Minutes
Weber State University
Board of Trustees
Jan. 10, 2019 – 9:30 a.m.
Community Education Center (Room 106)
2605 Monroe Street, Ogden, UT 84401

Trustee Members:	**Excused:**
Mr. Marty Carpenter	Mr. Nolan Karras (Chair)

Mr. Clint Costley (proxy for Danielle Croyle)

Ms. Kearston Cutrubus (Vice Chair)

Ms. Karen Fairbanks

Mr. Scott Parson

Mr. Don Salazar

Mr. Jordan Slater

Mr. Jeff Stephens

Via Telephone: Ms. Karla Bergeson

Weber State University Representatives:

Dr. Brad Mortensen, President

Dr. Norm Tarbox, Vice President for Administrative Affairs

Dr. Madonne Miner, Provost

Dr. Brett Perozzi, Vice President for Student Affairs

Dr. Bret Ellis, Vice President for Information Technology

Dr. Bruce Davis, Vice Provost and Dean of Continuing Education

Dr. Enrique Romo, Executive Director for Access and Diversity

Dr. Brenda Kowalewski, Associate Provost and Professor of Sociology

Mr. Luis Lopez, Director, Continuing Education Programs

Mr. RC Callahan, Instructional Designer and Training Specialist

Mr. Brian Stecklein, Associate Dean of Continuing Education

Mr. John Kowaleski, Executive Director, Marketing and Communications

Ms. Stephanie Hollist, Deputy General Counsel

Ms. Jackie Shafer, Chair, Staff Advisory Committee

Ms. Sherri Cox, Administrative Associate

Press:

No members of the press were present

	I.	The meeting convened at 9:35 a.m.
Welcome	II.	Vice Chair Ms. Kearston Cutrubus welcomed those in attendance.
Approval, Ratification of Meeting Minutes (Nov. 8, 2018)	III.	Upon a motion from Ms. Karen Fairbanks, with a second by Mr. Scott Parson, the Board of Trustees unanimously approved the meeting minutes from Nov. 8, 2018.
Dean's Presentation (Dr. Bruce Davis)	IV.	Dr. Bruce Davis, Vice Provost and Dean of Continuing Education, gave the attached overview of the college. Highlights included: construction of a new road on Hwy 193 and the benefits of the Community Education Center as a gateway between the university and central Ogden area. Mr. Brian Stecklein discussed flexible education options and benefits for high school and non-traditional students. Online courses creates maximum flexibility. Mr. RC Callahan talked about using E-learning options: Instructional Design and Online Support. Dr. Davis followed with statistics pertaining to online courses and testing software used.
		Mr. Luis Lopez expounded on the CEC's benefits to the community using the expertise of the university. Dr. Brenda Kowalewski talked about the Center for Community Engaged Learning and the Ogden Civic Action Network, both of which are housed in the CEC.
Faculty Report (Dr. Enrique Romo)	V.	Dr. Enrique Romo, Executive Director for Access and Diversity, gave a faculty report on strengthening the education pipeline to help students excel. Highlights included:
	VI.	A new grant with the Ogden City School District to help fund 900 students, many of which are college bound.
	VII.	Outreach programs to assist students with knowing what courses to take.
	VIII.	Different programs to facilitate all students
Update on Higher Education	IX.	President Brad Mortensen gave an update on higher education. His report included:
		1. Information on the 22 member commission who will determine the long-term plan for the state.
		2. Conclusions: Utah does not do well in transitioning high school students to college.
		3. Commission will tour the state in March to assess needs and make recommendations on strategic plans for higher education at the state level and meet to report findings in Nov. 2019.

Draft

WSUSA President's Report	X.	Student Body President Jordan Slater gave the attached report on WSUSA involvement and events:

1. The Dance Marathon is scheduled with a goal to raise $15K for cancer patients.
2. The upcoming Yule Ball is Harry Potter themed
3. Bingo Night was a success with over 120 students participating.
4. The "Ask Me" program has 30 students who are currently QPR trained to help with mental health issues.

Written Reports	XI.	Vice Chair Cutrubus acknowledged the President's Report and the Alumni Report. The Staff Advisory Council did not submit a report.

Business Committee Report Action Items	XII.	Scott Parson, chair of the Business Committee, gave the following three reports with a recommendation to approve all:

1. Quarterly Athletic Report

ACTION

On a motion to approve the report made by Mr. Scott Parson, seconded by Ms. Karen Fairbanks, the Board of Trustees unanimously approved the motion.

2. Retirement Investment Policy

ACTION

On a motion to approve the report made by Mr. Scott Parson, seconded by Mr. Jeff Stephens, the Board of Trustees unanimously approved the motion.

3. Animals on Campus Report: Marty Carpenter discussed ways emotional support animals would appropriately be used on campus. Approving this policy would allow administration to govern this on campus. Dogs and miniature horses are allowed. The policy is ADA compliant.

ACTION

On a motion to approve the report made by Mr. Marty Carpenter, seconded by Mr. Don Salazar, the Board of Trustees unanimously approved the motion.

Personnel & Academic Policy Committee	XIII.	Ms. Karen Fairbanks, chair of the Personnel and Academic Committee gave the following report concerning eight programs with modifications and enhancements needing the Board's approval:

Information Items	1. R401 MED Educational Leadership 2. R401 MED Family Life Educator 3. R401 MED Higher Education Leadership 4. Web Essentials Certificate: Gives students a certificate which makes them more employable Department name change and adding three emphases which are modifications to an existing program: 5. Construction & Building Department Name Change 6. Certificate of Proficiency in forensic Science Fundamentals 7. Outdoor Recreation Entrepreneurship 8. EAST reorganization – engineering departments are being updated.
ACTION	On a motion to approve the reports by Ms. Karen Fairbanks, with a second by Marty Carpenter, the Board of Trustees unanimously approved the motion.
Consent Calendar	XIV. Upon a motion by Mr. Don Salazar to approve the Consent Calendar items, with a second by Mr. Jeff Stephens, the motion passed unanimously.
Closed Executive Session	A motion to hold a closed meeting was made by Vice Chair Kearston Cutrubus. Trustees Marty Carpenter, Karen Fairbanks, Don Salazar, Scott Parson, Jordan Slater, Jeff Stephens, Clint Costley and Karla Bergeson voted unanimously to continue with a closed meeting to discuss character and professional competence, or physical or mental health of an individual.
ACTION	A motion to adjourn the closed session was made by Scott Parson with a second by Jordan Slater. The Board of Trustees unanimously voted to end the closed session.
Meeting Adjourned	VI. With no further items, the meeting came to a close.

DIVISION OF ONLINE & CONTINUING EDUCATION

WEBER STATE UNIVERSITY
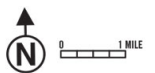
BOARD OF TRUSTEES

JANUARY 10, 2019

MISSION, VISION, VALUES, AND STRATEGIC PRIORITIES

- Our **mission** is to extend lifelong learning opportunities beyond the traditional campus.

- Our **vision** is to improve lives through higher education.

- Our core **values** are innovation, collaboration, and flexibility

- Our **strategic priorities** are aligned with the core themes of Weber State University:

  1. Expand ACCESS

  2. Enhance LEARNING

  3. Engage the COMMUNITY

EXPAND ACCESS

- NUAMES Early College High School (204 students at Ogden campus, 704 at Davis campus)

- WSU Davis (3,793 Fall 2018 Evening and Daytime students)

- Concurrent Enrollment (9,774 Fall 2018 high school students

- Evening School at the Ogden Campus (5,018 Fall 2018 students)

- Off-Campus Centers (552 Fall 2018 students)

- WSU Online (7,239 Fall 2018 students)

**WEBER STATE UNIVERSITY –
COMMUNITY EDUCATION CENTER**

26th & Monroe
Ogden, Utah 84403
801-626-7911

WEBER STATE DOWNTOWN

2314 Washington Blvd.
Ogden, Utah 84401
801-626-8820

WEBER STATE UNIVERSITY OGDEN

3848 Harrison Blvd
Ogden, Utah 84408
801-626-6000
Toll-free 1-800-848-7700

**WEBER STATE UNIVERSITY –
CENTER FOR CONTINUING EDUCATION**

775 S. University Park Blvd.
Clearfield, Utah 84015
801-395-3409

**WEBER STATE UNIVERSITY –
WEST CENTER**

5627 South 3500 West
Roy, Utah 84067
801-626-8900

WEBER STATE UNIVERSITY DAVIS

2750 University Park Blvd.
Layton, Utah 84041-9099
801-395-3555

**WEBER STATE
FARMINGTON STATION**

240 N. East Promontory
Farmington, Utah 84025-2950
801-395-3320

**WEBER STATE UNIVERSITY –
MORGAN CENTER**

241 East Young Street
Morgan, Utah 84050
801-829-3136

WEBER STATE
UNIVERSITY

ENHANCE <u>LEARNING</u>

- Instructional Design
    - Online, hybrid, and web-enhanced courses (61 percent of all courses)
    - E Learning Certificate – Universal Design for Learning Framework
    - Course setup and faculty consultative services
    - Accessibility (Closed captioning, Course templates)
- WSU Online Support (E-Learning)
    - Canvas Learning Management System
        - Student and Faculty technical support
        - Integrations with other WSU software systems (Banner, Starfish, Blackboard Ally, Chi Tester)

ENHANCE LEARNING

- Chi Tester Support
  - Online testing software used by all WSU testing centers
  - Saves class time, shifts burden of proctoring, allows flexibility for students
  - Over 756,000 tests administered in 2018
  - Developing new testing product - XZAM

ENGAGE THE COMMUNITY

- Community Education Center
  - Gateway to higher education – a portal to the community
  - Director (Luis Lopez) hired in 2012 - United Way lease in 2013
  - New Community Education Center (26th and Monroe) opened in 2018
- Services
  - Enrollment Advocates (72 new WSU degree-seeking students in FY 2018
  - Basic Education, Digital Literacy, Job Preparation ($2 million TANF Grant)
  - English as a Second Language (18-20 classes a year, 130 students on waiting list

¡YA ES TIEMPO!

WEBER STATE UNIVERSITY

Edúcate

Centro Comunitario Educativo
2605 Monroe Blvd. | 84401 | 801-626-7911

¡SÍ SE PUDO!

Todos en la universidad de Weber State estamos muy contentos por la próxima apertura del Centro Comunitario Educativo (CEC) en la esquina de las calles 26 y Monroe. Seguro que ya habrá notado la construcción del edificio en pleno desarrollo. Este proyecto es un gran acontecimiento, producto de un compromiso de la universidad para la comunidad.

El propósito de este centro es estrechar los lazos entre la universidad y la comunidad por medio de la educación. Todos tenemos ambiciones de superación, sin embargo, a muchos de nosotros se nos presentan obstáculos en la vida que hacen más difícil continuar nuestros estudios. Obstáculos como el idioma, motivación, confianza, estatus migratorio o situación económica.

El Centro Comunitario está aquí para ayudarle a reducir estos obstáculos. Pero sabemos que esto será posible sólo si logramos establecer una relación de confianza con usted. Si le demostramos que nos importa su bienestar y el de su familia. Que queremos que triunfe. Que estamos aquí para servirle. Que haremos de su éxito un compromiso personal. Porque hablamos su idioma, sabemos los sacrificios que hace día a día para sacar adelante a su familia. Por los motivos mencionados, yo, el director del Centro Comunitario de la Universidad de Weber State, le doy mi palabra que siempre lo atenderemos con el respeto que usted y su familia se merecen.

Pero también necesitamos de su apoyo. Visítenos, si no esta seguro(a) si está listo(a) para inscribirse en alguna de nuestras clases, no importa, venga de todas formas. Con gusto le daremos información de nuestros programas y le mostraremos el Centro. Ya que este edificio se construyó para usted, ¡es su casa y siempre será bienvenido(a)!

La educación no debe ser un lujo reservado para una minoría afortunada, sino una necesidad vital para el desarrollo de nuestro país, y para el bienestar de usted y el de su familia. Hace más de 10 años la Universidad de Weber State tenía el sueño de establecerse en el epicentro de su comunidad más vulnerable. Ahora ese sueño esta apunto de hacerse realidad el 15 de noviembre a las 5 de las tarde cuando se celebre la inauguración del Centro Comunitario Educativo. Lo invitamos a usted y a toda su familia, ¡no falte! ¡Sí se pudo!

Luis Lopez
Director del Centro Comunitario Educativo
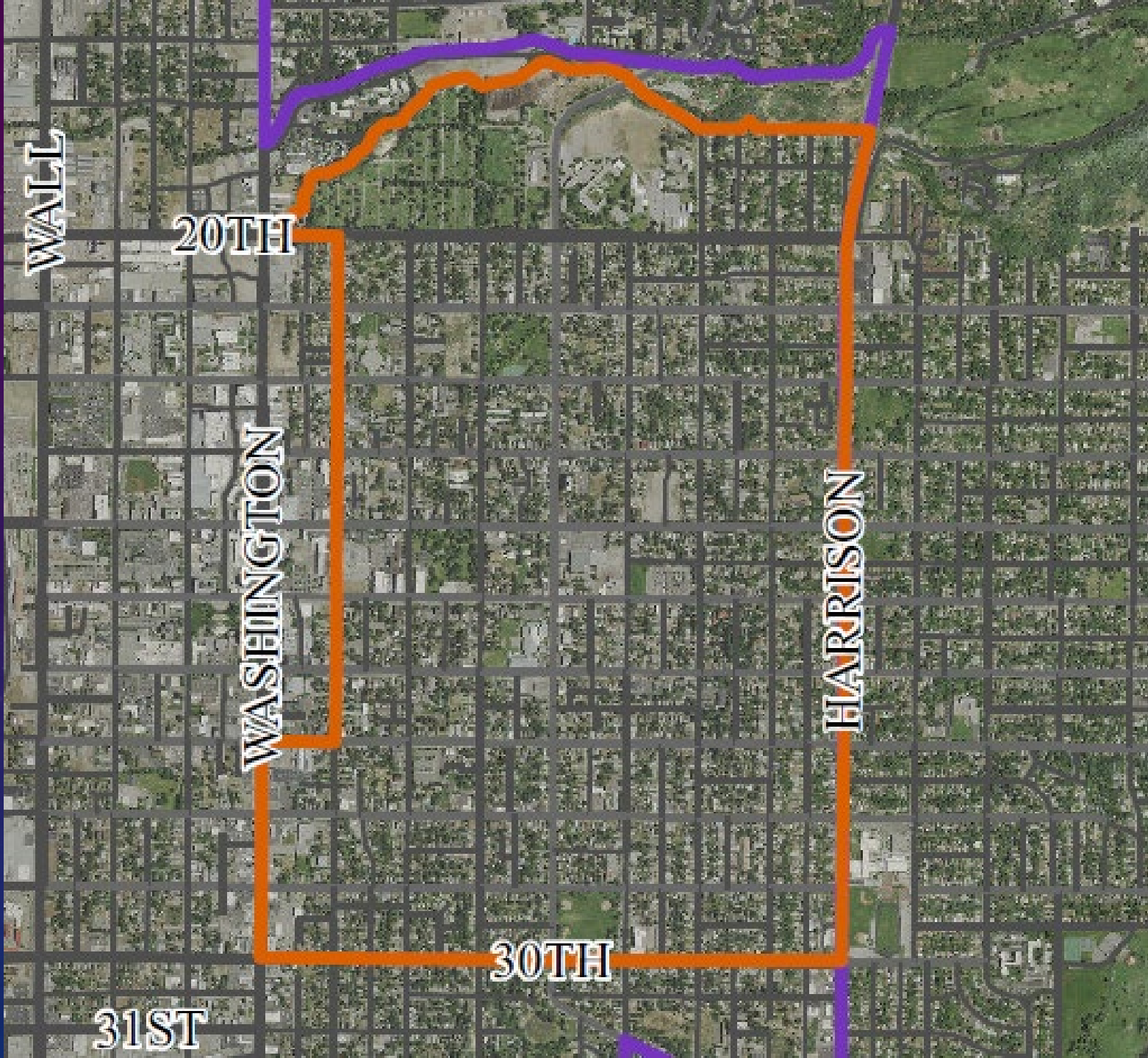

Visite nuestra nueva página web
weber.edu/cec

Weber State University
Online & Continuing Education
3848 Harrison Blvd.
Ogden, UT 84408

PERIODICAL

***********ECRWSS****

Residential Customer

ENGAGE THE <u>COMMUNITY</u>

- Small Business Development Center (Weber State Downtown)
  - Training, Consulting, and Market Research Services for Startups and Existing Businesses (Bilingual)
  - Served 240 clients in 2018, 2,094 consulting hours, 27 new business starts, 94 new jobs created, $1.4 million in capital formation
- Strategic Partnership with Center for Community Engaged Learning (Associate Provost Dr. Brenda Kowalewski)
  - Ogden Community Action Network

![Weber State University — Center for Community Engaged Learning logo]

Mission: To engage students, faculty and staff members in service, democratic engagement, and community research to promote civic participation, build community capacity, and enhance the educational process.

AREAS OF FOCUS

Housing

Education

Health

Three Implementation Teams

Vision and goals are defined

Currently defining the metrics, evidence-based interventions and adaptive systemic solutions
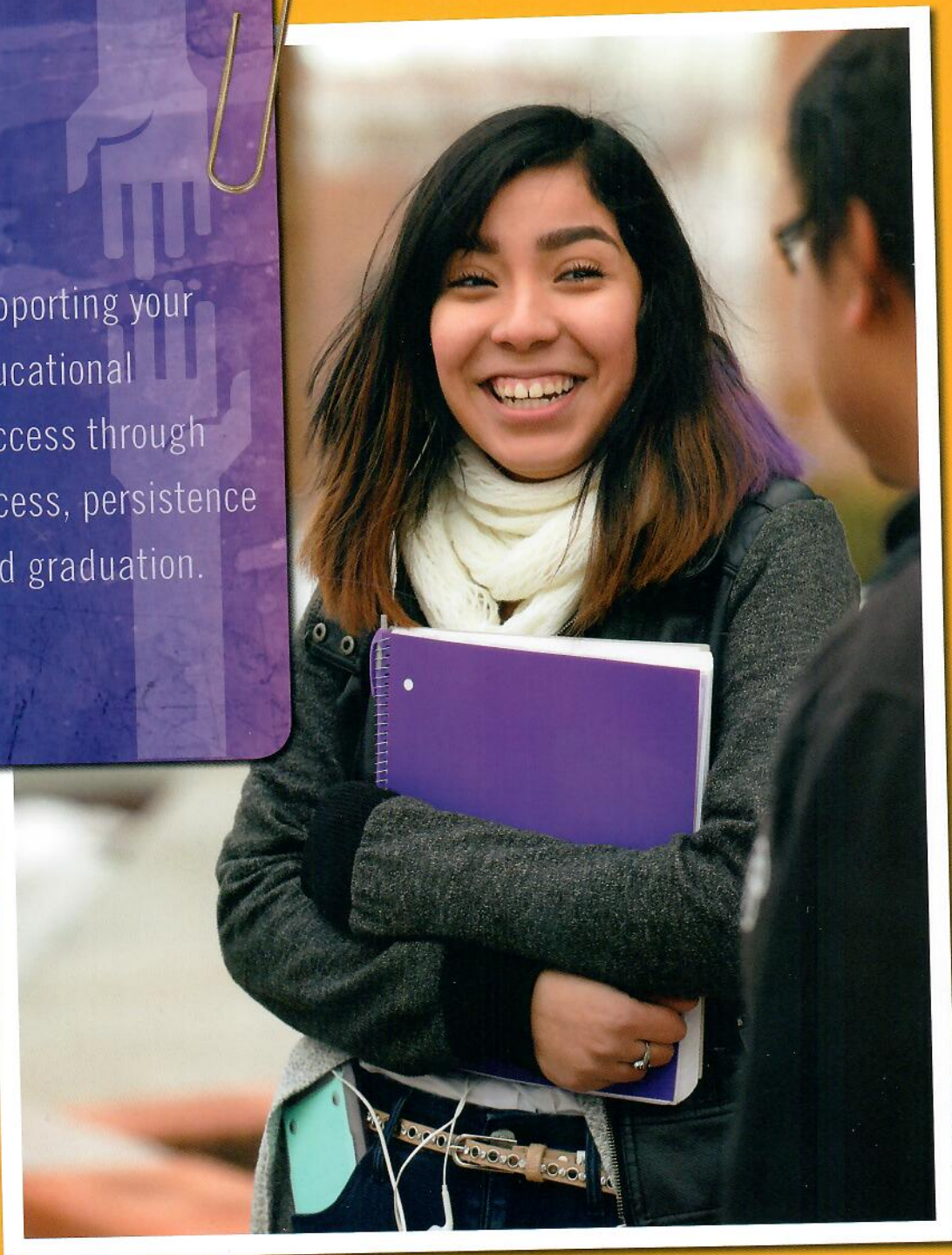
QUESTIONS AND ANSWERS

Supporting your educational success through access, persistence and graduation.

WEBER STATE UNIVERSITY

Access & Diversity

2017–2018 SCHOOL YEAR

20 Schools Served

TRIO TALENT SEARCH

Ben Lomond High
Highland Junior High
Mound Fort Junior High
Mount Ogden Junior High
Ogden High

STUDENT2STUDENT

Ben Lomond High
Bonneville High
Clearfield High
Fremont High
George Washington High
Layton High
Mountain High
Northridge Hig
Ogden High
Roy High
Syracuse High

GEAR UP UTAH

Bonneville High
North Layton Junior High
Northridge High
South Ogden Junior High
Sunset Junior High
Syracuse Junior High
Syracuse High
TH Bell Junior High

TRIO UPWARD BOUND

Ben Lomond High
Clearfield High
Highland Junior High
Mound Fort Junior High
Mount Ogden Junior High
North Davis Junior High
Ogden High
Sunset Junior High

370 students in SENIOR COHORT

Educational Talent Search	110
Student2Student	116
State GEAR Up	131
Upward Bound	13

70.1% participants identify as ethnic or racial **MINORITY**

Educational Talent Search	Student2Student	State GEAR Up	Upward Bound
510 participants	206 participants	528 participants	82 participants

1,326 total number of PROGRAM PARTICIPANTS

$1,964,751 total scholarship
EARNED BY YOUR SENIOR COHORT

Educational Talent Search	$835,516
Student2Student	$168,273
State GEAR Up	$782,962
Upward Bound	$178,000

236 SENIOR COHORT STUDENTS enrolled in college FALL 2017

Educational Talent Search	78	72%
Student2Student	77	66%
State GEAR Up	68	52%
Upward Bound	13	100%

Educational Talent Search	84
Student2Student	62
State GEAR Up	68
Upward Bound	13

227 SENIOR COHORT STUDENTS who completed FAFSA

Access & Diversity
OUTREACH PROGRAMS VS. STATE OF UTAH

FAFSA completion RATE 61.35% vs 39% (2016–2017)

high school grad ENROLLED first year of college 63.78% vs 52%

2007–2012 UTAH SENIORS ENROLLED IN COLLEGE

37% Hispanic   **56.6%** Low Income   **71%** Total Utah Enrollment

WEBER STATE UNIVERSITY
Access & Diversity

801-626-7006
weber.edu/accessanddiversity

WSUSA REPORT

I)   EVENTS

   a. Dance Marathon March 30th

   b. Yule Ball

   c. Taters with Slater- Stewart Library January 17th.

II)   WSUSA

   a. Alternative Breaks

   b. Ask Me

   c. Lindquist Hall

   d. SFRC

WEBER STATE UNIVERSITY

President's Report

WSU Board of Trustees
Jan. 10, 2019

1. More students than ever are earning college credit during high school, thanks to a big jump in Concurrent Enrollment participation last year. Utah high school students earned 268,357 credits in the 2017-18 school year, which is 34,731 - and nearly 15 percent – more than the previous year. By earning these college credits through Concurrent Enrollment, students saved $48.7 million in future tuition expenses. More highlights from the report:
   - The number of students participating in Concurrent Enrollment increased by 10.6 percent, from 32,849 in the 2016-17 school year to 36,335 in 2017-18.
   - Credit earned towards general education courses saw the largest increase, with a 20.6 percent increase over the previous year.
   - Weber State University had the highest number of enrollments and most credit earned.

2. Pell grant volume at Utah's public colleges and universities has exceeded $222 million for the 2017-18 award year – an increase of 16 percent compared to the 2016-17 award year. Nearly one in three of the 184,000 students who attend Utah's public higher education institutions received a Pell grant in 2017-18. A breakdown of WSU's Pell recipients is below:

Institution	2017-18 Recipients	2017-18 Disbursements	2016-17 Recipients	2016-17 Disbursements	% increase in $
Weber State University	7,373	$29,405,575	7,073	$24,734,013	19%

3. On October 24, 2018, Karina Torres attended the College Reading and Learning Association (CRLA) annual conference to receive the Outstanding Mentor of the Year Award which included an honor plaque and a $250 cash award, as well as the opportunity to address the conference attendees. The award is given once a year to one individual who has achieved CRLA certification through the International Mentor Training Program Certification. To achieve this certification, mentors must complete at least 15 hours of training, 50 hours of face to face mentoring, and have a current GPA of 3.0 or higher. Both mentors and tutors at Weber State are certified through CRLA programs. Karina is a nursing student currently serving as a Peer Mentor under Access and Diversity for a third year after participating as a mentee her freshman year.

4. The 24th Annual Multicultural Youth Conference was hosted at Weber State University on Tuesday, December 18, 2018. Over **650** 9 – 12th grade students from 17 high schools and 8 junior high schools, primarily in Ogden, Weber, and Davis schools, attended the conference. (Attendance last year was 550 students.) Students participated in their choice of workshops, which included career exploration, college preparation, community engagement, activism and identity group breakout options. Students were welcomed by special keynote speaker Amir Jackson, founder of Nurture the Creative Mind, sending students off with a renewed sense of their dream and how

Weber State University can help them achieve it. Finally, 5 senior students were awarded $500 scholarships to attend Weber State University Fall 2019. A total of 61 students applied for the scholarship.

5. The Counseling & Psychological Services Center was recently awarded $300,000 to fund the Wildcat Support Network (WSN) for the next three years. WSN is an innovative peer-based program with two main components. 1) In the Mental Health Awareness & Advocacy course (PSY 2810. Spring 2019), students will learn how to recognize a peer in distress, listen effectively to the peer, and refer them appropriately to any services or support they may need. 2) In Fall 2019, a support group facilitator course will be offered to those who have completed PSY 2810.   These trained students will co-facilitate peer support groups starting in Oct 2019. The peer support groups are designed as a preventative support to help students experiencing normative college stressors before they develop into a full disorder.   It will also be helpful to those experiencing low-moderate symptoms in conjunction with traditional therapy services.

6. Weber State University is now featured at TheBestSchools.org. WSU was spotlighted in their article, "Online Colleges that Start Anytime" because, in addition to providing flexibility in start dates, WSU is regionally accredited, respected in higher education and offers a wide range of high-quality online programs.

7. The first ever round of Presidential Teaching Excellence Awards are in the process of being announced. Twelve faculty were selected from a pool of over 90 nominations this fall. These awards are meant to recognize faculty members who are outstanding teachers. Recipients each receive a $5,000 cash award.

8. Weber State University has secured two grants from the U.S. Department of Education for $2.2 million to help improve educational programs and retain vulnerable students. The Wildcat Scholars Grant supports students who need to take both developmental math and developmental English (Dev-Dev students) in completing a college education. Associate Provost Eric Amsel wrote the Strengthening Institutional Programs grant, which was awarded Sept. 30.

Utah State Board of Education and Utah System of Higher Education
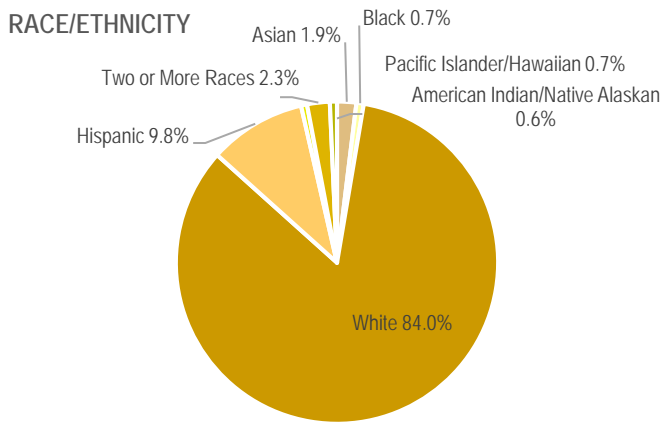## 2017-18 Concurrent Enrollment Summary Data
2 November 2018

During the 2017-18 year, 169 public, charter, and alternative high schools participated in the concurrent enrollment program. Students from 41 districts and 36 charter schools earned concurrent credit. Below find finalized end of year data. Final 2016-17 data is provided for comparison.

| Student Participation	16-17	17-18	Change
Number of Students who participated in Concurrent Enrollment (*total distinct headcount*)	32,849	36,335	10.6%
Number of Credit Hours attempted	244,412	281,189	15.0%
Number of Credit Hours earned	233,626	268,357	14.9%

Type of Delivery (earned credit)	16-17	17-18		16-17	17-18
Credit Hours delivered Face-to-Face	191,374	224,742	Credit Hours taught by USHE faculty	38,535	41,024
Credit Hours delivered via Technology	42,252	43,615	Credit Hours taught by adjunct instructors (teachers)	195,091	227,333

USHE / Credit Type Earned	16-17		17-18	
	No. Enrollments	Earned Credits	No. Enrollments	Earned Credits
General Education Courses TOTAL	56,863	164,883	67,861	198,953
General Education Courses		*148,472*		*181,038*
CTE Courses that fulfill GenEd Requirements		*16,411*		*17,915*
Other CTE Courses	21,533	59,590	21,671	61,308
Other Academic Courses	3,128	9,153	2,810	8,096
Total Registrations	81,524	233,626	92,342	268,357

RACE/ETHNICITY

Black 0.7%
Asian 1.9%
Pacific Islander/Hawaiian 0.7%
Two or More Races 2.3%
American Indian/Native Alaskan 0.6%
Hispanic 9.8%
White 84.0%

Distinct Headcount by Ethnicity	16-17	17-18
Asian	591	703
Black	212	265
Hispanic	3,116	3,549
American Indian/Native Alaskan	200	219
Pacific Islander/Hawaiian	253	258
White	27,744	30,515
Two or more races	733	826
Distinct Headcount by Gender	16-17	17-18
Female	17,796	19,583
Male	15,053	16,752
Total	32,849	36,335

Program Participation by USHE Institution	Enrollments 16-17	Credits Earned 16-17	Enrollments 17-18*	Credits Earned 17-18*
University of Utah	543	1,642	450	1,376
Utah State University/USUE	9,829	30,204	10,568	32,154
Weber State University	22,080	61,954	25,088	73,272
Southern Utah University	2,874	7,608	2,829	7,592
Snow College	4,833	13,906	5,275	15,334
Dixie State University	4,389	11,131	6,139	15,469
Utah Valley University	20,029	57,672	24,327	69,854
Salt Lake Community College	16,947	49,509	17,666	53,306
Total*	81,524	233,626	92,342	268,357

GENDER

Male 46.1%
Female 53.9%
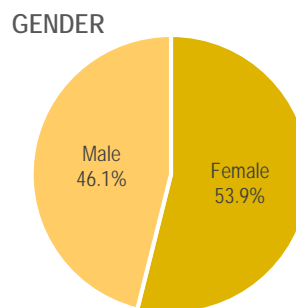
$48.7 million
in tuition saved by students taking concurrent enrollment classes

*FY1718, 36,335 students enrolled in classes and earned 268,357 semester credit hours.

Weber State University Alumni Association President's Report
WSU Board of Trustees
November - December 2018

➢ **Emeriti**
 The Emeriti Alumni Council held their regular council meetings in November and there were no meetings held in December.   At the Nov. 7 meeting, Jerry H. Petersen received a Purple Paw Award. The Council was involved in several events during November and December. They participated in the PB&J drive sponsored by Sodexo and helped prepare 2,818 sandwiches for local shelters. Council members also participated in the Leadership to Legacy Mentorship Brunch, the Community Education Center Ribbon Cutting, the Christmas Village Lighting Ceremony, the Veterans Christmas Shoebox Project, the Boards and Councils Holiday Party, Grad Finale, and assisted in handing out 913 graduation medallions during commencement.

