

Utah Valley University Board of Trustees Meeting
January 17, 2019
4:00pm SC 213c

Tab	Agenda	Notes
	<p><u>I. Action</u></p> <p>A 1. Academic Program Approval, <i>Jeff Olson, Senior VP Academic Affairs</i></p> <p>Additions:</p> <ul style="list-style-type: none"> a. AAS in Web Design and Development b. AAS Digital Audio c. AAS Digital Cinema d. Full Stack Web Development Emphasis in Computer Science e. MBA Technology Management Emphasis f. Higher Education Emphasis in Master of Education g. CP in Cabinetry and Woodworking h. CP in Art and Design i. CP in Aviation Science j. CP in Information Systems and Technology k. CP in Health l. CP in Public and Community Health m. CP in Criminal Justice n. CP in Construction Management <p>Changes:</p> <ul style="list-style-type: none"> o. Name Change of Academic Unit Automotive Technology to Transportation Technology p. Minor in Environmental Studies q. Cinema Studies Name Change r. Journalism Name Change s. Civil Design Name Change <p>B 2. Policies</p> <ul style="list-style-type: none"> a. Policy 361 Leave of Absence (Temporary Emergency), <i>Linda Makin, VP PBHR</i> <p>C 3. Master Plan Revision, <i>Val Peterson, VP Finance and Administration</i></p> <p>D 4. Property Purchase, Val Peterson, VP Finance and Administration</p>	
	<p><u>II. Executive Session</u></p>	
	<p>E <u>III. Consent Calendar</u></p> <ul style="list-style-type: none"> 1. Minutes of November 29, 2018 2. October and November 2018 Investment Reports <p><u>IV. Information</u></p> <ul style="list-style-type: none"> 1. President's Report, <i>Dr. Astrid S. Tuminez, President</i> 2. UVU Student Mental Health Resources, <i>Kyle Reyes, VP Student Affairs</i> 3. Legislative Priorities, <i>Cameron Martin, VP University Relations</i> 	



**UVU BOARD OF TRUSTEES
Agenda Item Coversheet**

DATE:	January 17, 2019
TITLE:	Academic Program Approvals
EXECUTIVE/RESPONSIBLE STAFF MEMBER:	Jeff Olson, Sr. VP of Academic Affairs
SUBJECT:	Academic Program Approvals
BACKGROUND:	<p>The Board of Trustees is being asked to approve the following academic program additions and changes as recommended by the Academic Affairs Committee of the Board of Trustees:</p> <p>Additions:</p> <ul style="list-style-type: none"> a. AAS in Web Design and Development b. AAS Digital Audio c. AAS Digital Cinema d. Full Stack Web Development Emphasis in Computer Science e. MBA Technology Management Emphasis f. Higher Education Emphasis in Master of Education g. CP in Cabinetry and Woodworking h. CP in Art and Design i. CP in Aviation Science j. CP in Information Systems and Technology k. CP in Health l. CP in Public and Community Health m. CP in Criminal Justice n. CP in Construction Management <p>Changes:</p> <ul style="list-style-type: none"> o. Name Change of Academic Unit Automotive Technology to Transportation Technology p. Minor in Environmental Studies q. Cinema Studies Name Change r. Journalism Name Change s. Civil Design Name Change
ALTERNATIVES:	<ul style="list-style-type: none"> • Approve as presented, “I move to approve the following academic program additions and changes: Additions:

	<ul style="list-style-type: none"> a. AAS in Web Design and Development b. AAS Digital Audio c. AAS Digital Cinema d. Full Stack Web Development Emphasis in Computer Science e. MBA Technology Management Emphasis f. Higher Education Emphasis in Master of Education g. CP in Cabinetry and Woodworking h. CP in Art and Design i. CP in Aviation Science j. CP in Information Systems and Technology k. CP in Health l. CP in Public and Community Health m. CP in Criminal Justice n. CP in Construction Management <p>Changes:</p> <ul style="list-style-type: none"> o. Name Change of Academic Unit Automotive Technology to Transportation Technology p. Minor in Environmental Studies q. Cinema Studies Name Change r. Journalism Name Change s. Civil Design Name Change.” <ul style="list-style-type: none"> • Amend and approve, “I move to approve, as amended...” • No action, “I move that we go to the next agenda item...”
FINANCIAL IMPACT:	Available upon request
EXHIBITS:	<p>Additions:</p> <ul style="list-style-type: none"> a. AAS in Web Design and Development b. AAS Digital Audio c. AAS Digital Cinema d. Full Stack Web Development Emphasis in Computer Science e. MBA Technology Management Emphasis f. Higher Education Emphasis in Master of Education g. CP in Cabinetry and Woodworking h. CP in Art and Design i. CP in Aviation Science j. CP in Information Systems and Technology k. CP in Health l. CP in Public and Community Health m. CP in Criminal Justice n. CP in Construction Management

Changes:

- o. Name Change of Academic Unit Automotive Technology to Transportation Technology
- p. Minor in Environmental Studies
- q. Cinema Studies Name Change
- r. Journalism Name Change
- s. Civil Design Name Change

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

Institution Submitting Request: Utah Valley University

Proposed Program Title: AAS in Web Design and Development

Sponsoring School, College, or Division: College of Engineering and Technology

Sponsoring Academic Department(s) or Unit(s): Digital Media

Classification of Instructional Program Code: 11.1004

Min/Max Credit Hours Required to Earn Degree: 63

Proposed Beginning Term: Fall 2019

Institutional Board of Trustees' Approval Date:

Program Type (check all that apply):

<input checked="" type="checkbox"/>	Associate of Applied Science Degree (AAS)
<input type="checkbox"/>	Associate of Arts Degree (AA)
<input type="checkbox"/>	Associate of Science Degree (AS)
<input type="checkbox"/>	Specialized Associate Degree (specify award type)
<input type="checkbox"/>	Other (specify award type)
<input type="checkbox"/>	Bachelor of Arts Degree (BA)
<input type="checkbox"/>	Bachelor of Science Degree (BS)
<input type="checkbox"/>	Professional Bachelor Degree (specify award type)
<input type="checkbox"/>	Other (specify award type)
<input type="checkbox"/>	Master of Arts Degree (MA)
<input type="checkbox"/>	Master of Science Degree (MS)
<input type="checkbox"/>	Professional Master Degree (specify award type)
<input type="checkbox"/>	Other (specify award type)
<input type="checkbox"/>	Doctoral Degree (specify award type)
<input type="checkbox"/>	K-12 School Personnel Program
<input type="checkbox"/>	Out of Service Area Delivery Program

Chief Academic Officer (or Designee) Signature:

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

Signature:

Date:

Utah System of Higher Education Program Description - Full Template

Section I: The Request

The Digital Media Department in the College of Engineering and Technology at Utah Valley University requests approval to offer an AAS in Web Design and Development effective Fall 2019.

Section II: Program Proposal

Program Description

Web design and development fuses together the design, development, and delivery of rich media content through the medium of the internet to hand held mobile devices as well as desktop computers. The curriculum integrates these digital mediums to entertain, educate, and communicate ideas and information through meaningful human interaction. This program provides motivated and dedicated students the opportunity to work with professionally active faculty members committed to the future of digital disciplines. The Associate of Applied Science in Web Design and Development will provide students with employable skills and a pathway to further education.

Consistency with Institutional Mission

According to Regents policy R312, Utah Valley University is a teaching institution that prepares professionally competent people of integrity who, as lifelong learners and leaders, serve as stewards of a globally interdependent community. The proposed AAS in Web Design and Development enhances UVU's commitment to serve the growing needs in the service delivery area for trained workers. The various cluster of programs in the digital media area all show significant growth between 2016 and 2022, at a rate of 18 to 39 percent. The implementation of this proposed degree would help UVU continue to play a key role in supplying skilled workers for the Mountainland region, which supports the role and mission of UVU.

Method of Delivery

The GE courses are delivered face-to-face. The majority of discipline specific courses are also delivered face-to-face. About 25% of the degree specific courses have a face-to-face as well as blended options. One course is fully online and is competency based.

Types of Degrees Offered

The Digital Media Department offers a BS in Web Design and Development. This proposed AAS requires all 35 general education and an additional 28 lower division degree specific course. All courses taken will apply towards completing the bachelor's.

Timetable

Since this is a stackable degree towards an existing bachelor's degree, students will have the option to apply for and receive the AAS degree once all approvals are in place. In the meantime, students are working towards the currently available BA in Web Design and Development.

Section III: Needs Assessment

Program Rationale

Internet technologies have changed significantly over the last several years. Keeping pace with these changes, the Department of Digital Media has, and is, fine-tuning the curriculum to better prepare students for employment in this dynamic and changing industry. Recent graduates, advisory board members, and information from the industry indicate that students need to have more depth in these areas. Providing an AAS in Web Design and Development will give students an opportunity to concentrate on getting a high level of skill in a shorter amount of time yet receiving a solid foundation of general education along with the specific web skills needed by business and industry.

Labor Market Demand

According to the Job Outlook, employment of web design and developers is projected to grow 27% from 2014 to 2024, at a higher rate than the average for all occupations.ⁱ Job opportunities for web developers are expected to remain strong and grow as internet technologies continue to expand. The US Bureau of Labor Statistics Employment Projections program indicates that current employment (2014) was 148,500, and that number will increase by 40,000 by 2024. In Utah, web developers will grow faster than the national average. The base employment number of 2,120 will increase by 1,170 by 2024, with annual average openings of 140.ⁱⁱ In the Provo-Orem Metro area, the Utah Occupational data show that the current employment for web developers is 501, with a projected increase rate of six percent, with annual openings of 40.ⁱⁱⁱ The proposed AAS degree will have a positive impact on filling the need for web developers in the local service delivery area and the state of Utah.

According to the Burning Glass report prepared by the UVU IR department, web developers earn a median annual wage of \$55,910, and require at least an associate degree. Well-trained web developers in Utah will earn above the livable wage threshold.

Student Demand

Enrollment in the Digital Media Department has continued to increase over the last ten years. In a recent survey of 115 digital media students, 23% indicated they were seeking a Web Design & Development degree. Ninety-three percent of the surveyed students indicated that they would be interested in an AAS degree as a pathway to the BS degree. With the implementation of the new bachelor's degrees focused on Animation, Audio, Cinema, and Web Technologies, students are being better prepared for the occupations that the industry is short in today's economy. The development of an AAS degree matching the BS degree will give the students a pathway to follow. Adding the AAS degree may help them land a job in industry as they continue on to earn the BS degree.

Similar Programs

The Burning Glass report shows, there are similar programs at Dixie State University and Salt Lake Community College within USHE, and some additional programs at the Utah College of Applied Technology. The number of program completers with associate degrees across the state fall short of the total demand. Since the proposed AAS in Web Design and Development leads directly to employment and is also stackable to the UVU BS degree, many of students that will complete the AAS degree will already be enrolled at UVU in the department. The impact on the other programs in the state should be minimal.

Collaboration with and Impact on Other USHE Institutions

The proposed program will be delivered within the service delivery area of the Mountainland Region. Officials within the Digital Media Department have reviewed other programs offered here in the state of Utah, and since UVU is already offering a BS degree in this area, there should be no significant impact on other USHE programs.

External Review and Accreditation

The Digital Media Department has an active Advisory Committee giving direction to the fine-tuning the department has completed over the last several years. Working with the advisory committee, the proposed curriculum has been validated by business and industry. Department faculty have researched other programs across the country to ensure that the curriculum is state of the art and will prepare the students for employment in the industry. The members of the advisory committee are listed below.

General Members

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Mark Walton

Storyboard Artist

Disney, Dreamworks, Sega

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Digital Audio

Clive Romney

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Dan Carlisle

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Michael Chadbourne

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801.885.7918

Section IV: Program Details

Graduation Standards and Number of Credits

The following graduation requirements apply to this proposed AAS degree and the number of credits is within the required credits for an AAS degree as set by the Board of Regents.

Completion of a minimum of 63 semester credits.

Overall grade point average of 2.0 (C) or above. (Departments may require a higher GPA.)

Residency hours -- minimum of 20 credit hours through course attendance at UVU.

Completion of GE and specified departmental requirements.

Admission Requirements

Utah Valley University maintains an open admissions practice, admitting all applicants whose qualifications indicate they may benefit from the instructional programs offered. Normal University standards for admittance to a program will be followed.

Curriculum and Degree Map

Program Curriculum:

Course Number	New Course	Course Title	Credit Hours
General Education Courses			
ENGL 1010		Introduction to Writing	3
ENG 2010		Intermediate Writing--Humanities/Social Sciences	3
Complete one of the following:			3
MATH 1030 or 1035		Quantitative Reasoning (recommended for Humanities or Arts majors)	
STAT 1040 or 1045		Introduction to Statistics (recommended for Social Science majors)	
MATH 1050 or 1055		College Algebra (recommended for Business, Education, Science, and Health Professions majors)	
MATH 1090		College Algebra for Business	
Complete one of the following:			3
HIST 2700 & HIST 2710 or HIST 1700 or HIST 1740 or POLS 1000 or POLS 1100		US History to 1877 and US History since 1877 American Civilization US Economic History American Heritage American National Government	

Complete the following:			
PHIL 2050		Ethics and Values	3
HLTH 1100 or PES 1097		Personal Health and Wellness or Fitness for Life	2
Biology			3
Physical Science			3
Additional Science		Any Life or Physical Science	3
Humanities Distribution			3
Fine Arts Distribution			3
Social/Behavioral Science			3
		Subtotal	35
Required Courses for AAS			
DGM 1220	Yes	Digital Design Essentials	3
DGM 1230	Yes	Interaction Design Essentials	3
DGM 1240		Communicating Digital Design	3
DGM 2120		Web Essentials	3
DGM 2250		Principles of Digital Design	3
DGM 2240		Interaction Design	3
DGM 2271		Digital Product Design I	3
DGM 1600		Scripting for Internet Technologies	3
DGM 2341		Digital Output for Interactive Media	3
DGM 221R		Interaction Design Practicum	1
Required Course Credit Hour Sub Total:			28

Degree Map:

Fall of First Year	Course Title	Credit Hours
DGM 2120	Web Essentials	3
DGM 1220	Digital Design Essentials	3
DGM 1600	Scripting for Internet Technologies	3
ENG 1010	Introduction to Writing	3
	Any Life or Physical Science	3
Spring of First Year	Course Title	Credit Hours
DGM 2250	Principles of Digital Design	3
DGM 1230	Digital Composition II	3
DGM 2341	Digital Output for Interactive Media	3

PE 1097 or HLTH 1100	Personal Health and Wellness or Fitness for Life	2
MATH Elective	See List	3
Humanities Distribution		3
Fall of Second Year	Course Title	Credit Hours
DGM 2240	Interaction Design	3
DGM 1240	Communicating Digital Design	3
	Social Science	3
	History Distribution	3
	Physical Science Distribution	3
Spring of Second Year	Course Title	Credit Hours
DGM 2271	Digital Product Design I	3
	Biology Distribution	3
PHIL 2050	Ethics and Values	3
	Fine Arts Distribution	3
DGM 221R	Interaction Design Practicum	1
ENGL 2010		3

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

The AAS in Web Design and Development will stay within the current Digital Media Department at UVU. No additional administrative support will be needed. The delivery of undergraduate courses will continue in its current form. In order to accommodate the current student enrollment demand, faculty are already expanding the online and blended course offerings to take advantage of limited lab space.

The "Utah Cluster Acceleration Partnership Executive Summary" released in 2011 identifies the global need for more digitally created content. The digital media industry is constantly changing with advancements in technology, changing consumer preferences, and the innovations of creators and artists. Based on the work that was completed in 2011-12, the department has continued to validate and update the curriculum. Due to the changes in the industry, major revisions have taken place over the last five years, resulting in the department being ready to implement the AAS degree to stack into the existing BS degree.

Utah Valley University has led the Utah Cluster Acceleration Partnership as the primary convener. Students in the Digital Media Department learn to create digital media content to fill the demand for more

digitally created and delivered content. A majority of digital media content is instantly made available throughout the worldwide infrastructure of the internet, making virtually all-digital media companies global in nature and directly impacted by worldwide markets. Approval of a new AAS in Web Design and Development will better prepare UVU students to meet this growing demand. The Cluster Acceleration Partnership has been authorized and sponsored by the Utah System of Higher Education, the Utah Department of Workforce Services, and the Utah Governor's Office of Economic Development.

Digital Media has two dedicated advisors. They will be able to guide students through the transition process and work with the DGM faculty to make any class substitutions when necessary.

The Digital Media Department is ready and able to implement the new AAS degree being proposed.

Faculty

The faculty of the UVU Digital Media Department are committed to teaching students the latest in web design and development skills. In order to accomplish this, many of them are participating in their field professionally. The following are specifically assigned to and have expertise in web design and development.

Part I. Department Faculty/Staff

	# Tenured	# Tenure -Track	Non -Tenure Track
Faculty: Full Time with Doctorate	4		
Faculty: Part Time with Doctorate			1
Faculty: Full Time with Masters	7		6
Faculty: Part Time with Masters			5
Faculty: Full Time with Baccalaureate			1
Faculty: Part Time with Baccalaureate			22
Teaching / Graduate Assistants			
Staff: Full Time			1
Staff: Part Time			3

Part II. Proposed Program Faculty Profiles

First Name	Last Name	Tenure (T) / Tenure Track (TT) /	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.
Full Time Faculty					
Trudy	Christensen	T	PhD	BYU	100%

Paul	Cheney	T	PhD	UVA	100%
Mike	Harper	T	MS	USU	100%
Dan	Hatch	TT	MFA	Vermont College of Fine Arts	100%

Part III: New Faculty / Staff Projections for Proposed Program

There will be no new faculty hired as a result of implementing this AAS degree.

Staff

No additional support staff will be required for the first five years. Additional adjunct instructors will be added as the department expands the course offerings.

Student Advisement

There are two advisors currently assigned to the Digital Media Department. They handle all students progressing toward any one of the four degrees offered by the Digital Media Department. Adding this intermediate degree along the way will not require any additional advising.

Library and Information Resources

The Utah Valley University Library cultivates a dynamically changing collection of eBooks, videos, streamed videos, and books that relate to computer technologies. Digital Media (DGM) themed holdings are a subset of such a collection. As the influence of technology continues to expand, UVU Library’s DGM collection development will match its content and direction. Interestingly enough, DGM technology itself is transforming the library media that describe it, insomuch that much of the current collection of print books and hard media is giving way to a wave of DGM items represented by eBook, streamed video, and web content. This transition is accentuated by the preferences of the average DGM information patron, which enjoys (and often prefers) information that is instantly available over the internet.

DGM related items in the UVU collection span many technologies and professional practices. Major categories of DGM information topics and sources include (but are not limited to) audio recording and sound mixing technologies, pre and post production of audio, music video, TV and movie production, filmmaking, gripology, game animation techniques and practices, animation technologies (Adobe Flash, etc.), 3-D modeling, web development best practices, HTML5, DVD authoring, mobile device programming, server side programming languages (such as PHP), and e-learning.

Initial “one-stop-shopping” for articles/books/videos relating to Digital Media can be done by means of the UVU Library website’s OneSearch feature, which allows a single search to simultaneously span multiple databases and includes a search of the library catalog’s books, eBooks, and videos. (Each individual database can also be searched within the scope of the respective database website.)

There is also much access to DGM periodical database articles at the library. The IEEE Xplore Digital Library Database provides access to approximately 5083 journal titles, conference proceedings, technical standards, eBooks, and educational courses. The Association for Computing Machinery (ACM) Digital

Library Database provides access to approximately 20 DGM related journal titles. And the Computer Source Database provides access to approximately 254 DGM related journal titles.

Full text access to the thousands of journal articles is licensed to UVU library patrons. Nevertheless, off-campus web access to library patrons is enabled by means of an LDAP login authentication layer that is enforced by the UVU Library EZProxy server.

The Library catalog contains print books, eBooks (Safari, NetLibrary, EBSCO and eBrary), videos (DVD, Blue Ray, VHS), as well as databases of streamed video (Films on Demand, American History in Video, etc.). Most materials for DGM are covered in the Library of Congress call number area QA76 (Computer Science). Other significant call numbers are: HF5718 (Multimedia in Business), MT723 (MP3, Digital Audio, MIDI, etc.), N7433 (Computer Art), TK6680 (Digital Video), and TR897 (Computer Graphics/Animation). Additional call numbers may apply as this subject is given attention by numerous minor subject areas.

Current catalog holdings are estimated as follows:

DGM related books:	300
DGM related eBooks:	400
DGM related videos:	30
DGM related streamed videos:	20

A patron may often seek information (articles, books, etc.) that are not directly owned or licensed by UVU Library. In such cases, a desired item may be accessed from other libraries throughout the United States by means of our Interlibrary Loan Service (ILL). A requested article full text is emailed to a requester within one business day. Print books are generally located, received, and made available within seven business days. In addition, UVU Library patrons have access to check out items from partner libraries of higher education in the Utah/Idaho/Nevada area (BYU, U of Utah, Utah State, etc.) by means of a Utah Academic Library Consortium (UALC) agreement.

Mark Stevens is currently the UVU liaison librarian for faculty and student support for Information Technologies and Digital Media. He can be contacted for additional information:

Mark Stevens MS/CS, MS/MLIS
UVU Systems Librarian
800 W University Pkwy LI 319c
Orem, Utah 84058-5999
801-863-8155 (office)

Physical Facilities and Equipment

Since this degree is stackable towards the Bachelor in Web Design and Development, there will be no new facilities or equipment will be required.

Projected Enrollment and Finance

Part I.

Since all majors are on a path to a BA degree, they will also be eligible to get the AAS along the way.

Three Year Projection: Program Participation and Department Budget						
	Year Preceding	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department		224	250	275		
# of Majors in Proposed Program(s)		25	55	65		
# of Graduates from Department		25	30	35		
# Graduates in New Program(s)		0	25	30		
Department Financial Data						
	Department Budget					
		Year 1	Year 2	Year 3		
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in above in, "Faculty Projections."</i>	Year Preceding Implementation (Base Budget)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
EXPENSES – nature of additional costs required for proposed program(s)						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example if hiring faculty in year 2 include expense in years 2 and 3. List one-</i>						
Personnel (Faculty & Staff Salary & Benefits)	\$2,078,726	0	0	0		
Operating Expenses (equipment, travel, resources)	\$75,350	0	0	0		
Other:		0	0	0		
TOTAL PROGRAM EXPENSES		\$0	\$0	\$0		
TOTAL EXPENSES	\$0	\$0	\$0	\$0		
FUNDING – source of funding to cover additional costs generated by proposed						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2</i>						
Internal Reallocation		0	0	0		
Appropriation		0	0	0		
Special Legislative Appropriation		0	0	0		
Grants and Contracts		0	0	0		

Special Fees		0	0	0
Tuition		0	0	0
Differential Tuition (requires Regents approval)		0	0	0
PROPOSED PROGRAM FUNDING		\$0	\$0	\$0
TOTAL DEPARTMENT FUNDING		\$0	\$0	\$0
Difference				
Funding - Expense		\$0	\$0	\$0

Part II: Expense explanation

Expense Narrative

The proposed AAS in Web Design and Development is a building block degree toward the current Bachelor in Web Design and Development. Therefore, the University will incur no new costs associated with implementation.

Part III: Describe funding sources

Revenue Narrative 1

There will be no internal allocations or financial impact associated with adding the AAS in Web Design and Development.

Revenue Narrative 2

All of the courses are currently offered. The AAS provides opportunity to completion. No additional expenses are anticipated. No additional revenue is anticipated. This program will serve existing students.

Section VI: Program Evaluation

Program Assessment

The proposed AAS in Web Design and Development will produce skilled graduates who demonstrate critical thinking to analyze and propose creative solutions, as well as apply their foundational knowledge of web design and development to solve real world problems presented right here in the local community.

Each class in the first two years has a portfolio assignment which demonstrates the required skill set for that course. Students cannot progress unless these skills are demonstrated.

Graduates of the program will demonstrate skills in application development for mobile devices, responsive web design and development, building digital assets, digital magazine publishing, and user experience design.

Curriculum Map

Identify where the PLOs will be taught and at what level throughout the program core courses.

I-Introduced; D-Developed and Practiced; E-Engaged; A-Assessed at the Mastery Level Appropriate for Graduation

Major Core Required Course	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
DGM 1220						I	
DGM 1230						D	
DGM 1240				I		E	
DGM 1600			I, D				
DGM 2120	I, D, E	I, D					
DGM 2240				D	I, D		
DGM 2250				E	I, D		
DGM2271					E		
DGM2341						E	

DGM221R							I, D, E
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Student Standards of Performance

Program Goals

- 1) Markup a website using semantically appropriate HTML5 tags.
- 2) Use media queries and mobile first design to create responsive page templates.
- 3) Build single page web and mobile applications using JavaScript.
- 4) Implement user experience design strategies to build applications and web sites that lead to a call to action.
- 5) Design simple and understandable user interfaces and interactions for desktop, mobile, and web.
- 6) Design and build digital video, audio, photographic, and textual assets.
- 7) Participate in a team to create and present a major project for a non-profit organization.

Goal Measurement

- 1) Success of each student is monitored at the end of every course.
- 2) Evaluation is conducted to assure success in student learning.
- 3) Employers are surveyed to determine quality of program graduates.

Each course has a final project that becomes a piece in their portfolio. The final portfolio is used to help the student get a job and as a summative assessment item.

ⁱ <http://www.bls.gov/ooh/computer-and-information-technology/web-developers.htm#tab-6>

ⁱⁱ <http://www.projectionscentral.com/Projections/LongTerm>

ⁱⁱⁱ <https://jobs.utah.gov/jsp/wi/utalmis/oidoreport.do>

January 2, 2019

Elaine Dalton, Board of Trustees Chair
c/o Justin Jones, Board of Trustees' Secretary
Utah Valley University
President's Office – MS 186
800 W University Parkway
Orem, UT 84058

Dear Chair Dalton,

Pursuant to Utah Code Annotated 53B-16-102(5)(b)(ii), attached is the Peer Review Report for the following program, which the Utah Valley University Board of Trustees is to consider in reviewing this program for approval:

- **Associate of Applied Science in Web Design and Development**

Please let me know if you have any questions regarding this report. If your Board approves the program, the institution's Chief Academic Officer will notify our office of your action so we can keep an accurate record of the programs available in the Utah System of Higher Education.

Thank you for giving this your attention.

Sincerely,



David L. Buhler
Commissioner of Higher Education

CC: Astrid S. Tuminez, President – Utah Valley University
Jeff Olson, Senior Vice President for Academic Affairs

Peer Review Report

Institution Utah Valley University

Name of Proposal Associate of Applied Science in Web Design and Development

Date of Peer Review Report December 20, 2018

Utah Valley University's proposal for a new Associate of Applied Science (AAS) in Web Design and Development received comments through an on-line discussion by members of the academic community within the Utah System of Higher Education. Comments were received from Weber State University, Southern Utah University, Salt Lake Community College and the Commissioner's office. Overall, comments demonstrated support for the program. While no substantive concerns were raised, it was noted that the program is similar to programs at Southern Utah University and Salt Lake Community College. Since the proposed program serves as a stackable credential to a related baccalaureate degree at Utah Valley University, Salt Lake Community College expressed interest in developing an articulation agreement with the SLCC AAS in Visual Art & Design: Web Design Emphasis.

The proposal was discussed during a meeting with chief academic officers on December 18, 2018. Discussion at the meeting confirmed support for the program. No issues or concerns were raised.

Attachment: Transcript of Comments



DEC IP VIDEO - Utah Valley University - AAS in Web Design and Development

[Trina Weller](#)

[All Sections](#)

2 4

Please use this page for comments

[UVU - Web-Des-Dev-AAS](#) ▾

1. Does the proposed curriculum meet the standards of the degree area as assessed by your relevant faculty- specify specific concerns based on your accepted curriculum or national standards, and/or accreditation standards?
2. Do the resources exist to adequately offer a quality program of study and are future resource needs adequately specified? Provide examples of how the resources available in your program look so as to give context on where and why you feel deficiencies exist.
3. Are there any structural or programmatic concerns with the degree? Will students be able to transfer without difficulty (3000 and 4000 level curriculum in the first 2 years, etc.), etc., etc.- Be specific in your examples
4. Are there any other concerns not addressed above?



← [Reply](#)

○



<https://uen.instructure.com/courses/44955/users/719>

[Eric Amsel](#)

<https://uen.instructure.com/courses/44955/users/719>

Wednesday

Utah Valley University 's proposal for an AAS in Web Design and Development was sent to Spencer Hilton (Chair, School of Computing) who shared it with the faculty in the WEB/UX program for comments. There was strong support for the proposal with no concerns.

← [Reply](#)

○

[Blair Carruth](#)<https://uen.instructure.com/courses/44955/users/555886>

Wednesday

⋮

The Commissioner's office has reviewed the UVU proposal for a new AAS degree in Web Design and Development and notes its dual purpose as a stackable credential to a baccalaureate degree and for workforce preparation. As such, the new offering should serve students well who wish to prepare themselves in the web design and development field. The Commissioner's office did not note concerns or issues.

[← Reply](#)

○

[Johnny MacLean](#)<https://uen.instructure.com/courses/44955/users/1867199>

Wednesday

⋮

Colleagues at SUU reviewed Utah Valley University's proposal to create a new Associate of Applied Science in Web Design and Development. My colleagues here at SUU report that this proposal looks similar to our AAS in IT (Information Technology Emphasis). This type of program helps satisfy a large statewide employment demand. The UVU regional service area does not really compete with that of SUU (and our own CS, IS, IT programs are seeing record enrollments), so SUU is pleased to support UVU's proposal. We wish UVU the very best as they implement this new program.

[← Reply](#)

○

[Rachel Lewis](#)<https://uen.instructure.com/courses/44955/users/697075>

Friday

⋮

This proposal was shared with the Associate Dean and faculty of SLCC's Division of Visual Art & Design's peer review; no concerns were returned. The Curriculum and Articulation Office notes that this proposal is similar to SLCC's AAS degree in Visual Art & Design: Web Design Emphasis. Where this proposed AAS is designed as an internal pathway for UVU students to move from the

AAS to the BS (as a part of UVU's dual mission) we look forward to developing a similar articulation agreement between SLCC & UVU's BS degree.

[← Reply](#)

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

Institution Submitting Request: Utah Valley University

Proposed Program Title: AAS in Digital Cinema

Sponsoring School, College, or Division: College of Engineering and Technology

Sponsoring Academic Department(s) or Unit(s): Digital Media

Classification of Instructional Program Code: 11.0801

Min/Max Credit Hours Required to Earn Degree: 63

Proposed Beginning Term: Fall 2019

Institutional Board of Trustees' Approval Date:

University Curriculum Committee Approval Date:

Academic Affairs Council Approval Date:

Program Type (check all that apply):

<input checked="" type="checkbox"/>	Associate of Applied Science Degree (AAS)
<input type="checkbox"/>	Associate of Arts Degree (AA)
<input type="checkbox"/>	Associate of Science Degree (AS)
<input type="checkbox"/>	Specialized Associate Degree (specify award type)
<input type="checkbox"/>	Other (specify award type)
<input type="checkbox"/>	Bachelor of Arts Degree (BA)
<input type="checkbox"/>	Bachelor of Science Degree (BS)
<input type="checkbox"/>	Professional Bachelor Degree (specify award type)
<input type="checkbox"/>	Other (specify award type)
<input type="checkbox"/>	Master of Arts Degree (MA)
<input type="checkbox"/>	Master of Science Degree (MS)
<input type="checkbox"/>	Professional Master Degree (specify award type)
<input type="checkbox"/>	Other (specify award type)
<input type="checkbox"/>	Doctoral Degree (specify award type)
<input type="checkbox"/>	K-12 School Personnel Program
<input type="checkbox"/>	Out of Service Area Delivery Program

Chief Academic Officer (or Designee) Signature:

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

Signature:

Date:

Utah System of Higher Education Program Description - Full Template

Section I: The Request

The Digital Media Department in the College of Engineering and Technology at Utah Valley University requests approval to offer an AAS in Digital Cinema effective Fall 2019.

Section II: Program Proposal

Program Description

Digital cinema is the design, development, and delivery of digital cinema content through the process of pre-production, production, and post-production. The curriculum integrates digital cinema mediums to entertain, educate, and communicate ideas and information. This program provides motivated and dedicated students the opportunity to work with professionally active faculty members committed to the future of digital disciplines. The Associate of Applied Science in Digital Cinema will provide students with employable skills and a pathway to further education.

Consistency with Institutional Mission

According to Regents policy R312, Utah Valley University is a teaching institution that prepares professionally competent people of integrity who, as lifelong learners and leaders, serve as stewards of a globally interdependent community. The proposed AAS in Digital Cinema enhances UVU's commitment to serve the growing needs in corporate and narrative production. The various cluster of programs in the digital media area all show significant growth between 2016 and 2022, at a rate of 18 to 39 percent. The implementation of this proposed degree will help UVU continue to play a key role in supplying skilled workers for the Mountainland region, which supports the role and mission of UVU.

Method of Delivery

All core Digital Cinema courses are classroom based. All general education courses may be delivered online or hybrid.

Types of Degrees Offered

The only degree offered is an AAS in Digital Cinema which will stack into the currently offered BS in Digital Cinema.

Timetable

All courses, physical facilities, equipment and faculty are currently in place as a part of the current AAS degree in Digital Media.

Section III: Needs Assessment

Program Rationale

Digital cinema has revolutionized corporate and narrative production over the last several years. Keeping pace with these changes, the Department of Digital Media has and is fine-tuning the curriculum to better prepare students for employment in this dynamic and changing industry. Recent graduates, advisory

board members, and information from the industry indicate that students need to have more depth in these areas. Providing an AAS in Digital Cinema will give students an opportunity to concentrate on getting a high level of skill in a shorter amount of time while receiving a solid foundation of general education along with the specific digital cinema skills needed by business and industry.

Labor Market Demand

Job opportunities for the diverse areas of digital cinema are expected to remain strong and grow as local production increases.

Overall employment in digital cinema occupations is projected to grow 12% from 2016 to 2026, faster than the average for all occupations. The growth in internet platforms, such as streaming services, will increase along with the number of shows produced for these platforms. According to the Bureau of Labor Statistics, the median annual wage is projected to be greater than \$55,080, with the median annual wage for film and video editors to be more than \$62,760.ⁱ

The proposed AAS degree will have a positive impact on filling the need for digital cinema occupations in Utah.

Student Demand

Enrollment in the Digital Media Department has continued to increase over the last ten years. In a recent survey of 115 digital media students, 40% indicated they were seeking a degree in digital cinema. Ninety-three percent of the surveyed students indicated that they would be interested in an AAS degree as a pathway to the BS degree. With the implementation of the new bachelor's degrees focused on animation, audio, cinema, and web technologies, students are being better prepared for the occupations that the industry is short in today's economy. The development of an AAS degree matching the BS degree will give the students a pathway to follow and this approach, which meets not only the student needs but also the needs of industry.

Similar Programs

There is a similar program at Salt Lake Community College. However, this program does not have adequate technical depth and as a result graduates are not fully prepared for broad production work. The number of skilled production crew members with associate degrees across the state fall short of the total demand. Since the proposed AAS in Digital Cinema leads directly to employment and is also stackable to the UVU BS degree, many students that will complete the AAS degree will already be enrolled at UVU in the department. The impact on the other programs in the state should be minimal.

Collaboration with and Impact on Other USHE Institutions

The proposed program will be delivered within the service delivery area of the Mountainland Region. Officials within the Digital Media Department have reviewed other programs offered here in Utah, and since UVU is already offering a BS degree in this area, there should be no significant impact on other USHE programs.

External Review and Accreditation

The Digital Media Department has an active Advisory Committee. Working with the advisory committee, the proposed curriculum has been validated by business and industry. Department faculty have researched other programs across the country to ensure that the curriculum is state of the art and will prepare the students for employment in the industry. The members of the advisory committee are listed below.

General Members

Carl Lyman
IT Specialist
Utah State Office of Education
Carl.Lyman@schools.utah.gov

Gary Wixom
Assistant Commissioner
Utah Systems of Higher Ed
gwixom@utahsbr.edu;
801.321.7123

Melinda Mansouri
Digital Media Teacher High School
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801.859.2984

Mike Hubler
Chief Experience Officer Trideum
mhubler@trideum.com;
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Digital Cinema

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Producer Vineyard Productions
jtm1262@aol.com;
801-263-3443

John Farr
Producer Creative Media Group
john@creativemediagroup.com;

Sterling Van Wagenen
Producer LDS Church
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801-209-5042

Marshall Moore
Marketing Consultant
Park City Film Studios

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801-455-7134

Adam Abel
Producer
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801.785.4684

Virginia Pearce
Director of UFC
Utah Film Commission
vpearce@utah.gov;

Tom Taylor
brogaambyth@gmail.com;

Tyler Measom Producer/Director
tyler@tylermeasom.com;

James Huntsman
Producer/Owner
Blue Fox Entertainment
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Internet Technologies

Andrew Howlett
Chief Digital Officer / Partner Rain
andrewh@rain.agency;
801.802.6464

Branden Neish
VP, Product
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586.864.0239

Josh Knell

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bigknell@gmail.com

Hiroyuki Takahashi
Senior Full Stack Developer
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hiro@myhiro.com

Animation/3D/Games

Jon Dean
CEO
XacFAQ
J@guv1.com;
801.558.9627

Farrell Edwards
VP Product Development
XacFAQ
farrell@xacfaq.com;

Josh Jones
Game Programmer
WildWorks
josh@wildworks.com;
801.355.4440

Mark Walton
Storyboard Artist
Disney, Dreamworks, Sega
470 F Street
Salt Lake City, UT 84103
mark.d.walton@gmail.com;
818.426.5824

Digital Audio
Clive Romney

Record executive, producer, audio engineer

clive.romney@gmail.com;

801.706.1997 (cell)

Dan Carlisle

Studio owner, audio engineer, producer

Soularium Recording Studios

danc@soulariumstudios.com;

801.916.0621

Michael Chadbourne

Senior film post engineer

LDS Motion Pic. Studio (Mopix)

chadournemj@ldschurch.org;

801.885.7918

Section IV: Program Details

Graduation Standards and Number of Credits

The following graduation requirements apply to this proposed AAS degree and the number of credits is within the required credits for an AAS degree as set by the Board of Regents.

Completion of a minimum of 63 semester credits.

Overall grade point average of 2.0 (C) or above. (Departments may require a higher GPA.)

Residency hours -- minimum of 20 credit hours through course attendance at UVU.

Completion of GE and specified departmental requirements.

Admission Requirements

Utah Valley University maintains an open admissions practice, admitting all applicants whose qualifications indicate they may benefit from the instructional programs offered. Normal university standards for admittance to a program will be followed.

Curriculum and Degree Map

Program Curriculum:

Course Number	New Course	Course Title	Credit Hours
General Education Courses			
ENGL 1010		Introduction to Writing	3
ENG 2010		Intermediate Writing--Humanities/Social Sciences	3
MATH 1030/35 STAT 1040/45 MATH 1050/55 MATH 1090		Quantitative Reasoning (recommended for Humanities or Arts majors) Introduction to Statistics (recommended for Social Science majors) College Algebra (recommended for Business, Education, Science, and Health Professions majors) College Algebra for Business	3
HIST 2700 & HIST 2710 or HIST 1700 or HIST 1740 or POLS 1000 or POLS 1100		US History to 1877 and US History since 1877 American Civilization US Economic History American Heritage American National Government	3
PHIL 2050		Ethics and Values	3
HLTH 1100 or PES 1097		Personal Health and Wellness or Fitness for Life	2
Biology			3
Physical Science			3
Humanities Distribution			3

Additional Science		Any Life or Physical Science	3
Fine Arts Distribution			3
Social/Behavioral Science			3
		Subtotal	35
Required Courses for AAS			
DGM 1061		Motion Picture Editing	3
DGM 1500		Introduction to Digital Cinema	1
DGM 1510		Film Production Analysis	3
DGM 1520		Corporate & Documentary Production	3
DGM 2110		Digital Cinema Essentials	3
DGM 2320		Photography & Compositing I	3
DGM 2340		Digital Output	3
DGM 2540		Cinematography I	3
DGM 2130		Audio Essentials	3
DGM 2440		Sound for Film and Television	3
Required Course Credit Hour Sub Total:			28

Degree Map:

Fall of First Year	Pre-requisites	Course Title	Credit Hours
DGM1500		Intro to Digital Cinema	1
PE1097 or HLTH1100		Personal Health and Wellness or Fitness for Life	3
DGM1510		Film Production Analysis	3
DGM 1520		Corporate & Documentary Production	3
ENG1010		Introduction to Writing	3
Physical Science Distribution			3
Spring of First Year		Course Title	Credit Hours
DGM2540	DGM 1510	Cinematography I	3
DGM2320		Digital Photography I	3
Fine Arts Distribution			3
MATH 1030/1040/1050		Quantitative Reasoning ,Introduction to Statistics, College Algebra	3
DGM 1061		Motion Picture Editing	3
Fall of Second Year		Course Title	Credit Hours
Social Science			3
DGM2110	DGM 1061, DGM 1510, DGM 1520	Digital Cinema Essentials	3
DGM2130	MATH	Audio Essentials	3

ENGL2010	ENGL 1010	Intermediate Writing	3
Humanities Distribution			3
Spring of Second Year		Course Title	Credit Hours
DGM2340	DGM 2540	Digital Output for Film	3
DGM2440	DGM 2130	Sound for Film & TV	3
Additional Science			3
PHIL 2050		Ethics and Values	3
Biology			3

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

The AAS in Digital Cinema will stay within the current Digital Media Department at UVU. No additional administrative support will be needed. The delivery of undergraduate courses will continue in its current form. In order to accommodate the current student enrollment demand, faculty are already expanding the online and blended course offerings to take advantage of limited lab space.

The "Utah Cluster Acceleration Partnership Executive Summary" released in 2011 identifies the global need for more digitally created content. The digital media industry is constantly changing with advancements in technology, changing consumer preferences, and the innovations of creators and artists.

Utah Valley University has led the Utah Cluster Acceleration Partnership as the primary convener. Students in the Digital Media Department learn to create digital media content to fill the demand for more digitally created and delivered content. A majority of digital media content is instantly made available throughout the worldwide infrastructure of the internet, making virtually all-digital media companies global in nature and directly impacted by worldwide markets. Approval of a new AAS in Digital Cinema will better prepare UVU students to meet this growing demand. The Cluster Acceleration Partnership has been authorized and sponsored by the Utah System of Higher Education, the Utah Department of Workforce Services, and the Utah Governor's Office of Economic Development.

Digital Media has two dedicated advisors. They will be able to guide students through the transition process and work with the DGM faculty to make any class substitutions when necessary.

Faculty

The faculty of the UVU Digital Media Department are committed to teaching students the latest in digital cinema skills. In order to accomplish this, many of them are participating in their field professionally.

Part I. Department Faculty/Staff

	# Tenured	# Tenure -Track	Non -Tenure Track
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Faculty: Full Time with Doctorate	6	6	1
Faculty: Part Time with Doctorate			3
Faculty: Full Time with Masters	4		
Faculty: Part Time with Masters			2
Faculty: Full Time with Baccalaureate			1
Faculty: Part Time with Baccalaureate			20
Teaching / Graduate Assistants			
Staff: Full Time			1
Staff: Part Time			3

Part II. Proposed Program Faculty Profiles

First Name	Last Name	Tenure (T) / Tenure Track (TT) /	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.
Full Time Faculty					
Dennis	Lisonbee	T	MA	Brigham Young University	100%
Robert	Trim	T	MBA	University of Phoenix	100%
Bill	Otto	TT	MFA	American Film Institute	100%
Duane	Andersen	TT	MFA	New York University at Buffalo	100%
Alex	Nibley	Other	MFA	American Conservatory of Theater	100%

Part III: New Faculty / Staff Projections for Proposed Program

There will be no new faculty hired as a result of implementing this AAS degree.

Staff

No additional support staff will be required for the first five years. Additional adjunct instructors will be added as the department expands the course offerings.

Student Advisement

There are two advisors currently assigned to the Digital Media Department. They handle all students progressing toward any one of the four degrees offered by the Digital Media Department. Adding this intermediate degree along the way will not require any additional advising.

Library and Information Resources

The Utah Valley University Library cultivates a dynamically changing collection of eBooks, videos, streamed videos, and books that relate to computer technologies. Digital Media (DGM) themed holdings are a subset of

such a collection. As the influence of technology continues to expand, UVU Library's DGM collection development will match its content and direction. Interestingly enough, DGM technology itself is transforming the library media that describe it, insomuch that much of the current collection of print books and hard media is giving way to a wave of DGM items represented by eBook, streamed video, and web content. This transition is accentuated by the preferences of the average DGM information patron, which enjoys (and often prefers) information that is instantly available over the internet.

DGM related items in the UVU collection span many technologies and professional practices. Major categories of DGM information topics and sources include (but are not limited to) audio recording and sound mixing technologies, pre and post production of audio, music video, TV and movie production, filmmaking, gripology, game animation techniques and practices, animation technologies (Adobe Flash, etc.), 3-D modeling, web development best practices, HTML5, DVD authoring, mobile device programming, server side programming languages (such as PHP), and e-learning.

Initial "one-stop-shopping" for articles/books/videos relating to Digital Media can be done by means of the UVU Library website's OneSearch feature, which allows a single search to simultaneously span multiple databases and includes a search of the library catalog's books, eBooks, and videos. (Each individual database can also be searched within the scope of the respective database website.)

There is also much access to DGM periodical database articles at the library. The IEEE Xplore Digital Library Database provides access to approximately 5083 journal titles, conference proceedings, technical standards, eBooks, and educational courses. The Association for Computing Machinery (ACM) Digital Library Database provides access to approximately 20 DGM related journal titles. And the Computer Source Database provides access to approximately 254 DGM related journal titles.

Full text access to the thousands of journal articles is licensed to UVU library patrons. Nevertheless, off-campus web access to library patrons is enabled by means of an LDAP login authentication layer that is enforced by the UVU Library EZProxy server.

