

WSU Board of Trustees

May 5, 2015

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AGENDA
WEBER STATE UNIVERSITY BOARD OF TRUSTEES
May 5, 2015
9:30 a.m.

- I. Roll Call
- II. Approval of Minutes of Meeting held March 17, 2015
- III. Ratification of Committee Minutes for March 17, 2015
- IV. President's Report
- V. WSU Student Association President's Report
- VI. Alumni President's Report
- VII. Faculty Report
- VIII. Committee Reports:
 - A. Business Committee, Scott Parson, Chair
 - Base Budget FY 2016
 - Capital Improvements
 - WSU Policy, PPM 5-7, Disclosure Policy
 - WSU Policy, PPM 10-7. Cloud Storage Policy
 - B. Personnel & Academic Policy Committee, Kevin Sullivan, Chair
 - Program Reviews
 - Health Promotion
 - Human Performance
 - Physical Education
 - Athletic Therapy
 - Athletic Training, Undergraduate
 - Athletic Training, Graduate
 - Teacher Education, Undergraduate
 - Teacher Education, Graduate
 - Business Administration
 - Child & Family Studies
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 - Graduate Certificate in Elementary Teaching
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 - PPM 11-1, Graduate Programs
 - MSNP Family Nurse Practitioner Program
 - Institutional Certificate in Programming Essentials
 - Tenure Recommendations
 - Promotion Recommendations
 - Emeriti Recommendations

IX. Others

X. Adjourn

* * * * *

This meeting is being held in an accessible building. Individuals needing special accommodations (including auxiliary communicative aids and services) during this meeting should notify JoAnne Robinson, Weber State University, Ogden, UT 84408-1013 (Phone: 626-6001), at least three (3) working days prior to the meeting

Minutes
Weber State University
Board of Trustees
March 17, 2015

Trustee Members:

Ms. Louenda Downs
Ms. Karen Fairbanks
Mr. Joseph Favero
Mr. Alan E. Hall, Chair
Mr. Nolan Karras
Mr. Andre Lortz
Mr. Scott Parson
Dr. Jeff Stephens
Mr. Kevin Sullivan, Vice Chair

Excused:

Mr. Steve Starks

Weber State University Officials:

Dr. Charles A. Wight, President
Dr. Norm Tarbox, VP for Administrative Services
Dr. Mike Vaughan, Provost
Dr. Brad Mortensen, VP for University Advancement
Dr. Jan Winniford, VP for Student Affairs
Dr. Eric Amsel, Faculty Senate Vice Chair
Mr. John Kowalewski, Executive Director, University Communications
Ms. Debbi Murphy, Chair, Staff Advisory Committee
Ms. JoAnne Robinson, Executive Assistant, President's Office

Others Present:

Dr. Rachel Bachman, Assistant Professor, Mathematics
Dr. Jean Reid Norman, Signpost Advisor

Press Present:

Ms. Becky Wright, Standard Examiner

Welcome

I. Meeting convened at 9:30 a.m.

II. Chair Alan Hall welcomed those present.

Minutes

III.

On a motion by Louenda Downs and seconded by Jeff Stephens, the minutes of the February 3, 2015, Board of Trustees meeting were approved unanimously

On a motion by Andre Lortz and seconded by Scott Parson, the minutes of the February 3, 2015, Business Committee and the Personnel and Academic Policy Committee were ratified unanimously.

President’s Report

IV. President’s Report - President Wight gave a report covering the following items:

(Master of Health Administration Recognition)

1. Fifty universities lead the nation with innovative Master of Health Administration programs, and Weber State University tops that list as most affordable, according to a new survey by the online site *Top Master’s in Healthcare Administration*. Tuition for WSU’s on-campus MHA is \$15,775. The average tuition price nationally is \$44,850.

(Latinos in Action)

2. Weber State University partnered with Latinos in Action to host its annual Northern Utah Conference in March for almost 1500 Latino students, 8th through 12th grades.

(Intermountain Sustainability Summit)

3. WSU and the Utah Recycling Alliance hosted the sixth annual Intermountain Sustainability Summit March 5-6. The conference featured sessions covering a range of

- sustainability topics, including food and agriculture, renewable and alternative energy, air quality, water and recycling.
- (FAFSA)
4. The rate at which Utahns apply for federal student aid is the lowest in the nation, and it is through the Free Application for Federal Student Aid (FAFSA) that students in low-income homes can qualify for millions of dollars in financial assistance to help pay for college. In an effort to help reverse that trend, Weber State University's Education Access & Outreach (EAO) office sponsors FAFSA Frenzy. High school seniors and their parents receive free help completing the financial aid process, no matter what college or university they plan to attend.
- (FIRST Tech Challenge)
5. Weber State University hosted Utah's FIRST Tech Challenge (FTC) Championship in February. FTC is a robotics competition for students, ranging from seventh to 12th grades. The competition engages students in science, technology, engineering and math (STEM), and promotes problem solving and creative thinking.
- (SeaPerch Northern Utah Underwater Competition)
6. More than 300 Utah students from sixth to 12th grades came to Weber State University for the SeaPerch Northern Utah Underwater Competition in March. SeaPerch gives students the opportunity to learn about robotics, engineering, science and mathematics while building an underwater Remotely Operated Vehicle (ROV).
- (Pulitzer Prize-Winning Journalist Matt Richtel)
7. Sending a text can wait. This is the message Pulitzer Prize-winning journalist Matt Richtel will share March 19 at Weber State University. Richtel will also join a panel discussion with University of Utah psychology professor David Strayer. They will discuss how the science of attention affects culture and everyday life.
- (John A. Lindquist Award)
8. The John A. Lindquist Award is given each year to a faculty or staff member who demonstrates sustained and outstanding commitment to mentoring WSU students in learning through community involvement. Two recipients were selected this year. Mike Moon, Assistant

Director of the Center for Community Engaged Learning (CCEL), is the first staff recipient of the Lindquist Award. Dr. Leah Murray, Political Science Professor and Faculty in Residence in CCEL is being recognized for mentoring students through democratic engagement.

(LGBT Resource Center)

- 9. The new LGBT Resource Center opened on January 27. The center will offer training for students, faculty and community members to help people better understand the LGBT community and its unique challenges and terminology.

The detailed report is attached to these minutes.

WSUSA President’s Report

- V. President Joseph Favero gave a report covering the following topics:

(Legislative Session)

- 1. Student leaders and others from Weber State and the State of Utah were able to attend a number of events on Capitol Hill during this year’s legislative session.

(Convocations)

- 2. The grandson of Nelson Mandela, Ndaba Mandela, drew a large crowd as part of the WSUSA Convocations on February 10.

(Student Elections)

- 3. After a lovely Spring Break, we are in the heat of WSUSA Executive Elections this week. Legislative elections are still to follow.

(Sexual Assault Awareness Campaign)

- 4. WSUSA is teaming up with Chief Dane LeBlanc of WSU’s Police Department, and others, to run a Sexual Assault Awareness Campaign in April.

(Student Fees Recommendation Committee)

- 5. Thanks to the amazing forethought and organization of many past committee’s this year’s Student Fees Recommendation Committee had a remarkably smooth process despite the overwhelming amount of requests.

The detailed report is attached to these minutes.

Alumni President’s Report

- VI. President Andre Lortz gave a report covering the following topics:

(Dixon Awards)

1. The WSU Alumni Association has selected the recipients of the 2015 Dixon Awards. Dr. Judy Elsley, Professor of English, will receive the faculty award and the staff award will be presented to Dr. Michael B. Vaughan, Provost and V.P. Academic Affairs.

(Student Alumni Council)

2. **YCC Service Projects:** The Student Alumni Association has been partnering with the YCC in Ogden. Each week, our Council volunteers to clean the gym floor at the YCC's building.

Ice Skating Activity: The Student Alumni Association hosted an activity for members at the Weber County Ice Sheet. There were approximately 90 attendees. Skating, skate rentals, and refreshments were complimentary to all in attendance.

Leadership to Legacy: Our final Leadership to Legacy mentoring dinner for the 2014-2015 academic year was held on February 24. There were 76 students and 46 alumni/professionals in attendance.

(Emeriti Alumni)

3. WSU Day at the Capitol was held on February 10. Weber State University alumni, staff, faculty members and undergraduate students proudly wore their Wildcat colors. Alumni members and guests were introduced on the floors of the House and Senate and enjoyed hearing from guest speakers Senator Ann Millner and Representative Brad Wilson and Representative Carol Moss.

Emeriti Alumni Council members gathered to help the Weber Cares Pantry assemble newly purchased rotating shelving for their food storage.

Emeriti Alumni Council members have been asked to judge the WeberCan Sculptures competition on March 4. WSU student groups were encouraged to create sculptures using canned goods that will be donated to the Weber Cares Pantry after the competition.

(Weber Historical Society)

4. Michael W. Homer, lawyer and award-winning independent historian discussed his recent book,

(Marketing & Membership)

Joseph's Temples: The Dynamic Relationship between Freemasonry and Mormonism on February 23. More than 200 people attended.

- 5. **Phonathon:** Comprehensive data segmenting lists have proven to be successful for the WSU Alumni Association. FY14/15 membership fulfillment rate is at 46% and paid gifts are up 60% from FY13/14.

License Plates: Alumni Relations is working with Young Automotive Group to promote the WSU license plate with displays and flyers at their seven stores surrounding Weber State University.

West Coast Marketing: During a West Coast Marketing Conference, Amber Robson and Nancy Collinwood presented "The Art of the Campaign." This was an interactive presentation showcasing the artwork of Eric Dowdle. The other institutions loved the idea of capturing their schools' traditions and pride in such a project.

The detailed report is attached to these minutes.

Faculty Report

- VII. Dr. Eric Amsel, Vice Chair of Faculty Senate, introduced Dr. Rachel Bachman, Assistant Professor of Mathematics. Dr. Bachman said that she started out teaching classes where math wasn't the main topic but it was what was holding students back. She earned her Masters and Doctorate looking at different ways to teach math. She stated that traditionally we've told students if you follow these steps on this problem you'll get the right answer and another type of problem you follow a different set of steps. That method works well for students who can memorize lots of steps. She advised the Trustees that 68% of students enrolling at Weber State need developmental math, which says more about the way we teach math than about the students' abilities. Dr. Bachman's primary job here is to teach teachers how to teach math. She stated that teachers need to teach "why" a process is done and not just "how". We will see a greater change if we begin to teach math concept instead of math procedure.

After beginning at WSU Dr. Bachman became involved in the pattern/play concept with a math/dance course. Math and dance both require recognition in repetition of patterns. Students explore patterns in a physical way and can say, “I understand because my body just did it.” She added that one thing they were seeing in these students was a level of perseverance in problem solving that is rarely seen with traditional methods. Students were more likely to say they could figure it out.

Dr. Bachman is also working with developmental math department faculty and talking about how to approach math in a different way, because teaching the same way students didn’t learn before doesn’t work again. She is also working with the math department’s quantitative literacy committee to align with recommendations from the State on entrance requirements for quantitative literacy and how they might be changed a little to be more accommodating for students. Dr. Bachman is also working with seniors from a local high school who have been identified as under-prepared for college level math.

Trustee Jeff Stephens stated that this is precisely what school districts are trying to do now. Students need to learn to solve problems, not equations. He described the push-back schools receive from parents who don’t understand why a more comprehensive approach to math is being adopted. Trustee Louenda Downs thanked Dr. Bachman for her efforts.

Committee Reports
Business Committee)

VIII. Business Committee - Scott Parson outlined the following matters discussed and acted upon during today’s Business Committee meeting: (For a detailed report of actions taken, see the attached Business Committee minutes for March 17, 2015.)

There are four items for approval.

- 1. Quarterly Investment Report

On a motion by Nolan Karras and seconded by Louenda Downs, the Quarterly Investment Report was approved unanimously.

2. Student Fees Budget 2015-2016

On a motion by Karen Fairbanks and seconded by Kevin Sullivan, the Student Fees Budget 2015-2016 was approved unanimously.

3. Tuition Differential for Athletic Training

On a motion by Louenda Downs and seconded by Andre Lortz, a Tuition Differential for Athletic Training was approved unanimously.

Trustee Karen Fairbanks asked how many programs have differential tuition. President Wight responded that all Masters courses and upper level business courses have differential tuition.

4. 2015-2016 Tuition and Fees Schedule - The schedules reflect a 3% increase in tuition and fees. The tuition increase will be addressed by the State Board of Regents on March 27

On a motion by Kevin Sullivan and seconded by Jeff Stephens, the 2015-2016 Tuition and Fees Schedule was approved unanimously

5. Monroe Property Purchase

This property is being purchased for the future home of Weber State's educational outreach center.

On a motion by Andre Lortz and seconded by Louenda Downs, the purchase of the Monroe Property was approved unanimously.

Trustee Karen Fairbanks asked if the buildings currently on the property would be torn down. VP Tarbox said one of the buildings would probably be torn down soon,

(Personnel and Academic Policy Committee)

but the other building is currently leased. The university doesn't have funds to build the new building right now.

Personnel & Academic Policy Committee - Kevin Sullivan outlined the following matters discussed and acted upon during today's Personnel and Academic Policy Committee meeting: (For a detailed report of actions taken, see the attached Personnel and Academic Policy Committee minutes for March 17, 2015)

The committee had six items for approval

1. Administrative Leave - this leave is intended to give Provost Vaughan time to transition back to teaching.

On a motion by Kevin Sullivan and seconded by Nolan Karras, the administrative leave for Dr. Michael Vaughan was approved unanimously.

2. Bachelor/Master of Science in Computer Engineering

On a motion by Louenda Downs and seconded by Scott Parson, the Bachelor/Master of Science in Computer Engineering was approved unanimously.

3. Center for the Study of Poverty and Inequality

Trustee Kevin Sullivan informed the Board that Weber State University is one of 26 institutions chosen to take part in a study by the American Association of State Colleges and Universities (AASCU). There will be no physical facility for this center. Dr. Michael Vaughan will be the director.

On a motion by Andre Lortz and seconded by Louenda Downs, the Center for the Study of Poverty and Inequality was approved unanimously.

Trustee Nolan Karras stated that this center could have far-reaching implications. He added that the religious community needs to be made aware of this center. Trustee Louenda Downs added that a lot of groups in

the surrounding area are trying to help and may be interested in partnering. She hopes they will target education efforts to provide a hand up, not a hand out.

Chair Alan Hall requested a presentation on the center in the future.

4. Program Reviews

Trustee Kevin Sullivan reported that the committee had not been able to address all of the program reviews and had requested more information on some reviews. The following reviews were submitted to the full Board for approval:

- Athletic Therapy
- Athletic Training, Undergraduate
- Athletic Training, Graduate
- Teacher Education, Undergraduate
- Teacher Education, Graduate

<p>On a motion by Louenda Downs and seconded by Karen Fairbanks, the following program reviews were approved unanimously:</p>

- | |
|--|
| <ul style="list-style-type: none"> - Athletic Therapy - Athletic Training, Undergraduate - Athletic Training, Graduate - Teacher Education, Undergraduate - Teacher Education, Graduate |
|--|

5. Policy on Sabbatical Leaves

Kevin Sullivan reported that the Trustees had requested information on how many faculty leave their position after being granted a sabbatical leave. In the past several years 29 leaves were granted. Twenty-eight of those faculty members are still here two years later. The other one left as a mutual decision between them and the department.

Commencement
Speaker and Honorary

IX. President Wight proposed that four honorary degrees be awarded at Spring Commencement to John E. Lindquist,

Degree Recipients

Ray Kimber, Thomas (Tim) Dee III and Mary Hall. Mary Hall was also nominated to be the commencement speaker.

On a motion by Andre Lortz, seconded by Louenda Downs, and approved unanimously, honorary degrees will be awarded to the following individuals:

- John E. Lindquist
- Ray Kimber
- Thomas (Tim) Dee III
- Mary Hall

Mary Hall was also approved as the commencement speaker.

Questions

X. There were no questions.

Next Meeting Date

XI. The next scheduled meeting of the Board of Trustees will be on May 5, 2015, at the Davis campus.

Adjourn

XII.

On a motion by Nolan Karras, seconded by Andre Lortz and approved unanimously, the meeting was adjourned at 10:40 a.m.

Minutes submitted by:



JoAnne Robinson, Secretary
WSU Board of Trustees



Charles A. Wight, President
Weber State University



**President's Report
for WSU Board of Trustees
March 15, 2015**

1. Fifty universities lead the nation with innovative Master of Health Administration programs, and Weber State University tops that list as most affordable, according to a new survey by the online site *Top Master's in Healthcare Administration*. Departments were evaluated on a number of criteria, including national accreditation, variety of degrees online and executive programs, active student and alumni groups, and faculty engaged in research. Tuition for WSU's on-campus MHA is \$15,775. The average tuition price nationally is \$44,850.
2. Weber State University partnered with Latinos in Action to host its annual Northern Utah Conference on March 12 for almost 1500 Latino students, 8th through 12th grades. Over 75 volunteers and faculty and staff members from the 25 high schools and 22 middle schools collaborated to support this successful event. The conference included various workshops, including keynote Richard Montañez, executive vice president of Multicultural Sales and Community Activation for PepsiCo North America, and cultural performances. Latinos in Action is a non-profit organization that works with Latino youth to combine academics, service and culture to infuse confidence in helping these students better plan and prepare for college.
3. WSU and the Utah Recycling Alliance hosted the sixth annual Intermountain Sustainability Summit at Weber State University March 5-6. The conference featured sessions covering a range of sustainability topics, including food and agriculture, renewable and alternative energy, air quality, water and recycling. The summit provides networking and trade show opportunities for students, sustainability professions, politicians, government officials and interested members of the public. Students from universities throughout Utah submitted posters that showcased their own sustainability research.
4. The rate at which Utahns apply for federal student aid is the lowest in the nation, and it is through the Free Application for Federal Student Aid (FAFSA) that students in low-income homes can qualify for millions of dollars in financial assistance to help pay for college. In an effort to help reverse that trend, Weber State University's Education Access & Outreach (EAO) office sponsors FAFSA Frenzy. High school seniors and their parents receive free help completing the financial aid process, no matter what college or university they plan to attend. The first event was held in February, with a second session to be held on March 28. Currently, 8 out of 11 high schools EAO works with are

ahead of last year's completion rates, with 12% more students having completed FAFSA than at this time last year.

5. Weber State University hosted Utah's 2015 FIRST Tech Challenge (FTC) Championship in February. FTC is a robotics competition for students, ranging from seventh to 12th grades. Teams consisted of as many as 10 students who designed, built and programmed robots to complete certain prescribed tasks. This was WSU's third year hosting the championship. The competition engages students in science, technology, engineering and math (STEM), and it promotes problem solving and creative thinking.
6. More than 300 Utah students from sixth to 12th grades came to Weber State University for the SeaPerch Northern Utah Underwater Competition on March 10. The underwater robotics competition is part of a national program. SeaPerch gives students the opportunity to learn about robotics, engineering, science and mathematics while building an underwater Remotely Operated Vehicle (ROV). Hill Air Force Base's STEM Outreach partners with WSU's College of Applied Science & Technology (COAST), Brigham Young University and seven school districts to bring this event to Utah.
7. Sending a text can wait. That is the message Pulitzer Prize-winning journalist Matt Richtel will share March 19 at noon in Weber State University's Shepherd Union Wildcat Theater. Richtel also will join a panel discussion with University of Utah psychology professor David Strayer at 7 pm in the Stewart Stadium Skyroom Suite. They will discuss how the science of attention affects culture and everyday life. Richtel, a New York Times reporter, received the Pulitzer Prize in 2010 for his series of stories on distracted driving. Richtel will speak about the dangers of distraction in the digital age, particularly while driving – and also the reasons people use their phones when they are aware of the risks. The presentation is sponsored by the College of Applied Science & Technology Speaker Series, the College of Arts & Humanities, the Department of Psychology, and the Weber State Neuroscience Program.
8. The John A. Lindquist Award is given each year to a faculty or staff member who demonstrates sustained and outstanding commitment to mentoring WSU students in learning through community involvement. Two recipients were selected this year. Mike Moon, Assistant Director of the Center for Community Engaged Learning (CCEL), is the first staff recipient of the Lindquist Award. Mike mentors 28 student leaders on the CCEL service team who are responsible for meeting the needs of 16 community partner organizations. Dr. Leah Murray, Political Science Professor and Faculty in Residence in CCEL, is being recognized for mentoring students through democratic engagement. Leah incorporates democratic engagement experiences into her political science courses and mentors two student leaders on CCEL's democratic engagement team. Each recipient receives a \$7,000 cash award and will be recognized on April 1, 2015 at the annual Community Engagement Recognition Luncheon held in the ballrooms of the Shepherd Union.



WSUSA March 2015 Report

- Student leaders and others from Weber State and the State of Utah were able to attend a number of events on Capitol Hill during this year's Legislative Session. Although the Utah Student Association didn't receive the attention to our Resolution that we had hoped for, we were able to meet with various State Senators and Representatives to discuss Higher Ed and our individual campuses in general.
- The grandson on Nelson Mandela, Ndaba Mandela, drew a large crowd as part of the WSUSA Convocations on Tuesday, February 10.
- After a lovely Spring Break, we are in the heat of WSUSA Executive Elections this week. Legislative Elections still to follow!
- WSUSA is teaming up with Chief Dane LeBlanc of WSU's Police Department, and others, to run a Sexual Assault Awareness Campaign in April.
- Thanks to the amazing forethought and organization of many past committees, this year's Student Fees Recommendation Committee had a remarkably smooth process despite the overwhelming amount of requests.



**Weber State University Alumni Association President's Report
WSU Board of Trustees
February 2015**

➤ **Dixon Awards**

The WSU Alumni Association has selected the recipients of the 2015 H. Aldous Dixon awards. **Dr. Judy Elsley**, Professor of English, will receive the faculty award and the staff award will be presented to **Dr. Michael B. Vaughan**, Provost and V.P. Academic Affairs. Trustees will receive invitations in the mail to join us in honoring these individuals at a luncheon on Wednesday, March 18, 2015, at 12:00 noon. RSVP's will also be receive at alumni.weber.edu/dixon

➤ **Student Alumni Council**

YCC Service Projects: The Student Alumni Association has been partnering with the YCC in Ogden. Each week, our Council volunteers to clean the gym floor at the YCC's building. In addition, we have chosen to participate in the Open Gym on the third Monday of each month. Open Gym is the YCC's program where kids come to play sports and/or create arts/crafts. Our Council participates in these activities with the kids.

Ice Skating Activity: The Student Alumni Association hosted an activity for members at the Weber County Ice Sheet on Saturday, February 21st from 8:15-10:00pm. There were approximately 90 attendees. Skating, skate rental, and refreshments were complimentary to all in attendance.

Leadership to Legacy: Our final Leadership to Legacy mentoring dinner for the 2014-2015 academic year was held on Tuesday, Feb. 24th. There were 76 students and 46 alumni/professionals in attendance. We began the evening by placing the professionals & students into small groups based on their majors/career fields. Small group discussions ensued for roughly 30 minutes covering a list of suggested topics such as interview skills, typical day at work for the professionals, best resume practices, internships, service opportunities, job shadowing, WSU involvement, etc. The students were encouraged to bring a resume that the alumni/professionals will review and provide feedback for. Tom Welch '69, the CEO for Maverik, was the keynote speaker for the evening.

➤ **Emeriti Alumni**

WSU Day at the Capitol was held on Tuesday, February 10. Weber State University alumni, staff, faculty members and undergraduate students proudly wore their Wildcat colors while traveling to Salt Lake on chartered buses. Alumni members and guests were introduced on the floors of the House and Senate for the 12th annual event and enjoyed hearing from guest speakers Senator Ann Millner, Representative Brad Willson (House Majority Asst. Whip and Representative Carol Moss (House Minority Caucus).

Several Emeriti Alumni Council members gathered to help the Weber Cares Pantry assemble newly purchased rotating shelving for their food storage. The Weber Cares Pantry provides students with two options: students can fill a bag of needed food or they can use the voucher program which is designed to give them a more immediate assistance option.

Emeriti Alumni Council members have been asked to judge the WeberCan Sculptures competition on March 4. WSU student groups were encouraged to create sculptures using canned goods that will be donated to the Weber Cares Pantry, after the competition is completed. Prizes will be given in four categories: best in show, most cans used, and most recognizable sculpture with fewest cans used and best meal.

➤ **Weber Historical Society**

Michael W. Homer is a lawyer and award-winning independent historian.

He discussed his recent book, *Joseph's Temples: The Dynamic Relationship between Freemasonry and Mormonism* on Monday, February 23rd at 7:00pm in the Dumke Hall. There was an excess of 200 people, which in the eyes of the president & dean who were both there was a sign of success.

➤ **Marketing & Membership:**

Phonathon: Comprehensive data segmenting lists have proven to be successful for the WSU Alumni Association. WSUAA membership FY14/15 fulfillment rate is at 46% (Fall 14 and Spring 15 sessions) and paid gifts are up 60% from last FY13/14

License Plates: Alumni Relations is working with Young Automotive Group to promo the WSU license plate with displays and flyers at their 7 stores that surround Weber State University. This promotional display is also a feature at our Nationwide Affinity Partner "On Your Side Center at their Layton insurance location.

West Coast Marketing: West Coast Marketing Group is a conference where alumni directors and marketing directors come together to share best practices. During the conference held at Montana State, Amber Robson and Nancy Collinwood were able to present on "The Art of the Campaign." This was an interactive presentation showcasing the beautiful artwork of Eric Dowdle. The puzzles and painting "Wildcat Traditions" were on display for all to see. The other institutions all loved the idea of capturing their schools traditions and pride in such a project. This is a great way to tell the story of our institution as well as offer a tangible way for supporters to take home a piece of the wildcat tradition.

Quarterly Investment
Report

4. Vice President Tarbox presented the Quarterly Investment Report. The balances are as follows:
 1. **Endowment Pool** - The balance in the portfolio on 12/31/14 was \$110,354,225. The year-to-date return on investment was -1.00%.
 2. **Cash Management Pool** - The pools balance on 12/31/14 was \$115,677,959. The year-to-date return on investment was 0.69%.
 3. **Funds Separately Invested** - The balance on 12/31/14 was \$1,977,922. The year-to-date return on investment was 14.82%.
 4. **Foundation** - The balance on 12/31/14 was \$12,646,613. The year-to-date return on investment was -1.55%.

Vice President Tarbox mentioned that for the first time, WSU will allocate Endowment Funding in Private Capital.

Motion

5. On a motion by Mr. Karras, and a second by Mr. Lortz, the Quarterly Investment Report was approved.

Student Fees Budget
2015 - 2016

6. Dr. Jan Winniford, Vice President for Student Affairs, presented the 2015 - 2016 Student Fees Budget. She mentioned that this report has been prepared with input from the Student Fee Recommendation Committee which consists primarily of WSU students. The budget this year includes a 3% increase. The allocation has been reviewed and endorsed by WSU's President's Council.

Motion

7. On a motion by Mr. Lortz, and a second by Mr. Hall, the FY 2015-2016 Student Fees Budget was approved.

Tuition Differential for
Athletic Training

8. Vice President Tarbox reported that Weber State proposes to increase the Master of Science in Athletic Training differential from \$118.79 per credit hour to \$150.00 per credit hour. The increase in funds will be used to fund research studies of specific students and the remainder will be used to partially fund a lab manager.

Motion

9. On a motion by Mr. Karras, and a second by Mr. Hall, the Tuition Differential for Athletic Training was approved.

2015 - 2016 Tuition and
Fees Schedule

10. Vice President Tarbox presented the Tuition and Fees Schedules. He mentioned that these schedules reflect a general overall 3% increase in tuition and a 3% increase in student fees. The Board of Regents will not set the Tier 1 tuition increase until March 30th. These schedules presume that a Tier 1 tuition increase of 3% will be approved, leaving 0% for Tier 2 needs.

Motion

11. On a motion by Mr. Hall, and a second by Mr. Lortz, the 2015-2016 Tuition and Fees Schedules were approved.

Monroe Property
Purchase

12. Vice President Tarbox explained that WSU seeks to acquire property in downtown Ogden, at the corner of 26th and Monroe Avenue for its Community Outreach Center. The current Community Outreach Center occupies leased space in the United Way Building basement. Funding for the purchase will come from accumulated reserves of WSU Continuing Education. As funding becomes available, the older buildings will be removed and replaced with a new facility that would house the Outreach Center.

Motion

13. On a motion by Mr. Karras, and a second by Mr. Lortz, the Monroe Property purchase was approved.

WSU Composite
Financial Index

14. Vice President Tarbox mentioned that this is the seventh year that the trustees have reviewed this report. He mentioned that this report is based on our core ratio values:

- Primary Reserve (Liquidity)
- Net Operations Revenues (Income)
- Viability - Expendable Net Assets/LT Debt
- Return on Net Assets - Change in Net Assets

This is an information item only.

Monthly Investment
Report

15. Vice President Tarbox presented the Monthly Investment Report. He mentioned that WSU is in compliance with the State Board of Regents Policy and the Money Management Act.

Motion

16. On a motion by Mr. Karras, and a second by Mr. Lortz, the Monthly Investment Report was approved.

Adjournment

17. The meeting was adjourned at 9:30 a.m.

Board of Trustees
Personnel and Academic Policy Committee
March 17, 2015

Members present: Kevin Sullivan, Chair, Joe Favero, Jeff Stephens, Louenda Downs, Karen White Fairbanks, Michael Vaughan

Guests present:

1. Personnel Changes were presented to the committee.
2. The following Administrative Leave of Absence was approved on a motion by Louenda Downs seconded by Karen Fairbanks:

Michael Vaughan, Academic Affairs, Administrative Leave, September 8, 2015-December 7, 2015
3. The following Early Retirement Requests were approved on a motion by Jeff Stephens seconded by Karen Fairbanks:

Ronald Anderson, Printing Services, Total Early Retirement, June 15, 2015.
Dorothy Hill, Women's Center, Total Early Retirement, April 30, 2015.
JoAnne Robinson, President's Office, Total Early Retirement, April 30, 2015.
Beverly King, Continuing Education Total Early Retirement, October 31, 2015
4. The following Program Reviews were recommended to the full board on a motion by Louenda Downs, seconded by Karen Fairbanks:

Athletic Therapy
Athletic Training, Undergraduate
Athletic Training, Graduate
Teacher Education, Undergraduate
Teacher Education, Graduate
5. The Bachelor/Master of Science in Computer Engineering was recommended to the full board on a motion by Karen Fairbanks, seconded by Jeff Stephens.
6. Center for the Study of Poverty and Inequality was recommended to the full board on a motion by Louenda Downs, seconded by Joe Favero.

FINANCIAL REPORT
March 2015

This report includes nine full months of activity since the close of the 2013-2014 fiscal year. It is developed using cash-basis conventions and will be updated regularly as additional months are completed and accounted for during the 2014-2015 fiscal year.

It is recommended that the financial report be approved.

Weber State University
Cash Basis Summary of Operations
For the Month Ended March 31, 2015
75 Percent of the Year Completed

UNAUDITED FOR
DISCUSSION ONLY

	Trustees Approved Budget 100%	Percent Of Budget Expended	Current Month Expenditures	Year To Date Expenditures	Prior Year To Date Expenditures	Percent Increase (Decrease)	Total Expenditures Prior Year
State Appropriated Funds							
Education and General (Excluding Athletics)	\$141,621,349	65.58 %	\$12,666,062	\$92,881,952	\$87,561,768	6.08 %	\$131,315,011
Athletics	3,073,094	77.04 %	253,490	2,367,630	2,224,344	6.44 %	3,201,664
Educationally Disadvantaged	435,494	57.91 %	28,226	252,178	251,123	0.42 %	355,990
Total State Appropriated Funds	<u>145,129,937</u>	<u>65.80 %</u>	<u>12,947,778</u>	<u>95,501,760</u>	<u>90,037,235</u>	<u>6.07 %</u>	<u>134,872,665</u>
Net Funds Available for Expenditure	<u>\$145,129,937</u>	<u>65.80 %</u>					
Other Unrestricted Funds							
Institutional Discretionary			64,442	1,179,293	1,278,948	(7.79) %	1,678,331
Continuing Education Programs			1,200,492	5,613,162	5,449,015	3.01 %	7,442,031
Shop Funds			549,824	6,166,271	6,520,301	(5.43) %	9,787,453
Service Enterprises			314,862	2,990,652	3,221,417	(7.16) %	4,214,907
Auxiliary Enterprises			1,298,129	14,827,921	16,025,071	(7.47) %	21,067,405
Athletics			435,015	5,676,032	5,490,971	3.37 %	5,508,394
Self Supporting/Miscellaneous			232,400	2,512,383	2,121,042	18.45 %	2,659,544
Total Other Unrestricted Funds			<u>4,095,164</u>	<u>38,965,714</u>	<u>40,106,765</u>	<u>(2.85) %</u>	<u>52,358,065</u>
Restricted Funds							
Grants and Contracts			801,998	33,251,380	33,318,106	(0.20) %	37,975,186
Gifts			806,879	6,417,804	6,425,476	(0.12) %	12,508,671
Total Restricted Funds			<u>1,608,877</u>	<u>39,669,184</u>	<u>39,743,582</u>	<u>(0.19) %</u>	<u>50,483,857</u>
Other Funds							
Agency Funds			368,668	41,386,975	41,517,262	(0.31) %	49,349,996
Associated Students			426,889	4,281,887	3,853,991	11.10 %	6,070,308
Plant Funds			4,740,620	18,088,460	28,919,997	(37.45) %	34,537,210
Total Other Funds			<u>5,536,177</u>	<u>63,757,322</u>	<u>74,291,250</u>	<u>(14.18) %</u>	<u>89,957,514</u>
Total All Funds			<u>\$24,187,996</u>	<u>\$237,893,980</u>	<u>\$244,178,832</u>	<u>(2.57) %</u>	<u>\$327,672,101</u>

Weber State University
Cash Basis - Summary of Operations
Report Heading Descriptions

<u>Report Heading</u>	<u>Heading Description</u>
State Appropriated Funds: Education & General, Athletics, Educationally Disadvantaged	Funds appropriated by the State of Utah. The primary funding sources are state tax dollars and tuition. Examples of accounts include: instruction (e.g., English, Economics, Botany), administrative (e.g., President's Office, Payroll, Purchasing), facilities (e.g., utilities, landscaping, custodial)
Other Unrestricted Funds:	Funds received for which there are no stipulations by external agencies or donors as to the purposes for which they should be expended. These funds do have institutional restrictions.
Institutional Discretionary	The primary funding source is investment earnings. Various items and projects are financed with discretionary funds. Examples include: land purchases, equipment purchases, urgent institutional needs.
Continuing Education Programs	Accounts that are primarily non-credit producing programs. Examples of accounts include: personal enrichment, professional development, conferences.
Shop Funds	Primarily accounts that support academic activities. Sources of revenues are generally sales/services to students. Examples of accounts include: Science Stores, Student Testing Center, lab fees.
Service Enterprises	University departments whose sales/services are provided primarily to other University departments. Examples of accounts include: Mail Services, Vehicle Fleet, Printing Services.
Auxiliary Enterprises	University departments whose sales/services are provided primarily to the campus community. Examples of accounts include: Union Building, Student Housing, Bookstore.
Athletics	This group of accounts is comprised of all the individual sport accounts. Examples of accounts include: basketball, volleyball, football.
Self-Supporting	Academic programs that can produce credit hours but are not funded by State appropriated monies. Examples of accounts include: Military Science, Paramedics, Science Education Institute.
Miscellaneous	Miscellaneous accounts not captured in the other groups. Examples of accounts include: unrestricted gifts, endowment income accounts, capital campaign.
Restricted Funds:	Funds received which are limited by external agencies or donors as to the purpose for which they may be expended.
Grants & Contracts	External grants and contracts. Examples of accounts include: Student Upward Bound, Pell student financial aid, Toyota Automotive Training.
Gifts	External funds received from donors that are restricted for specific purposes. Examples of accounts include: scholarships, facilities, academic programs.
Other Funds:	Remaining accounts of the University
Agency Funds	Funds held by the University as custodian or fiscal agent. Examples of accounts include: sales tax collections, Stafford student loans, scholarship trust funds.
WSU Student Association	Programs supported with student fees and other miscellaneous sales. Examples of accounts include: student government, intramurals, Signpost.
Facilities	Funds received for the construction and improvement of facilities and major equipment acquisitions. Examples of accounts include: stadium remodel, Visual Arts Building, Davis Campus

BASE BUDGET FY16

Attached is information regarding Weber State University's base budget for FY16. The attachment describes revenue changes and funding categories that are a result of 2015 Legislative action. Among the actions of the 2015 Legislature was a \$2.0 million tax fund increase for WSU. Also reflected in the budget figures are a Tier-1 tuition increase of 3% and a Tier-2 tuition increase of 0%. Broad areas in which funding was increased are also outlined.