• **Regional Alumni Networks**
 We had two Regional Alumni Network pre-game tailgate event. On was on Nov. 10 at SUU and the other one was on Nov. 17 at ISU. Nancy Collinwood along with two of our Development Directors attended this event. They were able to connect with over 100 of our Alumni who were in attendance at these two pre-game tailgates.

➢ **Phonathon Highlights**
 Spring 2019 Phonathon session begins Jan. 22 - March 5, 2019. The Annual Fund operations will continue to provide a "blended" approach that includes a WSUAA membership through gift solicitations from alumni and friends.

➢ **License Plates**
 The WSU License Plate program as if Oct. 1, 2018, has generated total revenue of $7,425.00. Fiscal Year 18 ended with a 5% increase ($975.00) from the previous year totaling $19,150.00.

➢ **Annual Fund**
 For the first time, Annual Fund incorporated email solicitations with "tokenized" values to accompany the End of Year direct mailer. This allowed us to add personalized verbiage based on an individual constituent record in email formate. For example, we addressed email recipients by name, fiscal year gift, cumulative giving, and elevated giving suggestions. These personalizations help us make our content even more relevant to individuals by providing them with their individualized giving history.

➢ **Membership Events**
 As part of new graduate membership acquisition efforts, the Alumni Association hosted its second *Build Your Brand* event. At this event we offered professional head shots for graduating seniors. Graduates who signed up also received a WSUAA membership. We partnered with WSU Career Services to provide LinkedIn and resume advice. Seniors were able to get some great one on one attention as they transition into their professional lives.

Alumni Relations and University Archives partnered to host a free film screening of *Transcending: The Wat Misaka Story.* Wat played basketball for Weber State University in the 1940s. He was the first non-white player to be drafted into what is now known as the NBA by the New York Knicks. The event was very well attended with over 150 guests in attendance. The guest of honor was Wat Misaka himself at the age of 94. The film makers, Bruce and Christine Toy-Johnson from, New York City, were also in attendance. The event drew faculty, staff, and many community members who knew Wat personally or of his story. Wat signed many autographs and took countless pictures with friends and fans. What may have been just another film screening turned into a very personal and touching reunion for guests of the event. It was a joy to get to meet Wat and honor one of our alumni in such a meaningful way

➢ **Grad Finale**
Grad Finale was well attended with approximately 900 seniors at the event. Through Grad Finale, Cat2Cat, a student funded scholarship, raised approximately $5,000 for student scholarships. Donors to the scholarship wore emerald green philanthropy cords at Commencement signifying their contribution. The Alumni Association also graduates a gift of a WSU Alumni license plate frame in attendance. A lot of energy, excitement, and gratitude surrounded this event.

➢ **WSUAA Membership**
Total Membership: 1,673
Lifetime: 554
Phone: 234
General: 879
GRAD: 6

➢ **Student Alumni Association**
In November, the SAA co-hosted 50 mentors at WSU's Project LEAD conference and also recruited 5 workshop presenters, with topics ranging from "Surviving Mt. Everest" to "Leadership: The Adventure". At Project LEAD, the SAA also presented at a workshop on the new Traditions Keepers program, it being a "walking field trip" for attendees to visit traditions sites near the Union building. In late November, the SAA also engaged students during the WSUSA "Month of Thanks" fair. In December, the SAA hosted two service projects, including Grad Finale during which the SAA hosted a fundraiser for the Cat2Cat Student Scholarship. To help share our message of student philanthropy, we used our new Cat2Cat branding materials, including a new stand-up banner, hand-out and crisp green tablecloths! At the event, the SAA invited new grads to give back to the Cat2Cat Scholarship in the amount of their grad year ($20.18). We raised $5,055 from 247 student donors. In December, the SAA also participated as hosts during WSU's Multicultural Youth Conference, which welcomed hundreds of 9 th -12 th Graders from Ogden and surrounding areas to attend a keynote and workshops regarding personal leadership, and topics on the celebration and value of diversity. Lastly, the SAA enjoyed participating in the WSU President's annual holiday video, which was filmed at the Lindquist Alumni Center prior to the WSUAA Holiday Celebration.

➢ **Young Alumni Council**
In November, members of the YAC served as mentors at WSU's Project LEAD Mentorship Brunch. In December, the YAC was invited to help pass out graduation medallions during the Fall 2018 Convocations, but no members were able to attend. The YAC attended the WSUAA Holiday Celebration.

WEBER STATE UNIVERSITY

QUARTERLY ATHLETIC REPORT

Attached is the Weber State University Quarterly Athletics Report generated by Director of Athletics, Jerry Bovee. This report includes a summary of the quarter activity in our 15 NCAA sport programs and any academic awards achieved by student athletes, as well as coaching awards.

Teamwork, Character, Community, Excellence

		17-18	16-17	15-16	14-15
ACADEMICS	1-Year APR Score ≥ 930 (1-year data lag)	**13/14**	14/14	14/14	14/16
	1-Year APR Score ≥ 950 (1-year data lag)	**9/14**	11/14	11/14	14/16
	4-Year APR Score ≥ 930 (1-year data lag)	**14/14**	14/14	14/14	14/16
	4-Year APR Score ≥ 950 (1-year data lag)	**11/14**	12/14	12/14	14/16
	Teams with a perfect 1000 APR 1yr/4yr	**6/0**	2/0	4/1	5/1
	Teams to receive public recognition	**0**	0	1	1
	Graduation Success Rate	**77%**	78%	69%	66%
	Student-Athlete GPA	**3.18**	3.19	3.17	3.27
	Academics Support Real Recruit Rating	**4.4**	NA	NA	NA
	Academics Real Recruit Rating	**4.3**	NA	NA	NA
	Academic All-Conference Selections	**176**	172	144	154
	Hislop Academic Award Honorees	**215**	120	207	185
	Total # of Graduates SU, FA, SP combined	**Fall: 18; Winter:42; Summer: 6**	70	68	60
	Total # of Student-Athletes	**369**	342	338	339
	Total # of Student-Athlete Service Hours *includes spirit squad service hours	**6,650**	6,605*	7,174*	4,242*
ATHLETICS	Big Sky Conference Regular Season Champions	2 (FB, SB)	1	4	1
	Big Sky Tournament Champions	0	0	3	1
	NCAA Team Appearances	1 (FB)	1	4	1
	All-Conference Selections	70	66	61	55
	All-Americans	8	1	3	1
ATHLETIC COMMUNICATIONS	# of Website Views	1,692,440	935,931	1,041,563	1,197,992
	# of social media followers on all platforms	82,802	67,493	53,101	31,584
	# of Facebook Pages	15	15	14	10
	# of Facebook Likes for Pages	40,121	37,275	32,133	19,935
	# of Twitter accounts	13	11	10	10
	# of Twitter followers	25,156	18,749	13,474	9,457
	# of Instagram accounts	13	11	11	5
	# of Instagram likes	17,090	10,539	6,914	1,692
	# of articles	562	576	634	717
COMPLIANCE	NCAA Infractions Level 1	**0**	0	0	1
	Level 2	**0**	0	0	0
	Level 3	7	20	19	19
	NLI regulations	**1**	0	1	0
	Big Sky regulations	**0**	0	0	0
DEVELOPMENT	Wildcat Club Memberships	**1,081**	832	637	929
	Wildcat Club Donations/Seating Obligation	**$322,000.00**	$273,793.00	$297,000	$334,530
	Champions Club	**$255,000.00**	$90,000.00	$175,000	$145,000
	Sport Specific Gifts	**$310,720.65**	$258,807.00	$415,244	$367,495
	Planned Giving Current Value	**$180,000.00**	$10,000	2 people	$10,000
	Crompton Classic (Net)	**$18,181.00**	$24,725.00	$15,796	$23,624
	Catbash (Net)	**$63,311.00**	$68,444.00	$71,712	$56,506
	Total Value of Athletics Dedicated Endowments	**$4,791,895.00**	$4,525,710.00	$3,667,693	$3,874,080

Teamwork, Character, Community, Excellence

		17-18	16-17	15-16	14-15
	Total Wildcat Club	$969,212.65	$715,769.00	$974,752	$927,155
	Capital Projects Total	$5,400,000	$3,400,000	147,000 (122.8%)	NA
FINANCIAL	Student Fee Allocation	$2,300,384	$2,215,360	$2,141,536	$2,089,255
OPERATIONS	Ticket Revenues Football	$215,682	$171,645	$166,693	$153,738
	Ticket Revenues Men's Basketball	$383,011	$341,704	$366,399	$325,212
GENDER EQUITY	Campus Female	50%	50%	53%	53%
	Athletics Female	47%	53%	52%	50%
MARKETING	Season Tickets - Football	5,898	5,235	5,275	4,945
	Faculty / Staff Season Tickets - Football	1,852	1,581	1,631	1,733
	Total Average/Game - Football	8,799	8,734	6,503	8,504
	Season Tickets - M. Basketball	6,374	5,446	5,633	5,693
	Faculty / Staff Season Tickets - M. Basketball	2,116	1,742	1,939	1,740
	Average Attendance/Game - M. Basketball	6,779	6,869	6,785	6,829
SPONSORSHIPS	Corporate Partnerships	98	84	75	74
	Net Cash Sponsorships (Inc. Trade)	$1,379,487	$1,182,311	$1,128,383	$976,296
	Gross Trade Sponsorships	$550,416	$506,958	$419,190	$414,858

Weber State Athletics Update
December 21, 2018

Football

The Weber State football team had another record-setting season in 2018, finishing the season 10-3. The Wildcats won back-to-back Big Sky titles for the first time in school history and won 10 games in back-to-back years for the first time ever. The Wildcats earned the No. 2 seed in the FCS Playoffs, the first seed in school history.

WSU also was ranked as high as third in the nation, the highest ranking in school history. Weber State had seven players earn All-America honors and 19 players named to the Big Sky All-Conference team, including a school-record 13 players named to the first-team. Senior offensive lineman Iosua Opeta was named a consensus All-American.

Wildcat freshman running back Josh Davis won the Jerry Rice Award as the National Freshman of the Year, becoming just the second player in Weber State history to win a national player honor.

Soccer

The Weber State soccer team won the Big Sky title and finished with a 7-1-1 conference record. Weber State also hosted the Big Sky Tournament.

Head coach Tim Crompton was honored as the Big Sky Coach of the Year.

The Wildcats had nine players named to the Big Sky All-Conference team. Freshman Olivia Barton was named Co-Newcomer of the Year. In addition, Olivia Glassford, Morgan Quarnberg and Madison Garlock all earned first team All-Big Sky honors.

Volleyball

The Weber State volleyball wrapped up another successful 2018 season. Weber State finished the season 18-10 overall and finished third in the Big Sky at 13-5, WSU's highest finish in the conference since 2001.

WSU's lone senior Andrea Hale earned first team All-Big Sky honors and finished her four-year career with over 1,000 kills.

Cross Country

The Wildcat cross country men's and women's cross country teams both had successful fall seasons. The WSU men's team finished second in the conference tournament, behind only eventual national champion Northern Arizona. The Wildcat women's team finished third at the conference meet.

The women's team was eighth at the NCAA Mountain Region meet with the men's team taking ninth. Christian Allen was honored as the Big Sky Freshman of the Year on the men's side.

Basketball

The men's and women's basketball teams seasons are underway and heading into Big Sky Conference play. The Wildcat men's team won two games at the Junkanoo Jam in the Bahamas and defeated in-state rival BYU on December 1.

Both the men's and women's teams will play a 20-game Big Sky Conference schedule. The teams will compete at the Big Sky Tournament in Boise, Idaho, March 11-16.

WEBER STATE UNIVERSITY

RETIREMENT INVESTMENT POLICY

The purpose of this Investment Policy Statement is to outline objectives, which will guide the Pension/Retirement Executive Committee ("Committee") in its selection and monitoring of the investment options in the Employee Benefit Plan(s). It is being presented for trustee approval.

WEBER STATE UNIVERSITY

PENSION/RETIREMENT EXECUTIVE COMMITTEE

INVESTMENT POLICY STATEMENT

Statement of Purpose

The purpose of this Investment Policy Statement is to outline objectives, which will guide the Pension/Retirement Executive Committee ("Committee") in its selection and monitoring of the investment options in the Employee Benefit Plan(s) set forth in Schedule A over which the Committee has oversight responsibility pursuant to its Charter. The Investment Policy is intended to incorporate sufficient flexibility so as to accommodate current and future economic and market conditions, as well as any changes in applicable statutory and regulatory requirements.

A primary objective of the Committee is to provide participants with a diverse set of investment options, which encompass a variety of risk/return characteristics among which participants in the Plans can diversify their portfolios.

Committee Responsibilities

The Committee shall discharge its duties solely in the interest of the Plan(s) participants and their beneficiaries, with the care, skill, prudence and diligence under the circumstances then prevailing that a prudent person acting in a like capacity and familiar with such matters would use in the conduct of an enterprise of a like character and with like aims.

Committee meetings may be conducted in person, or by such other means as permitted by the Charter. The Committee shall have complete discretion to interpret this Investment Policy and shall report annually to the Business Committee of the Weber State University Board of Trustees.

Use of Consultants/Service Providers

The Committee may, in its sole discretion, retain the services of outside consultants and other professionals. The functions of these professionals may include, but are not limited to, the following:

- rendering their recommendations and insights on Plan(s) investments as well as the policies regarding investment option selection and monitoring ;

- providing reviews of the competitiveness of the Plans' investment options;

- providing reviews of the Plans' utilization and asset allocation; and

- providing guidance on changes to applicable law and public policy.

Selection of the Investment Options

In selecting investment options for the Plan(s), the Committee shall take into account the following criteria, as the Committee deems appropriate:

- the option's track record:

  - performance as compared to an appropriate benchmark and/or an appropriate peer group(s);

  - risk measures versus those of the benchmark and/or peer group;

  - risk-adjusted return measures as compared to those of the benchmark and/or peer group;

  - organizational structure and stability of fund personnel;

  - manager tenure;

  - the fees and expenses assessed by the investment option, as well as the impact of offering the investment option on the overall fees and expenses associated with managing the Plans; and

  - qualitative characteristics, including, but not limited to, management strategy, turnover, and recent portfolio activity in view of current market conditions.

Monitoring of Investment Options

The Committee shall monitor the investment options on an ongoing (or periodic) basis. As part of its monitoring process, the Committee shall consider the following criteria, as the Committee deems appropriate:

Criteria	Measure	Goal(s)
Performance	• 3-, 5-, & 10-year record • 3-, 5-, & 10-year record	• reasonable vs. peer group • reasonable vs. appropriate benchmark
Risk	• 3-year standard deviation	• reasonable vs. peer group and/or benchmark
Risk-adjusted performance	• 3-year Sharpe ratio	• reasonable vs. peer group and/or benchmark
Expense ratios	• Total expenses	• Consistent with peer group median
Investment objective/style	• Style purity	• Option should maintain reasonable con-elation to appropriate benchmarks evidenced by R-squared

The Committee may modify these criteria and goals from time to time as warranted, or may consider other criteria and goals, all within the Committee's sole discretion, as it deems appropriate.

Investment options that do not meet the Committee's expectations may be placed on "watch." Investment options that consistently do not meet the Committee's expectations may become candidates for replacement. Before deciding to remove or substitute an investment option, however, and in light of its fiduciary responsibilities, the Committee shall consider the

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following criteria, as the Committee deems appropriate:

- the investment option's long-term investment performance on a rolling basis;
- recent changes, such as investment option restructurings or management changes designed to correct deficiencies;
- the appropriateness or relevance of an investment option's stated peer group, since funds may be misclassified or poorly classified;
- the investment option's adherence to a stated investment style, whether or not that investment style has been in or out of favor;
- unusual market circumstances or volatility;
- prospectus investment constraints, such as socially responsible mandates; and
- the degree to which the investment option has reduced or controlled risk, which might constrain the investment option's ability to outperform other options.

The Committee is authorized in its sole discretion to remove an investment option if, in the opinion of the Committee, the investment option is no longer suited for the Plan(s) or the Plan participants, without regard to whether the investment had previously been placed on "watch."

Selection and Monitoring of the Default Investment Options

The Committee is authorized to designate the Plans' default investment options *(i.e.,* the options into which contributions will be directed on behalf of participants who fail to make affirmative investment elections). In so doing, the Committee will apply the general selection and monitoring principles described in this Investment Policy. In addition, the Committee's selection and monitoring of default investment options shall be consistent with the United States Department of Labor's standards for the selection and monitoring of "qualified default investment alternatives."

Selection of Target Date Funds

Target date funds shall be selected for the Plan(s) utilizing the following steps as general guidelines with the understanding that the target date universe is very broad and each target date fund differs from the others. Less emphasis will be placed on category averages based on glide path dispersion between target date fund families.

The selection process may include, but is not limited to, the steps below:

- The Committee decides what the primary objectives are in relation to risk management - whether or not minimizing risk on a static scale at retirement is desired *(i.e.,* managing the glide path "to" retirement) versus maximizing to maximize savings "through" life expectancy with a more aggressive glide path after retirement;

- Consider participant demographics in order to help define overall risk tolerance. Factors that may be considered are average age of population, overall investment knowledge, and current plan usage of target date funds;

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- Determine diversification of asset classes. The Committee may consider a broad range of assets classes and whether or not the target date fund chosen should include various types of assets classes that would normally not be considered under a core line up. These asset classes typically have lower correlations to the core line up and may include, but not be limited to, the following: real estate, commodities, high yield debt, emerging market equity and debt, inflation hedging, and long/short equity strategies;

- Inception of the target date fund should be at least three years though can consider less:

- A review of expense fees in comparison to averages and as related to overall plan cost; and

- Performance comparison to a custom style benchmark in addition to category averages.

Monitoring of Target Date Funds

The monitoring process shall include, but is not limited to, the steps below. Less emphasis will be placed on category averages based on glide path dispersion between target date fund families.

- Review of the glide path to ensure consistency with reason that funds were chosen;

- Review performance relative to custom style benchmark in addition to category averages;

- Review underlying holdings in comparison to relative Morningstar peer groups or applicable strategy; and

- Review qualitative assessment on management of the funds in an effort to demonstrate consistency with overall strategy.

Selection of Fixed Interest/Stable Value Options

In selecting any fixed interest/stable value option, the Committee shall take into account the following criteria, as the Committee deems appropriate (should the Committee choose to offer such an option):

- financial strength ratings of the guarantor provided by the major ratings agencies;

- interest rate history and minimum guaranteed contract rate;

- contract liquidity provisions;

- current and historical market to book value ratio (stable value funds only); and

- comparison between fixed interest accounts *(i.e.,* those backed by general assets) and stable value accounts *(i.e.,* those backed by separate account).

Monitoring of Fixed Interest/Stable Value Option

The Committee shall monitor any fixed interest/stable value option on a quarterly basis or as frequently, as circumstances warrant. As part of its monitoring process, the Committee shall take into account the following criteria, as the Committee deems appropriate:

- financial strength ratings of the guarantor provided by the major ratings agencies;

- current interest rates; and

- current market to book value ratio (stable value funds only).

Brokerage Account

This Policy does not apply to investments purchased through, an individual brokerage account.

Summary Statement

This Investment Policy Statement shall be reviewed at least annually by the Committee and shall remain in effect until amended by the Committee to reflect changes in the capital markets, Plan(s) participant objectives, legislative and regulatory changes, or other factors relevant to the Plan(s). Nothing contained in this Investment Policy Statement shall provide to any participant or beneficiary the right to enforce the terms of this Investment Policy Statement, and the Committee shall have full discretion subject to the guidelines and criteria set forth above, as to how it selects and monitors the investment options offered under the Plans and the application of this Investment Policy Statement to any specific situation.

Adopted by the Committee this 2nd day of January, 2017, as evidenced by the signature of the Committee Chair below.

Cherrie G. Nelson
Committee Chair

Cherrie G. Nelson
Committee Chair Name

Animals on Campus

No. 5-50	Rev.	Date

I. REFERENCES

A. PPM 3-34, American's with Disabilities Act & Section 504 Request for Accommodation
B. PPM 3-32, Discrimination, Harassment, and Sexual Misconduct

II. PURPOSE

Weber State University is committed to ensuring that students, faculty, staff, and community members are able to participate fully and equally in the University's programs and activities within the bounds of maintaining safety, health, and security standards in regards to animals on University Controlled Property. This policy establishes the rules and expectations regarding the presence of animals on University Controlled Property. It also provides guidelines the University uses to determine whether or not an animal is a reasonable accommodation for individuals with a disability.

III. SCOPE

This policy applies to all university-controlled properties, including all athletic facilities.

IV. DEFINITIONS

A. University-controlled property: Property that is owned, leased, operated, and/or maintained by Weber State University.

B. Service Animal: Any dog (or in certain circumstances a miniature horse) that is individually trained to do work or perform tasks for an individual with a disability. To determine whether or not the animal is a Service Animal, the University may ask if the dog is required because of a disability and what work or task the dog has been trained to perform. The work or task a dog has been trained to provide must be directly related to the person's disability. Examples include, but are not limited to, guiding people who are blind, alerting people who are deaf, pulling a wheelchair, alerting and protecting an individual who is having a seizure, or reminding a person with mental illness to take prescribed medications. The provision of emotional support, well-being, comfort, or companionship does not constitute work or tasks under this definition. For purposes of this policy, police K-9s are considered a service animal as well as other animals that work for emergency personnel.

C.   Research and Teaching Animals: Approved animals used directly in support of Weber State University's mission of teaching, research, and or clinical programs.

D.   Emotional Support Animal (also known as Assistance Animals): An animal that provides an emotional, therapeutic, or psychiatric benefit to an individual as recommended by a physician, psychiatrist, social worker, or other mental health professional. Emotional Support Animals, differ from Service Animals and typically are not allowed on University Controlled Property except as required in housing. The University may inquire as to and require documentation from a physician, psychiatrist, social worker, or other mental health professional that the animal provides support that alleviates at least one identified symptom(s) or effects of an existing disability.

E.   Pets: A domestic animal kept for personal pleasure, companionship, or curiosity that is not trained to perform any disability-related function.

V. SERVICE ANIMALS

A. Policy

Individuals with disabilities may be accompanied by their service animal on any premise or in any facility at Weber State University where members of the public or participants in services, programs or activities are allowed to go including in University housing. The University may inquire of persons as to whether an animal is a service animal as further described in Section IV.B.

B. Exceptions

The University may exclude a service animal from campus if its behavior poses a direct threat to the health or safety of others or when its presence fundamentally alters the nature of a program or activity. Furthermore, the University may ask an individual with a disability to remove a service animal from campus if the animal is not under control or if the animal demonstrates it is not housebroken.

C. Responsibilities for Individuals with Service Animals

The University is not responsible for the care or supervision of service animals. Individuals with disabilities are responsible for the control of their service animals at all times and must comply with all applicable laws and regulations, including vaccination and licensure. A service animal must be harnessed, leashed, or tethered while in public places unless such devices interfere with the Service Animal's work or the person's disability prevents use of these devices. In that case, the person must use voice, signal, or other effective means to maintain control of the animal.

Individuals are responsible for ensuring the immediate cleanup and proper disposal of all animal waste.

VI. EMOTIONAL SUPPORT ANIMALS

A. Policy

Individuals with disabilities who have a need for a reasonable accommodation of an Emotional Support Animal may have an Emotional Support Animal in University housing but not elsewhere on University Controlled Property (except as otherwise allowed under the same circumstances as Pets, described in Section VII). The University may inquire of persons and require documentation as to whether an animal is an Emotional Support Animal.

Individuals desiring to have an Emotional Support Animal in the residence halls must follow the applicable process as outlined in PPM 3-34, American's with Disabilities Act & Section 504 Request for Accommodation.

B. Exceptions

The University may exclude an Emotional Support Animal from University housing if the animal is not housebroken; causes substantial physical damage to the property of others; poses a direct threat to the health or safety of others; would fundamentally alter the nature of a program or activity; is not being cared for by the individual; or the accommodation is otherwise unreasonable.

C. Responsibilities of Individuals with Emotional Support Animals

The University is not responsible for the care or supervision of Emotional Support Animals. Individuals with disabilities are responsible for the control of their animals at all times and for ensuring the immediate cleanup and proper disposal of all animal waste. Individuals must comply with all applicable laws and regulations, including vaccination, licensure, animal health and leash laws, as well as the University's rules in lease provisions regarding vaccination, licensure, leash control, cleanup rules, animal health, and community relationships.

VII. PETS

A. Policy

Pets are not permitted to enter campus buildings. Pets walking around or across the campus' grounds are allowed if they are accompanied and appropriately restrained by their owner and comply with all applicable laws and regulations,

including vaccination, licensure, animal health and leash laws. Individuals walking their pets around or across the campus grounds are responsible for the immediate removal of waste.

Pets may be left in a personal vehicle so long as they do not pose a threat to passersby and they are not in danger of distress. Unattended or unrestrained pets other than those left in vehicles, pets that pose a hazard or potential hazard to passers-by, or pets in danger or distress, will be removed from institutional property by a local animal control service or University personnel.

VIII. REASONABLE ACCOMMODATIONS

An animal approved as a reasonable accommodation for an employee with a disability will be allowed as approved. Prior approval must be received. See PPM 3-34, American's with Disabilities Act & Section 504 Request for Accommodation, for further information about approval processes.

IX. PROHIBITED ANIMALS ON UNIVERSITY-CONTROLLED PROPERTY

A. Undomesticated and Other Animals

Undomesticated animals and animals such as poisonous reptiles, constricting snakes, wolves, and other potentially dangerous or aggressive animals are prohibited from all University-controlled property (inside and outside) at all times, except research and teaching animals.

B. Out of Control or Aggressive Animals

Any animal that is out of control or aggressive is prohibited on University Controlled Property.

C. Stray Animals

Feeding and housing of stray animals is not permitted. Stray animals should be reported to Facilities Management at 801-626-6331.

X. ANIMALS USED FOR INSTITUTIONAL PROGRAMS OR SERVICES

A. Academic Purposes

Animals properly used in an academic course, in a laboratory, as a demonstration animal, or for law enforcement or rescue purposes, are allowed on University Controlled Property as approved by the University.

B. Events

On limited occasions animals may be permitted on institutional property for University events provided the impact of having the animal(s) on campus has been evaluated and the Events Coordination Committee has approved the event and animal attendance in advance.

XI. CONTROL OF ANIMAL BY OWNER

A. Animals brought on campus must be under the complete control of the owner at all times and present no hazard to people or property. Complete control includes securing animals on campus grounds by a leash of a maximum length of six (6) feet, the other end of which is restrained by a person. The wearing of a muzzle by a dog shall not be regarded as control by its owner. This applies to all animals on campus except for the limited exception provided for certain service animals as discussed in section IV, service or support animals while in an individual's University housing assignment, and animals used for Institutional programs or services as approved.

XII. ADDRESSING POLICY VIOLATIONS

A. Anyone observing unauthorized animals on campus, animals not appropriately restrained, or other problem animals may call Facilities Management at 801-626-6331 or the Weber State University Police Department at 801-626-6460 for emergency situation.
B. Any animal prohibited on University-controlled property may be immediately removed by a local animal control service or University personnel.
C. Weber State University employees who violate this Policy may face disciplinary action under applicable disciplinary policies.
D. Students who violate this policy may face disciplinary action through the Student Code and/or may be found in violation of University Housing policies/contract.
E. Cost of damage to property directly resulting from animals on institutional property shall be the sole responsibility of the owner.

Utah System of Higher Education
Notification of Administrative Unit Change

Institution Submitting Request: Weber State University

Proposed Effective Date[1] :   05/01/2019

Institutional Board of Trustees' Approval Date:

Existing Unit Title: Construction Management Technology Department

Sponsoring School, College, or Division: The College of Engineering, Applied Science & Technology

Sponsoring Academic Department(s) or Unit(s):   Construction Management Technology Department

Proposal Type:

	Name Change of Existing Unit to Construction & Building Sciences Department
☐	Administrative Unit Transfer
☐	Administrative Unit Restructure (with or without Consolidation)
☐	Administrative Unit Suspension
☐	Administrative Unit Discontinuation
☐	Reinstatement of Previously Suspended Administrative Unit
☐	Reinstatement of Previously Discontinued Administrative Unit

Administrative Unit Description/Rationale

Briefly describe the changes to the administrative unit.

To better support the department's programs and provide a stronger meaning to the vision of the department, a change from the existing department name of "Construction Management Technology Department" to "Construction & Building Sciences Department" better supports the goals of all department programs. In July 2018, the four programs (Construction Management, Facilities Management, Interior Design, and Building Design & Construction) began sharing courses in management and construction of buildings and their interiors, transportation systems, utility systems, and parks. The degrees from the department programs now awarded by the university prepare and educate students for successful careers and future leadership roles in building design, construction management, facilities management, and other related applies sciences.

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

Madonna Miner

Date:

☐

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[1] "Proposed Effective Date" refers to date after Trustee approval when change to unit is published.

I understand that checking this box constitutes my legal signature.

Request from the College of Engineering Applied Sciences & Technology:

The following changes are requested to realign departments so that engineering and engineering technology in particular fields sit within the same departments. This benefits students pursing those degrees in allowing options for their course and major selection. This benefits the college as engineering and engineering technology classes can be managed and utilized better between related majors.

Effective with the 2019/2020 Academic Year

OLD STRUCTURE   **NEW STRUCTURE**

ENGINEERING	
PRE ENGINEERNG	APE
ELECTRICAL ENGINEERING	BS
MSCE	MS
COMPUTER ENGINEERING	BS
MSEE	MS

ELECTRICAL & COMPUTER ENGINEERING			**Department Name Change**
ELECTRONICS ENGINEERING TECHNOLOGY	AAS & BS		
ELECTRONICS ENGINEERING TECHNOLOGY	MINOR		
ELECTRICAL ENGINEERING	BS		
MSCE	MS		
COMPUTER ENGINEERING	BS		
MSEE	MS		

ENGINEERING TECHNOLOGY	
MECHANICAL ENGINEERING TECHNOLOGY	AAS & BS
ELECTRONICS ENGINEERING TECHNOLOGY	AAS & BS
ELECTRONICS ENGINEERING TECHNOLOGY	MINOR
MANUFACTURING ENGINEERING TECHNOLOGY	AAS & BS
PLASTICS & COMPOSITES	EMPHASIS
PROD. OPERATIONS & CONTROLS	EMPHASIS
WELDING	EMPHASIS
GENERAL TECHNOLOGY	AAS
SOLAR PHOTOVOLTAIC SYSTEMS	CERTIFICATE
CONTROLS TECHNOLOGY	AAS
PRODUCT DESIGN & DEVELOPMENT	AAS & BS
MECHANICAL ENGINEERING	BS
MANUFACTURING SYSTEMS ENGINEERING	BS

MANUFACTURING & SYSTEMS ENGINEERING			**Department Name Change**
MANUFACTURING ENGINEERING TECHNOLOGY	AAS & BS		
PLASTICS & COMPOSITES	EMPHASIS		
PROD. OPERATIONS & CONTROLS	EMPHASIS		
WELDING	EMPHASIS		
GENERAL TECHNOLOGY	AAS		
SOLAR PHOTOVOLTAIC SYSTEMS	CERTIFICATE		
CONTROLS TECHNOLOGY	AAS		
PRODUCT DESIGN & DEVELOPMENT	AAS & BS		
MANUFACTURING SYSTEMS ENGINEERING	BS		

MECHANICAL ENGINEERING			**New Department**
MECHANICAL ENGINEERING TECHNOLOGY	AAS & BS		
PRE ENGINEERNG	APE		
MECHANICAL ENGINEERING	BS		

Institution Submitting Request: Weber State University

Proposed Effective Date[1]:   05/01/2019

Institutional Board of Trustees' Approval Date:

Existing Unit Title: Engineering Technology

Sponsoring School, College, or Division: College of Engineering, Applied Science & Technology

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

Proposal Type:

☒	Name Change of Existing Unit to Manufacturing and Systems Engineering
☐	Administrative Unit Transfer

☒	Administrative Unit Restructure (with or without Consolidation)
	   NEW (Proposed)
	   Sponsoring Academic Department(s) or Unit(s): Mechanical Engineering
	   Sponsoring School, College, or Division: College of Engineering, Applied Science & Technology

☐	Administrative Unit Suspension
☐	Administrative Unit Discontinuation
☐	Reinstatement of Previously Suspended Administrative Unit
☐	Reinstatement of Previously Discontinued Administrative Unit

Administrative Unit Description/Rationale

Briefly describe the changes to the administrative unit.

