As a part of the Utah Valley University Advisory Council on Our Unique Educational Mission, three subcommittees were established. The Academic Programs Subcommittee was established with the following charge.

Propose a process and set of criteria to be used by departments in producing certificates, associate, bachelor, and masters’ degrees that meet the critical needs of our state and regional service areas. Use these criteria to identify an initial group of new, or revitalized, degrees that might be considered by departments right away.

Recommend a generic structure for sequencing and articulating degrees so that students can progress effectively and efficiently through the full range of degree options. Develop an example of an integrated certificate, associate of applied science degree and baccalaureate degree for each college and school.

The following document was prepared by members of this subcommittee in an attempt to meet these charges and provide information on programs and potential programs at the university.

Process Model for Determining Degree Programs to Grow

Procedures for Determining Degree Programs to Grow—A model for continuous review of degree offerings can be provided through a self-evaluation system. Multiple data sets can be organized into the two categories of environmental scan and strategic scan. Both categories support a model that can be replicated periodically for ongoing degree review through data driven analysis. The self-evaluation system is designed to identify possible degrees to retire, down-size, develop, or grow. Identified degrees generated from the model are considered opportunities for informed discussion by interested stakeholders and should not circumvent established degree approval processes.

Recommendations for Environmental and Strategic Scan—Environmental and Strategic Scans can be conducted easily with minimal additional financial or human resources. Therefore, it is recommended an Environmental Scan be performed yearly and a Strategic Scan be continuously implemented. Responsible parties recommended to oversee and encourage the data scans include the Vice President for Academic Affairs, Associate Vice President Academic Affairs-Academic Programs, Associate Vice President Academic Affairs—Engaged Learning, Vice President for University Relations, Vice President for Administration, and Vice President of Student Affairs. However, it is important to note that degrees can be retired, proposed and developed only through the designated institutional process that is guided by UVU Curriculum Policy 650. It is also important to note that the ratio of staff and office hours for additional adjuncts/faculty must be considered when expanding programs of study.

Structure and Sequencing Programs for Effective Results

Degree Sequencing at UVU—At all levels, departments should consider the community college role of the university in relation to lifelong learning and career enhancement offerings that are post-baccalaureate or even post-graduate. Possible certifications or coursework that provides additional training is a key component in this role. Sequencing an AAS (Associate of Applied Science) or one-year certificate and Bachelor of Science (BS) can be difficult to articulate.
The Bachelor of Science in Technology Management at UVU demonstrates a working model for articulation that could be customized to other programs of study.

*Curriculum and Program Review Processes*—the discussion of new and or revitalized degree programs necessarily involves curricular and program review processes that are guided by UVU and Utah Board of Regents’ policies and the Northwest Commission on Colleges and Universities (NWCCU) accreditation standards. Recommendations include the creation of an internal-use version of the Board of Regents’ Three-Year-Follow-Up report on new programs that includes program data in addition to the establishment of a University Academic Program Review Committee and Dean’s Council Three-Year-Follow-Up review.
ACUEM ACADEMIC PROGRAM SUBCOMMITTEE REPORT

As a part of the Utah Valley University Advisory Council on Our Unique Educational Mission, three subcommittees were established. The Academic Programs Subcommittee was established with the following charge.

Propose a process and set of criteria to be used by departments in producing certificates, associate, bachelor, and masters’ degrees that meet the critical needs of our state and regional service areas. Use these criteria to identify an initial group of new, or revitalized, degrees that might be considered by departments right away.

Recommend a generic structure for sequencing and articulating degrees so that students can progress effectively and efficiently through the full range of degree options. Develop an example of an integrated certificate, associate of applied science degree and baccalaureate degree for each college and school.

PROCESS MODEL FOR DETERMINING NEEDED PROGRAMS OF STUDY

Procedures for Determining Degree Programs to Grow

A model for continuous review of degree offerings can be provided through a self-evaluation system. Multiple data sets (Appendix A) can be organized into the two categories of environmental scan and strategic scan. Both categories support a model that can be replicated periodically for ongoing degree review through data driven analysis. The self-evaluation system is designed to identify possible degrees to retire, down-size, develop, or grow. Identified degrees generated from the model are considered opportunities for informed discussion by interested stakeholders and should not circumvent established degree approval processes.

Environmental Scan

An environmental scan focuses on the identification of five areas of significance; high labor market demand, high pay/high wage employment, student (popular) demand/need, university breadth of offerings, and targeted niche market. This particular scan includes data on “hot jobs” and labor market statistics listed by the Utah Department of Workforce Services. Comparison of data between UVU and other similar universities as well as potential assessment scores through WorkKeys (Appendix B) provides additional information to determine opportunities for degree evaluation.

Utah Department of Workforce Services (DWS) data related to current and projected jobs can be compared to University offerings to identify areas of degree growth and relevance. The comparison review can be generated as often as the release of government data. Data for ongoing analysis can be easily flowed to a printed handbook or live website. Interested stakeholders can meet periodically to examine and analyze the data in order to propose recommended degree changes. The identified degree list generated for evaluation will vary according to the analysis acumen and interests of the assembled stakeholders.

A replicable Environmental Scan process includes the following steps:

I. Identify projected jobs and available training:
A. Identify top jobs in Utah through 2016 DWS data;
B. Identify training/preparation UVU offers relevant to top Utah jobs through comparison data;
C. Identify top jobs nationally through 2018 DWS data;
D. Identify training/preparation UVU offers relevant to top national jobs through university gathered data.

II. Identify and compare degree/training offerings from Weber State University (WSU), Utah State University (USU), University of Utah (U of U), Southern Utah University (SUU), Dixie State College (DSC), Snow College (SC), and Utah Valley University (UVU) to identify college and university breadth of offerings and targeted niche markets in Utah.

III. Identify areas of student need and popular demand through request, survey and assessment data.

Strategic Scan

A strategic scan focuses on the future and what skills and jobs will be needed to ensure Utah not only remains an economically vibrant state with a high quality of life, but that it is positioned to be a leader in the U.S. economy of the 21st Century. The data used in this category come from studies, think tanks, civic organizations, scholars focused on the future of the U.S. economy and UVU’s economic development strategies.

A replicable Strategic Scan process includes the following steps:

I. Review suggestions for additional educational programs/training requested through business and industry using a first contact response team to be named and identified (See Appendix C—First Contact Response Procedures);
   A. Partnerships with business and industry;
   B. Recommendations from business and industry through collaborations for economic development.

II. Identify trends in three main regions of Utah, and Utah as a whole, using the following DWS Labor Market Data:
   A. Southern Utah is targeted for manufacturing;
   B. Central Utah is targeted for technology;
   C. Northern Utah is targeted for research and development;
   D. Additional statewide industry trends include (as outlined by the Economic Development Corporation of Utah): Aerospace, Data Centers, Energy, Financial Services, Life Sciences, Renewable Energy, Sports and Outdoor Products, and more.

III. Collaborate and cooperate with state and local organizations for economic development to identify immediate areas for potential degrees and training:
   A. Prosperity 2020—State Chamber of Commerce partnership with education;
   B. Economic Development Corporation of Utah (Appendix D);
   C. Envision Utah (Appendix E);
   D. UVU Economic Development and Business Strategies (Appendix F);
   E. Cluster acceleration projects (Appendix G);
G. Other partnerships and collaborations to identify opportunities for degree evaluation.

Data Review

The administration and deans at UVU maintain a vision and agenda regarding the development or retirement of degrees. According to the 2010 Employer Survey administered by Utah Valley University Institutional Advancement, “UVU’s repertoire of programs does an outstanding job of addressing the needs of Utah employers. 83% of suggested Associate degree programs, 81% of suggested bachelor degree programs, and 68% of suggested graduate programs are currently offered by the University.” Recommendations that are data driven can be articulated with the current process at UVU, providing needed data for the R401 documents used in new degree proposals or degree deletions.

The Academic Programs Subcommittee on UVU’s Unique Educational Mission (ACUEM) has identified five criteria for the purpose of analyzing data prior to recommend new or renewed certificate and/or degree programs:

• high labor market demand;
• high pay/high wage employment;
• student (popular) demand/need;
• university breadth of offerings; and
• niche market.

All recommendations may not meet each of the five criteria. For example, some recommendations may not be degrees that lead to high paying careers; however, these degrees may fall under university breadth of offerings for degrees a full service university typically offers, or under student demand for personal interest. It needs to be recognized, however, that the State Legislature will look carefully at the cost/employment calculus.

Additionally, specific considerations are given to areas of top occupations and most openings, median wages, and most offered 2 and 4-year degrees by local institutions (local = Utah System of Higher Education institutions).

