

UVU BOARD OF TRUSTEES

March 24, 2026

4:00pm Gateway Building

Board of Trustee Members Present

Scott Smith, Chair
Jeanette Bennett, First Vice Chair
Blake Modersitzki, Second Vice Chair
Kristin Andrus
Justin Olson
Bradley Herbert
Shauna Smith
Jared Finch
Andrea Clarke
Kyle Cullimore

Others Present

TJ Bliss, USHE Associate Commissioner
Trina Limpert, UVU Foundation Chair
Herby Fullmer, Incoming Student Body President

UVU Attendees

Astrid S. Tuminez, President
Wayne Vaught, Provost
Kat Brown, Deputy Provost
Kyle Reyes, Vice President, Institutional Advancement
Christina Baum, Vice President, Digital Transformation
Jim Mortensen, Vice President, Finance
Marilyn Meyer, Vice President, People & Culture
Val Peterson, Vice President, Administration & Strategic Relations
Michelle Kearns Vice President, Student Affairs
Kara Schneck, Vice President of Marketing and Communications and Chief of Staff
Clark Collings, General Counsel
Rasha Qudisat, Chief Engagement & Effectiveness Officer
Nikki Scott, PACE President
Evelyn Porter, Faculty Senate President
Jenny Christensen, Legal Secretary

I. CALL TO ORDER

Chair Scott Smith welcomed those in attendance at the March 24, 2026, Board of Trustees meeting. He recognized TJ Bliss, Associate Commissioner of the Utah System of Higher Education.

II. INFORMATION

1. President's Report

President Tuminez provided her final University report, reflecting on her 7.5 years of service as UVU president and expressing confidence in the University's continued growth and success. She highlighted UVU's progress in improving student outcomes, particularly completion rates, and celebrated the collaboration across the University that has contributed to this progress. President Tuminez reflected on UVU's open admission mission and the importance of ensuring students feel "UVU is a place for you." She reviewed accomplishments and future priorities across the University, including student success, academic excellence, advancement, technology, operations, employee support, marketing and communications, athletics, and continued campus growth. She highlighted the importance of planning for UVU's future expansion, including major initiatives at the Vineyard property and Oxford, and encouraged continued focus on innovation, growth, and serving students as UVU moves forward under new leadership. She concluded by encouraging University leadership to continue embracing possibility, imagination, and bold ideas for the future.

2. 2026 Commencement

Associate Vice President Steve Anderson provided a report on the University's upcoming commencement events, including schedules for convocations and commencement.

3. Legislative Report

Associate Vice President Steve Anderson provided the legislative session report highlighting UVU Day on the Hill, and reviewed UVU's legislative priorities and engagement efforts. The presentation covered

higher education budget impacts, including compensation and mandatory cost increases, proposed appropriation reductions, performance funding, and prioritized requests such as the Workforce 2034 Initiative and UFRA funding. The report also summarized key 2026 legislation affecting higher education, recognized legislative interns and session accomplishments, and reviewed the state's FY2027 balanced budget, including investments in education, economic development, and tax relief initiatives.

4. Presidential Search Update & Interim President

Trustee Shauna Smith provided an update on the presidential search process and expressed appreciation to President Tuminez for her final remarks. She reported that the Search Committee is gathering feedback and recently held public and virtual sessions that provided valuable input and demonstrated the strong level of engagement and support for UVU. The Committee is currently preparing the presidential profile, which is expected to be posted in April. Trustee Smith also announced that Wayne Vaught has been selected to serve as interim president and reminded the Board that the presidential search process is confidential. She noted that the Committee welcomes referrals and suggestions of potential candidates.

III. CLOSED SESSION

Trustee Andrea Clarke moved to enter into closed session to discuss: (1) the character, professional competence, or physical or mental health of an individual, and (2) pending or reasonably imminent litigation. Trustee Bennett seconded the motion. The motion carried unanimously.

IV. ACTION AGENDA

1. Amended Space Naming Approval

Trustee Jared Finch moved to approve the amended space naming approval as presented. Trustee Andrea Clarke seconded the motion. The motion carried unanimously.

2. Policy Approvals

Deputy Provost Kat Brown reviewed proposed revisions to the following policies: Policy 633 Faculty Performance Evaluation and Feedback; Policy 661 Graduate Admissions and Continuation; and Policy 662 Graduate Program Continuation, Credit, and Graduation Requirements. Trustee Kristin Andrus moved to approve the policies as presented. Trustee Blake Modersitzki seconded the motion. The motion carried unanimously.

3. Program Approvals

Provost Wayne Vaught addressed USHE's program plan and the proposed new programs which included Computer Engineering, Minor; Taxation, Graduate Certificate; Accounting Reporting and Control, Graduate Certificate; and Human Resource Management, B.A.P. Trustee Kyle Cullimore moved to approve the USHE program plan and new programs as presented. Trustee Andrea Clarke seconded the motion. The motion carried unanimously.

V. CONSENT CALENDAR

Vice President Jim Mortensen and Assistant Commissioner Brian Shuppy provided some explanation on the 2026-27 tuition and fees. Trustee Shauna Smith moved to approve the consent agenda, which included the minutes of the February 26, 2026, Board Meeting; and the Ratification of Board of Trustees Executive Committee Action on 2026-27 Tuition and Fees. Trustee Bradley Herbert seconded the motion. The motion carried unanimously.

VI. INFORMATION AGENDA CONTINUED

1. Resolution of Appreciation for Kyle Cullimore

Vice-Chair Jeanette Bennett presented a resolution of appreciation honoring Kyle Cullimore for his dedicated service as Student Body President. Mr. Cullimore expressed his appreciation for the opportunity to work with the Trustees and for the privilege of serving UVU.

2. Introduction and Administration of the Oath of Office for Incoming Student Body President, Herby Fullmer

Vice-Chair Blake Modersitzki introduced incoming Student Body President Herby Fullmer and formally administered the oath of office.

3. Resolution of Appreciation for President Astrid Tuminez

Vice-Chair Jeanette Bennett spoke in recognition of President Astrid S. Tuminez's exceptional leadership and the many contributions she has made to the University. She expressed appreciation for President Tuminez's dedicated service and lasting impact, and then presented the resolution of appreciation.

Vice-Chair Jeanette Bennett expressed her thanks and adjourned the meeting.

President's Report



FINAL UNIVERSITY REPORT

Utah Valley University Board of Trustees

President Astrid S. Tuminez

March 24, 2026





Rocketship UVU

- Enrollment grew 20% reflecting increased regional demand and enhanced recruitment strategies.
- Completion rates improved from 36% to 48%, demonstrating comprehensive student support systems.
- Graduating class doubled from ~6,000 to 12,940 students, giving Utah workforce-ready graduates.
- Effective collaboration among Academic Affairs, Student Affairs, Marketing and Communication, and other divisions to support students all the way to completion.

**“Come as you are.
UVU is a place for
you!”**



ACADEMIC AFFAIRS

Wayne Vaught & Kat Brown

Effective Leadership in Every College and
Department

Student Academic Support and
Success

Faculty Support To Retain Excellent Teacher-
scholars That Deliver Effective Mentoring

Effective Ongoing Communication To
Internal And External Stakeholders



STUDENT AFFAIRS

Michelle Kearns

Completion Plan 4.0/
The Whole Student Experience

New strategic plan for Academic Advising that
addresses access, quality, and assessment

New Student Success Management System
(SSMS) and strategic utilization plan



INSTITUTIONAL ADVANCEMENT

Kyle Reyes



\$15M

CHPS Building

\$10M

Oxford

\$5M

Kahlert AI
Institute

Work With New President To Establish Next
Fundraising Chapter / Campaign For The University

Alumni Relations Operations



ADMINISTRATION & STRATEGIC RELATIONS

Val Peterson

Big West Conference

Business Resource Center and Small Business
Development Center Transition to the Baugh
Entrepreneurship Institute

Legislative Relations and Government Affairs

FINANCE & AUXILIARY SERVICES

Jim Mortensen

Vineyard/
Valley Forge

Oxford

Financial
Excellence



PEOPLE & CULTURE

Marilyn Meyer

**Better Planning, Better Data,
Better Assessment**

AI for Efficiency and Productivity

**Employee Journey Mapping
and Experience Design**

Mobility & Upskilling



DIGITAL TRANSFORMATION

Christina Baum



AI Strategy and Partnership with the
Kahlert Applied AI Institute

Data Maturity

Modern/Updated Core Infrastructure

MARKETING & COMMUNICATIONS

Kara Schneck

Digital
Marketing for
Enrollment

Crisis
Communications

Community
Reputation
Deep Dive



OFFICE OF GENERAL COUNSEL

Clark Collings

Ongoing Strategic and
Trusted Advise Aligned to
UVU's Mission

External Review Oversight

Valley Forge & Oxford Support

WAC Litigation





Because you are
alive,
everything is
possible



THANK YOU

2026 Commencement

The background of the entire image is a soft-focus photograph of pink cherry blossoms. The blossoms are in various stages of bloom, with some showing five distinct petals. The colors range from a pale pink to a deeper magenta. The branches are dark and thin, crisscrossing the frame. The overall lighting is soft, suggesting a bright but slightly overcast day.

COMMENCEMENT & CONVOCATIONS 2026

3-DAY CEREMONIES

Day 1: Wednesday, Apr 29

5:30 p.m. VIP Dinner: Grand Ballroom
7:00 p.m. Processional
7:30 p.m. Commencement Ceremony

Day 2: Thursday, Apr 30

8:00 a.m. College of Science
11:00 a.m. Woodbury School of Business
2:00 p.m. School of the Arts
5:00 p.m. Smith College of Engineering & Technology

Day 3: Friday, May 1

8:00 a.m. College of Health & Public Service
11:00 a.m. College of Humanities & Social Sciences #1
2:00 p.m. College of Humanities & Social Sciences #2
5:00 p.m. School of Education