This is part of creating and realigning departments within the College of Engineering, Applied Science & Technology so that engineering and engineering technology in particular fields sit within the same departments. This benefits students pursing those degrees in allowing options for their course and major selection. This benefits the college as engineering and engineering technology classes can be managed and utilized better between related majors.

As part of this restructure the Engineering Technology Department will be renamed Manufacturing and Systems Engineering Department and the following programs retained in it: Controls Technology, Manufacturing Engineering Technology, Manufacturing Systems Engineering, and Product Design and Development. In addition, a new Mechanical Engineering Department will be created and the following programs moved to it: Mechanical Engineering, Mechanical Engineering Technology, and Pre-Engineering (APE).

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[1] "Proposed Effective Date" refers to date after Trustee approval when change to unit is published.

Utah System of Higher Education
Notification of Changes to Existing Academic Program

Institution Submitting Request:	Weber State University	

	Current	*NEW (if applicable)*
Program Title:	Electronics Engineering Technology	
Sponsoring School, College, or Division:	College of Engineering, Applied Science & Technology	
Sponsoring Academic Department(s) or Unit(s):	Electrical and Computer Engineering	
Classification of Instruction Program Code[1]:	15.0303	6 - Digit CIP
Min/Max Credit Hours Required for Full Program:	122 / 122	Min Cr Hr / Max Cr Hr
Proposed Effective Term for Program Change[2]:	Summer 2019	
Institutional Board of Trustees' Approval Date:		

Award Type: BS

☐	Name Change of Existing Program
☐	Program Restructure with or without Consolidation
☒	Program Transfer to a new academic department or unit
☐	Program Suspension
☐	Program Discontinuation
☐	Reinstatement of Previously Suspended Program
☐	Out of Service Area Delivery Program -- *Attached Signed MOU*

Program Change Type (check all that apply):

Program Change Description/Narrative
Briefly describe program change. For program discontinuance or suspension, include teach out plan.

This is part of creating and realigning departments within the College of Engineering, Applied Science & Technology so that engineering and engineering technology in particular fields sit within the same departments. This benefits students pursing those degrees in allowing options for their course and major selection. This benefits the college as engineering and engineering technology classes can be managed and utilized better between related majors.

As part of this restructure the Electronics Engineering programs (both the BS and AAS) will move to the Electrical and Computer Engineering Department.

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1 For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.
2 "Proposed Effective Term" refers to term when change to program is published. **For Suspensions and Discontinuations**, "effective term" refers to the term the program will suspend admissions.

Utah System of Higher Education
Notification of Administrative Unit Change

Institution Submitting Request: Weber State University

Proposed Effective Date[1]:   05/01/2019

Institutional Board of Trustees' Approval Date:

Existing Unit Title: Engineering

Sponsoring School, College, or Division: College of Engineering, Applied Science & Technology

Sponsoring Academic Department(s) or Unit(s):   Engineering

Proposal Type:

☒	Name Change of Existing Unit to Electrical and Computer Engineering
☐	Administrative Unit Transfer
☐	Administrative Unit Restructure (with or without Consolidation)
☐	Administrative Unit Suspension
☐	Administrative Unit Discontinuation
☐	Reinstatement of Previously Suspended Administrative Unit
☐	Reinstatement of Previously Discontinued Administrative Unit

Administrative Unit Description/Rationale
Briefly describe the changes to the administrative unit.

This is part of creating and realigning departments so that engineering and engineering technology in particular fields sit within the same departments. This benefits students pursing those degrees in allowing options for their course and major selection. This benefits the college as engineering and engineering technology classes can be managed and utilized better between related majors.

As part of this restructure the Engineering Department will be renamed Electrical and Computer Engineering Department and will house the following programs: Electrical Engineering, Computer Engineering, and Electronics Engineering Technology.

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[1] "Proposed Effective Date" refers to date after Trustee approval when change to unit is published.

Utah System of Higher Education
Notification of Changes to Existing Academic Program

Institution Submitting Request: Weber State University

	Current	*NEW (if applicable)*
Program Title:	Pre-Engineering	
Sponsoring School, College, or Division:	College of Engineering, Applied Science & Technology	
Sponsoring Academic Department(s) or Unit(s):	Mechanical Engineering	
Classification of Instruction Program Code[1]:	14.0101	6 - Digit CIP
Min/Max Credit Hours Required for Full Program:	57 / 57	Min Cr Hr / Max Cr Hr
Proposed Effective Term for Program Change[2]:	Summer 2019	
Institutional Board of Trustees' Approval Date:		

Award Type: Other Associate's Degree   APE

☐	Name Change of Existing Program
☐	Program Restructure with or without Consolidation
☒	Program Transfer to a new academic department or unit
☐	Program Suspension
☐	Program Discontinuation
☐	Reinstatement of Previously Suspended Program
☐	Out of Service Area Delivery Program -- *Attached Signed MOU*

Program Change Type (check all that apply):

Program Change Description/Narrative
Briefly describe program change. For program discontinuance or suspension, include teach out plan.

This is part of creating and realigning departments within the College of Engineering, Applied Science & Technology so that engineering and engineering technology in particular fields sit within the same departments. This benefits students pursing those degrees in allowing options for their course and major selection. This benefits the college as engineering and engineering technology classes can be managed and utilized better between related majors.

As part of this restructure the Pre-Engineering program will move to a new Mechanical Engineering Department.

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1 For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.
2 "Proposed Effective Term" refers to term when change to program is published. **For Suspensions and Discontinuations,** "effective term" refers to the term the program will suspend admissions.

Utah System of Higher Education
Notification of Changes to Existing Academic Program

Institution Submitting Request: Weber State University

	Current	*NEW (if applicable)*
Program Title:	Mechanical Engineering Technology	
Sponsoring School, College, or Division:	College of Engineering, Applied Science & Technology	
Sponsoring Academic Department(s) or Unit(s):	Mechanical Engineering	
Classification of Instruction Program Code[1]:	15.0805	6 - Digit CIP
Min/Max Credit Hours Required for Full Program: 124	/ 124	Min Cr Hr / Max Cr Hr
Proposed Effective Term for Program Change[2]:	Summer 2019	

Institutional Board of Trustees' Approval Date:

Award Type: BS

☐	Name Change of Existing Program
☐	Program Restructure with or without Consolidation
☒	Program Transfer to a new academic department or unit
☐	Program Suspension
☐	Program Discontinuation
☐	Reinstatement of Previously Suspended Program
☐	Out of Service Area Delivery Program -- *Attached Signed MOU*

Program Change Type (check all that apply):

Program Change Description/Narrative
Briefly describe program change. For program discontinuance or suspension, include teach out plan.

This is part of creating and realigning departments within the College of Engineering, Applied Science & Technology so that engineering and engineering technology in particular fields sit within the same departments. This benefits students pursing those degrees in allowing options for their course and major selection. This benefits the college as engineering and engineering technology classes can be managed and utilized better between related majors.

As part of this restructure the Mechanical Engineering Technology programs (both the BS and AAS) will move to a new Mechanical Engineering Department.

Utah System of Higher Education
Notification of Changes to Existing Academic Program

Institution Submitting Request: Weber State University

	Current	*NEW (if applicable)*
Program Title:	Mechanical Engineering	
Sponsoring School, College, or Division:	College of Engineering, Applied Science & Technology	
Sponsoring Academic Department(s) or Unit(s):	Mechanical Engineering	
Classification of Instruction Program Code[1]:	14.1901	6 - Digit CIP

Min/Max Credit Hours Required for Full Program: 126 / 126   Min Cr Hr / Max Cr Hr

Proposed Effective Term for Program Change[2]: Summer   2019

Institutional Board of Trustees' Approval Date:

Award Type: BS

☐	Name Change of Existing Program
☐	Program Restructure with or without Consolidation
☒	Program Transfer to a new academic department or unit
☐	Program Suspension
☐	Program Discontinuation
☐	Reinstatement of Previously Suspended Program
☐	Out of Service Area Delivery Program -- *Attached Signed MOU*

Program Change Type (check all that apply):

Program Change Description/Narrative
Briefly describe program change. For program discontinuance or suspension, include teach out plan.

This is part of creating and realigning departments within the College of Engineering, Applied Science & Technology so that engineering and engineering technology in particular fields sit within the same departments. This benefits students pursing those degrees in allowing options for their course and major selection. This benefits the college as engineering and engineering technology classes can be managed and utilized better between related majors.

As part of this restructure the Mechanical Engineering program will move to a new Mechanical Engineering Department.

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1 For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.
2 "Proposed Effective Term" refers to term when change to program is published. **For Suspensions and Discontinuations,** "effective term" refers to the term the program will suspend admissions.

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

Institution Submitting Request: Weber State University

Proposed Program Title: Certificate of Proficiency in Forensic Science Fundamentals

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

Sponsoring Academic Department(s) or Unit(s):   Criminal Justice

Classification of Instructional Program Code[1] :   43.0106

Min/Max Credit Hours Required of Full Program: 29   / 29

Proposed Beginning Term[2] :   Summer   2019

Institutional Board of Trustees' Approval Date:

Program Type:

	Certificate of Proficiency O Entry-level CTE CP O Mid-level CP		
☐	Certificate of Completion		
☐	Minor		
☐	Graduate Certificate		
☐	K-12 Endorsement Program		
☐	NEW Emphasis for Regent-Approved Program		
	Credit Hours for NEW Emphasis Only:		*I*
	Current Major GIP:	**6 • Digit CIP**	
	Current Program Title:		
	Current Program BOR Approval Date:		
☐	Out of Service Area Delivery Program		

Chief Academic Officer (or Designee) Signature:

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

Please type your first and last name   **Date:**

D I understand that checking this box constitutes my legal signature.

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[1] For CIP code classifications, please see http://nces.ed.govflpeds/cipcode/Default.aspx?y=55 ,

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

Utah System of Higher Education
Program Description • Abbreviated Template

Section I: The Request

Weber State University requests approval to offer the following Certificate of Proficiency: Certificate of Proficiency in Forensic Science Fundamentals effective Summer 2019. This program was approved by the institional Board of Trustees on **.**

Section II: Program Proposal/Needs Assessment

Program Description/Rationale

Present a brief program description. Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State *how the institution and the USHE benefit by offering the proposed program. Provide evidence of student interest and demand that supports potential program enrollment.*

The Certificate of Proficiency in Forensic Science Fundamentals provides a foundational basis to understand the interface between natural science and justice systems. This program is designed to augment physical, life and health science programs of study by providing theory and skills for graduates seeking employment in the governmental or commercial forensic science sector.

Program Admission and Prerequisites: There are no special admission requirements. Students entering the certificate program must have fundamental college level math and science preparation completed prior to registering for Chem 1210.
Grade Requirements: A minimum grade of "C" in all courses counted toward completion of the certificate (no "C-" grades allowed)

Credit Hour Requirements: A total of 29 credit hours is required for completion of the certificate program. CJ 1010, COMM 1020, CHEM 1210, MICR 2054, and ZOOL 1110 satisfy WSU general education requirements. A minimum of 14 credit hours in the program must be completed at Weber State University.

Advisement: All declared Forensic Science Fundamental students are assigned to the Director of Forensic Science Programs in the Department of Criminal Justice for advising. Courses should be completed in conjunction with your major program of study. Your science major adviser and the Director of Forensic Programs can assist you in planning completion of the certificate program. Questions about the program can be directed to the Director of Forensic Science Programs (Dr. Brent Horn, 801-626-8843) or the Department of Criminal Justice (801-626-6146)

Labor Market Demand

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

A major factor in proposing the new certificate program is the current state of hiring and recruitment into forensic science career positions. While popular media has driven a perception for the need of a forensic science degree, the profession continues to ask for, and prioritize hiring of, applicants with natural science background. This can be seen in the numerous job postings found on the American Academy of Forensic Sciences employment page (www.aafs.org) and from conversations with hiring managers with the Utah State Crime Lab.

There continues to be a need for skilled graduates in this area. Data acquired from O*NET Online shows a "bright outlook" for forensic science technician jobs nationally and in Utah. Forensic science technicians includes crime laboratory analysis, crime scene investigators, forensic scientists, and other titles where the employee presents data as an expert to the criminal justice system. The expected job growth of 36% in Utah and 27% nationally over the next 10 years. According to the Utah Economic Data Viewer, forensic science technicians earn an average of $47,790 statewide and $56,750 nationally. Jobs in this field typically require a minimum of a Bachelor's degree but involve moderate levels of on-the-job training.

The proposed certificate program will enhance the science degree and provide an edge to students in hiring because of the potential time reduction to the on-the-job training. DNA analysts will be the largest growth section amongst all forensic science disciplines in the coming decades. It has been the principle research funding focus for forensic sciences from National Institute of Justice because of the potential to identify persons with a high degree of certainty. Highlighting this effort is Senator Orrin Hatch's Rapid DNA Act of 2017 which will certainly create more jobs than the 2014.

Consistency with Institutional Mission/Impact on Other USHE Institutions

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at higheredutah.org|policies|policyr312/. Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higheredutah.org/policies|po/icyr315/.

The program offers training for positions as a forensic technician which is keeping with the WSU mission to offer accessible, effective, and responsive programs. The student demand for the certificate is high as is employers' need for students so trained.

Finances

What costs or savings are anticipated in implementing the proposed program? If new funds are required, indicate expected sources of funds. Describe any budgetary impact on other programs or units within the institution.

WSU has offered programs related to police science, criminalistics, crime scene investigation and forensic science since the 1970's. The proposed program adapts the curriculum currently used by the Criminal Justice concentration in Forensic Science BS program, and applies it to a certificate program of study in Forensic Science Fundamentals. As a result there are no new expenses associated with the certificate program.

Section III: Curriculum

Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to receive the award. For NEW Emphases, skip to emphases tables below.

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

Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)			
		General Education Credit Hour Sub-Total	
Required Courses			
CJ 1010		Introduction to Criminal Justice	3
CJ 1350		Introduction to Forensic Science.	3
HU 1020		Principles of Public Speaking	3
CHEM 1210		Principles of Chemistry I	5
CJ 2350		Laws of Evidence	3
CJ 3120		Professional Practice for the Forensic Expert	3
CHEM 1220		Principles of Chemistry II	5
Add Another Required Course			
		Required Course Credit Hour Sub-Total	25
Elective Courses			
		Choose one of two	4
MICR2025		Principles of Microbiology	
ZOO 1110		Principles of Zoology	
Add Another Elective Course			
		Elective Credit Hour Sub-Total	4
		Core Curriculum Credit Hour Sub-Total	29

Propose a NEW Emphasis to an existing Regent approved program

Program Curriculum Narrative

Describe any variable credits. You may also include additional curriculum information, as needed.

The Criminal Justice concentration in Forensic Science is being discontinued. There are n new course fees.

Degree Map

Freshman (Semester 1)
CJ SS 1010 3
CJ 1350 3
COMM HU 1020 3
CHEM PS 1210 5
Total Semester Credits 14

Freshman (Semester 2)
CJ 2350 3
CJ 3120 3
CHEM 1220 5
MICR 2054 or ZOOL 1110 4
Total Semester Credits 15

Institution Submitting Request: Weber State University

	Current	*NEW (if applicable)*
Program Title:	Criminal Justice concentration in Forensic Science (BS)	
Sponsoring School, College, or Division:	College of Social and Behavioral Sciences	
Sponsoring Academic Department(s) or Unit(s):	Criminal Justice	

Classification of Instruction Program Code[1]:   43.0106   6 · Digit CIP

Min/Max Credit Hours Required for Full Program: 78   / 79   Min Cr Hr   / Max Cr Hr

Proposed Effective Term for Program Change[2]:   Summer   2024

Institutional Board of Trustees' Approval Date:

Award Type: BS

☐	Name Change of Existing Program
☐	Program Restructure with or without Consolidation
☐	Program Transfer to a new academic department or unit
☐	Program Suspension
	Program Discontinuation
☐	Reinstatement of Previously Suspended Program
☐	Out of Service Area Delivery Program -- Attached Signed MOU

Program Change Type (check all that apply):

Program Change Description/Narrative
Briefly describe program change. For program discontinuance or suspension, include teach out plan.

The CJ concentration in Forensic Science is being discontinued for a series of reasons. First, the program has poor graduation rates and high program attrition. Although the number of declared majors in the concentration is healthy (averaging 48 students), only an average of 1 student per year graduates. Second, the degree is not indicative of the training. Students seeking careers in forensic biology and chemistry fields are better off having natural Sciences than a Criminal Justice degree. Third, most of the credit hours required to finish the Forensic Science concentration are in science, with only 38% of the hours housed in CJ. The student interest in forensic science can be addressed by a certificate program, which augments a student's science degree with coursework in general forensic science, the justice/science interface, evidence law, professional practice, and ethics.
TEACH-OUT PLAN: Students will be excluded from enrolling in the existing program, but for those students enrolled, the program courses will continue to be taught.

Chief Academic Officer (or Designee) Signature:

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

Madonna Miner

Date:

◆

I understand that checking this box constitutes my legal signature.

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

Institution Submitting Request: Weber State University

Proposed Program Title: Outdoor Recreation Entrepreneurship

Sponsoring School, College, or Division: College of Education and School of Business & Economics

Sponsoring Academic Department(s) or Unit(s): Health Promotion & Human Performance, Entrepreneurship

Classification of Instructional Program Code[1] : 31.0301

Min/Max Credit Hours Required of Full Program: 120 / 120

Proposed Beginning Term[2] : Fall 2019

Institutional Board of Trustees' Approval Date:

Program Type (check all that apply):

☐	(AAS)	Associate of Applied Science Degree
☐	(AA)	Associate of Arts Degree
☐	(AS)	Associate of Science Degree
☐		Specialized Associate Degree (specify award type[3]:)
☐		Other (specify award type[3]:)
☐	(BA)	Bachelor of Arts Degree
	(BS)	Bachelor of Science Degree
☐		Specialized Bachelor Degree (specify award type[3]:)
☐		Other (specify award type[3]:)
☐	(MA)	Master of Arts Degree
☐	(MS)	Master of Science Degree
☐		Specialized Master Degree (specify award type[3]:)
☐		Other (specify award type[3]:)
☐		Doctoral Degree (specify award type[3]:)
☐		K-12 School Personnel Program
☐		Out of Service Area Delivery Program

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[1] For CIP code classifications, please see http://nces.ed.govflpeds/cipcode/Default.aspx?y=55 ,
[2] "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.
[3] Please indicate award such as APE, BFA, MBA, MEd, EdD, JD

Chief Academic Officer (or Designee) Signature:

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

Please type your first and last name   Date:

D   I understand that checking this box constitutes my legal signature.

Section I: The Request

Weber State University requests approval to offer the following Baccalaureate degree(s): Outdoor Recreation Entrepreneurship effective Fall 2019. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Description

Present a complete, formal program description.

Outdoor & Community Recreation Education (OCRE) Program Description

The Outdoor & Community Recreation Education (OCRE) program at Weber State University offers students the opportunity to develop the skills, abilities, and knowledge necessary for a career in the outdoor recreation industry. The expressed goal of the OCRE program is to prepare students to effectively utilize and leverage the recreation industry to promote personal growth, health and wellness, and economic and environmental sustainability. Upon completion of the program, students may pursue front-line and leadership positions in: outdoor retail, outdoor education and/or adventure centers; guiding/outfitting companies; not-for-profit and private camps; resorts, spas and wellness centers; state and national parks; campus recreation; therapeutic programs; youth development programs; municipal parks and recreation departments; and public and private education.

Entrepreneurship Program Description

Established in 2013 with a generous gift from serial entrepreneur and alumnus Alan E. Hall, the Hall Global Entrepreneurship Center offers a wide-range of opportunities to motivate, inspire, and provide unique resources to help students achieve their dream of starting a business, and/or increase their creativity and develop an entrepreneurial mindset, which is highly sought after by today's employers. The new OCRE emphasis in Entrepreneurship, offered in conjunction with the Hall Global Entrepreneurship Center, provides students with the opportunity to learn how to launch and grow their own venture. The courses teach the skills students need to identify opportunities in the marketplace and launch their own business, even before graduation. Students develop abilities and attitudes that both enable the creation of new ventures and prove useful for reinvigorating established organizations. Upon completion of the program and the launch of a real business, each student can pitch for up to $15,000 in seed funding to aid their efforts.

The Hall Global Entrepreneurship Center awards over $200,000 in annual scholarships, seed funding and competition prizes. Eight program ambassadors are selected each year and receive scholarships to cover tuition and fees as well as a $500 book stipend. They assume responsibility for Center programming and events that gives WSU's student body a greater chance at learning and growth, including:

- Young Subaru Lecture Series

- 1 Million Cups Ogden
- High School Jumpstart Competition (business idea pitch competition for high school students)
- Opportunity Quest (executive summary competition)
- Outdoor Weber (WSU-hosted international outdoor recreation idea pitch competition)
- Wildcat Seed Fund (NEW seed fund for 2018-2019 school year)

Consistency with Institutional Mission

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at higheredutah.org/policies/policyr312/ .

Offering an Outdoor Recreation Entrepreneurship emphasis within the current baccalaureate degree in Outdoor and Community Recreation Education (OCRE) is consistent with meeting Weber State University's mission by providing an accessible, quality, and responsive academic program. These features align well with the the University Core Themes of Access, Learning, and Community. Students accepted to the university may enroll in the program which provides them with the knowledge, skills, and opportunities to enter into a workforce in an key sector for the local community and state. Courses across the core of the major are included so that the individual can gain a greater appreciation and comprehension of how to effectively develop, plan, implement, and evaluate recreation businesses and services for diverse populations. Providing the Outdoor Recreation Entrepreneurship emphasis/track is one way that WSU can develop recreation professionals as leaders within their field who will serve the region.

Section III: Needs Assessment

Program Rationale

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

Providing students the opportunity to develop their own entrepreneurial outdoor business is consistent with state-directed goals, as outdoor companies are actively recruited to move to Utah (personal communication with Tom Adams, Office of Outdoor Recreation, August 2018; Taylor Brightwell; EDCUT, August 2018). For many states in the Mountain West, outdoor recreation is seen as an 'economic powerhouse' that many communities rely on for critical employment opportunities (OIA, 2012). Americans participated in nearly 11 billion outdoor recreation outings in 2017 (Outdoor Foundation, 2018). Nearly 90% of Utahns reported that outdoor recreation is 'very important' to them (Shumway, 2014). With recent efforts made by the state, such as establishing an Office of Outdoor Recreation, engaging in long-term Recreation Planning (e.g., Envision Utah, Mountain Accord), hosting major outdoor events (e.g., Winter Olympics, Outdoor Retailer), pursuing strategic domestic and international marketing of the natural resources (e.g., The 'Mighty 5' National Parks Campaign), tourism (e.g., ski industry, mountain biking), and recreational opportunities (e.g.,municipal parks and recreation, open spaces, trails) in the state, the recreation field shows no signs of slowing down and clearly plays a critical role in Utah's economy and culture. Given the significant role that recreation services play in the individual, social, economic, and environmental health of Utah's communities, it is important that WSU move to train its students, who are primarily from northern Utah, to enter into a job market that affects local communities on multiple levels. Moreover, WSU should leverage its proximity to the outdoors and the significant growth in the recreation industry to prepare students to enter a workforce central to the state's culture and economy.

Labor Market Demand

With over 7.6 million jobs in the United States, the field of recreation is increasingly recognized as essential to the social, physical, economic, and environmental vitality of communities (OIA, 2018). Nowhere is this more evident than in the state of Utah. In Utah alone there are 110,000 direct jobs tied to the outdoor recreation industry with nearly 4 billion dollars in salaries and wages, and this does not include jobs within the broader fields of recreation and tourism (OIA, 2014). By some estimates, employment within recreation is projected to grow by 14% from 2012-2022 (Bureau of Labor Statistics, 2012). In the state of Utah, the industry generates $12.3 billion dollars in consumer spending and $737 million in state and local taxes (OIA, 2018). These numbers also suggest the sustainability of the workforce over time.

By comparison, there is just over 28,000 licensed teachers in the public schools in Utah (Utah State Board of Education, 2017). While this figure does not include all types of educators in the state, it is a useful comparison to demonstrate the stronghold that the outdoor recreation has in the state compared to other critical jobs. Impressively, the outdoor recreation industry hires more employees than education, transportation, construction, information, and oil and gas industries (OIA, 2014b; see https://outdoorindustry.org/ research-tools/outdoor-recreation-economy/). Between 2010-2014, employment within the leisure and hospitality industries showed over 15% growth in Utah (Utah Economic Council, 2014; see http://business.utah.gov/ wp-content/uploads/2014UtahEconomicOutlook.pdf). Employment in these industries is not just supported by visitors, but also by the nearly 82% of Utahns who participate in outdoor recreation. Such high rates of participation further signify the central role the outdoors play in our communities (OIA, 2014a).

Weber State University is uniquely located in one of the major hubs for the outdoor recreation field. **Within Ogden City there are nearly 11,000 jobs directly related to the outdoor industry. This makes up over 10% of the job market in the state.** Ogden is ideally situated near 3 ski resorts, two rivers, 230 miles of trails for hiking and biking, and over 150,000 acres of National Forest Land. Ogden is home to nationally recognized outdoor recreation events including Xterra National Championships, Tour of Utah, the Fat Bike Summit, and the Ogden Marathon. In 2012, these types of events brought in over 85,000 participants and spectators and had a significant economic impact in the Ogden community.

According to the SBA, there are 277,140 small businesses in Utah representing 99.3% of all Utah companies. Small businesses in the state employ 557,794 individuals, accounting for 46.3% of its private workforce. Of all Utah small businesses, there are 24,406 minority-owned businesses. (SBA, 2018)

Even more significant, the SBA reports there are 30.2 million small businesses in the United States, accounting for 99.9% of all businesses. Nearly 60 million individuals are employed by small business accounting for 47.5% of all employees in the United States. Of all small businesses, eight million are minority-owned. In 2016, 5.7 million loans under $100,000 valued at $82.6 billion were issued by lending institutions. Additionally, the SBA reports only 50% of businesses survive five years. When small businesses account for up to 64% of all net new private-sector jobs and 99.7% of employer firms in the U.S., their success has a significant

impact on the economy. Access to sufficient training and capital are crucial to the success of new ventures and the overall health of our economy.

Additionally, recruiters are increasingly asking for graduates with an "entrepreneurial mindset." Companies owned by or employed entrepreneurship grads report greater than five times sales and employment growth than non-entrepreneurship grads. Entrepreneurship grads working for late firms earned $23,500 more per year than other biz school grads. Graduates of entrepreneurship programs accumulated 62% more in personal assets after graduation than non-entrepreneurship grads. Mean income for entrepreneurs are almost 50% greater than for "employees." (Kauffman, 2004)

Student Demand

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

The Entrepreneurship minor on campus (which is incorporated in the new emphasis) has been popular and we expect similar interest in the Entrepreneurship emphasis as students learn more about it. Our confidence in the student demand in further justified by the Recreation programs at academic institutions across the state which show strong enrollment numbers of students majoring (where applicable) in recreation-related fields. Finally, given the data presented in the labor market section and the strong demand of recreation-related programs at other institutions, there is substantive evidence supporting the viability of offering an emphasis in Outdoor Recreation Entrepreneurship at Weber State University.

Similar Programs

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

Each public and private higher education institution in Utah offers some type of degree in recreation. The emphasis being proposed, however, is the only BS degree with an emphasis in Outdoor Recreation Entrepreneurship. In addition, given the job market in Ogden, and the state in general, substantial opportunity exists for local job placement for students graduating from Weber State University. As evidenced by the number of majors at other USHE institutions, recreation is clearly a strong major, and offering the proposed emphasis at Weber State University will serve to fill a niche in Northern Utah.

- Brigham Young University: B.S. Recreation Management (381 Majors)

- Dixie State University: BIS Recreation Management (#'s Unavailable)

- Snow College: 1 yr Certificate, A.S. Outdoor Leadership and Entrepreneurship (25)

- Southern Utah University: Minor, B.S., Outdoor Recreation in Parks and Tourism (53 majors)

- University of Utah: Minor, B.S., M.S., Ph.D., Parks, Recreation & Tourism (252 majors; 15 minors).

- Utah State University: B.S., M.S., Recreation Resource Management (i.e., natural resource management) (54 majors); Community Recreation (50 Majors); Outdoor Product Development and Design (200 Majors).

- Utah Valley University: Minor, Integrated studies, A.A./A.S., B.A., B.S. Outdoor Recreation Management

(89 majors; 10 minors)

- Westminster College: Minor Outdoor Education and Leadership (34 minors)

- Weber State University (currently): 53 OCRE Majors; 8 Minors; 14 Bachelor of Integrated Studies; Entrepreneurship Minor: 40 minors

Collaboration with and Impact on Other USHE Institutions

Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higheredutah.orglpolicies/policyr315!. Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.

Due to WSU's tendency to draw students in its three county catchment area, the proposed program is not expected to adversely impact other USHE institutions. In addition, the program is the first BS in Outdoor Recreation Entrepreneurship in the state--thus providing a unique option different from other USHE institutions in the area. Despite being a local and unique program, WSU will be able to take advantage of state and regional conferences (i.e., Utah Recreation and Parks Association, Student Outdoor Leadership Conference) and community events for significant collaborative, networking, and partnering opportunities (in research and course offerings) with other USHE Recreation programs. Other out-of-state institutions have created recreation courses offered by multiple institutions that culminate in a consortium that brings students together across programs in a unique learning environment. Significant opportunity for the same exists here in Utah.

External Review and Accreditation

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

The proposed emphasis was created as an interdisciplinary and collaborative effort between the OGRE and Entrepreneurship faculty at WSU. Outside consultants were not directly involved, although numerous discussions were had with outdoor industry experts on the need for and the importance of training recreation professionals with the business knowledge and skills associated with the OGRE and ENTR coursework proposed in this application.

Section IV: Program Details

Graduation Standards and Number of Credits

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

The Outdoor and Community Recreation Education major with an emphasis in Outdoor Recreation Entrepreneurship consists of 120 credit hours. The number of credit hours is consistent with other Bachelor of Science programs in the department and the university. Students are required to have a GPA of 2.75 or higher in all courses required for the major and an overall GPA of 2.00 or better.

Admission Requirements

List admission requirements specific to the proposed program.

There are no specific admission requirements for the proposed program.

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

Section V: Institution, Faculty, and Staff Support

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

The administrative structures are already in place to support this degree. The Department of Health Promotion and Human Performance (HPHP) currently has one full-time academic advisor and internship coordinator for all of the HPHP programs. These full time staff members currently advise students enrolled in the Outdoor & Community Recreation Education major and are also involved in supervising the internships for students within the degree. As the HPHP department is an interdisciplinary department that consists of four different programs that offer a total of four Bachelor's degrees and 6 minors. The addition of another emphasis in the OCRE major is not expected to significantly affect the delivery of other undergraduate programs within the department or university. The proposed course requirements for the major is 120 credits. The recommended path to graduation encourages students to first complete all the general education courses (See Appendix A: Grad MAP), prior to starting courses in the major. This should further support students successfully completing their general education or associates degree and not disrupt students pursuing other degrees or taking lower-division courses.

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

The OCRE program consists of two full-time tenure-track faculty and one full-time lecturer. The faculty within OCRE have diverse areas of expertise that enables all of the faculty to teach the core and required OCRE courses within this proposed emphasis. As such, it is not anticipated that additional faculty will be needed to offer this emphasis.