Different data sets were used to evaluate the uniqueness and gaps in the program offerings at UVU. Staff in the Institutional Research and Information office assembled data to produce four-degree reports:

(1) a regional comparison of Bachelor and Associate program offerings at five Utah institutions including UVU;
(2) a comparison of UVU’s program offerings by degree type with those offered by peer groups and a selection of other institutions of similar size and mission;
(3) a ranked comparison of the most common degrees programs offered at institutions across the nation with more than 10,000 students that UVU does or does not also offer; and
(4) collaborating with the Department of Workforce Services (DWS), to compile a projection of the most valuable degree programs relevant to the Utah marketplace over the next five years.

The final comprehensive list of recommendations is interpreted by degree type through CIP code identification and is prioritized through the use of comparison data. It is possible, however, the degrees recommended for discussion do not meet the implementation requirements of key university stakeholders. In addition, not all university programs are easily compared to the data sets. Generated lists could identify programs that seem to be similar in purpose to degrees already offered at UVU. Further analysis could identify the need for CIP code or internal program name changes to more accurately compare to the data sets. Therefore, although the recommendations are data identified, the list is open to debate and scrutiny regarding priority and relevance to the university.
Degrees

Bachelor Degrees

Compared to other institutions across the region and the nation, UVU lacks many of the traditional social science Bachelor degrees typically found at a large university. Of those programs in the social sciences category, UVU only offers Bachelor degrees in Political Science and Government and a generalized Behavioral Science program. All of the university's regional peer schools offer Psychology, Family and Consumer Science, and Sociology as Bachelor degrees. Three of the regional peers offer Anthropology and Geography as well. Comparison of degrees awarded across the state and at nationally comparable institutions shows that the behavioral and social sciences are popular fields of study with students. Looking across a sample of the comparable institutions, more degrees were conferred in this academic area (2-digit CIP code 42 & 45) than any other except business.

Therefore, more program offerings in the Social Sciences could increase completion rates at UVU. Of the top ten Bachelor degrees offered at other comparably sized institutions, which are not offered at UVU, four are in the social sciences. UVU would be more comparable to other schools with large student bodies if they increased the programs available in this academic area by adding four-year degrees in programs like Sociology, Psychology, Anthropology, and Geography. A degree program in Family and Consumer Studies would be particularly relevant as a recent survey by Women in Education showed that female students in the UVU service region look to post-secondary education for skills in home management and family studies.

Almost 60% of nationally comparable institutions with more than 10,000 students offer either a four-year degree in Mechanical or Electronic Communications Engineering, or both. Approximately half of UVU's national peer schools offer at least one engineering program, as do three of the regional peer institutions. These degree programs seem popular with students and have high market and employer demand. UVU would do well to offer one or more engineering program(s).

Fine and Studio Art is offered by over 91% of institutions with more than 10,000 students, and is offered by almost every peer and regional university. Peer universities also offer several additional art degrees (Dance, Drama, Music, etc.). Offering a Fine and Studio Art degree is typical of an institution of UVU's size and should expect high enrollment if available to students. It is recommended the UVU Bachelor of Fine Arts program at UVU is identified through appropriate CIP code identification and compared to the Fine and Studio Art degrees found at other institutions to determine an accurate match.

Specific Bachelor Degrees Offered in Utah

UVU is compared with four other universities in the state (USU, SUU, WSU, and U of U) to determine which degrees are most commonly offered at the other universities that UVU does not offer. Programs that are considered are those offered by at least three of the four universities. A total of eight programs are identified: Anthropology; Computer Engineering; Geography; German; Mechanical Engineering; Psychology; Sociology; and Special Education.

Comparing the above information with the list of most offered Bachelor degrees offered at universities across the nation, but not at UVU, Psychology, Sociology, Anthropology, Mechanical Engineering, and Geography all rank high. Therefore, it is suggested UVU consider developing any of the above degrees.

Associate Degrees
Of the top four Associate degrees offered by other universities but not at UVU, three are health related. The number one Associate degree offered at other institutions of comparable size but not at UVU is Allied Health Diagnostic Intervention and Treatment Professions. Many of these programs also top the list of professions most in demand within the region. UVU only offers two health services related two-year degrees: Nursing and Dental Hygiene. Comparing the number of Associate degrees awarded in 2008-09 across a sample of comparable institutions in the nation shows that more Associate degrees were conferred in health professions and clinical sciences than any other area except general studies.

However, despite the market need and popularity of these programs with students, few Utah post-secondary institutions have them in their curricula. Comparison of Associate degrees within the state shows that programs such as Biotechnology, Clinical Laboratory Science, Health Science, Occupational Therapy Assistant, Radiologic Technology, and Respiratory Therapist are currently offered as singular programs scattered across multiple USHE institutions. Because of the importance of the health field in job growth within the region, the lack of program offerings at other regional institutions as well as the popularity of the health degrees with students, it would be beneficial for UVU to consider expanding two-year degrees available in the health field.

Several degrees highlighted in the Bachelor degree section are also high demand and are typical Associate degree offerings as well. Second and fifth on the list of Associate degrees offered at comparable institution but not offered at UVU is Human Development and Family Studies and Fine and Studio Art, respectively. At least half of the institutions in the sample offer Associate degrees in these areas. These are also very popular Bachelor degrees, so UVU should consider offering either a Bachelor or Associate degree in these areas. (The issue with CIP codes for the Fine and Studio Art Associate degree should be examined as was recommended above with the Bachelor degree.)

Specific Associate Degrees Offered in Utah

UVU was compared with four other schools in the state (SLCC, WSU, SUU, and USU) to determine which Associate Degrees UVU does not carry that other schools in the state do. At least two schools offered the programs outlined below: Architectural Technology; Computer Engineering; Health Science; Manufacturing Engineering Technology; and Mechanical Engineering Technology. Comparing this list with the most offered Associate degrees awarded, not offered at UVU, it’s determined that health science related degrees ranked in the top five of the most offered. Mechanical Engineering Technology ranked at 15. The other three degrees were offered by less than 15 percent of universities. Based on this, suggested Associate degrees for UVU to offer might include, Health Science and Mechanical Engineering Technology.

Occupations, Job Openings, and Wages

Top Occupations and Most Openings

Of the occupations categorized as top occupations with most openings, not offered at UVU, the areas that best fall within the criteria of high labor market demand, high pay/high wage employment, student (popular) demand/need, university breadth of offerings, and niche market are Bachelor Degree level Engineering (mechanical, civil and all other), Bachelor Degree level Psychology, Master Degree level Counseling (including School Counseling, Marriage & Family, Mental Health), and Associate Degree level Health/Medical (including Radiology Technology and Respiratory Therapy).

Median Wages
For the most part, median wages match the occupations in the findings mentioned above, but especially in areas such as engineering and the health/medical field. Associate degree level health/medical occupations median wages range from Radiology Technologists and Technicians earning $45,040 annually (with Nuclear Medicine Technologist and Diagnostic Medical Sonographers earning nearly $65,000 annually), to Respiratory Therapists earning nearly $54,000 annually. Bachelor degree-level engineers’ median wages range from $75,000 to $109,000 annually. Master Degree level counselors (including Vocational, Educational and School Counselors) median wages range from $40,000 to nearly $48,000 annually.

**Summary of Degree Recommendations**

**Associate Degrees**

A. Radiology Technology;  
B. Respiratory Therapy;  
C. Health Science;  
D. Mechanical Engineering Technology.

**Bachelor Degrees**

A. Sociology;  
B. Anthropology;  
C. Geography;  
D. Family Studies  
E. Engineering;  
   a. Electronics Communication;  
   b. Civil;  
   c. Chemical;  
   d. Environmental;  
   e. Mechanical.

**Master Degrees**

A. Counseling;  
   a. Mental Health;  
   b. Social Work;  
   c. Educational/School;

**Certification(s) and or other degrees to consider (based on employer feedback)**

A. Supply Chain Management (certificate within School of Business);  
B. Human Resources (either an emphasis or stand-alone 4-year degree).

Appendix I provides a list of the recommended degrees above characterized by any or all of the criteria outlined earlier, i.e., high wage, high demand, etc.
Sub-Committee Charge

The task of this sub-committee was to “Recommend a generic structure for sequencing and articulating degrees so that students can progress effectively and efficiently through the full range of degree options. Develop an example of an integrated certificate, associate of applied science degree and baccalaureate degree for each college and school.”

Sub-Committee Findings

First, we researched Utah Valley University’s ten proposed comparable institutions to see whether we could find examples to serve as models for articulating and sequencing one-year, two-year, or four-year degrees. We discovered:

- No sequencing commonalities exist among the institutions or within many institutions’ various schools/colleges;
- Credits among certificate programs vary greatly, from 12-39 hours, depending on whether they are terminal certificates, undergraduate certificates combined with majors, post-baccalaureate certificates, or graduate certificates;
- In cases where a certificate is combined with a major, sequencing is based on departmental or college/school norms and not standardized throughout the university.

Secondly, we looked internally at the programs offered by UVU, both past and present. Our findings suggested the following,

- Many departments across campus are already using the sequencing theory to advise students;
- Good examples of sequencing advisement processes are found in the Woodbury School of Business (See Appendix J);
- A checklist of considerations for department chairs to review would be helpful as outlined in Appendix K “Considerations for Establishing New Programs.”