COMMENCEMENT CEREMONY

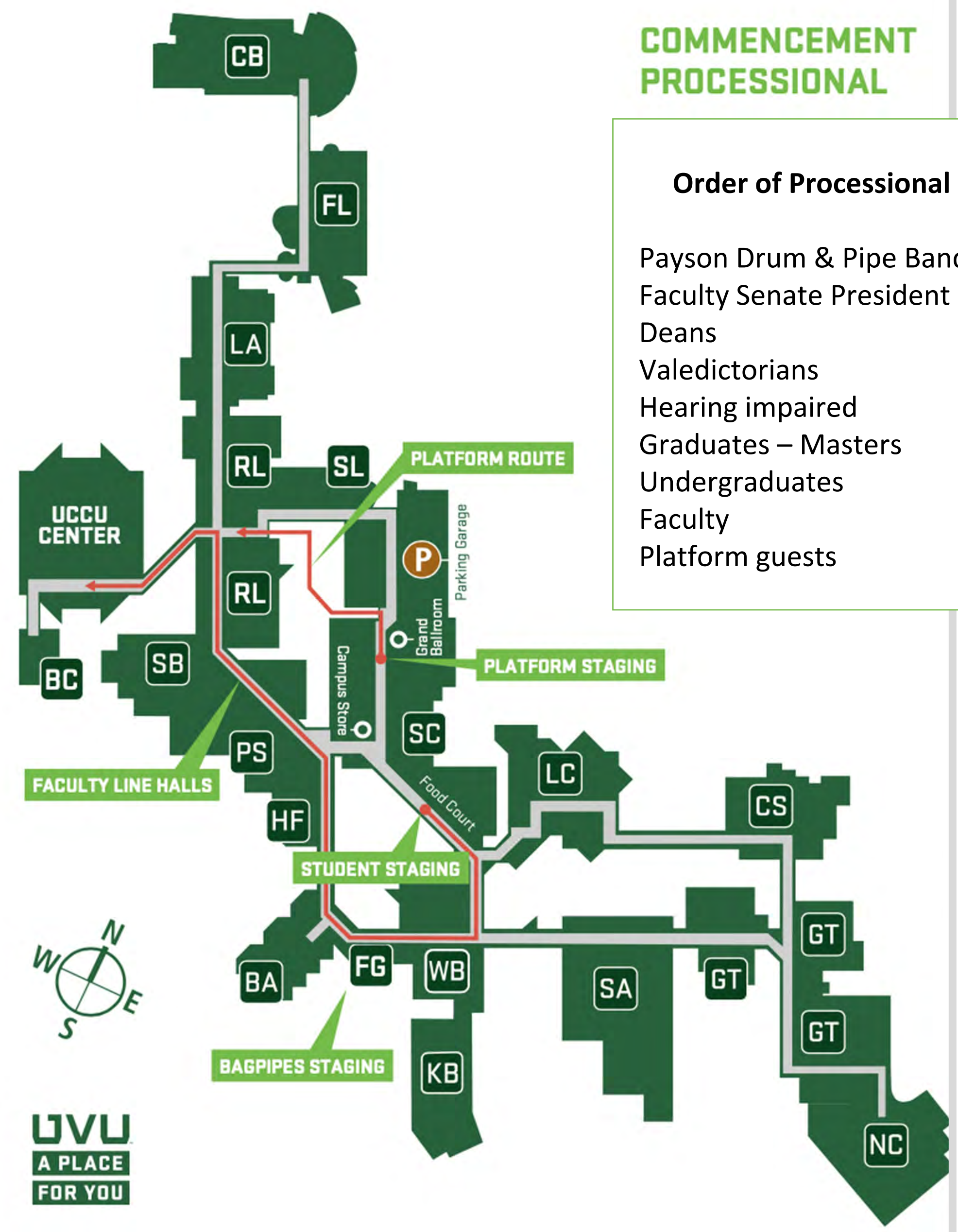
WEDNESDAY, APRIL 29

- 5:15 p.m. Arrive at UVU Parking Garage
- 5:30 p.m. VIP dinner – Sorensen Grande Ballroom
- 6:30 p.m. VIP guests led to VIP seating in Events Center
- 6:35 p.m. Robing of Platform Guests
- 6:50 p.m. Platform guests led to LA Crossroads
- 7:00 p.m. Processional begins
- 7:20 p.m. Platform guests join at end of processional
- 7:30 p.m. Commencement ceremonies begin
- 8:45 p.m. Recessional to Grande Ballroom

COMMENCEMENT PROCESSIONAL

Order of Processional

- Payson Drum & Pipe Band
- Faculty Senate President
- Deans
- Valedictorians
- Hearing impaired
- Graduates – Masters
- Undergraduates
- Faculty
- Platform guests



Hooding Rehearsal and Walk-through
For Assigned Trustees, Cabinet and Deans





QUESTIONS?

Legislative Report



2026 LEGISLATIVE SESSION RECAP

Vice President Val L. Peterson
Division of Administration & Strategic Relations

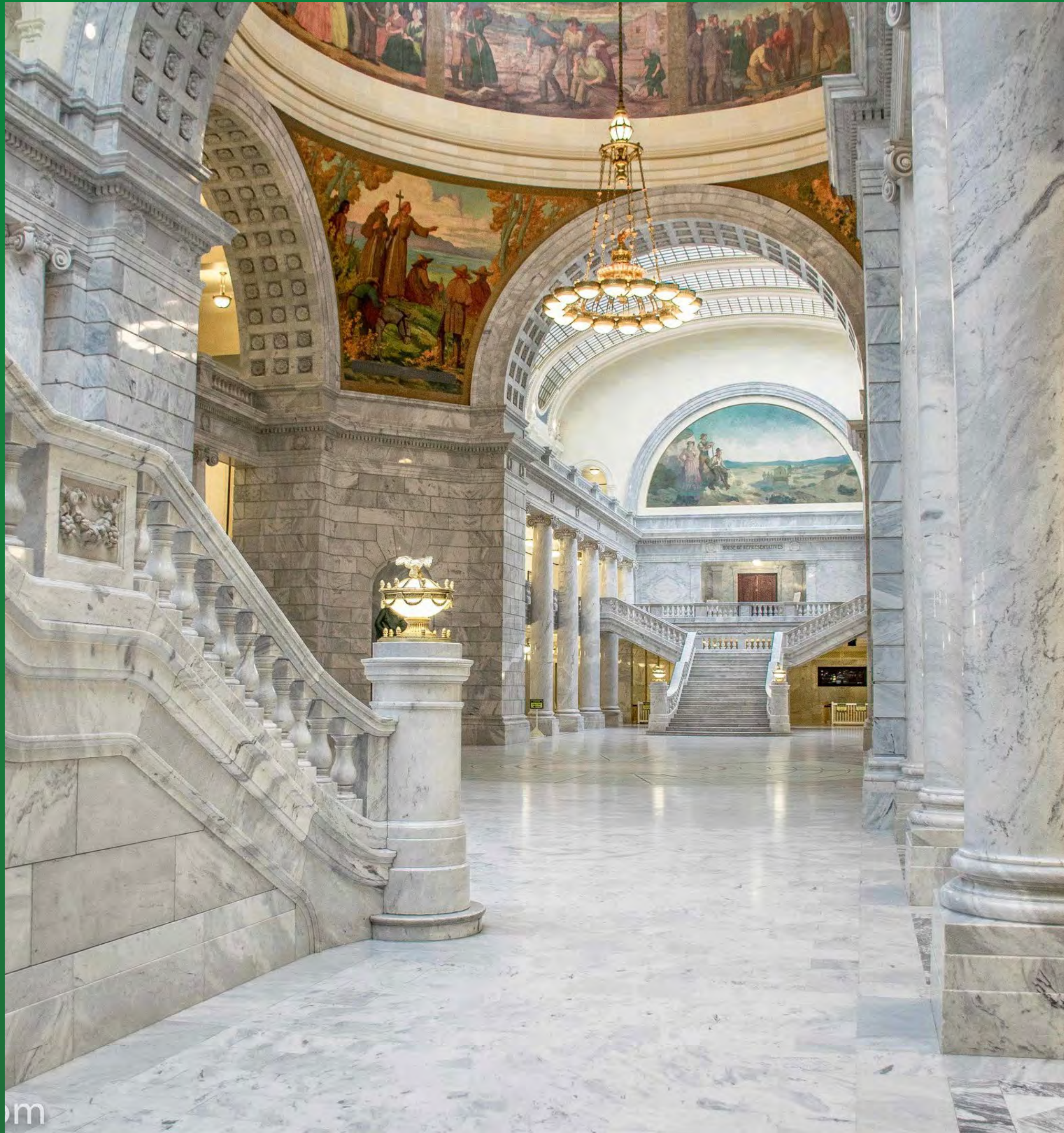
UVU DAY ON THE HILL



Held February 23, 2026 in the
Capitol Rotunda



Budget Priorities 2026



COMPENSATION AND MANDATORY INCREASES

- 2.5% Compensation increase (discretionary)
- 11.8% mandatory cost increases to insurance premiums.
- 4.9% dental insurance premium increase.

Budget Priorities 2026

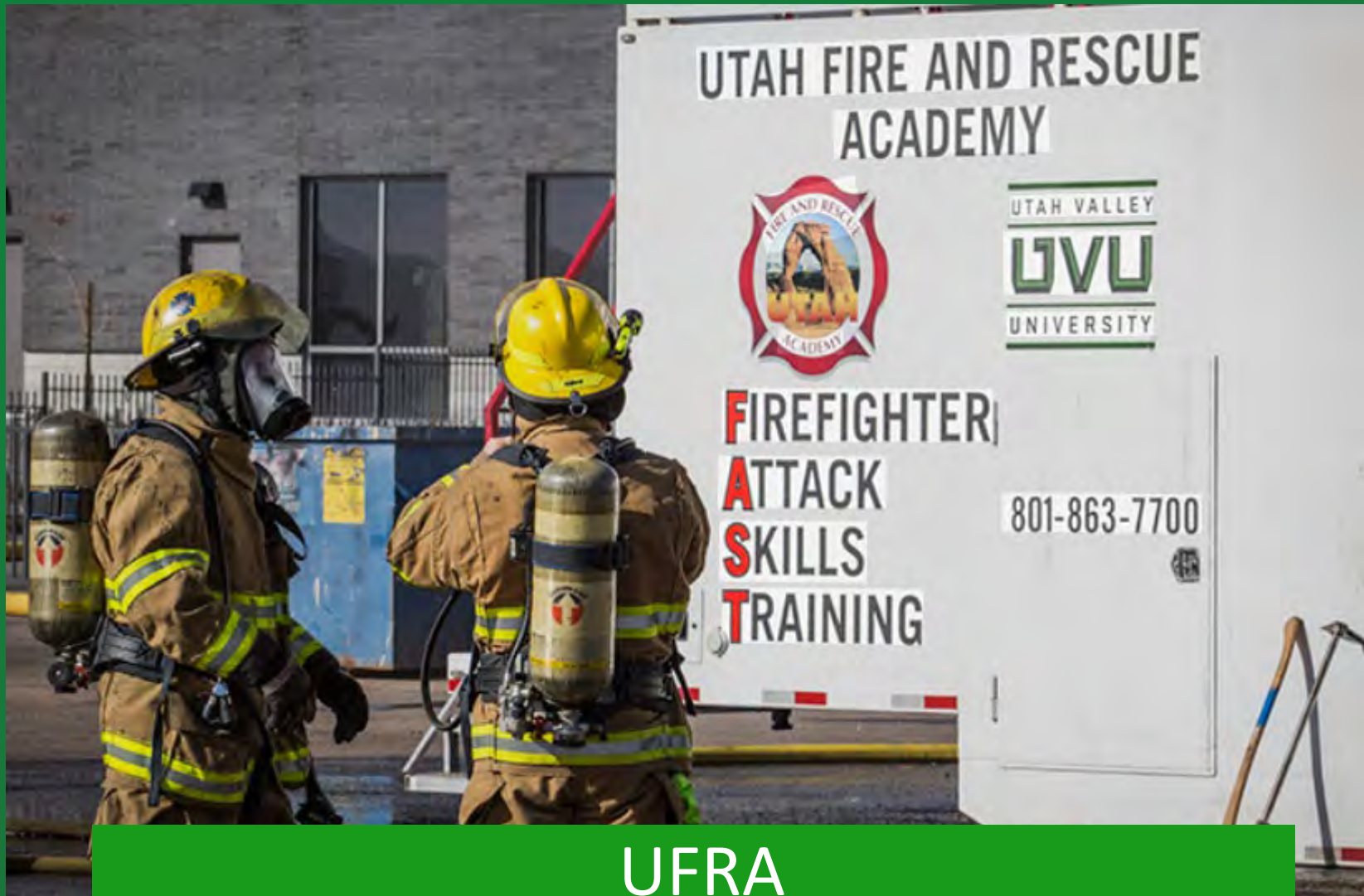


BUDGET CUTS AND PERFORMANCE FUNDING

- 5% Proposed Cut to all Appropriations Subcommittees
- Performance Funding - \$1.6M and \$3M from newly recovered funding
- 3% Reallocation of Funds for \$270M. New revenue projections \$88M on-going, \$125M one-time.