Approval is sought for the base budget information presented here. As additional information regarding the state's FY16 budget-year become available, it will be shared with the Trustees.

Weber State University
FY16 Appropriated Base Budget

<i>Line Item</i>	<i>Funding Category</i>	<i>Tax Funds</i>	<i>Tuition</i>	<i>Total</i>
Education & General	<i>FY15 Adjusted Base Budget</i>	\$73,018,100	\$67,279,052	\$140,297,152
	Salaries and Wages	\$1,385,350	\$603,751	\$1,989,101
	Health and Dental Cost Increase	\$477,750	\$159,250	\$637,000
	Fuel & Power Cost Increase		\$200,000	\$200,000
	Faculty Promotions		\$427,500	\$427,500
	Property & Liability Insurance	\$13,200	\$40,000	\$53,200
	Other Mandated Costs	\$45,700	\$166,000	\$211,700
	Dream Weber Expansion		\$100,000	\$100,000
	Academic Programs Expansion (Nursing, Engineering, Grad)		\$751,150	\$751,150
	Student Support Initiatives		\$388,000	\$388,000
	IT Security & Support		\$282,000	\$282,000
	Tracy Hall Science Center O&M	\$120,800		\$120,800
	Marketing		\$75,000	\$75,000
	Capital Budget		-\$688,603	-\$688,603
	<i>FY16 Appropriated Base Budget</i>	\$75,060,900	\$69,783,100	\$144,844,000
Educationally Disadvantaged	<i>FY15 Appropriated Base Budget</i>	\$354,200		\$354,200
	Salaries and Wages	\$7,500		\$7,500
	<i>FY16 Appropriated Base Budget</i>	\$361,700	\$0	\$361,700
	Total FY16 Appropriated Base Budget	\$75,422,600	\$69,783,100	\$145,205,700

FY 2016 CAPITAL IMPROVEMENTS FUNDING

In April 2015, the State Building Board approved the allocation of \$111.5 million in Capital Improvements Funding to benefit state institutions and agencies with facility improvement needs. Of this amount, the USHE will receive \$60.2 million. This represents 54% of the total allocated. WSU's share of this funding is: \$4,394,000.

New WSU Projects funded for FY 2016:

Phase IV: High Voltage Substation and Building Switching Upgrades	\$235,000
Tracy Hall Medium Voltage Electrical (add to loop)	\$249,000
Stewart Library Upgrades Phase 2	\$1,250,000
Miller Administration Building HVACR Mechanical, Controls, and Fire Supression Upgrades	\$750,000
Marriott Allied Health Controls Upgrade to DDC	\$350,000
Phase V: Utility Infrastructure Repairs and Upgrades (Replace Chilled Water Main Isolation Valves)	\$240,000
Medium Voltage Infrastructure Upgrade Study	\$ 45,000
Parking Lot Renovations (W8)	\$374,000
Asphalt Road Renovations (Wildcat Center Drive)	\$ 75,000
Roof Replacement Browning Center (Phase 1 of 2)	\$584,000
Controls Upgrade Wattis Business Building (Pneumatic to DDC)	<u>\$242,000</u>
Total State funding Provided	\$4,394,000

Appreciation is expressed to the State Legislature and State Building Board for the allocation of funding for these urgently needed projects.

**WSU POLICY, PPM # 5-17
DISCLOSURE POLICY**

Each time Weber State issues long-term bonds for projects, we commit to Bondholders to provide accurate and timely information and continuing disclosure regarding the financial condition of the University as well as operating data of those bonded facilities on an annual basis. This information is disseminated to a central reporting system called EMMA. This is where Bondholders can review this information that we provide annually.

Over this past year, due primarily to national widespread violations of these commitments, the SEC has issued initiatives to assure Municipal compliance and data accuracy of these disclosures.

This past fall the regents hired Zion's Bank to go back five years on all University's in the State to verify that we have been in compliance with our bond continuing disclosure commitments. Weber State was found to be in full compliance.

Looking forward, in order to assure continued compliance with the laws, one of the items the commissioner's office has tasked each University to do is develop and adopt policies and procedures designed to assure compliance with continuing disclosure requirements.

In general terms this policy:

1. Outlines steps to assure that initial public offering statements and disclosures are reviewed carefully by a working group for accuracy before being disseminated to the public.
2. Assures that continuing disclosure documents are also reviewed carefully for accuracy and are submitted before deadlines.
3. Assures that our Annual Financial Report is accurate and that care and attention are given to these statements before disseminated to the public.

 WEBER STATE UNIVERSITY	Disclosure Policy	PPM 5-17	Version 1
		4-10-15	

I. REFERENCES

Rule 15c2-12 of the Securities Exchange Act of 1934

II. PURPOSE

In connection with Weber State University’s (the “*University*”) responsibilities under the securities laws, including its continuing disclosure undertakings (the “*Undertakings*”) and other obligations under Rule 15c2-12 of the Securities Exchange Act of 1934, as amended, it is necessary and in the best interest of the University that the University’s (i) preliminary and final official statements or offering circulars and any supplements or amendments thereto (collectively, the “*Official Statements*”), disseminated by the University in connection with any bonds, notes, certificates or other obligations issued by or on behalf of the University, (ii) Annual Financial Information, as required by and defined in the Undertakings (the “*Annual Financial Information*”) to be filed with the Municipal Securities Rulemaking Board’s (“*MSRB*”) Electronic Municipal Market Access (“*EMMA*”) system, and (iii) notices of material events or reportable events, each as described in the Undertakings, and any other required or voluntary disclosures to EMMA (each, an “*EMMA Notice*”) comply in all material respects with the federal securities laws. Further, it is necessary and in the best interest of the University that the University adopt policies and procedures to enable the University to create accurate disclosures with respect to its (i) Official Statements, (ii) Annual Financial Information, and (iii) EMMA Notices. Official Statements, Annual Financial Information and EMMA Notices are collectively referred to herein as the “*Disclosures.*”

In response to these interests, the University hereby adopts the following policies and procedures (the “*Disclosure Policy*”):

III. POLICY

- A. *Disclosure Officer.* The Disclosure Officer of the University is hereby designated as the officer responsible for ensuring compliance by the University with the policies and procedures related to Disclosures, as described in this Disclosure Policy.
- B. *Official Statements.* Whenever an Official Statement will be disseminated in connection with the issuance of obligations by the University, the Disclosure Officer will oversee the process of preparing the Official Statement pursuant to the following procedures:
 - 1. The University shall select (a) the working group for the transaction, which group may include outside professionals such as disclosure counsel, a municipal advisor

and an underwriter (the “*Working Group*”) and (b) the member of the Working Group responsible for preparing the first draft of the Official Statement.

2. The Disclosure Officer shall review and make comments on the first draft of the Official Statement. Such review shall be done in order to determine that the Official Statement does not include any untrue statement of a material fact or omit to state a material fact necessary in order to make the statements made in the Official Statement not misleading. Particular attention shall be paid to the accuracy of all descriptions of the University and its facilities and financial and other information regarding the University.
3. After completion of the review set forth in paragraph 2 above, the Disclosure Officer shall (a) discuss the first draft of the Official Statement with the members of the Working Group and such staff members and officials of the University as the Disclosure Officer deems necessary and appropriate and (b) provide comments, as appropriate, to the members of the Working Group. The Disclosure Officer shall also consider comments from members of the Working Group and whether any additional changes to the Official Statement are necessary or desirable to make the document compliant with the requirements set forth in paragraph 2 above.
4. The Disclosure Officer shall continue to review subsequent drafts of the Official Statement in the manner set forth in paragraphs 2 and 3 above.
5. If, in the Disclosure Officer’s reasonable judgment, the Official Statement does not include any untrue statement of a material fact or omit to state a material fact necessary in order to make the statements made in the Official Statement not misleading, the Official Statement may, in the reasonable discretion of the Disclosure Officer, be released for dissemination to the public.

C. *Annual Financial Information.* The Disclosure Officer will oversee the process of preparing the Annual Financial Information pursuant to the following procedures:

1. Within 120 days after June 30th of each year, the Annual Financial Information is required to be disseminated pursuant to the Undertakings. In advance of such date, the Disclosure Officer shall prepare or caused to be prepared the applicable Annual Financial Information and shall review the audited or unaudited financial statements, as applicable, to be filed as part of the Annual Financial Information (the “*Financial Statements*”). In addition to the required updating of the Annual Financial Information, the Disclosure Officer should consider whether additional information needs to be added to the Annual Financial Information in order to make the Annual Financial Information, including the Financial Statements, taken as a whole, correct and complete in all material respects. For example, if disclosure of events that occurred subsequent to the date of the Financial Statements would be necessary in order to clarify, enhance or correct information presented in the Financial Statements, in order to make the Annual Financial

Information, taken as a whole, correct and complete in all material respects, disclosure of such subsequent events should be made.

2. If, in the Disclosure Officer's reasonable judgment, the Annual Financial Information, including the Financial Statements, is correct and complete in all material respects, the Disclosure Officer shall file the Annual Financial Information with EMMA (or confirm that such filing is completed by any agent hired by the University for such purpose) within the timeframe allowed for such filing.
- D. *EMMA Notices.* Whenever the University determines to file an EMMA Notice, or whenever the University decides to make a voluntary filing to EMMA, the Disclosure Officer will oversee the process of preparing the EMMA Notice pursuant to these procedures:
1. The Disclosure Officer shall prepare (or cause an agent to prepare) the EMMA Notice. The EMMA Notice shall be prepared in the form required by the MSRB.
 2. In the case of a Disclosure required by an Undertaking, the Disclosure Officer shall determine whether any changes to the EMMA Notice are necessary to make the document compliant with the Undertaking.
 3. If, in the Disclosure Officer's reasonable judgment, the EMMA Notice is correct and complete and, in the case of a Disclosure required by an Undertaking, complies with the Undertaking, the Disclosure Officer shall file the EMMA Notice with EMMA (or confirm that such filing is completed by any agent hired by the University for such purpose) within the timeframe allowed for such filing.
- E. *Additional Responsibilities of the Disclosure Officer.* The Disclosure Officer, in addition to the specific responsibilities outlined above, shall have general oversight of the entire disclosure process, which shall include:
1. Being familiar with the requirements of each Undertaking;
 2. Maintaining appropriate records of compliance with this Disclosure Policy (including proofs of EMMA filings) and decisions made with respect to disclosure issues that have been raised; and
 3. Evaluating the effectiveness of the procedures contained in this Disclosure Policy and making recommendations to the Board as to whether revisions or modifications to this Disclosure Policy are appropriate.
- F. *General Principles.*
1. All participants in the disclosure process should be encouraged to raise potential disclosure items at all times in the process.

2. The process of revising and updating the Disclosures should not be viewed as merely a mechanical insertion of current numbers. While it is not anticipated that there will be major changes in the form and content of the Disclosures at the time of each update, the Disclosure Officer should consider whether such changes are necessary or desirable in order to make sure the Disclosure does not make any untrue statement of a material fact or omit to state a material fact necessary or desirable, in order to make the statements made, in light of the circumstances in which they were made, not misleading at the time of each update.
3. Whenever the University releases information, whether in written or spoken form, that may reasonably be expected to reach investors, it is said to be “speaking to the market.” When speaking to the market, University officials must be sure that the released information does not make any untrue statement of a material fact or omit to state a material fact necessary or desirable, in order to make the statements made, in light of the circumstances in which they were made, not misleading.
4. While care should be taken not to shortcut or eliminate any steps outlined in this Disclosure Policy on an ad hoc basis, the review and maintenance of the Disclosures is a fluid process and recommendations for improvement of this Disclosure Policy should be solicited and regularly considered.

**WSU POLICY, PPM #10-7,
CLOUD STORAGE AND APPLICATION POLICY**

WSU has contracted cloud storage solutions on campus (Box/Google Drive), but it is easy for an employee to obtain free personal cloud storage accounts that give them the ability to store several gigabytes worth of information in them. For security, regulatory, and business continuity reasons, we have decided it was important to write a policy pertaining to storage and processing of university data in the cloud. The intent behind this policy is to push our employees to store important university data in our contracted solutions where we have access to that data should they leave WSU for any reason and where we have contractual assurances of proper security measures. Also, since we do not have a Business Associate Agreement with any of our cloud providers, it is important that employees know that under the rules of HIPAA, we are not able to use our cloud solutions for storage of that type of data.

Cloud Storage and Application Policy

Date Approved:		Revision:	
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I. PURPOSE

Cloud storage and applications are valuable resources that allow university employees to store large amounts of information and perform collaborative tasks more effectively. However, there are risks that must be mitigated in order to properly secure the Data that is placed into and processed in the cloud. The purpose of this policy is to provide the framework within which Weber State University employees will be expected to operate for storage and processing of Data in cloud environments.

II. SCOPE

This Policy and any of its supporting documents apply to all Weber State University faculty, staff, and anyone doing business with the university who has access to University Data. Information that is not Sensitive Data and that is used solely for classroom instruction purposes (e.g. lecture notes, videos, PowerPoint slides for classroom teaching) is not covered under this policy.

III. DEFINITIONS

Business Information – Any data created and/or managed by: 1) University Systems, and/or 2) University employees within the scope of the employees’ work responsibilities and not including information used solely for classroom instruction purposes.

Cloud Application – A computer program that has some characteristics of both a desktop application and a web application. It is able to access University Data from multiple sources. For example, a cloud application may access Data that is stored directly on a user’s computer or Data that is housed in cloud storage. A cloud application may also access Data from other Weber State University physical storage media which may be located either on or off premise.

Cloud Storage – A model of networked online storage where Data is stored in virtualized storage pools generally hosted by third parties and in locations not owned by the university.

Data – Information contained in either University computer systems, cloud storage, or as a physical copy that is utilized for University purposes.

Sensitive Information – Any electronic or physical Data which, if compromised with respect to confidentiality, integrity, and/or availability, could violate the privacy to which individuals are entitled or could have an adverse effect on Weber State University interests or the conduct of university programs. Examples of such Data include, but are not limited to, the following: Data protected by the Family Education Rights and Privacy Act (FERPA), Gramm-Leach-Bliley Act (GLBA), or other laws governing the use of Data, as well as Data that has been deemed by the university as requiring protective measures.

ISO - Information Security Office

University Systems – Computing devices and their related software created, owned, and/or licensed to the University that are used to store or process University data.

User - All persons and/or organizations that have access to University Data.

IV. REFERENCES

PPM 10-1, Information Security Policy

PPM 10-2, Acceptable Use Policy

20 U.S.C. § 1232g; 34 CFR Part 99 (FERPA)

15 U.S.C. § 6801 (GLBA)

Utah Code Title 63G Chapter 2 (GRAMA)

42 U.S.C § 1320d-6 (HIPAA)

V. POLICY

All Users who utilize cloud services for storage and/or processing of University Business Information and/or Sensitive Information must utilize only University approved and contracted cloud services for such activities. Anyone wishing to utilize services outside of the University approved solution(s) must submit a copy of the contract for such services to the Information Security Office for review prior to purchase. Users must also review rights and permissions requested by a Cloud Application prior to installation to ensure they do not put University data or systems at risk of being compromised. If the user is unsure of the level of risk associated with the rights or permissions requested, they must contact the ISO for further guidance.

Additionally, cloud service users are required to comply with any additional requirements for the storage or processing of Sensitive Information prescribed in PPM 10-1, Information Security Policy, and PPM 10-2, Acceptable Use Policy.

HIPAA information may only be stored in or processed with cloud services for which there is a Business Associate Agreement signed by both the University and the cloud service provider in place.

VI. Exceptions

University employees who are unable to comply with this policy must file an exception. Exceptions to this policy must be approved by the ISO based on academic or business need and reviewed by the ISTF. The ISO will review exceptions annually for continued

application and notify the exception holder of any concerns.

MONTHLY INVESTMENT REPORT

Regent guidelines regarding institutional investing require each USHE institution to submit summarized Investment Reports to Trustees on a monthly basis. This is in addition to the Quarterly Investment Reports that are currently being brought to Trustees. Attached is the WSU Monthly Investment Report covering activity for the month of March 2015. Approval of these reports is sought from the Business Committee.

Weber State University
 Monthly Investment Activity Report
 March 31, 2015

	Type	Purchase Date	Maturity Date	Interest Rate	Transaction Amount	Amount
Balance February 28, 2015						\$231,363,367
Purchases:						
	Wells Fargo	Checking	31-Mar-15	1-Apr-15	0.5500%	9,382,729
	Wells Fargo	CD Interest	3-Jul-05	9-Jul-05	Various	23,222
	CF Reinvested Earnings					328,176
Total Purchases						<u>9,734,127</u>
Withdrawals:						
	Wells Fargo	Checking	28-Feb-15	1-Mar-15	0.5500%	6,210,969
	PTIF		Various	Various	0.5222%	3,789,383
	Federal Farm Credit	Bond	4-Dec-14	2-Dec-21	2.6000%	5,000,000
Common Fund Fees						
	Global Bond Fund					669
	Strategic Solutions Equity Fund					753
	Natural Resources					801
	International Equity Fund					1,352
	High Quality Bond					1,577
	Intermediate Term Fund					312
	All Caps Equity					2,276
	Core Equity					2,441
	Multi-Strategy Commodities					446
	Emerging Markets Investors Co. B					1,978
	US Treasury Inflation Protection					137
	Multi-Strategy Equity					499
	WAMCO					6,691
Total Withdrawals						<u>15,020,284</u>
Balance March 31, 2015						<u>\$226,077,210</u>

Weber State University Director of Financial Reporting and Investments Assertion:

To the best of my knowledge, Weber State University investments are in compliance with the State Money Management Act, the rules of the State Money Management Council, Regents Policy R541 Management and Reporting of Institutional Investments, and WSU Policy 5-14 Investment of Public Funds.



Wendell Rich
 Weber State University Director of Financial Reporting and Investments

Weber State University
Monthly Investment Report
March 31, 2015

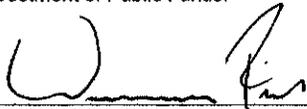
	Type	Purchase Date	Maturity Date	Interest Rate	Book Value	Fair Market Value
Wells Fargo	Checking	31-Mar-15	1-Apr-15	0.5500%	\$9,382,729	9,382,729
PTIF						
Endowment Pool	PTIF	Various	Various	0.5222%	2,392,680	2,392,680
Common Fund Outside Cash	PTIF	Various	Various	0.5222%	4,822,943	4,822,943
Cash Pool	PTIF	Various	Various	0.5222%	46,489,329	46,489,329
Common Fund						
Global Bond Fund	Fixed	Various	Various		3,819,582	4,019,055
Strategic Solutions Equity Fund	Domestic Equities	Various	Various		3,944,886	5,814,184
Contingent Asset Portfolio	Fixed	Various	Various		4,772,925	5,258,564
International Equity Fund	International Equities	Various	Various		8,727,988	10,272,542
High Quality Bond	Fixed	Various	Various		8,543,789	9,724,316
All Cap	Domestic Equities	Various	Various		12,175,651	17,428,220
Global Hedged Equity	Alternatives	Various	Various		4,643,336	6,354,164
Relative Value & Event Driven Co. 46	Alternatives	Various	Various		5,291,923	6,731,316
SSG Diversifying Co. A42	Domestic Equities	Various	Various		1,651,061	2,164,536
Core Equity	Domestic Equities	Various	Various		13,037,208	18,421,855
Global Distressed Investors	Alternatives	Various	Various		102,700	193,187
State Street US Govt	Fixed	Various	Various		428,506	428,506
Bankcorp Bank Master Demand	Fixed	Various	Various		250,006	250,006
Multi-Strategy Commodities	Alternatives	Various	Various		2,310,047	1,751,042
Natural Resources	Alternatives	Various	Various		4,654,814	4,406,498
Global Private Equity	Equity	Various	Various		310,000	310,000
Emerging Markets	International Equities	Various	Various		7,075,950	7,279,518
US Treasury Inflation Protection	Fixed	Various	Various		628,214	646,353
Venture Partners XI	Equity	Various	Various		86,400	86,400
Global Hedged Equity	Fixed	Various	Various		260,770	387,246
Relative Value Event Driven	Fixed	Various	Various		607,005	863,414
Intermediate Term Fund	Fixed	Various	Various		2,302,380	2,452,721
Certificate of Deposit						
Wells Fargo	CD's	13-Jun-11	12-Jun-16	2.3100%	4,739,990	4,739,989
Wells Fargo	CD's	13-Jun-11	10-Jun-16	2.3100%	1,190,898	1,190,898
Wells Fargo	CD's	13-Jun-11	11-Jun-16	2.3100%	2,369,878	2,369,878
Wells Fargo	CD's	21-Dec-12	21-Dec-17	0.8500%	13,063,622	13,063,621
Bonds						
FNMA	Bond	30-Jan-13	30-Jan-18	1.0200%	10,000,000	9,968,020
Fannie Mae	Bond	30-Jan-13	30-Jan-18	1.0300%	1,000,000	1,000,763
Fannie Mae	Bond	22-Feb-13	22-Feb-18	1.2000%	1,000,000	997,055
Freddie Mac	Bond	16-Jul-14	16-Jan-19	1.7200%	5,000,000	5,003,265
Freddie Mac	Bond	20-Aug-14	20-Aug-19	2.0000%	5,000,000	5,012,060
Fed Farm Credit	Bond	18-Nov-14	18-Nov-19	1.9500%	5,000,000	5,000,000
Fed Farm Credit	Bond	23-Jan-14	23-Apr-20	1.9700%	8,000,000	7,994,120
Fed Farm Credit	Bond	23-Jan-14	21-Jul-20	1.9800%	5,000,000	4,989,930
Fed Farm Credit	Bond	6-Aug-14	6-Aug-20	2.4500%	5,000,000	5,023,670
Fed Farm Credit	Bond	14-Jan-15	14-Apr-22	2.6200%	5,000,000	5,003,620
Fed Farm Credit	Bond	14-Jan-15	14-Jul-22	2.6900%	6,000,000	5,988,522
Total Investments					\$226,077,210	\$245,676,735

Weber State University Foundation
 Monthly Investment Activity Report
 March 31, 2015

		Purchase Date	Maturity Date	Interest Rate	Transaction Amount	Amount
Balance February 28, 2015						\$10,480,961
Revenues:						
	Dividends				56,527	
	Interest				64	
	Realized Gain (Loss)				381	
						56,972
Expenses:						
	Investing Fees				613	
	Annuity Payments				6,015	
	Misc Expenses					
						6,628
Total Withdrawals						6,628
Balance March 31, 2015						\$10,531,305

Weber State University Director of Financial Reporting and Investments Assertion:

To the best of my knowledge, Weber State University investments are in compliance with the State Money Management Act, the rules of the State Money Management Council, Regents Policy R541 Management and Reporting of Institutional Investments, and WSU Policy 5-14 Investment of Public Funds.



Wendell Rich
 Weber State University Director of Financial Reporting and Investments

Weber State University Foundation
Monthly Investment Report
March 31, 2015

	Type	Purchase Date	Maturity Date	Interest Rate	Book Value	Fair Market Value
Bank Accounts						
Key Bank	Checking	Various	Various		21,641	21,641
PTIF	PTIF	Various	Various	0.5222%	141,231	141,231
Common Fund						
Multi-Strategy Equity	Equity	Various	Various		1,048,378	2,117,755
Multi-Strategy Bond	Bond	Various	Various		983,002	1,090,332
Multi-Strategy Bond (Annuity)	Bond	Various	Various		412,269	433,857
Multi-Strategy Equity (Annuity)	Equity	Various	Various		394,985	646,021
Stock and Money Markets						
Alerian	Stock				441,893	419,221
Altria Group-Philip Morris	Stock				93,214	500,200
American Capital Agency	Stock				238,917	223,965
Apple	Stock				253,035	391,955
BCE Inc	Stock				339,705	330,408
BP PLC ADS	Stock				504,949	383,278
CenturyLink Inc	Stock				795,043	725,550
Chevron Corp	Stock				33,103	125,976
Columbia Ppty Tr Inc Com	Stock				364,227	389,088
Conoco Phillips	Stock				412,720	404,690
General Electric	Stock				127,070	436,656
Glaxosmithkline PLC ADS	Stock				630,427	623,025
Ishares	Stock				104,013	108,297
JP Morgan Chase & Co.	Stock				181,476	302,900
Merck & Co	Stock				231,058	413,856
PBF Energy Inc	Stock				297,780	430,784
Morgan Stanley Fund	Money Market			0.0200%	80,672	80,672
Prospect Capital Corp	Stock				203,684	164,775
SeaDrill LTD	Stock				431,750	122,485
SeaDrill Partners LLC	Stock				397,586	179,775
Synchrony Financial	Stock				365,361	437,040
Verizon Communications	Stock				359,766	355,874
Vodafone GP	Stock				642,349	434,644
Total Investments					\$10,531,304	\$12,435,950

Weber State University
 Monthly Investment Activity Report
 Funds Separately Invested
 March 31, 2015

	Type	Transaction Amount	Amount
Balance February 28, 2015			\$49,434
Gifts:			
			<u>0</u>
Sold:			
			<u>0</u>
			<u>0</u>
			<u>\$49,434</u>

Weber State University Director of Financial Reporting and Investments Assertion:

To the best of my knowledge, Weber State University investments are in compliance with the State Money Management Act, the rules of the State Money Management Council, Regents Policy R541 Management and Reporting of Institutional Investments, and WSU Policy 5-14 Investment of Public Funds.



Wendell Rich
 Weber State University Director of Financial Reporting and Investments

Weber State University
 Monthly Investment Report
 Funds Separately Invested
 March 31, 2015

	Type	Purchase Date	Maturity Date	Interest Rate	Book Value	Fair Market Value
Stock						
Berkshire Hathaway	Stock	1996			\$49,434	\$435,000
Total Investments					<u>\$49,434</u>	<u>\$435,000</u>

**Five Year Program Review
Weber State University
Health Promotion Program
Department of Health Promotion and Human Performance
February 3, 2014**

Reviewers:

External Reviewer

- Dr. Matt Flint, Ass't Professor, Public and Community Health, Utah Valley University, Orem, UT
- Dr. Mary Brown, Associate Professor, Community Health, Utah Valley University, Orem, UT

Internal Reviewers

- Dr. Michael Cena, Director – Bachelor of Integrated Studies, Professor – Teacher Education, Weber State University
- Dr. Craig Oreshnick, Counseling Psychologist, Adjunct Professor – Psychology, Weber State University

Program Description:

The Department of Health Promotion and Human Performance (HPHP) in the Jerry and Vickie Moyes College of Education (MCOE) offers programs that promote lifelong wellness from a variety of disciplines. The teaching environment, supported by faculty with diverse expertise, creates quality-learning communities that offer to undergraduates exceptional educational experiences. The newly remodeled state-of-the-art facilities – including fully equipped human performance exercise biochemistry, nutrition and athletic training/physical therapy laboratories, a networked computer lab, swimming and hydrotherapy pool, and ample indoor and outdoor recreational, fitness, sport and activity areas, and indoor climbing wall – provide an outstanding arena for student instruction. With a curriculum designed to develop professional knowledge and skills, graduates from the department are prepared to work in a variety of educational, health, and fitness settings.

The Health Promotion major is a flexible and interdisciplinary program of studies dually housed within HPHP and the Health Administrative Services (HAS) program in the Dr. Ezekiel R. Dumke College of Health Professions.

Data Form:

R411 Data Table					
HPHP Department					
Health Promotion Program	Year	Year	Year	Year	Year
	2009	2010	2011	2012	2013
Faculty					
Headcount – Full Dept. and (program)					
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)					
Full-time Tenured	8 (0)	8 (0)	7 (0)	8 (0)	7 (1)
Full-time Non-Tenured	7 (4)	7 (4)	6 (3)	7 (2)	12 (2)
Part-time	n/a	2 (1)	2 (1)	4 (1)	5 (3)
With Master's Degrees					
Full-time Tenured	1 (0)	1 (0)	1 (0)	1 (0)	0 (0)
Full-time Non-Tenured	1 (0)	1 (0)	1 (0)	1 (0)	0 (0)
Part-time	n/a	31 (7)	28 (4)	28 (5)	25 (5)
With Bachelor's Degrees					
Full-time Tenured					
Full-time Non-tenured					
Part-time	n/a	2 (1)	2 (1)	1 (0)	2 (0)
Other					
Full-time Tenured					
Full-time Non-tenured					
Part-time					
Total Headcount Faculty		52 (13)	47 (9)	50 (8)	51 (11)
Full-time Tenured	9 (0)	9 (0)	8 (0)	9 (0)	7 (1)
Full-time Non-tenured	9 (4)	8 (4)	7 (3)	8 (2)	12 (2)
Part-time	n/a	35 (11)	32 (9)	33 (7)	32 (8)
FTE (A-1/S-1/Cost Study Definition)					
Full-time (Salaried)	15.61	16.22	15.09	16.17	17.89
Teaching Assistants					
Part-time (May include TA's)	25.07	23.06	25.09	26.12	26.97
Total Faculty FTE	40.68	39.28	40.18	42.29	44.86

Number of Graduates	2009	2010	2011	2012	2013
Certificates					
Bachelor's Degrees – all HPHP	91	89	77	109	114
Bachelor's Degrees – Hlth Promo	22	24	25	36	43
Master's Degrees (n/a)					
Doctoral Degrees (n/a)					
Number of Students – (Data Based on Fall Third Week)					
Total # of Declared Majors (pgm.)	60	77	88	109	131
Total Program FTE	252.4	278.94	320.76	341.4	308.43
Total Program SCH	7,572	8,368	9,623	10,242	9,253
Total Department FTE*	791.3	880.57	976.87	995.30	995.80
Total Department SCH*	23,739	26,417	29,306	29,859	29,874
*Per department designator prefix					
Student FTE per Total Faculty FTE	19.45	22.42	24.31	23.54	22.20
Cost (Cost Study Definitions)					
Direct Instructional Expenditures	1,954,610	1,903,412	1,902,098	1,946,393	1,956,346
Cost Per Student FTE	2,470	2,162	1,947	1,956	1,965
Funding					
Appropriated Fund	1,829,724	1,903,412	1,902,098	1,946,393	1,956,346
Other:					
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition	124,886	97,682	151,393	88,672	99,275
Total	1,954,610	1,903,412	1,902,098	1,946,393	1,956,346

Program Assessment:

Strengths:

Standard A – Mission

- The program mission is thoroughly articulated with WSU's presence in the Ogden community.

Standard B – Curriculum

- A mapped out curriculum that is aligned with specific standards from a variety of learned societies in the Health Promotion arena.

Standard C – Student Learning Outcomes and Assessment

- The program faculty supports institutional assessment objectives.

Standard D – Academic Advising

- The availability of a full-time advisor who is knowledgeable about university and HP program policies and requirements is noted.

Standard E – Faculty

- Students note a knowledgeable and passionate faculty.

Standard F – Program Support

- None indicated.

Standard G – Relationships with External Communities

- None indicated.

Standard H – Program Summary

- None indicated.

Faculty response: Considering the Health Promotion Program strengths enumerated by the committee, we will maintain our strong program and excellent commitment to the academic and professional development of our Health Promotion students by remaining focused on the following items: 1) continue strong advisement through one-on-one interactions of students with the program faculty and the department academic advisor; 2) continue to remain on the cutting edge of our discipline and make sure our students sense our passion; 3) continue to provide opportunities for students to practice skills they are learning through presentations, teaching opportunities, and other CHES related activities; 4) continue our strong connections with professional organizations; and 5) continue to develop curriculum based on recommendations from professional organizations

Weaknesses/Concerns:

Standard A – Mission

- None indicated.

Standard B – Curriculum

- HP students knew about the Certified Health Education Specialist (CHES) and that it was emphasized in the department's classes, but they felt like they need more information and preparation in order to "sit" for the national exam.

- *Faculty response: Students graduating with a major in Health Promotion should feel confident and prepared to “sit” for the exam offered. To assist students to recognize the major areas of responsibility and specific competencies forwarded by the National Commission for Health Education Credentialing, instructors in all “Courses Required” for the major will include in their course syllabi at least 3 course objectives specific to NCHEC competencies. By incorporating specific NCHEC competencies into course syllabi, students will subsequently engage in competency-based application activities aligned with NCHEC standards, and faculty will provide ongoing documentation of student performance based on these standards.*
- HP students commented that the courses in the program were “low stress” courses. This may lead to the perception that HP coursework is not challenging compared with other health science departments.
- *Faculty response: Disagree with this assessment. Although some introductory or elective courses in the program may be considered “low stress” (e.g., with the intent being to attract and recruit students to other courses in the program), the “Courses Required” for the major are based on national standards (NCHEC) deemed to be academically challenging.*

Standard C – Student Learning Outcomes and Assessment

- None indicated.

Standard D – Academic Advising

- Some students are not aware of the significance of CHES for their future employment.
- *Faculty response: Based on formal exit surveys and informal discussions with students, the faculty have ascertained that not all students majoring in health promotion are interested in seeking national certification as health education specialists. To monitor students’ interest in national certification and preferences for specific content – and process-oriented courses, the faculty will administer a biannual senior exit survey to graduating students. At least one question will be included to evaluate the relative importance of the CHES exam to students in the major.*

Standard E – Faculty

- The site team noted that other Utah institutions have a greater number of faculty members to serve similar numbers of HP students.
- *Faculty response: At present, the program is at instructional capacity and, periodically, an insufficient number of faculty exist to provide specific content courses and to teach select professional courses within the School Health minor.*

The program faculty will investigate in fall 2014 the feasibility of hiring an additional tenure-track faculty member. In the meantime, the program will maintain a strong pool of qualified adjunct faculty to meet instructional responsibilities.