Brandon Stoddard joined the Weber State University faculty in March 2017 and currently serves as the director of the Hall Global Entrepreneurship Center in the Goddard School of Business & Economics. He also maintains a seat on the Board of Trustees for the UtahCDC and is a partner in multiple new ventures. Prior to joining the Goddard School, Stoddard was employed with the Small Business Development Center (SBDC) at Weber State University. He has held various roles in both the private and public sectors assisting entrepreneurs and helping organizations grow including VentureCapital.org (formerly Wayne Brown Institute), Utah Science Technology and Research Initiative (USTAR), Governor's Office of Economic Development, and Department of Radiology at University of Utah Healthcare.

Stoddard holds an MS in Positive Organizational Development and Change from Case Western Reserve University and a BS in Mass Communications and Business from the University of Utah.

The proposed emphasis consists of approximately 19 courses (11 classes from OCRE, 5 classes from the Entrepreneurship Minor and three others from three different departments). Ten of the 11 OCRE courses are part of the shared OCRE required core that already exists and that all OCRE majors are required to take. The proposed emphasis (i.e. Outdoor Recreation Entrepreneurship) includes the 5 courses from the Entrepreneurship Minor and one additional OCRE course. Since the courses will be taught on a rotating basis (i.e., courses taught once a year, every other year) and anticipated enrollment can be accommodated by teaching one section of a course in the same semester, the required courses can be taught by the faculty within their current teaching loads. In addition, all advising will done by the HPHP Academic Advisor. Should additional course sections be required to ensure timely degree completion, there is funding within the college to hire adjuncts, which have been used in the past.

Staff

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

Currently the OCRE program has one full-time staff member who serves as the Recreation Manager. The Recreation Manager is responsible for managing the Weber Rocks Climbing Wall, teaching five activity courses each semester, and providing instructional support for all field-based courses within the OCRE program. The administrative assistant and advising staff within the HPHP department are shared among the programs. There is no additional staff requirement expected.

Student Advisement

Describe how students in the proposed program will be advised.

All students will continue to utilize the Health Promotion and Human Performance academic advisor. The HPHP academic advisor plays an important role in working with students to ensure successful progression through an academic program to graduation. In addition to the HPHP academic advisor, the HPHP department also utilizes a full-time staff person to coordinate student internships.

Library and Information Resources

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

The library currently has nearly 300 texts related to recreation. In addition, Weber State University's subscription to multiple journals and databases provide students access to key resources needed for the major. While it is anticipated that the library will need to acquire various textbooks related to new course offerings, these texts would be a relatively minor expenditure.

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

Section VI: Program Evaluation

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

The Outdoor and Community Recreation Education program has the following learning goals for students:

1. Students will understand the theoretical and conceptual underpinnings that drive recreation services (theories, ethics, values, laws, participant assessment, ecological literacy, program development, etc.). Students will be assessed primarily through quizzes, exams, presentations, class discussions, and practical experiences.
2. Students will understand and develop effective interpersonal skills needed in a variety of recreation settings. These skills include self-awareness, leadership, communication, and participant assessment. Evaluation of goal achievement will be done through students completing self-assessments, exams, presentations, personal philosophy papers, and practical experiences.
3. Students will be able to demonstrate technical proficiency and effective risk management in recreation activities (indoor and outdoor). Students will be assessed through competency checklists that adhere to industry standards of proficiency.
4. Students will analyze and evaluate management and administrative practices needed within a range of recreation contexts (municipal, outdoor programs, summer camps, resorts, commercial outfitters, etc.). Students will engage in various service learning opportunities to work with local recreation service providers to understand their administrative and management practices. Through this process students will engage in semester-long projects that demonstrate the ability to analyze and evaluate best practices within the recreation field.

The Entrepreneurship track has the following learning goals for students:

• Understand the entrepreneurial process and develop an "entrepreneurial mindset" (assessment is based on class experiential projects, quizzes and presentations)
• Analyze ideas and test them with customers to identify which have the potential to develop into successful businesses (assessment will be through course - embedded experiential projects)
• Prepare applications for entrepreneurial funding (assessment will be through course-embedded experiential projects and through funding success of student startups)

- Experience starting and growing a real business (assessment will be through tracking key
- business metrics for startups, including growth in customer base, cash flow adequacy, and
- revenue stream growth)

It is anticipated with the completion of entrepreneurial courses, students actually start a business, or understand how to be intrapreneurial in an organization. Thus, the ultimate test of student learning will be related to ideation and problems solving as well as startup experience. Whereas most small businesses fail, student learning will be assessed based on their ability to execute the entrepreneurial process, to fail quickly if the business model is to fail, and to identify the reasons for such failures and then follow a successful pattern that ultimately leads to success. Specifically, students completing this minor will be able to demonstrate the following:

- Outline the key aspects of the entrepreneurial process
- Undertake appropriate research with customers to trial and test potential business ideas
- To engage effectively with business development partners, potential funders, suppliers and customers
- Identify appropriate funding vehicles for entrepreneurial funding
- Develop coherent, quality funding applications
- Apply fundamental entrepreneurial business knowledge to develop a new start-up
- To use systematic and robust strategies to make well informed decisions concerning the viability of potential business ideas and/or business start-up, including the decision to not proceed

Student Standards of Performance

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

The HPHP department requires all faculty to purposefully link course goals and objectives to assessment. In addition, the ORCE program is well-versed in tracking those outcomes. In the last three years, the OCRE program has moved to making clear connections between programmatic and course-specific outcomes and linking those outcomes. Listed below are the standards, expected outcomes, and assessments that illustrate an intentional link between the formative and summative assessments to expected competencies. Each of these competencies is consistent with standards identified in the outdoor industry (Harrison and Erpleding, 2014) and the American Academy for Park and Recreation Administration (2010) learning outcomes for undergraduate students.

Standard 1: Students will understand the theoretical, conceptual, and applied underpinnings that drive recreation services.

Expected outcome: Understand the historical, philosophical, and theoretical foundations of recreation services.

Expected outcome: Identify and analyze contemporary professional issues and the trends impacting community and outdoor recreation.

Expected outcome: Utilize experiential learning and recreation theories and field techniques in designing, facilitating, and evaluating programs for diverse groups.

Assessments: In-Class discussions; Quizzes; Exams, presentations, trends analysis; Individual & group activity facilitation; Program Plan & Facilitation; Reflection & Critical Analysis papers; Internship.

Standard 2 Students will understand and develop effective interpersonal skills needed in a variety of recreation settings.

Expected outcome: Assess elements of personal style, prejudices, projections, and habits of mind that both shape and impede opportunities for professional and personal growth.

Expected outcome: Analyze and evaluate theories of group development; Facilitate activities to produce desired group dynamics.

Expected outcome: Articulate a personal philosophy of recreation that will define how the student plans to practice community and outdoor recreation education.

Assessments: Community Diversity Assessment; Personal Environmental Ethics paper; Code of Ethics paper; Reflection & Critical Analysis papers; Exams, Quizzes, In-class discussion; Exams; Quizzes; Recreation activity plans; Group Facilitation assessment; Internship; Philosophy of Recreation Leadership paper.

Standard 3: Students will be able to demonstrate technical proficiency and effective risk management in recreation activities (indoor and outdoor).

Expected outcome: Develop, practice, and demonstrate technical and teaching skills in a variety of outdoor pursuits.

Expected outcome: Demonstrate the principles and practices of safety, emergency, and risk management necessary in order to conduct effective and ethical community and outdoor recreation programs.

Assessments: Skills competency checklist; Activity teaching presentation; Trip plan development; Practicum; Internship; Individual assessments in the field; Risk Management Plan; Risk Identification outline; Program Plan designs and implementations.

Standard 4: Students will analyze and evaluate management and administrative practices needed within a range of recreation contexts.

Expected outcome: Apply local, state, and federal legislation, regulations, and standards to community and outdoor recreation programs.

Expected outcome: Investigate essential administrative functions necessary to conduct effective and ethical recreation programs.

Assessments: Laws, regulations, and standards papers and presentations; Quizzes; In-class discussion; Exams; policy and procedures manual development. Grant proposals; Administrator's Handbook; Site Visit & Interview assignment; Internships.

Appendix A: Program Curriculum

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

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

		Course Number	NEW Course	Course Title	Credit Hours
		General Education Courses (list specific courses if recommended for this program on Degree Map)			
				General Education Credit Hour Sub-Total	
		Required Courses			
+ X –		OGRE 2500		Introduction to Outdoor Pursuits	4
+ X –		OGRE 2890		Cooperative Work Experience I	2
+ X –		OGRE 3050		Recreaiton and Leisure in Society	3
+ –		OGRE 3100		Recreation Leadership and Group Facilitation	3
+ –		OGRE 3300		Inclusive and Adaptive Recreation	3
+ –		OGRE 3320		Adventure Programming	3
+ –		OGRE 3520		Risk Management and Legal Issues in Recreation Services	3
+ –		OGRE 3600		Administration and Management of Outdoor and Community II	3
+ –		OCRE4300		Trends and Ethical Issues in Recreation Services	3
+ –		OCRE4890		Cooperative Work Experience 11	6
+ –		ESS 3600		Measurement and Statistics in Exercise Science	3
+ –		WEB 2200		Digital Publishing	3
+ –		PS 3203		Customer Service Techniques	3
				Required Course Credit Hour Sub-Total	42
		Elective Courses			
+ X –					
+ –					
+ –					
+ –					
+ –					
+ –					
+ X –					
+ X –					
+ X –					
+ X –					
				Elective Credit Hour Sub-Total	
				Core Curriculum Credit Hour Sub-Total	42

!Can students complete this degree without emphases?   Yes or   No

	Course Number	NEW Course	Course Title	Credit Hours
	Name of Emphasis:		Outdoor Entrepreneurship	
+ −	BSAD1010 or ACT(a		Introduction to Business or Survey of Accounting I	3
+ −	ENTR 1002		Introduction to Entrepreneurship	3
+ −	ENTR 1004		Entrepreneurial Finance: Bootstrapping, Accounting and Survival II	3
+ −	ENTR 2001		Sales and Marketing: Scaling a Successful Business Model	3
+ −	ENTR 3002 or 4680		Commercial Recreation, or Starting the Business or Small Busines511	3
+ −	OCRE 3400 or PS 41		OCRE 3400: Outdoor Products and Retailing or PS 2703 Internet 11	3
+ −				
+ −				
+ −				
+ −				
			Emphasis Credit Hour Sub-Total	18
			Total Number of Credits to Complete Program	60
			Remove this emphasis	

Program Curriculum Narrative

Describe any variable credits. You may also include additional curriculum information.

Degree Map

Please cut-and-paste the degree map or manually enter the degree map in the table below.

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
ENGL 2010 Intermediate College Writing (EN)	3	GEOG 1000 Natural Environments of the WorliJ	3
POLS 1100 American National Government (fECJ	3	GEOG 1001 Natural Environments Field StudiECJ	1
COMM 1020 Public Speaking (recommended !a	3	ECON 1100 Environmental Issues and Econorg	3
NTM 1700 course or NTM 1501, 1502 & 1503 a	3	CHF 1500 Human Development (recommendeel	3
MATH 1030(3) or 1040(3) or 1050(4) or 1080(5	3	Creative Arts course (CA)	3
REC/PE 1000 (approved activity course)	1	LIBS 1704 course or NTM 1504 exam (CIL D)	1
Total	16	Total	14
Second Year Fall	**Cr. Hr.**	**Second Year Spring**	**Cr. Hr.**
GEO 1060 Environmental Geosciences or GE(ii	3	ENTR 1004:Entrepreneurial Finance: Bootstraa	3
REC/PE 1000 (approved activity course)	1	BTNY 1403 Environment Appreciation (recomrg	3
Elective	3	OCRE 2500: Introduction to Outdoor Pursuits	4
ENTR 1002:Introduction to Entrepreneurship	3	BSAD 1010 or ACTG 2010: Introduction to B u ◊	3
WEB 2200: Digital Publishing	3	Dv* Credit	3
General Electives	3		
Total	16	Total	16
Third Year Fall	**Cr. Hr.**	**Third Year Spring**	**Cr. Hr.**
OCRE 3050 Introduction to Recreation and Leig	3	OCRE 3100:Facilitation ofRecreation Experierg	3
OCRE 3300 Inclusive and Adaptive Recreation	3	OCRE 3320 Adventure Programming	3
OCRE 2890 Cooperative Work Experience I	2	OCRE 3520 Recreation Legal Liability and RisId	3
PS 3203 Customer Service Techniques	3	ENGL 3520 Literature of the Natural World (recg	3
General Electives	3	Elective for BS reequirement	3
Total	14	Total	15
Fourth Year Fall	**Cr. Hr.**	**Fourth Year Spring**	**Cr. Hr.**
OCRE 3600 Administration and Management ◁DI	3	OCRE 3400: Outdoor Products and Retailing oCJ	3
ESS 3600 Measurement for Evaluation and Reg	3	OCRE 4300 Trends and Ethical Issues in Recra	6
ENTR 2001: Sales and Marketing: Scaling a sa	3	OCRE 4890 Cooperative Work Experience II	3
SOC 3300 Environment and Society	3	ENTR 3002 or 4680: Starting the Business or ◊	3
Elective	2		
Total	14	Total	15

Appendix C: Current and New Faculty/ Staff Information

Part I Department Faculty/ Staff

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

	# Tenured	#Tenure-Track	#Non-Tenure Track
Faculty: Full Time with Doctorate	0	2	
Faculty: Part Time with Doctorate	0		
Faculty: Full Time with Masters			1
Faculty: Part Time with Masters	0		
Faculty: Full Time with Baccalaureate	0	1	
Faculty: Part Time with Baccalaureate	0		
Teaching/ Graduate Assistants	1 //// V//		
Staff: Full Time			2
Staff: Part Time			1

Part II. Proposed Program Faculty Profiles

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

	First Name	Last Name	Tenure (T) / Tenure Track (TT) /Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If 'Other,' describe
Full Time Faculty							
	Cass	Morgan	TT	Ph.D	University of Utah	33%	
	T	Lewis	TT	Ph.D	University of Minnesota	33%	
	Jonathan	Griffith	Other	BS, M S (I	University of Maine	1%	Lecturer
	Brandon	Stoddard	Other	MS	Case Western Reserve University	33%	Director
Part Time Faculty							
			1	JD			
			1	MS in Pot			
			1	BS, Techi			

Part III: New Faculty/ Staff Projections for Proposed Program

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

	# Tenured	#Tenure-Track	#Non-Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate					
Faculty: Part Time with Doctorate					
Faculty: Full Time with Masters					
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					
Teaching/ Graduate Assistants	V //h1 ////j'				
Staff: Full Time					
Staff: Part Time					

Appendix D: Projected Program Participation and Finance

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

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year2	Year3	Year4	Years
Student Data						
# of Majors in Department		25	53	61	66	71
# of Majors in Proposed Program(s)	*1 ///////*	8	12	16	20	25
# of Graduates from Department		5	8	10	13	14
# Graduates in New Program(s)	*V///////*	0	2	3	5	7

Department Financial Data				
		Department Budget		
	Year Preceding Implementation (Base Budget)	Year 1	Year2	Year3
Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections.•		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)
EXPENSES - nature of additional costs required for proposed program(s)				
List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.				
Personnel (Faculty & Staff Salary & Benefits)	$1,505,929			
Operating Expenses (equipment, travel, resources)	$53,769			
Other:				
TOTAL PROGRAM EXPENSES	*1 ////////*	$0	$0	$0
TOTAL EXPENSES	$1,559,698	$1,559,698	$1,559,698	$1,559,698
FUNDING - source of funding to cover additional costs generated by proposed program(s)				
Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2				
Internal Reallocation				
Appropriation	$1,541,698			
Special Legislative Appropriation				
Grants and Contracts				
Special Fees	$18,000			
Tuition				
Differential Tuition (requires Regents approval)				
PROPOSED PROGRAM FUNDING	*V/////,,,-:.*	$0	$0	$0
TOTAL DEPARTMENT FUNDING	$1,559,698	$1,559,698	$1,559,698	$1,559,698
Difference				
Funding - Expense	$0	$0	$0	$0

Part II: Expense explanation

Expense Narrative
Describe expenses associated with the proposed program.
It is expected that expenses associated with the proposed program can be absorbed within the current department budget.

Part III: Describe funding sources

Revenue Narrative 1
Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.
Funds will be reallocated within the department as needed to support all programs.

Revenue Narrative 2
Describe new funding sources and plans to acquire the funds.
N/A

Utah System of Higher Education
Notification of Changes to Existing Academic Program

Institution Submitting Request: Weber State University

	Current	*NEW (if applicable)*
Program Title:	Master of Education in Curriculum and Instruction	Master of Education: Emphasis in Curriculum and Instruction
Sponsoring School, College, or Division:	College of Education	College of Education
Sponsoring Academic Department(s) or Unit(s):	Teacher Education	Teacher Education
Classification of Instruction Program Code[1]:	13.1202	13.1202
Min/Max Credit Hours Required for Full Program:	36 / 36	36 / 36
Proposed Effective Term for Program Change[2]:	Fall 2019	

Institutional Board of Trustees' Approval Date:

Award Type: Other Master Degree   MEd

☒	Name Change of Existing Program
☐	Program Restructure with or without Consolidation
☐	Program Transfer to a new academic department or unit
☐	Program Suspension
☐	Program Discontinuation
☐	Reinstatement of Previously Suspended Program
☐	Out of Service Area Delivery Program -- *Attached Signed MOU*

Program Change Type (check all that apply):

Program Change Description/Narrative
Briefly describe program change. For program discontinuance or suspension, include teach out plan.

The Master of Education degree (M.Ed.) at Weber State University is a professional program intended to support educators in schools, business, industry, and higher education through advancing the theoretical and practical applications of teaching and leadership. There are multiple emphases from which candidates choose to best fit their needs: Curriculum and Instruction, Educational Leadership, Higher Education Leadership, and Family Life Education. Courses within the emphases are aligned to state and national professional standards, and may lead to advanced licensure. This name change clarifies Curriculum and Instruction as one of the emphasis areas in the Master of Education.

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

Madonne Miner

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1 For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.
2 "Proposed Effective Term" refers to term when change to program is published. **For Suspensions and Discontinuations,** "effective term" refers to the term the program will suspend admissions.

Date:

☐

I understand that checking this box constitutes my legal signature.

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

Institution Submitting Request: Weber State University

Proposed Program Title: Master of Education: Educational Leadership Emphasis

Sponsoring School, College, or Division: Jerry and Vickie Moyes College of Education

Sponsoring Academic Department(s) or Unit(s): Teacher Education

Classification of Instructional Program Code[1] : 13.0401

Min/Max Credit Hours Required of Full Program: 36 / 36

Proposed Beginning Term[2] : Fall 2019

Institutional Board of Trustees' Approval Date:

Program Type (check all that apply):

☐	(AAS)	Associate of Applied Science Degree
☐	(AA)	Associate of Arts Degree
☐	(AS)	Associate of Science Degree
☐		Specialized Associate Degree (specify award type[3] :)
☐		Other (specify award type[3] :)
☐	(BA)	Bachelor of Arts Degree
☐	(BS)	Bachelor of Science Degree
☐		Specialized Bachelor Degree (specify award type[3] :)
☐		Other (specify award type[3] :)
☐	(MA)	Master of Arts Degree
☐	(MS)	Master of Science Degree
		Specialized Master Degree (specify award type[3] : MEd)
☐		Other (specify award type[3] :)
☐		Doctoral Degree (specify award type[3] :)
☐		K-12 School Personnel Program
☐		Out of Service Area Delivery Program

Chief Academic Officer (or Designee) Signature:

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

Madonna Miner _____   Date:

☐ I understand that checking this box constitutes my legal signature.

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[1] For CIP code classifications, please see http://nces.ed.govflpeds/cipcode/Default.aspx?y=55 ,
[2] "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.
[3] Please indicate award such as APE, BFA, MBA, MEd, EdD, JD

Utah System of Higher Education
Program Description - Full Template

Section I: The Request

Weber State University requests approval to offer the following Master's degree(s): Master of Education: Educational Leadership Emphasis effective Fall 2019. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Description

Present a complete, formal program description.

The Master of Education degree (M.Ed.) at Weber State University is a professional program intended to support educators in schools, business, industry, and higher education through advancing the theoretical and practical applications of teaching and leadership. There are multiple emphases from which candidates choose to best fit their needs: Curriculum and Instruction, Educational Leadership, Higher Education Leadership, and Family Life Education. Courses within the emphases are aligned to state and national professional standards, and may lead to advanced licensure. The Educational Leadership emphasis is designed for candidates seeking administrative positions in P-12 schools and is focused on the Utah Educational Leadership Standards. After completion of an intensive administrative internship, candidates will be eligible to be recommended to the Utah State Board of Education for an administrative/supervisory license.

Consistency with Institutional Mission

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at higheredutah.org/policies/policyr312/ .

Consistent with the mission of Weber State University, this master's level program will prepare graduate students to fill regional workforce demands, as well as provide professional development to support career advancement and stability. The structure of the M.Ed. with emphases helps maintain a limited number of master's level programs at WSU while efficiently utilizing the resources already in place in the department. As has been the case in the current MEd program, we expect most students to come from Davis, Weber, and Morgan county, the counties designated for WSU.

Section III: Needs Assessment

Program Rationale

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

Over a period of years, we have considered expanding the Master of Education program to better serve the needs of local school districts. In examining our current program and considering the resources available to us, we began exploring options for additional emphases within the Master of Education program. In consultation with local school district leaders, campus administrators, and colleagues from the Child and Family Studies department, we determined that it was viable to expand the Master of Education program and define multiple emphases within the program. This newly reorganized program would benefit Weber State by increasing utilization of available capacity in the M.Ed. program. We would increase enrollment by capturing local candidates who may otherwise seek such a program outside our service area. The M.Ed. program currently has capacity for growth without needing additional resources.

There is an ever-present need for educational leaders in local schools and districts. These positions require a license in Administration/supervision and a masters degree. Educators in the counties served by Weber State University (i.e., Weber, Morgan, and Davis) have not had a local option for obtaining this

credential, but rather travel to Utah State University, Utah, or take online courses from Southern Utah University or a private option.

Labor Market Demand

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

Education Value: Master's degree
Occupation Title: Education Administrators, Elementary and Secondary School
Star Rating: 5
Inexperienced Annual Wage: $65,290
Median Annual Wage: $88,250
Annual Total Openings: 204
--Taken from the Utah Department of Workforce Services (jobs.utah.gov)

Student Demand

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

For a number of years, the M.Ed. office has fielded a handful of calls per week requesting information about an educational leadership program. Unfortunately, we have had to direct these potential students to other institutions. To quantify the student demand for such a program in this area, an online survey was conducted inviting current undergraduate students and recent graduates to report their interest in a Master of Education Program with an Emphasis in Educational Leadership. Of the 60 respondents, 51 expressed a desire to pursue a degree beyond the Bachelor's level, and 41 of those students expressed an interest in earning a Master of Education Degree with an Emphasis in Educational Leadership. Of those 41 respondents, 18 selected that they would be extremely likely to pursue this MED degree within the next 5 years, and 17 selected that they would be somewhat likely to pursue the degree program within the next 5 years.

Similar Programs

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

Each USHE institution that offers an M.Ed. program currently has an educational leadership major or emphasis with the exception of Weber State University. Thus those in our designated service area have sought this degree at a university that is not near them. Some in our service area has opted for online programs offered by non-USHE institutions. This program would enable us to offer this needed program for those students in our region.

Collaboration with and Impact on Other USHE Institutions

Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higheredutah.org/policies/policyr315/ . Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.

Until now, those in the designated service area of WSU (Weber, Morgan, and Davis counties) who were interested in gaining a graduate degree in educational leadership completed programs at USU, University of Utah, UVU, SUU, or a non-USHE institution. The Weber State University program will be hybrid, including use of IVC, however this is not intended to impose on the programs outside designated service area.

External Review and Accreditation

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

Local school administrators reviewed ideas for development of the educational leadership emphasis and assisted in developing syllabi for new courses. Included in the advisory committee, their role and the tasks they completed were
Jane Ann Kammeyer, Weber School District administrator (retired). Program and syllabus development
Jeanne Cameron, Ogden School District administrator. Program development
Larry Hadley,Weber School District Human Resources director. Program development
Allison Riddle, Davis School District administrator. Program and syllabus development.

Accreditation will be sought from Association for Advancing Quality in Educator Preparation (AAQEP) and will be in conjunction with the undergraduate teacher preparation program accreditation. There will not be additional costs.

Section IV: Program Details

Graduation Standards and Number of Credits

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

The 36-hour program of study consists of 12 credit hours of foundation courses and 24 credit hours of professional core specific to educational leadership, including an intensive internship (total number of hours determined by Utah State Board Rule) in the K-12 setting. Students must maintain a 3.0 cumulative grade point average. Students must earn at least a B- in all foundation classes. Coursework in which Ds, Es, or UWs are earned is unacceptable and could result in removal from the program if the problem persists.

Admission Requirements

List admission requirements specific to the proposed program.

The MEd program is selective with a limited number of openings available for qualified students.
Admission deadlines are January 15 for Summer Semester, May 15 for Fall Semester.
The following items are required:
1. Admission to Weber State University and application for the MEd Program.
2. Payment of the MEd program application fee.
3. Verification of a bachelor's degree from an accredited institution based on official transcripts from all institutions attended.
4. Cumulative GPA of 3.25 or 3.25 on most recent 60 semester hours;
Note. If GPA is between 3.0 and 3.25, student must take the GRE (152 verbal min and 145 quantitative min) or MAT (400 min)
5. Writing sample score with a minimum of 4 out of 6;
6. Clear a USOE fingerprint background check;
7. Hold a Level 2 or 3 Utah educator license;
8. Be deemed effective or higher by an evaluation system meeting the standards of R277-531; or the LEA's equivalent on the applicant's most recent evaluation;
9. Have a recommendation from immediate administrative supervisor; or an LEA-level administrator with knowledge regarding the individual's potential as an education leader; and
10. Pass an interview conducted by the program to measure the potential of the individual as an education leader (with a score of 4 out of 6).

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

Section V: Institution, Faculty, and Staff Support

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

The Master of Education program will continue to be housed within the Teacher Education Department. The current administrative structure with an M.Ed. director (4 credit load release) and full time administrative assistant is sufficient for the proposed program with the projected enrollment. If enrollment were to grow significantly beyond projections, additional load release (2 credit hours) might be warranted. This new program is taking advantage of gaps in current capacity and enabling more efficient use of resources, including space and faculty. All courses will be hybrid or online so the same classroom can be used for multiple courses at the same time. Additionally, some courses are projected to be taught from the Farmington Station campus which will provide additional classroom space availability in the McKay education building. The use of the Farmington Station campus will allow for greater accessibility for students living in southern Davis county and raise the profile of WSU's presence in Farmington.

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

The Teacher Education Department, an integrated department consisting of elementary, secondary, and special educators, has the necessary expertise to teach the courses in this program. For some courses where specific practical expertise is needed, adjunct instructors will be sought from local school districts. WSU Teacher Education Department is prepared to implement this emphasis immediately without additional resources, faculty, or staff as total course offerings per semester will change only slightly. Resources, faculty, and staff needs may need to be reevaluated if the number of students increases beyond 15 admissions per year.

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

Currently, the Master of Education has one full-time staff member who serves as the Administrative Assistant. This assistant is responsible for M.Ed. office management and as the initial contact for advising students. At this time, no additional staff requirement is expected. However, as the program grows, this position may move into a hybrid position of administrative assistant/adviser.

Student Advisement
Describe how students in the proposed program will be advised.

All M.Ed. students will continue to be advised initially by the administrative assistant through information sessions and then the M.Ed. program director. Part way through the program, students will select an M.Ed committee chair who will provide additional advising.

Library and Information Resources

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

Current library resources will be sufficient to support the MED program and emphases. These resources include the use of EBSCO, including, the three databases Education Full Text, Professional Development Collection, and Teacher Reference Center. They also include print and online books. A letter of support from the librarian is available upon request.

Projected Enrollment and Finance

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

Section VI: Program Evaluation

Program Assessment

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

 By the end of their study at WSU, students in the M.Ed. program will:
• Critically analyze key theories, issues, trends, and/or concepts affecting the education/family system.
• Design and/or implement research or evaluation related to current issues.
• Model professional-level writing skills in academic and non-academic settings.
• Create and/or defend an evidence-based argument regarding effective models within education contexts.

Selected assignments will be designated for data collection using the criteria shown in the student standards of performance. The criteria will be provided in rubrics within Canvas and can be used to supplement the specific criteria defined by the faculty for the course assignment.

Student Standards of Performance

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

Measures for Assessing Learning Outcomes
Students' work will be evaluated on all of the following measures using a scale of 0-2 where 0=does not meet the expectation, 1=meets the expectation, and 2=exceeds the expectation.
Critical Analysis -- Critically analyze key theories, issues, trends, and/or concepts affecting the education/family system.
1. Issues, ideas, and/or concerns are critically considered, clearly stated, and comprehensively described.
2. Information from the course is incorporated with enough interpretation and/or evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are thoroughly questioned and/or analyzed.
3. Analysis is in-depth, taking into account the complexities of the issue. Limits of the analysis, perspective, and/or thesis are acknowledged.

Assessments: In-class discussion, case study, critique of practice paper.

Research -- Design and/or implement research or evaluation related to current issues.
1. Specific research/evaluation question(s) and/or aims of the study are clearly stated and described in the context of previous studies relevant to education.
2. Research/evaluation design and methods for data collection and analysis are clearly explained and analyzed for their strengths and weaknesses in relation to the research question.
3. Results are clearly and accurately discussed in the context of the research/evaluation question, and limits of the study's findings are identified and discussed in relation to the question and methods.

Assessments: Evaluation plan, research design matrix, literature exploration.

<u>Writing --</u> Model professional-level writing skills in academic and non-academic settings.

1. Information is organized in a logical and easy to understand format that makes effective use of transitional statements between ideas. The writing is mostly free of errors relative to effectively communicating ideas.
2. The written work includes an introduction and conclusion that clearly state and explain the thesis, position, or purpose of the work.
3. The tone and style of writing is appropriate to a professional/academic and/or non-academic audience.

Assessment: course papers, online class discussions

<u>Evaluation --</u> Create and/or defend an evidence-based argument regarding effective models within education contexts.
1. Evaluation of arguments contains thorough and insightful explanation, reviews logic/reason, examines feasibility of solution(s), and weighs impacts of solution(s).
2. Proposes one or more solutions/hypotheses that indicates a deep comprehension of the problem/ issue. Solution/hypotheses are sensitive to contextual factors as well as ethical, logical, and cultural dimensions of the problem/issue.
3. Studies/reports used are appropriate to the topic and are from current and professional sources.

Assessments: case study, reflections of practice, course papers.

Appendix A: Program Curriculum

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

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

		Course Number	NEW Course	Course Title	Credit Hours
		General Education Courses (list specific courses if recommended for this program on Degree Map)			
				General Education Credit Hour Sub-Total	
		Required Courses			
+X-		MED 6000		Foundations of Graduate Studies	2
+X-		MED 6010		Historical and Philosophical Foundations of Education	2
+X-		MED 6020		Equity in Education	2
+(−)		MED 6030		Advanced Educational Psychology	2
+(−)		MED 6040	X	Politics, Policy, and Practices in Education	2
+(−)		MED 6082	X	Educational Inquiry	2
+(−)		MED 6100	X	Leadership and Organizational Theory	2
+(−)		MED 6101	X	Assessment and Program Evaluation	3
+(−)		MED 6102	X	Public Education Finance	3
+(−)		MED 6210		School Law	3
+(−)		MED 6600	X	Ethical Leadership	2
+(−)		MED 6601	X	Community Engagement and Advocacy	2
+(−)		MED 6602	X	Organizational Change and School Improvement	3
+(−)		MED 6603	X	Positive Behavior Supports in Schools	2
+(−)		MED 6604	X	Educational Leadership Internship	4
				Required Course Credit Hour Sub-Total	36
		Elective Courses			
+X-					
				Elective Credit Hour Sub-Total	
				Core Curriculum Credit Hour Sub-Total	36

Program Curriculum Narrative

Describe any variable credits. You may also include additional curriculum information.

Not applicable.