Budget Priorities 2026

REQUESTS FOR APPROPRIATIONS



UFRA
\$3.7M for three years
(HB 416)
\$250K ongoing for tracking system



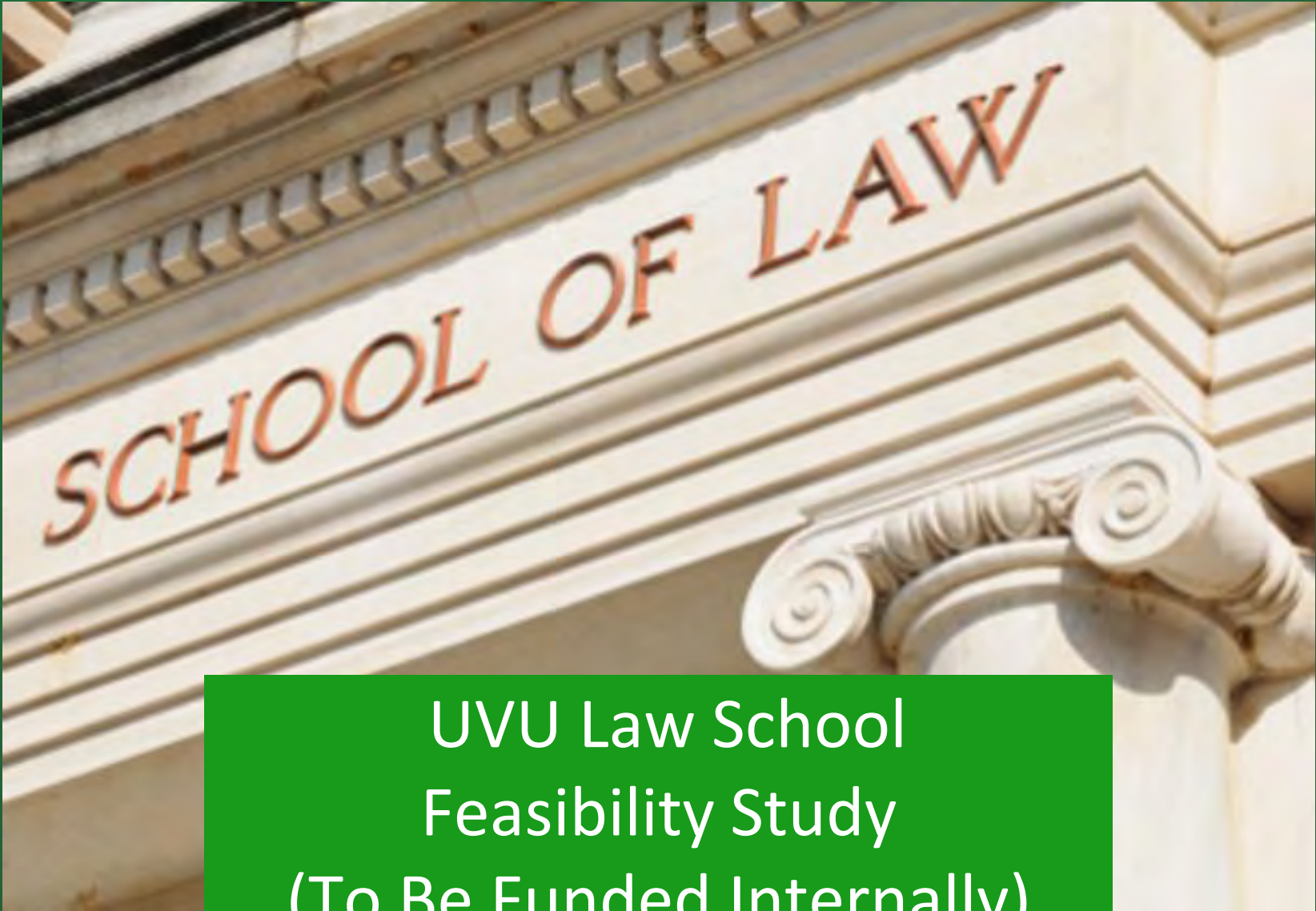
Workforce 2034 Initiative
\$500K one-time
(UVU Priority)



Federalism Initiative
\$273K one-time, \$395K ongoing
(Legislator Priority)



Herbert Institute
\$100K ongoing, \$100K one-time
(Legislator Priority)



UVU Law School
Feasibility Study
(To Be Funded Internally)

Budget Priorities 2026

REQUESTS FOR APPROPRIATIONS (NOT PRIORITIZED)



Utah Lake Research Center
(Not Funded)

Legislation 2026



BILLS:

- HB 84, 3rd Sub – Higher Education Dangerous Weapons Amendments
- HB 204, 1st Sub – Higher Education Student Belief Accommodation
- HB 352 – Higher Education Alignment
- SB 216 – Higher Education Performance and Enrollment Funding
- SB 152 – Public and Higher Education Collaboration

Information can be found at
www.uvu.edu/universityrelations/legislative

Legislative Interns



2026 Session Accomplishments

2026 HOUSE MAJORITY

Session Accomplishments

Cost of Living

Supported homeownership

- ✓ **HB306** Reinvestment Fee Amendments
- ✓ **HB68** Housing and Community Development Amendments
- ✓ **HB492** Transportation, Infrastructure, and Housing Amendments

Reduced costs for Utahns

- ✓ **Reduced the income tax rate for the 6th year in a row to 4.45%**
- ✓ **Reined in property taxes**
 - ✓ **HB236** Truth in Taxation Amendments
- ✓ **Lowered the state gas tax by 15% and increased fuel storage and supply**
 - ✓ **HB575** Fuel Tax and Supply Amendments
- ✓ **Ensured that the price on the shelf is the price charged at the register**
 - ✓ **HB493** Pricing Protection Amendments
- ✓ **Supported more Utah workers in saving for retirement**
 - ✓ **HB250** Utah Retirement Plan Exchange

Limited Government

Reduced statewide agency spending by eliminating unnecessary programs

- ✓ **HB147** Government Form Submission Amendments
- ✓ **Cut 2.4% state funding and reinvested into state needs**

Protected against federal uncertainty

- ✓ **HB249** Federal Funds Modifications
- ✓ **HB342** Federal Grant Process Amendments

Strong Families

Prioritized strong families

- ✓ **Made childcare more affordable and accessible**
 - ✓ **HB190** Child Care Business Tax Credit
- ✓ **HB243** Gambling Revisions
- ✓ **HB248** Family Law Modifications
- ✓ **HB259** Parental Access to Children's Medical Records Amendments
- ✓ **Expanded the Child Tax Credit to benefit more families**
 - ✓ **HB290** Child Tax Credit Amendments
- ✓ **HB324** Utah Marriage Commission Fee Amendments

Improved state employee benefits

- ✓ **HB329** State Employee Maternity and Leave Amendments
- ✓ **SB229** State Employee Benefits Amendments

Public Safety

Addressed homelessness & accountability

- ✓ **HB205** Substance Use Intervention Amendments
- ✓ **HB308** Homeless Services Amendments

Kept Utahns safe

- ✓ **HB20** Correctional Facility Capacity Amendments
- ✓ **HB137** Violent Crime Clearance Rate Amendments
- ✓ **HB276** Artificial Intelligence Modifications
- ✓ **HB136** Unlicensed Driver Amendments

Accountability & Transparency

Made government more transparent

- ✓ **HB425** Local Government Fees Amendments
- ✓ **HB448** Utah Schools for the Deaf and Blind Amendments
- ✓ **HB535** Disposition of Public Property Modification
- ✓ **HB545** Budgetary Modifications

Enhanced elected integrity

- ✓ **HB26** Voting Equipment Amendments
- ✓ **HB209** Voting Amendments

Strengthened judicial accountability

- ✓ **HB274** Sentencing Amendments
- ✓ **HB392** District Court Amendments
- ✓ **HB540** Judicial Transparency, Information Access, and Transition Amendments
- ✓ **SB134** Court Amendments
- ✓ **HR8** Resolution Admonishing and Censuring Judge Don M. Torgerson

Education

Reduced classroom disruptions

- ✓ **HB55** Privacy Compliance for Education Technology Vendors
- ✓ **HB273** Classroom Technology Amendments
- ✓ **HB502** School Attendance Modifications
- ✓ **SB69** School Device Revisions

Supported students and teachers

- ✓ **Increased public education funding by 5.9%**
- ✓ **HB36** Gold Medal Schools Pilot Program
- ✓ **HB143** Special Education Amendments
- ✓ **SB2** Public Education Budget Amendments

Increased return on investment for college students

- ✓ **HB279** Higher Education Code Amendments
- ✓ **HB352** Higher Education Alignment
- ✓ **HB373** Higher Education Innovation

Infrastructure

Powered the future

- ✓ **HB78** Nuclear Regulatory Amendments
- ✓ **HB514** Utah Energy Council Amendments

Invested in transportation

- ✓ **HB481** Transportation Modifications
- ✓ **SB197** Transportation Funding and Governance Amendments

Planned for infrastructure

- ✓ **HB165** Critical Infrastructure Amendments
- ✓ **HB436** Moderate Income Housing Infrastructure Amendments

Water

Tackled aging infrastructure & insufficient water supply

- ✓ **HB19** Drinking Water Utilities Amendments
- ✓ **HB76** Data Center Water Transparency Amendments
- ✓ **HB187** Water Amendments
- ✓ **HB348** Dedicated Water Amendments
- ✓ **HB349** Statewide Water Storage
- ✓ **HB410** Water Leasing Amendments

Protected and restored the Great Salt Lake

- ✓ **HB247** Great Salt Lake Amendments
- ✓ **HCR9** Concurrent Resolution Addressing the Great Salt Lake



House District 56
REPRESENTATIVE
Val Peterson

801-224-4473

vpeterson@le.utah.gov

2026 Budget Highlights

BALANCED BUDGET

- Utah's balanced budget is a key foundation of the state's success. By living within our means, planning carefully, and closely reviewing how taxpayer dollars are spent, the Legislature protects essential services while keeping taxes low and the economy strong.
- For FY2027, lawmakers required agencies to identify efficiencies and use resources wisely. The result is a balanced \$31.6 billion budget that invests in education, affordable housing, water and the Great Salt Lake, economic development, and critical social services.
- This disciplined approach continues to set Utah apart nationally. Responsible budgeting has helped maintain the nation's No. 1 economic outlook and supports long-term prosperity for Utah families, businesses, and communities.

