

**Utah Valley University Board of Trustees Meeting**  
**February 23, 2017**  
**4:00pm SC 213c**

Tab	Agenda	Notes
	<u>I. Action</u>	
A	1. Engaged Learning Scholarship Presentations <i>Elaine Dalton, Chair</i> a. Sarah Khelfa b. Arthur Evenson c. Brian Milligan	
B	2. Policies a. Policy 522 Undergraduate Credit and Degrees <i>Michelle Taylor, VP for Student Affairs</i> b. Policy 601 Classroom Instruction and Management <i>Jeff Olson, SVP for Academic Affairs</i> c. Policy 607 Course-Based Fees for Credit Courses <i>Jeff Olson, SVP for Academic Affairs</i>	
C	3. Requisitions a. Classroom Media Refresh <i>Jacob Atkin, AVP for Finance</i> b. Autism Center Management Contract <i>Jacob Atkin, AVP for Finance</i>	
D	4. UVU Mission Fulfillment Self-Evaluation <i>Linda Makin, VP for Budgets, Planning, &amp; HR</i>	
E	5. Academic Programs <i>Jeff Olson, SVP for Academic Affairs</i> a. TM Emphasis in Building Construction and Construction Management (Deletion) b. Certificate of Proficiency in Geographic Information Systems (New) c. AAS/ BS in Respiratory Therapy (New) d. Certificate of Proficiency in Interdisciplinary Gerontology (New) e. Unit Name Change/Restructure of The Office for Global Engagement (Merger)	
F	6. Proposed Student Fees <i>Birch Eve, Student Body President</i>	
ES 1-4	<b><u>II. Executive Session</u></b>	
	<u>I. Action (Cont.)</u>	
	7. Sabbatical Requests	
	8. Honorary Degree Nominations	
	9. Trustee Award Nominations	
	10. Naming Opportunities	
	<u>III. Committee Reports</u>	
	1. Audit Committee <i>Trustee Duff Thompson</i>	

G

IV. Consent Calendar

1. Minutes
2. HR Report
3. Investment Reports

V. Information

1. President's Report *President Matthew Holland*

*Adjournment*



**UVU BOARD OF TRUSTEES  
Agenda Item Coversheet**

<b>DATE:</b>	<b>February 19, 2017</b>
<b>TITLE:</b>	<b>Board of Trustee Engaged Learning Scholarship</b>
<b>EXECUTIVE/RESPONSIBLE STAFF MEMBER:</b>	<b>Richard Tafalla</b>
<b>SUBJECT:</b>	<b>Engaged Learning Scholarship Finalists</b>
<b>BACKGROUND:</b>	Each year, the Board of Trustees provide a scholarship to a student engaged in an individual engaged learning project. The finalists will each be given 5 minutes to present their project. The Trustees will evaluate each finalist on the merits of his/her project and provide these evaluations to the Engaged Learning Office. An independent committee will make the final decision regarding the award recipient. The award recipients will then return at a later date to provide the Trustees with an update on their efforts. This year the finalists for this award are Sarah Khelfa, Arthur Evenson, and Brian Milligan.
<b>ALTERNATIVES:</b>	<ul style="list-style-type: none"> <li>• <b>The Trustees will provide an assessment of each finalist. They will NOT make a formal recommendation for an awardee.</b></li> </ul>
<b>FINANCIAL IMPACT:</b>	Dependent upon scholarship recipient
<b>EXHIBITS:</b>	<ol style="list-style-type: none"> <li>a. Project descriptions (Tab A)</li> </ol>

# Board of Trustees Engaged Learning Scholarship Due Jan. 18 2017

This form should be used to apply for the Board of Trustees Scholarship. The BoTS is an honor intended to support a student's engaged learning project. The award will be based on the applicant's involvement in the engaged learning project. A compelling engaged learning project will appraise higher than the applicant's academic performance.

Applications must be complete with a signature page attached by . DEADLINE Extended to January 18, 2017 at 5:00 pm.

PLEASE NOTE: You will need to secure signatures in order to complete the application. We will not accept hard copies of signatures in our office. Please plan ahead. Securing signatures from your mentor, department chair, and financial manager will take several days.

For questions, please contact Shelly Andrus at landrus@uvu.edu ext. 8337

Status: Pending

## Submitted By

Sarah Khelfa  
luckifrog@gmail.com  
Jan 18, 2017, 02:46PM MST

## Demographics

Name: Last, First, MI. [Required] Khelfa, Sarah

UVU ID # [Required] 10620944

Home Address: [Required] 661 S 2220 W Apt. 204, Pleasant Grove, UT 84062

Phone Number [Required] 801-687-6758

Email Address [Required] [10620944@my.uvu.edu](mailto:10620944@my.uvu.edu)

## Abstract

Title of Project: [Required] Real-time pathology of sentinel lymph nodes during breast cancer surgery using high-frequency ultrasound

Proposals should:

Please complete proposal in approximately one page below.

### Describe your project [Required]

Review and funding of undergraduate scholarly projects take into account the following criteria:

1. Project has clearly stated background, objectives, methodology, and outcomes.
2. The project includes a product that significantly contributes to the benefit of some "community" entity. (Is transformative for the community)
3. The proposal is well written and organized, offering background and context outlining the importance of the project.
4. The project is primarily a product of the individual student investment, and will be completed primarily by the student.
5. This project is a transformative experience for the student.
6. The abstract has the approval and full support of a faculty mentor, with the written endorsement of the department.

## Real-time pathology of sentinel lymph nodes during breast cancer surgery using high-frequency ultrasound

**Significance:** Removal and analysis of the sentinel lymph node (SLN) is often performed during lumpectomy, since it is the first site of metastasis for breast cancer. If found to be malignant, further surgery is typically performed to remove additional lymph nodes in and around the affected breast, to limit the spread of the malignancy. Often, this extra procedure will result in hardship for the patient in the form of additional surgeries or having several nodes removed that may not, in fact, be malignant. These additional surgeries often lead to debilitating side effects for the patients, such as edema, infection, or limited use of the arm next to the affected breast. Since breast cancer is the second leading cancer in women and lumpectomy is the most common surgical procedure for breast cancer, developing a method to analyze SLNs in the operating room during surgery would eliminate these additional surgeries and their associated suffering.

**Objective:** This research aims to develop the use of high-frequency ultrasound as a real-time analysis method to determine SLN status during breast cancer surgery in the operating room.

**Background:** Research data from breast cancer tissue specimens was gathered in 2013-2014 by our UVU team of students at the Huntsman Cancer Institute. The study detected malignancies in tumor margins through a high-frequency ultrasonic method that produced greater sensitivity and accuracy than current methods in use. Other than these tumor margins, we have only conducted a preliminary analysis of the data collected from other tissues such as the lymph nodes.

**Research Strategy and Outcomes:** The research will consist of performing a follow-on study of the lymph node results previously acquired from The Huntsman Cancer Institute to improve the correlation between the ultrasound results and standard pathology. Image analysis methods will be used to examine the SLN pathology slide data gathered from the 73 patients studied in 2013-2014. The goal will be to quantify the extent of the malignant tissue located in the SLN pathology data. Previously, pathology results simply designated the entire lymph node as malignant if any cancer cells were found in the node, or benign if none were found. By narrowing it down to precisely how much the lymph node is malignant, or if there could be special characteristics of the malignant or benign tissue that would throw the ultrasound results off, much more exact and accurate correlations could be determined. These correlations would significantly further the development of high-frequency ultrasound for real-time SLN evaluation. Results from this project will be reported in a peer-reviewed journal article and at a medical conference.

**Personal Statement:** This research will be personally transformative to me because it will provide a unique and invaluable experience in medical research by allowing me to conduct my own research project while simultaneously work on growing with a team whose goal is to better the future of medicine, one step at a time. This will certainly be a benchmark in my education towards becoming a doctor, as I will gain experience by collaborating with the pathologists and surgeons at The Huntsman Cancer Institute. This will also allow me to expand my experience by working on a significant health problem for women—breast cancer.

One of my closest friends in Elementary school had her mother pass away from cancer; I remember going home and telling my parents that I was going to grow up to be a doctor so I could help prevent this from happening to others. As I've grown, the desire to help others has not gone away, and is further encouraged by my uncles living back in Morocco that are doctors themselves. We have yet to have a female in the family become a doctor, and this is something I wish to change. Proving to family and friends back in my parent's country that a woman can also become a doctor is very important to me, you'd be surprised at just how many people still maintain this barrier of thinking.

Additionally, monetary challenges are ever present in my life; my father lives overseas and is the family's only source of income. In addition to covering his own rent and livelihood, he sends my mother, my sister, and I a total of around \$15,600 a year for living expenses and to pay for schooling—without scholarships, I would not be able to attend UVU as a full time student, and with my sister going to college next year, we are going to be in even more dire a situation. I truly do have interest in this area of research, and this budget will help ensure that I have the extra time to spend necessary to complete this study.

## Budget/Signature Page

Please download the XCEL budget spreadsheet by clicking on the form. Then complete the budget and upload at the following question by clicking on "Upload" and attaching the XCEL spreadsheet.

<https://orgsync.com/88951/files/1088599/show>

File Upload [Required] Submitted File: [Sarah Khelfa Budget Form.pdf](#)

Please upload your XCEL budget sheet by clicking on "Upload" and then attaching your form.

## Mentors Support Letter

NOTE TO MENTORS:

The BoTs is a scholarship and an honor for the student. There will be only one individual chosen. The primary criterion is that this be a "compelling" engaged learning experience for the student and community. In your letter of support, please address the extent you believe the candidate can complete the project as described in the abstract. Also, address the five criterion requested that the student will address above.

File Upload [Required] Submitted File: [Sarah Khelfa Letter of Support.pdf](#)

Please UPLOAD your mentor's support letter here. Mentors should address the student's ability to perform the activities proposed.





UTAH VALLEY UNIVERSITY

PHYSICS

January 18, 2017

Scholarly and Creative Activities Committee  
Office of Engaged Learning  
Utah Valley University  
Orem, UT 84058

Subject: Letter of Support for Sarah Khelfa for the UVU Board of Trustees Engaged Learning Scholarship

Dear Selection Committee,

As Sarah Khelfa's faculty mentor, her project, "Real-time pathology of sentinel lymph nodes during breast cancer surgery using high-frequency ultrasound," has my approval and full support. Sarah has worked with me in research for four months, during which time she has been learning in depth about our high-frequency ultrasound method and equipment, and helping to conduct a skin cancer study at the Huntsman Cancer Institute (HCI) by performing testing on surgical specimens. Sarah learned how to perform the ultrasonic testing very quickly and skillfully, and has become one of my top research students.

Since breast cancer affects one of eight women during their lifetime, Sarah's project is exceptionally compelling and transformative to all women and their families in the community. By developing a rapid lymph node analysis method for the operating room, her results could lead to fewer surgeries, fewer surgical complications, and less metastasis of breast cancer in patients. Sarah's proposed research would therefore represent a significant contribution to the surgical treatment of cancer patients. The project would also be transformative for Sarah herself, providing her with one-of-kind research and medical experiences at a world-leading cancer center. These experiences would be priceless in her journey to becoming a medical doctor.

Sarah's project will be completed primarily by herself. She will be responsible for working with our collaborators at the HCI (Cindy Matsen, surgeon, and Rachel Factor, pathologist) to perform her retrospective study of the lymph node pathology slides from our previous 73-patient breast cancer study completed in 2014. She will also correlate the retrospective study results to the ultrasonic data to provide a more accurate analysis of the capabilities of high-frequency ultrasound for detecting malignant tissue in sentinel lymph nodes. Finally, Sarah will be responsible for reporting her results by presenting them at a conference and writing a paper for a peer-review journal.

Sarah has the intellectual capabilities and talent to complete this project successfully. The project requires little investment in materials or equipment. Rather, it will require a large investment of time from Sarah to re-examine the pathology slides and provide a more detailed analysis of the extent and type of cancer in each of the approximately 90 nodes tested in 2013-2014. I know that Sarah has the dedication and passion to see her project to the end, and she will learn a tremendous amount about breast cancer, pathology methods, and lymph node histology from her efforts.



UTAH VALLEY UNIVERSITY

PHYSICS

Sarah's proposal is well-written and organized, with a clear discussion of the significance, objective, background, and research strategy of her project. She presents a compelling argument for the importance of the work, both to the community as a whole and to her personal development in her education and career.

Sarah has a passion for research and medicine. In her research work at UVU and HCI she has shown that she has the capabilities to successfully complete her proposed plan, and I fully endorse and support her project.

Sincerely,

A handwritten signature in black ink that reads "Timothy E. Doyle".

Timothy E. Doyle  
Assistant Professor  
Department of Physics  
Utah Valley University  
800 West University Parkway, MS 179  
Orem, UT 84058

Phone: 801-863-5410  
Email: [Timothy.Doyle@uvu.edu](mailto:Timothy.Doyle@uvu.edu)

# Board of Trustees Engaged Learning Scholarship Due Jan. 18 2017

This form should be used to apply for the Board of Trustees Scholarship. The BoTS is an honor intended to support a student's engaged learning project. The award will be based on the applicant's involvement in the engaged learning project. A compelling engaged learning project will appraise higher than the applicant's academic performance.

Applications must be complete with a signature page attached by . DEADLINE Extended to January 18, 2017 at 5:00 pm.

PLEASE NOTE: You will need to secure signatures in order to complete the application. We will not accept hard copies of signatures in our office. Please plan ahead. Securing signatures from your mentor, department chair, and financial manager will take several days.

For questions, please contact Shelly Andrus at landrus@uvu.edu ext. 8337

Status: Pending

## Submitted By

Arthur C Evensen  
evensen.arthur@gmail.com  
Jan 18, 2017, 02:43PM MST

## Demographics

Name: Last, First, MI. [Required] Evensen, Arthur, C

UVU ID # [Required] 10761227

Home Address: [Required] 37 East 600 South Orem, Utah 84058

Phone Number [Required] 435-830-5211

Email Address [Required] [evensen.arthur@gmail.com](mailto:evensen.arthur@gmail.com)

## Abstract

Title of Project: [Required] Impact of Phragmites australis control of Utah Lake water quality

Proposals should:

Please complete proposal in approximately one page below.

### Describe your project [Required]

Review and funding of undergraduate scholarly projects take into account the following criteria:

1. Project has clearly stated background, objectives, methodology, and outcomes.
2. The project includes a product that significantly contributes to the benefit of some "community" entity. (Is transformative for the community)
3. The proposal is well written and organized, offering background and context outlining the importance of the project.
4. The project is primarily a product of the individual student investment, and will be completed primarily by the student.
5. This project is a transformative experience for the student.
6. The abstract has the approval and full support of a faculty mentor, with the written endorsement of the department.

## Impact of Phragmites australis control on Utah Lake water quality

The introduction of the invasive perennial grass *Phragmites australis* in the 1980s has dramatically impacted the ecosystem of Utah Lake. This invasive species has choked out native plants, reducing biodiversity and decreasing the aesthetic value of the lake. State legislators have thus allocated significant funding for its elimination. The current method of removal involves aerial application of glyphosate-based herbicides followed by mowing, leaving the roots in the sediment. However, studies have shown that *P. australis* plants sequester trace metals in their roots. Thus, management in this fashion only recycles the contaminants into the lake, even potentially worsening the water quality by introducing herbicides to the system. While it is important to control proliferation of *P. australis* for ecosystem stability, its removal must be done holistically and thoughtfully. We hypothesize that trace metal concentration in sediments and water in locations where herbicide has been applied will be increasingly higher with time due to the slow decomposition of plant biomass relative to locations where Aqua Neat has not been applied, thereby reducing water quality.

*P. australis*, sediment and water samples will be collected from eight sites selected at random surrounding Utah Lake, including both treated and untreated areas for a period of 5 months. Sediment core samples (0-90cm) taken from each location will be divided into 15 cm increments and each increment composited for their respective location. Five replicate samples will be taken at each site. All samples will be prepped for acid microwave digestion, filtered and analyzed for trace metal content using the ICP-OES. Samples will be sent to the Utility Testing Lab in Salt Lake City for herbicide concentration determination. To understand the behavior of trace elements in each respective site, parameters such as temperature, pH, organic matter (OM), electrical conductivity, redox potential, dissolved oxygen, particle size distribution, total nitrogen, and total phosphate will be determined.

Rapid proliferation of the invasive *P. australis* is not only a local issue in Utah Lake, it is a continent-wide environmental concern as this species has invaded wetlands and most disturbed habitats across North America. Its aggressive distribution has been attributed to its ability to grow in soils with a wide range of pH, salinity, soil textures and in extreme environmental conditions. Although various approaches have been used to address the threats produced by this invasive plant, the manner in which the unintended consequences of *P. australis* control is addressed in Utah may also have implications for its management in other regions of North America. The proposed work will also advance the science of understanding geochemistry-ecological feedbacks in ecosystems, particularly involving exotic invasions. Many of these feedbacks are unknown and underappreciated. By demonstrating the potentially far-reaching consequences of invasive plant control efforts to geochemical cycling, this research will provide a template for other research efforts poised to address such relationships in other systems.

This project has been, and is currently, a transformative experience for me. I am a first generation college student from rural Utah. As a biology major aspiring to go to medical school, I sought out a research opportunity when I first came to Utah Valley University in 2015, which I found on Dr. Eddy Cadet's undergraduate research team. I invested myself in the project and discovered that I had a passion for research. Quickly I progressed from a volunteer, to an intern, to a permanent member of the team. I assumed leadership responsibilities and began recruiting students to the research. I am now the project lead working directly under Dr. Eddy Cadet. This research, and his mentoring, has changed me fundamentally. I have realized capabilities in myself that I never knew I had. I have become an academic who is engaged in the local and global scientific community. I have become a leader and mentor to fellow students, helping them to begin their path in research. The concepts I've learned in my university studies now connect and apply to the real world in ways I never anticipated. I see the world differently. This transformative experience has better prepared me for medical school and I know that research will forever be a part of who I am.

## Budget/Signature Page

Please download the XCEL budget spreadsheet by clicking on the form. Then complete the budget and upload at the following question by clicking on "Upload" and attaching the XCEL spreadsheet.

<https://orgsync.com/88951/files/1088599/show>

File Upload [Required] Submitted File: [Engaged Learning Scholarship Budget and Signatures.pdf](#)

Please upload your XCEL budget sheet by clicking on "Upload" and then attaching your form.

## Mentors Support Letter

NOTE TO MENTORS:

The BoTs is a scholarship and an honor for the student. There will be only one individual chosen. The primary criterion is that this be a "compelling" engaged learning experience for the student and community. In your letter of support, please address the extent you believe the candidate can complete the project as described in the abstract. Also, address the five criterion requested that the student will address above.

File Upload [Required] Submitted File: [Engaged Learning Scholarship Recommendation Letter.pdf](#)

Please UPLOAD your mentor's support letter here. Mentors should address the student's ability to perform the activities proposed.

# Board of Trustees Engaged Learning Scholarship

## Budget Request

**Project Title:** Impact of *Phragmites australis* control on Utah Lake water quality.  
**Project Leader:** Arthur Evensen  
**Total BoTS Request:** \$6,500.00 **Date:** 1/17/2017

Budget Item	BoTS Request
Materials/Supplies	\$2,180.00
Student Travel	\$1,320.00
Other*	\$3,000.00
<b>TOTAL</b>	<b>\$6,500.00</b>

**In budget justification please describe each item and its importance as well provide a rationale for the number of salary hours requested for the project as budgets may need to be cut.**

Budget Justification \_\_\_\_\_

Ice auger (\$210.00)

• Utah Lake currently has a layer of surface ice preventing access to the liquid water beneath. An ice auger will allow quick access to the liquid water for parameter testing and sample procurement.

Thermal Waders (\$75.00 x 5 = \$300.00)

• Our sample collection team consists of five researchers. New thermal waders are needed to keep us dry and warm during our winter collections.

Storage containers (\$8.00 x 40 = \$320.00)

• Each time we sample a site, we bring back 20qts of soil, 5 core sleeves, 3L of water, and five entire *P. australis*. We need containers to store and refrigerate all of our samples until they are processed.

Argon (\$500.00)

• Argon gas is used to create the plasma needed for ICP-OES.

Nitric Acid (\$150.00)

• Trace metal grade HNO<sub>3</sub> is used to digest samples prior to microwave digestion and ICP-OES.

Membrane Filters (\$200.00)

• Following digestion, samples are filtered using membrane filters prior to ICP-OES.

Analytical Nebulizer (\$500.00)

• Converts sample to fine mist in ICP-OES for elemental analysis.

Truck Rental from Motor Pool (\$45.00 x 24 collections = \$1080.00)

• Utah Lake has over 70 miles of shoreline. We are sampling from eight random sites along the shoreline and our collections require a significant amount of equipment. The truck is necessary to transport our team and equipment to sample sites.

Vehicle fuel (\$10.00 daily x 24 collections = \$240.00)

• Our average consumption of fuel per collection trip is about \$10.00 worth of gasoline.

\*Please describe other:

Student Salary (\$10.00 hourly x 279 total hours = \$2790.00)

Student Benefit (0.07 x \$3000.00 = \$210.00)

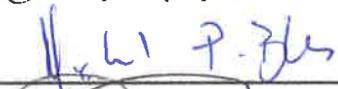
Faculty Mentor's signature (required):



Date: 1/17/2017

(Signature implies you are insuring student will complete project in a timely manner and budget justification and oversight)

Department Chair signature (required):



Date: 1/17/17 1/17/2017

Dean's signature (required):



Date: 1/18/17 1/17/2017



UTAH VALLEY UNIVERSITY  
EARTH SCIENCE

January 16, 2017

Dear Board of Trustees Engaged Learning Scholarship Committee,

My name is Eddy Cadet, Ph.D. I am an Associate professor at UVU and the faculty mentor working with Arthur Evensen on this research project. It is with great pleasure and anticipation that I write this letter of recommendation on his behalf. I have known Arthur for a full year now. Although he is a Biology major, he has been conducting research within the Environmental Science and management program laboratory in the Earth Science Department since spring 2015. Arthur has shown much interest in our current investigation of Utah Lake, but now he is fully engaged, and has become an important member of our research team at UVU.

The title of the project for which funding is requested is: *Impact of Phragmites australis Control in Utah Lake Water Quality*

Utah Lake is the largest fresh water body west of the Mississippi River and is a significant recreational area for many citizens throughout Utah. Historically, this Lake has been impacted by urbanization, long term mining operations, industrial and agricultural activities resulting in potentially high levels of trace metal pollutants. These trace metals and other pollutants are known to cause cancer and other health issues when they are present in elevated quantities in the environment and has the potential to bioaccumulate in living systems. Current studies reveal several natural ways in which pollutants are neutralized in the lake, including migration down the lake sediment, bioaccumulation in fish, and their distribution in lake waters, reducing their concentration. However, there has been not one investigation identifying wetland plants in Utah Lake as a potential sink. Currently, there are two species of Phragmites plants in Utah Lake; *P. americanis*, a native species and *P. australis*, an invasive species which is spreading aggressively in the lake, and apparently at a much faster rate than the native species. The rapid proliferation of *P. australis* is also contributing to other concerns in the Lake, including reducing biodiversity and the near extinction of the June Sucker fish. The current method of removal involves aerial application of glyphosate-based herbicides followed by mowing, leaving the roots in the sediment. Studies have shown that Phragmites plants sequesters trace metals in its roots. Its management in this fashion only recycles the contaminants into the lake. While it is important to control proliferation of *P. australis* for ecosystem stability, its removal must be done holistically and thoughtfully. This study evaluates the impact of Phragmites spp. destruction by herbicide (with glyphosate) on water quality. These are current environmental issues which is relevant to Environmental Science and Management program in the Earth Science Department at UVU.

As the research team lead, Arthur has been involved in the planning, sampling of sediment and lake water and phragmites plants at Utah Lake. Each plant will be digested and analyzed in our ICP-OES. The results of this study will be shared with the Department of Water Quality. We also plan on submitting manuscripts to reputable journals for publication as well as presenting in conferences and workshop on campus and professional meetings.

Arthur is very familiar with all the instrumentations listed above to conduct this research. As his mentor, I know that this project has and will increase his enthusiasm for the academics and contribute to his completing his course work at UVU. Arthur is planning on going to medical school. I am confident that the experience gained in this project will play an important role in his future professional career. This grant, if funded will assist in completing his work here at UVU.

If you have any question about Arthur, please feel free to contact me at (801) 380-9402

Sincerely,

A handwritten signature in blue ink that reads 'Eddy L. Cadet'.

**Eddy L. Cadet, Ph.D.**  
Department of Earth Sciences  
Utah Valley University

# Board of Trustees Engaged Learning Scholarship Due Jan. 18 2017

This form should be used to apply for the Board of Trustees Scholarship. The BoTS is an honor intended to support a student's engaged learning project. The award will be based on the applicant's involvement in the engaged learning project. A compelling engaged learning project will appraise higher than the applicant's academic performance.

Applications must be complete with a signature page attached by . DEADLINE Extended to January 18, 2017 at 5:00 pm.

PLEASE NOTE: You will need to secure signatures in order to complete the application. We will not accept hard copies of signatures in our office. Please plan ahead. Securing signatures from your mentor, department chair, and financial manager will take several days.

For questions, please contact Shelly Andrus at landrus@uvu.edu ext. 8337

Status: Pending

## Submitted By

Brian J Milligan  
irishmilligan@gmail.com  
Jan 18, 2017, 04:58PM MST

## Demographics

Name: Last, First, MI. [Required] Brian James Milligan

UVU ID # [Required] 10694532

Home Address: [Required] 439 West 205 North

Phone Number [Required] 385-241-0213

Email Address [Required] [irishmilligan@gmail.com](mailto:irishmilligan@gmail.com)

## Abstract

Title of Project: [Required] Philippines Micro-business Development

Proposals should:

Please complete proposal in approximately one page below.

### Describe your project [Required]

Review and funding of undergraduate scholarly projects take into account the following criteria:

1. Project has clearly stated background, objectives, methodology, and outcomes.
2. The project includes a product that significantly contributes to the benefit of some "community" entity. (Is transformative for the community)
3. The proposal is well written and organized, offering background and context outlining the importance of the project.
4. The project is primarily a product of the individual student investment, and will be completed primarily by the student.
5. This project is a transformative experience for the student.
6. The abstract has the approval and full support of a faculty mentor, with the written endorsement of the department.

Brian J. Milligan

#### Philippines Micro-business development

My intention is to use social entrepreneurship using a community development model. I will be partnering with Dale Hampshire, in order to develop a micro-loan and micro-business system in a community in the Philippines. The business that we will be developing will be based off of problems and issues the community leaders themselves would like to be addressed. We will be working off of the business model of Hampshire himself who has been working on this project model on his own in Vanuatu, and now we would like to expand the project to the Philippines.

Hampshire has found difficulty in his work in Vanuatu trying to introduce certain products to the community that he felt the community needed. The leaders of the community were not very receptive. After Hampshire went back to school and got his masters in community development, he started a business model which first counsels and works with the community leaders to first identify what problems they feel need to be address, then from there a business model is created to address said problem and to create local jobs.

Due to my time and experience of living in the Philippines for two years, and with my understanding of the culture and needs of the people there, I will be working closely with local community leaders in the filipino villages around San Pablo to identify a service or product the community needs. We will then work with the community members and leaders to create a business model for them that can help develop local job growth as well.

February - Personal research on community development models

March - Meet with Dale Hampshire to plan for Vanuatu project and trip

May - Travel to Vanuatu with Dale to learn community development model and procedure (estimate \$1,300 for flights, and \$500 with living expenses, and estimated \$1,000 for project development and materials).

June - Perform critical review of Vanuatu Experience, and plan the Philippines project

July - Perform Philippines community development project through my own cost (Average cost of flight to Philippines is between \$800-900, with a living expense of \$500, and \$2,000 for project development)

I also commit myself to personal raise at least \$1,000 for the project development.

Some of the project development by Dale Hampshire include locally sourced and produced coconut oil presses, coconut oil lamps, manufacturing of tools through locally sourced products, reintroducing traditional skills for women and assisting with commercialization of local products and services to external markets.

## Budget/Signature Page

Please download the XCEL budget spreadsheet by clicking on the form. Then complete the budget and upload at the following question by clicking on "Upload" and attaching the XCEL spreadsheet.

<https://orgsync.com/88951/files/1088599/show>

File Upload [Required]

Submitted File: [Financials for BOTS.pdf](#)

Please upload your XCEL budget sheet by clicking on "Upload" and then attaching your form.

## Mentors Support Letter

NOTE TO MENTORS:

The BoTs is a scholarship and an honor for the student. There will be only one individual chosen. The primary criterion is that this be a "compelling" engaged learning experience for the student and community. In your letter of support, please address the extent you believe the candidate can complete the project as described in the abstract. Also, address the five criterion requested that the student will address above.

File Upload [Required]

Submitted File: [Reference for BOTS.pdf](#)

Please UPLOAD your mentor's support letter here. Mentors should address the student's ability to perform the activities proposed.

# Board of Trustees Engaged Learning Scholarship

## Budget Request

Project Title: Philippines Community Development  
 Project Leader: Brian J. Milligan  
 Total BoTS Request: \$6,000 Date: January 18th, 2017

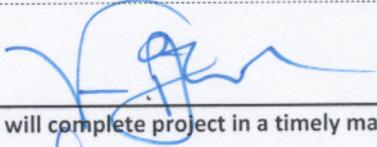
Budget Item	BoTS Request
Materials/Supplies	\$3,000.00
Student Travel	\$2,000.00
Other*	\$1,000.00
<b>TOTAL</b>	<b>\$6,000.00</b>

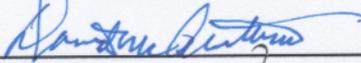
In budget justification please describe each item and its importance as well provide a rationale for the number of salary hours requested for the project as budgets may need to be cut.

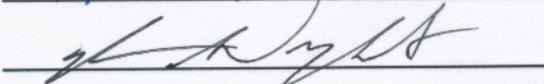
Budget Justification

I will be counseling with the leaders of the local village of San Pablo to develop a microbusiness plan to address issues the local leaders feel need to be addressed. Working off of the past projects that my mentor Dale Hampshire has done in Vanuatu, this is the general budget allocated for starting such a social entrepreneurs project.

\*Please describe other:

Faculty Mentor's signature (required):  Date: 18 Jan 17  
 (Signature implies you are insuring student will complete project in a timely manner and budget justification and oversight)

Department Chair signature (required):  Date: 18 Jan 2017

Dean's signature (required):  Date: 1.18.17

Board of Trustees Engaged Learning Scholarship  
Utah Valley University  
Orem, Utah

18 JAN 17

To whom it may concern:

Brian Milligan is a student in the International Business Program of the Woodbury School of Business. He is interested in learning how to conduct and implement community development programs in developing nations. He recently returned from serving as a missionary in the Philippines and wants to learn how to help solve community problems with local leaders there.

Brian has been introduced to someone who has been successful in over 30 community development projects in Vanuatu. Dale Hampshire has learned through trial and experience and by taking a Masters degree in Community Development how to conduct successful projects in third world island nations. Dale has agreed to mentor Brian and assist him in learning the skills and abilities to do similar work in the Philippines. This process would involve Brian working with Dale on a project in Vanuatu and then creating his own project, in conjunction with local and tribal leaders in the Philippines.

This type of experience will take Brian to a new level in understanding and implementing social entrepreneurship projects. Brian will discover specific problems in communities and then work with local leaders to find local solutions to those problems.

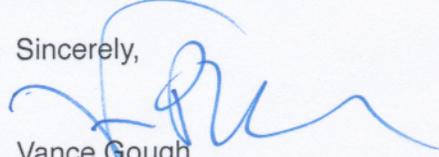
Brian has experience in Southeast Asia and has built relationships there. He now has the opportunity to learn skills and tools in a relevant and engaged manner so that he can implement new projects. This kind of opportunity is rare and it offers hands on experience and mentorship.

Brian is mature, has two years remaining in his degree and has family support to succeed in this project. It is a project where Brian will have to instill his own structure on a fairly unstructured situation. This kind of service learning will require reflection and patience and hard work. Brian has demonstrated in past activities in his life, including a Eagle Scout project in Fiji and a successful mission in the Philippines, that he can achieve and complete this project.

I will work with Brian during the next year to support him in this project from UVU.

I recommend Brian Milligan to you as someone who will be successful if he receives this Scholarship.

Sincerely,



Vance Gough  
Assistant Professor  
Woodbury School of Business  
Utah Valley University  
vance.gough@uvu.edu



**UVU BOARD OF TRUSTEES  
Agenda Item Coversheet**

<b>DATE:</b>	<b>February 17, 2017</b>
<b>TITLE:</b>	<b>Revision to Policy 522 Undergraduate Credit and Degrees</b>
<b>EXECUTIVE/RESPONSIBLE STAFF MEMBER:</b>	<b>Michelle Taylor</b>
<b>SUBJECT:</b>	<b>Policy Revision</b>
<b>BACKGROUND:</b>	This policy has limited scope revisions resulting from information UVU learned from the Northwest Commission on Colleges and Universities (NWCCU) that we may recognize students' credentials and certifications as transfer credit if there is evidence that there was classroom time in the acquisition of those credentials or certifications. This type of credit is not be subject to the experiential credit limit of 25% of the degree imposed by NWCCU. The impact will be in the programs of Criminal Justice, Emergency Services, and Aviation where students earn state and federal credentials.
<b>ALTERNATIVES:</b>	<b>Approve</b> as presented, "I move to approve the proposed revision to Policy 522 Undergraduate Credit and Degrees"
<b>FINANCIAL IMPACT:</b>	None anticipated
<b>EXHIBITS:</b>	Policy 522 Undergraduate Credit and Degrees



Proposed Policy Number and Title: **522 Undergraduate Credit and Degrees**

Existing Policy Number and Title: 522 Undergraduate Credit and Degrees

**Approval Process\***

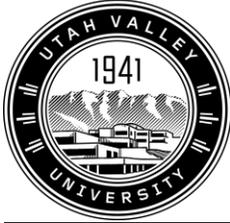
<b>X Regular</b>	<input type="checkbox"/> Temporary Emergency	<input type="checkbox"/> Expedited
<input type="checkbox"/> New	<input type="checkbox"/> New	<input type="checkbox"/> New
<b>X Revision LIMITED SCOPE</b>	<input type="checkbox"/> Revision	<input type="checkbox"/> Revision
<input type="checkbox"/> Deletion	<input type="checkbox"/> Suspension	
	Anticipated Expiration Date:	

\*See UVU Policy #101 *Policy Governing Policies* for process details.

**Draft Number and Date:** Regular, Limited Scope, Board of Trustees, February 23, 2017  
**President's Council Sponsor:** Michelle Taylor **Ext.** \_\_\_\_\_  
**Policy Steward:** Liz Childs **Ext.** \_\_\_\_\_

**POLICY APPROVAL PROCESS DATES**

<p><b>Policy Drafting and Revision</b> Entrance Date: <u>5/26/2016</u></p> <p><b>University Entities Review</b> Entrance Date: <u>5/26/2016</u></p> <p><b>University Community Review</b> Entrance Date: <u>10/20/2016</u> Open Feedback: <u>10/20/2016</u> Close Feedback: <u>11/4/2016</u></p> <p><b>Board of Trustees Review</b> Entrance Date: <u>12/08/2016</u> Approval Date: _____</p>	<p align="center"><b>POST APPROVAL PROCESS</b></p> <p>Verify:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Policy Number</li> <li><input type="checkbox"/> Section</li> <li><input type="checkbox"/> Title</li> <li><input type="checkbox"/> BOT approval</li> <li><input type="checkbox"/> Approval date</li> <li><input type="checkbox"/> Effective date</li> <li><input type="checkbox"/> Proper format of Policy Manual posting</li> <li><input type="checkbox"/> TOPS Pipeline and Archives update</li> </ul> <hr/> <p><b>Policy Office personnel who verified and posted this policy to the University Policy Manual</b></p> <p><b>Name:</b> _____</p> <p><b>Date posted and verified:</b> _____</p>
---	---



<b>POLICY TITLE</b>	Undergraduate Credit and Transcripts	<b>Policy Number</b>	522
<b>Section</b>	Student Affairs	<b>Approval Date</b>	
<b>Subsection</b>	Academic Standards, Credits, and Grades	<b>Effective Date</b>	
<b>Responsible Office</b>	Office of the Vice President of Student Affairs		

### 1.0 PURPOSE

**1.1** This policy establishes minimum credit hours, residency, and GPA requirements for the purpose of obtaining a degree, diploma, or certificate at UVU.