Standard F – Program Support

- None indicated.

Standard G – Relationships with External Communities

- None indicated.

Standard H – Program Summary

- None indicated.

Recommendations from the reviewers:

Standard B – Curriculum

Standard C – Student Learning Outcomes and Assessment

- The committee recommends continued efforts to base HP's academic curriculum and related student learning objectives on national standards (benchmarks) within the area of health promotion, adapting to the changing landscape within the profession as needed. This is supported by the faculty's exhibited commitment to linking student learning with professional practice.

Standard C – Student Learning Outcomes and Assessment

- The committee recommends continued support (allocation of time and necessary resources) for assisting students in preparation for the CHES examination to increase the percentage of students who pass the exam both at and beyond the 70% cutoff score.

Standard E – Faculty

- The committee recommends periodic assessment of the prospective need for additional full-time faculty to meet the growing segment of HP student majors at WSU. This effort should include continued attention and commitment to matching the various elements of diversity represented within both the student population and surrounding community.

Standard G – Relationships with External Communities

- The committee recommends there be continued emphasis on the primacy of the internship component of the HP program and on its related growth given the competitive nature of the employment market for HP graduates in Utah. There is an increased marketability likely afforded by varied field practicum experiences.
- *Faculty response: The program faculty considers the internship component of the curriculum to be the culminating experience for HP students. This experience is meant to provide the student with the opportunity to apply skills learned in the classroom in a way that is mutually beneficial for the student and the community/campus partner. To ensure high standards associated with internship credit, the program will add additional structure to the experience. In addition to a newly instituted final presentation requirement, in which students must formally present their accomplishments over the course of their internship experience, the program will also provide the site supervisors with the opportunity to contribute to the student's HLTH 4860 grade.*
- The committee recommends increased faculty promotion of student membership in HP-related national and state organizations.
- *Faculty response: the program faculty see significant value in student membership in, and involvement with both national and state health promotion organizations. In both foundational and upper-division courses, students are both formally and informally encouraged by faculty to learn more about – and consider membership in – the various national and state health promotion organizations. The program will explore adding a course fee on to the senior seminar class to pay for the student's annual membership in the Health Education Association of Utah (HEAU), or students will be encouraged to start their own Health Promotion club and raise funds for membership dues. There are currently two mechanisms in place through which students could potentially receive credit for attendance and presenting at state conferences.*
- The committee encourages continued HP collaboration and service involvement across the campus community. These involvements, which include the Counseling & Psychological Services Center, Student Wellness Program, and Integrated Studies, are viewed as valued partnerships within the University community.

Institutional Response

Department Response: for ease of reading, faculty responses to strengths/concerns/recommendations are embedded with those strengths/concerns/recommendations above.

Dean Response:

I appreciate all of the work that has gone into this program review. Thanks to Health Promotion faculty for putting the Self-Study document together, the review team for reviewing the printed materials, for taking the time to meet with faculty, staff and students on campus, and for summarizing their findings for the program faculty. The feedback given by the review team members will be very helpful as the Health Promotion faculty continue their ongoing efforts towards program renewal and enhancement.

The site review team identified faculty load as a program challenge in their review. We have seen good growth in this program but feel that we are adding faculty and staff support as it becomes warranted. Two additional faculty members have been added to this program area in the past six years, with the latest coming on board in 2013/14. We have also added additional staff support to the HPHP department, which certainly is of benefit to the Health Promotion area. Also, alleviating some of the load stress is the interdisciplinary nature of the program, with courses from several other related areas contributing to the degree. Additionally, we have several readily available, very well qualified adjuncts who add their own strengths, and make a positive contribution to the program. On another point, faculty do recognize the value of CHES certification and are committed to the continued articulation of the CHES standards into program courses.

As mentioned in the program director's response, all other recommendations for improvement by the team are either under consideration, many with action plans already in place, or appropriate responses will be considered and acted upon by the department faculty over the course of the upcoming academic year. Dr. Turley will collect a full report on decisions made, and actions taken by the program faculty in response to this review, and will include it in her 2014/15 department annual report.

As Dean of the Jerry and Vickie Moyes College of Education I am strongly committed to the ongoing support of the Department of Health Promotion and Human Performance, the Health Promotion Program, faculty, staff, and students.

Again, thanks to all who have contributed to this program evaluation and kudos to the faculty, staff, and chair of the Department of Health Promotion and Human Performance for all the great work they do, and to Dr. Olpin, Dr. Eisenbarth, Dr. Cost and Dr. Santurri for their outstanding dedication to the Health Promotion Program and their students.

Jack L. Rasmussen, Dean
Jerry and Vickie Moyes College of Education
May 19, 2014

Institutional Program Review Committee Response:

Date: October 2, 2014

Present: Craig Oberg - Chair of Faculty Senate, Eric Amsel, Carol Naylor, Shane Schvaneveldt, Ed Hahn, Alicia Giralt, Kathy Herndon, Kirk Hagen, Carrie Ota, Heather Chapman and Gail Niklason – Office of Institutional Effectiveness

Guests: Dr. Laura Santurri, Dr. Michael Olpin, Dr. Chris Eisenbarth – Health Promotion program faculty; Dr. Jennifer Turley – Chair, Department of Health Promotion and Human Performance; Dr. Jack Rasmussen – Dean, Moyes College of Education

Recommendations: The Institutional Program Review Committee designated the Health Promotion program as “a program with meaningful problems that must be addressed”. The program faculty was asked to address the following issues:

- 1) Report the results of the 2013 CHES exam to the committee.
- 2) Revise the program’s student learning outcomes to focus on CHES competencies.
- 3) As the faculty critically assess the curriculum relative to these competencies, ensure that students will be prepared to sit for the CHES examination at the conclusion of their coursework. It is hoped that the revisions will eliminate the need for an exam-preparation course.
- 4) As program outcomes are reviewed and revised, ensure that the three components of the program; personal, professional, and community; are better integrated.

Item 1 was addressed immediately and satisfactorily. Items 2-4 are being addressed and the program faculty have been asked to submit a status report by April 1, 2015. It is anticipated that the response from the faculty will adequately address all areas of concern, at which point the program will be designated as “a strong program with a few issues to be addressed”. Barring an inadequate response in April, the final recommendation for this program is to complete the next program review as scheduled, beginning in the fall of 2018.

**Five Year Program Review
Weber State University
Human Performance Program
Health Promotion and Human Performance Department
February 10, 2014**

Reviewers:

External Reviewers

- Mr. Jacob Manning, Interim Coordinator, Outdoor Recreation in Parks and Tourism, Southern Utah University, Cedar City, UT
- Dr. Dale Wagner, Associate Professor of Exercise Physiology, Utah State University, Logan, UT

Internal Reviewers

- Dr. Penee Stewart, Associate Professor of Teacher Education, Weber State University
- Mr. Kraig Chugg, Assistant Professor of Health Sciences, Weber State University

Program Description:

The Department of Health Promotion and Human Performance (HPPH) in the Jerry and Vickie Moyes College of Education offers programs that promote lifelong wellness from a variety of disciplines. The teaching environment, supported by faculty with diverse expertise, creates quality learning communities that offer undergraduates exceptional educational experiences. The newly remodeled state-of-the-art facilities – including fully equipped human performance exercise, nutrition biochemistry, and athletic training/physical therapy laboratories, a networked computer lab, swimming and hydrotherapy pool, ample indoor and outdoor recreational, fitness, sport and activity areas, and indoor climbing wall – provide an outstanding arena for student instruction. With a curriculum designed to develop professional knowledge and skills, graduates from the department are prepared to work in a variety of educational, health, fitness, and recreational settings.

The Human Performance Management major is one of five Bachelor of Science Degrees offered in the HPPH Department. Created in 1989 as Lifestyle Management, a nonteaching physical education alternative, it has constantly grown and evolved to incorporate and reflect changing societal needs. The name of the major was changed from Lifestyle Management to Human Performance Management (HPM) in 2002 as the name of the department changed from Health, Physical Education, and Recreation to Health Promotion and Human Performance. Students are admitted to the HPM major if they are students of good standing at the university.

Data Form:

R411 Data Table					
HPHP Department					
Human Performance Program	Year	Year	Year	Year	Year
	2009	2010	2011	2012	2013
Faculty					
Headcount (program counts in parentheses)					
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)					
Full-time Tenured	8 (4)	8 (4)	7 (3)	8 (3)	7 (2)
Full-time Non-Tenured	7 (0)	7 (0)	6 (0)	7 (0)	12 (1)
Part-time	n/a	2 (0)	2 (0)	4 (0)	5 (1)
With Master's Degrees					
Full-time Tenured	1 (0)	1 (0)	1 (0)	1 (0)	1 (0)
Full-time Non-Tenured	1 (0)	1 (0)	1 (0)	1 (0)	1 (0)
Part-time	n/a	31 (2)	28 (3)	28 (3)	25 (3)
With Bachelor's Degrees					
Full-time Tenured	(0)	(0)	(0)	(0)	(0)
Full-time Non-tenured	(0)	(0)	(0)	(0)	(0)
Part-time	n/a	2 (0)	2 (0)	1 (0)	2 (1)
Other					
Full-time Tenured					
Full-time Non-tenured					
Part-time					
Total Headcount Faculty		52 (6)	47 (6)	50 (6)	51 (8)
Full-time Tenured	9 (4)	9 (4)	8 (3)	9 (3)	8 (2)
Full-time Non-tenured	8 (0)	8 (0)	7 (0)	8 (0)	13 (1)
Part-time	n/a	35 (2)	32 (3)	33 (3)	32 (5)
FTE (A-1/S-1/Cost Study Definition)					
Full-time (Salaried)	15.61	16.22	15.09	16.17	17.89
Teaching Assistants					
Part-time (May include TA's)	25.07	23.06	25.09	26.12	26.97
Total Faculty FTE	40.68	39.28	40.18	42.29	44.86

Number of Graduates					
Certificates	-	-	-	-	-
Associate Degrees	-	-	-	-	-
Bachelor's Degrees – all HPHP	91	89	77	109	114
Bachelor's Degrees – Hum Perf.	21	29	17	25	23
Doctoral Degrees (n/a)					
Number of Students – (Data Based on Fall Third Week)					
Total # of Declared Majors (pgm.)	21	29	17	25	23
Total Program FTE	252.4	278.94	320.76	341.4	308.43
Total Program SCH	7,572	8,368	9,623	10,242	9,253
Total Department FTE*	791.3	880.57	976.87	995.30	995.80
Total Department SCH*	23,739	26,417	29,306	29,859	29,874
*All HPHP Programs – used for cost and ratio calculations					
Student FTE per Total Faculty FTE	19.45	22.42	24.31	23.54	22.20
Cost (Cost Study Definitions)					
Direct Instructional Expenditures	1,954,610	1,903,412	1,902,098	1,946,393	1,956,346
Cost Per Student FTE	2,470	2,162	1,947	1,956	1,965
Funding					
Appropriated Fund	1,829,724	1,903,412	1,902,098	1,946,393	1,956,346
Other:					
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition	124,886	97,682	151,393	88,672	99,275
Total	1,954,610	1,903,412	1,902,098	1,946,393	1,956,346

Program Assessment:

Strengths:

Standard A – Mission

- Clearly defined primary and secondary outcomes of the program.

Standard B – Curriculum

- The HPM program, through its internship program, provides students with quality community-based experiences in the workplace prior to graduation.

Standard C – Student Learning Outcomes and Assessment

- Learning outcomes are clearly defined.

- Assessment measures for each desired outcome are clearly defined.

Standard D – Academic Advising

Standard E – Faculty

- The program and supporting faculty work together as a team and serve as resources for one another. This synergy is important given the interdisciplinarity of the program.
- Faculty and staff are very approachable and accessible to students.

Standard F – Program Support

- There is exceptional administrative support of the HPM program at all levels of administration, both college and department.
- The addition of the Wildcat Center and the updated Stromberg Center greatly benefit the HPM program and students. The classroom space, computer lab, and performance lab are all great assets to the program.

Standard G – Relationships with External Communities

Standard H – Program Summary

- The addition of the new full-time internship coordinator will support the program well.

Weaknesses/Concerns:

Standard A – Mission

Standard B – Curriculum

- Students expressed concern about the coverage of “performance” nutrition in the curriculum.
- *Faculty response: There was a break in the opportunity to inform students between the differences of Nutrition 3020 (Sports Nutrition) and Nutrition 4420 (Nutrition and Fitness) due to the unavailability of a qualified individual to represent in the PEP 2200 courses. We will insure that students are properly informed about the differences between the courses and then appropriately directed based upon their interests.*

Standard C – Student Learning Outcomes and Assessment

- Due in part to the interdisciplinary nature of the program some of the program outcomes are not being achieved in courses outside of human performance.

- *Faculty response: the faculty who teach required courses in the HPM major will meet biennially with the program director to review program outcomes, course syllabi, and align or assure the alignment of measurable learning outcomes to the program outcomes.*
- It is important that the program have a procedure in place for faculty review and possible action based on outcome assessments.
- *Faculty response: Faculty who teach required courses in the HPM major will meet, minimally, at the beginning of every fall semester on or before October 15th, to provide outcomes assessment data to the program director for inclusion in the annual report due every November 15th.*

Standard E – Faculty

- Additional faculty will be necessary if the program is to increase enrollments and offerings in Outdoor Recreation. The load placed upon the current program director also supports this concern.
- *Faculty response: As enrollments increase proposals for new faculty members will be presented to the department chair, current department faculty, and the Dean of the College. The program director works closely with the department chair and faculty and has advisement and secretarial support when needed.*

Standard F – Program Support

- It is suggested that the program director and department chair review the workload of the departmental advisor.
- *Faculty response: An agreement has been made between the department faculty and the advisement coordinator that difficult advising cases, such as those involving transfer students, would be handled by the program director rather than the advisement coordinator. As well, the department chair, in consultation with program faculty, does all the transfer articulation. The chair is currently exploring ways to add either a 50/50 part-time hourly student worker or other additional part-time advisement support.*

Standard G – Relationships with External Communities

- The committee strongly recommends the program establish a community advisory council.
- *Faculty response: The use of a formal advisory committee would assist the program to (a) strengthen existing community partnerships, (b) facilitate the place of student interns at community agencies, and (c) receive feedback from community partners to ensure that students are appropriately trained to meet the professional needs of the agencies. The program faculty, in consultation with the HPHP Internship Coordinator, will select a 5-person advisory board every other*

year consisting of key community stakeholders to provide feedback regarding internship placement, student training, and service-learning opportunities.

- Develop a stronger WSU identity in the community.
- *Faculty response: Students completing internships are considered representatives of WSU. The use of WSU-branded name tags would allow individuals working as interns to be identified as WSU students and communicate to prospective clients the students' qualifications and limitations to provide services consistent with their competencies. To increase the visibility and recognitions of WSU student interns working in professional settings, the program intends to investigate a policy that requires students to wear appropriate professional attire (preferably WSU-branded, collared shirts) and to require students to wear WSU-branded name tags while working at approved intern sites.*

Other recommendations from the reviewers:

- The sports and recreation area should broaden its presence in the area of outdoor recreation. With the current faculty in place and with administrative support its potential to flourish is very realistic. To accomplish this, the program faculty need to deal with issues of information dissemination, curriculum, resources, and risk management. Additionally, the program faculty should consider a bachelor degree program to improve students' opportunities for gainful employment in the field.
- *Faculty response: To increase the visibility and web presence of the Recreation program, a website will be developed to promote greater access to information on the program, curriculum, career opportunities, contact information, forms, and field experience updates.*
- *To continue efforts to create a more cohesive area of study, a plan that maps out current and new courses that will meet professional competencies is needed. A minimum of two additional courses are also needed in the minor to adequately prepare students to meet entry-level profession competencies within the field of Outdoor Recreation. A "minor map" will be developed that outlines and sequences current and new courses to create a cohesive and progressive academic area of study.*
- *To address the concern about resources for the program, course fees have been added to several Recreation courses; this will help the program purchase needed equipment. A grant has been received that will also aid in the acquisition of needed equipment. If these resources prove insufficient in the long-term, additional strategies will be investigated.*

- *One of the Recreation Program's most significant needs is a risk management and emergency action plan that reflects current industry standards and is compliant with WSU Risk Management. The Recreation Program Director will meet with WSU Risk Management and explore opportunities to collaborate with other departments and programs on campus that provide field-based experiences to create a comprehensive risk management and emergency action plan.*
- *Finally, before exploring opportunities to expand the minor into a 4-year degree, the Recreation Program Director is directing efforts to improve curricular quality and increase enrollment in the minor/emphasis area. At this time the program lacks the adequate resources (i.e., faculty, equipment, courses) to offer a Bachelor's degree. The potential for further program expansion will be explored, however.*
- Using feedback from students and community representatives, it is recommended that a database be established that provides information about internship sites and expected outcomes for each internship. Along similar lines, community representatives would like a redesigned form for grading interns, and they would also appreciate more feedback from the department related to the quality of the students' experiences.
- *Faculty response: the addition of a full-time internship coordinator will allow these issues to be addressed.*

Institutional Response

Department Response: for ease of reading, faculty responses to concerns and recommendations are embedded above.

Dean Response:

I appreciate all of the work that has gone into this program review. Thanks to the Human Performance faculty for putting the Self-Study document together, the review team for reviewing the printed materials, for taking the time to meet with faculty, staff and students on campus, and for summarizing their findings for the program faculty. The feedback given by the review team members will be very helpful as the Human Performance Management faculty continue their ongoing efforts towards program improvement.

By the very nature of its design, the Human Performance Management Program's strengths are also its weaknesses. The fact that it is interdisciplinary in nature means that faculty from several different areas of expertise bring that expertise to bear in the program. On the flip side, the interdisciplinary nature of the program

means that many of the faculty who teach courses in the program do not have a commitment to the program beyond the class/s that they teach. Also, the fact that a student is provided some freedom in developing an individualized program of study, means that program outcomes are somewhat less definable. All in all, I feel that the positives of this program clearly outweigh the difficulties. Courses in the program are exceptional and the program as a whole provides both breadth and the option of a flexible, personalized degree program for students who have a variety of career interests. Without this program, these students would be forced to complete a degree that would not really fit those interests, or help them pursue their career aspirations.

Challenges in the areas of faculty support and program director load are noted. A series of one-year faculty, filling in for a faculty position within the program, has exacerbated the problem of faculty depth within the program, as well as put a heavier load on the program director. The addition this fall of a second tenure track faculty member as well as the addition last year of an internship coordinator will help immensely. Also, as the internship coordinator gains more experience with the program, communication with students regarding internship opportunities will improve. Continued open communication between program faculty and with others whom contribute to the program is acknowledged as a very important factor to the continuing health of the program.

As mentioned in the program director's response, all other recommendations for improvement by the team are either under consideration, many with action plans already in place, or appropriate responses will be considered and acted upon by the department faculty over the course of the upcoming academic year. Dr. Turley will collect a full report on decisions made, and actions taken by the program faculty in response to this review, and will include it in her 2014/15 department annual report.

As Dean of the Jerry and Vickie Moyes College of Education I am strongly committed to the ongoing support of the Department of Health Promotion and Human Performance and the Human Performance Management Program. I feel that this is a unique program that is responsive to a variety of high need areas both in the community and in the corporate world.

Again, thanks to all who have contributed to this program evaluation and kudos to the faculty, staff, and chair of the Department of Health Promotion and Human Performance for all the great work they do and a special thanks to Dr. Molly Smith for spearheading preparations for and responses to this program review.

Jack L. Rasmussen, Dean
Jerry and Vickie Moyes College of Education
May 19, 2014

Institutional Program Review Committee Response:

Date: September 25, 2014

Present: Craig Oberg - Chair of Faculty Senate, Eric Amsel, Carol Naylor, Shane Schvaneveldt, Ed Hahn, Alicia Giralt, Kathy Herndon, Kirk Hagen, Ryan Thomas – Associate Provost, Gail Niklason – Office of Institutional Effectiveness

Guests: Dr. Molly Smith – Program Director, Dr. Jennifer Turley – Department Chair, Dr. Jack Rasmussen – Dean, Moyes College of Education

Commendations:

- The committee commends the program for the changes made to the internship requirement, which was designated as a concern in the previous program review.

Recommendations:

- The committee recommends that the program faculty pay attention to the 120 credit hour limit and ensure students are advised well to avoid going over that limit (when possible).
- The committee also recommends that the program faculty seriously consider splitting the program into recreation and exercise science emphases.

The committee sees no need for additional efforts in terms of this program review process and recommends that the department complete its next program review, as scheduled, in five years (the 2018/19 academic year).

**Five Year Program Review
Weber State University
Physical Education Program
Health Promotion and Human Performance Department
February 19, 2014**

Reviewers:

External Reviewer

- Dr. Skip Williams, Assistant Professor, Department of Kinesiology and Recreation, Illinois State University, Normal, IL
- Mr. Steven Prewitt, Instructor, Department of Exercise and Sports Science, University of Utah, Salt Lake City, UT

Internal Reviewers

- Dr. Clay Rasmussen, Assistant Professor, Department of Teacher Education, Weber State University
- Dr. Diego Rey, Assistant Professor, Department of Foreign Language and Literature, Weber State University

Program Description:

The Physical Education Professional (PEP) program is housed in the Department of Health Promotion and Human Performance within the Moyes College of Education. This program has been in existence for over 40 years; it provides undergraduate education for students seeking to complete a major in physical education, with or without licensure, and for students seeking a minor in coaching. Additionally, the program serves an emphasis track for students completing a Bachelor of Integrated Studies (BIS).

The PEP program provides students with hands-on and experiential learning, along with appropriate services, resources, and activities in the community and surrounding school districts. The PEP program curriculum's foundation is rooted in the National Initial Physical Education Teacher Education Standards, developed and published by the National Association for Sport and Physical Education (NASPE). Program course offerings ensure that pedagogical content, knowledge, and skills are learned in order for graduating students to meet these Standards. Regardless of the chosen academic track, students are required and expected to complete their respective rigorous curriculum to earn their degrees. The curriculum has recently (summer 2012 – Spring 2013) undergone a substantial review and modification to more accurately align itself with the Standards, guidelines, and expectations, as well as to meet the expectations

and standards of the program's current faculty. The updated curriculum is currently undergoing its first year of implementation.

The PEP program is accredited by the National Council for Accreditation of Teacher Education (NCATE), "the profession's mechanism to help establish high quality teacher preparation." With the recent consolidation of NCATE and TEAC into the Council for Accreditation of Educator Preparation (CAEP) as the new accrediting body for educator preparation, the PEP program will undergo accreditation review in 2014.

Data Form:

R411 Data Table					
HPHP Department					
Physical Education Program	Year	Year	Year	Year	Year
	2009	2010	2011	2012	2013
Faculty					
Headcount*					
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)					
Full-time Tenured	8 (0)	8 (0)	7 (0)	8 (0)	7 (0)
Full-time Non-Tenured (includes tenure-track)	7 (2)	7 (2)	6 (1)	7 (3)	11 (4)
Part-time	n/a	(0)	(0)	1 (1)	1 (0)
With Master's Degrees					
Full-time Tenured	1 (0)	1 (0)	1 (0)	1 (0)	0 (0)
Full-time Non-Tenured	1 (2)	1 (2)	1 (2)	1 (0)	0 (0)
Part-time	n/a	31 (4)	28 (4)	28 (4)	25 (1)
With Bachelor's Degrees					
Full-time Tenured					
Full-time Non-tenured					
Part-time	n/a	2 (1)	2 (1)	1 (0)	2 (0)
Other					
Full-time Tenured					
Full-time Non-tenured					
Part-time					
Total Headcount Faculty	n/a	50 (9)	45 (8)	47 (8)	46 (5)
Full-time Tenured	9 (0)	9 (0)	8 (0)	9 (0)	7 (0)
Full-time Non-tenured	9 (4)	8 (4)	7 (3)	8 (3)	11 (4)
Part-time	n/a	33 (5)	30 (5)	30 (5)	28 (1)

*shown as: (PEP count) HPHP count					
FTE (A-1/S-1/Cost Study Definition)					
Full-time (Salaried)	15.61	16.22	15.09	16.17	17.89
Teaching Assistants					
Part-time (May include TA's)	25.07	23.06	25.09	26.12	26.97
Total Faculty FTE	40.68	39.28	40.18	42.29	44.86
Number of Graduates					
Certificates					
Associate Degrees					
Bachelor's Degrees - PEP	18	10	13	17	16
Bachelor's Degrees – all HPHP	91	89	77	109	114
Doctoral Degrees (n/a)					
Number of Students – (Data Based on Fall Third Week)					
Total # of Declared Majors (PEP)	66	75	88	93	83
Total Program FTE	180.53	185.33	194.43	194.43	196.60
Total Program SCH	5,416	5,560	5,833	5,833	5,898
Total Department FTE*	791.3	880.57	976.87	995.30	995.80
Total Department SCH*	23,739	26,417	29,306	29,859	29,874
*All HPHP Programs – used for cost and ratio calculations					
Student FTE per Total Faculty FTE	19.45	22.42	24.31	23.54	22.20
Cost (Cost Study Definitions)					
Direct Instructional Expenditures	1,954,610	1,903,412	1,902,098	1,946,393	1,956,346
Cost Per Student FTE	2,470	2,162	1,947	1,956	1,965
Funding					
Appropriated Fund	1,829,724	1,903,412	1,902,098	1,946,393	1,956,346
Other:					
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition	124,886	97,682	151,393	88,672	99,275
Total	1,954,610	1,903,412	1,902,098	1,946,393	1,956,346

Program Assessment:

Strengths:

Standard A – Mission

- The mission statements for both tracks are strong and written with clarity. The alignment between the program missions and the missions of the college and university are evident.

Standard B – Curriculum

- The curriculum is consistent with the program tracks.

Standard C – Student Learning Outcomes and Assessment

- Learning outcomes are written in clear and concise terms, and are both descriptive and measurable.
- There is clear alignment between outcomes and the missions of the program.
- The program faculty are doing a great job gathering evidence of learning for the purpose of analysis.

Standard D – Academic Advising

- Students are well provided with a variety of support and knowledge through academic advising.
- Faculty have excellent backgrounds to support students with career decisions and job placement advice.

Standard E – Faculty

- Faculty size is adequate for program numbers. Experiences and teaching strengths are varied and provide a well-rounded program.
- There is not an over-reliance on adjuncts.
- Professional development is supported and encouraged.

Standard F – Program Support

- The department has access to a wide number of resources to support the program including a college librarian, recruiter, assistants, and advising.

Standard G – Relationships with External Communities

Standard H – Program Summary

Challenges/Weaknesses:

Standard A – Mission

- The mission statements do not include language about how the missions will be met.

Standard B – Curriculum

- There needs to be a clear scope and sequencing of courses within the programs, particularly for the teaching licensure track.
- There appears to be substantial overlap between the physical education licensure courses and the required core education courses that majors are required to take prior to student teaching.

Standard C – Student Learning Outcomes and Assessment

- Alignments and assessments indicated in the curriculum grid appear to support course level outcomes in many cases, instead of program level outcomes.
- Artifacts in support of program outcomes are not assessed in a consistent manner.
- Identified assessments should be reviewed and discussed systematically.

Standard D – Academic Advising

- Advising, while adequate, lacks a clearly defined process.

Standard E – Faculty

- No concerns or weaknesses indicated.

Standard F – Program Support

- No concerns or weaknesses indicated.

Standard G – Relationships with External Communities

- No concerns or weaknesses indicated.

Standard H – Program Summary

- No concerns or weaknesses indicated.

Recommendations from the reviewers:

Standard A – Mission Statement

- Consider revising the program mission statements to include language about how those missions will be met.
- *Faculty response: We agree with the team's assessment of the program's mission statement(s), and will create a revision that includes language about how the mission will be met.*

Standard B – Curriculum

- Define and publish a recommended course sequence; consider identifying courses that should be prerequisite to other courses.
- *Faculty response: We agree with this assessment. A clear sequence for completion of coursework will be articulated in a "degree map" which will be completed during May of 2014 with the assistance of the Department's academic coordinator.*
- Align physical education content with the College of Education core course content to help eliminate overlap and student boredom.
- *Faculty response: Addressing this concern may be problematic. During the fall, 2014 semester we will work to identify course overlaps and consider means to reduce redundancies or consider developing an "opt-out" examination if the issues cannot be reconciled.*
- With a course sequence in place, consider eliminating independent study courses.

Standard C – Student Learning Outcomes and Assessment

- Review methods of measurement for each learning outcome to determine if the method is being used for the program as a whole or for an individual course.
- *Faculty response: Program faculties will develop rubrics that address each program outcome for each of the courses taught, then share these with all program faculty for concurrence.*
- Consider standardizing assessments from semester to semester so that there is consistency no matter who the instructor is.
- *Faculty response: We agree with this assessment. The program faculty will work together to develop assessments that can be shared across sections of the same course. These will be developed in conjunction with assessment rubrics during the 2014/15 academic year.*
- Develop standard assessment tools such as rubrics.

Standard D – Academic Advising

- Consider augmenting the advising staff for the college as the program continues to grow. The faculty do an excellent job supporting the advisor, but there is potential for this to become onerous on the faculty.
- *Faculty response: We agree with this assessment. Department faculty will discuss and work on this issue during faculty meetings during the 2014/15 academic year in hopes of coming up with a permanent solution.*

Additional Recommendations:

- Consider revisiting the curriculum; consider reducing the number of activity courses required for each major.
- Consider formalizing a mentoring program to support new faculty.
- *Faculty response: The Physical Education faculty are mentored at the department and college level. The faculty is committed to preparing students who are capable of teaching physical education to meet national standards as well as develop students who are highly skilled in teaching all forms of physical activity, not simply team sports.*

Institutional Response

Department Response: For ease of reading, faculty responses to recommendations and concerns are embedded in the previous section.

Dean Response:

I appreciate all of the work that has gone into this program review. Thanks to the Physical Education faculty for putting the Self-Study document together, the review team for reviewing the printed materials, taking the time to meet with faculty, staff and students on campus, and for summarizing their findings for the program faculty. The feedback given by the review team members will be very helpful as the Physical Education faculty continue their ongoing efforts towards program improvement.

Program challenges that were raised by the site review team include mission statement, articulation of curriculum, physical education and teacher education overlap, program assessment & advising protocols.

Program faculty have already set timelines in place to address the mission statement, articulation of curriculum, and program assessments. This work is expected to be started during spring semester and completed by the end of fall semester. I believe that this will be important work for the program faculty as they consider how to best organize and assess the necessary curriculum for physical education majors.

The issue of advising was raised by several program reviews within the HPHP department and is being addressed in multiple ways. This includes additional secretarial help, reassignment of some duties within the department's staff, an increased effort to utilize new university advisement software and tracking programs, and an effort to provide better directions and advisement support both in the catalog (degree maps) and through other print and online interactions. We will continue to monitor the success of these changes and the effectiveness of the department's advising efforts.

I have no concerns about the potential overlap between the physical education methods courses and the teacher education professional core classes. Even our best graduates are entering the teaching profession as 'novice' teachers. Increased scrutiny of and pressure on, the public schools and their teachers, has created a climate where school districts are wanting and expecting new teachers to be more effective and sophisticated from the get go. Most physical education students work in their minor area in the professional core and that can only be seen as an advantage to them. In addition, different faculty are teaching the courses in question which gives students additional perspectives on the knowledge and skills taught. In a mere two years of professional preparation, there is no redundancy.

As mentioned in the program director's response these challenges along with all other recommendations for improvement by the review team, are either under consideration, many with action plans already in place, or appropriate responses are being considered and will be acted upon by the program faculty over the course of the upcoming academic year. Dr. Turley will collect a full report on decisions made, and actions taken by the program faculty in response to this review and will include it in her 2014/15 department annual report.

As Dean of the Jerry and Vickie Moyes College of Education I am strongly committed to the ongoing support of the Department of Health Promotion and Human Performance and the Physical Education program including facilities, faculty, staff, and students.

Again, thanks to all who have contributed to this program evaluation and kudos to the faculty, staff, and chair of the Health Promotion and Human Performance department for all the great work they do and especially Dr. McGladery, Dr. Conlin, Dr. Zagrodnik and Dr. Smith for their outstanding dedication to the physical education program and students.

Jack L. Rasmussen, Dean
Moyes College of Education

Institutional Program Review Committee Response:

Date: September 25, 2014

Present: Craig Oberg - Chair of Faculty Senate, Eric Amsel, Carol Naylor, Shane Schvaneveldt, Ed Hahn, Alicia Giralt, Kathy Herndon, Kirk Hagen, Ryan Thomas – Associate Provost, Gail Niklason – Office of Institutional Effectiveness

Guests: Dr. Brian McGladrey - Physical Education Program Director, Dr. Jennifer Turley – Chair, Department of Health Promotion and Human Performance, Dr. Jack Rasmussen – Dean, Moyes College of Education

Commendations:

- The committee commends the program faculty for their rapid response to the recommendations from the site visit team.

Recommendations:

- The committee recommends that the program faculty review the credit requirements for the major to ensure that students can complete the program within 120 credit hours.
- Develop a timeline for the standardization of course syllabi and a separate timeline for the planned development of degree maps.
- Finally, the committee sees no need for additional efforts in terms of this program review process and recommends that the department complete its next program review, as scheduled, in five years (the 2018/19 academic year).

**Five Year Program Review
Weber State University
Business Administration Department
March 18, 2014**

Reviewers:

External Reviewer

- Dr. Nicole Forsgren Velasquez, Faculty – Jon M. Huntsman School of Business, Utah State University, Logan, UT
- Dr. Ronda Callister, Professor – Jon M. Huntsman School of Business, Utah State University, Logan, UT

Internal Reviewers

- Dr. Brian Rague, Chair, Department of Computer Science, Weber State University
- Dr. Matt Mouritsen, Director, MBA Program, Weber State University

Program Description:

This report draws on material from the Five Year AACSB Maintenance of Accreditation report. The Association for the Advancement of Collegiate Schools of Business (AACSB) is the premier accrediting agency for schools of business. The John B. Goddard School of Business & Economics is fully accredited by the AACSB.

In addition, the report draws on the findings of the previous four years' annual review reports. Of greatest note is that in 2011, the Department of Information Systems & Technologies was merged with the Department of Business Administration. More recently (Fall 2013), in order to better balance department size within the GSBE, it was decided that Finance courses and faculty would move from the Department of Business Administration to the School of Accounting & Taxation.

