wheeled devices. Skateboards, roller blades, roller skates, bicycles, hoverboards, and similar wheeled devices are not permitted inside university buildings or on any stairways, structures, landscaped areas, or concourses, or other areas as prohibited by UVU Policy 403 *Restrictions on the Use of Skateboards, Roller Blades, Roller Skates, Bicycles, Motorcycles, and Hoverboards*.



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4.4 Non-University Legal Cases

4.4.1 University student conduct processes may apply to a student charged with conduct that potentially violates both the law and this *Student Code* (that is, if both possible violations result from the same alleged conduct). Processes under this *Student Code* may be carried out before, after, or at the same time as civil or criminal cases at the discretion of the Dean of Students or designee or as otherwise required by law. Determinations made or sanctions imposed under this *Student Code* are not subject to change when civil or criminal charges addressing the same alleged incident or act are dismissed, reduced, or resolved in favor of or against the student.

4.4.2 When a student is charged by federal, state, or local authorities with a violation of law, the University will not request special consideration for that individual because of their status as a student. If the alleged offense is also being processed under the *Student Code*, the University may advise off-campus authorities of the existence of the *Student Code* and of how such matters are typically handled within the university community. The University will cooperate with law enforcement and other agencies in the enforcement of criminal law on campus and in the conditions imposed by criminal courts for the rehabilitation of student violators (provided that the conditions do not conflict with campus policies or sanctions).

4.5 Reporting, Investigations, and Disciplinary Proceedings

4.5.1 Reports of any suspected or alleged violation(s) of the *Student Code* shall be made to the Student Conduct Office.

4.5.2 In responding to reports of alleged violations of the *Student Code*, the University shall provide prompt, fair, and impartial investigations and disciplinary processes. During these processes, both complainant and respondent shall be provided equitable rights and opportunities, including notice and an opportunity to be heard, as outlined in section 5.0.

4.5.3 The University may sanction any student who violates this *Student Code* and other applicable university policies, up to and including expulsion from the University.

4.5.4 If a student has been disciplined for serious violations of institutional policies regarding sexual misconduct, sex discrimination, harassment, or other serious misconduct resulting in suspension or expulsion, the University may enter a notation on the student's transcript in accordance with the *Family Educational Rights and Privacy Act*.

4.5.5 The University prohibits retaliation as defined in this policy. The University shall take steps to prevent retaliation and respond to threats or acts of retaliation, up to and including expulsion from the University. Individuals who deliberately make false or malicious accusations of violation of this *Student Code* or other applicable university policies may be subject to disciplinary action, up to and including expulsion from the University. However, a no-violation finding does not in itself constitute proof of a false or malicious accusation.



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4.6 Interim Measures

4.6.1 The Director of Student Conduct or designee may institute interim measures before the final resolution of an alleged incident of misconduct, including ensuring the safety and well-being of members of the campus community, preservation of university property, or if the student poses an ongoing threat of disruption or interference with the operations of the University. Interim measures may include but are not limited to

4.6.1.1 University issued no-contact directive(s);

4.6.1.2 Providing an escort;

4.6.1.3 Making reasonable adjustments to exams, assignments, and/or providing alternative course completions options in collaboration with faculty;

4.6.1.4 Making adjustment to class schedules, including the ability to transfer course sections or withdraw from a student course without penalty;

4.6.1.5 Making adjustments to living, transportation, and working situations;

4.6.1.6 Limiting a student's or organization's access to certain university facilities or activities pending resolution of the matter;

4.6.1.7 Interim suspension, which may include denial of access to campus (including classes) and/or all other activities or privileges for which the student might otherwise be eligible, as the Dean of Students or designee may determine to be appropriate.

4.6.1.8 Any measure deemed necessary and appropriate by the student conduct administrator in compliance with this policy.

4.6.2 Interim measures do not replace the student conduct process, which will still proceed in a timely manner.

4.7 Sanctions

4.7.1 The University may sanction any student who violates this policy, up to and including expulsion from the University. Sanctions are intended to educate students on the effects of their behavior and invoke change in future decision making. Sanctions shall be applied in a fair manner and be assigned in accordance with two criteria: (1) educational value for the student found in violation of this policy; and (2) the sanction being commensurate and consistent with the type of violation and any prior misconduct. Except in urgent circumstances where there is significant threat of harm, disruption, or of undermining the integrity of the educational environment, the student conduct administrator shall not impose irreversible sanctions (i.e., denying access to class, final exams, or other student programs).



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4.7.2 One or more of the following sanctions may be imposed upon students for violation(s) of the *Student Code* or other university policies.

4.7.2.1 Academic sanctions. Sanction of academic nature including but are not limited to failing grades, reduced grades, and/or redoing academic exercises.

4.7.2.2 Disciplinary no-contact directive. Specified parameters restricting communicative contact and/or physical proximity with a university community member or campus entity.

4.7.2.3 Discretionary sanctions. Educational meetings or interventions, behavior agreements, work assignments, essays, service to the University, or other related alternative, educational and/or restorative remedies.

4.7.2.4 Expulsion. Permanent separation of the student from the University.

4.7.2.5 Fines. Fines may be imposed as published on the Student Conduct Office website.

4.7.2.6 Group sanctions. Sanctions imposed upon student organizations found to have violated the *Student Code* as listed above, including loss of all privileges or status.

4.7.2.7 Loss of Privileges. Denial of specified privileges for which the student might otherwise be eligible for a designated period of time.

4.7.2.8 Probation. A written reprimand for violation of specified standards. Probation is for a designated period of time and includes the probability of more severe disciplinary sanctions if the student is found to violate any university standard(s) during the probationary period. Probation may also include specific conditions that the student must meet.

4.7.2.9 Restitution. Compensation for loss, damage, or injury. This may take the form of appropriate service and/or monetary or material replacement.

4.7.2.10 Revocation or withholding of degree. Revocation or withholding award of a degree or certificate otherwise earned.

4.7.2.11 Suspension. Separation of the student from the University for a definite period of time, after which the student is eligible to return. Conditions for readmission will typically be specified at the time of the suspension.

4.7.2.12 University-sponsored housing sanctions. Removal, probation, or reassignment.

4.7.2.13 Warning. A written notice to the student that the student is violating or has violated university standards of student conduct as laid out in this policy and that the misconduct must not be repeated.



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5.0 PROCEDURES

5.1 Reporting

5.1.1 While all members of the university community are encouraged to report any suspected violation(s) of the *Student Code* to the Student Conduct Office, university employees are required to report any suspected student violation(s) of the *Student Code* to the Student Conduct Office within 24 hours of learning of the alleged violation. The Student Conduct Office will then forward the report to the appropriate student conduct administrator as outlined in section 5.8.1.

5.1.2 While all members of the university community are encouraged to report any suspected violations of UVU Policy 162 *Sexual Misconduct* or Policy 165 *Discrimination, Harassment, and Affirmative Action*, university employees (except licensed counselors and health providers, as provided in Policy 162) are required to report any suspected violations of Policy 162 to the Office of Equal Opportunity and Affirmative Action/Title IX within 24 hours of learning of the alleged violation. Any reports of such violations that may be received by the Student Conduct Office will be immediately reported to the Office of Equal Opportunity and Affirmative Action/Title IX.

5.1.3 Individuals may submit reports of alleged violations of the *Student Code* or other university policies through several methods listed on the Student Conduct website at <https://www.uvu.edu/studentconduct/report>, including options for reporting anonymously.

5.1.4 Reports made through tip/crisis reporting methods designated on the student conduct website will be forwarded to the UVU Police, Associate Dean of Students, Director of Crisis Services, and other individuals as needed for an effective response. Each report will be individually assessed to determine the nature, severity, and likelihood of harm to members of the university community and the appropriate response.

5.2 Amnesty

5.2.1 The University encourages all community members to proactively assist others whose health or safety are at risk. The University will not pursue student conduct process against a reporting student, a complainant, a respondent, or witness for personal involvement in minor policy violations, including but not limited to the use of alcohol, marijuana or other drugs, at or near the time of the incident as long as the reporting student's behavior did not place the health or safety of any other person at risk. The University may, however, initiate an educational discussion with any student regarding their personal involvement in minor policy violations.

5.2.2 If the same person or student organization repeatedly requests amnesty for substantially similar minor policy violations, the student conduct administrator may deny amnesty to that person or student organization.



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5.3 Safe Harbor

5.3.1 Students who have a drug or alcohol addiction may be granted safe harbor from discipline. If a student self-reports their own addiction to the appropriate university officials before the threat of drug testing and/or discipline, the University may decide not to initiate a conduct complaint. A written action plan by the student may be used to track cooperation with the safe harbor program. Failure to follow the action plan may nullify the safe harbor protection and the University may initiate student disciplinary processes.

5.4 Collective Violations by Student Organizations

5.4.1 When violations of this *Student Code* occur at events sponsored or co-sponsored by a student organization, its officers and membership may be held collectively and/or individually responsible when:

5.4.1.1 The student organization's leader(s) or officer(s) gave consent to, or encouraged, the behavior; or

5.4.1.2 The student organization's leader(s) or officer(s) knew or should have reasonably known about the behavior.

5.4.2 Hearings for student organizations follow the same student conduct process as for individuals. In any such action, determinations as to violations and sanctions may be made collectively to the student organization and/or individually and will be proportionate to the involvement of each individual and the student organization.

5.5 Confidentiality and Recordkeeping

5.5.1 University personnel involved in student conduct processes shall maintain confidentiality to the extent allowed by the *Utah Government Records and Management Act (GRAMA)*, the federal *Family Educational Rights and Privacy Act (FERPA)*, the federal *Health Information Portability and Accountability Act (HIPAA)*, and other applicable laws governing record protection and/or mandatory reporting.

5.5.2 The Student Conduct Office strives to maintain confidentiality throughout the investigation and appeals hearing process.

5.5.3 The Student Conduct Office is responsible for maintaining appropriate records directly related to alleged violations, investigations, findings, sanctions, etc. as described in section 5.15. If complaints are found to be without merit, records of the complaint and processes will not be entered onto a student's disciplinary record, but the Student Conduct Office will keep record of the case in its internal databases.



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5.5.4 Complainants, respondents, witnesses, and any other participants in the conduct process are prohibited from recording interviews, hearings, and other meetings before, during, and after the disciplinary process.

5.6 Support Persons and Advisors

5.6.1 As required by Utah State Board of Regents' Policy R256 *Student Disciplinary Processes*, in matters of behavioral (non-academic) misconduct where the University believes in good faith, based on facts known by the University at the time or when additional facts are discovered later, that the student conduct matter may result in expulsion or a minimum ten-day suspension, the additional protections provided in this section apply. Students may waive any rights described in this section. This section does not apply to UVU Police Department law enforcement activities.

5.6.1.1 Before interviewing the student, the investigator or representative of the Student Conduct Office shall notify the student in writing of the allegations (including the time and place of the alleged misconduct, where available) made against the student and of the student's right to have a support person or advisor throughout the process who may be, but need not be, an attorney. This notice will be given at least 24 hours before a student is interviewed about the student conduct matter. If a student wishes to seek counsel from a support person or advisor, the University shall reschedule the interview, giving the student reasonable time to obtain a support person/advisor.

5.6.1.2 In meetings and interviews under section 5.12 and section 5.13 of this policy on behavioral (non-academic) misconduct matters, student complainants and respondents may be accompanied by a support person/advisor of the student's choice, who may be an attorney. During such meetings or interviews, the support person or advisor may only advise the student and may not actively participate in the investigation or process.

5.6.2 During any appeals hearing under section 5.14 of this policy, student complainants and respondents may each have a support person/advisor of their choice, who may be an attorney, advocate for them.

5.6.3 A support person/advisor may not be an employee of the University who would have a conflict of interest in serving in the support person/advisor role. Support persons/advisors must be willing to agree maintain the confidentiality of student conduct investigation and appeals hearing processes.

5.6.4 The University may proceed with the investigation and hearing processes in a timely fashion without the complainant or respondent if that party fails to respond or declines to participate. The University may set reasonable deadlines and move forward with processes regardless of whether a party and/or a party's support person/advisor is able to accommodate those deadlines.



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5.7 Preliminary Review

5.7.1 After receiving a report of an alleged violation of the *Student Code* or other applicable university policies, the student conduct administrator shall promptly conduct a preliminary review to determine if interim measures are needed, if a violation of the *Student Code* is alleged, and if an investigation is necessary to resolve a genuine dispute of material facts.

5.7.2 If the student conduct administrator determines that no violation of the *Student Code* has been alleged and/or there's no genuine dispute of material facts, the administrator shall issue a written notice of this decision to the respondent, complainant (if required by law), and the Student Conduct Office.

5.7.3 A preliminary review dismissal shall be final with no additional internal appeals available to the parties.

5.7.4 If the student conduct administrator determines that a violation of the *Student Code* or other policy has been alleged and that an investigation is necessary to resolve a genuine dispute of material facts, then the Administrator may proceed with an investigation of the alleged violation.

5.7.5 The student conduct administrator shall report the complaint to the Director of Student Conduct or designee.

5.7.6 At the recommendation of the student conduct administrator, the Director of Student Conduct or designee may apply an interim measure to a student or student organization or invoke other safety measures, as provided in section 4.6, pending the outcome of the investigation and subsequent proceedings.

5.7.6.1 The Dean of Students or designee will notify the student in writing of this action, including a brief description of the reason for the interim measure. When required by law, such as in sexual misconduct cases, applicable notices will be provided to both complainants and respondents. A student who receives an interim suspension may request a meeting with the Dean of Students or designee to present information and/or reasoning as to why the interim measure is inappropriate or unnecessary.

5.7.6.2 At the discretion of the Dean of Students or designee, and in collaboration with faculty and/or the appropriate academic dean(s), alternative coursework options may be approved to minimize impact on the student during any interim measure.

5.8 Delineation of Authority

5.8.1 For purposes of this policy, the Dean of Students shall delegate authority for the investigation, resolution, decision-making (including appeals), and sanctions based on the type of misconduct as defined in section 3.1 and 3.2 as follows:



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Type of Misconduct	Student Conduct Administrator	Student Conduct Appeal Decision Maker
Academic	Faculty member of course in which misconduct occurred	Academic dean of college/school or designated chair of department in which misconduct occurred
Behavioral	Director of Student Conduct or designee	Dean of Students or designee

5.9 Informal Resolution

5.9.1 Informal resolution may include an inquiry into the facts but typically does not include an investigation. Informal resolution is flexible and includes options such as mediating an agreement between the parties, separating the parties, referring the parties to counseling programs, negotiating an agreement for disciplinary action, conducting targeted preventive educational and training programs, or providing remedies for the individual harmed by the offense. Informal resolution also includes options such as discussions with the parties, making recommendations for resolution, and conducting a follow-up review after a period of time to ensure that the resolution has resolved concerns effectively.

5.9.2 Because each alleged violation is different, the student conduct administrator shall tailor each resolution to the specific facts of the case, including determining whether the alleged violation is appropriate for informal resolution. Informal resolution may result in resolutions such as behavior agreements and/or sanctions combined with educational or restorative measures.

5.9.3 Informal resolution is encouraged to resolve concerns at the earliest stage possible with the cooperation of all parties involved. Participation in the informal resolution process is voluntary. Informal resolution may be appropriate for anonymous and/or third-party reports, or when respondents accept responsibility for their violations. Informal resolution may be inappropriate when one or both of the parties are reluctant to participate in good faith, or when there are allegations of violent behavior.

5.9.4 Any unsuccessful informal resolution, including but not limited to noncompliance with the informal process, may be referred for student conduct hearing.

5.9.5 After concluding informal resolution, the student conduct administrator shall notify the complainant and respondent in writing of the resolution that was agreed upon.



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5.9.6 Participation in informal resolution does not prohibit either party from terminating informal resolution and/or requesting an investigation at any point during the informal resolution process. Where a report is closed after informal resolution, the matter may later be reopened at the discretion of the student conduct administrator when requested by the complainant and/or if the student conduct administrator determines there is good cause to do so.

5.10 Investigation

5.10.1 If the student conduct administrator determines an investigation is necessary, the University shall conduct a reliable and impartial investigation by interviewing relevant witnesses, collecting relevant documentary evidence, and preparing a written summary of findings. The purpose of the investigation is to establish whether there is a reasonable basis, based on a preponderance of the evidence, for concluding that the alleged violation of the *Student Code* has occurred. The University reserves the right to engage an outside investigator to conduct the investigation if it is determined there is a conflict of interest or other compelling reason to do so.

5.10.2 If a student withdraws from the University before the completion of an investigation and hearing, the University may continue to investigate and apply this process for resolving the specific disciplinary matter in the student's absence. If a respondent is found to have violated university policy, the University may restrict the respondent's readmission on terms or under circumstances it may prescribe at the time of the finding.

5.10.3 Complainants, respondents, and witnesses shall be treated with respect throughout the investigation process, disciplinary process, and other proceedings.

5.10.3.1 Accordingly, the University endeavors through this policy and diligent effort to secure the following for complainants and respondents:

5.10.3.1.1 Reasonably prompt and equitable resolution of allegations for respondents and complainants,

5.10.3.1.2 Freedom from retaliation for making a good faith report or for participating in any investigation or proceeding under this policy.

5.10.3.1.3 Timely and equal access to allegations for respondents and complainants, and the opportunity to respond to information that will be used against them in any disciplinary proceeding.

5.10.3.1.4 The opportunity for complainants and respondents to offer information, present evidence, and identify witnesses during an investigation.

5.10.3.1.5 Interim measures made available for complainants, respondents, and witnesses, and the opportunity to request modifications necessary for physical and/or emotional safety.



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5.10.3.1.6 Timely notice of meetings where complainants' and respondents' presence is necessary.

5.10.3.1.7 Simultaneous notification to complainants and respondents, in writing, of the results of any proceedings.

5.10.3.1.8 The opportunity for complainants and respondents to articulate concerns or issues about proceedings under this policy.

5.10.3.1.9 Reasonable time for complainants and respondents to prepare responses, as permitted under this policy.

5.10.3.1.10 Written notice to complainants and respondents of any necessary extensions of timeframes under this policy.

5.10.3.1.11 Reasonable accommodations for all participants in the student conduct process who have a disability and who request disability accommodations. Such requests may be made to the student conduct administrator, who will refer such requests to the appropriate ADA coordinator and then implement approved accommodations.

5.11 Notices to Complainants and Respondents

5.11.1 The student conduct administrator will give written notice to:

5.11.1.1 Complainant(s) of their options to report to other campus and community authorities as applicable, when complainants allege a violation of the Student Code to the student conduct administrator.

5.11.1.2 Complainants and respondents, if the student conduct administrator's inquiry advances beyond preliminary review according to section 5.7, of the time and place of alleged policy violation(s), which policies were allegedly violated, and how those policies were violated. The student conduct administrator will also provide the parties with written notice to appear at a pre-hearing meeting. If additional violations are later alleged, a further notice shall be provided to the complaining and responding students.

5.11.1.3 Complainants and respondents of their ability to participate in campus investigations and/or student conduct processes by providing relevant information and recommending relevant witnesses. If students choose to not participate in the process, the case may proceed without them and a decision may be made without any input from the student.

5.11.1.4 Complainants and respondents of their right, in behavioral (non-academic) misconduct matters, to be accompanied by a support person/advisor of their choice, who may but need not be an attorney, throughout the student conduct process. Students must notify the student conduct administrator at least five school days in advance of the pre-hearing meeting of their support



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person/advisor's identity and the nature of the student's relationship to the support person/advisor. The University has the right to disqualify a support person/advisor when their participation would create a conflict of interest or a potential disruption in the student conduct process.

5.11.1.5 Complainants and respondents of how to request information for disability accommodations and/or language translation services.

5.12 Pre-Hearing Meeting

5.12.1 The student conduct administrator will conduct a pre-hearing meeting with the respondent. The complainant and/or others may be invited to attend the same or a separate pre-hearing meeting, depending on the circumstances. If any party chooses not to attend, the pre-hearing meeting may still proceed.

5.12.2 The pre-hearing meeting will occur promptly after the student conduct administrator determines, after preliminary review, that an investigation/pre-hearing is necessary.

5.12.3 Parties will be given the opportunity to present relevant information in response to the alleged misconduct before and during the pre-hearing meeting.

5.12.4 The pre-hearing meeting and outcomes will be shared with the parties to the extent allowed by law, but will otherwise remain confidential.

5.12.5 If the respondent does not admit to the alleged violation(s) and/or the allegations cannot be resolved by mutual consent, the matter will be considered in a student conduct hearing.

5.12.6 If the respondent accepts responsibility for the violation, but sanctions are not agreed to, sanctions will be determined in a student conduct hearing.

5.12.7 During the pre-hearing meeting, investigation, or other pre-hearing processes in behavioral (non-academic) misconduct matters, the complainant's and/or respondent's support person/advisor may only advise the student and may not actively participate.