### 2.0 REFERENCES

**2.1** Northwest Commission on Colleges and Universities' *Policy on Credit Hour*

**2.2** Utah Board of Regents' Policy R401 *Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports*

**2.3** Utah Board of Regents' Policy R473 *Standards for Granting Academic Credit for CTE Course Work Completed in Non-Credit Instructional Formats*

**2.4** UVU Policy 610 *Credit Hour*

### 3.0 DEFINITIONS

**3.1 Academic Associate degrees:** An Associate in Arts (AA) degree or an Associate in Science (AS) degree, which fulfills general education requirements and may be transferable to four-year institutions of higher learning. The Associate in Arts has a foreign language requirement, which the Associate in Science does not.

**3.2 Academic renewal:** The process of requesting an exception to policy to allow up to two semesters of course work to be excluded from a student's academic GPA.

**3.3 Advanced Placement Credit:** A program created by CollegeBoard offering college-level curriculum and examinations to high school students.

**3.4 Associate in Applied Science (AAS) degrees:** A program of study (minimum 63 semester credit hours) intended to prepare students for entry-level careers.



**3.5 Specialized Associate degrees:** Programs of study that include extensive specialized course work and are intended to prepare students for upper-division courses in baccalaureate programs. These programs may contain general education requirements that are less extensive than Academic Associate degrees. Some of these degrees transfer.

**3.6 Certificates of Completion:** A program of study that is typically one year in length and prepares students for gainful employment in a specific occupation.

**3.7 Certificates of Proficiency:** A program of study that is typically less than one year in length and prepares students for gainful employment in a specific occupation.

**3.8 CLEP credit:** Standardized tests that assess college-level knowledge in several subject areas.

**3.9 Challenge/experiential credit:** Credit granted for prior learning experiences that can be shown through various means of assessment to be the equivalent of learning gained through formal collegiate instruction.

**3.10 Credit hour:** An amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency as defined by accrediting and federal bodies.

**3.11 Credit ratio:** The combination of contact hours (lecture and/or lab) associated with the total credits granted for successful completion of a course; e.g., a credit ratio of 3:3:0 indicates three total credits, three lecture contact hours, and zero lab contact hours per week (based on a 15-week semester).

**3.12 Distance education:** A formal educational process in which the majority of the instruction occurs when student and instructor are not in the same place. Instruction may be synchronous or asynchronous.

**3.13 Endorsement, K-12 Teaching:** A collection of courses that prepares K-12 teachers or teacher candidates for specific area certification by the Utah State Office of Education. UVU transcripts endorsement credits but does not award a certificate or diploma for endorsements.

**3.14 Grade-point average:** The number of grade points a student earned in a given period of time divided by the total number of credits taken.

**3.15 Internship:** On-the-job training, which may be paid or unpaid.

**3.16 Transcript:** An official record that documents a student's academic history and performance.



**3.17 UVU residency:** The number of credits completed at UVU, excluding prior experiential learning credit, transfer credit, challenge credit, and remedial credit.

## 4.0 POLICY

### 4.1 Transcripts

**4.1.1** UVU maintains a record of each student's academic history and performance.

**4.1.2** Course grades are processed at the end of each semester and recorded on student transcripts.

**4.1.3** Degrees are processed and entered on transcripts within six to eight weeks after the graduation date.

**4.1.4** The Registrar's office is responsible for all changes and additions to student transcripts, such as grade changes, repeats, notations, etc.

### 4.2 Requirements for Award of Degrees

**4.2.1 Residency:** Credit hours in residency (UVU credits) at a UVU campus, satellite, or branch campus, or through distance education or concurrent enrollment, are required for all certificates, diplomas, and degrees. Minimum hours are as follows:

- 1) Certificates of proficiency require 25% of total credit hours (rounded up);
- 2) Certificates of completion require 10 credit hours;
- 3) Associate degrees and diplomas require 20 credit hours;
- 4) Baccalaureate degrees require 30 credit hours (10 credits of those 30 shall have been completed within the last 45 credit hours earned for the degree).

**4.2.2 Total hours:** A candidate for a certificate, diploma, or degree shall complete the following number of credit hours:



Certificate/Degree	Number of Semester Credit Hours Required for Completion
Certificates of Proficiency	Less than 30 credit hours
Certificates of Completion	30–33 credit hours
Diploma	50 credit hours
Associate in Applied Science degree	63–69 credit hours (some disciplines may require more due to specialized accreditation)
Associate in Arts or Associate in Science degree	60–63 credit hours
Specialized Associate's degrees	68-85 credit hours
Baccalaureate degree (Bachelor of Arts, Bachelor of Science, and Professional Bachelor's degrees)	120–126 credit hours, 40 of which shall be upper-division credits (level 3000 and above)
Graduate Certificate	9–29 credit hours

### 4.3 Minors

**4.3.1** Minors consist of 16–24 credit hours with a minimum of 50% upper-division credit. Minors shall be awarded only at the time a bachelor degree is being awarded. Minors shall not be awarded with a bachelor degree of the same major.

**4.3.2** Individual departments shall decide if a minor may be attached to a major and if credits may be used for both a minor and major from an academic program.

### 4.4 Multiple Degrees

**4.4.1** Students may earn multiple certificates.

**4.4.2** Students may earn only one academic associate degree from Utah Valley University: either an Associate in Science or an Associate in Arts.

**4.4.2** With some exceptions, students may earn multiple Associate in Applied Science (AAS) degrees, specialized associate degrees, and baccalaureate degrees.

**4.4.3** A second bachelor's degree may be awarded when all requirements for both degrees are satisfied, including the following:

- 1) All UVU general education requirements are satisfied.
- 2) Thirty semester hours beyond the original degree are completed.



3) Twenty semester hours of the 30 hours in item 2 above are completed at UVU (resident hours).

#### **4.5 Multiple Emphases**

**4.5.1** Students may earn additional emphases, with departmental approval, under a specific bachelor's degree by completing the requirements for those emphases. Additional emphases shall appear on transcripts, but no additional diplomas shall be awarded.

#### **4.6 Dual Baccalaureate Majors (One Degree with Two Majors)**

**4.6.1** A baccalaureate degree with dual majors may be awarded when a student completes all requirements for two approved degrees from the approved dual majors list, but has not met the required 30 semester hours for a second degree beyond the original degree (see section 4.4.3). The student shall receive a single baccalaureate degree; the diploma and transcript shall list both majors.

**4.6.2** Students apply for graduation for only one degree type, such as a Bachelor of Science or Bachelor of Arts, when applying for the dual major.

**4.6.3** In order to be awarded a dual major, students shall complete both majors during or prior to the semester of graduation. If students have already graduated in one of the majors, they may not apply for a dual major. After being awarded a dual major degree, students may not apply for graduation for one of the dual majors separately.

**4.6.4** Students shall have no more than three course substitutions from the required courses for the two majors combined.

**4.6.5** Students may not receive minors in either major, but may be awarded a minor from another area if all requirements are met.

**4.6.6** Credits shall not exceed the 160 credit-hour limit with the two combined majors.

#### **4.7 GPA Requirements**

**4.7.1** A cumulative grade point average of 2.0 ("C") is required for graduation.

**4.7.2** Some programs may require a higher cumulative grade-point average than 2.0 ("C"), and they may require specific course grade requirements.



## 5.0 PROCEDURES

### 5.1 Challenge Credit/Experiential Credit (Equivalency Examination and/or Documentation of Earned Competency)

**5.1.1** No more than 25 percent of the minimum credits required toward a bachelor's degree, an associate degree, diploma, or certificate of completion, may be awarded through experiential and/or challenge credit. Challenge credit and experiential credit are not eligible for use in a certificate of proficiency. Credit for courses that appear in the current catalog may be awarded to individuals who can prove through appropriate assessment and/or documentation that they have already acquired the equivalent knowledge and/or expertise required for successful completion of that course.

**5.1.2** To receive challenge/experiential credit for a specific course, the student shall:

- 1) Be enrolled at the University;
- 2) For challenge credit, complete a comprehensive examination (theoretical and/or applied) with at least a "C-" grade; or for experiential credit, provide documentation of practical experience to the satisfaction of the department chairperson and dean showing course objectives have been met; or with departmental approval, complete an advanced course with a grade of "C-" or higher (if deemed necessary by the department) as a validation procedure.
- 3) Pay, in advance, a nonrefundable processing fee;
- 4) After successful completion of requirements, pay the per-credit-hour fee.

**5.1.3** A specific course shall be challenged only once, and a student shall not receive challenge/experiential credit for a course that the student is/or has been previously enrolled in and received a grade, including a "W" grade.

**5.1.4** Duplicate credit shall not be awarded.

**5.1.5** Grades shall be recorded only as "CR" (credit) and shall not be calculated in a student's university GPA.

### 5.2 Language Challenge/Experiential Credit

**5.2.1** Students who have acquired proficiency in languages offered at the University by means other than college courses (high school, foreign residency, etc.), may earn up to 16 credit hours. To qualify for those credits, a student shall complete a course in that language at a higher level than the credits for which he or she applies, and the grade in that course shall be a "C-" or higher.

Printed On:  
February 21, 2017



**5.2.2** To qualify for credit for language courses not offered at the University, a student may, as an alternative, take the appropriate language test at any accredited four-year institution and provide the University with the satisfactory (“C-”) test results.

**5.2.3** Students who qualify for credit under the above provisions shall petition for those credits and pay a fee for each credit hour; no additional tuition shall be charged for those credits. The credits shall be listed on transcripts as “CR” (credit) and are not calculated in students’ university GPA.

### **5.3 Internship Credit**

**5.3.1** The maximum number of internship credits that shall be applied toward a certificate of completion is 8; a diploma, 14; and an associate or bachelor's degree, 16. Departments define how internship credit is applied to specific programs. No internship credits shall apply toward a certificate of proficiency. If an additional internship credit is desired for a specific educational objective, it may be taken (but not applied toward graduation) with approval of the student's internship coordinator and the appropriate chair and dean. Internship coursework shall be directly associated with the certificate, diploma, or degree.

### **5.4 Advanced Placement Credit**

**5.4.1** Students who complete an Advanced Placement Exam through CollegeBoard may earn up to 8 academic credits per test with a score of 3, 4, or 5, as per the policies set forth by the Utah State Board of Regents.

**5.4.2** Specific equivalencies and acceptance criteria are updated annually, upon appropriate departmental faculty review and approval.

**5.4.3** Grades shall be awarded only as “CR” (credit) and shall not be calculated in the student’s university GPA.

**5.4.4** There is no limit to the number of AP credits that may be awarded; however, duplicate credit for tests and course work shall not be applied.

### **5.5 College Level Examination Program Credit (CLEP)**

**5.5.1** Students may complete CLEP tests and receive credit as determined by Utah State Board of Regents’ policy.

**5.5.2** Specific equivalencies and acceptance criteria are updated annually, upon faculty review and approval.



**5.5.3** Grades shall be awarded only as “CR” (credit) and shall not be calculated in students’ university GPA.

## **5.6 Academic Renewal**

**5.6.1** For students who are challenged with a low GPA or for those who have experienced a period of low grades that does not reflect their academic potential, UVU offers academic renewal. A student is allowed to petition the Registrar for academic renewal only one time during his or her enrollment at the University. This process shall remove a limited amount of previous academic work from the student’s GPA and from credit toward graduation. To be eligible, a student shall meet the following conditions at the time the petition is filed:

- 1) The student is currently enrolled at UVU;
- 2) A minimum of two years has elapsed since the most recent course work to be eliminated was completed;
- 3) The student has completed at least 30 semester hours of UVU course work with a minimum cumulative GPA of 2.50. These 30 hours shall have been completed after the course work the student is requesting to eliminate;
- 4) The student’s cumulative GPA is below the level necessary for graduation in his or her current program of study. In most instances, this is a 2.0 cumulative GPA;
- 5) The requested course work has not been used toward an existing degree.

**5.6.2** The student may request a maximum of two specific semesters/terms of academic course work be eliminated from his or her earned credits and cumulative GPA. Individual courses shall not be accepted.

**5.6.3** If the petition qualifies under this policy, the student’s permanent academic record shall be annotated to indicate that no work taken during the disregarded semester(s) and/or term(s), even if satisfactory, shall apply toward earned credits, GPA, academic standing, and/or graduation requirements. All work shall remain on the records, ensuring a true and accurate academic history. The words “Academic Renewal” and the affected semester(s)/term(s) shall be annotated on the student’s transcript.

**5.6.4** Academic renewal shall not be requested to earn or change academic honors status on a student’s transcript.

**5.6.5** No exceptions shall be made to this policy. Students shall be aware that this policy may not be accepted at transfer institutions, and all credit, including those with academic renewal, may still be calculated by the transfer institution.



## 5.7 Transfer Credit/Transfer Degrees

**5.7.1** All students with previous institutional credit from an institution other than UVU shall submit their transcripts upon admission to the University. All transcripts shall be received by an Enrollment Services Office directly from the transferring institution. Hand-carried transcripts are considered official only when they are in a sealed and stamped envelope from the originating institution. They shall not be more than six months old.

**5.7.2** Transfer courses with grades below "C-" are not accepted, except in the case of general education credits transferred from a Utah System of Higher Education Institution with an AA/AS degree. Individual departments have the authority to impose a limit to the age and number of transfer credits accepted toward an individual program. As long as all residency, credit, and grade point average requirements are met, there is no limit to the number of transfer credits that may be accepted by the University.

**5.7.3** Transfer courses are posted in the computer system with the grades earned. The transferring grades, however, are not calculated into students' UVU grade-point average.

**5.7.4** If subject content is deemed equivalent, lower-division coursework transferred from other institutions may be substituted for UVU upper-division courses. However, these courses shall not satisfy upper-division credit hour requirements without special approval by the dean of the college/school of the discipline.

**5.7.5** UVU shall only accept transfer credit from other institutions where it is comparable in nature, content, academic quality, and level to credit offered at UVU. Transfer credit from regionally accredited institutions is presumed to be comparable and shall be accepted except where there is unequivocal evidence to the contrary (e.g., cases of systematic fraud or academic dishonesty, or courses in religion that do not meet university standards in scholarly rigor and critical engagement). Transfer credit from other accredited institutions and from the Utah Colleges of Applied Technology is usually comparable, but department chairs may require students to provide substantiating evidence in the form of program descriptions and requirements, course materials, individual assignments, or recognized and credible third-party certifications of learning before accepting credit toward the requirements of an individual program, including general education requirements.

**5.7.6** Transfer credit from unaccredited institutions is considered comparable only where it is supported by a recognized and credible third-party certification of learning. The certification must be directly related to the content of the credit sought and in common use to verify knowledge, skills, and abilities outside of educational settings. Where the certification requires completion of a standard curriculum, UVU departments may recommend an articulation policy awarding credit based on that curriculum regardless of the institution at which the instruction



was completed. Such policies will be reviewed using the process for articulation agreements prior to awarding credit under them.

**5.7.7** Learning that takes place in a formal classroom or laboratory instructional environment shall be considered transfer credit and not experiential learning. Students whose transfer credits are not accepted under this section may seek experiential learning credit for such learning under section 5.1. Students may not receive both transfer credit and experiential learning credit for the same instruction.

**5.8 Repeats**

**5.8.1** Repeats are automatically posted on transcripts each term. Repeats are not posted on any class from which the student has withdrawn. The last grade obtained for a repeated class is the one that is computed into the student's GPA. The transcript shows that this class has been repeated.

**5.8.2** Courses are not accepted from other institutions for the purpose of posting a repeat of a course already taken at UVU.

<b>POLICY HISTORY</b>		
<b>Date of Last Action</b>	<b>Action Taken</b>	<b>Authorizing Entity</b>



**UVU BOARD OF TRUSTEES  
Agenda Item Coversheet**

<b>DATE:</b>	<b>February 17, 2017</b>
<b>TITLE:</b>	<b>Revision to Policy 601 Classroom Instruction and Management</b>
<b>EXECUTIVE/RESPONSIBLE STAFF MEMBER:</b>	<b>Jeff Olson</b>
<b>SUBJECT:</b>	<b>Policy revision through the regular policy process to replace a temporary emergency policy</b>
<b>BACKGROUND:</b>	The proposed revisions shore up the policy in three areas: 1) provides more direction and procedure for religious accommodation requests; 2) provides clarification on which university personnel need to know which students are enrolled minors; and 3) provides more guidance to faculty as to when classes should be rescheduled.
<b>ALTERNATIVES:</b>	<b>Approve</b> as presented, "I move to approve the proposed revision to Policy 601 Classroom Instruction and Management."
<b>FINANCIAL IMPACT:</b>	None anticipated
<b>EXHIBITS:</b>	Policy 601 Classroom Instruction and Management





<b>POLICY TITLE</b>	Classroom Instruction and Management	<b>Policy Number</b>	601
<b>Section</b>	Academics	<b>Approval Date</b>	
<b>Subsection</b>	Instruction and Curriculum	<b>Effective Date</b>	
<b>Responsible Office</b>	Academic Affairs		

### 1.0 PURPOSE

**1.1** This policy sets forth university standards and procedures for syllabi, behavior, attendance, emergencies, and accommodations for students with disabilities and course assignment modification requests.

### 2.0 REFERENCES

**2.1** *Rehabilitation Act Amendments of 1973, Section 504*

**2.2** *ADA (Americans with Disabilities Act) Amendments Act of 2008*

**2.3** *Family Educational Rights and Privacy Act (FERPA) §99.3, §99.37*

**2.4** *Utah State Board of Regents' Policy R481 Academic Freedom, Professional Responsibility, Tenure, Termination, and Post-Tenure Review*

**2.5** *UVU Policy 115 Minors on Campus and at University-Sponsored Events*

**2.6** *UVU Policy 152 Accommodations for Individuals with Disabilities*

**2.7** *UVU Policy 153 Americans with Disabilities Act (ADA) Grievance Process*

**2.8** *UVU Policy 154 Workplace Violence*

**2.9** *UVU Policy 162 Sexual Misconduct*

**2.10** *UVU Policy 165 Discrimination, Harassment, and Affirmative Action*

**2.11** *UVU Policy 407 Clery Act Compliance*

**2.12** *UVU Policy 503 Add/Drop/Withdrawals*



2.13 UVU Policy 523 *Grading*

2.14 UVU Policy 541 *Student Rights and Responsibilities Code*

2.15 UVU Policy 602 *Student Athlete Travel and Attendance*

2.16 UVU Policy 635 *Faculty Rights and Professional Responsibilities*

2.17 UVU Policy 648 *Faculty Personnel Reduction (Interim Policy)*

### 3.0 DEFINITIONS

**3.1 Approved absences:** Permission for students to be absent from a regularly scheduled class session in order to participate in officially sanctioned university activities, official athletic activities, religious observances, military responsibility, or other obligations or extenuating circumstances.

**3.2 Disruptive behavior:** Any actions that interfere with the faculty member's right or ability to conduct class and/or students' right or ability to learn.

**3.3 Exclusionary behavior:** Any type of behavior in the classroom that compromises a person's right to participate in activities, complete coursework, understand course content, and/or access necessary educational materials.

**3.4 Extenuating circumstances:** Significant emergencies or circumstances deemed applicable by the faculty/department chair, including such things as a change in work schedule, a death in the immediate family, or a student's substantial illness or injury that prevents a student from completing the course.

**3.5 Sincerely held religious beliefs and practices:** Sincerely held religious beliefs and practices include not only traditional, organized religions such as Christianity, Judaism, Islam, Hinduism, and Buddhism, but also religious beliefs that are new, uncommon, not part of a formal church or sect, or only subscribed to by a small number of people. Religious beliefs include theistic beliefs (i.e., those that include a belief in God) as well as non-theistic moral or ethical beliefs as to what is right and wrong that are sincerely held with the strength of traditional religious views. Beliefs are not "sincerely held religious beliefs" merely because they are strongly held. Rather, religious beliefs typically concern "ultimate ideas" about life, purpose, and death. Social, political, or economic philosophies, as well as mere personal preferences, are not "religious" beliefs. Religious practices include, for example, attending worship services, praying, wearing religious garb or symbols, displaying religious objects, adhering to certain dietary rules, proselytizing, or other forms of religious expression, or refraining from certain activities. Whether a practice is religious depends on the individual's motivation. The same practice might be engaged in by one



person for religious reasons and by another person for purely secular reasons (e.g., dietary restrictions, tattoos, etc.).

**3.6 Syllabus:** An agreement between faculty and students that communicates course structure, schedule, student expectations, expected course outcomes, and methods of assessment to students.

**3.7 Minor:** Any person less than 18 years of age who is not enrolled or accepted for enrollment at the University.

**3.8 Enrolled minor:** Any person less than 18 years of age who is enrolled or accepted for enrollment at the University or who is currently enrolled or dually enrolled in university programs while also enrolled in elementary, middle, and/or high school.

**3.9 Legitimate educational interest:** The demonstrated “need to know” by officials of an institution who act in students’ educational interest, including faculty, administration, clerical, and professional employees, and other persons who manage student record information, including student employees.

## 4.0 POLICY

### 4.1 Classroom Environment

**4.1.1** Faculty members are responsible for creating and maintaining an environment that is conducive to teaching and learning. Faculty members shall not permit classroom behavior that interferes with the faculty member’s ability to teach and/or the students’ ability to learn.

### 4.2 Syllabi

**4.2.1** Faculty members shall supply a syllabus for each course they teach that clearly communicates course structure, schedule, student expectations, expected course outcomes, and methods of assessment. Faculty are free to set appropriate standards for student performance in their courses, subject to institutional standards.

**4.2.2** The syllabus shall include the approved Accessibility Services syllabus statement in each course syllabus (the current statement is available from Accessibility Services).

**4.2.3** In extenuating circumstances (as determined by the faculty in consultation with the department chair), faculty may make changes to the syllabus after the semester has begun. Such changes must be approved by the department chair in writing. Substantive changes to the syllabus, including any change in grading criteria or others that pose a burden upon the student, must be clearly communicated to students. If students disagree with the changes, they may



appeal to the appropriate department chair in writing. If students do not receive redress through the chair, they may appeal to the Academic Standards Committee.

### **4.3 Convening Class**

**4.3.1** Faculty members shall hold classes as listed in the university class schedule and provide office hours or other appropriate individual consultation for students as established by departmental guidelines. Faculty shall cancel classes only in cases of emergency or extenuating circumstances.

### **4.4 Finals**

**4.4.1** All courses shall have a final exam/assessment (see 5.3.1) that takes place during exam week. Any scheduled final assessment shall take place in the time and space designated according to the official final exam schedule.

**4.4.2** Faculty, within departmental guidelines, shall have the flexibility to determine appropriate methods of final assessment.

### **4.5 Attendance**

**4.5.1** Faculty shall determine student attendance requirements and the method to track student attendance in accordance with federal student financial aid guidelines.

**4.5.2** Students absent from class may be permitted to make up both assignments and examinations when the absence is an approved absence or the absence is the result of an emergency or extenuating circumstance.

### **4.6 Accommodations for Students with Disabilities**

**4.6.1** Faculty shall confidentially refer students seeking disability accommodation requests to the Accessibility Services Department and provide reasonable and appropriate accommodations as recommended by the Accessibility Services Department for students with disabilities seeking such accommodations.

**4.6.2** Faculty shall not retaliate or otherwise discriminate against any student because that student has sought or obtained a disability accommodation pursuant to UVU policy.

### **4.7 Accommodations for Sincerely Held Religious Beliefs and Practices**

**4.7.1** The University recognizes that students' sincerely held religious beliefs and practices may make it difficult for students to fulfill some requirements of assignments, courses, or majors. The



University assumes no obligation to ensure that all students are able to participate in a course or complete a major.

**4.7.2** However, if a student determines that a course assignment or requirement conflicts with his or her sincerely held religious beliefs and practices, the student has the right and responsibility to notify the faculty member of the conflict using the *Religious Accommodation Request Form* and to make a reasonable attempt to resolve the matter with the faculty member.

**4.7.3** UVU policy prohibits discrimination against any student or other university community member because of their sincerely held religious belief or practices (defined in section 3.5 of this policy), or any absence thereof. Faculty shall not retaliate or otherwise discriminate against any student because that student has sought or obtained a religious accommodation pursuant to UVU policy.

**4.7.4** Faculty are expected to reasonably accommodate individual religious practices. Such reasonable accommodations may include but are not limited to a course assignment modification (see sections 4.7.7 and 4.7.8), an excused absence, rescheduling, flexibility in scheduling, or voluntary substitutions. Denial of an accommodation request for a sincerely held religious belief or practice is justified only when undue hardship to the University's legitimate academic purposes would result from each available alternative of reasonable accommodation (i.e., requires more than ordinary administrative costs, infringes on other students' academic experience, impairs campus safety, or changes the essential academic requirements of the class).

**4.7.5** Faculty shall accommodate the obligations of their students who may be participating in the observance of religious holidays that require absence from class. (Faculty can contact the office of the Dean of Student Life for more information about various religious holidays.) Students shall notify faculty at the beginning of the semester about the need to be absent from class due to religious holiday observance.

**4.7.6** To create fair, consistent, and legally permissible outcomes in faculty responses to student religious accommodation requests, the Associate Vice President for Academic Administration and the EO/AA Office provides *Guidelines for the Accommodation of Sincerely Held Religious Beliefs and Practices* and training for faculty, which faculty shall consult and follow in responding to student religious accommodation requests. Before denying a student's request for religious accommodation, faculty shall also consult with the Director of the Office for Equal Opportunity and Affirmative Action.

**4.7.7** Faculty have the authority to establish course content that fulfills and is based upon department/program objectives and criteria. Faculty shall fully and respectfully consider student course assignment modification requests. Faculty need not modify a course assignment when such modification would compromise legitimate course objectives or educational goals. Faculty members shall modify a course assignment when it has no reasonable relationship to the legitimate pedagogical goals of the course or when a denial of the request would be arbitrary,



capricious, or illegal, or would violate the principles or procedures in section 4.7 or 5.4 of this policy.

**4.7.8** Students must recognize that their personal disagreement with an idea or theory that is part of the course assignment is not grounds for requesting a course assignment modification. Students must be able to articulate and understand ideas and theories important to the course, regardless of whether or not they agree with the course ideas or theories.

#### **4.8 Emergency Situations in the Classroom**

**4.8.1** In accordance with university practices, faculty shall act to the best of their knowledge and belief in protecting students in an emergency situation.

#### **4.9 Enrolled Minors**

**4.9.1** Utah Valley University is committed to ensuring the safety and well-being of all minors on campus, including enrolled minors. This section describes the obligations of faculty, staff, and others in working with enrolled minors to provide for the enrolled minors' protection, to fulfill the University's obligations as mandated by law, and to provide the best possible educational experience for all enrolled minors.

**4.9.2** To provide a safe and secure environment for enrolled minors, it is permissible to release the following student information to faculty and staff who have a legitimate educational interest in the enrolled minor, because they have significant interaction with the student and need to be able to identify the student as an enrolled minor:

- 1) Student name
- 2) Date of birth
- 3) Enrollment status (e.g., undergraduate or graduate, full-time or part-time)

**4.9.3** Electronic faculty communications to any student, including enrolled minors, shall be sent using the faculty member's university-assigned electronic-mail address.

**4.9.4** Faculty members who are notified or become aware that they have enrolled minors in their classes and organizations they supervise or advise shall to comply with all applicable laws and University policies including but not limited to applicable provisions of UVU Policy 115 *Minors on Campus and at University-Sponsored Events*, and exercise sound professional judgment in their interactions with enrolled minors.

**4.9.5** In keeping with the University's commitment to the protection of minors, and in compliance with applicable state and federal laws, any faculty, staff, or other employee of Utah



Valley University who witnesses or has reasonable cause to suspect any abuse of an enrolled minor occurring on a university campus, at university facilities, or during university-sponsored programs, activities, or courses is required to immediately report such conduct to UVU Police or other law enforcement agencies as applicable. For the definition of abuse, see UVU Policy 115 *Minors on Campus and at University-Sponsored Events* and Policy 162 *Sexual Misconduct*.

**4.9.6** This policy does not replace the requirements for reporting child abuse or neglect pursuant to state or federal statutory reporting requirements and to otherwise comply with UVU Policy 115 *Minors on Campus and at University-Sponsored Events*, Policy 162 *Sexual Misconduct*, and Policy 407 *Clery Act Compliance*.

**4.9.7** Failure to comply with this policy may lead to disciplinary action, up to and including termination.

## 5.0 PROCEDURES

### 5.1 Convening Class

**5.1.1.** Faculty members are expected to meet their regularly scheduled classes. Failure to meet scheduled classes without prior notice to students is excusable only for extenuating reasons beyond the control of faculty members. Alteration of schedules and cancellation or rescheduling of classes may be done only for valid academic reasons and after adequate notice to students and the department chair.

### 5.2 Attendance

**5.2.1** Faculty shall supply last date of attendance information to university officials when requested.

**5.2.2** Faculty shall arrange appropriate make-up assignments with a student who is absent as a result of participation in officially sanctioned university activities, state and federal obligations, religious observance, or significant emergencies or circumstances deemed applicable by the faculty in accordance with department practice.

**5.2.3** If the faculty member denies a student make-up arrangements for an absence, as covered in 5.2.2, the student may make a written appeal to the department chair. The department chair's written response to the student shall take place within two working days. The department chair's decision is final.

### 5.3 Exam Schedule



**5.3.1** Final exam/assessment schedules for each semester are published on the University's website. A faculty member shall, when requested by a student, provide an alternate exam time for a student with more than three final exams on the same day or two final exams scheduled for the same date and time. Student shall submit a written request in a timely manner for alternate arrangements.

#### **5.4 Accommodation**

#### **Sincerely Held Religious Beliefs and Practices**

**5.4.1** At the beginning of each semester, students shall promptly review the course syllabus and class schedule and notify faculty to request an accommodation for sincerely held religious beliefs and practices using the *Religious Accommodation Request Form*. For examples of reasonable accommodations, see section 4.7.4.

**5.4.2** For accommodation requests that require attendance arrangements, see sections 5.2.2 and 5.2.3.

**5.4.3** As soon as an assignment or a requirement is posted or made available, it is the student's obligation to determine when course assignments conflict with his or her sincerely held religious beliefs or practices. If there is such a conflict, the student should consider dropping the class. If the student is unable or unwilling to drop the course, the student and faculty member shall make every effort to resolve the matter.

**5.4.4** The student shall give to the faculty member a completed *Religious Accommodation Request Form*. In this written request, the student has the burden to clearly articulate how the course assignment conflicts with his or her sincerely held religious beliefs or practices.

**5.4.5** Faculty shall respond using the appropriate areas of the *Religious Accommodation Request Form* within two working days, indicating whether the request was approved or denied. If the faculty member approves the request, then an alternative course assignment will be required of the student making the request. Such alternative course requirements should not be unreasonable, egregious, capricious, irrelevant, or illegal. If the faculty member denies the request, he or she shall provide the student with a written explanation for the denial within the *Religious Accommodation Request Form* based on the following considerations: (1) the importance of the particular assignment to the course; (2) the burden on the student's sincerely held religious beliefs or practices; and (3) the difficulty of administering a course assignment modification. The written denial shall include a description of the denial appeal process as laid out in 5.4.7 through 5.4.9.

**5.4.6** Requests will be individually evaluated in relation to the above considerations; the granting of one such request will not guarantee that all requests will be granted. Because the criteria and requirements in 5.4.5 will apply differently to each faculty member and to each assignment in each course, modifications granted by a faculty member in one course will not affect decisions



by the same faculty member in other courses or by other faculty members in the same or other courses.

**5.4.7** If a faculty member denies a course assignment modification request, the student may appeal that denial in a writing, accompanied by the original *Religious Accommodation Request Form*, within a reasonable time frame, typically within three working days, to the chair of the department. In consultation with the faculty member, the department chair or his or her designee shall act on the student's appeal within three working days of receipt the written appeal. If the department chair or his or her designee approves the request, he or she, in consultation with the faculty member, will determine an alternative assignment within three working days.

**5.4.8** If the department chair or his or her designee denies the request, the student may appeal the denial in writing within a reasonable time frame of receipt to the dean of the school or college. The dean or his or her designee, in consultation with the faculty member, the department chair, and the EO/AA Officer if the dean is inclined to deny the appeal, shall provide a written determination to the student, either granting or denying the appeal, within three working days of receiving the appeal. The dean's decision is final. Lack of response on the part of the chair or dean within the time allotted, barring extenuating circumstances, shall constitute confirmation of the faculty member's decision.

**5.4.9** If the dean or his or her designee approves the request, he or she, in consultation with the faculty member and department chair, shall determine an alternative course assignment within three working days.

## **5.5 Discriminatory, Exclusionary, or Disruptive Behavior**

**5.5.1** Faculty members observing discriminatory, exclusionary, or disruptive behavior follow procedures described in UVU Policy 541 *Student Rights and Responsibilities Code*.

## **5.6 Dangerous Behavior**

**5.6.1** The faculty member has the right to demand and secure the immediate removal of any person from the classroom whenever the faculty member determines, to the best of his or her knowledge or belief, that the person's actions are threatening or dangerous to students or themselves. If the faculty member cannot resolve a disruptive situation, the faculty member may request that the disruptive person(s) leave the classroom. If the disruptive person(s) will not leave voluntarily, the faculty member may call UVU Police for assistance. The incident shall be reported to the Dean of Students and to the Director of Judicial Affairs in accordance with Policy 541 *Student Rights and Responsibilities Code*.

**5.6.2** If the faculty member determines that there is a threat of imminent danger, the faculty member has the right to declare the class session terminated and leave the classroom and/or take other appropriate action per his or her best judgment. The faculty member shall report in writing



# UTAH VALLEY UNIVERSITY

## Policies and Procedures

to the department chair any classroom disruption that leads to a class session being terminated. The incident shall be reported to the Dean of Students and to the Director of Judicial Affairs in accordance with Policy 541 *Student Rights and Responsibilities Code*.

<b>POLICY HISTORY</b>		
<b>Date of Last Action</b>	<b>Action Taken</b>	<b>Authorizing Entity</b>



**UVU BOARD OF TRUSTEES  
Agenda Item Coversheet**

<b>DATE:</b>	<b>February 19, 2017</b>
<b>TITLE:</b>	<b>Revision to Policy 607 Course-Based Fees for Credit Courses</b>
<b>EXECUTIVE/RESPONSIBLE STAFF MEMBER:</b>	<b>Jeff Olson</b>
<b>SUBJECT:</b>	<b>Policy revision through the regular policy process to replace a temporary emergency policy</b>
<b>BACKGROUND:</b>	This policy has been revised to ensure compliance with Northwest Commission of Colleges and Universities (NWCCU) accreditation standards and Utah State Board of Regents’ policies and to reflect changes implemented as a result of an internal audit. The policy encourages departments to be judicious and transparent when requesting course-based fees, requires all course-based fees to be approved by the Course Fee Review Committee, establishes clearer categories for course-based fees, and improves oversight of collected fee revenues and expenditures.
<b>ALTERNATIVES:</b>	<b>Approve</b> as presented, “I move to approve the proposed revision to Policy 607 Course-Based Fees for Credit Courses.”
<b>FINANCIAL IMPACT:</b>	None anticipated
<b>EXHIBITS:</b>	Policy 607 Course-Based Fees for Credit Courses



**UTAH VALLEY UNIVERSITY**  
Policies and Procedures

Proposed Policy Number and Title: <b>607 Course-Based Fees for Credit Courses</b>		
Existing Policy Number and Title: 607 Lab and Course Fees		
<b>Approval Process*</b>		
<b>X Regular</b>	<input type="checkbox"/> Temporary Emergency	<input type="checkbox"/> Expedited
<input type="checkbox"/> New	<input type="checkbox"/> New	<input type="checkbox"/> New
<b>X Revision</b>	<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.		