The Department of Business Administration employs 50 faculty employees in total, of which 28 are adjunct faculty. In the last five years, a business law position was lost due to budget cuts but was restored through new money from the provost last year. The new tenure-track assistant professor of business law began his appointment on July 1, 2012. However, the department lost two positions in the field of Information Systems & Technologies, with two of its six positions lost to budget cuts. The decision to allow IS&T to absorb both cuts was made due to both a sustained trend in decreased enrollment numbers and significantly lower than average class sizes when compared with all other GSBE disciplines.

This results in the Department of Business Administration being down by one faculty position with the integration with IS&T. However, a new tenure-track position in Entrepreneurship, has been developed with external grant funding. Recruitment for this position is in progress with expectation that this person will lead the new Entrepreneurship Minor, which will be offered to both GSBE and non-GSBE students.

Of additional note, the department filled an AQ tenure-track faculty position in 2012, an AQ tenure-track Marketing position and two AQ tenure-track Supply Chain Management positions. Recruitment for two further tenure track positions for Management is currently in progress. A further major occurrence within this department was the retirement of a large number of faculty over the 2011-2013 period. This resulted in remaining faculty working significant levels of overload teaching while new faculty have been recruited. While burdensome, a benefit of this change is that new hiring will allow for an increase in AQ and AQ+PQ ratios and a greater alignment of expertise and experience with the GSBE's strategic initiatives, as well as department curriculum revisions and updates.

Data Form:

R411 Data Table					
Business Administration Department					
	Year	Year	Year	Year	Year
	2009	2010	2011	2012 ¹	2013 ¹
Faculty					
Headcount					
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)					
Full-time Tenured	12	10	11	6	4
Full-time Non-Tenured	1	1	1	3	8
Part-time	9	9	10	9	5
With Master's Degrees					
Full-time Tenured	0	0	0	0	0
Full-time Non-Tenured	2	2	2	1	1
Part-time	14	16	17	13	15
With Bachelor's Degrees					
Full-time Tenured	0	0	0	0	0
Full-time Non-tenured	0	0	0	0	0
Part-time	0	0	0	0	0
Other					
Full-time Tenured					
Full-time Non-tenured					
Part-time					
Total Headcount Faculty					
Full-time Tenured	12	10	11	6	4
Full-time Non-tenured	3	3	3	4	9
Part-time	23	25	27	22	20
FTE (A-1/S-1/Cost Study Definition)					
Full-time (Salaried)	16.55	17.11	16.11	24.28	14.95
Teaching Assistants					
Part-time (May include TA's)	13.22	11.10	11.18	15.73	13.49
Total Faculty FTE	29.77	28.21	27.29	35.43	28.44

Number of Graduates	2009	2010	2011	2012	2013
Certificates	1		1	11	3
Associate Degrees				9	7
Bachelor's Degrees	146	131	159	139	153
Master's Degrees (see MBA)					
Doctoral Degrees (n/a)	-	-	-	-	-
Number of Students (Data Based on Fall Third Week)					
Total # of Declared Majors	1,287	1,306	1,263	1,245	1,321
Total Department FTE*	531.50	502.67	514.53	635.07	666.77
Total Department SCH*	15,945	15,080	15,436	19,052	20,003
*Per department designator prefix					
Student FTE per Total Faculty FTE	17.85	17.82	18.85	17.92	27.93
Cost (Cost Study Definitions)	08-09	09-10	10-11	11-12	12-13
Direct Instructional Expenditures	2,018,625	1,951,358	1,893,766	2,349,752	3,003,039
Cost Per Student FTE	3,798	3,882	3,681	3,700	4,504
Funding					
Appropriated Fund	2,018,625	1,949,846	1,893,541	2,345,284	2,989,204
Other:					
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition		1,512	225	4,468	13,835
Total	2,018,625	1,951,358	1,893,766	2,349,752	3,003,039

¹ Numbers reflect the inclusion of the IS&T program under the Business Administration umbrella.

Program Assessment:

Strengths:

Standard A – Mission

- Commendation: the review committee commended the department for the achievement of its mission thus far.

Standard B – Curriculum

- Commendation: the review committee commends the faculty within the Supply Chain Management program for the strategic design of the curriculum and support Center of Supply Chain Excellence.
- The IST faculty is commended for reviewing and streamlining their curriculum offerings.

Standard C – Student Learning Outcomes and Assessment

- The review committee commends the department for its work in developing learning outcomes, measuring student performance, and reviewing results.

Standard D – Academic Advising

- The review committee commends the utilization of a centralized academic advising center.

Standard E – Faculty

- The department is commended for its use of the annual faculty review process.
- The committee commends the effort made by senior faculty to mentor junior faculty.
- The department chair is commended for his culture of collaboration.
- The orientation of new faculty is commended.

Standard F – Program Support

- The review committee commends the resources available to the department in terms of administrative support, facilities, and equipment.

Standard G – Relationships with External Communities

- The Supply Chain Management program is commended for envisioning a plan that will 1) form an SCM advisory board whose members will be integrated into the classroom and will 2) create a Center for Supply Chain Excellence.

Standard H – Program Summary

- The department is commended for its reduction in overload teaching and the development of useful assessment process.

Weaknesses:

Standard A – Mission

- The curriculum may not be accomplishing a component of the mission which reads: “Our students will be able to...appropriately deploy information technologies.”

Standard B – Curriculum

- None indicated.

Standard C – Student Learning Outcomes and Assessment

- None indicated.

Standard D – Academic Advising

- None indicated.

Standard E – Faculty

- None indicated.

Standard F – Program Support

- None indicated.

Standard G – Relationships with External Communities

- None indicated.

Standard H – Program Summary

- None indicated.

Recommendations from the reviewers:

Standard A – Mission

- The committee recommended that the department ensure that the mission statement is aligned with the University’s mission and the Goddard School’s

mission. In light of revised institutional and school missions, as well as the addition of IST faculty and the move of Finance faculty to the School of Accounting & Taxation, the mission should be modified to reflect these changes.

- *Faculty response: A group of faculty met in April (2014) to discuss the need to update the department's mission statement. The revision will be completed in conjunction with the revision of the School-level mission.*

Standard B – Curriculum

- The role of technology and data analytics is a key area in Supply Chain Management, and it is recommended that efforts be made to support the staffing and/or development of a course to address this area.
- *Faculty response: The SCM 3500 course has already been redesigned and renamed and will focus on spreadsheet modeling for decision making. The department also plans on integrating data analytics into the IST and SCM curricula.*
- It is also recommended that the SCM faculty utilize their Advisory Board to gather feedback on the newly designed curriculum.
- *Faculty response: The Supply Chain faculty is in the midst of establishing an advisory board, one role of which is to provide feedback regarding curriculum design.*
- The committee strongly recommends that the department and/or Goddard School consider requiring Microsoft Excel certification as part of the admissions process.
- *Faculty response: the Strategic Planning Committee, dean, and Goddard School department chairs will meet at the completion of the spring (2014) semester to consider various approaches to enhancing student spreadsheet application skills.*
- The committee recommends that a comprehensive curriculum review by emphasis occur on a five year cycle.

Standard C – Student Learning Outcomes and Assessment

- The committee recommends that the discussion of outcomes and assessment continue among faculty to the point of achieving meaning improvement in each learning outcome.
- It is recommended that learning outcomes be updated/modified to reflect any needed changes related to the addition of IST and the move of Finance to the School of Accounting.
- *Faculty response: Work in this area had already begun at the time of the review. A revised set of 'Assurance of Learning' (AoL) outcomes has been agreed upon by the committees and will be put to faculty for consultation before finalization.*

The AoL committee is also designing more appropriate and effective learning outcome assessment procedures.

Standard D – Academic Advising

- Enact plans to encourage all students to take advantage of advising services and to engage in advising earlier in their degree program.
- *Faculty response: The department chair will begin working more closely with the advising office to better integrate curriculum mapping and communication to students earlier in their course of study. The department acknowledges that this will become critical as the anticipated curriculum revisions in SCM and IST are implemented.*
- It is recommended that faculty within the department show greater support for Career Center activities.
- *Faculty response: The faculty concur with this recommendation. Faculty will be reminded and encouraged to utilize class time to promote Career Center events. The dean will be enlisted to notify faculty about the Career Center 'Business & Industry Night' at the initial annual faculty meeting in August.*

Standard E – Faculty

- The review committee recommends that the department hire strategically as future faculty replacements occur or new faculty lines emerge.
- The review committee strongly recommends hiring the new IST faculty member strategically. Hiring someone who could teach an analytics class would be extremely valuable to the department.
- *Faculty response: The department is currently placing an emphasis on filling the open tenure-track IST position with a new faculty member who has expertise in data analytics.*

Standard F – Program Support

- The review committee recommends that classroom technology support be improved; technology should be more reliable and support should be able to respond to breakdowns on a timelier basis.

Standard G – Relationships with External Communities

- It is recommended that IST faculty reach out to the technical community locally and regionally to build an Advisory Board as well as build relations with potential employers to identify key technologies and find opportunities for graduates.

Standard H – Program Summary

- The department strongly encourages the program to maintain and strengthen efforts around addressing overload teaching and the development of useful assessments.

Institutional Response

Department Response: for ease of reading, faculty responses to recommendations are embedded with those recommendations above.

Dean Response:

The Department of Business Administration (BA) in the Goddard School of Business & Economics underwent an in-depth program review during 2013-14. This review included a self-study; an external review consisting of a team of two non-WSU faculty and two non-BA Goddard faculty; and the departmental faculty response to the external review. The review commended the department on multiple initiatives. I agree with those assessments and congratulate the department on its successes. Of particular note are the SCM program's evolution, the department chair's leadership in hiring outstanding faculty, the mentorship provided by the chair and the senior BA faculty in helping new faculty integrate into the department, and IST's recent curriculum revisions.

The remainder of this response focuses on areas for improvement. The first two items are overarching points. The following set of recommendations addresses specifics in the departmental faculty response report. The final section addresses ideas in the review team's report that are not addressed explicitly in the department faculty response. My comments address areas where the departmental response, in my view, needs additional guidance or suggestions. For responses that are not addressed here, the department response is already appropriate.

Program Review's Scope

The external review team focused its comments mainly on two degree programs—the Bachelor of Business Administration with an Emphasis on Supply Chain Management (SCM) and the Bachelor of Information Systems and Technology (IST). The SCM focus was likely due to its status as the Goddard School's flagship program and the work the SCM faculty has done in response to that designation. The IST focus was a deliberate attempt to look at the college's lowest-enrollment program, particularly given that a faculty retirement in summer 2014 offers the opportunity to hire in support of the future direction of the program.

Although this focus is understandable, I am concerned that the department's other programs (Business Administration, Entrepreneurship, Human Resources, and Marketing) did not undergo the in-depth required review from which SCM and IST are benefitting. I encourage the department to seek external review of these program areas in the near future. **Recommendation:** Each discipline is encouraged to form an external advisory board that meets periodically to discuss issues relevant to the discipline and its curriculum. Boards can provide early notice of changing job market requirements. They can also be instrumental in developing internships and in placing students in jobs. In many cases, boards also help to generate external financial resources for faculty and students. Each discipline is encouraged to form a board by April 2015 (SCM and Entrepreneurship have already begun board formation, and IST plans to reconstitute its board during summer 2014). The Office of the Dean can help to identify prospective board members.

Issues Addressed in the Department Faculty Response

The departmental responses are appropriate in most instances. However, rarely are timelines for starting and finishing the associated activities stipulated. Moreover, few recommendations identify the responsible party for accomplishing them.

Recommendation: Feasible timelines and responsible people should be identified explicitly.

Mission

The college's revised mission statement, though unofficial, is not markedly different from the current version. Final approval of the new version should occur in fall 2014.

Recommendation: The department can begin work on the new department mission when fall term begins. Faculty should ensure that the mission also aligns with AACSB expectations.

Spreadsheet Skills

The gap between graduating students' Excel skills and employers' expectation of Excel skills seems to have widened recently. Although these skills are taught within BA courses, the problem was initially identified by the college's strategic planning committee, rather than by the department or the faculty group teaching Excel. College curricula have not been analyzed systematically for too long. **Recommendations:**

The department should put in place timelines for regular curriculum review and should ensure that appropriate changes are made in a timely fashion. The department should also take the lead in fostering a college discussion both of the IST 2010 threshold for Excel skills and how upper-division courses will build upon that foundation, so that our students are among the best-prepared on the job market.

Social Media for Marketing Majors

This issue is one in which I disagree with the departmental response, which appears to me to state that the faculty believe that the current coverage of social media is adequate. Unfortunately, from an employment-after-graduation perspective, it is not. Since arriving here three years ago, I have routinely been told by business people that our marketing students graduate with insufficient internet marketing skills. More recently, that complaint has begun to include deficiencies in social media knowledge and skills, too. During the past year, three recently-graduated (i.e., within two months after their graduation) marketing majors have come to see me to state that their knowledge and skill levels in these areas (especially social media) are well below entry-level position expectations with regional firms.

Recommendation: It might be helpful to bring in a couple of outside marketing faculty to do a more in- depth review of the marketing curriculum as it currently exists, with a particular emphasis on whether it meets market needs with respect to internet marketing and social media. The faculty should also talk with employers who have hired our graduates (and recent graduates themselves) to hear first-hand what deficiencies are perceived. Appropriate curriculum changes should then be made. When a new marketing position becomes available (which could be as early as a fall 2014 search), the faculty should consider whether someone with social media expertise should be sought.

Meaningful Improvement in Student Learning Outcomes

The department response focuses on college-level learning outcomes.

Recommendation: Program level outcomes should also be addressed.

Business Communications

The plan to assess the business communication component of the curriculum is sound. The following recommendation is based upon the fact that the business communications faculty position has been reallocated already. **Recommendation:** Any recommendation from the department must include a clear statement of budgetary implications.

Student Advisement and Progress Toward Graduation

The review team recommended that earlier advising could have led to fewer problems with students expecting courses to be offered at different times than they actually were offered. My perception is that this was never an advising problem, but rather was a result of faculty making “unofficial” curriculum changes that were never processed

through the WSU curriculum process. Students thus did not know what to take, because the courses required in their programs were no longer offered. While advising could have (and did) help, if the faculty had followed the curriculum process and identified clear substitutions for students studying under earlier catalogs, most of the problems could have been eliminated. On a positive note, the department chair and faculty have worked closely with the advisors to create “degree maps,” which are now available both on the website and in hard copy. Degree maps show students which courses to take in which order, and also identifies important milestones, to help students stay on track toward graduation. **Recommendations:** The BA chair should remind faculty annually that curriculum changes must be processed officially and in a timely manner. The BA chair should ensure that the on-line catalog accurately reflects planned course offerings, and that he notifies the Advising Center whenever one-time exceptions or long-term changes to the normal offerings are expected. The dean will work with advising on getting students to see advisors earlier.

Supporting Career Center Activities

The IST faculty are to be commended in particular both for getting their students to attend and for attending themselves to meet employers. However, few other faculty are attending, and student attendance has been low. The faculty response directs the dean to provide information about the event dates. However, that (and more) is already being done, although it is clearly not working well. In particular, at the request of the Career Center Director, the dean, at least for the past three years, has included a slide that showed the Business in Industry (BIN) date and time in the opening meeting presentation. He has also encouraged faculty to be proactive in getting students to participate. Moreover, the dean has sent emails out two weeks prior to BIN each of the last three falls with the same message. The faculty response therefore won't solve the problem. **Recommendation:** BA should determine whether BIN is a priority. If it is, the fall event date is typically known before spring graduation and is available from the Career Center. If assistance is needed from the dean's office, then faculty should suggest new actions that would help.

Senior Seminar

This problem has also been identified in a recent analysis of Career Services.

Recommendation: The dean will work with the Career Center to identify ways of reaching students earlier with career-services support. It is likely that a junior seminar might deliver different content than the senior seminar.

Issues in the Review Team Report that are not Addressed in the Department Faculty Response

There are also a few issues cited in the review team's report that are not addressed explicitly in the department faculty response. The department is encouraged to consider and respond to the following **recommendations**:

- Leverage the IST minor within the college. Accounting and SCM are two likely candidates for partnership.
- Add data analytics to the curriculum following the 2014-15 IST faculty hire.
- Educate faculty about tools, such as Google Chat and Google Drive that can help students to collaborate.

The review team also noted that classroom technology is unreliable and that response times are very long. This is a college-level problem, and one that BA cannot solve on its own. **Action Taken:** Therefore, the dean has charged the associate dean with developing a technology strategic plan that includes regular maintenance, a clear replacement timetable, and whether additional technology support personnel are needed.

Jeffrey Steagall, Dean
Goddard School of Business and Economics

Institutional Program Review Committee Response:

Date: September 4, 2014

Present: Craig Oberg - Chair of Faculty Senate, Eric Amsel, Carol Naylor, Shane Schvaneveldt, Ed Hahn, Alicia Giralt, Kathy Herndon, Kirk Hagen, Ryan Thomas – Associate Provost, Gail Niklason – Office of Institutional Effectiveness

Guests: Michael Stevens - Chair of Business Administration, Wendy Fox Kirk – faculty, Jeffrey Steagall – Dean, Goddard School of Business and Economics

Commendations:

- 1) The Goddard School is to be commended for its focus on service and scholarship.

Recommendations:

- 1) The committee recommends that the department review how the Information Systems & Technology program integrates with the other Business Administration disciplines.
- 2) Complete their next program review as scheduled, beginning in the fall of 2018.

**Five Year Program Review
Weber State University
Child & Family Studies Department
February 10, 2014**

Reviewers:

External Reviewer

- Dr. Kevin Galbraith, Brigham Young University – Idaho, Department of Home and Family
- Dr. Raeann Hamon, Messiah College, Department of Human Development and Family Science

Internal Reviewers

- Dr. Brent Horn, Weber State University, Department of Criminal Justice
- Dr. Louise Moulding, Weber State University, Department of Teacher Education

Program Description:

The Department of Child and Family Studies is part of the Jerry and Vickie Moyes College of Education. The Department offers three majors: Family Studies (FS), Early Childhood Education (ECE), and Early Childhood (EC). The Early Childhood major prepares professionals who work with prekindergarten children and their families. The Early Childhood Education major prepares professionals to work with and teach Pre-Kindergarten to 3rd grade and to be eligible for state licensure as a teacher. The Family Studies major prepares graduates to be “Provisionally Certified Family Life Educators”, which is a certification administered by the National Council on Family Relations. The department also supports a degree with Departmental Honors and a Bachelor of Integrated Studies area in Child and Family Studies. Minors include Child Development and Family Studies. The department also offers an Associate of Applied Science in Early Childhood. The department developed two new courses since the last departmental review: CHF 4300 Latino Child and Family Development and CHF 4711 Advanced Guidance and Planning for Teacher Education. The CHF 1500 Human Development course and CHF 2400 Family Relations course are offered as concurrent enrollment courses at area high schools. Faculty supervise these courses and the high school teachers who serve as adjunct faculty in the department. CHF 1500 is designated as a Social Science General Education course and participates in the university wide assessment protocols.

Data Form:

R411 Data Table					
Child & Family Studies Department					
	Year	Year	Year	Year	Year
	2009	2010	2011	2012	2013
Faculty					
Headcount					
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)					
Full-time Tenured	5	4	4	3	2
Full-time Non-Tenured	2	2	3	5	7
Part-time	1	1	2	2	2
With Master's Degrees					
Full-time Tenured					
Full-time Non-Tenured	2	1	1	1	1
Part-time	1	1	1	1	2
With Bachelor's Degrees					
Full-time Tenured					
Full-time Non-tenured					
Part-time				0	1
Other					
Full-time Tenured					
Full-time Non-tenured					
Part-time					
Total Headcount Faculty					
Full-time Tenured					
Full-time Non-tenured					
Part-time					
FTE (A-1/S-1/Cost Study Definition)					
Full-time (Salaried)	8.56	9.11	8.41	9.11	9.11
Teaching Assistants	-	-	-	-	-
Part-time (May include TA's)	6.96	5.79	7.35	7.53	6.24
Total Faculty FTE	15.52	14.90	15.76	16.64	15.35

Number of Graduates					
Certificates					
Associate Degrees	10	1	1	3	0
Bachelor's Degrees	69	53	59	58	44
Master's Degrees	-	-	-	-	-
Doctoral Degrees (n/a)					
Number of Students – (Data Based on Fall Third Week)					
Semester of Data: Fall, 2013					
Total # of Declared Majors	337	310	301	278	303
Total Department FTE*	279.90	318.60	338.93	405.07	425.73
Total Department SCH*	8,397	9,558	10,168	12,152	12,772
*Per department designator prefix					
Student FTE per Total Faculty FTE	18.03	21.38	21.51	24.34	27.73
Cost (Cost Study Definitions)					
Direct Instructional Expenditures	1,217,812	1,151,588	1,029,108	1,091,664	1,291,157
Cost Per Student FTE	4,351	3,615	3,036	2,695	3,033
Funding					
Appropriated Fund	994,618	970,362	860,571	912,548	1,035,562
Other:					
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition	223,194	181,225	168,537	179,117	255,595
Total	1,217,812	1,151,588	1,029,108	1,091,664	1,291,157

Program Assessment (with department response in italics):

Strengths:

Standard A – Mission

- The mission statement is consistent with the department's professional association and accreditation goals, the College of Education mission statement, and the University mission statement.

Standard B – Curriculum

- The Faculty has a clear sense of their outcomes as defined by the CFLE program.
- The Faculty should be commended for trying to align the courses offered with the 10 CFLE substance areas so that additional courses might be developed.

- The program provides a diversity of delivery mechanisms of coursework at multiple campuses and at multiple times.
- Early Childhood/Early Childhood Education (EC/ECE) align with professional standards.
- The faculty and the Children's School staff both acknowledge that change is necessary, exciting and welcome.

Standard C – Student Learning Outcomes and Assessment

- Family Studies learning outcomes are well defined and aligned with national standards and identified student needs. Faculty members demonstrate that they have researched the student body and find that these outcomes meet the needs of the student population.
- Early Childhood and Early Childhood Education outcomes are appropriate and aligned with the curriculum.
- All three majors capitalize on authentic learning activities within the community.

Standard D – Academic Advising

- Students receive exemplary levels of curricular/program advising from the Academic Advisor and superb professional advising from program faculty.

Standard E – Faculty

- Numerous faculty strengths were identified, including: ability to work together, formal and informal mentoring, general collegiality, a range of disciplinary expertise, clear communication of expectations and support for promotion and tenure, appropriate use of adjunct faculty, and an amazing commitment to outreach within the community.

Standard F – Program Support

- Staff, facilities, equipment, and library support are adequate.

Standard G – Relationships with External Communities

- The department's relationships with external communities are exemplary. These relationships support student outcomes, facilitate faculty research, afford community partners

Standard H – Program Summary

- All five items from the previous program review (20##) have been adequately addressed.

Weaknesses/Challenges/Concerns:

Standard A – Mission

- The missions of the College, the Packer Center, the departments and programs (e.g., Charter Academy, Melba Lehner Children’s School, Storytelling Festival, etc.) need to be aligned and roles, responsibilities, and governance need to be clearly defined.
- *Response: The administration, faculty, and staff will continue to meet and write specific guidelines and roles. These guidelines will be articulated so as to clearly delineate the roles and decision making protocols in the college and department.*

Standard B – Curriculum

- The review committee recognized that a communication disconnect is evident between faculty and the staff of the Children’s School.
- *Response: The department has implemented an Executive Committee comprised of EC/ECE Faculty and MSL Children’s School Staff. This committee is charged with communicating, clarifying, and collaborating on revisions of the mission and vision statement, policies and procedures in the MSL Children’s School, and MAEYC standards. This group will continue to meet and work on resolving inconsistencies and misunderstandings between all concerned parties. This issue is a high priority for the faculty and staff in the department.*

Standard C – Student Learning Outcomes and Assessment

- The current Family Studies assessment tools is not clearly aligned with individual courses and assignments. While the portfolio is an excellent assessment tool, FS students need to know what assignments and other evidence/artifacts they might place within each of the 11 content areas.
- *Response: The faculty will continue to clarify course objectives and the connection with specific learning activities. This alignment has begun for all courses in the Family Studies curriculum and will continue each semester.*
- The assessment plan for Early Childhood and Early Childhood Education, as outlined in the self-study, is not feasible or manageable.
- *Response: This observation has been noted. The EC/ECE faculty will make revisions of assessment plans and reports to address these concerns.*

Assessment plans will be revised to better allow for data-driven decisions of programs.

Standard D – Academic Advising

- No weaknesses or concerns indicated.

Standard E – Faculty

- Many faculty members are teaching an overload to supplement their lower base salaries. This detracts from the department's ability to recruit and maintain faculty, promotes burnout, and may inhibit accomplishments in scholarship and service.
- *Response: The faculty concur that overload teaching does detract faculty from other activities that would further strengthen the program and university; but they also express appreciation for the efforts made by administration in this area.*

Standard F – Program Support

- Work-family boundaries for staff are not clearly recognized by the Administration.
- Heating and cooling system extremes in the McKay Education building negatively impact learning for students and faculty/staff productivity.
- *Response: The feedback on work-life issues is acknowledged. The Chair makes reasonable attempts to be accommodating in flexible scheduling to meet outside demands.*

Standard G – Relationships with External Communities

- No weaknesses or concerns indicated.

Standard H – Program Summary

- No weaknesses or concerns indicated.

Recommendations from the reviewers:

Standard A – Mission

- 1) The alignment of the various College, department, and program missions would clarify channels of communication, decision making protocol, and facilitate collaboration.
- 2) The responsibility for alignment lies with the Dean.

Standard B – Curriculum

- 1) Concerns about the Children's School should first be discussed with the Director so

that the staff can resolve the issue. 2) It is recommended that steps taken to improve communication continue as well as ongoing efforts to unify philosophy and purpose.

Standard C – Student Learning Outcomes and Assessment

1) Explicitly communicate within course syllabi the assignments and artifacts that can be used as evidence within a student’s portfolio. 2) In order to make the assessment plan for EC/ECE more manageable, develop more direct alignments between the 5 measures of “thresholds for acceptable performance” and a few select artifacts from a smaller number of courses. 3) In support of this effort, it is recommended that the program curriculum grid be revised to indicate where learning outcomes are introduced, developed, and then mastered. 4) It is recommended that the assessment plans for all three programs be made more manageable so that faculty members are not overwhelmed with information.

Standard E – Faculty

1) It is recommended that the University look at the salary scale problem that encourages faculty to teach overload to supplement low base salaries. The extra teaching load detracts from the department’s ability to recruit and maintain faculty, may promote burnout, and may inhibit accomplishments in scholarship and service

Standard F – Support

1) Administration needs to recognize boundaries (e.g., work-family) necessary for staff. Administration might also help support staff prioritize tasks and identify needs or assignments in advance, where possible.
2) The committee recommends a more explicit job description, particularly for the department Administrative Assistant.

Institutional Response

Department Response:

For ease of reading, departmental responses to weaknesses/challenges/concerns are embedded with the respective issues in the above section.

Dean Response:

I appreciate all of the work that has gone into this program review. Thanks to the Child and Family Studies faculty for putting the Self-Study document together, the review team for reviewing the printed materials as well as for taking the time to meet with faculty, staff and students on campus, and for summarizing their findings for the department. The feedback given by the review team members will be very helpful as the department continues their ongoing efforts towards program renewal and enhancement.

The Child and Family Studies department has a long history of extensive and successful outreach and collaboration in the community and with their professional counterparts in both public and private settings. I am very pleased, but not surprised, to see this review confirming that this is still the case. In addition, recognition by the team of the department's well-prepared faculty, quality curriculum and well-articulated programs was no surprise. The program faculty and staff are outstanding and are extremely committed to their students and their preparation for graduate school, or career success in the fields they are being prepared for. Dr. Schvanveldt provides outstanding leadership for the department and has a clear vision of priorities for the future.

Alignment of course objectives, assignments, and assessments were identified by the review team as needing some attention and rightfully so as that alignment was already underway and will continue to be a focal point of faculty efforts. As mentioned in the department chair's response, all other recommendations for improvement by the team are either under consideration or will be considered and acted upon by the department faculty over the course of the coming academic year. Dr. Schvanveldt will include a full report on actions taken by the department, in response to this review, in his 2014/15 department annual report.

The team's observation and recommendation under Standard A, Mission Statement, may lead to the belief or conclusion that there is a lot of change going on in the department and that there has been some confusion and unrest accompanying that change. That would be accurate. The changes really encompass three different areas with the first being changes in personnel, the second being the addition of several new entities affecting the department, and the third being changes in relationships, operating procedures, and oversight of some longstanding department programs. The personnel changes include a fifty percent faculty turnover in the past five years due to retirements, a new department secretary, a new director of the Children's School after 26 years and several new support staff. New entities impacting the department were the WSU Charter Academy Kindergarten and the Boyd K. and Donna S. Packer Center for Family and Community Education. While there were some adjustments of responsibilities and expectations resulting from the opening of these entities, most of the confusion, and might I even say unease, was the result of a very conscious effort on the part of the department chair, associate provost, and myself to change the culture and operating procedures relating to the Melba S. Lehner Children's School. Our desire to affect a drastic change does not reflect negatively on those who were responsible for the Children's School's prior operation, but rather a belief on our part that the primary purpose of the school is as a lab school for department faculty and that the faculty need to be heavily involved in the curricular and programmatic decisions related to its' operation. Change does take time and we are working hard to

get everyone on board and rowing in the same direction. I believe that we have made very good progress in this regard over the past year and we will continue to work towards that end.

As Dean of the Jerry and Vickie Moyes College of Education I am strongly committed to the ongoing support of the Department of Child and Family Studies, its' academic programs, faculty, staff, and students.

Again, thanks to all who have contributed to this program evaluation and kudos to the faculty and staff of the Department of Child and Family Studies for all the great work they do.

Jack L. Rasmussen, Dean
Jerry and Vickie Moyes College of Education
May 19, 2014

Institutional Program Review Committee Response:

Date: September 4, 2014

Present: Craig Oberg - Chair of Faculty Senate, Eric Amsel, Carol Naylor, Shane Schvaneveldt, Ed Hahn, Alicia Giralt, Kathy Herndon, Kirk Hagen, Ryan Thomas – Associate Provost, Gail Niklason – Office of Institutional Effectiveness

Guests: Jack Rasmussen – Dean, College of Education, Paul Schvaneveldt – Chair, Child & Family Studies

Commendations:

- 1) The department's successful leveraging of the Children's School as a program resource.
- 2) The extensive curriculum and programs that connect with our local community.

Recommendations:

By November 1, 2014 the department was asked to address the following:

- 1) Expectations for new hires are to be explicit and transparent.
- 2) Describe plans and/or means for new faculty mentoring.
- 3) Provide a timeline for implementation of items listed as responses to program recommendations made by the site visit team and acknowledged by the department as needed.

These issues were successfully addressed by the deadline, at which time the program was designated as "a strong program with a few issues that need to be addressed."

Final recommendations:

- 1) The department is encouraged to work with the College Dean to develop creative salary strategies that will prevent new faculty from resorting to overload.
- 2) Complete their next program review as scheduled, beginning in the fall of 2018.

**Five Year Program Review
Weber State University
Interior Design Program
Professional Sales Department
March 27, 2014**

Reviewers:

External Reviewer

- Mr. LaMar Lisman, Design Professional, Lisman Studio

Internal Reviewers

- Dr. Louise Moulding, Associate Professor of Teacher Education, Weber State University
- Ms. Julianne McCulley, Associate Professor of Electronics Engineering Technology, Weber State University

Program Description:

The Interior Design Technology program provides a body of knowledge through standards-based curriculum, practical experience, professional exposure, and community outreach. The program seeks to prepare graduates to enter various avenues of a design-build network of professions with a firm knowledge of professional standards and codes, design theory, design process, technical skills, and the art of professional selling.

The students develop their skills through architectural drawings and models, illustrations, interactive media and presentation techniques of projects as well as practical application and service-based learning opportunity projects.

The 4-year Bachelor of Science degree is accredited by the Council for Interior Design Accreditation and the National Kitchen and Bath Association. The program also offers an Associate of Applied Science degree. Students may also have an interior design emphasis in the Bachelor of Integrated Studies degree.

Data Form:

R411 Data Table					
Interior Design Program					
Dept. of Sales, Service, & Technology	Year	Year	Year	Year	Year
	2009	2010	2011	2012	2013
Faculty					
Headcount – IDT only					
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)					
Full-time Tenured					
Full-time Non-Tenured	1	1	1	1	1
Part-time					
With Master's Degrees					
Full-time Tenured					
Full-time Non-Tenured				1	1
Part-time	2	2	2	1	1
With Bachelor's Degrees					
Full-time Tenured					
Full-time Non-tenured					
Part-time	1	1	1	1	1
Other					
Full-time Tenured					
Full-time Non-tenured					
Part-time					
Total Headcount Faculty					
Full-time Tenured	0	0	0	0	0
Full-time Non-tenured	1	1	1	2	2
Part-time	3	3	3	2	2
Reported FTE is for entire SST Dept.					
FTE (A-1/S-1/Cost Study Definition)					
Full-time (Salaried)	8.38	8.94	9.80	9.08	9.08
Teaching Assistants					
Part-time (May include TA's)	13.18	12.57	11.21	12.74	14.08
Total Faculty FTE	21.56	21.51	21.01	21.82	23.16

Number of Graduates	2009	2010	2011	2012	2013
Certificates					
Associate Degrees	13	13	7	1	2
Bachelor's Degrees	11	10	8	21	9
Master's Degrees					
Doctoral Degrees (n/a)					
Number of Students – (Data Based on Fall Third Week) Semester of Data: Fall, 2013					
Total # of Declared Majors	111	107	108	98	101
Total Department FTE*	554.47	474.90	492.50	498.57	488.17
Total Department SCH*	16,634	14,247	14,775	14,957	14,645
*Per SST department designator prefix					
Student FTE per Total Faculty FTE	25.72	22.08	23.44	22.85	21.08
Cost (Cost Study Definitions)					
Direct Instructional Expenditures	938,167	954,486	1,004,068	1,069,200	1,034,560
Cost Per Student FTE	1,692	2,010	2,039	2,145	2,119
Funding					
Appropriated Fund	938,167	954,486	991,189	1,057,937	1,032,039
Other:					
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition			12,880	11,263	2,521
Total	938,167	954,486	1,004,068	1,069,200	1,034,560

Program Assessment:

Strengths:

Standard A – Mission

- Program standards align to the program mission statement, which is aligned with external accreditation (CIDA) standards. This alignment facilitates careful and thorough assessment of students and the program, and maintains ongoing accreditation recognition.

Standard B – Curriculum

- Courses are sequenced for students to move through the program in an organized and timely manner.
- The Study Abroad program has expanded the learning opportunities for students, and also enriches the curriculum.
- The program is situated in the Professional Sales department. This has many advantages for student in the Interior Design program: students acquire skills that support careers in interior design; they develop communication skills for conducting client interviews and responding to client concerns; they develop skills in ongoing customer service; and they apply the psychology of working with clients in business.

Standard C – Student Learning Outcomes and Assessment

- Student assessment is closely monitored to meet CIDA accreditation requirements including course assignments related to environmental safety, ADA compliance, and global and socioeconomic awareness.
- The requirement of proficiency (B grade or better) ensures that standards are met at exceptional levels of achievement.