The Library catalog contains print books, eBooks (Safari, NetLibrary, EBSCO and eBrary), videos (DVD, Blue Ray, VHS), as well as databases of streamed video (Films on Demand, American History in Video, etc.). Most materials for DGM are covered in the Library of Congress call number area QA76 (Computer Science). Other significant call numbers are: HF5718 (Multimedia in Business), MT723 (MP3, Digital Audio, MIDI, etc.), N7433 (Computer Art), TK6680 (Digital Video), and TR897 (Computer Graphics/Animation). Additional call numbers may apply as this subject is given attention by numerous minor subject areas.

Current catalog holdings are estimated as follows:

DGM related books:	300
DGM related eBooks:	400
DGM related videos:	30
DGM related streamed videos:	20

A patron may often seek information (articles, books, etc.) that are not directly owned or licensed by UVU Library. In such cases, a desired item may be accessed from other libraries throughout the United States by means of our Interlibrary Loan Service (ILL). A requested article full text is emailed to a requester within one business day. Print books are generally located, received, and made available within seven business days. In addition, UVU Library patrons have access to check out items from partner libraries of higher education in the Utah/Idaho/Nevada area (BYU, U of Utah, Utah State, etc.) by means of a Utah Academic Library Consortium (UALC) agreement.

Mark Stevens is currently the UVU liaison librarian for faculty and student support for Information Technologies and Digital Media. He can be contacted for additional information:

Mark Stevens MS/CS, MS/MLIS
 UVU Systems Librarian
 800 W University Pkwy LI 319c
 Orem, Utah 84058-5999
 801-863-8155 (office)

Physical Facilities and Equipment

All physical facilities and equipment are in place.

Projected Enrollment and Finance

Part I.

Since all majors are on a path to a BS degree, they will also be eligible to get the AAS along the way.

Three Year Projection: Program Participation and Department Budget							
	Year Preceding	New Program					
		Year 1	Year 2	Year 3	Year 4	Year 5	
Student Data							
# of Majors in Department		224	250	275	300	325	
# of Majors in Proposed Program(s)		224	250	275	300	325	
# of Graduates from Department		25	30	35	40	45	
# Graduates in New Program(s)		25	30	35	40	45	
Department Financial Data							
	Year Preceding	Department Budget			f N	f N	f N
		Year 1	Year 2	Year 3			
<i>Project additional expenses associated with offering new</i>	<i>Implementati</i>	Addition to Base Budget	Addition to Base Budget	Addition to Base Budget			
EXPENSES – nature of additional costs required for proposed program(s)							
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example if hiring faculty in year 2 include expense in years 2 and 3. List one-</i>							
Personnel (Faculty & Staff Salary &	\$ 2,078,726	0	0	0			
Operating Expenses (equipment, travel, resources)	\$ 75,350	0	0	0			
Other:		0	0	0			
TOTAL PROGRAM EXPENSES		\$0	\$0	\$0			
TOTAL EXPENSES	\$2,154,076	\$0	\$0	\$0			
FUNDING – source of funding to cover additional costs generated by proposed							
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2</i>							
Internal Reallocation		0	0	0			
Appropriation		0	0	0			
Special Legislative Appropriation		0	0	0			
Grants and Contracts		0	0	0			

Special Fees		0	0	0	
Tuition		0	0	0	
Differential Tuition (requires Regents approval)		0	0	0	
PROPOSED PROGRAM FUNDING		\$0	\$0	\$0	
TOTAL DEPARTMENT FUNDING		\$0	\$0	\$0	
Difference					
Funding - Expense		\$0	\$0	\$0	\$0

Part II: Expense explanation

Expense Narrative

The proposed AAS in Digital Cinema is a building block degree towards the current Bachelor in Digital Cinema. Therefore, the University will incur no new costs associated with implementation.

Part III: Describe funding sources

Revenue Narrative 1

There will be no internal allocations or financial impact associated with adding this AAS in Digital Cinema

Revenue Narrative 2

Although the number of students taking the digital cinema degree continues to increase, the vast majority are committed to the bachelor's degree and will not stop with the AAS degree. Therefore, any costs associated with growing will not be a result of approving this AAS degree but rather from the bachelor's degree which already exists.

Section VI: Program Evaluation

Program Assessment

The proposed AAS in Digital Cinema will produce skilled graduates who demonstrate critical thinking to analyze and propose creative solutions, as well as apply their foundational knowledge of digital cinema to solve real world problems presented in the local service area.

The department will internally review student portfolios upon acceptance into the program (after the first two years). The portfolio review which occurs after the sophomore year will be conducted by a team of faculty who look over the submitted portfolios.

Graduates of the program will demonstrate skills in digital cinema.

Program Learning Outcomes for Digital Cinema Production Associates Degree:

- 1) **Storytelling and Development** - Student understands the psychological foundations of how storytelling functions through various technologies, to apply storytelling principles to create effective communication using a variety of media and in a variety of key production roles including producer, director, writer and editor. Student is able to conduct research concerning non-fiction subjects and organized their findings into a traditional story structure. Student is familiar with creating scripts, screenplays and storyboards to be implemented in production for a variety of filmed media content.
- 2) **Production** - Student understands the concepts behind the production and creation of filmed media content, from entry level based on standard industry practices. Student understands the role of the director in creating and executing the aesthetic look and shooting plan of a screenplay in collaboration with department heads, actors, key crew members, and the post production team. Student understands the role of the cinematographer as technician, manager and storyteller and has acquired beginning level skills with grip, electric and camera equipment, and understands how these skills are applied to workflows in pre-production, principle photography and post-production.
- 3) **Post-Production**: Student understands and shows beginning-level skills for post workflows from asset management through final project delivery including client/director collaboration, beginning-level editing skills, software tools, color correction and delivery of the product in required industry standard formats. Student understand the post production process and how it applies to a variety of digital media productions (documentaries, narrative, short format and corporate industrial).

Student Standards of Performance

Program Goals

- 1) Write a Project Needs Analysis for a documentary or corporate production.
- 2) Participate in a production team to produce a short documentary or training film.
- 3) Tag a short narrative script.
- 4) Edit, polish and color grade a short documentary/NLE film using NLE keystrokes.
- 5) Identify the classic sequential structure of a feature film script.
- 6) Identify what produces tension in a scene.
- 7) Identify a set up and payoff in a script.
- 8) Prepare camera assets with a one lite color grade for AVID & Premiere editorial.
- 9) Photograph still shots using high contrast lighting and golden section composition that tell a story.
- 10) Shoot a sequence of outdoor motion shots using magic hour lighting and golden section composition that tell a story.
- 11) Shoot a sequence of studio motion shots using hard light and golden section composition that tell a story.
- 12) Set up a circuit from power source using distribution boxes to lamp head and make the lamp head work.
- 13) Set up C-Stand and folding stand safely with predetermined load.
- 14) Identify range of lighting and grip stands.
- 15) Identify the seven qualities of light.
- 16) Calculate the load on a circuit with given light fixture or fixtures.

Goal Measurement

- 1) Success of each student is monitored at the end of every course.
- 2) Evaluation is conducted to assure success in student learning.
- 3) Employers are surveyed to determine quality of program graduates.

Each course has a final project that becomes a piece in their portfolio. The final portfolio is used to help the student get a job and as a summative assessment item.

ⁱ <https://www.bls.gov/ooh/media-and-communication/film-and-video-editors-and-camera-operators.htm>

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

Institution Submitting Request:

Proposed Program Title: AAS in Digital Audio

Sponsoring School, College, or Division: College of Engineering and Technology

Sponsoring Academic Department(s) or Unit(s): Digital Media

Classification of Instructional Program Code: 10.0203

Min/Max Credit Hours Required to Earn Degree: 63

Proposed Beginning Term: Fall 2019

Institutional Board of Trustees' Approval Date:

Program Type (check all that apply):

<input checked="" type="checkbox"/>	Associate of Applied Science Degree (AAS)
<input type="checkbox"/>	Associate of Arts Degree (AA)
<input type="checkbox"/>	Associate of Science Degree (AS)
<input type="checkbox"/>	Specialized Associate Degree (specify award type)
<input type="checkbox"/>	Other (specify award type)
<input type="checkbox"/>	Bachelor of Arts Degree (BA)
<input type="checkbox"/>	Bachelor of Science Degree (BS)
<input type="checkbox"/>	Professional Bachelor Degree (specify award type)
<input type="checkbox"/>	Other (specify award type)
<input type="checkbox"/>	Master of Arts Degree (MA)
<input type="checkbox"/>	Master of Science Degree (MS)
<input type="checkbox"/>	Professional Master Degree (specify award type)
<input type="checkbox"/>	Other (specify award type)
<input type="checkbox"/>	Doctoral Degree (specify award type)
<input type="checkbox"/>	K-12 School Personnel Program
<input type="checkbox"/>	Out of Service Area Delivery Program

Chief Academic Officer (or Designee) Signature:

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

Signature:

Date:

Section I: The Request

The Digital Media Department in the College of Engineering and Technology at Utah Valley University requests approval to offer an AAS in Digital Audio Fall 2019.

Section II: Program Proposal

Program Description

The UVU AAS in Digital Audio is a powerful gateway into the fascinating world of album recording and mixing, location and post-production sound for film and video, audio restoration and forensics, live sound, radio production, gaming, and audio hardware and software design. Students will use industry-leading equipment including SSL, Audient, AVID ProTools, Universal Audio, Neumann, Waves, Tube Tech, AKG, and many others. By graduation, each student will have produced and engineered numerous music, ADR, Foley, and sound effects sessions, including professional-level mixes; will have their choice of many other areas of audio expertise; and will be professional employment-ready.

Consistency with Institutional Mission

Utah Valley University is a teaching institution that prepares students to gain employment skills as well become lifelong learners and contributors to the community. Regent's policy R312 states that UVU is a teaching university and supports the direction that the Digital Media department is moving. The proposed AAS in Digital Audio enhances UVU's commitment to serve the growing needs in the service delivery area for trained workers. The various cluster of programs in the digital media area all show significant growth between 2016 and 2022, at a rate of 18 to 39%. The implementation of this proposed degree will help UVU continue to play a key role in supplying skilled workers for the Mountainland region, which supports the role and mission of UVU.

Method of Delivery

Classes in this program will be delivered almost exclusively via face-to-face classroom and lab experiences. While there are a growing number of video and audio recordings available to both teach and reinforce concepts covered in these courses, the nature of audio itself requires instructor and student to be together, listening to the same audio on the same system at the same time. For this reason, classes are delivered face-to-face, with the sole exceptions being those classes that teach empirical concepts, such as the current Electronics for Digital Media class, which could conceivably be delivered in an online or hybrid modality.

Types of Degrees Offered

The AAS is the only degree at this two-year level contemplated by the Digital Audio Program. UVU offers a bachelor's degree in this same field in a stackable format so that each lower credential is contained in the credential above it, meaning that a student completing this AAS degree would be able to count all the credits contained in the AAS towards their bachelor's degree without loss if they choose to continue on past their AAS.

Timetable

The AAS in Digital Audio can be implemented immediately upon approval at the final level, as no

additional resources are needed for its implementation. Students targeting this credential will come from among students intending to continue on to a bachelor's degree, students who previously would have sought an AS in Digital Media, which has not been fully stackable into the bachelor's degree, and new students recruited from local high schools via concurrent enrollment offerings and site visits.

Section III: Needs Assessment

Program Rationale

The technologies involved with digital audio have changed significantly over the last several years. Keeping pace with these changes has prompted the department to fine tune the degree options. Recent graduates, advisory board members, and information from the industry indicate that students need to have more depth in these areas. Providing an AAS in Digital Audio will give students an opportunity to concentrate on getting a high level of skill in a shorter amount of time, yet receiving a solid foundation of general education along with the specific digital audio skills needed by business and industry.

Labor Market Demand

The digital audio field has been changing as technologies advance. Often these advancements have outpaced the specific labor market data that is available. However, according to the Department of Workforce Services, employment projection for the Provo-Orem area is going to grow twice as fast as the Salt Lake area, (6.5%) and carries a four-star rating. In the United States the projected rate of growth is 1.2%. Students with an AAS in Digital Audio will qualify for this level of employment.

According to the Burning Glass report prepared by the UVU IR department, digital audio technicians earn a median annual wage of \$55,910 and require at least an associate degree. Well trained audio technicians in the State of Utah will earn above the livable wage threshold. According to the UVU IR department that prepared a Burning Glass report for the digital media areas, the nine CIPs within the digital media cluster will grow 18-39 % by 2022. Audio careers are within that cluster, but the data are not specific to individual branches of media production, and audio is closely tied to video production as a matter of course, so the numbers will be directly comparable.

According to the national estimates for this occupation, employment will increase 2.4% with a mean annual wage of \$65,240.ⁱ

Student Demand

Enrollment in the Department of Digital Media has continued to increase over the last ten years. With the implementation of the new bachelor's degrees focused on animation, audio, cinema, and web technologies, students are being better prepared for the occupations that the industry sees under-filled in today's economy. In a recent survey of currently enrolled students, 93% of the students indicated that they would be interested in an associate degree if it were part of the pathway to the existing BS degree. The advisors for the Department of Digital Media indicate that they have had students asking for the associate degree in digital audio that would give them specific skills and get them into the labor market earlier.

Similar Programs

According to the Burning Glass report, there are similar programs at Dixie State University and Salt Lake Community College within USHE, and some additional programs at the Utah College of Applied Technology. The number of program completers with associate degrees across the state fall short of the

total demand. Since the proposed AAS in Digital Audio leads directly to employment and is also stackable into the UVU BS degree, many of students that will complete the AAS degree will already be enrolled at UVU. The impact on the other programs in the state should be minimal.

Collaboration with and Impact on Other USHE Institutions

The proposed program will be delivered within the service delivery area of the Mountainland Region. Officials within the Department of Digital Media have reviewed other programs offered in Utah, and since UVU is already offering a BS degree in this area, there should be no significant impact on other USHE programs.

External Review and Accreditation

The Department of Digital Media has an active Industry Advisory Board giving direction to the fine-tuning of curriculum and programs the department has completed over the last several years. Working with the advisory committee the proposed curriculum has been validated by business and industry. Department faculty have researched other programs across the country to ensure that the curriculum is state of the art and will prepare the students for employment in the industry. The members of the advisory committee are listed below. No special accreditation will be sought for this program as none currently exists.

Advisory Committee Members for Digital Audio at UVU

- Clive Romney, executive producer and audio engineer, Pitchfork Studios. Email: clive.romney@gmail.com. Telephone: 801.706.1997
- Dan Carlisle, founder, producer, and audio engineer, Soularium Studios. Email: DanC@SoulariumStudios.com. Telephone: 801.916.0621
- Michael Chadbourne, senior film post audio engineer, LDS Motion Picture Studios. Email: chadournemj@ldschurch.org. Telephone: 801.885.7918

Section IV: Program Details

Graduation Standards and Number of Credits

The following Graduation Requirements apply to this proposed AAS degree and the number of credits is within the required credits for an AAS degree as set by the Board of Regents.

Completion of a minimum of 63 semester credits.

Students must have a minimum AGGREGATE GPA of 2.0 (C letter grade) or higher (including core, electives, and GE).

Students must have an individual GPA in EACH CORE COURSE in the the Audio AAS program of 2.5 (B minus) or higher.

Residency hours -- minimum of 20 credit hours through course attendance at UVU.

Admission Requirements

Utah Valley University maintains an open admissions practice, admitting all applicants whose qualifications indicate they may benefit from the instructional programs offered. Normal University standards for admittance to a program will be followed.

**Curriculum and Degree Map
Program Curriculum:**

Course Number	New Course	Course Title	Credit Hours
General Education Courses			
ENGL 1010		Introduction to Writing	3
ENG 2010		Intermediate Writing	3
MAT 1030 or MAT 1010 or MATH 1050		Quantitative Literacy	3
HIST 2700 & HIST 2710 or HIST 1700 or HIST 1740 or POLS 1000 or POLS 1100		US History to 1877 and US History since 1877 American Civilization US Economic History American Heritage American National Government	3
PHIL 2050		Ethics and Values	3
HLTH 1100 or PES 1097		Personal Health and Wellness or Fitness for Life	2
Biology (GE)			3
Physical Science (GE)			3
Humanities Distribution (GE)			3
Additional Science		Any Life or Physical Science	3
Fine Arts Distribution (GE)			3
Social/Behavioral Science (GE)			3
		Subtotal	35
Required Courses for AAS			
DGM 1110		Digital Media Essentials I	4
MUSC 1100		Fundamentals of Music	3
PHYS 1700		Descriptive Acoustics	3
DGM 2130		Digital Audio Essentials	3
DGM 2410		Core Recording Principles	3
DGM 2430		Core Mixing Principles	3

DGM 2440		Sound for Film and Television	3
DGM 2460		Radio Production	3
DGM 2481		Digital Audio Restoration	3
Required Course Credit Hour Sub Total:			28
Total Course Credit Hour AAS Degree			63

Degree Map:

Fall of First Year	Course Title	Credit Hours
DGM 1110	Digital Media Essentials	4
MUSC 1100	Fundamentals of Music	3
MAT 1030 or MAT 1010 or MATH 1050	College Algebra	3
ENG 1010	Introduction to Writing	3
Biology Distribution		3
Spring of First Year	Course Title	Credit Hours
DGM 2130	Digital Audio Essentials	3
PHYS 1700	Descriptive Acoustics	3
Physical Science Distribution		3
Fine Arts		3
Humanities Distribution		3
PE 1097 or HLTH 1100	Personal Health and Wellness or Fitness for Life	2
Fall of Second Year	Course Title	Credit Hours
DGM 2140	Electronics for Digital Media	3
DGM 2410	Core Recording Principles	3
DGM 2460	Radio Production	3
ENGL 2010	Intermediate Writing	3
History Distribution		3
Spring of Second Year	Course Title	Credit Hours
DGM 2430	Core Mixing Principles	3
DGM 2440	Sound for Film and Television	3
DGM 2481	Digital Audio Restoration	3
Social/Behavioral Science		3

PHIL 2050	Ethics and Values	3
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Section V: Institution, Faculty, and Staff Support

Institutional Readiness

The AAS in Digital Audio will stay within the current Digital Media Department at UVU. No additional administrative support will be needed. The delivery of undergraduate courses will continue in its current form. In order to accommodate the current student enrollment demand, faculty are already expanding the online and blended course offerings to take advantage of limited lab space.

The "Utah Cluster Acceleration Partnership Executive Summary" released in 2011 identifies the global need for more digitally created content. The digital media industry is constantly changing with advancements in technology, changing consumer preferences, and the innovations of creators and artists. Based on the work that was completed in 2011-12, the department has continued to validate and update the curriculum. Due to the changes in the industry, major revisions have taken place over the last five years, resulting in the department being ready to implement the AAS degree to stack into the existing B S degrees.

Utah Valley University has led the Utah Cluster Acceleration Partnership as the primary convener. Students in the Digital Media Department learn to create digital media content to fill the demand for more digitally created and delivered content. A majority of digital media content is instantly made available throughout the worldwide infrastructure of the internet, making virtually all-digital media companies global in nature and directly impacted by worldwide markets. Approval of a new AAS in Digital Audio will better prepare UVU students to meet this growing demand. The Cluster Acceleration Partnership has been authorized and sponsored by the Utah System of Higher Education, the Utah Department of Workforce Services, and the Utah Governor's Office of Economic Development.

The Digital Media Department has two dedicated advisors. They will be able to guide students through the transition process and work with the DGM faculty to make any class substitutions when necessary.

The Digital Media Department is ready and able to implement the AAS in Digital Audio.

Faculty

The faculty of the UVU Digital Media Department are committed to teaching students the latest in digital media skills. In order to accomplish this, many of them are participating in their field professionally. The following are specifically assigned to and have expertise in digital audio.

Part I. Department Faculty/Staff

	# Tenured	# Tenure -Track	Non -Tenure Track
Faculty: Full Time with Doctorate	6	6	1

Faculty: Part Time with Doctorate			3
Faculty: Full Time with Masters	4		
Faculty: Part Time with Masters			2
Faculty: Full Time with Baccalaureate			1
Faculty: Part Time with Baccalaureate			20
Teaching / Graduate Assistants			
Staff: Full Time			1
Staff: Part Time			3

Part II. Proposed Program Faculty Profiles

First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.
Full Time Faculty					
Michael	Wisland	T	MS	Missouri Institute of Science and Technology	100%
Arlen	Card	T	JD	J. Reuben Clark Law School (BYU)	100%
Owen	Peterson	TT	MEAE	University of Utah	100%

Part III: New Faculty / Staff Projections for Proposed Program

There will be no new faculty needed nor hired as a result of implementing this AAS degree.

Staff

No additional support staff will be required for the first five years. Additional adjunct instructors will be added as the department expands the course offerings.

Student Advisement

There are two advisors currently assigned to the Digital Media Department. They currently handle all students progressing towards any one of the four degrees offered by the Digital Media Department. Adding this intermediate degree along the way will not require any additional advising.

Library and Information Resources

The Utah Valley University Library cultivates a dynamically changing collection of eBooks, videos, streamed videos, and books that relate to computer technologies. Digital Media (DGM) themed holdings are a subset of such a collection. As the influence of technology continues to expand, UVU Library's DGM collection development will match its content and direction. Interestingly enough, DGM technology itself is transforming the library media that describe it, insomuch that much of the current collection of print books and hard media is giving way to a wave of DGM items represented by eBook, streamed video, and web content. This transition is accentuated by the preferences of the average DGM information patron, which enjoys (and often prefers) information that is instantly available over the Internet.

DGM related items in the UVU collection span many technologies and professional practices. Major categories of DGM information topics and sources include (but are not limited to) audio recording and sound mixing technologies, pre and post production of audio, music video, TV and movie production, filmmaking, gripology, game animation techniques and practices, animation technologies (Adobe Flash, etc.), 3-D modeling, web development best practices, HTML5, DVD authoring, mobile device programming, server side programming languages (such as PHP), and e-learning.

Initial "one-stop-shopping" for articles/books/videos relating to Digital Media can be done by means of the UVU Library website's OneSearch feature, which allows a single search to simultaneously span multiple databases and includes a search of the library catalog's books, eBooks, and videos. (Each individual database can also be searched within the scope of the respective database website.)

There is also much access to DGM periodical database articles at the library. The IEEE Xplore Digital Library Database provides access to approximately 5083 journal titles, conference proceedings, technical standards, eBooks, and educational courses. The Association for Computing Machinery (ACM) Digital Library Database provides access to approximately 20 DGM related journal titles. And the Computer Source Database provides access to approximately 254 DGM related journal titles.

Full text access to the thousands of journal articles is licensed to UVU library patrons. Nevertheless, off-campus web access to library patrons is enabled by means of an LDAP login authentication layer that is enforced by the UVU Library EZProxy server.

The Library catalog contains print books, eBooks (Safari, NetLibrary, EBSCO and eBrary), videos (DVD, Blue Ray, VHS), as well as databases of streamed video (Films on Demand, American History in Video, etc.). Most materials for DGM are covered in the Library of Congress call number area QA76 (Computer Science). Other significant call numbers are: HF5718 (Multimedia in Business), MT723 (MP3, Digital Audio, MIDI, etc.), N7433 (Computer Art), TK6680 (Digital Video), and TR897 (Computer Graphics/Animation). Additional call numbers may apply as this subject is given attention by numerous minor subject areas.

Current catalog holdings are estimated as follows:

DGM related books:	300
DGM related eBooks:	400
DGM related videos:	30
DGM related streamed videos:	20

A patron may often seek information (articles, books, etc.) that are not directly owned or licensed by UVU Library. In such cases, a desired item may be accessed from other libraries throughout the United States by means of our Interlibrary Loan Service (ILL). A requested article full text is emailed to a requester within one business day. Print books are generally located, received, and made available within seven business days. In addition, UVU Library patrons have access to check out items from partner libraries of higher education in the Utah/Idaho/Nevada area (BYU, U of Utah, Utah State, etc.) by means of a Utah Academic Library Consortium (UALC) agreement.

Mark Stevens is currently the UVU liaison librarian for faculty and student support for Information Technologies and Digital Media. He can be contacted for additional information:

Mark Stevens MS/CS, MS/MLIS
 UVU Systems Librarian
 800 W University Pkwy LI 319c
 Orem, Utah 84058-5999
 801-863-8155 (office)

Physical Facilities and Equipment

Because this AAS is fully stackable within existing degree and certificate programs in Digital Audio, no additional physical facilities or equipment are needed for its implementation.

Projected Enrollment and Finance

Part I.

Since all majors are on a path to a BA degree, they will also be eligible to get the AAS along the way.

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department		224	250	275	300	325
# of Majors in Proposed Program(s)		224	250	275	300	325
# of Graduates from Department		25	30	35	40	45
# Graduates in New Program(s)		25	30	35	40	45
Department Financial Data						
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in above in, "Faculty Projections."</i>	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
EXPENSES – nature of additional costs required for proposed program(s)						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						

Personnel (Faculty & Staff Salary & Benefits)		0	0	0
Operating Expenses (equipment, travel, resources)		0	0	0
Other:		0	0	0
TOTAL PROGRAM EXPENSES		\$0	\$0	\$0
TOTAL EXPENSES		\$0	\$0	\$0
FUNDING – source of funding to cover additional costs generated by proposed program(s)				
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>				
Internal Reallocation		0	0	0
Appropriation		0	0	0
Special Legislative Appropriation		0	0	0
Grants and Contracts		0	0	0
Special Fees		0	0	0
Tuition		0	0	0
Differential Tuition (requires Regents approval)		0	0	0
PROPOSED PROGRAM FUNDING		\$0	\$0	\$0
TOTAL DEPARTMENT FUNDING		\$0	\$0	\$0
Difference				
Funding - Expense		\$0	\$0	\$0

Part II: Expense explanation

Expense Narrative

The proposed AAS in Digital Audio is a building block degree toward the current Bachelor of Science in Digital Audio. Therefore, the University will incur no new costs associated with implementation.

Part III: Describe funding sources

Revenue Narrative 1

There will be no internal allocations or financial impact associated with adding this AAS in Digital Audio.

Revenue Narrative 2

Although the number of students in the current BS in Digital Audio continues to increase, the vast majority are committed to the bachelor's degree and will not stop with the AAS degree. Therefore, any costs associated with growing will not be a result of approving this AAS degree but rather the bachelor's degree, which already exists.

Section VI: Program Evaluation

Program Assessment

The proposed AAS in Digital Audio will produce skilled graduates who demonstrate critical thinking to analyze and propose creative solutions and apply their foundational knowledge of digital audio to solve real world problems presented right here in the local community.

The department will internally review student portfolios upon acceptance into the program (after the first two years). The portfolio review which occurs after the sophomore year will be conducted by a team of faculty who look over the submitted portfolios.

Graduates of the program will demonstrate skills in digital audio in theory and applied applications.

Curriculum Map

Identify where the PLOs will be taught and at what level throughout the program core courses.

I-Introduced; D-Developed and Practiced; E-Engaged; A-Assessed at the Mastery Level Appropriate for Graduation

Major Core Required Course	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
DGM 1110							
DGM 2130	I-D-E		I		I-D-E	I	I
DGM 2140	D-E-A		I-D-E	I-D			
DGM 2410		I-D-E	D-E-A	I-D-E	D-E	D	D-E
DGM 2430			E-A	E-A	E-A	E-A	E-A
DGM 2440		D-E	D-E	D-E	I-D-E	I-D	I-D-E
DGM 2460		D-E	E-A	E-A		E-A	E-A
DGM 2481					D-E	I-D-E-A	E-A

Student Standards of Performance

Program Goals

- 1) Calculate answers to practical audio math problems using formulas and principles of physics.
- 2) Choose and place microphones correctly for a broad range of recording applications.
- 3) Route electronic connections for proper signal flow to maximize clean audio and eliminate noise.
- 4) Connect audio components correctly, accounting for level, impedance, and format.
- 5) Route signal paths in the digital domain to properly insert digital signal processors.
- 6) Set parameters on compression and EQ processing competently
- 7) Implement level and pan settings for effective audio mixing and outputs.

Goal Measurement

- 1) Success of each student is monitored throughout each course via project assessment and written examinations.
- 2) Evaluation is conducted to assure success in student learning.
- 3) Employers are surveyed to determine quality of program graduates.

Each course has a final project that becomes a piece of the individual student portfolio. The final portfolio is used to help the student get a job, and also as a summative assessment item.

ⁱ <https://www.bls.gov/oes/current/oes274014.htm#nat>

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

Institution Submitting Request: Utah Valley University
Proposed Program Title: BS in Computer Science emphasis in Full-Stack Web Development
Sponsoring School, College, or Division: College of Engineering and Technology
Sponsoring Academic Department(s) or Unit(s): Department of Computer Science
Classification of Instructional Program Code: 11.0701
Min/Max Credit Hours Required of Full Program: 120
Proposed Beginning Term: Fall 2019
University Curriculum Committee Approval Date:
Academic Affairs Council Approval Date:
Institutional Board of Trustees' Approval Date:

Program Type:

<input type="checkbox"/>	Certificate of Proficiency	<input type="checkbox"/>	Entry-level CTE CP	<input type="checkbox"/>	Mid-level CP
<input type="checkbox"/>	Certificate of Completion				
<input type="checkbox"/>	Minor				
<input type="checkbox"/>	Graduate Certificate				
<input type="checkbox"/>	K-12 Endorsement				
<input checked="" type="checkbox"/>	New Emphasis for Regent-Approved Program Credit Hours for NEW Emphasis Only: 36 Current Major CIP: 11.0701 Current Program Title: Computer Science Current Program BOR Approval Date: Fall 1992				
<input type="checkbox"/>	Out of Service Area Delivery Program				

Chief Academic Officer (or Designee) Signature:

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

Name:

Date:

Utah System of Higher Education New Academic Program Proposal

Section I: The Request

The Department of Computer Science in the College of Engineering and Technology at Utah Valley University requests approval to offer an emphasis in Full-Stack Web Development in the BS in Computer Science, effective Fall 2019.

Section II: Program Proposal/Needs Assessment

Program Description

The emphasis in Full-Stack Web Development within the BS in Computer Science is designed to prepare students with strong web programming skills. In addition to a foundation of core computer science courses, this emphasis requires in-depth courses in browser, server, database, and mobile technologies. Students will gain real-world experience building modern web solutions that prepare them to work in the industry as full-stack web developers.

The computer science program at UVU is large and growing rapidly. As of 2017, the program had over 1000 majors. The program currently has two emphases, which are Computer Science and Networking with about 90% of the students choose the Computer Science emphasis. Since the creation of these emphases over 15 years ago, the size of the program has grown substantially, and computing technology and associated professions have evolved. In order to maximize student career opportunities by aligning with the latest technological trends, an additional emphasis in Full-Stack Web Development is proposed.

It is important to note that full-stack web development is different from website development, which is commonly called “web development.” Full-stack web development involves the design and development of software for the “back end” servers of web systems and supports the necessary data communication, as well as data storage and analysis. On the other hand, website development is customer-facing and is very concerned with information presentation and the human-computer interaction experience. Thus, the proposed Full-Stack Web Development emphasis does not compete with, but rather complements the existing web development program in the Digital Media Department at UVU.

All of the new courses developed for this emphasis will be delivered face-to-face at the UVU main campus. The new emphasis will not affect the delivery mode of any existing courses.

Consistency with Institutional Mission/Impact on Other USHE Institutions

The Full-Stack Web Development emphasis supports Utah Valley University’s mission to serve the educational needs of the Utah Valley area by providing professional skills that are in particularly

high demand in the area. It gives students additional educational options to meet their interests as well as the demands of local industries.

The target for the emphasis is students already in or planning to enter the Computer Science program at UVU. Thus, it is expected to have little to no impact on other programs within UVU, or any programs in other USHE institutions.

Of the other USHE institutions, only Weber State University has a similar emphasis, though it is informal. The Weber State University catalog includes a recommended series of courses for "students desiring to specialize in web development." Because of the distance between the two institutions, and their differing service areas, the Full-Stack Web Development emphasis will have no impact on Weber State University's computer science program.

Method of Delivery

New courses will be delivered face-to-face. Existing courses may be delivered face-to-face, hybrid, or online, as already approved. No changes to delivery method of existing courses are anticipated.

Types of Degrees Offered

The proposed track is within a single existing degree (Bachelor of Science in Computer Science).

Timetable

The program is expected to begin Fall 2019 and new course offering will begin then. Student recruitment will begin once final approval is given by the Board of Trustees. As noted elsewhere, no additional faculty, facilities, or equipment are required to begin the program, so no timetable for them is needed.

Section III: Needs Assessment

Program Rationale

The Computer Science Department created this proposal in a desire to best serve the students and the industry of Utah based on labor market demand. The proposal, including the curriculum, was formulated by committee, analyzed and discussed by the department, and approved by the college leadership.

Labor Market Demand

The Utah Department of Workforce Services lists the following relevant occupations: “Software Developers, Applications”, “Software Developers, System Software”, “Computer Systems Analysts”, and “Computer Programmers”. Current employment in these occupations is 4235 in Utah County, and 19411 statewide. Employment is projected to grow to 7099 in Utah County, and 28582 statewide. Annual job openings are estimated to be 360 in Utah County, and 1220 statewide. The bulk of the jobs are in Utah and Salt Lake counties. (Source: jobs.utah.gov, accessed 9 November 2017.)

While the Utah Department of Workforce Services does not list full-stack web development as an occupation, a web search of local job requests revealed 96 current job postings that specifically mention full-stack development or full-stack web software engineering. About half the positions are in Utah County; most of the rest are in Salt Lake County. (Search performed November 14, 2017 using Google, for “full stack web developer jobs”, using Orem, Utah as the location.)

The Full-Stack Web Development emphasis should have a positive but moderate impact on meeting the employment needs of the local software industry. It will provide graduates with improved relevant skills, which may attract more students to the program.

Student Demand

This is not an expansion of an existing program, but simply a change in the options for completing the degree, to accommodate changing technology within computer science. Thus, the EDEPS information for SIC code 5415 (computer systems design and related services) does not have the granularity to show demand specifically for full-stack web development. The general data for Utah is:

Degree completers in Utah, Bachelor’s degree in Computer Science:

2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
352	390	423	429	493

However, the areas of study and training associated with full-stack web development actually span many categories, including: computer and information sciences general; computer programming, specific; computer programming, general; computer science; computer science and media applications; computer software engineering; and computer systems networking and telecommunications. Total completers for these combine to be 2172, with the most frequently awarded degrees at 1432.

Similar Programs

No other USHE institution offers a program in full-stack web development. The closest is Weber State University, which suggests a series of electives for students desiring to do web development. However, it is not a formal track, and especially, it does not cover all aspects of the full-stack. Thus, this program is unique among USHE institutions.

Collaboration with and Impact on Other USHE Institutions

The program will not be delivered outside UVU's designated service area. It is anticipated that it will have no impact on other USHE institutions.

External Review and Accreditation

The industry advisory board of the Computer Science Department was consulted in the creation of the track. As part of the computer science program, the track will be accredited through ABET. No additional costs will be incurred for such accreditation.

Section IV: Program Details

Graduation Standards and Number of Credits

Graduation standards are the same as for the existing computer science degree. Existing graduation standards are:

1. Completion of a minimum of 120 semester credits, with a minimum of 40 upper-division credits.
2. Overall grade point average of 2.0 or above. Must have a minimum grade of C- with a combined GPA of 2.5 or higher in all discipline core and emphasis requirements and the General Education requirements marked with an asterisk.
3. Residency hours -- minimum of 30 credit hours through course attendance at UVU. 10 of these hours must be within the last 45 hours earned. At least 12 of the credit hours earned in residence must be in approved CSE Department courses.
4. All transfer credit must be approved in writing by UVU.
5. No more than 80 semester hours and no more than 20 hours in CS type courses of transfer credit from a two-year college.
6. No more than 30 semester hours may be earned through independent study and/or extension classes.
7. Successful completion of at least one Global/Intercultural course.

Admission Requirements

The computer science program already has matriculation requirements in order to begin taking upper division computer science courses. No changes to admission to the computer science program will be required.

Program Curriculum:

New Emphasis to an existing Regent approved program			
Required Emphasis Courses	New Courses	Course Title	redit Hours
CS 2450		Software Engineering	3
CS 3250		Java Software Development	3
or CS 3260		Csharp.NET Software Development	
CS 3380	X	JavaScript Software Development	3
CS 3410		Human Factors in Software Development	3
CS 3660		Web Programming II	3
CS 3680		Mobile Device Programming	3
CS 4660	X	NoSQL Database Development	3
CS 4690		Distributed Internet Application Development	3
CS 4880	X	Cloud Computing	3
CS 4900	X	Full Stack Web Senior Project	3
Emphasis Core Credit Hour Subtotal:			30
Elective Emphasis Courses	New Courses	Course Title	Credit Hours
		Any other computer science courses, level 3000 or above not already required.	6
Emphasis Elective Credit Hour Subtotal:			6
Emphasis Total Credit Hours:			36

Program Curriculum Narrative

Upon successful completion of this emphasis in the Computer Science program, students should be able to:

- design the architecture of full-stack web systems
- develop full-stack web applications that provide web services and consume web services
- develop web infrastructure for building web systems
- design data systems that support the special needs of web applications

Degree Map:

Fall of First Year (Course Prefix and	Course Title	Credit Hours
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Number)		
CS 1400	Fundamentals of Programming	3
ENGL 1010	Introduction to Writing	3
MATH 1210	Calculus I	5
GE	Choose from American Institutions distribution list	3
	Semester total:	14
Spring of First Year (Course Prefix and Number)	Course Title	Credit Hours
CS 1410	Object-Oriented Programming	3
CS 2810	Computer Organization and Architecture	3
ENGL 2020	Intermediate Writing – Science and Technology	3
ECE 3710	Applied Probability & Statistics for Engineers & Scientists	3
GE	Choose from Biology Distribution list	3
	Semester total:	15
Fall of Second Year (Course Prefix and Number)	Course Title	Credit Hours
CS 2300	Discrete Mathematical Structures I	3
CS 2420	Introduction to Algorithms and Data Structures	3
CS 2600	Computer Networks I	3
PHYS 2210	Physics for Scientists and Engineers I	4
PHYS 2215	Physics for Scientists and Engineers I Lab	1
	Semester total:	14
Spring of Second Year (Course Prefix and Number)	Course Title	Credit Hours
CS 2450	Software Engineering I	3
CS 2550	Web Programming I	3
CS 305G	Global Social & Ethical Issues in Computing	3
GE	Choose from HLTH 1100 or PAS 1097	2
GE	Third Science	5
	Semester total:	16
Fall of Third Year (Course Prefix and Number)	Course Title	Credit Hours
CS 2690	Computer Networks II	3
CS 3520	Database Theory	3
CS 3250 or CS 3260	Java Software Development or C#.NET Software	3

	Development	
CS 3680	Mobile Device Programming	3
CS 3240	Discrete Mathematical Structures II	3
	Semester total:	15
Spring of Third Year (Course Prefix and Number)	Course Title	Credit Hours
CS 3060	Operating Systems Theory	3
CS 3660	Web Programming II	3
CS 3380	JavaScript Software Development	3
CS 3320	Numerical Software Development	3
COMM 1020	Public Speaking	3
	Semester total:	15
Fall of Fourth Year (Course Prefix and Number)	Course Title	Credit Hours
CS 4660	NoSQL Database Development	3
CS 4690	Distributed Internet Application Development	3
CS Elective	Choose from ECE 3750 or any CS 3000 or 4000 level class not already required	3
CS 3410	Human Factors in Software Development	3
COMM 2110	Interpersonal Communication	3
	Semester total:	15
Spring of Fourth Year (Course Prefix and Number)	Course Title	Credit Hours
CS 4880	Cloud Computing	3
CS 4900	Full Stack Web Senior Project	3
CS Elective	Choose from ECE 3750 or any CS 3000 or 4000 level class not already required	3
PHIL 2050	Ethics and Values	3
GE	Choose from Fine Arts Distribution list	3
CS 4960	Senior Review	1
	Semester total:	16
	Degree total:	120

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

The proposed track requires no changes to the structures of the Department of Computer Science, or the College of Engineering and Technology. The department is fully equipped to support the new program and the new proposed classes. It will not affect the delivery of any courses.

Faculty

Faculty will continue existing development activities. Many existing faculty are already highly interested and highly qualified in the topics of the emphasis, so no special faculty training above existing faculty development is required. Additional faculty are not required for this emphasis.

Part I. Department Faculty/Staff

	# Tenured	# Tenure -Track	# Non - Tenure
Faculty: Full Time with Doctorate	8	2	2
Faculty: Part Time with Doctorate			
Faculty: Full Time with Masters	2		4
Faculty: Part Time with Masters			
Faculty: Full Time with Baccalaureate			
Faculty: Part Time with Baccalaureate			
Teaching / Graduate Assistants			
Staff: Full Time			4
Staff: Part Time			1

Part II. Proposed Program Faculty Profiles

First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.
Full Time Faculty					
Brian	Durney	T	PhD	University of Oregon	5%
Kenneth	Jenson	Other	MS	BYU	5%
David	Heldenbrand	T	MS	Johns Hopkins University	5%
George	Rudolph	T	PhD	BYU	5%

David	Wagstaff	Other	MS		25%
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Staff

Existing staff will be sufficient to support this program.

Student Advisement

UVU advisors are professional advisors. Three departmental advisors are currently in place who advise computer science, software engineering, and computer engineering students. They will assist students in planning their programs and tracking their progress. These advisors will be familiar with all of the college requirements as well as the requirements for the BSCS degree, and the emphases within it.

New students and students who are changing majors to computer science, computer engineering, electrical engineering, and software engineering are required to meet with a CS advisor. They are provided with an explanation of the program, an evaluation of where they stand, and an academic plan custom built to their needs and program requirements. They are also provided with University-wide information that may be useful to them.

Students regularly interact with their advisor as they progress through the program for program updates, re-evaluation of their academic plan, academic status (probation, warning, etc.), and help in finding jobs or careers in the CS industry, culminating in graduation advising.

There are currently three full-time and one part-time advisor for computer science. Additional advisors are not required for the full-stack web emphasis.

Library and Information Resources

The Ira & Mary Lou Fulton Library at the Utah Valley University Library cultivates a dynamically changing collection of books, ebooks, videos, and streamed media that relate to electrical engineering and associated technologies. As the educational and research requirements of electrical engineering evolve in professional practice and theory, the Fulton Library collection development focus will keep pace.

Initial “one-stop-shopping” for articles/books/videos relating to electrical engineering subjects can be done by means of the Fulton Library’s website OneSearch feature, which allows a single search to simultaneously span multiple databases and includes a search of the library catalog’s books, eBooks and videos. (Each individual database can also be searched within the scope of the respective database website.)

Access to online engineering resource materials at Fulton Library:

1. IEEE Xplore Digital Library:

IEEE Xplore Digital Library offers full text articles from 151 computer science and engineering periodicals, from 1988 to the present, and over 900 conference proceedings from 1995 to the present. Technical standards, ebooks, and educational courses are also included. It includes peer-review content on topics such as information systems and data processing, computer security, bioinformatics, history of computing, mobile computing, and much more. Complete full text content available.

2. ScienceDirect Journals:

ScienceDirect offers full text access to more than 1,600 peer-reviewed journals in biology, psychology, technology, economics, nursing, health sciences, law, and more. Full text coverage ranges from 1995 to the present. This database can also be used to search the entire collection of over 9,000 titles from their first issues to the present. Some full-text content is available.

3. Applied Science and Technology:

This database indexes nearly 800 journals and magazines in science, engineering, mechanics and technology and includes articles on computer science and security, robotics, chemistry, fire science, geology and earth sciences, waste management, space science, oceanography and more. Peer-reviewed articles are available. Coverage spans 1983 to the present. Some full text content available.

4. Computer Source:

Computer Source can be used to locate articles in a wide variety of technology fields such as robotics, computer programming and security, artificial intelligence, information systems, and more. It includes articles from almost 450 journals, magazines, and newsletters published since 1985. Some content is peer-reviewed. Some full text content available.

5. Academic Search Premier:

This multidisciplinary database contains nearly 3,900 peer-reviewed journals in addition to more than 8,500 journals, magazines, and newspapers. Use this database to search for articles in all subjects including art, literature, politics, science and technology, health, music, popular culture, history, and many more. Coverage ranges from 1975 to the present. Some full text content available.

6. Web of Science:

Web of Science database provides researchers, administrators, faculty, and students with quick, powerful access to the bibliographic and citation information for journal articles in the sciences that they need to find research data, analyze trends, and more.

The Fulton Library is currently in negotiations to purchase access to the Compendex database. Compendex is an engineering bibliographic database published by Elsevier Inc. It indexes scientific literature pertaining to engineering materials. Beginning in 1884, it was compiled by hand under the original title of Engineering Index. The name "Compendex" stands for COMPuterized ENgineering inDEX. We anticipate this will be in place late spring of 2017 or sometime in the summer.

Full text access to the thousands of journal articles is licensed to Fulton Library patrons.

Nevertheless, off-campus web access to library patrons is enabled by means of a CAS (central authentication service) login authentication layer that is enforced by the Fulton Library EZProxy server.

No additional library resources are anticipated for the full stack web emphasis.

Physical Facilities and Equipment

No additional physical facilities and equipment are anticipated for the Full Stack Web Development emphasis.

Projected Enrollment and Finance

The addition of this emphasis includes four new courses. Existing students currently pursuing the Computer Science emphasis who opt to pursue the Full Stack Web Development emphasis will no longer need to enroll in four existing Computer Science courses; thus, Computer Science will be able to reduce the number of sections offered in those existing courses. Below is a table that shows the difference in required courses for students pursuing the new Full Stack Web Emphasis rather than the CS Emphasis.

Course Difference for CS Full Stack Web

Existing CS Emphasis Course	New Emphasis Course
CS 3370	CS 3380
CS 4380	CS 4660
CS 4450	CS 4880
CS 4490	CS 4900

As Computer Science will be able to reduce the number of sections for CS 3370, CS 4380, CS 4450, and CS 4490, faculty (salaried or adjunct) will be reassigned to teach the four new courses. Given this reassignment, no additional resources are required to implement the Full Stack Web Emphasis.