5.13 Student Conduct Hearing

5.13.1 Allegations of misconduct and/or sanctions not resolved during the pre-hearing meeting will be referred to a student conduct hearing, which will be scheduled as promptly as possible after the pre-hearing meeting. The student conduct administrator may delay the hearing if further investigation is needed or other circumstances require a delay. Hearing proceedings may be conducted over the course of multiple meetings.

5.13.2 The participating parties will receive notice of hearing meetings and access to all evidence to be considered at the hearing at least five school days in advance.



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5.13.3 Student conduct hearings will be conducted according to the following procedures:

- 1) The student conduct administrator will conduct the student conduct hearing with the respondent. The complainant and/or others will be invited to attend the hearing. If either party fails to attend the hearing without good cause and without prior notice to the student conduct administrator, the hearing may proceed. Neither party is required to participate in the hearing for the hearing to proceed. The University reserves the right to modify hearing procedures to protect the safety of all parties involved.
- 2) Student conduct hearings and outcomes will be shared with the parties to the extent allowed by law, but will otherwise remain confidential.
- 3) Student conduct hearings will be conducted by the student conduct administrator.
- 4) In behavioral (non-academic) misconduct matters, the complainant and respondent have the right to be assisted by a support person/advisor of their choice during the Student Conduct Hearing and during any subsequent appeal hearings. Parties must notify the student conduct administrator at least five school days in advance of the hearing of their support person/advisor's identity and the nature of their relationship to the support person/advisor (including whether the support person/advisor is an attorney). The University has the right to disqualify a support person/advisor when that person's participation would create a conflict of interest or potentially disrupt the student conduct process. (If the complainant or the respondent do not provide the required information about their support person/advisor at last five days in advance, the support person/advisor may attend but shall not participate in the hearing.) Support persons/advisors may give opening statements, advise students throughout the hearing, question witnesses as allowed by the student conduct administrator, and present a closing statement. Support persons/advisors may not serve as witnesses. Neither the Rules of Civil Procedure nor the Rules of Evidence apply to these hearings.
- 5) If the complainant, respondent, and/or other witnesses have concerns for their personal safety, well-being, or fear confrontation during the hearing, they may request other reasonable means of participating. The student conduct administrator will determine whether the proposed means are reasonable.
- 6) Reasonable efforts will be made to accommodate the schedules of all participants in the hearing. Typically, no more than one extension will be granted.
- 7) In student conduct hearings involving more than one respondent, the student conduct administrator may permit separate or joint student conduct hearings concerning each student.
- 8) The complainant, respondent, and the student conduct administrator may arrange for witnesses to present relevant information during the student conduct hearing.



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- 9) Records, exhibits, and written statements will be accepted if deemed relevant by the Student Conduct Administrator.
- 10) All procedural questions are subject to the final decision of the student conduct administrator.
- 11) After all pertinent information has been received, the student conduct administrator shall deliberate on all available information and determine, based on a preponderance of the evidence, whether the respondent has violated the *Student Code*.
- 12) The respondent and complainant will receive prompt notice of hearing decisions in writing to the student's university email address, or hand-delivered, typically within five school days of the hearing date, unless circumstances require delay. The notice will include whether the policy was violated, actions taken to resolve the complaint, and any applicable sanctions to both respondents and complainants to the extent allowed by law.
- 13) A finding of not-in-violation will resolve the matter with no further action or appeals.
- 14) Disciplinary sanctions may be imposed upon respondent(s) found in violation of the *Student Code* and communicated to the respondent in a written sanction letter. Elements of the sanctions may be imposed either singularly or in combination with other sanctions. Sanctions do not take effect until the completion of the appeal process, if any, unless otherwise specified by the student conduct administrator.

5.14 Appeal Process

5.14.1 Respondent(s) or complainant(s) may appeal a decision or sanction of the student conduct administrator to the Student Conduct Appeal Panel within five school days of the decision. These appeals shall be in writing and shall be delivered to the Student Conduct Office via email or postal mail. Untimely requests will not be considered absent extraordinary circumstances. Activities such as graduation, study abroad, internships/externships, business travel, or educational, sabbatical, or extracurricular activities generally do not in themselves constitute extraordinary circumstances.

5.14.2 When requesting the appeal, the respondent or complainant must identify in the written request at least one or more of the following grounds for appeal:

- 1) New evidence unavailable to the party during the investigation has been discovered that could substantially impact the investigation, findings, and/or resolution.
- 2) Substantial departure from the procedures outlined in this *Student Code* or that the process was unfair and/or biased, which substantially impacted the outcome of the investigation or hearing. The duration of the investigation or severity of the sanction are not considered procedural errors.



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3) Findings lacked substantial evidence such that no reasonable person would reach the same conclusion as the student conduct administrator.

4) The sanction imposed is substantially disproportionate to the severity of the violation (i.e., too severe or not severe enough).

5.14.3 Unless the appeal panel (the composition of which is explained below) determines by majority vote that one or more of the grounds stated in 5.14.2 has been met and that modifications to the original decision should be recommended, the student conduct administrator's decision or sanction shall be upheld.

5.14.4 While an appeal is pending, the student conduct administrator may impose interim measures.

5.14.5 The Student Conduct Office shall promptly convene a three-member appeal panel from the Policy 162/165 review panel pool. The appeal panel will include one faculty, one staff, and one student.

5.14.6 Panel members must be in good standing with the University and must not have any relevant conflict of interest. The student conduct administrator will notify the parties of the panel members' identities and appeal procedures in this policy. Within 3 school days of receiving this notice, parties may request in writing that a review panel member be disqualified based on bias or conflict of interest and explain the reasons for this request. If the Student Conduct Office, in consultation with the Office of General Counsel, confirms a bias or conflict, a new panel member shall be selected.

5.14.7 The Office of General Counsel will appoint an impartial attorney to preside over the appeal hearing as hearing officer. This attorney must have no prior involvement in either advocacy or investigatory matters related to the conduct matter. The hearing officer will ensure order, fairness, due process, efficiency, and civility at the hearing, and ensure a relevant and sufficient evidentiary record for the panel's consideration. To advance this aim, the hearing officer may set time limits proportionate to the complexity of the case; exclude irrelevant and unduly repetitious exhibits, witnesses, questions, statements, or other information; and exclude material deemed privileged under the law. Formal rules of evidence do not apply. The appeal panel shall consult with the hearing officer during the appeal process regarding legal, procedural, policy, and other questions as needed. The hearing officer, in consultation with the panel, will review and respond to any pre-hearing questions or objections from the parties related to hearing matters.

5.14.8 Once the panel is confirmed, they shall promptly determine, based on a preponderance of the evidence, whether the appeal request meets one or more criteria under section 5.14.2.



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5.14.9 The Student Conduct Office shall then notify parties in writing of the appeal hearing panel's determination and, if a hearing is warranted, of the appeal hearing date, which will be scheduled promptly.

5.14.10 The hearing officer may conduct a pre-hearing conference to formulate or simplify the issues; obtain admission of fact and documents that will avoid unnecessary proof; arrange for the exchange of proposed exhibits; outline expectations for the hearing; or agree to other matters that may expedite the orderly conduct of the hearing.

5.14.11 The complainant and respondent will be allowed to attend the entire appeal hearing, excluding deliberations. In behavioral (non-academic) misconduct matters, the complainant's and respondent's support person/advisor, if any, will be allowed to attend the entire appeal hearing, excluding deliberations. Admission of any other person to the appeal hearing shall be at the discretion of the hearing officer.

5.14.12 The scope of the appeal hearing and the standard of review shall be limited to those stated in section 5.14.2. Along with written notice of the hearing date, the Student Conduct Office shall provide the review panel and parties copies of a summary of the case (where applicable), written findings, sanction letter, the written request for appeal, and any additional opposition statements already provided by the parties.

5.14.13 The appeal hearing is an opportunity for the parties to be heard by the appeal panel in person about the issues and criteria being considered for the appeal, including addressing the information in the summary of the investigation, any supplemental statements or new evidence unavailable during the investigation, any written impact or mitigation statements, to identify witnesses for the panel's consideration, and to respond to any questions from the appeal panel.

5.14.14 In behavioral (non-academic) misconduct matters, the respondent and complainant have the right to be assisted by a support person/advisor of their choice, who may be, but need not be, an attorney and who may participate during the appeal hearing. Parties must notify the Student Conduct Office at least 5 school days in advance of the hearing of their selected support person/advisor and the nature of their relationship to the support person/advisor (including whether the support person/advisor is an attorney). The University has the right to disqualify a support person/advisor when their participation would create a conflict of interest or would create the potential for disrupting the student conduct process. If the complainant or the respondent do not provide the required information about their support person/advisor at least five days in advance, the support person/advisor may attend but shall not participate in the appeal hearing. Support persons/ advisors may give opening statements, advise students throughout the hearing, question witnesses as allowed by the hearing officer, and present a closing statement. Support persons or advisors may not serve as a witness. Neither the Rules of Civil Procedure nor the Rules of Evidence apply to these hearings.



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5.14.15 Documents, evidence, other statements, and requests for the appearance of witnesses to be considered at the hearing may be made by the panel, respondent, complainant, and/or student conduct administrator, and must be submitted in writing to the Student Conduct Office at least 5 school days before the hearing, and must include explanations of how each document or request is relevant to the reasons for the appeal. Only witnesses and other evidence that are relevant to the section 5.14.2 bases for appeal may be considered by the appeal panel. It is the responsibility of the party requesting a particular witness to invite that witness to attend the hearing.

5.14.16 In the event that any party fails to attend the appeal hearing without good cause and prior notice to the Student Conduct Office, the appeal panel may proceed with the hearing. Neither party is required to participate in the hearing for the appeal panel to proceed.

5.14.17 The hearing, except for deliberations, will be audio recorded by the appeal panel chair, who will give the recording to the Student Conduct Office. A copy of the audio file and/or transcription will be made available for review by either party upon request. Participants are prohibited from recording interviews and other meetings before and after the hearing.

5.14.18 Each party has up to 60 minutes to present their portion of the case (opening statement, testimony of the party and party's witnesses, questioning the other witnesses if any, and closing statement). The hearing officer will keep track of time.

5.14.19 The hearing officer will begin the hearing by asking the student conduct administrator to provide an oral summary of the investigation process, findings, and conclusions contained in the case summary and sanction letter.

5.14.20 The respondent and complainant shall each have the opportunity to make a personal statement, relevant to the scope of the appeal and bases for the appeal, including the personal impact of the alleged misconduct and/or sanction, the relief sought, and mitigating or aggravating information. In behavioral (non-academic) misconduct matters, each party's support person/advisor shall also have the opportunity to make an opening statement relevant to the scope of appeal. Each party, or their respective support person/advisor, may call witnesses that the hearing officer deems relevant to the scope of the appeal, question witnesses through the hearing officer, present evidence, and make concluding remarks.

5.14.21 The panel may question any party and witness. Only the person to whom a question is directed may answer (for example, support persons/advisors shall not be permitted to answer the appeal panel's questions on a party's behalf.)

5.14.22 Panel deliberations and voting shall occur in closed session from which all other persons are excluded. The hearing officer shall be present during the deliberations but shall have no vote. A majority vote by the members of the panel who attended the hearing shall decide whether the appealing party has shown one or more bases for appeal stated in section 5.14.2.



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5.14.23 The panel shall provide the Student Conduct Office a summary of their findings and recommendation(s) regarding whether and how to uphold, modify, or remedy the conduct and/or sanction decision or process within 5 school days of the appeal hearing. The Student Conduct Office will promptly provide the recommendation(s) to the appropriate dean or designee as outlined in section 5.1.1.

5.14.24 The student conduct appeal decision maker, in consultation with the Office of General Counsel as needed, is responsible for reviewing the recommendations of the appeal panel, all the information that was available to the appeal panel, and determining whether to (1) remand the investigation to the original or an alternate student conduct administrator for additional investigation; (2) affirm the student conduct administrator's original decision; (3) adopt the sanction and resolution recommendation(s) of the appeal panel; and/or (4) determine an alternative outcome. If the matter is remanded for further investigation, the appropriate student conduct administrator shall promptly investigate and provide a written summary of the new evidence considered and/or changes to the findings, if any, to the student conduct appeal decision maker, who shall then determine sanctions or resolutions.

5.14.25 The student conduct appeal decision maker shall promptly notify the respondent and complainant in writing of their decision and the rationale for the outcome. The decision of the student conduct appeal decision maker is final, with no additional internal appeals available.

5.15 Records

5.15.1 The Student Conduct Office shall submit and maintain for confidential storage all Student Conduct Office records, including investigation findings, informal remedies, disciplinary action, and any subsequent appeals. Student Conduct records shall typically be retained for ten years after a student's graduation or withdrawal.

5.15.2 Records documenting informal resolution and or remedies and investigations resulting in no-conduct violation shall also be submitted to and maintained by the Student Conduct Office, but will not be entered in to a student's permanent disciplinary record with the University.

5.15.3 Student Conduct disciplinary records are educational records as defined by FERPA and shall be private. Access shall be limited to university officers on a need-to-know basis. Disciplinary sanctions resulting from serious violations of institutional policies regarding sexual misconduct, sex discrimination, harassment, or other serious misconduct resulting in suspension or expulsion may be notated on the student's official transcript. Additionally, the University may disclose to an alleged victim of any crime of violence or non-forcible sex offense the final results of a disciplinary process conducted by the institution against the alleged perpetrator of that crime, regardless of whether the institution concluded a violation was committed.

5.15.4 Transcript notations regarding suspension and/or expulsion shall not contain any information about the underlying conduct, but will state that formal disciplinary action resulting



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in suspension and/or expulsion has been imposed. If a student withdraws from the University before the completion of an investigation and prior to a final determination, an updated transcript will be sent to any transferring institutions if suspension and/or expulsion are determined.

5.15.5 Transcript notations for suspension shall remain on a student’s transcript for the duration of the suspension, and typically not longer than one year after the suspension period. Transcript notations for expulsion will typically remain on a student’s transcript indefinitely.

5.15.6 Students may apply to the Dean of Students or designee to have their disciplinary records and/or transcript notation removed. Factors relevant to the decision to retain or remove specific records and/or transcript notations include the amount of time that has elapsed since the infraction, whether the student has graduated, and the seriousness of the infraction and the resulting sanctions.

POLICY HISTORY		
Date of Last Action	Action Taken	Authorizing Entity



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POLICY TITLE	Student Rights and Responsibilities Code	Policy Number	541
Section	Student Affairs	Approval Date	November 16, 2006
Subsection	Student Clubs and UVUSA	Effective Date	November 16, 2006
Responsible Office	Office of the Vice President of Student Affairs		

1.0 PURPOSE

~~1.1 The purpose of the enactment of a student rights and responsibilities code is to set forth the rules and regulations of conduct expected of those who join the University community. Students, faculty, staff, and administration shall always exercise their freedom with personal responsibility. This code outlines due process for handling alleged student violations of university policies, including, but not limited to the responsibilities set forth in this policy. Further, this policy delineates the range of sanctions for such violations and establishes procedures for appeal of disciplinary sanctions.~~

~~1.2 The University expects all students to obey the law, to show respect for properly constituted authority, to perform contracted obligations, to maintain absolute integrity and high standards of individual honesty in academic work, and to observe a high standard of conduct within the academic environment. In short, students enrolled at the University must accept the obligation to conduct themselves in an appropriate manner acceptable at an institution of higher learning.~~

2.0 REFERENCES

~~2.1 *Utah Indoor Clean Air Act*~~

~~2.2 UVU Policy 158 *Tobacco*~~

3.0 DEFINITIONS

~~3.1 **Academic infraction:** Any violation of the Student Rights and Responsibilities Code connected with the academic coursework, classroom behavior, or interactions with teachers and fellow students in class-related settings.~~

~~3.2 **Board:** The University Campus Appeals Board as defined in this policy.~~

~~3.3 **Catalog:** The official University Course Catalog currently in force.~~



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3.4 General infraction: Any violation of the Student Rights and Responsibilities Code dealing with general behavior, outside class-related settings.

3.5 Grade appeals: Student appeals of course grades associated with disciplinary actions.

4.0 POLICY

4.1 Members of the student body shall exercise their freedoms with personal responsibility. Should violations of the Student Rights and Responsibilities Code occur, sanctions may be enforced for the protection of the University and its members.

4.2 Behavior that violates the Student Rights and Responsibilities Code shall be reported to Campus Police and/or the Office of Student Life.

4.3 The Student Rights and Responsibilities Code applies to conduct that is in violation of this policy that occurs on university premises and at university-sponsored activities. It also applies to off-campus conduct that adversely affects the campus community and/or the pursuit of its objectives. The Student Rights and Responsibilities Code applies to a student's conduct even if the student withdraws from the University while a disciplinary matter is pending. On a case-by-case basis, the Director of Judicial Affairs shall decide whether the Student Rights and Responsibilities Code shall be applied to conduct occurring off campus.

5.0 PROCEDURES

5.1 General Rights

5.1.1 A student, while properly enrolled at the University, shall have the right to the following university services, treatment, and information:

- 1) Free and open discussion, inquiry, and expression, subject to constitutional limitations regarding time, place, and manner.
- 2) Protection against the University's improper disclosure of a student's records, work, views, beliefs, and political associations.
- 3) Procedural safeguard and personal privacy with respect to testing for drugs and infectious diseases (for example, AIDS).
- 4) Timely and understandable information and respectful treatment regarding policies, refunds, lab and course fees, library fines, lab breakages, liability, etc.



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- 5) ~~Freedom from a discriminatory and offensive environment that may cause emotional stress or a hostile or offensive campus environment directed toward another person.~~
- 6) ~~Freedom from sexual harassment.~~
- 7) ~~Full protection under the Constitution for freedom of the press, including constitutional limitations on prior restraint and censorship.~~
- 8) ~~Due process of law recognized as being essential to the proper enforcement of university rules.~~
- 9) ~~Security for his or her person, papers, and personal effects against unreasonable search and seizure.~~
- 10) ~~Freedom to form and operate an organized student association or club within the guidelines prescribed by the University.~~
- 11) ~~Access to the University's Ombuds Office for consultation in matters of personal and school issues and concerns.~~
- 12) ~~Student representation through student government on university committees, councils, commissions, and other formally constituted bodies that make general policy and procedure decisions directly affecting students or that govern student activities and conduct.~~
- 13) ~~Access to all student government sponsored activities.~~
- 14) ~~Accurate information in advertising, recruitment, and orientation efforts.~~

5.2 Academic Rights

5.2.1 ~~A student shall have the following rights in academic affairs, services, and information when properly enrolled as a student at the University:~~

- 1) ~~Performance evaluation based on a written syllabus.~~
- 2) ~~Appropriate and open discussion, inquiry, and expression, both in the classroom and in student/instructor conferences.~~
- 3) ~~Freedom to take exception to the views presented in a classroom setting and to reserve judgment in matters of opinion.~~
- 4) ~~Professional and ethical conduct from all university personnel.~~



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- 5) ~~Competent and professional instruction.~~
- 6) ~~Competent academic advisement.~~
- 7) ~~Protection against improper disclosure of a student's records, academic work, views, beliefs, and political associations.~~
- 8) ~~Information prior to registering regarding the costs of tuition, activity fees, lab fees, etc.~~
- 9) ~~Scheduled access to and the use of university services, facilities, and programs.~~
- 10) ~~Accurate information regarding course offerings, programs, majors, transfer policy, and university requirements and expectations.~~
- 11) ~~Accurate information regarding changes in course programs or university requirements and reasonable accommodation of those already enrolled in a program or class(es).~~
- 12) ~~The right to receive academic credit and/or academic degrees when all specified requirements and coursework have been satisfied.~~
- 13) ~~The right to appeal to the Academic Standards Committee regarding grade changes, withdrawals, etc.~~

5.3 General Responsibilities

5.3.1 ~~A student assumes the responsibility to conduct himself or herself in an appropriate manner. Categories of misconduct include, but are not limited to, the following:~~

- 1) ~~Failure to respect the right of every person to be secure from fear, threats, intimidation, harassment, hazing, and/or physical harm caused by the activities of groups or individuals.~~
- 2) ~~Sexual assault, harassment, or any other unwelcome verbal or physical sexual activity, including the support or assistance of such activities.~~
- 3) ~~Unauthorized seizure or occupation of any university building or facility.~~
- 4) ~~Obstruction, disruption, or interference with teaching, disciplinary proceedings, university-sponsored activities, and services or events.~~
- 5) ~~Use or possession of any weapon, explosive device, or fireworks on a person or storage of such on university property without prior written approval from the Chief of Campus Police.~~