Degree Map

Semester 1
6000 (2). Foundations of Graduate Study
6020 (2). Equity in Education (P-16)
6600 (2). Ethical Leadership

Semester 2
6010 (2). Historical and Philosophical Foundations of Ed
6040 (2). Politics, Policy, and Practices in Education
6100 (2). Leadership and Organizational Theory

Semester 3
6082 (2). Educational Inquiry
6030 (2). Advanced Ed Psych
6210 (3). School Law

Semester 4
6101 (3). Assessment and Program Evaluation
6602 (3). Organizational Change and School Improvement

Semester 5
6102 (3). Public Education Finance P-16
6604 (4). Educational Leader Internship

Semester 6
6603 (2). Positive Behavior Supports in Schools.
6601 (2). Community Engagement and Advocacy

Appendix C: Current and New Faculty/ Staff Information

Part I Department Faculty/ Staff

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

	# Tenured	#Tenure-Track	#Non-Tenure Track	
Faculty: Full Time with Doctorate	13	8		
Faculty: Part Time with Doctorate				
Faculty: Full Time with Masters			1	
Faculty: Part Time with Masters				
Faculty: Full Time with Baccalaureate				
Faculty: Part Time with Baccalaureate				
Teaching/ Graduate Assistants	1 ////	1 ////		
Staff: Full Time	7			
Staff: Part Time	4			

Part II. Proposed Program Faculty Profiles

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

	First Name	Last Name	Tenure (T) / Tenure Track (TT) /Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If 'Other,' describe
Full Time Faculty							
	Melina	Alexander	T	Ph.D.	Utah State University	10	
	Vincent	Bates	T	Ph.D.	University of Arizona	10	
	David	Byrd	T	Ph.D.	University of Iowa	10	
	Michael	Cena	T	Ph.D.	Utah State University	5	
	Forrest	Crawford	T	Ed.D.	Brigham Young University	10	
	Shirley	Dawson	TT	Ph.D.	University of Utah	10	
	Ann	Ellis	T	Ph.D.	Purdue University	10	
	Kristin	Hadley	T	Ph.D.	Utah State University	5	
	Jack	Mayhew	T	Ph.D.	University of Utah	10	
	Louise	Moulding	T	Ph.D.	Utah State University	10	
	Clay	Rasmussen	T	Ph.D.	Utah State University	10	
	Peggy	Saunders	T	Ph.D.	University of Utah	10	
	Penee	Stewart	T	Ph.D.	Brigham Young University	10	
	Natalie	Williams	T	Ph.D.	Ohio State University	10	
	Sheryl	Rushton	TT	Ph.D.	Utah State University	10	
	Nadia	Wrosch	TT	Ed.D.	University of Missouri	10	
	DeeDee	Mower	TT	Ph.D.	University of Utah	10	
	Daniel	Pyle	TT	Ph.D.	Utah State University	10	
	Stephanie	Speicher	TT	Ph.D.	Utah State University	10	

	First Name	Last Name	Tenure (T) / Tenure Track (TT) /Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If 'Other,' describe
	Jennifer	Green	TT	Ed.D.	University of Kentucky	10	
	Ryan	Cain	Other	ABO Ph.D.	Utah State University	10	
Part Time Faculty							

Part lll: New Faculty/ Staff Projections for Proposed Program

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

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

Appendix D: Projected Program Participation and Finance

Part I.

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

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year2	Year3	Year4	Years
Student Data						
# of Majors in Department	650	680	686	695	695	695
# of Majors in Proposed Program(s)	*1/////////*	10	12	15	15	15
# of Graduates from Department	114	118	148	157	157	157
# Graduates in New Program(s)	*V////////*	0	10	12	15	15

Department Financial Data						
		Department Budget				
		Year 1	Year2	Year3		
Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections.•	Year Preceding Implementation (Base Budget)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
EXPENSES - nature of additional costs required for proposed program(s)						
List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.						
Personnel (Faculty & Staff Salary & Benefits)	$2,575,208	$58,011	$69,613	$87,017		
Operating Expenses (equipment, travel, resources)	$99,700					
Other:						
TOTAL PROGRAM EXPENSES	*1////////*	$58,011	$69,613	$87,017		
TOTAL EXPENSES	$2,674,908	$2,732,919	$2,744,521	$2,761,925		
FUNDING - source of funding to cover additional costs generated by proposed program(s)						
Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2						
Internal Reallocation						
Appropriation	$2,639,708					
Special Legislative Appropriation						
Grants and Contracts						
Special Fees	$35,200					
Tuition		$44,989	$53,987	$67,484		
Differential Tuition (requires Regents approval)		$13,022	$15,626	$19,533		
PROPOSED PROGRAM FUNDING	*V/////,,,-·:*	$58,011	$69,613	$87,017		
TOTAL DEPARTMENT FUNDING	$2,674,908	$2,732,919	$2,744,521	$2,761,925		
Difference						
Funding - Expense	$0	$0	$0	$0		

Part II: Expense explanation

Expense Narrative
Describe expenses associated with the proposed program.
There are no additional expenses for the proposed program based on projected enrollment.

Part III: Describe funding sources

Revenue Narrative 1
Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.
Internal reallocations will not be needed.

Revenue Narrative 2
Describe new funding sources and plans to acquire the funds.
Tuition revenues (including differential tuition) should be set aside for an additional faculty line and/or upgrading the administrative assistant to an advisor should enrollment warrant it.

Institution Submitting Request: Weber State University

Proposed Program Title: Master of Education: Family Life Education Emphasis

Sponsoring School, College, or Division: Jerry and Vickie Moyes College of Education

Sponsoring Academic Department(s) or Unit(s):   Teacher Education

Classification of Instructional Program Code[1] **:**   19.0704

Min/Max Credit Hours Required of Full Program: 37   **/** 37

Proposed Beginning Term[2] **:**   Fall   2019

Institutional Board of Trustees' Approval Date:

Program Type (check all that apply):

☐	(AAS)	Associate of Applied Science Degree
☐	(AA)	Associate of Arts Degree
☐	(AS)	Associate of Science Degree
☐		Specialized Associate Degree (specify award type[3]:)
☐		Other (specify award type[3]:)
☐	(BA)	Bachelor of Arts Degree
☐	(BS)	Bachelor of Science Degree
☐		Specialized Bachelor Degree (specify award type[3]:)
☐		Other (specify award type[3]:)
☐	(MA)	Master of Arts Degree
☐	(MS)	Master of Science Degree
☐		Specialized Master Degree (specify award type[3]: MEd)
☐		Other (specify award type[3]:)
☐		Doctoral Degree (specify award type[3]:)
☐		K-12 School Personnel Program
☐		Out of Service Area Delivery Program

Chief Academic Officer (or Designee) Signature:

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

Madonna Miner _____   Date:

D I understand that checking this box constitutes my legal signature.

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[1] For CIP code classifications, please see http://nces.ed.govflpeds/cipcode/Default.aspx?y=55 ,
[2] "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.
[3] Please indicate award such as APE, BFA, MBA, MEd, EdD, JD

Utah System of Higher Education
Program Description - Full Template

Section I: The Request

Weber State University requests approval to offer the following Master's degree(s): Master of Education: Family Life Education Emphasis effective Fall 2019. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Description
Present a complete, formal program description.

The Master of Education degree (M.Ed.) at Weber State University is a professional program intended to support educators in schools, business, industry, and higher education through advancing the theoretical and practical applications of teaching and leadership. There are multiple emphases from which candidates choose to best fit their needs: Curriculum and Instruction, Educational Leadership, Higher Education Leadership, and Family Life Education. Courses within the emphases are aligned to state and national professional standards, and may lead to advanced licensure.

The Family Life Education emphasis is designed for candidates seeking careers in family life and community education, and those seeking a more in-depth study of the historical foundations, policies, and psychology of education and the theory, research, and structure of family life education and family systems in general. Candidates will also integrate the best practices for theory-based program delivery, management, evaluation, and research.

Consistency with Institutional Mission
Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at higheredutah.org/policies/policyr312/ .

Consistent with the mission of Weber State University, this master's level program will prepare graduate students to fill regional workforce demands, as well as provide professional development to support career advancement and stability. The structure of the M.Ed. with emphases helps maintain a limited number of master's level programs at WSU while efficiently utilizing the resources already in place in the department. As has been the case in the current MEd program, we expect most students to come from Davis, Weber, and Morgan county, the counties designated for WSU.

Section III: Needs Assessment

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

Over a period of years, we have considered expanding the Master of Education program to better serve the needs of local school districts. In examining our current program and considering the resources available to us, we began exploring options for additional emphases within the Master of Education program. In consultation with local school district leaders, campus administrators, and colleagues from the Child and Family Studies department, we determined that it was viable to expand the Master of Education program and define multiple emphases within the program. This newly reorganized program would benefit Weber State by increasing utilization of available capacity in the M.Ed. program. We would increase enrollment by capturing local candidates who may otherwise seek such a program outside our service area. The M.Ed. program currently has capacity for growth without needing additional resources.

Community partners in Northern Utah, including Hill Air Force Base and the YCC Family Crisis Center of Ogden, have expressed a need for employees with advanced training, specifically with a background in Family Life Education. This training can provide qualifications for professionals, including opportunities within the Air Force to work as "Child Development Center Directors/Assistant Directors, Youth Directors/Assistant Directors, School Age Care Coordinators, Family Child Care Coordinators, and Training and Curriculum Specialists" and opportunities within community agencies to take positions of leadership in addition to teaching "...classes in healthy relations, self esteem and parenting the Masters program."

Labor Market Demand

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

Education Value: Master's degree
Occupation Title: Social and Community Service Managers
Star Rating: 5
Inexperienced Annual Wage: $41,550
Median Annual Wage: $57,820
Annual Total Openings: 165
--Taken from the Utah Department of Workforce Services (jobs.utah.gov)

Student Demand

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

An online survey was conducted inviting any students with majors in the Department of Child & Family Studies to report their interest in a Master of Education Program with an Emphasis in Family Life Education. Multiple (n=128) students have expressed a desire to pursue a degree beyond the Bachelor's level, and 98 of those students expressed an interest in earning a Master of Education Degree with an Emphasis in Family Life Education. Of those 98 respondents 59 selected that they would be extremely likely to pursue this MED-FLE degree within the next 5 years, and 30 selected that they would be somewhat likely to pursue the degree program within the next 5 years.

Similar Programs

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

Two USHE institutions have similar master's programs (Utah State and the University of Utah), but they are Master of Science programs. Additionally, this is a Master's of Education program focused of community education, organizational management, and leadership. Additionally, this program at Weber State University is one of the first master's level program with an emphasis specifically in Family Life Education in the state of Utah.

Collaboration with and Impact on Other USHE Institutions

Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higheredutah.org/policies/policyr315/ . Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.

Until now, those in the designated service area of WSU (Weber, Morgan, and Davis counties) who were interested in gaining a graduate degree in family life education completed programs at USU or Utah. The Weber State University program will be hybrid, including use of IVC, however this is not intended to impose on the programs outside designated service area.

External Review and Accreditation

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

The Family Life Education Emphasis was reviewed with the Child & Family Studies Advisory Board. These included agency directors and representatives from Ogden Weber Community Action Partnership, Hill Air Force Base, Cottages of Hope, Weber Human Services, and Prevent Child Abuse Utah.

Section IV: Program Details

Graduation Standards and Number of Credits

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

The 37-hour program of study consists of 12 credit hours of foundation courses, 15 credit hours of professional core specific to family life education, 6 credit hours of electives, and a culminating project. Students must maintain a 3.0 cumulative grade point average. Students must earn at least a B- in all foundation classes. Coursework in which Ds, Es, or UWs are earned is unacceptable and could result in removal from the program if the problem persists.

Admission Requirements

List admission requirements specific to the proposed program.

The MEd program is selective with a limited number of openings available for qualified students. Admission deadlines are January 15 for Summer Semester and May 15 for Fall Semester.
The following items are required:
1. Admission to Weber State University and application for the MEd Program.
2. Payment of the MEd program application fee.
3. Verification of a bachelor's degree from an accredited institution based on official transcripts from all institutions attended.
4. Cumulative GPA of 3.25 or 3.25 on most recent 60 semester hours. Note. If between 3.0 and 3.25, candidate must take the GRE (152 verbal min and 145 quantitative min) or MAT (400 min)
5. Writing sample score with a minimum of 4 out of 6;
6. Pass an interview conducted by the program to measure the potential of the individual as an education leader (with a score of 4 out of 6).
7. Reference information for three people who can complete online letters of reference. At least one of the references must be a supervisor.

Curriculum and Degree Map

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

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

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

The Master of Education program will continue to be housed within the Teacher Education Department. The current administrative structure with an M.Ed. director (4 credit load release) and full time administrative assistant is sufficient for the proposed program with the projected enrollment. If

enrollment were to grow significantly beyond projections, additional load release (2 credit hours) might be warranted. This new program is taking advantage of gaps in current capacity and enabling more efficient use of resources, including space and faculty. All courses will be hybrid or online so the same classroom can be used for multiple courses at the same time. Additionally, some courses are projected to be taught from the Farmington Station campus which will provide additional classroom space availability in the McKay education building. The use of the Farmington Station campus will allow for greater accessibility for students living in southern Davis county and raise the profile of WSU's presence in Farmington.

Faculty

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

The Teacher Education Department, an integrated department consisting of elementary, secondary, and special educators, has the necessary expertise to teach the foundation courses in this program. Some of the specific Family Life Education courses will be taught by professors from the Child and Family Studies Department. WSU Teacher Education Department is prepared to implement this emphasis immediately without additional resources, faculty, or staff as total course offering will change only slightly. Resources, faculty, and staff needs may need to be reevaluated if the number of students increases beyond 15 admissions per year.

Staff

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

Currently, the Master of Education has one full-time staff member who serves as the Administrative Assistant. This assistant is responsible for M.Ed. office management and as the initial contact for advising students. At this time, no additional staff requirement is expected. However, as the program grows, this position may move into a hybrid position of administrative assistant/adviser.

Student Advisement

Describe how students in the proposed program will be advised.

All M.Ed. students will continue to be advised initially by the administrative assistant through information sessions and then the M.Ed. program director. Part way through the program, students will select an M.Ed committee chair who will provide additional advising.

Library and Information Resources

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

Current library resources will be sufficient to support the MED program and emphases. These resources include the use of EBSCO, including, the three databases Education Full Text, Professional Development Collection, and Teacher Reference Center. They also include print and online books. A letter of support from the librarian is available upon request.

Projected Enrollment and Finance

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

Section VI: Program Evaluation

Program Assessment

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

 By the end of their study at WSU, students in the M.Ed. program will:

• Critically analyze key theories, issues, trends, and/or concepts affecting the education/family system.
• Design and/or implement research or evaluation related to current issues.
• Model professional-level writing skills in academic and non-academic settings.
• Create and/or defend an evidence-based argument regarding effective models within education contexts.

Selected assignments will be designated for data collection using the criteria shown in the student standards of performance. The criteria will be provided in rubrics within Canvas and can be used to supplement the specific criteria defined by the faculty for the course assignment.

Student Standards of Performance

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

Measures for Assessing Learning Outcomes
Students' work will be evaluated on all of the following measures using a scale of 0-2 where 0=does not meet the expectation, 1=meets the expectation, and 2=exceeds the expectation.
Critical Analysis -- Critically analyze key theories, issues, trends, and/or concepts affecting the education/family system.
1. Issues, ideas, and/or concerns are critically considered, clearly stated, and comprehensively described.
2. Information from the course is incorporated with enough interpretation and/or evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are thoroughly questioned and/or analyzed.
3. Analysis is in-depth, taking into account the complexities of the issue. Limits of the analysis, perspective, and/or thesis are acknowledged.

Assessments: In-class discussion, case study, critique of practice paper.

Research -- Design and/or implement research or evaluation related to current issues.
1. Specific research/evaluation question(s) and/or aims of the study are clearly stated and described in the context of previous studies relevant to education.
2. Research/evaluation design and methods for data collection and analysis are clearly explained and analyzed for their strengths and weaknesses in relation to the research question.
3. Results are clearly and accurately discussed in the context of the research/evaluation question, and limits of the study's findings are identified and discussed in relation to the question and methods.

Assessments: Evaluation plan, research design matrix, literature exploration.

Writing -- Model professional-level writing skills in academic and non-academic settings.

1. Information is organized in a logical and easy to understand format that makes effective use of transitional statements between ideas. The writing is mostly free of errors relative to effectively communicating ideas.
2. The written work includes an introduction and conclusion that clearly state and explain the thesis, position, or purpose of the work.
3. The tone and style of writing is appropriate to a professional/academic and/or non-academic audience.

Assessment: course papers, online class discussions

Evaluation -- Create and/or defend an evidence-based argument regarding effective models within education contexts.
1. Evaluation of arguments contains thorough and insightful explanation, reviews logic/reason, examines feasibility of solution(s), and weighs impacts of solution(s).
2. Proposes one or more solutions/hypotheses that indicates a deep comprehension of the problem/issue. Solution/hypotheses are sensitive to contextual factors as well as ethical, logical, and cultural

dimensions of the problem/issue.
3. Studies/reports used are appropriate to the topic and are from current and professional sources.

Assessments: case study, reflections of practice, course papers.

Appendix A: Program Curriculum

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

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

		Course Number	NEW Course	Course Title	Credit Hours
		General Education Courses (list specific courses if recommended for this program on Degree Map)			
				General Education Credit Hour Sub-Total	
		Required Courses			
+X-		MED 6000		Foundations of Graduate Studies	2
+X-		MED 6010		Historical and Philosophical Foundations of Education	2
+X-		MED 6020		Equity in Education	2
+○-		MED 6030		Advanced Educational Psychology	2
+○-		MED 6040	X	Politics, Policy, and Practices in Education	2
+○-		MED 6082	X	Educational Inquiry	2
+○-		MED 6100	X	Leadership and Organizational Theory	2
+○-		MED 6101	X	Assessment and Program Evaluation	3
+X-		MED 6210		School Law	3
				Choose of the followino courses:	
+○-					
+(:;		MED 6800	X	Advanced Web-based methods for Evaluation, Research and **a**	3
+○-		MED 6801	X	Specialized Family and School Education Progams	2
+○-		MED 6802	X	Family Theories	2
+○-		MED 6085		Proposal Writing	2
+○-		MED 6090		Masters Project	2
+○-					
				Required Course Credit Hour Sub-Total	31
		Elective Courses			
+X-					
				Choose of the following courses:	
+○-					
+○-					
				Choose3 of the followino courses:	
		MED 6803	X	Diverse Family Contexts	2
		MED 6805	X	Family Life Education Coaching	2
●		MED 6806	X	Advanced Skills in Family Life Education	2
		MED 6807	X	Parenting	2
+○-		MED 6140		Adolescent Development	2
+○-					

		Course Number	NEW Course	Course Title	Credit Hours
				Elective Credit Hour Sub-Total	6
				Core Curriculum Credit Hour Sub-Total	37

Program Curriculum Narrative

Describe any variable credits. You may also include additional curriculum information.

Within the Family Life Education Emphasis, students will select 3 classes from the list of 5 elective classes (6 of the 10 elective credit hours).

Degree Map

Please cut-and-paste the degree map or manually enter the degree map in the table below.

Semester 1
6000 (2). Fundamentals of Graduate Study
6020 (2). Equity in Education (P-16)
6802 (2) Family Theories

Semester 2
6010 (2). Historical and Philosophical Foundations of Ed
6040 (2). Politics, Policy, and Practices in Education
6100 (2). Leadership and Organizational Theory

Semester 3
6082 (2). Educational Inquiry
6030 (2). Advanced Ed Psych
6210 (3). School Law (or approved elective)

Semester 4
6085 (2) Proposal Writing
6101 (3). Assessment and Program Evaluation
Elective (6803, 6806, 6807, or 6140)

Semester 5
6090 Project
Elective (6805, 6807, or 6140)
Elective (6805, 6807, or 6140)

Semester 6
6801 (2). Specialized Family and School Programs
6800 (3). Advanced Web-based Methods for Evaluation, Research, and Practice

Appendix C: Current and New Faculty/ Staff Information
Part I Department Faculty/ Staff
Identify # of department faculty I staff (headcount) for the year preceding implementation of proposed program.

	# Tenured	#Tenure-Track	#Non-Tenure Track	
Faculty: Full Time with Doctorate	13	8		
Faculty: Part Time with Doctorate				
Faculty: Full Time with Masters			1	
Faculty: Part Time with Masters				
Faculty: Full Time with Baccalaureate				
Faculty: Part Time with Baccalaureate				
Teaching/ Graduate Assistants	1 ////	1 ////		
Staff: Full Time			7	
Staff: Part Time			4	

Part II Proposed Program Faculty Profiles
List current faculty within the institution -- with academic qualifications -- to be used in support of the proposed program(s).

	First Name	Last Name	Tenure (T) / Tenure Track (TT) /Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If 'Other,' describe
Full Time Faculty							
	Melina	Alexander	T	PhD	Utah State University	10	
	Vincent	Bates	T	PhD	University of Arizona	10	
	David	Byrd	T	PhD	University of Iowa	10	
	Michael	Cena	T	PhD	Utah State University	5	
	Forrest	Crawford	T	EdD	Brigham Young University	10	
	Shirley	Dawson	TT	PhD	University of Utah	10	
	Ann	Ellis	T	PhD	Purdue University	10	
	Kristin	Hadley	T	PhD	Utah State University	5	
	Jack	Mayhew	T	PhD	University of Utah	10	
	Louise	Moulding	T	PhD	Utah State University	10	
	Clay	Rasmussen	T	PhD	Utah State University	10	
	Peggy	Saunders	T	PhD	University of Utah	10	
	Penee	Stewart	T	PhD	Brigham Young University	10	
	Natalie	Williams	T	PhD	Ohio State University	10	
	Sheryl	Rushton	TT	PhD	Utah State University	10	
	Nadia	Wrosch	TT	EdD	University of Missouri	10	
	DeeDee	Mower	TT	PhD	University of Utah	10	
	Daniel	Pyle	TT	PhD	Utah State University	10	
	Stephanie	Speicher	TT	PhD	Utah State University	10	

	First Name	Last Name	Tenure (T) / Tenure Track (TT) /Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If 'Other,' describe
	Jennifer	Green	TT	EdD	University of Kentucky	10	
	Ryan	Cain	Other	ABD,PhD	Utah State University	10	
	Daniel	Hubler	T	PhD	Oklahoma State University	10	
	Paul	Schvaneveldt	T	PhD	University of North Carolina Greensboro	10	
	Chloe	Merrill	T	PhD	Colorado State University	10	
	Mark	Adams	TT	PhD	Texas Tech University	10	
	Ryan	Dunn	TT	PhD	Utah State University	10	
	Keith	Osai	TT	PhD	Utah State University	10	
Part Time Faculty							

Part Ill: New Faculty/ Staff Projections for Proposed Program

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

	# Tenured	#Tenure-Track	#Non-Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate					
Faculty: Part Time with Doctorate					
Faculty: Full Time with Masters					
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					
Teaching/ Graduate Assistants	*V/////.1/////,*				
Staff: Full Time					
Staff: Part Time					

Appendix D: Projected Program Participation and Finance

Part I.

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year2	Year3	Year4	Years
Student Data						
# of Majors in Department	650	680	686	695	695	695
# of Majors in Proposed Program(s)	1 ///////	10	12	15	15	15
# of Graduates from Department	114	118	148	157	157	157
# Graduates in New Program(s)	V //////	0	10	12	15	15

Department Financial Data				
		Department Budget		
		Year 1	Year2	Year3
Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections.•	Year Preceding Implementation (Base Budget)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)
EXPENSES - nature of additional costs required for proposed program(s)				
List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.				
Personnel (Faculty & Staff Salary & Benefits)	$2,575,208	$58,011	$69,613	$87,017
Operating Expenses (equipment, travel, resources)	$99,700			
Other:				
TOTAL PROGRAM EXPENSES	1 ////////	$58,011	$69,613	$87,017
TOTAL EXPENSES	$2,674,908	$2,732,919	$2,744,521	$2,761,925
FUNDING - source of funding to cover additional costs generated by proposed program(s)				
Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2				
Internal Reallocation				
Appropriation	$2,639,708			
Special Legislative Appropriation				
Grants and Contracts				
Special Fees	$35,200			
Tuition		$44,989	$53,987	$67,484
Differential Tuition (requires Regents approval)		$13,022	$15,626	$19,533
PROPOSED PROGRAM FUNDING	V /////,.,, -: .	$58,011	$69,613	$87,017
TOTAL DEPARTMENT FUNDING	$2,674,908	$2,732,919	$2,744,521	$2,761,925
Difference				
Funding - Expense	$0	$0	$0	$0

Part II: Expense explanation

Expense Narrative
Describe expenses associated with the proposed program.
There are no additional expenses for the proposed program based on projected enrollment.

Part III: Describe funding sources

Revenue Narrative 1
Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.
Internal reallocations will not be needed.

Revenue Narrative 2
Describe new funding sources and plans to acquire the funds.
Tuition revenues (including differential tuition) should be set aside for an additional faculty line and/or upgrading the administrative assistant to an advisor should enrollment warrant it.

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

Institution Submitting Request:	Weber State University
Proposed Program Title:	Master of Education: Higher Education Leadership Emphasis
Sponsoring School, College, or Division:	Jerry and Vickie Moyes College of Education
Sponsoring Academic Department(s) or Unit(s):	Teacher Education
Classification of Instructional Program Code[1] **:**	13.0406
Min/Max Credit Hours Required of Full Program:	36 / 36
Proposed Beginning Term[2]:	Fall 2019
Institutional Board of Trustees' Approval Date:	

Program Type (check all that apply):

☐	(AAS)	Associate of Applied Science Degree
☐	(AA)	Associate of Arts Degree
☐	(AS)	Associate of Science Degree
☐		Specialized Associate Degree (specify award type[3]:)
☐		Other (specify award type[3]:)
☐	(BA)	Bachelor of Arts Degree
☐	(BS)	Bachelor of Science Degree
☐		Specialized Bachelor Degree (specify award type[3]:)
☐		Other (specify award type[3]:)
☐	(MA)	Master of Arts Degree
☐	(MS)	Master of Science Degree
		Specialized Master Degree (specify award type[3]: MEd)
☐		Other (specify award type[3]:)
☐		Doctoral Degree (specify award type[3]:)
☐		K-12 School Personnel Program
☐		Out of Service Area Delivery Program

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[1] For CIP code classifications, please see http://nces.ed.govflpeds/cipcode/Default.aspx?y=55 ,
[2] "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.
[3] Please indicate award such as APE, BFA, MBA, MEd, EdD, JD

Chief Academic Officer (or Designee) Signature:

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

Madonna Miner _____   Date:

D   I understand that checking this box constitutes my legal signature.

Section I: The Request

Weber State University requests approval to offer the following Master's degree(s): Master of Education: Higher Education Leadership Emphasis effective Fall 2019. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Description
Present a complete, formal program description.

The Master of Education degree (M.Ed.) at Weber State University is a professional program intended to support educators in schools, business, industry, and higher education through advancing the theoretical and practical applications of teaching and leadership. There are multiple emphases from which candidates choose to best fit their needs: Curriculum and Instruction, Educational Leadership, Higher Education Leadership, and Family Life Education. Courses within the emphases are aligned to state and national professional standards, and may lead to advanced licensure.

The emphasis in Higher Education Leadership is designed for candidates seeking to work in a higher education environment to gain a deep understanding of the roles, mechanisms, and policies that impact higher education. Candidates can select an intensive internship or a site-based research project as a culminating experience.

Consistency with Institutional Mission
Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at higheredutah.org/policies/policyr312/ .

Consistent with the mission of Weber State University, this master's level program will prepare graduate students to fill regional workforce demands, as well as provide professional development to support career advancement and stability. The structure of the M.Ed. with emphases helps maintain a limited number of master's level programs at WSU while efficiently utilizing the resources already in place in the department. As has been the case in the current MEd program, we expect most students to come from Davis, Weber, and Morgan county, the counties designated for WSU.

Section III: Needs Assessment

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

Over a period of years, we have considered expanding the Master of Education program to better serve the needs of local school districts. In examining our current program and considering the resources available to us, we began exploring options for additional emphases within the Master of Education program. In consultation with local school district leaders, campus administrators, and colleagues from the Child and Family Studies department, we determined that it was viable to expand the Master of Education program and define multiple emphases within the program.   This newly reorganized program would benefit Weber State by increasing utilization of available capacity in the M.Ed. program.   We would increase enrollment by capturing local candidates who may otherwise seek such a program outside our service area. The M.Ed. program currently has capacity for growth without needing additional resources.

Employees at Weber State University with baccalaureate degrees have often sought an M.Ed. degree. Although we have been serving this constituency through the Curriculum and Instruction M.Ed., it was not a good fit for those who sought advancement in student and academic affairs. In discussion with

Brett Perozzi, Vice President of Student Affairs, we discussed the feasibility of offering a M.Ed. in Higher Education Leadership to serve Weber State employees in staff and professional positions.   A program more focused on higher education is needed. Data are currently being collected from current staff to quantify this need.

Labor Market Demand

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

Education Value: Master's degree
Occupation Title: Education Administrators, Postsecondary
Star Rating: 5
Inexperienced Annual Wage: $53,310
Median Annual Wage: $78,300
Annual Total Openings: 166
--Taken from the Utah Department of Workforce Services (jobs.utah.gov)

Student Demand

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

To quantify the student demand for such a program in this area, an online survey was conducted inviting a random sample of all Weber State University (exempt and non-exempt) staff and all of Student Affairs staff to report their interest in a Master of Education Program with an Emphasis in Higher Education Leadership. Of the 50 respondents, 30 selected "yes" to the question, "Would you be interested in earning a Master of Education Degree with an emphasis in Higher Education Leadership?" Additionally, 6 selected "Yes, but I have not yet completed a bachelor's degree," and 8 selected "Maybe." Of those 44 respondents 13 selected that they would be extremely likely to pursue this MED degree within the next 5 years, and 22 selected that they would be somewhat likely to pursue the degree program within the next 5 years.

Similar Programs

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

The only USHE institution that has a master's level higher education leadership program is the University of Utah, as Utah State is discontinuing their program. The program at the University of Utah has a very specific social justice and student affairs emphasis which may not meet the needs of all higher education leaders. The Weber State University program will approach Higher Education Leadership from a broader perspective for the range of higher education leaders.

Collaboration with and Impact on Other USHE Institutions

Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higheredutah.org/policies/policyr315/ . Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.

Until now, those in the designated service area of WSU (Weber, Morgan, and Davis counties) who were interested in gaining a graduate degree in higher education leadership completed programs at USU or University of Utah. With USU discontinuing their program, options become more limited. The Weber State University program will be hybrid, including use of IVC, however this is not intended to impose on the programs outside designated service area.

External Review and Accreditation

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

WSU leaders reviewed ideas and developed course offerings, content, and syllabi. The advisory committee included Brett Perozzi, VP for Student Affairs, and Jessica Oyler, Director of Student Affairs Assessment and Strategic Initiatives, who both did all of the tasks listed.

Section IV: Program Details

Graduation Standards and Number of Credits

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

The 37-hour program of study consists of 12 credit hours of foundation courses and 25 credit hours of professional core specific to higher education leadership, including a choice of a two part internship or a masters research project.   Students must maintain a 3.0 cumulative grade point average. Students must earn at least a B- in all foundation classes. Coursework in which Ds, Es, or UWs are earned is unacceptable and could result in removal from the program if the problem persists.

Admission Requirements

List admission requirements specific to the proposed program.

The MEd program is selective with a limited number of openings available for qualified students. Admission deadlines are January 15 for Summer Semester and May 15 for Fall Semester.
The following items are required:
1. Admission to Weber State University and application for the MEd Program.
2. Payment of the MEd program application fee.
3. Verification of a bachelor's degree from an accredited institution based on official transcripts from all institutions attended.
4. Cumulative GPA of 3.25 or 3.25 on most recent 60 semester hours. Note. If between 3.0 and 3.25, candidate must take the GRE (152 verbal min and 145 quantitative min) or MAT (400 min)
5. Writing sample score with a minimum of 4 out of 6;
6. Pass an interview conducted by the program to measure the potential of the individual as an education leader (with a score of 4 out of 6).
7. Reference information for three people who can complete online letters of reference. At least one of the references must be a supervisor.