TAX CUTS

- For six consecutive years, the Legislature has delivered tax cuts focused on Utah families. By lowering taxes and reducing everyday costs, these policies help hardworking Utahns keep more of what they earn while supporting continued economic growth.
- Total tax relief exceeds \$600 million over two years, including:
 - \$300M one time and \$200M ongoing through the One Big Beautiful Bill Act
 - \$101M income tax cut, lowering the rate from 4.5% to 4.45% (an 11% reduction over six years)
 - \$2.9M for the Child Care Business Tax Credit
 - \$7.1M to expand the Child Tax Credit
 - \$40M to reduce the state gas tax by 15%

Questions





THANK YOU

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Policies



UVU BOARD OF TRUSTEES Agenda Item Coversheet

DATE:	March 26, 2026
TITLE:	Policy 633 Faculty Performance Evaluation and Feedback
EXECUTIVE/RESPONSIBLE STAFF MEMBER:	Wayne Vaught, Provost Kat Brown, Deputy Provost
SUBJECT:	Policy 633 Faculty Performance Evaluation and Feedback
BACKGROUND:	In the current policy, a PIP (Professional Improvement Plan) may be appealed (see Section 5.3 “PIP Appeal Timeline”). However, the policy does not indicate that a NOIN (Notice of improvement needed) is also appealable. Two revisions were made to clarify this. <i>Note: A NOIN is a non-sanction type of feedback regarding a minor or first-time performance issue that includes a plan developed by a faculty member and their supervisor.</i>
ALTERNATIVES:	• Approve as presented, “I move to approve Policy 633 Faculty Performance Evaluation and Feedback.” • Amend and approve, “I move to approve, as amended, Policy 633 Faculty Performance Evaluation and Feedback.” • No action, “I move that we go to the next agenda item...”
FINANCIAL IMPACT:	
EXHIBITS:	a. Policy 633 Faculty Performance Evaluation and Feedback



UTAH VALLEY UNIVERSITY

Policies and Procedures

Proposed Policy Number and Title: Policy 633 Faculty Performance Evaluation and Feedback		
Current Policy Number and Title: Policy 633 Faculty Performance Evaluation and Feedback		
Approval Process*		
☒ Regular	☐ Temporary	☐ Compliance Change
☐ New ☐ Revision ☒ Revision—Limited Scope ☐ Deletion	☐ New ☐ Revision ☐ Revision—Limited Scope	☐ New ☐ Revision—Limited Scope ☐ Deletion
*See UVU Policy 101 <i>Policy Governing Policies</i> for process details.		

Draft Number and Date:	<u>Stage 3 Regular, March 12, 2026 BOARD OF TRUSTEES</u>
President's Council Sponsor:	<u>Wayne Vaught</u>
Policy Steward:	<u>Kat Brown</u>

POLICY APPROVAL PROCESS DATES		
REGULAR	TEMPORARY	COMPLIANCE
Drafting and Revision Entrance Date: <u>Completed</u>	Drafting and Revision Entrance Date: _____	President's Council Approval Approval Date: _____
University Entities Review Entrance Date: <u>1/8/26</u> Close Feedback: <u>2/6/26</u>	Board of Trustees Review Entrance Date: _____ Approval Date: _____	Board of Trustees Ratification Ratification Date: _____
Board of Trustees Review Entrance Date: <u>3/12/2026</u> Approval Date: _____		



POLICY TITLE	Faculty Performance Evaluation and Feedback	Policy Number	633
Section	Academics	Approval Date	September 3, 2025
Subsection	Faculty	Effective Date	September 3, 2025
Responsible Office	Office of the Provost/Senior Vice President of Academic Affairs	Last Review	September 3, 2025

1.0 PURPOSE

1.1 To foster excellence in teaching and to support the University's educational mission, each full-time faculty member at Utah Valley University is comprehensively evaluated on teaching, scholarship/creative work, service, and compliance with institutional policies and other written institutional expectations as conveyed by supervisory authorities in accordance with UVU and the Utah System of Higher Education (USHE) policies.

1.2 This policy establishes types of non-disciplinary supervisor feedback that can be used throughout the year, an annual goal-setting process, an annual review process, and processes for clarifications and appeals.

2.0 REFERENCES

2.1 *Duties and Responsibilities of the President of a Degree-granting Institution of Higher Education—Approval by Board of Trustees*, Utah Code § 53B-2-106.1

2.2 Utah Board of Higher Education Policy R481 *Academic Freedom, Professional Responsibility, Tenure, Termination, and Post-Tenure Review*

2.3 UVU Policy 165 *Discrimination ~~and~~; Harassment, ~~and~~ Affirmative Action*

2.4 [UVU Policy 632 Academic Rank Advancement](#)

2.42.5 [UVU Policy 635 Faculty Rights and Professional Responsibilities](#)

2.6 [UVU Policy 637 Faculty Tenure](#)

2.7 [UVU Policy 638 Post-Tenure Review](#)

2.52.8 [UVU Policy 641 Salaried Faculty Workload—Academic Year](#)



[2.62.9](#) UVU Policy 648 *Faculty Personnel Reduction*

[2.72.10](#) UVU Policy 649 *Faculty Sanction, and Dismissal for Cause*

3.0 DEFINITIONS

3.1 Academic year: The Fall and Spring semesters combined.

3.2 Annual review reporting period: The annual review reporting period begins the first day of summer term each year and ends at the start of summer term the following year. Faculty who do not perform work for the University during the summer will report only on their work performed during the academic year.

3.3 Annual goal-setting template: A template supplied by Academic Affairs for use during the annual goal-setting process.

3.4 Annual review template: A template supplied by Academic Affairs for use during the annual review process.

3.5 Compliance: Adherence to policies and other written institutional expectations as conveyed by supervisory authorities per UVU and USHE policies.

3.6 Faculty addendum: An optional document submitted by the faculty member after the annual review meeting that asks questions about the supervisor's evaluation or that provides additional information or explanation regarding their performance.

3.7 Faculty member: For the purposes of this policy, the terms *faculty* and *faculty member* mean an employee hired into a full-time, benefits-eligible faculty position, whether tenured, tenure-track, or non-tenure track (e.g., lecturer, appointment in residence, visiting faculty/scholar, or similar).

3.8 Notice of improvement needed (NOIN): A non-sanction type of feedback regarding a minor or first-time performance issue that includes a plan developed by a faculty member and their supervisor.

3.9 Performance: The faculty member's actions in the areas of teaching, scholarly/creative work as applicable, service as applicable, and compliance with policies and other written institutional expectations as conveyed by supervisory authorities.

3.10 Professional Improvement Plan (PIP): A non-sanction type of feedback regarding a more serious or repeated minor performance issue or clear violation of policy that includes a plan developed by a faculty member and their supervisor.



3.11 Retention, Tenure, and Promotion (RTP) criteria: Program/department criteria that establish expectations for teaching, scholarship/creative work, and service for the purposes of retention, tenure, and promotion.

3.12 Second-level supervisor: For a faculty member, the second-level supervisor is the dean or associate dean. For a department chair, the second-level supervisor is the Provost.

3.13 Self-reflection: The portion of the annual review process completed by the faculty member in which they reflect on their performance in the previous annual review reporting period.

3.14 Supervisor: The direct or first-level supervisor of a faculty member. For most faculty, the supervisor is the department chair. If the faculty member is a department chair or was a department chair during the previous year, the dean or associate dean is the supervisor for the purpose of conducting the annual reviews.

3.15 Supervisor addendum: A document submitted by the supervisor in response to a faculty addendum which indicates whether the supervisor is making a change to their evaluation of the faculty member as a result of the faculty addendum.

3.16 Supervisor evaluation: The portion of the annual review process completed by the supervisor in which they evaluate the performance of the faculty member in the previous annual review reporting period.

4.0 POLICY

4.1 Policy Statement and Scope

4.1.1 This policy establishes the following:

4.1.1.1 Types of non-disciplinary supervisor feedback that can occur throughout the year and during the annual review process;

4.1.1.2 An annual goal-setting process that facilitates yearly faculty planning and supervisor guidance about those plans;

4.1.1.3 An annual review process in which the faculty member and supervisor formally evaluate faculty performance from the previous year in the areas of teaching, scholarship/creative work as applicable, service as applicable, and compliance with policies and other written institutional expectations conveyed by supervisory authorities; and

4.1.1.4 Processes for clarifications and appeals.



4.2 Supervisor Feedback Levels

4.2.1 Supervisors may use three levels of non-sanction feedback for faculty members: (a) guidance, (b) notice of improvement needed (NOIN), and (c) professional improvement plan (PIP).

4.2.1.1 *Guidance* is provided to faculty about how they can develop and improve professionally or, if they are already performing at an acceptable or high level, how they can maintain or enhance that level of performance. Supervisors must document guidance given as part of the annual goal-setting process.

4.2.1.2 *Notice of Improvement Needed* is used when a supervisor becomes aware of a minor or first-time performance issue.

4.2.1.3 *Professional Improvement Plan* is used when a supervisor becomes aware of a more serious or repeated minor performance issue. Faculty members with two or more performance issues that resulted in PIPs during a five-year period may be subject to discipline.

4.3 Annual Goal Setting Requirements

4.3.1 Faculty members create goals once a year for the upcoming annual review reporting period.

4.3.2 Faculty should set professional goals, which will help them meet expectations and pursue meaningful activities and opportunities during the annual review reporting period. Goals should focus on high-stakes and high-level accomplishments that the faculty member intends to achieve. A strong starting point for defining high-stakes goals are the departmental RTP criteria and UVU Policies 632 [Advancement in Academic Rank Advancement](#), 635 *Faculty Responsibilities and Professional Responsibilities*, 637 *Faculty Tenure*, and 638 *Post-Tenure Review*.

4.3.3 Goals should incorporate feedback from supervisor, peers, students, and others with knowledge of the faculty member's performance. Goals may be modified during the year as needs change and opportunities arise. Faculty members may consult with their faculty mentor, immediate supervisor, and the department RTP committee as they develop their annual goals.

4.3.4 If a faculty member holds administrative, professional, or other unique assignments during the annual review reporting period, those assignments should be included in their goals. Faculty members who have an appointment to two departments must submit their goals to both supervisors.



4.3.5 Supervisors must review and provide guidance regarding faculty member goals. When a faculty member modifies their goals, the supervisor will again be able to review and provide guidance on the modified goals. Supervisors will not be held responsible for the goals set by faculty members.