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- ~~6) Unlawful use, possession, distribution, sale, manufacture, or possession for purposes of distribution or sale of any controlled substance or illegal drug on any property or in any building owned, leased, or rented by the University or at any activity sponsored by the University.~~
- ~~7) Initiation or circulation of any false report, warning or threat of fire, bombs, or explosives on university premises or during university-sponsored events.~~
- ~~8) Violation of the *Utah Indoor Clean Air Act* and/or UVU Policy 158 *Tobacco*.~~
- ~~9) Sale, possession, manufacture, distribution, or consumption of alcoholic beverages on university properties.~~
- ~~10) Unauthorized possession, forging, altering, misusing, or mutilating of university documents, records, educational materials, identification (for example, personal ID, parking decal, etc.), or other university property.~~
- ~~11) Violation of city ordinances and/or state statutes regarding gambling.~~
- ~~12) Delivery of false information to university personnel.~~
- ~~13) Theft or malicious destruction, damage, or misuse of university property or private property of another person on the University campus or when engaged in activities sponsored or supervised by the University off campus.~~
- ~~14) Intentional or reckless destroying, defacing, vandalizing, damaging, or misusing the property, equipment, materials, services, or data of the University.~~
- ~~15) Unauthorized possession or use of a key to any university facility or equipment.~~
- ~~16) Obscenity and lewd conduct as defined by UVU policy, city ordinances, and/or state statutes.~~
- ~~17) Failure to adhere to all laws and regulations governing the duplication and use of copyrighted materials including, but not limited to, printed and audio materials, video, film, and/or computer software.~~
- ~~18) Unauthorized use or charges to any university telephone for long distance calls. University telephones are for business use only.~~
- ~~19) Unauthorized off-campus fund-raising activities on behalf of the University. All fund-raising must have prior written approval from the Development Office.~~



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~~20) Intent to defraud the University in any financial matter including, but not limited to:~~

- ~~a) Non redemption of personal checks refused by a bank;~~
- ~~b) Sale/resale of supplies, books, or equipment in violation of university agreements;~~
- ~~c) Falsifying university financial records; and/or~~
- ~~d) Non payment of tuition and fees as set forth by university regulations.~~

~~21) Failure to conduct oneself in a way that does not endanger the health and well-being of another student and/or university personnel.~~

~~22) Unauthorized commercial ventures or enterprises on university property.~~

~~23) Bringing animals on campus, except for those serving the disabled or those used for educational purposes.~~

~~24) Allowing children in university classrooms or laboratories (unless they are an integral part of instruction) or leaving children unattended in hallways and restrooms or at university-sponsored events and functions.~~

~~5.3.2 Students are encouraged to report violations of this policy to an appropriate university office.~~

5.4 Academic Responsibilities

~~5.4.1 Each student is expected to take an active role in the learning process by meeting course requirements as specified in written syllabi.~~

~~5.4.2 Each student is expected to display appropriate conduct in classroom situations that shall enhance the learning environment.~~

~~5.4.3 Faculty members have the right to establish classroom standards of behavior and attendance requirements. Students shall be expected to meet these requirements and make contact with faculty members when unable to do so.~~

~~5.4.4 Each student is expected to maintain academic ethics and honesty in all its forms, including, but not limited to, cheating and plagiarism as defined hereafter:~~



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- 1) ~~Cheating is the act of using or attempting to use or providing others with unauthorized information, materials, or study aids in academic work. Cheating includes, but is not limited to, passing examination answers to or taking examinations for someone else, or preparing or copying another's academic work.~~
- 2) ~~Plagiarism is the act of appropriating another person's or group's ideas or work (written, computerized, artistic, etc.) or portions thereof and passing them off as the product of one's own work in any academic exercise or activity.~~
- 3) ~~Fabrication is the use of invented information or the falsification of research or other findings. Examples include but are not limited to:~~
 - a) ~~Citation of information not taken from the source indicated. This may include the incorrect documentation of secondary source materials.~~
 - b) ~~Listing sources in a bibliography not used in the academic exercise.~~
 - c) ~~Submission in a paper, thesis, lab report, or other academic exercise of falsified, invented, or fictitious data or evidence, or deliberate and knowing concealment or distortion of the true nature, origin, or function of such data or evidence.~~
 - d) ~~Submitting as your own any academic exercise (written work, printing, sculpture, etc.) prepared totally or in part by another.~~

5.5 Expectations

5.5.1 ~~The University expects all students to maintain integrity and high standards of individual honesty in academic work, to obey the law, and to show respect for others.~~

5.6 Informal Resolution

5.6.1 ~~Informal resolution of differences or appeals shall be encouraged.~~

5.7 Academic Infractions (Grades)

5.7.1 ~~Responsibility for and authority over academic infractions, and other academic appeals, including grade appeals, shall reside with the dean of the academic area in which an issue may arise.~~

5.8 General Infractions



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~~5.8.1 Responsibility for and authority over general infractions shall reside with the Dean of Students.~~

5.9 Composition of Campus Appeals Board

~~5.9.1 The Campus Appeals Board shall consist of two faculty members from each academic area appointed by the Faculty Senate in consultation with the respective academic deans, three staff members appointed by PACE, with approval of the staff members' supervisors, and three students appointed by the Student Body President. Appointments of faculty and staff shall be for three-year rotating terms. Three student members shall be appointed to a one-year term. The Director of Judicial Affairs shall obtain names from the appointing entities annually prior to May 1, and shall send a letter of appointment to those appointed. The Director of Judicial Affairs shall organize the initial term lengths for the rotating members of the Board to allow an orderly rotation. The Director of Judicial Affairs shall chair the Board in a non-voting capacity.~~

5.10 Responsibilities of Board

~~5.10.1 The Campus Appeals Board shall be trained by Judicial Affairs in due process and other Student Rights and Responsibilities Code matters. A subset of the Board shall hear appeals, as necessary, following the procedures set forth in section 5.19.2.4. In hearing appeals, the Board shall be concerned primarily with due process and fairness, recognizing that they do not have the full awareness of professional competence and context, in general. In addition to hearing appeals, the Board shall have the responsibility to train faculty and staff in the Student Rights and Responsibilities Code's expectations, procedures, and due process.~~

5.11 Confidentiality

~~5.11.1 Confidentiality shall be maintained for all parties to Student Rights and Responsibilities Code actions, except as necessary to provide due process. If the Campus Appeals Board finds a complaint to be without merit, records of the complaint and proceedings shall be destroyed.~~

5.12 Sanctions

~~5.12.1 Sanctions must be applied in a fair and impartial manner. Sanctions are assigned in accordance with two criteria: (1) Educational value for the student found in violation of this policy; (2) Commensurability of the violation and the assigned sanction.~~

~~5.12.2 Academic sanctions that may be imposed include:~~

- ~~1) Warning~~
- ~~2) Requiring a student to retake an exam(s)~~



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- 3) Requiring a student to re-write a paper(s) and/or repeat an assignment(s)
- 4) A grade reduction
- 5) A failing grade
- 6) Probation with specified conditions
- 7) Suspension from the department, school, or University (must be reviewed and confirmed by Vice President of Academic Affairs [VPAA] and President)
- 8) Expulsion from the department, school, or University (must be reviewed and confirmed by the Vice President of Academic Affairs and President)
- 9) Revocation of admission or degree (for fraud, misrepresentation, or other serious violations of university standards in obtaining the degree; must be reviewed and confirmed by the Vice President of Academic Affairs and President)
- 10) Withholding degree until completion of process and other sanctions relating to a violation of the Student Rights and Responsibilities Code

5.12.3 Sanctions that may be imposed for general infractions include:

- 1) Warning
- 2) Probation with specific conditions
- 3) Loss of privileges
- 4) Fine
- 5) Restitution
- 6) Discretionary sanctions such as work assignments, personal development assignments, essays, or service assignments.
- 7) Suspension from the department, school, or University (must be reviewed and confirmed by Vice President of Student Affairs and President)
- 8) Expulsion from the department, school, or University (must be reviewed and confirmed by the Vice President of Student Affairs and President)



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~~9) Revocation of admission or degree (for fraud, misrepresentation, or other serious violations of university standards in obtaining the degree; must be reviewed and confirmed by the Vice President of Student Affairs and President)~~

~~10) Withholding degree until completion of process and other sanctions relating to a violation of the Student Rights and Responsibilities Code~~

~~11) Organizational sanctions, including loss of selected rights and privileges, up to and including deactivation, from the violated program/organization for a specific period of time~~

5.12.4 Interim Suspension

5.12.4.1 In urgent circumstances, interim suspension may be imposed as outlined below:

~~1) A classroom instructor, department chair, or dean may ask Campus Police to remove a student immediately from the classroom or other academic area.~~

~~2) If a student is removed, pursuant to section 5.13.4.1, item 1, an immediate report must be made to the Director of Judicial Affairs by the instructor, chair, or dean who instigated the removal.~~

~~3) The Director of Judicial Affairs may impose university suspension prior to the completion of appeals and final imposition of sanctions.~~

~~4) Interim suspension may be imposed only:~~

~~a) To ensure the safety and well-being of members of the campus community or preservation of university property; or~~

~~b) To ensure the student's own physical or emotional safety and well-being; or if the student poses an ongoing threat of disruption of, or interference with, the normal operations of the University.~~

~~5) During the interim suspension, a student shall be denied access to the campus, including classes, and all other university activities or privileges for which the student might otherwise be eligible, as the Director of Judicial Affairs or the Dean of Students may deem appropriate.~~

~~6) The interim suspension does not replace the regular due process, which shall proceed on the normal schedule.~~



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7) The student shall be notified in writing of this action and the reasons for the suspension. The notice shall include the time, date, and place of a subsequent hearing at which the student may show cause why his or her continued presence on campus does not fall within the reasons above (and at which he or she may contest whether a campus rule was violated).

5.13 Multiple Offenses, Pattern of Behavior

5.13.1 If a student is found guilty of the reported infractions and sanctions in his or her disciplinary record, then the Director of Judicial Affairs shall report the particulars of the student's disciplinary record to the Campus Appeals Board for review of the larger pattern of misbehavior. If a larger pattern of misconduct should appear, additional disciplinary measures may be imposed by the Campus Appeals Board.

5.14 No Reprisals

5.14.1 No reprisals shall be taken by or against any party or legitimate participant in the appeal process by reason of such participation. However, individuals furnishing false information and/or documentation at any point in the formal process described in this policy are subject to disciplinary action.

5.15 Disciplinary Records

5.15.1 Records of disciplinary actions shall not be made a part of the student's academic record except through the appearance in the academic record of grade reductions or failing grades as provided in section 5.8.1, but shall become part of the student's disciplinary record. The disciplinary record shall be reviewed and expunged. In situations involving both an accused student(s) (or group or organization) and a student(s) claiming to be the victim of another student's conduct, the records of the process and of the sanctions imposed, if any, shall be provided to the disciplinary/educational records of both the accused student(s) and the student(s) claiming to be the victim because the educational career and chances of success in the academic community of each may be impacted.

5.16 Concurrent Jurisdiction

5.16.1 In cases of overlapping or concurrent jurisdiction, the Dean of Students and the relevant academic dean shall determine on the locus of primary jurisdiction, according to the procedure outlined in section 5.14.1 of this policy. The dean of primary jurisdiction shall then control the process and communicate outcomes to the other dean.

5.17 Student Rights and Responsibilities



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~~5.17.1 Student rights and responsibilities are delineated in this policy. Students are also subject to other university policies. Alleged violations of university policies by students shall be handled according to the procedures set forth below.~~

~~5.18 Appeals Process, Determination and Application of Sanctions~~

~~5.18.1 Academic Infraction Due Process Procedures~~

~~5.18.1.1 Instructors shall discuss allegations of misconduct with the accused student in a confidential environment.~~

~~5.18.1.2 Sanctions associated with academic infractions shall be reported by the instructor to the student, within 10 business days of the imposition of the sanction by the instructor. Except in cases where there is a significant threat of disruption or of undermining the academic integrity of the course, instructors shall refrain from implementing irreversible sanctions (for example, denying access to class or a final exam) until the student has exhausted all appeals.~~

~~5.18.1.3 Before an appeal, the student must attempt to resolve the issue informally with the instructor.~~

~~5.18.1.4 In case of an appeal, the instructor and/or the student shall provide documentary evidence to Judicial Affairs. Judicial Affairs shall maintain original documents in a secure location and shall make copies available to the parties and the hearing officer for the appeal. Whether or not there is documentary evidence to deposit, the instructor shall file a copy of allegations with Judicial Affairs. Said copy shall be clearly labeled "under appeal" and shall not become part of the student's disciplinary record until appeals are exhausted.~~

~~5.18.1.5 Sanctions may be modified at any point in the appeals process if evidence warrants.~~

~~5.18.1.6 If the student chooses to appeal the instructor's decision, the appeal must be made in writing to the department chair within 10 business days of the instructor's final decision.~~

~~5.18.1.7 The chair shall render a decision in writing to the student and the instructor within 10 business days of receiving the student's written appeal.~~

~~5.18.1.8 If either the student or the instructor chooses to appeal the chair's decision, the appeal shall be made in writing to the Campus Appeals Board within 10 business days of the chair's decision, or if the student and instructor agree, the appeal may be made directly to the dean rather than the Board.~~



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~~5.18.1.9~~ The hearing body, whether it is the Board or the dean, shall render a decision in writing to the student and the instructor, with a copy to the chair, within 10 days of receiving the written appeal.

~~5.18.1.10~~ If either the student or the instructor chooses to appeal a decision of the Board, the appeal shall be made in writing to the dean within 10 business days of the Board's decision. The dean shall be responsible for determining remediation and sanctions after a finding by the Board that academic misbehavior occurred.

~~5.18.1.11~~ The dean shall render a decision in writing to the student and the instructor, with a copy to the chair, and to the Board if they heard the previous appeal, within 10 business days of receiving the written appeal.

~~5.18.1.12~~ The decision of the dean as to findings of academic infraction(s), remediation, and sanctions shall be final except for review of proposed suspension by the VPAA and of proposed expulsion, revocation of admission or degree by the VPAA and President.

~~5.18.1.13~~ Final decisions in which allegations of academic infraction(s) have been sustained shall be reported by the final deciding body (or by the instructor in case there are no appeals) to Judicial Affairs, with copies to the student or other parties to the appeal, within 10 business days of the decision.

5.18.2 General Infraction Due Process Procedures

~~5.18.2.1~~ All allegations of general infractions shall be reported to Judicial Affairs within 10 business days of sufficient information being gathered. Discussions of allegations with the students involved shall take place in a confidential environment. Documentary evidence shall be deposited by the accuser and/or the student to Judicial Affairs. Judicial Affairs shall maintain original documents in a secure location and shall make copies available to the parties and the hearing officer for the appeal. The allegations shall not become part of the student's disciplinary record until appeals are exhausted.

~~5.18.2.2~~ Judicial Affairs shall notify the student within five business days after receiving a report of violation and schedule a hearing with the Director of Judicial Affairs.

~~5.18.2.3~~ The Director of Judicial Affairs shall determine the merit of the complaint and assign sanctions. The Director of Judicial Affairs shall notify the student in writing of his or her finding and of any sanctions within 10 business days of the hearing. Except in cases of urgent circumstances, as outlined in section 5.13.4.1, the Director of Judicial Affairs shall refrain from implementing irreversible sanctions until the student has had the opportunity to fully pursue the appeals process.



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~~5.18.2.4~~ Sanctions may be modified at any point in the appeals process if evidence warrants. If the student chooses to appeal the decision of the Director of Judicial Affairs, the appeal shall be made in writing to the Campus Appeals Board within 10 business days of the Director's decision. The student may choose to appeal directly to the Dean of Students rather than the Board.

~~5.18.2.5~~ The hearing body, i.e. the Board or the Dean of Students, shall render a decision in writing to the student and the director of Judicial Affairs within 10 business days of receiving the written appeal.

~~5.18.2.6~~ If the student chooses to appeal the decision of the Board, the appeal shall be made in writing to the Dean of Students within 10 business days of the Board's decision. The Dean of Students shall be responsible for determining remediation and sanctions after a finding by the Board that a general infraction was committed.

~~5.18.2.7~~ The Dean of Students shall render a decision in writing to the student and the Director of Judicial Affairs, with a copy to the Board if they heard the previous appeal, within 10 business days of receiving the written notice.

~~5.18.2.8~~ The decision of the Dean of Students as to findings of general infractions, remediation, and sanctions shall be final except for review of proposed suspension by the Vice President of Student Affairs (VPSA) and of proposed expulsion, or revocation of admission or degree by the VPSA and President.

~~5.18.2.9~~ Final decisions in which allegations of general infractions have been sustained shall be reported by the final deciding body to Judicial Affairs, with copies to the student and other parties to the appeal, within 10 business days of the decision.

~~5.18.3~~ **Withdrawal of Appeals:** An appeal may be withdrawn by the appellant at any time without prejudice.

5.19 Campus Appeals Board Hearings

~~5.19.1~~ The Campus Appeals Board Chair shall convene a subcommittee from its members. The subcommittee of the Board shall consist of two members from the school/college or division referring the appeal, a third member from another unit of the University, two students, and a staff member to hear any appeal.

5.20 Disciplinary Records

~~5.20.1~~ Judicial Affairs shall be responsible for facilitating written appeals and for keeping records of all decisions under this policy, whether general or academic.



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~~5.20.2 When a sanction has been imposed and made final after any appeals, a report shall be submitted to Judicial Affairs by the final deciding instructor, officer, or Board.~~

~~5.20.3 Disciplinary records shall be kept confidential, and access, as necessary for carrying out their duties, shall be limited to deans and university line officers above the deans, Judicial Affairs, and members of the Campus Appeals Board. Nevertheless, students may give written consent to faculty members or other university employees to view their disciplinary records. A student requesting a recommendation who asks about disciplinary actions shall be presumed to give implied consent to the recommender to see the disciplinary record.~~

~~5.20.4 When the student's disciplinary record shows multiple similar infractions or a pattern of improper behavior, the Director of Judicial Affairs shall report the case to the Campus Appeals Board for further review. The Board shall hold a hearing with the student and determine further sanctions, if necessary and appropriate.~~

~~5.20.5 Determinations of when records are to be expunged or reports removed are to be made only by Judicial Affairs in order to maintain a single university standard for retention of records of Student Code actions.~~

~~5.20.6 Factors relevant to the decision to retain or delete specific records include:~~

- ~~1) How much time has elapsed since the infraction (generally, at least five years).~~
- ~~2) Whether the student has graduated.~~
- ~~3) The seriousness of the infraction and the resulting sanctions—university suspension, expulsion, and revocation of admission or degree—shall be considered for expunging only upon application by the student to the Director of Judicial Affairs and then only with the concurrence of the relevant dean, vice president, and the President.~~

~~5.20.7 Students shall apply to the Director of Judicial Affairs to have their disciplinary records expunged in accordance with the factors given in section 5.20. If the student applying for expungement has graduated, or if the disciplinary records are at least five years old, they shall be expunged unless the Director of Judicial Affairs finds circumstances requiring retention of the records, except in the cases of suspension, expulsion, or revocation or withholding of a degree which require further review, as specified in section 5.20.~~

POLICY HISTORY		
Date of Last Action	Action Taken	Authorizing Entity



**UVU BOARD OF TRUSTEES
Agenda Item Coversheet**

DATE:	November 15, 2018
TITLE:	UVU Policy 636 <i>Research Ethics and Compliance</i> (Temporary Emergency)
EXECUTIVE/RESPONSIBLE STAFF MEMBER:	Jeff Olson, Senior Vice President of Academic Affairs Dan Fairbanks, Dean of the College of Science
SUBJECT:	UVU Policy 636 <i>Research Ethics and Compliance</i> (Temporary Emergency)
BACKGROUND:	<p>Ensuring that research is conducted according to legal and ethical standards is essential to the University’s administrative imperative to operate ethically and effectively and to be in compliance with applicable laws and regulations. The University does not have a current, uniform research misconduct policy. The proposed policy would establish a process for the University to appropriately respond to allegations or evidence of research misconduct while incorporating federal regulations or guidance where applicable. It is also designed to set expectations for proper conduct in the research context, and for reporting research misconduct. The policy would also shore up the University’s compliance with the requirements of various federal agencies’ standards and procedures for preventing, remedying, and reporting misconduct in agency-funded research. UVU requests this policy be approved as a temporary emergency policy.</p>
ALTERNATIVES:	<ul style="list-style-type: none"> • Approve as presented, “I move to approve Policy 636 <i>Research Ethics and Compliance</i> as a temporary emergency.” • Amend and approve, “I move to approve, as amended I move to approve Policy 636 <i>Research Ethics and Compliance</i> as a temporary emergency.”