Curriculum and Degree Map

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

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

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

The Master of Education program will continue to be housed within the Teacher Education Department. The current administrative structure with an M.Ed. director (4 credit load release) and full time administrative assistant is sufficient for the proposed program with the projected enrollment. If

enrollment were to grow significantly beyond projections, additional load release (2 credit hours) might be warranted. This new program is taking advantage of gaps in current capacity and enabling more efficient use of resources, including space and faculty. All courses will be hybrid or online so the same classroom can be used for multiple courses at the same time. Additionally, some courses are projected to be taught from the Farmington Station campus which will provide additional classroom space availability in the McKay education building. The use of the Farmington Station campus will allow for greater accessibility for students living in southern Davis county and raise the profile of WSU's presence in Farmington.

Faculty

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

The Teacher Education Department, an integrated department consisting of elementary, secondary, and special educators, has the necessary expertise to teach the foundation courses in this program. Some of the specific higher education courses will be taught by WSU campus administrators. WSU Teacher Education Department is prepared to implement this emphasis immediately without additional resources, faculty, or staff as total course offering will change only slightly. Resources, faculty, and staff needs may need to be reevaluated if the number of students increases beyond 15 admissions per year.

Staff

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

Currently, the Master of Education has one full-time staff member who serves as the Administrative Assistant. This assistant is responsible for M.Ed. office management and as the initial contact for advising students. At this time, no additional staff requirement is expected. However, as the program grows, this position may move into a hybrid position of administrative assistant/adviser.

Student Advisement

Describe how students in the proposed program will be advised.

All M.Ed. students will continue to be advised initially by the administrative assistant through information sessions and then the M.Ed. program director. Part way through the program, students will select an M.Ed committee chair who will provide additional advising.

Library and Information Resources

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

Current library resources will be sufficient to support the MED program and emphases. These resources include the use of EBSCO, including, the three databases Education Full Text, Professional Development Collection, and Teacher Reference Center. They also include print and online books. A letter of support from the librarian is available upon request.

Projected Enrollment and Finance

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

Section VI: Program Evaluation

Program Assessment

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

 By the end of their study at WSU, students in the M.Ed. program will:
• Critically analyze key theories, issues, trends, and/or concepts affecting the education/family system.

• Design and/or implement research or evaluation related to current issues.
• Model professional-level writing skills in academic and non-academic settings.
• Create and/or defend an evidence-based argument regarding effective models within education contexts.

Selected assignments will be designated for data collection using the criteria shown in the student standards of performance. The criteria will be provided in rubrics within Canvas and can be used to supplement the specific criteria defined by the faculty for the course assignment.

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

Measures for Assessing Learning Outcomes
Students' work will be evaluated on all of the following measures using a scale of 0-2 where 0=does not meet the expectation, 1=meets the expectation, and 2=exceeds the expectation.

Critical Analysis -- Critically analyze key theories, issues, trends, and/or concepts affecting the education/family system.
1. Issues, ideas, and/or concerns are critically considered, clearly stated, and comprehensively described.
2. Information from the course is incorporated with enough interpretation and/or evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are thoroughly questioned and/or analyzed.
3. Analysis is in-depth, taking into account the complexities of the issue. Limits of the analysis, perspective, and/or thesis are acknowledged.

Assessments: In-class discussion, case study, critique of practice paper.

Research -- Design and/or implement research or evaluation related to current issues.
1. Specific research/evaluation question(s) and/or aims of the study are clearly stated and described in the context of previous studies relevant to education.
2. Research/evaluation design and methods for data collection and analysis are clearly explained and analyzed for their strengths and weaknesses in relation to the research question.
3. Results are clearly and accurately discussed in the context of the research/evaluation question, and limits of the study's findings are identified and discussed in relation to the question and methods.

Assessments: Evaluation plan, research design matrix, literature exploration.

Writing -- Model professional-level writing skills in academic and non-academic settings.

1. Information is organized in a logical and easy to understand format that makes effective use of transitional statements between ideas. The writing is mostly free of errors relative to effectively communicating ideas.
2. The written work includes an introduction and conclusion that clearly state and explain the thesis, position, or purpose of the work.
3. The tone and style of writing is appropriate to a professional/academic and/or non-academic audience.

Assessment: course papers, online class discussions

Evaluation -- Create and/or defend an evidence-based argument regarding effective models within education contexts.
1. Evaluation of arguments contains thorough and insightful explanation, reviews logic/reason, examines feasibility of solution(s), and weighs impacts of solution(s).
2. Proposes one or more solutions/hypotheses that indicates a deep comprehension of the problem/

issue. Solution/hypotheses are sensitive to contextual factors as well as ethical, logical, and cultural dimensions of the problem/issue.
3. Studies/reports used are appropriate to the topic and are from current and professional sources.

Assessments: case study, reflections of practice, course papers.

Appendix A: Program Curriculum

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

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

		Course Number	NEW Course	Course Title	Credit Hours
		General Education Courses (list specific courses if recommended for this program on Degree Map)			
				General Education Credit Hour Sub-Total	
		Required Courses			
+X–		MED 6000		Foundations of Graduate Studies	2
+X–		MED 6010		Historical and Philosophical Foundations of Education	2
+X–		MED 6020		Equity in Education	2
+ –		MED 6030		Advanced Educational Psychology	2
+ –		MED 6040	X	Politics, Policy, and Practices in Education	2
+ –		MED 6082	X	Educational Inquiry	2
+ –		MED 6100	X	Leadership and Organizational Theory	2
+ –		MED 6101	X	Assessment and Program Evaluation	3
+ –		MED 6102	X	Public Education Finance	3
+ –		MED 6210		School Law	3
+ –		MED 6700	X	Higher Education Administration	3
+ –		MED 6701	X	Current Issues in Higher Education	2
+ –		MED 6702	X	Organizational Change and Human Resource Management	3
+ –		MED 6703	X	Group Dynamics	2
+ –					
+X–					
				Choose 2 of the following courses:	
		MED 6085		Project Proposal	2
		MED 6090		Master's Project	2
+ –		MED 6704	X	Higher Education Internship	2
+ –					
				Required Course Credit Hour Sub-Total	37
		Elective Courses			
+X–					
				Elective Credit Hour Sub-Total	
				Core Curriculum Credit Hour Sub-Total	37

Program Curriculum Narrative

Describe any variable credits. You may also include additional curriculum information.

Within the Higher Education Emphasis, candidates will select the culminating experience. They may either complete a project , in which case they must take MED 6085 (2 credits) and MED 6090 (2 credits) for a total of 4 credits; or they may complete an internship (MED 6704) repeating the course for a total of 4 credits.

Degree Map

Semester 1
6000 (2). Foundations of Graduate Study
6020 (2). Equity in Education (P-16)
6700 (3). Higher Education Administration

Semester 2
6010 (2). Historical and Philosophical Foundations of Ed
6040 (2). Politics, Policy, and Practices in Education
6100 (2). Leadership and Organizational Theory

Semester 3
6082 (2). Educational Inquiry
6030 (2). Advanced Ed Psych
6210 (3). School Law

Semester 4
6101 (3). Assessment and Program Evaluation
6085 (2). Proposal Writing or 6704 (2). Higher Education Internship

Semester 5
6102 (3). Public Education Finance P-16
6701 (2). Current Issues in Higher Education
6090 (2). Project or 6704 (2). Higher Education Internship

Semester 6
6702 (3). Organizational Change and Human Resource Management
6703 (2). Group Dynamics

Appendix C: Current and New Faculty/ Staff Information

Part I Department Faculty/ Staff

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

	# Tenured	#Tenure-Track	#Non-Tenure Track	
Faculty: Full Time with Doctorate	13	8		
Faculty: Part Time with Doctorate				
Faculty: Full Time with Masters			1	
Faculty: Part Time with Masters				
Faculty: Full Time with Baccalaureate				
Faculty: Part Time with Baccalaureate				
Teaching/ Graduate Assistants	1 ////	1 ////		
Staff: Full Time	7			
Staff: Part Time	4			

Part II Proposed Program Faculty Profiles

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

	First Name	Last Name	Tenure (T) / Tenure Track (TT) /Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If 'Other,' describe
Full Time Faculty							
	Melina	Alexander	T	Ph.D	Utah State University	10	
	Vincent	Bates	T	Ph.D.	University of Arizona	10	
	David	Byrd	T	Ph.D.	University of Iowa	10	
	Michael	Cena	T	Ph.D.	Utah State University	5	
	Forrest	Crawford	T	Ed.D.	Brigham Young University	10	
	Shirley	Dawson	TT	Ph.D.	University of Utah	10	
	Ann	Ellis	T	Ph.D.	Purdue University	10	
	Jack	Mayhew	T	Ph.D.	University of Utah	10	
	Kristin	Hadley	T	Ph.D.	Utah State University	5	
	Louise	Moulding	T	Ph.D.	Utah State University	10	
	Clay	Rasmussen	T	Ph.D.	Utah State University	10	
	Peggy	Saunders	T	Ph.D.	University of Utah	10	
	Penee	Stewart	T	Ph.D.	Brigham Young University	10	
	Natalie	Williams	T	Ph.D.	Ohio State University	10	
	Sheryl	Rushton	TT	Ph.D.	Utah State University	10	
	Nadia	Wrosch	TT	Ed.D	University of Missouri	10	
	DeeDee	Mower	TT	Ph.D.	University of Utah	10	
	Daniel	Pyle	TT	Ph.D.	Utah State University	10	
	Stephanie	Speicher	TT	Ph.D.	Utah State University	10	

	First Name	Last Name	Tenure (T) / Tenure Track (TT) /Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If 'Other," describe
	Jennifer	Green	TT	Ed.D	University of Kentucky		
	Ryan	Cain	other	ABO Ph.D	Utah State University		
Part Time Faculty							

Part III: New Faculty/ Staff Projections for Proposed Program

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

	# Tenured	#Tenure-Track	#Non-Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate					
Faculty: Part Time with Doctorate					
Faculty: Full Time with Masters					
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					
Teaching/ Graduate Assistants		1			
Staff: Full Time					
Staff: Part Time					

Appendix D: Projected Program Participation and Finance

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

Three Year Projection: Program Participation and Department Budget

	Year Preceding Implementation	New Program				
		Year 1	Year2	Year3	Year4	Years
Student Data						
# of Majors in Department	650	680	686	695	695	695
# of Majors in Proposed Program(s)	/////////	10	12	15	15	15
# of Graduates from Department	114	118	148	157	157	157
# Graduates in New Program(s)	////////	10	12	15	15	15

Department Financial Data

		Department Budget		
		Year 1	Year2	Year3
Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections.•	Year Preceding Implementation (Base Budget)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)
EXPENSES - nature of additional costs required for proposed program(s)				
List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.				
Personnel (Faculty & Staff Salary & Benefits)	$2,575,208	$58,011	$69,613	$87,017
Operating Expenses (equipment, travel, resources)	$99,700			
Other:				
TOTAL PROGRAM EXPENSES	////////	$58,011	$69,613	$87,017
TOTAL EXPENSES	$2,674,908	$2,732,919	$2,744,521	$2,761,925
FUNDING - source of funding to cover additional costs generated by proposed program(s)				
Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2				
Internal Reallocation				
Appropriation	$2,639,708			
Special Legislative Appropriation				
Grants and Contracts				
Special Fees	$35,200			
Tuition		$44,989	$53,987	$67,484
Differential Tuition (requires Regents approval)		$13,022	$15,626	$19,533
PROPOSED PROGRAM FUNDING	//////,,,-::	$58,011	$69,613	$87,017
TOTAL DEPARTMENT FUNDING	$2,674,908	$2,732,919	$2,744,521	$2,761,925
Difference				
Funding - Expense	$0	$0	$0	$0

Part II: Expense explanation

Expense Narrative
Describe expenses associated with the proposed program.
No additional expenses for the proposed program based on projected enrollment.

Part III: Describe funding sources

Revenue Narrative 1
Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.
Internal reallocations will not be needed.

Revenue Narrative 2
Describe new funding sources and plans to acquire the funds.
Tuition revenues (including differential tuition) should be set aside for an additional faculty line and/or upgrading the administrative assistant to an adviser should enrollment warrant it.

Institution Submitting Request:	Weber State University
Proposed Program Title:	Web Essentials
Sponsoring School, College, or Division:	College of Engineering, Applied Science,& Technology (EAST)
Sponsoring Academic Department(s) or Unit(s):	School of Computing
Classification of Instructional Program Code[1] :	11.0801
Min/Max Credit Hours Required of Full Program:	17 / 17
Proposed Beginning Term[2] :	Winter 2019
Institutional Board of Trustees' Approval Date:	

Program Type:

◇	Certificate of Proficiency	O Entry-level CTE CP	O Mid-level CP
☐	Certificate of Completion		
☐	Minor		
☐	Graduate Certificate		
☐	K-12 Endorsement Program		
☐	NEW Emphasis for Regent-Approved Program		
	Credit Hours for NEW Emphasis Only:	**Min Cr Hr / Max Cr Hr**	
	Current Major GIP:	**6 • Digit CIP**	
	Current Program Title:		
	Current Program BOR Approval Date:		
☐	Out of Service Area Delivery Program		

Chief Academic Officer (or Designee) Signature:

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

Madonna Miner _____   Date:

D I understand that checking this box constitutes my legal signature.

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[1] For CIP code classifications, please see http://nces.ed.govflpeds/cipcode/Default.aspx?y=55 ,
[2] "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.

Section I: The Request

Weber State University requests approval to offer the following Certificate of Proficiency: Web Essentials effective Winter 2019. This program was approved by the institional Board of Trustees on .

Section II: Program Proposal/Needs Assessment

Program Description/Rationale
Present a brief program description. Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program. Provide evidence of student interest and demand that supports potential program enrollment.

This request is for the addition of a Certificate of Proficiency in Web Essentials offered by the Weber State University School of Computing (SOC). The SOC offers Associate of Applied Science (AAS) Degrees and Bachelor of Science (BS) Degrees in both Computer Science and Web and User Experience (WEB/UX), as well as a minors in Computer Science, Web Technology and User Experience Design. The SOC curriculum offers flexibility in that students may tailor their program of study to their interests and professional aspirations.

The WEB/UX program employs a technical, scientific approach requiring a solid foundation in user experience design principles as well as web development fundamentals. The program blends scientific and design principles implemented through actual, practical, and applications-oriented experience. It is designed to provide a sound fundamental understanding of the interaction between the user and web application components. The objectives of the Web/UX 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 Certificate of Proficiency in Web Essentials will provide a measured, proven, and effective introduction to user interface design concepts and best practices in web development. The certificate will leverage five core courses currently listed in the Web and User Experience curriculum that constitute the program's primary incremental track in instruction on web page design and 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 building web pages. This certificate would be available to community members seeking to acquire essential web development skills as well as students simultaneously seeking an AAS or BS degree in Web and User Experience. This Certificate of Proficiency will emphasize hands-on programming techniques, development of solid design principles, and exposure to the most widely used multimedia creation and editing tools. Students receiving this certificate will possess a level of competency that will prepare them to successfully design and develop client side web pages.

Labor Market Demand

The U.S. Department of Labor Bureau of Labor Statistics indicates that employment of computer and information technology occupations is projected to grow 13 percent from 2016 to 2026, faster than the average for all occupations. Given the dramatic proliferation of the web, there exists a corresponding increasing need for individuals who can manage and control these pages and applications through design and coding. This technological wave should not be ignored by either industry or academia. The Certificate of Proficiency proposed here can be regarded as part of Weber State University's response to supplying the workforce and knowledge-base 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.

The proposed Certificate of Proficiency would address this growing need by providing training to raise both the competency and comfort level of those individuals seeking to attain a demonstrated proficiency in web design and development. The Certificate of Proficiency 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 School of Computing seeks to develop innovative delivery methods of this certificate, such as fast-track options both online and at the CE facility in Farmington. This proposed Certificate of Proficiency would serve various populations in the surrounding community eager to gain the professional and economic benefits associated with a working, constructive knowledge of web page design and development.

Various online job boards and market analysis sites have consistently reported extremely high demand for individuals with some level of competency in web development skills. Web developers design and create websites. They are responsible for the look of the site. In addition, web developers may create content for the site. Web developers need knowledge of both graphic design and computer programming. The non-profit site code.org indicates that in Utah alone, there are 4665 open computing jobs (growing at 2.8 times the state average) compared to just 366 computer science graduates. 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 web developers is projected to grow 15% from 2016 to 2026. Web developers 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 web developers, the proposed Certificate of Proficiency 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.

Consistency with Institutional Mission/Impact on Other USHE Institutions

The certificate program is consistent with the Weber State Mission to offer programs in technical and professional fields and to serve as a eduction and economic development leader for the region. The availability of a certificate in Web Essentials would add to 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.

No other USHE institution offers the precise skill set to students that the proposed certificate program offers. The SLCC Web Graphic Design certificate is a much longer (27-credit program) that delves into

other areas of web development unnecessary for the first certificate in the area (e.g. audio and video production and website promotion). UVU offers a Certificate of Proficiency in Application Development, which is an 18 credit credential in Application Development and includes a focus on PHP and Mobile Business Application Development. Dixie's Visual Technologies Certificate is a 30 credit program with an overlapping core as the propose certificate program, but includes addtional General Education requirements

Finances

What costs or savings are anticipated in implementing the proposed program? If new funds are required, indicate expected sources of funds. Describe any budgetary impact on other programs or units within the institution.

The program will consist of five courses that are currently taught within the Web and User Experience program. These courses have been delivered numerous times previously to students in the School of Computing 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 Web and User Experience program, no impact to the delivery of undergraduate or lower-division education is anticipated.

Section III: Curriculum

Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to receive the award. For NEW Emphases, skip to emphases tables below.

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

Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)			
		General Education Credit Hour Sub-Total	
Required Courses			
CS 1030		Foundations of Computer Science	4
CS 1400		Fundamentals of Programming	4
WEB 1400		Web Design and Usability	3
WEB 2220		Image Editing	3
WEB 2210		Computer Illustrations	3
Add Another Required Course			
		Required Course Credit Hour Sub-Total	17
Elective Courses			
Add Another Elective Course			
		Elective Credit Hour Sub-Total	
		Core Curriculum Credit Hour Sub-Total	17

Propose a NEW Emphasis to an existing Regent approved program

Program Curriculum Narrative

Describe any variable credits. You may also include additional curriculum information, as needed.

Requirements

Completion of a minimum of 17 semester credits.
Minimum grade of C- required in all courses.
Overall grade point average of 2.0 (C) or above.
Residency hours: Minimum of 9 credit hours through course attendance at WSU

Degree Map

Please cut-and-paste the degree map or manually enter the degree map in the table below

Program Schedule

First Semester/Block - CS 1030
Second Semester/Block - WEB 1400
Third Semester/Block - CS 1400 & WEB 2200
Fourth Semester/Block - WEB 2210

FINANCIAL REPORT
October 2018

       This report includes four months of activity since the close of the 2017-2018 fiscal year. It is developed using cash-basis conventions and will be updated regularly as additional months are completed and accounted for during the 2018-2019 fiscal year.

       It is recommended that the financial report be approved.

WEBER STATE UNIVERSITY

FINANCIAL REPORT

OCTOBER 31, 2018

Weber State University
Cash Basis Summary of Operations
For the Month Ended October 31, 2018
33.33 Percent of the Year Completed

	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)	$ 166,699,083	28.87 %	$12,621,589	$48,132,322	$45,798,415	5.10 %	$155,235,233
Athletics	4,461,629	29.85 %	271,661	1,331,916	1,289,031	3.33 %	4,558,978
Educationally Disadvantaged	572,368	18.95 %	28,365	108,460	106,822	1.53 %	361,466
Total State Appropriated Funds	171,733,080	28.87 %	12,921,615	49,572,698	47,194,268	5.04 %	160,155,677
Net Funds Available for Expenditure	$171,733,080	28.87 %					
Other Unrestricted Funds							
Institutional Discretionary			102,252	705,229	577,651	22.09 %	1,330,632
Continuing Education Programs			517,549	2,156,575	2,667,709	(19.16) %	9,172,546
Shop Funds			633,053	2,560,148	2,630,808	(2.69) %	8,835,387
Service Enterprises			388,311	1,383,161	1,389,975	(0.49) %	4,884,943
Auxiliary Enterprises			1,769,134	6,442,098	6,822,771	(5.58) %	17,081,461
Athletics			524,520	3,049,588	3,183,087	(4.19) %	6,667,494
Self Supporting/Miscellaneous			391,220	2,002,393	1,701,806	17.66 %	4,650,265
Total Other Unrestricted Funds			4,326,039	18,299,192	18,973,807	(3.56) %	52,622,728
Restricted Funds							
Grants and Contracts			1,527,180	15,396,147	15,008,508	2.58 %	38,243,377
Gifts			536,787	4,405,972	3,236,114	36.15 %	12,772,218
Total Restricted Funds			2,063,967	19,802,119	18,244,622	8.54 %	51,015,595
Other Funds							
Agency Funds			1,723,212	15,224,598	16,728,090	(8.99) %	42,411,173
Associated Students			613,245	2,151,355	2,138,111	0.62 %	6,673,108
Plant Funds			3,343,060	12,708,777	15,062,935	(15.63) %	30,982,047
Total Other Funds			5,679,517	30,084,730	33,929,136	(11.33) %	80,066,328
Total All Funds			$24,991,138	$117,758,739	$118,341,833	(0.49) %	$343,860,328

FINANCIAL REPORT
November 2018

This report includes five months of activity since the close of the 2017-2018 fiscal year. It is developed using cash-basis conventions and will be updated regularly as additional months are completed and accounted for during the 2018-2019 fiscal year.

It is recommended that the financial report be approved.

WEBER STATE UNIVERSITY

FINANCIAL REPORT

NOVEMBER 30, 2018

Weber State University
Cash Basis Summary of Operations
For the Month Ended November 30, 2018
41.67 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)	$ 166,699,083	36.02 %	$11,919,234	$60,051,556	$57,365,850	4.68 %	$155,235,233
Athletics	4,461,629	36.30 %	287,522	1,619,438	1,554,871	4.15 %	4,558,978
Educationally Disadvantaged	572,368	23.17 %	24,178	132,638	126,823	4.59 %	361,466
Total State Appropriated Funds	171,733,080	35.99 %	12,230,934	61,803,632	59,047,544	4.67 %	160,155,677
Net Funds Available for Expenditure	$171,733,080	35.99 %					
Other Unrestricted Funds							
Institutional Discretionary			60,716	765,945	618,545	23.83 %	1,330,632
Continuing Education Programs			505,650	2,662,225	3,338,694	(20.26) %	9,172,546
Shop Funds			1,111,726	3,671,874	3,375,673	8.77 %	8,835,387
Service Enterprises			715,665	2,098,826	1,969,065	6.59 %	4,884,943
Auxiliary Enterprises			1,565,567	8,007,665	7,597,859	5.39 %	17,081,461
Athletics			511,640	3,561,228	4,231,695	(15.84) %	6,667,494
Self Supporting/Miscellaneous			2,423,086	4,425,479	4,277,114	3.47 %	4,650,265
Total Other Unrestricted Funds			6,894,050	25,193,242	25,408,645	(0.85) %	52,622,728
Restricted Funds							
Grants and Contracts			969,576	16,365,723	15,934,744	2.70 %	38,243,377
Gifts			684,638	5,090,610	3,632,538	40.14 %	12,772,218
Total Restricted Funds			1,654,214	21,456,333	19,567,282	9.65 %	51,015,595
Other Funds							
Agency Funds			729,483	15,954,081	17,562,139	(9.16) %	42,411,173
Associated Students			557,677	2,709,032	2,888,826	(6.22) %	6,673,108
Plant Funds			1,790,825	14,499,602	15,438,517	(6.08) %	30,982,047
Total Other Funds			3,077,985	33,162,715	35,889,482	(7.60) %	80,066,328
Total All Funds			$23,857,183	$141,615,922	$139,912,953	1.22 %	$343,860,328

WEBER STATE UNIVERSITY
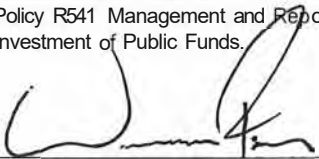
MONTHLY INVESTMENT REPORT

       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 Reports covering activity for the months of October 2018 and November 2018.   Approval of these reports is sought from the Business Committee.

Weber State University
Monthly Investment Activity Report
October 31, 2018

	T e	Purchase Date	Maturity Date	Interest Rate	Transaction Amount	Amount
Balance September 30, 2018						$258,630,767
Purchases:						
Wells Fargo	Checking	31-Oct-18	1-Nov-18	0.5000%	12,586,336	
Common Fund Reconized Gain					9,587	
Common Fund Earnings					740	
						12,596,663
Withdrawals:						
Wells Fargo	Checking	30-Sep-18	1-Oct-18	0.5000%	12,047,302	
PTIF	PTIF			2.6123%	2,770,260	
Common Fund Fees					12,525	
Global Distressed Investors						
Total Withdrawals						14,830,087
Balance October 30, 2018						$256,397,343

Weber State University Director of Budget 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
October 31, 2018

	T ee	Purchase Date	Maturity Date	Interest Rate	Book Value	Fair Market Value
Wells Fargo	Checking	31-Oct-18	1-Nov-18	0.5000%	$12,586,336	$12,586,336
PTIF						
Endowment Pool	PTIF	Various	Various	2.6123%	10,240,661	10,240,660
Cash Pool	PTIF	Various	Various	2.6123%	51,892,148	51,892,148
Common Fund						
Global Private Equity	Alternatives	Various	Various		2,508,527	2,934,619
Global Private Equity I	Alternatives	Various	Various		449,035	644,792
Venture Partners XII	Alternatives	Various	Various		221,345	234,795
Venture Partners XI	Alternatives	Various	Various		1,483,290	1,904,211
Global Distressed Investors	Alternatives	Various	Various		78,045	72,673
High Quality Bond	Fixed	Various	Various		25,863,118	26,141,626
Strategic Solutions Global Equity	Equity	Various	Various		57,787,968	72,616,235
State Street US Govt	Fixed	Various	Various		1,121,816	1,121,816
Glbal Larege MidCap Natural Resources	Alternatives	Various	Various		2,655,548	3,045,376
Natural Resources	Alternatives	Various	Various		717,951	953,260
Natural Resources Partners	Alternatives	Various	Various		40,000	40,000
CF Real Estate Opp	Alternatives	Various	Various		566,662	584,630
Secondary Partners II	Alternatives	Various	Various		145,054	247,931
Global Absolute Alpha A01	Alternatives	Various	Various		5,153,097	6,352,139
Global Apsolute Alpha A96	Alternatives	Various	Various		4,249,426	5,000,241
Global Apsolute Alpha A94	Alternatives	Various	Various		5,316	7,790
Bonds						
Fed Farm Credit	Bond	5-Jan-16	28-Dec-18	1.4200%	5,000,000	4,993,435
FHLB	Bond	27-Dec-17	27-Dec-19	1.9400%	5,000,000	4,949,150
Federal Farm Credit	Bond	16-Feb-18	16-Feb-21	2.5000%	5,000,000	4,933,595
Federal Farm Credit	Bond	6-Dec-16	6-Jun-22	2.2200%	5,000,000	4,827,825
Freddi Mac	Bond	13-Jun-17	13-Jun-22	1.7500%	5,000,000	4,960,320
Federal Farm Credit	Bond	27-Dec-17	27-Jun-22	2.4400%	5,000,000	4,872,990
Federal Farm Credit	Bond	26-Jun-17	26-Jun-23	2.2800%	5,000,000	4,786,520
FHLB	Bond	28-Feb-17	28-Feb-25	2.0000%	5,000,000	4,918,585
Federal Farm Credit	Bond	23-Oct-17	23-Apr-25	2.7700%	5,000,000	4,751,350
Federal Farm Credit	Bond	23-Oct-17	23-Oct-25	2.8500%	5,000,000	4,752,140
Corporate Bonds						
Goldman Sachs	Bond	19-Jul-16	15-Nov-18	3.4140%	2,500,000	2,501,030
National Astralia Bank	Bond	12-Feb-18	14-Jan-19	2.0000%	5,000,000	4,992,377
Morgan Stanley	Bond	13-Oct-16	24-Jan-19	3.3370%	2,437,000	2,440,008
Bank of America	Bond	12-Sep-16	1-Apr-19	3.2660%	5,000,000	5,014,620
Goldman Sachs	Bond	15-Jul-16	25-Apr-19	3.5300%	1,195,000	1,200,313
HSBC USA Inc	Bond	2-Apr-18	23-Jun-19	2.2500%	5,000,000	4,974,025
Morgan Stanley	Bond	15-Aug-16	23-Jul-19	3.2170%	2,500,000	2,508,465
Bank of Montreal	Bond	28-Jun-17	15-Jun-20	2.7740%	5,000,000	5,020,485
Total Investments					$256,397,343	$274,018,511

Weber State University Foundation
Monthly Investment Activity Report
October 31, 2018

	Purchase Date	Maturity Date	Interest Rate	Transaction Amount	Amount
Balance September 30, 2018					$10,883,458
Revenues:					
Dividends				19,867	
Interest				62	
Realized Gain (Loss)				(83,331)	
Call Option Revenue				9,446	
					(53,956)
Expenses:					
Investing Fees				531	
Annuity Payments				6,522	
Misc Expense				622	
Call Option Expense				0	
Total Withdrawals					7,675
Balance October 31, 2018					$10,821,827

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

Wendell Rich
Weber State University Director of Financial Reporting and Investments

Weber State University Foundation
Monthly Investment Report
October 31, 2018

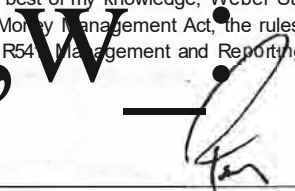|	Tlee	Purchase Date	Maturity Date	Interest Rate	Book Value	Fair Market Value
Bank Accounts						
Key Bank	Checking	Various	Various		40,464	40,464
PTIF	PTIF	Various	Various	2.6124%	22,481	22,481
Common Fund						
Multi-Strategy Equity	Equity	Various	Various		955,401	2,157,010
Multi-Strategy Bond	Bond	Various	Various		1,189,511	1,201,420
Multi-Strategy Bond (Annuity)	Bond	Various	Various		435,301	423,595
Multi-Strategy Equity (Annuity)	Equity	Various	Various		321,414	610,011
Stock and Money Markets						
Altria Group-Philip Morris	Stock				93,214	650,400
Apple	Stock				180,198	229,803
AT&T Corp	Stock				447,195	386,568
Blackstone Group LP	Stock				412,755	315,510
BP PLC ADS	Stock				268,066	216,850
Centurylink Inc	Stock				581,212	324,048
Chevron Corp	Stock				33,103	133,980
Cisco Sys Inc	Stock				158,297	228,750
Comcast Corp (NEW) Class A	Stock				215,023	228,840
Dominion Energy Inc	Stock				223,227	242,828
Dowdupont Inc	Stock				239,051	199,504
Enbridge Inc	Stock				205,347	152,439
Ford Motor Co New	Stock				189,065	162,350
General Electric	Stock				127,070	177,760
Intl Business Machines Corp	Stock				221,004	173,145
!shares	Stock				339,164	318,032
!shares MSCI Euro Financial	Stock				200,875	155,148
Johnson & Johnson	Stock				50,909	59,496
JP Morgan Chase & Co.	Stock				203,741	436,080
Merck & Co	Stock				283,544	537,353
Morgan Stanley Fund	Money Market			0.0200%	104,883	104,883
Oaktree Capital GP LLC CL-A	Stock				103,950	104,575
Pepsico	Stock				251,998	303,426
Pfizer Inc	Stock				402,566	503,802
Royal Dutch Shell PLC	Stock				460,656	518,158
SeaDrill LTD	Stock				431,750	977
SeaDrill Partners LLC	Stock				397,586	51,408
Tanger Factory Outlet Centers	Stock				185,515	164,724
Teva Pharmaceuticals Adr	Stock				252,152	109,890
Utilitis Sel Sect Spdr Fund	Stock				177,719	193,284
Verizon Communications	Stock				199,353	228,360
Wells Fargo & Co New	Stock				217,067	202,274
Total Investments					**$10,821,827**	**$12,269,627**

Weber State University
Monthly Investment Activity Report
Funds Separately Invested
October 31, 2018

	Type	Shares	Transaction Amount	Amount
Balance September 30, 2018				$1,733,039
Gifts:				
JP Morgan Large Cap Grouwth	Stock	2,180	98,977	
GE	Stock	3,083	38,109	
				137,086
Sold:				
JP Morgan Large Cap Grouwth	Stock	2,180	98,977	
GE	Stock	3,083	38,109	
Total Withdrawals				137,086
Balance October 31, 2018				$1,733,039

Weber State University Director of Budget 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 ReParting of Institutional Investments, and WSU Policy 5-14 Funds.