Section VI: Program Evaluation

Program Assessment

Upon successful completion of this emphasis in the Computer Science program, students should be able to:

1. design the architecture of full stack web systems
2. develop full stack web applications that provide web services and consume web services

3. develop web infrastructure for building web systems
4. design data systems that support the special needs of web applications

These PLOs will be assessed in a rotating schedule through exams, assignments, and student projects.

Curriculum Map

*I-Introduced; D-Developed and Practiced; E-Engaged; A-Assessed at the Mastery Level
Appropriate for Graduation*

Major Core Required Course	PLO 1	PLO 2	PLO 3	PLO 4
CS 3390	I	I	I	
CS 3695				I, D, A
CS 4690		D,E	D, E	
CS 4880		E	E, A	
CS 4900	E, A	D, E, A		E

Student Standards of Performance

The computer science program is accredited by ABET. The standards and competencies were chosen to be in accordance with ABET requirements and ACM recommendations, as well as to meet needs of local employers. Excerpts from the most recent program self-study submitted to ABET address the above questions; the full self-study can be obtained upon request.

The Computer Science program at Utah Valley University prepares its graduates for one or more of the following roles:

1. System software designers and developers
2. Software application designers and developers
3. Network software designers and developers
4. Students in Computer Science graduate degree programs

A. Consistency of the Program Educational Objectives with the Mission of the Institution

As we consider key phrases in the mission of Utah Valley University, we can see how our program educational objectives support the mission:

- "... promotes student success": each objective describes pathways where students can be professionally successful.
- "... meets regional educational needs": our program, and the objectives, are oriented to, and created based on needs of regional employers. Among other things, we utilize an

industry advisory board to help us form our objectives and curricula. Details provided elsewhere in this document.

- "... competent people": our objectives and program have a solid foundation, based on ACM as well as ABET curriculum guidelines.
- "people of integrity", "stewards of a globally interdependent community": while the program objectives do not specifically mention ethics and integrity, they are a key part of institutional, as well as ACM and ABET requirements, which are reflected in our curriculum and associated courses.

B. Program Constituencies

List the program constituencies. Describe how the program educational objectives meet the needs of these constituencies.

The Stakeholders in the program are:

1. The Regents and Commissioner of the Utah System of Higher Education
2. The Trustees and Administration of the University
3. The Faculty of the Department
4. The Students
5. The Employers who hire our students and graduates
6. The Universities that accept our graduates as graduate students.

1. The program educational objectives meet the needs of the constituencies as follows: For the Utah System of Higher Education, as well as the Trustees and Administration of the University, the objectives are aligned with the mission of the university, as noted above. They provide students with an educational foundation in computer science that is consistent with the educational level (in breadth and depth) expected of graduates of the Utah System of Higher Education and Utah Valley University.
2. The needs of the faculty of the department include the wish to contribute to a meaningful education of students, as well as personal growth and contribution through education and research. The educational objectives provide opportunities for faculty to teach, as well as motivation to enhance skills and keep abreast of the state of the art.
3. The objectives contribute to the needs of the students by providing them an education in computer science that prepares them for meaningful employment. It also provides them with a foundation of ethics and professional practices, and encourages lifelong learning. The objectives and associated curriculum follow the ACM 2008 and 2013 guidelines for computer science education, thus helping to assure that the students receive adequate instruction in computer science topics.
4. The objectives contribute to the needs of employers by covering skills needed by employers, particularly local companies. Representatives from the local professional community provide input to our objectives and associated curricula through our industrial advisory board.
5. Universities that accept our graduates to graduate programs need students well prepared in the foundations of computer science. This is one reason that our objectives and curricula are aligned with the ACM guidelines for computer science education.

C. Process for Review of the Program Educational Objectives

Describe the process that periodically reviews the program educational objectives including how the program's various constituencies are involved in this process. Describe how this process is systematically utilized to ensure that the program's educational objectives remain consistent with the institutional mission, the program constituents' needs and these criteria.

Our Program Objectives and Student Outcomes are periodically evaluated and revised to meet changing needs. The process is as follows:

1. At least every four years, the Program Objectives and Student Outcomes are evaluated, and revised as needed.
2. The input to the evaluation process will be the following:
 - a. Student performance, as evidenced by performance on standardized tests and against current outcomes
 - b. Experiences with current outcomes
 - c. Input from industry, through our advisory board
 - d. Feedback from the University in order to better align with the institutional mission. Currently, this comes through the university Academic Excellence Committee.
 - e. Curriculum guidelines from ACM/IEEE.
3. A committee is appointed to review the input, and revise the program objectives and student outcomes. The revisions are approved by the department.
4. Reviews may be conducted more frequently if needed. In particular, revisions to student outcomes may be made as needed. Generally, this happens together with the assessment of an outcome.

Student Outcomes

Outcome C-1: Graduates are proficient in using data structures and algorithms. They understand how to implement them, when to apply them, and the abstractions associated with their use.

Outcome C-2: Graduates understand the foundations of computer architecture.

Outcome CS-1: Graduates are able to develop solutions to significant computing problems.

Outcome CS-2: Graduates will have a thorough understanding of the theory and constructs of programming languages.

Outcome CS-3: Graduates understand the theoretical foundations of computation.

Outcome CS-4: Graduates understand the principles and components of operating systems.

Outcome CS-5: Graduates have proficiency in the mathematical skills needed in computer science (viz. discrete mathematics, basic probability and statistics, basic differential and integral calculus).

Outcome CS-6: Students understand the fundamentals of net-centric computing.

A. Relationship of Student Outcomes to Program Educational Objectives

Describe how the student outcomes prepare graduates to attain the program educational objectives.

The student outcomes directly contribute to the students attaining the program educational objectives in the following ways:

- All the roles described in the program objectives require solid grounding in the fundamentals of computer science and programming. The following outcomes provide this foundation: C-1 (data structures and algorithms), CS-2 (programming languages), and CS-3 (theory of computation.) Other outcomes that contribute less directly include C-2 (computer architecture), and CS-5 (mathematical skills)
- System Software Designers and Developers are supported through C-2 (computer architecture) and CS-4 (operating systems). Indirect support also comes through CS-2 (programming languages), and CS-1 (significant computing solutions).
- Software application Designers and Developers are supported through CS-1 (significant computing solutions).
- Network software designers and developers are supported through CS-6 (net-centric computing.) Indirect support also comes through CS-4 (operating systems) and C-2 (computer architecture.)
- Students continuing to graduate programs are supported especially through CS-3 (theory of computation) and CS-5 (mathematical skills), though all outcomes also contribute to a student's success in this outcome.

B. Process for the Establishment and Revision of the Student Outcomes

Describe the process used for reviewing and revising student outcomes.

The student outcomes are reviewed and revised together with, and following the program objectives (see above.) Following establishment of or revision of an objective, a faculty committee is convened, led by the person with primary responsibility for the objective. The committee determines associated student outcomes based on what the key learnings for the students are, where they are taught, and how can we measure them. Measurement instruments are developed at this time.

Student outcomes are periodically examined and revised, together with the program objectives. See Criterion 2, section E above for a description of the process.

Assessment Processes

The processes used for assessment of student outcomes, and our program in general, are:

Assessment Process	Comments
Specific Exam Questions	Outcomes C1, C2, CS-1,
Assignments, including programs	Outcomes CS-1,
National Exam (MFAT)	Outcomes depend on specific questions on the exam
Student writing	Evaluation of quality or writing in written work. Recently added a minimum grade requirement in technical writing course.
Assessment of team contributions	For team-based outcomes. Uses rubrics to assess aspects of teamwork; peers evaluate each other
Industrial advisory board meetings	Can relate to different outcomes, depending on situation

End of semester course reviews	Optional, but encouraged. They focus on course improvement, but of course involve student outcomes.
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Frequency of Assessment Processes

Most assessment processes are bound to particular student outcomes, and follow the schedule described in the Continuous Improvement section below. The following table summarizes the frequency of all the process methods:

Assessment Process	Frequency
Assessments tied to Outcomes	Every 2 years, as described below
National Exam	Each year
Advisory board	Each year
End of Semester course reviews	Each semester

Assessment Rubrics

The student outcomes are evaluated following rubrics for each, which break down each outcome into specific areas of expected performance. Each “sub-outcome” defines the performance level. In addition, the rubric shows the method(s) of assessment for each sub-outcome, as well as the course where the level of performance is assessed. The rubrics are included as supplementary material to the self-study document.

Expected Levels of Performance

Each student outcome is broken down into several specific skills, and levels of performance are defined for each. The levels consist of one or more insufficient levels, a “Satisfactory” level, and an exemplary/outstanding level. The expected level of performance is in all cases “Satisfactory.”

Our process for continuous improvement is as follows:

1. Assessment data is collected and reviewed by the responsible people. If the focus of the data is a single course, the course mentor is the primary person who reviews the data. If the data concerns multiple courses, the data is reviewed by the relevant track committee.
2. Results and proposed changes are presented to the department at department meetings for discussion and concurrence.
3. Courses and/or curriculum changes are made.
4. Reassessment is done as part of the normal assessment cycle, or sooner, if desired.

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

Institution Submitting Request: Utah Valley University
Proposed Program Title: Technology Management Emphasis in MBA
Sponsoring School, College, or Division: Woodbury School of Business
Sponsoring Academic Department(s) or Unit(s): Business Graduate Studies
Classification of Instructional Program Code¹: 52.0201
Min/Max Credit Hours Required to Earn Degree: 36
Proposed Beginning Term²: Fall 2019
Institutional Board of Trustees' Approval Date: *Select Month/ Select Day/ Select Year*

Program Type:

<input type="checkbox"/>	Certificate of Proficiency	<input type="checkbox"/> X Entry-level CTE CP	<input type="checkbox"/> Mid-level CP
<input type="checkbox"/>	Certificate of Completion		
<input type="checkbox"/>	Minor		
<input type="checkbox"/>	Graduate Certificate		
<input type="checkbox"/>	K-12 Endorsement Program		
x	NEW Emphasis for Regent-Approved Program		
	<i>Credit Hours for NEW Emphasis Only:</i>		9
	<i>Current Major CIP: 52.0201</i>		6 - Digit CIP
	<i>Current Program Title: Master in Business Administration</i>		
	<i>Current Program BOR Approval Date: July 2009</i>		
<input type="checkbox"/>	Out of Service Area Delivery Program		

Chief Academic Officer (or Designee) Signature:

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

Please type your first and last name _____ Date: _____

I understand that checking this box constitutes my legal signature.

¹ For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

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

¹ For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

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

³ Please indicate award such as APE, BFA, MBA, MEd, EdD, JD

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

Section I: The Request

Graduate Studies in the Woodbury School of Business at Utah Valley University requests approval to offer an Emphasis in Technology Management to the current MBA effective Fall 2019.

Section II: Program Proposal/Needs

Program Description/Rationale

The MBA with an Emphasis in Technology Management prepares students for professional positions fusing technology with business, communication, and management best practices to transform skilled professionals into forward-thinking leaders. Focuses in depth on how information management affects the strategy, structure and operations of organizations. Studies best practices aligned for Program Management, Project Portfolio Management, and Strategic Project Leadership and Management. Analyzes basic cost justification techniques for making economic decisions in technical organizations. Creates competence in advanced customer relationship management tools and techniques.

The Silicon Slopes organization requested collaboration with the Woodbury School of Business to supply industry organizations with efficient transfer of knowledge, improvements, and innovations in products, services, and technologies.

Labor Market Demand

The Utah Department of Workforce estimated that technology management will grow 4.4% for the period from 2016-26. The median annual wage of these positions is approximately \$93,830. Burning Glass Technologies estimated that during the year from November 2017 to October 2018 there were some 392 Utah jobs in technology management.

About 16% or 74 required a master's or professional degree with titles such as director of technology, chief information officer, IT director, Chief technology officer, management information systems director, and information technology management consultant. Industry representatives Xactware, Qualtrics, Boostability, and Lucidchart are repetitive employers representative of the many Silicon Slopes organizations in need of an MBA with a Technology Management Emphasis.

Student Demand

Based on projected employment trends and interest expressed by local companies, student demand of least 35 students per each annual cohort is anticipated. The anticipated student graduation rate in the Technology Management emphasis is 35 a year.

Consistency with Institutional Mission/Impact on Other USHE Institutions

The WSB has developed a Master of Business Administration program addressing the needs of its service area. An important element in the school's mission has been to meet the needs of students as they prepare for professional careers in the region. The Technology Management Emphasis will provide career and technical education to the community and address economic growth in Silicon Slopes. An emphasis in Technology Management is not currently offered in USHE MBA programs.

Finances

The Technology Management emphasis requires the addition of three new courses. Enrollment in the courses will come from both new student enrollment and, potentially, a reduction in enrollments in existing MBA emphasis courses resulting in fewer sections and providing opportunity for reallocation. Courses will be taught by existing faculty and qualified adjuncts.

Section III: Curriculum

Program Curriculum/Degree Maps

Course Prefix	Course Number	NEW Course: Mark with X	Course Title	Credit Hours
Required Courses				
MKGT	6400	X	Technology Marketing and Customer Relationship Management	3
MGMT	6440	X	Advanced Project Management	3
MGMT	6470	X	Organizational Information Technologies	3
Required Course Credit Hour				9

Program Curriculum Narrative

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

Degree Map:

Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours.

Fall of First Year (Course Prefix and Number)	Course Title	Credit Hours
<i>MGMT 6500</i>	Managing Individuals and Groups	3
<i>MGMT 6000</i>	MBA Seminar	1.5
<i>MKGT 6920</i>	Creativity and Innovative Problem Solving	1.5
<i>ACC 6350</i>	Accounting Strategies for Achieving Profit Goals	3
<i>MKGT 6400</i>	Technology Marketing and Customer Relationship Management (Proposed Technology Management)	3
Spring of First Year	Course Title	Credit Hours
<i>MKGT 6600</i>	Marketing Strategy	3
<i>MGMT 6800</i>	Global Business Strategy	3
<i>FIN 6150</i>	Financial Management	3

MGMT 6440	Advanced Project Management (Proposed Technology Management Emphasis)		3
<i>Fall of Second Year</i>	Course Title		<i>Credit Hours</i>
<i>MGMT 6930</i>	International Engagement		1.5
<i>ECON 6300</i>	Managerial Economics		3
<i>MGMT 6910</i>	Designing Business		1.5
<i>MGMT 6940</i>	MBA Consulting		3
MGMT6470	Organizational Information Technologies (Proposed Technology Management Emphasis)		3

Section VI: Program Evaluation

Program Assessment

Please list the program learning outcomes (PLOS) and describe the system of assessment to be used to evaluate and develop the program.

Program Learning Outcomes

1. Apply advanced business discipline knowledge
2. Identify and implement new measures of global perspective
3. Utilize critical thinking and problem-solving skills

Upon successful completion of this program students should be able to successfully manage technology projects and programs that further business goals and objectives. They will have an understanding of a company's information technology infrastructure, core business needs, and evaluate technologies for implementation to most effectively meet those needs. Completing students will also be able to lead project implementations based on their own recommendations or those of others.

Curriculum Map

Identify where the PLOs will be taught and at what level throughout the program core courses.

I-Introduced; D-Developed and Practiced; E-Engaged; A-Assessed at the Mastery Level Appropriate for Graduation

Major Core Required Course	PLO 1	PLO 2	PLO 3
<i>ACC 6350</i>	A		
<i>FIN 6150</i>	A		
<i>ECON 6300</i>			A
<i>MGMT6000</i>	A		
<i>MGMT6500</i>	A		
<i>MGMT6800</i>		A	
<i>MGMT6930</i>		A	
<i>MGMT6940</i>			A
<i>MKGT6600</i>			A
<i>MKGT6920</i>			A

Commented [SB1]: Please include 3-5 program learning outcomes here that complete the following sentence: Upon successful completion of this program students should be able to . . .

Student Standards of Performance

The following standards, competencies, and marketable skills were chosen based on an assessment of current needs of companies in our service area. Formative assessment of these skills will be measured through homework and in-class engaged learning exercises. Summative assessment will occur through quizzes and exams.

Students will demonstrate 1) an understanding of the CRM system; 2) advanced project management concepts, including a more in-depth understanding of basic project management processes and tools; 3) project portfolio management; 4) program management; 5) cost estimating; 6) economic/financial project evaluation; 7) risk management, and uncertainty; and 8) procurement management. Students will illustrate the ways in which information technologies and Management Information Systems support organizational process and decision-making.

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

Institution Submitting Request: Utah Valley University
Proposed Program Title: Master of Education, Higher Education Leadership emphasis
Sponsoring School, College, or Division: School of Education
Sponsoring Academic Department(s) or Unit(s): Graduate Studies
Classification of Instructional Program Code: 13.0301
Min/Max Credit Hours Required of Full Program: 30
Proposed Beginning Term: Summer 2019
Institutional Board of Trustees' Approval Date:

Program Type:

<input type="checkbox"/>	Certificate of Proficiency	<input type="checkbox"/>	Entry-level CTE CP	<input type="checkbox"/>	Mid-level CP
<input type="checkbox"/>	Certificate of Completion				
<input type="checkbox"/>	Minor				
<input type="checkbox"/>	Graduate Certificate				
<input type="checkbox"/>	K-12 Endorsement				
<input checked="" type="checkbox"/>	New Emphasis for Regent-Approved Program Credit Hours for NEW Emphasis Only: 18 Current Major CIP: 13.0301 Current Program Title: Master of Education Current Program BOR Approval Date: March 2008				
<input type="checkbox"/>	Out of Service Area Delivery Program				

Chief Academic Officer (or Designee) Signature:

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

Name:

Date:

Utah System of Higher Education New Academic Program Proposal

Section I: The Request

The Graduate Studies Office in the School of Education at Utah Valley University requests approval to offer Higher Education Leadership emphasis in the Master of Education effective Summer 2019.

Section II: Program Proposal/Needs Assessment

Program Description/Rationale

The Higher Education Leadership emphasis in the Master of Education (MEd) is designed to prepare competent and compassionate leaders to serve in a variety of careers in higher education. The program focuses on practical approaches to higher education leadership in areas of student success and development, diversity and inclusion, planning and budgeting, law and policy, and individual and institutional leadership in changing and nuanced contexts. The cohort-based, evening classes (face-to-face and hybrid) allow for students who are currently higher education practitioners to layer their work into the classroom environment and learn from both instructors and peers. (In the future, UVU may consider an online option for this program, but the initial focus is on the interest and need of higher education staff members in the state of Utah.) Students can also implement approaches they are learning in class to their everyday practice in higher education.

Student Demand

From November 2017 to January 2018, leadership in the division of Student Affairs visited with all 26 departments in the division. One of the themes that emerged from this listening tour was the desire (from SA staff) to pursue graduate education (primarily master's level programs) in higher education. Staff reported that they would like a local program that focused on higher education leadership but only had a couple of options (U of U and USU) that were still a bit too far away. Student Affairs leadership met with School of Education leadership and found out that an Educational Leadership emphasis was already being created within the Master of Education program.

In subsequent months, leadership in the School of Education determined that the program should be developed as its own emphasis and not joined within the educational leadership emphasis due to the different standards set forth for K-12 administrative licensure. In June 2018, the UVU Institutional Research Office conducted a survey with UVU staff (part-time and full-time) to assess interest in the proposed program. Survey results indicated strong interest in the program.

This type of program not only benefits individuals who already work in higher education in terms of professional and leadership development, but it has the potential to enhance the institution as well through greater development of its employees. This program is designed not just for Student Affairs employees but staff throughout all divisions in higher education organizations or those who want to work in higher education organizations. Preparation of educational leaders will contribute to all institutions in the state as this program grows the number of individuals prepared for and competent to step into leadership opportunities.

IPEDS reported 3,063 master's level completions in higher education leadership nationally with an estimated actual national cohort of 4,940 students. Total completions over the past four years have increased by 31.4%. Google trends reports a search volume of 59k searches per month for face-to-face programs in this sphere, with an additional 31k searches per month for online programs (one of the highest reported search volumes for master's level programs of study).

In June 2018, the UVU Office of Institutional Research conducted a survey to all UVU part-time and full-time staff (excluding students, faculty, and administrators) to assess interest in a Master of Education Higher Education Leadership program. The survey was sent to 2,102 individuals and 370 responded. Of the respondents, 91 indicated that they were very interested and another 112 somewhat interested in the program. Forty-seven people indicated that they were extremely likely to apply, and another 95 said they were somewhat likely to apply. Of the 142 likely to apply, 70 indicated they would likely apply in 2019 and another 42 would likely apply in 2020. These numbers signal a strong interest in this proposed program emphasis.

The School of Education is not aware of similar surveys conducted at nearby higher education institutions (BYU, Snow College, and Salt Lake Community College), however, it is reasonable to assume that similar percentages would be found at these institutions in terms of staff interest in this program.

Labor Market Demand

Bureau of Labor Statistics reports 180,100 positions in the field, with an estimated 6,610 annual job openings that is projected to grow at a rate of nine percent per year. Mean annual wage is \$92,360, growing at a rate of 5.7% annually. Burning Glass indicates that there were 22,825 job posting nationally in the past year for master's educated professionals in higher education leadership. This results in a very positive seven job postings for each graduate.

There are 164 institutions competing in this space. It is a rapidly growing space with 43 institutions joining the space in the past four years. A Google cost per click search for a master level program in this field is expensive at \$43.04 and intensively competitive with a Google Competitive Index of 0.92. Individual program sizes have a national median of 17 and mean of 22.

Consistency with Institutional Mission/Impact on Other USHE Institutions

There are currently two programs in the state of Utah that are similar to this proposed emphasis. The University of Utah has a Master of Education emphasis in Student Affairs and an emphasis in Educational Leadership (primarily geared to aspiring K-12 leaders). Utah State University has a Master of Education in Instructional Leadership with a Higher Education/Student Affairs Specialization. UVU staff members have also indicated (survey) that they do not all want a career in Student Affairs but want to stay in higher education and have opportunities to advance in leadership. This proposed emphasis does not just prepare students for careers in Student Affairs (University of Utah & Utah State University) but takes into account the diverse pathways and divisions within a higher education institution. Utah State University has heard about the potential development of this program and has reached out to collaborate with UVU for some cross-

university opportunities in higher education leadership. Considering the 59k searches per month nationally (Google trends report) for face-to-face programs in this sphere (higher education leadership master's degree), UVU's proposed face-to-face program is relevant and needed.

Finances

One new faculty member will be needed for this program. Revenue generated by students enrolled in the program (based on 20 students per cohort and per course section) will provide funding for the additional faculty member and summer ICHE.

Section III: Curriculum

Program Curriculum:

New Emphasis to an existing Regent approved program			
Required Emphasis Courses	New Courses	Course Title	Credit Hours
EDUC 6420	X	Diversity in Higher Education	3
EDUC 6430	X	Law, Policy, & Ethics in Higher Education	3
EDUC 6440	X	Leadership in Higher Education	3
EDUC 6450	X	Planning, Budgeting, & Organizational Effectiveness	3
EDUC 6460	X	Student Success & Development	3
EDUC 6470	X	Foundations & Contexts of Higher Education	3
Emphasis Core Credit Hour Subtotal:			18
Core Master of Education Courses	New Courses	Course Title	Credit Hours
EDUC 6100		Research Methodology in Education	3
EDUC 6110		Applied Statistics in Education	3
EDUC 6200		Master's Project	3
EDUC 6910		Project I	1
EDUC 6920		Project II	1
EDUC 693R		Project III	1
Emphasis Core Credit Hour Subtotal:			12
Emphasis Total Credit Hours:			30

Program Curriculum Narrative

Upon successful completion of this program students should be able to do the following:

- Evaluate performance of academic programs, institutional services, and overall university

mission fulfillment.

- Assess principles of strategic resource allocation for both operations and capital facilities at the institutional level.
- Construct contextual institutional maps related to notions of diversity, inclusion, exclusion, and discrimination.
- Explain the interaction between law and policy in the higher education context.
- Create meaningful connections between student development and retention theories, research, and practice.

Degree Map:

Summer of First Year (Course Prefix and Number)	Course Title	Credit Hours
EDUC 6100	Research Methods	3
EDUC 6470	Foundations & Contexts of Higher Education	3
Fall of First Year (Course Prefix and Number)	Course Title	Credit Hours
EDUC 6420	Diversity in Higher Education	3
EDUC 6200	Master's Project	3
Spring of First Year (Course Prefix and Number)	Course Title	Credit Hours
EDUC 6460	Student Success and Development	3
EDUC 6440	Leadership & Management in Higher Education	3
Summer of Second Year (Course Prefix and Number)	Course Title	Credit Hours
EDUC 6110	Applied Statistics in Education	3
Fall of Second Year (Course Prefix and Number)	Course Title	Credit Hours
EDUC 6450	Planning, Budgeting, and Organizational Effectiveness	3
EDUC 6430	Law, Policy, and Ethics in Higher Education	3
Spring of Second Year (Course Prefix and Number)	Course Title	Credit Hours
EDUC 6910	Project I	1

EDUC 6920	Project II	1
EDUC 693R	Project III	1

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

Institution Submitting Request: Utah Valley University
 Proposed Program Title: Institutional Certificate of Proficiency in Cabinetry and Architectural Woodwork
 Sponsoring School, College, or Division: College of Engineering and Technology
 Sponsoring Academic Department(s) or Unit(s): Department of Construction Technologies
 Classification of Instructional Program Code¹ : 48.0703
 Min/Max Credit Hours Required to Earn Degree: 17
 Proposed Beginning Term²: Fall Semester 2019
 Institutional Board of Trustees' Approval Date: Select Month/ Select Day/ Select Year

Program Type:

<input checked="" type="checkbox"/>	Certificate of Proficiency	<input type="checkbox"/> X Entry-level CTE CP	<input type="checkbox"/> Mid-level
	CP Certificate of Completion		
<input type="checkbox"/>	Minor		
<input type="checkbox"/>	Graduate Certificate		
	K-12 Endorsement Program		
<input type="checkbox"/>	NEW Emphasis for Regent-Approved Program		
	Credit Hours for NEW Emphasis Only: Min Cr Hr / Max Cr Hr		
	Current Major CIP: 6 - Digit CIP		
	Current Program Title:		
	Current Program BOR Approval Date:		
<input type="checkbox"/>	Out of Service Area Delivery Program		

Chief Academic Officer (or Designee) Signature:

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

Please type your first and last name _____ Date: _____

I understand that checking this box constitutes my legal signature.

¹ For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

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

³ Please indicate award such as APE, BFA, MBA, MEd, EdD, JD

1 For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

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

Utah System of Higher Education
Program Description - Abbreviated Template

Section I: The Request

The Department of Construction Technologies in the College of Engineering and Technology at Utah Valley University requests approval to offer an Institutional Certificate of Proficiency in Cabinetry and Architectural Woodwork effective Fall 2019.

Section II: Program Proposal/Needs

Program Description/Rationale

The Certificate of Proficiency in Cabinetry and Architectural Woodwork is available for all UVU students with a particular focus for high school students who desire to obtain a stackable certificate of proficiency with an emphasis in career and technical education while still enrolled in high school. This certificate will also be available from the University for college students/adults looking for basic entry-level skills leading to further academic advancement and learn more about the Cabinetry career field

Utah Valley University (UVU) has adopted the concept of educational and career pathways as a means of accomplishing the core themes of the University. The implementation of well-defined career pathways assists high school students in transitioning at a higher rate from high school to the University, and to succeed at the University by completing certificates and degrees at a higher rate. The certificate of proficiency will strengthen the concurrent enrollment program by giving high school students a clear pathway to UVU certificates and degrees, rather than just accumulating credit. It will also help college students/adults explore or transition into this chosen pathway. UVU is in the process of increasing the number of formal high school pathways that are designed to take advantage of existing lower division (concurrent enrollment) options giving students the opportunity to combine general education courses and major specific courses into certificates of proficiency within CTE fields.

This certificate will give students a head start in completing a one-year certificate or degree at UVU. Working with faculty members at UVU, many of the courses needed for the first semester of a certificate of proficiency were offered through concurrent enrollment opportunities for the students. These opportunities provided the perfect setting for the development of a certificate of proficiency for secondary students through concurrent enrollment agreements that lead to certificates and degrees at UVU.

Labor Market Demand

This proposed certificate of proficiency is not designed to prepare students for a specific occupation, however the combination of core discipline and general education competencies will give the students a head start on the skills that business and industry list high on their wish list of skills they want employees to have.

Long-term Bureau of Labor Statistics (BLS) estimates the 2014-2024 growth rate for the SOC codes that corresponds to cabinetry and woodworking (CIP 48.0703) within Utah range from slower than, as fast as, and faster than, average with estimated increases of 12-38% and combined growth of about 110 new job openings in Utah annually. According to the BLS, the median annual wage for these occupations is estimated to be between ~ \$24,380-\$43,730, which is below to equal to the 2017 Utah median wage (\$35,650). LaborInsight BurningGlass data indicates lower demand with the longer-term BLS projections with 70 job postings for this occupation in Utah during the past 12 months – 27 in the SLC MSA, 10 in Ogden-Clearfield, 26 in Provo-Orem, 4 in St. George, 1 in the Logan-Idaho region, and 2 in unspecified

locations.

Consistency with Institutional Mission/Impact on Other USHE Institutions

The mission of UVU is to provide access to higher education opportunities for students as they pursue a wide range of programs from developmental education through honors programs. UVU serves more than 10,000 students through lower division (concurrent enrollment) courses and the addition of this certificate will enhance the quality of the concurrent enrollment program, bridging student pathways from high school as well as for University college students/adults seeking entry-level capabilities leading to additional academic progression.

Students will complete basic core courses as well as general education courses giving them a head start on their UVU requirements. This institutional certificate meets Perkins eligibility requirements and consist entirely of lower division courses. Utah Valley University has a dual mission to serve the community with educational programming including certificates and associate degrees. This effort will add to the statewide goal of having 66% of the State's citizens holding a certificate or a degree by 2020 and is in harmony with the effort within the CTE regions to provide additional certificate opportunities for students that lead into stackable degrees. This proposed certificate fits nicely with the Mountainland Region's strategic plan to add certificates available to secondary students as well as adults. The proposed certificate also strengthens the dual mission of the institution in harmony with the role assignment by the Board of Regents.

This certificate will not have an impact on other USHE institutions since it is designed mainly for high school students and leads directly into degrees that are already in place at UVU. Concurrent enrollment courses are already in place and have good enrollments throughout the region.

Finances

This proposed certificate will not require any additional faculty, staff, new facilities, or additional equipment, but is built on existing courses available at UVU and through the concurrent enrollment offered within the region.

Section III: Curriculum

Program Curriculum/Degree Maps

Institutional Certificate of Proficiency Cabinetry and Architectural Woodwork

Course Prefix	Course Number	NEW Course: Mark with X	Course Title	Credit Hours
Required Courses				
			Certificate of Proficiency Cabinetry and Architectural Woodwork	
ENGL	1010		Introduction to Academic Writing CC	3
MAT	1010		Integrated Beginning and Intermediate Algebra	4
CAW	140R		Millwork Technology	4
EGDT	1040		Fundamentals of Technical Engineering Drawing	3
FIN	1060		Personal Finance SS	3
Required Course Credit Hour				17

Degree Map:

Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours.

Fall of First Year (Course Prefix and Number)	Course Title	Credit Hours
ENGL 1010	Introduction to Academic Writing	3
MAT 1010	Integrated Beginning and Intermediate Algebra	4
CAW 140R	Millwork Technology	4
Spring of First Year (Course Prefix and Number)	Course Title	Credit Hours
EGDT 1040	Fundamentals of Technical Engineering Drawing	3
FIN 1060	Personal Finance SS	3

Section VI: Program Evaluation

Program Assessment

Please list the program learning outcomes (PLOS) and describe the system of assessment to be used to evaluate and develop the program.

PLO's

1. Interpret drawings, plans schematics for existing products.
2. Develop an estimate, schedule, product list for woodworking projects.
3. Demonstrate skill in traditional woodworking operations and include several of those operations into a project.
4. Incorporate basic woodworking joints and connections into final projects.

Curriculum Map

Identify where the PLOs will be taught and at what level throughout the program core courses.

I-Introduced; D-Developed and Practiced; E-Engaged; A-Assessed at the Mastery Level Appropriate for Graduation

Major Core Required Course	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
ENGL 1010	I				
MAT 1010		I			
CAW 140R	I	D	E	A	
EGDT 1040	I	D	E	A	
FIN 1060	I				

Student Standards of Performance

Students will be able to plan and create basic millwork and carpentry projects. These projects will require written communication, basic math and a knowledge of costs and drawings. The competencies learned are fundamental to the millwork and carpentry industry. Assessment is based on daily activities and projects created during the course.

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

Institution Submitting Request: *Utah Valley University*
Proposed Program Title: *Institutional Certificate of Proficiency in Art and Design*
Sponsoring School, College, or Division: *School of the Arts*
Sponsoring Academic Department(s) or Unit(s): *Department of Art and Design*
Classification of Instructional Program Code¹ : *50.0401*
Min/Max Credit Hours Required to Earn Degree: *16*
Proposed Beginning Term²: *Fall Semester 2019*
Institutional Board of Trustees' Approval Date: *Select Month/ Select Day/ Select Year*

Program Type:

<input checked="" type="checkbox"/>	Certificate of Proficiency	<input type="checkbox"/>	X Entry-level CTE CP	<input type="checkbox"/>	Mid-level CP
<input type="checkbox"/>	Certificate of Completion				
<input type="checkbox"/>	Minor				
<input type="checkbox"/>	Graduate Certificate				
<input type="checkbox"/>	K-12 Endorsement Program				
<input type="checkbox"/>	NEW Emphasis for Regent-Approved Program				
	<i>Credit Hours for NEW Emphasis Only:</i>	Min Cr Hr	/	Max Cr Hr	
	<i>Current Major CIP:</i>	6 - Digit CIP			
	<i>Current Program Title:</i>				
	<i>Current Program BOR Approval Date:</i>				
<input type="checkbox"/>	Out of Service Area Delivery Program				

Chief Academic Officer (or Designee) Signature:

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

Please type your first and last name _____ Date:

I understand that checking this box constitutes my legal signature.

¹ For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

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

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

¹ For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

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

³ Please indicate award such as APE, BFA, MBA, MEd, EdD, JD

Section I: The Request

The Art and Design Department in the School of the Arts at Utah Valley University requests approval to offer an Institutional Certificate of Proficiency in Art and Design effective Fall 2019.

Section II: Program Proposal/Needs

Program Description/Rationale

The Art and Design Department at Utah Valley University (UVU) is requesting approval to offer a Certificate of Proficiency in Art and Design. This certificate is available for all UVU students with a particular focus designed to provide high school students an opportunity to obtain a certificate of proficiency in a Career and Technical Education (CTE) field while still enrolled in high school and stack into certificate, associate, and bachelor degrees at UVU. This certificate is meant to help students become college ready; it does not prepare them to be job ready.

Utah Valley University (UVU) has adopted the concept of educational and career pathways as a means of accomplishing the core themes of the University. The implementation of certificates of proficiency will assist high school students in transitioning at a higher rate from high school to the University and to succeed at the University level. The Certificate of Proficiency in Art and Design will strengthen the concurrent enrollment program by giving students a clear pathway to UVU certificates and degrees rather than just accumulating credit. It will also help college students/adults explore or transition into this chosen pathway. UVU is in the process of increasing the number of formal high school pathways that are designed to take advantage of existing lower division (concurrent enrollment) options giving students the opportunity to combine general education courses and major specific courses into certificate of proficiency within CTE fields.

This certificate will give students a head start in completing a one year certificate or degree at UVU. Working with faculty members at UVU, it was discovered that many of the courses needed for the first semester of a degree were being offered through concurrent enrollment opportunities for students. These opportunities provided the perfect setting for the development of a certificate of proficiency for secondary students through concurrent enrollment agreements that leads to certificates and degrees at UVU. This certificate will also be available from the University for college students/adults looking for entry-level skills leading to further academic advancement.

Labor Market Demand

This proposed certificate of proficiency is not designed to prepare students for a specific occupation, however the combination of core discipline and general education competencies will give students a head start on the skills that business and industry list high on their wish list of skills they want employees to have.

Long-term Bureau of Labor Statistics (BLS) estimates the 2014-2024 growth rate for SOC codes that include design and visual communications (CIP 50.0401) within Utah to be slower than, or as fast as, average with estimated increase of between 15-35% and combined growth of about 50 new job openings in Utah annually. According to the BLS, the median annual wage for these occupations is estimated to broadly range from ~ \$29,620-\$93,090. These annual wages range below to much higher than the 2017 Utah median wage (\$35,650). LaborInsight BurningGlass data indicates higher demand than the longer-term BLS projections with 2,013 job postings for these occupations in Utah during the past 12 months – 833 in the SLC MSA, 259 in Ogden-Clearfield, 410 in Provo-Orem, 92 in St. George, 81 in the Logan-Idaho region, and 338 in unspecified locations.

Consistency with Institutional Mission/Impact on Other USHE Institutions

The mission of UVU is to provide access to higher education opportunities for students as they pursue a wide range of programs from developmental education through honors programs. UVU serves more than 10,000 students through lower division (concurrent enrollment) courses, and the addition of this certificate of proficiency will enhance the quality of the concurrent enrollment program, bridging student pathways from high school to certificates and degrees at UVU. This certificate will also be accessible to college students/adults seeking entry-level capabilities leading to additional academic advancement.

Students will complete basic core courses as well as general education courses giving them a head start on their UVU requirements. This institutional certificate meets Perkins eligibility requirements and consist entirely of lower division courses. Utah Valley University has a dual mission to serve the community with educational programming including certificates and associate degrees. This effort will add to the statewide goal of having 66% of the State's citizens holding a certificate or a degree by 2020 and is in harmony with the effort within the CTE regions to provide additional certificate opportunities for students that lead into stackable degrees. This proposed certificate fits nicely with the Mountainland Region's strategic plan to add certificates available to secondary students as well as adults. The proposed certificate also strengthens the dual mission of the institution in harmony with the role assignment by the Board of Regents.

This certificate will not have an impact on other USHE institutions since it is designed mainly for high school students and leads directly into degrees that are already in place at UVU. Concurrent enrollment courses are already in place and have good enrollments throughout the region.

Finances

This proposed certificate will not require any additional faculty, staff, new facilities, or additional equipment, but is built on existing courses available at UVU and through the concurrent enrollment department offered within the region.

Section III: Curriculum

Program Curriculum/Degree Maps

Institutional Certificate of Proficiency Art and Design

Course Prefix	Course Number	NEW Course: Mark with X	Course Title	Credit Hours
Required Courses				
			Certificate of Proficiency Art and Design	
ENGL	1010		Introduction to Academic Writing	3
MATH	1030 or		Quantitative Reasoning	3
MATH	1050		College Algebra (4)	
BIO	1010		General Biology	3
BIO	1015		General Biology Lab	1

Course Prefix	Course Number	NEW Course: Mark with X	Course Title	Credit Hours
ART	1120		2D Design	3
ART	1400		Graphic Computer Applications	3
Required Course Credit Hour				16

Program Curriculum Narrative

The Certificate of Proficiency in Art & Design offers students the opportunity to obtain a certificate in a Career and Technical Education (CTE) field which can stack into a certificate, an associate degree, or a bachelor degree at UVU. This certificate provides opportunities for gaining skills in the visual arts related to two-dimensional design and digital media foundations that will give students a head start on developing career-ready skillsets. The art core courses, ART 1120 and ART 1400, are required of all studio art degrees at UVU, and teach principles that are fundamental to the practice of art and design.

Degree Map:

Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours.

Fall of First Year (Course Prefix and Number)	Course Title	Credit Hours
<i>ENGL 1010</i>	<i>Introduction to Academic Writing</i>	3
<i>MAT 1030 or MATH 1050</i>	<i>Quantitative Reasoning or College Algebra</i>	3
<i>ART 1120</i>	<i>2D Design</i>	3
Spring of First Year (Course Prefix and Number)	Course Title	Credit Hours
<i>ART 1400</i>	<i>Graphic Computer Applications</i>	3
<i>BIO 1010</i>	<i>General Biology</i>	3
<i>BIO 1015</i>	<i>General Biology Lab</i>	1

Section VI: Program Evaluation

Program Assessment

Upon successful completion of this program students should be able to: 1) demonstrate with competency the creation of compositions that successfully use the elements of art and principles of design; 2) demonstrate with competency the ability to use different forms of media related to visual communication; and 3) demonstrate with competency the ability to include individual expression/voice in a given body of

work or to communicate and express unique ideas.

Assessment of the Certificate of Proficiency in Art & Design will be based on a portfolio review of work completed in the ART 1120 and ART 1400 classes demonstrating the student's strongest skills based on the learning outcomes above.

Curriculum Map

Identify where the PLOs will be taught and at what level throughout the program core courses.

I-Introduced; D-Developed and Practiced; E-Engaged; A-Assessed at the Mastery Level Appropriate for Graduation

Major Core Required Course	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
ART 1120	D	E	E		
ART 1400	I	D	E		

Student Standards of Performance

Marketable skills:

1. While the Certificate of Proficiency in Art & Design is not a career-ready degree, students will learn skills in industry-standard software programs related to visual communication and the creation and reproduction of art.

Standards

1. Understand how to modify digital images.
2. Develop basic design skills.
3. Understand how to create page basic page layout skills.
4. Understand the elements and principles of design.
5. Apply elements and principles of design to a series of design problems.
6. Create projects based on such principles as line, shape, rhythm, contour, value, and contrast.

These standards are drawn from the course learning objectives of the two ART courses, 2D Design and Graphic Computer Applications.

Formative Assessment

1. Student work is graded within the courses during the semester.
2. Formative assessment is solicited from students during the course through classwork and homework.

Summative Assessment

1. Students complete end-of-semester projects and examinations.

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

Institution Submitting Request: *Utah Valley University*
Proposed Program Title: *Institutional Certificate of Proficiency in Aviation Science*
Sponsoring School, College, or Division: *College of Health and Public Service*
Sponsoring Academic Department(s) or Unit(s): *Department of Aviation Science*
Classification of Instructional Program Code¹ : *49.0102*
Min/Max Credit Hours Required to Earn Degree: *16*
Proposed Beginning Term²: *Fall Semester 2019*
Institutional Board of Trustees' Approval Date: *Select Month/ Select Day/ Select Year*

Program Type:

<input checked="" type="checkbox"/>	Certificate of Proficiency	<input type="checkbox"/> X Entry-level CTE CP	<input type="checkbox"/> Mid-level CP
<input type="checkbox"/>	Certificate of Completion		
<input type="checkbox"/>	Minor		
<input type="checkbox"/>	Graduate Certificate		
<input type="checkbox"/>	K-12 Endorsement Program		
<input type="checkbox"/>	NEW Emphasis for Regent-Approved Program		
	<i>Credit Hours for NEW Emphasis Only:</i>	Min Cr Hr	/ Max Cr Hr
	<i>Current Major CIP:</i>	6 - Digit CIP	
	<i>Current Program Title:</i>		
	<i>Current Program BOR Approval Date:</i>		
<input type="checkbox"/>	Out of Service Area Delivery Program		

Chief Academic Officer (or Designee) Signature:

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

Please type your first and last name _____ Date:

I understand that checking this box constitutes my legal signature.

¹ For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

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

¹ For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

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

³ Please indicate award such as APE, BFA, MBA, MEd, EdD, JD

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

Section I: The Request

The Department of Aviation Science in the College of Health and Public Service at Utah Valley University requests approval to offer an Institutional Certificate of Proficiency in Aviation Science effective Fall 2019.

Section II: Program Proposal/Needs

Program Description/Rationale

The Certificate of Proficiency in Aviation Science is available for all UVU students with a particular focus designed to provide high school students an opportunity to obtain a stackable certificate of proficiency with an emphasis in career and technical education while still enrolled in high school. This certificate is available from the University for college students/adults looking for basic entry-level skills leading to further academic advancement.

Utah Valley University (UVU) has adopted the concept of educational and career pathways as a means of accomplishing the core themes of the University. The implementation of well-defined career pathways assists high school students in transitioning at a higher rate from high school to the University, and to succeed at the University by completing certificates and degrees at a higher rate. This certificate of proficiency will strengthen the concurrent enrollment program by giving high school students a clear pathway to UVU certificates and degrees, rather than just accumulating credit. It will also help college students/adults explore or transition into this chosen pathway. UVU is in the process of increasing the number of formal high school pathways that are designed to take advantage of existing lower division (concurrent enrollment) options giving students the opportunity to combine general education courses and major specific courses into certificates of proficiency within CTE fields.

This certificate will give students a head start in completing a one-year certificate or degree at UVU. Working with faculty members at UVU, many of the courses needed for the first semester of a certificate of proficiency were offered through concurrent enrollment opportunities for the students. These opportunities provided the perfect setting for the development of a certificate of proficiency for secondary students through concurrent enrollment agreements that lead to certificates and degrees at UVU.

Labor Market Demand

This proposed certificate of proficiency is not designed to prepare students for a specific occupation, however the combination of core discipline and general education competencies will give the students a head start on the skills that business and industry list high on their wish list of skills they want employees to have.

Long-term Bureau of Labor Statistics (BLS) estimates the 2014-2024 growth rate for the SOC codes that corresponds to airline/commercial/professional pilot and flight crew (CIP 49.0102) within Utah to be unchanged for airline pilots, copilots and flight engineers and as fast as average for commercial pilots with estimated increases of 1-22% and combined growth of about 40 new job openings in Utah annually. According to the BLS, the median annual wage for these occupations is estimated to be ~ \$73,880-\$101,730, which is much higher than the 2017 Utah median wage (\$35,650). LaborInsight BurningGlass data indicates higher demand with the longer-term BLS projections with 140 job postings for this occupation in Utah during the past 12 months – 112 in the SLC MSA, 16 in Ogden-Clearfield, 8 in Provo-Orem, 5 in St. George, 2 in the Logan-Idaho region, and 11 in unspecified locations.