	<ul style="list-style-type: none">• No action, “I move that we go to the next agenda item.”
FINANCIAL IMPACT:	Compliance to this policy supports the University’s efforts to obtain funding through grants.
EXHIBITS:	a. UVU Policy 636 <i>Research Ethics and Compliance</i> (Temporary Emergency)



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Proposed Policy Number and Title: 636 Research Ethics and Compliance (Temporary Emergency)		
Existing Policy Number and Title: Not applicable		
Approval Process*		
<input type="checkbox"/> Regular	<input checked="" type="checkbox"/> Temporary Emergency	<input type="checkbox"/> Expedited
<input type="checkbox"/> New	<input checked="" type="checkbox"/> New	<input type="checkbox"/> New
<input type="checkbox"/> Revision	<input type="checkbox"/> Revision	<input type="checkbox"/> Revision
<input type="checkbox"/> Deletion	<input type="checkbox"/> Suspension	
	Anticipated Expiration Date:	
*See UVU Policy #101 <i>Policy Governing Policies</i> for process details.		

Draft Number and Date: <u>November 15, 2018, Stage 2, Temporary Emergency, BOT</u>
President's Council Sponsor: <u>Jeff Olson</u> Ext. _____
Policy Steward: <u>Kat Brown, Dan Fairbanks, Karen Clemes</u> Ext. _____

POLICY APPROVAL PROCESS DATES	
<p>Policy Drafting and Revision Entrance Date: <u>08/24/2017</u></p> <p>University Entities Review Entrance Date: <u>Not Applicable</u> Close Feedback: <u>Not Applicable</u></p> <p>University Community Review Entrance Date: <u>Not Applicable</u> Open Feedback: <u>Not Applicable</u> Close Feedback: <u>Not Applicable</u></p> <p>Board of Trustees Review Entrance Date: <u>11/15/2018</u> Approval Date: _____</p>	<p style="text-align: center;">POST APPROVAL PROCESS</p> <p>Verify:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Policy Number <input type="checkbox"/> Section <input type="checkbox"/> Title <input type="checkbox"/> BOT approval <input type="checkbox"/> Approval date <input type="checkbox"/> Effective date <input type="checkbox"/> Proper format of Policy Manual posting <input type="checkbox"/> TOPS Pipeline and Archives update <p>Policy Office personnel who verified and posted this policy to the University Policy Manual</p> <p>Name: _____</p> <p>Date posted and verified: _____</p>



UTAH VALLEY UNIVERSITY

Policies and Procedures

POLICY TITLE	Research Ethics and Compliance	Policy Number	636
Section	Academics	Approval Date	
Subsection	Faculty	Effective Date	
Responsible Office	Office of the Senior Vice President of Academic Affairs		

1.0 PURPOSE

1.1 Utah Valley University is committed to upholding the highest ethical standards in its research activities. This policy sets forth the ethical responsibilities of university community members—faculty, staff, students, and volunteers regarding research activities; the University’s commitment to compliance with federal regulations governing research ethics; and the rights of complainants and respondents when research misconduct has been alleged. This policy provides procedures for preliminary assessment of allegations of research misconduct and remedies for research misconduct. This policy also outlines the procedures for alleging, inquiring into, reporting, investigating, making formal findings of, and resolving research misconduct. This policy applies to all persons employed by or affiliated with the University in any way.

2.0 REFERENCES

- 2.1 *Research Misconduct*, 14 C.F.R. Part 1275
- 2.2 *Public Health Service Policies on Research Misconduct*, 42 C.F.R. Part 93
- 2.3 *Research Misconduct*, 45 C.F.R. Part 689
- 2.4 *Department of Defense Instruction No. 3210.7* (2004)
- 2.5 *Policy on Research Misconduct*, 70 Fed. Reg. 37, 010 (June 28, 2005)
- 2.6 *Research Misconduct; Statement of Policy*, 68 Fed. Reg. 53,862 (Sept. 12, 2003)
- 2.7 *Environmental Protection Agency Order No. 3120.5* (2003)
- 2.8 *Research Misconduct Policy*, National Endowment for the Humanities
- 2.9 *Implementation Guidance for Executive Office of the President Office of Science and Technology Policy “Federal Policy on Research Misconduct”* (2002), 2.9 U.S. Department of Transportation,



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- 2.10 *Veterans Health Administration Handbook 1058.02 (2014)h*
- 2.11 *Research Integrity, National Institutes of Health*
- 2.12 *Utah Code § 63G-2 Government Records Access and Management Act*
- 2.13 *UVU Policy 114 Conflict of Interest*
- 2.14 *UVU Policy 135 Use of Copyrighted Materials*
- 2.15 *UVU Policy 136 Intellectual Property*
- 2.16 *UVU Policy 137 Sponsored Programs (Grants, Contracts, Cooperative Agreements)*
- 2.17 *UVU Policy 138 Institutional Review Board*
- 2.18 *UVU Policy 142 Export Control*
- 2.19 *UVU Policy 371 Corrective Actions and Termination for Staff Employees*
- 2.20 *UVU Policy 541 Student Rights and Responsibilities Code*
- 2.21 *UVU Policy 635 Faculty Rights and Professional Responsibilities*
- 2.22 *UVU Policy 648 Faculty Personnel Reductions (Interim Policy)*
- 2.23 *Policy 652 Care and Use of Vertebrate Animals in Research and Instruction*

3.0 DEFINITIONS

- 3.1 Allegation:** Any written or oral statement or other indication of possible research misconduct made to the appropriate department chair, dean, manager, director, vice president, or other university officials, as designated in this policy.
- 3.2 Conflict of interest:** A conflict of interest exists when a university employee's professional judgment or performance are biased or compromised by the employee's non-university interests.
- 3.3 Complainant:** An individual who reports allegations of research misconduct to the Research Officer, a chair, a dean, a vice president, or other university officials, as designated in this policy.
- 3.4 Fund:** To provide monetary support for grants, cooperative agreements, fellowships, or contracts.



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3.5 Good faith allegation: An allegation made with the honest belief that research misconduct may have occurred. An allegation is not in good faith if it is made with reckless disregard for or willful ignorance of facts that would disprove the allegation.

3.6 Hearing: A formal process for reviewing the formal finding(s) of fact, conclusions, and recommendations of research misconduct proceedings.

3.7 Inquiry: Information gathering and initial fact-finding to determine whether an allegation or apparent instance of misconduct warrants an investigation.

3.8 Institutional Animal Care and Use Committee (IACUC): A diverse body of university faculty researchers, veterinarians, staff, and unaffiliated community members appointed by the President or the President's delegee. This committee reviews animal care and use protocols, evaluates the animal care and use program at regular intervals, and monitors university animal facilities and research activities to ensure compliance with protocols, standards, and regulatory requirements.

3.9 Institutional Review Board (IRB): A body of university faculty researchers and other appointed members of the university community whose function is to review proposed research involving human subjects to ensure that the rights of human subjects are protected and that risk of harm is minimized.

3.10 Investigation: For the purposes of this policy, a formal examination and evaluation of all relevant facts to determine if an instance of research misconduct has taken place.

3.11 Office of Sponsored Programs (OSP): An office within the University that administers externally funded research and other programs and that is charged with assisting faculty and other university personnel to obtain external funding for research and other scholarly activities. It also provides oversight on issues of university compliance with federal, state, and local laws and regulations.

3.12 Preponderance of the evidence: Sufficient evidence that, compared with the evidence opposing it, supports a finding that an allegation of misconduct is more probably true than not, or more than 50 percent in favor that the misconduct occurred as alleged.

3.13 Program director/principal investigator (PD/PI): The faculty or staff member who directs a research program/project. The PD/PI is the individual with primary responsibility for the proper conduct and management of a project.

3.14 Research: Systematic study directed toward enhanced scientific or scholarly knowledge or toward understanding of the subject matter, or the use of such knowledge or understanding directed toward the production of useful materials, devices, systems, or methods. Academic tasks undertaken for the sole purpose of furthering personal knowledge or understanding of the subject



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matter, such as assignments in undergraduate courses, are not considered “research” under this policy.

3.15 Research activities: Proposing, conducting, reviewing, or reporting research or the results of research.

3.16 Research Officer: The institutional official appointed by the Senior Vice President of Academic Affairs who is responsible for research integrity, including but not limited to assessing allegations of research misconduct and determining when such allegations warrant inquiries and for overseeing inquiries and investigations. The Research Officer is also the institutional official who makes formal findings, conclusions, and recommendations on allegations of research misconduct and any responsive institutional actions.

3.17 Research misconduct: Fabrication, falsification, plagiarism, willful disregard of policies related to research, or other practices that seriously deviate from practices that are commonly accepted within the academic research community for proposing, conducting, or reporting research. This does not include honest errors or honest differences in interpretations or judgments of data.

3.17.1 Fabrication: Falsely making up results and recording or reporting the fabricated results.

3.17.2 Falsification: Manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is deliberately misrepresented in the research record.

3.17.3 Plagiarism: The appropriation of another person's ideas, processes, results, or words without giving appropriate credit and without specific approval, including those obtained through confidential review of others' research proposals and manuscripts.

3.17.4 Deliberate interference: Intentionally causing material harm to the research or scholarly work of others, including damaging or destroying the property of others such as research equipment or supplies, disrupting active experiments, or altering or deleting products of research, including data.

3.17.5 Dishonesty in publication: Knowingly publishing material that will mislead readers, for example, misrepresenting data, particularly its originality; misrepresenting research progress; adding the names of other authors without permission; or engaging in duplicate publication when such practice is prohibited by the publisher or when permission to re-publish has not been granted.

3.17.6 Violation of regulations: Failure to adhere to or to receive the approval required for work under research regulations of federal, state, local, or university committees such as the University's IRB, IACUC, or Biosafety Committee.



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3.18 Research record: Any data, document, computer file, data-storage device, or any other written or non-written account or object that reasonably may be expected to provide evidence or information regarding the proposed, conducted, or reported research that constitutes the subject of an allegation of misconduct. A research record includes but is not limited to grant or contract applications, whether funded or unfunded; grant or contract progress and other reports; laboratory notebooks; notes; correspondence; videos; photographs; X-ray film; slides; biological materials; computer programs, files and printouts; manuscripts; publications; equipment use logs; laboratory procurement records; animal facility records; human and animal subject protocols; consent forms; medical charts; and patient research files.

3.19 Respondent: An individual who is alleged to have engaged in research misconduct associated with the University.

3.20 Retaliation: Any action taken by the University or an individual that adversely affects the employment or other institutional status of an individual because the individual has, in good faith, made an allegation of misconduct or of inadequate institutional response, or cooperated in good faith with an investigation of such allegations, or participated in a research misconduct investigation or proceeding.

3.21 Whistleblower: A complainant or other individual who does one or more of the following: documents or makes a good faith report of suspected research misconduct; participates or gives information in a research misconduct investigation, hearing, court proceeding, legislative or other inquiry, or administrative review; and/or objects to or refuses to carry out a directive that the person reasonably believes would constitute research misconduct or would violate a state or federal law, rule, or regulation governing research misconduct.

4.0 POLICY

4.1 Scope of this Policy

4.1.1 This policy applies to all persons employed by or affiliated with Utah Valley University in any way, including but not limited to trustees, administrators, faculty, staff, students, or independent contractors, volunteers, or researchers from other organizations or institutions who are using UVU facilities, resources, personnel, or students for research purposes. This policy exclusively governs the University's procedures for addressing research misconduct, including without limitation the investigation and discipline process.

4.2 Responsibilities of University Members

4.2.1 General Responsibility. Each member of the university community has a responsibility to promote an environment of intellectual honesty and integrity and to comply with applicable laws, regulations, signed contracts or other agreements, and policies of the University and its research



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sponsors. This responsibility includes but is not limited to complying with laws, regulations, and policies concerning the following:

- Intellectual property, including copyrighted materials;
- Disclosure and management of conflicts of interest;
- Protection of human subjects, including seeking and maintaining the approval of the University's IRB;
- Protection of animal subjects, including seeking and maintaining the approval of the University's IACUC;
- Use of recombinant DNA;
- Use of radioactive material;
- Use of hazardous chemicals or biologicals;
- Compliance with contracts or other agreements associated with research;
- Conduct of classified research; and/or
- Export/import control.

Misconduct in any aspect of research or scholarly endeavor may lead to appropriate disciplinary action, up to and including termination or expulsion.

4.2.2 Employee Responsibility. University employees shall cooperate with the Research Officer and other university officials in inquiries and investigations of research misconduct allegations. Employees have an obligation to provide all evidence of research conduct and potential misconduct upon the request of the Research Officer or other institutional personnel officially engaged in an inquiry or investigation.

4.2.3 Supervisor Responsibility. Supervisors must enforce the highest standards for conducting research and creating and maintaining records of the research. The risk of misconduct occurring increases in an environment where there is a lack of supervision. Specifically, department chairs, other supervisors, and program directors/principal investigators should clearly articulate standards and protocols for research, scholarship, and creative work, through discussion and review of research, and, when possible, with written guidelines that adhere to best practices.

4.2.4 Individual Reporting Responsibility. Any member of the university community who knows, suspects, or is informed that an act of research misconduct has occurred or is occurring should report such misconduct by following the procedures in this policy. Reporting such concerns in good faith is a service to the University and to the larger academic community, and will not jeopardize the reporter's employment or status within the University. The University prohibits retaliation of any kind against a person who, acting in good faith, reports or provides information about suspected or alleged misconduct.



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4.2.5 Funding Agency Requirements. The University shall comply with funding agency requirements, including but not limited to formal regulations regarding the investigation of allegations of misconduct involving research activities. The Research Officer, in consultation with the Office of General Counsel and the Senior Director of Office of Sponsored Programs (OSP), will determine the applicability of external regulations in each particular case.

4.2.6 Rights of Complainant or Whistleblower. Institutions are required to undertake diligent efforts to protect the positions and reputations of those persons who, in good faith, make research misconduct allegations or who are whistleblowers under this policy. The Research Officer will make reasonable and practical efforts to prevent retaliation and to counter potential and/or actual retaliation against these persons in the terms and conditions of their employment or other status at the institution and will review instances of alleged retaliation for appropriate action. Employees, staff, and students should immediately report any alleged or apparent retaliation to the Research Officer. The institution will also undertake to protect the privacy, to the maximum extent possible under applicable policy and law, of research misconduct complainants or whistleblowers. The complainant will be advised that, depending on the circumstances of the case, complete anonymity may not be fully protected, but will be protected to the extent possible if the matter is referred to an investigation committee and the complainant's or whistleblower's testimony is required.

4.2.7 Retaliation Prohibited. Retaliation against an individual who alleges research misconduct in good faith is prohibited. Retaliation against whistleblowers who act in good faith or against others who honestly participate in a research misconduct investigation or proceeding is also prohibited.

4.2.8 Rights of Respondent. Because of the potential jeopardy to the reputation and rights of an accused, great care must be taken to handle both inquiries and investigations in a way that preserves confidentiality, providing information only to those with a need to know. Inquiries and investigations will be conducted in a manner that ensures fair treatment to the respondent(s) in thoroughly carrying out the inquiry or investigation, and confidentiality to the extent possible without compromising public health and safety. Respondents accused of research misconduct may consult with legal counsel, or a non-lawyer personal advisor (who is not a principal or witness in the case) to seek advice and may bring the counsel or personal advisor to interviews or meetings on the case with approval of the inquiry/investigation committee. During investigative or informal meetings or interviews, the counsel or personal advisor may only advise the complainant or respondent and may not actively participate in the investigation or informal process.

4.2.9 Remedies. The appropriate institutional response to research misconduct will vary with the facts and circumstances of each case. In addition to requiring correction of the research record, the University has recourse to a variety of disciplinary actions against individuals whose conduct violates this policy, up to and including in severe cases and following applicable university procedures, expulsion of a student, termination of an employee, or revocation of tenure.



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5.0 PROCEDURE

5.1 Training

5.1.1 Administrative staff, faculty members, and students shall complete any training related to this policy that the University requires and are strongly encouraged to complete other recommended trainings.

5.2 Reporting and Receiving Allegations

5.2.1 Allegations of research misconduct and the basis for them shall be communicated confidentially, in a timely manner, and preferably, though not necessarily, in writing to the appropriate vice president, dean, director, department chair (hereafter collectively called “administrator”), Research Officer or the Office of General Counsel.

5.2.2 Upon receipt of such an allegation or other indication of misconduct, the administrator shall promptly inform the Research Officer and the Office of General Counsel.

5.2.3 Upon receiving an allegation of research misconduct, the Research Officer will immediately assess the allegation to determine whether it is sufficiently credible and specific so that potential evidence of research misconduct may be identified, whether external sponsors are involved, and whether the allegation falls under the definitions of research misconduct contained in this policy.

5.2.4 If the Research Officer determines that an allegation or indication of research misconduct is sufficiently credible and specific, then the Research Officer, in consultation with the Office of General Counsel, shall designate an individual or individuals without conflicts of interest to conduct an inquiry.

5.2.5 If the Research Officer or any other individual who participates in a research misconduct case has a conflict of interest or is unavailable, they shall notify the Senior Vice President of Academic Affairs (SVPAA), who will review the conflict and appoint a designee to participate in their stead if necessary.

5.2.6 Respondents accused of research misconduct may consult with legal counsel or a non-lawyer personal advisor (who is not a principal or witness in the case) to seek advice and may bring the counsel or personal advisor to interviews or meetings on the case with approval of the inquiry/investigation committee. During investigative or informal meetings or interviews, the counsel or personal advisor may only advise the complainant or respondent and may not actively participate in the investigation or informal process.



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5.3 Inquiry

5.3.1 An inquiry is not a formal hearing or investigation. It is intended to distinguish serious allegations deserving further investigation through this process from trivial, frivolous, unjustified, or clearly mistaken allegations, or from situations that clearly do not involve serious research misconduct and which may be appropriately pursued through other administrative channels or through informal resolution.

5.3.2 The Research Officer will oversee the inquiry process.

5.3.3 Upon initiation of an inquiry, the Research Officer shall provide written notice to the respondent(s) of the allegation(s) or other indication(s) of misconduct.

5.3.4 The Research Officer shall secure the necessary and appropriate assistance to ensure a thorough and authoritative evaluation of the allegation(s). Such assistance will typically include an individual with training and/or experience in investigations and/or the conduct of inquiries. With the additional assistance, if needed, of an expert in the academic discipline involved (either from within the University or elsewhere), the Research Officer shall determine promptly whether the allegation or other indication of misconduct appears sufficiently well founded to warrant a formal investigation.

5.3.5 During the inquiry, every reasonable effort shall be made to keep confidential the identity of respondent(s) and complainant(s), and the contents, substance, and proceedings of the inquiry. Work product that includes suspect content or data may be placed on hold and sequestered if deemed necessary by the Research Officer. Sufficiently detailed documentation shall be kept, in a secure manner, to permit later assessment of the adequacy of the inquiry.

5.4 Reporting on the Inquiry

5.4.1 The individual(s) appointed to conduct the inquiry shall prepare a written report. The report shall include a statement of the allegation, a description of the evidence reviewed, summaries of the relevant interviews, and the conclusions of the inquiry. The report shall contain an assessment of whether there is reasonable cause to believe that a formal investigation is warranted.

5.4.2 If the inquiry concludes that a formal investigation is warranted, the respondent(s) shall be given the opportunity to comment on the report; these comments will become part of the record. The individual who made the allegation may review and comment on the portion of the report directly related to the individual's testimony or other evidence

5.4.3 The report of the inquiry, along with any formal comments on the report, shall be forwarded to the SVPAA. The SVPAA shall notify the Office of General Counsel and any other appropriate university official.



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5.4.4 If the inquiry produces reasonable cause to warrant a formal investigation, the Research Officer will initiate a formal investigation.

5.4.5 The Research Officer, in consultation with the Office of General Counsel and OSP, shall decide if and when external funding agencies, if any, are to be notified, what any such notification shall include, and to whom it should be directed. Any such notice shall be provided by the Research Officer and OSP Director with the assistance of appropriate university officials.

5.4.6 The Research Officer, in consultation with the Office of General Counsel and OSP, will determine what additional notification is necessary. Every reasonable effort will continue to be made to protect the identity of the respondent(s) and the complainant(s) from all except those who have a legitimate need to know.

5.4.7 If the inquiry does not produce sufficient evidence to warrant a formal investigation, the Research Officer, after consultation with the Office of General Counsel, shall inform any persons involved in the informal inquiry to whom the identity of the Respondent(s) was disclosed.

5.4.8 Allegations of academic misconduct determined to be unsupported and not made in good faith may lead to disciplinary action against the complainant or whistleblower.

5.5 Investigation

5.5.1 Upon determining that a formal investigation is warranted, the investigation must be commenced within 30 days of the completion of the inquiry unless the Research Officer determines that commencement should be delayed for good cause.

5.5.2 The Research Officer, in consultation with the Office of General Counsel as needed, shall appoint an ad hoc investigating committee and determine its composition and size. The committee should include at least one faculty member who is an expert in the general academic field of the research in question and may also include one or more such experts from outside the University if deemed appropriate by the Research Officer. The Research Officer shall ensure that none of the investigation committee members has a conflict of interest in serving on the committee.

5.5.3 The Research Officer shall inform the respondent(s) of the initiation of the investigation, the composition of the ad hoc investigating committee, and the charge to that committee.