Standard D – Academic Advising

- Advising is provided by the program coordinator to ensure all students continue with the designed sequence.

Standard E – Faculty

- Faculty course assignments are based on individual expertise. The faculty has opportunities for professional development to extend their proficiency.

- All faculty possess appropriate degrees and NCIDQ credentials.

Standard F – Program Support

- The program director has supported important software acquisitions and upgrades through grants, IT support, and student fees. Students are directly taught to use software packages that are standard within the interior design community.

Standard G – Relationships with External Communities

Standard H – Program Summary

Weaknesses/Concerns:

Standard A – Mission

- No weaknesses or concerns indicated.

Standard B – Curriculum

- No weaknesses or concerns indicated.

Standard C – Student Learning Outcomes and Assessment

- No weaknesses or concerns indicated.

Standard D – Academic Advising

- No weaknesses or concerns indicated.

Standard E – Faculty

- Faculty capacity (1 full time, $\frac{3}{4}$ time, $\frac{1}{2}$ time, and adjunct) is not sufficient to comfortably sustain the high quality program that is in place. Community partners stated that WSU ID is a leader in the region and should be expanded, if possible.

Standard F – Program Support

- There is inadequate support staff for the program. The location at the Davis campus is ideal, but undermines support for administrative tasks from the department, such as pcard reconciliation, travel support, supply ordering and

general administrative support. This presents a logistical challenge, and is not a criticism of administrative personnel.

- The Davis campus does not have a color copier within the copy center, which is needed by ID students to complete required assignments. It is unreasonable to expect students attending a program housed in Davis to use equipment on the Ogden campus.

Standard G – Relationships with External Communities

- No weaknesses or concerns indicated.

Standard H – Program Summary

- No weaknesses or concerns indicated.

Recommendations from the reviewers:

Standard E: Faculty

- Following established policy, devote funding to establish at least one additional full-time faculty position and allow for at least one more part-time faculty position. This would lead to two full time faculty and two part time faculty.
Faculty response: The program will petition the Dean for funds for a new position as recommended in Section IV.

Standard F: Program Support

- Provide an experienced administrative assistant to the program at the Davis campus, even if on a part-time basis.
Faculty response: The program will petition the Dean for funds to hire part-time experienced administrative support.
- There is a lack of technology support for program-required software maintenance at the Davis Campus. The server for ID is located on the Ogden campus and that presents issues when there are problems, without a strategy for an expedient way to fix the problem. This delays learning for students because there isn't timely support. We recognize that there is IT support at Davis, but the logistics of who can support the computer labs needs to be resolved.
Faculty response: The program will petition the Dean for solutions for IT support at Davis to expedite immediate problems to assist faculty with classroom support.
- A work study lab aide would be beneficial to assist all students in the lab, offering software support during non-peak hours when faculty are unavailable. This would facilitate learning of all students using the open labs.

Faculty response: The program will continue to petition the Davis Campus administration and Davis copy center administration for expansion of copy center resources for faculty and students including but not limited to: regular- and full-size color printing equipment and qualified staff.

Other recommendations:

- Based on the review, we recommend that the Interior Design program remain within the Professional Sales department. This recommendation is based on the skills obtained by students through the SST courses that are valued by employers, the well-designed dual major, and the collaboration within the department that supports student success.

Faculty response: As noted by the site visit team, the importance of the Professional Sales emphasis within the design curriculum is an asset to the program. During the faculty, student, professional luncheon with the site visitors, the faculty noted numerous comments by industry professionals and students alike in regards to the benefits of the sales emphasis within the degree. The design program faculty feels the collaboration between the two programs is valuable and offers benefits to the program, faculty and students.

Institutional Response

Department Response: for ease of reading, faculty responses to site visit recommendations are embedded above.

Dean Response:

Overview:

The site visit team found areas of concern expressed by the faculty in a self-study and a meeting between faculty and dean prior to the report. The dean does not concur totally with the findings of the site visit and the recommendations noted on the report. This report will be beneficial for the faculty in preparing for external accreditation by the Council for Interior Design Accreditation in 2015 but they should realize the limitations to resources available.

Areas of Concern:

The site visit team noted several areas of concern that were also brought to light in the self-study report. Issues were raised for faculty capacity, support staff, and resources such as the copy center capabilities for faculty and staff. It is unclear at this point if copy center capabilities are the only avenue for solving printing needs. It is suggested that multiple alternatives are explored.

A knowledgeable and experienced administrative assistant – even at once per week – could help the program. Since the program is essentially one fifth the size of its parent department – Sales – that seems reasonable. We have been exploring getting assistance from the Construction Management

Technology – a department with some ties already - secretary for that purpose. In addition, student aides will assist in helping the needs of the program in regards to support staff. It is something we are exploring in three other departments.

Additional recommendations:

As noted by the site visit team, the importance of the Professional Sales emphasis within the design curriculum is an asset to the program. I assume that emphasis (since the program resides within Sales) will continue for the foreseeable future.

Proposed plan of action by program and dean response:

1) The program will petition the Dean for funds for a new position as recommended in Section IV. The Dean will not have funding for an additional hire. The program will need to look at adjuncts and already existing courses to fulfill the needs.

2) The program will petition the Dean for funds to hire part-time experienced administrative support. The Dean will attempt to utilize an existing administrative individual and supply funding for the additional effort.

3) The program will petition the Dean for solutions for IT support at Davis to expedite immediate problems to assist faculty with classroom support. The Dean notes that this program has expressed concern about IT issues more than any other despite the availability of both college and IT assistance. It is the Dean's opinion that much of the concern has arisen because of hiccups in startup in the first year of Building Three. Any additional assistance will have to be looked at closely.

4) The program will continue to petition the Davis Campus administration and Davis copy center administration for expansion of copy center resources for faculty and students including but not limited to: regular- and full-size color printing equipment and qualified staff. The Dean, again, believes this needs to be looked at. It is possible this can be accommodated with equipment, for example.

David Ferro, Dean

College of Applied Science and Technology

Institutional Program Review Committee Response:

Date: November 13, 2014

Present: Craig Oberg – Chair, Faculty Senate, Ed Hahn, Alicia Giralt, Kirk Hagen, Kathy Herndon, Eric Amsel, Mike Vaughan – Provost, Gail Niklason and Heather Chapman – Office of Institutional Effectiveness

Guests: Kristen Arnold – Program Director, Interior Design Technology and David Ferro, Dean, College of Applied Science and Technology.

Recommendations:

- 1) Reconsider the grading structure and the current ‘minimum of B’ requirement. Perhaps consider going to a pass/fail standard that could better support the competency-based approach to teaching. If you feel the need to stay with this requirement, please provide justification for doing so.
- 2) Rethink the curriculum grid and the levels of distinction between depths of outcome coverage. The current distinctions – introduce, competence, understanding – create strange inversions in which concepts are supposed to be understood in classes that seem to be lower level than courses in which those concepts or skills are introduced.
- 3) Although we understand the circumstance that lead to the change in outside reviewers, please ensure that the next site visit team includes at least one academic outside member.

The committee designated the program as “a strong program with a few issues that need to be addressed.” However, this designation also comes with the recommendation that the program conduct another full program review in three years (2016-2017) instead of the standard five years.

**Five Year Program Review
Weber State University
Respiratory Therapy Department
April 18-19, 2014**

Reviewers:

External Reviewer

- Dr. Christy Kane, Bellarmine University, Respiratory Therapy
- Dr. Gregg Marshall, Texas State University – San Marcos, Respiratory Therapy

Internal Reviewers

- Mr. Jason Francis, Weber State University, Library
- Mr. Kraig Chugg, Weber State University, Health Sciences

Program Description:

The Respiratory Therapy program (REST) at Weber State University is a state, regional, and national leader in respiratory care curriculum and education. The program maintains continuing accreditation by the **Commission on Accreditation for Respiratory Care** (CoARC). Annual reporting is conducted for program outcomes pertaining to four student cohorts located in Ogden, WSU-Davis, Intermountain SLC, and in Provo, Utah at Utah Valley Regional Hospital. These outcomes include data on enrollment, graduation, credentialing success statistics, employer and graduate satisfaction, and attrition. The program meets or exceeds national threshold standards in every measurable category reported in three year running averages i.e., last reported for the academic year in 2010, 2011 and 2012. A CoARC “report of current status” (RCS 2012) for 2010, 2011 & 2012 is included (see “annual report” pdf) for review as well as annual school summary credentialing reports from the **National Board for Respiratory Care** (NBRC).

In July 2013, the WSU Department of Respiratory Therapy was recognized in the Orlando, Florida Summer Forum for superior RRT credentialing success (the professional advanced-practice credential) awarded to fewer than twenty programs from over 400 schools in the nation.

Data Form:

R411 Data Table					
Respiratory Therapy Department					
	Year	Year	Year	Year	Year
	2009	2010	2011	2012	2013
Faculty					
Headcount					
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)					
Full-time Tenured		1	1	1	1
Full-time Non-Tenured					
Part-time					
With Master's Degrees					
Full-time Tenured	1				
Full-time Non-Tenured	1	3	3	3	3
Part-time	2	2	1	1	1
With Bachelor's Degrees					
Full-time Tenured					
Full-time Non-tenured	2				
Part-time	3	3	2	2	2
Other					
Full-time Tenured					
Full-time Non-tenured					
Part-time					
Total Headcount Faculty					
Full-time Tenured	1	1	1	1	1
Full-time Non-tenured	3	3	3	3	3
Part-time					
FTE (A-1/S-1/Cost Study Definition)					
Full-time (Salaried)	3.91	4.34	4.34	4.34	4.34
Teaching Assistants					
Part-time (May include TA's)	4.76	5.17	3.7	4.22	3.74
Total Faculty FTE	8.67	9.51	8.04	8.56	8.08

Number of Graduates					
Certificates					
Associate Degrees	72	75	79	59	28
Bachelor's Degrees	33	40	24	15	56
Master's Degrees (n/a)					
Doctoral Degrees (n/a)					
Number of Students – (Data Based on Fall Third Week)					
Total # of Declared Majors	153	201	219	194	165
Total Department FTE*	86.67	98.47	108.23	112.20	83.43
Total Department SCH*	2,600	2,954	3,247	3,366	2,503
*Per department designator prefix					
Student FTE per Total Faculty FTE					
	2009	2010	2011	2012	2013
Cost (Cost Study Definitions)					
Direct Instructional Expenditures	386,725	390,890	415,568	373,910	398,783
Cost Per Student FTE	4,462	3,970	3,840	3,333	4,780
Funding					
Appropriated Fund	386,725	371,832	375,203	358,706	398,783
Other:					
Special Legislative Appropriation					
Grants of Contracts		19,058	40,366	15,204	
Special Fees/Differential Tuition					
Total	386,725	390,890	415,568	373,910	398,783

Program Assessment:

Strengths:

Standard A – Mission

- There is a very strong relationship between the Respiratory Therapy program and the Dean's office in the College of Health Professions. Both entities are supportive of each other's mission and goals.

Standard B – Curriculum

- The program curriculum supports the program's goals and provides the opportunity for students to be successful with their licensure examinations.

Standard C – Student Learning Outcomes and Assessment

Standard D – Academic Advising

- The department utilizes the advisement office for the Dumke College of Health Professions. Students desiring to enter the program are very well advised in relation to their prerequisite courses and program of study. After entering the program, students continue to receive quality guidance related to their studies by program faculty.

Standard E – Faculty

- Faculty feel that they are very well oriented to the department and that they receive exceptional mentorship toward promotion and tenure.

Standard F – Program Support

- The committee found the support of the library and the resources available to students and faculty to be exceptional. In addition to the library, the departmental administrative support and College Advising Office all contribute to the success of the program.

Standard G – Relationships with External Communities

- The program should be commended for their efforts to consistently meet with and receive feedback from their department advisory committee. This occurs on a biannual basis.

Standard H – Program Summary

- The program maintains an external accreditation through their professional organization (CoARC). Each year CoARC requires a ‘current status’ report and an action plan response to any deficiencies. This allows the program to perform systematic, regular assessments and evaluations.

Weaknesses/Concerns:

Standard A – Mission

- No weaknesses or concerns indicated.

Standard B – Curriculum

- No weaknesses or concerns indicated.

Standard C – Student Learning Outcomes and Assessment

- No weaknesses or concerns indicated.

Standard D – Academic Advising

- No weaknesses or concerns indicated.

Standard E – Faculty

- The Respiratory Therapy faculty are regularly asked to maintain a teaching load above the recommended number of credit hours (24/academic contract year). The faculty also have the responsibility of supervising a satellite program in Utah County. With their administrative, research, and clinical commitments, this is a significant demand on their time and energy.
- *Faculty response: Agree, resources are thin but faculty are well prepared with 3 doctoral, 1 master’s prepared teacher and adjunct faculty to supplement instruction.*

Standard F – Program Support

- Laboratory supplies and equipment should more adequately reflect the number of students in the program and the amount of time they spend utilizing the materials.
- The current medical director appears to have limited time to devote to the program and students.

Standard G – Relationships with External Communities

- No weaknesses or concerns indicated.

Standard H – Program Summary

- No weaknesses or concerns indicated.

Recommendations from the reviewers:

- 1) The Respiratory Therapy department should evaluate the potential of becoming more involved in undergraduate research.
 - a. This recommendation is a reflection of the quality of students in the program.
 - b. Would require the assistance of an additional faculty member.
- 2) Replace worn out laboratory equipment.
 - a. Working with college administration, analyze equipment needs and establish a 5-year plan.
 - b. Evaluate the current laboratory fees assigned to each course and increase them if it would help address equipment needs.

Faculty Response: The program recently acquired a \$35,000 gift from RESMED, San Diego, CA for updated CPAP equipment and will seek out additional equipment funding resources to improve equipment utilization.

- 3) Increase staff support.
 - a. The current, single administrative staff member of the department manages the main office, the work of 4 faculty and ~65 students on the main campus and Provo programs. Either an additional administrative staff person or a laboratory coordinator could provide the needed, additional support.

Faculty response: Agree, our administrative support coordinates one on-campus and two satellite cohorts. We anticipate performing a job audit in fall semester of 2014 requesting additional compensation and hiring additional work study in the interim.

- 4) Evaluate the potential of Data-Arc to manage students' clinical experiences.
 - a. This service could provide students with an electronic portfolio of their competencies throughout the program.
 - b. It could also give clinical faculty a greater level of comfort when constructively evaluating students in the clinical environment.

- 5) Evaluate the need for a new medical director.
 - a. It is suggested that the department evaluate their medical director and seek a replacement if necessary. Feedback received indicates the current director has limited availability, doesn't prioritize time for students, and lacks communication with the department.

- 6) Encourage student to utilize WSU Career Services.
 - a. It would benefit student to utilize the resources available in the Career Services department to create professional resumes and learn valuable interviewing skills.

Institutional Response

Department Response: for ease of reading, responses from department faculty are embedded in the recommendations/concerns section of the document.

Dean Response:

I would like to extend my gratitude to the Review and Site Visit team listed below for their time and expert advice to improve our Respiratory Therapy program. I also would like to thank the advisory committee, the program faculty, administrative support staff and the University administration for their ongoing support.

I agree with the review and site visit team's findings and also with the Respiratory Therapy Program Director, Dr. Paul Eberle's response and action plans. Additional comments:

- The current process of assessment through CoARC will continue to be complemented by annual assessment reports to the institution. Through the institutional reports, accomplishments are noted and reported to the administration.
- Funding from donors and community health partners has been received to enhance our laboratory equipment and classroom technology. Additional fundraising efforts are in place for WSU 125 Capital Campaign to garner additional funding for the college and its departments.
- It is the dean's hope that the great professionalism and hard work ethics of the faculty can be rewarded with additional funds for faculty lines.

I would like to thank the department chair, Dr. Paul Eberle, and the faculty for their dedication, future plans for improving the Respiratory Therapy program, and their outcomes. I would like to congratulate them for the positive review and site visit report.

Respectfully,
Yasmen Simonian
DCHP Dean

Institutional Program Review Committee Response:

Date: September 25, 2014

Present: Craig Oberg - Chair of Faculty Senate, Eric Amsel, Carol Naylor, Shane Schvaneveldt, Ed Hahn, Alicia Giralt, Kathy Herndon, Kirk Hagen, Ryan Thomas – Associate Provost, Gail Niklason – Office of Institutional Effectiveness

Guests: Dr. Paul Eberle - Chair, Respiratory Therapy; Dr. Yasmen Simonian – Dean, Dumke College of Health Professions

Commendations:

- The Program Review Committee is designating Respiratory Therapy as “an exceptional program with no problems that need be addressed.”

Recommendations:

- The committee sees no need for additional efforts in terms of this program review process and recommends that the department complete its next program review, as scheduled, in five years (the 2018/19 academic year).

Cover/Signature Page - Abbreviated Template/Abbreviated Template with Curriculum

Institution Submitting Request: Weber State University
Proposed Title: Graduate Certificate in Elementary Teaching
Currently Approved Title: n/a
School or Division or Location: Jerry and Vickie Moyes College of Education
Department(s) or Area(s) Location: Teacher Education
Recommended Classification of Instructional Programs (CIP) Code¹ (for new programs): 13.1202
Proposed Beginning Date (for new programs): Fall Semester 2015
Institutional Board of Trustees' Approval Date: 05/05/2015

Proposal Type (check all that apply):

Regents' General Consent Calendar Items		
<i>R401-5 OCHE Review and Recommendation; Approval on General Consent Calendar</i>		
SECTION NO.		ITEM
4.1.5.1	<input type="checkbox"/>	K-12 Endorsements
5.1.1	<input type="checkbox"/>	Minor*
5.1.2	<input type="checkbox"/>	Emphasis*
5.2.1	<input type="checkbox"/>	(CER P) Certificate of Proficiency*
5.2.3	<input checked="" type="checkbox"/>	(GCR) Graduate Certificate*
5.4.1	<input type="checkbox"/>	New Administrative Unit
	<input type="checkbox"/>	Administrative Unit Transfer
	<input type="checkbox"/>	Administrative Unit Restructure
	<input type="checkbox"/>	Administrative Unit Consolidation
5.4.2	<input type="checkbox"/>	Conditional Three-Year Approval for New Centers, Institutes, or Bureaus
5.4.3	<input type="checkbox"/>	New Center
	<input type="checkbox"/>	New Institute
	<input type="checkbox"/>	New Bureau
5.5.1	<input type="checkbox"/>	Out-of-Service Area Delivery of Programs
5.5.2	<input type="checkbox"/>	Program Transfer
	<input type="checkbox"/>	Program Restructure
	<input type="checkbox"/>	Program Consolidation
5.5.3	<input type="checkbox"/>	Name Change of Existing Programs
5.5.4	<input type="checkbox"/>	Program Discontinuation
	<input type="checkbox"/>	Program Suspension
5.5.5	<input type="checkbox"/>	Reinstatement of Previously Suspended Program
	<input type="checkbox"/>	Reinstatement of Previously Suspended Administrative Unit

**Requires "Section V: Program Curriculum" of Abbreviated Template*

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Signature

Date: 05/05/2015

Printed Name: Mike Vaughan

¹ CIP codes must be recommended by the submitting institution. For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

Program Request - Abbreviated Template
Weber State University
Graduate Certificate in Elementary Teaching
03/23/2015

Section I: Request

Weber State University requests the establishment of Graduate Certificate in Elementary Teaching. This post-baccalaureate program allows students who have completed at least their bachelor's degrees to return to the university to obtain their elementary teaching license without having to pursue a second bachelor's degree or a master's degree. Those who do wish to complete a master's degree may be admitted upon request into the Master of Education (M.Ed.) program as long as they have completed the licensing coursework with a 3.25 GPA or higher.

This licensing program has been housed in the M.Ed. program for the past five years; however, many students do not wish to pursue a master's degree. Currently, the completion rates for the M.Ed. degree seem low because many people who are admitted only want to pursue the teaching license courses. Therefore, it is necessary to separate the duality of the two programs, creating separate programs and requirements for admission and retention.

Section II: Need

The post-baccalaureate elementary licensing has a strong track record of meeting the needs of students who have bachelor's degrees but now want to seek a teaching license. The TEAC (Teacher Education Accreditation Council) review team, the five-year program review team, and the WSU Graduate Council have strongly urged that the licensure programs be split from the Master of Education program.

Section III: Institutional Impact

The licensing program has existed for many years. Both faculty and advisement have been in place. All courses have passed the curriculum process on campus and are currently taught by tenured or tenure-track faculty within the Teacher Education Department. The department does not separate faculty into undergraduate or graduate faculty members. Each faculty member teaches in the area of his or her expertise and within load limits. The number of students pursuing their teaching licenses through this program has remained relatively steady for the past 3-5 years. It is not anticipated that the numbers will grow significantly in the next five years; therefore, the current faculty in the Teacher Education Department can teach all of the classes offered.

Section IV: Finances

No additional faculty or staff are needed to support the certificate. The library resources are adequate. The certificate will not have any budgetary impact on programs or units within the institution.

Section V: Program Curriculum

All Program Courses (with New Courses in Bold)

Course Prefix and Number	Title	Credit Hours
Required Courses		
MED 6020	Diversity in Education	2
MED 6050	Curriculum Design, Evaluation, Assessment	3
MED 6110 or MED 6120	Introduction to Classroom Management Advanced Classroom Management	3
MED 6229	Instructional Technology for Pre-Service Teachers	2
MED 6265	Foundations in Inclusive Teaching	2
MED 6311	Content Instruction in the Elementary School: Science	2
MED 6312	Content Instruction in the Elementary School: Mathematics	2
MED 6313	Content Instruction in the Elementary School: Social Studies	2
MED 6314	Reading Instruction in Elementary School	2
MED 6316	Language Arts Instruction in Elementary Schools	2
MED 6317	Arts Integration for Elementary Teachers	2
MED 6860	Practicum in Education	2
MED 6870	Student Teaching in Elementary Education	6
Sub-Total		32
Elective Courses		
none		
Sub-Total		n/a
Track/Options (if applicable)		
none		
Sub-Total		n/a
Total Number of Credits		32

Program Schedule

Each student may determine his or her schedule based on his/her life circumstances. It is recommended that each student meet with the program director to map out a schedule that will work for that individual. Certain courses are only taught once or twice a year, so it is vital that the student enrolls in those courses in a timely manner. The following is a suggested schedule for someone entering in fall semester and can take four courses each semester.

Fall	MED 6313	Content Instruction in the Elementary School: Social Studies	2
	MED 6314	Reading Instruction in Elementary Schools	2
	MED 6050	Curriculum Design, Evaluation, & Assessment	3
	MED 6020	Diversity in Education	2
Spring	MED 6312	Content Instruction in the Elementary School: Mathematics	2
	MED 6316	Language Arts Instruction in Elementary Schools	2
	MED 6229	Instructional Technology for Pre-service Teachers	2
	MED 6860	Practicum in Education	2
Summer	MED 6311	Content Instruction in the Elementary School: Science	2
	MED 6317	Integrated Arts Methods	2
	MED 6110	Introduction to Classroom Management	3
	MED 6265	Foundations of Inclusive Teaching	2
Fall	MED 6870	Student Teaching in Elementary Education	6

Cover/Signature Page - Abbreviated Template/Abbreviated Template with Curriculum

Institution Submitting Request: Weber State University
Proposed Title: Graduate Certificate in Secondary Teaching
Currently Approved Title: n/a
School or Division or Location: Jerry and Vickie Moyes College of Education
Department(s) or Area(s) Location: Teacher Education
Recommended Classification of Instructional Programs (CIP) Code¹ (for new programs): 13.1205
Proposed Beginning Date (for new programs): Fall Semester 2015
Institutional Board of Trustees' Approval Date: 05/05/2015

Proposal Type (check all that apply):

Regents' General Consent Calendar Items		
<i>R401-5 OCHE Review and Recommendation; Approval on General Consent Calendar</i>		
SECTION NO.		ITEM
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	<input type="checkbox"/>	Program Suspension
5.5.5	<input type="checkbox"/>	Reinstatement of Previously Suspended Program
	<input type="checkbox"/>	Reinstatement of Previously Suspended Administrative Unit

**Requires "Section V: Program Curriculum" of Abbreviated Template*

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Signature

Date: 05/05/2015

Printed Name: Mike Vaughan

¹ CIP codes must be recommended by the submitting institution. For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

Program Request - Abbreviated Template
Weber State University
Graduate Certificate in Secondary Teaching
03/23/2015

Section I: Request

Weber State University requests the establishment of Graduate Certificate in Secondary Teaching. This post-baccalaureate program allows students who have completed at least their bachelor's degree in an approved secondary teaching subject area to return to the university to obtain their secondary teaching license without having to pursue a second bachelor's degree or a master's degree. Those who do wish to complete a master's degree may be admitted upon request into the Master of Education (M.Ed.) program as long as they have completed the licensing coursework with a 3.25 GPA or higher.

This licensing program has been housed in the M.Ed. program for the past seven years; however, many students do not wish to pursue a master's degree. Currently, the completion rates for the M.Ed. degree seem low because many people who are admitted only want to pursue the teaching license courses. Therefore, it is necessary to separate the duality of the two programs creating separate programs and requirements for admission and retention.

Section II: Need

The post-baccalaureate secondary licensing has a strong track record of meeting the needs of students who have bachelor's degrees but now want to seek a teaching license. The TEAC (Teacher Education Accreditation Council) review team, the five-year program review team, and the WSU Graduate Council have strongly urged that the licensure programs be split from the Master of Education program.

Section III: Institutional Impact

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Section IV: Finances

No additional faculty or staff are needed to support the certificate. The library resources are adequate. The certificate will not have any budgetary impact on programs or units within the institution.

Section V: Program Curriculum

All Program Courses (with New Courses in Bold)

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Required Courses		
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MED 6050	Curriculum Design, Evaluation, Assessment	3
MED 6060	Instructional Strategies	2
MED 6110 <u>or</u> MED 6120	Introduction to Classroom Management Advanced Classroom Management	3
MED 6229	Instructional Technology for Pre-Service Teachers	2
MED 6265	Foundations in Inclusive Teaching	2
MED 6320	Content Area Literacy Instruction	3
MED 6860	Practicum in Education	2
MED 6880	Student Teaching in Secondary Education	6
Required Content Area Methods Course(s)		3-7
To obtain a secondary teaching license in the state of Utah, a student must pass at least one content methods course as delineated by the subject that the student wants to teach in a secondary school. Some departments offer graduate-level courses, some do not. Students are advised on an individual basis as to what course(s) they need to fulfill this requirement.		
Sub-Total		28-32
Elective Courses		
none		
Sub-Total		n/a
Track/Options (if applicable)		
none		
Sub-Total		n/a
Total Number of Credits		28-32

Program Schedule

Each student may determine his or her schedule based on his/her life circumstances. It is recommended that each student meet with the program director to map out a schedule that will work for that individual. Certain courses are only taught once or twice a year, so it is vital that the student enrolls in those courses in a timely manner. The following is a suggested schedule for someone entering in fall semester and can take three courses each semester.

Fall	MED 6050	Curriculum Design, Evaluation, & Assessment	3
	MED 6060	Instructional Strategies	2
	Content Methods Course in subject in which the student wishes to license. In some cases this course is offered as only an undergraduate course.		3+
Spring	MED 6020	Diversity in Education	2
	MED 6229	Instructional Technology for Pre-service Teachers	2
	MED 6860	Practicum in Education	2
Summer	MED 6110	Introduction to Classroom Management	3
	MED 6265	Inclusive Teaching	2
	MED 6320	Content Area Literacy Instruction	3
Fall	MED 6880	Student Teaching in Secondary Education	6

Jerry and Vickie Moyes College of Education

TENURE DOCUMENT

Approved by Faculty Senate: April 16, 2009

Revision approved by Faculty Senate on April 16, 2015

Introduction

The purpose of this document is to outline the criteria and the procedures used to evaluate faculty members for tenure in the Jerry and Vickie Moyes College of Education.

The normal probationary period for a faculty member in a tenure-track appointment is six years, with a formal interim review scheduled during the third year, and a formal, final tenure review scheduled during the sixth year. The time in rank for normal promotion from assistant to associate professor is six years. To be promoted from assistant to associate professor one must either have been granted tenure or be granted tenure at the same time as the promotion. A candidate who fails the tenure review process cannot be advanced in rank (see PPM 8.11).

Eligibility

To be eligible for tenure candidacy, individuals must:

1. Have a doctorate in the discipline of primary responsibility or a closely related discipline and be on a tenure track. The Jerry and Vickie Moyes College of Education does not recognize instructor specialist as a track leading to tenure in the college,
2. Be in the third year of the probationary period for the interim review, and in the sixth year of the probationary period for the final tenure review,
3. Meet the standards of professional behaviors, collegiality, and ethics specified in PPM 9-4 through 9-8 and described in category IV.

Categories of Formal Review

In order to assist and guide faculty members preparing for tenure evaluations, the competencies to be considered are in four categories:

Category I: Teaching

Category II: Scholarship

Category III: Administrative and/or Professionally Related Service

Category IV: Professional Behaviors/Collegiality/Ethics

Competencies in categories I, II, and III are rated from unsatisfactory to excellent. Credentials/Probationary Period and Category IV are rated as met or unmet.

Each committee and administrator in the review process will interpret information presented in terms of the 1) expectations of the department or college, 2) specific professional duties expected of the individual and 3) overall pattern of professional behaviors, collegiality, and ethics.

A written evaluation summary which includes the rationale for the ratings in each category will be submitted. The pattern of ratings must meet or exceed one of the channels described below:

	Credentials/ Probationary Period	Category I Teaching	Category II Scholarship	Category III Administrative and/or Professionally Related Service	Category IV Professional Behaviors/ Collegiality/Ethics
A	Met	Excellent	Good	Satisfactory	Met
B	Met	Good	Good	Good	Met
C	Met	Excellent	Satisfactory	Good	Met
D	Met	Good	Excellent	Satisfactory	Met
E	Met	Good	Satisfactory	Excellent	Met

The faculty member is responsible to update the professional file and autobiographical form according to the dated guidelines of the review process (see PPM 8-12 and 8-13). The file should be organized by category and clearly document the candidate's credentials/probationary period, teaching, scholarship, and service activities, as well as adherence to professional behaviors, collegiality, and ethics. The faculty member should determine which category to include student oriented research projects and grants and their work will be evaluated in that category. The candidate should include narrative summaries throughout the professional file. The candidate should create a support file for artifacts that are referenced in the autobiographical form as evidence.

Ratings

The ratings are to reflect the faculty member's academic career span rather than a single year's efforts. The ratings mean that the evidence describing the quality and quantity of the individual's professional efforts support a continuing level of performance judged by the evaluators as unsatisfactory, satisfactory, good, or excellent. While the same rating channels are used for both the interim and final review, ratings assigned for a formal interim (3rd year) review reflect the committee's judgment of the candidates work and progress towards tenure at that

point and should be based on reasonable expectations for a third year faculty member. The interim review is expected to be formative in nature and both the ratings and the committee commentary should provide helpful feedback to the candidate as he/she evaluates priorities in preparation for the final tenure review. A candidate's recent work at other institutions, while it may be taken into consideration, is not weighted as heavily as work at Weber State University.

Unsatisfactory: This rating shall be given to a candidate who does not meet the minimum requirements of the satisfactory category.

Satisfactory: The candidate will be rated satisfactory if duties required of all faculty members are performed in an acceptable manner. Satisfactory means adequate and should not imply undesirable or below average endeavor.

Good: The candidate will be rated good if duties required of all faculty members are performed consistently in a more than satisfactory manner. Good implies commendable and desirable levels of achievement. A rating of good in any category implies a substantial degree of achievement above satisfactory levels.

Excellent: The candidate will be rated excellent if duties required of all faculty members are performed consistently in an outstanding manner. Inasmuch as a good rating in any category implies a substantial degree of achievement above satisfactory levels, a rating of excellent in any category implies a substantial degree of achievement above those considered appropriate for a good rating.

Unmet: Evidence of not meeting the Credentials/Probationary Period or Professional Behaviors/ Collegiality/Ethics shall automatically disqualify a faculty member from tenure.

Met: A candidate shall be rated as having met the criteria if there is no evidence at the Program, Department, College, and/or Institutional level otherwise.

Definitions of Categories and Criteria

Category I: Teaching

Teaching is defined as the processes or behaviors related to organizing and delivering knowledge; evaluating and facilitating learning; and in general, transmitting content to students (see PPM 8-11.E).

Evidence of Teaching Includes:

- a. Subject matter mastery: depth and currency of knowledge.

- b. Curriculum development: new course development, ongoing course revisions, review and updating of syllabi and course materials.
- c. Course design: instructional goals and objectives, content coverage, adequate assessment methods.
- d. Delivery of instruction: methods (lecture, discussion, labs), skills (speaking, explaining), and aids (handouts, use of technology), undergraduate and graduate research mentoring and grants when tied to a course taught or mentored individually (note that professional presentations and publications may be included in scholarship when the faculty member has actively participated in the outcome, i.e. it is not predominately student generated work), field work or field trips, online, and community engaged learning.
- e. Professional behaviors, collegiality, and ethics: attendance at classes, appropriate preparation, prompt feedback and availability to students, delivery of appropriate course content per catalog and program needs, willingness to teach share of difficult courses and to engage and work collegially with department and program faculty, staff, and students.

Documentation of Performance in the Category of Teaching include student evaluations, faculty member's teaching portfolio(profile), peer review, and other appropriate items of review that could potentially be used based upon identified teaching areas a – e.

1. Student Evaluations. Each department will obtain student evaluations from all courses taught by the faculty member each semester during the regular academic year. While the department is responsible for providing summaries of these evaluations to the individual, it is the candidate's responsibility to provide interpretation of the evaluations, program/department comparison data, and comment on areas of improvement and concern.
2. Peer Review Committee Evaluation. A candidate's peer review must be completed during the academic year prior to the year of the formal tenure evaluation (3rd or 6th year). The peer review committee will be appointed by October 1st of the peer review year by the department chair. The committee members will be chosen by the candidate in consultation with the chair. The peer review committee may be the department Ranking Tenure Review Committee (see PPM 8-15). If the peer review committee is not the department Ranking Tenure Review Committee then a minimum of three individuals who are familiar with the program will be selected. If the faculty member and the chair cannot agree on the makeup of the committee, the decision will be subject to binding arbitration by the dean. The committee will review the faculty member's teaching portion of their professional file, observe several classroom sessions, be available to talk with students from the classes observed, and submit a written report on teaching to the

professional file and the individual not later than March 1st. The written report of the peer review committee shall include, but not be limited to, a report on the individual's performance in the following areas: content mastery; quality and design of curriculum materials used and developed; evaluation policies and procedures utilized; availability to students; student supervision; maintenance of high academic standards; personal commitment to improvement; participation in assessment of learning outcomes when needed; and collegiality. The collection of data for the peer review is a continuous process and will extend over the total of the probationary period. The process of peer review is observational and descriptive rather than evaluative in nature, although the report may reach some formative conclusions.