<b>Draft Number and Date:</b> <u>February 17, 2017, 2017, Stage 4</u>
<b>President's Council Sponsor:</b> <u>Jeffery Olson</u> <b>Ext.</b> _____
<b>Policy Steward:</b> <u>Kat Brown</u> <b>Ext.</b> _____

<b>POLICY APPROVAL PROCESS DATES</b>	
<p><b>Policy Drafting and Revision</b> Entrance Date: <u>06/12/2014</u></p> <p><b>University Entities Review</b> Entrance Date: <u>03/12/2015</u></p> <p><b>University Community Review</b> Entrance Date: <u>01/19/2017</u> Open Feedback: <u>01/19/2017</u> Close Feedback: <u>02/02/2017</u></p> <p><b>Board of Trustees Review</b> Entrance Date: <u>02/16/2017</u> Approval Date: _____</p>	<p style="text-align: center;"><b>POST APPROVAL PROCESS</b></p> <p>Verify:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Policy Number</li> <li><input type="checkbox"/> Section</li> <li><input type="checkbox"/> Title</li> <li><input type="checkbox"/> BOT approval</li> <li><input type="checkbox"/> Approval date</li> <li><input type="checkbox"/> Effective date</li> <li><input type="checkbox"/> Proper format of Policy Manual posting</li> <li><input type="checkbox"/> TOPS Pipeline and Archives update</li> </ul> <hr/> <p><b>Policy Office personnel who verified and posted this policy to the University Policy Manual</b></p> <p><b>Name:</b> _____</p> <p><b>Date posted and verified:</b> <u>MM/DD/YYYY</u></p>



<b>POLICY TITLE</b>	Course-Based Fees for Credit Courses	<b>Policy Number</b>	607
<b>Section</b>	Academics	<b>Approval Date</b>	
<b>Subsection</b>	Instruction and Curriculum	<b>Effective Date</b>	
<b>Responsible Office</b>	Office of the Senior Vice President for Academic Affairs		

**1.0 PURPOSE**

**1.1** This policy establishes the appropriate use of course-based fee revenues, the procedures by which such fees are assessed and levied, and which university entities are responsible for overseeing the review and establishment of such fees for credit-bearing courses.

**2.0 REFERENCES**

**2.1** Northwest Commission on Colleges and Universities' *Accreditation Standards 2.D* "Student Support Resources," Section 5 (g)

**2.2** Utah State Board of Regents' Policy R506 *Inventory of Budget Related and Self Supporting Courses*

**2.3** Utah State Board of Regents' Policy R510 *Tuition and Fees*

**2.4** UVU Policy 606 *Adoption of Course Materials and Textbooks*

**3.0 DEFINITIONS**

**3.1 Course and lab fees:** Fees that are established to offset non-personnel costs associated with individual courses that are not covered by tuition and/or general fees. Examples of such fees include but are not limited to participation in the use of technology-supported delivery or field experiences; access to and the use of specialized instruments, technology, or software; and/or the use of consumable laboratory or other specialized instructional materials/resources.

**3.2 Fee cards:** Course-distributed documents allowing students to purchase approved course-required non-text resources, most typically art supplies, directly from the University through payment at the UVU Bookstore.

**3.3 Lab access fees:** Fees charged to students to support computer labs within a specific school or college. Revenue from these fees is used to purchase, repair, and/or replace hardware and



infrastructure (for purposes of this policy, infrastructure includes but is not limited to the physical or virtual resources supporting the IT environment) and to purchase software licenses.

**3.4 Private-instruction fees:** Fees collected from students and used to compensate instructors for individualized private instruction necessary for the development of personal performance skills or artistic competencies of such students.

**3.5 Self-supporting-course fees:** Fees charged to students in lieu of Board-approved tuition for credit courses that are not funded through appropriated revenues.

**3.6 Special-program/clinical-practice fees:** Fees that are established for specific courses or programs to offset costs for extraordinary personnel services and related expenses.

#### 4.0 POLICY

**4.1** In addition to Board-approved tuition and general student fees, the University may assess course-based fees for credit courses based on consideration of actual cost and the impact to students. The amount of a course-based fee shall be based on the projected costs of expenses to be paid from the fee revenue. Fee revenue shall cover only these expenses, and departments shall not generate excess funds (unless approved for cyclical repair and replacement for fee-approved resources) nor redirect revenues to other departmental operating funds.

#### **4.2 Course, Lab, Lab Access, and Private-Instruction Fees**

**4.2.1** Course, lab, and private-instruction fees may be assessed to recover costs not covered by tuition and/or general fees that are associated with individual courses when those costs represent direct or assignable costs calculated on a per-student basis and are

- 1) Essential to the educational outcomes of the course;
- 2) Unique to the type of course or delivery method; and
- 3) Typically used during the term of enrollment for which the fees were collected.

**4.2.2** Lab access fees may be assessed to students enrolled in courses within a particular school/college. Typically, a student will be assessed only one lab access fee per school/college per semester.

**4.2.3** Parameters for course, lab, lab access, and private-instruction fees shall be established by the Senior Vice President of Academic Affairs (SVPAA) in consultation with the Academic Affairs Council.



4.2.4 Within the parameters established by the SVPAA and Academic Affairs Council pursuant to 4.2.3, the Course Fee Committee approves course, lab, lab access, and private-instruction fees.

### 4.3 Course-Based Fee Record, Collection, and Use

4.3.1 The Academic Scheduling and Curriculum Office (ASC) is responsible for maintaining a current record of all course, lab, lab access, and private-instruction fees.

4.3.2 All course-based fee revenue shall be paid directly through university-authorized accounts-receivable offices and systems.

4.3.3 Use of fee cards rather than a course-based fee for students in individual sections of a course to pay for materials, costs associated with excursions, etc., shall be approved in writing by the department chair and the dean.

4.3.4 Course-based fees shall not be used for materials that can be purchased directly by students through the UVU Bookstore or other approved university entities.

### 4.4 Self-Supporting-Course Fees

4.4.1 In accordance with Regents' Policy R506 and in consultation with the Vice President for Planning, Budget, and Human Resources, deans may identify specific courses and/or course sections as self-supporting. Direct instructional expenditures for these course sections shall not be paid from appropriated indexes because these course sections are not eligible for state tax-fund support.

4.4.2 At the request of a dean, the SVPAA, in consultation with President's Council, may establish self-supporting-course fees in lieu of Board-approved tuition and fees.

### 4.5 Special-Program/Clinical-Practice Fees

4.5.1 Certain specialized educational programs may be authorized by the SVPAA, in consultation with President's Council, to establish special-program/clinical-practice fees. Special-program/clinical-practice fees are charged in addition to Board-approved tuition and general student fees.

## 5.0 PROCEDURES

### 5.1 Course Fee Committee

5.1.1 The Course Fee Committee is a university committee appointed by the SVPAA. Voting members of the committee shall consist of one administrator designated by the SVPAA, at least three faculty members (with no more than one from each school/college) recommended by



Faculty Senate, and three students recommended by UVUSA. The committee shall also include non-voting members: a representative from the Office of Academic Scheduling and Curriculum (ASC) and a representative from the Budget Office. At least one faculty member and one student appointed must have served on the committee the previous year. When there is no previous-year student committee member to appoint, the previous-year service requirement may be waived. This exception applies only to student appointments. Committee members shall serve a single three-year term. The committee shall be chaired by the administrator designated by the SVPAA.

## **5.2 Creation, Deletion, and/or Amendment of Course, Lab, Lab Access, and Private-Instruction Fees**

**5.2.1** Faculty, departmental, and school/college proposals for course, lab, lab access, and private-instruction fees shall be submitted through the appropriate dean via the *Course Fee Request Form*. The form must be submitted to the Course Fee Committee for the approval of all new fees, changes in fees, and/or deletion of fees. The request shall include the rationale and justification for the request, specific expenses to be paid from the fee revenue, the course(s) for which the fees are requested, the date of implementation or deletion, the requested amount of the fee, and any additional information as specified on the *Course Fee Request Form*.

## **5.3 Monitoring and Financial Management**

**5.3.1** To ensure compliance with this policy and established parameters, each dean is responsible on an annual basis for monitoring course-based fee revenues, expenses, and fund balances within his or her college or school. This review shall inform recommendations for fee changes and/or deletions.

**5.3.2** At least annually (prior to Fall registration), each dean who establishes self-supporting and/or special-program/clinical-practice fees shall submit for review and approval fee rates for the coming academic year to the SVPAA and the Vice President for Planning, Budget, and Human Resources.

**5.3.3** Annually, Financial Business Services shall provide to the SVPAA an annual financial report for each index that receives course-based fee revenue.

## **5.4 Notice to Students**

**5.4.1** Each semester's class schedule shall include information about approved course-based fees. Such publication constitutes advance notice for the course-based fee requirement. Any changes to course-based fees must be approved and published in the class schedule for the semester in which the change shall be effective. Only fees listed in the class schedule shall be collected for that semester.



**5.4.2** Department chairs are responsible for working with the Academic Scheduling Office to ensure the correct course-based fees are published in the class schedule each semester.

**5.4.3** For self-supporting courses not available to the general public through the class schedule, enrolling students shall be provided, in writing, self-supporting-course fee information prior to registration.

<b>POLICY HISTORY</b>		
<b>Date of Last Action</b>	<b>Action Taken</b>	<b>Authorizing Entity</b>

POLICY OFFICE DRAFT



<b>POLICY TITLE</b>	Lab and Course Fees	<b>Policy Number</b>	607
<b>Section</b>	Academics	<b>Approval Date</b>	January 15, 1998
<b>Subsection</b>	Instruction and Curriculum	<b>Effective Date</b>	January 15, 1998
<b>Responsible Office</b>	Office of the Senior Vice President of Academic Affairs		

### 1.0 PURPOSE

### 2.0 REFERENCES

### 3.0 DEFINITIONS

### 4.0 POLICY

#### *4.1 Definition and Use of Lab and Course Fees*

~~4.1.1 Lab and course fees are established for specific courses in order to cover the costs of equipment replacement and maintenance, software upgrades, consumable materials, and unforeseen items used by students in classes and laboratories, and are approved by the Course Fee Review Committee. No course fee may be imposed without Course Fee Review Committee approval.~~

#### *4.2 Amount of Lab and Course Fees*

~~4.2.1 The amount of lab or course fees assigned to a particular course must be based on the cost of the lab, equipment, maintenance, software, supplies, handouts, field trips, or other direct instructional materials to be used by the students. The fee shall cover only these expenses and departments may not generate excess funds from these fees. The fund balances in the lab and course fee accounts shall be monitored by the dean's office and examined at least annually to ensure that revenues are in line with (approximately equal to) expenditures of approved fees.~~

#### *4.3 Course Fee Review Committee*

Printed On:

[February 17, 2017](#)~~[February 17, 2017](#)[February 16, 2017](#)[March 12, 2015](#)~~



~~4.3.1 The Course Fee Review Committee is a university administrative standing committee appointed by the President. The committee shall consist of two administrators appointed by the President, three faculty members recommended to the President by the Faculty Senate, and three students recommended to the President by UVUSA. At least one faculty member and one student appointed must have served on the committee the previous year. The committee shall be chaired by appointment of the President.~~

~~4.3.2 The Course Fee Review Committee shall review any charges of fee misuse and otherwise randomly audit fee accounts and expenditures.~~

#### ~~4.4 *Creation, Deletion, or Amendment of Lab or Course Fees*~~

~~4.4.1 Proposals for course fees must be submitted in writing, through the appropriate dean, on the *Course Fee Request Form*. The form is submitted to the Course Fee Review Committee for new fees, changes in fees, or deletion of fees. The request must include the rationale and justification for the request, the specific course, the date of implementation or deletion, and the suggested amount of the fee. Any changes in lab fees must be approved and published in the class schedule for the semester in which the change shall be effective. Only fees listed in the class schedule shall be collected for that semester. Department chairs are responsible for listing the correct fees on the class scheduling sheets submitted to the Curriculum Office each semester.~~

#### ~~4.5 *Fee Disclosure in Syllabi*~~

~~4.5.1 Each course for which a lab or course fee is approved must list in the course syllabi the fee and the items to be supplied or used in that course (listed basically the same for each section of the course). Students shall then have the opportunity to see that what they are paying for is being supplied to them.~~

#### ~~4.6 *Review of Lab and Course Fees and Expenditures*~~

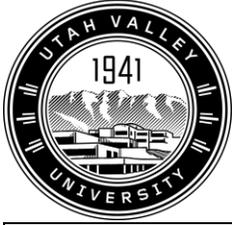
~~4.6.1 During August of each year, a copy of the lab and course fees master list shall be distributed by the office of the Associate Vice President of Academic Affairs to each dean for the departments in his or her school. The past fiscal year's expenditures report for the fee account shall be studied. The amount of the fee, the account to which collected fees are posted, and the expenditures from the fee accounts shall be reviewed. Any adjustments to fees and compliance corrections in expenditures shall be initiated from this review by the dean and each department chair.~~

## 5.0 PROCEDURES

## POLICY HISTORY

Printed On:

[February 17, 2017](#)~~[February 17, 2017](#)[February 16, 2017](#)[March 12, 2015](#)~~



**UTAH VALLEY UNIVERSITY**  
Policies and Procedures

Date of Last Action	Action Taken	Authorizing Entity

Printed On:

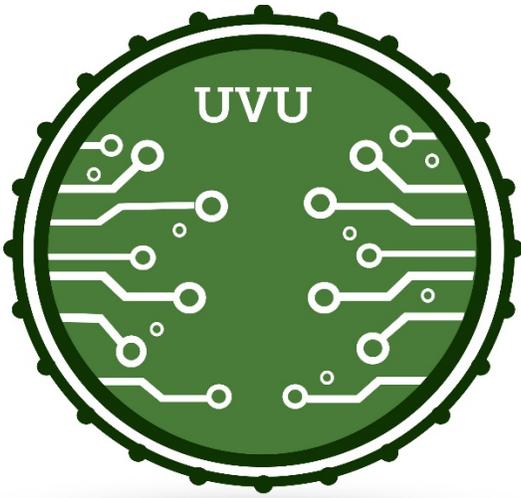
[February 17, 2017](#)~~[February 17, 2017](#)~~~~[February 16, 2017](#)~~~~[March 12, 2015](#)~~





**UVU BOARD OF TRUSTEES  
Agenda Item Coversheet**

<b>DATE:</b>	<b>February 17, 2017</b>
<b>TITLE:</b>	<b>Requisition</b>
<b>EXECUTIVE/RESPONSIBLE STAFF MEMBER:</b>	<b>Val Peterson, VP for Finance and Administration</b>
<b>SUBJECT:</b>	<b>Classroom Media Refresh</b>
<b>BACKGROUND:</b>	There are 60 classrooms scheduled to be upgraded as part of the annual campus Media Essential Classroom Refresh cycle. This refresh will cost the university \$498,923.45.
<b>ALTERNATIVES:</b>	<ul style="list-style-type: none"><li>• <b>Approve</b> as presented, “I move to approve the requisition in the amount of \$498,923.45 to enable the upgrade of multimedia offerings in the 60 designated classrooms.”</li><li>• <b>Amend</b> and approve, “I move to approve, as amended...”</li><li>• <b>No action</b>, “I move that we go to the next agenda item...”</li></ul>
<b>FINANCIAL IMPACT:</b>	\$498,923.45
<b>EXHIBITS:</b>	a. MEC Refresh Cycle outline



**INFORMATION TECHNOLOGY  
INFRASTRUCTURE SERVICES**

---

## (Tentative) MEC Refresh Cycle

*2017-2018*

## Classrooms Scheduled

Below is a list of the classrooms that are scheduled to be upgraded as part of our annual campus Media Essential Classroom (MEC) Refresh cycle. The install dates listed are still tentative, contingent on equipment arrival and scheduling availability.

This install schedule was presented and approved in ATSC on 2/3/17. After the ATSC discussion we are going to avoid installs the week of finals to avoid any disruption. We may also have to push the schedule back do to equipment arrival dates.

Classroom	Install Date	Classroom	Install Date
LA002	3/24/2017	LA219	6/16/2017
LA003F	3/24/2017	LA225	6/16/2017
LA007	3/31/2017	LA227	6/23/2017
LA019	3/31/2017	LA228	6/23/2017
LA023	4/7/2017	LA229	6/23/2017
LA024	4/7/2017	LA231	6/30/2017
LA025	4/14/2017	LA232	6/30/2017
LA029	4/14/2017	LA233	6/30/2017
LA102	4/21/2017	LA235	7/7/2017
LA103	4/21/2017	GT636	7/7/2017
LA104	4/28/2017	GT634	7/7/2017
LA105	4/28/2017	GT622	7/14/2017
LA106	5/5/2017	GT610	7/14/2017
LA107	5/5/2017	GT518	7/14/2017
LA108	5/12/2017	GT516C	7/21/2017
LA110	5/12/2017	GT507	7/21/2017
LA112	5/12/2017	GT508	7/21/2017
LA113	5/19/2017	SA303	7/28/2017
LA115	5/19/2017	SA309	7/28/2017
LA122	5/19/2017	SA310	7/28/2017
LA123	5/26/2017	SA311	8/4/2017
LA124	5/26/2017	SA316	8/4/2017
LA125	5/26/2017	SA323	8/4/2017
LA127	6/2/2017	FS115	8/11/2017
LA202	6/2/2017	FS116	8/11/2017
LA205	6/2/2017	FS143	8/11/2017
LA206	6/9/2017	FS144	8/18/2017
LA208	6/9/2017	WC211	8/18/2017
LA212	6/9/2017	WC223	8/18/2017
LA214	6/16/2017	WC225	8/18/2017

# MEC Key Features

*2017-2018*

## Low Cost

- Basic classroom refresh will be around \$9,000, down from \$12,000

## 2X Brighter Projector

- Full HD and 600 plus Lumens

## Matrix Switching

- Will allow professors to view different content on the local monitor.

## Expandability

- More inputs and outputs for added features, for example Lecture Capture.

## Occupancy Sensor

- Used to save wasted lamp life and energy.

## Touch Panel Camera

- Used for possible teacher support.

## SIP (Voice over IP)

- Used for future voice and video support calls from the teacher station.

## Faster PC

- Includes a Solid State Drive (SSD) and a larger local monitor.

## Discreet Record and Assisted Listening Channels

- Used for ADA and audio recording.

## Cable Retactors

- Implemented so that professors no longer have to bring their own interface cables.

## Seven Year Classroom Refresh Cycle

---

Over the past couple of years, we have started to level out our seven-year classroom refresh cycle by pushing some classrooms longer and refreshing others earlier. This was accomplished by reviewing usage and trouble ticket logs with Academics, IT and Media Engineering. For now, we can avoid the extreme spikes caused by campus expansion.

Currently, we have around 420 classrooms and general use conference rooms on our (*partially*) hard funded a general refresh cycle. “Partially funded” due to the four large buildings that have been added to the list without any additional funding being allocated. This year the deficit was covered by one-time PBA funds, but the deficit will be there every year and grow with classroom expansions.

Our current refresh model makes it so that we need to refresh around 60 MEC’s a year as part of a general cycle. We also have another 110 rooms that are department funded and independent of this cycle. This brings us to 530 rooms on campus with AV systems. When we say rooms with systems this includes classrooms and conference rooms, but does not include: our 150 digital signage locations (currently with no funding cycle), 1500 security cameras (currently with no funding cycle), and the event staging equipment (currently lacking and with no funding cycle).

# AVS&E Proactive Support

## Department Outreach

For the last three semesters we have tried to implement a new support model that we call “proactive support.” As part of this model, we seek out problems before they surface during class instruction. Our efforts include: achieving quicker response times (five minutes where possible), testing and cleaning every classroom each semester, and seeking input from our customers.

This semester we are reaching out to all departments, asking chairs if we can take five to ten minutes in their faculty meetings. Our process is as follows:

We start by introducing ourselves and reiterating the classroom support communication channels



We then gather input and feedback on how we are doing and what we can do better to help them succeed.



We then implement helpful feedback and work to prevent problems before they become a teaching distraction.

This has turned out to be a very positive experience and we have received a lot of praise for the excellent service that we provide to them and their faculty. They all feel that we are going in the right direction and have said that they appreciate how quick and responsive we are to their needs. We have also been able to take this time to get information on specific problems that the teachers have been having in their rooms and fix problems that have been perpetuated.



**UVU BOARD OF TRUSTEES  
Agenda Item Coversheet**

<b>DATE:</b>	<b>February 21, 2017</b>
<b>TITLE:</b>	<b>Requisition</b>
<b>EXECUTIVE/RESPONSIBLE STAFF MEMBER:</b>	<b>Val Peterson, VP for Finance and Administration</b>
<b>SUBJECT:</b>	<b>Melisa Nellesen Autism Center Management Contract</b>
<b>BACKGROUND:</b>	<p>With the completion of the Autism Center, the university has a need to contract for some of the services that the university will provide in the Autism Center. The university has received pledges and donations of \$1.5 million to help cover the costs of these services, and those funds will be used to pay the annual contract fee. The university completed a Request for Proposal (RFP) on these services and Star Autism won the bid. Even though the university has received pledges and donations to cover the cost of the contract, awarding the contract still needs to go through the traditional procurement procedures, thus requiring Board of Trustees approval. The total cost of the three-year contract will be \$1.345 million.</p>
<b>ALTERNATIVES:</b>	<ul style="list-style-type: none"> <li>• <b>Approve</b> as presented, “I move to approve the requisition in the amount of \$1.345 million to establish a contract for the management of the Melisa Nellesen Autism Center.”</li> <li>• <b>Amend</b> and approve, “I move to approve, as amended...”</li> <li>• <b>No action</b>, “I move that we go to the next agenda item...”</li> </ul>
<b>FINANCIAL IMPACT:</b>	<p><b>\$1.345 Million</b></p> <ul style="list-style-type: none"> <li>• Year 1: \$295,000</li> <li>• Year 2: \$525,000</li> <li>• Year 3: \$525,000</li> </ul>
<b>EXHIBITS:</b>	a. Program Description



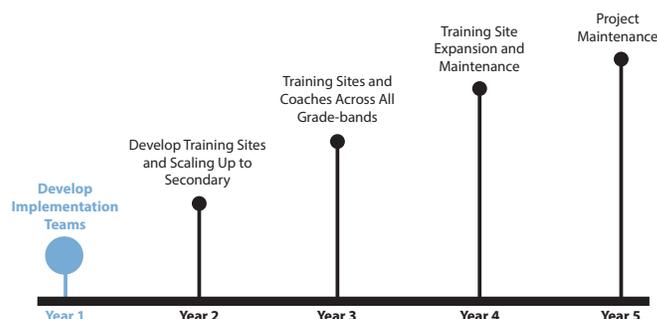
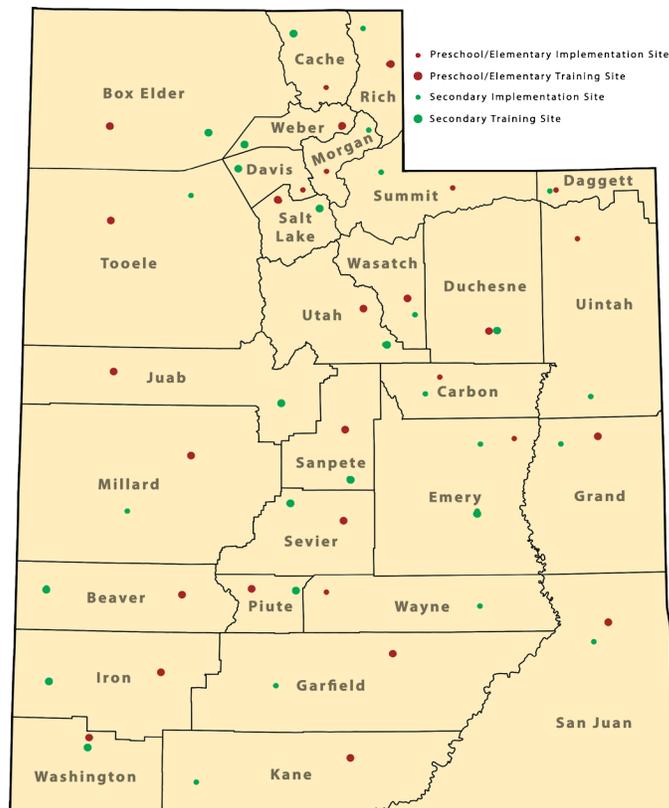
# Brent and Kathryn Wood Foundation Utah Statewide Autism Education Project

## Building Statewide Capacity to Serve All Students Across Utah

The Utah Statewide Autism Education Project is an innovative project focusing on the educational needs of students with significant learning challenges, including autism spectrum disorders (ASD). This project proposes to address the inconsistency of educator preparedness to serve students with these learning challenges through the establishment of training sites in each geographic region of the state. Statewide capacity will be increased by providing sustainable local resources (coaches and training sites) to assist with implementation of evidence-based practices. Additionally, capacity to promote new initiatives and new practices will be increased through improved training site and professional development infrastructure.

Educational teams will be chosen from district applications. Teams will participate in a series of professional development opportunities focused on learning effective, instructional strategies, for teaching students with developmental delays in a high quality learning environment. Specific content components of the project may include:

- Professional development workshops and on-site coaching in implementation of evidence-based practices
- Comprehensive ABA curricula
- Content-based thematic units
- Professional development for general education teachers to promote inclusive practices
- Information and resources on effective environmental and visual supports
- Access to a district self-assessment reporting system to identify professional development needs at the district and state level
- Access to web-based professional development modules and “mini-trainings” to maintain fidelity of implementation
- Parent, family and school administrator supports



Goals and Outcomes of Project	
<b>Develop Implementation Teams</b>	to provide services for students with ASD based on essential and effective practices identified by the National Standards Project and the National Professional Development Center.
<b>Create a network of classrooms</b>	that model evidence-based practices with consistency and fidelity.
<b>Scaling-up programs to include all grade levels</b>	including teams from PreK through Secondary.
<b>Develop capacity and sustainability at the district level</b>	through coaches and training sites (local and regional level).
<b>Create a network of family and parent supports.</b>	

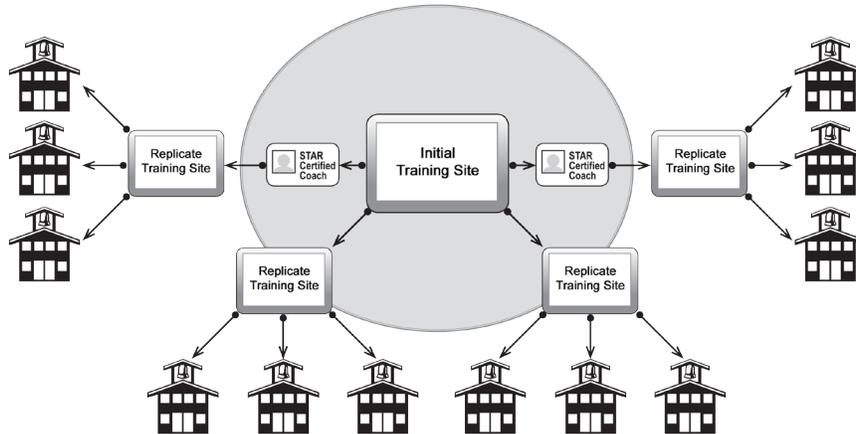
# Utah Statewide Autism Education Project Training Sites and Coaching

An Innovative Project in Cooperation with  
*Utah Valley University & STAR® Autism Support*

## Training Sites and Certified Coaches

The model proposed for the Utah Statewide Autism Education Project offers an innovative method of supporting educators and improving student outcomes through:

- Training Site Development:
  - o Training sites provide a consistent, stable and organized setting to model evidence-based practices, train staff and serve students.
  - o Training sites utilize research-based tools that can then be seamlessly replicated by new or untrained teams.
  - o Training sites model the use of effective practices in a variety of educational environments (i.e. various age bands, inclusive and self-contained environments, etc.).
  - o Staff visiting training sites have the opportunity to practice necessary skills with students accustomed to the appropriate strategies.



- Certified Coach Development:
  - o State, regional and local coaches provide support to classroom teachers and other instructional staff in implementing evidence-based practices.
  - o Coaches provide ongoing support and follow-up to training sites and new implementation sites.
  - o Coaches are identified from existing staff at the state, regional and district level. Coaches may already be providing support to classroom and instructional staff.

## Initial Training to be Provided by STAR® Autism Support

STAR® Autism Support (SAS) has extensive experience providing school districts effective tools to implement evidence-based strategies and to train and coach school teams in these strategies. SAS provides workshops, training and support to school districts throughout the United States and globally. SAS has successfully collaborated with school districts, private agencies, parents and the broader community to implement successful programs for students with autism.

The STAR Program is a comprehensive behavioral program that incorporates the applied behavior analysis strategies of: Discrete Trial Training, Pivotal Response Training and Teaching Functional Routines. STAR also promotes the use of positive behavior interventions, environmental supports (visual supports, visual schedules, etc.) in inclusive and self-contained settings.



**UVU BOARD OF TRUSTEES  
Agenda Item Coversheet**

<b>DATE:</b>	<b>February 17, 2017</b>
<b>TITLE:</b>	<b>2016-17 Self-Evaluation of Mission Fulfillment</b>
<b>EXECUTIVE/RESPONSIBLE STAFF MEMBER:</b>	<b>Linda Makin</b>
<b>SUBJECT:</b>	<b>2016-17 Self-Evaluation of Mission Fulfillment</b>
<b>BACKGROUND:</b>	<p>On a biannual basis, UVU conducts a self-evaluation of its mission fulfillment. UVU has prepared three self-evaluations since its accreditation was reaffirmed in 2012, documenting UVU’s ongoing, purposeful, systematic, integrated, and comprehensive planning and assessment process. Each self-evaluation is used in university planning and resource allocation processes to prioritize needs, informing planning, decision making, and allocations of resources and capacity. This 2016-17 Self-Evaluation of Mission Fulfillment will be an integral part of UVU’s Year Seven self-study report and evaluation team visit for the Northwest Commission on Colleges and Universities during Fall 2017.</p>
<b>ALTERNATIVES:</b>	<b>Approve</b> as presented, “I move to approve the 2016-17 Self-Evaluation of Mission Fulfillment.”
<b>FINANCIAL IMPACT:</b>	None anticipated
<b>EXHIBITS:</b>	<ul style="list-style-type: none"> <li>a. 2016-17 Self- Evaluation of Mission Fulfillment</li> <li>b. 2017 NWCCU Year Seven Accreditation Process</li> </ul>



## **2016-17 Self-Evaluation of Mission Fulfillment**

---

*President's Council  
University Planning Advisory Committee*

*February 17, 2017*

## Contents

<b>Introduction</b> .....	1
<b>Major Findings</b> .....	2
<b>Evaluation Summary and History</b> .....	4
<b>Student Success</b>	
UVU supports students in achieving their educational, professional, and personal goals. ....	6
<b>Engaged</b>	
UVU engages its communities in mutually beneficial collaboration and emphasizes engaged learning. ....	8
<b>Serious</b>	
UVU fosters a culture of academic rigor and professional excellence. ....	10
<b>Inclusive</b>	
UVU provides opportunity for individuals from a wide variety of backgrounds and perspectives and meets regional educational needs.....	12
<b>Operate Effectively</b>	
UVU utilizes best practices and transparent processes to continuously improve and responsibly use resources.....	14
<b>Manage Growth</b>	
UVU anticipates and appropriately responds to the region's higher education needs. ....	16
<b>Secure Resources</b>	
UVU seeks and obtains public and private resources to fulfill its mission. ....	17

# 2016-17 SELF-EVALUATION OF MISSION FULFILLMENT

## Introduction

UVU's Core Themes represent the essence of the institution's mission. Under the accreditation standards of the Northwest Commission on Colleges and Universities, the core themes "individually manifest essential elements of its mission and collectively encompass its mission." Each Core Theme has specific objectives, with indicators supported by measures that provide evidence upon which the university can assess its success in meeting its objectives, core themes and administrative imperatives, and ultimately its mission as a whole. The University Planning Advisory Committee evaluates fulfillment of objectives, core themes, and administrative imperatives biannually, making recommendations to the President's Cabinet for additional determinations and action as appropriate. The Board of Trustees reviews and approves the final document. This periodic review ensures that UVU regularly evaluates and continuously improves its institutional performance.

The review is based on conceptual indicators operationalized in specific measures selected by UPAC as reliable and valid indicators of achievement. These 80 measures provide direct and indirect measures of success in mission fulfillment, allowing UPAC to evaluate achievement of each objective, core themes or administrative imperative, and the mission as a whole. The indicators and measures can be reviewed at <http://www.uvu.edu/iri/indicators/>. The narrative evaluation of each aspect of UVU's mission below should be read in relation to these indicators and measures.

Each Core Theme, Administrative Imperative, and accompanying Objective is evaluated on the extent to which the measures indicate that UVU fulfills each essential element of its mission.

- Excellent. Performance on this aspect of UVU's mission clearly exceeds the minimum threshold of acceptable performance and is a point of pride for UVU.
- Satisfactory. Performance on this aspect of UVU's mission meets a minimum threshold of acceptable performance.
- Unsatisfactory. Performance on this aspect of UVU's mission falls below a minimum threshold of acceptable performance.
- In Development: Measures and data for this aspect of UVU's mission are in the process of being identified and collected. (This category was used in 2013 and 2015. In 2017, UPAC determined that any objective for which sufficient data for evaluation was not available was substantively unsatisfactory.)

Narratives for each clarify the extent of mission fulfillment and identify strengths or opportunities for ongoing improvement.

## Major Findings

Utah Valley University is a teaching institution which provides opportunity, promotes student success, and meets regional educational needs. UVU builds on a foundation of substantive scholarly and creative work to foster engaged learning. The university prepares professionally competent people of integrity who, as lifelong learners and leaders, serve as stewards of a globally interdependent community.

**Based on this self-evaluation, the President's Council and UPAC find that UVU continues to effectively fulfill its mission.** UVU performs at least satisfactory on all core themes, administrative imperatives, and objectives; data was sufficient for all objectives to be evaluated. The self-evaluation identified several areas in which UVU has excelled as well as some areas of concern for which further action may be warranted.

**Administrative Imperatives.** UVU showed excellence in all three administrative imperatives, and in 10 of 11 objectives. In its mid-cycle evaluation, NWCCU identified UVU as a model for strategic planning and resource allocation. The Academic Master Plan, the Facilities Master Plan, and the Strategic Plan for Managing Growth will ensure that UVU will be able to work sustainably to meet regional needs in the face of the tremendous growth anticipated in the service region, supporting the continuous expansion of UVU's facilities, courses, and programs to keep pace with growth demands. UVU has secured significant additional public and private resources, highlighted by acute equity funding and several new privately funded buildings, allowing it to remain one of the nation's true educational values by keeping tuition low. The success in meeting the administrative needs provides a firm foundation for ongoing fulfillment of UVU's mission.

**Recognition of Institutional Quality.** Serious Objective 4, regarding recognition of UVU's programs and services as high quality, and Student Success Objective 3, regarding post-graduation success, were rated excellent. This reflects ongoing improvement both in the inherent quality of programs and in community perceptions since it became a university in 2008. UVU students continually win major awards in regional and national competitions, and the university itself has been recognized by accreditation agencies, national associations, and the media as a model for innovation and student success. This success is in turn recognized by employers, who consistently praise the quality of UVU's graduates, contrary to the common narrative of higher education producing students with degrees but not skills.

**Faculty and Programs.** UVU's efforts to expand academic programs as a response to regional educational needs formed the basis of excellent ratings for Inclusive Objective 4, regarding the diversity of academic offerings, and Manage Growth Objective 2, regarding ongoing adaptation to student and community needs. UVU has added new majors to meet new economic demands and offers an increasingly inclusive array of programs to meet the unique situations of UVU's diverse student body. It has done so while increasing the percentage of instructional credit hours to over 55% and ensuring strategic use of adjunct faculty to support educational needs, contrary to the trend toward reliance on adjunct instructors as a purely cost-cutting measure in contemporary higher education.