As the sub-committee reviewed UVU Certificate programs, Associate of Applied Science degrees, Associate degrees, Baccalaureate degrees and Master’s degrees, we wanted to determine whether it is feasible to create a cross-campus standard for sequencing degrees, that is, a system that allows students to move up the ladder, from degree to degree. We found this possible in many areas, but not all. When developing new programs and/or reviewing existing programs, academic departments should determine whether degree sequencing is appropriate to their discipline by using the criteria in the "Considerations" appendix. (Appendix K)

- Many of the degree and sequencing possibilities depend on the processes for selecting which degrees UVU will offer and the programs that will be sponsored by schools and colleges. For example, the Department of Computer Science Program currently offers a Certificate in Programming that can move to an AAS in Computer Science to a BS in Computer Science. Further development in the program could lead to a MS in Computer Science. However, this sequencing would depend on what role UVU decided to take in the offering of these programs, which, in some cases, may be more associated with those offered by community colleges.
When it is practical, within UVU programs, students usually have the ability to move from a two-year degree to four-year degree. Good advisement is the most important factor in making sure that students understand the options and how to make the transition from a two-year to four-year program. At the end of this section is a list of program types and requirements of Regents’ policy for each program.

The issues outlined in the “Departmental Considerations” section (Appendix K) and the Business Management sequencing sample (Appendix J) provide departments with a template to use when considering how degree sequencing can work in their particular areas. These are generic examples, as expertise in each of the schools’ and colleges’ curriculum and objectives is required to determine whether sequencing will work in a particular discipline.

The sub-committee believes that many academic departments can implement degree sequencing, giving students additional educational opportunities. This is especially true in Business, Technology and Computer Sciences. In these areas, sequencing is occurring to some degree, although there are likely additional options that can and should be considered. The concept of sequencing may be more difficult in areas such as Fine Arts, Humanities, Social Sciences, and Science. Even so, creative thought and attention may provide pathways for articulation in these areas as well. An example of a Certificate in Genealogy through a post-baccalaureate degree in History is provided as an example in Appendix L.

At all levels, departments should consider the community college role of the university in relation to lifelong learning and career enhancement offerings that are post-baccalaureate or even post-graduate. Possible certifications or coursework that provide additional training are key in this role. For instance, creating a certificate in non-profit management for someone who has completed a business management degree could be a niche for UVU. Other examples could be generated in this area.

Types of Programs Already Available at UVU

Certificate of Proficiency: A program of study more than a year in length and not Financial Aid eligible.

Certificate of Completion: A program of study leading to a degree of 30 credits or more of course work and must have identified areas of communication, computation and human relations that align with and support program goals of intended outcomes according to Northwest Accreditation. Ten hours of Residency at UVU is required. Courses may be upper or lower division.

AA/AS: A program of 60 credit hours, with a maximum of 63 hours. This program includes our UVU requirement of 35-36 hours of prescribed General Education coursework. Associate of Arts degree includes 8 hours from one foreign language. A minimum Residency Requirement of 20 credits is required. Course work is normally lower division.

AAS: A program of a minimum of 63 credits is required with a maximum of 69 credits. GE requirements are less extensive than in the AA or AS. UVU uses a 16 credit hour GE requirement. A minimum Residency Requirement of 20 credits is required.

BA/BS: A program of a minimum of 120 credits is required with a maximum of 126 credits. The hours include the prescribed GE component of 35-36 hours. A minimum Residency Requirement of 30 credits is required. Forty hours of upper division credit is required.
Applied BA/BS: Same as BA/BS requirements. However, these may are allowed to be comprised of more than 126 maximum hours based on accreditation or industry needs.

MA/MS: Graduate level programs of study requiring a minimum of 30 and maximum of 36 hours of course work beyond the Bachelor degree. Professional Master’s degrees may require additional course work or projects. (Master’s degrees were not included in the original charge.)

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>CREDIT HOURS REQ</th>
<th>UPPER DIVISION HRS</th>
<th>RESIDENCY REQ</th>
<th>General Education Required</th>
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<tr>
<td>Certificate of Completion</td>
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<td>Variable</td>
<td>10</td>
<td>identified areas of communication, computation and human relations</td>
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<tr>
<td>Certificate of Proficiency</td>
<td>Up to 30</td>
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<td>Unknown</td>
<td>None</td>
</tr>
<tr>
<td>AA/AS</td>
<td>60-63</td>
<td>Normally lower division</td>
<td>20</td>
<td>35-36 Prescribed</td>
</tr>
<tr>
<td>AAS</td>
<td>63-69</td>
<td>Mostly lower division</td>
<td>20</td>
<td>16 Prescribed</td>
</tr>
<tr>
<td>BA/BS</td>
<td>120-126</td>
<td>40 credits minimum</td>
<td>30</td>
<td>35-36 Prescribed</td>
</tr>
<tr>
<td>MA/MS</td>
<td>30-36</td>
<td>Graduate level only</td>
<td>varies</td>
<td>None</td>
</tr>
</tbody>
</table>

Issues Surrounding the Sequencing of Degrees

At UVU, sequencing an Associate of Science (AS) and Bachelor of Science (BS) is straightforward since the AS degree is generally comprised of the first two years of the BS degree. This is the case with Associate of Arts and Bachelor of Arts as well. Sequencing an AAS (Associate of Applied Science) and BS is more difficult however. The AAS is meant to be a terminal, job-ready degree that helps a student gain employment or increases opportunities for job advancement. As such, there are fewer general education courses in the AAS degree and some of the 3000 job knowledge/skill courses in the BS degree are included in the AAS degree as 2000-level courses. Even more problematic is the inclusion of some unique job knowledge/skill courses in the AAS degree that do not exist in the BS degree. This makes articulation between the AAS and the BS rather difficult. The same could be said of the articulation of a one-year certificate and an AAS degree.

One approach to articulating an AAS and a BS is our Bachelor of Science in Technology Management. This degree was structured so that the first two years of the BS is the AAS degree. The student takes an AAS degree and then takes the third and fourth year of the Technology Management degree. The articulation is easy and is similar to the articulation between an AS and a BS. Unfortunately, this model has limited application because of job-specific AAS needs.

Usually, the AAS and the first two years of a BS are more dissimilar. To maximize the articulation between an AAS and a BS in this case, a department should consider:

1. The use of general education courses in the AAS degree that is acceptable in the BS degree. Rather than requiring unique math or English courses for the AAS, use MATH 1030, 1040 or 1050 and ENGL 2010 or 2020, respectively. This will help the articulation of the general education components of the AAS and the BS;
2. The use of similar 1000-level core courses in both the AAS and the BS. For instance, use accounting 2010 in both degrees;

3. That articulation between the AAS and the BS becomes more difficult at the 2000-level. The AAS is designed to give the student enough job knowledge/skill to obtain a job or gain promotion in a job upon graduation. By necessity, the student will need to take course content that will not be taught until the junior or senior year of the BS degree.
   a. Currently, there are several UVU BS, BA, and BFA degrees that allow 1000-level and 2000-level courses to count as electives. Allowing 2000-level electives will ease articulation from one degree to the next. Degrees allowing such articulation are as varied as Spanish, Economics, Dance, and English.
   b. Thus, one alternative is to strongly encourage AAS students to take elective courses that are requirements for the four-year degree, as in the cases of the AAS and BFA in Photography— the AAS strongly encourages the student take ART 3750 and ART 471R as part of the required electives, while the BFA requires those courses.
   c. Another option is that the department cross-list 2000-level courses for the AAS degree so they can articulate with a 3000-level course in the BS.
   d. An additional possible approach to maximizing the articulation is to give the student the option to replace a unique 2000-level AAS course with a 3000-level BS course that articulates better, but may not give the student the depth of job skill. This option could be provided to students who are certain they will want to continue on to the BS degree.

4. That to give a student enough job knowledge/skills for an AAS degree, it is likely a few courses will remain unique and not articulate into the BS degree.

THE UVU CURRICULUM AND PROGRAM REVIEW PROCESSES

The discussion of new and or revitalized degree programs necessarily involves curricular and program review processes that are guided by UVU and Utah Board of Regents’ policies and the Northwest Commission on Colleges and Universities (NWCCU) accreditation standards. A review of the curriculum approval process is outlined in Appendix M. Some recommendations on how these processes can be utilized more effectively in evaluating the relevancy, quality and demand for UVU degree programs is outlined below.

Academic Program Review

Strategic, data-based decisions necessary to improve UVU programs are a critical part of the growth and maturation of the university. Program development, program re-design, program deletion, and systematic and iterative program review are essential to accomplish our desire and task to be a nimble, student-oriented institution. Presently UVU has several formal means of program review. First, a Three-Year Follow Up report on new programs is required by Regents’ Policy R401. Second, cyclical (every five years) Institutional Program Reviews are required by Regents’ Policy R411. UVU Institutional Academic Program Review Policy 603 provides a template that mirrors the requirements of Regents’ Policy R411.