3. Teaching file. The individual to be reviewed will develop the teaching section of their professional file. The file should include a statement of teaching philosophy and artifacts for each teaching area (a-e) (see PPM 8- 11.IV.E.2 and the autobiographical form). Other things that might be included, if referenced in the professional file narrative summaries, are: examples of graded student work such as projects, presentations, evidence of assessment techniques such as exams, assignments, quizzes and rubrics; and syllabi. The teaching file needs to be made available by February 15th to the Peer Review Committee.

Clarification of Ratings for Teaching: A candidate shall be rated good (minimum rating in channels B, D, & E) if he/she are consistently rated by students and peers as good and if the candidate provides evidence addressing teaching areas a - e.

Category II: Scholarship

Scholarship is defined as those activities that contribute to the profession and increase the individual's effectiveness as a professor. While the faculty member is not expected to be equally active in all areas listed below prior to the sixth year review, the individual must submit evidence of significant professional activity. The evidence should indicate ongoing scholarly endeavors since arriving at Weber State University. The quality and quantity of effort achieved with professional, collegial, and ethical behaviors and the results obtained are the standards of measurement.

Evidence of Scholarship Includes:

- a. Refereed publications, such as articles in refereed journals, articles in professional periodicals.
- b. Non-peer reviewed publications, such as books, book reviews, published monographs, or other professionally reviewed written material.

- c. Professional presentations, such as papers presented at international, national, regional, or state conferences or workshops.
- d. Projects, such as grants; undergraduate, graduate, community-engaged, and action research; teaching innovations and developments; or other long-term professional associations with a public school, a service agency, or other field-based setting appropriate to the individual's discipline.
- e. Professional improvement, such as additional degrees beyond the terminal degree, formal post-graduate study, documentation of additional training, additional or increased expertise through self-study, conference attendance, development of new courses and/or programs, significant modifications to existing courses or programs,
- f. Other activities, which are appropriate to the category

Clarification of Rating for Scholarship: A candidate shall be rated satisfactory (minimum rating in channels C and E) if he/she demonstrates a pattern of scholarly work which includes activities from a minimum of three areas (a-f). In order for the candidate to be rated “good” in this area, he/she must meet the requirements for a satisfactory rating and

- a. for the interim review, provide evidence of a regional and/or national refereed publication in a reputable outlet (non-predatory) since employment began at Weber State University
- b. for the final tenure review, provide evidence of a regional and/or national refereed publication in a reputable outlet (non-predatory) since the interim review.

Category III: Administrative and/or Professionally Related Service

Professional service is defined as those activities which provide professionally related value to the community, the institution, or professional organizations. An individual is not expected to be equally active in all areas listed below. It is the candidate’s responsibility to provide evidence of successful administrative and/or professionally-related service.

Evidence of Service Includes:

- a. Leadership positions in professional organizations.
- b. Membership in professional organizations.

- c. Professionally-related community activities such as speech making, or serving on community boards.
- d. WSU committee assignments at the department, college, or university levels.
- e. Service publications such as newsletters, newspaper and popular magazine articles, and media interviews.
- f. Professional service supporting conferences, workshops and seminars, and/or reaching out to external communities and constituencies.
- g. Administrative assignments within the university.
- h. Student advisement activities or serving as an advisor to a student professional organization.
- i. Developmental activities which are service in nature, such as consulting.
- j. Other relevant professional service.

Clarification of Rating for Professionally Related Service: A candidate shall be rated satisfactory (minimum rating in channels A and D) if he/she accepts and performs in a professional manner duties in at least three areas (a – j), including at least one assignment in area d.

Category IV: Professional Behaviors/Collegiality/Ethics

University faculty members have a unique role in exemplifying professional behaviors, collegiality, and ethics as they work and cooperate with those around them for a common purpose. Faculty members are responsible to themselves and to their students, colleagues, profession, community, and ultimately the University in engaging in collegiality, professionalism, and ethics. The manner in which faculty members go about their job duties should adhere to the standards of Professional Behaviors as specified in PPM 9-4 through 9-8, uphold personal, professional, and academic integrity, and be compatible with the program, department, college, and institution’s mission, as well as short and long-term goals.

Collegiality is often best evaluated at the program and department levels. Those who are rated as “unmet” for category IV (professional behaviors, collegiality, and ethics) are ineligible for tenure at Weber State University. Weber State values academic freedom and simple disagreement is not considered non-collegial behavior. It is not tied to sociability or likability. The following descriptions are meant to be some examples and non-examples and do not limit those involved in ranking and tenure ratings and judgments of faculty peers that will carry weight with the Promotion

and Tenure Committees.

- a. Professional, collegial, and ethical behaviors may include:
 - i. respecting differing views and voices
 - ii. encouraging and promoting professionalism with peers, students, and staff; and
 - iii. representing and supporting the mission and goals of Weber State University; and
 - iv. other professional, collegial, and ethical behaviors not listed here.
- b. Unprofessional, non-collegial, and unethical behaviors may include:
 - i. communicating verbal, physical, or other threats to co-workers and students;
 - ii. disruption or non-engagement in the mission and goals of Weber State University;
 - iii. demeaning the work of others;
 - iv. avoidance and/or non-engagement in professional interactions with co-workers or students;
 - v. Unethical behaviors related to publication or dissemination of scholarly work; or
 - vi. other unprofessional, non-collegial, and unethical behaviors not listed here.

Clarification of Rating for Professional Behavior/Collegiality/Ethics:

A candidate shall be rated as having met the criteria if there is no substantial evidence of unprofessional, non-collegial, and/or unethical behaviors as documented in the Program Director, Department Chair, College Dean, and/or Human Resources personnel file.

II. POST-TENURE REVIEW

A. Purpose

The post-tenure review shall be based on criteria separately defined from the award of tenure with the intent of:

1. Demonstrating the tenured faculty member's growth and development in the discipline;
2. Communicating to the faculty member specific areas in need of improvement related to performance in teaching, scholarship, and service; and
3. Enhancing each individual's future productivity.

B. Procedures

After tenure is granted, faculty will be evaluated every five years, or more often at the discretion of the department chair or dean or at the request of the faculty member. Each College Tenure document shall specify procedures to administer a review of the work of each tenured faculty member in a manner and frequency consistent with institutional and professional accreditation standards. The criteria for such review shall include multiple indices, and be discipline- and role-specific, as appropriate, to evaluate:

1. Teaching, through student, collegial, and administrative assessment;
2. The quality of scholarly and creative performance and/or research productivity; and
3. Service to the profession, school and community.

C. Student Evaluations

In an attempt to chart ongoing teaching performance, student evaluations shall be administered and compiled by an impartial third party. Each year, all post-tenured faculty members shall have student evaluations administered in at least two of the courses. The two courses to be evaluated each year will be determined through consultation between each faculty member and his/her

department chair. If the faculty member and the chair cannot come to agreement on which two courses should be evaluated by the students, the choice of courses to be evaluated will be subject to binding arbitration by the dean, after consultation with the faculty member and the chair. The results of those evaluations shall be seen by the chair, the faculty member, and those specified in the review process. The summaries will be kept on file in the office of the chair.

D. Remedial Actions Based on Post-Tenure Review

If, as a result of the post-tenure review process, the faculty member is found to not be meeting the minimum standards required of a tenured member of his or her discipline, he or she is responsible for remediating the deficiencies, and both the University and College are expected to assist through developmental opportunities. A faculty member's failure to successfully remediate deficiencies may result in disciplinary action governed by due process pursuant to the standards described in PPM 9-9 through 9-17.

E. Modifications to Post-tenure Review Documents

Academic Units that wish to change these documents shall submit their documents in writing to their Tenure-Track and Tenured faculty for comments and a vote. The outcome of the vote shall be reported to the faculty and the Academic Units and shall accompany the documents throughout the approval process. (Approved at Faculty Senate on 16 April 2015)

GRADUATE PROGRAMS

I. Application Procedures

To apply to a graduate program all individuals must contact the graduate program for specific admissions requirements. The following items must be provided to the specific graduate program office:

1. A completed online application accompanied by the nonrefundable application fee (as designated by the Graduate Council).
2. A bachelor's degree from a regionally accredited college or university is required for admission as a graduate student at Weber State University. An official transcript from each previously attended college and/or university (except WSU) must be sent directly from each institution to the graduate program. Transcripts must be submitted for all coursework above the high-school level and all prior degrees. For international students, transcripts must be accompanied by a professional degree and transcript evaluation, which must be sent directly to the graduate program by a WSU-approved foreign credentials evaluation service. See International Student & Scholar Center Admissions website for further details. Transcripts submitted as application credentials become the property of the Weber State University and will not be returned to the applicant.
3. Admissions tests may be required by the specific graduate program (GRE, GMAT, Miller's Analogies Test, etc.), as well as proof of English language competency for international applicants. Applicants should request that their test score reports be sent directly to the graduate program to which they are applying, or to WSU if a specific institutional code is not available for the graduate program.

II. Admission Requirements

Admission to a graduate program at Weber State University is based on the applicant's academic ability, past performance and evidence of a reasonable chance of success within that program. ~~Selection for admission is made without regard to race, color, ethnic background, national origin, religion, creed, age, lack of American citizenship, disability, status of veteran of the Vietnam era, sexual orientation or preference or gender~~ All admission policies shall apply without regard to race, color, ethnic background, national origin, religion, creed, age, lack of

United States citizenship, disability, veteran status, sexual orientation or preference, or gender. (see PPM 6-2 3-32, IA).

Admission is competitive and solely at the discretion of the graduate program to which the applicant has applied: meeting minimum admission requirements does not guarantee admission.

Minimum requirements for admission to a Weber State University graduate program are as follows:

- A bachelor's degree from a regionally accredited college or university (or international equivalent, as assessed by a professional degree and transcript evaluation) that will be completed before matriculation into the graduate program (see the U.S. Department of Education website for a list of recognized regional accreditation agencies).
- A cumulative undergraduate GPA of at least 3.0. If the undergraduate GPA is below 3.0, consideration may be based on GPA calculated on the last 60 semester hours (90 quarter hours) of undergraduate work.
- All exceptions to the minimum GPA requirement in admissions decisions, along with a rationale for each, will be reported by all graduate programs annually to the Graduate Council.
- Appropriate admissions test scores if required. (Contact graduate program for specific admissions test requirements.)
- A completed application, along with the submission of all required supporting materials (contact graduate program office for specific requirements).

Note: Individual graduate programs may have additional requirements.

Undergraduate Preparation Requirements

In addition to a bachelor's degree, students may be required to complete additional undergraduate work prior to acceptance into a graduate program to ensure proper preparation for study at the graduate level. Each degree program may designate specific undergraduate requirements and/or graduate-level leveling classes, and all prospective students should consult

with the appropriate graduate program. Graduate departments may impose an age limit on undergraduate leveling credits completed prior to entry into a graduate program.

International Student Admission

International applicants must satisfy all program requirements that apply to U.S. citizens in addition to the following:

1. Provide a professional transcript evaluation of course work completed outside the United States. See the International Student & Scholar Services webpage for a list of accepted foreign credential evaluation services.
2. Provide evidence of English language proficiency. WSU graduate programs may require a minimum TOEFL (Test of English as a Foreign Language), IELTS (International English Language Testing System) score, or successful completion of English as a Second Language courses at a level specified by the graduate program. Contact the graduate program for English language competency requirements.
3. Complete the Graduate Financial Guarantee Form. Every international student must complete a confidential financial statement that shows he/she has sufficient funds to comply with the United States Department of State Immigration and Naturalization Service regulations. This form must be submitted before a student can receive the appropriate I-20 or IAP-66 form that enables application for a student visa for entry into the U. S.
4. Any additional documentation required by the International Student & Scholar Office. Submit the Weber State University International Student Application.

~~For additional information on international student admission requirements, see www.weber.edu/SIS.~~

III. Appeals Procedures

Appeals of decisions on all issues of an administrative nature, such as admission to the University, residency, tuition, course waivers, credit adjustment, graduation, program eligibility, participation in specific activities, financial aid, parking and traffic, and residence halls, will be resolved based on the procedures outlined in the Student Code of the WSU Policies and Procedures Manual, 6-22,IX.

IV. Degree Requirements

1. Credit hour requirement

A minimum of 30 credit hours beyond the bachelor's degree is required for any Weber State University master degree. Additional course work or projects may be required due to graduate program accreditation standards, or for specialized professional master degrees. At least two-thirds of the credits in any master degree program (including thesis or project) must be received from Weber State University.

2. GPA Requirement

A minimum cumulative grade point average of 3.0 is required for successful completion of a graduate degree. Individual course grade requirements are determined by the sponsoring department.

3. Time Limit for Degree Completion

All degree requirements must be completed within six years from the semester of entry into a Weber State University graduate program. A graduate student's catalog will be the catalog in effect the Fall Semester of the academic year when he or she enrolls in the graduate program following formal admission into that program. Graduate programs may impose an age limit on graduate credits completed prior to entry into a program. Any exceptions to the above requirements must be approved by the graduate program.

4. Thesis / Non-Thesis Degree Options

Master's degree programs may include a "thesis option" and/or a "non-thesis option." The

Master's thesis should be evidence of the graduate student's ability to carry out independent investigation and to present the results in clear and systemic form.

The overall level of achievement for the Master's degree should be the same, whether the option chosen requires completion of a thesis or not.

The thesis option should include **at least** 6 ~~4~~ semester credits of thesis research. The semesters during which a student registers for thesis credit should correspond as closely as possible to the semesters in which the thesis work is done and faculty supervision is provided.

The non-thesis option will instead include a major project, paper, presentation, and/or a comprehensive examination.

5. Last Semester Requirements

Matriculated graduate students must be registered for at least 1 graduate credit during the semester of the final thesis/dissertation defense or, in a non-thesis degree program, the last semester of coursework required on the student's program of study.

6. Second WSU Graduate Degree Requirements

More than one master degree may be earned at WSU. Students should contact the graduate program for details. Additional master degrees will require additional graduate credit hours beyond the previously-earned graduate degree, comprising a minimum of 20 credit hours required for the additional degree. Students may pursue two different graduate degrees simultaneously by applying to and being accepted to each program. Graduate program approval is required.

7. Dual WSU Graduate Degree Requirements

Some graduate programs at WSU may offer dual or concurrent degrees. Students may either work simultaneously in two areas of study and receive one graduate degree representing both fields, OR may earn two separate degrees concurrently, with a specified amount of overlapping course credits that are counted toward both degree requirements. Overlapping graduate course credits must be 6000-level courses, with a

minimum of 20 **credit hours** ~~cr. hrs.~~ in either unique degree. Graduation applications do not have to be filed in the same semester for both graduate degrees: overlapping graduate credit hours that have been applied toward one Weber State University graduate degree may later be applied to the second graduate degree requirements as specified by the graduate department. For further information, contact the specific graduate program.

V. Graduate Student Classification

Please note that the following graduate student classifications do NOT determine eligibility for financial aid. See the WSU Financial Aid and Scholarship Office for the enrollment levels relevant to financial aid.

1. Full-Time Matriculated Graduate Student (Degree Seeking)

To be classified as *full-time matriculated* or *full-time degree seeking*; a student must be registered for 9 or more graduate credit hours per semester (excluding summer) and be formally admitted to a Weber State University graduate program. Full-time matriculated graduate students must be registered for at least 1-3 graduate credit hours during the semester of the final thesis defense or, in a graduate program without a thesis requirement, the last semester of coursework required in the student's program of study.

2. **Part** Half-Time Matriculated Graduate Student (Degree-Seeking)

To be classified as *part-time matriculated* or *part-time degree seeking*; a student must be registered for 5-8 graduate credit hours per semester (excluding summer) and be formally admitted to a Weber State University graduate program. **Half** **Part**-time matriculated graduate students must be registered for at least 1-3 graduate credit hours during the semester of the final thesis defense or, in a graduate program without a thesis requirement, the last semester of coursework required in the student's program of

study. ~~No federal assistance is available to graduate students who are enrolled less than half time (1-4 credit hours).~~

3. Matriculated-Probationary Student

A student is considered *matriculated-probationary* when he/she is placed on probation because of inadequate progress in his/her degree program. Probationary status is defined by the specific graduate program. The conditions to be met in order to restore good standing and the time limit for meeting them must be specified to the student in writing at the time he or she is placed on probation. If the conditions are not met as specified, the student's participation in the program may be terminated.

4. Conditionally-Admitted Graduate Student (Degree-Seeking)

Conditional admission as a graduate student at Weber State University is granted solely at the discretion of the specific graduate program to which the student seeks admission. Contact the specific graduate program for more information regarding procedures and conditions for conditional admission. Advancement from conditionally-admitted to *full- or part-time matriculated graduate student* status will be determined by the graduate program, based on conditions which may include the following:

- a. completion of outstanding requirements for the baccalaureate degree;
- b. performance in 5000- and/or 6000-level classes specified by the graduate program;
- c. performance on a standardized graduate admission and/or English language competency test.

~~Conditionally admitted students may register for a maximum of 9 graduate credit hours per semester (5000- and 6000-level courses).~~ Conditionally-admitted students may enroll no more than three full semesters (excluding summer), after which the conditionally-admitted student must be either changed to full-or part-time matriculated student status by the graduate program office, or denied admission.

5. Non-Degree Seeking Graduate Student

Students who are taking graduate courses at WSU but have not been formally admitted to a Weber State University graduate program are classified as *non-degree seeking*. (See regulations governing non-matriculated graduate credit hours ~~on p.6~~). Not all graduate programs allow non-degree seeking students to enroll in their graduate courses.

6. International Students

Applicants who are not U.S. citizens and have not received immigrant status from the U.S. Immigration and Naturalization Service are considered International Students.

International Students who are present in the United States on visitor, student, or other visas which authorize only temporary presence in this country, do not have the capacity to intend to reside in Utah for an indefinite period and therefore must be classified as nonresident. [WSU Policies and Procedures Manual, R512-7.3] (See specific International Student Admission Requirements, ~~p.2~~)

VI. Transfer Credits and Graduate Program Residency Requirements

At least two-thirds of the total credit hours of a student's master degree must be earned from an approved, Weber State University graduate program. Depending on individual program requirements, a maximum of one-third of the total semester graduate credits earned at another, regionally-accredited institution may be approved by a student's department. Transfer credits cannot replace required residency credits. All transfer credits must be approved by the graduate program, which may impose minimum grade requirements and / or age limits on such credits. Transfer credits will be considered as taken in the semester of transfer for purposes of timely degree completion. At least two-thirds of a graduate degree must be earned from a Weber State University graduate program. (~~See Residency Requirements, p. 4~~)

Non-Matriculated Credits

Graduate credit hours earned while a student is classified as a non-degree seeking graduate student at WSU may be applied toward a WSU graduate degree with the permission of the specific graduate program. Graduate programs may at their discretion stipulate age limits, appropriateness, and a maximum number of such credit hours which may be applied towards their degree. (See Non-Degree Seeking Student classification, p.5.)

VII. Course Level Numbering

5000-level courses are advanced, upper-division undergraduate courses, prerequisite or leveling graduate courses, or graduate courses. 5000-5999 level undergraduate courses may be applied toward a Weber State University graduate degree with program approval. 5000-level credit used to earn the undergraduate degree may not be counted toward a graduate degree, although students may petition a graduate program for retroactive graduate credit for courses taken as an undergraduate under certain circumstances: permission may be granted only if a grade of B or better was earned in the specified courses and if the courses were taken no more than three years prior to the petition. Such graduate credit is limited to six semester hours or two courses.

6000-level courses are considered graduate level courses. 6000-level courses are typically not available to undergraduates, and may only be cross-listed with undergraduate courses when there are substantially different course requirements for graduate students, reflecting a degree of academic rigor appropriate to graduate-level study. 6000-level graduate course credit for professional experience or certifications is not possible, although prerequisite or leveling requirements for 6000-level courses may be waived by the graduate program.

VIII. GRADUATE CERTIFICATES

A graduate certificate program is a related cluster of credit bearing graduate courses that constitutes a coherent body of study within a discipline or set of related disciplines. The purpose of graduate certificate programs is to serve the needs of both matriculated and non-degree students interested in developing specific skills and knowledge for personal and/or professional development. Graduate certificate programs are credit-based, taught by regular or associate members of the graduate program's faculty, and normally aligned with existing graduate education curricula. While certificate programs may be chosen by students who do not wish to pursue a master's degree (i.e. *non-matriculated graduate students*), courses completed during a certificate program may be applied toward graduate degree requirements upon the approval of the appropriate graduate program office as noted below.

The number of graduate certificate credits must consist of a minimum of 10 credit hours of 6000-level courses, although 5000-level courses may be applied toward certificate requirements per graduate program policy. Proposals for new Graduate Certificates should use the WSU New Program Proposal Form [see USHE R401-5.8].

Students must apply and be accepted into the graduate certificate area of study to be eligible to receive a certificate. The requirements and general criteria of eligibility for admission to any graduate certificate area of study include:

1. An earned baccalaureate degree from a regionally-accredited college or university, or enrollment in a WSU graduate academic degree program. The requirements for admission are set by each graduate area of study, which may include minimum grade point average, standardized test scores, and other similar criteria as part of the application.
2. Students who wish to pursue approved graduate certificates must be admitted to that certificate program. Students may pursue more than one certificate but must be admitted separately to each certificate program.
3. Certificate-seeking students not currently enrolled in a master degree program will be admitted as degree seeking graduate students, and their major code will reflect the graduate certificate program to which they have been admitted. Successful completion of a graduate certificate will be noted on the student's academic transcript.
4. Students pursuing a graduate certificate will be required to meet the same academic requirements as those defined for degree-seeking students to remain in "good standing".
5. All graduate certificate students must meet all prerequisites for courses in which they wish to enroll.

Should non-degree seeking student earn a graduate certificate and subsequently apply and be accepted to a degree-granting WSU graduate program, credit hours earned as part of the graduate certificate may be applied toward a WSU graduate degree with the permission of the specific graduate program. Graduate programs may stipulate at their discretion age limits, appropriateness, and a maximum number of such credit hours which may be applied towards their degree.

IX. Financial Aid

The process for applying for financial aid is the same for graduate students as for undergraduate students. Graduate loans are available for those participating in a graduate program. Please visit the Financial Aid website for more information.

X. Scholarships

Scholarships may be available for both Utah residents and non-residents. To qualify, students should contact the individual graduate programs for more information.

XI. Non-Resident Tuition Waivers

A non-resident student may be eligible for a full or partial waiver of non-resident portion of tuition. This waiver is awarded on an individual basis to academically qualified students. For more information, contact the sponsoring graduate program.

XII. Graduate Assistantship/Work Study/Internship/Practicum

When available, graduate assistantships, work study opportunities, internship or practicum programs are offered and administered by the graduate program/ department in which the student is pursuing a graduate degree or graduate certificate. Any academic credit for internships or practica must be granted through a designated, credit bearing 5000- or 6000-level course.

~~Graduate Council~~

~~The Graduate Council is an advisory committee made up of representatives from all graduate programs, the Registrar's office, the Financial Aid office, Continuing Education, Enrollment Services, International Student & Scholar Center, and the Office of the Provost at Weber State University. The Chair of the Graduate Council shall be appointed to a term of three years by the Office of the Provost, subject to renewal for further terms.~~

~~The council will meet throughout the Academic year (September-May) to further graduate education, mentor faculty and departments who are developing new graduate degrees, and consult with non-academic departments regarding the needs and purposes of graduate programs at Weber State.~~

~~The Graduate Council shall establish policies and procedures for graduate programs, including the drafting or amending of sections of the WSU Policies & Procedures Manual and WSU catalog relevant to all graduate programs. Such policies and procedures are subject to review by the Faculty Senate as specified in the Weber State University Policies and Procedures Manual,~~

~~Article C II, Section 2.1. The Graduate Council shall also serve the following functions:-~~

- ~~• Formal approval of all new graduate program proposals.~~
- ~~• Formal approval of all substantive and non-substantive graduate program change proposals, including changes in program delivery format deemed substantive.~~
- ~~• Graduate Program Review, which for graduate program reviews shall consist of a subcommittee of the Graduate Council, comprised of faculty serving as graduate program directors, with the Graduate Council Chair and a representative of the office of the provost as ex-officio members.~~

XIII. Office of Graduate Studies

The Office of Graduate Studies serves as the administrative body within Academic Affairs that promotes, supports, and reviews graduate education at Weber State University. The Office of Graduate Studies, in conjunction with the Graduate Council, works collaboratively with university administration, colleges, and academic departments to ensure consistency and excellence in all graduate degree programs.

ORGANIZATION

The Office of Graduate Studies consists of a half-time Director, who receives release time and a stipend, and support staff, and is housed in an accessible campus location.

1. Director of Graduate Studies

A. Selection

The Director of Graduate Studies shall be a faculty or professional staff (minimum half-time release or equivalent), with a terminal degree, appointment made by the Provost for a renewable 3-year term. The Director reports to the Provost, and receives an annual stipend.

B. Procedure for selection:

The Graduate Council will provide the Provost with a list of eligible of eligible members (per Section 1.a.) who would be willing to serve as Director. The Provost will choose the candidate for Director from the list of candidates.

C. Eligibility

The Director of Graduate Studies may be either a full-time, tenured faculty member with teaching or administrative responsibilities within a WSU graduate program at the time of appointment, or a professional staff member with a terminal degree and administrative responsibilities within a WSU graduate program at the time of appointment.

D. Responsibilities

- i. Chair the Graduate Council – schedule meetings, set agenda, define charges for GC subcommittees.
- ii. Curriculum – guide all curriculum-related activities of the Graduate Council (see Sec. 2.c.ii below) through the chain of appropriate university approval processes.
- iii. Program Review – the Director of Graduate Studies will serve as ex officio chair of the Graduate Program Review Subcommittee, and will guide all graduate program reviews through the chain of appropriate university approval processes.
- iv. Budgetary responsibility for the Office of Graduate Studies.
- v. Liaison with other university administrative units.
- vi. Responsibility for efforts to promote graduate education at Weber State University.
- vii. Disseminate information about best practices in graduate education.

2. Graduate Council

A. Mission

The mission of the Graduate Council is to work in conjunction with the Office of Graduate Studies to further graduate education at Weber State University, and collaborate with university administration, colleges, and academic departments to ensure consistency and excellence in all graduate degree programs. The Director of Graduate Studies serves as Chair of the Graduate Council and is responsible for scheduling meetings, setting the agenda, and defining charges for the Graduate Council subcommittees.

B. Membership and Voting

- i. Members of the Graduate Council include the Directors of all WSU graduate programs, designated graduate program support staff, representatives of critical administrative support services (including the Office of the Provost), and a

graduate student representative. The full membership of the Graduate Council will meet during the academic year to facilitate information exchange, promote best practices, mentor faculty and departments in developing new graduate degrees, and consult with non-academic departments regarding the needs and purposes of graduate programs at Weber State University.

ii. For purposes of curriculum-related approvals and graduate program reviews, voting members will consist of members of the Graduate Council who are full-time, tenured or tenure-track faculty with teaching or administrative responsibilities within a WSU graduate program.

C. Responsibilities

i. Policy / PPM & catalog changes - The Graduate Council establishes policies and procedures for graduate programs, including the drafting or amending of sections of the WSU Policies & Procedures Manual and WSU catalog relevant to all graduate programs. Such policies and procedures are subject to review by the Faculty Senate as specified in the Weber State University Policies and Procedures Manual, Article C-II, Section 2.1.

ii. Curriculum

a. Formal approval of all new graduate program proposals.

b. Formal approval of all substantive and non-substantive graduate program change proposals, including changes in program delivery format deemed substantive.

iii. Review of Graduate Program Reviews

Graduate Program Review, which for graduate program reviews shall consist of a subcommittee of the Graduate Council, comprised of faculty serving as graduate program directors, with the Graduate Council Chair and a representative of the office of the provost as ex officio members.

iv. Graduate Admissions

a. The Graduate Council sets / revises general graduate admissions standards and policies common to all graduate programs.

b. Before exceptions to common graduate admissions standards or policies can be made by individual graduate programs (e.g. undergraduate degree requirements such as the minimum GPA of 3.0), an appeal must be made to the Graduate Council Appeals Subcommittee, which shall consist of a subset of Graduate Council members. The Subcommittee will respond to appeals in a timely manner in keeping with the admissions cycle of the graduate program in question. Data about all exception

requests will be gathered and reported to the full Graduate Council annually.

v. Marketing / Recruitment

The Graduate Council will work collaboratively with the Director of Graduate Studies and University Communications to develop and execute cooperative strategies for recruitment, promotion and marketing of graduate education at Weber State University.

Cover/Signature Page – Full Template

Institution Submitting Request: Weber State University
Proposed Title: Nurse Practitioner MSNP Program
School or Division or Location: Dumke College of Health Professions
Department(s) or Area(s) Location: School of Nursing
Recommended Classification of Instructional Programs (CIP) Code¹ : 51.3805
Proposed Beginning Date: Fall Semester 2016
Institutional Board of Trustees' Approval Date: May 5, 2015

Proposal Type (check all that apply):

Regents' Agenda Items		
<i>R401-4 and R401-5 Approval by Committee of the Whole</i>		
SECTION NO.		ITEM
4.1.1	<input type="checkbox"/>	(AAS) Associate of Applied Science Degree
4.1.2	<input type="checkbox"/>	(AA) Associate of Arts Degree
	<input type="checkbox"/>	(AS) Associate of Science Degree
4.1.3	<input type="checkbox"/>	Specialized Associate Degree
4.1.4	<input type="checkbox"/>	Baccalaureate Degree
4.1.5	<input type="checkbox"/>	K-12 School Personnel Programs
4.1.6	<input checked="" type="checkbox"/>	Master's Degree
4.1.7	<input type="checkbox"/>	Doctoral Degree
5.2.2	<input type="checkbox"/>	(CER C) Certificate of Completion
5.2.4	<input type="checkbox"/>	Fast Tracked Certificate

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Signature

Date: 5/5/2015

Printed Name: Michael Vaughan

¹ CIP codes must be recommended by the submitting institution. For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

Executive Summary – Full Template
Weber State University
Nurse Practitioner MSNP Program
Dumke College of Health Professions
School of Nursing
04/20/2015

Program Description

Nurse practitioners provide primary health and illness care to individual patients across the lifespan, families, and communities. The Weber State University, School of Nursing Nurse Practitioner Program (MSNP) is designed to provide nurse practitioner education for registered nurses desiring a master's degree to practice in the advanced nursing practice role. The demand for nurse practitioners is expected to increase in specialty areas, and Weber State University School of Nursing is in a unique position to offer these specialty nurse practitioner programs in the future.

Role and Mission Fit

The School of Nursing has an existing MSN program. The current program has a core curriculum with Nurse Educator and Nurse Administrator tracks. Although the Nurse Practitioner program is a new program it is aligned with selected courses in the current MSN core coursework and will continue to align with the MSN core coursework. The current MSN core courses are foundational for advanced nursing education and are developed and taught by faculty experts. The additional coursework required as core for the MSNP is being developed in concert with the current MSN coursework to ensure that all accreditation mandates are met for all programs.

Weber State University School of Nursing MSNP program is a clinically focused master level program of study that is being proposed as a complement to the existing Master of Science in Nursing program. The design of the MSNP is to prepare registered nurses to diagnose and manage acute and chronic health problems, prescribe medications, plan treatments, and teach patients to promote and maintain health. Career opportunities for family nurse practitioners are expected to increase across the country. There has been a decreased interest nationally in family medicine, which has led to a decrease in the number of primary care physicians, or general practice physicians graduating from medical schools. This fact, coupled with health care reform, has increased the need and opportunities for family nurse practitioners. Family nurse practitioners work in a multitude of community settings such as clinics, private practice, schools businesses, and specialty offices, and work to increase health care access for patients of all ages. Weber State University School of Nursing graduates across the state look to Weber State University to meet future education goals. Nursing students have been asking for a Nurse Practitioner option at Weber State University School of Nursing to provide opportunities to meet their graduate education goals. Community partners approached Weber State University School of Nursing to prepare Family Nursing Practitioners. Community partners are seeking practitioners prepared to practice in rural Utah.

The Mission Core Themes for Weber State University are access, learning, and community. The Nurse Practitioner program will offer the bachelor prepared nursing student the pathway to succeed as educated persons in their program of study. This program will provide access to higher educational opportunities that will benefit the student and the community. The Nurse Practitioner Program at WSU will improve and support the local community and provide these same offerings to rural portions of Utah through an engaging hybrid learning environment.

Faculty

The School of Nursing currently has 12 faculty prepared with either a PhD or DNP. Four faculty members are Family Nurse Practitioners, 3 are DNPs and one will complete the DNP in May. Two faculty members are Pediatric Nurse Practitioners, one with a DNP and one with a MS. One faculty member is a Gerontological Nurse Practitioner with MS preparation. These faculty resources, along with community support, demonstrate that the School of Nursing has the resources to support the MSNP program.

The current model of teaching assignments in the School of Nursing is not level specific. Faculty are assigned teaching responsibilities based on their expertise and level of education. Faculty teaching in the MSN program also teach courses in the BSN and ADN programs. On average, 4 FTE teach MSN courses.

The proposed MSNP Family Nurse Practitioner Program will require an additional 3 FTE faculty at the maximum enrollment, starting in year 2, of 30 FTE students. The following workload is per 15 student cohort. The last two semesters of a cohort will overlap with the first two semesters of the next cohort.

First Semester

One full time equivalent for three- 3 credit courses

Second Semester

One full time equivalent for three- 3 credit courses

One half time equivalent for assessment and skills lab

Third Semester

2/3 time equivalent for 2 courses = 5 credits

One half time equivalent to manage 2 clinical courses

Fourth Semester

2/3 time equivalent for 2 courses = 5 credits

One half time equivalent to manage 2 clinical courses

One half time equivalent to manage the skills lab

Fifth Semester

1/3 time equivalent for one- 3 credit course

One half time equivalent to manage clinical practicum

Through semester 3, 4, and 5, students will identify a nursing faculty member to chair their project committee. The faculty members are paid a stipend for working with the student. There would be a faculty member assigned to the 4 credit MSN Project Development course over the 3 semesters.

Over the 5 semesters of the program, the maximum faculty load added to the School of Nursing would be 2 FTE (this would include the MSNP Project load 3rd and 4th semester).

The proposal is that the MSNP program will admit 15 students each year in the fall. Semester 4 and 5 of the preceding cohort will overlap with Semester 1 and 2 of the newly admitted cohort.

Clinical placement recruitment, educating precepting physicians and nurse practitioners, monitoring student performance, legal logistics, and evaluating the effectiveness of placements is beyond the usual clinical placement and preceptor placement of students in the School of Nursing. These tasks may require a 25-50% administrative role.