4.3.6 Faculty members will not be held responsible for their supervisor's failure to offer guidance on their goals, provided that the faculty member submitted their goals on time.

4.4 Annual Goal-Setting Template

4.4.1 Academic Affairs creates and maintains the annual goal-setting template within the institutionally adopted system. At a minimum, it contains the following: (1) a place for faculty members to set goals for teaching, scholarship/creative work as applicable, service as applicable, and compliance; (2) a place for the supervisor to provide guidance regarding those goals; (3) a place for faculty members to modify their goals during the annual review reporting period, if necessary; and (4) a place for the supervisor to provide guidance regarding modified goals. Supervisors and faculty members must use the annual goal-setting template.

4.4.2 The Faculty Senate, Academic Affairs Council, and relevant technological support staff shall be given the opportunity to provide input on the goal template each time Academic Affairs considers revisions.

4.5 Annual Review Requirements

4.5.1 Consistent with the principles established in UVU Policy 641 *Salaried Faculty Workload—Academic Year*, expectations of a faculty member's performance correspond to their formally tracked and not formally tracked workload.

4.5.2 At a minimum, an annual review must address the following: (1) the expectation inferred from department/program RTP criteria for teaching, scholarship/creative work as applicable, and service as applicable, but reflecting what might reasonably be accomplished in a single year in light of the faculty member's workload; (2) compliance with policies and other written institutional expectations conveyed by supervisory authorities, and (3) the details specified in a NOIN or PIP, when such exist.

4.5.3 The supervisor is not expected to make findings or conclusions regarding faculty member compliance with policies and other written institutional expectations outside their purview. In these cases, the supervisor will rely on information from the responsible institutional office.

4.5.4 Faculty will not be held responsible for their supervisor's failure to complete the supervisor evaluation or conduct the annual review meeting, provided the faculty member submitted their self-reflection on time and made themselves available for a meeting with the supervisor.



4.5.5 When the supervisor is a department chair, they may delegate preparation of the supervisor evaluation of faculty to an associate or assistant chair or to the faculty member's program coordinator. When the supervisor is a dean, they may delegate preparation of the written supervisor evaluation of faculty to an associate or assistant dean.

4.5.6 The supervisor and faculty member must meet to discuss the faculty member's performance in the previous year and their respective evaluations of the performance. A supervisor cannot delegate the annual review meeting. The individual who prepared the evaluation should attend the meeting if the supervisor delegated that responsibility. Either the faculty member or the supervisor may request that Human Resources or Faculty Relations attend the meeting to support or document the proceedings of the meeting. This meeting should be in-person under normal circumstances. If special consideration is necessary for extenuating circumstances, such arrangements should be negotiated between faculty and supervisor in advance.

4.5.7 The annual review is included in the faculty personnel file.

4.6 Annual Review Rating Scale

4.6.1 Faculty performance in each of the annual review performance areas (teaching, scholarship/creative works, service, and compliance) is rated using one of two ratings:

4.6.1.1 *Does Not Meet Expectations*, which is used when a faculty member must improve their performance in order to meet the expectations of their job.

4.6.1.2 *Meets Expectations*, which is used when a faculty member consistently meets the expectations of their job and there are no areas of concern. Most faculty members at the University will receive a rating of Meets Expectations.

4.6.2 Faculty members who have an unremediated behavior that warrants a PIP must be given a Does Not Meet Expectations rating for the relevant area(s).

4.6.3 Annual review must be tied to portfolio activity reports and student ratings of instruction, not statement of accomplishments alone.

4.6.4 The rating of a faculty member who has completed a PIP during an annual review cycle should be based on their overall performance in that area, including the fact that they successfully completed the PIP.

4.6.5 The faculty member may not receive Meets Expectations if the faculty member has an uncompleted sanction.



4.7 Faculty Annual Review Template and Rubric

4.7.1 Academic Affairs creates and maintains the faculty annual review template within the institutionally adopted system. At a minimum, this template contains the following: (1) a place for a faculty member's self-reflection of their teaching, scholarship/creative work as applicable, service as applicable, and compliance; (2) a place for annual goals and related comments; (3) a place for the supervisor evaluation; (4) a place for NOINs, PIPs and sanctions if any; (5) a place for the second-level supervisor to sign off and provide optional written comments; and (6) a place for additional review and an appeal if needed. Supervisors and faculty members must use the annual review template.

4.7.2 The Faculty Senate, Academic Affairs Council, and relevant technological support staff shall be given the opportunity to provide input on the annual review template each time Academic Affairs considers revisions.

4.7.3 At the discretion of the dean, a college/school may elect to use an annual review rubric as a supplement to department/program RTP criteria to (1) make more explicit the criteria by which faculty will be evaluated in their annual reviews and (2) ensure equality and fairness in the evaluation of faculty members across the college. If a dean does not choose to use an annual review rubric for the college/school, then departments, at the discretion of the department chair and faculty and in cooperation with the dean, may elect to use an annual review rubric as a supplement to the department/program RTP criteria. Annual review rubrics should be based on and consistent with relevant RTP criteria and must be compatible with the annual review template.

4.8 Merit Pay

4.8.1 All full-time faculty in good standing are eligible for merit pay.

4.8.2 Merit awards are limited to the top 25% of full-time faculty, excluding placeholder lecturers, in the school or college.

4.8.3 In order to be in good standing for merit, a faculty member must have met the following:

4.8.4 Must have met expectations in all three areas if tenured or tenure-track, and have met expectations in teaching if non-tenure track;

4.8.5 Must have completed all mandatory trainings and conflicts of interest disclosures (and have a conflicts management plan, if applicable); and

4.8.6 Must not be on an incomplete NOIN, PIP, or discipline.



5.0 PROCEDURES

5.1 Guidance Procedures and Timeline

5.1.1 Supervisors must give each faculty member guidance at least once a year during the annual goal-setting process. Guidance can be given during onboarding, when mentoring a faculty member, and at other times throughout the year.

5.2 NOIN and PIP Procedures and Timeline

5.2.1 When a faculty member falls short in performance on a minor or first-time issue (NOIN) or a more serious or repeated issue (PIP), the supervisor will inform them of the issue and begin the process of developing a NOIN or PIP with them to help them improve. The supervisor will inform the faculty member as soon as they become aware of an issue, regardless of whether the issue arises during the year or during the annual review process.

5.2.2 When a supervisor develops a NOIN or PIP with a faculty member, they are responsible for (1) clearly indicating how the faculty member is not meeting expectations; (2) establishing a plan with the faculty member to help them meet expectations; (3) offering reasonable resources or training for the faculty member if needed and consistent with established practices; (4) setting a timeline by which the faculty member must meet expectations that is as short as feasible but no longer than 12 months from the time the NOIN or PIP is finalized; and (5) identifying how the faculty member's performance will be documented for the duration of the NOIN or PIP.

5.2.3 After a supervisor informs a faculty member of an issue that warrants a NOIN or PIP, the collaborative process begins between the faculty member and the supervisor to develop the NOIN or PIP. If a faculty member is not collaborative or responsive, the supervisor can develop the NOIN or PIP and issue it as a directive.

5.2.4 NOINs and PIPs, when they exist, are included in the faculty personnel file and must be included in the annual review for the annual review period during which they were in effect.

5.2.5 When developing a NOIN or PIP, supervisors and faculty members should respond substantively to the other within two business days to ensure timely resolution.

NOIN and PIP Timeline	
NOIN – Total time to develop	20 business days
PIP – Total time to develop	40 business days



5.3 [NOIN and PIP](#) Appeal Timeline

5.3.1 A [NOIN or a PIP](#) may be appealed via additional review.

5.3.2 If a faculty member requests an additional review at the conclusion of the process of developing the [NOIN or PIP](#), the dean or designee will complete an evaluation appeal. The dean's decision is final. Both the dean's appeal report and the recommendation will be kept in the annual review file in the university-approved system.

5.3.3 The dean may ask for additional information to help make a final decision.

5.3.4 The dean may determine to keep the [NOIN or PIP](#) as is, change or eliminate the PIP, recommend a NOIN instead, or recommend additional sanctions

5.3.5 If the dean or designee determines that changes are to be made to the [NOIN or PIP](#), the supervisor must complete the changes.

NOIN and PIP Appeal Timeline	
The dean or designee must render their decision	20 business days
If there are to be changes to the NOIN or PIP , the changes must be made	10 business days

5.4 Annual Goal-Setting Procedures and Timeline

5.4.1 Each faculty member sets goals for the upcoming annual review reporting period in accordance with the details set forth in this policy.

5.4.2 The supervisor reviews the faculty member's goals and provides guidance on those goals in accordance with the details set forth in this policy.

Annual Goal-Setting Timeline	
Faculty submit goals for the upcoming annual review reporting period.	1) The system opens for faculty on April 1. 2) Goals are due no later than May 31.
Supervisors review goals and provide guidance on goals.	1) Supervisors can review goals and provide guidance as soon as faculty share their goals with the supervisor, beginning on June 1. 2) Supervisor review of goals and guidance must be completed no later than August 15.
Faculty can modify their goals at any time during the annual review reporting period. Faculty should notify their supervisor of their modified goals, but do not need to submit the modified goals in the template.	



5.5 Annual Review Procedures and Timeline

5.5.1 Faculty members must provide a self-reflection of their performance in the previous annual review reporting period.

5.5.2 If a faculty member holds administrative, professional, or other unique assignments during the annual review reporting period, those assignments shall be included in the self-reflection.

5.5.3 Supervisors must provide a supervisor evaluation of faculty performance in the previous annual review reporting period. The supervisor evaluation includes a written component and a rating for each of the annual review performance areas.

5.5.4 The supervisor and faculty member must meet to discuss the faculty member's performance in the previous year and their respective evaluations of the performance.

5.5.5 Second-level supervisors sign off on annual reviews before they are finalized and can provide written comments if desired.

Annual Review Timeline	
Faculty prepare and submit their self-reflection.	The system opens for faculty on April 1. Self-reflections are due by May 31.
Supervisors prepare and submit the supervisor evaluation.	1) Supervisors can review self-reflections and submit supervisor evaluations soon as faculty share their self-reflections with the supervisor, beginning on April 1. 2) Supervisor evaluations are due by August 15.
Supervisors conduct annual review meetings.	1) September 1 is the deadline for annual review meetings with faculty who are submitting midterm and tenure review portfolios on September 15. 2) November 30 is the deadline for annual review meetings with all faculty.
Second-level supervisors sign off on annual reviews and provide written comments, if desired.	1) Second-level supervisors can read annual reviews and provide comments as soon as the annual review meeting is conducted. 2) Second-level supervisor must read annual reviews and comments are due by December 15.

5.6 Addendum and Appeal Procedures and Timeline

5.6.1 Annual reviews may be clarified via addendums and appealed via an additional review.



5.6.2 If a faculty member would like to ask questions about the supervisor's evaluation or provide additional information or explanation regarding their performance, they may do so at any time before or during the annual review meeting. If a faculty member would still like to ask questions or provide additional information or explanation after the annual review meeting, they may do so via a faculty addendum.