While the above review processes have taken place in the past several years according to designated schedules, it is clear that the results have not been broadly shared across the university. Even more important, there is a paucity of evidence that results of the reviews have been used in strategic decision making. After thoughtful discussion, the Academic Program Subcommittee recommends the following:
1. Create an internal-use version of the Board of Regents Three-Year-Follow-Up report on new programs that includes program data such as how many students are registered in each year of the program, what are the matriculation requirements, what has been the graduation rate, what has been the employment record, what is the future outlook for the degree.

2. Establish the practice of having the Deans’ Council review all Three-Year-Follow-Up reports on new programs. After review, the Deans’ Council should make recommendations on all new programs.

3. Establish a University Academic Program Review Committee that would review all Three-Year-Follow-Up reports on new programs as well as all five-year school/college Institutional Academic Program Reviews. Composition of the committee is suggested to be: All deans, VPAA, AVPAA Academic Programs, AVPAA Engagement, Director of Academic Scheduling & Curriculum, Director of Graduation and Transfer, Chief Officer – Planning/Budget/Policy, Director—Institutional Effectiveness and Planning, Director, Assistant Program Director – Institutional Effectiveness and Planning, Faculty Senate President.

4. Implement use of an Online Unit Profile (described in next section) for planning, assessment, and reporting: all units should update their profile at least annually. This document integrates unit self-studies, assessment plans/reports, annual department reports, Regent-mandated program reviews, risk assessment, general education assessment, PBA requests, and department master plans/strategic plans.

Integration of Reporting Requirements

The Office of Institutional Effectiveness has created a chart to show commonalities and differences in the reporting requirements for NWCCU Accreditation Standards and the Board of Regents R411 Institutional Program reviews. By integrating all elements of both reporting processes and creating a Unit/Department/Program Portfolio, all university units/departments/programs can readily maintain an updated profile that can be used in a variety of ways. The proposed program profile follows the chart below.

<table>
<thead>
<tr>
<th>NWCCU Accreditation Standards</th>
<th>Board of Regents R411 Program Review Template and R401 New Program 3-Year Follow up Template</th>
<th>Unit/Department/Program Portfolios [proposed]^1</th>
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</thead>
<tbody>
<tr>
<td>1. Mission, Core Themes, &amp; Expectations</td>
<td>Program description</td>
<td>Mission &amp; Goals</td>
</tr>
<tr>
<td>A. Mission</td>
<td></td>
<td>- Mission statement</td>
</tr>
<tr>
<td>B. Core Themes</td>
<td></td>
<td>- Goals/Outcomes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Unit alignment with UVU mission &amp; core themes</td>
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<tr>
<td>2. Resources and Capacity</td>
<td>Faculty &amp; Staff (number; qualifications; goals)</td>
<td>Resources &amp; Capacity</td>
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<tr>
<td>A. Governance</td>
<td>Students (counts, market demand for degree, hiring patterns)</td>
<td>- Governance (org chart, policies, procedures, etc.)</td>
</tr>
<tr>
<td>B. Human Resources</td>
<td></td>
<td>- Human Resources (faculty/staff/counts and qualifications, workload, etc.)</td>
</tr>
<tr>
<td>C. Education Resources</td>
<td>Financial analysis</td>
<td>- Education Resources (content, rigor, curriculum, outcomes, etc.)</td>
</tr>
<tr>
<td>D. Student Support Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. Library &amp; Info Resources</td>
<td></td>
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<tr>
<td>F. Financial Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G. Physical/Tech Infrastructure</td>
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</tr>
</tbody>
</table>

^1 Actual content will vary depending on applicability.
### Online Unit Profile (PROPOSED DRAFT)

(Integrates: self studies, assessment plans/reports, annual department reports, State program reviews, risk assessment, general education assessment, PBA requests, and department master plans/strategic plans; updated at least annually)

1. **Unit Mission and Goals**
   a. Mission of the Unit
      i. Connection of Unit Mission to University Mission
   b. Broad Unit Goals (Should includes degrees / services offered, specific student learning outcomes, General Education Effective Learning Outcomes, etc.)
      i. Connection of each goal to University Core Themes and Objectives
      ii. Collateral connections to other Core Themes?

2. **Long-term strategic master plan**
   a. Description of Planning process (Including role of assessment and self-study in planning)
   b. Current operating plan (Curriculum alignment with learning objectives, etc.)

3. **Unit Resources**
   a. Current Unit Structure and Governance
      i. Current organization of the unit (Including organizational chart)
      ii. Connection with other units, committees, etc. (including links to sub-departments portfolios)

---

2 External reviewer(s) required.
b. Human Resources
   i. Employees and assignments (Full & part-time, tenure and rank, students, work-study, interns, volunteers, etc.)
   ii. Qualifications of employees (degrees, specialization, rank, tenure, etc.; link to Digital Measures portfolios)
   iii. Evaluations of performance / productivity
   iv. Workload of employees
   v. Retention / salary benchmarking / satisfaction of employees

c. Physical resources
   i. Space / Facilities
   ii. Technology / Equipment

d. Financial resources
   i. Revenue (Legislative appropriation, Grants, Reallocation, Tuition to Program, Fees, Total)
   ii. Expenses (Instructional costs, Support costs, Professional Development Funds, Other Expenses)

e. Liability
   i. Related Institutional Policy
   ii. Safety Issues / Potential Hazards
   iii. Statement on Compliance and Risk Assessment

4. Operational Data (5 years worth)
   a. Students (per program)
      i. Majors / Students served
      ii. FTE (Undergraduate, Graduate)
      iii. Workload (Faculty workload ratios, Students/Employee ratios, etc.)
      iv. Graduates (Total, Placed/Working, Graduate school, etc.)
   b. Other operational/process data

5. Assessment of goals
   a. Internal assessment
      i. Indicators of progress towards goals (as identified in 1.b.)
      ii. Indicator thresholds and benchmarks
      iii. Summary of findings (with assessment of the impact of recent initiatives)
   b. External assessment
      i. Specialized accreditation (if applicable)
      ii. Transferability of credit (if necessary)
      iii. Comparable programs (if necessary)
      iv. Other external reviews
      v. Summary of findings

6. Analysis & Recommendations
   a. Analysis of assessment results
      i. Strengths
      ii. Weaknesses
   b. Environmental Scan (including demand for services, technology, economy, growth, etc.)
      i. Opportunities
      ii. Threats
   c. Recommendations

7. Initiatives and Adjustments
   a. Current initiatives (Grouped and connected to goals in 1.b. and recommendations in 5.c)
b. Requests for PBA (Includes requested funds and anticipated impact on goal & indicators, 1.b. & 4.a.i)

8. Unit history
   Relevant information and dates about the creation of the unit, and significant changes to the organization, scope, resources, or mission of the unit. (Each year, key assessment and environmental information is rolled to the history.)

9. Administrative Response

Recommendations for Program Review

The following summarizes the recommendations on Academic Program Review as well as curriculum development processes relative to identifying an initial group of new, or revitalized, degrees that might be considered by departments right away.

1. Create an internal-use version of the Board of Regents' Three-Year-Follow-Up report on new programs that includes program data such as how many students are registered in each year of the program, what are the matriculation requirements, what has been the graduation rate, what has been the employment record, what is the future outlook for the degree.

2. Establish the practice of having the Deans’ Council review all Three-Year-Follow-Up reports on new programs. After review, the Deans’ Council should make recommendations on all new programs.

3. Establish a University Academic Program Review Committee that would review all Three-Year-Follow-Up reports on new programs as well as all five-year school/college Institutional Academic Program reviews. Composition of the committee is suggested to be: All deans, VPAA, AVPAA Academic Programs, AVPAA Engagement, Director of Academic Scheduling & Curriculum, Director of Graduation and Transfer, Chief Officer – Planning/Budget/Policy, Director—Institutional Effectiveness and Planning, Director, Assistant Program Director – Institutional Effectiveness and Planning, Faculty Senate President.

4. Implement use of the Online Unit Profile for planning, assessment, and reporting; all units should update their profile at least annually. This document integrates unit self studies, assessment plans/reports, annual department reports, Regent-mandated program reviews, risk assessment, general education assessment, PBA requests, and department master plans/strategic plans.
Appendix A

Data Sets Reviewed

Degrees Collapsed by CIP
Degree List
Degrees Compared
DWS Occupation Data Updated by SLR
HotJobs
Most Offered 4-year Degrees NOT at UVU
UVU 2010 Degree List with CIP codes
UVU Compare Degree Types Aug 5
Appendix B

WorkKeys and UVU’s Essential Learning Outcomes.

Essential Learning Outcomes fit strongly into the Intellectual and Practical Skills Foundation section of WorkKeys (http://www.act.org/workkeys). The Utah Department of Workforce Services (DWS) focuses on the following three foundational tests:

- The Applied Mathematics test is an assessment used with the National Career Readiness Certificate program. This assessment measures the skill people use when they apply mathematical reasoning, critical thinking, and problem-solving techniques to work-related problems. The test questions require the examinee to establish and solve the types of problems and do the types of calculations that actually occur in the workplace.