**Completion and Retention.** UVU has made outstanding progress in achievement of Student Success Objective 1, regarding academic success. UVU's graduation rate for bachelor's degree-seeking students nearly doubled from the 2005 cohort (2010-11 graduates) to the 2009 cohort (2014-15 graduates), and the overall rate grew by 38%. UVU has already met its 2020 goals for both graduation rates. During that time, the total number of degrees awarded increased by 22%. UVU led all USHE non-research institutions in undergraduate

award production between 2009 and 2016. Stable retention and growth among juniors and seniors points to significantly improved upper-level student persistence.

This excellent progress does not mean that UVU is content with current achievement. There remain concerns that student retention and completion are below peers. Retention has remained stable for the past five years, below the goal for 2015. In the 2015 Self-Evaluation there was concern that this might affect future graduation rates. While this concern has not been born out, the lack of retention growth may eventually limit completion growth. To some extent this reflects differing admissions policies; many of UVU's peer institutions maintain selective admissions policies that support retention and completion at the expense of inclusion. UVU has also faced some environmental pressures, such as a strong economy and changes in missionary service practices among college-aged members of the LDS Church, that would be expected to reduce retention.

**Learning Assessment.** UPAC observed that evaluation of Serious Objective 1, regarding teaching and learning, is based largely on indirect measures such as the NSSE and SRI data. UVU does not currently have a rigorous process for assessing achievement of Essential Learning Outcomes, and external reviews of some programs and colleges have noted that more active leadership is needed to champion these processes. UVU is instituting a process for evaluating ELOs that will more effectively support evaluation of Serious Objective 1 by the 2018-19 self-evaluation.

**Evidence-Driven Success.** UPAC found that, across many objectives, UVU is using data strategically to support mission fulfillment. Academic Affairs and Student Affairs have adopted Civitas, a commercial off-the-shelf (COTS) predictive analytics suite, to identify students at risk of not continuing at UVU. The Office of Engaged Learning is deploying a quantitative course assessment tool to identify courses with strong engaged learning practices. The self-evaluation process itself has been strengthened, with sufficient data to evaluate all objectives for the first time.

## Evaluation Summary and History

Key : Excellent Satisfactory Unsatisfactory In Development Not Evaluated

Core Themes, Administrative Imperatives, and Objectives	2013	2015	2017
<b>Student Success: UVU supports students in achieving their educational, professional, and personal goals.</b>			
Student Success 1: UVU supports students' preparation and achievement of academic success at the University.			
Student Success 2: UVU provides a meaningful and well-rounded university experience.			
Student Success 3: UVU prepares students for success in their subsequent academic, professional and lifelong learning pursuits including serving as leaders, people of integrity and stewards of their communities.			
<b>Engaged: UVU engages its communities in mutually beneficial collaboration and emphasizes engaged learning.</b>			
Engaged 1: UVU faculty and staff engage students using real-world contexts within the curriculum and activities outside the classroom to increase professional competence and confidence.			
Engaged 2: UVU fosters partnerships and outreach opportunities that enhance the regional, national, and global communities.			
Engaged 3: UVU serves as a portal of civic engagement and an engine of regional economic and business development.			
<b>Serious: UVU fosters a culture of academic rigor and professional excellence.</b>			
Serious 1: UVU champions learning through outstanding teaching in an academically rigorous environment.			
Serious 2: UVU supports a culture of scholarship and creative work and promotes accomplishment in cultural, academic, and co-curricular/extramural endeavors.			
Serious 3: UVU attracts, develops, and retains high achieving students and highly qualified faculty, staff, and administrators.			
Serious 4: UVU is recognized for high quality, efficient, and effective programs and services.			

<b>Core Themes, Administrative Imperatives, and Objectives</b>	<b>2013</b>	<b>2015</b>	<b>2017</b>
<b>Inclusive: UVU provides opportunity for individuals from a wide variety of backgrounds and perspectives and meets regional educational needs.</b>			
Inclusive 1: UVU provides accessible and equitable educational opportunities and resources for all students.			
Inclusive 2: UVU provides opportunities to improve intercultural competence in an increasingly complex, diverse, and globalized society.	(Added 2014)		
Inclusive 3: UVU provides an inviting, safe, and supportive environment for people from diverse backgrounds and perspectives.			
Inclusive 4: UVU offers an array of courses, programs, and delivery methods designed to reflect students' goals and the region's educational needs.			
<b>Operate Effectively: UVU utilizes best practices and transparent processes to continuously improve and responsibly use resources.</b>			
Operate Effectively 1: UVU fosters a culture of planning, assessment, improvement and accountability.			
Operate Effectively 2: UVU strategically allocates resources to achieve institutional objectives.			
Operate Effectively 3: UVU utilizes transparent and collaborative decision-making processes.			
Note: The Operate Effectively administrative imperative was revised in Fall 2016 to “Operate Ethically and Effectively,” with an additional objective added and minor revisions to the existing objective. It will be evaluated as revised in the 2018-19 self-evaluation.			
<b>Manage Growth: UVU anticipates and appropriately responds to the region's higher education needs.</b>			
Manage Growth 1: UVU anticipates and plans for future regional educational needs.			
Manage Growth 2: UVU adapts to meet student and community needs consistent with its educational mission.			
<b>Secure Resources: UVU seeks and obtains public and private resources to fulfill its mission.</b>			
Secure Resources 1: UVU communicates its resource requirements and secures appropriate state tax fund support to fulfill its role within the Utah System of Higher Education			
Secure Resources 2: UVU establishes tuition and fees consistent with the economic environment and its mission.			
Secure Resources 3: UVU strategically pursues and acquires private and public resources beyond state appropriations.			

## **Student Success: UVU supports students in achieving their educational, professional, and personal goals.**

**Satisfactory.** UVU provides students with the foundations for professional and academic success as indicated by employment and continued education rates. UVU has made outstanding progress in improving retention and completion, already meeting its 2020 graduation rate goals. In addition to the indicators of success associated with specific objectives, UVU students across the university consistently receive top awards in major national competitions. Students interact with faculty at rates comparable to peer institutions and participate in campus activities more than in the past. Employers consistently praise UVU's graduates, which goes far toward explaining the very high employment rates among graduates.

### **Student Success 1: UVU supports students' preparation and achievement of academic success at the University.**

**Satisfactory.** UVU has demonstrated dramatic improvement in completion and graduation rates over the last six years. Six-year graduation rates for full-time, bachelor's degree-seeking students grew from 17% for the 2006 cohort to the 30% for the 2009 cohort (who graduated in 2015). The overall graduation rate grew from 24% to 33% during that time, meeting what were once viewed as ambitious 2020 goals for both the overall and bachelor's degree graduation rates four years ahead of schedule. The total number of degrees awarded annually has increased 21.9% since 2010-11, and has shown the largest increase in degrees awarded since 2009-10 of any USHE institution, indicating that improvement is not limited to first-time, full-time students. Over the past five years, UVU has awarded the second largest number of undergraduate degrees among USHE institutions. Stable first-to-second year retention rates are enhanced by substantial growth in upper-level enrollment despite stable transfer-in enrollment, indicating that UVU has also increased persistence through the later years of students' academic careers. Graduation and retention rates do remain slightly below our currently identified peer institutions; however, UVU compares favorably to several alternative peer groups identified by Institutional Effectiveness and Planning that emphasized large, open enrollment, dual mission institutions with large atypical student populations. UVU is by no means content with its current graduation and retention rates, but the excellent progress made over the past five years is a point of pride for the university.

While UVU remains committed to continued progress and implementation of new graduation improvement initiatives, we recognize that, like most institutions, the typical reporting standards do a poor job of representing student success. The IPEDS graduation rates capture less than one quarter of our graduates (i.e., traditional students) and fewer than half of our peer group institutions are open admissions. Our inclusive mission, with its commitment to open admissions and second-chance students, significantly restricts the extent to which UVU can control its graduation and retention rates through selective admissions of those students most likely to be enrolled full-time, retained, and graduate on time, a response pursued by a number of institutions. The new IPEDS Outcomes Measure will likely provide a more comprehensive evaluation and will be added to the indicators for the next self-evaluation. Our increased performance came in spite of outside influences which created negative enrollment effects, such as an improved economy and a missionary age change by the Church of Jesus Christ of Latter-Day Saints (LDS), with which 73.2% of students identify.

**Student Success 2: UVU provides a meaningful and well-rounded university experience.**

**Satisfactory.** Student-faculty interaction outside of the classroom is comparable to peer groups and increases substantially from the first year of study through students' senior years. Approximately three-fourths of students participate in at least one student activity each semester, a high number for a non-residential institution and a noteworthy improvement over the past five years.

**Student Success 3: UVU prepares students for success in their subsequent academic, professional and lifelong learning pursuits including serving as leaders, people of integrity and stewards of their communities.**

**Excellent.** Both employers and students believe that UVU graduates are well prepared for future success. Employer's perception of graduates' skills, as expressed in the UVU Employer Survey, showed most students as adequate and approaching ideal in most areas of performance, and students nearly universally say that UVU made substantial contributions to growth in their personal and intellectual skills. The UVU Alumni Survey suggests that graduates' employment rate one year following graduation continues to rise but has not fully rebounded to levels prior to the Great Recession. However, employers frequently report, for example, that the only problem with UVU graduates is that there aren't enough of them. Combined with recently available data from the Utah Department of Workforce Services indicates that the known limitations of survey methodologies have led UVU to underestimate employment. DWS data shows that 75.5% of 2013-14 UVU graduates were employed in Utah in 2014-15, a higher rate than USHE institutions overall. This success reflects UVU's responsive curricula and degree programs, driven by workforce data, active advisory boards, industry-focused strategies, and career pathways. The percentage of graduates continuing their education within one year of graduating is off of its historic peak but consistent with long-term trends and increases steadily with time since graduation.

## **Engaged: UVU engages its communities in mutually beneficial collaboration and emphasizes engaged learning.**

**Satisfactory.** UVU is a major contributor to Utah's economy. UVU students are increasingly participating in engaged learning activities, and they make important contributions to Utah's communities and economy following graduation. Our commitment to community engagement is recognized by the Carnegie Foundation. However, there are some concerns about the extent to which engagement is consistent and some indications of decline in business development and civic engagement.

### **Engaged 1: UVU faculty and staff engage students using real-world contexts within the curriculum and activities outside the classroom to increase professional competence and confidence.**

**Satisfactory.** Participation in high-impact learning practices among seniors is nearly universal and comparable to various peer groups. Nearly one-third of UVU students participated in volunteer and service learning in 2015-16; though this is a decline over the past five years. A preliminary measure indicates only 4.9% of Fall 2015 enrollment came in courses with significant engaged components. This would indicate that, at most, 40% of students enroll in at least one such course over their academic careers. However, a significant number of engaged courses is likely excluded from this measure, which is based solely on catalog descriptions rather than pedagogical practices. As part of a Title III grant, the Office of Engaged Learning and Institutional Research & Information is working to build a more direct, valid, and reliable quantitative assessment process for engaged courses that is expected to be available for the 2018-19 Self-Evaluation.

### **Engaged 2: UVU fosters partnerships and outreach opportunities that enhance the regional, national, and global communities.**

**Satisfactory.** UVU's Carnegie Engaged Institution designation was renewed in 2014, demonstrating its success in developing and maintaining community partnerships. Utah Valley University was one of the first in Utah to receive an Elective Community Engagement designation from the Carnegie Foundation for the Advancement of Teaching in 2008. As recipients of this designation, Utah Valley University has demonstrated commitment to community engagement, and has worked diligently to develop organizational structures, policies, and programming that facilitate student, faculty, and staff involvement in the community. In 2015, Utah Valley University received this designation for a second time, one of 361 colleges and universities who have been given the designation. The foundation praised UVU's alignment of mission, culture, leadership, resources, and practices and its documented evidence of community engagement.

### **Engaged 3: UVU serves as a portal of civic engagement and an engine of regional economic and business development.**

**Excellent.** UVU continues to make a major contribution to the regional and statewide economy and to the quality of life in its community. The majority of UVU graduates live and work in Utah, but an increasing number take jobs out of state. This is likely due to increased admission of students from out of state. UVU's economic impact for students remains substantial. Based on the most

recent data available, UVU generated \$8.04 in statewide economic activity for every dollar of appropriated state tax funding. Evaluation of business and civic engagement was challenging during this evaluation period due to significant changes in data reporting standards for both business development and student civic engagement. UVU continues to offer significant business development services and helps create new businesses through its Business Resource Center. While the indicator for this objective appears to show that job creation declined, this is due entirely to a new state methodology for calculating job creation; the underlying data remains consistent. Student civic engagement also appears to have declined, But this is due to a change in the Utah Campus Compact survey methodology; data provided by Student Affairs shows no change in the activities that contribute to the survey. Further monitoring and clarifying of measures for this area is recommended, but overall, the indicators support continued excellence in this area consistent with the 2015 self-evaluation.

## **Serious: UVU fosters a culture of academic rigor and professional excellence.**

**Satisfactory.** UVU is comparable with its peers in quality of instruction; has a growing culture of faculty and student scholarship and creative work; and has improved the quality of its students, faculty, and staff. This has led to a strong perception for quality among the community.

### **Serious 1: UVU champions learning through outstanding teaching in an academically rigorous environment.**

**Satisfactory.** NSSE data indicate that UVU is consistent with comparable institutions in effective teaching practices and active and collaborative learning, and slightly below them on level of academic challenge. Student Ratings of Instruction results show generally strong performance from faculty, though there are concerns that the data may suffer from several biases pulling results in competing directions. To remedy this, UVU is in the process of developing direct measures of Essential Learning Outcomes and expects to have this in place for the 2018-19 Self-Evaluation.

### **Serious 2: UVU supports a culture of scholarship and creative work and promotes accomplishment in cultural, academic, and co-curricular/extramural endeavors.**

**Satisfactory.** There is strong evidence of a culture of scholarship and creative work. Faculty regularly publish and present at conferences, students frequently present at conferences such as NCUR and UCUR, and UVU students are consistently winning awards at major competitions. NSSE data show strong student participation with faculty members. Systematic indicators are not available yet due to inconsistent implementation of the Digital Measures system for tracking faculty scholarly and creative activity and the lack of centralized administration of scholarship and creative work. UPAC strongly believes that measurement of this area is not in itself a valid reason to pursue organizational restructuring but will encourage colleges and schools, as well as vice-presidents outside of Academic Affairs, to provide summaries of scholarship and creative work performed in their areas.

### **Serious 3: UVU attracts, develops, and retains high achieving students and highly qualified faculty, staff, and administrators.**

**Satisfactory.** UVU has maintained the percentage of students for whom UVU was their first or second choice while admitting more highly qualified students. While the percentage of full-time faculty with doctorate degrees has declined slightly, the combined percentage with either doctorate or masters' degrees has remained steady. UVU rates equal or, in some cases, above peers in employee satisfaction, and the trend since the last rating period suggests that the lower values of 2014 are simply statistical fluctuation. Voluntary employee terminations are up over the six-year period, likely due to the improving economy increasing opportunities, but down somewhat from 2015 to 2016, with most of the change attributable to employees other than faculty.

**Serious 4: UVU is recognized for high quality, efficient, and effective programs and services.**

**Excellent.** The community perception of UVU has dramatically increased since we became a University in 2008. In 2015, 87% of Utah County residents and 75% of residents statewide were “likely” or “very likely” to select or recommend UVU; 83% of county residents and 64% of state residents said that their impression of UVU had improved in the past 10 years. Nearly two thirds of the State of Utah and 90% of Utah County look highly on UVU. In addition to being regionally accredited by the Northwest Commission on Colleges and Universities, UVU maintains 19 specialized accreditations.

## **Inclusive: UVU provides opportunity for individuals from a wide variety of backgrounds and perspectives and meets regional educational needs.**

**Satisfactory.** UVU continues to make substantial efforts to improve educational opportunities for underserved groups and expand its educational offerings driven by the campus-wide Inclusion Plan. These efforts have been generally successful in ensuring a representative student body, providing a safe environment, and meeting students' and the region's educational needs. There are concerns that a small but significant minority of students may feel disrespected by classmates or instructors.

### **Inclusive 1: UVU provides accessible and equitable educational opportunities and resources for all students.**

**Excellent.** UVU's demographics are representative of Utah County, and reflect significant increases in enrollment of racial or ethnic minorities. Minorities make up 17% of the UVU student body in fall 2016, with approximately half of the growth coming among Latinx students. Minority enrollment at UVU has grown by 223% since 2001, while total enrollment grew by 47%. Enrollment of minorities will need to continue to increase to keep pace with expected regional demographic changes. UVU has also slightly but consistently increased its percentage of women since 2011, though the proportion of women at UVU remains among the lowest of USHE institutions and well below the national average of 57%. UVU continues to enroll a large number of non-traditional students, with the long-term trend in average non-high school concurrent enrollment student age increasing along with an ageing regional population. The number of students under 18 years old has also increased from 16% to 21% due to expansion of concurrent enrollment, also an important non-traditional population. Increases in the percentage of students receiving financial aid and decreases in the percentage of students needing developmental coursework are believed to reflect structural changes at the university that increase the utilization of the former and provide alternatives to the latter, both of which enhance educational access at UVU.

### **Inclusive 2: UVU provides opportunities to improve intercultural competence in an increasingly complex, diverse, and globalized society.**

**Satisfactory.** UVU is somewhat below peers in the "NSSE Discussions with Diverse Others" indicator, which likely reflects the relatively low diversity of its student body and service region population. Graduates consistently report moderate growth in global perspective and understanding diversity. Neither indicator provides a clear measure of opportunities to develop awareness, understanding, and appreciation of differences among students. While UVU does not show significant problems in this area, more can be done, and the programming efforts of the campus Inclusion Committee are hoped to improve such opportunities significantly beginning this year.

**Inclusive 3. UVU provides an inviting, safe, and supportive environment for people from diverse backgrounds and perspectives.**

**Satisfactory.** Most students report a positive environment in line with peers throughout the region and within UVU's Carnegie classification. Eleven percent of students report problems with classmates "at least sometimes" and almost one in four from instructors. Supporting data provided by Institutional Research & Information suggests that these views do not correspond strongly to membership in ethnic or racial minority groups, but there is limited data regarding religious identification or sexual orientation and gender identity, and underreporting of circumstances creating a hostile environment for some students is to be expected. While there is insufficient evidence to substantiate serious problems in this area, continued attention is necessary to better understand the nature of those students who have negative experiences. UVU's efforts to improve support for students and employees in this area—exemplified by the creation of an office dedicated to equal opportunity, affirmative action, and Title IX compliance; and opening the Multicultural Student Services and LGBT Student Services centers—is expected to enhance inclusivity in the university's operating environment. Results from the 2016 Great Colleges to Work For survey indicate that 72 percent of employees agree or strongly agree that UVU has a safe and supportive environment.

**Inclusive 4. UVU offers an array of courses, programs, and delivery methods designed to reflect students' goals and the region's educational needs.**

**Excellent.** UVU continues to be especially effective in meeting these needs. Students are generally satisfied with course availability by location, time, and semester, but satellite locations appear to be underutilized. About one-third of students would like additional degree offerings, primarily in academic subjects where UVU has added degrees recently, such as social work and psychology or graduate studies. While there is significant student demand for engineering degrees, UVU's ability to add such degrees is constrained by USHE and appropriate resources. UVU's STEM offerings correspond to regional employment needs; regional non-STEM job demand in areas typically requiring higher education, such as management and sales, are consistent with recent changes in UVU's degree offerings.

## **Operate Effectively: UVU utilizes best practices and transparent processes to continuously improve and responsibly use resources.**

**Excellent.** UVU's culture of planning and decision-making processes are exemplary, though improvements in compliance remain desirable. The PBA process ensures that UVU allocates its resources toward its Core Themes and Administrative Imperatives, and was especially successful in ensuring that the acute equity funding received in 2014 was allocated to support institutional objectives. UVU continues to ensure that growth in administrative expenses does not exceed that of instructional expenses. However, while UVU's efforts to include all stakeholders in decisions are exemplary and generally satisfy employees, increasing compliance expectations, regulatory burdens, and political demands on higher education are constraining the institution's ability to operate transparently and straining the university's resources.

UVU has also made considerable progress in effective compliance with federal, state, and accreditation mandates. It has hired a general counsel, created the Office of Equal Opportunity and Affirmative Action with responsibility for investigating violations of a range of anti-discrimination requirements including Title IX, and strengthened the University Compliance and Risk Management office. This has culminated in a revision of this administrative imperative to "Operate Ethically and Effectively" and added a new objective regarding ethical behavior. The revised administrative imperative will be evaluated beginning with the 2018-19 self-evaluation cycle.

### **Operate Effectively 1: UVU fosters a culture of planning, assessment, improvement and accountability.**

**Excellent.** Overall UVU is well above its peers in regard to this measure. In its Mid-Cycle Review, the NWCCU highlighted UVU's PBA process as an example for other institutions. Nearly 40% of 2016 PBA requests were connected or strongly connected to strategic planning, compared to 17.4% in 2014. UVU has considerably improved its unit strategic planning process to enhance connection between the university and unit missions. Employee satisfaction with institutional planning and accountability is strong overall and significantly better than both our peer group and other institutions in our Carnegie classification.

### **Operate Effectively 2: UVU strategically allocates resources to achieve institutional objectives.**

**Excellent.** UVU uses the PBA process to ensure that all resource allocation requests support institutional objectives and mission fulfillment. The process demonstrated its value when UVU received an additional \$21 million in acute equity funding in 2014, ensuring that the substantial injection of ongoing funding was used strategically in support of UVU's mission, core themes, and objectives. However, the institution does not believe that resources should be allocated equally to all Core Themes and Administrative Imperatives, and has revised past indicators accordingly. Growth in administrative spending is matched with instructional expenditures, ensuring that UVU does not fall victim to the administrative bloat commonly cited as a reason for high growth in student costs, even as external economic and political pressures increase the need for administrative demands and the costs of meeting them.

**Operate Effectively 3: UVU utilizes transparent and collaborative decision-making processes.**

**Satisfactory.** UVU is doing well based on employees' perceptions of transparency and collaboration. This reflects the university's commitment to transparent planning and decision-making processes such as PBA, curriculum management, and the open development process for major institutional plans such as the Academic Master Plan and the Facilities Master Plan, shared governance, and involvement of student government in decision-making bodies. UVU employees are less satisfied with shared governance than they have been in the past, but satisfaction remains stable and slightly above that of our peers. This suggests employees remain generally satisfied even in a higher education environment of decreasing institutional autonomy and increasing compliance burdens.

## **Manage Growth: UVU anticipates and appropriately responds to the region's higher education needs.**

**Excellent.** UVU continues to aggressively and effectively plan for growing demand for higher education in the service region, updating its Strategic Plan for Managing Growth and developing its Facilities and Academic Master Plans. The university added 54 new degree programs since 2010 while ensuring that the majority of instruction is provided by full-time faculty, contrary to the national trend toward increasing reliance on adjunct instructors. Major expansions of facilities have kept pace with but not eliminated pressures resulting from enrollment growth.

### **Manage Growth 1: UVU anticipates and plans for future regional educational needs.**

**Excellent.** As an open enrollment institution, UVU cannot manage growth by managing enrollment directly as many institutions do. It has thus updated its Strategic Plan for Managing Growth, is in the process of developing Academic and Facilities Master Plans to support growing regional demand, and has tasked the Office of Teaching and Learning with finding innovative ways to increase the number of students served, demonstrating its strong commitment to planning for anticipated growth. Indicators show current K-12 enrollments peaking with the class of 2026 and then declining, but general regional growth suggests that subsequent classes will still be larger than the class of 2026 is currently. The regional traditional college-aged population continues to grow into the foreseeable future with non-traditional-aged students possibly trending towards the least growth. UVU was especially effective in planning for the enrollment effects of the unexpected change in LDS Church missionary age requirements.

### **Manage Growth 2: UVU adapts to meet student and community needs consistent with its educational mission.**

**Excellent.** UVU added 54 programs between 2010 and 2016, and expanded course offerings consistently over time. While the majority of new programs have been at the bachelor's degree level, UVU has maintained its community college mission by adding five new associate's degree programs and 19 new certificates. In Fall 2017, five new master's degrees programs will be offered, enhancing UVU's mission as a regional university. It has also terminated 15 programs that no longer meet student and community needs, allowing resources to be used in programs that more effectively meet needs.

UVU has increased the percentage of instructional credit hours taught by salaried faculty to 55% while continuing to meet the state mandated goal of an average of 12 instructional credit hours per semester per salaried faculty member. This demonstrates that growth and cost pressures can be met without increasing casualization of the academic work force, making UVU a positive counterexample in the current higher education environment. UVU's gross square footage grew to over 3 million square feet, an increase of over 1 million square feet since 2007-08. UVU nonetheless remains the most space-efficient USHE institution at 87 square feet per FTE, and space growth has been matched by enrollment growth so that space per FTE remains similar to the last years of Utah Valley State College.

## **Secure Resources: UVU seeks and obtains public and private resources to fulfill its mission.**

**Excellent.** In spite of a difficult fiscal environment, UVU has increased state revenue and maintained low tuition by the standards of a four-year institution. Contributions from donors, grants, and contracts are generating valuable additional revenue.

### **Secure Resources 1: UVU communicates its resource requirements and secures appropriate state tax fund support to fulfill of its role within the Utah System of Higher Education.**

**Excellent.** UVU's combined state and tuition revenue has fluctuated, with tuition revenue generally growing fast over time due to enrollment growth. Recently we have experienced growth in state tax revenue from a historic \$21 million appropriation of ongoing acute equity funds appropriated in 2014. State tax funding growth to support projected enrollment growth and programmatic expansion is part of USHE's annual budget request though legislative funding is, of course, always uncertain. Tuition remains the dominant revenue source for UVU rather than state tax funds, with UVU having the second-lowest percentage of state tax funding of any non-research institution in the state, but UVU's level of state support is significantly better than institutions in many other states, reflecting Utah's generally consistent commitment to public higher education. Considering the conditions UVU's performance in this area is commendable, having played an important role in moving forward the statewide acute equity funding initiative.

### **Secure Resources 2: UVU establishes tuition and fees consistent with the economic environment and its mission.**

**Satisfactory.** UVU's tuition and fees of \$5,386 per year for full-time resident undergraduates in 2015-16 is nearly \$700 below the average of four-year USHE institutions. Moreover, it remains one of the great bargains regionally and nationally. UVU's tuition and fees were the 11<sup>th</sup> least expensive out of 31 public, four-year, non-research institutions in the Rocky Mountains. Combined with its aggressive financial aid efforts and low cost of living, its net price is the 64<sup>th</sup> least expensive of 672 public, four-year institutions nationwide, and the only Utah school among the 100 least expensive institutions. For the past two years UVU has reduced general student fees, and has eliminated a distance/extended education course fee.

### **Secure Resources 3: UVU strategically pursues and acquires private and public resources beyond state appropriations.**

**Excellent.** UVU continues to have great success in securing external funding. 2015-16 was its best year ever for fundraising, raising \$21 million; it has already raised \$15 million halfway through 2016-17. Major gifts have wholly supported the completed Barbara Barrington Jones Family Foundation WeeCare Center and the Melisa Nellesen Center for Autism currently under construction, and contributed a substantial portion of funding for the Noorda Center for the Performing Arts now under construction. Sponsored programs generated \$18.7 million in 2015-16, primarily from government grants. Endowment and trust return was a relatively impressive 3.8% during 2015-16

---

(for reference, the S&P 500 gained 1.5% during that time), and working capital returned 1.2% through careful management within substantial state policy constraints.

# 2017 NWCCU Year Seven Accreditation Process

---



## *Institutional Effectiveness and Planning* *February 17, 2017*

In Fall 2017, UVU will undergo its Year Seven Evaluation by the Northwest Commission on Colleges and Universities (NWCCU), its regional accreditor. This evaluation is the culmination of a seven-year accreditation cycle. The NWCCU Year Seven Evaluation focuses on resources and capacities, mission fulfillment, planning, and assessment. This evaluation consists of a self-study report prepared by the institution, a site visit resulting in an evaluation report by a team of peer evaluators, and a determination by the NWCCU Commission regarding UVU's continued status as an accredited institution.

Regional accreditation validates the legitimacy and quality of UVU. It is necessary to be eligible to offer federal financial aid, on which 43% of UVU students depend for supporting their education. Regional accreditation applies to UVU as an institution and not to specific academic programs, units, or activities of the university. While individual programs or units may be accredited by specialized or programmatic accreditation entities, such specialized accreditation is supplemental to the regional accreditation for the institution.

### **Accreditation Process**

**Self-Study Report.** UVU will prepare a self-study report which will be submitted to NWCCU in September. This self-study report responds to previous recommendations, addresses all NWCCU standards related to resources and capacity, and articulates UVU's success in fulfilling its educational mission, core themes, and objectives. Responses to the resources and capacity standards are prepared by the leaders responsible for each area of university operations.

Mission fulfillment is evaluated based on a holistic determination of institutional performance on the core theme objectives and the institution's underlying capacity to support its mission as indicated by performance on the objectives for the administrative imperatives. The indicators and measures for each of the institutional objectives are reviewed by the University Planning Advisory Committee (UPAC) using a rubric. A determination is made by consensus as to whether or not UVU is satisfactory in meeting the minimum threshold for mission fulfillment for each objective. A rating of excellent indicates objectives where UVU clearly exceeds the satisfactory expectation to the point where it is considered a point of pride for the university. After each objective is rated, the respective core themes and administrative imperatives are rated.

UPAC's recommendations are presented to President's Council for review and refinement. The Self-Evaluation of Mission Fulfillment is then presented for review and approval by the Board of Trustees. Through its role in approving the self-evaluations, the Board of Trustees exercises oversight of the institution and ensures mission fulfillment. The institution is determined to have fulfilled its mission if all of the core

themes are rated to be at least satisfactory. UVU recognizes that mission fulfillment is a continuous process rather than a destination.

UVU has prepared three such self-evaluations since its accreditation was reaffirmed in 2012, documenting UVU's ongoing, purposeful, systematic, integrated, and comprehensive planning process that leads to fulfillment of its mission, core themes, and objectives. This self-evaluation is used in university planning and resource allocation processes to prioritize needs, informing planning, decision making, and allocation of resources and capacity. It thus provides the basis for UVU's responses to the NWCCU standards on planning and implementation; effectiveness and improvement; and mission fulfillment, adaptability, and sustainability.

**Site Visit.** The site visit is expected to take place in October 2017. A team of approximately seven peer evaluators will visit campus over a three day period meeting with students, faculty, staff, administrators, and the Board of Trustees. Those meeting with the peer evaluation team should expect to discuss UVU's efforts to plan, implement, assess, and adapt in the context of our mission, core themes, and objectives. The team may ask to see institutional and unit strategic plans, student learning outcomes, and assessment results.

**Evaluators' Report and Commission Action.** Based on the findings of the site visit, the evaluators will prepare a report to the commission and a confidential recommendation regarding UVU's accreditation status. UVU will have opportunities to respond to both errors of fact and to the conclusions of the report before the commission makes its determination. President Holland and UVU's Accreditation Liaison Officer, Linda Makin, will appear before the commission at its January 2018 meeting, at which point the commission will make its determination. Reaffirmation of UVU's accreditation will begin the next seven-year accreditation report cycle.

### Year Seven Process Timeline

Process	Start Date	End Date
Draft Responses to Mission Fulfillment Standards (1,3-5)	October 2016	March 2017
Draft Responses to Resources and Capacity Standard (2)	November 2016	March 2017
Prepare Complete Self-Evaluation Report	March 2017	August 2017
Publication of Self-Evaluation Report		September 2017
Solicit and Respond to Third Party Comments	May 2017	October 2017
Site Visit		October 2017
Respond to Draft and Final Peer Evaluation Reports	November 2017	December 2017
Commission Decision		January 2018



**UVU BOARD OF TRUSTEES  
Agenda Item Coversheet**

<b>DATE:</b>	<b>February 21, 2017</b>
<b>TITLE:</b>	<b>Curriculum Items</b>
<b>EXECUTIVE/RESPONSIBLE STAFF MEMBER:</b>	<b>Jeff Olson, SVP of Academic Affairs</b>
<b>SUBJECT:</b>	<b>Academic Program Terminations and Additions</b>
<b>BACKGROUND:</b>	<p>Please see the attached program proposal cover sheet detailing requests regarding the following:</p> <ul style="list-style-type: none"> <li>• TM Emphasis in Building Construction and Construction Management (Deletion)</li> <li>• Certificate of Proficiency in Geographic Information Systems (New)</li> <li>• AAS/ BS in Respiratory Therapy (New)</li> <li>• Certificate of Proficiency in Interdisciplinary Gerontology (New)</li> <li>• Unit Name Change/Restructure of The Office for Global Engagement (Merger)</li> </ul>
<b>ALTERNATIVES:</b>	<ul style="list-style-type: none"> <li>• <b>Approve</b> as presented, “I move to approve the deletion of the TM Emphasis in Building Construction and Construction Management; the addition of the Certificate of Proficiency in Geographic Information Systems; the addition of the AAS/ BS in Respiratory Therapy; and, the addition of the Certificate of Proficiency in Interdisciplinary Gerontology.”</li> <li>• <b>Amend</b> and approve, “I move to approve, as amended...”</li> <li>• <b>No action</b>, “I move that we go to the next agenda item...”</li> </ul>
<b>FINANCIAL IMPACT:</b>	Please see the attached.
<b>EXHIBITS:</b>	a. Tab E

## Utah Valley University

Curriculum Items

Board of Trustees

February 16, 2017

### Proposal:

It is proposed that the following program items be approved:

- TM Emphasis in Building Construction and Construction Management (Deletion)
- Certificate of Proficiency in Geographic Information Systems (New)
- AAS/ BS in Respiratory Therapy (New)
- Certificate of Proficiency in Interdisciplinary Gerontology (New)
- Unit Name Change/Restructure of The Office for Global Engagement (Merger)

### Background:

In 2011 the AS/AAS/CC in **Building Construction and Construction Management** were all deleted to make way for the construction management. The R401s did not include the **TM emphasis** and thus it was not deleted at the time. As there is currently a TM emphasis in Construction Management this emphasis is unnecessary.

**The Certificate of Proficiency in Geographic Information Systems (GIS)** provides students with a focused program of study in the fundamentals required to succeed in a wide range of careers in geospatial science. GIS includes the hardware, software, and data required to capture, store, display, and analyze geographically referenced information. Students in the certificate program learn the theory and methodology of geospatial data collection, storage and management, interpretation, and visualization through courses in cartography, remote sensing, GIS theory and applications, and geospatial field methods. In directed class projects students apply geospatial data techniques to real-world problems while gaining firsthand experience in project design and management.

The **AAS/BS in Respiratory Therapy** consists of comprehensive classroom and clinical curricula that prepare students for the credentialing exam offered by the National Board of Respiratory Care (NBRC). The NBRC is the credentialing arm of the American Association of Respiratory Care. Successful completion of the curriculum and the credentialing exam certifies students as a Registered Respiratory Therapist (RRT) and enables them to apply for licensure in their state of residence. Employment opportunities with health care providers range from home health and hospice to neonatal, pediatric, and adult intensive care units in UVU's service area and across the country. The Respiratory Therapy Program is currently offered through Weber State University's satellite program at Utah Valley Hospital. The proposal is to transfer sponsorship of the respiratory therapy degree from Weber State University to Utah Valley University while maintaining the curriculum and the clinical instructors at Utah Valley Hospital intact. This program will then be administered under UVU's College of Health and Public Service when realignment of the College of Science and Health and the College of Aviation and Public Services is completed in 2017.

The proposed **Certificate of Proficiency in Interdisciplinary Gerontology** will be housed in the Department of Behavioral Science yet is an interdisciplinary (Public and Community Health, Nursing, and Behavioral Science: Psychology, Sociology, Social Work, and Family Studies) undergraduate gerontology

certificate that allows students to build a unique set of credentials they compose from a menu of existing UVU courses that meet the guidelines set forth by the Association for Gerontology in Higher Education (AGHE).<sup>1</sup>

The Office of International Affairs and Diplomacy and The Office of International and Multicultural Studies request a merger to create **The Office for Global Engagement** at Utah Valley University. These changes are requested to be effective summer 2017.

**Recommendation:**

The President and the Senior Vice-President for Academic Affairs recommend that the Board of Trustees approve the proposed actions as summarized above and detailed in the attached documents.