5.6.3 If a faculty member submits an addendum, the supervisor must also submit an addendum. At a minimum, the supervisor addendum must contain a statement of whether the supervisor has changed anything about their evaluation of the faculty member as a result of the faculty addendum.

5.6.4 If a faculty member has completed the addendum process and believes that there is (1) an error of fact in their annual review or (2) an evaluation that is inconsistent with the RTP criteria or the annual review rubric (if one is in use), the faculty member can request an appeal review.

5.6.5 The dean will review the evaluation appeal, and then make the final decision.

5.6.6 Both the appeal report and the decision will be kept in the annual review file.

5.6.7 The outcome arrived at through this process of appeal review is final.

Annual Review Addendum and Appeal Timeline	
Deadline for a faculty addendum after the annual review meeting	10 business days
Deadline for a supervisor addendum after receiving a faculty addendum	10 business days
Deadline for a faculty member to appeal their annual review after receiving the supervisor addendum	10 business days
The dean must render their decision	20 business days
If there are to be changes to the annual review or supervisor addendum, the changes must be made	10 business days

5.7 Merit Pay

5.7.1 Based on guidance from the Provost's office, deans will determine merit pay awardees and the amounts in collaboration with department chairs.

5.7.2 Deans must submit a list of their faculty receiving merit pay and the amount the faculty member is receiving to the deputy provost for review.

5.7.3 The deputy provost may not add faculty or significantly alter the amounts awarded but may eliminate any faculty member who is found to not be in good standing.



5.7.4 Faculty cannot appeal the decision to be awarded merit pay or the amount of merit pay awarded.

POLICY HISTORY		
Date of Last Formal Review: September 3, 2025		
Due Date of Next Review: September 3, 2030		
Date of Last Action	Action Taken	Authorizing Entity
June 22, 2017	New policy approved.	UVU Board of Trustees
March 31, 2022	Revised policy approved.	UVU Board of Trustees
April 25, 2024	Compliance change, mandated by HB 438, Utah Legislature, approved.	UVU President's Council
May 6, 2024	Compliance change ratified.	UVU Board of Trustees
September 3, 2025	Revised policy approved	UVU Board of Trustees
	Revised policy approved	UVU Board of Trustees



UVU BOARD OF TRUSTEES Agenda Item Coversheet

DATE:	March 26, 2026
TITLE:	Policy 661 Graduate Admissions and Continuation
EXECUTIVE/RESPONSIBLE STAFF MEMBER:	Wayne Vaught, Provost Kat Brown, Deputy Provost
SUBJECT:	Policy 661 Graduate Admissions and Continuation
BACKGROUND:	In January 2026, TOEFL (Test of English as a Foreign Language) revised its scoring system. UVU considers TOEFL scores, along with IELTS (International English Language Testing System), for international student applications. UVU's policies on TOEFL and the admission of international graduate students have been updated to reflect this change.
ALTERNATIVES:	• Approve as presented, "I move to approve Policy 661 Graduate Admissions and Continuation." • Amend and approve, "I move to approve, as amended, Policy 661 Graduate Admissions and Continuation" • No action, "I move that we go to the next agenda item..."
FINANCIAL IMPACT:	
EXHIBITS:	a. Policy 661 Graduate Admissions and Continuation



UTAH VALLEY UNIVERSITY

Policies and Procedures

Proposed Policy Number and Title: 661 Graduate Admissions and Continuation		
Current Policy Number and Title: 661 Graduate Admissions and Continuation		
Approval Process*		
☒ Regular	☐ Temporary	☐ Compliance Change
☐ New ☒ Revision ☐ Revision—Limited Scope ☐ Deletion	☐ New ☐ Revision ☐ Revision—Limited Scope	☐ New ☐ Revision—Limited Scope ☐ Deletion
*See UVU Policy 101 <i>Policy Governing Policies</i> for process details.		

Draft Number and Date: <u>COMPLIANCE CHANGE, March 2026 BOARD OF TRUSTEES</u>
President's Council Sponsor: <u>Wayne Vaught</u>
Policy Steward: <u>Steven Sylvester</u>

POLICY APPROVAL PROCESS DATES		
REGULAR	TEMPORARY	COMPLIANCE
Drafting and Revision Entrance Date: _____	Drafting and Revision Entrance Date: _____	President's Council Approval Approval Date: <u>3/12/26</u>
University Entities Review Entrance Date: _____ Close Feedback: _____	Board of Trustees Review Entrance Date: _____ Approval Date: _____	Board of Trustees Ratification Ratification Date: _____
Board of Trustees Review Entrance Date: _____ Approval Date: _____		



UTAH VALLEY UNIVERSITY

Policies and Procedures

Page 2 of 7

POLICY TITLE	Graduate Admissions and Continuation	Policy Number	661
Section	Academics	Approval Date	June 21, 2024
Subsection	Graduate Programs	Effective Date	June 21, 2024
Responsible Office	Office of the Provost/Senior Vice President of Academic Affairs	Last Review	June 21, 2024

1.0 PURPOSE

1.1 This policy establishes the requirements and procedures for graduate admissions at Utah Valley University.

2.0 REFERENCES

2.1 Northwest Commission on Colleges and Universities (NWCCU) Standards for Accreditation § 2.C.13

2.2 Utah Board of Higher Education Policy R461 *Access, Admission, and Articulation*

2.3 UVU Policy 165 *Discrimination and Harassment*

2.4 UVU Policy 541 *Student Rights and Responsibilities Code*

2.5 UVU Policy 548 *Academic Rights and Responsibilities of Healthcare and Counseling Clinical Program Students*

2.6 UVU Policy 655 *Graduate Faculty*

2.7 UVU Policy 658 *Establishment and Administration of Graduate Programs*

2.8 UVU Policy 662 *Graduate Program Continuation, Credit, and Graduation Requirements*



3.0 DEFINITIONS

3.1 Accredited institution: An institution of higher learning that has been granted accreditation status by a regional or national accrediting agency within a scope of authority approved by the U.S. Department of Education.

3.2 Combined master's degree program: Bachelor's and master's degree programs that can be completed simultaneously by a graduate student who is admitted into the combined master's degree program.

3.3 Graduate student: For the purposes of this policy, a student who is admitted to a graduate program and is taking graduate courses or a student who holds a bachelor's degree or above, has been admitted as a nonmatriculated graduate student, and is taking graduate courses.

3.4 Joint master's degree program: Two master's degree programs that can be completed simultaneously by a graduate student admitted into the joint master's degree program.

3.5 Non-matriculated graduate student: A graduate student enrolled for credit but not admitted into a UVU graduate program.

4.0 POLICY

4.1 Utah Valley University uses a selective admissions process for admitting students to graduate programs.

4.1.1 The graduate program committee will review the graduate program's admission requirements on a periodic basis to guard against unintended or unnecessary barriers to application or admission.

4.2 The University makes every effort to provide educational opportunities free from discrimination in accordance with federal and state law and university core values (see Policy 165 *Discrimination and Harassment*).

4.3 Graduate program directors shall publish all graduate degree program admission requirements, application procedures, and application deadlines in the current university catalog and on the University's website.

4.4 Applicants must adhere to established admission application deadlines and provide all required application materials as stipulated by the University and graduate program.



UTAH VALLEY UNIVERSITY

Policies and Procedures

Page 4 of 7

4.5 To be admitted to the University as a graduate student, an applicant must meet the following minimum requirements:

4.5.1 An applicant must have earned a bachelor's degree from a regionally accredited college or university, a nationally accredited program, or an international college or university recognized by a ministry of education. University International Admissions officers shall determine whether applicants with international degrees meet the University's requirement of a recognized bachelor's degree or equivalent.

4.5.2 An applicant must have a cumulative undergraduate GPA of 3.0 or a 3.0 GPA calculated on the last 60 semester credit hours (90 quarter credit hours) of undergraduate work.

4.6 International applicants whose native language is not English must have a TOEFL score of 4.5 (90) 79 iBT or higher, or an IELTS band score of 6.0 or higher within the past two years. Due to the recent changes in how TOEFL scores are assessed, UVU will honor a TOEFL score of 80 (or higher) through December 31, 2028. The Graduate Council and Director of Admissions may approve other English language tests with minimum score requirements. (See section 4.5 for exemptions from this language requirement.) More information regarding the Graduate Council is found in Policy 655 *Graduate Faculty*.

4.6.1 International applicants must also meet all U.S. government requirements for international students. International graduate students on visas shall not be admitted or enrolled as non-matriculated students.

4.6.2 Clinical graduate program applicants must meet the minimum eligibility to participate in clinical program requirements specified in UVU Policy 548 *Academic Rights and Responsibilities of Healthcare and Counseling Clinical Program Students*.

4.6.3 Applicants may be required to meet additional or more stringent admissions criteria established by specific graduate programs in addition to the minimum required by the University.

4.6.4 Before they can be admitted into or begin a combined master's degree program, applicants must have completed 90 semester credit hours of undergraduate courses (see Policy 662 *Graduate Program Continuation, Credit, and Graduation Requirements*). Combined graduate programs may admit applicants into a combined master's degree program before the applicants complete their bachelor's degree or equivalent.

4.7 Applicants who meet the following requirements shall be exempt for the University's TOEFL or IELTS requirement:

4.7.1 Earned a bachelor's, master's, or doctoral degree from a regionally accredited U.S. college or university.



UTAH VALLEY UNIVERSITY

Policies and Procedures

Page 5 of 7

4.7.2 Earned a bachelor's, master's, or doctoral international equivalent degree from a university of recognized standing in one of the following countries in which all instruction is provided in English: Australia, Canada (except Quebec), Belize, the British Caribbean, the British West Indies, Guyana, Ireland, Liberia, New Zealand, Singapore, and the United Kingdom (England, Northern Ireland, Scotland, Wales).

4.8 The Graduate Council may approve the addition to the list in section 4.6.2 of other countries or specific universities.

4.9 Meeting minimum admissions criteria does not guarantee admission to a graduate program or the University as a graduate student.

4.10 Individual graduate programs shall only admit students who meet the minimum university graduate admissions requirements outlined in section 4.5 into their graduate programs unless an exception is approved by the Graduate Council Appeals Committee. Students who are denied graduate program admission or do not meet the minimum university requirements shall not be admitted as non-matriculated graduate students.

4.11 In extraordinary circumstances when an applicant does not meet all minimum university graduate admissions requirements in section 4.5, a graduate program committee, at its discretion, may appeal to the Graduate Council Appeals Committee. (See Policy 658 *Establishment and Administration of Graduate Programs*). Under extraordinary circumstances, the Graduate Council Appeals Committee may approve an exception to minimum university graduate admissions requirements.

4.12 Students must receive admission approval from both master's degree graduate program committees to be admitted into a joint master's degree program.

4.13 Non-matriculated graduate students may be admitted by the graduate program directors to take courses in their program if they meet the minimum university graduate admissions criteria.