*ACEN Accreditation Standards

Market Demand

Workforce demand and job opportunities for nurse practitioners are increasing across the country. One factor noted in the literature and health care statistics is a national decrease in interest in family medicine, which has led to a decrease in the number of primary care physicians, or general practice physicians graduating from medical schools. This fact coupled with health care legislation (more people with health insurance) has increased the need and opportunities for nurse practitioners. Nurse practitioners work in a multitude of community settings such as clinics, private practice, schools businesses, and specialty offices, to increase access to health and illness care for patients of all ages. Because of a wide range of job opportunities even in rural and medically underserved areas, qualified local BSN prepared registered nurses may become nurse practitioners and practice in their own community.

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2014-15 Edition*, Nurse Anesthetists, Nurse Midwives, and Nurse Practitioners, <http://www.bls.gov/ooh/healthcare/nurse-anesthetists-nurse-midwives-and-nurse-practitioners.htm>

Student Demand

Weber State University School of Nursing graduates approximately 400 baccalaureate prepared nursing students from across the state of Utah every year. Students have been requesting that Weber State offer a Master of Science Nurse Practitioner option. Historically, Weber State University School of Nursing has been educating nurses in rural Utah through onsite and online associate and baccalaureate degree offerings. These nurse alumni are also asking Weber State University School of Nursing to offer a nurse practitioner program so they can practice in the advanced role in their rural communities. In anticipation and preparation for rural placement challenges, Intermountain, as part of the support that they have expressed for a nurse practitioner program at Weber State University, has offered assistance with local and rural placements for students.

Statement of Financial Support

Through strategic planning and alignment with the School of Nursing, Dumke College of Health Professions, and Weber State University mission, Weber State University School of Nursing has developed the infrastructure necessary to sustain a successful Nurse Practitioner Program.

1. Graduating over 400 BSN Nurses across the state of Utah
2. New Lab at the Davis Campus with a 5 bed Simulation Suite and two- 5 bed nursing practice labs
3. Plans to renovate the existing Ogden Campus Lab to support simulation and advanced nursing education.
4. \$500,000 purchase of equipment and software to support student accessible recording of student performance in lab and simulation. These performance recordings are accessible to students and faculty off campus and at home for personal review and critique.
5. Implementation of the Cerner Electronic Medical Record System (EMR) in all of the School of Nursing labs across the state.
6. Segue Grant and More Nurses Now monies used to support faculty in pursuing EdD, PhD and DNP education.
7. Segue Grant funding for the purchase of lab equipment to enhance nursing simulation
8. Assignment of full-time simulation coordinator for nursing labs
9. Assignment of 2 full-time faculty for development and coordination of Nurse Practitioner program curriculum, lab and clinical support.
10. Support and professional expertise from departments within the Dumke College of Health Professions.

Appropriated Fund.....	<input checked="" type="checkbox"/>
Special Legislative Appropriation.....	<input type="checkbox"/>
Grants and Contracts.....	<input type="checkbox"/>
Special Fees	<input type="checkbox"/>
Differential Tuition (must be approved by the Regents).....	<input checked="" type="checkbox"/>
Other (please describe).....	<input type="checkbox"/>

Similar Programs Already Offered in the USHE

University of Utah College of Nursing offers a DNP for Nurse Practitioners
There are no USHE institutions currently offering a MSN or MSNP for Nurse Practitioners

**Program Description – Full Template
Weber State University
Nurse Practitioner MSNP Program
Dumke College of Health Professions
School of Nursing
04/20/2015**

Section I: The Request

Weber State University requests approval to offer Master of Science Nurse Practitioner effective Fall 2016. This program has been approved by the institutional Board of Trustees on May 5, 2015.

Section II: Program Description

Complete Program Description

Family nurse practitioners provide primary health and illness care to individual patients across the lifespan, families, and communities. The Weber State University School of Nursing Nurse Practitioner MSNP program prepares registered nurses to diagnose and manage acute and chronic health problems, prescribe medications, plan treatments, and teach patients to promote and maintain health.

Purpose of Degree

Workforce demand and job opportunities for nurse practitioners are increasing across the country. One factor noted in the literature and health care statistics is a national decrease in interest in family medicine, which has led to a decrease in the number of primary care physicians, or general practice physicians graduating from medical schools. This fact coupled with health care legislation (more people with health insurance) has increased the need and opportunities for nurse practitioners. Nurse practitioners work in a multitude of community settings such as clinics, private practice, schools businesses, and specialty offices, to increase access to health and illness care for patients of all ages. Because of a wide range of job opportunities even in rural and medically underserved areas, qualified local BSN prepared registered nurses may become nurse practitioners and practice in their own community.

Institutional Readiness

The School of Nursing has an existing MSN program. The current program has a core curriculum with Nurse Educator and Nurse Administrator tracks. Although the Family Nurse Practitioner program is a new program it is aligned with selected courses in the current MSN core coursework and will continue to align with the MSN core coursework. The current MSN core courses are foundational for advanced nursing education and are taught by faculty experts. The additional coursework required* as core for the MSNP Family Nurse Practitioner Program is being developed in concert with the current MSN coursework to ensure that all accreditation mandates are met for all programs.

***ACEN Accreditation Standards**

Clinical placement recruitment, educating precepting physicians and nurse practitioners, monitoring student performance, legal logistics, and evaluating the effectiveness of placements is beyond the usual clinical placement and preceptor placement of students in the School of Nursing. These tasks may require a 25-50% administrative role.

In anticipation and preparation for these placement challenges, Intermountain, as part of the support that they have expressed for this program, has offered local and rural placements for students.

Departmental Faculty

School of Nursing Faculty Teaching Graduate Courses Category	Dpt Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Dpt Faculty Headcount at Full Program Implementation
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	13	3	16
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	1		1
With Master's Degrees			
Full-time Tenured	2		2
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
With Bachelor's Degrees			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
Other			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
Total Headcount Faculty in the Department			
Full-time Tenured	16	3	19
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	1		1
Total Department Faculty FTE* (As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")	4	3	7
*Note: The faculty headcount indicates the Nursing faculty that teach part-time in the graduate program (the rest of their class load is taught at the undergraduate level); therefore the FTE does not match the headcount. The equivalent of 4 FTE currently teach in the MSN program. The 3 additional faculty hires will enable 3 additional FTE to teach required courses in the MSNP program.			

Staff

MSN secretarial staff would have to increase by 25-50% to manage the increased students and clinical placements. Hourly staff would need to be budgeted to support the 2nd and 4th semester labs along with open labs for practice. Projected 10-20 hours a week.

Library and Information Resources

Current access to Medline, CINAHL, Access Pro and Eric through Stewart Library will be the major resource for this program.

Admission Requirements

The Nurse Practitioner program will adhere to the current admission policies of the MSN program; the following reflect the current approved policies.

Policies Related to MSNP Program Admission Nurse Practitioner Program Admission Policies

Nurse Practitioner Program candidates must meet the general admission requirements of the University as outlined in the current Weber State University Catalog (<http://weber.edu/admissions/>). In addition, Family Nurse Practitioner Program candidates must meet the specific admission requirements of the School of Nursing MSNP Family Nurse Practitioner Program. Below are the URLs for admissions, applications and checklists.

http://www.weber.edu/Nursing/degrees_and_programs/master/admissions.html

Application Process

The MSNP Family Nurse Practitioner Program utilizes an online application process. It is critical that all parts of the application process be completed and submitted. Incomplete applications will not be considered. Please go to this page: Applications & Checklists to access the information related to the application process. MSNP applications are reviewed by the School of Nursing Admissions and Advancement Committee.

Deadlines

Applications become available in October the year prior to the program start date. For the Family Nurse Practitioner Program applications will be available October 2015 for Fall 2016 admission. Applications will be ready in October for the next academic year admission.

Priority application deadline is March 1st of each academic year.

Checklist for Applicants:

http://www.weber.edu/Nursing/degrees_and_programs/master/checklist.html

Fifteen positions are available for each program of study. Applicants will be ranked according to a selection point system established by the School of Nursing Admissions and Advancement Committee. Applicant ranking will include: GPA, Advanced Writing course completed, work experience as an RN, recommendations, vita/resume, writing ability, personal interview (not all applicants may be interviewed), veteran status, preceptor for the WSU School of Nursing Associate Degree (RN) program during the last year (March 1 to March 1) and potential for scholarly work/leadership.

Application Requirements:

1] Cumulative GPA of 3.0 or higher (on a 4.0 scale): includes all college level course work.

Transfer courses must be from a "Regionally Accredited College or University that transfers to Weber State University."

2] Earned BS Degree with a major in nursing from an accredited baccalaureate program (ACEN or CCNE). Please note: Students who speak English as a second language must have a Minimum TOEFL score of 600.

3] Current Utah unencumbered license to practice as a registered nurse or eligible to obtain licensure without restrictions to practice as a registered nurse in Utah.

4] Preferred one year of current work experience as an RN. The graduate admissions committee will evaluate applicants work experience on an individual basis.

5] Submission of all documents, letters of recommendation, curriculum vitae/resume, goal statement per request in the application packet.

6] Completion of an Advanced College Writing course with a “C” or better grade. Strongly encouraged to be done by the Priority Application deadline or during the summer prior to starting the program. (At WSU English 3210 or English 3100. Must gain approval from the MSN Enrollment Director or the MSN Director for approval of courses taken at other schools - other than the ones listed on the “transfer guide” before taking a course. Applicants that have an advanced writing course completed by the March 1 “Priority Application” deadline will be awarded extra points in the applicant ranking process.

Applicants will be ranked according to a selection point system established by the School of Nursing Admissions and Advancement Committee. Applicant ranking will include: GPA, Advanced Writing course completed, work experience as an RN, recommendations, vita/resume, writing ability, personal interview, minority, veteran status, preceptor for the WSU School of Nursing Associate Degree (RN) program during the last year (March 1 to March 1) and potential for scholarly work/leadership.

The application process is competitive.

Students seeking admission to the MSNP Family Nurse Practitioner Program apply to both the University and the MSNP Program. Application and MSNP Program brochures are available electronically as well as through the School of Nursing (SON) Student Admissions office. Program information is provided by the SON Enrollment Director who is available by phone, e-mail, or face-to-face on the WSU Campus, located in the Marriott Allied Health Building.

The MSNP Family Nurse Practitioner Program faculty and staff implement admission and progression policies and procedures to ensure that size and academic qualifications of the MSNP Family Nurse Practitioner Program student cohort are consistent with both the SON resources and program outcomes. WSU School of Nursing Family Nurse Practitioner program has selective admissions and therefore has the flexibility to maintain admission standards deemed acceptable and necessary for the achievement of program outcomes. Admission to the MSNP Program is competitive.

Selection Notification

Students are notified of acceptance into the program by May 1 for Fall admission.

Student Advisement

ADVISEMENT POLICY & PROCESS

1. Students will be assigned a graduate program advisor upon entry into the program. The MSN Department secretary will provide the name of the assigned advisor to students.
2. Students will access the graduation evaluation through the e-Weber portal, student area. Guidelines are provided to access personal degree evaluation and/or transcripts
3. Students will print two copies of the Degree Evaluation from Cat tracks. They will keep one copy for their personal records and will give one copy to their academic advisor. Students will sign the copy that they will give to their advisor.
4. On or before week three of the semester, students will email their advisor stating that they have completed the review and detailing any identified problems. Each student will make an appointment to meet with an advisor on campus or by phone each semester.
5. When attending the assigned face-to-face class meeting on campus each semester, students will leave a signed copy of their graduation evaluation form with their advisor. Students may also give the advisement form to the department secretary (room 420b). Faculty will compare the completed form to the records in the student file. The faculty advisor will then contact students by phone or email regarding any issues.
6. For any consultation, students should make an appointment to meet in person, by phone, or virtual interview, with their advisor.
7. Students are strongly encouraged to complete a “Degree Evaluation” each semester until graduation.
8. The MSNP student is ultimately responsible to ensure that all MSNP program requirements are fulfilled.

Justification for Graduation Standards and Number of Credits

Nurse Practitioner Education, like Weber State's current School of Nursing Programs, will be accredited by Accreditation Commission for Education in Nursing (ACEN) (the other accreditation option is Commission on Collegiate Nursing Education, CCNE). Both accrediting bodies have worked with the Nurse Practitioner credentialing organizations, American Nurses Credentialing Center (ANCC) and American Academy of Nurse Practitioners (AANP), and the National Organization of Nurse Practitioner Faculty (NONPF) to set education standards that meet all of the criteria of these separate organizations.

The clinical hour requirement is very high with a minimum of 500 hours required. The average number of hours for Family Nurse Practitioner programs across the country varies but averages around 700 hours. The WSU MSNP program proposal has 660 clinical hours.

The program length is 5 semesters and 53 credit hours.

External Review and Accreditation

Weber State University School of Nursing will be seeking accreditation by the Accreditation Commission for Education in Nursing (ACEN). Within the standards of this accrediting body, they will make a site visit for accreditation purposes the last semester of the first graduating class. This visit will be scheduled for spring semester 2018. The preparation for the planned accreditation visit has already started with the alignment of all aspect of the program development with the ACEN criteria for accreditation. The formal self-study will be submitted in the summer of 2017. The cost of the accreditation process and visit will depend on the number of reviewers and if the decision is made (by the School of Nursing) to have this accreditation visit encompass all of the MSN programs, or even the whole School of Nursing. Projection of \$5,000-7,500 would be a conservative estimate of the cost of the accreditation process including an accreditation visit to just the review the Family Nurse Practitioner Program.

Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students

Data Category	Current – Prior to New Program Implementation	PROJ YR 1	PROJ YR 2	PROJ YR 3	PROJ YR 4	PROJ YR 5
Data for Proposed Program						
Number of Graduates in Proposed Program	X	X	X	15	15	15
Total # of Declared Majors in Proposed Program	X	15	30	30	30	30
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE (as reported in Faculty table above)	4	6	7	7	7	7
Total Department Student FTE (Based on Fall Third Week)	40	55	70	70	70	70
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)	10	9.17	10	10	10	10
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here: 10:1 for clinical)						

Expansion of Existing Program

Weber State University currently has an MSN program that has been successful, graduating 99 students over the past five years. The MSNP is a separate degree program that focuses more on clinical education to give another option to meet student and community needs.

Section III: Need

Program Need

Career opportunities for family nurse practitioners are expected to increase. Family nurse practitioners work in a multitude of community settings such as clinics, private practice, schools, businesses, and specialty offices, to increase access for patients of all ages. Qualified local BSN prepared registered nurses may become nurse practitioners in their own community.

Labor Market Demand

Workforce demand and job opportunities for nurse practitioners are increasing across the country. One factor noted in the literature and health care statistics is a national decrease in interest in family medicine, which has led to a decrease in the number of primary care physicians, or general practice physicians graduating from medical schools. This fact coupled with health care legislation (more people with health insurance) has increased the need and opportunities for nurse practitioners. Nurse practitioners work in a multitude of community settings such as clinics, private practice, schools businesses, and specialty offices, to increase access to health and illness care for patients of all ages. Because of a wide range of job opportunities even in rural and medically underserved areas, qualified local BSN prepared registered nurses may become nurse practitioners and practice in their own community.

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2014-15 Edition*, Nurse Anesthetists, Nurse Midwives, and Nurse Practitioners, <http://www.bls.gov/ooh/healthcare/nurse-anesthetists-nurse-midwives-and-nurse-practitioners.htm>

Student Demand

Weber State University School of Nursing graduates approximately 400 baccalaureate prepared nursing students from across the state of Utah every year. Students have been requesting that Weber State offer a Master of Science Nurse Practitioner option. Historically, Weber State University School of Nursing has been educating nurses in rural Utah through onsite and online associate and baccalaureate degree offerings. These nurse alumni are also asking Weber State University School of Nursing to offer a nurse practitioner program so they can practice in the advanced role in their rural communities. In anticipation and preparation for rural placement challenges, Intermountain, as part of the support that they have expressed for a nurse practitioner program at Weber State University, has offered assistance with local and rural placements for students.

Similar Programs

University of Utah College of Nursing offers a DNP for Nurse Practitioners. Currently the only masters prepared nurse practitioner programs in the state are private universities.

Collaboration with and Impact on Other USHE Institutions

Weber State University Nurse Practitioner Program graduates would align with USHE MS-DNP degree program guidelines at the University of Utah, College of Nursing.

Benefits

Weber State University's proposed Nurse Practitioner program provides more opportunity for placement of students seeking graduate level nursing education in addition to meeting the needs of community partners.

Consistency with Institutional Mission

The School of Nursing has an existing MSN program. The current program has a core curriculum with Nurse Educator and Nurse Administrator tracks. Although the Nurse Practitioner program is a new program it is aligned with selected courses in the current MSN core coursework and will continue to align with the MSN core coursework. The current MSN core courses are foundational for advanced nursing education and are developed and taught by faculty experts. The additional coursework required as core for the MSNP is being developed in concert with the current MSN coursework to ensure that all accreditation mandates are met for all programs.

Weber State University School of Nursing MSNP program is a clinically focused master level program of study that is being proposed as a complement to the existing Master of Science in Nursing program. The design of the MSNP is to prepare registered nurses to diagnose and manage acute and chronic health problems, prescribe medications, plan treatments, and teach patients to promote and maintain health. Career opportunities for family nurse practitioners are expected to increase across the country. There has been a decreased interest nationally in family medicine, which has led to a decrease in the number of primary care physicians, or general practice physicians graduating from medical schools. This fact, coupled with health care reform, has increased the need and opportunities for family nurse practitioners. Family nurse practitioners work in a multitude of community settings such as clinics, private practice, schools businesses, and specialty offices, and work to increase health care access for patients of all ages. Weber State University School of Nursing graduates across the state look to Weber State University to meet future education goals. Nursing students have been asking for a Nurse Practitioner option at Weber State University School of Nursing to provide opportunities to meet their graduate education goals. Community partners approached Weber State University School of Nursing to prepare Family Nursing Practitioners. Community partners are seeking practitioners prepared to practice in rural Utah.

The Mission Core Themes for Weber State University are access, learning, and community. The Nurse Practitioner program will offer the bachelor prepared nursing student the pathway to succeed as educated persons in their program of study. This program will provide access to higher educational opportunities that will benefit the student and the community. The Nurse Practitioner Program at WSU will improve and support the local community and provide these same offerings to rural portions of Utah through an engaging hybrid learning environment.

Section IV: Program and Student Assessment

Program Assessment

WSU SCHOOL OF NURSING COMPETENCIES

The WSU School of Nursing (SON) has adopted the following competencies for its undergraduate and graduate programs. These competencies are adopted from the Quality and Safety Education for Nurses Initiative (QSEN). Under each competency is the MSN Core Competencies then the MSNP Family Nurse Practitioner Competencies.

1. Patient-centered Care

SON-Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.

MSN Core-Create and direct collaborative patient care environments that promote the development of nursing expertise that includes the patient perspective.

MSNP- Patient-Direct primary patient care focused on the holistic needs of patients and families within communities across the lifespan.

2. Teamwork and Collaboration

SON-Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.

MSN Core- Apply advanced communication strategies to support high functioning interdisciplinary teams that support high quality, safe patient care.

MSNP-Collaborate with diverse health care providers to support best outcomes for patients and families.

3. Evidence-based Practice

SON- Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.

MSN Core- Evaluate available evidence, expert opinion, and patient preferences to determine best practice. Evaluate the feasibility and appropriate evaluation methods for planned EBP interventions.

MSNP- Operationalizes practice guidelines supported by evidence.

4. Quality Improvement

SON- Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems, including participating in healthcare policy.

MS Core- Develop policies and processes based on identification of best practice that improve the quality and safety of nursing care provided by health care systems.

MSNP- Anticipate clinical variables and adjust practice to assure quality and safety.

5. Safety

SON- Minimize risk of harm to patients and providers through both system effectiveness and individual performance.

MSN Core- Incorporate patient safety principles into the development of comprehensive patient safety goals and safety education for nurses.

MSNP- Develop a culture of safety by incorporating national patient safety guidelines in advanced practice environments.

6. Informatics

SON- Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making.

MSN Core- Formulate policies, processes, and/or educational plans that leverage information technology to optimize information management, reduce errors, and support clinical decision-making.

MSNP- Use information technology to manage documentation, reduce error, support clinical decision-making, and improve health care delivery.

Purpose for Systematically Evaluating the MSNP Program

Currently, the evaluation activities of the Master of Science in Nursing (MSN) faculty are undertaken for the purpose of continuous program improvement. This purpose is accomplished by: 1) ascertaining the extent to which the faculty, administrators, staff, and students / alumni are achieving the ACEN standards and criteria; 2) monitoring the program's ability to support the achievement of both the program outcomes and student learning outcomes / competencies; 3) providing a mechanism for faculty, students, administrators, alumni, and employers to have input into the program; and, 4) to ensure a systematic and timely process for revisions of curriculum, educational processes, and operational processes.

The current School of Nursing and MSN-Systematic Plan for Evaluation (MSN-SPE) reflects, for each component of the ACEN standards and criteria, the expected level of achievement (ELA), frequency of assessment, assessment methods, results of the most recent academic year, and the program's response and/or actions for program development / maintenance / revision for the upcoming academic year (MSN-SPE). Included in the SPE are the data

related to program outcomes, program competencies and role specific residency competencies which will be the practicum competencies for MSNP Family Nurse Practitioner students.

The School of Nursing (SON) and the specific MSN-SPE is a living document shared with the SON Chair, MSN Program Director, SON faculty, and SON Curriculum and Evaluation committees; and through the SON Annual Report, shared with the nursing advisory board and the college Dean.

Current MSN Program Evaluation

The purpose of the MSN Program evaluation process is to oversee the development and implementation of the MSN-SPE as well as review and participate in entire SON evaluation activities. All members of the MSN Program faculty team serve as contributors to the MSN Program evaluation process. Every monthly MSN faculty meeting has a section of time devoted to evaluation. The meetings include reports and updates from the SON Evaluation Committee, review of MSN program evaluation surveys and forms, and discussions on data returned to the program.

Aggregation and Trending of Data Supports Program Decision-Making

In support of the MSN-SPE assessment and program improvement processes, currently, the MSN Program faculty employs several evaluative processes. These include the administration of formal evaluation tools, the tracking and trending of program outcomes, the students' final course grades as they progress through the program, the students' achievement of the core and program competencies. These same processes will apply to the MSNP Family Nurse Practitioner program.

Formal Evaluation Tools

The administration of formal evaluation tools occurs during a two-week period at the end of each semester. These documents are available electronically and require a student password to access. Faculty do not receive the aggregated report of the quantitative and qualitative evaluation data until course grades have been posted. Using this aggregate data, the MSN faculty makes decisions relative to the program's development, maintenance, and/or revision. The tools gather the following types of information:

- Student achievement of core program competencies
- The student achievement of the Nurse Administrator Track / Nurse Educator Track competencies
- The students' perceived effectiveness of the course
- The students' perceived effectiveness of the course faculty
- The students' perceived overall quality of the MSN Program curriculum to prepare the student to perform the advanced role of a nurse administrator or nurse educator.

Current tools used in the MSN program will be applied or adapted for use with the MSNP Family Nurse Practitioner program.

The current formal evaluation tools used throughout the MSN program of study are as follows:

- MSN Course Evaluation: Core courses and individual track
 - MSN Course Evaluation: Residency
- MSN Faculty Performance
 - MSN Faculty Performance
 - MSN Faculty Performance: Residency Handbook
- Residency Course Evaluation
 - Student Evaluation of Residency Preceptor
 - MSN Faculty Evaluation of Residency Preceptor
 - Residency Preceptor Evaluation of MSN Faculty
 - MSN 6400 Nurse Administrator Residency: Student Performance Evaluation
 - MSN 6700 Nurse Educator Residency: Student Performance Evaluation
- End of Program
 - Final Evaluation of MSN Nurse Administrator Program of Study
 - Final Evaluation of MSN Nurse Educator Program of Study

- MSN Program Alumni Survey six months post-graduation
- MSN Program Employer Satisfaction Survey 6-12 months post-graduation
 - Survey Monkey (established 2013)
 - Survey of Advisory Board (paper/pencil, established 2013)

All formal evaluation tools have been administered to the students and graduates. The data derived from these evaluation tools reflect that the students not only perceive that the MSN courses are supporting their achievement of the program’s learning outcomes / competencies, they judge the MSN faculty as being effective in facilitating their learning experience.

Tracking and Trending of Final Course Grades

The Family Nurse Practitioner program has been designed as the current MSN program curriculum and coursework to support the student achievement of the accreditation and certification standards. Upon completion of the existing MSN Nurse Educator and Administrator track curriculum, the successful student has demonstrated mastery of the knowledge and skills required to function in the advanced roles. The MSN faculty evaluate each student’s mastery of the course learning outcomes/competencies through a variety of learning strategies and associated evaluation methods. One metric that is considered is course grades. In order to advance in the MSN Program, the student must achieve, in each course, a minimum final grade of a B-minus. When the program was being developed, the faculty decided that a B- grade demonstrated above average work and that this would be the standard indicating that the student meets acceptable preparation for education and healthcare service. This is the standard grading policy throughout the SON. To date, all MSN students have earned a final course grade of a B-minus or higher. The Family Nurse Practitioner program will follow this same standard.

Tracking and Trending of Student Satisfaction Outcomes

The following two tables, 1 & 2, outline the current competencies associated with the Nurse Administrator and Nurse Educator program tracks for 2011-2012, and 2012-2013. These serve as examples of how the School of Nursing and the MSN Program evaluated competencies and outcomes and trend these over time. *MSN Core Competencies* (differentiated from the ADN and RN-BSN level competencies) and new role-specific track competencies, (educator and administrator), were developed by the MSN faculty in 2013, the Family Nurse Practitioner program role specific competencies have been developed and approved by the School of Nursing curriculum committee.

Table 1 Student Achievement of Educator Track Competencies

End of Program Survey	2013 N=11	2012 N=10
1. Facilitate student learning in an interdisciplinary environment, across multiple settings and with diverse populations.	4.40/5.0	4.6/5.0
2. Facilitate learner development and socialization into professional nursing.	4.56/5.0	4.6/5.0
3. Apply educational theories and evidence-based concepts and strategies to facilitate student learning	4.30/5.0	4.5/5.0
4. Design nursing curriculum that reflects contemporary healthcare trends and environment.	4.20/5.0	4.2/5.0

End of Program Survey	2013 N=11	2012 N=10
3. Assess and evaluate program and student outcomes.	4.44/5.0	4.6/5.0
6. Engage in continuous self-evaluation and role enhancement	4.70/5.0	4.6/5.0
8. Function within the educational environment	4.30/5.0	4.2/5.0
7. Engage in scholarly activities.	4.30/5.0	4.6/5.0
5. Function as a professional change agent and leader	4.50/5.0	4.6/5.0
Average	4.41	4.61

Table 2 Student Achievement of Administrator Track Competencies

End of Program Survey	2013 N=9	2012 N=6
1. Perform a scholarly and reflective system-wide assessment of quality and effectiveness of nursing services, nursing practice, and the safe delivery of care.	4.11	3.4
3. Seek ongoing professional development and quality improvement in advanced role.	4.22	3.4
4. Apply leadership / management theories to analyze, interpret, and determine relevant problems and evidence-based solutions.	3.89	3.4
5. Establish a professional practice environment that promotes desired professional and organizational outcomes within an interdisciplinary context.	4.11	3.4
6. Develop, maintain, and evaluate organizational systems to facilitate planning, implementation, and evaluation of the delivery of safe and quality nursing care across the continuum.	4.11	3.4
8. Facilitate ethical, legal, and evidence-based practices across multiple settings and with diverse populations.	4.11	3.4
10. Facilitate the conduct of research and establishment of an evidence-based practice environment.	4.0	3.4
Average	4.66	3.4

The revised competencies were introduced in 2013. Tables 3, 4, and 5 shows these results.

Table 3 Student Achievement of New Core Competencies 2014

Core competencies	Educators N=9 100%	Administrators N=11 100%
1. Patient-centered Care: <u>Competency Definition:</u> Create and direct collaborative patient care environments that promote the development of nursing expertise that includes the patient perspective.	4.78/5.0	5.0/5.0
2. Teamwork and Collaboration: <u>Competency Definition:</u> Apply advanced communication strategies to support high-functioning interdisciplinary teams that support high quality, safe patient care.	4.78/5.0	5.0/5.0
3. Evidence-based Practice: <u>Competency Definition:</u> Evaluate available evidence, expert opinion, and patient preferences to determine best practice. Evaluate the feasibility and appropriate evaluation methods for planned EBP interventions.	4.78/5.0	5.0/5.0
4. Quality Improvement: <u>Competency Definition:</u> Promote development of policies and processes based on identification of best practice that improve the quality and safety of nursing care provided by health care.	4.78/5.0	4.91/5.0
5. Patient Safety: <u>Competency Definition:</u> Incorporate patient safety principles into the development of comprehensive patient safety goals and safety education for nurses.	4.78/5.0	4.82/5.0
6. Informatics: <u>Competency Definition:</u> Formulate policies, processes, and/or educational plans that leverage information technology to optimize information management, reduce errors, and support clinical decision-making.	4.78/5.0	4.82/5.0

Table 4 2014 MSN 6400 Administrator Core Competencies

MSN 6400 Residency Evaluation			
Questions 7-12	Mean	ELA	N
Patient-centered Care	4.8	3.0	10
Teamwork and Collaboration	4.8	3.0	10
Evidence-based Practice	4.7	3.0	10
Quality Improvement	4.8	3.0	10
Patient Safety	4.7	3.0	10
Informatics	4.7	3.0	10

Table 5 2014 MSN 6700 Educator Core Competencies

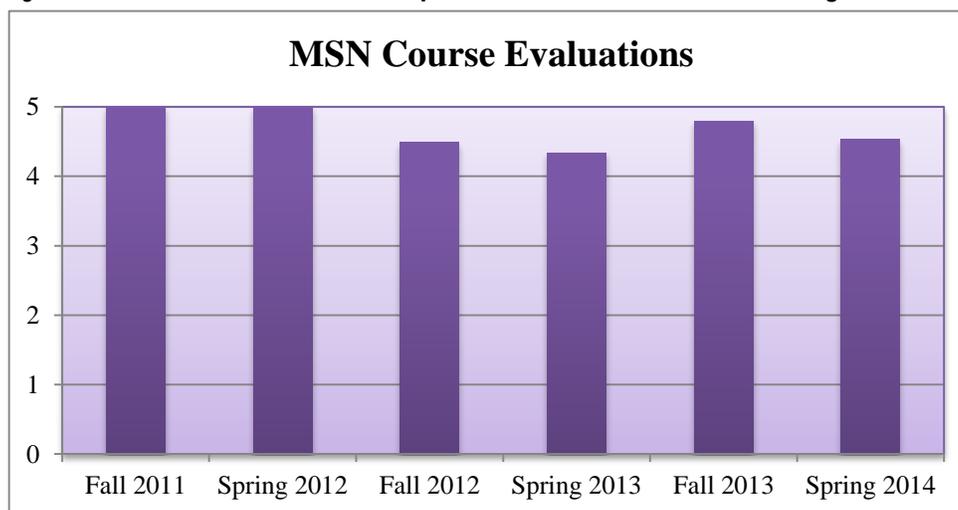
MSN 6700 Residency Evaluation			
Questions 7-12	Mean	ELA	N
Patient-centered Care	4.75	3.0	8
Teamwork and Collaboration	4.88	3.0	8
Evidence-based Practice	4.78	3.0	9
Quality Improvement	4.78	3.0	9
Patient Safety	4.78	3.0	9
Informatics	4.78	3.0	9

Another example of aggregated data “ Overall effectiveness of the course to support achievement of course learning outcomes in MSN courses”, measured as a question on the End of Program (EOP) surveys demonstrates a high level of perceived achievement with all MSN courses as reported for each semester.

Table 6 MSN Course Evaluations: Achievement of Course Learning Outcomes

All MSN Courses	Fall 2011		Spring 2012		Fall 2012		Spring 2013		Fall 2013		Spring 2014	
	Combined score (CS)	Percent Response	CS	Percent Response	CS	Percent Response	CS	Percent Response	CS	Percent Response	CS	Percent Response
	5.0	73.6%	5.0	73%	4.49	94%	4.34	99%	4.80	84.8%	4.54	100%

Figure 1 MSN Course Evaluation Graph: Achievement of Course Learning Outcomes



Summary of Criterion

The MSN faculty are cognizant of the value of program evaluation and continue to adapt to changes in the SON that affect the MSN program and adopt innovative ways to evaluate those changes. The aggregation and trending of program data will continue to be a valuable source of program growth.

Expected Standards of Performance

WSU SCHOOL OF NURSING COMPETENCIES as outlined above address the standards set by the Accreditation Commission for Education in Nursing (ACEN) the Nurse Practitioner credentialing organizations, American Nurses Credentialing Center (ANCC) and American Academy of Nurse Practitioners (AANP), and the National Organization of Nurse Practitioner Faculty (NONPF).

The individual courses address these national competencies:

Family Nurse Practitioner Program Competency Map

Competency Area	NP Core Competencies	Family/Across Lifespan NP Competencies
Scientific Foundation Competencies	<ol style="list-style-type: none"> 1. Critically analyzes data and evidence for improving advanced nursing practice. 2. Integrates knowledge from the humanities and sciences within the context of nursing science. 3. Translates research and other forms of knowledge to improve practice processes and outcomes. 4. Develops new practice approaches based on the integration of research, theory, and practice knowledge. 	
Leadership Competencies	<ol style="list-style-type: none"> 1. Assumes complex and advanced leadership roles to initiate and guide change. 2. Provides leadership to foster collaboration with multiple stakeholders (e.g. patients, community, integrated health care teams, and policy makers) to improve health care. 3. Demonstrates leadership that uses critical and reflective thinking. 4. Advocates for improved access, quality and cost effective health care. 5. Advances practice through the development and implementation of innovations incorporating principles of change. 6. Communicates practice knowledge effectively, both orally and in writing. 	<ol style="list-style-type: none"> 1. Works with individuals of other professions to maintain a climate of mutual respect and shared values. 2. Engages diverse health care professionals who complement one's own professional expertise, as well as associated resources, to develop strategies to meet specific patient care needs. 3. Engages in continuous professional and interprofessional development to enhance team performance. 4. Assumes leadership in interprofessional groups to facilitate the development, implementation and evaluation of care provided in complex systems.

Competency Area	NP Core Competencies	Family/Across Lifespan NP Competencies
	<ol style="list-style-type: none"> Participates in professional organizations and activities that influence advanced practice nursing and/or health outcomes of a population focus. 	
Quality Competencies	<ol style="list-style-type: none"> Uses best available evidence to continuously improve quality of clinical practice. Evaluates the relationships among access, cost, quality, and safety and their influence on health care. Evaluates how organizational structure, care processes, financing, marketing and policy decisions impact the quality of health care. Applies skills in peer review to promote a culture of excellence. Anticipates variations in practice and is proactive in implementing interventions to ensure quality. 	
Practice Inquiry Competencies	<ol style="list-style-type: none"> Provides leadership in the translation of new knowledge into practice. Generates knowledge from clinical practice to improve practice and patient outcomes. Applies clinical investigative skills to improve health outcomes. Leads practice inquiry, individually or in partnership with others. Disseminates evidence from inquiry to diverse audiences using multiple modalities. Analyzes clinical guidelines for individualized application into practice. Collaborates in planning for transitions across the continuum of care. 	
Ethics Competencies	<ol style="list-style-type: none"> Integrates ethical principles in decision making. Evaluates the ethical consequences of decisions. Applies ethically sound solutions to complex issues related to individuals, populations and systems of care. 	