- The Locating Information test is one of three WorkKeys assessments used with the National Career Readiness Certificate. It measures the skill people use when they work with workplace graphics. Examinees are asked to find information in a graphic or insert information into a graphic. They also must compare, summarize, and analyze information found in related graphics. The skill people use when they locate, synthesize, and use information from workplace graphics such as charts, graphs, tables, forms, flowcharts, diagrams, floor plans, maps, and instrument gauges is a basic skill required in today’s workforce.

- The Reading for Information test is one of three WorkKeys assessments used with the National Career Readiness Certificate. It measures the skill people use when they read and use written text in order to do a job. The written texts include memos, letters, directions, signs, notices, bulletins, policies, and regulations. It is often the case that workplace communications are not necessarily well written or targeted to the appropriate audience. Reading for Information materials do not include information that is presented graphically, such as in charts, forms, or blueprints.

WorkKeys also offers assessments for Business Writing and Listening, which fall in to the Communication portion of this section:

Communication. A student will be able to:

- Write and speak effectively in a variety of settings (e.g. academic, civic and professional);
- Appropriately use the conventions associated with writing and speaking;
- Acquire an awareness of audience and purpose;
- Understand the intent and impact of performed, spoken, written or visual texts.

The Applied Math assessment (one of the three foundational tests) covers all of the areas outlined in the Board of Regents ‘Quantitative Reasoning requirement:

Quantitative Reasoning. A student will be able to:

- Understand, interpret and represent mathematical information using symbolic, visual, numerical and verbal conventions;
- Solve problems using numeric, algebraic, geometric and statistical methods;
- Use quantitative information in context, and determine reasonableness of results;
• Use appropriate mathematical tools in problem solving (e.g. calculators, computers, measurement instruments, etc.).

The Reading for Information and Locating Information (remaining two of three foundational tests) assess the skills listed under Qualitative Reasoning:

**Qualitative Reasoning: Critical, Analytical and Creative Thinking.** A student will be able to:

• Evaluate the logic, validity and relevance of arguments;
• Gather, interpret and evaluate information in a variety of forms (e.g. written, verbal, oral, visual, and aesthetic);
• Use critical skills of analysis, evaluation, synthesis and application;
• Approach complex problems from diverse perspectives, considering alternative solutions.
Appendix C

First Contact Response Procedures

There are times when UVU should react quickly to offer programs meeting new or changing needs in the greater Utah Valley. Such needs may come from businesses either currently located in UVU’s service area or looking to move here. The following outline suggests standard operating procedures for UVU that facilitate timely evaluation and response to such businesses.

First Contact. First contact may come through a variety of people or sources on and off campus. Once a contact has been made, the entity requesting a new program or courses (requester) will be directed to the Office of Engaged Learning under the direction of the Associate Vice President for Academic Affairs - Engaged Learning (AVPAA – EL). She/he will serve as the Lead Agent in close consultation with the Vice President for University Relations.

Lead Agent. The AVPAA – EL will review the request and determine which UVU personnel should be involved in evaluating the academic implications of the request.

Quick Response Team. The AVPAA – EL will assemble those personnel into a Quick Response Team.

Evaluation. The Quick Response Team will evaluate the request and determine if UVU can support it.

If not practical or desired, the Office of Engaged Learning will notify the requester that UVU is unable to support the request.

If practical and desired, the team will develop courses of action that might include the use of existing courses or programs, the development of completely new courses or programs, or the development of a hybrid of existing and new courses or programs. The Office of Engaged Learning (OEL) will suggest the course of action to the VPAA, who shall determine which actions to pursue.

Academic Unit. The appropriate academic unit to offer the program or courses will be identified and discuss with the VPAA how they may be able to provide/request any resources needed to develop and offer the program or courses.

Development. The OEL will assist the Academic Unit in securing any necessary resources and expediting program or course approval processes (if necessary).

Implementation. If the program or courses is/are to be provided to existing employees of a requester, the academic unit will work directly with the requester in enrolling employees.
Appendix D

Economic Development Corporation of Utah.

“From aerospace to outdoor products, Utah has significant competitive advantage in a diverse list of important and emerging industry segments. Many of these segments fall strategically within the Governor’s Economic Cluster Initiative and are well supported by the state’s education system, targeted incentives, strategic location, and an existing loyal and educated workforce” (www.edcutah.org). The following areas have been identified as critical in Utah’s future:

- Advanced Composites;
- Aerospace;
- Data Centers;
- Digital Media;
- Distribution;
- Energy;
- Financial Services;
- Information Technology;
- Life Sciences;
- Manufacturing;
- Renewable Energy;
- Sports and Outdoor Products; and
- Retail.

The Economic Development Corporation of Utah lists “Quality of Life” as an important reason for companies to locate in Utah. This subcommittee agrees with this and suggests UVU come to a means of stressing quality of life both to potential employers and potential faculty members.
Appendix E

Envision Utah.

Envision Utah engages local citizens to create and sustain communities that are beautiful, prosperous, healthy and neighborly for current and future residents (envisionutah.org).

“Quality of life” has become a key advantage in the fierce competition to recruit and retain jobs and highly skilled workers. Envision Utah’s strategies are targeted to sustain Utah’s quality of life. In addition, we encourage communities to identify and prepare “shovel-ready” sites to be made available to employers relocating to Utah.” (envisionutah.org)

Envision Utah has developed seven primary goals to guide smart growth. Each goal is supported by strategies. The strategies were compressed into similar categories as follows:

I. Development/Construction

Foster and promote walkable development where feasible. … that encourages permanently reserved open lands through incentives. Mixed-use and walkable neighborhood zoning; a mix of housing types including multi-family-for a mix of incomes. Affordable and mixed use, mixed-income housing…. promote density bonuses to developers to promote development of affordable housing. Provide information regarding developer incentives and tax breaks for development of affordable and mixed income housing. Create local housing trust funds to develop and maintain affordable housing

II. Open Space

Promote tax incentives for reuse of currently developed areas; Support the establishment of transfer of development rights programs to promote protection of open space and maintain quality of life; protection of sensitive lands; Promote use of conservation easements to preserve key/critical land for parks and recreation, open space, wildlife habitat, and agriculture, providing public access where appropriate, and organizing these areas into a regional network to the extent possible; Encourage the dialogue and ongoing public discussion of how to identify significant public and/or private funds for critical lands preservation. Push to resolve the appropriate balance of public and private funds to be used; Pursue public land trades to create more private developable land, preserve critical lands and watersheds, and protect sensitive lands from development. Promote tax incentives for reuse of currently developed areas; Establish a Transfer of Development Rights (TDR) program to encourage land owners to build in currently developed areas rather than on sensitive lands; Advocate clean-up and re-use of brownfields.

III. Transportation & Transit

Transit

Promote the building of a region-wide transit system to make transit more convenient; transit-oriented development; a network of bikeways and trails, especially commuter trails linking daytime destinations.

Transportation

Advocate an increase in the capacity of east-west transportation links (recognizing that some communities may have a greater need for additional north-south arterial capacity.)
Encourage the addition of carpool lanes and promote incentives for their use; Encourage reversible lanes where feasible to reduce peak hour congestion and take advantage of unused road capacity.

IV. Energy Efficiency & Environmental Controls

Encourage industrial facilities to use best available technology to meet standards, and where possible, further reduce emissions; reduce particulate emissions; reduce ozone and save energy; encourage energy efficiency ordinances; encourage energy efficiency ordinances; support strategies to reduce ozone and save energy; encourage energy efficiency ordinances.

V. Work Patterns

Promote telework

VI. Water

Advocate restructuring of water bills to encourage conservation, and to help water providers encourage conservation. Advocate other ways to encourage conservation; provide information regarding and encourage the use of low-irrigation landscaping, drought resistant plants (xeriscaping), and low water-use appliances. Encourage government entities to demonstrate this on their properties; promote the use of greywater and secondary water systems; encourage the use of leading edge technologies for water conservation.

VII. Community Friendly Economic Development

Encourage interjurisdictional cooperation; revise tax structure to promote better development decisions.
Appendix F

UVU Economic Development Strategy

**Technology Transfer** - Support a technology commercialization position. Help faculty, staff and students move creative ideas from conceptualization to new startup companies. (What kinds of programs engage faculty and students in developing creative ideas than can lead to commercialization; what are implications for the Woodbury Business School regarding skills for commercialization?)

**Entrepreneurship Program** - development of UVU’s entrepreneurship program in order to:

- help students transform their ideas into profitable companies;
- educate prospective entrepreneurs about how to find assistance and counseling in the areas of developing business plans, identify angel investors and venture capital funds, develop manufacturing lines and processes and market concepts;
- encourage entrepreneurship to permeate degree programs across the university.