Consistency with Institutional Mission/Impact on Other USHE Institutions

The mission of UVU is to provide access to higher education opportunities for students as they pursue a wide range of programs from developmental education through honors programs. UVU serves more than 10,000 students through lower division (concurrent enrollment) courses and the addition of this certificate will enhance the quality of the concurrent enrollment program, bridging student pathways from high school to certificates and degrees at UVU. This certificate will be accessible to University college students/adults seeking entry-level capabilities leading to additional academic progression.

Students will complete basic core courses as well as general education courses giving them a head start on their UVU requirements. This institutional certificate meets Perkins eligibility requirements and consist entirely of lower division courses. Utah Valley University has a dual mission to serve the community with educational programming including; certificates and associate degrees. This effort will add to the statewide goal of having 66% of the State's citizens holding a certificate or a degree by 2020 and is in harmony with the effort within the CTE regions to provide additional certificate opportunities for students that lead into stackable degrees. This proposed certificate fits nicely with the Mountainland Region's strategic plan to add certificates available to secondary students as well as adults. The proposed certificate also strengthens the dual mission of the institution in harmony with the role assignment by the Board of Regents.

This certificate will not have an impact on other USHE institutions since it is designed mainly for high school students and leads directly into degrees that are already in place at UVU. Concurrent enrollment courses are already in place and have good enrollments throughout the region.

Finances

This proposed certificate will not require any additional faculty, staff, new facilities, or additional equipment, but is built on existing courses available at UVU and through the concurrent enrollment offered within the region.

Section III: Curriculum

Program Curriculum/Degree Maps

Institutional Certificate of Proficiency Aviation Science

Course Prefix	Course Number	NEW Course: Mark with X	Course Title	Credit Hours
Required Courses				
			Certificate of Proficiency Aviation Science	
ENGL	1010		Introduction to Academic Writing CC	3
MAT	1010		Integrated Beginning and Intermediate Algebra	4
HIST	1700		American Civilization AS	3
AVSC	1010		Survey of Aviation Science	3
AVSC	1100		Ground I - Private	3
Required Course Credit Hour				16

Program Curriculum Narrative

The program will prepare students who are interested in aviation professions to pursue courses for college credit that are part of the Aviation Management and Professional Pilot BS degree programs.

Degree Map:

Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours.

Fall of First Year (Course Prefix and Number)	Course Title	Credit Hours
<i>ENGL 1010</i>	<i>Introduction to Academic Writing CC</i>	3
<i>MAT 1010</i>	<i>Integrated Beginning and Intermediate Algebra</i>	4
<i>AVSC 1010</i>	<i>Survey of Aviation Science</i>	3
Spring of First Year (Course Prefix and Number)	Course Title	Credit Hours
<i>HIST 1700</i>	<i>American Civilization AS</i>	3
<i>AVSC 1100</i>	<i>Ground I – Private</i>	3

Section VI: Program Evaluation

Program Assessment

Please list the program learning outcomes (PLOS) and describe the system of assessment to be used to evaluate and develop the program.

PLO 1: Investigate aviation/aerospace career opportunities and associated skills required in preparation for aviation employment. Assessment will be achieved through individual and group activities, graded written assignments and reflections.

PLO 2: Identify aviation applications including aerospace technology and terminology. Assessments will be achieved through graded written reports, assignments, and tests.

PLO 3: Explain the aerodynamic principles of flight that affect aircraft operation. Assessment will be achieved through evaluation of student performance through written assignments and tests.

PLO 4: Apply knowledge of pilotage, dead reckoning, and radio navigation in conjunction with the aeronautical charts, plotters, flight computers, and flight publications necessary for cross-country flight. Assessment will be achieved through evaluation of student performance through the successful planning of a cross-country flight.

Curriculum Map

Identify where the PLOs will be taught and at what level throughout the program core courses.

I-Introduced; D-Developed and Practiced; E-Engaged; A-Assessed at the Mastery Level Appropriate for Graduation

Major Core Required Course	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
AVSC 1010	I	I, D			
AVSC 1100			D, E, A	D, E, A	

Student Standards of Performance

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

Completion of these courses will enable students to get a jump-start on basic aviation courses and general education requirements that are included in the two degree programs Aviation Management and Professional Pilot. Successful completion of AVSC 1010 and 1100 are used to evaluate and score student applications for enrollment into the Professional Pilot program.

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

Institution Submitting Request: Utah Valley University
Proposed Program Title: Institutional Certificate of Proficiency in Information Systems and Technology
Sponsoring School, College, or Division: College of Engineering and Technology
Sponsoring Academic Department(s) or Unit(s): Department of Information Systems and Technology
Classification of Instructional Program Code¹ : 11.0101
Min/Max Credit Hours Required to Earn Degree: 16
Proposed Beginning Term²: Fall Semester 2019
Institutional Board of Trustees' Approval Date: *Select Month/ Select Day/ Select Year*

Program Type:

<input checked="" type="checkbox"/>	Certificate of Proficiency	<input type="checkbox"/> X Entry-level CTE CP	<input type="checkbox"/> Mid-level CP
<input type="checkbox"/>	Certificate of Completion		
<input type="checkbox"/>	Minor		
<input type="checkbox"/>	Graduate Certificate		
<input type="checkbox"/>	K-12 Endorsement Program		
<input type="checkbox"/>	NEW Emphasis for Regent-Approved Program		
	<i>Credit Hours for NEW Emphasis Only:</i>	Min Cr Hr	/ Max Cr Hr
	<i>Current Major CIP:</i>	6 - Digit CIP	
	<i>Current Program Title:</i>		
	<i>Current Program BOR Approval Date:</i>		
<input type="checkbox"/>	Out of Service Area Delivery Program		

Chief Academic Officer (or Designee) Signature:

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

Please type your first and last name _____ Date:

I understand that checking this box constitutes my legal signature.

¹ For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

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

¹ For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

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

³ Please indicate award such as APE, BFA, MBA, MEd, EdD, JD

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

Section I: The Request

The Department of Information Systems Technology at Utah Valley University requests approval to offer an Institutional Certificate of Proficiency in Information Systems and Technology effective Fall 2019.

Section II: Program Proposal/Needs

Program Description/Rationale

The Certificate of Proficiency in Information Systems and Technology is available to all UVU Students with a particular focus designed to provide high school students an opportunity to obtain a stackable certificate of proficiency with an emphasis in career and technical education while still enrolled in high school. This certificate will be available from the University for college students/adults looking for basic entry-level skills leading to further academic advancement. Students complete a foundational core in programming, database, web application design, data communication, and networking.

Utah Valley University (UVU) has adopted the concept of educational and career pathways as a means of accomplishing the core themes of the University. The implementation of well-defined career pathways assists high school students in transitioning at a higher rate from high school to the University, and to succeed at the University by completing certificates and degrees at a higher rate. The certificate of proficiency will strengthen the concurrent enrollment program by giving high school students a clear pathway to UVU certificates and degrees, rather than just accumulating credit. It will also help college students/adults explore or transition into this chosen degree. UVU is in the process of increasing the number of formal high school pathways that are designed to take advantage of existing lower division (concurrent enrollment) options giving students the opportunity to combine general education courses and major specific courses into certificates of proficiency within CTE fields.

This certificate will give students a head start in completing a one-year certificate or degree at UVU. Working with faculty members at UVU, many of the courses needed for the first semester of a certificate of proficiency were offered through concurrent enrollment opportunities for the students. These opportunities provided the perfect setting for the development of a certificate of proficiency for secondary students through concurrent enrollment agreements that lead to certificates and degrees at UVU.

Labor Market Demand

This proposed certificate of proficiency is not designed to prepare students for a specific occupation, however the combination of core discipline and general education competencies will give the students a head start on the skills that business and industry list high on their wish list of skills that they want employees to have when completing skill training.

Long-term Bureau of Labor Statistics (BLS) estimates the 2014-2024 growth rate for SOCs codes that include general computer and information science (CIP 11.0101) within Utah is as fast as, or faster than, average with estimated increase of between 21-53% and combined growth of about 1,590 new job openings in Utah annually. According to the BLS, the median annual wage for these occupations is estimated to range from ~ \$38,340-\$115,310. These annual wages, on average, are higher than the 2017 Utah median wage (\$35,650). LaborInsight BurningGlass data indicates higher demand than the longer-term BLS projections with 11,532 job postings for these occupations in Utah during the past

12 months – 6,848 in the SLC MSA, 1,494 in Ogden-Clearfield, 1,865 in Provo-Orem, 75 in St. George, 162 in the Logan-Idaho region, and 1,088 in unspecified locations.

Consistency with Institutional Mission/Impact on Other USHE Institutions

The mission of UVU is to provide access to higher education opportunities for students as they pursue a wide range of programs from developmental education through honors programs. UVU serves more than 10,000 students through lower division (concurrent enrollment) courses and the addition of this certificate will enhance the quality of the concurrent enrollment program, bridging student pathways from high school as well as for University college students/adults seeking entry-level capabilities leading to additional academic progression.

Students will complete basic core courses as well as general education courses giving them a head start on their UVU requirements. This institutional certificate meets Perkins eligibility requirements and consist entirely of lower division courses. Utah Valley University has a dual mission to serve the community with educational programming including certificates and associate degrees. This effort will add to the statewide goal of having 66% of the state citizens holding a certificate or a degree by 2020 and is in harmony with the effort within the CTE regions to provide additional certificate opportunities for students that lead into stackable degrees. This proposed certificate fit nicely with the Mountainland Region’s strategic plan to add certificates available to secondary students as well as adults. The proposed certificate also strengthens the dual mission of the institution in harmony with the role assignment by the Board of Regents.

This certificate will not have an impact on other USHE institutions since it is designed mainly for high school students and leads directly into degrees that are already in place at UVU. Concurrent enrollment courses are already in place and have good enrollments throughout the region.

Finances

This proposed certificate will not require any additional faculty, staff, new facilities, or additional equipment, but is built on existing courses available at UVU and through the concurrent enrollment offered within the region.

Section III: Curriculum

Program Curriculum/Degree Maps

Institutional Certificate of Proficiency Information Systems and Technology

Course Prefix	Course Number	NEW Course: Mark with X	Course Title	Credit Hours
Required Courses				
			Certificate of Proficiency Information Systems and Technology	
ENGL	1010		Introduction to Writing	3

Course Prefix	Course Number	NEW Course: Mark with X	Course Title	Credit Hours
MATH or MATH	1050 Or 1055		College Algebra	4
INFO	1120		Information Systems & Technology Fundamentals	3
			Choose 6 credits from one domain:	6
			Information Systems Domain	
INFO	2420		Web Application Design (3)	
INFO	1200 or		Computer Programming I for IS IT (3)	
CS	1400		Fundamentals of Programming (3)	
			Information Technology Domain	
IT	1510		Intro to system Administration—Linux (3)	
IT	1600		Computer Architecture/Systems Software (3)	
Required Course Credit Hour				16

Program Curriculum Narrative

Students complete 10 credits in the core to prepare them with basic writing skills, algebra, and general information related to information systems and technology. In addition, students choose one domain: information systems or information technology. Students complete 6 credits within the chosen domain.

Degree Map:

Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours.

Fall of First Year (Course Prefix and Number)	Course Title	Credit Hours
<i>ENGL 1010</i>	<i>Introduction to academic writing</i>	3
<i>MATH 1050 or MATH 1055</i>	<i>College Algebra QL or College Algebra QL</i>	4
<i>INFO 1120</i>	<i>Information Systems and Technology Fundamentals</i>	3
Spring of First Year (Course Prefix and Number)	Course Title	Credit Hours
	<i>Complete six credits from one domain</i>	
	<i>Information systems domain</i>	
<i>INFO 1200 or CS 1400</i>	<i>Computer Programming I for IS IT</i>	3
<i>INFO 2420</i>	<i>Web Application Design</i>	3
	<i>Information Technology Domain</i>	
<i>IT 1510</i>	<i>Introduction to System Administration—Linux/UNIX</i>	3
<i>IT 1600</i>	<i>Computer Architecture and Systems Software</i>	3

Section VI: Program Evaluation

Program Assessment

Please list the program learning outcomes (PLOS) and describe the system of assessment to be used to evaluate and develop the program.

Upon successful completion of this program, students should be able to:

1. Communicate effectively in a variety of professional context.
2. Apply principles of computing to identify solutions.
3. Function effectively as a member or leader of a team engaged in activities appropriate to the discipline.

The above learning outcomes are adapted from the ABET student outcomes that the department adheres to for the BS in Information Systems and BS in Information Technology programs.

Curriculum Map

Identify where the PLOs will be taught and at what level throughout the program core courses.

I-Introduced; D-Developed and Practiced; E-Engaged; A-Assessed at the Mastery Level Appropriate for Graduation

Major Core Required Course	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
ENGL 1010	I, D				
MATH 1050					
INFO 1120	I, D, E	I, D, E	I, D, E		

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

Institution Submitting Request: *Utah Valley University*
Proposed Program Title: *Institutional Certificate of Proficiency in Health*
Sponsoring School, College, or Division: *College of Health and Public Service*
Sponsoring Academic Department(s) or Unit(s): *Department of Public and Community Health*
Classification of Instructional Program Code¹ : *51.0001*
Min/Max Credit Hours Required to Earn Degree: *17*
Proposed Beginning Term²: *Fall Semester 2019*
Institutional Board of Trustees' Approval Date: *Select Month/ Select Day/ Select Year*

Program Type:

<input checked="" type="checkbox"/>	Certificate of Proficiency	<input type="checkbox"/>	X Entry-level CTE CP	<input type="checkbox"/>	Mid-level CP
<input type="checkbox"/>	Certificate of Completion				
<input type="checkbox"/>	Minor				
<input type="checkbox"/>	Graduate Certificate				
<input type="checkbox"/>	K-12 Endorsement Program				
<input type="checkbox"/>	NEW Emphasis for Regent-Approved Program				
	<i>Credit Hours for NEW Emphasis Only:</i>	Min Cr Hr	/	Max Cr Hr	
	<i>Current Major CIP:</i>	6 - Digit CIP			
	<i>Current Program Title:</i>				
	<i>Current Program BOR Approval Date:</i>				
<input type="checkbox"/>	Out of Service Area Delivery Program				

Chief Academic Officer (or Designee) Signature:

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

Please type your first and last name _____ Date:

I understand that checking this box constitutes my legal signature.

¹ For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

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

¹ For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

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

³ Please indicate award such as APE, BFA, MBA, MEd, EdD, JD

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

Section I: The Request

The Public and Community Health Department in the College of Health and Public Service at Utah Valley University requests approval to offer an Institutional Certificate of Proficiency in Health effective Fall 2019.

Section II: Program Proposal/Needs

Program Description/Rationale

The Public and Community Health Department at Utah Valley University (UVU) is requesting approval to offer an Institutional Certificate of Proficiency in Health. This certificate is available to all UVU students with a particular focus designed to provide high school students an opportunity to obtain a certificate of proficiency in a Career and Technical Education (CTE) field while still enrolled in high school and stack into certificate, associate and bachelor degrees at UVU. This certificate is available from the University for college students/adults looking for entry-level skills leading to further academic advancement and learn more about the Health field.

Utah Valley University (UVU) has adopted the concept of educational and career pathways as a means of accomplishing the core themes of the University. The implementation of well-defined career pathways assists high school students in transitioning at a higher rate from high school to the University and to succeed at the University by completing certificates and degrees at a higher rate. This certificate of proficiency will strengthen the concurrent enrollment program giving high school students a clear pathway to UVU certificates and degrees, rather than just accumulating credit. It will also help college students/adults explore or transition into this chosen pathway. UVU is in the process of increasing the number of formal high school pathways that are designed to take advantage of existing lower division (concurrent enrollment) options giving students the opportunity to combine general education courses and major specific courses into certificates of proficiency within CTE fields.

This certificate will give students a head start in completing a one-year certificate or degree at UVU. Working with faculty members at UVU, many of the courses needed for the first semester of a degree were offered through concurrent enrollment opportunities for the students. These opportunities provided the perfect setting for the development of a certificate of proficiency for secondary students through concurrent enrollment agreements that lead to certificates and degrees at UVU.

Labor Market Demand

This proposed certificate of proficiency is not designed to prepare students for a specific occupation, however the combination of core discipline and general education competencies will give the students a head start on the skills that business and industry list high on their wish list of skills they want employees to have.

Long-term Bureau of Labor Statistics (BLS) estimates the 2014-2024 growth rate for SOC codes that include health and wellness, general (CIP 51.0001) within Utah to be as fast as average with an estimated increase of between 20-29% and combined growth of about 40 new job openings in Utah annually. According to the BLS, the median annual wage for these occupations is estimated to range from ~ \$47,230-\$50,580. These annual wages are higher than the 2017 Utah median wage (\$35,650). LaborInsight BurningGlass data indicates higher demand than the longer-term BLS projections with 224 job postings for these occupations in Utah during the past 12 months – 122 in the SLC MSA, 24 in Ogden-Clearfield, 24 in Provo-Orem, 10 in St. George, 1 in the Logan-Idaho region, and 43 in unspecified locations.

Consistency with Institutional Mission/Impact on Other USHE Institutions

The mission of UVU is to provide access to higher education opportunities for students as they pursue a wide range of programs from developmental education through honors programs. UVU serves more than 10,000 students through lower division (concurrent enrollment) courses and the addition of this certificate will enhance the quality of the concurrent enrollment program, bridging student pathways from high school to certificates and degrees at UVU.

Students will complete basic core courses as well as general education courses giving them a head start on their UVU requirements. This institutional certificate meets Perkins eligibility requirements and consist entirely of lower division courses. Utah Valley University has a dual mission to serve the community with educational programming including certificates and associate degrees. This effort will add to the statewide goal of having 66% of the State’s citizens holding a certificate or a degree by 2020 and is in harmony with the effort within the CTE regions to provide additional certificate opportunities for students that lead into stackable degrees. This proposed certificate fits nicely with the Mountainland Region’s strategic plan to add certificates available to secondary students as well as adults. The proposed certificate also strengthens the dual mission of the institution in harmony with the role assignment by the Board of Regents.

This certificate will not have an impact on other USHE institutions since it is designed mainly for high school students and leads directly into degrees that are already in place at UVU. Concurrent enrollment courses are already in place and have good enrollments throughout the region.

Finances

This proposed certificate will not require any additional faculty, staff, new facilities, or additional equipment, but is built on existing courses available at UVU and through the concurrent enrollment offered within the region.

Section III: Curriculum

Program Curriculum/Degree Maps

Institutional Certificate of Proficiency Health

Course Prefix	Course Number	NEW Course: Mark with X	Course Title	Credit Hours
Required Courses				
			Certificate of Proficiency Health	
ENGL	1010		Introduction to Writing	3
MATH	1050		College Algebra	4
PSY	1100		Human Development Lifespan	3
NUTR	1020		Foundations of Human Nutrition	3
BIOL	1610		College Biology	4

Course Prefix	Course Number	NEW Course: Mark with X	Course Title	Credit Hours
Required Course Credit Hour				17

Degree Map:

Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours.

Fall of First Year (Course Prefix and Number)	Course Title	Credit Hours
<i>ENGL 1010</i>	<i>Introduction to Academic Writing</i>	3
<i>MATH 1050</i>	<i>College Algebra</i>	4
<i>PSY 1100</i>	<i>Human Development Lifespan</i>	3
Spring of First Year (Course Prefix and Number)	Course Title	Credit Hours
<i>NUTR 1020</i>	<i>Foundations of Human Nutrition</i>	3
<i>BIOL 1610</i>	<i>College Biology</i>	4

Section VI: Program Evaluation

Program Assessment

Please list the program learning outcomes (PLOS) and describe the system of assessment to be used to evaluate and develop the program.

The following program learning outcomes (PLOs) will be used in this certificate program. Upon successful completion of this certificate program, students should be able to:

1. Describe key terms and concepts currently used in the areas of mathematics, biology, human development and nutrition through writing and other assignments.
2. Discuss the relevance of biology, human development and nutrition to concerns of society through writing and other assignments.
3. Apply the process of science by generating hypotheses, critically evaluating data, and solving problems.

Faculty members teaching the courses in this certificate program will design and administer several learning activities to assess the learning outcomes. These activities include, but are not limited to, tests, projects, lab exercises, case studies, debates, papers, and oral presentations. Whenever appropriate, scoring rubrics will be developed to examine the degree to which students learning outcomes are fulfilled.

In addition, UVU institutional effectiveness officials will be consulted in the ongoing evaluation of methods and processes appropriate to these activities. This will include the following: Content/Learning, Outcomes, and Measures of Student Satisfaction.

Curriculum Map

Identify where the PLOs will be taught and at what level throughout the program core courses.

I-Introduced; D-Developed and Practiced; E-Engaged; A-Assessed at the Mastery Level Appropriate for Graduation

Major Core Required Course	PLO 1	PLO 2	PLO 3
<i>ENGL 1010 (Introduction to Academic Writing)</i>	<i>IDA</i>	<i>IDA</i>	
<i>MATH 1050 (College Algebra)</i>	<i>IDA</i>	<i>IDA</i>	
<i>PSY 1100 (Human Development Lifespan)</i>	<i>IDA</i>	<i>IDA</i>	<i>IDA</i>
<i>NUTR 1020 (Foundations of Human Nutrition)</i>	<i>IDA</i>	<i>IDA</i>	<i>IDA</i>
<i>BIOL 1610 (College Biology)</i>	<i>IDA</i>	<i>IDA</i>	<i>IDA</i>

Since this is a certificate program and only includes a few introductory-level courses housed within several different departments/programs at UVU, there is very little overlap in content. Therefore, for the purposes of this certificate program, each course may introduce (I), develop (D) and assess (A) one or more PLO.

Student Standards of Performance

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

Completion of these courses will enable students to get a jump-start on basic health courses and general education requirements that are included in most health degree programs. These competencies were chosen because they are the basic activities these positions will engage in during the performance of their duties on a daily basis. These skills are essential to any health professional’s success in the career field.

Assessment

Faculty, students, and advisors will be active participants in ongoing learning outcomes assessment and program evaluation processes. Goals and objectives will be reviewed, data collected and analyzed, evaluation processes implemented, and feedback utilized in an effort to generate continuous improvement in all these activities.

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

Institution Submitting Request: *Utah Valley University*
Proposed Program Title: *Institutional Certificate of Proficiency in Public and Community Health*
Sponsoring School, College, or Division: *College of Health and Public Service*
Sponsoring Academic Department(s) or Unit(s): *Department of Public and Community Health*
Classification of Instructional Program Code¹ : *51.2208*
Min/Max Credit Hours Required to Earn Degree: *15*
Proposed Beginning Term²: *Fall Semester 2019*
Institutional Board of Trustees' Approval Date: *Select Month/ Select Day/ Select Year*

Program Type:

<input checked="" type="checkbox"/>	Certificate of Proficiency	<input type="checkbox"/>	X Entry-level CTE CP	<input type="checkbox"/>	Mid-level CP
<input type="checkbox"/>	Certificate of Completion				
<input type="checkbox"/>	Minor				
<input type="checkbox"/>	Graduate Certificate				
<input type="checkbox"/>	K-12 Endorsement Program				
<input type="checkbox"/>	NEW Emphasis for Regent-Approved Program				
	<i>Credit Hours for NEW Emphasis Only:</i>	Min Cr Hr	/	Max Cr Hr	
	<i>Current Major CIP:</i>	6 - Digit CIP			
	<i>Current Program Title:</i>				
	<i>Current Program BOR Approval Date:</i>				
<input type="checkbox"/>	Out of Service Area Delivery Program				

Chief Academic Officer (or Designee) Signature:

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

Please type your first and last name _____ Date:

I understand that checking this box constitutes my legal signature.

¹ For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

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

¹ For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

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

³ Please indicate award such as APE, BFA, MBA, MEd, EdD, JD

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

Section I: The Request

The Department of Public and Community Health in the College of Health and Public Service at Utah Valley University requests approval to offer an Institutional Certificates of Proficiency in Public and Community Health effective Fall 2019.

Section II: Program Proposal/Needs

Program Description/Rationale

The Certificate of Proficiency in Public and Community Health is available for all UVU students with a particular focus designed to provide high school students an opportunity to obtain a stackable certificate of proficiency with an emphasis in career and technical education while still enrolled in high school. This certificate is available from the University for college students/adults looking for basic entry-level skills leading to further academic advancement and learn more about Public and Community Health as a career field.

Utah Valley University (UVU) has adopted the concept of educational and career pathways as a means of accomplishing the core themes of the University. The implementation of well-defined career pathways assists high school students in transitioning at a higher rate from high school to the University, and to succeed at the University by completing certificates and degrees at a higher rate. This certificate of proficiency will strengthen the concurrent enrollment program giving high school students a clear pathway to UVU certificates and degrees, rather than just accumulating credit. It will also help college students/adults explore or transition into this chosen pathway. UVU is in the process of increasing the number of formal high school pathways that are designed to take advantage of existing lower division (concurrent enrollment) options giving students the opportunity to combine general education courses and major specific courses into certificates of proficiency within CTE fields.

This certificate will give students a head start in completing a one-year certificate or degree at the university. Working with faculty members at UVU, many of the courses needed for the first semester of a certificate of proficiency were offered through concurrent enrollment opportunities for the students. These opportunities provided the perfect setting for the development of a certificate of proficiency for secondary students through concurrent enrollment agreements that lead to certificates and degrees at UVU.

Labor Market Demand

This proposed certificate of proficiency is not designed to prepare students for a specific occupation, however the combination of core discipline and general education competencies will give the students a head start on the skills that business and industry list high on their wish list of skills they want employees to have.

Long-term Bureau of Labor Statistics (BLS) estimates the 2014-2024 growth rate for SOC codes that include community health and preventative medicine (CIP 51.2208) within Utah to be as fast as average with estimated increase of between 20-29% and combined growth of about 40 new job openings in Utah annually. According to the BLS, the median annual wage for these occupations is estimated to range from ~\$47,230-\$50,580. These annual wages are higher than the 2017 Utah median wage (\$35,650). LaborInsight BurningGlass data indicates higher demand than the longer-term BLS projections with 224 job postings for these occupations in Utah during the past 12 months – 122 in the SLC MSA, 24 in Ogden-Clearfield, 24 in Provo-Orem, 10 in St. George, 1 in the Logan-Idaho region, and 43 in unspecified locations.

Consistency with Institutional Mission/Impact on Other USHE Institutions

The mission of UVU is to provide access to higher education opportunities for students as they pursue a wide range of programs from developmental education through honors programs. UVU serves more than 10,000 students through lower division (concurrent enrollment) courses and the addition of this certificate will enhance the quality of the concurrent enrollment program, bridging student pathways from high school as well as for University college students/adults seeking entry-level capabilities leading to additional academic progression.

Students will complete basic core courses as well as general education courses giving them a head start on their UVU requirements. This institutional certificate meets Perkins eligibility requirements and consist entirely of lower division courses. Utah Valley University has a dual mission to serve the community with educational programming including certificates and associate degrees. This effort will add to the statewide goal of having 66% of the State's citizens holding a certificate or a degree by 2020 and is in harmony with the effort within the CTE regions to provide additional certificate opportunities for students that lead into stackable degrees. This proposed certificate fits nicely with the Mountainland Region's strategic plan to add certificates available to secondary students as well as adults. The proposed certificate also strengthens the dual mission of the institution in harmony with the role assignment by the Board of Regents.

This certificate will not have an impact on other USHE institutions since it is designed mainly for high school students and leads directly into degrees that are already in place at UVU. Concurrent enrollment courses are already in place and have good enrollments throughout the region.

Finances

This proposed certificate will not require any additional faculty, staff, new facilities, or additional equipment, but is built on existing courses available at UVU and through the concurrent enrollment offered within the region.

Section III: Curriculum

Program Curriculum/Degree Maps

Institutional Certificate of Proficiency Public and Community Health

Course Prefix	Course Number	NEW Course: Mark with X	Course Title	Credit Hours
Required Courses				
			Certificate of Proficiency Health	
ENGL	1010		Introduction to Writing	3
MATH	1050		College Algebra	4
HLTH	1200		First Aid	2
NUTR	1020		Foundations of Human Nutrition	3
COMM	2110		Interpersonal Communication	3
Required Course Credit Hour				15

Program Curriculum Narrative

The program will prepare students who are interested in public and community health professions to pursue courses for college credit that are part of the Public and Community Health associate and bachelor degree programs.

Degree Map:

Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours.

Fall of First Year (Course Prefix and Number)	Course Title	Credit Hours
<i>ENGL 1010</i>	<i>Introduction to Academic Writing</i>	3
<i>MATH 1050</i>	<i>College Algebra</i>	4
<i>HLTH 1200</i>	<i>First Aid</i>	2
Spring of First Year (Course Prefix and Number)	Course Title	Credit Hours
<i>NUTR 1020</i>	<i>Foundations of Human Nutrition</i>	3
<i>COMM 2110</i>	<i>Interpersonal Communication</i>	3

Section VI: Program Evaluation

Program Assessment

Please list the program learning outcomes (PLOS) and describe the system of assessment to be used to evaluate and develop the program.

The following program learning outcomes (PLOs) will be used in this certificate program. Upon successful completion of this certificate program, students should be able to:

1. Describe key terms and concepts currently used in the areas of mathematics, first aid, interpersonal communication and nutrition through writing and other assignments.
2. Discuss the relevance of first aid, interpersonal communication and nutrition to concerns of society through writing and other assignments.
3. Apply the process of science by generating hypotheses, critically evaluating data, and solving problems.

Faculty members teaching the courses in this certificate program will design and administer several learning activities to assess the learning outcomes. These activities include, but are not limited to, tests, projects, lab exercises, case studies, debates, papers, and oral presentations. Whenever appropriate, scoring rubrics will be developed to examine the degree to which students learning outcomes are fulfilled.

In addition, UVU institutional effectiveness officials will be consulted in the ongoing evaluation of methods and processes appropriate to these activities. This will include the following: Content/Learning, Outcomes, and Measures of Student Satisfaction.

Curriculum Map

Identify where the PLOs will be taught and at what level throughout the program core courses.

I-Introduced; D-Developed and Practiced; E-Engaged; A-Assessed at the Mastery Level Appropriate for Graduation

Major Core Required Course	PLO 1	PLO 2	PLO 3
<i>ENGL 1010 (Introduction to Academic Writing)</i>	<i>IDA</i>	<i>IDA</i>	
<i>MATH 1050 (College Algebra)</i>	<i>IDA</i>	<i>IDA</i>	
<i>HLTH 1200 (First Aid)</i>	<i>IDA</i>	<i>IDA</i>	
<i>NUTR 1020 (Foundations of Human Nutrition)</i>	<i>IDA</i>	<i>IDA</i>	<i>IDA</i>
<i>COMM 2110 (Interpersonal Communication)</i>	<i>IDA</i>	<i>IDA</i>	<i>IDA</i>

Since this is a certificate program and only includes a few introductory-level courses housed within several different departments/programs at UVU, there is very little overlap in content. Therefore, for the purposes of this certificate program, each course may introduce (I), develop (D) and assess (A) one or more PLO.

Student Standards of Performance

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

Completion of these courses will enable students to get a jump-start on basic Public and community health

courses and general education requirements that are included in the degree programs. These competencies were chosen because they are the basic activities these positions will engage in during the performance of their duties on a daily basis. These skills are essential to any public and community health professional's success in the career field.

Assessment

Faculty, students, and advisors will be active participants in ongoing learning outcomes assessment and program evaluation processes. Goals and objectives will be reviewed, data collected and analyzed, evaluation processes implemented, and feedback utilized in an effort to generate continuous improvement in all these activities.

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

Institution Submitting Request: Utah Valley University
Proposed Program Title: Institutional Certificate of Proficiency in Criminal Justice
Sponsoring School, College, or Division: College of Health and Public Service
Sponsoring Academic Department(s) or Unit(s): Department of Criminal Justice
Classification of Instructional Program Code¹ : 43.0103
Min/Max Credit Hours Required to Earn Degree: 15
Proposed Beginning Term²: Fall Semester 2019
Institutional Board of Trustees' Approval Date: *Select Month/ Select Day/ Select Year*

Program Type:

<input checked="" type="checkbox"/>	Certificate of Proficiency	<input type="checkbox"/>	X Entry-level CTE CP	<input type="checkbox"/>	Mid-level CP
<input type="checkbox"/>	Certificate of Completion				
<input type="checkbox"/>	Minor				
<input type="checkbox"/>	Graduate Certificate				
<input type="checkbox"/>	K-12 Endorsement Program				
<input type="checkbox"/>	NEW Emphasis for Regent-Approved Program				
	<i>Credit Hours for NEW Emphasis Only:</i>	Min Cr Hr	/	Max Cr Hr	
	<i>Current Major CIP:</i>	6 - Digit CIP			
	<i>Current Program Title:</i>				
	<i>Current Program BOR Approval Date:</i>				
<input type="checkbox"/>	Out of Service Area Delivery Program				

Chief Academic Officer (or Designee) Signature:

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

Please type your first and last name _____ Date:

I understand that checking this box constitutes my legal signature.

¹ For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

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

¹ For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

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

³ Please indicate award such as APE, BFA, MBA, MEd, EdD, JD

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

Section I: The Request

The Department of Criminal Justice in the College of Health and Public Service at Utah Valley University requests approval to offer an Institutional Certificate of Proficiency in Criminal Justice effective Fall 2019.

Section II: Program Proposal/Needs

Program Description/Rationale

The Certificate of Proficiency in Criminal Justice is available for all UVU students with a particular focus designed to provide high school students an opportunity to obtain a certificate of proficiency with a focus on a Career and Technical Education (CTE) field while still enrolled in high school that will stack into certificates and associate degrees at UVU. This certificate will be available from the University for college students/adults looking for entry-level skills leading to further academic advancement and learn more about the criminal justice field.

Utah Valley University (UVU) has adopted the concept of educational and career pathways as a means of accomplishing the core themes of the University. The implementation of well-defined career pathways assists high school students in transitioning at a higher rate from high school to the University and to succeed at the University by completing certificates and degrees at a higher rate. The certificate of proficiency will strengthen the concurrent enrollment program giving high school students a clear pathway to UVU certificates and degrees, rather than just accumulating credit. It will also help college students/adults explore or transition into this chosen degree. UVU is in the process of increasing the number of formal high school pathways that are designed to take advantage of existing lower division (concurrent enrollment) options giving students the opportunity to combine general education courses and major specific courses into certificates of proficiency within CTE fields.

This certificate will give students a head start in completing a one-year certificate or degree at the University. Working with faculty members at UVU, many of the courses needed for the first semester of a degree were offered through concurrent enrollment opportunities for the students. These opportunities provided the perfect setting for the development of a certificate of proficiency for secondary students through concurrent enrollment agreements that lead to certificates and degrees at UVU.

Labor Market Demand

This proposed certificate of proficiency is not designed to prepare students for a specific occupation, however the combination of core discipline and general education competencies will give the students a head start on the skills that business and industry list high on their wish list of what they want employees to have when completing skill training.

Long-term Bureau of Labor Statistics (BLS) estimates the 2014-2024 growth rate for the SOC codes that corresponds to criminal justice and law enforcement administration (CIP 43.0103) within Utah to be as fast as, or faster than, average with estimated increases of 10-56% and combined growth of about 450 new job openings in Utah annually. According to the BLS, the median annual wage for these occupations is estimated to be ~ \$36,250-\$72,780 which is higher than the 2017 Utah median wage (\$35,650). LaborInsight BurningGlass data indicates greater demand than the longer-term BLS projections with 683 job postings for this occupation in Utah during the past 12 months – 339 in the SLC MSA, 103 in Ogden-Clearfield, 101 in Provo-Orem, 27 in St. George, 20 in the Logan-Idaho region, and 93 in unspecified locations.

Consistency with Institutional Mission/Impact on Other USHE Institutions

The mission of UVU is to provide access to higher education opportunities for students as they pursue a wide range of programs from developmental education through honors programs. UVU serves more than 10,000 students through lower division (concurrent enrollment) courses and the addition of this certificate will enhance the quality of the concurrent enrollment program, bridging student pathways from high school to certificates and degrees at UVU.

Students will complete basic core courses as well as general education courses giving them a head start on their UVU requirements. This institutional certificate meets Perkins eligibility requirements and consist entirely of lower division courses. Utah Valley University has a dual mission to serve the community with educational programming including certificates and associate degrees. This effort will add to the statewide goal of having 66% of the state citizens holding a certificate or a degree by 2020 and is in harmony with the effort within the CTE regions to provide additional certificate opportunities for students that lead into stackable degrees. This proposed certificate fits nicely with the Mountainland Region's strategic plan to add certificates available to secondary students as well as adults. The proposed certificate also strengthens the dual mission of the institution in harmony with the role assignment by the Board of Regents.

This certificate will not have an impact on other USHE institutions since it is designed mainly for high school students and leads directly into degrees that are already in place at UVU. Concurrent enrollment courses are already in place and have good enrollments throughout the region.

Finances

This proposed certificate will not require any additional faculty, staff, new facilities, or additional equipment, but is built on existing courses available at UVU and through the concurrent enrollment offered within the region.

Section III: Curriculum

Program Curriculum/Degree Maps

Certificate of Proficiency Criminal Justice

Course Prefix	Course Number	NEW Course: Mark with X	Course Title	Credit Hours
Required Courses				
			Certificate of Proficiency Criminal Justice	
ENGL	1010		Introduction to Writing	3
STAT	1040		Introduction to Statistics	3

Course Prefix	Course Number	NEW Course: Mark with X	Course Title	Credit Hours
CJ	1010		Intro to Criminal Justice	3
CJ	1330		Criminal Law	3
CJ	1340		Criminal Investigations	3
Required Course Credit Hour				15

Degree Map:

Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours.

Fall of First Year (Course Prefix and Number)	Course Title	Credit Hours
<i>ENG 1010</i>	<i>Introduction to Writing</i>	3
<i>STAT 1040</i>	<i>Introduction to Statistics</i>	3
<i>CJ 1010</i>	<i>Introduction to Criminal Justice</i>	3
Spring of First Year (Course Prefix and Number)	Course Title	Credit Hours
<i>CJ 1330</i>	<i>Criminal Law</i>	3
<i>CJ 1340</i>	<i>Criminal Investigations</i>	3

Section VI: Program Evaluation

Program Assessment

1. Develop critical reading, writing, and thinking skills, learning to inquire into issues and problems.
2. Use quantitative information in context to determine reasonableness of results.
3. Explain how the United States manages crime, articulating what is considered justice.
4. Analyze various crimes and defenses by their elements and requirements.
5. Evaluate the facts and circumstances of a crime scene.

Curriculum Map

Identify where the PLOs will be taught and at what level throughout the program core courses.

I-Introduced; D-Developed and Practiced; E-Engaged; A-Assessed at the Mastery Level Appropriate for

Graduation

Major Core Required Course	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
<i>ENGL 101</i>	<i>I</i>				
<i>STAT 1040</i>		<i>I</i>			
<i>CJ 1010</i>	<i>I</i>	<i>I</i>	<i>I</i>		
<i>CJ 1330</i>	<i>D</i>	<i>I</i>	<i>D</i>	<i>I</i>	
<i>CJ 1340</i>	<i>D</i>	<i>D</i>	<i>E</i>	<i>D</i>	<i>I</i>

Student Standards of Performance

Students will be able to explain the workings of the United States Criminal Justice system. They will be able to analyze behavior and classify what crime fits the behavior. They will know how to evaluate facts and circumstance of a crime scene in order to make a criminal case.

These competencies were chosen because they are the activities that law enforcement officials engage in during the performance of their duties on a daily basis. These skills are essential to any criminal justice professional's success in the career field.

Faculty members teaching the courses will design and administer several learning activities to assess the learning outcomes. These activities include, but are not limited to, tests, projects, lab exercises, case studies, debates, papers, and oral presentations. Whenever appropriate, scoring rubrics will be developed to examine the degree to which students learning outcomes are fulfilled.

In addition, UVU institutional effectiveness officials will be consulted in the ongoing evaluation of methods and processes appropriate to these activities. This will include the following: Content/Learning, Outcomes, and Measures of Student Satisfaction.

Faculty, students, and advisors will be active participants in ongoing learning outcomes assessment and program evaluation processes. Goals and objectives will be reviewed, data collected and analyzed, evaluation processes implemented, and feedback utilized in an effort to generate continuous improvement in all these activities.

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

Institution Submitting Request: *Utah Valley University*
Proposed Program Title: *Institutional Certificate of Proficiency in Construction Management*
Sponsoring School, College, or Division: *College of Engineering and Technology*
Sponsoring Academic Department(s) or Unit(s): *Department of Construction Technologies*
Classification of Instructional Program Code¹ : *52.2001*
Min/Max Credit Hours Required to Earn Degree: *15*
Proposed Beginning Term²: *Fall Semester 2019*
Institutional Board of Trustees' Approval Date: *Select Month/ Select Day/ Select Year*

Program Type:

<input checked="" type="checkbox"/>	Certificate of Proficiency	<input type="checkbox"/> X Entry-level CTE CP	<input type="checkbox"/> Mid-level CP
<input type="checkbox"/>	Certificate of Completion		
<input type="checkbox"/>	Minor		
<input type="checkbox"/>	Graduate Certificate		
<input type="checkbox"/>	K-12 Endorsement Program		
<input type="checkbox"/>	NEW Emphasis for Regent-Approved Program		
	<i>Credit Hours for NEW Emphasis Only:</i>	Min Cr Hr	/ Max Cr Hr
	<i>Current Major CIP:</i>	6 - Digit CIP	
	<i>Current Program Title:</i>		
	<i>Current Program BOR Approval Date:</i>		
<input type="checkbox"/>	Out of Service Area Delivery Program		

Chief Academic Officer (or Designee) Signature:

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

Please type your first and last name _____ Date:

I understand that checking this box constitutes my legal signature.

¹ For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

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

¹ For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

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

³ Please indicate award such as APE, BFA, MBA, MEd, EdD, JD

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

Section I: The Request

The Construction Technologies Department in the College of Engineering and Technology at Utah Valley University requests approval to offer an Institutional Certificate of Proficiency in Construction Management effective Fall 2019.

Section II: Program Proposal/Needs

Program Description/Rationale

The Construction Technology Department at Utah Valley University (UVU) is requesting approval to offer an Institutional Certificate of Proficiency in Construction Management. This certificate is available to all UVU students with a particular focus designed to provide high school students an opportunity to obtain a certificate of proficiency in a Career and Technical Education (CTE) field while still enrolled in high school and stack into certificate, associate and bachelor degrees at UVU. This certificate will also be available from the University for college students/adults looking for entry-level skills leading to further academic advancement and learn more about the construction field.

Utah Valley University (UVU) has adopted the concept of educational and career pathways as a means of accomplishing the core themes of the University. The implementation of well-defined career pathways assists high school students in transitioning at a higher rate from high school to the University and to succeed at the University by completing certificates and degrees at a higher rate. This certificate of proficiency will strengthen the concurrent enrollment program giving high school students a clear pathway to UVU certificates and degrees, rather than just accumulating credit. It will also help college students/adults explore or transition into this chosen degree. UVU is in the process of increasing the number of formal high school pathways that are designed to take advantage of existing lower division (concurrent enrollment) options giving students the opportunity to combine general education courses and major specific courses into certificates of proficiency within CTE fields.

This certificate will give students a head start in completing a one-year certificate or degree at UVU. Working with faculty members at UVU, many of the courses needed for the first semester of a degree were offered through concurrent enrollment opportunities for the students. These opportunities provided the perfect setting for the development of a certificate of proficiency for secondary students through concurrent enrollment agreements that lead to certificates and degrees at UVU.

Labor Market Demand

This proposed certificate of proficiency is not designed to prepare students for a specific occupation, however the combination of core discipline and general education competencies will give the students a head start on the skills that business and industry list high on their wish list of skills they want employees to have.

Long-term Bureau of Labor Statistics (BLS) estimates the 2014-2024 growth rate for the SOC code that corresponds to Construction Management (CIP 52.2001) within Utah to be as fast as average with estimated increase of 13-38% and combined growth of about 450 new job openings in Utah annually. According to the BLS, the median annual wage for these occupations is estimated to be between ~ \$57,910-\$75,330, a range which is much higher than the 2017 Utah median wage (\$35,650). LaborInsight BurningGlass data indicates higher demand than the longer-term BLS projections with 703 job postings for this occupation in Utah during the past 12 months – 404 in the SLC MSA, 62 in Ogden-Clearfield, 97 in

Provo-Orem, 17 in St. George, 20 in the Logan-Idaho region, and 103 in unspecified locations.

Consistency with Institutional Mission/Impact on Other USHE Institutions

The mission of UVU is to provide access to higher education opportunities for students as they pursue a wide range of programs from developmental education through honors programs. UVU serves more than 10,000 students through lower division (concurrent enrollment) courses and the addition of this certificate will enhance the quality of the concurrent enrollment program, bridging student pathways from high school to certificates and degrees at UVU. This certificate will be accessible to University college students/adults seeking entry-level capabilities leading to additional academic progression.

Students will complete basic core courses as well as general education courses giving them a head start on their UVU requirements. This institutional certificate meets Perkins eligibility requirements and consist entirely of lower division courses. Utah Valley University has a dual mission to serve the community with educational programming including; certificates and associate degrees. This effort will add to the statewide goal of having 66% of the State's citizens holding a certificate or a degree by 2020 and is in harmony with the effort within the CTE regions to provide additional certificate opportunities for students that lead into stackable degrees. This proposed certificate fits nicely with the Mountainland Region's strategic plan to add certificates available to secondary students as well as adults. The proposed certificate also strengthens the dual mission of the institution in harmony with the role assignment by the Board of Regents.

This certificate will not have an impact on other USHE institutions since it is designed mainly for high school students and leads directly into degrees that are already in place at UVU. Concurrent enrollment courses are already in place and have good enrollments throughout the region.

Finances

This proposed certificate will not require any additional faculty, staff, new facilities, or additional equipment, but is built on existing courses available at UVU and through the concurrent enrollment offered within the region.