---

<sup>1</sup> (<http://www.aghe.org/resources/gerontology-competencies-for-undergraduate-and-graduate-education>).

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

**Institution Submitting Request: Utah Valley University**

**Proposed Program Title: Certificate of Proficiency in Geographic Information Systems**

**Sponsoring School, College, or Division: College of Science and Health**

**Sponsoring Academic Department(s) or Unit(s): Department of Earth Science**

**Classification of Instructional Program Code: 45.0702**

**Min/Max Credit Hours Required to Earn Degree: 23**

**Proposed Beginning Term: Spring 2018**

**Institutional Board of Trustees' Approval Date:**

**Program Type:**

<input type="checkbox"/>	Certificate of Proficiency	<input type="checkbox"/> Entry-level CTE CP	<input checked="" type="checkbox"/> Mid-level CP
<input type="checkbox"/>	Certificate of Completion		
<input type="checkbox"/>	Minor		
<input type="checkbox"/>	Graduate Certificate		
<input type="checkbox"/>	K-12 Endorsement		
<input type="checkbox"/>	New Emphasis for Regent-Approved Program Credit Hours for NEW Emphasis Only: Current Major CIP: Current Program Title: Current Program BOR Approval Date:		
<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: Jeffery Olson, Senior VP Academic Affairs

Date: 2/9/17

# Utah System of Higher Education New Academic Program Proposal

## Section I: The Request

The Department of Earth Science in the College of Science and Health at Utah Valley University requests approval to offer a Certificate of Proficiency in Geographic Information Systems effective Spring 2018.

## Section II: Program Proposal/Needs Assessment

### Program Description/Rationale

The Certificate of Proficiency in Geographic Information Systems (GIS) provides students with a focused program of study in the fundamentals required to succeed in a wide range of careers in geospatial science. GIS includes the hardware, software, and data required to capture, store, display, and analyze geographically referenced information. Students in the certificate program learn the theory and methodology of geospatial data collection, storage and management, interpretation, and visualization through courses in cartography, remote sensing, GIS theory and applications, and geospatial field methods. In directed class projects students apply geospatial data techniques to real-world problems while gaining firsthand experience in project design and management.

Across the United States, and particularly in Utah, there is a growing demand for geospatial science skills. In response to the need for graduates with these skills, for many years the Department of Earth Science has worked to enhance the Geographical Information Systems (GIS) opportunities that UVU provides to students. Since 2004 the geography program has offered courses in GIS, and beginning in 2011 and every year since, the department has listed the need to offer a GIS certificate of proficiency in its strategic plan. The certificate was listed based on the department's internal assessment of student demand, the labor market for graduates, and available departmental resources. In 2013, the department noted the lack of a GIS certificate as a weakness in its strengths, weaknesses, opportunities, and threats analysis. Recent faculty hires made to fill other needs have helped provide the department with the expertise needed to support the certificate, and improvements in computing resources have given it the necessary infrastructure. The department now has substantial expertise in GIS, with at least five professors capable of teaching core upper division courses in the program. Combined with excellent computer laboratories, the department is prepared to offer a high quality GIS certificate that will help meet the growing geospatial employment needs of UVU's service area.

The proposed certificate in GIS is designed to provide students with a program of study that gives them a strong foundation in geographic data collection, storage, analysis, and production of visualization products. The curriculum is aligned with that of other successful regional and national programs and documents that students have completed a rigorous training program in GIS. The knowledge and skills learned in the program will prepare students to enter the workforce directly upon graduation, or continue their educations in post-baccalaureate programs that desire students with strong GIS skills. The certificate is designed to be accessible to students from a wide range of

programs at UVU. It includes existing courses important to other degree programs in the Department of Earth Science, and it complements the existing baccalaureate programs in Geology, Environmental Science and Management, and Geomatics. Additionally, students who pursue the proposed BS in Geography will have the option to complete the GIS certificate's requirements as a part of their regular degree program coursework. The aim of the certificate program is to prepare the next generation of geospatial practitioners and scientists who will help guide the fast-paced regional growth and development in UVU's service area.

### **Labor Market Demand**

Labor market demand for workers in GIS is strong. The Bureau of Labor Statistics (BLS) estimates 6-49% growth in GIS jobs between 2014 and 2024. The median annual wage for GIS specialists in Utah is approximately \$45,000 to \$61,500, which is about 50% higher than Utah's median annual wage of \$33,990. BLS also forecasts 50 new combined job openings per year in Utah between now and 2020. The Burning Glass 12-month report shows 110 job postings in Utah in GIS, double the BLS forecast, and outpacing graduation rates in GIS in Utah. In addition, the mean salary for the job postings was \$48,660, in accord with the BLS data.

### **Consistency with Institutional Mission/Impact on Other USHE Institutions**

The proposed Certificate of Proficiency in Geographic Information Systems (GIS) is consistent with and will support the mission, roles, and goals of UVU in several ways. The curriculum will consist of high quality education preparing students professionally and academically. Hands-on, project-focused coursework will catalyze students to become lifelong learners and stewards of UVU's interconnected global community. The certificate will provide an important and needed professional opportunity for students and employers in the service area of UVU, and will prepare them to utilize the latest technology and methods in GIS.

The demand for GIS professionals is growing regionally and UVU's service area differs from other USHE institutions. Therefore, because only modest enrollments in the proposed GIS certificate program are anticipated, no significant impact on other USHE institutions is expected. The chairs of the GIS/geography programs at the University of Utah, Utah State University, Weber State University, Salt Lake Community College, and Southern Utah University have been contacted to inform them of the developing of this certificate in GIS, and all responses have been supportive.

### **Finances**

An additional section of GEOG 3000 will be offered annually at a cost of \$3,100 (cost of an adjunct faculty to assume the teaching of a lower division section.) The new elective courses will be offered on an as needed basis as part of a faculty member's workload.

### Section III: Curriculum

**Program Curriculum:**

Course Number	New Course	Course Title	Credit Hours
<b>Required Courses</b>			
		Complete the following courses with a minimum grade point average of 2.7 and a minimum grade of C in each course	
GEOG 3100		Cartography	3
GEOG 3400		Environmental Remote Sensing	3
or SURV 2220		Remote Sensing	
GEOG 3600		Introduction to Geographic Information Systems	4
GEOG 3650		Advanced Geographic Information Systems	3
or GIS 3620		Advanced GIS for Geomatics	
GEOG 4100		Geospatial Field Methods	3
<b>Required Course Credit Hour Sub Total:</b>			16
<b>Elective Courses</b>			
		Complete 6.0 credits from the following courses	
CS 1400		Fundamentals of Programming (3.0)	
GEOG 482R	x	GIS Internship (1.0)	
GEOG 489R	x	Student Research in Geography, with departmentally approved topic (1.0)	
SURV 2210		Photogrammetry (3.0)	
SURV 2030		Geodesy (3.0)	
		Or other courses with departmental approval	
<b>Elective Credit Hour Subtotal:</b>			6
<b>Core Curriculum</b>			22

**Program Curriculum Narrative**

PLO1 - (Technical Knowledge) Prior to successful completion of the GIS certificate program, students will develop the necessary technical knowledge to successfully enter careers in geographic information systems, remote sensing, cartography, and geospatial data collection.

PLO2 - (Skill in oral and written communication) Upon successful completion of the GIS certificate program, students will demonstrate effective oral and written communication skills that enable them to succeed at presenting and publishing geospatial data and analyses.

PLO3 - (Problem Solving) Upon successful completion of the GIS certificate program, students will be able to utilize multiple geospatial software platforms to critically evaluate geospatial information and execute both qualitative and quantitative geospatial analyses.

PLO4 - (Knowledge of agencies, software, and regulations/guidelines) Upon successful completion of the GIS certificate program, students will have knowledge of the relevant data delivery agencies (e.g., Utah AGRC, NASA, USGS, NOAA, Utah TURN, etc.), GIS software (ESRI ArcGIS, QGIS, Agisoft, Trimble, Imagine, etc.), and geospatial regulations (e.g., UAV operation, surveying requirements, metadata standards, and coordinate system operations) with sufficient depth such that they are capable to further educate themselves to maintain professional relevance in accordance with state of the science data using both open source and proprietary software, while following data standards and relevant regulations.

PLO 5- (Knowledge of professional options and responsibilities) Upon successful completion of the GIS certificate program, students will have knowledge of the professional career options available to them with this certificate and the responsibilities that those careers carry with them, so that they are successful in the eyes of their employer (s).

**Degree Map:**

Fall of First Year (Course Prefix and Number)	Course Title	Credit Hours
GEOG 3100	Cartography	3
GEOG 3600	Introduction to Geographic Information Systems	4
Elective		3
Spring of First Year (Course Prefix and Number)	Course Title	Credit Hours
GEOG 3400	Environmental Remote Sensing	3
GEOG 3650	Advanced Geographic Information Systems	4
GEOG 4100	Geospatial Field Methods	3
Elective		3

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

**Institution Submitting Request:** Utah Valley University

**Proposed Program Title:** AAS/BS in Respiratory Therapy

**Sponsoring School, College, or Division:** College of Aviation and Public Services

**Sponsoring Academic Department(s) or Unit(s):** Department of Dental Hygiene

**Classification of Instructional Program Code:** 51.0908

**Min/Max Credit Hours Required to Earn Degree:** 82/123

**Proposed Beginning Term:** Fall 2018

**Institutional Board of Trustees' Approval Date:** Pending

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

X	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)
X	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 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:** Jeffery Olson, Senior VP Academic Affairs

**Date:** 2/9/17

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

**Section I: The Request**

The Department of Dental Hygiene in the College of Science and Health at Utah Valley University requests approval to offer an AAS and a BS in Respiratory Therapy effective Fall 2018.

**Section II: Program Proposal**

**Program Description**

A Bachelor of Science in Respiratory Therapy consists of comprehensive classroom and clinical curricula that prepare students for the credentialing exam offered by the National Board of Respiratory Care (NBRC). The NBRC is the credentialing arm of the American Association of Respiratory Care. Successful completion of the curriculum and the credentialing exam certifies students as a Registered Respiratory Therapist (RRT) and enables them to apply for licensure in their state of residence. Employment opportunities with health care providers range from home health and hospice to neonatal, pediatric, and adult intensive care units in UVU's service area and across the country.

The Respiratory Therapy Program is currently offered through Weber State University's satellite program at Utah Valley Hospital. The proposal is to transfer sponsorship of the respiratory therapy degree from Weber State University to Utah Valley University while maintaining the curriculum and the clinical instructors at Utah Valley Hospital intact. This program will then be administered under UVU's College of Health and Public Services when realignment of the College of Science and Health and the College of Aviation and Public Services is completed in 2017.

Acceptance into the AAS program will be a competitive application process. 29 credit hours of prerequisite courses must be completed before applying to the program. When the successful applicants complete 38 credit hours of the AAS program, they will be eligible to graduate with an AAS and will seamlessly transition to the Bachelor of Science in Respiratory Therapy. The BS contains an additional 35 required course credits and nine elective credits.

**Consistency with Institutional Mission**

This program meets the charge of UVU's mission by providing the opportunity for students to achieve an AAS and BS, thereby preparing them to sit for the credentialing exam offered by the National Board of Respiratory Care (NBRC). A degree in respiratory therapy provides the opportunity for UVU students to prepare for and enter into a needed allied health care field other than nursing without going to for-profit colleges or traveling to Weber State University to enroll in their program. A degree in respiratory therapy also meets specific and critical needs for qualified respiratory therapists in UVU's service area and in the state by providing entry level Registered Respiratory Therapists (RRT). It also provides UVU the opportunity to explore integrating simulation laboratories for nursing and respiratory care students.

**Section III: Needs Assessment**

**Program Rationale**

Weber State University has offered respiratory therapy in Utah County through a satellite program taught at Utah Valley Hospital for approximately 20 years. Due to changes in Weber's Respiratory Therapy Department's strategic plan; they need to discontinue this specific satellite program. Their last cohort was admitted in the satellite program at Utah Valley Hospital May 2016.

The purpose of UVU accepting sponsorship of the respiratory therapy degree is to continue providing a vital work force component for health care providers in Utah and Wasatch Counties and to provide UVU students the option to enroll in another allied health field other than nursing or dental hygiene. Presently UVU students desiring to pursue respiratory therapy have to transfer to WSU or to private for-profit organizations in order to receive training.

The benefits to UVU are multifaceted. First, offering a degree in respiratory therapy expands the health options for UVU students. Secondly, it allows UVU to broaden its corroboration with Utah Valley Hospital and other health care providers within its service area. Third, by expanding UVU's offerings in health care fields it allows UVU to be more nimble in responding to the specific needs of health care providers in UVU's service area. With the expansion of Utah Valley Hospital, American Fork Hospital, the addition of the new IASIS hospital in Lehi, and the projection of another new hospital to be built in Spanish Fork, UVU can monitor and respond nimbly to service area needs for respiratory therapists as well as nurses. Lastly, it relieves Weber State University from its responsibility of trying to monitor and meet allied health care needs in UVU's service area and allows their respiratory care department to focus its energy and resources in developing and expanding its graduate program in respiratory therapy.

### **Labor Market Demand**

Economic overview and program gap analysis data demonstrates projected job change increases in health care and social services by approximately 8,000 jobs from 2014 to 2024. This projection represents a 37% increase in the industry and is the second highest projection second only to construction. At this time the specific needs of Utah County in the field of respiratory care are only being addressed by the satellite program offered by Weber State University at Utah Valley Hospital which is slated to be discontinued and which graduates only ten to 12 students per cohort. By assuming sponsorship of the Weber Program, UVU can respond more readily and broadly to the health care industry needs in this service area by adjusting cohort sizes according to local market demand.

Burning Glass data provided by Institutional Research for the time period of July 2015 until June 2016 depicts the need of 215 registered respiratory therapists and respiratory therapy technicians in the State of Utah, with 28 therapists needed in Provo and Orem alone. This data does not include needs in Wasatch, Summit, Juab, Sanpete, and Carbon counties.

A search of needs for respiratory therapist by title in the State of Utah totaled 238.

Data from the Economic Development and Employer Planning System (EDEPS), which articulates higher education program data with Bureau of Labor Statistics (BLS) metrics for respiratory therapist and respiratory therapist technicians in Utah, reports that higher education entities in the State of Utah which offer AAS and/or BS degrees in respiratory therapy include Weber State University, Dixie State University, Stevens-Henager College, and Independence University. The data that analyzes higher education supply and labor market demands shows these four institutions produce 271 program completers, which is more than the labor demands indicated by the Burning Glass data. However, the 179 AAS graduates and 79 BS graduates

reported by Independence University in 2014 is the total number of graduates from their on-line program, which includes graduates from states other than Utah.

Factoring only graduates from exclusively Utah based colleges and universities, Utah produced 88 graduates in 2014 of which only 78 graduated from USHE institutions. Stevens-Henager College produced ten graduates. Independence University and Stevens-Henager's BS graduates have a credentialing pass rate of 32%, whereas Weber's BS graduates have a pass rate of 95%. Job placement rates for successful graduates of all Utah based programs averages 95.3%

### Student Demand

There are several measures that can be used to estimate the number of students who are and would be eligible and potentially interested in applying to a new respiratory therapy program offered at UVU. Most of these students are not aware of Weber's satellite program at Utah Valley Hospital because it is not advertised on UVU's campus.

1. Weber's satellite program taught at Utah Valley Hospital has had between 16 and 28 applicants for each cohort over the past five years even though there is essentially no advertising for the program in Utah County. Most of the students who apply to the Utah Valley Hospital Respiratory Care Program are from Utah County. The satellite program per CoARC requirements is accredited to accept twelve students per cohort.
2. UVU's Nursing Program has the same prerequisites as respiratory therapy. Students who apply to nursing may also be interested in applying to the respiratory therapy program if it were offered at UVU. The admission statistics of applicants to UVU's nursing program over the last three semesters are listed below. These data do not reflect unique applicants each year and may include repeat applicants.

1. Fall 2015	85 applicants	40 accepted	45 rejected
2. Spring 2016	81 applicants	40 accepted	41 rejected
3. Fall 2016	<u>92 applicants</u>	50 accepted	<u>42 rejected</u>
	258		128

It is likely that many of these students would be interested in applying to the respiratory therapy if the program was offered at UVU.

3. Students enrolled in courses that are prerequisites for respiratory therapy are all potential candidates who could apply to the Respiratory Therapy Program. Below are the enrollments of these prerequisite courses for fall semester of 2016.

1. Human Anatomy	405
2. Human Physiology	249
3. Pathophysiology	<u>36</u>
	690 total students

(There is no duplicate enrollment in these courses.)

## Similar Programs

As stated above, Weber already offers a satellite program at Utah Valley Hospital and has in the past provided the workforce needed in Utah and Wasatch Counties. This request is to transfer sponsorship of Weber's satellite program to UVU. Initially the new Respiratory Therapy Program at UVU will not significantly increase the number of students in each year's cohort until the new program has passed through three years of provisional accreditation program outcomes with the Commission for Accreditation for Respiratory Care (CoARC). Once continuing accreditation is approved, CoARC will allow UVU to increase the number of students in each cohort. The number per cohort can then be determined by the needs of health care providers in UVU's service area and in the state as coordinated with WSU and Dixie State University.

Similar Programs that are in place in Utah, both USHE and Private

1. Weber State University	AAS and BS	161 Enrolled (2016)	Graduation rate 60/year*
2. Dixie State University	AAS	24 Enrolled (2016)	Graduation rate 12/year
3. Stevens-Henager College	AAS and BS	20 Enrolled (2015)	Graduation rate 10/year
4. Independence University	AAS and BS	457 Enrolled (2015)	Graduation rate 172/year**

- \* 60 Graduates per year includes the cohort of ten to 12 students enrolled in the satellite program at Utah Valley Hospital.
- \*\* These statistics are national and are not RESP restricted to those students who reside in Utah.

## Collaboration with and Impact on Other USHE Institutions

UVU has been collaborating with Weber State University for more than a year concerning the transfer of sponsorship of Weber's satellite Respiratory Therapy Program taught at Utah Valley Hospital from WSU to UVU. The curriculum and adjunct instructors who are currently teaching Weber's program will remain intact under UVU's sponsorship and have been included in the new faculty proposal (see below). Dr. Paul G. Eberle, the program director of Respiratory Care at WSU, is very supportive and is an indispensable resource in advising UVU through the CoARC accreditation process. Debbie Forbush, program director of Dixie State University's Respiratory Care Program is serving with Dr. Eberle and other community leaders on an advisory committee to conduct the self-study required by the CoARC accrediting agency.

WSU began the last cohort at Utah Valley Hospital in May of 2016. This cohort will finish the BS program in August 2017. Local health care providers in UVU's service area are anxious to have UVU begin its first cohort as soon as possible to meet the rising demand for registered respiratory therapists in Utah and Wasatch Counties. It is UVU's plan to collaborate closely with WSU and with Dixie State University to determine the size of future cohorts to meet both local and statewide demands for qualified registered respiratory therapist.

There is no anticipation of any negative impacts or effects on any of the USHE institutions that are offering AAS or BS degrees in respiratory therapy. UVU will not be drawing from common student populations, and it is anticipated that UVU graduates will have sufficient employment opportunities within UVU service area.

Weber State University is planning to repurpose its resources from the satellite program to building a Master of Science in Respiratory Therapy to meet the administrative and faculty demands of educational and clinical

programs across the state. Weber will provide advanced degree opportunities for graduates of UVU's Respiratory Therapy Program.

### External Review and Accreditation

An advisory committee has been organized in accordance with the guidelines CoARC. Individuals comprising this committee consist of two program directors of current respiratory therapy programs, two physicians, four clinical managers of respiratory care departments from local hospitals, an associate dean from UVU's College of Science and Health, and one professor from the Department of Biology. Each is listed below.

Paul Eberle Ph.D. RRT	Program Director of Weber State University's Respiratory Therapy Program
Debbie Forbush M.S. RRT	Program Director of Dixie State University's Respiratory Therapy Program
Stephen Minton M.D.	Neonatologist, Medical Director Neonatal Intensive Care, Utah Valley Hospital
Matthew Sperry M.D.	Pulmonologist, Medical Director of Respiratory Care (RC), Utah Valley Hospital
Kevin Wilkinson M.S.RRT	Manager, Department of Respiratory Care at Timpanogos Regional Hospital
Kirk Topham RRT	Manager, Department of Respiratory Care at Mountain View Hospital
Gordon Lassen, RRT	Manager, Neonatal and Pediatric Division of RC, Intermountain South Region
James Hamilton, RRT	Manager, Adult Division of RC, Utah Valley and Orem Community Hospitals
Robert Guenter, RRT	Clinical Educator, Utah Valley Hospital, Adjunct professor, Weber's Satellite
Jason Slack Ph.D.	Associate Dean, College of Science and Health, Utah Valley University
Mark Bracken Ph.D. RRT	Associate Professor, Department of Biology, Utah Valley University

Paul Eberle and Debbie Forbush bring their expertise and experience in the CoARC accreditation process and curriculum development. Each of the other members of the advisory committee is a stake holder in the program as a future employer of graduates of the proposed program. They will be instrumental in forming clinical rotation agreements with UVU's Respiratory Therapy Program. Those from Utah Valley Hospital have been supervisors of the instructors and curriculum delivery of the current Weber satellite program. Those same instructors will be recruited to teach in the proposed Respiratory Therapy Program of UVU. The entire advisory committee is also charged with producing two self-studies required by CoARC for accreditation purposes.

UVU is in the process of applying for approval from CoARC for provisional accreditation to begin an entry-level program of respiratory care. Even with the transfer of a standing program from Weber to UVU, the Respiratory Therapy Program at UVU must apply as a new program. Once provisional status is granted, continuing accreditation is awarded based on the pass rates of the first three graduating cohorts from the new program. Submission of the Letter of Intent will be sent to CoARC for the January 20<sup>th</sup> deadline. Approval is anticipated in March 2017. At this time a program director must be hired to organize the clinical agreements and prepare a Provisional Accreditation Self Study Report (PSSR).

The majority of the following paragraphs are taken directly from CoARC's website on the policies of the national program accrediting agency.

"The Commission on Accreditation for Respiratory Care (CoARC) accredits entry into Respiratory Care Professional Practice degree programs at the associate, baccalaureate, and master's degree level in the United States." "The accreditation process is voluntary and is initiated only at the request of an institution that meets the criteria for sponsorship as identified in CoARC Standards." "CoARC conducts a comprehensive review of the program relative to these *Standards*. Accreditation decisions are based on the CoARC's review of information contained in the accreditation application and self-study report, the report of site visit evaluation teams, the annual report, and any additional requested reports or documents submitted. Programs that have successfully undergone the review process are granted accreditation status by the CoARC, which provides

public recognition of achievement. The CoARC delegates to its commissioners the responsibility for assuring that accreditation actions follow fair procedures and comply with the accreditation *Standards*. The CoARC has final decision-making authority for all accreditation actions.”

Provisional Accreditation:

“This status signifies that a program that has been granted an Approval of Intent and has demonstrated sufficient compliance to initiate a program in accordance with the *Standards* through the completion and submission of an acceptable Provisional Accreditation Self Study Report (PSSR), completion of an initial on-site visit, and other documentation required by the CoARC. The conferral of provisional accreditation denotes a new program that has made significant progress towards meeting the CoARC approved 11-21-2015 *Standards* of Accreditation. The program will remain on provisional accreditation until achieving continuing accreditation.”

Continuing Accreditation:

“Continuing accreditation is conferred when 1) an established, currently accredited program demonstrates continued compliance with the *Standards* following submission of a continuing self-study report and completion of an on-site visit, or 2) a program holding provisional accreditation has demonstrated compliance with the *Standards* during the provisional accreditation period. Continuing accreditation remains in effect until the program withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the *Standards*.”

Students who successfully graduate from an accredited program are permitted to sit for the credentialing exam offered by the National Board of Respiratory Care (NBRC), the credentialing arm of the American Association of Respiratory Care. Once credentialed, the student can then enter employment as a registered respiratory therapist and is eligible for licensure as a registered respiratory therapist under the Utah Division of Occupational and Professional Licensing.

## Section IV: Program Details

### Graduation Standards and Number of Credits

Graduation requirements meet all the general education requirements of the university. The program core course requirements mirror the very successful respiratory therapy curriculum at Weber State University, which meets all the national accreditation standards of CoARC.

The Graduation Standards are as follows:

1. Completion of a minimum of 123 semester credits, including at least 40 hours of upper-division credits.
  - a. GE requirements of UVU = 29 credits
  - b. Prerequisite courses for admission to the program = 17 credits
  - c. Required lower division credits for Respiratory Therapy = 36 credits
  - d. Required upper division credits for Respiratory Therapy = 34 credits
  - e. Upper Division Electives = 7 credits

f. Total Credits = 123

2. Overall grade point average of 2.0 (C) or above. (Departments may require a higher GPA.)
3. Completion of GE and specified departmental requirements.
4. Residency hours--minimum of 30 credit hours through course attendance at UVU.
5. Successful completion of at least one Global/Intercultural course. (University Standard)

The three credits over the 120 hours for a BS degree is a combination of the GE and the number of required lower division credits for the degree. The only electives are upper division and six credits are needed to meet the requirement of a minimum of 40 upper division credits. (See the curriculum and degree map below)

### Admission Requirements

Admission requirements for the UVU Respiratory Therapy Program are patterned after the requirements for admission into the Weber program. Applications may be submitted prior to the completion of the prerequisite courses listed below, but students need to have completed all of these courses with a minimum of a C grade or higher to be accepted into the respiratory therapy BS.

English 1010 and 2020  
 Math 1030 or 1040 or 1050  
 General Psychology 1010  
 Chemistry 1110 Elementary Chemistry for Health Sciences or higher  
 Zoology 2320, Anatomy with co-requisite laboratory  
 Zoology 2420, Physiology with the co-requisite laboratory  
 Microbiology 2060 or 3450 with the appropriate co-requisite laboratory.

Selection for admission will be through a competitive application process. Additional consideration will be given to applicants for the following accomplishments or situations.

1. The more prerequisites completed prior to applying.
2. Completion of an AS/AA or BS/BA.
3. A previously qualified applicant who was unsuccessful in a previous application cycle.

### Curriculum and Degree Map

#### Program Curriculum for AAS Degree

Course Number	New Course	Course Title	Credit Hours
General Education Courses			
ENGL 1010 or		Intro to Writing*	3
ENGL 101H		Intro to Writing	
MAT 1030 or		Quantitative Reasoning	3
STAT 1040 or		Introduction to Statistics	
MAT 1050 or higher		College Algebra	
PHIL 205G		Ethics and Values	3

HLTH 1100 or		Personal Health and Wellness (2.0) (Highly recommended)	1
PES 1097 or		Fitness for Life (2.0)	
		Any approved Physical Education, Health, Safety, or Environment Course	
PSY 1010		General Psychology	3
PSY 101H		General Psychology	
BIOL 1010 or		General Biology	3
BIOL 101H or		General Biology	
BIOL 1610 and		College Biology I 4	
BIOL 1615		College Biology I Laboratory	
CHEM 1110 or		Elementary Chemistry for Health Sciences*	4
CHEM 1210		Principles of Chemistry I	
ZOOL 2320 and		Human Anatomy	3
ZOOL 2325 or		Human Anatomy Lab	1
ZOOL 232H and		Human Anatomy	
ZOOL 232L		Human Anatomy Lab	
		<b>General Education Subtotal:</b>	<b>24</b>
<b>Required Courses</b>			
MICR 2060 and		Microbiology for Health Professions	3
MICR 2065 or		Microbiology for Health Professions Lab	1
MICR 3450 and		General Microbiology	
MICR 3455		General Microbiology Laboratory	
ZOOL 2420		Human Physiology	3
ZOOL 2425		Human Physiology Lab	1
RESP 1540	X	- Survey of Respiratory Therapy (1)	1
		Must be accepted into Program to take these courses	
RESP 2145	X	- Introduction to Basic Therapeutic Modalities Lab (3)	3
RESP 2165	X	- Equipment Management Lab (3)	3
RESP 2210	X	- Elementary Cardiopulmonary Anatomy and Physiology (3)	3
RESP 2230	X	- Cardiopulmonary Pathophysiology (2)	2
RESP 2250	X	- Basic Patient Assessment (2)	2
RESP 2270	X	- Application of Cardiopulmonary Diagnostics (4)	4
RESP 2300	X	- Basic Modalities in Respiratory Care I (3)	3
RESP 2310	X	- Basic Modalities in Respiratory Care II (3)	3
RESP 2320	X	- Essentials of Mechanical Ventilation (2)	2
RESP 2330	X	- Entry Level Respiratory Therapy Review (1)	1
RESP 2520	X	- Principles of Pharmacology (2)	2
RESP 2705	X	- Clinical Applications I (4)	4
RESP 2715	X	- Specialty Clinical Experiences (1)	1
RESP 2725	X	- Clinical Applications II (3)	3
		<b>AAS Degree Required Credit Subtotal</b>	<b>45</b>
		<b>Total AAS Degree Credits</b>	<b>69</b>

**Program Curriculum for BS Degree:**

<b>Course Number</b>	<b>New Course</b>	<b>Course Title</b>	<b>Credit Hours</b>
<b>General Education Courses</b>			
ENGL 1010 or		Intro to Writing*	<b>3</b>
ENGL 101H		Intro to Writing	
ENGL 2010 or		Intermediate Writing—Humanities and Social Sciences or *	<b>3</b>
ENGL 2020 or		Intermediate Writing—Science and Technology* (preferred)	
ENGL 202H		Intermediate Writing—Science and Technology*	
MAT 1030 or		Quantitative Reasoning	<b>3</b>
STAT 1040 or		Introduction to Statistics	
MAT 1050 or higher		College Algebra	
HIST 1700 or		American Civilization	<b>3</b>
HIST 170H or		American Civilization	
HIST 2700 and		US History to 1877	
HIST 2710 or		US History since 1877	
HIST 270H and		US History to 1877	
HIST 271H or		US History since 1877	
POLS 1000 or		American Heritage	
POLS 1100		American National Government	
PHIL 205G		Ethics and Values	<b>3</b>
HLTH 1100 or		Personal Health and Wellness	<b>2</b>
PES 1097		Fitness for Life	
PSY 1010 or		General Psychology*	<b>3</b>
PSY 101H		General Psychology	
BIOL 1010 or		General Biology	<b>3</b>
BIOL 101H or		General Biology	
BIOL 1610 and		College Biology I	
BIOL 1615		College Biology I Laboratory	
CHEM 1110 or		Elementary Chemistry for Health Sciences*	<b>4</b>
CHEM 1210		Principles of Chemistry I	
ZOOL 2320 and		Human Anatomy*	<b>3</b>
ZOOL 2325 or		Human Anatomy Lab*	<b>1</b>
ZOOL 232H and		Human Anatomy*	
ZOOL 232L		Human Anatomy Lab*	
Humanities Distribution			<b>3</b>

Fine Arts Distribution			3
		<b>*Required GE Courses</b>	
<b>General Education Subtotal:</b>			<b>37</b>
<b>Required Courses</b>			
MICR 2060 and		Microbiology for Health Professions	3
MICR 2065 or		Microbiology for Health Professions Lab	1
MICR 3450 and		General Microbiology	
MICR 3455		General Microbiology Laboratory	
ZOOL 2420		Human Physiology	3
ZOOL 2425		Human Physiology Lab	1
RESP 1540	X	- Survey of Respiratory Therapy (1)	1
		Must be accepted into Respiratory Therapy Program to take the following courses	
RESP 2145	X	- Introduction to Basic Therapeutic Modalities Lab (3)	3
RESP 2165	X	- Equipment Management Lab (3)	3
RESP 2210	X	- Elementary Cardiopulmonary Anatomy and Physiology (3)	3
RESP 2230	X	- Cardiopulmonary Pathophysiology (2)	2
RESP 2250	X	- Basic Patient Assessment (2)	2
RESP 2270	X	- Application of Cardiopulmonary Diagnostics (4)	4
RESP 2300	X	- Basic Modalities in Respiratory Care I (3)	3
RESP 2310	X	- Basic Modalities in Respiratory Care II (3)	3
RESP 2320	X	- Essentials of Mechanical Ventilation (2)	2
RESP 2330	X	- Entry Level Respiratory Therapy Review (1)	1
RESP 2520	X	- Principles of Pharmacology (2)	2
RESP 2705	X	- Clinical Applications I (4)	4
RESP 2715	X	- Specialty Clinical Experiences (1)	1
RESP 2725	X	- Clinical Applications II (3)	3
		All lower division RESP courses must be complete before enrolling in RESP upper division courses	
ZOOL 4400		Pathophysiology	4
RESP 3210	X	- Advanced Cardiopulmonary Anatomy and Physiology (2)	2
RESP 3220	X	- Advanced Cardiopulmonary Pathophysiology (2)	2
RESP 3230	X	- Advanced Cardiopulmonary Technology (2)	2
RESP 3260	X	-Neonatal/Pediatric Respiratory Care (2)	2
RESP 3270	X	-Adult Critical Care (2)	2
RESP 3280	X	-Patient Care Continuum/Quality Management (3)	3
RESP 3765	X	-Clinical Applications of Neonatal/Pediatric Respiratory Care (4)	4
RESP 3775	X	- Clinical Applications of Adult Critical Care (4)	4
RESP 3785	X	- Clinical Applications III / Continuum of Care (2)	2
RESP 3800	X	- Clinical Simulation Seminar (3)	3
RESP 4615	X	- Advanced Patient Assessment (1)	2
RESP 4630	X	- Continuous Quality Assessment and Improvement (2)	2
<b>B.S. Degree Required Credit Subtotal:</b>			<b>79</b>
<b>Elective Courses</b>			

		A minimum of 7 hours must be selected from the following upper division electives.	<b>7</b>
RESP 3510	X	- Anatomy and Physiology of Sleep (3)	
RESP 3520	X	- Introduction to Sleep Disorders (3)	
RESP 3530	X	- Instrumentation and Computers in Polysomnography (3)	
RESP 3550	X	- Therapeutics of Managing Sleep Apnea (2)	
RESP 489R	X	- Student Research (1-4)	
RESP 494R	X	-Student Seminar (1)	
NURS 4520		Navigating Health Systems (3)	
HLTH 3800		Epidemiology (3)	
INFO 3700		Health Informatics Fundamentals (3)	
<b>Elective Credit Hour Subtotal:</b>			<b>7</b>
<b>Core Curriculum Total</b>			<b>123</b>

### Program Curriculum Narrative

Only one course has variable credit, RESP 489R, Student Research (undergraduate research). The number of credit hours is determined by the number of hours per week the student is working on the research project, but is limited to not exceed 4 credit hours per semester. This course has a credit hour to contact hour ratio of 1.0 credit per 3.0 of research hours.