4.14 Graduate programs may conditionally admit applicants into their programs with requirements that the applicants remedy specified deficiencies in preparation, such as completing specified courses or completing a bachelor's degree by a specific deadline. These specified conditional requirements shall be communicated to the applicant in the conditional admission communication. Such students shall be considered undergraduate students until they are matriculated into their graduate programs. When conditionally admitted students meet the specified conditional requirements to be considered qualified for admission, they shall be admitted into the graduate program.

4.14.1 Conditionally admitted students shall not be permitted to take graduate courses.



5.0 PROCEDURES

5.1 Applicants are to be notified of admission through an acceptance letter, which includes the deadline for accepting the admission offer. The deadline for accepting the admission offer should be at least 14 days after the notification of admission acceptance letter. After the applicant accepts an offer of admission, the applicant is sent an admitted letter that includes a UVID number, residency status, instructions for pre-enrollment activities including orientation and advising, and the deadline for registering for the graduate program's courses to remain in the program, if applicable.

5.1.1 If the applicant does not accept the admission offer by the deadline stated in the acceptance letter, the admission offer shall be automatically revoked.

5.1.2 If the student does not register for the graduate program's courses by the deadline communicated in the admitted letter, the graduate program may rescind the student's admission to the graduate program. The graduate program shall notify the student of the admission rescission in writing.

5.2 Applicants who are not admitted into the graduate program shall be notified in writing that they were not admitted into the graduate program.

5.3 The appropriate graduate program committee shall consider admission appeals to their graduate programs. Graduate applicants appealing the denial of admission to a graduate program shall provide supporting materials and information justifying the appeal to the graduate program director within 30 days of the date from which the student received notice they were not admitted into the program. The graduate program director shall present the written appeal to the graduate program committee for consideration. The decision of the graduate program committee shall be final, except for appeals for minimum university graduate admissions criteria in section 4.5. Sections 4.9 and 4.10 address the appeals process for graduate programs with applicants not meeting minimum university graduate admissions criteria.

5.4 The Graduate Council Appeals Committee shall consider admission appeals from graduate programs for exceptions to the minimum university graduate admissions requirements. The Graduate Council Appeals Committee shall consist of Graduate Council members. The graduate program committee shall submit the appeal request in writing. Graduate programs shall not provide admission or conditional admission notifications to applicants unless the appeal is approved by the Graduate Council Appeals Committee. The decision of the Graduate Council Appeals Committee shall be final.

5.4.1 The Director of Graduate Studies shall gather data about all university admission requirements exception requests and approvals and shall report it to the full Graduate Council annually.



UTAH VALLEY UNIVERSITY

Policies and Procedures

Page 7 of 7

5.5 If the required conditions are completed and supported by an official transcript by the deadline specified by the graduate programs, conditionally admitted students shall be fully admitted into their graduate programs. If the conditions are not completed by the deadline, the conditional admission shall be automatically revoked.

5.6 Acceptance of graduate admissions offers is valid only for the semester in the offer. Applicants who do not begin attendance during the semester in their admissions offers must reapply and pay the application fees before the applicable semester application deadline. At the graduate program's discretion, graduate programs may defer enrollment if students apply for a deferment before the end of the semester for which they were admitted.

POLICY HISTORY		
Date of Last Formal Review: June 21, 2024		
Due Date of Next Review: June 21, 2029		
Date of Last Action	Action Taken	Authorizing Entity
March 30, 2016	Policy approved.	UVU Board of Trustees
June 21, 2024	Revised policy approved.	UVU Board of Trustees
April 2025	Nonsubstantive changes related to renumbering to 661 and transfer to Academics. Formerly 510	UVU General Counsel UVU Policy Office
May 6, 2025	Update to the title of Policy 165	UVU Policy Office
March 12, 2026	Compliance change approved.	UVU President's Council
	Compliance change ratified.	UVU Board of Trustees



UVU BOARD OF TRUSTEES Agenda Item Coversheet

DATE:	March 26, 2026
TITLE:	UVU Policy 662 Graduate Program Continuation, Credit, and Graduation Requirements
EXECUTIVE/RESPONSIBLE STAFF MEMBER:	Wayne Vaught, Provost Kat Brown, Deputy Provost
SUBJECT:	UVU Policy 662 Graduate Program Continuation, Credit, and Graduation Requirements
BACKGROUND:	This policy requires updates to be in compliance with Utah Board of Higher Education updated Policy R475 <i>Common Course Numbering</i> and Policy R401 <i>Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports</i> . Some portions of UVU Policy 662 that addressed course numbering have been updated to align with Policy R475.
ALTERNATIVES:	• Approve as presented, “I move to approve UVU Policy 662 Graduate Program Continuation, Credit, and Graduation Requirements.” • Amend and approve, “I move to approve, as amended, UVU Policy 662 Graduate Program Continuation, Credit, and Graduation Requirements.” • No action, “I move that we go to the next agenda item...”
FINANCIAL IMPACT:	
EXHIBITS:	a. UVU Policy 662 Graduate Program Continuation, Credit, and Graduation Requirements



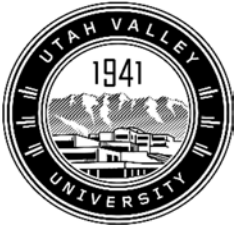
UTAH VALLEY UNIVERSITY

Policies and Procedures

Proposed Policy Number and Title:	662 Graduate Program Continuation, Credit, and Graduation Requirements	
Current Policy Number and Title:	662 Graduate Program Continuation, Credit, and Graduation Requirements	
Approval Process*		
☐ Regular	☐ Temporary	☒ Compliance Change
☐ New ☐ Revision ☐ Revision—Limited Scope ☐ Deletion	☐ New ☐ Revision ☐ Revision—Limited Scope	☐ New ☒ Revision—Limited Scope ☐ Deletion
*See UVU Policy 101 Policy Governing Policies for process details.		

Draft Number and Date:	<u>COMPLIANCE CHANGE, March 2026, BOARD OF TRUSTEES</u>
President's Council Sponsor:	<u>Wayne Vaught</u>
Policy Steward:	<u>Steven Sylvester</u>

POLICY APPROVAL PROCESS DATES		
REGULAR	TEMPORARY	COMPLIANCE
Drafting and Revision Entrance Date: _____	Drafting and Revision Entrance Date: _____	President's Council Approval Approval Date: <u>3/12/2026</u>
University Entities Review Entrance Date: _____ Close Feedback: _____	Board of Trustees Review Entrance Date: _____ Approval Date: _____	Board of Trustees Ratification Ratification Date: _____
Board of Trustees Review Entrance Date: _____ Approval Date: _____		



UTAH VALLEY UNIVERSITY

Policies and Procedures

Page 2 of 12

POLICY TITLE	Graduate Program Continuation, Credit, and Graduation Requirements	Policy Number	662
Section	Student Affairs	Approval Date	June 22, 2024
Subsection	Academic Standards, Credits, and Grades	Effective Date	June 22, 2024
Responsible Office	Office of the Provost/Senior Vice President of Academic Affairs	Late Review	

1.0 PURPOSE

1.1 This policy establishes the University's continuation, credit, and graduation requirements for graduate programs.

2.0 REFERENCES

2.1 Northwest Commission on Colleges and Universities (NWCCU) Standards for Accreditation
[§1.C](#)

2.2 Utah Board of Higher Education Policy R401 *Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports*

2.3 Utah Board of Higher Education Policy R475, *Common Course Numbering*

2.4 [UVU Policy 522 Undergraduate Credit and Transcripts](#)

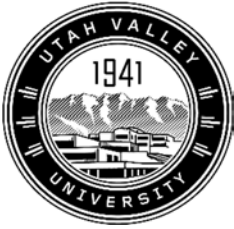
2.54 UVU Policy 525 *Credit for Prior Learning*

2.65 UVU Policy 541 *Student Code of Conduct*

2.76 UVU Policy 548 *Academic Rights and Responsibilities of Healthcare and Counseling Clinical Program Students*

2.87 UVU Policy 605 *Curriculum Process*

2.98 UVU Policy 658 *Establishment and Administration of Graduate Programs*



3.0 DEFINITIONS

3.1 Accredited institution: An institution of higher learning that has been granted accreditation status by a regional or national accrediting agency within a scope of authority approved by the U.S. Department of Education.

3.2 Combined master's degree program: Bachelor's and master's degree programs that can be completed simultaneously by a graduate student who is admitted into the combined master's degree program.

3.3 Endorsement courses: A group of courses that prepares K–12 teachers or teacher candidates for specific area certification/endorsement by the Utah State Board of Education.

3.4 Full-time graduate student: Graduate students registered for nine credits or more per semester or summer. A nine-credit hour minimum load is generally accepted by sponsoring agencies for certifying full-time status. Graduate students are considered half-time graduate students when registered for four or more credits and less than nine credits per semester or summer.

3.5 Graduate student: For the purposes of this policy, a student who is admitted to a graduate program and is taking graduate courses, or a student who holds a bachelor's degree or above and who has been admitted as a non-matriculated graduate student and is taking graduate courses.

3.6 Joint master's degree program: Two master's degree programs that can be completed simultaneously by a graduate student admitted into the joint master's degree program.

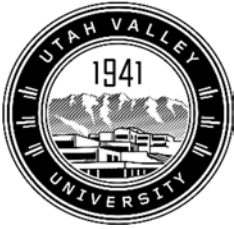
3.7 Non-matriculated graduate student: A graduate student enrolled for credit but not admitted into a UVU graduate program.

4.0 POLICY

4.1 Requirements for Enrollment in Graduate-Level Courses

4.1.1 Only UVU graduate students are permitted to enroll in graduate-level courses.

4.1.2 Graduate students are not permitted to register for more than 17 credit hours per semester unless the graduate program director approves an exception.



4.2 Requirements for Graduation in Graduate Programs

4.2.1 To earn a master's degree, students must complete a minimum of 30 credit hours of 5,000- or 6,000-level coursework. graduate coursework beyond the bachelor's degree. Credit from 5000-level coursework may be used to fulfill up to 12 credits of the master's degree requirements.

4.2.2 To earn a graduate certificate, students must complete a minimum of 9 and a maximum of 29 credit hours of graduate coursework beyond the bachelor's degree 5,000- or 6,000-level coursework.

4.2.3 A graduate certificate cannot be awarded before the bachelor's degree is completed.

4.2.3 Second Graduate Degree Requirements

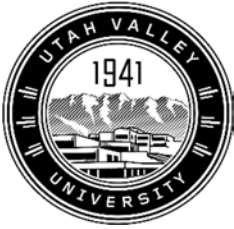
4.2.3.1 Students may earn a second master's degree at UVU but must meet all degree requirements for both graduate degrees. When a course is required for both graduate degrees, taking the required course satisfies both requirements. However, the total number of credits for the second master's degree must be at least 15 credit hours beyond the credit hours required for the first master's degree.

4.2.4 Joint Master's Degree Programs

4.2.4.1 Joint master's degree programs shall be approved through the University curriculum process and through the process stated in Section 4.2.4.2 and published in the university catalog.