Section III: Curriculum

Program Curriculum/Degree Maps

Institutional Certificate of Proficiency Construction Management

Course Prefix	Course Number	NEW Course: Mark with X	Course Title	Credit Hours
Required Courses				
			Certificate of Proficiency Construction Management	
ENGL	1010		Introduction to Writing	3
MATH	1030		Quantitative Reasoning	3
CMGT	1190		Concrete and Framing Lab	3
CMGT	1220		Finishing Lab	3
IM	2010		Business Computer Proficiency	3
Required Course Credit Hour				15

Program Curriculum Narrative

You may also include additional curriculum information.

Degree Map:

Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours.

Fall of First Year (Course Prefix and Number)	Course Title	Credit Hours
<i>ENGL 1010</i>	<i>Introduction to Writing</i>	3
<i>MATH 1030</i>	<i>Quantitative Reasoning</i>	3
<i>IM 2010</i>	<i>Business Computer Proficiency</i>	3
Spring of First Year (Course Prefix and Number)	Course Title	Credit Hours
<i>CMGT 1190</i>	<i>Concrete and Framing Lab</i>	3
<i>CMGT 1220</i>	<i>Finishing Lab</i>	3

Section VI: Program Evaluation

Program Assessment

PLO's

1. Interpret drawings, plans schematics to gain an understanding of the project.
2. Develop a plan of execution for all assemblies.
3. Develop safety awareness
4. Demonstrate skill in product installation and assemblies.
5. Work ethic and conformance to specifications constitute methods of assessment.

Curriculum Map

Identify where the PLOs will be taught and at what level throughout the program core courses.

I-Introduced; D-Developed and Practiced; E-Engaged; A-Assessed at the Mastery Level Appropriate for Graduation

Major Core Required Course	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
<i>ENGL 1010</i>	<i>I</i>				
<i>MATH 1030</i>		<i>I</i>			
<i>IM 2010</i>					<i>E</i>
<i>CMGT 1190</i>	<i>E</i>	<i>E</i>	<i>I</i>	<i>A</i>	<i>D</i>
<i>CMGT 1220</i>	<i>E</i>	<i>E</i>	<i>I</i>	<i>A</i>	<i>D</i>

Student Standards of Performance

Students will be able to select the appropriate materials for typical construction projects, and assemble those products according to recognized industry standards and building codes as well as conventional construction documents. These standards are typical in the architecture, engineering, and construction industries and require math and communication skills. Assessments will take place daily as students contribute to the construction of a real world building project.

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

Institution Submitting Request: Utah Valley University

Existing Unit Title: Department of Automotive Technology

Proposed Unit Title (if applicable): Department of Transportation Technologies

Sponsoring School, College, or Division: College of Engineering and Technology

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

Proposed Effective Date: Fall 2019

Institutional Board of Trustees' Approval Date:

Program Type (check all that apply):

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

Chief Academic Officer (or Designee) Signature:

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

Name:

Date:

Unit Description—Abbreviated Template

Section I: The Request

The Department of Automotive Technology in the College of Engineering and Technology at Utah Valley University requests approval to change their name to the Department of Transportation Technologies effective Fall 2019.

Section II: Program Proposal

Administrative Unit Description/Rationale

The Automotive Department currently offers Auto, Diesel, Collision Repair, Power Sport, AAS degrees, and several certificate programs. There is a need to add to the department's offerings ranging from certificates and bachelor's degrees. New offerings will encompass many forms of transportation degrees and training. Foreseen regional needs include light rail and alternative transportation forms.

To better represent these needs, a change of the department name would be appropriate and better represent all programs, current and future, within the department.

Consistency with Institutional Mission/Institutional Impact

The Automotive Department has and will continue to fill the mission, role, and goals of the University's mandate as a dual mission provider. A name change of the department will not affect faculty or staff needs.

Finances

The cost for the change will be minimal. Existing budgets will support any expenses.

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

Institution Submitting Request: Utah Valley University

Current Program Title: Environmental Studies

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

Sponsoring Academic Department(s) or Unit(s): Philosophy & Humanities

Classification of Instructional Program Code (new and old if different): 15.0507

Proposed Beginning Term: Fall 2019

Institutional Board of Trustees' Approval Date:

Program Type (check all that apply):

<input type="checkbox"/>	Name Change of Existing Program
<input checked="" type="checkbox"/>	Program Restructure with or without Consolidation
<input checked="" type="checkbox"/>	Program Transfer to a new academic department or unit
<input type="checkbox"/>	Program Suspension
<input type="checkbox"/>	Program Discontinuation
<input type="checkbox"/>	Reinstatement of Previously Suspended Program
<input type="checkbox"/>	Out of Service Area Delivery Program

Chief Academic Officer (or Designee) Signature:

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

Name:

Date:

Program Change Description—Abbreviated Template

Section I: The Request

The Department of Philosophy and Humanities in the College of Humanities and Social Sciences at Utah Valley University requests approval to restructure the current curriculum of the Environmental Studies Minor and IS Emphasis effective Fall 2019.

Section II: Program Proposal

Program Change Description/Rationale

Environmental Studies is an inherently interdisciplinary field which explores the complex links between human culture and the natural world. The Environmental Studies Program at Utah Valley University challenges students to critically examine scientific, philosophical, social, and personal aspects of environmental issues and the numerous connections between natural and social systems from local to global scales. Modern humans evolved within the ecological context of our world, and over the past century our species has emerged as the single largest agent of change on Earth. To have the greatest positive impact on the environment, we must seek further knowledge of the structure and function of natural systems as well as a deeper understanding of how culture affects the way we perceive and behave towards nature.

After some deliberation, it was decided by the CHSS Dean's Office that Interdisciplinary Studies (IDST) would be dissolved and the programs it contained be moved to different departments. Environmental Studies was one of these programs. After some discussion involving several departments as well as academic advisers, the Departments of Earth Science and Philosophy and Humanities emerged as the primary candidates to house Environmental Studies. Ultimately, people agreed to house the minor with Philosophy & Humanities while also appointing co-coordinators (one from each of the two departments). This was thought to best serve the interdisciplinary orientation of the program. One of the main considerations in housing the program in Philosophy & Humanities rather than Earth Science was that the latter department already houses Geology, Geography, and Environmental Management. Often, there is confusion between Environmental Management and Environmental Studies, but the two programs are very different. Environmental Management focuses on the technical aspects of managing different aspects of the environment, such as water treatment. Environmental Studies is a broader field, which emphasizes the connections between natural and social systems. Having Environmental Studies housed in the College of Humanities and Social Sciences is part of a broader move to re-envision and broaden participation in the program. It will enable a broader array of students to participate rather than mostly students already in the Earth Science programs. In addition to moving the program, course have been added as options and organized by themes. Students will take at least two social science courses and two natural science courses, along with the intro to Environmental Studies. In addition, it will be possible for students to engage in research or community projects as well as internships as part of the program.

Consistency with Institutional Mission/Institutional Impact

The move of Environmental Studies to the Department of Philosophy and Humanities will further UVU's mission of preparing people of integrity who can serve as stewards of a globally interdependent community by expanding the reach and opportunities for students interested in environmental issues. Environmental issues are amongst the most pressing contemporary problems, and are only expected to grow as population and climate change impact resource use and demand in our local communities and across the world. Preparing students to be leaders in addressing environmental issues, and understanding the interdisciplinary nature of those issues, is essential in our interlinked world. Along the Wasatch Front, and particularly in Utah County, we are faced with growing populations, expanded urban development, highly variable water resources, poor air quality, and other environmental issues that demand leadership and informed citizens. Finally, sustainability is an increasingly important value and focus for many businesses both regionally and nationally. Expanding Environmental Studies thus not only meets regional educational needs, but it also provides opportunities for students interested in a wide range of careers, graduate degrees, and professional programs.

Finances

No new finances will be associated with this change.

Section III: Curriculum

Program Curriculum: (not needed if only name change, transfer to a different department, suspension, or deletion)

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

Course Number	New Course	Course Title	Credit Hours
Required Courses			
ENST 3000		Introduction to Environmental Studies	3
Required Course Credit Hour Sub Total:			3
Elective Courses			
Choose 6 credits from the following courses:			
ANTH 3150/HLTH 3150		Culture Ecology and Health (3)	
ANTH 3830		Biology and Culture (3)	
COMM 3115		Environmental Communication (3)	
COMM 3130		The Culture of Nature and Technology (3)	
ENGL 3460		Wilderness and Environmental Writing (3)	
HIST 3800		Environmental History of the United States (3)	
PHIL 3530		Environmental Ethics (3)	
PHIL 4300 / HUM 4300		Environmental Aesthetics (3)	
PHIL 3460 or SOC 3800		The Ethics of Human/Animal Relationships or Animals and Society (3)	
SOC 3520 / ENST 3520		Environmental Sociology (3)	
ECON 3040		Environmental Economics (3)	
Choose 6 credits from the following courses in the College of Science			
Biology			

BIOL 1610		College Biology I (4)	
BIOL 1620		College Biology II (3)	
BIOL 2500		Environmental Biology (3)	
BIOL 3700		General Ecology (3)	
BIOL 3800		Conservation Biology (3)	
ENVT 3280		Environmental Law (3)	
BIOL 4000		Freshwater Ecology (4)	
BIOL 4260		Ethical Issues in Biology (2)	
Botany			
BOT 2050		Field Botany (3)	
BOT 2100		Flora of Utah (3)	
BOT 3800		Ethnobotany (4)	
BOT 4050		Plant Ecology (3)	
BOT 4300		Native Trees and Shrubs of Utah (3)	
BOT 4500		Introduction to Grasses (3)	
Chemistry			
CHEM 1120		Elementary Organic Bio-Chemistry (4)	
CHEM 3020		Environmental Chemistry (3)	
CHEM 4030		Radiochemistry (3)	
Environmental Management			
ENVT 1110		Intro to Environmental Management (3)	
ENVT 1210		Introduction to Water Reclamation (3)	
ENVT 1270		Environmental Microbiology (3)	
ENVT 1360		Introduction to Water Treatment (3)	
ENVT 1510		Hazardous Materials Emergency Response (3)	
ENVT 2560		Environmental Health (3)	
ENVT 2730		Introduction to Soils (4)	
ENVT 3280		Environmental Law (3)	
ENVT 3330		Water Resources Management (3)	
ENVT 3630		Introduction to Geographic Information Systems (4)	
ENVT 3750		Land Use Planning (3)	
ENVT 3770		Natural Resources Management (3)	
ENVT 3800		Energy Use on Earth (3)	
Geology			
GEO 1020		Prehistoric Life (3)	

GEO 1080		Intro to Oceanography (3)	
GEO 1220		Historical Geology (3)	
GEO 3000		Environmental Geochemistry (3)	
GEO 3200		Geologic Hazards (4)	
GEO 3210		Environmental Geology (4)	
GEO 3500		Geomorphology (4)	
GEO 4510		Paleontology (3)	
Geography			
GEOG 1000		Intro to Physical Geography (3)	
GEOG 3400		Environmental Remote Sensing (3)	
GEOG 3600		Introduction to Geographic Information Systems (4)	
GEOG 3650		Advanced Geographic Information Systems (4)	
GEOG 3700		Wetland Studies (3)	
GEOG 3800		Environmental History of the United States (3)	
Meteorology			
METO 1010		Intro to Meteorology (3)	
METO 3100		Climate and the Earth System (3)	
Physics			
PHYS 1800		Energy, You, and the Environment (3)	
PHYS 3800		Energy Use on Earth (3)	
Outdoor Recreation			
REC 2700		Leave No Trace Trainer (1)	
REC 385G		Ethical Concerns in Recreation (3)	
REC 420R		Outdoor Leadership and Management Practicum (2)	
REC 4400		Natural Resource and Protected Area Management (3)	
Zoology			
ZOOL 3100		Vertebrate Zoology (3)	
ZOOL 3200		Invertebrate Zoology (3)	
ZOOL 3300		Herpetology (3)	
ZOOL 3430		Entomology (3)	
ZOOL 3500		Mammalogy (3)	
ZOOL 4000		Animal Behavior (3)	
ZOOL 4600		Ornithology (3)	

Choose 3 credits from any of the courses listed above – OR – complete 3 hours of research credits, service project credits, or internship credits		3
Elective Credit Hour Subtotal:		15
Core Curriculum		18

Program Curriculum Narrative

The main assumption underlying the curriculum structure for this program is that environmental issues are by their very nature interdisciplinary. Thus, the program aims to enable students to become professionals and community members who are able to appreciate the importance and work within the framework of multiple disciplines and discourses as well as to communicate between them. To this end, students will be required to take classes both in the natural sciences as well as the social sciences and humanities. The simplest way to establish this requirement is to have students complete six credits in the CHSS/WSB and six credits in the COS.

While interdisciplinarity is required for the program, it still allows students to focus on their individual strengths and weaknesses. In line with this, the new curriculum offers a wider variety of classes for students to choose from. The course options in the COS, in particular, have been expanded. Hopefully, this expansion will facilitate the participation of science students in various disciplines as well as allow the more social science/humanities-focused students to find science classes that they are interested in. Another way in which the program aims to accommodate a wide variety of students is that the final three credits for the program can be completed in either college or through the completion of a relevant research/service project or internship. This allows students to choose an emphasis for the program, which will provide a basis for their further academic or professional pursuits. Students will be further supported in this regard by encouraging them to focus on a sub-discipline in the COS and by being suggested different trajectories within the program. As such the curriculum is arranged by discipline.

Degree Map:

(For Minor) Emphasis would be taken in accordance to IS Emphasis current structure.

Fall of First Year (Course Prefix and Number)	Course Title	Credit Hours
ENST 3000	Introduction to Environmental Studies	3
Spring of First Year (Course Prefix and Number)	Course Title	Credit Hours

CHSS / WSB elective course	Choose from list of approved classes	3
COS elective course	Choose from list of approved classes	3
Fall of Second Year (Course Prefix and Number)	Course Title	Credit Hours
CHSS elective course	Choose from list of approved classes	3
COS elective course	Choose from list of approved classes	3
Spring of Second Year (Course Prefix and Number)	Course Title	Credit Hours
Additional elective course from CHSS / WSB – or – additional elective course from COS – or -- 3 hours of research credits, service project credits, or internship credits		3

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

Institution Submitting Request: Utah Valley University

Current Program Title: Cinema Studies

Proposed Program Title (if applicable): Cinema and Media Studies

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

Sponsoring Academic Department(s) or Unit(s): Department of English and Literature

Classification of Instructional Program Code (new and old if different): 50.0601

Min/Max Credit Hours Required of Full Program (new and old if different): 18

Proposed Beginning Term: Fall 2019

Institutional Board of Trustees' Approval Date:

Program Type (check all that apply):

<input checked="" type="checkbox"/>	Name Change of Existing Program
<input type="checkbox"/>	Program Restructure with or without Consolidation
<input type="checkbox"/>	Program Transfer to a new academic department or unit
<input type="checkbox"/>	Program Suspension
<input type="checkbox"/>	Program Discontinuation
<input type="checkbox"/>	Reinstatement of Previously Suspended Program
<input type="checkbox"/>	Out of Service Area Delivery Program

Chief Academic Officer (or Designee) Signature:

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

Name:

Date:

Program Change Description—Abbreviated Template

Section I: The Request

The Department of English and Literature in the College of Humanities and Social Sciences at Utah Valley University requests approval to change the name of Cinema Studies to Cinema and Media Studies effective Fall 2019.

Section II: Program Proposal

Program Change Description/Rationale

Cinema Studies focuses on analyzing film and the screen arts as some of the most important cultural productions of the twenty-first century. Students approach media as cultural texts and gain an understanding of the social, political, historical, and industrial contexts that produce media. The minor broadens students' knowledge of how these texts shape and are shaped by culture. As an interdisciplinary program, cinema and media studies draws on faculty expertise from various disciplines and includes global and historical perspectives. The minor also builds personal knowledge and professional competencies.

Changing name of Cinema Studies minor (housed in Department of English and Literature, with an emphasis in Integrated Studies) from Cinema Studies to Cinema and Media Studies more accurately represents the subject of study (film, television, and other media), and brings the name of the minor into line with national standards and professional organizations, including, the Society for Cinema and Media Studies (SCMS), which made the same change in 2002.

Consistency with Institutional Mission/Institutional Impact

No changes to mission, service areas, or impact on faculty or staff.

Finances

No budgetary change or impact.

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

Institution Submitting Request: Utah Valley University

Current Program Title: Journalism Emphasis in Bachelor of Communication

Proposed Program Title (if applicable): Journalism and Media Studies Emphasis in Bachelor of Communication

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

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

Classification of Instructional Program Code (new and old if different): 09.0101

Min/Max Credit Hours Required of Full Program (new and old if different):

Proposed Beginning Term: Fall 2019

Institutional Board of Trustees' Approval Date:

Program Type (check all that apply):

<input checked="" type="checkbox"/>	Name Change of Existing Program
<input type="checkbox"/>	Program Restructure with or without Consolidation
<input type="checkbox"/>	Program Transfer to a new academic department or unit
<input type="checkbox"/>	Program Suspension
<input type="checkbox"/>	Program Discontinuation
<input type="checkbox"/>	Reinstatement of Previously Suspended Program
<input type="checkbox"/>	Out of Service Area Delivery Program

Chief Academic Officer (or Designee) Signature:

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

Name:

Date:

Program Change Description—Abbreviated Template

Section I: Change the name of the Journalism B.A./B.S. Emphasis

The Communication Department in the College of Humanities and Social Sciences at Utah Valley University requests approval to rename the emphasis in Journalism to Journalism and Media Studies effective Fall 2019. This is one of the three emphases offered in the Communication Department at UVU.

Section II: Program Proposal

Program Change Description/Rationale

The Communication program itself is not changing. All current and scheduled curricula requirements and offerings remain as currently offered.

The rationale for the proposed emphasis name change is 1) to eliminate confusion that many prospective students have about this emphasis within the program; and 2) to better align the emphasis title with its objectives and course requirements.

Prospective students and others often assume that a journalism degree is tied solely to gaining employment in the news industry. However, the program of study in the UVU Communication Department is aimed at helping students become effective thinkers and practitioners across a broad array of media outlets. The program integrates both hands-on journalism skills with media studies courses aimed at literacy, strategic writing, critical analysis, media studies, communication strategies, and story-telling across media platforms. In short, the program itself is much broader than the title “Journalism” alone suggests. The proposed name change would more accurately capture the meaning of the emphasis and may attract more students to select this emphasis in the future.

Consistency with Institutional Mission/Institutional Impact

This action is consistent with the institution's Regents-approved mission, roles, and goals. No service areas, faculty, or staff structures will be impacted by the proposed change other than possible clarification of what journalism is and does.

Finances

There is no budgetary impact on other programs or units within the institution.

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

Institution Submitting Request: Utah Valley University

Proposed Program Title: Certificate of Proficiency in Civil Design and Surveying Technology

Sponsoring School, College, or Division: College of Engineering and Technology

Sponsoring Academic Department(s) or Unit(s): College of Engineering and Technology

Classification of Instructional Program Code¹: 15.1102

Min/Max Credit Hours Required to Earn Degree: 18

Proposed Beginning Term²: Fall 2019

Institutional Board of Trustees' Approval Date: *Select Month/ Select Day/ Select Year*

Program Type:

<input type="checkbox"/>	Certificate of Proficiency	<input type="checkbox"/>	Entry-level CTE CP	<input type="checkbox"/>	X Mid-level
<input type="checkbox"/>	CP Certificate of Completion				
<input type="checkbox"/>	Minor				
<input type="checkbox"/>	Graduate Certificate				
<input type="checkbox"/>	K-12 Endorsement Program				
<input type="checkbox"/>	NEW Emphasis for Regent-Approved Program				
	<i>Credit Hours for NEW Emphasis Only:</i>	Min Cr Hr	/	Max Cr Hr	
	<i>Current Major CIP:</i>	6 - Digit CIP			
	<i>Current Program Title:</i>				
	<i>Current Program BOR Approval Date:</i>				
<input type="checkbox"/>	Out of Service Area Delivery Program				

Chief Academic Officer (or Designee) Signature:

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

Please type your first and last name _____ Date: _____

I understand that checking this box constitutes my legal signature.

¹ For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

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

¹ For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

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

³ Please indicate award such as APE, BFA, MBA, MEd, EdD, JD

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

Section I: The Request

The Engineering Design Technology Department in the College of Engineering and Technology at Utah Valley University requests approval for a name change and modification to the current Certificate of Proficiency in Civil Design to Civil Design and Surveying Technology effective Fall 2019.

Section II: Program Proposal/Needs

Program Description/Rationale

The Certificate of Proficiency in Civil Design and Surveying Technology will be dedicated to teaching the technical and functional elements of civil design and surveying, and will educate students in the process of taking civil related projects from data obtained from ground observations and measurements made by surveying to conceptual design to completed construction documents and finally to surveying and staking the proposed design on the ground so it can be constructed. Students will be required to take civil and surveying courses currently offered in the Engineering Design Technology (EDT) department including the courses from the Drafting Technology program and the Surveying and Mapping program. From these courses students will learn the basics of surveying, civil drafting and design, and be trained in industry standard two-dimensional and three-dimensional software packages. Students will also take courses in surveying applications, land development, advanced field and office surveying, and civil design. A student with a Certificate of Proficiency in Civil Design and Surveying Technology will be prepared for an entry level job as a civil drafter/designer or survey technician. They can increase their education, training, and employability by completing the Associate of Applied Science in Engineering Design Technology, Certificate of Proficiency in Mapping Technology, Certificate of Proficiency in Surveying Technology, Associate of Applied Science in Surveying Technology (pending), Associate of Science in Surveying and Mapping and/or a Bachelor of Science in Surveying and Mapping.

UVU is committed to providing a steady supply of skilled employees for technology related companies. Utah County is one of the fastest growing regions in the state. Along with the need for skilled workers in the engineering technology fields, companies have increased the need for trained technology support services. Coupled with the rapid growth of Science, Technology, Engineering, and Mathematics (STEM) fields and particularly the infusion of new technology in local industry, there is an ever-increasing demand for higher levels of expertise within the labor force. A stackable sequence with a Certificate of Proficiency in Civil Design and Surveying Technology leading to an AS and BS in Surveying and Mapping or an AS in Engineering Design Technology will educate students beyond current levels and allow for greater technical expertise in these areas. Graduates will significantly add to their skillset and remain highly competitive in the job market. This sequence will provide new skill seeking students a pathway to follow to a career in demand.

UVU and the state will benefit from students completing this certificate by providing industry with greater technical expertise and reducing the current shortage of survey and civil design technicians with advanced skills. UVU will also be providing a full educational pathway from certificates to a baccalaureate degree for traditional and non-traditional students.

Labor Market Demand

According to the Bureau of Labor Statistics, employment of surveyors is projected to grow 11% from 2016 to 2026, faster than the average for all occupations. Surveyors will continue to be needed to certify boundary lines, work on resource extraction projects, and review sites for construction. Nationally there are currently 44,800 job openings, and the median pay for surveyors is \$59,390, or an average of \$28.56 per hour. In Utah the average median wage for surveyors is \$64,010.ⁱ In Utah, job opportunities for those with surveying skills are expected to be good. Increased use

of sophisticated technology and math has resulted in higher education requirements. As a result, those with the right combination of skills from an accredited school will have the best job opportunities.

Demand for traditional surveying services is closely tied to construction activity, therefore job opportunities will depend on local economic conditions.ⁱⁱ In Utah, construction related occupations are expected to experience much faster than average employment growth with a high volume of annual job openings. Business expansion, as opposed to the need for replacements, will provide the majority of job openings in the coming decade. Construction laborers who are able to perform a wide range of tasks should have the best job opportunities. Employment of construction laborers and helpers is especially sensitive to the fluctuations of the economy.ⁱⁱⁱ The number of manufacturing and engineering firms is expected to grow significantly during the next five years. The latest Burning Glass report (September 30, 2017) indicates that in the Provo-Orem area employment will remain strong due to the expansion happening in the Mountainland Region in addition to the replacement jobs that will become available.^{iv}

Finances

UVU's Engineering Design Technology department currently teaches sufficient sections of the required and elective courses already offered in this modification. Additional funding is not needed.

Section III: Curriculum

Program Curriculum/Degree Maps

Course Number	New Course	Course Title	Credit Hours
Required Courses			
Choose one of the following:			
MATH 1060 or		Trigonometry	3
EGDT 1600 and		Technical Math I	
EGDT 1610		Technical Math II	
EGDT 1040		Fundamentals of Technical Engineering Drawing	3
EGDT 1400		Surveying Applications and Field Techniques I	3
EGDT 2400		Surveying Applications and Field Techniques II	3
Required Course Credit Hour Sub Total:			12
Elective Courses (choose two courses totaling 6 credit hours): Any course beginning with the following prefix may be taken as an elective: EGDT, SURV, GIS, ENGR, or CIVE			
Elective Credit Hour Subtotal:			6
Core Curriculum			18

Program Curriculum Narrative

All required courses are currently being taught in the Engineering Design Technology department.

Degree Map:

Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours.

Fall of First Year (Course Prefix)	Course Title	Pre-requisite	Credit Hours
---------------------------------------	--------------	---------------	--------------

and Number)			
MATH 1060 or	College Algebra		3
EGDT 1600 and	Technical Math I		
EGDT 1610	Technical Math II		
EGDT 1040	Fundamentals of Tech. Eng. Drawing		3
EGDT 1400	Surveying Applications and Field Techniques I		3
	Semester total:		9
Spring of First Year (Course Prefix and Number)	Course Title		Credit Hours
EGDT 2400	Surveying Applications and Field Techniques II		3
	Electives from any of these prefixes EGDT, SURV, GIS, ENGR, or CIVE		6
	Semester total:		18

ⁱ <https://www.bls.gov/ooh/architecture-and-engineering/surveyors.htm>

ⁱⁱ Utah Economic Data Viewer, Department of Workforce Services

ⁱⁱⁱ <https://jobs.utah.gov/jsp/utalmis/#/occupation/47-2061.00/report>

^{iv} BurningGlass report provided by the UVU IR department.



**UVU BOARD OF TRUSTEES
Agenda Item Coversheet**

DATE:	January 11, 2019
TITLE:	UVU Policy 361 <i>Leave of Absence</i> (Temporary Emergency)
EXECUTIVE/RESPONSIBLE STAFF MEMBER:	Linda Makin, Vice President of Planning, Budget, and Human Resources
SUBJECT:	UVU Policy 361 <i>Leave of Absence</i> (Temporary Emergency)
BACKGROUND:	<p>One of the topics that has been raised with President Tuminez by faculty and staff is UVU’s birth/maternity leave policies. A review of practices at other universities and Utah-based organizations was conducted. UVU Women’s Council discussed this review and UVU’s policies. In late November, President Tuminez proposed the creation of a new medical maternity leave.</p> <p>This proposed revision to Policy 361 <i>Leave of Absence</i> 1) renames UVU’s current “birth leave” to “parental leave,” 2) provides paid medical maternity leave of up to six consecutive weeks for eligible employees who give birth, and 3) clarifies related FMLA language and procedures.</p> <p>Due to the importance of this issue to UVU faculty, staff, and administrators, approval under the Temporary Emergency policy process is requested.</p>
ALTERNATIVES:	<ul style="list-style-type: none"> • Approve as presented, “I move to approve UVU Policy 361 <i>Leave of Absence</i> as revised for entrance into the UVU Policy Manual.” • Amend and approve, “I move to approve, as amended UVU Policy 361 <i>Leave of Absence</i> as revised for entrance into the UVU Policy Manual.” • No action, “I move that we go to the next agenda item.”

FINANCIAL IMPACT:	
EXHIBITS:	<ul style="list-style-type: none">a. Current Policy 361 <i>Leave of Absence</i> with revisionsb. Clean copy of proposed Policy 361 <i>Leave of Absence</i>



UTAH VALLEY UNIVERSITY Policies and Procedures

Proposed Policy Number and Title: 361 Leave of Absence		
Existing Policy Number and Title: 361 Leave of Absence		
Approval Process*		
<input type="checkbox"/> Regular	<input checked="" type="checkbox"/> Temporary Emergency	<input type="checkbox"/> Expedited
<input type="checkbox"/> New	<input type="checkbox"/> New	<input type="checkbox"/> New
<input type="checkbox"/> Revision	<input checked="" type="checkbox"/> Revision	<input type="checkbox"/> Revision
<input type="checkbox"/> Deletion	<input type="checkbox"/> Suspension	
	Anticipated Expiration Date: January 17, 2019	
*See UVU Policy 101 <i>Policy Governing Policies</i> for process details.		

Draft Number and Date: <u>1/10/2019, Stage 2, Board of Trustees, Temp Emergency</u>		
President's Council Sponsor: <u>Linda Makin</u>	Ext. _____	
Policy Steward: <u>Judy Martindale</u>	Ext. _____	

POLICY APPROVAL PROCESS DATES	
<p>Policy Drafting and Revision Entrance Date: <u>01/10/2019</u></p> <p>University Entities Review Entrance Date: <u>Not applicable</u> Close Feedback: <u>Not applicable</u></p> <p>University Community Review Entrance Date: <u>Not applicable</u> Open Feedback: <u>Not applicable</u> Close Feedback: <u>Not applicable</u></p> <p>Board of Trustees Review Entrance Date: <u>01/10/2019</u> Approval Date: _____</p>	<p style="text-align: center;">POST APPROVAL PROCESS</p> <p>Verify:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Policy Number <input type="checkbox"/> Section <input type="checkbox"/> Title <input type="checkbox"/> BOT approval <input type="checkbox"/> Approval date <input type="checkbox"/> Effective date <input type="checkbox"/> Proper format of Policy Manual posting <input type="checkbox"/> TOPS Pipeline and Archives update <p>Policy Office personnel who verified and posted this policy to the University Policy Manual Name: _____ Date posted and verified: _____</p>



UTAH VALLEY UNIVERSITY

Policies and Procedures

POLICY TITLE	Leave of Absence	Policy Number	361
Section	Human Resources	Approval Date	
Subsection	Compensation and Benefits	Effective Date	
Responsible Office	Office of the Vice President of Planning, Budget, and Human Resources		

1.0 PURPOSE

1 1.1

2.0 REFERENCES

2 2.1 Utah State Code Sections 39-1-35, 39-1-36, 39-3-1, 39-3-2, and 49-11-402.

3 2.2 UVU Policy 360 *Family and Medical Leave (FMLA)*

4 2.3 UVU Policy 640 *Faculty Sabbatical Leave*

3.0 DEFINITIONS

5 3.1 **FMLA leave:** Leave taken pursuant to the *Family Medical Leave Act (FMLA)*.

4.0 POLICY

6 4.1 **Vacation (Executive, Exempt, and Non-exempt Staff)**

7 4.1.1 **General Information**

8 4.1.1.1 The vacation year is defined as the period beginning on January 1 and ending December
9 31. Maximum accrued vacation as later defined is calculated as of January 1. Vacation accrual
10 covers each pay period (semi-monthly). Employees must be hired on or before the 10th of the
11 month to receive vacation for the first half of the month and on or before the 25th of the month to
12 receive vacation for the second half of the month. Terminating employees must work through the
13 10th of the month to receive vacation for the first half of the month and through the 25th of the
14 month to receive vacation for the second half of the month.

15



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16 **4.1.2 Eligibility for Vacation Leave**

17 **4.1.2.1** Salaried staff employees are eligible for vacation leave. Employees hired on an
18 emergency, hourly, seasonal, temporary, or per diem basis are not eligible for vacation leave.

19 **4.1.3 Standard Vacation Policy**

20 **4.1.3.1** Executives accrue vacation at the rate of two days per month (16 hours), 24 days per 12
21 months (192 hours).

22 **4.1.3.2** Exempt staff accrue vacation on a monthly basis as follows:

Years of Service	Rate at Which Vacation Is Accrued
0–3	15 days per 12 months (120 hours) 1.25 days per month (10 hours)
4–6	18 days per 12 months (144 hours) 1.5 days per month (12 hours)
7–9	21 days per 12 months (168 hours) 1.75 days per month (14 hours)
10+	24 days per 12 months (192 hours) 2 days per month (16 hours)

23 **4.1.3.2.1** Professional/administrative staff on less than 12-month appointments earn vacation at
24 the appropriate monthly rate for the years of service over the number of months they are
25 employed. Increased vacation rates for professional/administrative employees begin in the first
26 month of the 4th, 7th, and 10th years of service as calculated from their individual date of
27 employment.

28



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29 **4.1.3.3** All full-time classified staff accrue vacation on a monthly basis as follows:

Years of Service	Rate at Which Vacation Is Accrued
0-3	12 days per 12 months (96 hours) 1 day per month (8 hours)
4-6	15 days per 12 months (120 hours) 1.25 days per month (10 hours)
7-9	18 days per 12 months (144 hours) 1.5 days per month (12 hours)
10-13	21 days per 12 months (168 hours) 1.75 days per month (14 hours)
14+	24 days per 12 months (192 hours) 2 days per month (16 hours)

30 **4.1.3.3.1** Non-exempt staff on less than 12-month appointments earn vacation at the appropriate
31 rate for the months employed. Increased vacation rates for these employees begin in the first
32 month of the 4th, 7th, and 10th years of service as calculated from their individual date of
33 employment.

34 **4.1.3.4** Vacation leave may be used at the convenience of the department and with the approval
35 of the supervisor upon completion of two full semi-monthly periods of satisfactory employment.
36 Employees are encouraged to use rather than accumulate vacation time. A maximum of 30 days
37 may be carried forward from one vacation year to the next. Upon permanent termination an
38 employee may be paid for up to 30 days (240 hours) of accrued leave, plus any days/hours
39 accrued during the current vacation year.

40 **4.1.3.5** Approved vacation leave slips must be submitted to Human Resources in a timely
41 manner to provide employees with the correct leave balances on their check stub.

42 **4.2 Sick Leave**

43 **4.2.1 General Information**

44 **4.2.1.1** The sick leave year is defined as the period beginning on January 1 and ending December
45 31.



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46 **4.2.2 Eligibility for Sick Leave**

47 **4.2.2.1** Salaried employees are eligible for sick leave. Employees hired on an emergency, hourly,
48 seasonal, temporary, or per diem basis are not eligible for personal leave.

49 **4.2.3 Definition**

50 **4.2.3.1** *Immediate family*: For the purpose of this section, immediate family is defined as:
51 spouse and children (including stepchildren), and parents of either spouse.

52 **4.2.4 Accrual of Sick Leave**

53 **4.2.4.1** All salaried full-time employees accrue sick leave at the rate of one day (faculty 7 hours,
54 staff 8 hours) for each full calendar month served.

55 **4.2.4.2** All salaried employees working less than full-time accrue sick leave in proportion to time
56 worked.

57 **4.2.4.3** Sick leave may be used after completion of two full semi-monthly periods of satisfactory
58 employment.

59 **4.2.4.4** All unused days may be carried forward from one year to the next. Accrued sick leave is
60 forfeited upon termination.

61 **4.2.4.5** An employee may not use their sick leave longer than five months without applying for
62 Long-Term Disability and Social Security Disability. Approval or denial of disability benefits
63 will not affect an employee's use of accrued sick leave.

64 **4.2.4.6** Sick leave may be used for the illness or preventive care of the employee or for the
65 illness or preventive care of immediate family members.

66 **4.2.4.7** Sick leave taken in excess of the amount accrued shall be charged to personal leave,
67 vacation leave, or leave without pay.

68 **4.2.4.8** The University reserves the right to require medical documentation for absences due to
69 illness or injury.

70 **4.2.5 Sick Leave Incentive Program**

71 **4.2.5.1** After an executive, exempt staff, or non-exempt staff has accumulated 18 unused sick
72 leave days (144 hours), that employee is eligible for the sick leave incentive program in the next
73 calendar year. Employees who qualify shall be given an opportunity to convert unused sick leave
74 days accumulated during the previous calendar year on a two-to-one basis for a maximum of
75 four vacation leave days (32 hours). Employees' elected conversion of sick leave days to



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76 vacation leave days shall be effective on March 1 of the current calendar year; eligible
77 employees must be employed by the University on the effective date to receive their elected
78 conversions.

79 **4.3 Personal Leave**

80 **4.3.1 General Information**

81 **4.3.1.1** Personal leave year is defined, for all employees except faculty, as the period beginning
82 January 1 and ending December 31. Personal leave year for faculty is defined as the period
83 starting July 1 and ending June 30.

84 **4.3.2 Eligibility for Personal Leave**

85 **4.3.2.1** Salaried employees are eligible for personal leave. Employees hired on an emergency,
86 hourly, seasonal, temporary, or per diem basis are not eligible for personal leave.

87 **4.3.3 Accrual of Personal Leave**

88 **4.3.3.1 Full-time Executive, Exempt Staff, and Non-exempt Staff**

89 **4.3.3.1.1** Full-time salaried executive, professional/administrative, and classified employees have
90 available two days (16 hours) of personal leave per calendar year.

91 **4.3.3.2 Full-time Faculty**

92 **4.3.3.2.1** Full-time salaried faculty members have available 1.5 days of personal leave for each
93 full academic semester worked (21 hours) per fiscal year and a proportional allocation for
94 summer term.

95 **4.3.3.3 Less than Full-time Employees**

96 **4.3.3.3.1** Salaried employees, less than full-time, have available personal leave in proportion to
97 the time worked on an annual basis as appropriate for their particular job category.

98 **4.3.4 Use of Personal Leave**

99 **4.3.4.1** Personal leave may be used for personal business and emergencies that require the
100 employee's absence during regular working hours. The assumption of personal leave is that the
101 faculty member should arrange but not pay for appropriate coverage of classes missed as a result
102 of taking personal leave. The total number of personal leave days available in the fiscal year may
103 be utilized at any time during that fiscal year with the following provisions:
104



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105 1) Personal leave may be used after completion of two full semi-monthly periods of satisfactory
106 employment.

107 2) Personal leave may be used upon notification to the appropriate supervisor and completion of
108 appropriate arrangements for affected classes.

109 3) Personal leave taken in excess of the available amount per calendar year shall be charged to
110 vacation leave or leave without pay.

111 4) Unused personal leave may not be carried forward from one fiscal year to the next. Upon
112 termination, an employee is not compensated for and forfeits all unused personal leave.

113 **4.4 Parental Leave**

114 **4.4.1 General Information**

115 **4.4.1.1** For the purpose of bonding with or caring for a newborn or newly adopted child, the
116 eligible employee, regardless of employee gender, shall receive 10 workdays (faculty 70 hours,
117 staff 80 hours) of paid leave upon the adoption or birth of the employee's child.

118 **4.4.2 Eligibility for Parental Leave**

119 **4.4.2.1** Full-time, benefits-eligible employees are eligible for parental leave, regardless of the
120 employee's eligibility for FMLA leave.

121 **4.4.3 Use of Parental Leave**

122 **4.4.3.1** When the need for parental leave is foreseeable, the employee shall notify their
123 supervisor at least 30 days before the employee intends to take parental leave. Failure to provide
124 30 days' notice may result in the employee's request for parental leave being denied.

125 **4.4.3.2** Parental leave must be used within six months of the adoption or birth of the child.
126 Parental leave may be used intermittently or in a block of 10 consecutive workdays. Upon
127 termination, an employee will not be compensated for unused parental leave.

128 **4.4.4** Parental leave will run concurrently with job-protected leave such as leave pursuant to
129 FMLA leave. FMLA-eligible employees may take a total of up to 12 weeks of job-protected
130 medical leave in a rolling calendar year for pregnancy-related conditions, birth, and/or baby
131 bonding. Employees who have medical maternity leave or accrued sick, personal, and/or
132 vacation leave must apply such leave to any remaining FMLA leave taken beyond the 10-
133 workday parental leave.

134 **4.4.5** While on parental leave, the employee shall perform no work for UVU.



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135 **4.5 Medical Maternity Leave**

136 **4.5.1** Full-time, benefits-eligible employees who give birth and provide medical certification are
137 eligible for up to six weeks of paid medical maternity leave due to the medical necessity of
138 recovering from childbirth. Medical maternity leave may be used only in a single block of up to
139 six consecutive weeks, not intermittently. Upon termination, an employee will not be
140 compensated for any unused medical maternity leave.

141 **4.5.2** This paid leave begins immediately upon the birth of the child, regardless of the
142 employee's eligibility for FMLA leave. Medical maternity leave will run concurrently with job-
143 protected FMLA leave. FMLA-eligible employees may take a total of up to 12 weeks of job-
144 protected medical leave in a rolling calendar year for pregnancy-related conditions, birth, and/or
145 baby bonding. If an FMLA-eligible employee requires more than six weeks for medical recovery
146 from childbirth, the additional leave shall be charged to any remaining FMLA leave in the
147 following order:

- 148
- 149 1) Parental leave (paid)
- 150 2) Accrued sick leave (paid)
- 151 3) Personal leave (paid)
- 152 4) Accrued vacation leave (paid)
- 153 5) Any remaining FMLA leave (unpaid)

154 **4.5.3** While on medical maternity leave, the employee shall perform no work for UVU.

155 **4.5.4** Medical maternity leave is separate from parental leave. An employee may take parental
156 leave after taking medical maternity leave to recover from childbirth provided that the use of
157 parental leave complies with section 4.4 of this policy.

158 **4.6 Family Leave**

159 **4.6.1** See UVU Policy 360 *Family and Medical Leave (FMLA)*.

160 **4.7 Funeral Leave**

161 **4.7.1 Definition**

162 **4.7.1.1 Immediate family:** For the purpose of this section, immediate family is defined as:
163 employee's spouse and in-laws, grandparent, parent, brother, sister, child, and grandchild and
164 their immediate families (step-relatives in these categories are included).



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165 **4.7.2 Policy**

166 **4.7.2.1 General Information**

167 **4.7.2.1.1** Three days' time off with pay is authorized to all salaried employees in the case of a
168 death in the immediate family as defined above if considered reasonable and necessary by the
169 department head. Salaried employees may receive such leave for each occurrence.

170 **4.7.2.1.2** Additional days as determined necessary by the department head may be charged to
171 vacation leave, personal leave, or leave without pay.

172 **4.7.2.1.3** Salaried employees working less than 100 percent may receive this leave on a prorated
173 basis.

174 **4.8 Military Leave**

175 **4.8.1 Purpose**

176 **4.8.1.1** This policy provides guidelines for the call to active duty of university faculty and staff
177 who are members of any reserve branch of the United States Armed Forces or the National
178 Guard of Utah. It also applies to any faculty and staff who are not reserve or guard members who
179 may be called to active duty by the United States Armed Forces through any other means. This
180 policy complies with and is governed by Utah State Code Section 39-1-35, 39-1-36, 39-3-1, 39-
181 3-2, and 49-11-402.

182 **4.8.2 Annual Encampment**

183 **4.8.2.1** University employees that are members of the organized reserve of the United States
184 Armed Forces, including the National Guard of Utah, are entitled to leave of absence with full
185 pay not to exceed 15 working days per year for active duty at annual encampments or other
186 required active duty training. This leave shall be paid in addition to any annual vacation leave the
187 employee may have accrued.

188 **4.8.2.2** An eligible employee's accrued vacation and personal leave may be used for military
189 leave in excess of 15 working days.

190 **4.8.2.3** A copy of the orders requiring the attendance of an eligible employee for military leave
191 shall be attached to the request for leave with pay.

192



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193 4.8.3 Active Duty beyond Annual Encampments

194 4.8.3.1 Active Duty

195 4.8.3.1.1 University employees that are members of the organized reserve of the United States
196 Armed Forces, including the National Guard of Utah, who pursuant to military orders enter
197 active duty, shall upon request be granted a leave of absence from employment, but for no more
198 than five years.

199 4.8.3.1.2 An eligible employee may elect to use paid leave consisting of annual encampment
200 leave, not already used for the current calendar year, and accrued vacation and personal leave. At
201 the exhaustion of all paid leave, employees shall be granted the remainder of their active duty
202 leave as unpaid leave. If active duty continues into additional calendar years, annual
203 encampment leave shall not be granted for those additional years.

204 4.8.3.1.3 A copy of the orders requiring the attendance of an eligible employee for active duty
205 shall be attached to the request for leave.

206 4.8.3.2 Re-employment

207 4.8.3.2.1 Upon satisfactory release from active duty, an eligible employee who meets the
208 following requirements shall be permitted to return to employment with the University with
209 seniority, status, pay, and leave the employee would have had if he or she had not been absent
210 due to active duty. Requirements:

- 211
- 212 1) Requested and was granted leave due to active military duty.
- 213 2) Position left was a continuous position and was not limited in duration.
- 214 3) Time off due to active duty was for five years or less.
- 215 4) Must be discharged or released from active duty under honorable conditions.
- 216 5) Applied for re-employment with the University within 40 days after official separation from
217 active duty.

218 4.8.3.2.2 For employees that meet the above requirements, re-employment shall be made within
219 20 days after submission of application for re-employment. University employees that were on
220 active military leave for 30 days or less shall be reinstated to their previous job with the
221 University immediately upon return.

222 4.8.3.2.3 An employee returning from active military service may not, without cause, be
223 discharged or subjected to reduction of compensation for a period following a return to
224 employment depending on the length of their leave not to exceed one year. Reasonable



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225 accommodations for disabilities incurred while in military service shall be provided unless an
226 undue hardship to the University can be demonstrated. Tenure track faculty called to active duty
227 shall have the tenure clock stopped with no penalty incurring for the period of absence. A re-
228 adaptation period of up to two years, as negotiated with the department head and dean, and
229 approved by the Vice President of Academic Affairs, shall be granted to returning tenure track
230 faculty prior to the reinstatement of the tenure clock. The University shall not be prejudiced as to
231 employment, appointment, reappointment, re-employment, or probation by reason of an
232 employee's active military service.