Wendell Rich
Weber State University Director of Financial Reporting and Investments

Weber State University
Monthly Investment Report
Funds Separately Invested
October 31, 2018

	Type	Purchase Date	Maturity Date	Interest Rate	Book Value	Fair Market Value
Stock						
Berkshire Hathaway	Stock	1996			$49.434	$615.410
Knight Swift	Stock	13-Dec-17			1,683,605	$1,232,000
Total Investments					$1,733,039	$1,847.410

Weber State University
Monthly Investment Activity Report
November 30, 2018

	Tee	Purchase Date	Maturity Date	Interest Rate	Transaction Amount	Amount
Balance October 31, 2018						$256,397,343
Purchases:						
Wells Fargo	Checking	30-Nov-18	1-Dec-18	0.5000%	10,945,730	
Goldenman Sach	Bond	15-Nov-18	15-Nov-21	3.7860%	5,000,000	
Common Fund Reconized Gain					87,540	
Common Fund Earnings					-10,496	
						16,022,774
Withdrawals:						
Wells Fargo	Checking	31-Oct-18	1-Nov-18	0.5000%	12,586,336	
PTIF	PTIF			2.7012%	4,250,607	
goldman Sach	Bond	19-Jul-16	15-Nov-18	3.4140%	2,500,000	
Common Fund Fees					12,117	
Global Distressed Investors						
Total Withdrawals						19,349,060
Balance November 30, 2018						$253,071,057

Weber State University Director of Budget 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 an?j_Re   ·ng of Institutional Investments, and WSU Policy 5-14
Investment of Public Funds.

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Wendell Rich
Weber State University Director of Financial Reporting and Investments

Weber State University
Monthly Investment Report
November 30, 2018

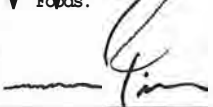|	T ee	Purchase Date	Maturity Date	Interest Rate	Book Value	Fair Market Value
Wells Fargo	Checking	30-Nov-18	1-Dec-18	0.5000%	$10,945,730	$10,945,730
PTIF						
Endowment Pool	PTIF	Various	Various	2.7012%	10,175,731	10,175,731
Cash Pool	PTIF	Various	Various	2.7012%	47,706,470	47,706,470
Common Fund						
Global Private Equity	Alternatives	Various	Various		2,508,527	2,934,619
Global Private Equity I	Alternatives	Various	Various		449,035	644,792
Venture Partners XII	Alternatives	Various	Various		208,611	233,197
Venture Partners XI	Alternatives	Various	Various		1,483,290	1,904,211
Global Distressed Investors	Alternatives	Various	Various		78,045	72,673
High Quality Bond	Fixed	Various	Various		25,707,442	26,137,157
Strategic Solutions Global Equity	Equity	Various	Various		57,635,294	73,671,666
State Street US Govt	Fixed	Various	Various		1,093,214	1,093,214
Glbal Larege MidCap Natural Resources	Alternatives	Various	Various		2,655,583	2,978,363
Natural Resources	Alternatives	Various	Various		721,210	961,892
Natural Resources Partners	Alternatives	Various	Various		40,000	40,000
CF Real Estate Opp	Alternatives	Various	Various		977,982	995,950
Secondary Partners 11	Alternatives	Various	Various		145,054	247,931
Global Absolute Alpha A01	Alternatives	Various	Various		5,153,097	6,363,671
Global Apsolute Alpha A96	Alternatives	Various	Various		4,249,426	5,009,797
Global Apsolute Alpha A94	Alternatives	Various	Various		5,316	7,805
Bonds						
Fed Farm Credit	Bond	5-Jan-16	28-Dec-18	1.4200%	5,000,000	4,996,885
FHLB	Bond	27-Dec-17	27-Dec-19	1.9400%	5,000,000	4,955,890
Federal Farm Credit	Bond	16-Feb-18	16-Feb-21	2.5000%	5,000,000	4,948,215
Federal Farm Credit	Bond	6-Dec-16	6-Jun-22	2.2200%	5,000,000	4,853,695
Freddi Mac	Bond	13-Jun-17	13-Jun-22	1.7500%	5,000,000	4,974,520
Federal Farm Credit	Bond	27-Dec-17	27-Jun-22	2.4400%	5,000,000	4,898,410
Federal Farm Credit	Bond	26-Jun-17	26-Jun-23	2.2800%	5,000,000	4,818,490
FHLB	Bond	28-Feb-17	28-Feb-25	2.0000%	5,000,000	4,940,770
Federal Farm Credit	Bond	23-0ct-17	23-Apr-25	2.7700%	5,000,000	4,793,050
Federal Farm Credit	Bond	23-0ct-17	23-0ct-25	2.8500%	5,000,000	4,796,655
Corporate Bonds						
National Astralia Bank	Bond	12-Feb-18	14-Jan-19	2.0000%	5,000,000	4,995,500
Morgan Stanley	Bond	13-0ct-16	24-Jan-19	3.3370%	2,437,000	2,439,076
Bank of America	Bond	12-Sep-16	1-Apr-19	3.2660%	5,000,000	5,010,690
Goldman Sachs	Bond	15-Jul-16	25-Apr-19	3.5300%	1,195,000	1,198,486
HSBC USA Inc	Bond	2-Apr-18	23-Jun-19	2.2500%	5,000,000	4,974,650
Morgan Stanley	Bond	15-Aug-16	23-Jul-19	3.2170%	2,500,000	2,507,563
Bank of Montreal	Bond	28-Jun-17	15-Jun-20	2.7740%	5,000,000	5,006,950
Goldman Sachs	Bond	15-Nov-18	15-Nov-21	3.7860%	5,000,000	5,018,470
Total Investments					$253,071,057	$272,252,834

Weber State University Foundation
Monthly Investment Activity Report
November 30, 2018

	Purchase Date	Maturity Date	Interest Rate	Transaction Amount	Amount
Balance October 31, 2018					$10,821,827
Revenues:					
Dividends				16,634	
Interest				2,109	
Realized Gain (Loss)				23,406	
Call Option Revenue				12,286	
Partnership Distribution				720	
Long Term Capital Gain				1,615	
					56,770
Expenses:					
Investing Fees				522	
Annuity Payments				4,017	
Misc Expense				0	
Call Option Expense				7,417	
Total Withdrawals					11,956
Balance November 30, 2018					$10,866,641

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 Funizs.

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Wendell Rich
Weber State University Director of Financial Reporting and Investments

Weber State University Foundation
Monthly Investment Report
November 30, 2018

	T ee	Purchase Date	Maturity Date	Interest Rate	Book Value	Fair Market Value
Bank Accounts						
Key Bank	Checking	Various	Various		36,446	36,446
PTIF	PTIF	Various	Various	2.7014%	22,532	22,532
Common Fund						
Multi-Strategy Equity	Equity	Various	Various		955,307	2,200,990
Multi-Strategy Bond	Bond	Various	Various		1,189,386	1,207,666
Multi-Strategy Bond (Annuity)	Bond	Various	Various		435,249	425,797
Multi-Strategy Equity (Annuity)	Equity	Various	Various		321,383	622,448
Stock and Money Markets						
Altria Group-Philip Morris	Stock				93,214	548,300
Apple	Stock				180,198	187,509
AT&T Corp	Stock				447,195	393,624
Blackstone Group LP	Stock				410,805	328,868
BP PLC ADS	Stock				268,066	201,750
CenturyLink Inc	Stock				581,212	295,160
Chevron Corp	Stock				33,103	142,728
Cisco Sys Inc	Stock				158,297	239,350
Comcast Corp (NEW) Class A	Stock				215,023	234,060
Dowdupont Inc	Stock				239,051	214,045
Enbridge Inc	Stock				205,347	160,377
Ford Motor Co New	Stock				189,065	159,970
General Electric	Stock				127,070	132,000
Intl Business Machines Corp	Stock				221,004	186,405
!shares	Stock				339,164	309,584
!shares MSCI Euro Financial	Stock				200,875	154,812
Johnson & Johnson	Stock				50,909	62,433
JP Morgan Chase & Co.	Stock				203,741	444,760
Merck & Co	Stock				283,544	579,182
Microsoft	Stock				262,026	266,136
Morgan Stanley Fund	Money Market			0.0200%	117,118	117,118
Oaktree Capital GP LLC CL-A	Stock				103,950	103,550
Pepsico	Stock				251,998	329,238
Pfizer Inc	Stock				402,566	540,891
Royal Dutch Shell PLC	Stock				460,656	495,280
SeaDrill LTD	Stock				431,750	654
SeaDrill Partners LLC	Stock				397,586	40,698
Tanger Factory Outlet Centers	Stock				185,515	175,010
Teva Pharmaceuticals Adr	Stock				252,152	118,470
Utilitis Sel Sect Spdr Fund	Stock				177,719	200,124
Verizon Communications	Stock				199,353	241,200
Wells Fargo & Co New	Stock				217,067	206,264
Total Investments					$10,866,641	$12,325,429

Weber State University
Monthly Investment Activity Report
Funds Separately Invested
November 30, 2018

	Type	Shares	Transaction Amount	Amount
Balance October 31, 2018				$1,733,039
Gifts:				
American Electric Power	Stock	64	4,905	
				4,905
Sold:				
American Electric Power	Stock	64	4,905	
Total Withdrawals				4,905
Balance November 30, 2018				$1,733,039

Weber State University Director of Budget 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
November 30, 2018

	Type	Purchase Date	Maturity Date	Interest Rate	Book Value	Fair Market Value
Stock						
Berkshire Hathaway	Stock	1996			$49,434	$652,000
Knight Swift	Stock	13-Dec-17			1,683,605	$1,334,410
Total Investments					$1,733,039	$1,986,410

WEBER STATE UNIVERSITY

QUARTERLY INVESTMENT REPORT

This report includes the investment activities of the university and its component units for the first quarter of 2018-2019.

Weber State University
Investment Summary
For the Three Months Ending September 30, 2018

Exhibit A
Investment Summary at Market Value

Components of Change Investment Type	Balance 30-Jun-18	Net Change	Unrealized Gain/(Loss)	Balance 30-Sep-18	Accrued Income/ Realized Gain(Loss)	Total Realized & Unrealized Income
Endowment Pool	$134,563,856	$983,023	$3,265,883	$138,812,762	$685,142	$3,951,025
Cash Management Pool	120,264,455	24,258,329	(308,634)	144,214,150	774,661	466,027
Total Investment Pool	254,828,311	25,241,352	2,957,249	283,026,912	1,459,803	4,417,052
Funds Separately Invested	2,274,157	(238,992)	(67,685)	1,967,480	231	(67,454)
Foundation	12,389,048	(105,017)	467,360	12,751,391	86,500	553,860
Total of All Pools	$269,491,516	$24,897,343	$3,356,924	$297,745,783	$1,546,534	$4,903,458

Performance Summaries Measures	Endowment Pool	Cash Management Pool	Funds Separately Invested	Foundation Funds
Average Invested Balance	$137,217,002	$133,931,224	$1,951,131	$12,630,087
Return on Investment - quarter	3.05%	0.35%	-3.35%	4.39%
Return on Investment - year-to-date	3.05%	0.35%	-3.35%	4.39%
Annualized Return on Investment	12.20%	1.39%	-13.40%	17.54%
Average Years to Maturity	- -	1.48	- -	- -

Notes:

-For reporting consistency to the State Board of Regents, investment activity is reported in three categories:
(1) Investments Pools, (2) Funds Separately Invested, and (3) Weber State University Foundation.

-INVESTMENTS POOLS: University funds available for investment are classified into two separate pools. The pools consist of an Endowment Pool and a Cash Management Pool. Each pool has an investment strategy to optimize return with minimum risk.

-FUNDS SEPARATELY INVESTED: Certain University funds are "separately invested" because of donor restrictions. Securities separately invested are each identifiable to a specific University account. Earnings on these securities are credited directly to each account.

-FOUNDATION: Funds are held separate from the University and investment activity is reported in four categories: (1) Restricted Funds Managed Externally, (2) Restricted Gift Annuity Pool, (3) Restricted Funds Managed by Institution and (4) Unrestricted Funds Managed by Institution.

Exhibit B
WSU Endowment Fund

Balance as of September 30, 2018	**Market Value:**	**$138,812,762**

Key Utah State Board of Regents Policy
• If gift comes with certain investment conditions then those conditions
  apply, otherwise Utah State Board of Regents policy applies
• Instruments allowed in pool are mutual funds of certain size and quality,
  equities (with limitations), corporate fixed-income securities, and
  alternatives (with limitations), agency fixed income securities
• No more than 75% of fund may be in equity securities
• No more than 30% of the fund may be in alternative assets

Key WSU Policy Provisions
• Maximize purchasing power / protection and safety of principal

Current Pay-out Policy
• Allocations will be distributed quarterly
• The average fair value per unit is determined for the previous 12 quarters
• A fixed percentage, currently 4% annual rate, is applied to the average value per unit

Management of Funds
• Managed by WSU

Allocation	Target	Current	Diff
Equity	50.0%	59.10%	9.10%
Alternatives:	25.0%	13.50%	-11.50%
Fixed Income and Cash Equivalents:	25.0%	27.40%	2.40%

WSU Endowment Summary

Fixed Income and Cash Equivalents 27.40%

Alternatives 13.50%
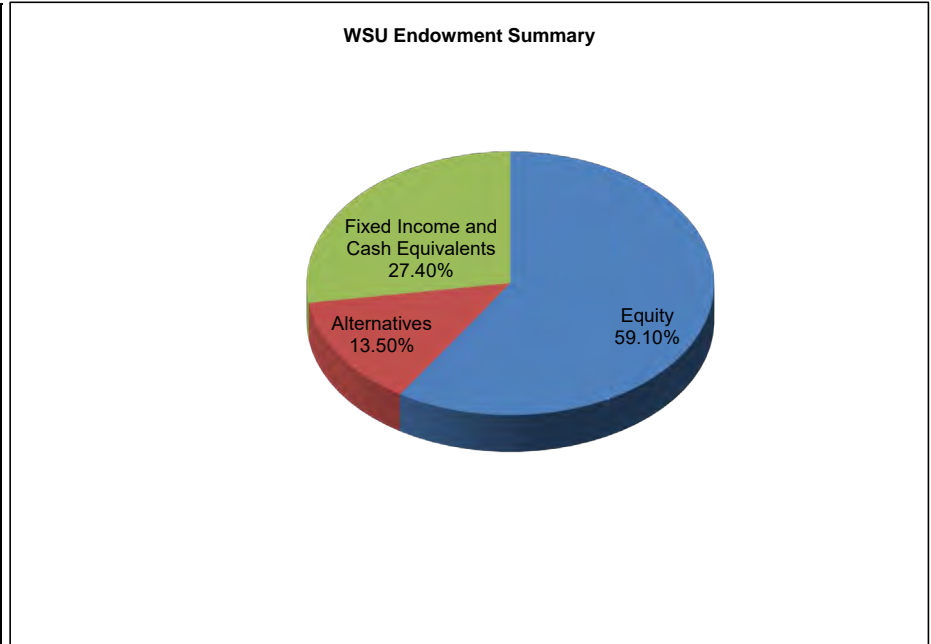
Equity 59.10%

Investment Type	Target Allocation	30-Sep-18 Market Value	Allocation
Equity	50.0%	82,037,423	59.10%
Alternatives	25.0%	18,735,403	13.50%
Fixed Income and Cash Equivalents	25.0%	38,039,936	27.40%
Total	100.0%	$138,812,762	100.00%

Investment Type	30-Jun-18 Market Value	Allocation	30-Jun-17 Market Value	Allocation	30-Jun-16 Market Value	Allocation	30-Jun-15 Market Value	Allocation
Equity	79,721,131	59.24%	69,415,671	56.11%	56,581,779	51.37%	59,216,053	52.05%
Alternatives	17,602,447	13.08%	20,737,640	16.76%	24,289,825	22.05%	23,345,003	20.52%
Fixed Income and Cash Equivalents	37,240,278	27.67%	33,558,161	27.13%	29,278,149	26.58%	31,198,569	27.42%
Total	$134,563,856	100.00%	$123,711,472	100.00%	$110,149,753	100.00%	$113,759,625	100.00%

Weber State University
Investment Report
For the Three Months Ending September 30, 2018

Schedule B - 1
Endowment Fund Detail

Description	Book Value	Market Value 30-Jun-18	Market Value 30-Sep-18	Year To Date Unrealized Gain/(Loss)	Unrealized Gain/(Loss) Since Acquisition
Equity					
Strategic Solutions Global Equity	$57,796,540	$75,403,151	$78,746,934	$2,881,537	$20,950,394
SSGA S&P Global Large MidCap Natural Resources	2,653,857	4,317,980	3,290,489	50,872	636,632
Total Equity	60,450,397	79,721,131	82,037,423	2,932,409	21,587,026
Alternative					
Global Distressed Investors LLC 2	78,045	75,969	72,673	(6,922)	(5,372)
Global Private Equity Fund	2,382,679	2,694,380	2,814,619	48,650	431,940
Global Private Equity Fund II	445,015	467,885	644,792	50,001	199,777
Natural Resources Partners X	717,651	809,498	953,260	57,323	235,609
Global Absolute Alpha	9,407,840	11,281,736	11,429,210	147,476	2,021,370
Venture Partners XI	1,483,290	1,695,392	1,904,211	106,079	420,921
Venture Partners XII	70,627	91,738	84,077	(7,761)	13,450
CF Real Estate Opp	566,662	335,849	584,630	17,968	17,968
Secondary Partners II	145,054	150,000	247,931	102,877	102,877
Total Alternative	15,296,863	17,602,447	18,735,403	515,691	3,438,540
Fixed Income and Cash Equivalents					
Fixed Income					
High Quality Bond Fund	26,756,612	26,320,475	27,257,248	(145,498)	500,636
SSSgA US Treasury Inflation Protected	0	676,762	0	(36,719)	0
Total Fixed Income	26,756,612	26,997,237	27,257,248	(182,217)	500,636
Cash Equivalents					
Outside Cash-Utah Public Treasurers' Pool	5,045,680	5,012,606	5,045,680	0	0
Utah Public Treasurers' Pool - (not in CF Reports)	5,192,782	4,860,491	5,192,782	0	0
Cash Awating Transfer	116,733	20,562	116,733	0	0
State Street Inst US Govt Money Mkt Fund	427,493	349,382	427,493	0	0
Total Cash Equivalents	10,782,688	10,243,041	10,782,688	0	0
Total Fixed Income and Cash Equivalents	37,539,300	37,240,278	38,039,936	(182,217)	500,636
Total Endowment Investments	$113,286,560	$134,563,856	$138,812,762	$3,265,883	$25,526,202

Weber State University
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For the Three Months Ending September 30, 2018

Schedule B - 2
Endowment Fund Detail - Earnings Summary

Description	Year To Date Unrealized Gain/(Loss)	Accrued Income/ Realized Gain (Loss)	Total Realized/ Unrealized Gain/(Loss)	Average Invested Balance at Market	Quarter Return On Investment at Market	FYTD Return On Investment at Market	Estimated Annual Return On Investment at Market
Equity							
Strategic Solutions Global Equity	$2,881,537	$387,246	$3,268,783	$77,305,319	4.34%	4.34%	17.36%
SSGA S&P Global Large MidCap Natural Resources	50,872	(4,113)	46,759	4,039,376	1.06%	1.06%	4.24%
Total Equity	2,932,409	383,133	3,315,542	81,344,695			
Alternative							
Global Distressed Investors LLC 2	(6,922)	8,876	1,954	75,145	2.57%	2.57%	10.28%
CCI-SSG Global Private Equity Fund	48,650	(10,876)	37,774	2,735,345	1.64%	1.64%	6.56%
CCI-SSG Global Private Equity Fund II	50,001	(8,017)	41,984	523,613	11.81%	11.81%	47.24%
Natural Resources Partners X	57,323	3,782	61,105	860,715	8.26%	8.26%	33.04%
Global Absolute Alpha	147,476		147,476	11,345,727	1.32%	1.32%	5.28%
Venture Partners XI	106,079	42,740	148,819	1,784,802	9.43%	9.43%	37.72%
Venture Partners XII	(7,761)	100	(7,661)	87,908	-8.35%	-8.35%	-33.40%
CF Real Estate Opp	17,968	(25,791)	(7,823)	416,912	0.00%	0.00%	0.00%
Secondary Partners II	102,877	(4,946)	97,931	198,966	0.00%	0.00%	
Total Alternative	515,691	5,868	521,559	18,029,132			
Total Fixed Income and Cash Equivalents							
Fixed Income							
High Quality Bond Fund	(145,498)	194,743	49,245	26,483,944	0.19%	0.19%	0.76%
SSGA US Treasury Inflation Protected	(36,719)	31,565	(5,154)	507,164	-0.85%	-0.85%	-3.40%
Total Fixed Income	(182,217)	226,308	44,091	26,991,108			
Cash Equivalents							
Outside Cash - Utah Public Treasurers' Pool	0	33,073	33,073	5,029,202	0.63%	0.63%	2.52%
Utah Public Treasurers' Pool - (not in CF Reports)	0	34,410	34,410	5,099,724	0.63%	0.63%	2.52%
Cash Awaiting Transfer	0	0	0	34,324	0.00%	0.00%	0.00%
State Street Inst US Govt Money Mkt Fund	0	2,350	2,350	688,818	0.48%	0.48%	1.92%
Total Cash Equivalents	0	69,833	69,833	10,852,068			
Total Fixed Income and Cash Equivalents	(182,217)	296,141	113,924	37,843,176			
Total Endowment Investments	$3,265,883	$685,142	$3,951,025	$137,217,002	3.05%	3.05%	12.20%

Schedule B - 3
Asset Allocation Targets, Ranges and Benchmarks

Asset Class	Min Weight	Max Weight	Target Weight	Actual Weight	Target Difference	Previous Quarter	Quarterly Change
Equity	35%	75%	50.0%	58.9%	8.9%	58.1%	0.8%
Public Natural Resources	0%	10%	0.0%	2.5%	2.5%	3.3%	-0.8%
Total Equity			50.0%	61.4%	11.4%	61.4%	0.0%
Hedge Strategies/Absolute Return	0%	10%	5.0%	8.6%	3.6%	8.7%	-0.1%
Distressed Debt	0%	5%	0.0%	0.1%	0.1%	0.1%	0.0%
Commodities	0%	10%	0.0%	0.0%	0.0%	0.0%	0.0%
Private Capital	0%	30%	12.0%	4.3%	-7.7%	3.9%	0.4%
Private Natural Resources	0%	10%	3.0%	0.7%	-2.3%	0.0%	0.1%
Private Real Estate	0%	10%	5.0%	0.4%	-4.6%	0.3%	0.1%
Total Alternatives			25.0%	14.1%	-10.9%	13.6%	0.5%
Core Bonds	0%	35%	17.0%	20.4%	3.4%	20.3%	0.1%
Global Bonds	0%	10%	0.0%	0.0%	0.0%	0.0%	0.0%
Intermediate Term	0%	5%	0.0%	0.0%	0.0%	0.0%	0.0%
Credit	0%	10%	5.0%	0.0%	-5.0%	0.0%	0.0%
Real Return Bonds (TIPS)	0%	10%	3.0%	0.0%	-3.0%	0.5%	-0.5%
Opportunistic Strategies	0%	0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Fixed Income			25.0%	20.4%	-4.6%	20.8%	-0.4%
Total Cash & Equivalent	0%	10%	0.0%	4.2%	4.2%	4.2%	0.0%
Total All			100.0%	100.0%		100.0%	

Fund	Benchmark	WSU Qtr Yield	Benchmark Qtr Yield	WSU FYTD Yield	Benchmark FYTD Yield
Equity:					
Strategic Solutions Global Equity, LLC	MSCI ACWI Net,-GEF	4.34%	4.28%	4.34%	4.28%
SSGA Global Large MidCap Natural Resources	S&P GBL LargeMidCap NR Index	1.06%	1.08%	1.06%	1.08%
Alternative:					
Global Distressed Investors LLC 2	HFRI Distressed/Restructuing Index	2.57%	0.18%	2.57%	0.18%
Global Absolute Alpha Company A	HFRI FOF Conservative Index	1.32%	0.98%	1.32%	0.98%
Private Capital	S&P 500 + 400 bps (lagged)	4.91%	3.28%	4.91%	3.28%
Fixed Income:					
High Quality Bond Fund	Bloomberg Barclay's Capital US Aggregate Bond Index	0.19%	0.02%	0.19%	0.02%
SSGA U.S. Treasury Inflation Protected	Barclay's US Inflation Linked Index	-0.85%	-0.82%	-0.85%	-0.82%
Total Fund and Benchmark Performance		3.05%	2.83%	3.05%	2.83%

Weber State University
Investment Report
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Exhibit C
WSU Cash Management Pool

Balance as of September 30, 2018	Market Value:	$144,214,150

Key Utah Money Management Act (UMMA) Provisions
- The remaining term to maturity of investment may not exceed the period of availability of the funds to be invested.
- Bank deposits, certain repo's, first-tier commercial paper, treasuries, guaranteed agencies, certain fixed-rate corporate obligations, tax anticipation and general obligations bonds, municipal revenue bonds, etc.
- Corporate issues maximum term to maturity is: Fixed 15 months and Variable 3 years.

Key WSU Policy Provisions
- At least 25% of the pool's cost basis must be invested in securities with maturities not to exceed 1 year.
- No more than 25% of the pool's cost basis can be invested in securities with maturities greater than 5 years.
- No individual investment will have a maturity exceeding 8 years.
- Corporate issues to have stable outlook and at least "A" rated by two NRSRO's.
- Maximum amount of $35 million to be invested in Corporate issues.

Current Pay-out Policy
- Actual earnings on investment.

Management of Funds
- Managed by WSU

Allocation	Target	Current	Diff
1 year or less:	25%	66.12%	41.12%
1 - 5 years:	50%	23.83%	-26.17%
5 - 8 years:	25%	10.05%	-14.95%

WSU Cash Management Pool Summary

Utah Public Treasurers' 37.91%

Fixed Income 53.74%

Wells Fargo Bank 8.35%

Years to Maturity

5-8 years 10.0%

1-5 years 23.83%

1 year or less 66.12%

Investment Type	Current	30-Sep-18 Market Value	30-Jun-18 Market Value	30-Jun-17 Market Value	30-Jun-16 Market Value	30-Jun-15 Market Value
Utah Public Treasurers'	37.91%	$54,664,606	$30,231,563	$32,467,465	$51,219,141	$37,052,282
Wells Fargo Bank	8.35%	12,047,302	7,213,414	7,491,927	13,419,055	6,673,039
Wells Fargo CD	0.00%	0	0	0	13,203,700	21,440,911
Fixed Income	53.74%	77,502,242	82,819,478	71,673,586	29,011,432	44,895,289
Total	100.00%	$144,214,150	$120,264,455	$111,632,978	$106,853,328	$110,061,521

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Weber State University
Investment Report
For the Three Months Ending September 30, 2018

Schedule C - 1
Cash Management Pool Detail

Cash Equivalents & Fixed Income Description	Purchase Date	Mature Date	Next Call Date	NRSRO Ratings (2)	Outlook	Call Frequency	Duration	Years to Maturity	Book Value	Market Value 30-Jun-18	Market Value 30-Sep-18	Interest Rate %	Maturity Yield or Annual % Yield	Year To Date Unrealized Gain/(Loss)	Unrealized Gain/(Loss) Since Acquisition
Cash Equivalents															
Wells Fargo							0.00		$12,047,302	$7,213,414	$12,047,302	0.50%	0.50%	$0	$0
Utah Public Treasurers' Pool							0.00		54,664,606	30,231,563	54,664,606	2.47%	2.47%	0	0
Total Cash Equivalents							0.00		66,711,908	37,444,977	66,711,908			0	0
Fixed Income															
US Government Agencies															
Farm Credit	5-Jan-16	28-Dec-18	CC			Qrtly	0.24	0.3	5,000,000	4,978,045	4,987,550	1.42%	1.42%	9,505	(12,450)
FHLB	27-Dec-17	27-Dec-19	27-Dec-18			Qrtly	1.23	1.3	5,000,000	4,958,650	4,950,220	1.94%	1.94%	(8,430)	(49,780)
Farm Credit	16-Feb-18	16-Feb-21	16-Dec-18			Qrtly	2.32	2.4	5,000,000	4,960,030	4,936,830	2.50%	2.50%	(23,200)	(63,170)
Farm Credit	6-Dec-16	6-Jun-22	CC			CC	3.53	3.8	5,000,000	4,878,085	4,830,870	2.22%	2.22%	(47,215)	(169,130)
Freddie Mac (Stepped 1.5%-5%)	13-Jun-17	13-Jun-22	13-Dec-18			Qrtly	3.58	3.8	5,000,000	4,967,770	4,959,730	1.75%	1.75%	(8,040)	(40,270)
Farm Credit	27-Dec-17	27-Jun-22	27-Dec-18			Qrtly	3.58	3.8	5,000,000	4,908,280	4,877,635	2.44%	2.44%	(30,645)	(122,365)
Farm Credit	26-Jun-17	26-Jun-23	CC			CC	4.49	4.8	5,000,000	4,851,675	4,791,710	2.28%	2.28%	(59,965)	(208,290)
FHLB (Stepped 2%-9%)	28-Feb-17	28-Feb-25	28-Dec-18			Qrtly	6.04	6.4	5,000,000	4,950,255	4,929,460	2.00%	2.00%	(20,795)	(70,540)
Farm Credit	23-Oct-17	23-Apr-25	23-Oct-18			Qrtly	5.98	6.6	5,000,000	4,831,010	4,778,710	2.77%	2.77%	(52,300)	(221,290)
Farm Credit	23-Oct-17	23-Oct-25	23-Oct-18			Qrtly	6.37	7.1	5,000,000	4,869,650	4,781,605	2.85%	2.85%	(88,045)	(218,395)
Total US Government Agencies									50,000,000	49,153,450	48,824,320			(329,130)	(1,175,680)
Corporate Issues															
Goldman Sachs	19-Jul-16	15-Nov-18	N/A	A, AH	Stable	N/A	0.13	0.2	2,501,642	2,509,335	2,503,080	3.41%	3.41%	(6,255)	1,438
National Australia Bank	12-Feb-18	14-Jan-19	N/A	AA-, AA-	Stable	N/A	0.29	0.3	5,000,000	4,981,180	4,994,480	2.00%	2.00%	13,300	(5,520)
Morgan Stanley	15-Aug-16	24-Jan-19	N/A	A, AH	Stable	N/A	0.32	0.3	2,439,962	2,446,417	2,442,922	3.19%	3.19%	(2,014)	2,960
Bank of America	12-Sep-16	1-Apr-19	N/A	A+, A	Stable	N/A	0.49	0.6	5,010,088	5,028,784	5,020,878	3.21%	3.21%	(2,862)	10,790
Goldman Sachs	15-Jul-16	25-Apr-19	N/A	A, AH	Stable	N/A	0.56	0.6	1,195,978	1,202,446	1,201,091	3.38%	3.38%	(866)	5,113
HSBC USA Inc	2-Apr-18	23-Jun-19	N/A	A, AA-	Stable	N/A	0.72	0.8	4,979,727	4,965,198	4,983,290	2.25%	2.25%	18,092	3,563
Morgan Stanley	13-Oct-16	23-Jul-19	N/A	A, AH	Stable	N/A	0.81	0.8	2,503,141	2,512,588	2,512,031	3.09%	3.09%	490	8,890
Bank of Montreal	28-Jun-17	15-Jun-20	N/A	AA-, Aa2	Stable	N/A	1.67	1.8	5,003,246	5,016,373	5,020,150	2.77%	2.77%	4,318	16,904
Citgroup	15-Jul-16	30-Jul-18	N/A	A, A	Stable	N/A	0.00	0.0	0	5,003,707	0	3.24%	3.24%	(3,707)	0
Total Corporate Issues									28,633,784	33,666,028	28,677,922			20,496	44,138
Total Fixed Income								2.63	78,633,784	82,819,478	77,502,242			(308,634)	(1,131,542)
Total Cash Equivalents and Fixed Income								1.42	$145,345,692	$120,264,455	$144,214,150			($308,634)	($1,131,542)

CC= Continuously Callable, Qrtly = Quarterly Callable, NRSRO = Nationally Recognized Statistical Rating Organization

Weber State University
Investment Report
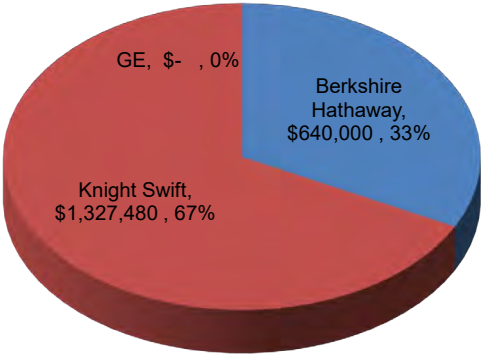# For the Three Months Ending September 30, 2018

Schedule C - 2
Cash Management Pool Detail - Earnings Summary

Cash Equivalents & Fixed Income Description	Coupon Yield %	Yield to Call %	*Year To Date Unrealized Gain/(Loss)	Accrued Income/ Reaized Gain (Loss)	Total Unrealized Gain/(Loss)	Average Invested Balance at Market	Quarter Return On Investment at Market	FYTD Return On Investment at Market	Estimated Annual Return On Investment at Market
Cash Equivalents									
Wells Fargo			$0	$15,706	$15,706	$13,501,931	0.12%	0.12%	0.47%
Utah Public Treasurers' Pool			0	269,686	269,686	41,493,674	0.65%	0.65%	2.60%
Total Cash Equivalents			0	285,392	285,392				
Fixed Income									
Farm Credit	1.42%	1.42%	9,505	17,750	27,255				
FHLB	1.94%	1.94%	(8,430)	24,250	15,820				
Farm Credit	2.50%	2.50%	(23,200)	31,250	8,050				
Farm Credit	2.22%	2.22%	(47,215)	27,750	(19,465)				
Freddie Mac (Stepped 1.5%-5%)	1.75%	1.75%	(8,040)	21,880	13,840				
Farm Credit	2.44%	2.44%	(30,645)	30,500	(145)				
Farm Credit	2.28%	2.28%	(59,965)	1,270	(58,695)				
FHLB (Stepped 2%-9%)	2.00%	2.00%	(20,795)	25,550	4,755				
Farm Credit	2.77%	2.77%	(52,300)	34,620	(17,680)				
Farm Credit	2.85%	2.85%	(88,045)	35,630	(52,415)				
Total US Government Agencies			(329,130)	250,450	(78,680)				
Corporate Issues									
Goldman Sachs	3.44%	3.44%	(6,255)	21,984	15,729				
National Australia Bank	2.00%	2.00%	13,300	32,230	45,530				
Morgan Stanley	3.19%	3.19%	(2,014)	18,178	16,164				
Bank of America	3.21%	3.21%	(2,862)	35,322	32,460				
Goldman Sachs	3.38%	3.38%	(866)	9,720	8,854				
HSBC USA Inc	2.25%	2.25%	18,092	18,475	36,567				
Morgan Stanley	3.09%	3.09%	490	18,453	18,943				
Bank of Montreal	2.77%	2.77%	4,318	70,512	74,830				
Citgroup	3.24%	3.24%	(3,707)	13,945	10,238				
Total Corporate Issues			20,496	238,819	259,315				
Total Fixed Income			(308,634)	489,269	180,635	78,935,619	0.23%	0.23%	0.92%
Total Cash Equivalents and Fixed Income			($308,634)	$774,661	$466,027	$133,931,224	0.35%	0.35%	1.39%

* Note: The Return on Investments for the Cash Management Pool and CD's are without unrealized gains or losses.