5.5.4 In cases that present potential danger to third parties (for example, animals or research subjects) or that require interim measures pending final resolution, and in accordance with applicable university policies regarding suspension, the appropriate university official, in consultation with the Research Officer, Human Resources, and the Office of General Counsel, may meet with the respondent for the purposes of imposing a temporary suspension of duties, pending conclusion of the formal investigation. At such a meeting, the respondent shall be informed of the reasons for consideration of a temporary suspension and afforded the



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opportunity to oppose such action. The respondent's counsel may accompany the respondent at such a meeting, but may only advise the respondent and may not actively participate.

5.5.5 An attorney assigned by the Office of General Counsel shall advise the ad hoc investigating committee on procedural matters.

5.5.6 In the absence of extraordinary circumstances, the ad hoc investigating committee shall gather evidence and reach a finding within 120 days of appointment.

5.5.7 The ad hoc investigating committee shall secure the necessary and appropriate expertise to carry out a thorough investigation and authoritative evaluation of the relevant evidence.

5.5.8 The investigation will normally include examination of all documentation, including but not necessarily limited to relevant research data and proposals, publications, correspondence, and memoranda of meetings and telephone calls.

5.5.9 Whenever possible, interviews should be conducted with all individuals involved either in making the allegation or against whom the allegation is made, as well as other individuals who might have information regarding key aspects of the allegations. Complete summaries of these interviews should be prepared, provided to the interviewed party for comment or revision, and included as part of the investigation file. Audio recording shall not be permitted in any part of the proceedings unless all present parties explicitly consent.

5.5.10 During the formal investigation, every reasonable effort shall be made to protect the identity of those respondent(s) and the complainant(s) from third parties. However, at this stage the respondent(s) shall normally be entitled to know the identity of all witnesses called before the committee. Cases that depend specifically upon the observations or statements of the complainant cannot proceed without the involvement of that individual; other cases that can rely on documentary evidence may permit the complainant to remain anonymous.

5.5.11 A finding of misconduct requires that:

5.5.11.1 There is a significant departure from accepted practices of the relevant academic community.

5.5.11.2 The misconduct be committed intentionally, knowingly, or in reckless disregard of this policy and/or accepted practices; and

5.5.11.3 The allegation is proven by a preponderance of evidence.

5.5.12 The investigation committee shall make preliminary written findings as to whether the alleged misconduct by a preponderance of the evidence is unfounded, inconclusive, or substantiated:



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5.5.12.1 A decision of “unfounded” indicates either that there is insufficient evidence for the investigators to conclude that the event(s) occurred as alleged, or even if the event(s) occurred, it/they did not constitute research misconduct.

5.5.12.2 A decision of “inconclusive” means that the evidence provided by both parties did not reach a preponderance of evidence in favor of either party.

5.5.12.3 A decision of “substantiated” means that the events occurred as alleged by a preponderance of evidence in favor of the complainant.

5.5.13 To make a finding of research misconduct, the University has the burden of proof by a preponderance of the evidence. The respondent has the burden of proving by a preponderance of the evidence any affirmative defenses, including honest error or differences of opinion, and of providing any mitigating factors that the respondent wants the ad hoc committee to consider.

5.5.14 At fact-finding meetings of the committee, but not during its deliberations, the respondent(s) shall be permitted to be present with a support person who may be an attorney, but whose role shall be limited to advising the respondent(s).

5.5.15 The ad hoc committee shall keep the respondent(s) and the Research Officer apprised of any additional allegations, other material developments during the investigation, and any need for delay in the investigation.

5.6 Formal Findings of the Investigation

5.6.1 At the conclusion of the investigation, the ad hoc committee shall prepare a summary of its preliminary findings of fact as to whether research misconduct occurred and recommendations regarding outcome. If the misconduct is substantiated, the report should also include a preliminary determination of the severity and impact of the misconduct. The respondent(s) shall be provided the opportunity to comment on the report within a timeline approved by the Research Officer, and this comment will become part of the record. The complainant(s) shall be provided with the portions of the report that describe their role and opinions in the investigation; the complainant(s) shall have an opportunity to respond within the timeline approved by the Research Officer.

5.6.2 External funding agencies must be notified during an investigation of facts that may affect current or potential funding of the individual(s) under investigation, or that may need to be disclosed in order to ensure proper use of federal or other funds or protection of the public interest. The Research Officer and OSP Director shall make such notifications after consulting with the Office of General Counsel on regulatory and agency requirements.

5.6.3 The ad hoc committee shall submit its written report, along with the complete investigatory file, to the Research Officer. The Research Officer shall make formal findings of fact as to whether research misconduct occurred and recommend what actions to take in light of the report,



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in consultation with the Office of General Counsel, the OSP Director, and the Associate Vice President of Academic Administration (in the case of faculty respondents), Human Resources (in the case of faculty or staff respondents), or the Director of Student Conduct (in the case of student respondents). The Research Officer shall notify the respondent(s) and the appropriate university officials of the Research Officer's findings, conclusions, and recommendations in writing along with supporting documentation including the report of the ad hoc committee. In consultation with the OSP Director, the Office of General Counsel, and other appropriate university official(s), the Research Officer shall then decide if and when external funding agencies, if any, are to be notified, what any such notification shall include, and to whom it should be directed. The Research Officer and the OSP Director shall provide this notice.

5.6.4 Investigatory files will be maintained in a secure manner during and upon completion of the investigations. All documents, records, recordings, and other information associated with the research misconduct process are designated as protected in accordance with the Utah *Government Records and Management Act (GRAMA)*.

5.7 Request for Review Hearing

5.7.1 The respondent(s) may request a formal review hearing within 10 working days of receipt of the Research Officer's written notice by filing a written request for a review hearing with the SVPAA.

5.7.2 The written request for a review hearing must include the reasons for seeking the review. The respondent must identify in the written request at least one or more of the following grounds as the reason for seeking the review:

5.7.2.1 New evidence unavailable to the Respondent during the investigation has been discovered that could materially impact the investigation findings and/or resolution;

5.7.2.2 Procedural errors raising substantial concerns that the procedures outlined in this policy were not followed, or that the investigation was not thorough, fair, and/or impartial, which substantially impacted the outcome of the investigation. Lengths of the investigation or recommendation processes are not considered procedural errors.

5.7.2.3 The recommended sanction is substantially disproportionate to the severity of the violation.

5.7.3 If the respondent does not request a formal review hearing as set forth above, the Research Officer shall forward the written report of the ad hoc committee and the recommendation of the Research Officer to the SVPAA for approval and final decision.

5.7.4 When a timely request for a review hearing is filed, the SVPAA shall refer matters where the recommended sanction of the respondent includes final written warning, demotion, suspension, termination, or expulsion to the appropriate university official usually charged with



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overseeing formal review hearings or grievances for that respondent under the applicable university appeal, review, or grievance policy and procedures.

5.7.4.1 For faculty respondents, the SVPAA or designee will institute a review hearing under UVU Policy 648 *Faculty Personnel Reduction (Interim Policy)*.

5.7.4.2 For student respondents, the SVPAA or designee will refer the review hearing to the Student Conduct Office under UVU Policy 541 *Student Rights and Responsibilities Code*.

5.7.4.3 For staff respondents, the SVPAA or designee will refer the review hearing to the Associate Vice President for Human Resources applicable staff grievance procedures in place at the time.

5.7.5 The final executive decision maker for all student respondents in research misconduct cases shall be the Dean of Students and for all employee respondents shall be the SVPAA (or their designees). The review panels in the above-described processes shall make written recommendations to these final executive decision makers. The executive decision maker will then consult with other university officials and the Office of General Counsel as needed, make the final decision, and deliver the written decision to the Research Officer and the Respondent(s).

5.7.6 For all recommended sanctions that involve sanctions lesser than final written warning, demotion, suspension, termination, or expulsion, the appropriate university official, as identified above, shall decide on the appropriate outcome after reviewing the ad hoc committee's written report, the Research Officer's written notice, and, if questions remain, the full investigative file.

5.7.7 The University will undertake efforts, as appropriate and feasible, to protect, and if necessary to restore, the reputations of persons alleged to have engaged in misconduct when allegations are not confirmed, and will also undertake efforts to protect the positions and reputations of those persons who, in good faith, made allegations.

5.7.8 In consultation with the Research Officer and the Office of General Counsel, OSP shall notify external funding agencies of the final outcome of an investigation involving their funded project(s), and provide them with any final reports or documentation that are required by agency guidelines.

5.7.9 Federal funding agencies have retained the right to impose additional sanctions, beyond those applied by the institution, upon investigators or institutions if they deem such action appropriate in situations involving funding from their respective agencies; such agencies may also have standards of proof that differ from those used in the University's disciplinary proceedings. The University will make all necessary efforts to comply fully with agency requirements and guidelines.

5.7.10 Questions regarding these procedures may be directed to the Research Officer.



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POLICY HISTORY		
Date of Last Action	First created and approved.	UVU Board of Trustees



**UVU BOARD OF TRUSTEES
Agenda Item Coversheet**

DATE:	November 29, 2018
TITLE:	UVU Policy 705 <i>Unmanned Aircraft Systems (Drones)</i>
EXECUTIVE/RESPONSIBLE STAFF MEMBER:	Jeff Olsen, Senior Vice President of Academic Affairs/ Robin Ebmeyer, Director, Emergency Management Bruce Eliason, Manager, Risk Management
SUBJECT:	UVU Policy 705 <i>Unmanned Aircraft Systems (Drones)</i>
BACKGROUND:	<p><i>PLEASE NOTE:</i> This policy was approved by the Board of Trustees at the October 25, 2018, meeting; however the incorrect draft was distributed to Board of Trustee members. We apologize for the inconvenience this may have caused and have submitted the correct draft for the Board’s review and approval at this meeting.</p> <hr/> <p>Policy 705 returned to Stage 3 after review by Board of Trustees earlier this year. The following were specific concerns the Board of Trustees had regarding the policy: sanctions for misuse of a UAS on campus property, additional language regarding privacy, and fines for violating this policy.</p> <p>In section 4.7 “Sanctions for Policy Violation,” additional language was added about fines and disciplinary action, specifically lines 121-122.</p> <p>In section 4.3.5 the policy addresses privacy; however in 4.6.2 supplementary language specifies locations where there would be a reasonable expectation of privacy.</p> <p>Section 5.2 was created to address the issue of fines. This section states there can be a fine</p>

	<p>imposed without a designated amount. This will allow President’s Council to determine if and or what should occur related to a fine and the specific violation. Furthermore, there is a section on how to appeal a fine and direction given to when the fine should be paid if enforced.</p>
ALTERNATIVES:	<ul style="list-style-type: none"> • Approve as presented, “I move to approve UVU Policy 705 <i>Unmanned Aircraft Systems (Drones)</i> for entrance into the UVU Policy Manual.” • Amend and approve, “I move to approve, as amended UVU Policy 705 <i>Unmanned Aircraft Systems (Drones)</i> for entrance into the UVU Policy Manual.” • No action, “I move that we go to the next agenda item.”
FINANCIAL IMPACT:	
EXHIBITS:	<p>a. Policy 705</p>



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Proposed Policy Number and Title: <i>705 Unmanned Aircraft Systems (Drones)</i>		
Existing Policy Number and Title:		
Approval Process*		
<input checked="" type="checkbox"/> Regular	<input type="checkbox"/> Temporary Emergency	<input type="checkbox"/> Expedited
<input checked="" type="checkbox"/> New	<input type="checkbox"/> New	<input type="checkbox"/> New
<input type="checkbox"/> Revision	<input type="checkbox"/> Revision	<input type="checkbox"/> Revision
<input type="checkbox"/> Deletion	<input type="checkbox"/> Suspension	
	Anticipated Expiration Date:	
*See UVU Policy 101 <i>Policy Governing Policies</i> for process details.		

Draft Number and Date: <u>Board of Trustees, October 17, 2018</u>
President's Council Sponsor: <u>Val Peterson</u> Ext. _____
Policy Steward: <u>Bruce Eliason & Robin Ebmeyer</u> Ext. _____

POLICY APPROVAL PROCESS DATES	
<p>Policy Drafting and Revision Entrance Date: <u>11/12/2015</u></p> <p>University Entities Review Entrance Date: <u>10/26/2017</u> Close Feedback: <u>1/5/2018</u></p> <p>University Community Review Entrance Date: <u>2/15/2018</u> Open Feedback: <u>2/15/2018</u> Close Feedback: <u>3/8/2018</u></p> <p>Board of Trustees Review Entrance Date: <u>9/27/2018</u> Approval Date: _____</p>	<p style="text-align: center;">POST APPROVAL PROCESS</p> <p>Verify:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Policy Number <input type="checkbox"/> Section <input type="checkbox"/> Title <input type="checkbox"/> BOT approval <input type="checkbox"/> Approval date <input type="checkbox"/> Effective date <input type="checkbox"/> Proper format of Policy Manual posting <input type="checkbox"/> TOPS Pipeline and Archives update <hr/> <p>Policy Office personnel who verified and posted this policy to the University Policy Manual Name: _____ Date posted and verified: _____</p>



UTAH VALLEY UNIVERSITY Policies and Procedures

POLICY TITLE	Unmanned Aircraft Systems (Drones)	Policy Number	705
Section	Risk Management/Safety	Approval Date	
Subsection	Risk Management	Effective Date	
Responsible Office	Office of the Vice President of Finance and Administration		

1.0 PURPOSE

1.1 Utah Valley University (UVU) complies with the Federal Aviation Administration (FAA) and all applicable federal and state laws and regulations for the operation of unmanned aircraft systems (UAS). This policy establishes university policy and procedures for the authorization and operation of UAS for teaching, scholarship, and outreach on university property, while ensuring compliance with legal obligations and reducing risks to safety, security, and privacy.

2.0 REFERENCES

- 2.1 14 CFR Part 1 *Definitions and Abbreviations*
- 2.2 14 CFR Part 91 *General Operating and Flight Rules*
- 2.3 14 CFR Part 101 *Moored Balloons, Kites, Amateur Rockets, Unmanned Free Balloons, and Certain Model Aircraft*
- 2.4 14 CFR Part 107 *Small Unmanned Aircraft Systems*
- 2.5 PL 112-095 *FAA Modernization and Reform Act of 2012*
- 2.6 Utah Code §72-14 *Unmanned Aircraft—Drones*
- 2.7 Utah Code §76-6-206 *Criminal Trespass*
- 2.8 Utah Code §76-9-402 *Privacy Violation*
- 2.9 Utah Code §76-9-702.7 *Voyeurism Offenses—Penalties*
- 2.10 UVU Policy 425 *Scheduling Campus Facilities*



UTAH VALLEY UNIVERSITY Policies and Procedures

3.0 DEFINITIONS

3.1 Authorized visitors and contractors: For the purposes of this policy, individuals who are not UVU students or employees but have, as private citizens or vendor/contractors, obtained permission pursuant to this policy to operate an unmanned aircraft system (UAS) on university property.

3.2 Controlled environment: For the purposes of this policy, an area in which precautions have been implemented to ensure the safety of participants and bystanders. Examples include but are not limited to safety barriers, visual indicators of operational areas, cones or tape preventing access to a defined area, or netting where UAS are being utilized.

3.3 Federal Aviation Administration (FAA): The federal agency that has governing authority over the operation of unmanned aircraft in the United States national airspace system.

3.4 Pilot-in-command (pilot): The individual who has ultimate control over the UAS and who is directly responsible for UAS operation.

3.5 University program: All UVU certificate, undergraduate, and graduate programs and all UVU community and continuing education programs.

3.6 University property: For the purposes of this policy, any campus or facility owned or leased by the University, including but not limited to the Orem, Wasatch, UVU West, Thanksgiving Point, and Provo Airport campuses.

3.7 Unmanned aircraft (UA/Drone): An aircraft that is operated remotely without the possibility of direct human intervention or piloting from within or on the aircraft regardless of size. UAs include but are not limited to blimps and rockets. For the purposes of this policy, references to UAS also incorporate UA.

3.8 Unmanned aircraft system (UAS): An unmanned aircraft plus associated components (including communication links and the components that control the unmanned aircraft) that are required for the pilot-in-command to operate an unmanned aircraft safely. For the purposes of this policy, references to UAS refer to all unmanned aircraft and their systems weighing less than 55 lbs.

4.0 POLICY

4.1 Scope

4.1.1 The University complies with all applicable federal and state laws governing the use of unmanned aircraft systems and enforces these laws on university property.



UTAH VALLEY UNIVERSITY Policies and Procedures

4.1.2 All UVU employees and students and authorized visitors must comply with this policy in the operation of UAS on university property. If any part of this policy is not in compliance with FAA regulations and applicable law, those laws shall govern.

4.1.3 While the FAA does not regulate UAS operation within buildings, this policy also governs UAS operation within UVU buildings. UAS may be operated in UVU buildings only within a controlled environment (as defined in section 3.2) under the direction of an academic program, student club registered with UVU, or Student Affairs, or as part of an activity with specific authorization from a faculty or staff member and only after otherwise complying with this policy. Pilots must also comply with Policy 425 *Scheduling Campus Facilities*.

4.1.4 The University's Office of Risk Management, in consultation with the Office of General Counsel as needed, oversees compliance to this policy and all applicable federal and state laws and regulations by members of the university community and authorized visitors and contractors. The Safety Coordinator of the School of Aviation Science serves in an advisory capacity to those seeking authorization to fly a UAS on or off university property. The Safety Coordinator may not provide legal advice and is not responsible for granting or denying authorization for the operation of a UAS; however, the Safety Coordinator is responsible for assisting the person or program in complying with FAA regulations and UVU policy. (See section 5.1 for the procedure for obtaining authorization to operate a UAS on university property.)

4.1.5 Operations of UAS internationally must be in compliance with Policy 142 *Export Control* and the laws of the country in which the UAS is operated.

4.2 Unauthorized Operation of UAS

4.2.1 Unauthorized operation of a UAS on any UVU campus is strictly prohibited. This includes but is not limited to operation of UAS for hobby, recreational, commercial, research, or educational purposes on university property by anyone, including employees, students, visitors, or contractors.

4.2.2 Unauthorized UAS pilots will be required to immediately cease flight operation.

4.3 Authorized Operation of UAS on University Property

4.3.1 All pilots of UAS on university property must be approved and receive written authorization from the Office of Risk Management in the form of a *UVU Flight Authorization Document* before operation of a UAS. (See section 5.1 for the procedure to obtain authorization.)

4.3.2 In addition to obtaining a *UVU Flight Authorization Document*, visitors and contractors seeking to operate a UAS on university property must provide a *Certificate of Insurance* to the Office of Risk Management as part of the authorization process.



UTAH VALLEY UNIVERSITY Policies and Procedures

4.3.3 UVU students operating a UAS on or off university property as part of a university program, department, or class must be supervised at all times by faculty or staff who have completed the UVU UAS/drone training on this policy and obtained a *UVU Flight Authorization Document*. Under extenuating circumstances, or as part of a class project or assignment, a student may operate a UAS without supervision if the student has completed the UVU UAS/drone training and has obtained a *UVU Flight Authorization Document*. UVU clubs must be supervised by a responsible party (club president or other who has completed training and obtained a *UVU Flight Authorization Document*).

4.3.4 Before operating UAS outdoors on university property, authorized pilots must notify UVU Police (801-863-5555).

4.3.5 Authorized pilots must operate their UAS safely, without risk of injury to people or property, and without violating the privacy of others.

4.3.6 Operations of UAS must comply with this policy; with FAA regulations, authorizations, and grants of authority; and with legal opinions and interpretations.

4.4 Safety Precautions

4.4.1 Pilots should be aware of potential failure modes for their system and plan to conduct operations to minimize the risk to persons and property with these potential events in mind. Before operating a UAS on university property, pilots should test, to the extent reasonably possible, the function of built-in safety features such as lost-signal return and kill switches.

4.4.2 Pilots must comply with the respective preflight, flight, and post-flight procedures applicable to their UAS.

4.5 Retrieval of Downed UAS

4.5.1 To ensure safety and compliance with this policy, pilots and/or bystanders shall coordinate retrieval of downed UAS on university property by promptly contacting UVU Police when they become aware of such an incident.

4.5.2 Pilots shall comply with applicable laws; this includes obtaining permission from property owners to enter their property to recover a downed UAS.

4.6 Privacy Considerations

4.6.1 Operation of UAS on university property, or on non-university properties by employees, students, and others working in university programs or UVU-sponsored activities, must be in compliance with all applicable privacy laws.



UTAH VALLEY UNIVERSITY Policies and Procedures

4.6.2 UAS must not be used to take photos or videos of persons or property without approval of the Office of Risk Management and the persons and/or property owners involved. UAS should not be used to monitor or record in sensitive areas or areas where there is a reasonable expectation of privacy. These areas include but are not limited to restrooms, locker rooms, changing rooms, child care centers, and the Student Health Center.