233 **4.8.4 Retirement Benefits**

234 **4.8.4.1** According to federal law, under a defined benefit or defined contribution pension plan,
235 individuals whose employment is interrupted by military service must be given benefit accruals
236 for the period of military leave. Employees who are enrolled in Utah Retirement Systems or
237 other university-sponsored retirement plans, through their employment with the University, that
238 is absent from employment with the University by reason of an official call to full-time United
239 States military services, is eligible to receive service credit/contributions for that military service
240 as follows:

- 241
- 242 1) The employee, the University, or the employee and the University jointly shall make the
243 required payments, as determined by Utah Retirement Systems or other university-sponsored
244 retirement plans, to the retirement plan in which the member participated at the time of the
245 official call, according to the law governing that particular plan.
 - 246 2) Required payments shall be made during the period of full-time United States military service
247 or after the military service, but within a period not to exceed three times the period of military
248 service, prior to the member's retirement date, and up to a maximum of five years. Payments
249 made to an employee's retirement system after he or she returns to work will include
250 interest/investment earnings.
 - 251 3) Required payments shall be based on the member's compensation at the time of the official
252 military call.

253 **4.8.4.2** The member shall return to employment with the University upon receiving an honorable
254 discharge from military service and there may not be intervening employment outside of the
255 employment with the participating employer.

256 **4.8.5 Leave Benefits**

257 **4.8.5.1 Tuition Waiver Benefits**

258 **4.8.5.1.1** Tuition waiver benefits for dependents shall continue while the employee is on active
259 duty.



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260 **4.8.5.2 Other Benefits**

261 **4.8.5.2.1** In the case of a call to active duty, the University shall continue medical, dental, and
262 life insurance, and long-term disability benefits at the same level that was provided immediately
263 prior to the call to active service, for 30 days beyond the date the employee begins active duty.
264 Beyond this 30-day benefit continuation period, other basic employee benefits shall be handled
265 as they are for any other employee taking a leave of absence or using annual leave: A "leave with
266 pay" using annual leave allows for the continuation of all benefits as if the employee were still
267 working. A "leave without pay" does not allow for the continuation of benefits paid by the
268 University, but does allow the employee to continue insurance benefits by paying the premiums
269 for such benefits under the COBRA continuation provisions of federal law.

270 **4.8.5.2.2** The method of reinstatement of university benefits offered to full-time benefits-eligible
271 employees is as follows:

272

273 1) Health, life, and long-term disability insurance coverage begin the 1st day of the month for
274 employees rehired on the 1st working day of that month.

275 2) Health benefits for employees reinstated after the first working day of the month begin the
276 first of the month after rehire.

277 3) Retirement and leave benefits begin immediately upon rehire.

278 **4.9 Jury and Witness Duty**

279 **4.9.1** Employees necessarily absent from work in compliance with an official requirement to
280 appear for jury service or respond to a subpoena to appear as a witness at a trial, deposition, or
281 other official proceeding will continue to receive the equivalent of full pay. This allowance
282 covers only time lost while actually engaged in jury service or attendance as a witness, and in
283 reasonable travel to and from the place of such service.

284 **4.9.2** State compensation received for jury service should be turned over to Human Resources to
285 be deposited into the account from which the employee's salary is paid.

286 **4.9.3** This policy does not apply when an individual appears in court in their own behalf.

287 **4.10 Sabbatical Leave**

288 **4.10.1** See UVU Policy 640 *Faculty Sabbatical Leave*.

289



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290 **4.11 Administrative Leave**

291 **4.11.1 Purposes and Nature of Administrative Leave**

292 **4.11.1.1** Administrative leave is granted for a maximum of 12 calendar months to executive and
293 exempt staff who wish to pursue full-time programs of study, training, or experience related to
294 their position at the University. Administrative leave is not considered a reward for outstanding
295 service but is a part of a professional development plan designed to improve the employee's
296 service to the University. The granting of administrative leave is at the discretion of the President
297 with approval of the Board of Trustees.

298 **4.11.2 Eligibility for Administrative Leave**

299 **4.11.2.1** Full-time salaried executive and exempt staff are eligible to apply for administrative
300 leave after three full years of continuous service at the University, provided no other
301 administrative or sabbatical leave with pay or partial pay has been taken during this three-year
302 period.

303 **4.11.3 Application for Administrative Leave**

304 **4.11.3.1** Administrative leave is granted by the Board of Trustees upon recommendation by the
305 President. Signatures of other appropriate administrative officers must also be obtained as a part
306 of the application process.

307 **4.11.3.2** Applicants for administrative leave must file an application at least three calendar
308 months prior to the requested beginning date. The application should contain a statement of the
309 applicant's educational, training, or experience plan; the reason for requesting the leave; the
310 benefit to the University should the leave be approved; the length of time applied for; and other
311 essential data to adequately justify granting the leave. Application forms are available in the
312 offices of Human Resources, dean, and vice president.

313 **4.11.4 Remuneration during Administrative Leave**

314 Salary payments by the University to individuals on administrative leave are calculated on the
315 basis of the salary for the period during which the leave takes place as follows:

- 316
- 317 1) Three consecutive years of service—30 percent of regular salary
 - 318 2) Four consecutive years of service—40 percent of regular salary
 - 319 3) Five consecutive years of service—50 percent of regular salary
 - 320 4) Six or more consecutive years of service—60 percent of regular salary



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321 **4.11.5** In addition, payment for accrued annual leave may be paid to employees on
322 administrative leave providing that the total remuneration per month does not exceed 100 percent
323 of the regular monthly salary.

324 **4.11.6** When an employee is not granted leave at a time when he or she becomes eligible and
325 makes formal application, the individual may be granted an additional 10 percent of salary for
326 each year of service beyond six years to a maximum of 10 years. Such remuneration shall be
327 granted only when, in the judgment of the President and the Board of Trustees, the applicant's
328 service to the University has been required for the proper operation of the University and the
329 requested leave is clearly to the direct benefit of the University.

330 **4.11.7 Benefits during Administrative Leave**

331 **4.11.7.1** To the extent permitted by law, employees on administrative leave are considered
332 employees of the University and receive full benefits during the period of the leave with the
333 exception of the accrual of sick leave.

334 **4.11.8 Intention to Return**

335 **4.11.8.1** Acceptance of administrative leave by the applicant certifies the employee's agreement
336 to return to the University following the expiration of the leave and to complete at least one full
337 year of service under the penalty of refunding the salary received during the leave period except
338 for that received in payment for accrued annual leave.

339 **4.11.9 Status upon Return**

340 **4.11.9.1** Upon return from administrative leave, an employee is entitled to a position in the same
341 rank, at the same seniority, and to the amount of sick leave accrued up to the commencement of
342 the leave.

343 **4.12 Community Service Leave**

344 **4.12.1 General Information**

345 **4.12.1.1** Upon return from administrative leave, an employee is entitled to a position in the same
346 rank, at the same seniority, and to the amount of sick leave accrued up to the commencement of
347 the leave.

348 **4.12.2 Procedure**

349 **4.12.2.1** Employees must schedule the time off with their supervisor.

350 **4.12.2.2** Employee must receive approval of the community service project from the PACE
351 Service Committee.



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352 **4.13 Leave without Pay**

353 **4.13.1 Eligibility for Leave without Pay**

354 **4.13.1.1** Full-time salaried employees who have provided at least six consecutive months of
355 service may be granted continuous leave of absence without pay upon approval of their written
356 application by the appropriate administrator, Human Resources, and the President.

357 **4.13.2 Intention to Return**

358 **4.13.2.1** Leave without pay shall not be granted unless the employee fully expects to return to
359 active service at the expiration of the leave. For leave of nine months or longer duration, the
360 employee is expected to notify the University of their intention to return not later than 60 days
361 prior to the expiration of the leave.

362 **4.13.3 Status upon Return**

363 **4.13.3.1** An employee granted a leave of absence without pay who returns to active service on or
364 before the expiration of the leave is entitled to a position in the same classification or status, at
365 the same seniority, and to the amount of sick and/or annual leave accrued at the commencement
366 of the leave.

367 **4.13.4 Categories of Leave without Pay**

368 **4.13.4.1** *Medical Leave:* For a period not to exceed 12 months for temporary illness or disability,
369 provided that the necessity for the leave is verified by written certification from a registered
370 medical practitioner. Illness due to pregnancy is treated as any other illness.

371 **4.13.4.2** *Educational/Professional Leave:* For a period not to exceed 12 months to pursue a
372 formal course of study or other professional/technical activity that will increase the value of the
373 employee's service to the University upon return.

374 **4.13.4.3** *Emergency Service Leave:* For a period not to exceed 12 months to perform technical or
375 specialized service for the State of Utah or the United States government during a period of
376 emergency.

377 **4.13.4.4** *Special Leave without Pay:* For an approved absence from duty for which another
378 category of leave with pay or leave without pay does not apply. Such leave is granted at the
379 discretion of the President upon recommendation and approval of the appropriate supervisor and
380 administrator.

381 **4.14 Official Records**



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382 **4.14.1** All official leave All official leave records are maintained in Human Resources.
383 Supervisors are responsible for reporting as soon as possible to Human Resources any employee
384 absence to be recorded on individual leave records. Human Resources shall round annual, sick,
385 and personal leave to the nearest 1/4 hour.

5.0 PROCEDURES

386

POLICY HISTORY		
March 6, 2003	Approved for Policy Manual.	UVU Board of Trustees



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Proposed Policy Number and Title: 361 Leave of Absence		
Existing Policy Number and Title: 361 Leave of Absence		
Approval Process*		
<input type="checkbox"/> Regular	<input checked="" type="checkbox"/> Temporary Emergency	<input type="checkbox"/> Expedited
<input type="checkbox"/> New	<input type="checkbox"/> New	<input type="checkbox"/> New
<input type="checkbox"/> Revision	<input checked="" type="checkbox"/> Revision	<input type="checkbox"/> Revision
<input type="checkbox"/> Deletion	<input type="checkbox"/> Suspension	
	Anticipated Expiration Date: January 17, 2019	
*See UVU Policy 101 <i>Policy Governing Policies</i> for process details.		

Draft Number and Date: <u>1/10/2019, Stage 2, Board of Trustees, Temp Emergency</u>		
President's Council Sponsor: <u>Linda Makin</u>	Ext. _____	
Policy Steward: <u>Judy Martindale</u>	Ext. _____	

POLICY APPROVAL PROCESS DATES	
<p>Policy Drafting and Revision Entrance Date: <u>01/10/2019</u></p> <p>University Entities Review Entrance Date: <u>Not applicable</u> Close Feedback: <u>Not applicable</u></p> <p>University Community Review Entrance Date: <u>Not applicable</u> Open Feedback: <u>Not applicable</u> Close Feedback: <u>Not applicable</u></p> <p>Board of Trustees Review Entrance Date: <u>01/10/2019</u> Approval Date: _____</p>	<p style="text-align: center;">POST APPROVAL PROCESS</p> <p>Verify:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Policy Number <input type="checkbox"/> Section <input type="checkbox"/> Title <input type="checkbox"/> BOT approval <input type="checkbox"/> Approval date <input type="checkbox"/> Effective date <input type="checkbox"/> Proper format of Policy Manual posting <input type="checkbox"/> TOPS Pipeline and Archives update <p>Policy Office personnel who verified and posted this policy to the University Policy Manual Name: _____ Date posted and verified: _____</p>



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POLICY TITLE	Leave of Absence	Policy Number	361
Section	Human Resources	Approval Date	
Subsection	Compensation and Benefits	Effective Date	
Responsible Office	Office of the Vice President of Planning, Budget, and Human Resources		

1.0 PURPOSE

1 1.1

2.0 REFERENCES

2 2.1 Utah State Code Sections 39-1-35, 39-1-36, 39-3-1, 39-3-2, and 49-11-402.

3 2.2 UVU Policy 360 *Family and Medical Leave (FMLA)*

4 2.3 UVU Policy 640 *Faculty Sabbatical Leave*

3.0 DEFINITIONS

5 3.1 [FMLA leave: Leave taken pursuant to the *Family Medical Leave Act \(FMLA\)*.](#)

4.0 POLICY

6 4.1 **Vacation (Executive, Exempt, and Non-exempt Staff)**

7 4.1.1 **General Information**

8 4.1.1.1 The vacation year is defined as the period beginning on January 1 and ending December
9 31. Maximum accrued vacation as later defined is calculated as of January 1. Vacation accrual
10 covers each pay period (semi-monthly). Employees must be hired on or before the 10th of the
11 month to receive vacation for the first half of the month and on or before the 25th of the month to
12 receive vacation for the second half of the month. Terminating employees must work through the
13 10th of the month to receive vacation for the first half of the month and through the 25th of the
14 month to receive vacation for the second half of the month.

15



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16 **4.1.2 Eligibility for Vacation Leave**

17 **4.1.2.1** Salaried staff employees are eligible for vacation leave. Employees hired on an
18 emergency, hourly, seasonal, temporary, or per diem basis are not eligible for vacation leave.

19 **4.1.3 Standard Vacation Policy**

20 **4.1.3.1** Executives accrue vacation at the rate of two days per month (16 hours), 24 days per 12
21 months (192 hours).

22 **4.1.3.2** Exempt staff accrue vacation on a monthly basis as follows:

Years of Service	Rate at Which Vacation Is Accrued
0–3	15 days per 12 months (120 hours) 1.25 days per month (10 hours)
4–6	18 days per 12 months (144 hours) 1.5 days per month (12 hours)
7–9	21 days per 12 months (168 hours) 1.75 days per month (14 hours)
10+	24 days per 12 months (192 hours) 2 days per month (16 hours)

23 **4.1.3.2.1** Professional/administrative staff on less than 12-month appointments earn vacation at
24 the appropriate monthly rate for the years of service over the number of months they are
25 employed. Increased vacation rates for professional/administrative employees begin in the first
26 month of the 4th, 7th, and 10th years of service as calculated from their individual date of
27 employment.

28



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29 **4.1.3.3** All full-time classified staff accrue vacation on a monthly basis as follows:

Years of Service	Rate at Which Vacation Is Accrued
0–3	12 days per 12 months (96 hours) 1 day per month (8 hours)
4–6	15 days per 12 months (120 hours) 1.25 days per month (10 hours)
7–9	18 days per 12 months (144 hours) 1.5 days per month (12 hours)
10–13	21 days per 12 months (168 hours) 1.75 days per month (14 hours)
14+	24 days per 12 months (192 hours) 2 days per month (16 hours)

30 **4.1.3.3.1** Non-exempt staff on less than 12-month appointments earn vacation at the appropriate
31 rate for the months employed. Increased vacation rates for these employees begin in the first
32 month of the 4th, 7th, and 10th years of service as calculated from their individual date of
33 employment.

34 **4.1.3.4** Vacation leave may be used at the convenience of the department and with the approval
35 of the supervisor upon completion of two full semi-monthly periods of satisfactory employment.
36 Employees are encouraged to use rather than accumulate vacation time. A maximum of 30 days
37 may be carried forward from one vacation year to the next. Upon permanent termination an
38 employee may be paid for up to 30 days (240 hours) of accrued leave, plus any days/hours
39 accrued during the current vacation year.

40 **4.1.3.5** Approved vacation leave slips must be submitted to Human Resources in a timely
41 manner to provide employees with the correct leave balances on their check stub.

42 **4.2 Sick Leave**

43 **4.2.1 General Information**

44 **4.2.1.1** The sick leave year is defined as the period beginning on January 1 and ending December
45 31.



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46 4.2.2 Eligibility for Sick Leave

47 4.2.2.1 Salaried employees are eligible for sick leave. Employees hired on an emergency, hourly,
48 seasonal, temporary, or per diem basis are not eligible for personal leave.

49 4.2.3 Definition

50 4.2.3.1 *Immediate family*: For the purpose of this section, immediate family is defined as:
51 spouse and children (including stepchildren), and parents of either spouse.

52 4.2.4 Accrual of Sick Leave

53 4.2.4.1 All salaried full-time employees accrue sick leave at the rate of one day (faculty 7 hours,
54 staff 8 hours) for each full calendar month served.

55 4.2.4.2 All salaried employees working less than full-time accrue sick leave in proportion to time
56 worked.

57 4.2.4.3 Sick leave may be used after completion of two full semi-monthly periods of satisfactory
58 employment.

59 4.2.4.4 All unused days may be carried forward from one year to the next. Accrued sick leave is
60 forfeited upon termination.

61 4.2.4.5 An employee may not use their sick leave longer than five months without applying for
62 Long-Term Disability and Social Security Disability. Approval or denial of disability benefits
63 will not affect an employee's use of accrued sick leave.

64 4.2.4.6 Sick leave may be used for the illness or preventive care of the employee or for the
65 illness or preventive care of immediate family members.

66 4.2.4.7 Sick leave taken in excess of the amount accrued shall be charged to personal leave,
67 vacation leave, or leave without pay.

68 4.2.4.8 The University reserves the right to require [substantiation of medical documentation for](#)
69 absences due to illness or injury.

70 4.2.5 Sick Leave Incentive Program

71 4.2.5.1 After an executive, exempt staff, or non-exempt staff has accumulated 18 unused sick
72 leave days (144 hours), that employee is eligible for the sick leave incentive program in the next
73 calendar year. Employees who qualify shall be given an opportunity to convert unused sick leave
74 days accumulated during the previous calendar year on a two-to-one basis for a maximum of
75 four vacation leave days (32 hours). Employees' elected conversion of sick leave days to



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76 vacation leave days shall be effective on March 1 of the current calendar year; eligible
77 employees must be employed by the University on the effective date to receive their elected
78 conversions.

79 **4.3 Personal Leave**

80 **4.3.1 General Information**

81 **4.3.1.1** Personal leave year is defined, for all employees except faculty, as the period beginning
82 January 1 and ending December 31. Personal leave year for faculty is defined as the period
83 starting July 1 and ending June 30.

84 **4.3.2 Eligibility for Personal Leave**

85 **4.3.2.1** Salaried employees are eligible for personal leave. Employees hired on an emergency,
86 hourly, seasonal, temporary, or per diem basis are not eligible for personal leave.

87 **4.3.3 Accrual of Personal Leave**

88 **4.3.3.1 Full-time Executive, Exempt Staff, and Non-exempt Staff**

89 **4.3.3.1.1** Full-time salaried executive, professional/administrative, and classified employees have
90 available two days (16 hours) of personal leave per calendar year.

91 **4.3.3.2 Full-time Faculty**

92 **4.3.3.2.1** Full-time salaried faculty members have available 1.5 days of personal leave for each
93 full academic semester worked (21 hours) per fiscal year and a proportional allocation for
94 summer term.

95 **4.3.3.3 Less than Full-time Employees**

96 **4.3.3.3.1** Salaried employees, less than full-time, have available personal leave in proportion to
97 the time worked on an annual basis as appropriate for their particular job category.

98 **4.3.4 Use of Personal Leave**

99 **4.3.4.1** Personal leave may be used for personal business and emergencies that require the
100 employee's absence during regular working hours. The assumption of personal leave is that the
101 faculty member should arrange but not pay for appropriate coverage of classes missed as a result
102 of taking personal leave. The total number of personal leave days available in the fiscal year may
103 be utilized at any time during that fiscal year with the following provisions:
104



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- 105 1) Personal leave may be used after completion of two full semi-monthly periods of satisfactory
106 employment.
- 107 2) Personal leave may be used upon notification to the appropriate supervisor and completion of
108 appropriate arrangements for affected classes.
- 109 3) Personal leave taken in excess of the available amount per calendar year shall be charged to
110 vacation leave or leave without pay.
- 111 4) Unused personal leave may not be carried forward from one fiscal year to the next. Upon
112 termination, an employee is not compensated for and forfeits all unused personal leave.

113 4.4 ParentalBirth Leave

114 4.4.1 General Information

115 4.4.1.1 For the purpose of bonding with or caring for a newborn or newly adopted child, the
116 eligible employee, regardless of employee gender, Upon the adoption or birth of the employee's
117 child, the employee, whether male or female, shall receive 10 workdays (faculty 70 hours, staff
118 80 hours) of paid leave upon the adoption or birth of the employee's child.

119 4.4.2 Eligibility for ParentalBirth Leave

120 4.4.2.1 Full-time, benefits-eligible Salaried employees are eligible for parentalbirth leave,
121 regardless of the employee's eligibility for FMLA leave. Employees hired on an emergency,
122 hourly, seasonal, temporary, or per diem basis are not eligible for birth leave.

123 4.4.3 Use of ParentalBirth Leave

124 4.4.3.1 When the need for parental leave is foreseeable, the employee shall notify their ~~The~~
125 ~~employee's~~ supervisor ~~should be given~~ at least 30 days' ~~notice of before~~ the employee intend~~st~~ to
126 take parentalbirth leave. Failure to provide 30 days' notice ~~could may~~ result in the employee's
127 request for parentalbirth leave being denied.

128 4.4.3.2 ~~Birth leave taken in excess of the available amount shall be charged to vacation leave or~~
129 ~~leave without pay.~~

130 4.4.3.2 ParentalBirth leave ~~must be not~~ used within six months of the adoption or birth of the
131 ~~child shall be forfeited.~~ Parental leave may be used intermittently or in a block of 10 consecutive
132 workdays. Upon termination, an employee ~~will is not be~~ compensated for ~~and forfeits all~~ unused
133 parentalbirth leave.

134 4.4.4 Parental leave will run concurrently with job-protected leave such as leave pursuant to
135 FMLA leave. FMLA-eligible employees may take a total of up to 12 weeks of job-protected



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136 [medical leave in a rolling calendar year for pregnancy-related conditions, birth, and/or baby](#)
137 [bonding. Employees who have medical maternity leave or accrued sick, personal, and/or](#)
138 [vacation leave must apply such leave to any remaining FMLA leave taken beyond the 10-](#)
139 [workday parental leave.](#)

140 [4.4.44.4.5 While on parental leave, the employee shall perform no work for UVU.](#)

141 [4.5 Medical Maternity Leave](#)

142 [4.5.1 Full-time, benefits-eligible employees who give birth and provide medical certification are](#)
143 [eligible for up to six weeks of paid medical maternity leave due to the medical necessity of](#)
144 [recovering from childbirth. Medical maternity leave may be used only in a single block of up to](#)
145 [six consecutive weeks, not intermittently. Upon termination, an employee will not be](#)
146 [compensated for any unused medical maternity leave.](#)

147 [4.5.2 This paid leave begins immediately upon the birth of the child, regardless of the](#)
148 [employee's eligibility for FMLA leave. Medical maternity leave will run concurrently with job-](#)
149 [protected FMLA leave. FMLA-eligible employees may take a total of up to 12 weeks of job-](#)
150 [protected medical leave in a rolling calendar year for pregnancy-related conditions, birth, and/or](#)
151 [baby bonding. If an FMLA-eligible employee requires more than six weeks for medical recovery](#)
152 [from childbirth, the additional leave shall be charged to any remaining FMLA leave in the](#)
153 [following order:](#)

154
155 [1\) Parental leave \(paid\)](#)

156 [2\) Accrued sick leave \(paid\)](#)

157 [3\) Personal leave \(paid\)](#)

158 [4\) Accrued vacation leave \(paid\)](#)

159 [5\) Any remaining FMLA leave \(unpaid\)](#)

160 [4.5.3 While on medical maternity leave, the employee shall perform no work for UVU.](#)

161 [4.5.4 Medical maternity leave is separate from parental leave. An employee may take parental](#)
162 [leave after taking medical maternity leave to recover from childbirth provided that the use of](#)
163 [parental leave complies with section 4.4 of this policy.](#)

164 [4.54.6 Family Leave](#)

165 [4.5.14.6.1 See UVU Policy 360 Family and Medical Leave \(FMLA\).](#)

166 [4.64.7 Funeral Leave](#)



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167 **4.6.14.7.1 Definition**

168 **4.6.1.14.7.1.1** *Immediate family*: For the purpose of this section, immediate family is defined as:
169 employee's spouse and in-laws, grandparent, parent, brother, sister, child, and grandchild and
170 their immediate families (step-relatives in these categories are included).

171 **4.6.24.7.2 Policy**

172 **4.6.2.14.7.2.1 General Information**

173 **4.6.2.1.14.7.2.1.1** Three days' time off with pay is authorized to all salaried employees in the
174 case of a death in the immediate family as defined above if considered reasonable and necessary
175 by the department head. Salaried employees may receive such leave for each occurrence.

176 **4.6.2.1.24.7.2.1.2** Additional days as determined necessary by the department head may be
177 charged to vacation leave, personal leave, or leave without pay.

178 **4.6.2.1.34.7.2.1.3** Salaried employees working less than 100 percent may receive this leave on a
179 prorated basis.

180 **4.74.8 Military Leave**

181 **4.7.14.8.1 Purpose**

182 **4.7.1.14.8.1.1** This policy provides guidelines for the call to active duty of university faculty and
183 staff who are members of any reserve branch of the United States Armed Forces or the National
184 Guard of Utah. It also applies to any faculty and staff who are not reserve or guard members who
185 may be called to active duty by the United States Armed Forces through any other means. This
186 policy complies with and is governed by Utah State Code Section 39-1-35, 39-1-36, 39-3-1, 39-
187 3-2, and 49-11-402.

188 **4.7.24.8.2 Annual Encampment**

189 **4.7.2.14.8.2.1** University employees that are members of the organized reserve of the United
190 States Armed Forces, including the National Guard of Utah, are entitled to leave of absence with
191 full pay not to exceed 15 working days per year for active duty at annual encampments or other
192 required active duty training. This leave shall be paid in addition to any annual vacation leave the
193 employee may have accrued.

194 **4.7.2.24.8.2.2** An eligible employee's accrued vacation and personal leave may be used for
195 military leave in excess of 15 working days.

196 **4.7.2.34.8.2.3** A copy of the orders requiring the attendance of an eligible employee for military
197 leave shall be attached to the request for leave with pay.



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199 **4.7.34.8.3 Active Duty beyond Annual Encampments**

200 **4.7.3.14.8.3.1 Active Duty**

201 **4.7.3.1.14.8.3.1.1** University employees that are members of the organized reserve of the United
202 States Armed Forces, including the National Guard of Utah, who pursuant to military orders
203 enter active duty, shall upon request be granted a leave of absence from employment, but for no
204 more than five years.

205 **4.7.3.1.24.8.3.1.2** An eligible employee may elect to use paid leave consisting of annual
206 encampment leave, not already used for the current calendar year, and accrued vacation and
207 personal leave. At the exhaustion of all paid leave, employees shall be granted the remainder of
208 their active duty leave as unpaid leave. If active duty continues into additional calendar years,
209 annual encampment leave shall not be granted for those additional years.

210 **4.7.3.1.34.8.3.1.3** A copy of the orders requiring the attendance of an eligible employee for
211 active duty shall be attached to the request for leave.

212 **4.7.3.24.8.3.2 Re-employment**

213 **4.7.3.2.14.8.3.2.1** Upon satisfactory release from active duty, an eligible employee who meets
214 the following requirements shall be permitted to return to employment with the University with
215 seniority, status, pay, and leave the employee would have had if he or she had not been absent
216 due to active duty. Requirements:

217

218 1) Requested and was granted leave due to active military duty.

219 2) Position left was a continuous position and was not limited in duration.

220 3) Time off due to active duty was for five years or less.

221 4) Must be discharged or released from active duty under honorable conditions.

222 5) Applied for re-employment with the University within 40 days after official separation from
223 active duty.

224 **4.7.3.2.24.8.3.2.2** For employees that meet the above requirements, re-employment shall be
225 made within 20 days after submission of application for re-employment. University employees
226 that were on active military leave for 30 days or less shall be reinstated to their previous job with
227 the University immediately upon return.

228 **4.7.3.2.34.8.3.2.3** An employee returning from active military service may not, without cause, be
229 discharged or subjected to reduction of compensation for a period following a return to
230 employment depending on the length of their leave not to exceed one year. Reasonable



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231 accommodations for disabilities incurred while in military service shall be provided unless an
232 undue hardship to the University can be demonstrated. Tenure track faculty called to active duty
233 shall have the tenure clock stopped with no penalty incurring for the period of absence. A re-
234 adaptation period of up to two years, as negotiated with the department head and dean, and
235 approved by the Vice President of Academic Affairs, shall be granted to returning tenure track
236 faculty prior to the reinstatement of the tenure clock. The University shall not be prejudiced as to
237 employment, appointment, reappointment, re-employment, or probation by reason of an
238 employee's active military service.

239 **4.7.44.8.4 Retirement Benefits**

240 **4.7.4.14.8.4.1** According to federal law, under a defined benefit or defined contribution pension
241 plan, individuals whose employment is interrupted by military service must be given benefit
242 accruals for the period of military leave. Employees who are enrolled in Utah Retirement
243 Systems or other university-sponsored retirement plans, through their employment with the
244 University, that is absent from employment with the University by reason of an official call to
245 full-time United States military services, is eligible to receive service credit/contributions for that
246 military service as follows:

- 247
- 248 1) The employee, the University, or the employee and the University jointly shall make the
249 required payments, as determined by Utah Retirement Systems or other university-sponsored
250 retirement plans, to the retirement plan in which the member participated at the time of the
251 official call, according to the law governing that particular plan.
 - 252 2) Required payments shall be made during the period of full-time United States military service
253 or after the military service, but within a period not to exceed three times the period of military
254 service, prior to the member's retirement date, and up to a maximum of five years. Payments
255 made to an employee's retirement system after he or she returns to work will include
256 interest/investment earnings.
 - 257 3) Required payments shall be based on the member's compensation at the time of the official
258 military call.

259 **4.7.4.24.8.4.2** The member shall return to employment with the University upon receiving an
260 honorable discharge from military service and there may not be intervening employment outside
261 of the employment with the participating employer.

262 **4.7.54.8.5 Leave Benefits**

263 **4.7.5.14.8.5.1 Tuition Waiver Benefits**

264 **4.7.5.1.14.8.5.1.1** Tuition waiver benefits for dependents shall continue while the employee is on
265 active duty.



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266 **4.7.5.24.8.5.2 Other Benefits**

267 **4.7.5.2.14.8.5.2.1** In the case of a call to active duty, the University shall continue medical,
268 dental, and life insurance, and long-term disability benefits at the same level that was provided
269 immediately prior to the call to active service, for 30 days beyond the date the employee begins
270 active duty. Beyond this 30-day benefit continuation period, other basic employee benefits shall
271 be handled as they are for any other employee taking a leave of absence or using annual leave: A
272 "leave with pay" using annual leave allows for the continuation of all benefits as if the employee
273 were still working. A "leave without pay" does not allow for the continuation of benefits paid by
274 the University, but does allow the employee to continue insurance benefits by paying the
275 premiums for such benefits under the COBRA continuation provisions of federal law.

276 **4.7.5.2.24.8.5.2.2** The method of reinstatement of university benefits offered to full-time
277 benefits-eligible employees is as follows:

- 278
- 279 1) Health, life, and long-term disability insurance coverage begin the 1st day of the month for
280 employees rehired on the 1st working day of that month.
 - 281 2) Health benefits for employees reinstated after the first working day of the month begin the
282 first of the month after rehire.
 - 283 3) Retirement and leave benefits begin immediately upon rehire.

284 **4.8.4.9 Jury and Witness Duty**

285 **4.8.14.9.1** Employees necessarily absent from work in compliance with an official requirement
286 to appear for jury service or respond to a subpoena to appear as a witness at a trial, deposition, or
287 other official proceeding will continue to receive the equivalent of full pay. This allowance
288 covers only time lost while actually engaged in jury service or attendance as a witness, and in
289 reasonable travel to and from the place of such service.

290 **4.8.24.9.2** State compensation received for jury service should be turned over to Human
291 Resources to be deposited into the account from which the employee's salary is paid.

292 **4.8.34.9.3** This policy does not apply when an individual appears in court in their own behalf.

293 **4.9.4.10 Sabbatical Leave**

294 **4.9.14.10.1** See UVU Policy 640 *Faculty Sabbatical Leave*.

295



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296 **4.10.11 Administrative Leave**

297 **4.10.14.11.1 Purposes and Nature of Administrative Leave**

298 **4.10.14.11.1.1** Administrative leave is granted for a maximum of 12 calendar months to
299 executive and exempt staff who wish to pursue full-time programs of study, training, or
300 experience related to their position at the University. Administrative leave is not considered a
301 reward for outstanding service but is a part of a professional development plan designed to
302 improve the employee's service to the University. The granting of administrative leave is at the
303 discretion of the President with approval of the Board of Trustees.

304 **4.10.24.11.2 Eligibility for Administrative Leave**

305 **4.10.24.11.2.1** Full-time salaried executive and exempt staff are eligible to apply for
306 administrative leave after three full years of continuous service at the University, provided no
307 other administrative or sabbatical leave with pay or partial pay has been taken during this three-
308 year period.

309 **4.10.34.11.3 Application for Administrative Leave**

310 **4.10.34.11.3.1** Administrative leave is granted by the Board of Trustees upon recommendation
311 by the President. Signatures of other appropriate administrative officers must also be obtained as
312 a part of the application process.

313 **4.10.34.11.3.2** Applicants for administrative leave must file an application at least three
314 calendar months prior to the requested beginning date. The application should contain a
315 statement of the applicant's educational, training, or experience plan; the reason for requesting
316 the leave; the benefit to the University should the leave be approved; the length of time applied
317 for; and other essential data to adequately justify granting the leave. Application forms are
318 available in the offices of Human Resources, dean, and vice president.

319 **4.10.44.11.4 Remuneration during Administrative Leave**

320 Salary payments by the University to individuals on administrative leave are calculated on the
321 basis of the salary for the period during which the leave takes place as follows:

- 322
- 323 1) Three consecutive years of service—30 percent of regular salary
 - 324 2) Four consecutive years of service—40 percent of regular salary
 - 325 3) Five consecutive years of service—50 percent of regular salary
 - 326 4) Six or more consecutive years of service—60 percent of regular salary



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327 [4.10.54.11.5](#) In addition, payment for accrued annual leave may be paid to employees on
328 administrative leave providing that the total remuneration per month does not exceed 100 percent
329 of the regular monthly salary.

330 [4.10.64.11.6](#) When an employee is not granted leave at a time when he or she becomes eligible
331 and makes formal application, the individual may be granted an additional 10 percent of salary
332 for each year of service beyond six years to a maximum of 10 years. Such remuneration shall be
333 granted only when, in the judgment of the President and the Board of Trustees, the applicant's
334 service to the University has been required for the proper operation of the University and the
335 requested leave is clearly to the direct benefit of the University.

336 [4.10.74.11.7](#) **Benefits during Administrative Leave**

337 [4.10.7.14.11.7.1](#) To the extent permitted by law, employees on administrative leave are
338 considered employees of the University and receive full benefits during the period of the leave
339 with the exception of the accrual of sick leave.

340 [4.10.84.11.8](#) **Intention to Return**

341 [4.10.8.14.11.8.1](#) Acceptance of administrative leave by the applicant certifies the employee's
342 agreement to return to the University following the expiration of the leave and to complete at
343 least one full year of service under the penalty of refunding the salary received during the leave
344 period except for that received in payment for accrued annual leave.

345 [4.10.94.11.9](#) **Status upon Return**

346 [4.10.9.14.11.9.1](#) Upon return from administrative leave, an employee is entitled to a position in
347 the same rank, at the same seniority, and to the amount of sick leave accrued up to the
348 commencement of the leave.

349 [4.114.12](#) **Community Service Leave**

350 [4.11.14.12.1](#) **General Information**

351 [4.11.1.14.12.1.1](#) Upon return from administrative leave, an employee is entitled to a position in
352 the same rank, at the same seniority, and to the amount of sick leave accrued up to the
353 commencement of the leave.

354 [4.11.24.12.2](#) **Procedure**

355 [4.11.2.14.12.2.1](#) Employees must schedule the time off with their supervisor.

356 [4.11.2.24.12.2.2](#) Employee must receive approval of the community service project from the
357 PACE Service Committee.



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358 **4.12.4.13 Leave without Pay**

359 **4.12.14.13.1 Eligibility for Leave without Pay**

360 **4.12.1.14.13.1.1** Full-time salaried employees who have provided at least six consecutive months
361 of service may be granted continuous leave of absence without pay upon approval of their
362 written application by the appropriate administrator, Human Resources, and the President.

363 **4.12.24.13.2 Intention to Return**

364 **4.12.2.14.13.2.1** Leave without pay shall not be granted unless the employee fully expects to
365 return to active service at the expiration of the leave. For leave of nine months or longer
366 duration, the employee is expected to notify the University of their intention to return not later
367 than 60 days prior to the expiration of the leave.

368 **4.12.34.13.3 Status upon Return**

369 **4.12.3.14.13.3.1** An employee granted a leave of absence without pay who returns to active
370 service on or before the expiration of the leave is entitled to a position in the same classification
371 or status, at the same seniority, and to the amount of sick and/or annual leave accrued at the
372 commencement of the leave.

373 **4.12.44.13.4 Categories of Leave without Pay**

374 **4.12.4.14.13.4.1** *Medical Leave*: For a period not to exceed 12 months for temporary illness or
375 disability, provided that the necessity for the leave is verified by written certification from a
376 registered medical practitioner. Illness due to pregnancy is treated as any other illness.

377 **4.12.4.24.13.4.2** *Educational/Professional Leave*: For a period not to exceed 12 months to
378 pursue a formal course of study or other professional/technical activity that will increase the
379 value of the employee's service to the University upon return.

380 **4.12.4.34.13.4.3** *Emergency Service Leave*: For a period not to exceed 12 months to perform
381 technical or specialized service for the State of Utah or the United States government during a
382 period of emergency.

383 **4.12.4.44.13.4.4** *Special Leave without Pay*: For an approved absence from duty for which
384 another category of leave with pay or leave without pay does not apply. Such leave is granted at
385 the discretion of the President upon recommendation and approval of the appropriate supervisor
386 and administrator.

387 **4.134.14 Official Records**



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388 [4.13.14.14.1](#) All official leave All official leave records are maintained in Human Resources.
389 Supervisors are responsible for reporting as soon as possible to Human Resources any employee
390 absence to be recorded on individual leave records. Human Resources shall round annual, sick,
391 and personal leave to the nearest 1/4 hour.

5.0 PROCEDURES

392

POLICY HISTORY		
March 6, 2003	Approved for Policy Manual.	UVU Board of Trustees



**UVU BOARD OF TRUSTEES
Agenda Item Coversheet**

DATE:	January 17, 2019
TITLE:	Master Plan Revision
EXECUTIVE/RESPONSIBLE STAFF MEMBER:	Val Peterson, VP Finance and Administration
SUBJECT:	Master Plan Revision
BACKGROUND:	<p>The gift to the University from the Bastian family of Lakemount Manor and expansion opportunities to the north of campus in the Sunset Heights neighborhood require minor modifications to the Master Plan. The Board of Regents approves Campus Master Plans every two years.</p> <p>Lakemount Manor, the Melanie Bastian family home in south Orem, was gifted to the University to house the UVU Art Museum. The large home and seven-acre grounds will be used for the museum as well as other art courses and demonstration programs. The house is located to the south of the University at 420 West 1800 South.</p> <p>Homes for sale along the south side of 925 South present an opportunity to expand the campus footprint to the north in a logical manner. Identifying this area on the master plan will allow purchases to take place as homes become available.</p>
ALTERNATIVES:	<ul style="list-style-type: none"> • Approve as presented, “I move to approve the updated Master Plan and the forwarding of this plan to the Board of Regents for their approval. • Amend and approve, “I move to approve, as amended...” • No action, “I move that we go to the next agenda item...”
FINANCIAL IMPACT:	Available upon request
EXHIBITS:	N/A



**UVU BOARD OF TRUSTEES
Agenda Item Coversheet**

DATE:	January 17, 2019
TITLE:	Real Estate Transaction
EXECUTIVE/RESPONSIBLE STAFF MEMBER:	Val Peterson, VP Finance and Administration
SUBJECT:	Real Estate Transaction
BACKGROUND:	<p>The Trustees are being asked to approve the purchase of a house located at 691 West 925 South, Orem.</p> <p>Homes for sale along the south side of 925 South present an opportunity to expand the campus footprint to the north in a logical manner. The Paul Theobald house is available for sale. A contract, pending approval of the Board of Trustees and Board of Regents, has been accepted by the Theobalds for the appraised value of \$900,000.</p> <p>The house has excellent access to the University from Campus Drive. The home is well built and could be used for hosting events or housing campus visitors. The house sits on 1.239 acres and has 7,486 SF.</p>
ALTERNATIVES:	<ul style="list-style-type: none"> • Approve as presented, “I move to approve the purchase of the property located at 691 West 925 South, Orem and recommendation to the Board of Regents for their approval.” • Amend and approve, “I move to approve, as amended...” • No action, “I move that we go to the next agenda item...”
FINANCIAL IMPACT:	Available upon request
EXHIBITS:	N/A

INVOICE

FROM:

Maxwell Appraising, Inc.
 1115 North 560 West
 Orem, Utah
 84057

Telephone Number: 801-369-3243

Fax Number:

TO:

Jeana Miner
 Utah Valley University
 800 West University Parkway
 Orem, Utah 84058

E-Mail: MINERJE@uvu.edu

Telephone Number: 801-362-1254

Fax Number:

Alternate Number:

INVOICE NUMBER

3991812gpar

DATES

Invoice Date: 12/12/2018

Due Date: 01/12/2019

REFERENCE

Internal Order #: 3991812gpar

Lender Case #: N/A

Client File #: N/A

FHA/VA Case #: N/A

Main File # on form: 3991812gpar

Other File # on form:

Federal Tax ID: 47-0851813

Employer ID:

DESCRIPTION

Lender: N/A Client: Utah Valley University
 Purchaser/Borrower: N/A
 Property Address: 691 W 925 S
 City: Orem
 County: Utah State: UT Zip: 84058
 Legal Description: Lot 2, Plat J, COLLEGE HEIGHTS

FEES

AMOUNT

Appraisal Fee 600.00

SUBTOTAL 600.00

PAYMENTS

AMOUNT

Check #: Date: Description:
 Check #: Date: Description:
 Check #: Date: Description:

SUBTOTAL

THANK YOU FOR YOUR BUSINESS

TOTAL DUE \$ 600.00

Maxwell Appraising Inc.
1115 North 560 West
Orem, Utah 84057
801-369-3243

12/12/2018

Utah Valley University
95 N. University Avenue, Provo, Utah 84601

RE: Theobald House

Re: Property: 691 W 925 S
Orem, UT 84058
Borrower: N/A
File No.: 3991812gpar

Opinion of Value: \$ 900,000
Effective Date: 12/07/2018

In accordance with your request, I have appraised the above referenced property. The report of that appraisal is attached.

The purpose of the appraisal is to develop an opinion of market value for the property described in this appraisal report, as improved, in unencumbered fee simple title of ownership.

This report is based on a physical analysis of the site and improvements, a locational analysis of the neighborhood and city, and an economic analysis of the market for properties such as the subject. The appraisal was developed and the report was prepared in accordance with the Uniform Standards of Professional Appraisal Practice.

The opinion of value reported above is as of the stated effective date and is contingent upon the certification and limiting conditions attached.

It has been a pleasure to assist you. Please do not hesitate to contact me or any of my staff if we can be of additional service to you.

Cordially,  esign.alamode.com/verify Serial:D5FDE3C0



Thomas Maxwell
License or Certification #: 5473489-CR00
State: UT Expires: 04/30/2019
maxwell.appraising@gmail.com

RESIDENTIAL APPRAISAL REPORT

File No.: 3991812gpar

Property Address: 691 W 925 S	City: Orem	State: UT	Zip Code: 84058
County: Utah		Legal Description: Lot 2, Plat J, COLLEGE HEIGHTS	
Assessor's Parcel #: 36:443:0006			
Tax Year: 2018	R.E. Taxes: \$ 3,826.71	Special Assessments: \$ 0	Borrower (if applicable): N/A
Current Owner of Record: Paul H. Theobald		Occupant: <input checked="" type="checkbox"/> Owner	<input type="checkbox"/> Tenant <input type="checkbox"/> Vacant <input type="checkbox"/> Manufactured Housing
Project Type: <input type="checkbox"/> PUD <input type="checkbox"/> Condominium <input type="checkbox"/> Cooperative <input type="checkbox"/> Other (describe)		HOA: \$ <input type="checkbox"/> per year <input type="checkbox"/> per month	
Market Area Name: College Heights		Map Reference: 39340	Census Tract: 0011.03

The purpose of this appraisal is to develop an opinion of: <input checked="" type="checkbox"/> Market Value (as defined), or <input type="checkbox"/> other type of value (describe)			
This report reflects the following value (if not Current, see comments): <input checked="" type="checkbox"/> Current (the Inspection Date is the Effective Date)	<input type="checkbox"/> Retrospective	<input type="checkbox"/> Prospective	
Approaches developed for this appraisal: <input checked="" type="checkbox"/> Sales Comparison Approach <input type="checkbox"/> Cost Approach <input type="checkbox"/> Income Approach (See Reconciliation Comments and Scope of Work)			
Property Rights Appraised: <input checked="" type="checkbox"/> Fee Simple <input type="checkbox"/> Leasehold <input type="checkbox"/> Leased Fee <input type="checkbox"/> Other (describe)			
Intended Use: The purpose of this appraisal is to assist the client in determining the market value for assistance in making a purchase decision regarding the subject property.			
Intended User(s) (by name or type): Client only.			
Client: Utah Valley University		Address: 800 West University Parkway, Orem, UT 84058	
Appraiser: Thomas Maxwell		Address: 1115 North 560 West, Orem, Utah 84057	

Location: <input type="checkbox"/> Urban <input checked="" type="checkbox"/> Suburban <input type="checkbox"/> Rural	<input type="checkbox"/> Over 75% <input type="checkbox"/> 25-75% <input type="checkbox"/> Under 25%	<input checked="" type="checkbox"/> Owner <input type="checkbox"/> Tenant <input checked="" type="checkbox"/> Vacant (0-5%) <input type="checkbox"/> Vacant (>5%)	One-Unit Housing PRICE AGE \$(000) (yrs)	Present Land Use One-Unit 55 % 2-4 Unit 10 % Multi-Unit 10 % Comm'l 15 % Vacant 10 %	Change in Land Use <input checked="" type="checkbox"/> Not Likely <input type="checkbox"/> Likely * <input type="checkbox"/> In Process *
Growth rate: <input type="checkbox"/> Rapid <input checked="" type="checkbox"/> Stable <input type="checkbox"/> Slow	<input type="checkbox"/> Increasing <input checked="" type="checkbox"/> Stable <input type="checkbox"/> Declining		150 Low New		
Property values: <input type="checkbox"/> Shortage <input checked="" type="checkbox"/> In Balance <input type="checkbox"/> Over Supply			2,000+ High 70		* To: _____
Demand/supply: <input type="checkbox"/> Under 3 Mos. <input checked="" type="checkbox"/> 3-6 Mos. <input type="checkbox"/> Over 6 Mos.			500 Pred 30		

Market Area Boundaries, Description, and Market Conditions (including support for the above characteristics and trends): See attached addenda.