**Educational Rigor** - Enhance the educational rigor of secondary education. In order for Utah to compete regionally, nationally, and internationally, Utah’s workforce needs to be proficient in math, reading, and language skills (both English and foreign languages). UVU must work with K-12 leaders to make sure high school graduates are prepared for the rigor that awaits them in college.

**Career and College Pathways**. Utah must provide students with clear avenues of articulation to achieve their educational and professional goals. Utah has established such pathways for career and technical education. Higher education and the state system for instruction need to develop similar pathways for other programs of study.

**Chinese Initiative**. Chinese language, culture, and history courses; programs to assist doing business with China.
Appendix G

Cluster Acceleration Projects

Digital Media Cluster. UVU is engaged in developing a digital cluster acceleration project. UVU will gather individuals from the digital media industry to explore ways to entice more businesses and entities to move to the state, to a position where they will enjoy greater concentration and synergy.

There are implications for lifestyle of communities that will attract and retain creative workers, and for urban planning, parks & recreation, tourism, restaurants, and the arts.

Business Advisory Council. UVU will continue to collaborate with local businesses by creating a business advisory council, which will meet twice a year to discuss business needs in our area.


“Employment growth is “polarizing” into relatively high-skill, high-wage jobs and low-skill, low-wage jobs” (2). “Rising demand for highly educated workers, combined with lagging supply, is contributing to higher levels of earnings inequality. Demand for middle-skill jobs is declining, and consequently, workers that do not obtain postsecondary education face a contracting set of job opportunities” (29).

Autor does not offer policy recommendations. He does, however, offer the following policy responses intended to foster discussion:

- encouraging more young adults to obtain higher education;
- foster improvements in K-12 education;
- consider training programs to boost skill levels and earnings opportunities in historically low-skilled service jobs;
- offer programs for supporting continual learning, retraining, and mobility for all workers;
- consider R&D and infrastructure investments that will have broadly distributed benefits across the economy (e.g. energy, the environment, and health care).


“Megapolitan development is emerging in the Intermountain West, despite the region’s small population size. In fact, by 2040, five largely contiguous urban spaces of more than one million residents each may emerge in the Intermountain West. These include:

- Sun Corridor: metropolitan Phoenix, Tucson, and Prescott plus smaller urban areas in Cochise and Santa Cruz counties;
- Front Range: Colorado’s I-25 corridor linking up metropolitan Boulder, Colorado Springs, Denver, Fort Collins, and Greeley;
- Wasatch Front: Utah’s I-15 corridor linking up metropolitan Logan, Ogden, Provo, and Salt Lake City plus
smaller urban areas in Box Elder and Wasatch counties;

- Greater Las Vegas: metropolitan Las Vegas plus smaller and increasingly connected urban areas in Nye County, NV and Mohave County, AZ;

- Northern New Mexico: metropolitan Albuquerque and Santa Fe plus smaller connected urban areas in Los Alamos and Rio Arriba counties."

Knowledge industry employment was 17% in the Wasatch Front in 2008. It was 16% nationally (22).

"Mountain Megas" assumes that true prosperity is based on achieving three interrelated dimensions of prosperity—sustainable, productive, and inclusive growth—all at once. Such balanced growth depends, in turn, on the region assembling in its megapolitan areas sufficient stocks of the crucial assets that contribute to such prosperity: top-notch infrastructure, world-class innovation inputs, vital human capital, strong quality-of-place, and as well as the necessary effective regional governance to put it all together (3-4).

- top-notch infrastructure;
- world-class innovation inputs;
- vital human capital;
- strong quality-of-place

Infrastructure involves:

- intercity passenger rail;
- surface and air transportation network;
- transportation choices (such as parallel highways, commuter rail, and transit);
- the region’s air network is underdeveloped;
- water systems - Consumption patterns, planning, capture and reuse systems, delivery, conservation;
- energy systems - transmission grid capacity and expansion; renewable energy resources and technology to meet future demand for low-carbon energy.

Innovation includes:

- inventing and exploiting new products, processes, and business models—drives productivity growth, which in turn enhances living standards;
- enhance and leverage research capacities and high-value industry clusters to move up the innovation and productivity curves so as to increase overall economic competitiveness and the local standard of living.

Vital Human Capital:

- training and education needs of an increasingly diverse population;
- more and better English language classes;
- new ideas for educating the children of new Americans;
- new strategies for securing the educational pipeline from pre-K through high school and beyond.
Quality Places

- crafting of attractive, high quality, and well-designed urban places;
- craft a built environment to match the region’s alluring scenery;
- emergence of relatively compact, high density urban spaces;
- place making challenges largely tied up with mitigating or even undoing the legacies of auto-oriented development;
- crafting distinctive neighborhoods and workable urban systems will require retrofitting or transcending the autoscape of past decades.
Appendix H

Utah’s 2020 Plan for Higher Education

The Executive Summary of the HigherEd Utah 2020 report by the Utah System of Higher Education identifies two trends which it suggests the people of the state should address in terms of meeting the challenges of higher education in Utah.

“1. In the last two decades, Utah has lost the advantage it once held of being among the most highly-educated states in the nation (as gauged by the number of adults ages 25 to 64 with an associate’s degree or higher). At the same time, the U.S. has fallen from being 1st in the world for educational attainment to 10th, while almost all other developed nations are increasing their attainment rates.”

“2. The emergence of the knowledge-based economy is transforming economies around the world, including Utah’s. The demand for more, better-trained and educated employees has skyrocketed and will continue to grow. According to the Georgetown University Center on Education and the Workforce, 66% of all jobs in Utah by 2018 will require postsecondary education. Those without postsecondary education will fall out of the middle class; no longer can a high school degree produce a comfortable living.”

The Board of Regents and Commissioner of Higher Education have recommended that one of the major goals which should be a focus of policymakers in the state is to have 66% of Utahans, both men and women ages 25-64, obtain a postsecondary degree or certificate by the year 2020. To achieve that goal it is estimated some 109,000 additional students would need to be enrolled in Utah’s System of Higher Education.

The report goes on to suggest a variety of strategies and recommendations to address the issues outlined in meeting these challenges. In addition it also asks for public input into the best processes for accomplishing the objectives. A copy of the report and accompanying materials is available at: http://www.higheredutah2020.org/case-statement/
Appendix I

Criteria Met by Recommended Certificate/Degrees

Criteria considered: High labor market demand, high pay/high wage employment, student (popular) demand/need, university breadth of offerings, targeted niche.

<table>
<thead>
<tr>
<th></th>
<th>High labor market demand</th>
<th>High pay/high wage employment</th>
<th>Student (popular) demand/need</th>
<th>University breadth of offerings</th>
<th>Niche Market</th>
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<tbody>
<tr>
<td><strong>ASSOCIATE DEGREES:</strong></td>
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<tr>
<td>Radiologic Technology</td>
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<td>X</td>
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<tr>
<td>Respiratory Therapy</td>
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<td>X</td>
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<tr>
<td>Health Science</td>
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<td>X</td>
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<tr>
<td>Mechanical Engineering Technology</td>
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<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td><strong>BACHELOR DEGREES:</strong></td>
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<tr>
<td>Sociology</td>
<td>X</td>
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<tr>
<td>Anthropology</td>
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<td>X</td>
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<tr>
<td>Geography</td>
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<tr>
<td>Electronics Communication</td>
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<td>Civil Engineering</td>
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<td>Chemical Engineering</td>
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<tr>
<td>Environmental Engineering</td>
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<tr>
<td>Mechanical Engineering</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td><strong>MASTER'S DEGREES:</strong></td>
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<tr>
<td>Mental Health Counseling</td>
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<tr>
<td>Social Work</td>
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<td>X</td>
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<tr>
<td>Educational/School Counseling</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</tbody>
</table>
Certification(s) and or other degrees to consider (based on employer feedback):

A. Supply Chain Management (certificate within School of Business);
B. Human Resources (either an emphasis or stand-alone 4-year degree).
Appendix J

Woodbury School of Business Advising Sheets

<table>
<thead>
<tr>
<th>Discipline Core Requirements</th>
<th>24 Credits</th>
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<tbody>
<tr>
<td>ACC 2010 Financial Accounting</td>
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<tr>
<td>ECON 1010 Economics as a Social Science</td>
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<tr>
<td>FIN 1090 Personal Finance</td>
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<tr>
<td>MGMT 2200 Business Communications</td>
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<td>MGMT 2300 Effective Business Communications</td>
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<tr>
<td>DGM 2010 Business Computer Proficiency</td>
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</tbody>
</table>

Elective Requirements: 6 Credits

Choose six credits of business electives from the ACC, FIN, ECON, HM, MGMT or I.ELG prefixes. A maximum of 3 credits may be cooperative work experience.