4.7 Sanctions for Policy Violations

4.7.1 Depending on the severity of the action, violation of this policy may result in disciplinary action, up to and including termination of employment and/or expulsion from the University and referral to UVU Police, FAA, and/or other law enforcement agencies. If applicable laws have been violated, violators may be subject to potential criminal and/or civil sanctions and penalties. UVU Police and the Office of Risk Management will investigate each violation of this policy on a case-by-case basis.

4.7.2 Legal prohibitions regarding physical presence on campus/trespassing, violations of privacy laws, and other legal action may also be pursued against third parties that operate UAS in violation of this policy.

4.7.3 The University shall not be responsible for any fines, damages, or legal fees incurred by individuals or units who do not comply with this policy.

5.0 PROCEDURES

5.1 Obtaining Authorization to Operate a UAS

5.1.1 Those seeking authorization to operate a UAS on university property must submit a *Request for Authorization to Operate a UAS/Drone on UVU Property* (available on the Office of Risk Management webpage) to the Office of Risk Management. The request shall include an acknowledgment that authorized pilots of UAS on university property must comply with this policy. The University reserves the right to deny this authorization and to revoke approved *UVU Flight Authorization Documents* at its sole discretion.

5.1.2 University faculty, staff, and students (unless otherwise exempted in section 5.2) seeking authorization must complete the UVU UAS/drone training available on UVU's online training platform. Certifications of completion must be submitted to the Office of Risk Management, which will maintain these authorizations.

5.1.3 UAS authorization applicants must consult with the Safety Coordinator of the School of Aviation Science, who will assist in determining whether applicants must obtain any of the following:

- 1) A remote pilot certificate with a small UAS rating, pursuant to CFR Part 107,



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- 2) An FAA Section 333 exemption,
- 3) A *Certificate of Waiver or Authorization (COA)*,
- 4) A *Memorandum of Understanding* with airport authorities, and/or
- 5) Any other FAA grant of authority.

5.1.4 After applicants complete the UVU UAS/drone training and submit certification of completion and the required documents listed in section 5.1.3 to the Office of Risk Management, Risk Management will review the request. If the request is approved, the approved user will be given a signed *UVU Flight Authorization Document*. This document will serve as proof that authorized pilots have been approved to operate UAS on university property or on behalf of the university at other locations. This document must be available for inspection any time the pilot is operating a UAS. To be valid and active, the pilot must sign the document to acknowledge the rules and conduct requirements related to the operation of a UAS.

5.2 For academic classes and student clubs, only the instructor or club representative must complete the UVU UAS/drone training and be in possession of the *UVU Flight Authorization Document* unless the student will be required to operate a UAS without supervision, in accordance with 4.3.3.

5.3 The *UVU Flight Authorization Document* is valid for two years. Upon expiration, the document holder must contact the Office of Risk Management and comply with training and other documentation requirements to be considered for renewal. The University may suspend or revoke a *Flight Authorization Document* if an authorized user violates this policy.

POLICY HISTORY		
Date of Last Action	New policy approved for the Policy Manual.	UVU Board of Trustees



**UVU BOARD OF TRUSTEES
Agenda Item Coversheet**

DATE:	November 29, 2018
TITLE:	Internal Audit Charter
EXECUTIVE/RESPONSIBLE STAFF MEMBER:	Val Peterson, VP for Finance and Administration
SUBJECT:	Ratification of Internal Audit Charter
BACKGROUND:	At the October 25, 2018, Board of Trustees Audit Committee meeting, the members of the Audit Committee voted to approve the adoption of an Internal Audit Charter which details the mission, purpose, responsibilities, and parameters of Internal Audit at UVU. The full Board of Trustees is being asked to ratify this vote.
ALTERNATIVES:	<ul style="list-style-type: none">• Approve as presented, “I move to approve the Internal Audit Charter as presented.”• Amend and approve, “I move to approve, as amended...”• No action, “I move that we go to the next agenda item...”
FINANCIAL IMPACT:	N/A
EXHIBITS:	a. Internal Audit Charter



UTAH VALLEY UNIVERSITY

Internal Audit Charter

I. PURPOSE AND MISSION

- A. The purpose of Utah Valley University's internal audit activity is to provide independent, objective assurance and consulting services designed to add value and improve the University's operations.
- B. The mission of internal audit is to enhance and protect organizational value by providing risk-based and objective assurance, advice, and insight. Internal audit helps the University accomplish its objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of governance, risk management, and control processes.

II. STANDARDS FOR INTERNAL AUDITING

- A. Internal audit is governed by:
 - 1. Utah Code 631-5, Utah Internal Audit Act
 - 2. Utah State Board of Regents' Policy R567, Internal Audit Program
 - 3. Utah Valley University Policy 207, Internal Audit Department
 - 4. The mandatory elements of The Institute of Internal Auditors' International Professional Practices Framework (IPPF), including the Core Principles for the Professional Practice of Internal Auditing, the Code of Ethics, the International Standards for the Professional Practice of Internal Auditing (Standards), and the Definition of Internal Auditing.
 - 5. This Internal Audit Charter (Charter).
- B. The chief audit executive will report periodically to senior administrators and the audit committee regarding internal audit's conformance to these requirements.

III. AUTHORITY

- A. The chief audit executive reports functionally to the audit committee and administratively to the VP of Finance and Administration. The chief audit executive will meet with the University President at least annually and with the audit committee at least three times per year.
- B. To establish, maintain, and assure that the University's internal audit activity has sufficient authority to fulfill its duties, the chief audit executive will obtain audit committee approval for the:



UTAH VALLEY UNIVERSITY

Internal Audit Charter

1. Internal audit charter.
 2. Risk-based internal audit plan.
 3. Internal audit budget.
- C. The chief audit executive will provide the audit committee with communications on:
1. Compensation, job tenure, and advancement of internal auditing staff, including the competencies and professional development of personnel and staffing levels.
 2. Internal audit's performance relative to its plan, including changes to the plan, and other matters.
 3. The results of internal audit's activities, including internal audit reports and follow-up internal audit reports.
 4. The receipt and treatment of complaints, including anonymous complaints about accounting, auditing, internal control, and other related issues.
 5. The internal control environment, means of communicating standards of conduct, and practices with respect to risk assessment and risk management.
 6. Inappropriate scope or resource limitations.
- D. The chief audit executive will have unrestricted access to, and communicate and interact directly with, the audit committee, including in private meetings without management present, as needed.
- E. The audit committee authorizes internal audit to:
1. Have access to all functions, records, property, and personnel pertinent to carrying out any engagement, subject to accountability for confidentiality and safeguarding of records and information.
 2. Allocate resources, set frequencies, select subjects, determine scopes of work, apply techniques required to accomplish audit objectives, and issue reports.
 3. Obtain assistance from personnel and specialized services from within or outside the University, in order to complete engagements.
- F. The audit committee shall have the authority to amend or modify any provision of this Charter at any time; provided, however, that the audit committee may make no such amendment or modification that is inconsistent with the standards for internal auditing set forth in Section II of this Charter and the Audit Committee Charter.

IV. INDEPENDENCE AND OBJECTIVITY

- A. The chief audit executive will ensure that internal audit remains free from all conditions that threaten the ability of internal auditors to carry out their responsibilities in an



UTAH VALLEY UNIVERSITY

Internal Audit Charter

- unbiased manner, including matters of audit selection, scope, procedures, frequency, timing, and report content. If the chief audit executive determines that independence or objectivity may be impaired in fact or appearance, the details of impairment will be disclosed to appropriate parties.
- B. Internal auditors will maintain an unbiased mental attitude that allows them to perform engagements objectively and in such a manner that they believe in their work product, that no quality compromises are made, and that they do not subordinate their judgment on audit matters to others.
- C. Internal auditors will have no direct operational responsibility or authority over any of the activities audited. Accordingly, internal auditors will not implement internal controls, develop procedures, install systems, prepare records, or engage in any other activity that may impair their judgment, including:
1. Assessing specific operations for which they had responsibility within the previous year.
 2. Performing any operational duties for the University or operating entity associated with the University.
 3. Initiating or approving transactions external to internal audit activities.
 4. Directing the activities of any University employee not employed by internal audit, except to the extent that such employees have been appropriately assigned to auditing teams or to otherwise assist internal auditors.
- D. Where the chief audit executive has or is expected to have roles and/or responsibilities that fall outside of internal auditing, safeguards will be established to limit impairments to independence or objectivity.
- E. Internal auditors will:
1. Disclose any impairment of independence or objectivity, in fact or appearance, to appropriate parties.
 2. Exhibit professional objectivity in gathering, evaluating, and communicating information about the activity or process being examined.
 3. Make balanced assessments of all available and relevant facts and circumstances.
 4. Take necessary precautions to avoid being unduly influenced by their own interests or by others in forming judgments.
- F. The chief audit executive will confirm to the audit committee, at least annually, internal audit's organizational independence.



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Internal Audit Charter

- G. The chief audit executive will disclose to the audit committee any interference and related implications in determining the scope of internal auditing, performing work, and/or communicating results.

V. SCOPE OF INTERNAL AUDIT ACTIVITIES

- A. The scope of internal audit activities encompasses, but is not limited to, objective examinations of evidence for the purpose of providing independent assessments to the audit committee, administrators, and outside parties on the adequacy and effectiveness of governance, risk management, and control processes for the University.
- B. Internal audit assessments include evaluating whether:
1. Risks relating to the achievement of the University's objectives are appropriately identified and managed.
 2. The actions of the University's executives, faculty, staff, and contractors are in compliance with the University's policies, procedures, and applicable laws, regulations, and governance standards.
 3. The results of operations or programs are consistent with established goals and objectives.
 4. Records are accurate and reliable.
 5. Assets are appropriately protected and resources are used efficiently and effectively.

VI. RESPONSIBILITY

- A. The chief audit executive has the responsibility to:
1. Complete audits -- including but not limited to all departments, systems, functions, administrative units, or any other operating entity associated with the University -- or any other assurance or consulting services.
 2. Complete audits required by Board of Regents policy.
 3. Prepare an internal audit plan based on a risk assessment, at least annually.
 4. Review and adjust the internal audit plan, as necessary, in response to changes in the University's business, risks, operations, programs, systems, and controls.
 5. Assist the audit committee by assessing financial matters, the internal control environment, and practices with respect to risk assessment and risk management.
 6. Ensure each engagement of the internal audit plan is executed, including the establishment of objectives and scope, the assignment of appropriate and adequately supervised resources, the documentation of work programs and testing results, and the communication of engagement results with applicable conclusions and recommendations to appropriate parties.



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Internal Audit Charter

7. Follow up on engagement findings and corrective actions, and report periodically to senior management and the audit committee any corrective actions not effectively implemented.
8. Ensure complaints, including anonymous complaints, about accounting, auditing, internal control, fraud, and other related issues are addressed.
9. Ensure the principles of integrity, objectivity, confidentiality, and competency are applied and upheld.
10. Ensure appropriate staffing levels and that compensation, training, job tenure, and advancement of internal auditing staff are based on job performance.
11. Ensure that internal audit personnel collectively possess or obtain the knowledge, skills, and other competencies needed to meet the requirements of the internal audit charter.
12. Ensure trends and emerging issues that could impact the University are considered and communicated to senior management and the audit committee as appropriate.
13. Ensure emerging trends and successful practices in internal auditing are considered.
14. Establish and ensure adherence to policies and procedures designed to guide internal audit.
15. Confer with external auditors, legal counsel, and others as necessary.
16. Conduct investigations into any matters considered necessary to achieve its purpose.
17. Prepare materials for audit committee meetings including agendas and reports.
18. Assist the audit committee with preparing an annual report summarizing audit results from the prior year and an audit plan for the upcoming year for submission to the annual Board of Regents audit subcommittee meeting.

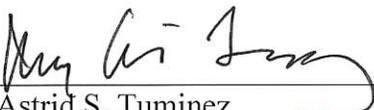
VII. QUALITY ASSURANCE AND IMPROVEMENT PROGRAM

- A. Internal audit will maintain a quality assurance and improvement program that covers all aspects of internal audit activities.
- B. The program will include an evaluation of the department's conformance with the Standards and an evaluation of whether internal auditors apply The IIA's Code of Ethics.
- C. The program will also assess the efficiency and effectiveness of the department and identify opportunities for improvement.
- D. The chief audit executive will communicate to senior administrators and the audit committee on the quality assurance and improvement program, including results of internal assessments and external assessments conducted at least once every five years.



UTAH VALLEY UNIVERSITY
Internal Audit Charter

Approval Signatures

 _____	<u>25 OCT 2018</u>
Dr. Astrid S. Tuminez President	Date
 _____	<u>10/25/18</u>
R. Duff Thompson Audit Committee Chair	Date

Adopted by the Audit Committee October 2018.



**UVU BOARD OF TRUSTEES
Agenda Item Coversheet**

DATE:	November 29, 2018
TITLE:	Consent Calendar
EXECUTIVE/RESPONSIBLE STAFF MEMBER:	Justin Jones, Chief of Staff & Secretary to the Board
SUBJECT:	Consent Calendar
BACKGROUND:	<p>The Board of Trustees is being asked to approve the Consent Calendar which contains the following items:</p> <ol style="list-style-type: none"> 1. Minutes of October 25, 2018 2. September 2018 Investment Reports 3. 2018 UVU Fleet Report 4. Sabbatical Deferment
ALTERNATIVES:	<ul style="list-style-type: none"> • Approve as presented, “I move to approve the consent calendar as presented.” • Amend and approve, “I move to approve, as amended...” • No action, “I move that we go to the next agenda item...”
FINANCIAL IMPACT:	Available upon request
EXHIBITS:	<ol style="list-style-type: none"> a. Minutes of October 25, 2018 b. September 2018 Investment Reports c. 2018 UVU Fleet Report d. Sabbatical Deferment

UVU BOARD OF TRUSTEES

October 25, 2018

4 p.m. – SC 213c, Utah Valley University

Board of Trustee Members Present

Elaine Dalton, Chair
Karen Acerson
James Clarke
Marc Reynolds
Rick Nielsen
Jack Sunderlage, Second Vice Chair
Jill Taylor
Paul Thompson
R. Duff Thompson, First Vice Chair

Others Present

Nina Barnes (Regent)
Steven Clark
Braley Dodson
Robin Ebmeyer
Vince Otoupal
Barb Smith
Scott Trotter
Stephen Whyte

UVU Attendees

Astrid S. Tuminez, President
Karen Clemes, General Counsel
Scott Cooksey, Vice President, Development and Alumni
Nathan Gerber, PACE President
Justin Jones, Chief of Staff, Secretary to the Board
Linda Makin, Vice President, Planning, Budgets, and HR
Cameron Martin, Vice President, University Relations
Jeff Olson, Senior Vice President, Academic Affairs
Val Peterson, Vice President, Finance and Administration
Kyle Reyes, Vice President, Student Affairs
Craig Thulin, Faculty Senate President
Katie Zabriskie, Executive Communication Officer

At the beginning of the meeting, Trustee Chair Elaine Dalton welcomed all those in attendance and discussed the potential of holding the Awards of Excellence Dinner on April 16, 2019. It was noted that the President's Office would follow-up to confirm this date.

I. ACTION

1. Academic Program Approval

The Trustees were presented with a proposal to create a certificate of completion in general education. This would provide a formal recognition of general education courses completed at UVU and will help ensure that these earned credits can translate easily to other schools in the western states. This certificate does not establish any new courses or requirements but is simply placed on the transcript upon completion of the required general education competencies. The Trustees discussed the transfer of course credit between schools currently and asked for additional clarification on how this certificate would be beneficial. The Trustees were then presented with a proposal to create a minor in Spanish for the professions, translation, and interpreting. It was explained that this minor would be oriented toward professionals and those seeking practical skills in the language. This would be a unique program to UVU, and research suggests there will be strong market demand. The Trustees asked clarifying questions about the title of the minor and nature of the program. Subsequently, Trustee Paul Thompson motioned to approve the addition of a certificate of completion in general education and a minor in Spanish for the professions, translation, and interpreting. Trustee R. Duff Thompson seconded. The motion carried without opposition.

2. Policies

The Trustees were presented with a request to approve Policy 335 Staff Grievances as a temporary emergency policy. It was noted that the previous grievance policy had been deleted as policies 162 and 165 were revised and themselves approved as temporary emergencies earlier in the year. This temporary iteration of the grievance policy closely mirrors a temporary staff grievance procedure that President's Council approved last year. The policy is currently in stage 2 of the regular policy process. Trustee Jill Taylor motioned to approve Policy 335 Staff Grievances as a temporary emergency. Trustee Karen Acerson seconded. The motion carried without opposition.

The Trustees were then presented with a request to approve Policy 652 Care and Use of Vertebrate Animals in Research and Administration as a temporary emergency policy. It was explained that the policy will allow professors and students to work with animals in research activities and complies with federal regulations surrounding animal research. The temporary emergency will be implemented immediately to ensure compliance

within existing studies, but the policy is also currently in the regular drafting process. The Trustees discussed push-back to university research on animals. Trustee Rick Nielsen motioned to approve Policy 652 Care and Use of Vertebrate Animals in Research and Administration as a temporary emergency. Trustee James Clarke seconded. The motion carried without opposition.

Finally, the Trustees were presented with a request to approve Policy 705 Unmanned Aircraft Systems as a regular process policy. It was noted that because of Trustee comments, the policy had been revised from an iteration brought forward earlier in the year. The changes to the policy were discussed, among them the implementation of fines and language additions which ensure compliance with Utah privacy laws. Rationale was given for not giving UVU the ability to apprehend drones in adverse situations. After discussion of recent drone activity on campus, Trustee (Duff) Thompson motioned to approve Policy 705 Unmanned Aircraft Systems. Trustee Clarke seconded. The motion carried without opposition.

3. Student Center Remodel and Bond Issuance

The Trustees were presented with a proposal to approve the issuance of bonds for \$25 million to renovate the Sorensen Student Center. They were told that the university will not increase student fees to finance the bonds; instead, the university will retire its Series 2004 bonds and maintain the current student fee structure. The Trustees were provided with an overview of the remodel which will be financed through the bonds. There will not be a monolithic renovation project, but instead small, specific projects will be undertaken like bathroom remodels, the Ragan Theater refresh, and dining area expansion. It was noted that because markets will impact the ability to purchase with the bonds, the project will be guided by a focus on increasing space capacity rather than on aesthetic/cosmetic enhancements. Discussion followed about the timeframe for construction, the involvement of Student Government in planning conversations, and the process of approval from the Regents. Trustee Jack Sunderlage motioned to approve the expansion and remodel of the Sorensen Student Center and the issuance of bonds for \$25 million to be repaid with student fees. Trustee (Duff) Thompson seconded. The motion carried without opposition.

4. Student Housing Development

Chair Dalton informed the Trustees that a decision had been made to table discussion of student housing to a future meeting.

II. EXECUTIVE SESSION

Trustee Marc Reynolds motioned to enter Executive Session to strategically discuss litigation that is pending or reasonably imminent. Trustee Karen Acerson seconded. The motion carried without opposition.

III. CONSENT CALENDAR

The Trustees were asked to review the Consent Calendar which consisted of the minutes of September 20, 2018; the August 2018 Investment Reports; and, the 2017-18 Auxiliary & Service Enterprise Report.

IV. INFORMATION

1. Trustee Committee Reports

The Trustees were provided with a report on the activities of the Audit Committee from Audit Chair (Duff) Thompson. They were informed that the Audit Committee adopted an internal audit charter that will be ratified by the full Board at the November Trustee meeting. The Trustees were also briefed on the strong work of the IT department to keep UVU and its information systems safe. Finance and Facilities Chair Sunderlage informed the Trustees that the Finance and Facilities committee would meet in November and a report would follow at the November Trustee meeting.

2. Athletics Report

The Trustees were provided with a report on the Athletics department by Vince Otoupal, Associate Vice President – Director of Athletics. The report began with a focus on the commitment of athletics staff and coaches to ensure the academic success of UVU’s student athletes, to be a positive presence in the community, and to ensure every opportunity for competitive success for UVU’s teams. Attention was given to statistics that demonstrate UVU’s championship record, coaching recognition, and graduation rate. The Trustees were also told of the athletic department’s commitment to compliance on a local and national level. Emphasis was placed on the growth of UVU’s athletics program, fan attendance, and the budgetary realities (both positive and negative) which face the program. The Trustees were exposed to the media efforts surrounding UVU’s teams and shown a rendering of a student-athlete academic success center that is a goal of the program. Throughout the report, the Trustees raised questions about attendance, coaches, women’s programs, marketing efforts, budgetary constraints, and efforts to support athletes in a holistic manner.