Dimensions: Irregular (see attached Plat Map page)	Site Area: 53,891 Sq.Ft. (1.24 Acres)
Zoning Classification: R12	Description: Single Family Residential (minimum lot size is 12,000 sq.ft.)
Zoning Compliance: <input checked="" type="checkbox"/> Legal <input type="checkbox"/> Legal nonconforming (grandfathered) <input type="checkbox"/> Illegal <input type="checkbox"/> No zoning	
Are CC&Rs applicable? <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Unknown	Have the documents been reviewed? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Ground Rent (if applicable) \$ /	
Highest & Best Use as improved: <input checked="" type="checkbox"/> Present use, or <input type="checkbox"/> Other use (explain)	
Actual Use as of Effective Date: Residential Use as appraised in this report: Residential	
Summary of Highest & Best Use: The current use as residential is the highest and best use of the property.	

Utilities	Public	Other	Provider/Description	Off-site Improvements	Type	Public	Private	Topography	Slopes down from the street
Electricity	<input checked="" type="checkbox"/>	<input type="checkbox"/>		Street	Asphalt Paved	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Size	Large for the area
Gas	<input checked="" type="checkbox"/>	<input type="checkbox"/>		Curb/Gutter	Concrete	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Shape	Near Rectangular
Water	<input checked="" type="checkbox"/>	<input type="checkbox"/>		Sidewalk	Concrete	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Drainage	Appears Adequate
Sanitary Sewer	<input checked="" type="checkbox"/>	<input type="checkbox"/>		Street Lights	Yes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	View	Good/Mountain & Valley
Storm Sewer	<input checked="" type="checkbox"/>	<input type="checkbox"/>		Alley	None	<input type="checkbox"/>	<input type="checkbox"/>		
Other site elements: <input type="checkbox"/> Inside Lot <input type="checkbox"/> Corner Lot <input type="checkbox"/> Cul de Sac <input checked="" type="checkbox"/> Underground Utilities <input type="checkbox"/> Other (describe)									
FEMA Spec'l Flood Hazard Area <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No FEMA Flood Zone C FEMA Map # 4902160005A FEMA Map Date 9/24/1984									

Site Comments: The subject site is a 1.24 acre lot which is somewhat large for this area, but not excessive and the larger lot size is a favorable factor. The rear half of the lot slopes significantly down from the street, but the lot has been terraced to maximize the use of the property. The slope is not adverse and it provides for a favorable view amenity and walkout basement. The shape is near rectangular. The site is well suited for the subject house. The overall appeal is rated as good.

General Description # of Units 1 <input type="checkbox"/> Acc. Unit # of Stories 1 Type <input checked="" type="checkbox"/> Det. <input type="checkbox"/> Att. <input type="checkbox"/> Design (Style) Rambler <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Proposed <input type="checkbox"/> Und.Cons. Actual Age (Yrs.) 38 Effective Age (Yrs.) 20	Exterior Description Foundation Concrete Exterior Walls Brick Roof Surface Asphalt Shingle Gutters & Dwnspts. Metal Window Type Wood Frame Storm/Screens Yes	Foundation Slab No Crawl Space No Basement Full Sump Pump <input type="checkbox"/> Dampness <input type="checkbox"/> Settlement None Noted Infestation None Noted	Basement <input type="checkbox"/> None Area Sq. Ft. 4,028 % Finished 100 Ceiling Drywall Walls Drywall Floor Carpet, Tile Outside Entry Yes	Heating Type FWA Fuel Gas Cooling Central Yes Other
Interior Description Floors Carpet, Tile Walls Drywall Trim/Finish Custom Trim Bath Floor Tile & Linoleum Bath Wainscot Tile & Cult. Marble Doors Solid Core Wood	Appliances Refrigerator [P] Range/Oven [B] Dishwasher [B] Fan/Hood <input type="checkbox"/> Microwave [B] Washer/Dryer [P]	Attic <input type="checkbox"/> None Stairs <input type="checkbox"/> Drop Stair <input type="checkbox"/> Scuttle <input checked="" type="checkbox"/> Doorway <input type="checkbox"/> Floor <input type="checkbox"/> Heated <input type="checkbox"/> Finished <input type="checkbox"/>	Amenities Fireplace(s) # 1 Woodstove(s) # 2 Patio Deck Rear Porch Front Fence Rear Pool None Other Courts	Car Storage <input type="checkbox"/> None Garage # of cars (6 Tot.) Attach. 3 Detach. Blt.-In Carport Driveway 3 Surface Concrete

Finished area above grade contains: 9 Rooms 2 Bedrooms 2.5 Bath(s) 3,735 Square Feet of Gross Living Area Above Grade

Additional features: See attached addenda.

Describe the condition of the property (including physical, functional and external obsolescence): There is no functional nor external depreciation applicable. Physical depreciation is typical for the "effective" age of the subject. The overall condition is rated as good. The subject has a mix of older and newer components and the interior is somewhat dated, but acceptable in it's "as-is" condition.

RESIDENTIAL APPRAISAL REPORT

File No.: 3991812gpar

My research did did not reveal any prior sales or transfers of the subject property for the three years prior to the effective date of this appraisal.

Data Source(s): Local MLS and county records

1st Prior Subject Sale/Transfer	Analysis of sale/transfer history and/or any current agreement of sale/listing: <u>There has been no sale, options, or listings of the subject property over the past 3 years. The only transactions for the comparables over the past year are those indicated on the market grid.</u>
Date:	
Price:	
Source(s):	
2nd Prior Subject Sale/Transfer	
Date:	
Price:	
Source(s):	

SALES COMPARISON APPROACH TO VALUE (if developed) The Sales Comparison Approach was not developed for this appraisal.

FEATURE	SUBJECT	COMPARABLE SALE # 1			COMPARABLE SALE # 2			COMPARABLE SALE # 3		
Address	691 W 925 S Orem, UT 84058	1037 E 590 S Orem, UT 84097			777 S Palisades Dr Orem, UT 84097			477 S 450 W Orem, UT 84057		
Proximity to Subject		2.29 miles E			2.11 miles E			0.67 miles NE		
Sale Price	\$	\$ 894,000			\$ 749,400			\$ 732,500		
Sale Price/GLA	\$ /sq.ft.	\$ 193.93 /sq.ft.			\$ 208.22 /sq.ft.			\$ 239.30 /sq.ft.		
Data Source(s)	Public Records	MLS #1522641			MLS #1544900			MLS #1516682		
Verification Source(s)	Inspection	Public Records			Public Records			Public Records		
VALUE ADJUSTMENTS	DESCRIPTION	DESCRIPTION	+(-) \$ Adjust.	DESCRIPTION	+(-) \$ Adjust.	DESCRIPTION	+(-) \$ Adjust.	DESCRIPTION	+(-) \$ Adjust.	
Sales or Financing Concessions		Conv. Loan \$5,000 Concess.	-2,500	Seller Financed No Concess.		Conv. Loan No Concess.				
Date of Sale/Time		06/18		09/18		07/18				
Rights Appraised	Fee Simple	Fee Simple		Fee Simple		Fee Simple		Fee Simple		
Location	Suburban/Good	Suburban/Good		Suburban/Good		Suburban/Good		Suburban/Good		
Site	1.24 Acres/Good	.56 Acre/Good	+68,000	.32 Acre/Good	+92,000	.39 Acre/Good	+85,000			
View	Good/Mtn&Valley	Good/Mtn&Valley		Good/Mtn&Valley		Average	+25,000			
Design (Style)	Rambler	2-Level/Good		Rambler		Rambler				
Quality of Construction	Very Good	Very Good		Very Good		Very Good				
Age	38A/20E	37A/20E		20A/15E	-25,000	16A/15E	-25,000			
Condition	Good	Good		Good		Good				
Above Grade	Total Bdrms Baths	Total Bdrms Baths		Total Bdrms Baths		Total Bdrms Baths		Total Bdrms Baths		
Room Count	9 2 2.5	10 5 5.5	-21,000	9 3 2.5		8 3 3	-3,000			
Gross Living Area	3,735 sq.ft.	4,610 sq.ft.	-52,500	3,599 sq.ft.	+8,000	3,061 sq.ft.	+40,500			
Basement & Finished Rooms Below Grade	3,735 Sq.Ft. 3,735 SF Fin.	1,680 Sq.Ft. 1,680 SF Fin.	+20,500 +51,500	2,794 Sq.Ft. 2,655 SF Fin.	+9,500 +27,000	3,061 Sq.Ft. 3,061 SF Fin.	+7,000 +17,000			
Functional Utility	Good	Good		Good		Good				
Heating/Cooling	GFWA/C-Air	GFWA/C-Air		GFWA/C-Air		GFWA/C-Air				
Energy Efficient Items	Good	Good		Good		Good				
Garage/Carport	3-Car Garage	5-Car Garage	-20,000	3-Car Garage		3-Car Garage				
Porch/Patio/Deck	Porch,Patio,Deck	Similar Value		Similar Value		Similar Value				
Other	Tennis&BBall Crts	Pool Areas	-55,000	None	+20,000	None	+20,000			
Landscape	Good Landscape	Good Landscape		Good Landscape		Good Landscape				
Other	Garden Garage	None	+15,000	None	+15,000	None	+15,000			
Net Adjustment (Total)		<input checked="" type="checkbox"/> + <input type="checkbox"/> -	\$ 4,000	<input checked="" type="checkbox"/> + <input type="checkbox"/> -	\$ 146,500	<input checked="" type="checkbox"/> + <input type="checkbox"/> -	\$ 181,500			
Adjusted Sale Price of Comparables			\$ 898,000		\$ 895,900		\$ 914,000			

Summary of Sales Comparison Approach See attached addenda.

Indicated Value by Sales Comparison Approach \$ 900,000

RESIDENTIAL APPRAISAL REPORT

File No.: 3991812gpar

COST APPROACH	COST APPROACH TO VALUE (if developed) <input checked="" type="checkbox"/> The Cost Approach was not developed for this appraisal.	
	Provide adequate information for replication of the following cost figures and calculations.	
	Support for the opinion of site value (summary of comparable land sales or other methods for estimating site value): The Cost Approach to Value is not applicable for houses the age of the subject; therefore, it has not been developed.	
ESTIMATED <input type="checkbox"/> REPRODUCTION OR <input type="checkbox"/> REPLACEMENT COST NEW		
OPINION OF SITE VALUE ----- = \$		
Source of cost data: DWELLING Sq.Ft. @ \$ ----- = \$		
Quality rating from cost service: Effective date of cost data: Sq.Ft. @ \$ ----- = \$		
Comments on Cost Approach (gross living area calculations, depreciation, etc.): Sq.Ft. @ \$ ----- = \$		
N/A Sq.Ft. @ \$ ----- = \$		
Sq.Ft. @ \$ ----- = \$		
Sq.Ft. @ \$ ----- = \$		
Sq.Ft. @ \$ ----- = \$		
Garage/Carport Sq.Ft. @ \$ ----- = \$		
Total Estimate of Cost-New ----- = \$		
Less Physical Functional External		
Depreciation ----- = \$()		
Depreciated Cost of Improvements ----- = \$		
"As-is" Value of Site Improvements ----- = \$		
----- = \$		
----- = \$		
Estimated Remaining Economic Life (if required): 50 Years INDICATED VALUE BY COST APPROACH ----- = \$		

INCOME APPROACH	INCOME APPROACH TO VALUE (if developed) <input checked="" type="checkbox"/> The Income Approach was not developed for this appraisal.	
	Estimated Monthly Market Rent \$ X Gross Rent Multiplier = \$ Indicated Value by Income Approach	
	Summary of Income Approach (including support for market rent and GRM): The income approach to value is not applicable for housing similar to the subject. Houses like the subject are generally not purchased as investment properties.	

PUD	PROJECT INFORMATION FOR PUDs (if applicable) <input type="checkbox"/> The Subject is part of a Planned Unit Development.	
	Legal Name of Project:	
	Describe common elements and recreational facilities:	

RECONCILIATION	Indicated Value by: Sales Comparison Approach \$ 900,000 Cost Approach (if developed) \$ Income Approach (if developed) \$		
	Final Reconciliation All emphasis is placed on the Sales Comparison Approach since it is most similar to market conditions. The Cost Approach is not applicable for houses the age of the subject. The Income (GRM) Approach was not considered as houses like the subject are normally not purchased for investment purposes.		
	This appraisal is made <input checked="" type="checkbox"/> "as is", <input type="checkbox"/> subject to completion per plans and specifications on the basis of a Hypothetical Condition that the improvements have been completed, <input type="checkbox"/> subject to the following repairs or alterations on the basis of a Hypothetical Condition that the repairs or alterations have been completed, <input type="checkbox"/> subject to the following required inspection based on the Extraordinary Assumption that the condition or deficiency does not require alteration or repair: No conditions to value.		

This report is also subject to other Hypothetical Conditions and/or Extraordinary Assumptions as specified in the attached addenda.

Based on the degree of inspection of the subject property, as indicated below, defined Scope of Work, Statement of Assumptions and Limiting Conditions, and Appraiser's Certifications, my (our) Opinion of the Market Value (or other specified value type), as defined herein, of the real property that is the subject of this report is: \$ 900,000 , as of: 12/07/2018 , which is the effective date of this appraisal. If indicated above, this Opinion of Value is subject to Hypothetical Conditions and/or Extraordinary Assumptions included in this report. See attached addenda.

ATTACHMENTS	A true and complete copy of this report contains <u>28</u> pages, including exhibits which are considered an integral part of the report. This appraisal report may not be properly understood without reference to the information contained in the complete report.	
	Attached Exhibits:	
	<input checked="" type="checkbox"/> Scope of Work <input checked="" type="checkbox"/> Limiting Cond./Certifications <input checked="" type="checkbox"/> Narrative Addendum <input checked="" type="checkbox"/> Photograph Addenda <input checked="" type="checkbox"/> Sketch Addendum <input checked="" type="checkbox"/> Map Addenda <input checked="" type="checkbox"/> Additional Sales <input type="checkbox"/> Cost Addendum <input type="checkbox"/> Flood Addendum <input type="checkbox"/> Manuf. House Addendum <input type="checkbox"/> Hypothetical Conditions <input type="checkbox"/> Extraordinary Assumptions <input type="checkbox"/> <input type="checkbox"/>	

Client Contact: <u>Jeana Miner</u>	Client Name: <u>Utah Valley University</u>
E-Mail: <u>MINERJE@uvu.edu</u>	Address: <u>800 West University Parkway, Orem, UT 84058</u>

SIGNATURES	APPRaiser esign.alamode.com/verify Serial:D5FDE3C0		SUPERVISORY APPRAISER (if required) or CO-APPRAISER (if applicable)	
	Appraiser Name: <u>Thomas Maxwell</u>		Supervisory or Co-Appraiser Name: _____	
	Company: <u>Maxwell Appraising Inc.</u>		Company: _____	
	Phone: <u>801-369-3243</u> Fax: _____		Phone: _____ Fax: _____	
	E-Mail: <u>maxwell.appraising@gmail.com</u>		E-Mail: _____	
	Date of Report (Signature): <u>12/13/2018</u>		Date of Report (Signature): _____	
	License or Certification #: <u>5473489-CR00</u> State: <u>UT</u>		License or Certification #: _____ State: _____	
	Designation: _____		Designation: _____	
	Expiration Date of License or Certification: <u>04/30/2019</u>		Expiration Date of License or Certification: _____	
	Inspection of Subject: <input checked="" type="checkbox"/> Interior & Exterior <input type="checkbox"/> Exterior Only <input type="checkbox"/> None		Inspection of Subject: <input type="checkbox"/> Interior & Exterior <input type="checkbox"/> Exterior Only <input type="checkbox"/> None	
Date of Inspection: <u>12/07/2018</u>		Date of Inspection: _____		

ADDITIONAL COMPARABLE SALES

File No.: 3991812gpar

FEATURE		SUBJECT		COMPARABLE SALE # 4			COMPARABLE SALE # 5			COMPARABLE SALE # 6						
Address 691 W 925 S Orem, UT 84058		621 S River Breeze Dr Orem, UT 84097		1196 E 1220 N Orem, UT 84097			1375 E 1160 N Orem, UT 84097									
Proximity to Subject		2.30 miles E		3.62 miles NE			3.76 miles NE									
Sale Price		\$ 748,000		\$ 980,000			\$ 1,155,000									
Sale Price/GLA		\$ 196.12 /sq.ft.		\$ 224.87 /sq.ft.			\$ 203.52 /sq.ft.									
Data Source(s)		Public Records		MLS #1441612			MLS #1469024			MLS #1465049						
Verification Source(s)		Inspection		Public Records			Public Records			Public Records						
VALUE ADJUSTMENTS		DESCRIPTION		DESCRIPTION		+(-) \$ Adjust.		DESCRIPTION		+(-) \$ Adjust.		DESCRIPTION		+(-) \$ Adjust.		
Sales or Financing Concessions		Cash No Concess.		Conv. Loan No Concess.			Cash No Concess.									
Date of Sale/Time		04/18		02/18			12/17									
Rights Appraised		Fee Simple		Fee Simple			Fee Simple			Fee Simple						
Location		Suburban/Good		Suburban/Good			Suburban/Good			Suburban/Good						
Site		1.24 Acres/Good		.48 Acres/Good		+76,000		.79 Acre/Good		+45,000		1 Acre/Good		+24,000		
View		Good/Mtn&Valley		V.Good/River		-25,000		Good/Mtn&Valley				V.Gd/Mtn&Valley		-20,000		
Design (Style)		Rambler		1.5-Level			1.5-Level/Good			2-Level/Good						
Quality of Construction		Very Good		Very Good			Very Good			Very Good						
Age		38A/20E		37A/20E			21A/10E		-50,000		11A/10E		-50,000			
Condition		Good		Good			Very Good		-10,000		Very Good		-10,000			
Above Grade		Total Bdrms Baths		Total Bdrms Baths		Total Bdrms Baths		Total Bdrms Baths		Total Bdrms Baths		Total Bdrms Baths				
Room Count		9 2 2.5		8 2 2.5			10 4 3.5			-7,000		10 4 4.5		-14,000		
Gross Living Area		3,735 sq.ft.		3,814 sq.ft.		-4,500		4,358 sq.ft.		-37,500		5,675 sq.ft.		-116,500		
Basement & Finished Rooms Below Grade		3,735 Sq.Ft. 3,735 SF Fin.		2,220 Sq.Ft. 2,220 SF Fin.		+15,000 +38,000		4,375 Sq.Ft. 4,375 SF Fin.		-6,500 -16,000		4,000 Sq.Ft. 3,800 SF Fin.		-2,500 -1,500		
Functional Utility		Good		Good			Good			Good						
Heating/Cooling		GFWA/C-Air		GFWA/C-Air			GFWA/C-Air			GFWA/C-Air						
Energy Efficient Items		Good		Good			Good			Good						
Garage/Carport		3-Car Garage		3-Car Garage			3-Car Garage			3-Car Garage						
Porch/Patio/Deck		Porch,Patio,Deck		Similar Value			Similar Value			Similar Value						
Other		Tennis&BBall Crts		None		+20,000		Similar Value				Pool Areas		-55,000		
Landscape		Good Landscape		Good Landscape			Good Landscape			Good Landscape						
Other		Garden Garage		None			+15,000		None		+15,000		None		+15,000	
Net Adjustment (Total)				<input checked="" type="checkbox"/> + <input type="checkbox"/> -		\$ 134,500		<input type="checkbox"/> + <input checked="" type="checkbox"/> -		\$ -67,000		<input type="checkbox"/> + <input checked="" type="checkbox"/> -		\$ -230,500		
Adjusted Sale Price of Comparables				\$ 882,500			\$ 913,000			\$ 924,500						
Summary of Sales Comparison Approach																

SALES COMPARISON APPROACH

ADDITIONAL COMPARABLE SALES

File No.: 3991812gpar

FEATURE		SUBJECT		COMPARABLE SALE # 7			COMPARABLE SALE # 8			COMPARABLE SALE # 9			
Address 691 W 925 S Orem, UT 84058				1179 Moyle Dr Alpine, UT 84004									
Proximity to Subject				13.35 miles N									
Sale Price		\$		\$ 1,175,000			\$			\$			
Sale Price/GLA		\$/sq.ft.		\$ 303.15 /sq.ft.			\$/sq.ft.			\$/sq.ft.			
Data Source(s)		Public Records		MLS #1533112									
Verification Source(s)		Inspection		Public Records									
VALUE ADJUSTMENTS		DESCRIPTION		DESCRIPTION		+(-) \$ Adjust.	DESCRIPTION		+(-) \$ Adjust.	DESCRIPTION		+(-) \$ Adjust.	
Sales or Financing Concessions				Conv. Loan No Concess.									
Date of Sale/Time				09/18									
Rights Appraised		Fee Simple		Fee Simple									
Location		Suburban/Good		Suburban/V.Gd			-100,000						
Site		1.24 Acres/Good		2.17 Acre/Good			-93,000						
View		Good/Mtn&Valley		Good/Mtn&Valley									
Design (Style)		Rambler		2-Level/Good									
Quality of Construction		Very Good		Very Good									
Age		38A/20E		33A/20E									
Condition		Good		Good									
Above Grade		Total	Bdrms	Baths	Total	Bdrms	Baths	Total	Bdrms	Baths	Total	Bdrms	Baths
Room Count		9	2	2.5	9	4	3						
Gross Living Area		3,735 sq.ft.			3,876 sq.ft.			-8,500			sq.ft.		
Basement & Finished Rooms Below Grade		3,735 Sq.Ft.		2,030 Sq.Ft.			+17,000						
		3,735 SF Fin.		1,825 SF Fin.			+48,000						
Functional Utility		Good		Good									
Heating/Cooling		GFWA/C-Air		GFWA/C-Air									
Energy Efficient Items		Good		Good									
Garage/Carport		3-Car Garage		5-Car Garage			-20,000						
Porch/Patio/Deck		Porch,Patio,Deck		Similar Value									
Other		Tennis&BBall Crts		Barn									
Landscape		Good Landscape		Good Landscape									
Other		Garden Garage		Garden Garage									
Net Adjustment (Total)				<input type="checkbox"/> + <input checked="" type="checkbox"/> -			\$ -159,500			<input type="checkbox"/> + <input type="checkbox"/> - \$			
Adjusted Sale Price of Comparables				\$ 1,015,500			\$			\$			

SALES COMPARISON APPROACH

Summary of Sales Comparison Approach Comparables 7 is located in a comparable, but somewhat superior location in Alpine. It has been appropriately adjusted for the location difference. It is included to bracket the size of the subject lot and since it is very comparable in age and condition. It is a very comparable house.

Supplemental Addendum

File No. 3991812gpar

Borrower	N/A						
Property Address	691 W 925 S						
City	Orem	County	Utah	State	UT	Zip Code	84058
Lender/Client	Utah Valley University						

• **GP Residential: Neighborhood - Market Conditions**

Various financing options are available which are acceptable. In some cases, sellers enhance the marketability of their property by providing a finance concession; however, the concession amount is generally minimal in relation to the sale price. Demand and supply appear to be in balance. Selling periods generally don't exceed 6 months, but in the subject value range they can extend to a year. Values have been stable to increasing over the past year. Interest rates are up from previous record lows, but are still at favorable levels and are helping to drive the market.

• **GP Residential: Description of the Improvements - Additional Features**

The subject has typical interior and exterior features for this age and price range of house. The property is an estate type setting with a large lot and good quality house. The house is somewhat dated, but is functional and acceptable "as-is". Some features have been updating including interior lighting, newer roof surface, some updated plumbing features and newer kitchen appliances. The great room has a two-level high ceiling. Though dated, there is some significant high quality trim and moldings. Many built-in features including extensive cabinets and shelves in the den. Laundry cabinet and sink. There is a built-in hot tub in the basement. Full basement entertainment kitchen. Good quality mechanical equipment including 3 furnaces, 3 air condensers, 2 water heaters and a soft water system. There is extensive front and rear patio, porch and decks. Power generator available to service the entire house if needed. Solar panels that minimize the power bill. Full sized rear yard tennis court and an asphalt paved basketball court area and parking. 25' x 25' detached garden garage at the rear. This is just a sample of the additional features, see the attached interior and exterior photos that show many of the custom and high quality features.

• **GP Residential: Sales Comparison Analysis - Summary of Sales Comparison Approach**

There are a limited number of comparable sales currently available similar to the subject in size, quality, condition and extra features available within Orem. Although the sales are very spread out and some are located some distance from the subject no location adjustments are needed. Sale 7 is located in a comparable, but somewhat superior area of Alpine. Although spread out, the distance to the sales is not excessive for properties similar to the subject in this area. Most of the sales have smaller lots, but appropriately adjustments for the lot size differences has been made. The sales used herein are the most similar and are the closest in proximity that could be found. It is reasonable to believe that all of the sales would be considered by the same prospective Buyer if they were on the market at the same time. Adjustments are based on market-derived amounts and are rounded to the nearest \$500. Minor differences are not adjusted as they have no measurable consequence. All have sold within the past year and are still considered to be reliable value indicators as the market has been fairly stable to slightly increasing over the past year. The final value is reconciled to be \$900,000 which is within the range of the adjusted values of the sales and is well supported.

Assumptions, Limiting Conditions & Scope of Work

File No.: 3991812gpar

Property Address: 691 W 925 S City: Orem State: UT Zip Code: 84058

Client: Utah Valley University Address: 800 West University Parkway, Orem, UT 84058

Appraiser: Thomas Maxwell Address: 1115 North 560 West, Orem, Utah 84057

STATEMENT OF ASSUMPTIONS & LIMITING CONDITIONS

- The appraiser will not be responsible for matters of a legal nature that affect either the property being appraised or the title to it. The appraiser assumes that the title is good and marketable and, therefore, will not render any opinions about the title. The property is appraised on the basis of it being under responsible ownership.
- The appraiser may have provided a sketch in the appraisal report to show approximate dimensions of the improvements, and any such sketch is included only to assist the reader of the report in visualizing the property and understanding the appraiser's determination of its size. Unless otherwise indicated, a Land Survey was not performed.
- If so indicated, the appraiser has examined the available flood maps that are provided by the Federal Emergency Management Agency (or other data sources) and has noted in the appraisal report whether the subject site is located in an identified Special Flood Hazard Area. Because the appraiser is not a surveyor, he or she makes no guarantees, express or implied, regarding this determination.
- The appraiser will not give testimony or appear in court because he or she made an appraisal of the property in question, unless specific arrangements to do so have been made beforehand.
- If the cost approach is included in this appraisal, the appraiser has estimated the value of the land in the cost approach at its highest and best use, and the improvements at their contributory value. These separate valuations of the land and improvements must not be used in conjunction with any other appraisal and are invalid if they are so used. Unless otherwise specifically indicated, the cost approach value is not an insurance value, and should not be used as such.
- The appraiser has noted in the appraisal report any adverse conditions (including, but not limited to, needed repairs, depreciation, the presence of hazardous wastes, toxic substances, etc.) observed during the inspection of the subject property, or that he or she became aware of during the normal research involved in performing the appraisal. Unless otherwise stated in the appraisal report, the appraiser has no knowledge of any hidden or unapparent conditions of the property, or adverse environmental conditions (including, but not limited to, the presence of hazardous wastes, toxic substances, etc.) that would make the property more or less valuable, and has assumed that there are no such conditions and makes no guarantees or warranties, express or implied, regarding the condition of the property. The appraiser will not be responsible for any such conditions that do exist or for any engineering or testing that might be required to discover whether such conditions exist. Because the appraiser is not an expert in the field of environmental hazards, the appraisal report must not be considered as an environmental assessment of the property.
- The appraiser obtained the information, estimates, and opinions that were expressed in the appraisal report from sources that he or she considers to be reliable and believes them to be true and correct. The appraiser does not assume responsibility for the accuracy of such items that were furnished by other parties.
- The appraiser will not disclose the contents of the appraisal report except as provided for in the Uniform Standards of Professional Appraisal Practice, and any applicable federal, state or local laws.
- If this appraisal is indicated as subject to satisfactory completion, repairs, or alterations, the appraiser has based his or her appraisal report and valuation conclusion on the assumption that completion of the improvements will be performed in a workmanlike manner.
- An appraiser's client is the party (or parties) who engage an appraiser in a specific assignment. Any other party acquiring this report from the client does not become a party to the appraiser-client relationship. Any persons receiving this appraisal report because of disclosure requirements applicable to the appraiser's client do not become intended users of this report unless specifically identified by the client at the time of the assignment.
- The appraiser's written consent and approval must be obtained before this appraisal report can be conveyed by anyone to the public, through advertising, public relations, news, sales, or by means of any other media, or by its inclusion in a private or public database.
- An appraisal of real property is not a 'home inspection' and should not be construed as such. As part of the valuation process, the appraiser performs a non-invasive visual inventory that is not intended to reveal defects or detrimental conditions that are not readily apparent. The presence of such conditions or defects could adversely affect the appraiser's opinion of value. Clients with concerns about such potential negative factors are encouraged to engage the appropriate type of expert to investigate.

The Scope of Work is the type and extent of research and analyses performed in an appraisal assignment that is required to produce credible assignment results, given the nature of the appraisal problem, the specific requirements of the intended user(s) and the intended use of the appraisal report. Reliance upon this report, regardless of how acquired, by any party or for any use, other than those specified in this report by the Appraiser, is prohibited. The Opinion of Value that is the conclusion of this report is credible only within the context of the Scope of Work, Effective Date, the Date of Report, the Intended User(s), the Intended Use, the stated Assumptions and Limiting Conditions, any Hypothetical Conditions and/or Extraordinary Assumptions, and the Type of Value, as defined herein. The appraiser, appraisal firm, and related parties assume no obligation, liability, or accountability, and will not be responsible for any unauthorized use of this report or its conclusions.

Additional Comments (Scope of Work, Extraordinary Assumptions, Hypothetical Conditions, etc.):

Certifications

File No.: 3991812gpar

Property Address: 691 W 925 S	City: Orem	State: UT	Zip Code: 84058
Client: Utah Valley University	Address: 800 West University Parkway, Orem, UT 84058		
Appraiser: Thomas Maxwell	Address: 1115 North 560 West, Orem, Utah 84057		

APPRAISER'S CERTIFICATION

I certify that, to the best of my knowledge and belief:

- The statements of fact contained in this report are true and correct.
- The credibility of this report, for the stated use by the stated user(s), of the reported analyses, opinions, and conclusions are limited only by the reported assumptions and limiting conditions, and are my personal, impartial, and unbiased professional analyses, opinions, and conclusions.
- I have no present or prospective interest in the property that is the subject of this report and no personal interest with respect to the parties involved.
- Unless otherwise indicated, I have performed no services, as an appraiser or in any other capacity, regarding the property that is the subject of this report within the three-year period immediately preceding acceptance of this assignment.
- I have no bias with respect to the property that is the subject of this report or to the parties involved with this assignment.
- My engagement in this assignment was not contingent upon developing or reporting predetermined results.
- My compensation for completing this assignment is not contingent upon the development or reporting of a predetermined value or direction in value that favors the cause of the client, the amount of the value opinion, the attainment of a stipulated result, or the occurrence of a subsequent event directly related to the intended use of this appraisal.
- My analyses, opinions, and conclusions were developed, and this report has been prepared, in conformity with the Uniform Standards of Professional Appraisal Practice that were in effect at the time this report was prepared.
- I did not base, either partially or completely, my analysis and/or the opinion of value in the appraisal report on the race, color, religion, sex, handicap, familial status, or national origin of either the prospective owners or occupants of the subject property, or of the present owners or occupants of the properties in the vicinity of the subject property.
- Unless otherwise indicated, I have made a personal inspection of the property that is the subject of this report.
- Unless otherwise indicated, no one provided significant real property appraisal assistance to the person(s) signing this certification.

Additional Certifications:

I have performed no services as an appraiser regarding the property that is the subject of this report within the three-year period immediately preceding acceptance of this assignment.

DEFINITION OF MARKET VALUE *:

Market value means the most probable price which a property should bring in a competitive and open market under all conditions requisite to a fair sale, the buyer and seller each acting prudently and knowledgeably, and assuming the price is not affected by undue stimulus. Implicit in this definition is the consummation of a sale as of a specified date and the passing of title from seller to buyer under conditions whereby:

1. Buyer and seller are typically motivated;
2. Both parties are well informed or well advised and acting in what they consider their own best interests;
3. A reasonable time is allowed for exposure in the open market;
4. Payment is made in terms of cash in U.S. dollars or in terms of financial arrangements comparable thereto; and
5. The price represents the normal consideration for the property sold unaffected by special or creative financing or sales concessions granted by anyone associated with the sale.

* This definition is from regulations published by federal regulatory agencies pursuant to Title XI of the Financial Institutions Reform, Recovery, and Enforcement Act (FIRREA) of 1989 between July 5, 1990, and August 24, 1990, by the Federal Reserve System (FRS), National Credit Union Administration (NCUA), Federal Deposit Insurance Corporation (FDIC), the Office of Thrift Supervision (OTS), and the Office of Comptroller of the Currency (OCC). This definition is also referenced in regulations jointly published by the OCC, OTS, FRS, and FDIC on June 7, 1994, and in the Interagency Appraisal and Evaluation Guidelines, dated October 27, 1994.

Client Contact: Jeana Miner	Client Name: Utah Valley University
E-Mail: MINERJE@uvu.edu	Address: 800 West University Parkway, Orem, UT 84058

APPRAISER esign.alamode.com/verify Serial:D5FDE3C0

SUPERVISORY APPRAISER (if required)
or CO-APPRAISER (if applicable)

SIGNATURES



Appraiser Name: Thomas Maxwell
 Company: Maxwell Appraising Inc.
 Phone: 801-369-3243 Fax: _____
 E-Mail: maxwell.appraising@gmail.com
 Date Report Signed: 12/13/2018
 License or Certification #: 5473489-CR00 State: UT
 Designation: _____
 Expiration Date of License or Certification: 04/30/2019
 Inspection of Subject: Interior & Exterior Exterior Only None
 Date of Inspection: 12/07/2018

Supervisory or
Co-Appraiser Name: _____
 Company: _____
 Phone: _____ Fax: _____
 E-Mail: _____
 Date Report Signed: _____
 License or Certification #: _____ State: _____
 Designation: _____
 Expiration Date of License or Certification: _____
 Inspection of Subject: Interior & Exterior Exterior Only None
 Date of Inspection: _____



SUBJECT PHOTOS

Borrower	N/A						
Property Address	691 W 925 S						
City	Orem	County	Utah	State	UT	Zip Code	84058
Lender/Client	Utah Valley University						



FRONT VIEW



FRONT VIEW



FRONT VIEW



EAST SIDE OF HOUSE



EAST SIDE OF HOUSE AND PATIO AREAS



REAR VIEW

SUBJECT PHOTOS

Borrower	N/A						
Property Address	691 W 925 S						
City	Orem	County	Utah	State	UT	Zip Code	84058
Lender/Client	Utah Valley University						



REAR VIEW WITH DECKS AND PATIO AREAS



REAR VIEW



REAR OF THE HOUSE FROM THE TENNIS COURT



REAR AND WEST SIDE OF THE HOUSE



ATTACHED 3-CAR GARAGE



DETACHED GARDEN GARAGE

SUBJECT PHOTOS

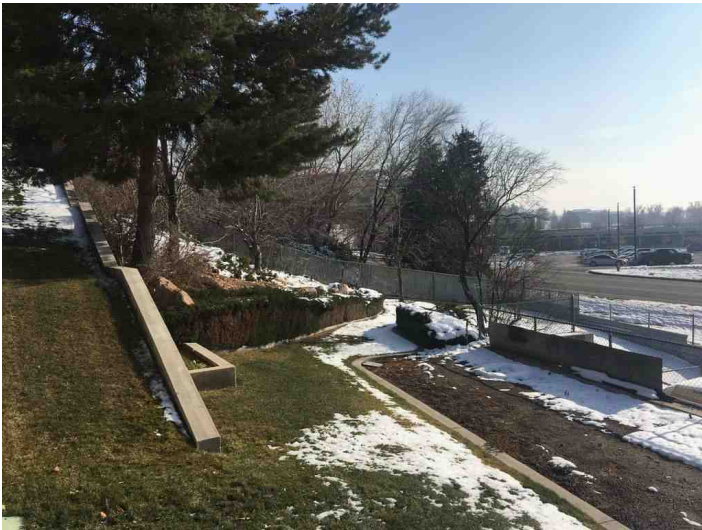
Borrower	N/A						
Property Address	691 W 925 S						
City	Orem	County	Utah	State	UT	Zip Code	84058
Lender/Client	Utah Valley University						



FULL SIZE TENNIS COURT



ASPHALT PAVED BASKETBALL COURT AREA AND PARKING AREA



TERRACED REAR YARD WITH RETAINING WALLS



GATED ENTRY THAT LEADS TO REAR YARD PARKING AREA AND COURTS



VIEW OF VALLEY BELOW AND OVERLOOKING UTAH VALLEY UNIVERSITY



STREET VIEW LOOKING EAST

SUBJECT PHOTOS

Borrower	N/A						
Property Address	691 W 925 S						
City	Orem	County	Utah	State	UT	Zip Code	84058
Lender/Client	Utah Valley University						



FRONT ENTRY



MAIN HALLWAY



LIVING ROOM



LIVING ROOM SHOWING HARDWOOD ARCHES



MUSIC AREA



GREAT ROOM

SUBJECT PHOTOS

Borrower	N/A						
Property Address	691 W 925 S						
City	Orem	County	Utah	State	UT	Zip Code	84058
Lender/Client	Utah Valley University						



KITCHEN



KITCHEN



DINING NOOK



FAMILY ROOM



MASTER BEDROOM



MASTER BATH

SUBJECT PHOTOS

Borrower	N/A						
Property Address	691 W 925 S						
City	Orem	County	Utah	State	UT	Zip Code	84058
Lender/Client	Utah Valley University						



MASTER BATH SHOWER



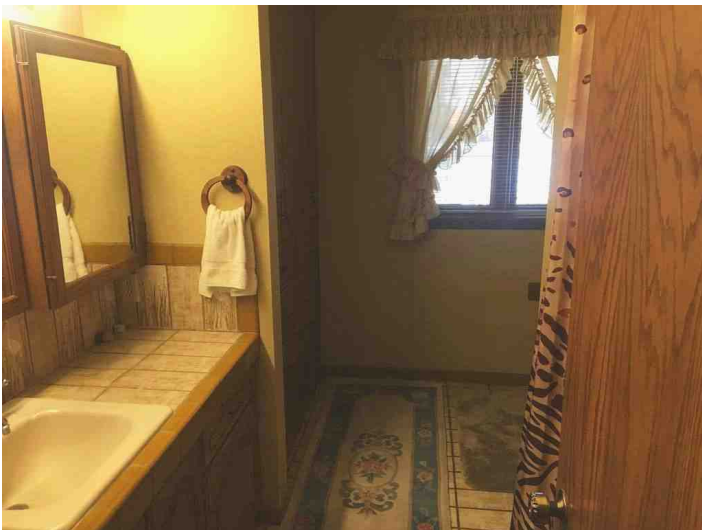
MASTER WALK-IN CLOSET



**DEN
(BEING USED AS A BEDROOM)**



BEDROOM



BATH



LAUNDRY

SUBJECT PHOTOS

Borrower	N/A						
Property Address	691 W 925 S						
City	Orem	County	Utah	State	UT	Zip Code	84058
Lender/Client	Utah Valley University						



MUD AREA



HALF BATH



KITCHEN PANTRY



BASEMENT RECREATION ROOM



BASEMENT KITCHEN



BASEMENT BEDROOM

SUBJECT PHOTOS

Borrower	N/A						
Property Address	691 W 925 S						
City	Orem	County	Utah	State	UT	Zip Code	84058
Lender/Client	Utah Valley University						



BUILT-IN BASEMENT HOT TUB



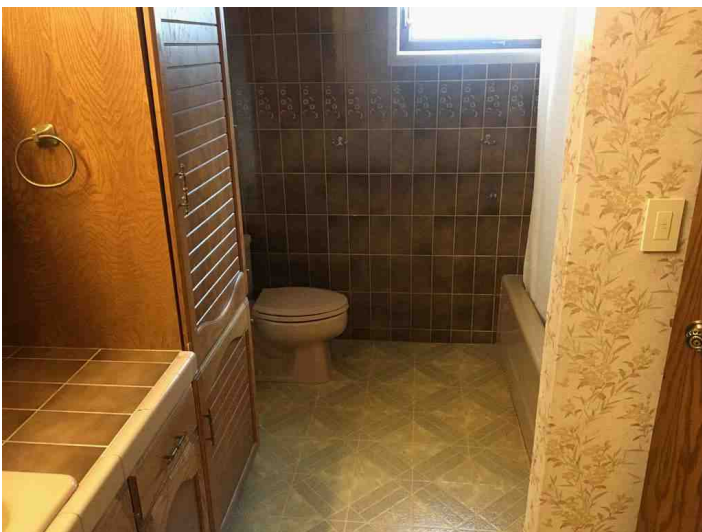
BASEMENT LAUNDRY AND HOT-TUB ROOM



BASEMENT BATH



BASEMENT BEDROOM



BASEMENT BATH



BASEMENT BEDROOM

SUBJECT PHOTOS

Borrower	N/A						
Property Address	691 W 925 S						
City	Orem	County	Utah	State	UT	Zip Code	84058
Lender/Client	Utah Valley University						



**BASEMENT FINISHED COLD STORAGE
BELOW GARAGE**



BASEMENT STORAGE



**STORAGE AND GENERATOR ROOM
BELOW THE GARAGE**



BASEMENT MECHANICAL ROOM



BASEMENT MECHANICAL ROOM



INTERIOR OF THE DETACHED GARDEN GARAGE

Comparable Photo Page

Borrower	N/A				
Property Address	691 W 925 S				
City	Orem	County	Utah	State	UT
Lender/Client	Utah Valley University				
				Zip Code	84058



Comparable 1

1037 E 590 S
 Prox. to Subject 2.29 miles E
 Sale Price 894,000
 Gross Living Area 4,610
 Total Rooms 10
 Total Bedrooms 5
 Total Bathrooms 5.5
 Location Suburban/Good
 View Good/Mtn&Valley
 Site .56 Acre/Good
 Quality Very Good
 Age 37A/20E



Comparable 2

777 S Palisades Dr
 Prox. to Subject 2.11 miles E
 Sale Price 749,400
 Gross Living Area 3,599
 Total Rooms 9
 Total Bedrooms 3
 Total Bathrooms 2.5
 Location Suburban/Good
 View Good/Mtn&Valley
 Site .32 Acre/Good
 Quality Very Good
 Age 20A/15E



Comparable 3

477 S 450 W
 Prox. to Subject 0.67 miles NE
 Sale Price 732,500
 Gross Living Area 3,061
 Total Rooms 8
 Total Bedrooms 3
 Total Bathrooms 3
 Location Suburban/Good
 View Average
 Site .39 Acre/Good
 Quality Very Good
 Age 16A/15E

Comparable Photo Page

Borrower	N/A				
Property Address	691 W 925 S				
City	Orem	County	Utah	State	UT
Lender/Client	Utah Valley University				
				Zip Code	84058



Comparable 4

621 S River Breeze Dr
 Prox. to Subject 2.30 miles E
 Sale Price 748,000
 Gross Living Area 3,814
 Total Rooms 8
 Total Bedrooms 2
 Total Bathrooms 2.5
 Location Suburban/Good
 View V.Good/River
 Site .48 Acres/Good
 Quality Very Good
 Age 37A/20E



Comparable 5

1196 E 1220 N
 Prox. to Subject 3.62 miles NE
 Sale Price 980,000
 Gross Living Area 4,358
 Total Rooms 10
 Total Bedrooms 4
 Total Bathrooms 3.5
 Location Suburban/Good
 View Good/Mtn&Valley
 Site .79 Acre/Good
 Quality Very Good
 Age 21A/10E



Comparable 6

1375 E 1160 N
 Prox. to Subject 3.76 miles NE
 Sale Price 1,155,000
 Gross Living Area 5,675
 Total Rooms 10
 Total Bedrooms 4
 Total Bathrooms 4.5
 Location Suburban/Good
 View V.Gd/Mtn&Valley
 Site 1 Acre/Good
 Quality Very Good
 Age 11A/10E

Comparable Photo Page

Borrower	N/A				
Property Address	691 W 925 S				
City	Orem	County	Utah	State	UT
Lender/Client	Utah Valley University				
				Zip Code	84058



Comparable 7

1179 Moyle Dr
 Prox. to Subject 13.35 miles N
 Sale Price 1,175,000
 Gross Living Area 3,876
 Total Rooms 9
 Total Bedrooms 4
 Total Bathrooms 3
 Location Suburban/V.Gd
 View Good/Mtn&Valley
 Site 2.17 Acre/Good
 Quality Very Good
 Age 33A/20E