### Degree Map for AAS:

Fall of First Year (Course Prefix and Number)	Course Title	Credit Hours
BIOL 1010 or	General Biology	3
BIOL 1610	College Biology I	
MATH 1030/1040/1050 or higher	Quantitative Literacy	<b>3</b>
PSY 1010	General Psychology*	<b>3</b>
ENGL 1010	Intro to Writing*	<b>3</b>
<b>Total Credits</b>		<b>12</b>
Spring of First Year (Course Prefix and Number)	Course Title	Credit Hours
ZOOL 2320	Human Anatomy	3
ZOOL 2325	Human Anatomy Lab	1
CHEM 1110	Elementary Chemistry for Health Sciences	4
PHIL 205G	Ethics and Values	3
RESP 1540	Survey of Respiratory Therapy	1
<b>Total Credits</b>		<b>12</b>
Fall of Second Year	Course Title	Credit

(Course Prefix and Number)		Hours
ZOOL 2420	Human Physiology	3
ZOOL 2425	Human Physiology Lab	1
MICR 2060	Microbiology for Health Professions	3
MICR 2065	Microbiology for Health Professions Lab	1
HLTH 1100 or	Personal Health and Wellness	1
PES 1097 or	Fitness for Life	
	Any approved Physical Education, Health, Safety or Environment Course	
<b>Total Credits</b>		<b>9</b>
Spring of Second Year (Course Prefix and Number)	Course Title	Credit Hours
RESP 2210	Elementary Cardiopulmonary Anatomy and Physiology	3
RESP 2145	Respiratory Therapy Modalities Lab	3
RESP 2300	Respiratory Therapy Modalities I	3
RESP 2310	Respiratory Therapy Modalities II	3
RESP 2250	Basic Patient Assessment	2
RESP 2705	Clinical Applications I	4
<b>Total Credits</b>		<b>18</b>
Summer of Second Year (Course Prefix and Number)	Course Title	Credit Hours
RESP 2320	Essentials of Mechanical Ventilation	2
RESP 2230	Introductory Cardiopulmonary Pathophysiology	2
RESP 2165	Equipment Management Lab	3
RESP 2270	Application of Cardiopulmonary Diagnostics	4
RESP 2330	Entry Level Review	1
RESP 2520	Principles of Pharmacology	2
RESP 2715	Specialty Clinical Experiences	1
RESP 2725	Clinical Applications II	3
<b>Total Credits</b>		<b>18</b>

### Degree Map for B.S.:

Fall of First Year (Course Prefix and Number)	Course Title	Credit Hours
BIOL 1010 or	General Biology	3
BIOL 1610	College Biology I	
MATH 1030/1040/1050	Quantitative Literacy	<b>3</b>

or Higher		
PSY 1010	General Psychology*	3
ENGL 1010	Intro to Writing*	3
HIST 1700 or	American Civilization	3
HIST 2700 and	US History to 1877	
HIST 2710 or	US History after 1877	
HIST 1740 or	US Economic History	
POLS 1000 or	American Heritage	
POLS 1100	American National Government	
<b>Total Credits</b>		<b>15</b>
Spring of First Year (Course Prefix and Number)	Course Title	Credit Hours
ZOOL 2320	Human Anatomy	3
ZOOL 2325	Human Anatomy Lab	1
CHEM 1110	Elementary Chemistry for Health Sciences	4
ENGL 2010 or	Intermediate Writing—Humanities and Social Sciences or *	3
ENGL 2020	Intermediate Writing—Science and Technology*	
PHIL 205G	Ethics and Values	3
RESP 1540	Survey of Respiratory Therapy	1
<b>Total Credits</b>		<b>15</b>
Fall of Second Year (Course Prefix and Number)	Course Title	Credit Hours
ZOOL 2420	Human Physiology	3
ZOOL 2425	Human Physiology Lab	1
MICR 2060	Microbiology for Health Professions	3
MICR 2065	Microbiology for Health Professions Lab	1
HLTH 1100 or	Personal Health and Wellness	2
PES 1097	Fitness for Life	
Humanities Distribution		3
Fine Arts Distribution		3
<b>Total Credits</b>		<b>16</b>
Spring of Second Year (Course Prefix and Number)	Course Title	Credit Hours
RESP 2210	Elementary Cardiopulmonary Anatomy and Physiology	3
RESP 2145	Respiratory Therapy Modalities Lab	3
RESP 2300	Respiratory Therapy Modalities I	3
RESP 2310	Respiratory Therapy Modalities II	3
RESP 2250	Basic Patient Assessment	2
RESP 2705	Clinical Applications I	4
<b>Total Credits</b>		<b>18</b>
Summer of Second Year	Course Title	Credit

(Course Prefix and Number)		Hours
RESP 2320	Essentials of Mechanical Ventilation	2
RESP 2230	Introductory Cardiopulmonary Pathophysiology	2
RESP 2165	Equipment Management Lab	3
RESP 2270	Application of Cardiopulmonary Diagnostics	4
RESP 2330	Entry Level Review	1
RESP 2520	Principles of Pharmacology	2
RESP 2715	Specialty Clinical Experiences	1
RESP 2725	Clinical Applications II	3
<b>Total Credits</b>		<b>18</b>
Fall of Third Year (Course Prefix and Number)	Course Title	Credit Hours
ZOOL 4400	Pathophysiology	4
RESP 3210	Advanced Cardiopulmonary Anatomy and Physiology	2
RESP 3270	Adult Critical Care	2
RESP 3280	Patient Care Continuum/Quality Management	3
RESP 3775	Clinical Practice/Adult Intensive Care	4
RESP 3785	Clinical Applications III /Continuum of Care	2
<b>Total Credits</b>		<b>17</b>
Spring of Third Year (Course Prefix and Number)	Course Title	Credit Hours
RESP 3220	Advanced Cardiopulmonary Pathophysiology	2
RESP 3230	Advanced Cardiopulmonary Technology	2
RESP 3260	Neonatal/Pediatric Respiratory Care	2
RESP 3760	Clinical Application of Neonatal/Pediatric Respiratory Care	4
RESP 3800	Clinical Simulation Seminar	3
Upper Division Elective		3
<b>Total Credits</b>		<b>16</b>
Fall of Fourth Year (Course Prefix and Number)	Course Title	Credit Hours
RESP 4615	Advanced Patient Assessment	2
RESP 4630	Continuous Quality Improvement	2
Upper Division Elective		3
Upper Division Elective		1
<b>Total Credits</b>		<b>8</b>

## **Section V: Institution, Faculty, and Staff Support**

### **Institutional Readiness**

Until the realignment of the College of Science and Health and the College of Aviation and Public Services occurs, the Respiratory Therapy Program will be housed in the College of Science and Health under the Dental Hygiene Department. Advising will be through the pre-health advisors who advise and council pre-nursing, pre-dental hygiene students, etc. The prerequisite courses required to be eligible for admission into the Respiratory Therapy Program are essentially the same as for nursing and dental hygiene with the addition of a one credit hour survey of respiratory therapy.

The College of Science and Health (CSH) and the College of Aviation and Public Services (CAPS) are in the process of realigning the departments that will be housed within each college. Currently, Nursing, Dental Hygiene, and Public and Community Health are in the College of Science & Health (CSH), and other healthcare programs, such as Emergency Services, Paramedic, and Emergency Medical Technician are in the College of Aviation and Public Services. The purpose of this change will be to consolidate health professions into a single college to better meet the expanding demand for students trained in programs that prepare health professionals. Respiratory therapy will align under the direction of the realigned CAPS, which will be renamed as The College of Health and Public Services (CHPS).

A new Department of Allied Health will also be formed under CHPS. The Respiratory Therapy Program will be in the new department along with Dental Hygiene, Respiratory Therapy and other allied health programs that may be added in the future. Administration of the program will then be under the newly aligned College of Health and Public Services and under the Allied Health Department. Administrative and day-to-day budgetary operation will be handled through the department chair and administrative assistant of the new Allied Health Department.

The Respiratory Therapy Program will have no impact on the undergraduate, lower division courses in the University or in the College of Science and Health. Students for the program will be recruited from the pool of students already enrolled in prerequisite courses for nursing, dental hygiene, and pre-health professions.

### **Faculty**

To meet the accreditation criteria CoARC, two new full-time faculty will need to be hired. A program director (PD) and a Director of Clinical Education (DCE).

The Program Director (PD) will be responsible for fiscal planning, planning and development, continuous review and analysis of outcomes data, generation of the annual accreditation reports, and the overall effectiveness of the program. This person will teach some courses in the program, and may hold other leadership roles within the university and pursue scholarly activities. PD workload should balance other activities with administrative responsibilities in the Respiratory Therapy Program.

The Director of Clinical Education will be responsible for all aspects of the clinical experiences of students enrolled in the program including organization, administration, continuous review and analysis of outcome data,

development, and planning of locations for evolving practice skills and effectiveness of the clinical experience.

Part time adjunct faculty will consist of the professionals in residence at Utah Valley Hospital who have been teaching for Weber’s satellite program for the past 23 years.

Part I. Department Faculty/Staff

	# Tenured	# Tenure -Track	# Non - Tenure
Faculty: Full Time with Doctorate	1		
Faculty: Part Time with Doctorate			
Faculty: Full Time with Masters		2	
Faculty: Part Time with Masters			
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

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.
<b>Full Time Faculty</b>					
Mark	Bracken	(T)	Ph.D.	BYU RRT	20%
<b>Part Time Faculty</b>					
Robert	Guenter		B.S.	BYU RRT	Per Credit hour taught
Gary	Clawson		Ph.D.	BA Humanities BYU M.S. Health Science BYU Ph.D. Educ. LaSalle Univ.	Per Credit hour taught

David	Nielson		B.S.	RRT WSU. ASN Excelsior College	Per Credit hour taught

*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			1	Ph.D. RRT with 20 years Teaching Experience in RRT	
Faculty: Full Time with Masters		2		M.S., RRT with 2 years teaching Experience in RRT Programs	100%
Faculty: Part Time with Masters			1	M.S. RRT with Experience Teaching in RRT programs	
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate			2	B.S. RRT With Experience Teaching in RRT programs	
Teaching / Graduate Assistants					
Staff: Full Time			1	Academic Advisor	25%
Staff: Part Time			1	Administrative Assistant Experience	30%

**Staff**

As was described above, a new Allied Health Department is being formed as part of the realignment of the College of Health and Public Services. This new department will replace the organizational structure of the existing Department of Dental Hygiene.

There is already an administrative assistant in the Dental Hygiene Department who will simply transition to the administrative assistant of the Allied Health Department.

There are two advisors for pre nursing and one pre dental hygiene advisor who are already advising the pool of students that will be interested in applying to the Respiratory Therapy Program. The pre-requisite courses for Respiratory Therapy, Dental Hygiene and Nursing are essentially the same. UVU also has four pre health profession advisors for premed, pre dental, pre occupational, and physical therapy students. At this time it is not anticipated that additional advisors will be needed.

There will not be a net gain of department chairs, administrative assistants, nor advisors in the near future.

### **Student Advisement**

Essentially the prerequisite courses and academic requirements for nursing and dental hygiene are the same as respiratory therapy. (See admissions requirements above). Advising will follow the same academic tracts and will be essentially the same advisors. It is anticipated the pool of students who may be interested in respiratory therapy will be the same pool exploring nursing, dental hygiene or post-graduate health professions.

As soon as a student becomes interested in respiratory therapy and they meet with a pre-health advisor, they will be informed of the admission requirements, encouraged to enroll in the RESP 1540 survey course, and coached in sequencing and enrolling in the appropriate prerequisite courses. As the student nears the application deadline, the advisors can guide them through the application process with the assistance of on-line forms and check lists to complete the process.

Once students are accepted into the respiratory therapy program, the program director and clinical coordinator will take over the advising portion. Each student that matriculates into the program will become part of a cohort that will be assigned to either the program director or the clinical coordinator as their faculty mentor. Each cohort will enter a lock step curriculum plan to completion that will take the students through the required lower division and upper division courses. The last two semesters each student will consult with their assigned faculty mentor to select and register for seven credits of upper division electives to finish the program, complete graduation requirements, and to take the credentialing exam offered by the National Board of Respiratory Care (NBRC).

### **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. Respiratory Therapy themed holdings are a subset of such a collection. As the influence of respiratory therapy continues to expand, UVU Fulton Library's Health Sciences collection development will match its content and direction.

Collections are housed primarily in the RC 705-RC 779 area, using the Library of Congress classification system, including resources in areas related to the specific subject area such as respiratory medicine, pulmonology, respiratory organs, respiratory diseases, 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 respiratory therapy 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.

## Databases

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

Database	
<i>Academic Search Premier</i>	A multidisciplinary database containing nearly 3900 peer reviewed journal titles.
<i>CINAHL Plus with Full Text</i>	A nursing and allied health database containing more than 4600 peer reviewed journal titles
<i>PubMed</i>	Maintained by the National Library of Medicine, this database contains high quality, peer reviewed articles in medicine, biology, respiratory therapy, anesthesiology and more.
<i>Science Direct Journals</i>	Peer reviewed journals from Elsevier, a premier publisher of health related journals
<i>Cochrane Library</i>	A collection of six medical related databases that specialize in evidence based medicine and include case studies, experiments, systematic reviews, etc.
<i>Medline</i>	General medical database of more than 4600 peer reviewed journals.

The following journals have specific application to the Respiratory Therapy Program and are immediately accessible through UVU's current library holdings or contracts.

1. **CHEST: Official Journal of the** American College of **Chest** Physicians
2. New England Journal of Medicine
3. Circulation
4. JAMA: Journal of the American Medical Association
5. Medicine
6. The Lancet
7. RESPIRATORY CARE: Official science journal of the American Association for Respiratory Care
8. RT: For Decision makers in Respiratory Care
9. Advances in Perinatal & Neonatal Nursing: Official Journal of the National Association of Neonatal Nurses
10. Pediatric Infectious Disease
11. Journal of intensive Care Medicine A journal of Society of Critical Care Medicine

Other Journals that have specific application to the new program but are not part of UVU Fulton Library's holdings or contracts are as follows: *(If it is deemed necessary, an approximate expense to add these subscriptions is an ongoing fee of about \$5000.)*

12. The Lancet Respiratory Medicine
13. Journal of Neonatal-Perinatal Medicine
14. Neonatology
15. Pediatric Pulmonology
16. Journal of Pediatric Critical Care
17. Pediatric Critical Care Medicine: A journal of Society of Critical Care Medicine
18. Intensive Care Medicine

All of these journals listed above are accessible through PubMed, Medline, or Cochrane databases.

Current catalog holdings for respiratory therapy are estimated as follows:

Books	1819
eBooks	283
Streamed videos	16

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

It is not anticipated that new or additional library resources will be needed at this time.

## Projected Enrollment and Finance

### Part I.

<b>Three Year Projection: Program Participation and Department Budget (This is the old format, For</b>						
	Year Preceding	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
<b>Student Data</b>						
# of Majors in Department	2017	20	40	40	40	40
# of Majors in Proposed Program(s)						
# of Graduates from Department	2019	0		20	20	20
# Graduates in New Program(s)						
<b>Department Financial Data</b>						
	Department Budget					
		Year 1	Year 2	Year 3		

<i>Project additional expenses associated with offering new</i>	<i>Year Preceding Implem</i>	<i>to Base Budget</i>	<i>to Base Budget</i>	<i>to Base Budget</i>
<b>EXPENSES – nature of additional costs required for proposed program(s)</b>				
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-</i>				
Personnel (Faculty & Staff Salary &	\$0	\$264,744	\$307,724	\$323,404
Operating Expenses (equipment, travel, resources)	\$0	\$17,000	\$17,000	\$17,000
Other:	\$0	\$0	\$0	\$0
<b>TOTAL PROGRAM EXPENSES</b>	\$0	\$281,744	\$324,724	\$340,404
<b>TOTAL EXPENSES</b>	\$0	\$0	\$0	\$0
<b>FUNDING – source of funding to cover additional costs generated by proposed</b>				
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2</i>				
Internal Reallocation				
Appropriation				
Special Legislative Appropriation				
Grants and Contracts				
Special Fees				
Tuition		\$0	\$0	\$0
Differential Tuition (requires Regents approval)				
<b>PROPOSED PROGRAM FUNDING</b>		\$0	\$0	\$0
<b>TOTAL DEPARTMENT FUNDING</b>	\$0	\$281,744	\$324,724	\$340,404
<b>Difference</b>				
Funding - Expense	\$0	-\$281,744	-\$324,724	-\$340,404

## **Part II: Expense explanation**

### **Expense Narrative**

Cost associated with starting and maintaining the program are primarily associated with the hiring of two full-time faculty, a program director, a clinical director, and the hourly budget to pay for adjunct faculty who teach as professionals in residence. The expenses directly associated with instructional cost will total \$281,744 for the first year and as more cohorts are added, the instructional cost will rise to \$323,404 per year. \$17,000 per year will be to pay for equipment associated with maintenance of simulation systems, computers, and travel.

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

### **Revenue Narrative 1**

In the realignment of the College of Science and Health (CSH) and the College of Aviation and Public Services CAPS, certain financial resources will be transferred to from the CSH to CAPS. In the formation of the Department of Allied Sciences from what is now the Department of Dental Hygiene, there will be some reallocations for the new department. That will cover some of the administrative cost of the Respiratory Therapy Program. Those reallocations will be discussed in the R401 to be submitted by the two colleges. Otherwise there is no reallocation from any internal source to support respiratory therapy.

### **Revenue Narrative 2**

Funding for the program will only be state appropriation to base and by tuition. Tuition for the program will be normal undergraduate tuition.

## **Section VI: Program Evaluation**

### **Program Assessment**

The Respiratory Therapy AAS and BS programs will be accredited through The Commission on Accreditation for Respiratory Care (CoARC) which is the accrediting agency of the National Board of Respiratory Care (NBRC). CoARC accredits Respiratory Care Professional Practice degree programs at the associate, baccalaureate, and master's degree level in the United States." Program outcome measurements are set by this agency and meeting or exceeding the minimum standards is essential to maintain continuing accreditation status. There are four standards that are assessed and minimum thresholds for each of the four standards. Measures of the standards are required to be reported to NBRC in an annual report. The following is a summary of the assessments required of all respiratory therapy educational programs taken from the CoARC standards for program assessment (page 25-26).

1. "Credentialing exam performance is evaluated by what CoARC has defined as 'NBRC CRT credentialing success' which is defined as the percentage of program graduates (not the percentage of those taking the test) earning the NBRC's CRT credential. This outcome measure is an annual reporting requirement by all accredited educational programs in respiratory therapy. Each program must submit their students' credentialing exam performance report in the NBRC Annual School Summary Report. The established threshold for credentialing success is 80%."
2. "Attrition is defined by CoARC as the percentage of students who enrolled in a respiratory care program and began fundamental respiratory care coursework but left the program. Students who leave the program

before the fifteenth calendar day from the beginning of the first term with fundamental respiratory care coursework, and those students transferring to satellites, are not included in program attrition. The established threshold for attrition is 40%.”

3. "Graduate and employer satisfaction surveys shall be administered six to twelve months after graduation. The established threshold for these surveys is that for each question at least 80% of returned graduate and employer surveys rate overall satisfaction three or higher on a five-point Likert scale."

4. "On-Time Graduation Rate is defined as the number of students who graduate with their enrollment cohort (i.e., within thirty (30) days of their expected graduation date) divided by the total number of students in that class who ultimately graduated. The enrollment date and the expected graduation date of each cohort are specified by the program. The established threshold for on-time graduation is 70%.

"The program must use the standardized CoARC electronic reporting tool to submit an annual Report of Current Status to CoARC. . . The report will contain an appropriate analysis and action plan for all sub-threshold outcomes."

Another program outcome that will be assessed will be the employment rate of program graduates. This will be defined as the percent of students who successfully complete the AAS and BS degrees in respiratory therapy who are employed as a registered respiratory therapist or related field within 12 months of completing the program.

In addition to the required assessment criteria of CoARC and the AARC, The following five program outcomes will be assessed throughout the educational process of the lower division (AAS) and upper division (BS) curriculum. These outcomes fulfill five of the six to the Essential Learning Outcomes of Utah Valley University.

Students who successfully completed the lower division AAS component of the Respiratory Therapy curriculum will be able to:

1. Work effectively as a team member with physicians, nurses, therapists and patients as an integral part of the medical community.
2. Make correct interventional medical decisions based on assessment of patient needs and diagnosis within the scope of therapist driven protocols.
3. Comply with the ethical and legal parameters of HIPAA in the use and disclosure patients' health information.

In addition, students who successfully complete the upper division BS degree curriculum will be able to:

4. Evaluate and monitor patient responses to therapy and modify the prescribed therapy to achieve the desired therapeutic objectives
5. Demonstrate awareness of the integrated nature and complexities of the health care systems and their impact on individuals and the local and national community

## **Student Standards of Performance**

NBRC requires each accredited educational program to have the following goals defining minimum expectations of student

Competencies and Skills:

"To prepare graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by registered respiratory therapists (RRTs)."

Programs offering a BS in Respiratory Therapy are mandated to include the following program goals for student success

as dictated by the CoARC standards:

“To prepare leaders for the field of respiratory care by including curricular content that includes objectives related to acquisition of skills in one or more of the following: management, education, research, advanced clinical practice (which may include an area of clinical specialization).”

According to COARC, the scope of practice of Respiratory Therapists includes but is not limited to the following competencies.

1. Acquiring and evaluating clinical data;
2. Assessing the cardiopulmonary status of patients;
3. Performing and assisting in the performance of prescribed diagnostic studies;
4. Evaluating data to assess the appropriateness of prescribed respiratory care;
5. Establishing therapeutic goals for patients with cardiopulmonary disease;
6. Participating in the development and modification of respiratory care plans;
7. Case management of patients with cardiopulmonary and related diseases;
8. Initiating prescribed respiratory care treatments, managing life support activities,
9. Evaluating and monitoring patient responses to therapy and modifying the prescribed therapy to achieve the desired therapeutic objectives;
10. Initiating and conducting prescribed pulmonary rehabilitation;
11. Providing patient, family, and community education;
12. Promoting cardiopulmonary wellness, disease prevention, and disease management;
13. Promoting evidence-based practice by using established clinical practice guidelines and by evaluating published research for its relevance to patient care. (Taken from Entry Standards, Page 4)

The curriculum is designed to develop all of 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 respiratory medicine. The cognitive (Knowledge) based sections will have multiple formative exams testing each student's understanding of the physiology and pathophysiology of the diseases they will encounter and the therapeutic modalities used to treat those diseases.

Concurrently during the same semester the students will also attend a skills lab where they will learn essential practical skills such as how to set up and apply appropriate levels of medical oxygen, medication delivery systems, ventilator assisted breathing, conduct pulmonary function tests, etc. The skills based laboratories are intentionally designed to be competency based learning during which students individually pass off each of the essential skills learned.

Almost every semester the students will engage in the clinical setting with a registered respiratory therapist practitioner as a personal mentor. The mentor provides continuous instruction and formative feedback to the student throughout the clinical rotation. At the end of the rotation the mentor provides the instructors with a summative evaluation of the clinical behavioral traits and skills demonstrated by the student.

At the end of each semester or module, a comprehensive written and in some case practical exam will be administered to each of the students in the cohort. These exams serve as the summative evaluation of the student's progress and performance in the program.

BS degree programs are also required by the NBRC to offer upper division required and elective courses, which help develop skills for management, clinical education, research or/and advanced clinical practice. Most of the required upper division courses help the student specialize in a specific area of clinical practice. The elective courses assist in developing managerial skills. All upper division curriculum provide 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.

At the end of the program, all of the students will sit for the national credentialing exam administered by the National Board of Respiratory Care. The credential of registered respiratory therapist is bestowed upon the students who successfully pass this national board and they are qualified to apply for licensure from the state through the Utah Department of Occupational Licensure (DOPL).

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

**Institution Submitting Request:** Utah Valley University  
**Proposed Program Title:** Certificate of Proficiency in Interdisciplinary Gerontology  
**Sponsoring School, College, or Division:** College of Humanities and Social Science  
**Sponsoring Academic Department(s) or Unit(s):** Department of Behavioral Science  
**Classification of Instructional Program Code:** 30.1101  
**Min/Max Credit Hours Required of Full Program:** 18  
**Proposed Beginning Term:** Fall 2018  
**Institutional Board of Trustees' Approval Date:** Pending

**Program Type:**

<input checked="" type="checkbox"/>	Certificate of Proficiency	<input type="checkbox"/> Entry-level CTE CP	<input checked="" type="checkbox"/> Mid-level CP
<input type="checkbox"/>	Certificate of Completion		
<input type="checkbox"/>	Minor		
<input type="checkbox"/>	Graduate Certificate		
<input type="checkbox"/>	K-12 Endorsement		
<input type="checkbox"/>	New Emphasis for Regent-Approved Program Credit Hours for NEW Emphasis Only: Current Major CIP: Current Program Title: Current Program BOR Approval Date:		
<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: Jeffery Olson, Senior VP Academic Affairs

Date: 2/9/17

**Utah System of Higher Education  
New Academic Program Proposal**

**Section I: The Request**

The Department of Behavioral Science in the College of Humanities and Social Science along with the Department of Nursing and the Department of Public and Community Health in the College of Science and Health at Utah Valley University request approval to offer a Certificate of Proficiency in Interdisciplinary Gerontology effective Fall 2018.

**Section II: Program Proposal/Needs Assessment**

**Program Description/Rationale**

The proposed certificate will be housed in the Department of Behavioral Science yet is an interdisciplinary (Public and Community Health, Nursing, and Behavioral Science: Psychology, Sociology, Social Work, and Family Studies) undergraduate gerontology certificate that allows students to build a unique set of credentials they compose from a menu of existing UVU courses that meet the guidelines set forth by the Association for Gerontology in Higher Education (AGHE).<sup>1</sup>

Each student will take three credits of a course designated as service learning and designed to orient them to the field of gerontology, six credits of interactional competencies in the principal sub-disciplines of gerontology, six credits of advanced gerontology coursework, and three credits of internship. The goal is to provide students within any of the departments of Nursing, Public and Community Health, or Behavioral Science with the opportunity to earn a certificate in gerontology as they matriculate through their respective major programs. Prerequisites will be honored.

The proposed certificate has been thoroughly researched by UVU faculty and has been approved through a rigorous internal process at UVU. By April 2017 six core credits and 15 elective credits will be offered online and the remainder will be face-to-face.

Both the institution and USHE will benefit by the approval of this program. As the population continues to age, jobs relating to the elderly will increase, as will funding from federal, state, and local government and non-government agencies. New technologies and new protocols of serving the elderly will be developed. UVU will better accomplish its mission statement of preparing professionally competent people who are educated in the substantive areas covered in this interdisciplinary gerontology certificate, specifically providing preparation for students to work with the rising segment of the population that is the elderly. This will simultaneously support the mission of USHE, which is to "...provide high quality academic, professional, and applied technology learning opportunities designed to advance the intellectual, cultural, social, and economic well-being of the state and its people." Importantly, students will be more competitive for employment and graduate programs.

Based on enrollments in the existing courses included in this certificate, and based on future marketing and recruiting plans, UVU feels confident that student interests in this certificate will grow and that

---

<sup>1</sup> (<http://www.aghe.org/resources/gerontology-competencies-for-undergraduate-and-graduate-education>).

employers in the UVU service area will come to depend on UVU-educated students to meet their gerontological needs. The courses are already offered from which a UVU student could select the 18 credits to build a unique gerontology certificate. Once the interdisciplinary gerontology program is approved and available, it can be marketed as a certificate that already supports associate and bachelor's degree requirements in Nursing, Public and Community Health, and Behavioral Science Programs (see graduation rates 2011-2015 below).

### **Behavioral Science Department**

Year	# Associates Grad	#Bachelor's Grad
2015	70	335
2014	84	306
2013	69	290
2012	61	337
2011	96	248

### **Nursing Department**

Year	# Associates Grad	#Bachelor's Grad
2015	76	82
2014	82	69
2013	74	86
2012	102	83
2011	105	57

### **Public and Community Health Department**

Year	# Associates Grad	#Bachelor's Grad
2015	4	123
2014	4	110
2013	5	112
2012	4	91
2011	4	80

Based on the number of students already taking courses included in this certificate in each of the participating departments, faculty and staff project estimated enrollment growth from 20 in the first year to 75 within five years. There already exist a sizable population of elderly persons in the U.S., Utah, and Utah, Wasatch, and Summit Counties. This program will prepare UVU students to more fully understand how governmental and nongovernmental protocols and standards influence the way in which the elderly are served and/or become eligible for federal, state, and local resources. One study reported that in 2008 the U.S. Federal government spent \$26,355 per elderly citizen in the country or a total of an estimated \$1.2 trillion dollars.<sup>2</sup>

Wherever UVU graduates work in the field of aging, they will find themselves advantaged by having studied gerontology and earned the undergraduate certificate while attending UVU.

---

<sup>2</sup> (<http://www.politifact.com/truth-o-meter/article/2013/jan/28/federal-spending-old-young-numbers/>).

Program Learning Outcomes:

Upon Successful Completion of this Program students should be able to...

1. Identify simple and complex issues that the gerontology population face.
2. Develop plans, protocols, and strategies to address issues within the gerontology population.
3. Implement plans and strategies while working with the gerontology population.

## **Labor Market Demand**

There is an existing and increasing demand for graduates trained in gerontology. Many of these jobs are acquired through internship, volunteering, and extensive job search efforts for gerontological employment. The required service learning three credit course and the required internship three credit course better prepare students for attaining gerontological jobs. For the United States, the Bureau of Labor Statistics indicates a 2.6% growth in the health care and social service sector (five million jobs), this in part due to the needs of the elderly members of society.<sup>3</sup> For Utah, the DWS forecasts growth in both the healthcare and social assistance fields of labor between 2012-2022.<sup>4</sup> There are also two national resources found on websites that help students find gerontological jobs.<sup>5</sup> Another website provides a list of 101+ career fields in aging.<sup>6</sup>

## **Consistency with Institutional Mission/Impact on Other USHE Institutions**

This interdisciplinary gerontology certificate supports UVU's mission of "... providing opportunity, promoting student success, and meeting regional educational needs... while fostering engaged learning... while preparing professionally competent people of integrity who will serve as stewards of a globally interdependent community."

Various meetings within the community have shown a strong demand for gerontology-trained graduates from UVU. Recently, Academic Outreach facilitated two sector strategy conversations with healthcare providers in Utah, Summit, and Wasatch Counties to determine healthcare needs and how UVU could develop appropriate programming, credit and non-credit, to fulfill the needs. In UVU's service region, Utah Valley and the Mountainland Region (Utah, Summit, Wasatch, and Juab counties) are experiencing significant growth in the healthcare industry. As part of the sector strategy conversations, the Department of Workforce Services (DWS) provided data that showed May 2015's job orders for healthcare workers are strong. Both healthcare sector strategy conversations revealed that gerontology was an important component for UVU to develop to aid the healthcare providers. Consequently, this gerontology certificate will fill one of the healthcare gaps identified by the healthcare providers.

## **Finances**

---

<sup>3</sup> <http://www.bls.gov/news.release/pdf/ecopro.pdf> Table 3 and Chart 1; new Release USDL-13-2393 19 Dec. 2013)

<sup>4</sup> <http://jobs.utah.gov/wi/statewide/statewidelongtermproj.html>).

<sup>5</sup> <http://www.agework.com/agework/&http://careers.asaging.org/>

<sup>6</sup> [https:// www.publichealth.uga.edu/geron/careers](https://www.publichealth.uga.edu/geron/careers)

Courses for this program are currently offered with sufficient sections available to meet anticipated student demand. Thus, no additional instructional cost is anticipated.

### Section III: Curriculum

**Program Curriculum:**

This is an interdisciplinary certificate with nine core, six elective, and three internship credit hours. It has 18 total required credits that can be earned from a number of options as presented in the BESC, Public Health, and Nursing Degree Maps below.

Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)			
<b>General Education Credit Hour Sub-Total</b>			<b>0</b>
<b>Required Core Courses</b>			
<b><u>Complete any 9 credit hours from this list of core classes</u></b>			<b>3</b>
PSY 1100		Human Development Life Span (3.0)	
or FAMS 1100		Life Span Development in the Family (3.0)	
BESC 3550		Thanatology--Death and Dying (3.0)	<b>3</b>
or HLTH 3000		Health Concepts of Death and Dying (3.0)	
SOC 375G		Sociology of Aging (3.0)	<b>3</b>
<b>Required Core Courses Credit Hour Sub-Total</b>			<b>9</b>
<b><u>Complete any 6 credits from this list of elective courses</u></b>			
FAMS 3850		Adult Development and Aging (3.0)	
NURS 2420		Nursing Care of the Aging Population (2.0)	
NURS 2415		Nursing Care of Adult with Common Disorders Clinical (2.0)	
NURS 3335		Nursing Care of Persons with Complex Disorders Clinical (2.0)	
EXSC 4100		Fitness Across the Lifespan (3.0)	
FAMS 2800		Teaching Human Sexuality (3.0)	
or HLTH 2800		Human Sexuality (3.0)	
or PSY 2800		Human Sexuality (3.0)	
FAMS 3410		Fundamentals of Mediation and Negotiation (3.0)	

or COMM 3410		Fundamentals of Mediation and Negotiation (3.0)	
FAMS 4200		Advanced Mediation and Negotiation (3.0)	
or COMM 4200		Advanced Mediation and Negotiation (3.0)	
FAMS 4300		Family Dispute Resolution (3.0)	
FAMS 4500		Family Life Education Methodology (3.0)	
FAMS 4660		Family Financial and Resource Management (3.0)	
HLTH 3240		Womens Health Issues (3.0)	
HLTH 350G		International Health (3.0)	
HLTH 3300		Health Promotion for Older Adults (3.0)	
HLTH 3400		Human Diseases (3.0)	
HLTH 3800		Epidemiology (3.0)	
NURS 3405		Patient Care Coordination and Management Preceptorship (2.0)	
NURS 4230		Palliative Care in Nursing (3.0)	
NURS 4320		Nursing in the Community (2.0)	
and NURS 4325		Nursing in the Community Clinical (2.0)	
NUTR 2020		Nutrition Through the Life Cycle (3.0)	
PSY 3220		Adult Development (3.0)	
PSY 3400		Abnormal Psychology (3.0)	
PSY 3420		Cognitive Psychology (3.0)	
SW 1010		Introduction to Social Work (3.0)	
SW 2100		Human Behavior & Social Environment I (3.0)	
SW 3400		Human Behavior & Social Environment II (3.0)	
		<b>Required Elective Courses Credit Hour Sub-Total</b>	<b>6</b>
		<b><u>Complete any 3 credits from Gerontology Internship/Research Courses</u></b>	

BESC 481R		Senior Internship (1.0 credit repeatable to 3)	
EXSC 481R		Internship in Exercise Science (1.0 credit repeatable to 3)	
FAMS 481R		Senior Internship (1.0 credit repeatable to 3)	
HLTH 482R		Community Health Internship (1.0 credit repeatable to 3)	
NURS 4240		Promoting Active Senior Lifestyles (2:1:3)	
NURS 481R		Internship in Nursing (1.0 credit repeatable to 3)	
NURS 489R		Undergraduate Research in Nursing (1.0 credit repeatable to 3)	
NURS 490R		Special Topics in Nursing (1.0 credit repeatable to 3)	
NURS 495R		Individual Study in Nursing (1.0 credit repeatable to 3)	
PSY 482R		Internship Seminar (1.0 credit repeatable to 3)	
SOC 481R		Sociology Senior Internship (1.0 credit repeatable to 3)	
SW 481R		Field Placement (1.0 credit repeatable to 3)	
		<b>Required Internship Courses Credit Hour Sub-Total</b>	<b>3</b>
		<b>Core Curriculum Credit Hour Sub-Total</b>	<b>9</b>
		<b>Elective Credit Hour Sub-Total</b>	<b>6</b>
		<b>Internship Credit Hour Sub-Total</b>	<b>3</b>
		<b>Required Course Credit Hour Total</b>	<b>18</b>

### Program Curriculum Narrative

*The Behavioral Science track includes 3 credit BESC courses. A student can complete the certificate with only taking 18 total credits.*

**Degree Map:  
Behavioral Science Track**

<b>Fall of First Year (Course Prefix and Number)</b>	<b>Course Title</b>	<b>Credit Hours</b>
	<b><u>Complete 9 credit hours from Gerontology Core plus 3 credits of BESC Gerontology electives</u></b>	
PSY 1100	Human Development Life Span (3.0)	
or FAMS 1100	Life Span Development in the Family (3.0)	3
SOC 375G	Sociology of Aging (3.0)	3
BESC 3550	Thanatology--Death and Dying (3.0)	3
HLTH 2800	Human Sexuality (3.0)	3
	<b>Semester total:</b>	<b>12</b>
<b>Spring of First Year (Course Prefix and Number)</b>	<b>Course Title</b>	<b>Credit Hours</b>
	<b><u>Complete any 3 credits from BESC Gerontology Electives</u></b>	
FAMS 3850	Adult Development and Aging (3.0)	
or PSY 3220	Adult Development (3.0)	
FAMS 4300	Family Dispute Resolution (3.0)	
FAMS 4500	Family Life Education Methodology (3.0)	
FAMS 4660	Family Financial and Resource Management (3.0)	
COMM 3410	Fundamentals of Mediation and Negotiation (3.0)	
or FAMS 3410	Fundamentals of Mediation and Negotiation (3.0)	
COMM 4200	Advanced Mediation and Negotiation (3.0)	
or FAMS 4200	Advanced Mediation and Negotiation (3.0)	
PSY 3400	Abnormal Psychology (3.0)	
PSY 3420	Cognitive Psychology (3.0)	
SW 1010	Introduction to Social Work (3.0)	
SW 2100	Human Behavior and the Social Environment I (3.0)	
SW 3400	Human Behavior and the Social Environment II (3.0)	3
	<b><u>Complete any 3 credits of BESC Gerontology Internship</u></b>	
BESC 481r	Senior Internship (1.0 credit repeatable to 3)	
FAMS 481r	Internship in Exercise Science (1.0 credit repeatable to 3)	
PSY 482r	Internship Seminar (1.0)	
and BESC 481r	Senior Internship (1.0 credit repeatable to 2)	
SOC 481r	Sociology Senior Internship (1.0 credit repeatable to 3)	
SW 481r	Field Placement (1.0 credit repeatable to 3)	3
	<b>Semester total:</b>	<b>6</b>

**Total Credits: 18**

**Program Curriculum Narrative**

*The Nursing track includes 1, 2, and 3 credit nursing courses. A student can complete the certificate with only taking 18 total credits.*

**Degree Map:  
Nursing Track**

<b>Fall of First Year (Course Prefix and</b>	<b>Course Title</b>	<b>Credit Hours</b>
	<b><u>Complete 9 credit hours from Gerontology Core plus 2 credits of Nursing Gerontology electives</u></b>	
PSY 1100	Human Development Life Span (3.0)	3
or FAMS 1100	Life Span Development in the Family (3.0)	
SOC 375G	Sociology of Aging (3.0)	3
BESC 3550	Thanatology--Death and Dying (3.0)	3
NURS 2420	Nursing Care of the Aging Population (2.0)	2
	<b>Semester total:</b>	<b>11</b>
<b>Spring of First Year (Course Prefix and</b>	<b>Course Title</b>	<b>Credit Hours</b>
	<b><u>Complete any 4 credits from Nursing Gerontology Electives</u></b>	
NURS 4230	Palliative Care in Nursing (3.0)	
	One of the following, with a focus on older adults	
NURS 2335	Nursing Interventions Laboratory (2.0)	
Or NURS 2415	Nursing Care of Adults with Common Disorders Clinical (2.0)	
Or NURS 3335	Nursing Care of Adults with Complex Disorders Clinical (2.0)	
Or NURS 3405	Patient Care Coordination and Management Preceptor (2.0)	
Or NURS 4325	Nursing in the Community Clinical (2.0)	
NURS 2420	Nursing Care of the Aging Population (2.0)	
		4
	<b><u>Complete 3 credits of Nursing Gerontology Internship/Research Courses</u></b>	
NURS 4240	Promoting Active Senior Lifestyles (2:1:3)	
	<b><u>Or any of the following courses, with a focus on older adults:</u></b>	
NURS 481r	Internship in Nursing (1.0 credit repeatable to 3)	3
NURS 489R	Undergraduate Research in Nursing (1.0 credit repeatable to 3)	
NURS 490r	Special Topics in Nursing (1.0 credit repeatable to 3)	
NURS 495R	Individual Study in Nursing (1.0 credit repeatable to 3)	
	<b>Semester total:</b>	<b>7</b>

**Total Credits: 18**

**Program Curriculum Narrative**

*The Public and Community Health track includes 1, 2, and 3 credit courses. A student can*

complete the certificate with only taking 18 total credits.