Exhibit D
WSU Funds Separately Invested

Balance as of September 30, 2018 Market Value:	$1,967,480

Key UMMA Provisions
 • Same as Endowment Fund.

Key WSU Policy Provisions
 • Securities are held if specified or restricted by the donor.
 • All other securities are to be sold upon receipt.

Current Pay-out Policy
 • Per donor/department restrictions.

Management of Funds
 • Managed by WSU.

WSU Funds Separately Invested Summary

GE, $- , 0%

Berkshire Hathaway, $640,000 , 33%

Knight Swift, $1,327,480 , 67%

Schedule D
Funds Separately Invested Detail

Donated Securities	Type of Account or Security	Shares	Book Value	Market Value 30-Jun-18	Market Value 30-Sep-18
Donated Securities					
Berkshire Hathaway	Stock	2	$49,434	$564,080	$640,000
Knight Swift	Stock	38,500	1,683,605	1,471,085	1,327,480
GE	Stock	17,560	0	238,992	0
Total Donated Securities			$1,733,039	$2,274,157	$1,967,480

Schedule D - 1
Funds Separately Invested Detail

Donated Securities

Description	Gift Date	Mature Date	Next Call Date	Call Frequency	Years to Maturity	Book Value	Market Value 30-Jun-18	Market Value 30-Sep-18	Coupon Yield %	Yield to Maturity %	Year to Date Unrealized Gain/(Loss)	Unrealized Gain/(Loss) Since Acquisition
Donated Securities												
Berkshire Hathaway	1996					$49,434	$564,080	$640,000			$75,920	$590,566
Knight Swift	Dec. 2017					1,683,605	1,471,085	1,327,480			($143,605)	(212,520)
GE	29-Jun-18					0	238,992	0			0	0
Total Donated Securities						$1,733,039	$2,274,157	$1,967,480			($67,685)	$378,046

Weber State University
Investment Report
## For the Three Months Ending September 30, 2018

Schedule D - 2
Funds Separately Invested Detail

Cash Equivalents & Fixed Income Description	Coupon Yield %	Yield to Call %	Year To Date Unrealized Gain/(Loss)	Accrued Income/ Realized Gain (Loss)	Total Unrealized Gain/(Loss)	Average Invested Balance at Market	Quarter Return On Investment at Market	FYTD Return On Investment at Market	Annualized Return on Investment at Market
Donated Securities									
Berkshire Hathaway (BRKA)			$75,920		$75,920	$609,695	12.45%	12.45%	49.80%
Knight Swift			($143,605)	2,310	(141,295)	1,341,436	-10.53%	-10.53%	-42.12%
GE			0		-	-			
Total Donated Securities			($67,685)	$2,310	($65,375)	$1,951,131	-3.35%	-3.35%	-13.40%

11

Exhibit E
WSU Foundation

Balance as of September 30, 2018	**Market Value:**	**$12,751,391**

Key UMMA Provisions
• Same as Endowment Fund.

Key WSU Policy Provisions
• Same as Endowment Fund.

Current Pay-out Policy
• Annuities: Per donor contract for distribution.
• Misc. Endowment: Same as Endowment Fund.

Management of Funds
• Externally managed funds per donor requests.
  Morgan Stanley-Hinckley Scholarship Endowment.
 • Remainder managed by WSU.

Present Value of Gift Annuities Payable	$462,864

WSU Foundation Investment Pool Summary

Unrestricted Funds Managed by Institution 10.53%
Gift Annuity Funds 8.81%
Restricted Funds Managed by Institution 17.51%
Restricted Funds Managed Externally 63.15%

Annuities Allocation	**Target**	**Current**	**Diff**
Multi-Strategy Equity:	60%	60.64%	0.64%
Multi-Strategy Bonds:	40%	39.36%	-0.64%

Pool Allocation	**Target**	**Current**	**Diff**
Multi-Strategy Equity:	65%	65.76%	0.76%
Multi-Strategy Bonds:	35%	34.24%	-0.76%
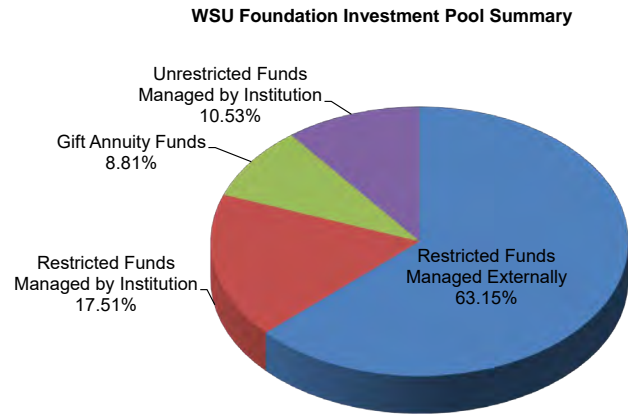
Pool Allocation Investment Type	Target Allocation	30-Sep-18 Market Value	Allocation
Multi-Strategy Equity	65%	$2,329,537	65.76%
Multi-Strategy Bonds	35%	1,212,862	34.24%
Total	100%	$3,542,399	100.00%

Foundation Total Investment Type	30-Sep-18 Market Value	30-Jun-18 Market Value	30-Jun-17 Market Value	30-Jun-16 Market Value	30-Jun-15 Market Value
Restricted Funds Managed Externally	$8,052,521	$7,869,167	$7,920,172	$7,587,482	$7,926,444
Restricted Funds Managed by Institution	2,232,634	2,143,126	2,063,250	1,913,186	1,975,728
Gift Annuity Funds	1,123,902	1,094,462	1,063,669	1,016,724	1,169,582
Unrestricted Funds Managed by Institution	1,342,334	1,282,293	1,249,123	1,118,081	1,237,644
Total	$12,751,391	$12,389,048	$12,296,214	$11,635,473	$12,309,398

Schedule E - 1
WSU Foundation Detail

Cash Equivalents & Fixed Income		Book Value	Market Value 30-Jun-18	Market Value 30-Sep-18	Coupon Yield %	Yield to Maturity %	Year To Date Unrealized Gain/(Loss)	Unrealized Gain/(Loss) Since Acquistion
Restricted Funds								
Funds Managed Externally								
Morgan Stanley	Hinckley Scholarship Endowment	$7,911,481	$7,869,167	$8,052,521			$296,449	$141,040
Total Restricted Funds Managed Externally		7,911,481	7,869,167	8,052,521			296,449	141,040
Utah Public Treasurers'	Glasman Literacy and Scholarship Programs	1,195	1,184	1,195				
Common Fund Equity	Glasman Literacy and Scholarship Programs	431,718	1,112,705	1,185,702			70,100	753,984
Common Fund Bond	Glasman Literacy and Scholarship Programs	701,674	745,316	749,062			(2,649)	47,388
Common Fund Equity	Volkswagen Endowment	12,708	25,910	27,610			1,632	14,902
Common Fund Bond	Volkswagen Endowment	12,142	11,508	11,565			(41)	
Utah Public Treasurers'	Volkswagen Endowment	498	494	498				
Common Fund Equity	Rotary Scholarship Endowment	111,147	160,916	171,472			10,137	60,325
Common Fund Bond	Rotary Scholarship Endowment	88,470	82,937	83,354			(295)	(5,116)
Utah Public Treasurers'	Rotary Scholarship Endowment	2,176	2,156	2,176				
Common Fund Equity	Sonora Endowment	0	0	0				
Key Bank	Sonora Grill Scholarship Fund	0	0	0				
Key Bank	Oportunidad Scholarship Fund	0	0	0				
Total Miscellaneous Restricted Funds		1,361,728	2,143,126	2,232,634			78,884	871,483
Gift Annuities Pool *								
Common Fund Bond		435,354	425,491	427,629			(1,487)	(7,725)
Common Fund Equity		321,447	618,244	658,803			38,963	337,356
Key Bank		33,951	47,239	33,951				
Utah Public Treasurers'		3,519	3,488	3,519				
Total Gift Annuities Pool		794,271	1,094,462	1,123,902			37,476	329,631
Total Restricted Funds Managed by Institution		2,155,999	3,237,588	3,356,536			116,360	1,201,114
Total Restricted Funds		10,067,480	11,106,755	11,409,057			412,809	1,342,154
Unrestricted								
Funds Managed By Institution - Foundation Pooled Funds								
Key Bank		13,657	28,657	13,657				
Utah Public Treasurers'		15,043	11	15,043				
Common Fund Equity		399,927	886,590	944,753			55,855	544,826
Common Fund Bond		387,351	367,035	368,881			(1,304)	(18,470)
Total Unrestricted Funds		815,978	1,282,293	1,342,334			54,551	526,356
Total WSU Foundation Funds		$10,883,458	$12,389,048	$12,751,391			$467,360	$1,868,510

* Present value of gift annuities payable for September 30, 2018 is $462,864

Schedule E - 2
WSU Foundation Detail

Cash Equivalents & Fixed Income Description	Year To Date Unrealized Gain/(Loss)	Accrued Income/ Realized Gain (Loss)	Total Gain/(Loss)	Average Invested Balance at Market	Quarter Return On Investment at Market	FYTD Return on Investment at Market	Annualized Return on Investment at Market
Restricted Funds							
Funds Managed Externally							
Morgan Stanley — Hinckley Scholarship Endowment	$296,449	$63,519					
Total Restricted Funds Managed Externally	296,449	63,519	$359,968	$8,000,175	4.50%	4.50%	18.00%
Utah Public Treasurers' — Glassmann Literacy and Scholarship Programs		11					
Common Fund Equity — Glassmann Literacy and Scholarship Programs	70,100	3,293					
Common Fund Bond — Glassmann Literacy and Scholarship Programs	(2,649)	6,676					
Common Fund Equity — Volkswagen Endowment Fund	1,632	77					
Common Fund Bond — Volkswagen Endowment Fund	(41)	103					
Utah Public Treasurers' — Volkswagen Endowment Fund		4					
Common Fund Equity — Rotary Scholarship Endowment	10,137	476					
Common Fund Bond — Rotary Scholarship Endowment	(295)	743					
Utah Public Treasurers' — Rotary Scholarship Endowment		20					
Common Fund Equity — Sonora Endowment							
Key Bank — Sonora Grill Scholarship Fund							
Key Bank — Opportunidad Scholarship Fund							
Total Miscellaneous Restricted Funds	78,884	11,403	90,287	2,198,012	4.11%	4.11%	16.43%
Gift Annuities Pool							
Common Fund Bond	(1,487)	3,786					
Common Fund Equity	38,963	1,817					
Key Bank							
Utah Public Treasurers'		31					
Total Gift Annuities Pool	37,476	5,634	43,110	1,112,990	3.87%	3.87%	15.49%
Total Restricted Funds Managed by Institution	116,360	17,037	133,397	3,311,002	4.03%	4.03%	16.12%
Total Restricted Funds	412,809	80,556	493,365	11,311,177	4.36%	4.36%	17.45%
Unrestricted							
Funds Managed By Institution - Foundation Pooled Funds							
Key Bank							
Utah Public Treasurers'		32					
Common Fund Equity	55,855	2,624					
Common Fund Bond	(1,304)	3,288					
Total Unrestricted Funds	54,551	5,944	60,495	1,318,913	4.59%	4.59%	18.35%
Total WSU Foundation Funds	$467,360	$86,500	$553,860	$12,630,087	4.39%	4.39%	17.54%

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WEBER STATE UNIVERSITY

QUARTERLY CONSTRUCTION PROGRESS REPORT

       Attached is the Quarterly Construction Progress Report generated byAssociate Vice President for Facilities and Campus Planning, Mark Halverson.   This report includes major construction projects, as well as improvement projects and their progress to date.

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Facilities Management

Quarterly
Construction Progress Report

</div>

Third Quarter 2018   Progress to date: December 20, 2018

All Projects	Count	Value	% of Total
Projects on Hold	5 $	320,044.00	0.11%
Projects in Programming	2 $	9,351,000.00	3.29%
Projects in Design	9 $	89,043,600.00	31.29%
Projects Out to Bid	4 $	2,522,987.00	0.89%
Projects in Construction	17 $	60,670,333.83	21.32%
Projects at Sub Complete	11 $	85,359,902.00	30.00%
Projects at Work Complete	17 $	37,267,827.00	13.10%
All Projects	65 $	284,535,693.83	100.00%

Lindquist Hall Renovation
- Major Construction Activities are complete. Landscape and punch list are still in progress
- Furniture and AV are 90% complete and faculty are beginning to move in
- The facility will be ready for classes in January and the ribbon cutting on January 7th

Community Education Center
- Construction is complete and the facility is in use
- A ribbon "tying" event what held in November

Stewart Stadium North Endzone Project
- Big-D is 30% complete with the construction of the new facility
- Construction will be complete by August of 2019

Computer and Automotive Engineering Building at Davis
- GSBS was selected as the design architect and is currently working on schematic design
- R&O Construction was selected at the contractor and will begin construction in the spring of 2019
- We currently anticipate completion of the project in May of 2020.

Noorda Engineering & Applied Science Facility
- VCBO Architects have been selected and have begun the design process
- Our project was ranked 2nd by the Regents and 4th by the Building Board. We will seek legislative funding from the state in February

- Construction could likely begin in May of 2020

Outdoor Recreation Building
- AJC Architects is 40% complete with the design of the project
- Construction could begin on this project as soon as May of 2019

W10 Solar Covered Parking
- Currently soliciting for design-build contractors
- Construction could begin on this project as soon as May of 2019

Demolition of Science Lab Building
- Building currently being vacated by Social and Behavioral Science faculty
- Abatement to begin in February
- Full demolition to start in May of 2019

Lind Lecture Infrastructure Renovation
- Currently in design by WHW Engineering
- Construction is currently plan for May of 2019

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

Report Heading	Heading Description
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

Request from the College of Engineering Applied Sciences & Technology:

The following changes are requested to realign departments so that engineering and engineering technology in particular fields sit within the same departments. This benefits students pursing those degrees in allowing options for their course and major selection. This benefits the college as engineering and engineering technology classes can be managed and utilized better between related majors.

Effective with the 2019/2020 Academic Year

OLD STRUCTURE

ENGINEERING	
PRE ENGINEERNG	APE
ELECTRICAL ENGINEERING	BS
MSCE	MS
COMPUTER ENGINEERING	BS
MSEE	MS

ENGINEERING TECHNOLOGY	
MECHANICAL ENGINEERING TECHNOLOGY	AAS & BS
ELECTRONICS ENGINEERING TECHNOLOGY	AAS & BS
ELECTRONICS ENGINEERING TECHNOLOGY	MINOR
MANUFACTURING ENGINEERING TECHNOLOGY	AAS & BS
PLASTICS & COMPOSITES	EMPHASIS
PROD. OPERATIONS & CONTROLS	EMPHASIS
WELDING	EMPHASIS
GENERAL TECHNOLOGY	AAS
SOLAR PHOTOVOLTAIC SYSTEMS	CERTIFICATE
CONTROLS TECHNOLOGY	AAS
PRODUCT DESIGN & DEVELOPMENT	AAS & BS
MECHANICAL ENGINEERING	BS
MANUFACTURING SYSTEMS ENGINEERING	BS

NEW STRUCTURE

ELECTRICAL & COMPUTER ENGINEERING		Department Name Change
ELECTRONICS ENGINEERING TECHNOLOGY	AAS & BS	
ELECTRONICS ENGINEERING TECHNOLOGY	MINOR	
ELECTRICAL ENGINEERING	BS	
MSCE	MS	
COMPUTER ENGINEERING	BS	
MSEE	MS	

MANUFACTURING & SYSTEMS ENGINEERING		Department Name Change
MANUFACTURING ENGINEERING TECHNOLOGY	AAS & BS	
PLASTICS & COMPOSITES	EMPHASIS	
PROD. OPERATIONS & CONTROLS	EMPHASIS	
WELDING	EMPHASIS	
GENERAL TECHNOLOGY	AAS	
SOLAR PHOTOVOLTAIC SYSTEMS	CERTIFICATE	
CONTROLS TECHNOLOGY	AAS	
PRODUCT DESIGN & DEVELOPMENT	AAS & BS	
MANUFACTURING SYSTEMS ENGINEERING	BS	

MECHANICAL ENGINEERING		New Department
MECHANICAL ENGINEERING TECHNOLOGY	AAS & BS	
PRE ENGINEERNG	APE	
MECHANICAL ENGINEERING	BS	

Utah System of Higher Education
Notification of Administrative Unit Change

Institution Submitting Request: Weber State University

Proposed Effective Date[1]:   05/01/2019

Institutional Board of Trustees' Approval Date:

Existing Unit Title: Engineering Technology

Sponsoring School, College, or Division: College of Engineering, Applied Science & Technology

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

Proposal Type:

☒	Name Change of Existing Unit to Manufacturing and Systems Engineering
☐	Administrative Unit Transfer

☒	Administrative Unit Restructure (with or without Consolidation)
	     NEW *(Proposed)*
	     Sponsoring Academic Department(s) or Unit(s): Mechanical Engineering
	     Sponsoring School, College, or Division: College of Engineering, Applied Science & Technology

☐	Administrative Unit Suspension
☐	Administrative Unit Discontinuation
☐	Reinstatement of Previously Suspended Administrative Unit
☐	Reinstatement of Previously Discontinued Administrative Unit

Administrative Unit Description/Rationale
Briefly describe the changes to the administrative unit.

This is part of creating and realigning departments within the College of Engineering, Applied Science & Technology so that engineering and engineering technology in particular fields sit within the same departments. This benefits students pursing those degrees in allowing options for their course and major selection. This benefits the college as engineering and engineering technology classes can be managed and utilized better between related majors.

As part of this restructure the Engineering Technology Department will be renamed Manufacturing and Systems Engineering Department and the following programs retained in it: Controls Technology, Manufacturing Engineering Technology, Manufacturing Systems Engineering, and Product Design and Development. In addition, a new Mechanical Engineering Department will be created and the following programs moved to it: Mechanical Engineering, Mechanical Engineering Technology, and Pre-Engineering (APE).

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[1] "Proposed Effective Date" refers to date after Trustee approval when change to unit is published.

Institution Submitting Request: Weber State University

	Current	*NEW (if applicable)*

Program Title: Electronics Engineering Technology

Sponsoring School, College, or Division: College of Engineering, Applied Science & Technology

Sponsoring Academic Department(s) or Unit(s):   Electrical and Computer Engineering

Classification of Instruction Program Code[1]:   15.0303   6 - Digit CIP

Min/Max Credit Hours Required for Full Program: 122   / 122   Min Cr Hr   / Max Cr Hr

Proposed Effective Term for Program Change[2]:   Summer   2019

Institutional Board of Trustees' Approval Date:

Award Type: BS

☐	Name Change of Existing Program
☐	Program Restructure with or without Consolidation
☒	Program Transfer to a new academic department or unit
☐	Program Suspension
☐	Program Discontinuation
☐	Reinstatement of Previously Suspended Program
☐	Out of Service Area Delivery Program -- *Attached Signed MOU*

Program Change Type (check all that apply):

Program Change Description/Narrative
Briefly describe program change. For program discontinuance or suspension, include teach out plan.

This is part of creating and realigning departments within the College of Engineering, Applied Science & Technology so that engineering and engineering technology in particular fields sit within the same departments. This benefits students pursing those degrees in allowing options for their course and major selection. This benefits the college as engineering and engineering technology classes can be managed and utilized better between related majors.

As part of this restructure the Electronics Engineering programs (both the BS and AAS) will move to the Electrical and Computer Engineering Department.

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1 For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.
2 "Proposed Effective Term" refers to term when change to program is published. **For Suspensions and Discontinuations,** "effective term" refers to the term the program will suspend admissions.

Utah System of Higher Education
Notification of Administrative Unit Change

Institution Submitting Request: Weber State University

Proposed Effective Date[1]:   05/01/2019

Institutional Board of Trustees' Approval Date:

Existing Unit Title: Engineering

Sponsoring School, College, or Division: College of Engineering, Applied Science & Technology

Sponsoring Academic Department(s) or Unit(s):   Engineering

Proposal Type:

☒	Name Change of Existing Unit to Electrical and Computer Engineering
☐	Administrative Unit Transfer
☐	Administrative Unit Restructure (with or without Consolidation)
☐	Administrative Unit Suspension
☐	Administrative Unit Discontinuation
☐	Reinstatement of Previously Suspended Administrative Unit
☐	Reinstatement of Previously Discontinued Administrative Unit

Administrative Unit Description/Rationale
Briefly describe the changes to the administrative unit.

This is part of creating and realigning departments so that engineering and engineering technology in particular fields sit within the same departments. This benefits students pursing those degrees in allowing options for their course and major selection. This benefits the college as engineering and engineering technology classes can be managed and utilized better between related majors.

As part of this restructure the Engineering Department will be renamed Electrical and Computer Engineering Department and will house the following programs: Electrical Engineering, Computer Engineering, and Electronics Engineering Technology.

---
[1] "Proposed Effective Date" refers to date after Trustee approval when change to unit is published.

Utah System of Higher Education
Notification of Changes to Existing Academic Program

Institution Submitting Request: Weber State University

	Current	*NEW (if applicable)*
Program Title:	Pre-Engineering	
Sponsoring School, College, or Division:	College of Engineering, Applied Science & Technology	
Sponsoring Academic Department(s) or Unit(s):	Mechanical Engineering	
Classification of Instruction Program Code[1]:	14.0101	6 - Digit CIP

Min/Max Credit Hours Required for Full Program: 57 / 57   Min Cr Hr   / Max Cr Hr

Proposed Effective Term for Program Change[2]: Summer   2019

Institutional Board of Trustees' Approval Date:

Award Type: Other Associate's Degree   APE

☐	Name Change of Existing Program
☐	Program Restructure with or without Consolidation
☒	Program Transfer to a new academic department or unit
☐	Program Suspension
☐	Program Discontinuation
☐	Reinstatement of Previously Suspended Program
☐	Out of Service Area Delivery Program -- *Attached Signed MOU*

Program Change Type (check all that apply):

Program Change Description/Narrative
Briefly describe program change. For program discontinuance or suspension, include teach out plan.

This is part of creating and realigning departments within the College of Engineering, Applied Science & Technology so that engineering and engineering technology in particular fields sit within the same departments. This benefits students pursing those degrees in allowing options for their course and major selection. This benefits the college as engineering and engineering technology classes can be managed and utilized better between related majors.

As part of this restructure the Pre-Engineering program will move to a new Mechanical Engineering Department.

---

1 For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.
2 "Proposed Effective Term" refers to term when change to program is published. **For Suspensions and Discontinuations,** "effective term" refers to the term the program will suspend admissions.

Institution Submitting Request: Weber State University

	Current	*NEW (if applicable)*
Program Title:	Mechanical Engineering Technology	
Sponsoring School, College, or Division:	College of Engineering, Applied Science & Technology	
Sponsoring Academic Department(s) or Unit(s):	Mechanical Engineering	

Classification of Instruction Program Code[1]:	15.0805		6 - Digit CIP	
Min/Max Credit Hours Required for Full Program:	124	/ 124	Min Cr Hr	/ Max Cr Hr
Proposed Effective Term for Program Change[2]:	Summer	2019		

Institutional Board of Trustees' Approval Date:

Award Type: BS

☐	Name Change of Existing Program
☐	Program Restructure with or without Consolidation
☒	Program Transfer to a new academic department or unit
☐	Program Suspension
☐	Program Discontinuation
☐	Reinstatement of Previously Suspended Program
☐	Out of Service Area Delivery Program -- *Attached Signed MOU*

Program Change Type (check all that apply):

Program Change Description/Narrative
Briefly describe program change. For program discontinuance or suspension, include teach out plan.

This is part of creating and realigning departments within the College of Engineering, Applied Science & Technology so that engineering and engineering technology in particular fields sit within the same departments. This benefits students pursing those degrees in allowing options for their course and major selection. This benefits the college as engineering and engineering technology classes can be managed and utilized better between related majors.

As part of this restructure the Mechanical Engineering Technology programs (both the BS and AAS) will move to a new Mechanical Engineering Department.

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1 For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.
2 "Proposed Effective Term" refers to term when change to program is published. **For Suspensions and Discontinuations,** "effective term" refers to the term the program will suspend admissions.

<div align="center">

Utah System of Higher Education
Notification of Changes to Existing Academic Program

</div>

Institution Submitting Request: Weber State University

<p align="right"><i>Current</i>   <i>NEW (if applicable)</i></p>

Program Title: Mechanical Engineering

Sponsoring School, College, or Division: College of Engineering, Applied Science & Technology

Sponsoring Academic Department(s) or Unit(s): Mechanical Engineering

Classification of Instruction Program Code[1]: 14.1901   6 - Digit CIP

Min/Max Credit Hours Required for Full Program: 126 / 126   Min Cr Hr / Max Cr Hr

Proposed Effective Term for Program Change[2]: Summer 2019

Institutional Board of Trustees' Approval Date:

Award Type: BS

☐	Name Change of Existing Program
☐	Program Restructure with or without Consolidation
☒	Program Transfer to a new academic department or unit
☐	Program Suspension
☐	Program Discontinuation
☐	Reinstatement of Previously Suspended Program
☐	Out of Service Area Delivery Program -- *Attached Signed MOU*

Program Change Type (check all that apply):

Program Change Description/Narrative
Briefly describe program change. For program discontinuance or suspension, include teach out plan.

This is part of creating and realigning departments within the College of Engineering, Applied Science & Technology so that engineering and engineering technology in particular fields sit within the same departments. This benefits students pursing those degrees in allowing options for their course and major selection. This benefits the college as engineering and engineering technology classes can be managed and utilized better between related majors.

As part of this restructure the Mechanical Engineering program will move to a new Mechanical Engineering Department.

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1 For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.
2 "Proposed Effective Term" refers to term when change to program is published. **For Suspensions and Discontinuations,** "effective term" refers to the term the program will suspend admissions.

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Institution Submitting Request: Weber State University

	Current	*NEW (if applicable)*
Program Title:	Criminal Justice concentration in Forensic Science (BS)	
Sponsoring School, College, or Division:	College of Social and Behavioral Sciences	
Sponsoring Academic Department(s) or Unit(s):	Criminal Justice	
Classification of Instruction Program Code[1]:	43.0106	6 · Digit CIP
Min/Max Credit Hours Required for Full Program:	78 / 79	Min Cr Hr / Max Cr Hr
Proposed Effective Term for Program Change[2]:	Summer 2024	
Institutional Board of Trustees' Approval Date:		

Award Type: BS

☐	Name Change of Existing Program
☐	Program Restructure with or without Consolidation
☐	Program Transfer to a new academic department or unit
☐	Program Suspension
	Program Discontinuation
☐	Reinstatement of Previously Suspended Program
☐	Out of Service Area Delivery Program -- Attached Signed MOU

Program Change Type (check all that apply):

Program Change Description/Narrative
Briefly describe program change. For program discontinuance or suspension, include teach out plan.

The CJ concentration in Forensic Science is being discontinued for a series of reasons. First, the program has poor graduation rates and high program attrition. Although the number of declared majors in the concentration is healthy (averaging 48 students), only an average of 1 student per year graduates. Second, the degree is not indicative of the training. Students seeking careers in forensic biology and chemistry fields are better off having natural Sciences than a Criminal Justice degree. Third, most of the credit hours required to finish the Forensic Science concentration are in science, with only 38% of the hours housed in CJ. The student interest in forensic science can be addressed by a certificate program, which augments a student's science degree with coursework in general forensic science, the justice/science interface, evidence law, professional practice, and ethics.
TEACH-OUT PLAN: Students will be excluded from enrolling in the existing program, but for those students enrolled, the program courses will continue to be taught.

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2 "Proposed Effective Term" refers to term when change to program is published. **For Suspensions and Discontinuations,** "effective term" refers to the term the program will suspend admissions.

Chief Academic Officer (or Designee) Signature:

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

Madonna Miner
_____

Date:

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I understand that checking this box constitutes my legal signature.