Comparable 8

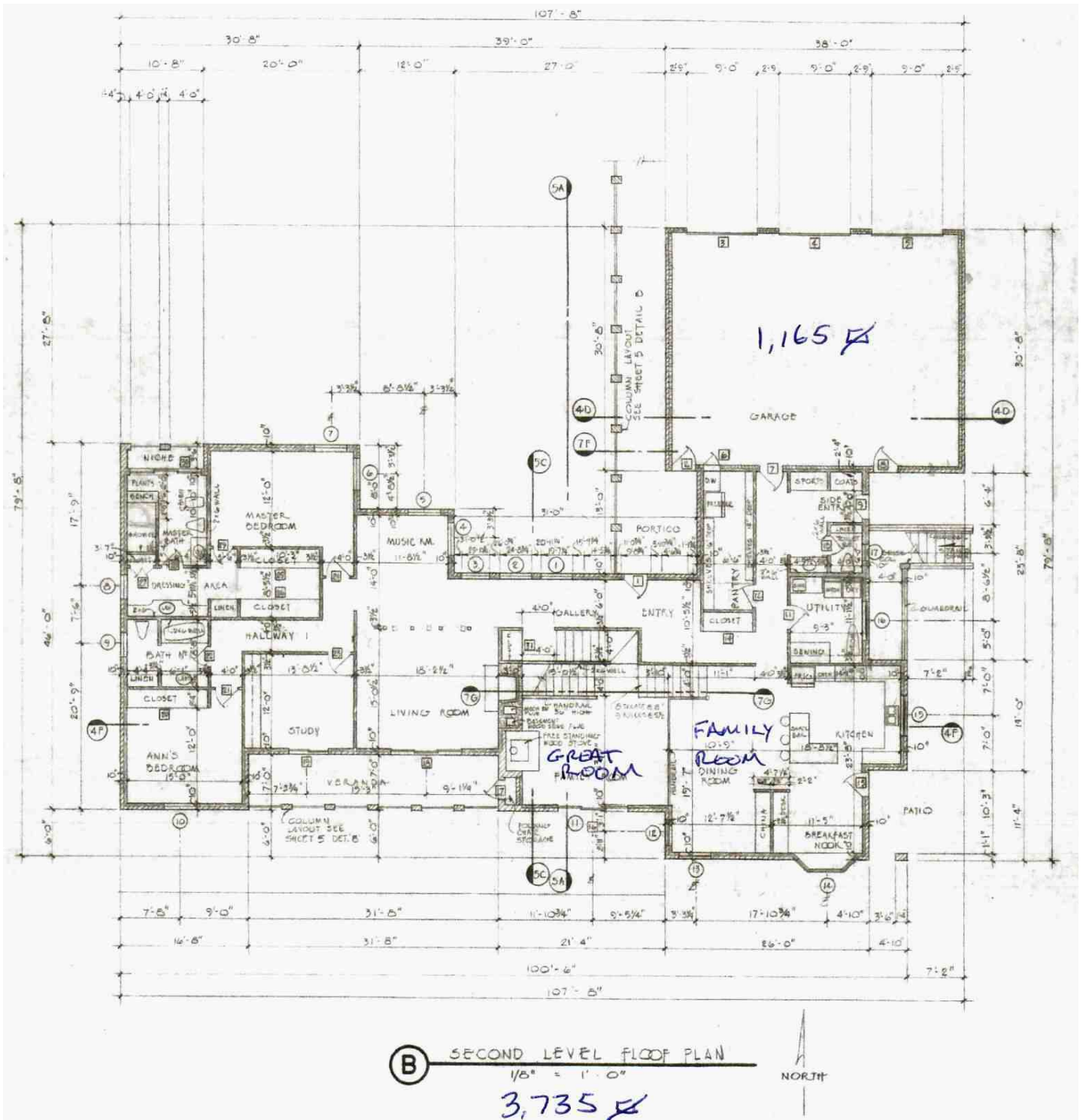
Prox. to Subject
 Sale Price
 Gross Living Area
 Total Rooms
 Total Bedrooms
 Total Bathrooms
 Location
 View
 Site
 Quality
 Age

Comparable 9

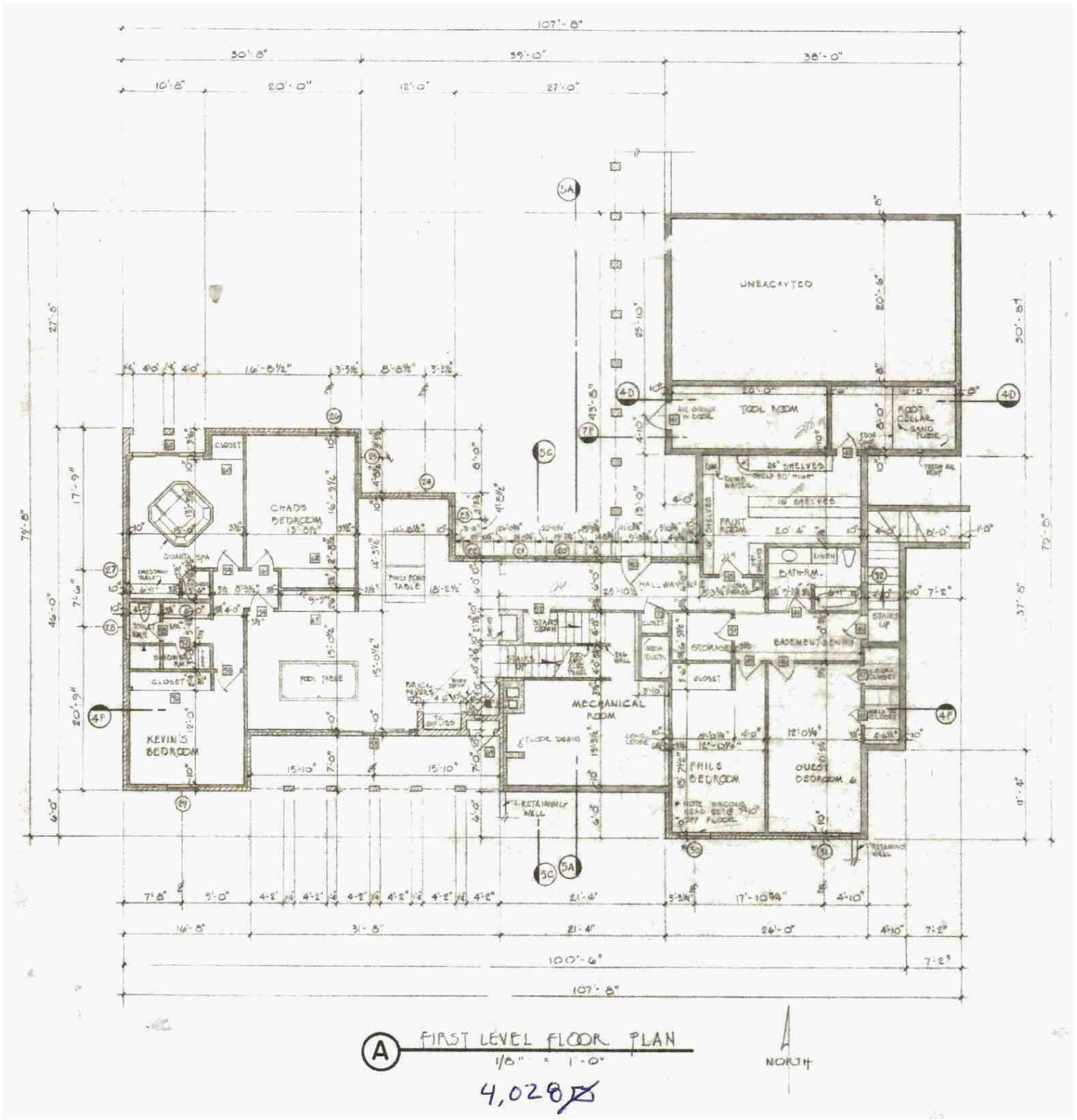
Prox. to Subject
 Sale Price
 Gross Living Area
 Total Rooms
 Total Bedrooms
 Total Bathrooms
 Location
 View
 Site
 Quality
 Age

MAIN LEVEL

Borrower	N/A			
Property Address	691 W 925 S			
City	Orem	County Utah	State UT	Zip Code 84058
Lender/Client	Utah Valley University			



BASEMENT LEVEL

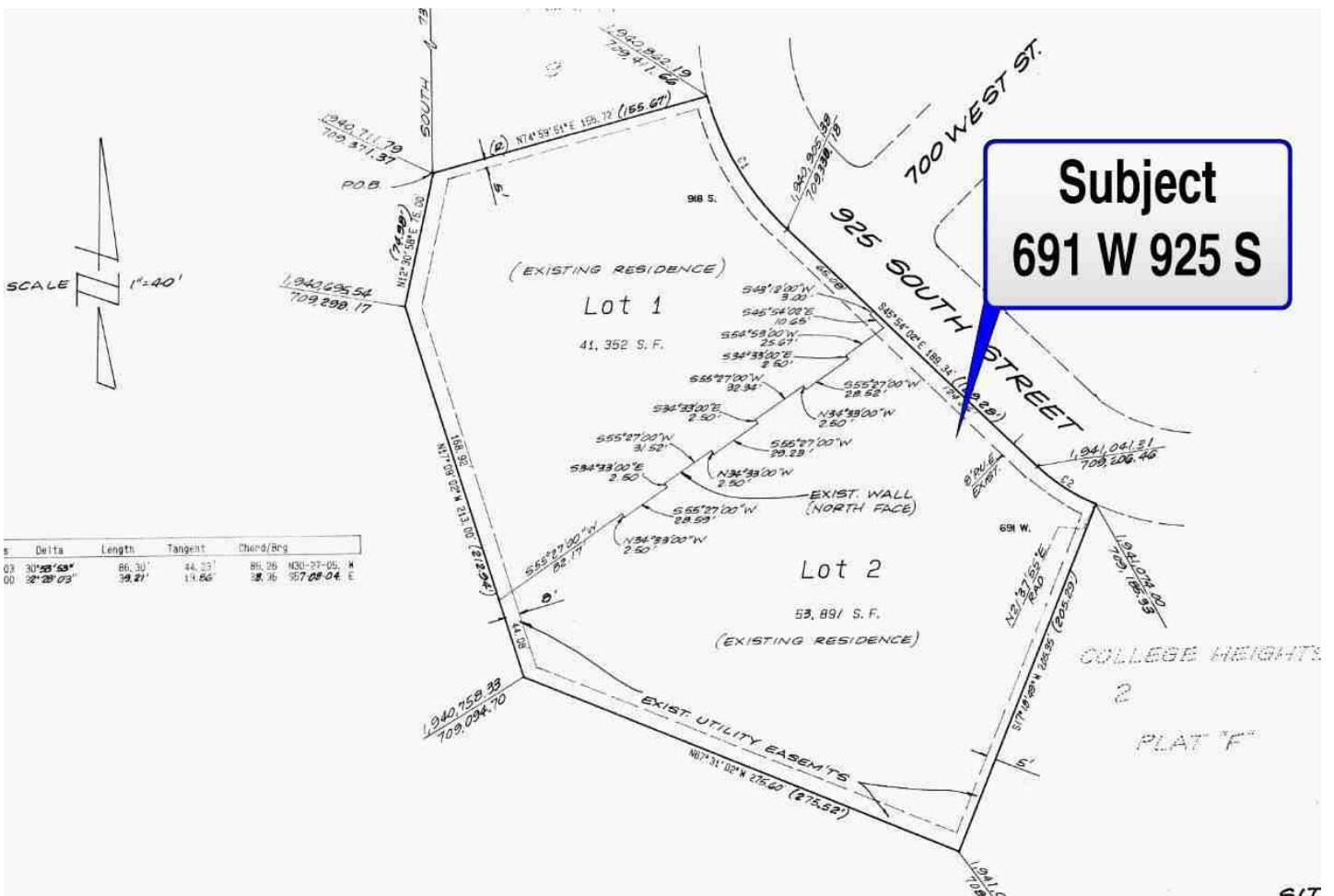


OVERHEAD VIEW OF THE SUBJECT PROPERTY



PLAT MAP

Borrower	N/A			
Property Address	691 W 925 S			
City	Orem	County Utah	State UT	Zip Code 84058
Lender/Client	Utah Valley University			



Subject
691 W 925 S

Location Map

Borrower	N/A			
Property Address	691 W 925 S			
City	Orem	County Utah	State UT	Zip Code 84058
Lender/Client	Utah Valley University			



CURRENT APPRAISER CERTIFICATION

**STATE OF UTAH
DEPARTMENT OF COMMERCE
DIVISION OF REAL ESTATE**

Active

DATE ISSUED: 04/13/2017

EXPIRATION DATE: 04/30/2019

LICENSE NUMBER: 5473489-CR00

LICENSE TYPE: Certified Residential Appraiser

ISSUED TO: THOMAS P MAXWELL




SIGNATURE OF HOLDER


REAL ESTATE DIVISION DIRECTOR



**UVU BOARD OF TRUSTEES
Agenda Item Coversheet**

DATE:	January 17, 2019
TITLE:	Consent Calendar
EXECUTIVE/RESPONSIBLE STAFF MEMBER:	Justin Jones, Chief of Staff & Secretary to the Board
SUBJECT:	Consent Calendar
BACKGROUND:	<p>The Board of Trustees is being asked to approve the Consent Calendar which contains the following items:</p> <ol style="list-style-type: none"> 1. Minutes of November 29, 2018 2. October and November 2018 Investment Reports
ALTERNATIVES:	<ul style="list-style-type: none"> • Approve as presented, “I move to approve the consent calendar as presented.” • Amend and approve, “I move to approve, as amended...” • No action, “I move that we go to the next agenda item...”
FINANCIAL IMPACT:	N/A
EXHIBITS:	<ol style="list-style-type: none"> a. Minutes of November 29, 2018 b. October and November 2018 Investment Reports

UVU BOARD OF TRUSTEES

November 29, 2018

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

Board of Trustee Members Present

Elaine Dalton, Chair
Karen Acerson
James Clarke
John Gappmayer
Marc Reynolds
Rick Nielsen
Jack Sunderlage, Second Vice Chair
Paul Thompson

Others Present

Steven Clark
Braley Dodson
David McEntire
Saeed Moaveni
Barb Smith
Stephen Whyte
Norm Wright

UVU Attendees

Astrid S. Tuminez, President
Karen Clemes, General Counsel
Scott Cooksey, Vice President, Development and Alumni
Justin Jones, Chief of Staff, Secretary to the Board
Linda Makin, Vice President, Planning, Budgets, and HR
Cameron Martin, Vice President, University Relations
Jeff Olson, Senior Vice President, Academic Affairs
Alexis Palmer, Associate Vice President Student Affairs
Val Peterson, Vice President, Finance and Administration
Belinda Otukolo Saltiban, Chief Diversity & Inclusion Officer
Craig Thulin, Faculty Senate President
Katie Zabriskie, Executive Communication Officer

At the beginning of the meeting, Trustee Chair Elaine Dalton welcomed all those in attendance and noted those who could not be present. She explained the presence of the *Chronicle of Higher Education* who was filming a “Day in the Life Of” piece on President Tumienz. Because of President Tuminez’s responsibilities and schedule, Chair Dalton asked President Tuminez to provide her President’s Report, altering the stated agenda structure.

IV. INFORMATION

1. President’s Report

President Astrid S. Tuminez provided the Trustees with a review of university highlights, initiatives, and developments which had occurred since the October Board of Trustee meeting. These included the announcement of Senior Vice President for Academic Affairs Jeff Olson’s retirement and position search process; the hiring of Belinda Otukolo Saltiban as the Chief Inclusion and Diversity Officer and Jerry Henley as the Associate Vice President of Development; the 10-year anniversary celebration of the Capitol Reef Field Station; the donation of Lakemount Manor and its re-designation as the UVU Museum of Art; the Illumine Awards at which Andrea Clarke was honored; and, the Passage of Proposition 5. President Tuminez then discussed the acquisition of two fire trucks to support the College of Health and Public Service; the Golden Spike awards earned by University Relations and students in the PR program; recognition of both students and faculty in media publications; and, the keynote speech given by John Ratzenberger at UVU’s CTE conference. President Tuminez also noted those events at which she spoke or was directly involved, including the Latin American Studies Conference, the POLS 110 Town Hall, and a flight with a UVU Aviation faculty over Utah County during her visit to the Provo Hangar. Finally, athletic successes were noted.

I. ACTION

1. Academic Program Approval

The Trustees were presented with several academic programs for adoption - the Master of Financial Planning and Analytics, Bachelor of Architecture, BS in Aerospace Technology Management, Master of Physician Assistance, and Master of Art in Marriage and Family Therapy. For each program, the value of the degree was discussed in terms of student educational preparation, local and national industry need, and the particular manner in which UVU will provide instructional resources and engaged learning for these courses. The Trustees engaged in thoughtful questioning about each program, specifically the ability of UVU to financially support the new programs. The Trustees were then presented with a request to transfer several interdisciplinary studies (IS) emphases from the Interdisciplinary Studies department (IDST) to another department within the College of Health and Social Sciences

(CHSS). This is similar to the approved movement of minors out of the now dissolved IDST department. Finally, the Trustees were asked to approve the suspension of the Building Inspection Technology program. The program is being evaluated to determine if it will be ended or if new faculty will be hired to continue the offering. After minimal further discussion, Trustee Paul Thompson motioned to approve the adoption of the Master of Financial Planning and Analytics, Bachelor of Architecture, BS in Aerospace Technology Management, Master of Physician Assistance, and Master of Art in Marriage and Family Therapy; the transfer of IS emphases from IDST department to other departments within CHSS; and, the suspension of the Building Inspection Technology program. Trustee James Clarke seconded. The motion carried without opposition.

2. Policies

The Trustees were presented with a request to approve Policy 541 Student Code of Conduct as a temporary emergency. It was noted that the policy needs revisions but must be brought into immediate compliance with mandated mental health initiatives in the USHE system. The policy will continue to be revised in the regular policy process. Trustee Marc Reynolds motioned to approve Policy 541 Student Code of Conduct as a temporary emergency. Trustee Karen Acerson seconded. The motion carried without opposition.

The Trustees were then presented with a request to approve Policy 636 Research Ethics and Compliance as a temporary emergency. This will allow UVU to expand research on campus under a policy that fully addresses the necessary compliance pieces and best practice guidelines. It was noted that UVU has appointed an interim research officer (Dean Dan Fairbanks) to ensure this immediate compliance and help develop a fully articulated policy. Trustee Acerson motioned to approve Policy 636 Research Ethics and Compliance as a temporary emergency. Trustee Rick Nielsen seconded. The motion carried without opposition.

Finally, the Trustees were presented with a request to reapprove Policy 705 Unmanned Aircraft Systems as a regular process policy. It was noted that the version the Trustees received and approved in October was not the correct finalized version. Trustee John Gappmayer motioned to approve Policy 705 Unmanned Aircraft Systems. Trustee Jack Sunderlage seconded. The motion carried without opposition.

3. Internal Audit Charter Ratification

The Trustees were asked to ratify the recent decision of the Audit Committee to adopt an internal audit chart which brings Audit into compliance with Board of Regent policy and ensures that UVU's internal auditors will remain independent and objective and receive full access to institutional information. Trustee Clarke motioned to approve the ratification of the adoption of the internal audit charter. Trustee Gappmayer seconded. The motion carried without opposition.

II. EXECUTIVE SESSION

Trustee Reynolds motioned to enter Executive Session to strategically discuss character, professional competence, or physical or mental health of an individual and litigation that is pending or reasonably imminent. Trustee Acerson seconded. The motion carried without opposition.

I. ACTION ITEMS

4. Naming Opportunity

Trustee Nielsen motioned to approve the naming of a conference room in the Noorda Center for the Performing Arts the Paul and Janette Clyde Conference Room. Trustee Clarke seconded. The motion carried without opposition.

III. CONSENT CALENDAR

The Trustees were asked to review the Consent Calendar, which consisted of the minutes of October 25, 2018; the September 2018 Investment Report; the 2018 UVU Fleet Report; and, an explanation of approved sabbatical deferments. Trustee Sunderlage motioned to approve the Consent Calendar. Trustee Acerson seconded. The motion carried without opposition.

IV. INFORMATION

2. Trustee Committee Reports

The Trustees were provided with a report on the activities of the Finance and Facilities Committee by Trustee Sunderlage. Trustee Sunderlage turned time over to VP Makin to discuss issues surrounding tuition setting and accessibility. VP Makin briefly discussed the efforts of USHE to look at access and affordability among the institutions. She then turned her attention to developments surrounding tuition setting in recent weeks, explaining that the Board of Regents made significant revisions to the tuition setting policy as a result of an audit of prior practices. USHE tuition will no longer be tiered and will no longer have a common system increase. Instead, she noted, each university will present a number of tuition scenarios from which the Regents will select in late March once the Legislative session has concluded. VP Makin noted that the scenarios present will include requests for funding for legislative mandates, a 25% match for compensation increases as approved by the Legislature, program growth, and compensation increases not funded otherwise. She explained the participation and approval needed by the Trustees prior to March 29. Trustee Sunderlage then asked VP Peterson to give an update on the Noorda Center and the financial health of the university. VP Peterson reported that the Noorda Center was 99% complete and, in terms of overall project, was on time and on budget. The building funding and design was reviewed, in particular the aesthetic elements of the atrium and the sound deadening design structure allowing for multiple simultaneous performances. It was noted that the official ribbon cutting will be the week of March 24-30 as part of a series of events. VP Peterson then noted the strong financial health of the university and the pride in the diversity and balance of its portfolio. Trustee Sunderlage then concluded the update with a brief review of Athletics. He noted the strength of the academic performances of UVU's athletic teams, the forthcoming awarding of funds for academic performance by the NCAA, and the strong graduation rate of UVU's athletes. Trustee Sunderlage briefly touched on the compliance efforts of the program, budgetary realities and strong return on investments, and the plan to continue to have athletics be an ongoing report to the Audit Committee.

3. Board of Trustees Engaged Learning Awards

VP Cooksey presented the Trustees with a request for financial participation in the support of the Board of Trustees Engaged Learning Awards. He noted the history of the award and the funding levels in the past, the most recent of which was \$12,000 supporting two awards. He explained that the goal was for 100% Trustee financial participation at whatever level they were able to give.

Chair Dalton adjourned the meeting.



**CASH AND INVESTMENT
REPORT
October 2018**

Monthly Composite Performance Review

UTAH VALLEY UNIVERSITY

October 2018

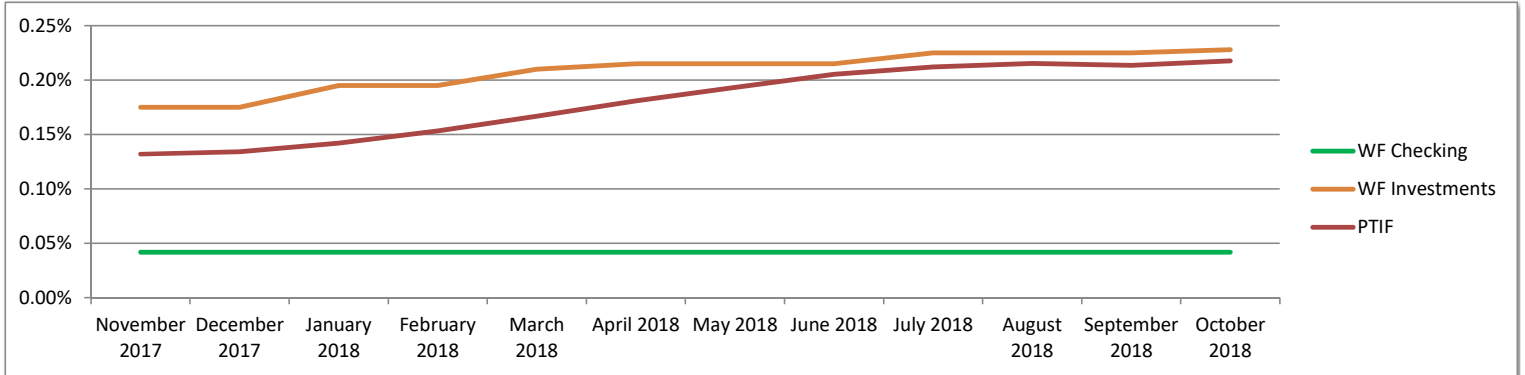


Account Activity	Checking/Sweep	Investments	PTIF	Total University Cash and Investments	Past Twelve Months of Activity
Beginning Balance	\$ 8,770,744	\$ 91,468,401	\$ 80,666,100	\$ 180,905,245	\$ 157,113,215
Interest/Earnings Credit	5,037	316,762	174,946	496,745	3,667,813
Acquisitions/Credits	630,608	-	7,753,726	8,384,334	286,263,485
Dispositions/Debits	-	-	(24,000,000)	(24,000,000)	(284,289,073)
Unrecognized Gain/Loss	-	(146,857)	-	(146,857)	(70,588)
Fees	(5,037)	-	-	(5,037)	(81,067)
Transfers *	-	(316,762)	361,045	44,283	3,074,928
Ending Balance	\$ 9,401,352	\$ 91,321,544	\$ 64,955,817	\$ 165,678,713	\$ 165,678,713

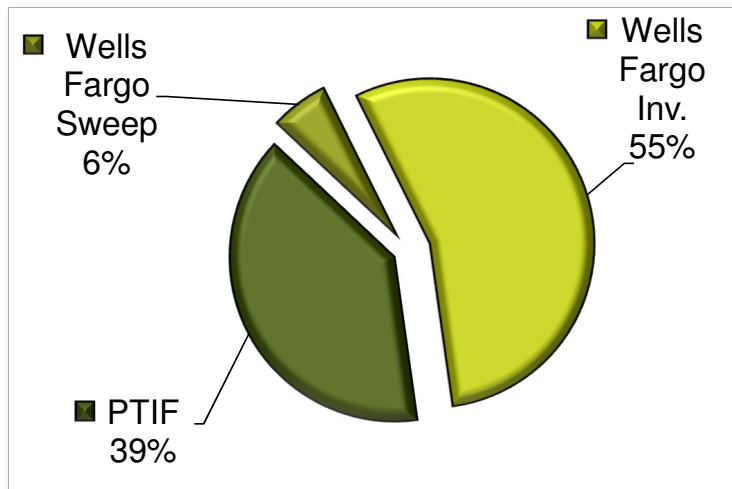
* Transfers consist of activity between UVU and the Foundation and interest transferred to UVU.

2.24%
12 Month Return

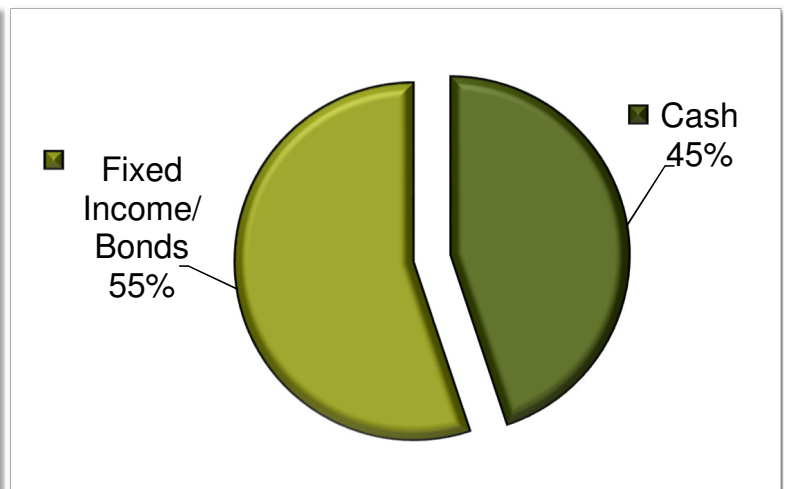
Performance Returns	Wells Fargo Checking/Sweep	Wells Fargo Investments	PTIF
November 2017	0.04%	0.18%	0.13%
December 2017	0.04%	0.18%	0.13%
January 2018	0.04%	0.20%	0.14%
February 2018	0.04%	0.20%	0.15%
March 2018	0.04%	0.21%	0.17%
April 2018	0.04%	0.22%	0.18%
May 2018	0.04%	0.22%	0.19%
June 2018	0.04%	0.22%	0.21%
July 2018	0.04%	0.23%	0.21%
August 2018	0.04%	0.23%	0.22%
September 2018	0.04%	0.23%	0.21%
October 2018	0.04%	0.23%	0.22%
Monthly Average	0.04%	0.21%	0.18%
12 Month Return	0.50%	2.50%	2.17%



UVU Cash and Investments as a Percent of Total



UVU Cash and Investments Investments by Type



Monthly Composite Performance Review

UVU Foundation

October 2018



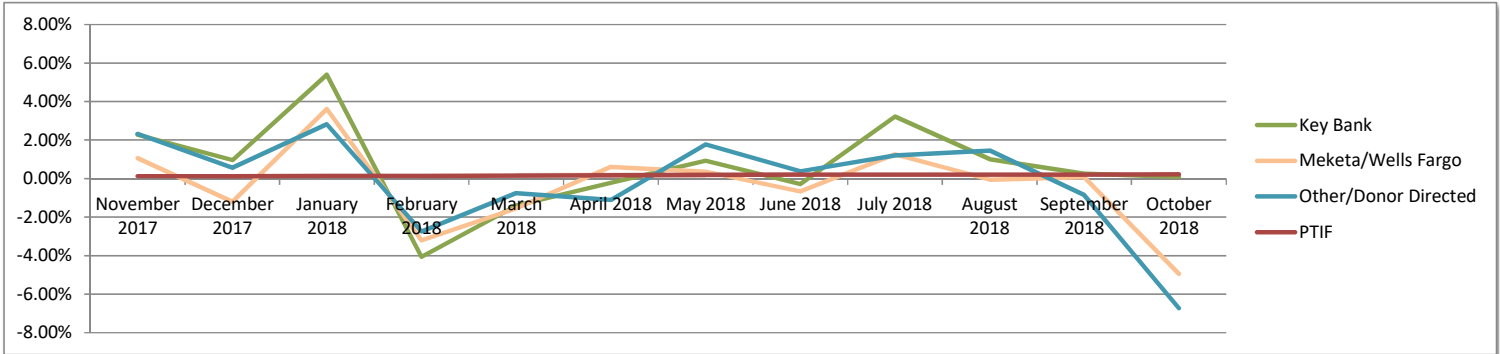
Account Activity

	Unrestricted	Temporarily Restricted	Permanently Restricted - Endowments	Total Foundation Investments	Past Twelve Months of Activity	Notes Due From University ^
Beginning Market Value	\$ 4,822,249	\$ 43,069,679	\$ 28,704,537	\$ 76,596,466	\$ 79,846,898	Beginning Balance \$ 7,970,125
Interest	6,007	72,539	8,788	87,334	1,337,115	Additional Notes -
Acquisitions	4,158,378	3,211,178	17,198,874	24,568,430	59,276,419	Principal Received (92,716)
Dispositions	(5,863,878)	(1,871,216)	(16,835,676)	(24,570,770)	(59,297,753)	Ending Balance \$ 7,877,409
Gain/Loss Rec & Unrec	352	(447,410)	(995,275)	(1,442,333)	(896,592)	Interest Received \$ 37,072
Fees	(3,763)	(216)	(9,816)	(13,795)	(132,425)	Rate 5.5%
Transfers *	1,542,595	(2,552,664)	649,024	(361,045)	(5,269,376)	^ Fiscal Year Activity
Ending Market Value	\$ 4,661,940	\$ 41,481,890	\$ 28,720,456	\$ 74,864,287	\$ 74,864,287	
Monthly Return	0.05%	-0.87%	-3.47%	-1.79%		
12 Month Return	1.14%	1.24%	-1.45%		0.39%	

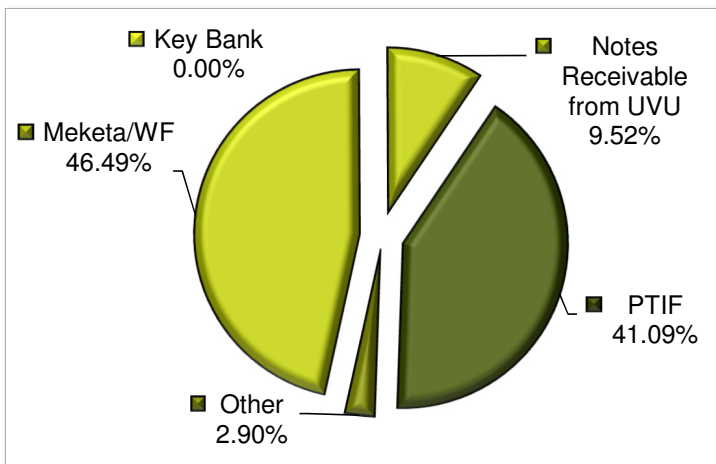
* Transfers consist of activity between money market accounts and other investment accounts as well as activity between the University and the Foundation.

Performance Returns

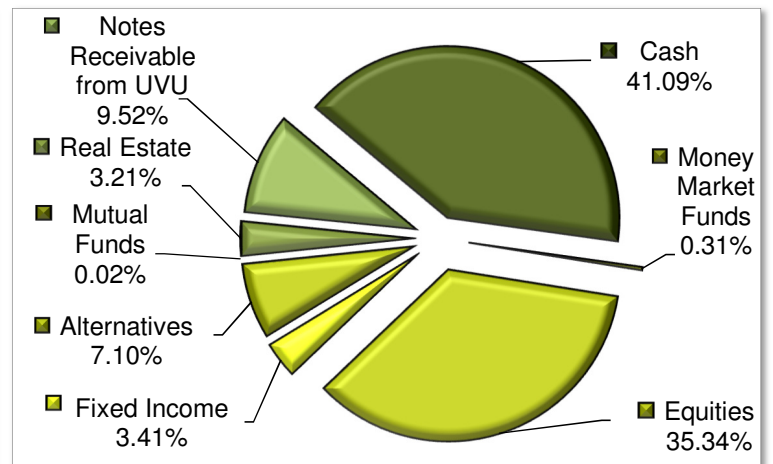
	Key Bank	Meketa/Wells Fargo	Other - Donor Directed	PTIF
November 2017	2.27%	1.06%	2.31%	0.13%
December 2017	0.95%	-1.20%	0.57%	0.13%
January 2018	5.40%	3.61%	2.82%	0.14%
February 2018	-4.06%	-3.20%	-2.75%	0.15%
March 2018	-1.40%	-1.55%	-0.76%	0.17%
April 2018	-0.22%	0.61%	-1.09%	0.18%
May 2018	0.92%	0.37%	1.77%	0.19%
June 2018	-0.29%	-0.67%	0.38%	0.21%
July 2018	3.22%	1.26%	1.21%	0.21%
August 2018	1.00%	-0.05%	1.46%	0.22%
September 2018	0.25%	0.08%	-0.85%	0.21%
October 2018	0.09%	-4.94%	-6.73%	0.22%
Monthly Average	0.68%	-0.38%	-0.14%	0.18%
12 Month Return	7.90%	-4.62%	-1.65%	2.17%



UVU Foundation Investments as a Percent of Total



UVU Foundation Investments by Type





**CASH AND INVESTMENT
REPORT
November 2018**

Monthly Composite Performance Review

UTAH VALLEY UNIVERSITY

November 2018

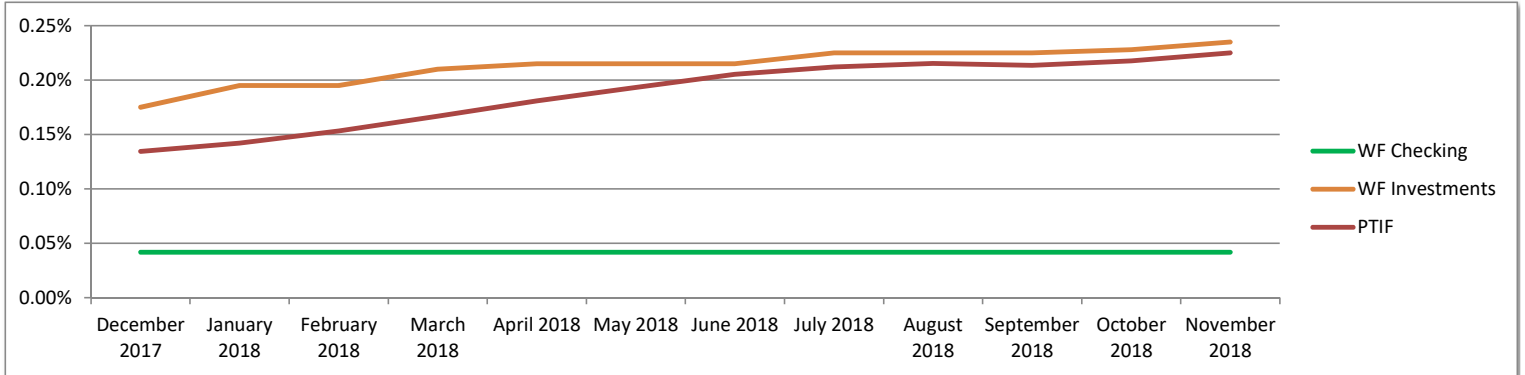


Account Activity	Checking/Sweep	Investments	PTIF	Total University Cash and Investments	Past Twelve Months of Activity
Beginning Balance	\$ 9,401,352	\$ 91,321,544	\$ 64,955,817	\$ 165,678,713	\$ 149,381,731
Interest/Earnings Credit	4,651	121,744	148,372	274,767	3,809,284
Acquisitions/Credits	2,224,078	2,000,000	8,163,362	12,387,440	291,249,372
Dispositions/Debits	-	(2,000,000)	(16,000,000)	(18,000,000)	(286,631,435)
Unrecognized Gain/Loss	-	(309,480)	-	(309,480)	(328,795)
Fees	(4,651)	-	-	(4,651)	(79,676)
Transfers *	-	(121,744)	(1,240,377)	(1,362,121)	1,264,187
Ending Balance	\$ 11,625,430	\$ 91,012,064	\$ 56,027,174	\$ 158,664,668	\$ 158,664,668

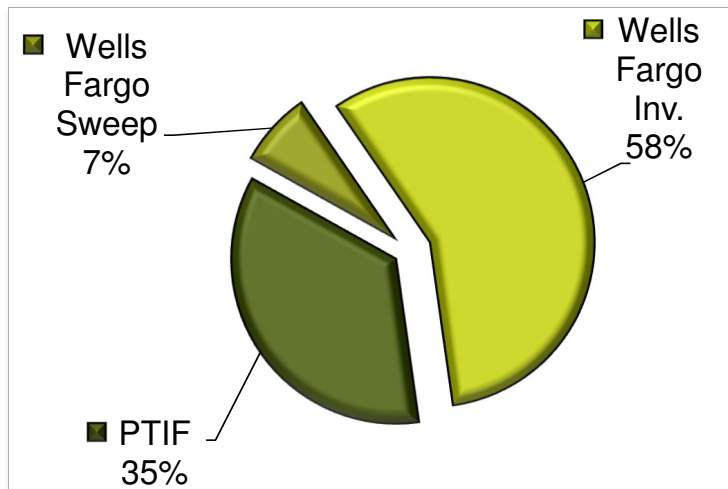
* Transfers consist of activity between UVU and the Foundation and interest transferred to UVU.

2.28%
12 Month Return

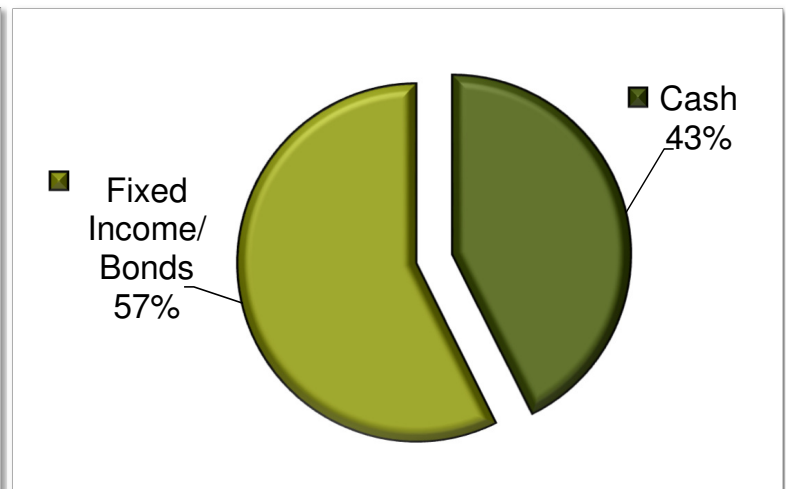
Performance Returns	Wells Fargo Checking/Sweep	Wells Fargo Investments	PTIF
December 2017	0.04%	0.18%	0.13%
January 2018	0.04%	0.20%	0.14%
February 2018	0.04%	0.20%	0.15%
March 2018	0.04%	0.21%	0.17%
April 2018	0.04%	0.22%	0.18%
May 2018	0.04%	0.22%	0.19%
June 2018	0.04%	0.22%	0.21%
July 2018	0.04%	0.23%	0.21%
August 2018	0.04%	0.23%	0.22%
September 2018	0.04%	0.23%	0.21%
October 2018	0.04%	0.23%	0.22%
November 2018	0.04%	0.24%	0.23%
Monthly Average	0.04%	0.21%	0.19%
12 Month Return	0.50%	2.56%	2.26%



UVU Cash and Investments as a Percent of Total



UVU Cash and Investments Investments by Type



Monthly Composite Performance Review
UVU Foundation
November 2018

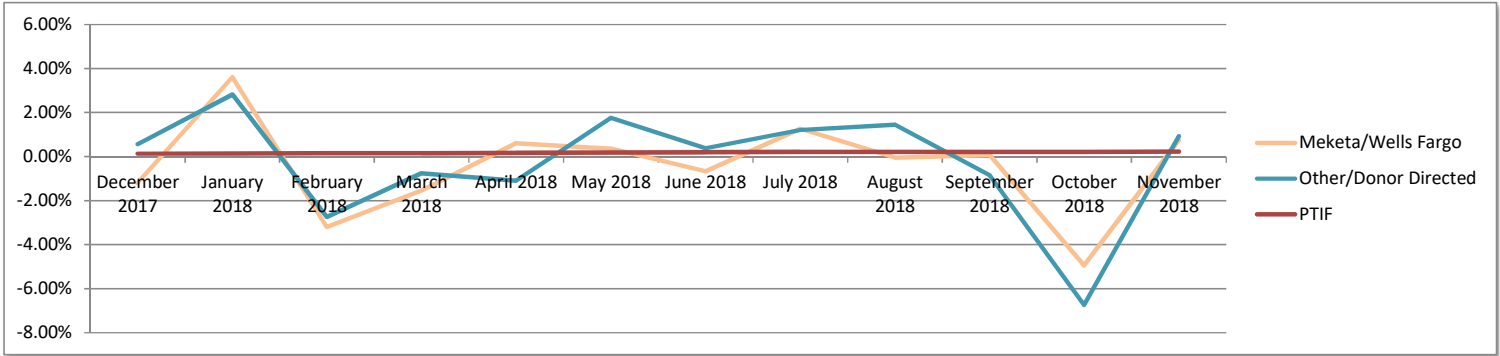
Account Activity

	Unrestricted	Temporarily Restricted	Permanently Restricted - Endowments	Total Foundation Investments	Past Twelve Months of Activity	Notes Due From University ^
Beginning Market Value	\$ 4,661,940	\$ 41,481,890	\$ 28,720,456	\$ 74,864,287	\$ 79,952,163	Beginning Balance \$ 7,970,125
Interest	8,421	92,468	53,498	154,387	1,399,818	Additional Notes -
Acquisitions	-	65,840	954,616	1,020,456	59,212,398	Principal Received (92,716)
Dispositions	-	(51,959)	(968,464)	(1,020,423)	(59,230,131)	Ending Balance \$ 7,877,409
Gain/Loss Rec & Unrec	-	69,634	162,774	232,408	(1,212,096)	Interest Received \$ 37,072
Fees	-	(2,079)	(5,083)	(7,162)	(92,462)	Rate 5.5%
Transfers *	107,896	695,944	436,537	1,240,377	(3,545,360)	^ Fiscal Year Activity
Ending Market Value	\$ 4,778,257	\$ 42,351,738	\$ 29,354,334	\$ 76,484,330	\$ 76,484,330	
Monthly Return	0.18%	0.39%	0.74%	0.51%		
12 Month Return	0.82%	1.10%	-1.93%		0.12%	

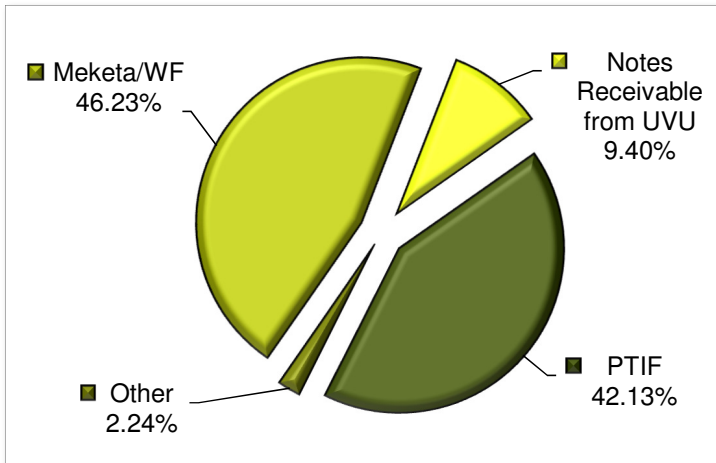
* Transfers consist of activity between money market accounts and other investment accounts as well as activity between the University and the Foundation.

Performance Returns

	Meketa/ Wells Fargo	Other - Donor Directed	PTIF
December 2017	-1.20%	0.57%	0.13%
January 2018	3.61%	2.82%	0.14%
February 2018	-3.20%	-2.75%	0.15%
March 2018	-1.55%	-0.76%	0.17%
April 2018	0.61%	-1.09%	0.18%
May 2018	0.37%	1.77%	0.19%
June 2018	-0.67%	0.38%	0.21%
July 2018	1.26%	1.21%	0.21%
August 2018	-0.05%	1.46%	0.22%
September 2018	0.08%	-0.85%	0.21%
October 2018	-4.94%	-6.73%	0.22%
November 2018	0.76%	0.92%	0.23%
Monthly Average	-0.41%	-0.25%	0.19%
12 Month Return	-5.32%	-3.04%	2.26%



UVU Foundation Investments as a Percent of Total



UVU Foundation Investments by Type