3. President’s Report

President Astrid S. Tuminez provided the Trustees with a report on the activities of the President’s Office in the last month. On the heels of a murder at the University of Utah, the Trustees were apprised by Robin Ebmeyer, Director of Emergency Management and Safety, of UVU’s own efforts to prevent incidents of violence on campus, to help students displaying aggressive behaviors, and to triage in the event that a violent situation does occur. President Tuminez then offered her thanks to the Trustees for their attendance at the Scholarship Ball and spoke to the fundraising successes of the evening, particularly the First Generation Fund. She spoke to her recent legislative interactions and the changes to the USHE tuition structure that will present challenges moving forward. President Tuminez then noted the team building she was doing with her leadership team and revealed the new direction she is pivoting to with regard to the university’s core themes and culture. She concluded by noting her engagements with the community at various speaking events and the development of a Digital Transformation Task Force that will help evaluate the strategic direction of the university’s information systems and technological footprint.

Chair Dalton adjourned the meeting.



**CASH AND INVESTMENT
REPORT
September 2018**

Monthly Composite Performance Review

UTAH VALLEY UNIVERSITY

September 2018

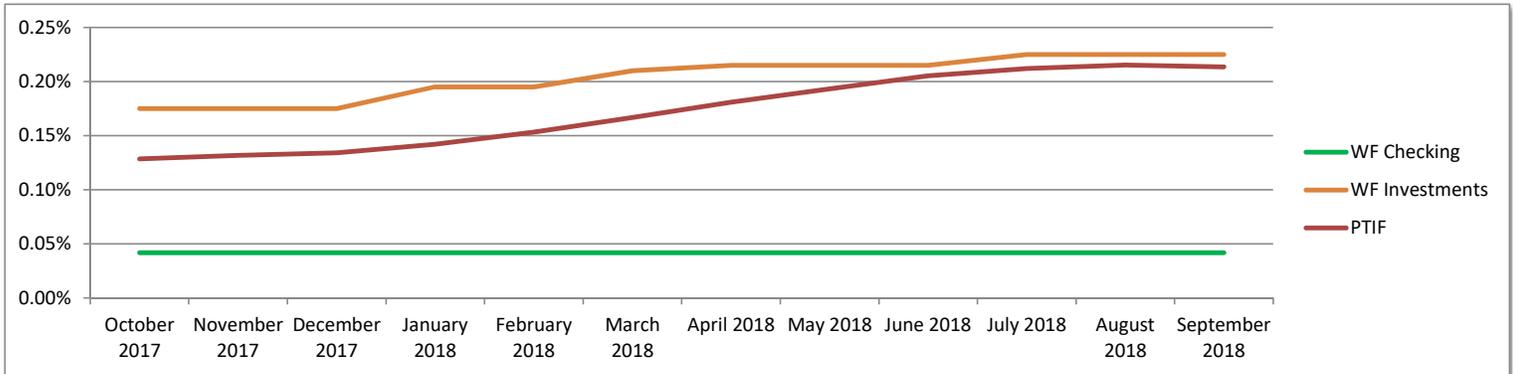


Account Activity	Checking/Sweep	Investments	PTIF	Total University Cash and Investments	Past Twelve Months of Activity
Beginning Balance	\$ 31,249,803	\$ 91,500,377	\$ 54,774,824	\$ 177,525,004	\$ 169,523,886
Interest/Earnings Credit	7,808	306,721	145,436	459,965	3,405,562
Acquisitions/Credits	-	-	26,528,818	26,528,818	286,895,715
Dispositions/Debits	(22,479,059)	-	-	(22,479,059)	(281,831,140)
Unrecognized Gain/Loss	-	(31,976)	-	(31,976)	41,130
Fees	(7,808)	-	-	(7,808)	(83,145)
Transfers *	-	(306,721)	(782,978)	(1,089,699)	2,953,237
Ending Balance	\$ 8,770,744	\$ 91,468,401	\$ 80,666,100	\$ 180,905,245	\$ 180,905,245

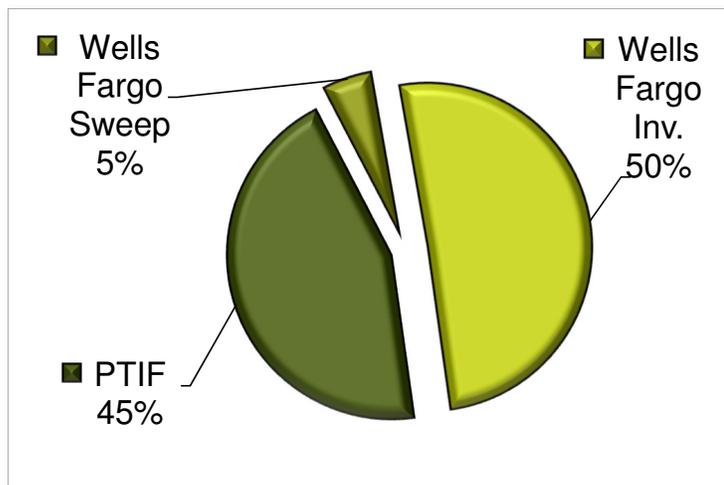
* Transfers consist of activity between UVU and the Foundation and interest transferred to UVU.

1.98%
12 Month Return

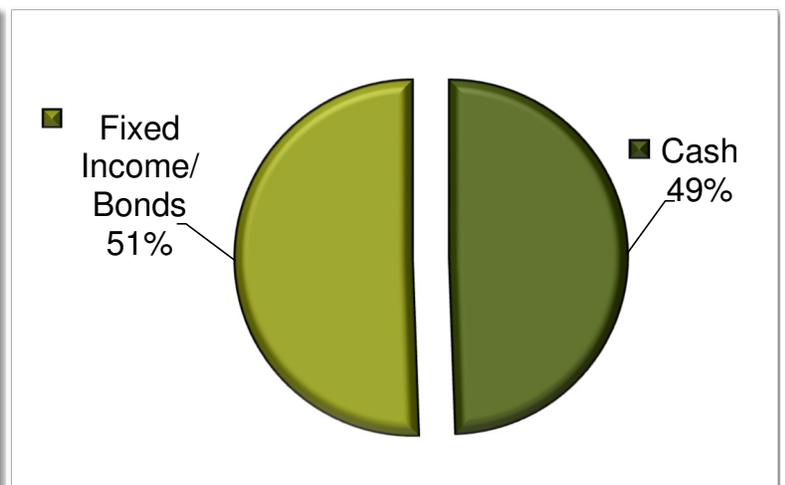
Performance Returns	Wells Fargo Checking/Sweep	Wells Fargo Investments	PTIF
October 2017	0.04%	0.18%	0.13%
November 2017	0.04%	0.18%	0.13%
December 2017	0.04%	0.18%	0.13%
January 2018	0.04%	0.20%	0.14%
February 2018	0.04%	0.20%	0.15%
March 2018	0.04%	0.21%	0.17%
April 2018	0.04%	0.22%	0.18%
May 2018	0.04%	0.22%	0.19%
June 2018	0.04%	0.22%	0.21%
July 2018	0.04%	0.23%	0.21%
August 2018	0.04%	0.23%	0.22%
September 2018	0.04%	0.23%	0.21%
Monthly Average	0.04%	0.20%	0.17%
12 Month Return	0.50%	2.45%	2.08%



UVU Cash and Investments as a Percent of Total



UVU Cash and Investments Investments by Type



Monthly Composite Performance Review

UVU Foundation

September 2018



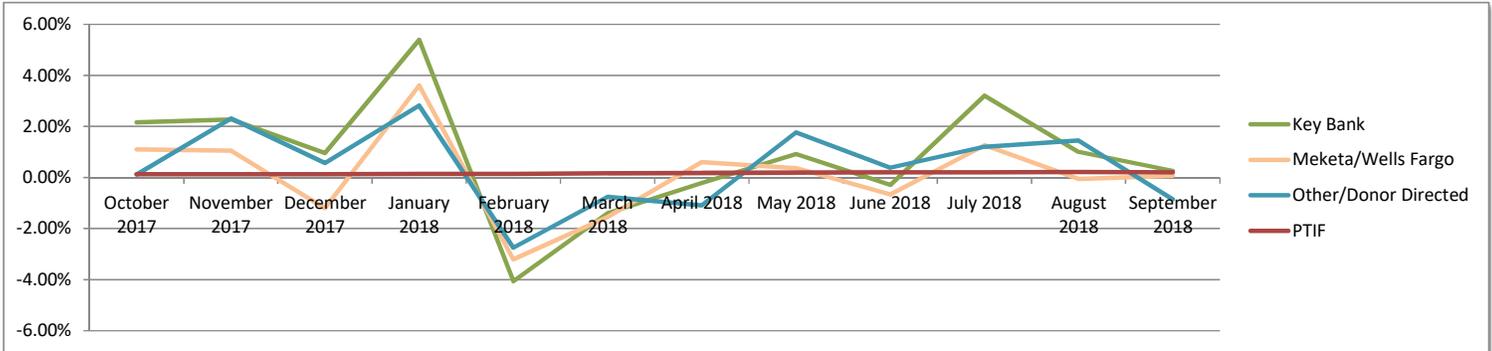
Account Activity

	Unrestricted	Temporarily Restricted	Permanently Restricted - Endowments	Total Foundation Investments	Past Twelve Months of Activity	Notes Due From University ^
Beginning Market Value	\$ 4,822,249	\$ 42,178,548	\$ 28,704,537	\$ 75,705,335	\$ 79,304,977	Beginning Balance \$ 7,970,125
Interest	6,037	93,887	25,854	125,778	1,308,352	Additional Notes -
Acquisitions	-	4,016,942	9,248,959	13,265,901	34,739,988	Principal Received (92,716)
Dispositions	-	(4,074,048)	(9,218,692)	(13,292,740)	(34,758,929)	Ending Balance \$ 7,877,409
Gain/Loss Rec & Unrec	(2,870)	(15,738)	28,513	9,905	1,081,589	Interest Received \$ 37,072
Fees	-	(174)	(517)	(691)	(121,353)	Rate 5.5%
Transfers *	(3,167)	870,262	(84,117)	782,978	(4,958,158)	^ Fiscal Year Activity
Ending Market Value	\$ 4,822,249	\$ 43,069,679	\$ 28,704,537	\$ 76,596,466	\$ 76,596,466	
Monthly Return	0.07%	0.18%	0.19%	0.18%		
12 Month Return	1.58%	2.54%	3.87%		2.86%	

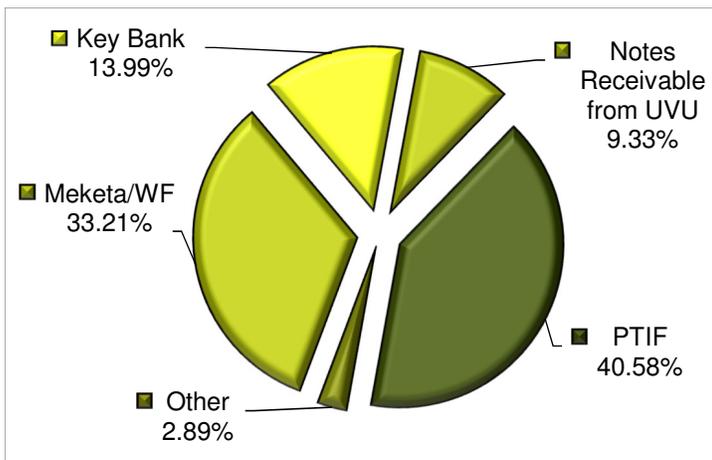
* Transfers consist of activity between money market accounts and other investment accounts as well as activity between the University and the Foundation.

Performance Returns

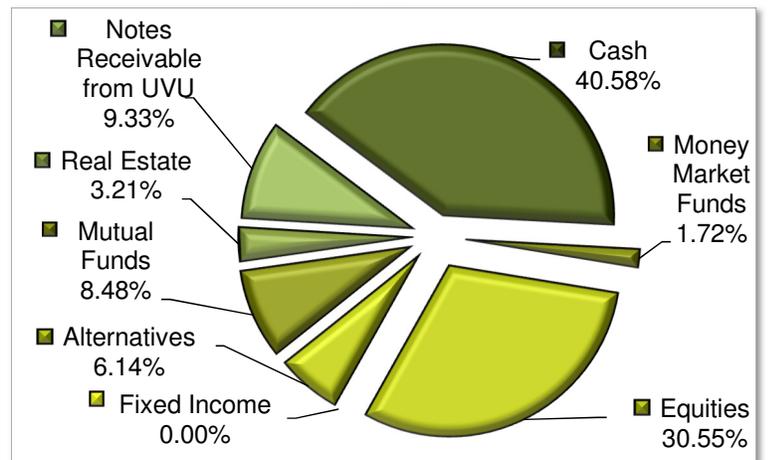
	Key Bank	Meketa/Wells Fargo	Other - Donor Directed	PTIF
October 2017	2.17%	1.11%	0.12%	0.13%
November 2017	2.27%	1.06%	2.31%	0.13%
December 2017	0.95%	-1.20%	0.57%	0.13%
January 2018	5.40%	3.61%	2.82%	0.14%
February 2018	-4.06%	-3.20%	-2.75%	0.15%
March 2018	-1.40%	-1.55%	-0.76%	0.17%
April 2018	-0.22%	0.61%	-1.09%	0.18%
May 2018	0.92%	0.37%	1.77%	0.19%
June 2018	-0.29%	-0.67%	0.38%	0.21%
July 2018	3.22%	1.26%	1.21%	0.21%
August 2018	1.00%	-0.05%	1.46%	0.22%
September 2018	0.25%	0.08%	-0.85%	0.21%
Monthly Average	0.85%	0.12%	0.43%	0.17%
12 Month Return	9.82%	1.43%	5.20%	2.08%



UVU Foundation Investments as a Percent of Total



UVU Foundation Investments by Type



Annual Certification – Vehicle Fleet Report

Background:

Regent’s Policy R557 “Motor Vehicles” requires an annual certification of accuracy for the vehicle fleet report.

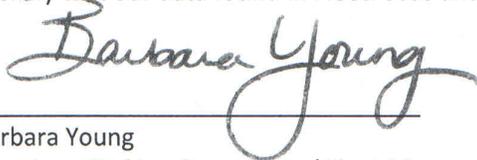
The University follows the standard, state-wide practice of utilizing the Division of Fleet Operations’ database, FleetFocus, for inventorying the fleet vehicles. To help ensure accurate reporting in FleetFocus, University purchasing and surplus procedures require the notification of fleet management before a vehicle purchase or sale can be made. When notified, the University’s Fleet Services updates the data in FleetFocus.

Utah’s Division of Fleet Operations annually publishes a State Vehicle Report for the entire state. This report includes maintenance and repair costs per mile, vehicle counts by agency, and various descriptive metrics such as year, make, and model. Utah Valley University’s fleet data is included in this report.

Fleet Management provided the Board of Trustees an annual Vehicle Fleet Report dated November 8, 2018, as required by Regent’s Policy R557.

Certification:

I certify that our data found in FleetFocus and the Annual Vehicle Fleet Report is accurate.



Barbara Young
Director – Parking Operations / Fleet Management

11-9-18
Date

Utah Valley University Fleet Report as of 11/8/2018

Athletics	1	School of the Arts	1
Auto	1	SCUP	1 (Leasing 1)
Aviation	4	Space	4
AVP Facilities	1	Student Center	2
Bookstore	3	Student Govt	4
Capitol Reef	1	Studios	1
Central Plant	6	Surplus	1
Concurrent Enroll	1	Telephone	1
Construction Tech	2	UFRA	19
Continuing Ed	1	Univ Relations	1
Culinary Arts	1	Vice President	1
Events Center	1	Warehouse	6
Extended Studies	2	Wasatch	2
Fire Marshal	1	<u>TOTAL:</u>	157
Fleet	22		
Food Services	3		
Gear Up	2 (Leasing 2)		
Grounds	15	Authorized Commute Privileges:	
Legal Studies	2	Matt Pedersen, Police (unmarked vehicle*)	
Mail Services	2	Justin Sprague, Fire Marshal	
Maintenance	23	<small>*As of the cutoff date for this report, the Chief of Police is the only employee with an unmarked vehicle.</small>	
Media	1		
Parking	7	Personal Use Privileges:	
Police	6	As of the cutoff date for this report, no	
President Tuminez	1	employees have personal use privileges.	
Printing Services	1		
Prospective Students	1		
Rodeo	1		

Utah Valley University Fleet Report as of 11/8/2018

Department:	Year	Make	Model	License	Operator
ATHLETICS	2001	FORD	ECONOLINE	507833EX	NIKKIANN TANNER SCOTT
AUTOMOTIVE	1999	DODGE	TRUCK	72768EX	DON WILSON
AVIATION	2001	FORD	F350	210741EX	MARIO MARKIDES
AVIATION	2019	CHEVROLET	SUBURBAN	217761EX	MARIO MARKIDES
AVIATION	2006	GMC	TK25943	41606EX	MARIO MARKIDES
AVIATION	2008	CHEVROLET	SUBURBAN	211831EX	MARIO MARKIDES
AVP FACILITIES	2015	TOYOTA	PRIUS	519613EX	FRANK YOUNG
BOOKSTORE	2006	FORD	E350 VAN	87826EX	TRAVIS WASHBURN STEWART
BOOKSTORE	2008	TOYOTA	SIENNA	504820EX	TRAVIS WASHBURN STEWART
BOOKSTORE	2010	FORD	E350 VAN	506883EX	TRAVIS WASHBURN STEWART
CAPITOL REEF	2009	CHEVROLET	SUBURBAN	506979EX	MICHAEL STEVENS
CENTRAL PLANT	2002	CHEVROLET	CC15903	83312EX	DARREN BROUGH
CENTRAL PLANT	2002	CHEVROLET	CC15903	83313EX	DARREN BROUGH
CENTRAL PLANT	2003	FORD	RANGER	86572EX	DARREN BROUGH
CENTRAL PLANT	2007	TOYOTA	TUNDRA	101647EX	DARREN BROUGH
CENTRAL PLANT	2008	CHEVROLET	C2500 4X4	102972EX	DARREN BROUGH
CENTRAL PLANT	2011	TOYOTA	TACOMA	508762EX	DARREN BROUGH
CONCURRENT ENROLL	2011	GMC	TERRAIN	509906EX	REBECCA LYN ROTHEY
CONSTRUCTION TECH	2018	FORD	F250	524565EX	ERIC LINFIELD
CONSTRUCTION TECH	2011	CHEVROLET	SUBURBAN	509095EX	ERIC LINFIELD
CONTINUING ED	2006	TOYOTA	CAMRY	96025EX	ROBYN FARNSWORTH
CULINARY ARTS	2008	CHEVROLET	EXPRESS	504872EX	TROY WILSON
EVENTS CENTER	1996	DODGE	RAM 3500 PICKUP	63267EX	JARED J KEARNS
EXTENDED STUDIES	2007	DODGE	CARAVAN	101632EX	RUTH GOWANS
EXTENDED STUDIES	2012	TOYOTA	RAV4	511600EX	RUTH GOWANS
FIRE MARSHAL	2017	FORD	F150	522171EX	JUSTIN SPRAGUE
FLEET	2005	TOYOTA	CAMRY	94573EX	EMILY BROWN
FLEET	2006	TOYOTA	CAMRY	95985EX	EMILY BROWN
FLEET	2008	TOYOTA	PRIUS	103726EX	EMILY BROWN
FLEET	2009	CHEVROLET	BUS	509019EX	EMILY BROWN
FLEET	2009	TOYOTA	AVALON	514885EX	EMILY BROWN
FLEET	2009	TOYOTA	CAMRY	204795EX	EMILY BROWN
FLEET	2010	CHEVROLET	EXPRESS 2500	205434EX	EMILY BROWN
FLEET	2010	CHEVROLET	SUBURBAN LS	507531EX	EMILY BROWN
FLEET	2010	TOYOTA	SIENNA	521932EX	EMILY BROWN
FLEET	2011	BUICK	LACROSSE	209104EX	EMILY BROWN
FLEET	2012	CHEVROLET	SUBURBAN	207830EX	EMILY BROWN
FLEET	2012	TOYOTA	CAMRY	510744EX	EMILY BROWN
FLEET	2013	TOYOTA	AVALON	213320EX	EMILY BROWN
FLEET	2013	TOYOTA	SIENNA	513605EX	EMILY BROWN
FLEET	2013	TOYOTA	TUNDRA	512604EX	EMILY BROWN
FLEET	2015	CHEVROLET	SUBURBAN	516679EX	EMILY BROWN
FLEET	2017	TOYOTA	CAMRY LE HYBRID	522052EX	EMILY BROWN
FLEET	2017	TOYOTA	SIENNA LE	522053EX	EMILY BROWN