**Degree Map:**

**Public and Community Health Track**

<b>Fall of First Year (Course Prefix and</b>	<b>Course Title</b>	<b>Credit Hours</b>
	<b><u>Complete 9 credit hours from Gerontology Core plus 3 credits of Health Gerontology electives</u></b>	
PSY 1100	Human Development Life Span (3.0)	3
SOC 375G	Sociology of Aging (3.0)	3
HLTH 2800	Human Sexuality (3.0)	3
HLTH 3000	Health Concepts of Death and Dying (3.0)	3
	<b>Semester total:</b>	<b>12</b>
<b>Spring of First Year (Course Prefix and</b>	<b>Course Title</b>	<b>Credit Hours</b>
	<b><u>Complete any 3 credits from Health Gerontology Electives</u></b>	
EXSC 4100	Fitness Across the Lifespan (3.0)	
HLTH 3240	Women's Health Issues (3.0)	
HLTH 350G	International Health (3.0)	
HLTH 3300	Health Promotion for Older Adults (3.0)	
HLTH 3400	Human Diseases (3.0)	
HLTH 3800	Epidemiology (3.0)	
NUTR 2020	Nutrition Through the Life Cycle (3.0)	
	<b>Semester total:</b>	<b>3</b>
	<b><u>Complete any 3 credits of Health Gerontology Internship</u></b>	
HLTH 482r	Community Health Internship (1.0 credit repeatable to 3)	3
	<b>Semester total:</b>	<b>6</b>

**Total Credits: 18**

**Utah System of Higher Education  
Administrative Unit Change Proposal  
Cover/Signature Page—Abbreviated Template**

**Institution Submitting Request:** Utah Valley University

**Existing Unit Title:** International Affairs & Diplomacy and International & Multicultural Studies

**Proposed Unit Title (if applicable):** Office for Global Engagement

**Sponsoring School, College, or Division:** Academic Affairs

**Sponsoring Academic Department(s) or Unit(s):** n/a

**Proposed Effective Date:** Summer 2017

**Institutional Board of Trustees' Approval Date:**

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

<input type="checkbox"/>	Name Change of Existing Unit
<input type="checkbox"/>	Administrative Unit Restructure (with or without Consolidation)
<input type="checkbox"/>	Administrative Unit Transfer
<input type="checkbox"/>	Administrative Unit Suspension
<input type="checkbox"/>	Administrative Unit Discontinuation
<input type="checkbox"/>	Reinstatement of Previously Suspended Administrative Unit
<input type="checkbox"/>	Reinstatement of Previously Discontinued Administrative Unit

**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:

## Unit Description—Abbreviated Template

### Section I: The Request

The Office of International Affairs and Diplomacy and The Office of International and Multicultural Studies request a merger to create The Office for Global Engagement at Utah Valley University. These changes are requested to be effective summer 2017.

### Section II: Program Proposal

#### Administrative Unit Description/Rationale

The Office of International Affairs and Diplomacy (IAD) had been under the direction of UVU University Relations until March 2016, when this reporting line was moved to The Office of Engaged Learning, Academic Affairs in an administrative realignment. At this time, the Associate Vice President responsible for IAD retired. The Office of International & Multicultural Studies (IMS) has reported to The Office of Engaged Learning, Academic Affairs since its inception. A new Assistant Vice President for global engagement was hired to oversee both operations (IAD and IMS) following this merger. The purpose of this present proposal is to establish one central office and a direct reporting line of operations under Academic Affairs for global and intercultural activities that more clearly reflects the present-day operations of these two offices.

<b>Current Name</b>	<b>Proposed Name</b>
International Affairs and Diplomacy International and Multicultural Studies	Office for Global Engagement

The new name for the office aligns with other USHE academic institutions, namely the University of Utah and Utah State University where the same offices, mission and objectives correspond to our new proposed name of The Office for Global Engagement at Utah Valley University.

The name of the Office for Global Engagement becomes an integral component under the core mission of the Office of Engaged Learning currently constituted at Utah Valley University. In fact, the Office of Engaged Learning has designated our global activities as one of five main types of engaged opportunities encouraged and supported by the university for students, faculty and staff. Therefore, a more unified approach to our global activities is essential for mission alignment. Thus, merging both offices (IAD and IMS) into one single entity allows faculty, students, staff and the community to avoid confusion regarding university-wide global responsibilities.

The present name of International & Multicultural Studies currently presents a semantic concern with the word “studies” as this office does not provide any academic credit bearing studies. By replacing this name and unifying the two offices into one single unit, it will better represent the interest, mission and objectives of the proposed office. The Office for Global Engagement will provide a support role in facilitating global opportunities, while faculty, curriculum and programs will remain the domain of academic units (departments, schools, colleges, etc.).

### **Consistency with Institutional Mission/Institutional Impact**

The purpose of merging both offices (IAD) and (IMS) is to provide oversight and focused support directly from the Office of Engaged Learning, Academic Affairs.

### **Finances**

No additional costs nor new personnel will be associated with this merger. These offices will operate as currently constituted. This is simply an administrative realignment to better respond to global opportunities, while using resources efficiently.



**UVU BOARD OF TRUSTEES  
Agenda Item Coversheet**

<b>DATE:</b>	<b>February 22, 2017</b>
<b>TITLE:</b>	<b>2017-2018 Proposed Student Fees</b>
<b>EXECUTIVE/RESPONSIBLE STAFF MEMBER:</b>	<b>Birch Eve, Student Body President/Trustee</b>
<b>SUBJECT:</b>	<b>Student Fees</b>
<b>BACKGROUND:</b>	<p>At the beginning of spring semester every year, the UVUSA Student Council holds Student Fee Hearings. Any department or organization on campus who currently receives funding from student fees or would like to receive funding from student fees must come present to the Student Council. The presentations are reports on how the money has been spent; requests for continued funding or increases, as needed; and, most importantly, how these expenditures benefit the student body. These meetings are open to the public.</p> <p>After the conclusion of the Student Fee Hearings, the UVUSA Executive Council (Student Body President and the Vice Presidents) prepare a Student Fee Proposal. The proposal is presented to, reviewed and voted on by Student Council, and then sent to UVU's President's Council. Once passed by both of these entities, it is sent to the UVU Board of Trustees, and finally to the Utah Board of Regents for approval. For 2017-2018, UVUSA has reallocated resources but proposes no increase or decrease to student fees.</p>
<b>ALTERNATIVES:</b>	<ul style="list-style-type: none"> <li>• <b>Approve</b> as presented, "I move to approve the 2017-2018 Student Fees proposal."</li> <li>• <b>Amend</b> and approve, "I move to approve, as amended..."</li> <li>• <b>No action</b>, "I move that we go to the next agenda item..."</li> </ul>
<b>FINANCIAL IMPACT:</b>	Information available upon request
<b>EXHIBITS:</b>	a. Proposed student fee matrix



## 2017-2018 Proposed Student Fees

FEE NAME	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	Increase/Decrease
Student Programs	\$ 58.04	\$ 49.90	\$ 51.19	\$ 46.19	\$ 46.19	\$ -
Campus Recreation	\$ -	\$ 16.66	\$ 16.45	\$ 21.97	\$ 22.67	\$ 0.70
Building Bonds	\$ 113.34	\$ 107.34	\$ 99.55	\$ 96.09	\$ 94.09	\$ (2.00)
Student Center O&M	\$ 31.24	\$ 28.24	\$ 27.94	\$ 28.94	\$ 28.94	\$ -
SLWC O&M	\$ 15.98	\$ 30.32	\$ 29.00	\$ 24.98	\$ 24.98	\$ -
P.E. Issue Room	\$ 1.82	\$ 1.82	\$ -	\$ -	\$ -	\$ -
Athletics	\$ 92.79	\$ 92.79	\$ 99.05	\$ 98.82	\$ 98.82	\$ -
Conference Aff. Fund	\$ 13.97	\$ 13.97	\$ 7.72	\$ 5.53	\$ 5.53	\$ -
Health Services	\$ 10.60	\$ 8.66	\$ 8.52	\$ 8.52	\$ 9.27	\$ 0.75
Student Computing	\$ 14.34	\$ 7.42	\$ 7.75	\$ 7.42	\$ 7.97	\$ 0.55
UTA	\$ 6.88	\$ 6.88	\$ 6.83	\$ 6.54	\$ 6.54	\$ -
<b>Total</b>	<b>\$ 359.00</b>	<b>\$ 364.00</b>	<b>\$ 354.00</b>	<b>\$ 345.00</b>	<b>\$345.00</b>	<b>\$ 0.00</b>

## Explanation for Proposed Changes

- **Campus Recreation:** Growing numbers of club sports has resulted in an internal audit in search for ways to increase productivity. As a result, club sports will be moved from UVUSA Clubs to intramurals housed under Campus Recreation. This is a best practice for many universities. The \$0.70 awarded will take effect on July 1, 2017 and be used as their Fiscal Year budget.
- **Building Bonds:** After consultation with Vice President Linda Makin, it was found the with the current amount already in the account and the increases in student enrollment, it is feasible to decrease the fee by \$2.00 as the Building Bonds are a fixed cost in contrast to other fees that are impacted by the additional programming that come with increased enrollment. Consultation also included the Associate Vice President of Finance, Jacob Atkin, and the University Controller, Kendric Black.
- **Health Services:** The \$0.75 increase will allow for a part-time medical assistant to be moved into a full-time position allowing for further utilization in assisting the nurse practitioners in attending to students. Approval for this position must also come from PBA.
- **Student Computing:** An total increase of \$0.55 was awarded to Student Computing. \$0.35 will be utilized to assist with the rising costs of computers and labor in addition to the life-cycle replacement of computers. The remaining \$0.20 will be used towards the implementation of Sunday hours for UVU's library for tech support to be used in for computer labs within the library.

## Student Fee Information

At the beginning of spring semester every year, the UVUSA Student Council holds Student Fee Hearings. Any department or organization on campus who currently receives funding from student fees or would like to receive funding from student fees must come present to the Student Council. The presentations are reports on how the money has been spent; requests for continued funding or increases, as needed; and, most importantly, how these expenditures benefit the student body. These meetings are open to the public, and Student Council encourages student participation.

After the conclusion of the Student Fee Hearings, the UVUSA Executive Council (Student Body President and the Vice Presidents) prepare a Student Fee Proposal. The proposal is presented to, reviewed and voted on by Student Council, and then sent to UVU's President's Council. Once passed by both of these entities, it is sent to the UVU Board of Trustees, and finally to the Utah Board of Regents for approval.



**UVU BOARD OF TRUSTEES  
Agenda Item Coversheet**

<b>DATE:</b>	<b>February 19, 2017</b>
<b>TITLE:</b>	<b>Consent Calendar</b>
<b>EXECUTIVE/RESPONSIBLE STAFF MEMBER:</b>	<b>Justin Jones</b>
<b>SUBJECT:</b>	<b>Consent Items for Approval</b>
<b>BACKGROUND:</b>	Items presented in the consent calendar include the following: Minutes from the January 12, 2017, Trustee meeting; December 2016 Investment Report; and, the 2016 Human Resources Report.
<b>ALTERNATIVES:</b>	<ul style="list-style-type: none"><li>• <b>Approve</b> as presented, “I move to approve the Consent Calendar.”</li><li>• <b>Amend</b> and approve, “I move to approve, as amended...”</li><li>• <b>No action</b>, “I move that we go to the next agenda item...”</li></ul>
<b>FINANCIAL IMPACT:</b>	N/A
<b>EXHIBITS:</b>	<ul style="list-style-type: none"><li>a. January 12, 2017, Trustee Minutes</li><li>b. December 2016 Investment Report</li><li>c. 2016 Human Resources Report</li></ul>

# UVU BOARD OF TRUSTEES

January 12, 2017

4 p.m. – SC 213c, Utah Valley University

## **Board of Trustee Members Present**

Elaine Dalton, Chair  
Karen L. Acerson  
Taran Chun  
James Clarke  
Birch Eve  
Anne-Marie W. Lampropoulos (phone)  
Jack Sunderlage  
Jill Taylor

## **Guests**

Kat Brown  
Christ Taylor  
Teresa Carson

## **UVU Regular Attendees**

President Matthew S. Holland  
Mark Bracken, Faculty Senate President  
Karen Clemes, General Counsel  
Scott Cooksey, Vice President Development and Alumni  
Shalece Nuttall, PACE President  
Linda Makin, Vice President Planning, Budget and HR  
Jeffery Olson, Senior Vice President Academic Affairs  
Val Peterson, Vice President Finance and Administration  
Kyle Reyes, Special Assistant to the President for Inclusion  
Michelle Taylor, Vice President Student Affairs  
Katie Zabriskie, Assistant Associate

Chair Dalton began the meeting by congratulating Trustee Chun on his new position as headmaster of Kamehameha Schools' Kapalama Campus. Taran will begin his position on June 1 but will remain with the Board of Trustees until that time. The Trustees offered their congratulations and best wishes to Trustee Chun.

## I. ACTION

### **1. Policies**

Policy 142 Export Control It was noted that Federal law has been established that directly regulates what individuals are allowed to bring into foreign countries. Policy 142 ensures that UVU faculty, staff, and students are compliant with these laws and that proper procedures are followed to ensure appropriate licenses, documentation, etc., have been secured. Trustee Sunderlage motioned to approve Policy 142 Export Control. Trustee Acerson seconded. The motion carried without opposition.

Policy 151 AIDS The policy is no longer necessary because its content is covered under policies related to disability. Trustee Acerson motioned to delete Policy 151 AIDS from UVU's formal policies. Trustees Chun and Lampropoulos seconded. The motion carried without opposition.

Policy 161 Freedom of Speech and Policy 544 Scheduling of Peaceful Assemblies After noting that both policies are being brought forward as Temporary Emergency, it was explained that Policy 161 asserts and affirms the rights of faculty, students, employees with regards to free speech. The policy content was reviewed with mention that it contains sections listing unprotected speech; time, place, and manner restrictions; and message neutrality. The policy was created with the policies of the University of Utah and Dixie State as models. The procedures noted in the policy are continuing to be developed and implemented with training to follow. This policy makes the university compliant with federal law and in-line with other institutions in the USHE system. Policy 544 Scheduling of Peaceful Assemblies is scheduled for suspension because its content is addressed in Policy 161. Trustee Chun motioned to approve Policy 161 Freedom of Speech in Temporary Emergency and the suspension of Policy 544 in Temporary Emergency. Trustee Sunderlage seconded. The motion carried without opposition.

Policy 505 Tuition Payment and Refunds and Policy 507 Tuition Refunds It was noted that both Policy 505 and 507 were out of date. As part of the revision process, Policy 507 was subsumed into Policy 505. The modifications and additions to Policy 505 make UVU's practices compliant with USHE Board of Regents policy and congruent with existing UVU policies. It was explained that UVU's refunds are offered at 100% or 50% and are not reflective of a graduated scale schedule. Trustee Clarke motioned to approve Policy 505 Tuition Payment and Refunds and delete Policy 507 Tuition Refunds. Trustee Acerson seconded. The motion carried without opposition.

Policy 604 Course Outlines Records It was explained that Policy 604 is no longer necessary because the method of keeping curriculum records which it outlines has been replaced by an online repository. Trustee Chun motioned to

approve the deletion of Policy 604 Course Outlines Records. Trustee Lampropoulos seconded. The motion carried without opposition.

Policy 605 Curriculum Approval It was noted that Policy 605 was revised to ensure the curriculum approval process was congruent with the serious obligation of the university. Responsibility has been delegated to the colleges for initial approvals with approvals then moving forward to Academic Affairs and senior leadership. The revisions also ensure the curriculum approvals process is compliant with accreditation standards and will not need to be rewritten as technology advances. Trustee Chun motioned to approve Policy 605 Curriculum Approval. Trustee Acerson seconded. The motion carried without opposition.

Policy 610 Credit Hour It was explained that Policy 610 was revised to clarify certain areas of the policy, particularly the procedures regarding curriculum development and the Curriculum Committee review parameters. Trustee Sunderlage motioned to approve Policy 610 Credit Hour. Trustee Chun seconded. The motion carried without opposition.

Following the final policy approval, President Holland indicated his appreciation for the good work being done by the Policy Office.

## **2. Academic Programs**

**Modification of BS in Dental Hygiene** It was noted that the BS in Dental Hygiene program is requesting to do away with the four emphases it offers and will instead offer the courses in these emphases as electives.

**Renaming/Restructure of the CP in Editing and Document Design** The CP in Editing and Document Design is requesting a name change to make clearer what students are learning, particularly for employers.

**Unit Change for Autism Studies** The Autism program is requesting to move from the College of Humanities and Social Science to the School of Education. The Melisa Nellesen Autism Center will be housed centrally under Academic Affairs. This is a logistical change to streamline efforts and centralize programs. It will go into effect fall 2017.

**Rename/Restructure of the College of Health and Public Services and College of Science** A restructure of the colleges is being requested to better align programs and course offerings in the health field with the needs of UVU's service area. Currently, the College of Science and Health doesn't have the capacity to support these programs. As part of this proposal, the current health programs will move to the College of Aviation. The College of Aviation will be renamed the College of Health and Public Services while the College of Science and Health will be renamed the College of Science. Over the course of the next few years, the College of Health and Public Service will move to west campus. It was noted that the College of Aviation did not voice marked concern about the restructure. The change will take place effective July 1, 2017.

**3 Year Follow-up in Commercial Music** The Trustees were presented with a 3 year follow-up of the Commercial Music program. It was noted that the performance of this program has outstripped what was projected and it is being requested that the program be allowed to continue.

**3 Year Follow-up in Theater for Children and Youth** The Trustees were presented with a 3 year follow-up of the Theater for Children and Youth program. Originally the program promised to have 20 majors by year three but at present there are only 4. The recommendation before the trustees is to terminate the program. The students in the program currently will continue unaffected but no new students will be admitted. This degree termination does not impact the Youth theater program itself.

Trustee Chun motioned to approve the Modification of BS in Dental Hygiene, Renaming/Restructure of the CP in Editing and Document Design, Unit Change for Autism Studies, Rename/Restructure of the College of Health and Public Services and College of Science, continue the Commercial Music degree, and eliminate the Theater for Children and Youth degree. Trustee Sunderlage seconded. The motion carried without opposition once amended to reflect the correct language of the request to eliminate the Theater for Children and Youth degree.

### **3. Executive Committee Vote Ratification**

The Executive Committee of the Board of Trustees met via teleconference on December 20, 2016, to discuss the approval of the purchase of a campus firewall in the amount of \$826,460. During the meeting, the Executive Committee unanimously voted to approve this purchase because it was a timely opportunity offered at a financially desirable price. Trustee Acerson motioned to approve the ratification of the Executive Committees vote approving the purchase of the campus firewall in the amount of \$826,460. Trustee Taylor seconded. The motion carried without opposition.

## II. EXECUTIVE SESSION

Trustee Eve motioned to enter Executive Session to discuss issued related to the character of individuals. Trustee Clarke seconded. The motion carried without opposition.

## I. ACTION (CONT)

### **4. Tenure**

Trustee Chun motion to approve the tenure recommendations for those individuals discussed in Executive Session. Trustee Acerson seconded. The motion carried without opposition.

## III. Consent Calendar

Trustee Eve motioned to approve the items contained in the Consent Calendar which included the minutes of the December 1, 2016, Trustee meeting and the October and November investment reports. Trustee Taylor seconded. The motion carried without opposition.

## IV. INFORMATION

### **1. Regents Audit**

Trustee Sunderlage noted that the Board of Regents audit of the university was a positive experience. No problems stood out in their minds and they indicated very positive feelings about the university. The Regents indicated a positive view of the independence the internal auditor has to both the administration and the committee. UVU provided input to the Regents about the newly proposed audit standards that would require additional cost and effort to UVU. The Regents agreed to again review the proposal from a cost-benefit perspective.

### **2. President's Report**

President Holland provided an update on the current goings on at UVU. He noted that a new dean for the College of Technology and Computing had been hired. Dr. Saeed Moaveni articulated a good vision for the future of the program and embraces the mission of the university in a fundamental way. Trustee Sunderlage indicated his positive impressions of Dr. Moaveni and how highly spoken of he was by the Dean of Minnesota State University. President Holland then spoke of the developments surrounding a cybersecurity initiative. UVU is pursuing a partnership with National Cybersecurity Association at their request. UVU's leadership and the Center for National Security Studies are working with the NCSA Executive Director, and there is strong potential to position UVU as the academic hub for cybersecurity issues in Utah. President Holland then reviewed events planned for January 23-24 when the Executive Director will be on campus and part of a cybersecurity panel discussion hosted by UVU. President Holland highlighted positive attention given to the Digital Cinema program, reviewed the purchase of the warehouse, and gave building project updates. He noted the activities that marked the end of the 75<sup>th</sup> Anniversary year and invited the Trustees to participate in the ribbon cutting for the Lockhart Arena on January 21. He also reminded the Trustees of the State of the University on February 7.

President Holland then provided a review of UVU's priorities going into the Legislative session. He noted that UVU will continue to emphasize the issue of growth and why this growth is reflective of UVU's success. He reviewed retention increases in upper level students, the significant investment in faculty, UVU's inclusive approach, and the

engaged learning model. He noted that UVU would be asking for \$4.6 million for compensation, \$1 million for student growth, \$2.4 million for market demand, and \$1.4 million in performance-based funding. President Holland explained that the percentage of funding from the state is once again declining and UVU is still the lowest funded institution in the state. He showed the proposed plans for the new Woodbury School of Business and Campus Front. Although UVU is unlikely to get any funding this year, President Holland is starting the ask now. And, UVU is actively pushing for a pedestrian overpass. The possibility of pairing the overpass with UDOT's 8<sup>th</sup> overpass priority was noted. The Trustees discussed the overpass and changes to the transportation infrastructure surrounding the university in detail.

### **3. Upcoming Events**

The Trustees were given an invitation to attend the AGB Trustee conference in Dallas, TX, in April. They were advised that information about a Board retreat would be forthcoming. The Trustees were encouraged to provide availability information for this spring to Justin Jones. The Trustees were invited to attend a public lecture given by Steadman Graham on Wednesday, January 18, as part of UVU's commemoration of Martin Luther King, Jr., Day.

Trustee Chun motioned to adjourn. The motion carried without opposition.



UTAH VALLEY UNIVERSITY

**Great people. Great passion.  
Great purpose.**



## HUMAN RESOURCES REPORT FOR 2016

PREPARED FOR UVU BOARD OF TRUSTEES, FEBRUARY 23, 2017

---

## EXECUTIVE SUMMARY

The Human Resources Report is prepared annually for the UVU Board of Trustees and provides key summary data regarding Utah Valley University's workforce and workforce activity; for example, total number of employees, turnover rates, average salaries, and demographic composition. This summary provides an overall snapshot of UVU's workforce and key metrics for trend analysis.

While the information and graphs presented on the following pages are primarily for the full-time benefits-eligible workforce at UVU, summary data for UVU's part-time and student employees is also included.

UVU's Human Resources Department serves as a strategic partner supporting Utah Valley University as an employer of choice by attracting, sustaining, and inspiring great people with great passion working for a great purpose.

### Summary Highlights:

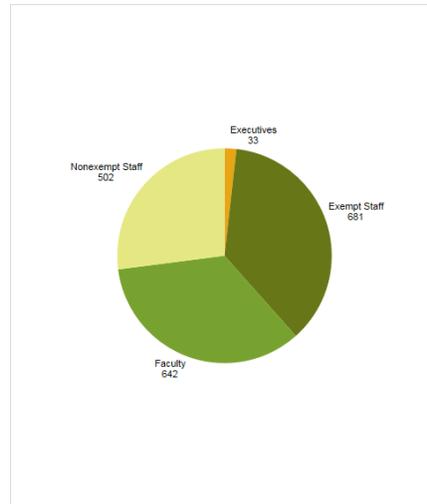
- Utah Valley University continues to be among Utah's largest major employers.
- UVU is the second largest Utah Valley employer.
- As of November 2016, the University's total employee headcount is 5,261, employing 670 full-time faculty, 1,063 part-time faculty, 1,223 full-time staff, 819 part-time staff, 34 administrators, and 1,452 students.
- The full-time employee headcount of 1,927 is an increase of 3.7% over 2015. This growth rate was approximately half of the increase from 2014 to 2015.
- Since 2008, UVU's overall workforce has grown by 11.5%; full-time workforce has grown by 34.3%.
- In 2016, the University's overall turnover rate was 10.2%, a decrease from 2015.
- Median salaries in all employee categories continued to rise in 2016.
- More than 80% of Utah Valley University's \$204 Million appropriated budget is spent on salaries, wages, and benefits for employees.
- Multiple opportunities exist for better representation of women and minorities in UVU's workforce.

Sources: Fall 2016 UVU Human Resources data; State of Utah Workforce Services; Daily Herald, May 13, 2016.

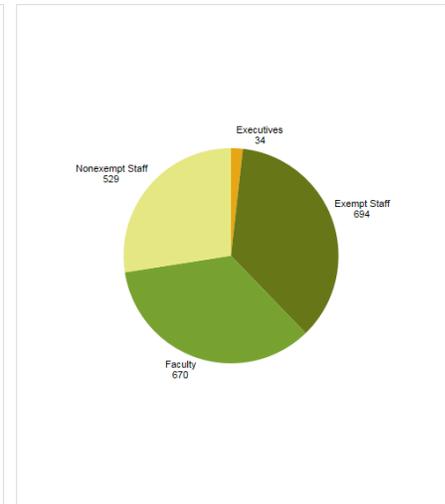
## FULL-TIME EMPLOYEE HEADCOUNT

In 2016, the overall employee headcount increased by 2.5% from 2015 numbers. Since 2008, Utah Valley University's overall employee headcount has increased by 11.5%. Over that same period, Faculty had the largest percent increase (39.3%), followed by Exempt staff (36.1%) and Nonexempt (28.7%). Adjunct faculty and Part-time staff saw overall decreases since 2008, at 6.4% and 1.8% respectively. Executive headcount has stayed essentially the same during this time period, increasing by 1 employee or 3% overall. For comparison, UVU's student headcount increased 31% in this same period.

2015 Full-Time Employee Headcount (2015 IPEDS Data)



2016 Full-Time Employee Headcount (2016 IPEDS Data)



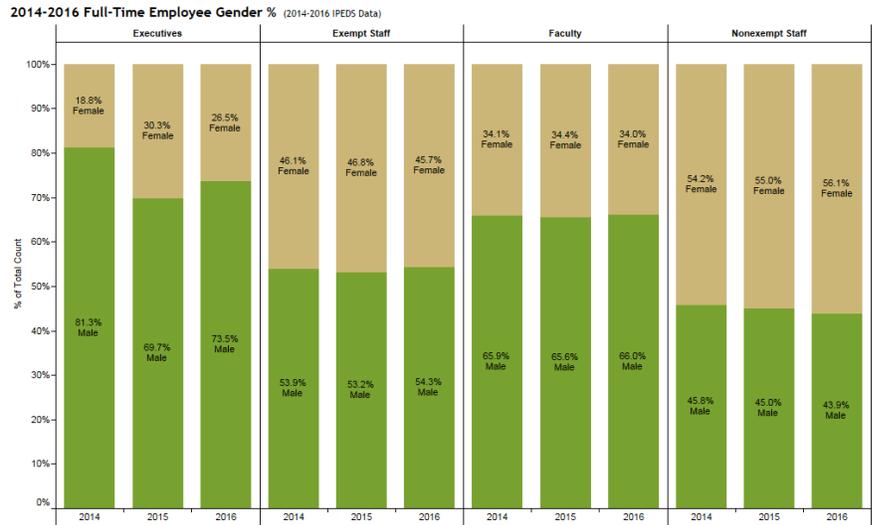
Headcount By Employee Classification (IPEDS Data)



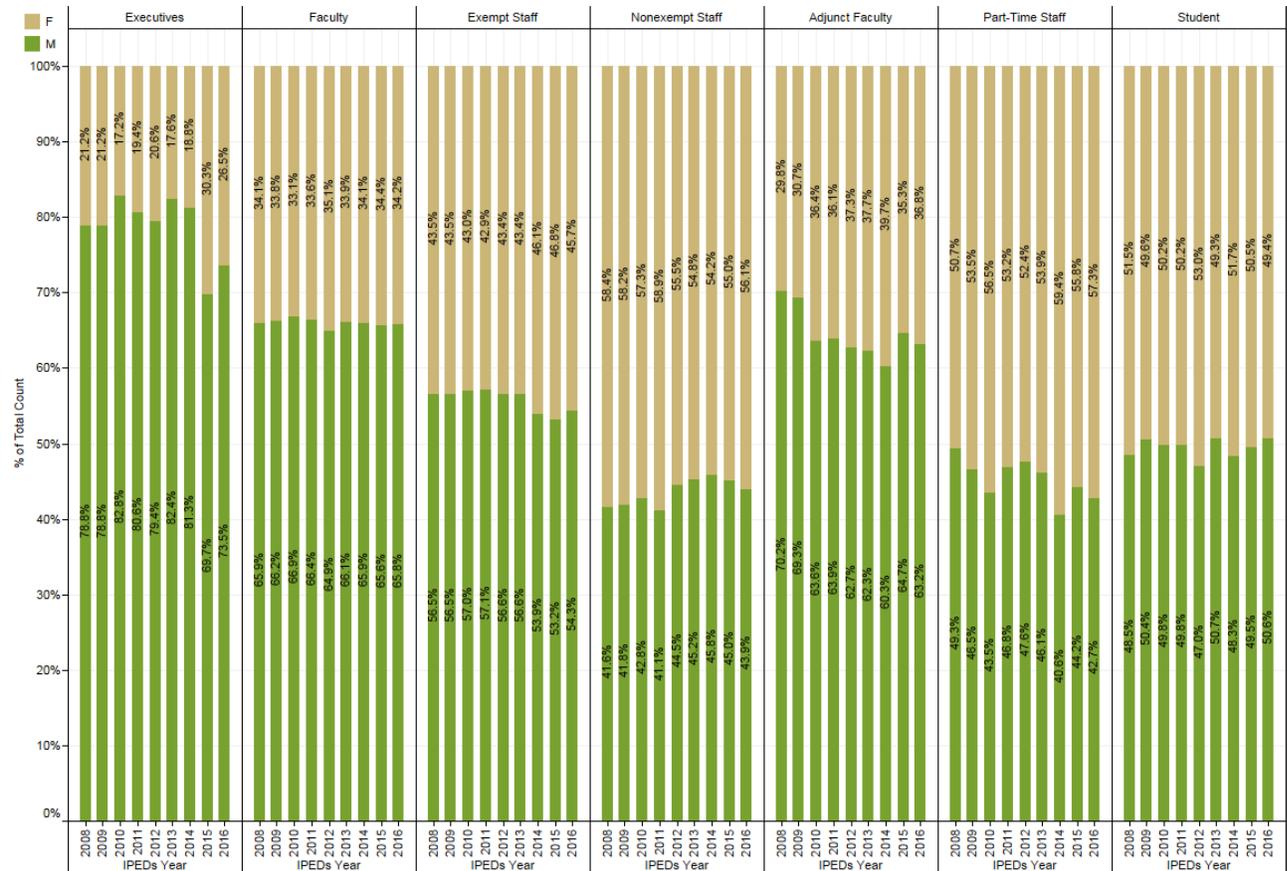
# EMPLOYEE DEMOGRAPHICS

Though little change occurred in the demographic breakdown of its workforce in 2016, the University continues to work towards improvement of women and minority representation with plans to address improvement in recruitment, selection and compensation in 2017. Specific opportunities exist for better representation of women in the Executive, Faculty, Exempt staff, and Adjunct faculty classifications. Opportunities also exist for better representation of minorities in all employee classifications.