Competency Area	NP Core Competencies	Family/Across Lifespan NP Competencies
Independent Practice Competencies	<ol style="list-style-type: none"> 1. Functions as a licensed independent practitioner. 2. Demonstrates the highest level of accountability for professional practice. 3. Practices independently managing previously diagnosed and undiagnosed patients. <ol style="list-style-type: none"> a. Provides the full spectrum of health care services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management, palliative, and end-of-life care. b. Uses advanced health assessment skills to differentiate between normal, variations of normal and abnormal findings. c. Employs screening and diagnostic strategies in the development of diagnoses. d. Prescribes medications within scope of practice. e. Manages the health/illness status of patients and families over time. 4. Works to establish a relationship with the patient characterized by mutual respect, empathy, and collaboration. <ol style="list-style-type: none"> a. b. Creates a climate of patient-centered care to include confidentiality, privacy, comfort, emotional support, mutual trust, and respect. b. c. Incorporates the patient's cultural and spiritual preferences, values, and beliefs into health care. c. d. Preserves the patient's control over decision making by negotiating a mutually acceptable plan of care. 	<ol style="list-style-type: none"> 1. Obtains and accurately documents a relevant health history for patients of all ages and in all phases of the individual and family life cycle using collateral information, as needed. 2. Performs and accurately documents appropriate comprehensive or symptom-focused physical examinations on patients of all ages (including developmental and behavioral screening, physical exam and mental health evaluations). 3. Identifies health and psychosocial risk factors of patients of all ages and families in all stages of the family life cycle. <ol style="list-style-type: none"> a. Identifies and plans interventions to promote health with families at risk. b. Assesses the impact of an acute and/or chronic illness or common injuries on the family as a whole. c. Distinguishes between normal and abnormal change across the lifespan. d. Assesses decision-making ability and consults and refers, appropriately. e. Synthesizes data from a variety of sources to make clinical decisions regarding appropriate management, consultation, or referral. f. Plans diagnostic strategies and makes appropriate use of diagnostic tools for screening and prevention, with consideration of the costs, risks, and benefits to individuals. g. Formulates comprehensive differential diagnoses. h. Manages common acute and chronic physical and mental illnesses, including acute exacerbations and injuries across the lifespan to minimize the development of

Competency Area	NP Core Competencies	Family/Across Lifespan NP Competencies
		<p>complications, and promote function and quality of living.</p> <ol style="list-style-type: none"> 4. Prescribes medications with knowledge of altered pharmacodynamics and pharmacokinetics with special populations, such as infants and children, pregnant and lactating women, and older adults. 5. Prescribes therapeutic devices. 6. Adapts interventions to meet the complex needs of individuals and families arising from aging, developmental/life transitions, co-morbidities, psychosocial, and financial issues. 7. Assesses and promotes self-care in patients with disabilities. 8. Plans and orders palliative care and end-of life care, as appropriate. 9. Performs primary care procedures. 10. Uses knowledge of family theories and development stages to individualize care provided to individuals and families. 11. Facilitates family decision-making about health. 12. Analyzes the impact of aging and age-and disease-related changes in sensory/perceptual function, cognition, confidence with technology, and health literacy and numeracy on the ability and readiness to learn and tailor interventions accordingly. 13. Demonstrates knowledge of the similarities and differences in roles of various health professionals providing mental health services, e.g., psychotherapists, psychologist, psychiatric social worker, psychiatrist, and advanced practice psychiatric nurse. 14. Evaluates the impact of life transitions on the health/illness status of patients and the impact of health and illness on patients (individuals, families, and communities).

Competency Area	NP Core Competencies	Family/Across Lifespan NP Competencies
		<p>15. Applies principles of self-efficacy/empowerment in promoting behavior change.</p> <p>16. Develops patient-appropriate educational materials that address the language and cultural beliefs of the patient.</p> <p>17. Monitors specialized care coordination to enhance effectiveness of outcomes for individuals and families</p>
Policy Competencies	<ol style="list-style-type: none"> 1. Demonstrates an understanding of the interdependence of policy and practice. 2. Advocates for ethical policies that promote access, equity, quality, and cost. 3. Analyzes ethical, legal, and social factors influencing policy development. 4. Contributes in the development of health policy. 5. Analyzes the implications of health policy across disciplines. 6. Evaluates the impact of globalization on health care policy development. 	
Health Delivery System Competencies	<ol style="list-style-type: none"> 1. Applies knowledge of organizational practices and complex systems to improve health care delivery. 2. Affects health care change using broad based skills including negotiating, consensus-building, and partnering. 3. Minimizes risk to patients and providers at the individual and systems level. 4. Facilitates the development of health care systems that address the needs of culturally diverse populations, providers, and other stakeholders. 5. Disseminates evidence from inquiry to diverse audiences using multiple modalities. 	

Competency Area	NP Core Competencies	Family/Across Lifespan NP Competencies
	<ol style="list-style-type: none"> 6. Analyzes clinical guidelines for individualized application into practice. 	
Technology and Information Literacy Competencies	<ol style="list-style-type: none"> 1. Integrates appropriate technologies for knowledge management to improve health care. 2. Translates technical and scientific health information appropriate for various users' needs. <ol style="list-style-type: none"> a. Assesses the patient's and caregiver's educational needs to provide effective, personalized health care. b. Coaches the patient and caregiver for positive behavioral change. 3. Demonstrates information literacy skills in complex decision making. 4. Contributes to the design of clinical information systems that promote safe, quality and cost effective care. 5. Uses technology systems that capture data on variables for the evaluation of nursing care. 	

Population-Focused Nurse Practitioner Competencies Task Force (2013) Population-focused nurse practitioner competencies: Family/across the lifespan. Retrieved from the NONPF.ORG website navigate to Education and NP Competencies <http://c.ymcdn.com/sites/www.nonpf.org/resource/resmgr/Competencies/CompilationPopFocusComps2013.pdf>

Section V: Finance

Three-Year Budget Projection							
Departmental Data	Current Graduate Budget – Prior to New Program Implementation	Graduate Budget					
		Year 1		Year 2		Year 3	
		Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget
Personnel Expense							
Salaries and Wages	295,581	112,666	408,247	78,838	487,085	9,742	496,827
Benefits	120,779	48,446	169,225	33,901	203,126	4,063	207,188
Total Personnel Expense	\$416,359	\$161,112	577,472	\$112,739	690,211	\$13,804	704,015
Non-Personnel Expense							
Travel	2,100	1,000	3,100	2,000	5,100		5,100
Capital		1,800	1,800	0	1,800		1,800
Library	3,000		3,000	2,000	5,000		5,000
Current Expense	6,000	200	6,200	1,000	7,200		7,200
Total Non-Personnel Expense	11,100	3,000	14,100	5,000	19,100		19,100
Total Expense	\$427,459	\$164,112	\$591,572	\$117,739	\$709,311	\$13,804	\$723,115
Departmental Funding							
Appropriated Fund	276,875	106,299	383,174	76,262	459,436	8,941	468,377
Other:							
Special Appropriation							
Grants and Contracts							
Special Fees / Differential Tuition	150,585	57,813	208,398	41,477	249,875	4,863	254,738
Total Revenue	\$427,459	\$164,112	\$591,572	\$117,739	\$709,311	\$13,804	\$723,115
Difference							
Revenue-Expense	\$	\$	\$	\$	\$	\$	\$
Departmental Instructional Cost / Student Credit Hour* same Cost Study Definition for “projected”)	\$481.92		\$442.46		\$433.30		\$441.73

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

Funding Sources

Budget is in place to support the MSN program. The MSNP program will follow the same tuition and differential schedule as the MSN program. The additional funding from the MSNP enrollment will provide the budget necessary for 2 new faculty, initially, plus 1 additional faculty in year 2 and the increase in staff FTE.

In addition, through strategic planning and alignment with the School of Nursing, Dumke College of Health Professions, and Weber State University mission, Weber State University School of Nursing has developed the infrastructure necessary to sustain a successful Nurse Practitioner Program.

1. Graduating over 400 BSN Nurses across the state of Utah
2. New Lab at the Davis Campus with a 5 bed Simulation Suite and two- 5 bed nursing practice labs
3. Plans to renovate the existing Ogden Campus Lab to support simulation and advanced nursing education.
4. \$500,000 purchase of equipment and software to support student accessible recording of student performance in lab and simulation. These performance recordings are accessible to students and faculty off campus and at home for personal review and critique.
5. Implementation of the Cerner Electronic Medical Record System (EMR) in all of the School of Nursing labs across the state.
6. Segue Grant and More Nurses Now monies used to support faculty in pursuing EdD, PhD and DNP education.
7. Segue Grant funding for the purchase of lab equipment to enhance nursing simulation
8. Assignment of full-time simulation coordinator for nursing labs
9. Assignment of 2 full-time faculty for development and coordination of Nurse Practitioner program curriculum, lab and clinical support.
10. Support and professional expertise from departments within the Dumke College of Health Professions.

Reallocation

The School of Nursing currently has 12 faculty prepared with either a PhD or DNP. Four faculty members are Family Nurse Practitioners, 3 are DNPs and one will complete the DNP in May. Two faculty members are Pediatric Nurse Practitioners, one with a DNP and one with a MS. One faculty member is a Gerontological Nurse Practitioner with MS preparation. These faculty resources, along with community support and the resources listed above, demonstrate that the School of Nursing has the resources to support the MSNP program.

Thus, while resources will not be reallocated, significant resources are currently in place.

Impact on Existing Budgets

Budgets for existing programs will not be impacted.

Section VI: Program Curriculum

All Program Courses (with New Courses in Bold)

Course Prefix & Number	Title	Credit Hours
Required Courses		
Pre or Co-requisite	*Pre- or Co-requisite Advanced College Writing	3 credits either pre or in first two semesters
MSN 6100	Research Methods	3

Course Prefix & Number	Title	Credit Hours
MSN 6120	Research and Statistics	3
MSN 6180	Improving Patient Care and Nursing Practice through Information Systems and Technology	3
MSN 6205	Transition to Advanced Practice	1
MSN 6210	Advanced Pathophysiology	3
MSN 6215	Advanced Pharmacology	3
MSN 6220	Physical Assessment and Diagnostic Reasoning	3
MSN 6225	Adult Skills Practicum	1
MSN 6230	Women's Health and Pediatric Skills Practicum	2
MSN 6235	Advanced Practice Nursing: Adult (3)	3
MSN 6236	Advanced Practice Nursing Clinical: Adult	3
MSN 6240	Advanced Practice Nursing: Older Adult	2
MSN 6241	Advanced Practice Nursing Clinical: Adult and Older Adult Clinical	1
MSN 6245	Advanced Practice Nursing Newborn - Adolescent	3
MSN 6246	Advanced Practice Nursing Clinical: Newborn-Adolescent	2
MSN 6250	Advanced Practice Nursing: Women's Health	2
MSN 6251	Advanced Practice Nursing Clinical: Women's Health	1
MSN 6255	Complex Accountabilities of Advanced Nursing Practice	3

Course Prefix & Number	Title	Credit Hours
MSN 6260	Advanced Practice Nursing Clinical Practicum	4
MSN 6800	MSN Project Development and Implementation	4
	Sub-Total	53
	Total Number of Credits	53

Program Schedule

Weber State University School of Nursing Family Nurse Practitioner Program of Study			
First Semester Fall 2016	Second Semester Spring 2017	Third Semester Summer 2017	First Year Totals
MSN 6100 Research Methods (3) MSN Core	MSN 6220 Physical Assess & Diagnostic Reasoning (3) NP Core	MSN 6235 Advanced Practice Nursing: Adult (3)	30 Credits 240 Direct Patient Care Clinical Hours 120 Hours Lab/Simulation
MSN 6210 Advanced Pathophysiology (3) NP Core	MSN 6215 Advanced Pharmacology (3) NP Core	MSN 6236 Advanced Practice Clinical: Adult (3) 180 hours	
MSN 6180 Improving Patient Care and Nursing Practice through Information Systems	MSN 6120 Research and Statistics (3) MSN Core	MSN 6240 Advanced Practice Nursing: Older Adult (2)	
MSN 6205 Transition to Advanced Practice I (1) NP Core	MSN 6225 Adult Skills Practicum (1) 60 hours	MSN 6241 Advanced Practice Nursing: Adult & Older Adult Clinical (1) 60 hours	
		MSN 6800 MSN Project Development and Implementation (1)	
10 Credits	10 Credits	10 Credits	
Fourth Semester Fall 2017	Fifth Semester Spring 2018	Second Year Totals	Program Totals:
MSN 6245 Advanced Practice Nursing Newborn - Adolescent (3)	MSN 6260 Advanced Practice Nursing Clinical Practicum (4) 240 hours	20 Credits	50 Credit Hours 660 Direct Patient Care Clinical Hours 240 Hours Lab/Simulation
MSN 6246 Advanced Practice Nursing: Newborn-Adolescent (2) 120 hours	MSN 6255 Transition to Advanced Practice II (3) NP Core	420 Direct Patient Care Clinical Hours	
MSN 6250 Advanced Practice Nursing Women's Health (2)	MSN 6800 MSN Project Development and Implementation (2)	120 Hours Lab/Simulation	
MSN 6251 Advanced Practice Nursing Clinical: Women's Health (1) 60 hours			
MSN 6230 Women's Health/Peds Skills Practicum (2) 120 hours			
MSN 6800 MSN Project Development and Implementation (1)			
11 Credits	9 Credits		

Section VII: Faculty

Susan Thornock, EdD, RN
Sally Cantwell, PhD, RN
Melissa NeVille, DNP, APRN, CPNP-PC
Kristy Baron, PhD, RN
Suzanne Ballingham-Tebbs, MSN, APRN, FNP-C
Joyce Barra, PhD, RN
Jill Daly, EdD(c), RN
Valerie Gooder, PhD, RN
Debra Huber, PhD, APRN
Deborah Judd, DNP, APRN
Diane Leggett-Fife, PhD, RN
Collette Renstrom, DNP, APRN, FNP-C
Monte Roberts, DNP, RN
Carol Volante, DNP, APRN-C
Kristiann Williams, DNP, APRN, FNP-C
Kathleen Culliton, MS, GNP

Three doctorally prepared nurse practitioners will be added to the faculty

Cover/Signature Page - Abbreviated Template/Abbreviated Template with Curriculum

Institution Submitting Request: Weber State University
Proposed Title: Institutional Certificate in Programming Essentials
Currently Approved Title: n/a
School or Division or Location: College of Applied Science & Technology
Department(s) or Area(s) Location: Department of Computer Science
Recommended Classification of Instructional Programs (CIP) Code¹ (for new programs): 11.0201
Current Classification of Instructional Programs (CIP) Code (for existing programs): n/a
Proposed Beginning Date (for new programs): 05/11/2015
Institutional Board of Trustees' Approval Date: 03/17/2015

Proposal Type (check all that apply):

Regents' General Consent Calendar Items	
<i>R401-5 OCHE Review and Recommendation; Approval on General Consent Calendar</i>	
SECTION NO.	ITEM
4.1.5.1 <input type="checkbox"/>	K-12 Endorsements
5.1.1 <input type="checkbox"/>	Minor*
5.1.2 <input type="checkbox"/>	Emphasis*
5.2.1 <input checked="" type="checkbox"/>	(CER P) Certificate of Proficiency*
5.2.3 <input type="checkbox"/>	(GCR) Graduate Certificate*
5.4.1 <input type="checkbox"/>	New Administrative Unit
	Administrative Unit Transfer
	Administrative Unit Restructure
	Administrative Unit Consolidation
5.4.2 <input type="checkbox"/>	Conditional Three-Year Approval for New Centers, Institutes, or Bureaus
5.4.3 <input type="checkbox"/>	New Center
	New Institute
	New Bureau
5.5.1 <input type="checkbox"/>	Out-of-Service Area Delivery of Programs
5.5.2 <input type="checkbox"/>	Program Transfer
	Program Restructure
	Program Consolidation
5.5.3 <input type="checkbox"/>	Name Change of Existing Programs
5.5.4 <input type="checkbox"/>	Program Discontinuation
	Program Suspension
5.5.5 <input type="checkbox"/>	Reinstatement of Previously Suspended Program
	Reinstatement of Previously Suspended Administrative Unit

**Requires "Section V: Program Curriculum" of Abbreviated Template*

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Signature

Date: 03/17/2015

Printed Name: Mike Vaughan

¹ CIP codes must be recommended by the submitting institution. For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

Program Request - Abbreviated Template
Weber State University
Institutional Certificate in Programming Essentials
01/05/2015

Section I: Request

This request is for the addition of an Institutional Certificate in Programming Essentials offered by the Weber State University Department of Computer Science (CS). The CS department offers an Associate of Applied Science (AAS) Degree and a Bachelor of Science (BS) Degree in Computer Science, as well as an Institutional Certificate in Game Development and a departmental certificate in Mobile Application Development. The CS curriculum offers flexibility in that students may tailor their program of study to their interests and professional aspirations. The CS department is ABET accredited and the CS curriculum is aligned with ABET suggested program outcomes and also provides a Customized Option for students seeking a second bachelor's degree or a minor in a different academic area. The Department also offers a minor, a teaching minor, and a BIS concentration.

The Computer Science program employs a technical, scientific approach requiring a solid foundation in mathematics and physics. The program blends scientific and engineering principles implemented through actual, practical, and applications-oriented experience as well as the intellectual study of computation. It is designed to provide a sound fundamental understanding of logic and of digital computer organization as well as the interaction between hardware, software, and the interconnection of system components. Also emphasized is software engineering which includes understanding operating systems design, implementing the theory of computing, analysis of algorithms, simulation design, and the development of knowledge-based systems. The objectives of the Computer Science program are to provide students with an education that will help them achieve their academic and career goals while simultaneously meeting the needs of industry partners.

The Institutional Certificate in Programming Essentials will provide a measured, proven, and effective introduction to programming concepts and best practices in software development. The certificate will leverage four core courses currently listed in the CS curriculum that constitute the CS program's primary incremental track in instruction on computer programming. Recent trends in workplace technology reveal that a significant population of the workforce, regardless of their initial area of expertise, would benefit from some basic knowledge of coding. This certificate would be available to community members seeking to acquire essential programming skills as well as students simultaneously seeking an AAS or BS degree in Computer Science. This Institutional Certificate will emphasize hands-on programming techniques, development of software applications, and exposure to the most widely used programming languages. A student receiving this certificate will possess a level of coding competency that will prepare them to successfully develop useful, reliable software, and to contribute meaningfully to projects that possess a programming component.

Section II: Need

Computing devices are ubiquitous both in the workplace and at home, entering almost every arena of human society. The U.S. Department of Labor Bureau of Labor Statistics indicates that computer-related occupations experienced a 38% increase in employment from 2003 to 2013, adding one million more jobs

during that time period. The overall segment of jobs that require some kind of computer skills or literacy has been estimated as high as 50%, with some experts claiming that percentage will increase to 77% in the next decade (US Bureau of Labor Statistics). Proficiency in basic computer programming strategies goes well beyond the current generally accepted definition of 'computer literacy,' but will most likely be incorporated into this definition in the near future.

Given the dramatic proliferation of computing platforms, there exists a corresponding increasing need for individuals who can manage and control these devices through scripting and coding. This technological wave should not be ignored by either industry or academia. The Institutional Certificate proposed here can be regarded as part of Weber State University's response to supplying the workforce and knowledgebase necessary to support and sustain this evolutionary technological change. In addition, the availability of this certificate will play a role in achieving the Utah higher education goals put forth by the Governor's office: namely, to have 66% of Utahns – men and women age 25 to 64 – with a postsecondary degree or certificate by the year 2020.

Jeannette M. Wing, current corporate Vice President of Microsoft Research and former President's Professor of Computer Science at Carnegie Mellon University, states that "Computational thinking represents a universally applicable attitude and skill set everyone, not just computer scientists, would be eager to learn and use." With increasing frequency, individuals with non-computing backgrounds are confronted with software challenges in the workplace that could be easily rectified with a modest understanding of computer programming. The ability to manage and control software through coding represents a vital, fundamental skill set that should be available to everyone, not just those individuals in pursuit of a formal Computer Science degree.

The proposed Institutional Certificate addresses this growing need by providing training that would raise both the competency and comfort level of those individuals seeking to attain a demonstrated proficiency in computer programming. Many technical and non-technical professionals with no programming experience who have been in the workforce for some time regard coding as a vital skill set to be acquired through continuing education. The Institutional Certificate proposed here would provide an accessible and flexible avenue for both working professionals and current students to gain expertise in this area of high demand. Also, in conjunction with WSU Continuing Education (CE), the Department of Computer Science seeks to develop innovative delivery methods of this certificate, such as fast-track options both online and at the new CE facility in Farmington, UT. This proposed Institutional Certificate would serve various populations in the surrounding community eager to gain the professional and economic benefits associated with a working, constructive knowledge of computer programming.

Various online job boards and market analysis sites have consistently reported extremely high demand for individuals with some level of competency in computer programming. The non-profit site code.org indicates that in Utah alone, there are 5040 open computing jobs (growing at 2.6 times the state average) compared to just 1825 computer science graduates.

Computer programming drives both job growth and innovation throughout our economy and society. More than half of projected jobs in STEM (Science, Technology, Engineering, and Mathematics) fields are in computing occupations. These positions dominate "help wanted" ads and basic programming knowledge is already a fundamental skill required to accomplish occupational tasks for many workers in the technology-driven world of the 21st century.

The U.S. Department of Labor Bureau of Labor Statistics reports that employment of computer programmers is projected to grow 8% from 2012 to 2022. Computer programmers are employed in various industries and can typically perform their work from anywhere, which allows for more flexible schedules and work arrangements. Given the overall positive outlook for computer programmers, the proposed Institutional Certificate will help increase the value of current professionals in the workplace and provide an initial pathway toward retraining those individuals in a potentially lucrative career.

Section III: Institutional Impact

The availability of a certificate in Programming Essentials would raise Weber State University's profile as an institution that responds to current technological trends in both the workplace and the community. Offering this certificate track at the new Farmington center or Weber State Downtown would significantly bolster Weber State's efforts to solidify and expand its working relationship with Davis County and Ogden City. In addition, the introduction of this certificate will play a role in achieving the Utah higher education goals put forth by the Governor's office: namely, to have 66% of Utahns – men and women age 25 to 64 – with a postsecondary degree or certificate by the year 2020.

The program will consist of four courses that are currently listed within the Computer Science program. These courses have been delivered numerous times previously to students in the CS program and thus have been assessed for their effectiveness and content. No new organizational or administrative structures are required. Because the courses are currently required and fully integrated into the CS program, no impact to the delivery of undergraduate or lower-division education is anticipated.

Section IV: Finances

This certificate would not have any budgetary impact on programs or units within the institution.

Section V: Program Curriculum

All Program Courses (with New Courses in Bold)

Course Prefix and Number	Title	Credit Hours
Required Courses		
CS 1030	Foundations of Computer Science	4
CS 1400	Fundamentals of Programming	4
CS 1410	Object-Oriented Programming	4
CS 2420	Introduction to Data Structures and Algorithms	4
Sub-Total		16
Elective Courses		n/a
Track/Options (if applicable)		n/a
Total Number of Credits		16

Program Schedule

First Semester/Block – CS 1030
Second Semester/Block – CS 1400
Third Semester/Block – CS 1410
Fourth Semester/Block – CS 2410

MEMORANDUM

Academic Affairs
MC 1004, Ext. 6006

TO: President Charles A. Wight

FROM: Michael Vaughan, Provost

DATE: April 21, 2015

SUBJECT: Tenure Recommendations

As a result of the 2014-2015 Tenure and Ranking Review process, it is a pleasure to recommend the following faculty for Tenure:

Brandon Koford	Economics	Tenure
Eric Smith	Accounting & Taxation	Tenure
Jim Turner	Accounting & Taxation	Tenure
Tim Border	Professional Sales	Tenure
Jeremy Farner	Design Engineering Technology	Tenure
Megumi Usui	Design Engineering Technology	Tenure
Maomao Cai	Mathematics	Tenure
Jason Fritzier	Microbiology	Tenure
Siân Griffiths	English	Tenure
Janelle Gardiner	Respiratory Therapy	Tenure
Lisa Trujillo	Respiratory Therapy	Tenure
Travis Price	Medical Laboratory Sciences	Tenure
Alice Mulder	Geography	Tenure
Branden Little	History	Tenure
Carla Trentelman	Sociology & Anthropology	Tenure

MEMORANDUM

Academic Affairs
MC 1004, Ext. 6006

TO: President Charles A. Wight

FROM: Michael Vaughan, Provost

DATE: April 21, 2015

SUBJECT: Promotion Recommendations

As a result of the 2014-2015 Tenure and Ranking Review process, it is a pleasure to recommend the following faculty for promotion:

Louise Moulding	Teacher Education	Promotion to Full Professor
Peggy Saunders	Teacher Education	Promotion to Full Professor
Rodney Hansen	Health Promotion & Human Performance	Promotion to Full Professor
Maomao Cai	Mathematics	Promotion to Associate Professor
Jason Fritzler	Microbiology	Promotion to Associate Professor
Michele Culumber	Microbiology	Promotion to Full Professor
Matthew Domek	Microbiology	Promotion to Full Professor
Michael Hernandez	Geosciences	Promotion to Full Professor
Nicole Berthelemy	Zoology	Promotion to Full Professor
Siân Griffiths	English	Promotion to Associate Professor
Colleen Packer	Communications	Promotion to Full Professor
Scott Rogers	English	Promotion to Full Professor
Janelle Gardiner	Respiratory Therapy	Promotion to Associate Professor
Lisa Trujillo	Respiratory Therapy	Promotion to Associate Professor
Travis Price	Medical Laboratory Sciences	Promotion to Associate Professor
Deborah Judd	Nursing	Promotion to Full Professor
Ryan Pace	Accounting & Taxation	Promotion to Full Professor
Larry Deppe	Accounting & Taxation	Promotion to Full Professor
Brandon Koford	Economics	Promotion to Associate Professor
Eric Smith	Accounting & Taxation	Promotion to Associate Professor
Jim Turner	Accounting & Taxation	Promotion to Associate Professor
Tim Border	Professional Sales	Promotion to Associate Professor
Jeremy Farner	Design Engineering Technology	Promotion to Associate Professor
Megumi Usui	Design Engineering Technology	Promotion to Associate Professor
Mark Baugh	Manufacturing Engineering Technology	Promotion to Full Professor
Delroy Brinkerhoff	Computer Science	Promotion to Full Professor
Kerry Tobin	Manufacturing Engineering Technology	Promotion to Full Professor
Alice Mulder	Geography	Promotion to Associate Professor
Branden Little	History	Promotion to Associate Professor

Carla Trentelman	Sociology and Anthropology	Promotion to Associate Professor
Leah Murray	Political Science & Philosophy	Promotion to Full Professor
Leigh Shaw	Psychology	Promotion to Full Professor
Azenett Garza	Psychology	Promotion to Full Professor
Shaun Adamson	Library	Promotion to Full Professor

MEMORANDUM

Academic Affairs
MC 1004, Ext. 6006

TO: President Charles A. Wight

FROM: Michael Vaughan, Provost

DATE: April 27, 2015

SUBJECT: Emeriti Recommendations

It is a pleasure to recommend the following faculty for emeriti status at Weber State University:

Dr. Shannon Butler	Emerita Professor of English	1984-2014
Dr. Bradley Carroll	Emeritus Professor of Physics	1985-2015
Dr. Richard Dahlkemper	Emeritus Associate Professor Health Administrative Services	2002-2015
Rick L Dove	Emeritus Associate Professor of Professional Sales	1990-2015
Dr. Jeffrey Eaton	Emeritus Professor of Geosciences	1995-2015
Dr. Linda Eaton	Emerita Professor of Anthropology	1992-2015
Jim Jacobs	Emeritus Professor of Visual Arts	1985-2015
Julie Ann Killebrew	Emerita Associate Professor Nursing	2000-2015
Dr. Jack Loughton	Emeritus Professor of Health Promotion & Human Performance	1987-2015
Susan Makov	Emerita Professor of Visual Arts	1977-2015
Dr. Richard McDermott	Emeritus Professor of Accounting & Taxation	1989-2015
Dr. Vicki Napper	Emerita Professor of Teacher Education	1999-2014
Dr. Thomas Root	Emeritus Professor of Music	1984-2015
Dr. Stephen Stoker	Emeritus Professor of Chemistry	1968-2014

Weber State University
Human Resources Agenda Report
from 3/1/2015 thru 3/31/2015

<u>Action</u>	<u>Comment</u>	<u>Position</u>	<u>Department</u>	<u>Date</u>	
Exempt					
HIRE	Morgan Bruderer	Replaces James Anthony Touma	Associate Director	Development	16-Mar-2015
HIRE	John Bullough	New Position	Analyst	Vice Pres for Info Tech	23-Mar-2015
HIRE	Rochelle Creager	Replaces Julia Darley Whitney	Student Wellness Coordinator	Student Health Center	16-Mar-2015
HIRE	Katharine French-Fuller	Replaces Whitney Marie Sanchez	Officer	Office of Sponsored Projects	16-Mar-2015
HIRE	David Gannon	Replaces Brian G Scott	Assistant Coach	Athletics Admin and Support	12-Mar-2015
HIRE	Bronson Janes	New Position	Specialist/Exempt	Academic Tech Training and Planning	23-Mar-2015
HIRE	Kevin Wallace	Replaces Joel D Head	Manager	Bookstore	30-Mar-2015
HIRE	Jonathan Wheeler	New Position	Programmer	Continuing Education	31-Mar-2015
Promotion	Raeanna Johnson		Coordinator	Human Resources	16-Mar-2015
Separation	Diane Stern		Director	Cultural Affairs	31-Mar-2015
Separation	Julia Whitney		Coordinator	Student Health Center	13-Mar-2015
Transfer	Debra Hansen		Assistant Director	Payroll	23-Mar-2015
Non-Exempt					
HIRE	Julie Hamilton	Replaces Parker T Alexander	Technician	Human Resources	03-Mar-2015
HIRE	Nancy Jeffery	Replaces Bicknell Robbins	Landscaper	Facilities Management	25-Mar-2015
HIRE	Cristine McCleve	Replaces Heather Danielle Cross	Administrative Specialist I	Continuing Education	20-Mar-2015
HIRE	Christina Stice	Replaces Eliza Nelson Fry	Administrative Specialist II	Foreign Language	23-Mar-2015
Separation	Eliza Fry		Secretary III	Foreign Language	15-Mar-2015
Separation	Nicolas Serrano		Coordinator/Classified	Dental Hygiene	09-Mar-2015

Weber State University

Events

May 2015

Friday (May 1): WSU Commencement, 8 a.m., Dee Events Center, Convocations to follow at various times and locations, free, 801-626-6468, weber.edu/commencement.

Friday (May 1): WSU Women's Softball vs. Montana, 2 and 4 p.m., Wildcat Softball Field, free, weberstatesports.com.

Saturday (May 2): WSU Women's Softball vs. Montana, noon, Wildcat Softball Field, free, weberstatesports.com.

Tuesday-Wednesday (May 5-6): WSU Track and Field hosts the 2015 Weber State Twilight Meet for individual athletes and teams, various times, Stewart Stadium, registration due May 4 at 11 a.m., free admission, public welcome, weberstatesports.com.

Wednesday (May 6): WSU's Small Business Development Center presents "Start Smart: Business Start-Up Seminar," a two-hour single session workshop designed to help entrepreneurs understand the basics to start a business, 6 p.m., WSU Downtown Room 214 (2314 Washington Blvd., Ogden) free, register at clients.utahsbdc.org/events.aspx.

Thursday (May 7): WSU's Center for Community Engaged Learning hosts "WSU Makes a Difference," a day of service: painting, building fences and laying sod at various locations in Ogden, 8:30 a.m. to 12:30 p.m., jennyframe@weber.edu or 801-626-7737.

Thursday (May 7): WSU's Student Success Center hosts an early college information session, 5 to 6:30 p.m., WSU Davis (2730 N. University Park Blvd, Layton) Building 2 Room 113, cbusby@weber.edu or 801-626-7583.

Monday (May 11): Summer Semester classes begin.

Monday (May 11): WSU's Outdoor Program hosts paddle board yoga, 6:30-8 p.m., \$15/\$20, Swenson Gym pool, pre-registration required, weber.edu/outdoor or 801-626-6373.

Wednesday (May 13): WSU's Student Recruitment hosts Orientation for new students, 9 a.m. to 5 p.m., Stewart Bell Tower Plaza, margaritavara@weber.edu or 601-626-7603.

Thursday–Saturday (May 14-17): WSU’s Outdoor Program hosts the American Mountain Guides Association Single Pitch Instructor Course, *various times and locations, \$375/\$475, 801-626-6373 or weber.edu/outdoor.

Friday (May 15): WSU’s Toastmasters Club, 11:30 a.m.-12:30 p.m., Lampros Hall Room 218D, free, public welcome, contact hparker@weber.edu or facebook.com/WSU.Goddard.Toastmasters.

Friday–Monday (May 15-18): WSU’s Outdoor Program hosts the cooperative Maple Canyon climbing trip, Nephi UT, \$40/\$50, 801-626-6373 or weber.edu/outdoor.

Monday (May 18): WSU’s Outdoor Program hosts paddle board yoga, 6:30-8 p.m., \$15/\$20, Swenson Gym pool, pre-registration required, weber.edu/outdoor or 801-626-6373.

Tuesday (May 19): WSU’s Small Business Development Center presents “Start Smart: Business Start-Up Seminar,” a two-hour single session workshop designed to help entrepreneurs understand the basics to start a business, 6 p.m., WSU Downtown Room 214 (2314 Washington Blvd., Ogden) free, register at clients.utahsbdc.org/events.aspx.

Thursday (May 21): WSU Shaw Gallery and the Utah Film Center present “The Breach,” a documentary film featuring the declining salmon population in the Pacific Northwest, 7 p.m., Peery Egyptian Theater (2415 Washington Blvd., Ogden), free, public welcome, 801-689-8700.

Friday-Sunday (May 22-24): WSU’s Outdoor Program hosts the swift water Rescue certification course, Weber and Ogden Rivers, \$350, registration required by May 15, 801-626-6373 or weber.edu/outdoor.

Monday (May 25): Memorial Day – campus closed.

Friday (May 29): WSU’s Toastmasters Club, 11:30 a.m.-12:30 p.m., Lampros Hall Room 218D, free, public welcome, contact hparker@weber.edu or facebook.com/WSU.Goddard.Toastmasters.

Contact:

Allison Barlow Hess, director of Public Relations
801-626-7948 • ahess@weber.edu

Author:

Melissa Smith, office of Media Relations
801-626-6348 • melissasmith9@weber.edu