Utah Valley University Fleet Report as of 11/8/2018

Department:	Year	Make	Model	License	Operator
FLEET	2017	TOYOTA	SIENNA LE	523645EX	EMILY BROWN
FLEET	2015	NISSAN	NVP 3500 V8 S	519571EX	EMILY BROWN
FLEET	2008	GMC	YUKON	103727EX	EMILY BROWN
FLEET	2017	FORD	TRANSIT	522730EX	EMILY BROWN
FOOD SERVICES	1998	CHEVROLET	VENTURE	90432EX	CINDY ALVEY HATCH
FOOD SERVICES	2003	FORD	CLUB WAGON	85939EX	CINDY ALVEY HATCH
FOOD SERVICES	2003	SUBARU	FORESTER	86864EX	CINDY ALVEY HATCH
GEAR UP	2015	TOYOTA	PRIUS II	517755EX	LAURIE MILLER
GEAR UP	2015	TOYOTA	PRIUS II	517764EX	LAURIE MILLER
GROUNDS	1979	CASE	580C		JACK BOSWELL
GROUNDS	1980	MASSEY-	255		JACK BOSWELL
GROUNDS	2006	DODGE	RAM 3500 PICKUP	96803EX	JACK BOSWELL
GROUNDS	2006	DODGE	RAM 3500 PICKUP	96804EX	JACK BOSWELL
GROUNDS	2007	DODGE	RAM 2500 SLT	99683EX	JACK BOSWELL
GROUNDS	2008	DODGE	RAM 2500	102416EX	JACK BOSWELL
GROUNDS	2009	CHEVROLET	SILVER 2500 LT	205250EX	JACK BOSWELL
GROUNDS	2009	CHEVROLET	SILVERADO 2500	505634EX	JACK BOSWELL
GROUNDS	2011	CHEVROLET	3500	510366EX	JACK BOSWELL
GROUNDS	2011	CHEVROLET	SILVERADO 3500	508464EX	JACK BOSWELL
GROUNDS	2013	CHEVROLET	SILVERADO 2500	512783EX	JACK BOSWELL
GROUNDS	2013	CHEVROLET	SILVERADO 2500	210002EX	JACK BOSWELL
GROUNDS	2015	CHEVROLET	SILVER 3500	517379EX	JACK BOSWELL
GROUNDS	2016	CHEVROLET	SILVERADO 1500	521463EX	JACK BOSWELL
GROUNDS	2016	DODGE	RAM 2500 SLT	517542EX	JACK BOSWELL
LEGAL STUDIES	2006	DODGE	CHARGER	97777EX	STEVEN DEE DEMILLE
LEGAL STUDIES	2009	DODGE	CHARGER	205417EX	STEVEN DEE DEMILLE
MAIL SERVICES	2003	SUBARU	FORESTER	88933EX	GREG GAMMILL
MAIL SERVICES	2006	TOYOTA	CAMRY	95983EX	GREG GAMMILL
MAINTENANCE	2001	DODGE	RAM 1500 PICKUP	82459EX	CORY JAMES FRALICK
MAINTENANCE	2001	FORD	F150	81141EX	CORY JAMES FRALICK
MAINTENANCE	2002	CHEVROLET	C1500	83314EX	CORY JAMES FRALICK
MAINTENANCE	2002	CHEVROLET	CC15903	83442EX	CORY JAMES FRALICK
MAINTENANCE	2003	FORD	CLUB WAGON	89345EX	CORY JAMES FRALICK
MAINTENANCE	2003	FORD	F450	89893EX	CORY JAMES FRALICK
MAINTENANCE	2006	CHEVROLET	SILVERADO 2500	96241EX	CORY JAMES FRALICK
MAINTENANCE	2006	FORD	ECONOLINE	96001EX	CORY JAMES FRALICK
MAINTENANCE	2007	CHEVROLET	K2500	98364EX	CORY JAMES FRALICK
MAINTENANCE	2012	FORD	TRANSIT CONNECT	510728EX	CORY JAMES FRALICK
MAINTENANCE	2013	TOYOTA	TACOMA	512784EX	CORY JAMES FRALICK
MAINTENANCE	2013	TOYOTA	TACOMA	512785EX	CORY JAMES FRALICK
MAINTENANCE	2013	TOYOTA	TACOMA	203482EX	CORY JAMES FRALICK
MAINTENANCE	2013	TOYOTA	TACOMA	203483EX	CORY JAMES FRALICK
MAINTENANCE	2015	TOYOTA	TACOMA	517382EX	CORY JAMES FRALICK
MAINTENANCE	2016	DODGE	GRAND CARAVAN S	521471EX	CORY JAMES FRALICK
MAINTENANCE	2016	FORD	TRANSIT CONNECT	519490EX	CORY JAMES FRALICK
MAINTENANCE	2016	TOYOTA	TACOMA	519857EX	CORY JAMES FRALICK

Utah Valley University Fleet Report as of 11/8/2018

Department:	Year	Make	Model	License	Operator
MAINTENANCE	2016	TOYOTA	TACOMA	520450EX	CORY JAMES FRALICK
MAINTENANCE	2017	FORD	F150 4X4	522709EX	CORY JAMES FRALICK
MAINTENANCE	2017	GMC	SAVANA CARGO	521944EX	CORY JAMES FRALICK
MAINTENANCE	2018	TOYOTA	TACOMA	524645EX	CORRY JAMES FRALICK
MAINTENANCE-WASATCH	2003	CHEVROLET	SILVERADO 2500	89409EX	BRENT L KUMMER
MEDIA	2016	MERCEDES	SPRINTER 2500	520405EX	TRAVIS TASKER
PARKING SERVICES	1999	CASE	580 SUPER L		BARBARA YOUNG
PARKING SERVICES	2001	ISUZU	SWEEPER	82672EX	BARBARA YOUNG
PARKING SERVICES	2003	PETERBILT	DUMP TRUCK	88934EX	BARBARA YOUNG
PARKING SERVICES	2006	TOYOTA	TUNDRA	97688EX	BARBARA YOUNG
PARKING SERVICES	2011	TOYOTA	TACOMA	207205EX	BARBARA YOUNG
PARKING SERVICES	2013	CHEVROLET	SILVER 2500 LT	513203EX	BARBARA YOUNG
PARKING SERVICES	2017	TOYOTA	RAV4	522912EX	BARBARA YOUNG
POLICE	2011	CHEVROLET	TAHOE	509094EX	MATTHEW DARREL PEDERSEN
POLICE	2013	FORD	EXPLORER	509971EX	MATTHEW DARREL PEDERSEN
POLICE	2014	FORD	EXPLORER	515357EX	MATTHEW DARREL PEDERSEN
POLICE	2017	FORD	EXPLORER	522056EX	MATTHEW DARREL PEDERSEN
POLICE	2017	FORD	EXPLORER XLT	W020YS	MATTHEW DARREL PEDERSEN
POLICE	2017	FORD	EXPLORER	527037EX	MATTHEW DARREL PEDERSEN
PRESIDENT TUMINEZ	2018	TOYOTA	HIGHLANDER	L039Z	PRESIDENT TUMINEZ
PRINTING SERVICES	1998	FORD	CLUB WAGON	69008EX	DAVIS SCOTT
PROSEPECTIVE STUDENTS	2006	FORD	EXPEDITION XLT	87827EX	CHAD COOMBS JOHNSON
RODEO	2014	PETERBILT	TRACTOR	209786EX	SHANE DRAPER
SCHOOL OF THE ARTS	2015	FREIGHTLINER	SPRINTER	522351EX	CRISTIAN CHARLES BELL
SCUP	2015	TOYOTA	PRIUS II	517756EX	LIZ ANDRUS
SPACE	2000	FORD	RANGER	74642EX	KURT BAXTER
SPACE	2001	FORD	RANGER	79110EX	KURT BAXTER
SPACE	2015	TOYOTA	PRIUS	519612EX	KURT BAXTER
SPACE	2017	HONDA	CR-V	522444EX	KURT BAXTER
STUDENT CENTER	2010	CHEVROLET	SILVERADO 2500	508289EX	CLAY W ALLRED
STUDENT CENTER	2016	FREIGHTLINER	SPRINTER	524968EX	CLAY ALLRED
STUDENT GOVT	2008	FORD	EXPEDITION	503988EX	LAUREL RIDING
STUDENT GOVT	2008	GOSHEN	GCII	501790EX	LAUREL RIDING
STUDENT GOVT	2012	FORD	EXPEDITION EL	207498EX	LAUREL RIDING
STUDENT GOVT	2014	FORD	SUPER DUTY F250	210109EX	LAUREL RIDING
STUDIOS	2002	GMC	C7H042	100328EX	WILLIAM MCKINNON
SURPLUS	2002	DODGE	RAM	84008EX	GREG GAMMILL
TELEPHONE	2008	FORD	F150	504844EX	KURTIS CHRISTIAN OLSEN
UFRA	1990	OTTAWA	FIRE ENGINE	103215EX	CHUCK QUERRY
UFRA	1992	E-ONE PUMPER	FIRE ENGINE	53433EX	CHUCK QUERRY
UFRA	1997	WHEELEDCOACH	E350	507399EX	CHUCK QUERRY
UFRA	2001	FREIGHTLINER	CENTURY	509316EX	CHUCK QUERRY
UFRA	2008	FREIGHTLINER	SEMI	509317EX	CHUCK QUERRY
UFRA	2011	INTERNATIONAL	4300	508908EX	CHUCK QUERRY

Utah Valley University Fleet Report as of 11/8/2018

Department:	Year	Make	Model	License	Operator
UFRA	2011	INTERNATIONAL	4300	508909EX	CHUCK QUERRY
UFRA	2015	KENWORTH	TRACTOR	517931EX	CHUCK QUERRY
UFRA	2005	DODGE	RAM	95552EX	CHUCK QUERRY
UFRA	2006	DODGE	RAM 2500 SLT	96837EX	CHUCK QUERRY
UFRA	2009	DODGE	RAM	205124EX	CHUCK QUERRY
UFRA	2010	TOYOTA	PRIUS	506890EX	CHUCK QUERRY
UFRA	2012	SUBARU	OUTBACK	511561EX	CHUCK QUERRY
UFRA	2012	SUBARU	OUTBACK	511560EX	CHUCK QUERRY
UFRA	2013	SUBARU	OUTBACK	209179EX	CHUCK QUERRY
UFRA	2014	CHEVROLET	SILVERADO 3500	201770EX	CHUCK QUERRY
UFRA	2014	SUBARU	OUTBACK	210601EX	CHUCK QUERRY
UFRA	2015	SUBARU	OUTBACK	518120EX	CHUCK QUERRY
UFRA	2018	FREIGHTLINER	FIRE TRUCK	525102EX	CHUCK QUERRY
UNIVERSITY RELATIONS	2013	TOYOTA	VENZA	513604EX	CAMERON K MARTIN
VICE PRESIDENT	2017	TOYOTA	CAMRY LE	522708EX	VAL L. PETERSON
WAREHOUSE	2001	FREIGHTLINER	FL50	501791EX	GREG GAMMILL
WAREHOUSE	2003	FORD	E150	87035EX	GREG GAMMILL
WAREHOUSE	2005	CHEVROLET	EXPRESS	94578EX	GREG GAMMILL
WAREHOUSE	2005	CHEVROLET	EXPRESS	94579EX	GREG GAMMILL
WAREHOUSE	2006	FORD	ECONOLINE	96002EX	GREG GAMMILL
WAREHOUSE	2019	FREIGHTLINER	BOX TRUCK	526351EX	GREG GAMMILL
WASATCH	2018	FORD	EXPLORER	217762EX	THOMAS MELVILLE
WASATCH	2012	FORD	ESCAPE LTD	207352EX	THOMAS G. MELVILLE



UTAH VALLEY UNIVERSITY

MEMORANDUM

TO: The Board of Trustees

FROM: Jeffrey E. Olson, Senior Vice President for Academic Affairs

DATE: November 29, 2018

SUBJECT: Sabbatical Deferrals

A handwritten signature in blue ink, appearing to read 'J. Olson', written over the 'FROM' line.

At the June 28, 2018 Board of Trustee meeting, the Board approved sabbaticals for Professors Hong Pang and John Goshert. For reasons stated below, these professors would like to defer their sabbaticals. I have approved of these requests and wanted to communicate as such to you.

- Hong Pang, Department of History and Political Science, originally granted a sabbatical for Spring 2019 and Fall 2019. She would like to defer to Fall 2019 and Spring 2020, due to health issues.
- John Goshert, Department of English and Literature, originally granted a sabbatical for Spring 2019, would like to defer to an unspecified semester. He has agreed to take over the Writing Program in the department.

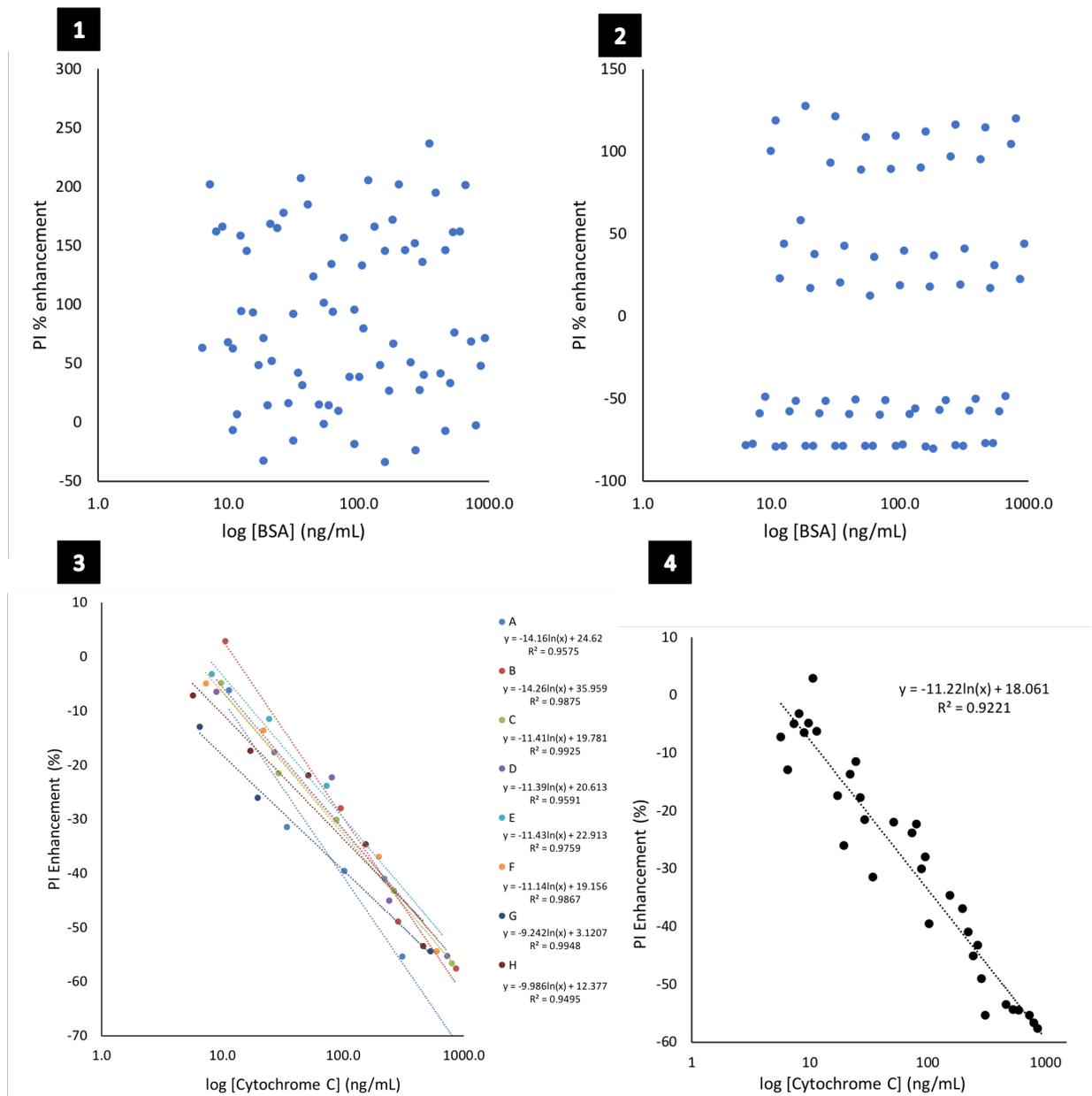
Investigation of Mechanisms for Quantum Dot and Protein Biomarker Interactions
Amber Rowley (UVID 10283259), Mentor: Dr. Ming Yu, Department of Chemistry

I am pleased to report that, thanks to the Board of Trustees Engaged Learning Award, I have made progress toward my goal of improving the test for the determination of cancer-biomarker proteins. Additionally, our previous successes have been acknowledged in the form of an *Analytical Biochemistry* publication, "Fluorescence alteration of MPA capped CdSe quantum dots by spontaneous biomarker protein adsorption." I also had the opportunity to present a poster on this research at the March 2018 National American Chemical Society conference in New Orleans. I believe that having these successes and sharing them with the greater scientific community furthers our goal of fast, easy cancer-biomarker protein detection for potential earlier cancer diagnosis applications. However, what does not get published or presented are the setbacks and troubleshooting that precede every success and which are intrinsic to the research process. My interim report will characterize some of the obstacles which I have encountered this summer.

One of the first things that I learned since I began the research for this scholarship was how difficult it is to research and procure reagents for my experiments. In all of my chemistry classes, and even my research with Dr. Yu, the materials for an experiment were placed before me with some confidence they would react with each other in a certain way. With a shopping cart full of expensive buffers, my research was directed at predicting which ones would outperform the buffer which Dr. Yu had carefully researched and selected. None of them did. I had a hypothesis that the manipulation of buffer pH, and its effect on protein conformation, would change their interactions with the quantum dots, allowing me to individualize buffers according to a particular protein and fine-tune the fluorescence patterns. Instead, I found that quantum dots require a high pH in order to interact with proteins at all. I had a similar experience when testing buffer concentration. I noticed that greater buffer concentration decreased noise in the fluorescence pattern. However, if the buffer concentration was too great, the fluorescence pattern was entirely eliminated. I searched for a buffer concentration "sweet spot" with best protein detection range and least noise, which matched what had been used in the published work. The study confirmed that the experimental conditions selected previously happened to be the optimized conditions.

Initially, I was quite discouraged with my findings. All of my hypotheses were incorrect, and the graphs for my experiments looked like nothing but noise (see figure 1). However, after I performed a large number of these disappointing experiments, I noticed that a new pattern occasionally appeared. This pattern was not according to protein concentration, but by sample position in the fluorescence-measuring instrument. After reviewing previous work and replotting graphs of successful and unsuccessful experiments, I feel confident that some of the observed noise was due to an instrument bias (see figures 2 and 3).

My future work is to continue analyzing the instrument bias to further understand how fluorescence patterns are affected, then redesign our assay to account for the bias. Then, I will do more exploratory work of testing a variety of proteins with the quantum dots to see the effect of protein size, polarity, and residue composition.



Figures 1-4. (1) Noise similar to that seen in most of my experiments this summer. (2) When buffers with greater concentration reduced noise, a pattern by microplate rows emerged. (3) Plotting the data separately for microplate rows improved R^2 values for most data compared to plotting all data together (4).

BoTs Helping Hands Interim Report

3D printing has proven to be a great tool for quick and effective modeling. However, we realized that preliminary research needed to be done before printing our designs. Different filaments have various physical properties that contribute to the overall utility of the material. After an extensive survey of commercially available filaments, we have concluded that nylon will be the best material to use for most parts of the prosthetic. Nylon has a low coefficient of friction and is extremely flexible while maintaining its durability. The printing process with Nylon is more involved and it's taken a significant amount of testing to achieve consistent quality with our prototype prints.

Our biggest area of progress up to this point has been in our development of a finger mounting harness. It reliably supports a prosthetic finger, and can be used for any of the fingers on the left or right hand. Many finger-loss injuries result in the loss of an entire finger down to the first knuckle, much like Nick's injury. Attaching a prosthetic at that joint without surgery is difficult, and finding a suitable attachment system was one of the major obstacles we faced toward reaching our project objectives. Our current design is a harness that attaches to the back-side of the hand that will mount the prosthetic in a natural position. This design is simple to attach and remove, and is easily adjusted to support various hand sizes. Upon completion of the first draft of the entire prosthetic finger, we will make adjustments to the harness design to improve its long-term comfort.

We have also been working on a kinematic study of human fingers. As we design and refine the moving components of the assembly, it has been important for us to research the mechanisms present in the human hand that allow for such a broad range of movement. This research has allowed us to more closely mimic natural hand movements in our prototypes even under the purely mechanical scope of our project. We have identified a pathway for the "artificial tendon" that will effectively translate wrist movement into movement of the prosthetic.

One of our major areas of focus as we move forward is finding the best design for 3D printable joints. We've identified 3 potential designs and are currently in the process of testing these joint designs with various materials and print configurations. We are also testing readily available materials that could be used for the "artificial tendon".

As we approach the 6-month anniversary of our project, we are pleased with the progress that we have made thus far, and would once again like to thank the Board of Trustees for their support.

- Nicholas Williams, Taylor Cook