Graduate Requirements:
1. Completion of a minimum of 30 or more semester credits.
2. Overall grade point average of 2.0 or above with 2.5 GPA or above in Woodbury School of Business courses. No grade below C- in business.
3. Residency hours: Minimum of 20 credit hours through course attendance at UVU with at least 12 credits of School of Business courses.
**School:** Business  
**Department:** General (School of Business Transfer Degree)  
**Advisors:** Ters/ Acord, WB 2578, (801) 863-8314, aacord@uvu.edu  
Polly Clauson, WB 257A, (801) 863-6462, clauson@uvu.edu  
Diana Johnson, WB 257F, (801) 863-8832, johnsd@g.uvu.edu  
Brittany Naef, WB 257C, (801) 863-6889, nnaef@g.uvu.edu  
Migron Nicoll, WB 257G, (801) 863-6874, nicollm@uvu.edu  
Shelice Nuttall, WB 2570, (801) 863-6719, nuttallsh@uvu.edu  
Kim Wright, WB 257E, (801) 863-6890, wrightk@g.uvu.edu  
To schedule an appointment with any advisor listed above, please call (801) 863-8032

### General Education Requirements:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Title</th>
<th>Prerequisites(s)</th>
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<tbody>
<tr>
<td>9</td>
<td>ENGL 1010 1100</td>
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</tr>
<tr>
<td>3</td>
<td>Intermediate Writing: Humanities/Social Science</td>
<td>ENGL 1010 with a grade of &quot;C-&quot; or better</td>
</tr>
<tr>
<td>4</td>
<td>Intermediate Writing: Science/Technology</td>
<td>ENGL 1010 with a grade of &quot;C-&quot; or better</td>
</tr>
</tbody>
</table>

### Complete one of the following:

- MATH 1050 College Algebra  
- An Advanced Placement (AP) Mathematics Test with a score of 3 or higher

### Complete one of the following:

- HIST 2100 US History to 1877  
- HIST 2710 US History since 1877  
- HIST 1700 American Civilization  
- HIST 1750 US Economic History  
- POLS 1000 American Heritage  
- POLS 1100 American National Government

### Complete the following:

- PHL 2050 Ethics and Values  
- HI 1100 Personal Health & Wellness  
- HHS 1097 Fitness for Life

### Distribution Courses:

- Biology  
- Physical Science  
- Additional Biology or Physical Science  
- Behavioral/Social Science Distribution  
- Humanities Distribution  
- Fine Arts Distribution

### Disciplinary Core Requirements:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Title</th>
<th>Prerequisites(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>ACC 2020 2100 1100</td>
<td></td>
</tr>
</tbody>
</table>
| 3       | Financial Accounting 1100 Management Accounting  | MAT 0990, ENGL 0990  
| 3       | Accounting 1100                                  | ACC 2020  
| 3       | Microeconomics                                   | MAT 1050  
| 3       | Macroeconomics                                   | MAT 1050  
| 3       | Business Law                                     | ENGL 1010  
| 3       | Introduction to Calculus                         | MAT 1050  
| 3       | Business Communications                          | MAT 1050  

### Graduation Requirements:

1. Completion of a minimum of 61 or more semester credits.  
2. Overall grade point average of 2.0 or above with 2.5 GPA or above in Woodbury School of Business courses. No grade below C- in business courses.  
3. Residency hours: Minimum of 20 credit hours through course attendance at UVU with at least 12 credits of Woodbury School of Business courses.  
4. Completion of GE and specified departmental requirements. Students are responsible for completing all prerequisite courses. See information on the back of the program card for additional specialized general education/major requirements for individual transfer schools (some requirements for other schools cannot be taken at UVU).
### General Education Requirements:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1210 Introduction to Writing</td>
<td>3</td>
<td>Core catalog</td>
</tr>
<tr>
<td>Quantitative Literacy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 1101 Intermediate Algebra</td>
<td>4</td>
<td>See catalog</td>
</tr>
<tr>
<td>Humanitarie Art/Foreign Language</td>
<td>3</td>
<td>Any approved Humanities, Fine Arts, or Foreign Language Distribution Course</td>
</tr>
<tr>
<td>Social and Behavioral Science</td>
<td>3</td>
<td>Commissions as a Social Science</td>
</tr>
<tr>
<td>BIOL 1010 Biomedical Chemistry</td>
<td>3</td>
<td>Any approved Biology or Physical Science Course</td>
</tr>
<tr>
<td>Physical Education/Health/Safety/Environment</td>
<td>1</td>
<td>Any approved Physical Education, Health, Safety or Environment Course</td>
</tr>
</tbody>
</table>

### Business Management Core Requirements:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 2010 Financial Accounting</td>
<td>3</td>
<td>MAT 0990, ENGL 1090</td>
</tr>
<tr>
<td>ACC 2020 Managerial Accounting</td>
<td>3</td>
<td>ACC 2310</td>
</tr>
<tr>
<td>DCOM 1010 Business Computer Proficiency</td>
<td>3</td>
<td>DCOM 1501 or Basic Computer Applications Exam</td>
</tr>
<tr>
<td>FIN 1000 Personal Finance</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>LEGL 1010 Business Law</td>
<td>3</td>
<td>ENGL 1010</td>
</tr>
<tr>
<td>MGMT 2011 Introduction to Business</td>
<td>3</td>
<td>ENGL 1010 and DCOM 1010 or basic word processing skill</td>
</tr>
<tr>
<td>MGMT 2020 Effective Business Presentations</td>
<td>3</td>
<td>One of the following: DCOM 3120, DCOM 1010, or instructor approval; prerequisite: MGMT 2020</td>
</tr>
<tr>
<td>MGMT 3000 Organizational Behavior</td>
<td>3</td>
<td>ENGL 1010</td>
</tr>
<tr>
<td>MGMT 3001 Principles of Marketing</td>
<td>3</td>
<td>ENGL 1010</td>
</tr>
</tbody>
</table>

### Elective Requirements:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Electives</td>
<td>9</td>
<td>Any ACC, CJS, ECON, FIN, HM, MGMT, or LEGL Course number “500 or higher” **</td>
</tr>
<tr>
<td>General Education Electives (select from Distribution List)</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

### Graduation Requirements:

1. Completion of a minimum of 65 or more semester credits.
2. Overall grade point average of 2.0 (C) or above with a 2.5 required for all Woodbury School of Business courses. No grade below C-. In required courses.
3. Residency hours: minimum of 20 credit hours through course attendance at UVU, with at least 12 credits of Woodbury School of Business courses.
4. Completion of GE and specified departmental requirements.

**No more than three credits of MGMT 281R Cooperative Work Experience will be allowed as a business elective; see advisor for further recommendations.**

Overall grade point average of 2.5 required on Woodbury School of Business courses for students wanting to complete a bachelor's degree.
Advanced Standing:
1. Complete the following courses: ACC 2010, ACC 2020, CON 2010, CON 2020, MATH 1100, MGMT 2300, MGMT 2340, and MGMT 3390 with no grade below "C-" and DGM 2010 with a grade of "B" or higher.
2. Overall GPA at least 2.5.
3. Meet with an advisor to discuss your course selections.

Students will be limited to 15 hours of upper-division credits until Advanced Standing has been achieved.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1010 Introduction to Writing</td>
<td>3</td>
<td>test catalog</td>
</tr>
<tr>
<td>ENGL 1010 Intermediate Writing, Humanities/Social Science</td>
<td>3</td>
<td>ENGL 1010 with a grade of &quot;C-&quot; or better</td>
</tr>
<tr>
<td>or ENGL 2020 Intermediate Writing: Science/Technology</td>
<td>ENGL 1010</td>
<td></td>
</tr>
<tr>
<td>MATH 1050 College Algebra</td>
<td>4</td>
<td>test catalog</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>An Advanced Placement (AP) Mathematics Test with a score of 3 or higher</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Complete one of the following:

- HIST 1010 US History to 1877
- HIST 2710 US History since 1877
- HIST 1700 American Civilization
- HIST 1740 US Economic History
- POLS 1100 American Heritage
- POLS 1100 American National Government

Complete one of the following:

- PSY 1000 Ethics and Values
- HIST 1100 Personal Health & Wellness
- or PES 1007 Fitness for Life

Distribution Core Requirements:

- ECON 2300 Microeconomics (Satisfies Social/Behavioral Science credit) 3 MATH 1050
- Biology 3
- Physical Science 3
- Additional Biology or Physical Science 3
- Humanities Distribution 3
- Fine Arts Distribution 3