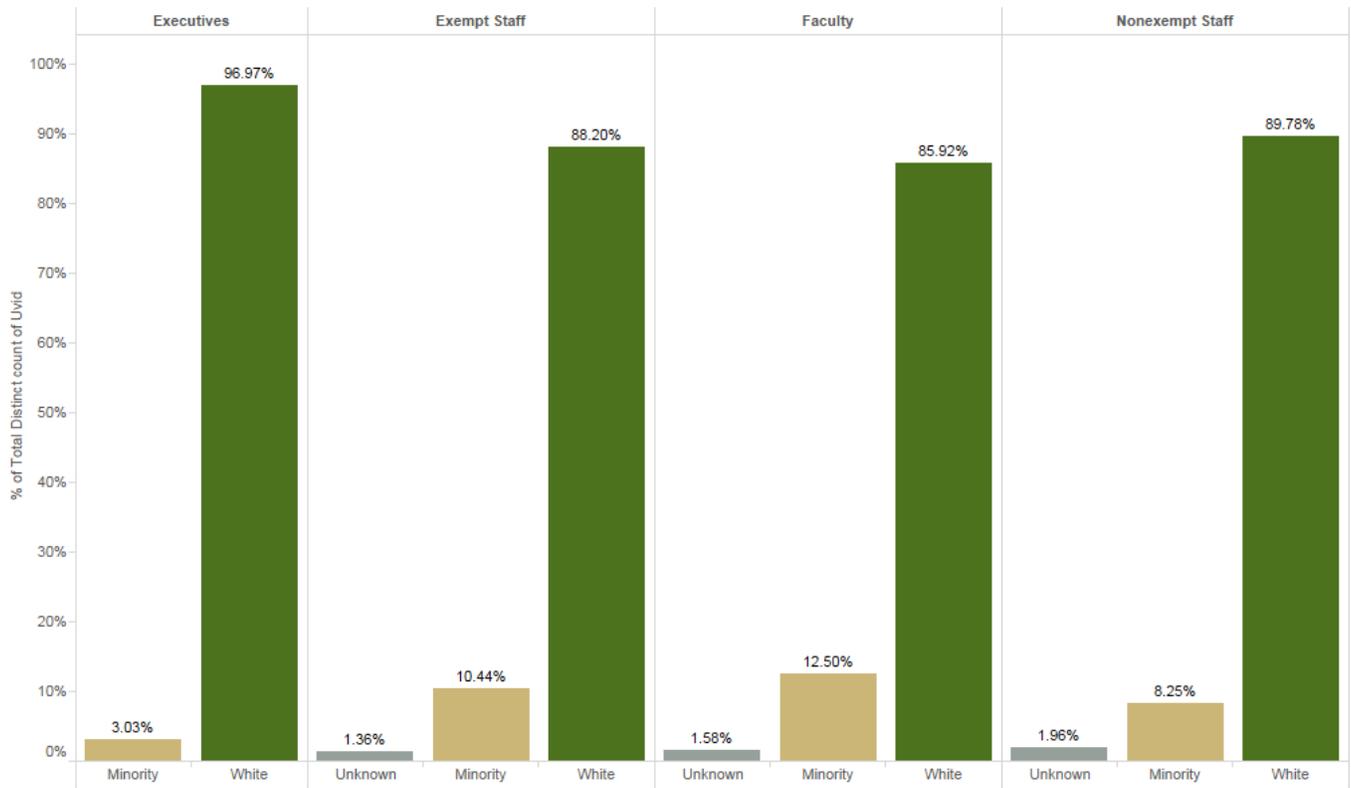
The median age of UVU's faculty is 50.8 years, executives is 52.7 years, and exempt/nonexempt staff is 42.3 years.



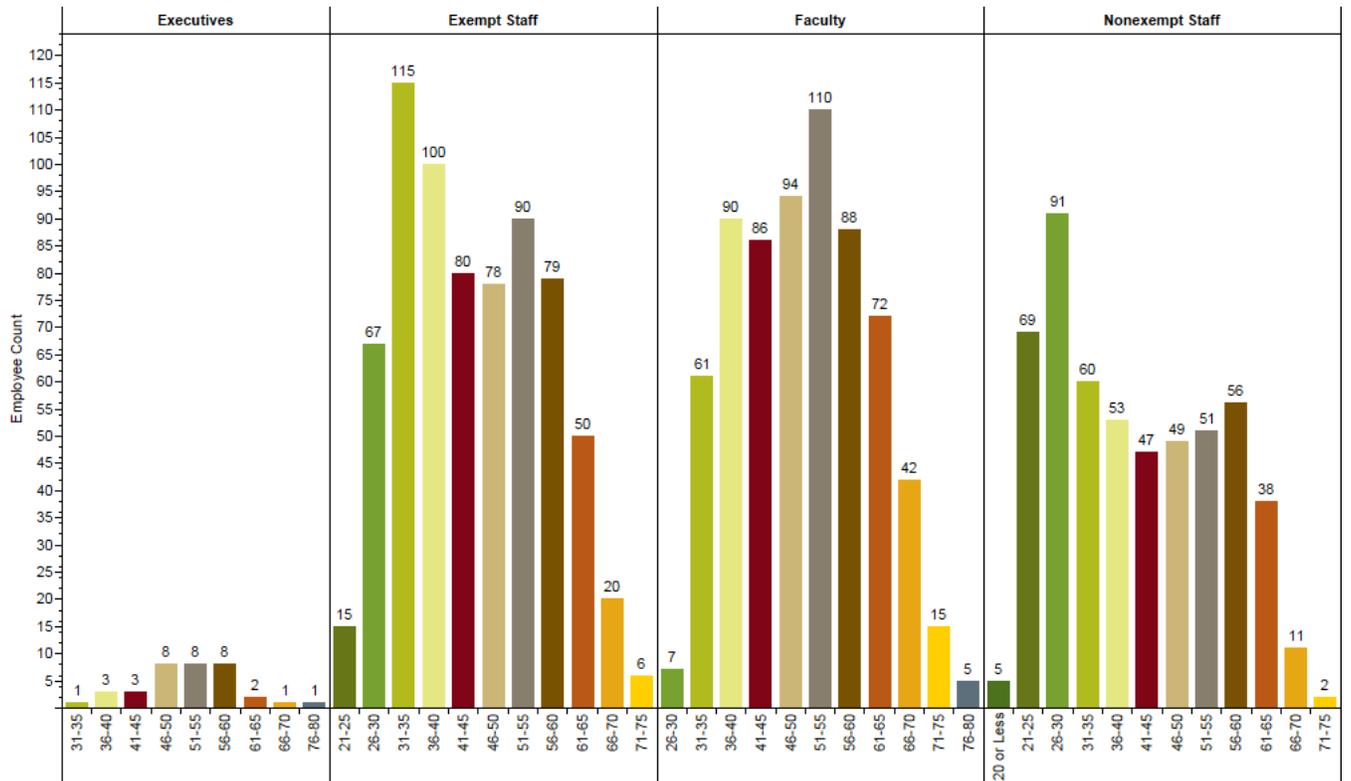
Gender % By Employee Classification (IPEDS Data)



2016 Full-Time Benefit Eligible Primary Race (2016 IPEDS Data)

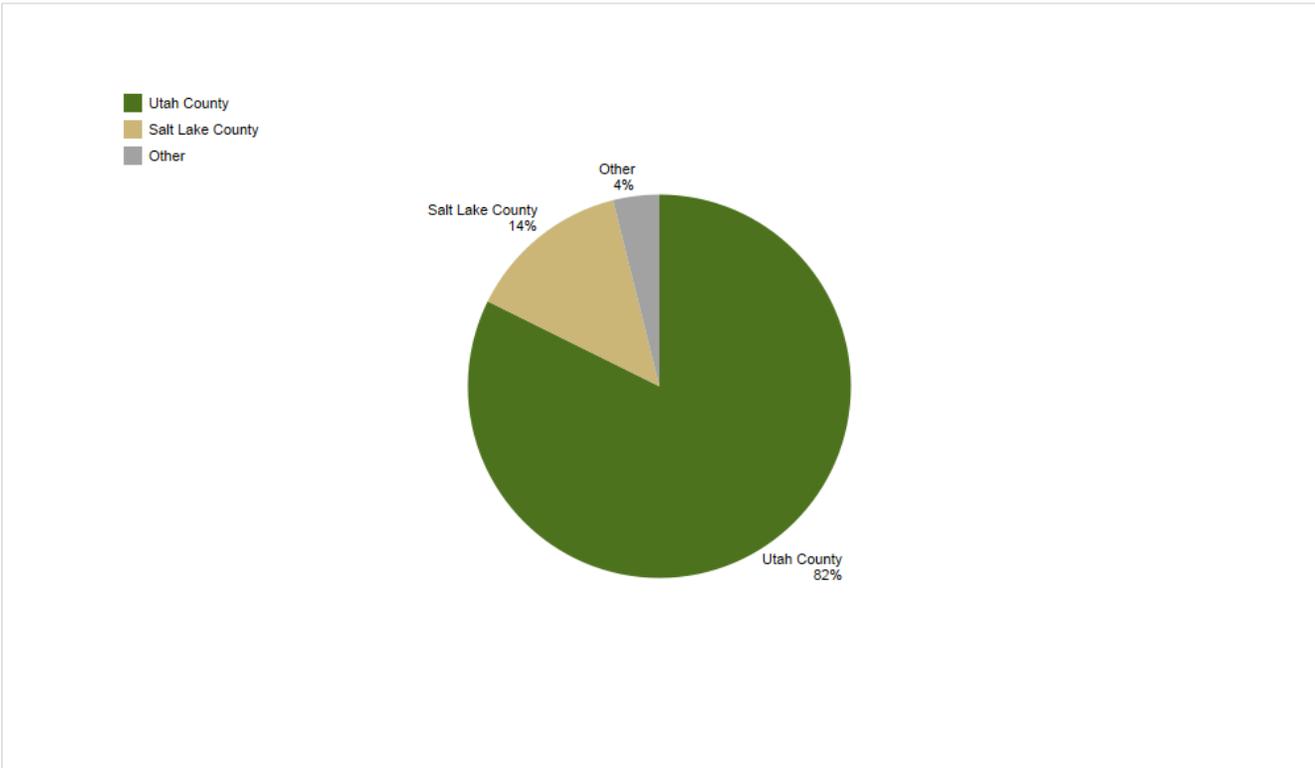


Full-Time Employee Age Distribution (Data as of 11/18/2016)



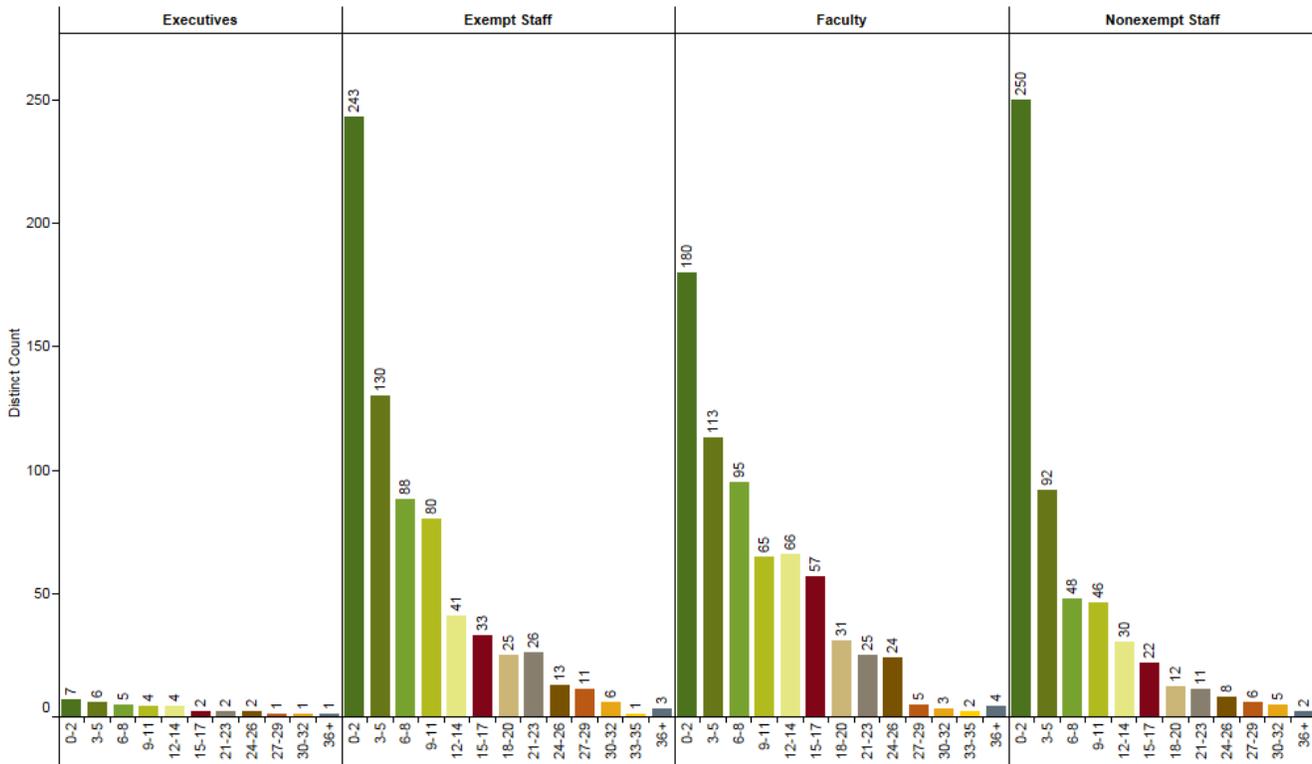
# FULL-TIME EMPLOYEE GEOGRAPHIC DISTRIBUTION

Full-Time Employee Geographic Distribution (Data as of 11/29/2016)



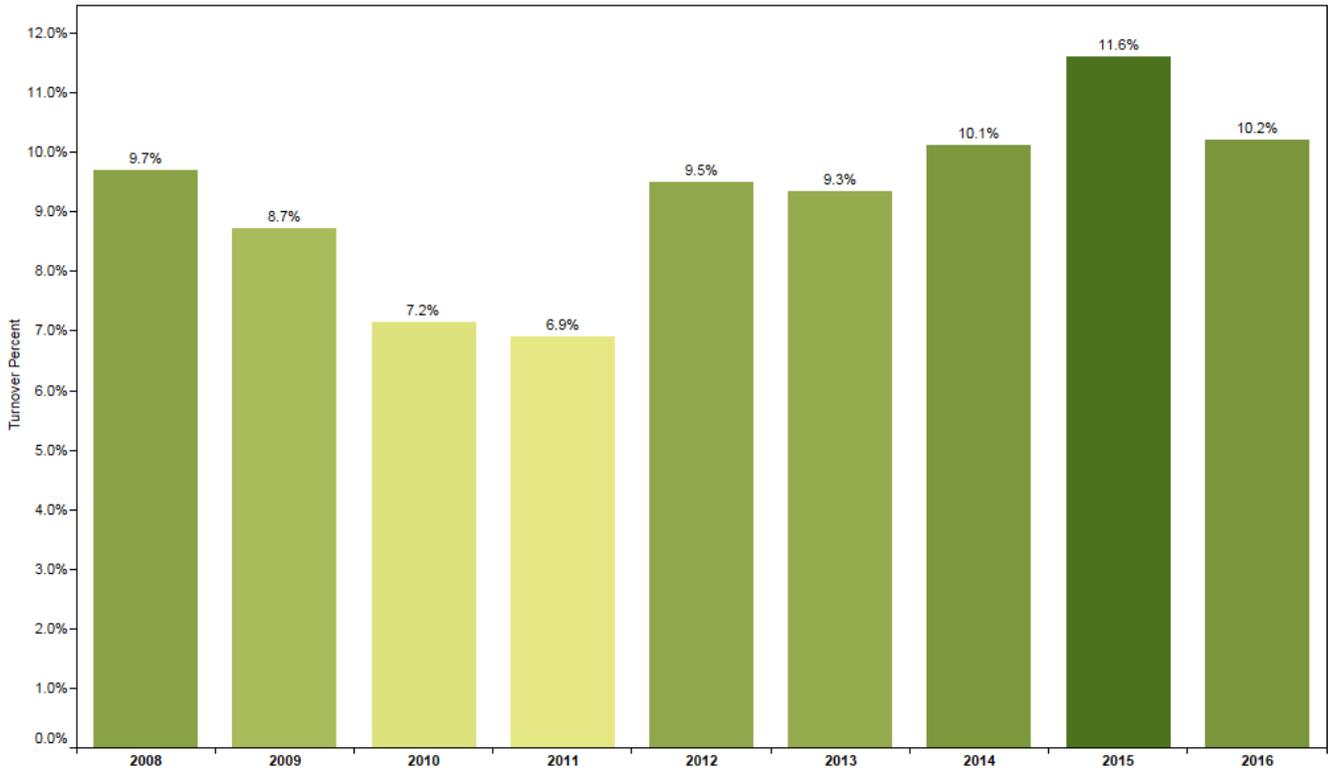
# FULL-TIME EMPLOYEE AVERAGE YEARS OF SERVICE

Full-Time Employee Years of Service (Data as of 11/18/2016)

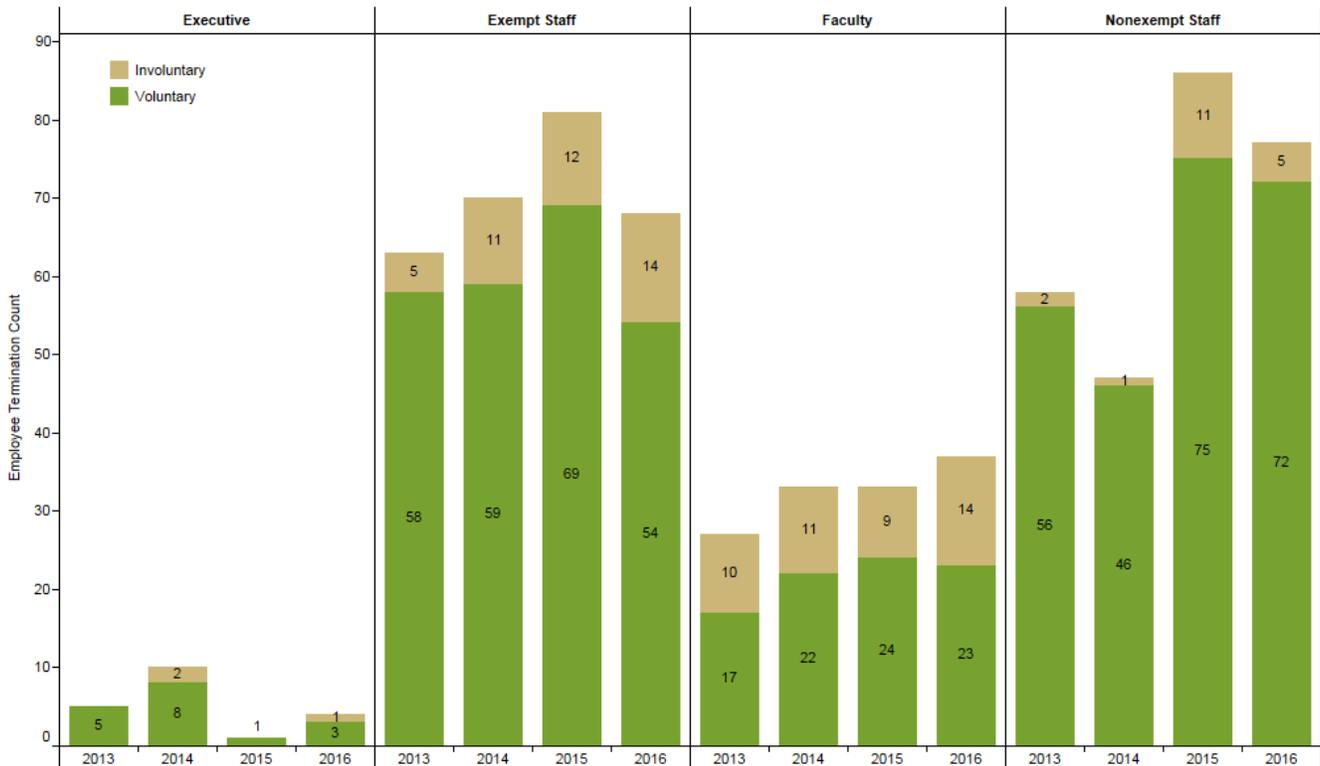


# FULL-TIME EMPLOYEE TURNOVER

Full-Time Turnover Ratio by Fiscal Year



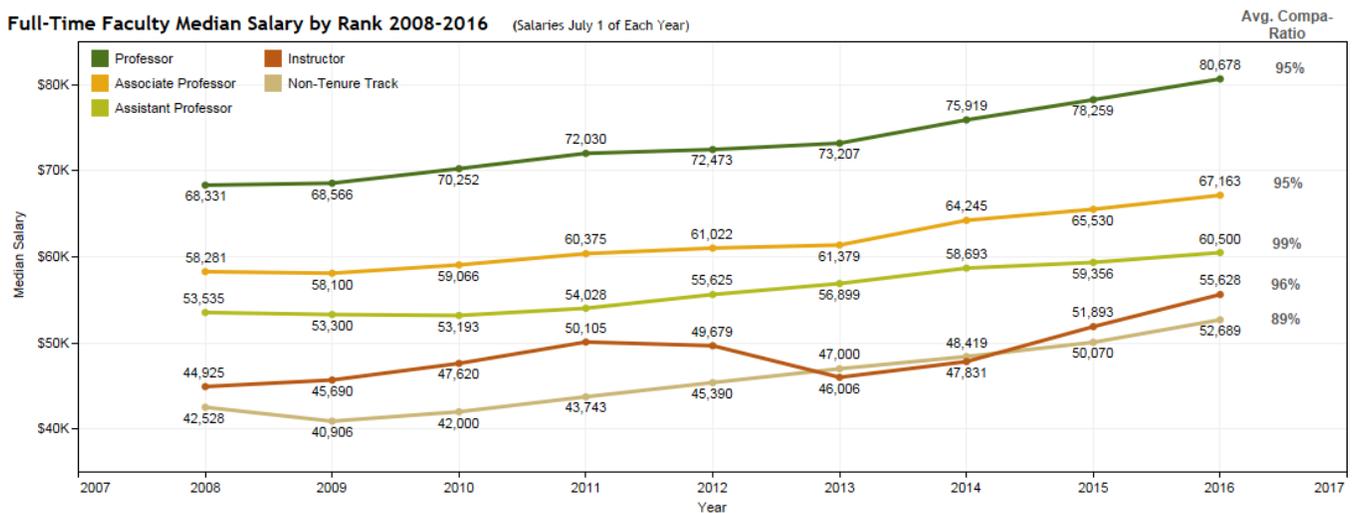
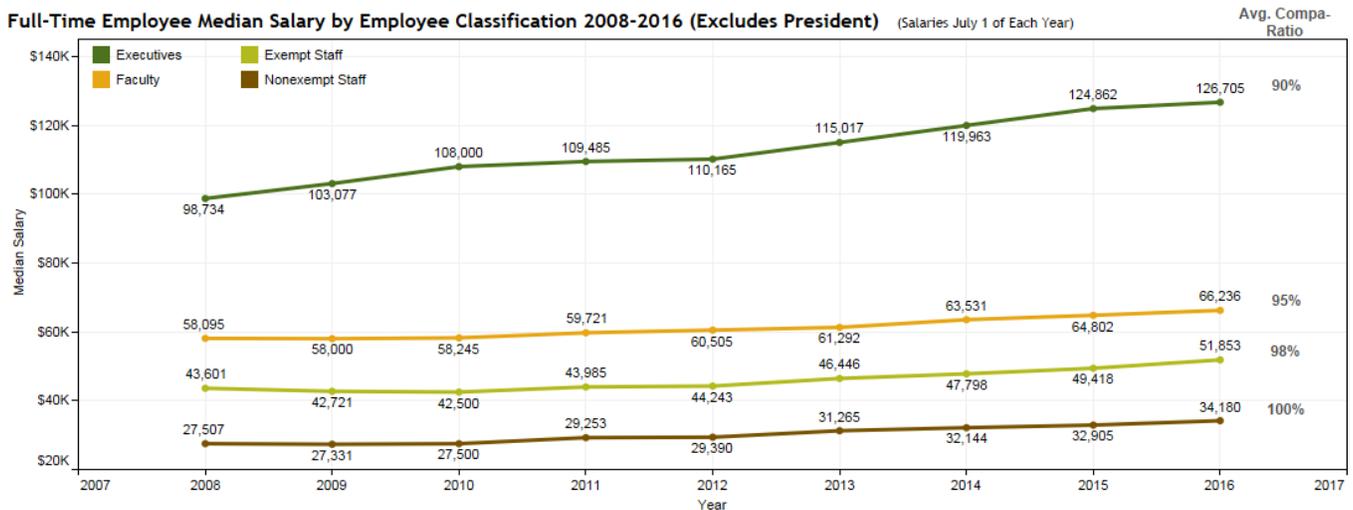
Full-Time Employee Terminations (Fiscal Year Data)



## EMPLOYEE COMPENSATION

In order to fulfill its mission, Utah Valley University strives to attract, develop, retain, and reward a highly qualified and diverse workforce. Within the boundaries of financial feasibility and sustainability, UVU's compensation strategies help the university: 1) Provide wages, salaries, and benefits, which are competitive within our appropriate labor markets; 2) Promote internal equity across diverse university functions; and 3) Ensure consistency in meeting compliance requirements while remaining flexible in responding to internal and external workforce changes. The University continually monitors relevant labor markets and implements compensation strategies to address compensation challenges.

In 2016, compensation continued to be at the top of the University's priority list with a firm commitment to improving salaries for University employees. The University implemented pay equity plans for both full-time faculty and staff while also providing across-the-board salary adjustments and merit pay programs within available resources. Part-time staff and Adjunct faculty also saw wage increases in 2016.





**CASH AND INVESTMENT  
REPORT  
December 2016**

# Monthly Composite Performance Review

## UTAH VALLEY UNIVERSITY

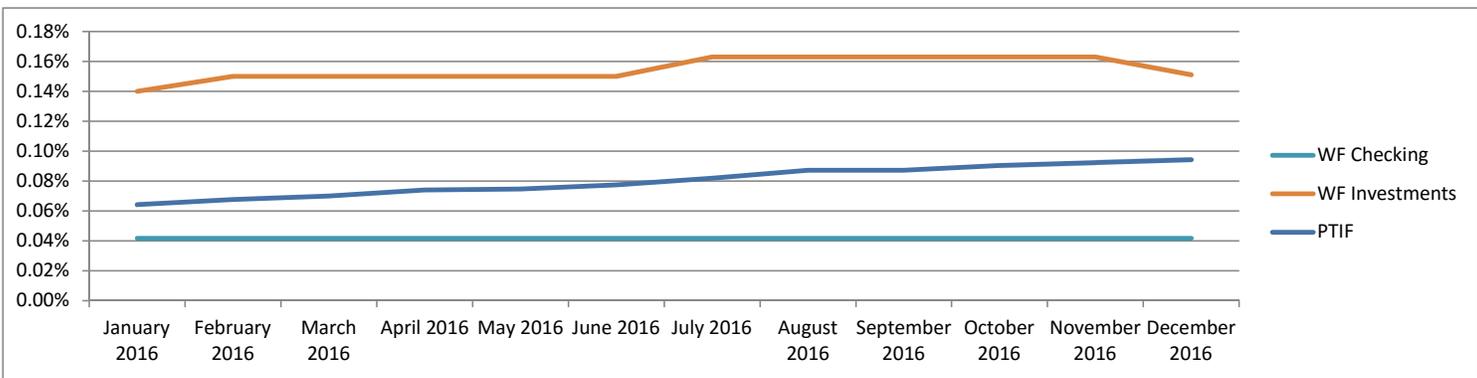
### December 2016



Account Activity	Checking/Sweep	Investments	PTIF	Total University Cash and Investments	Past Twelve Months of Activity
Beginning Balance	\$ 14,835,021	\$ 52,378,300	\$ 81,157,008	\$ 148,370,329	\$ 167,552,930
Interest/Earnings Credit	6,757	93,175	87,243	187,175	1,851,503
Acquisitions/Credits	-	1,500,000	20,694,518	22,194,518	484,352,818
Dispositions/Debits	(5,328,245)	-	(10,000,000)	(15,328,245)	(488,594,515)
Unrecognized Gain/Loss	-	(21,404)	-	(21,404)	308,405
Fees	(6,757)	-	-	(6,757)	(85,050)
Transfers *	-	(93,175)	125,137	31,962	(9,958,513)
Ending Balance	\$ 9,506,776	\$ 53,856,896	\$ 92,063,906	\$ 155,427,578	\$ 155,427,578

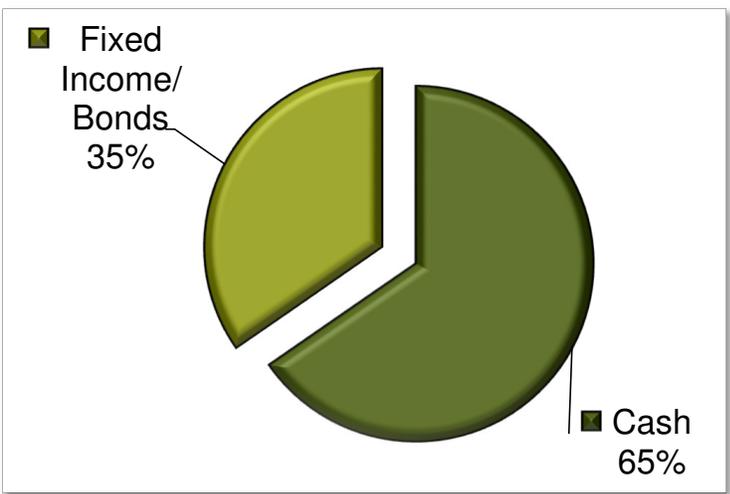
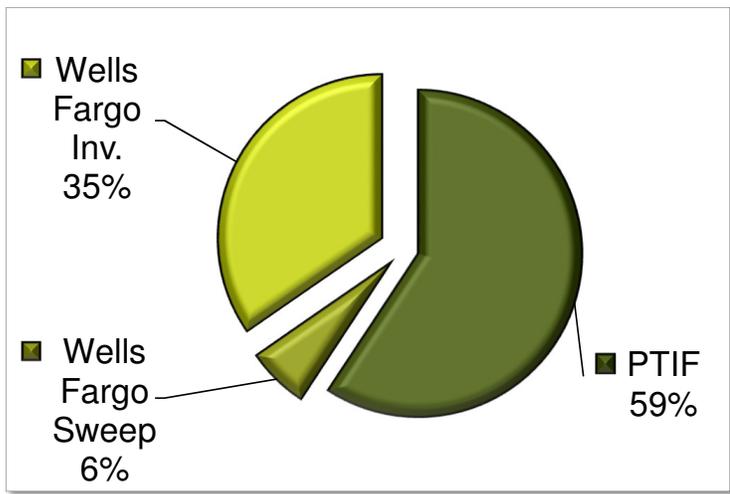
\* Transfers consist of activity between the UVU and the Foundation and interest transferred to UVU.

Performance Returns	Wells Fargo Checking/Sweep	Wells Fargo Investments	PTIF
January 2016	0.04%	0.14%	0.06%
February 2016	0.04%	0.15%	0.07%
March 2016	0.04%	0.15%	0.07%
April 2016	0.04%	0.15%	0.07%
May 2016	0.04%	0.15%	0.07%
June 2016	0.04%	0.15%	0.08%
July 2016	0.04%	0.16%	0.08%
August 2016	0.04%	0.16%	0.09%
September 2016	0.04%	0.16%	0.09%
October 2016	0.04%	0.16%	0.09%
November 2016	0.04%	0.16%	0.09%
December 2016	0.04%	0.15%	0.09%
Monthly Average	0.04%	0.15%	0.08%
12 Month Return	0.50%	1.86%	0.96%



UVU Cash and Investments as a Percent of Total

UVU Cash and Investments Investments by Type



# Monthly Composite Performance Review

## UVU Foundation

### December 2016



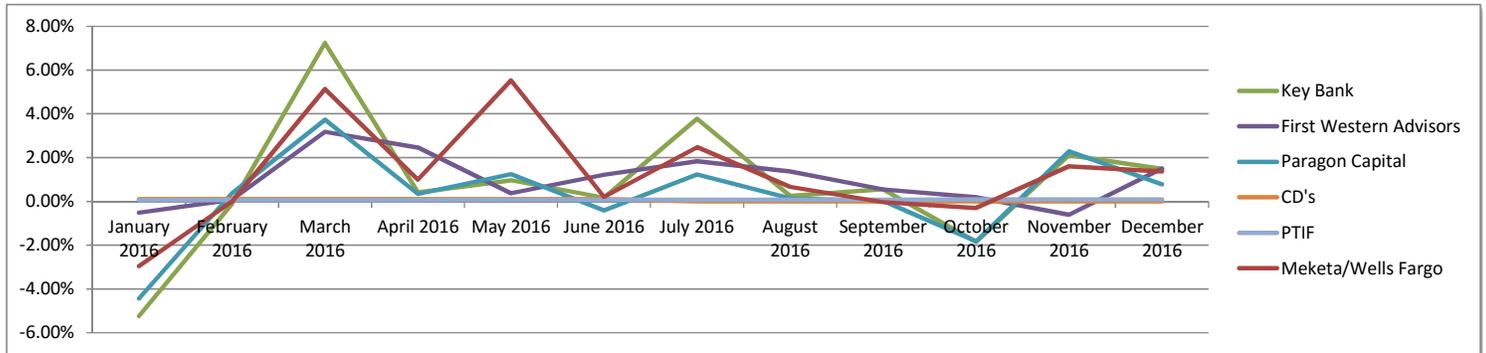
#### Account Activity

	Unrestricted	Temporarily Restricted	Permanently Restricted - Endowments	Total Foundation Investments	Past Twelve Months of Activity	Notes Due From University FY16
Beginning Market Value	\$ 8,184,961	\$ 31,482,183	\$ 21,848,966	\$ 61,516,110	\$ 48,929,401	Beginning Balance \$ 9,593,205
Interest	16,911	21,872	21,896	60,679	543,190	Additional Notes -
Acquisitions	38,657	428,080	1,765,434	2,232,171	20,514,447	Principal Received (213,409)
Dispositions	(51,765)	(145,075)	(945,550)	(1,142,390)	(20,084,971)	Ending Balance \$ 9,379,796
Gain/Loss Rec & Unrec	3,151	156,176	282,345	441,672	4,073,013	Interest Received \$ 273,348
Fees	(24)	-	(110)	(134)	(91,605)	Rate 5.6%
Transfers *	(89,252)	961,810	(997,695)	(125,137)	9,099,496	
Ending Market Value	\$ 8,102,639	\$ 32,905,046	\$ 21,975,286	\$ 62,982,971	\$ 62,982,971	

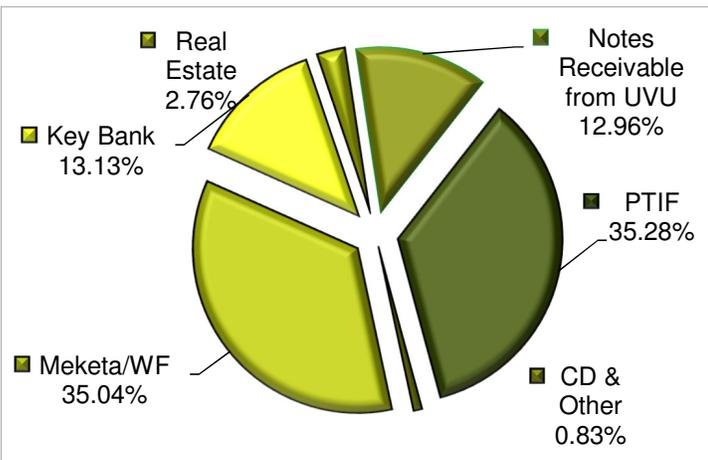
\* Transfers consist of activity between money market accounts and other investment accounts as well activity between the University and the Foundation.

#### Performance Returns

	Key Bank	First Western Advisors	Paragon Capital	Meketa/Wells Fargo	CD's	PTIF
January 2016	-5.24%	-0.51%	-4.44%	-2.96%	0.10%	0.06%
February 2016	-0.11%	0.09%	0.38%	0.00%	0.10%	0.07%
March 2016	7.24%	3.18%	3.73%	5.14%	0.10%	0.07%
April 2016	0.41%	2.47%	0.34%	1.00%	0.10%	0.07%
May 2016	0.97%	0.38%	1.24%	5.53%	0.10%	0.07%
June 2016	0.17%	1.21%	-0.41%	0.22%	0.10%	0.08%
July 2016	3.77%	1.84%	1.23%	2.48%	0.00%	0.08%
August 2016	0.26%	1.37%	0.15%	0.67%	0.00%	0.09%
September 2016	0.56%	0.55%	0.02%	-0.04%	0.00%	0.09%
October 2016	-1.84%	0.20%	-1.82%	-0.29%	0.00%	0.09%
November 2016	2.11%	-0.60%	2.30%	1.61%	0.00%	0.09%
December 2016	1.49%	1.50%	0.77%	1.38%	0.00%	0.09%
Monthly Average	0.82%	0.97%	0.29%	1.23%	0.05%	0.08%
12 Month Return	8.46%	10.50%	3.23%	13.41%	0.60%	0.96%



UVU Foundation Investments as a Percent of Total



UVU Foundation Investments by Type

