Proposal:
It is proposed that the following be approved:
- Master of Public Service
- Master of Accountancy
- Master of Social Work
- Master of Science in Cybersecurity
- Master of Computer Science
- BA/BS/Minor in Psychology
- Department Name Change from Basic Composition to Literacies and Composition
- Department Name Change from Engineering Graphics and Design Technology to Engineering Design Technology
- Restructure and Name Change from History Education BS to History and Social Studies Education BS
- Restructure of Integrated Studies BA/BS Leadership Emphasis
- Geographic Information Systems Emphasis Deletion
- New Center for Professional Development and Workforce Education (R401 to follow pending President’s Council approval)

Background:
The proposed Master of Public Service (MPS) is a collaborative program within the College of Aviation and Public Services (CAPS) designed to develop the next generation of public service administrators in the areas of emergency services and criminal justice. The MPS is an inter-disciplinary professional master’s degree that offers students an applied public sector education with broad based knowledge, skills, and abilities in public service. However, elective courses will allow students to focus on specific public sector professions that are vital to the well being of society. Courses relating to disaster resilience, public safety, and homeland security will be developed within the Departments of Emergency Services and Criminal Justice.

The Master of Accountancy (MAcc) degree prepares students for professional positions in accounting with potential for advancement throughout their career. It qualifies students for entry-level positions in public accounting, industry, government, and not-for-profit organizations. The MAcc qualifies students to sit for the Uniform CPA Examinations in the State of Utah, a necessary step in becoming a Certified Public Accountant (CPA). It also provides a base to pursue related certifications as Certified Internal Auditor (CIA), Certified Management Accountant (CMA), and Certified Fraud Examiner (CFE). Ultimately, a MAcc can lead to a wide variety of significant leadership positions in accounting and business including CFO and CEO.

The Master of Social Work (MSW) at UVU will be designed to educate and prepare students for a career at an advanced level in the social work profession. UVU already has a BSW program that enables students to receive licensure at the undergraduate level, and the MSW at UVU will prepare students to become a
Licensed Clinical Social Worker (LCSW) qualifying them for a wider range of employment opportunities (mental health, medical social work, child welfare, etc.) working with various populations (children, adolescents, adults, elderly, disabled, etc.). The MSW Program at UVU will have three different specializations: Mental Health, Addictions, and Engaging with Diverse Populations, which will focus on the Latino, Polynesian, and Refugee communities. These areas of focus are projected to be significant areas of growth within the social work field over the next decade and beyond. One significant benefit that the MSW Program at UVU will have that other programs in the state do not have is that there are several faculty from other disciplines (family studies, psychology, peace and justice, etc.) that are interested in collaborating with, and teaching in, the proposed MSW. This is primarily due to the fact that the degree will be housed within a multidisciplinary department that includes psychology, sociology, family studies, and anthropology. This will provide a richer experience for students and faculty and also fits well within the mission and goals of UVU.

Utah Valley University (UVU) proposes to offer a Master of Science in Cybersecurity. The proposed program is a 30 credit hour program, which will be delivered face-to-face and online. The program is intended for individuals who desire to acquire cybersecurity knowledge, skills, and abilities to pursue new or advance existing careers in cybersecurity. The program is also designed for individuals who plan to pursue doctorate degrees in cybersecurity or related fields. The program focuses on the managerial and technical perspectives of cybersecurity through extensive use of case studies and hands-on lab exercises.

The proposed Master of Computer Science (MCS) at Utah Valley University (UVU) is an applied graduate program resulting in a professional degree. The Computer Science (CS) Department is proposing an MCS rather than a Master of Science (MS) in Computer Science as the department's focus is on preparing students to enter the local, national, and global workforce as leaders and innovators rather than focusing on preparing students to conduct basic research. UVU has chosen this position because: 1) UVU focuses on applied and practical learning, 2) the CS faculty is confident and experienced in this mission, 3) the Provo-Orem metropolitan area needs more skilled computer science professionals entering the workforce at the master's level, 4) there are other universities within the state better positioned to prepare students to conduct research.

The BA/BS in Psychology is designed for students who desire a full bachelor's degree in psychology. The degree will prepare students for careers and further education in the Mountain West and nationwide by (a) creating a curriculum built around the five pillars of psychology; (b) emphasizing skills desired by employers (e.g., written communication, critical thinking, problem-solving, working in teams); and (c) providing engaged learning experiences similar to those found in the workplace, such as internships, laboratory work, and advanced learning about human behavior. The purpose of the Minor in Psychology is to provide an education about human behavior to students in other majors, which would provide non-psychology students with the skills needed to navigate careers that have a human or social component.

The Department is requesting a name change to the Department of Literacies and Composition in order to reflect more accurately its assigned institutional mission (pre-GE reading, writing, digital literacy and information literacy), key student-learning outcomes, and course content. The current name, Department of Basic Composition, does not sufficiently reflect the addition of reading and digital and information literacy to the department's historical mission and curriculum content. The current name suggests that there are monolithic "basics" of composition and literacy learning rather than exigencies of communication determined by context, conventions, audience, and purpose. Additionally and importantly, many scholars and practitioners in the field of Rhetoric & Composition consider the use of the term basic in this context to
be inaccurate and pejorative, leading to the stigmatization of students and presenting barriers to their academic success.

The name change from Department of Engineering Graphics and Design Technology to Department of Engineering Design Technology is necessary to align the department name with the industry serve. It is also needed to avoid a persistent confusion that this is a graphic design program. Drafting/Design programs across the state and nation are modernizing their names to either Design Technology, in the case of most high schools and community colleges, and to Engineering Design Technology or variant of this at most universities. For example, Weber State University has a similar department and programs and has recently changed their Department name to Engineering Technology and their AAS and BS degree names to Design Engineering Technology. The degrees in this department have already had name changes submitted and approved.

Revisions to the History Education BS meet the state’s mandate for Social Studies Composite inclusion in Secondary Education degrees. These revisions also respond to employers’ demand for teachers trained and certified in both History and Social Studies. The name change to Bachelor of Science in History and Social Studies Education reflects the changes made.

Restructuring the Emphasis in Leadership is needed because enrollments of Integrated Studies students in this emphasis have never been high, and over the 11 years that the emphasis has been in existence enrollment has averaged 2.1 graduates per year. The administration and faculty of the Management Department believe this is because Integrated Studies students approach their career training from a variety of perspectives rather than a desire "to be a business student" – which the old curriculum of the Integrated Studies Emphasis in Leadership focused students on. In response to this, the current redesign of the Integrated Studies Emphasis in Leadership is much more inclusive of different perspectives and traditions.

Out of the 192 total Information Systems majors, only 4 have selected the Geographic Information Systems emphasis. The demand for this emphasis did not meet the expectations when the emphasis was created in 2011. Therefore, this emphasis is not needed. Students who seek knowledge and skill in GIS choose to major in Geography or Geomatics, not Information Systems.

Part of Academic Outreach, under which the current Community and Continuing Education Department resides and under which the Center for Professional Development and Workforce Education will reside, is to form and strengthen university relationships with external university partners in order to meet regional workforce needs; respond to community interests; explore institutional and workforce partnerships for non-credit, credit, stackable degree options; and develop, provide, and or facilitate other strategies that support student access, completion, and achievement of statewide goals for a well-trained workforce. A Center for Professional Development and Workforce Education will allow UVU to more effectively facilitate all professional development and workforce education.

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