Discipline Core Requirements:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 2010 Financial Accounting</td>
<td>3</td>
<td>MAT 0660, ENGL 0660</td>
</tr>
<tr>
<td>ACC 2020 Managerial Accounting</td>
<td>3</td>
<td>ACC 2010</td>
</tr>
<tr>
<td>DGM 2010 Business Computer Proficiency</td>
<td>3</td>
<td>DGM 1010 or Basic Computer Applications Exam</td>
</tr>
<tr>
<td>ECON 2300 Microeconomics</td>
<td>MAT 1050</td>
<td></td>
</tr>
<tr>
<td>MATH 1100 Introduction to Calculus</td>
<td>4</td>
<td>MATH 1050</td>
</tr>
<tr>
<td>MGMT 1100 Business Communications</td>
<td>ENGL 1010, DGM 2010 or basic word processing skill</td>
<td></td>
</tr>
<tr>
<td>MGMT 2340 Business Statistics</td>
<td>3</td>
<td>MATH 1050</td>
</tr>
<tr>
<td>MGMT 2390 Effective Business Presentations</td>
<td>3</td>
<td>One of the following: DGM 3320, DGM 2010 or instructor approval; pre- or corequisite: MGMT 2540</td>
</tr>
</tbody>
</table>

Business Core Courses:

- FIN 3100 Principles of Finance* | 3 | ACC 2020, CON 2020, and MGMT 2340 |
- LEG 1010 Business Law | ENGL 1010 |
- MGMT 3000 Organizational Behavior | ENGL 1010 |
- MGMT 3500 Operations Management* | MGMT 2340 |
- MGMT 3950 Principles of Marketing | ENGL 1010 |
- MGMT 3950 Career Preparation* | MGMT 2390 |
- MGMT 4500 Strategic Management* | 3 | All core classes, senior standing, and matriculation into the bachelor's degree program; Computer subj: MGMT 4502 |
- MGMT 495R Executive Lecture Series | 1 |
- or MGMT 495R Entrepreneurship Lecture Series
Appendix K

Departmental Considerations for Establishing New Sequential Programs

The following sets of criteria for consideration provide a guideline for departments to utilize when considering new programs and developing seamless transitions for students in existing programs. These criteria can help departments address important questions regarding the development of a new degree. When establishing a new program or reviewing existing programs, a department must consider:

- employer demand for the program;
- whether the program already offered at several other local institutions of higher learning and at what cost to the institutions/students (such information can be difficult, if not impossible, to get);
- student interest in the program;
- whether there is an accrediting body that requires certain courses or types of courses for that program;
- the department's ability to staff the program;
- whether the program will be one year, two years, or four years;
- the cost (personnel, equipment, etc.) to the department, college/school, and university of the program;
- the cost of the program for students; whether the benefit (financial or less tangible) to graduates is commensurate with the cost of the program;
- the ability of current bureaucratic structures (particularly the course/program approval process) to accommodate potentially quick and intensive changes within the program (for two-year and four-year programs, this may not be relevant).

If the department decides that the above-mentioned criteria can be met in ways that meet employer demands and student interests, the department can then explore the types of programs best suited to one-year, two-year or four-year degrees. Regardless of the type of program (types are listed below), several things must be kept in mind:

- include core courses determined by university;
- determine which lower and/or upper division courses would be most appropriate;
- determine how many credits/courses are necessary to fulfill employer/position demands;
- determine which credits/courses from other programs are applicable (if any);
- determine how many courses must be completed at UVU (University policy dictates a minimum of 20 hours for two-year degrees, 30 hours for four-year degrees);
- determine how many credits/courses would be transferrable to a continuing degree/program;
- determine acceptable grade point average for graduation (University policy dictates a 2.0 minimum GPA);
- design an advisement sheet for students who do and do not wish to move on from the program to other degrees and programs.

The most critical aspect of the success of the student in making these transitions is academic advising. Students must be given a very clear understandable, written, pathway that explains the different steps and courses that should be pursued in order to move to the next sequence in the degree plan. Academic advisors must understand and become proficient in the sequencing and class requirements to help students navigate these choices.
Appendix L

Degree Sequencing for Hypothetical Genealogy track

Assumptions: all courses are for-credit courses so that they can articulate to the next degree as core or elective courses.

Example: Certificate in Genealogy (non-existent as of yet)

- Certificate in Genealogy: students would take typically upper-division courses in History, Anthropology, and Specialized Family History courses

Certificate in Genealogy can then become the groundwork for an AA/AS in History/Political Science

- If the student wished to get an AA/AS in History Political Science, the student would need to complete General Education requirements (35 credits) and 27 credits in History core and elective courses (total 62 credits). Courses from the Certificate would count as electives.

The AA/AS in History/Political Science can then become further groundwork for a BA or BS in History/Political Science.

- If a student wished to get a BA in History, the student would need to, in addition to the AA/AS, complete an expanded History core and elective courses (total 120 credits). Courses from the Certificate would count as electives.

OR

- If a student wished to get a BS in History Education, the student would need to, in addition to the AA/AS, complete an expanded History core, Education requirements, and elective courses (total 120 credits). Limited numbers of courses from the Certificate would count as electives.

The BA in History could lead to a post-baccalaureate degree in Genealogical Studies.

- If a student wished to get a Post-Baccalaureate in Genealogical Studies, the student would need to, in addition to the History BA or BS, complete an expanded number of core courses and electives directly related to genealogy, anthropology, and economics (total, including BA, 156 credits).
Appendix M

Curriculum Approval Process

The curriculum process at UVU is driven by the UVU Curriculum Policy 605, Utah State Board of Regents Policy R401, and NW Commission on Colleges and Universities accreditation standards. Individual departments and programs may be further influenced by specialty accrediting bodies and/or advisory committees.

Most of the curriculum process is managed within the Curriculum Online Management Enterprise Tool (COMET); however, not all. Other than minor changes, programs require additional paper work that is used by the Deans’ Council, the Board of Trustees, the Office of the Commissioner of Higher Education, and the State Board of Regents for their review processes. Department chairs are advised to consult with the Academic Scheduling and Curriculum Departments very early in the curriculum process to review what is needed to successfully prepare the necessary documentation.

New program proposals, program deletions, and significant program changes must all be prioritized by the Deans’ Council before they are submitted for College/School and University Curriculum Committee review.

Proposals to add, modify, or delete curriculum are initiated by academic departments. Those proposals are submitted, via COMET, to the submitting department’s College or School Curriculum Committee for review and approval.

Once an item has been approved by the College or School Curriculum Committee, it is automatically forwarded to the Dean for review and approval. It is not until it has been approved by the Dean that it is forwarded to the University Curriculum Committee (UCC).

Only minor course changes and deletions are reviewed and given final approval by the UCC; new course proposals and significant course modifications must also be approved by the Deans’ Council and the VPAA.

Minor program changes are reviewed and given final approval by the UCC; however, program deletions and significant program changes (changing the title or restructuring more than 50% of the program) must also be approved by the Deans’ Council, the VPAA, reviewed by the OCHE, and then submitted to the UVU Board of Trustees for final approval. Additional paperwork is required.

New programs undergo more review than other curriculum proposals. Such items must be first be prioritized by the Deans’ Council before proceeding through the College or School and University process. Once approved by the VPAA, these proposals are submitted to the Board of Trustees and then the State Board of Regents for review and final approval. Significant additional paperwork is required.

*Requires additional documentation See www.uvu.edu/asc for more detail Prepared by Academic Scheduling and Curriculum

The flow chart below summarizes the stages of curriculum development and the approval pathways various curriculum actions take.
4 Stages of Curriculum Development

1. Prioritize & Plan
   - Department and College/School level planning should be completed by January 31st Y1.
   - New programs prioritised by Dean’s Council?
   - Coordination with other departments is initiated as needed (GE, G/F, Budget Office, other academic departments, etc.).
   - Obtain instructional design feedback and support to ensure optimal usage (Curriculum Review Committee).

2. Build
   - Enter detail of curriculum proposal in COMET, including coordination requests with other departments or groups (including GE and G/F Committees).
   - Should be completed by March 15th Y1.

3. Review & Approve
   - Submit Curriculum proposal in COMET for review and approval.
   - Coordination with other departments is complete.
   - Review Workshop:
     - Department Chair
     - College/School curriculum committee Chair
     - College/School Dean
   - Approval must be completed to this point by May 15th Y1.
   - Review Workshop: Continue:
     - University curriculum committee Chair (Most proposals to modify curriculum end here).

   New Programs are reviewed by the GCC in May Y1 to allow time for Board of Trustees and State Board of Regents review:
   - Dean’s Council
   - VPA (New courses and complex course modifications are here)
   - Board of Trustees (Many complex program modifications and decisions end here)
   - State Board of Regents (New programs end here).
   - Entire review process should be completed by Oct 15th Y1.

4. Implementation
   - Run from early Oct Y1 through 3rd week in March Y2 (2 weeks prior to the opening of fall registration)
   - Build courses in Banner (completed November 5th Y1)
   - Build course prerequisites in Banner and programs in Degree Works (completed by March 31st Y2)
   - Update course schedules (completed by 2nd week in March Y2)
   - Complete courses scheduling (completed by 1st week in March Y2)
   - Publish Catalog (April Y2)
   - Registration (starts 2nd week or April Y2)
   - Classes begin August Y2.

How long does it take?
From Planning to Registration, the process takes a minimum of 14 months.

*Requires additional documentation
See www.uwu.edu/sec for more detail
Prepared by Academic Scheduling and Curriculum