4.2.4.2 The graduate program committees of the master's programs participating in the joint master's degree program shall develop multi-year coordinated course offering schedules that allow students to complete the joint master's degree program in a reasonable time frame communicated by the joint master's degree program. This schedule shall be reviewed and approved by both graduate program directors, the dean(s) associated with the master's degree programs, and the Graduate Council. This approval must occur during the curriculum approval process. Any changes to the course offering schedule must be approved by both graduate program directors and the dean(s) associated with the master's degree programs.

4.2.4.3 Joint master's degree programs must consist of a minimum of 45 total graduate 5000- and/or 6000-level credit hours combined. Each master's degree in the joint program must be at least 15 credit hours. Credit from 5000-level coursework may be used to fulfill up to 12 credits of the masters' degree requirements. Graduate programs determine, in consultation with Graduate Council, which 5000-level courses may be counted.



4.2.4.4 A student must be admitted into the joint master's degree program to earn the master's degrees concurrently. Students must receive admission approval from both master's degree programs to be admitted into the joint master's degree program.

4.2.4.5 Students must meet all degree requirements for both master's degrees. Each master's degree may list required courses in the other joint degree program as elective courses in its degree program. When a course meets the required or elective course requirements of both master's degrees, another course is not substituted; taking the course satisfies the requirements of both master's degrees.

4.2.4.6 Students must complete the joint master's degree programs simultaneously. Students may withdraw from the joint master's program and remain in one of the master's degree programs without penalty.

4.2.4.7 A student shall be awarded two master's degrees after successfully and simultaneously completing the joint degree program.

4.2.5 Combined Bachelor's and Master's Degree Programs

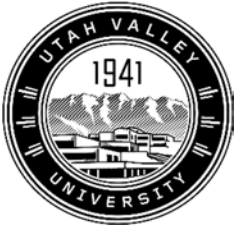
4.2.5.1 In accordance with UVU Policy 658 *Establishment and Administration of Graduate Programs*, combined master's degree programs shall be approved through the university curriculum process and published in the university catalog.

4.2.5.2 Combined bachelor's and master's degree programs allow students to complete a bachelor's and a master's degree concurrently.

4.2.5.3 A minimum of 30 credit hours of graduate 5,000- and/or 6,000--level coursework ~~beyond the bachelor's degree~~ is required for the master's degree. Credit from 5000--level coursework may be used to fulfill up to 12 credits of the master's degree requirements. The same 5000 level course may be used to fulfill degree or certificate requirements for both the undergraduate degree or certificate and the graduate degree or certificate.

4.2.5.5 Students must meet all degree requirements for both the bachelor's and the master's degrees.

4.2.5.6 A student must be admitted into the combined master's degree program to earn the bachelor's and master's degrees concurrently.



4.2.5.7 A student must have completed 90 semester credit hours of undergraduate courses before beginning a combined master's degree program.

4.2.5.8 A student shall be considered a graduate student while enrolled in the combined master's degree program. This may impact the student's ability to receive financial aid that is normally available for undergraduate students.

4.2.5.9 A student shall be awarded the bachelor's degree and master's degree upon the successful completion of the combined degree program. A student who fails to complete the requirements for the master's portion of the combined degree will still be eligible to be awarded the bachelor's degree by successfully completing all requirements for the related standalone bachelor's degree. A master's degree cannot be awarded before the bachelor's degree is completed.

4.3 Graduate Coursework Completion Time Limits

4.3.1 Students shall complete graduate coursework within six years; individual programs may require graduate coursework to be completed in fewer than six years. Previously earned certificate and endorsement courses completed within a period of six years may count toward the completion of graduate programs in the School of Education. When extenuating circumstances warrant, a student may request an extension to coursework completion time limits.

4.4 Graduate Graduation Requirements

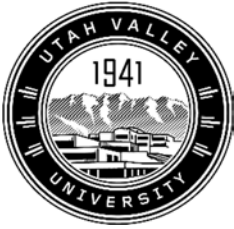
4.4.1 Credit for courses in which a student earns a grade of "C-" or lower shall not be applied toward any graduate degree or certificate. Individual graduate programs may establish higher minimum grade requirements for individual courses.

4.4.2 A cumulative GPA of 3.0 or higher is required for students to graduate from a graduate program. Individual programs may establish higher GPA requirements.

4.4.3 All graduation requirements for graduate programs will be published in the university catalog.

4.5 Graduate Credit for Prior Learning

4.5.1 Graduate credit for prior learning may be awarded in accordance with Policy 525 *Credit for Prior Learning*, subject to the credit limitations in section 4.7.1 of this policy.



4.6 Transfer Credit for Graduate Programs

4.6.1 Graduate credits from another regionally accredited institution or equivalent are subject to grade and grade-point average minimums, as well as other requirements of the graduate program.

4.6.2 Approved transfer credits will not replace required residency hours.

4.6.3 Approved transfer credits will not be calculated into the student's UVU GPA

4.6.4 Graduate programs may establish partner agreements with other institutions to accept their graduate course credits. These partner agreements must be approved through official curriculum processes and by the Office of General Counsel and the Provost. These credits will be counted toward a student's required two-thirds residency hours so they can meet the requirements of section 4.7.1.

4.7 Limitations on Prior Learning Credit and Transfer Credit

4.7.1 To be eligible to graduate from a graduate program, the student must complete a minimum of two-thirds of their graduate program credit hours through the University or its recognized partner institutions. Therefore, a maximum of one-third of graduate program credits used for the master's degree or graduate certificate may come from a combination of prior learning credit and transfer credit. Individual graduate programs may require students to complete more than two-thirds of graduate program credit hours in their programs. Individual graduate programs may establish stricter prior learning and transfer credit criteria.

4.8 Graduate Student Responsibilities

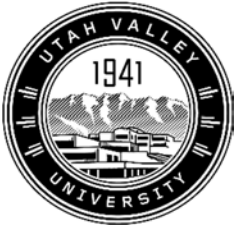
4.8.1 Graduate students must maintain a minimum cumulative 3.0 GPA to remain in their graduate programs.

4.8.2 Graduate students are subject to the Student Rights and Responsibilities Code contained in Policy 541 *Student Code of Conduct*, and sections 4.8.1, 5.4.1, and 5.4.2 of this policy.

4.9 Graduate Program Requirements

4.9.1 Graduate programs shall be consistent with the University's mission, in keeping with the expectations of its respective disciplines and professions, and described in nomenclature that is appropriate to the levels of graduate and professional degrees offered.

4.9.2 Graduate programs shall differ from undergraduate programs by requiring, among other things, greater depth of study; demands on student intellectual or creative capacities; knowledge



of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or relevant professional practice.

4.10 Graduate Tuition

4.10.1 For the purposes of tuition assessment and financial aid, all university students are classified as either graduate or undergraduate students and have their tuition assessed based on that classification regardless of the course level.

4.10.2 Matriculated graduate students are subject to the tuition rate for the graduate program to which they are admitted.

4.10.2.1 For joint master's degree programs, students shall be charged the higher tuition rate of the two programs.

4.10.2.2 For combined master's degree programs, students shall be charged different tuition for courses taken in the combined master's degree program compared to the related separate bachelor's and master's degrees' tuition.

4.10.2.3 Graduate Certificate in Secondary Teaching and Master of Arts in Teaching-Secondary Teaching courses shall be charged the graduate tuition rate. Additional undergraduate courses that are required for state licensure that are taken during this graduate certificate or master's program shall be charged the undergraduate tuition rate.

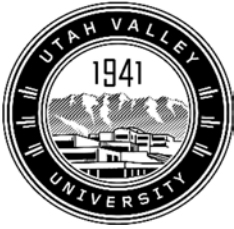
4.10.3 Non-matriculated graduate students are subject to the graduate tuition rate of the graduate program that offers the class(es) in which the students are enrolled.

5.0 PROCEDURES

5.1 Course-Level Numbering and Acceptability

5.1.1 Graduate courses shall use the following numbering system:

- 1) 6000–6999: Graduate-level courses
- 2) 6800–6899: Graduate seminars (including methodology and research seminars)
- 3) 6900–6999: Directed readings, individual projects, theses, etc.
- 4) 6790R: Special topics



- 5) 6890R: Internship
- 6) 6900R: Independent study
- 7) 6960R: Master's individual project
- 8) 6970R: Master's thesis research
- 9) 6990R: Master's thesis continuing registration

5.1.2 Advanced upper-division courses shall use the following numbering system:

- 1) 5000–5799: Advanced upper-division courses
- 2) 5800–5999: Advanced upper-division courses dedicated to seminars, directed reading, individual projects, etc., by permission of the program director

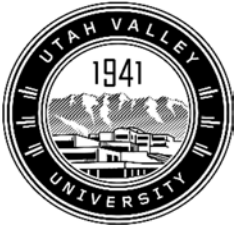
5.1.3 For purposes of efficiency, an advanced upper-division 5000-level course may be scheduled concurrently with a corresponding 6000-level course, with the two sections meeting together under the same instructor.

~~5.1.3.1 The 6000-level course and the related 5000-level course shall have the same credit ratios, instructional methods, and last three digits for course numbers. They must also have similar course titles and course descriptions. In addition to the identical learning objectives and assignments required in the 5000-level course, the corresponding 6000-level course shall have additional and substantive learning objectives and assignments approved for graduate level work beyond those required of students enrolled at the 5000-level.~~

5.1.3.2 A maximum of twelve credits of 6000-level courses required for a master's degree and a maximum of six credits of 6000-level courses for a graduate certificate may be scheduled simultaneously with 5000-level courses. 5000- and 6000-level courses shall not be scheduled concurrently with courses numbered below the 5000-level.

~~5.1.4 Credit from 5000-level coursework shall not be used to fulfill master's degree or graduate certificate requirements, except for 5000-level endorsement courses accepted by the School of Education and specific and unusual 5000-level courses identified and approved for that purpose by the Graduate Council and Provost. Credit from 5000-level coursework may be used for graduate certificates and to fulfill up to 12 credits of graduate degree requirements.~~

5.1.4.1 ~~Except for the Graduate Certificate in Secondary Teaching and Master of Arts in Teaching Secondary Education programs, e~~Credit from 5000-level endorsement coursework or



from coursework in specific programs approved by the Provost's office completed outside of Utah Valley University shall not exceed twelve credits ~~nine credits~~ applied toward ~~applied toward the completion of~~ an eligible master's degree or ~~three~~ one-third of the credits applied toward the completion of a graduate certificate program.

~~5.1.4.2 For the Graduate Certificate in Secondary Teaching or Master of Arts in Teaching-Secondary Education programs, 15 credits of 5000-level Alternative Pathway to Professional Educator Licenses courses may be applied toward completion of these graduate certificate or master's programs.~~

5.1.5 All 5000-level credits shall be recorded in the student records and on student transcripts as 5000-level courses.

5.1.6 To apply 5000-level endorsement course credit toward an eligible graduate program, a student must earn a grade of "B" or higher in the course and obtain approval from the graduate program director.

5.1.7 Credits from 5000-level endorsement courses shall not be applied toward both undergraduate and graduate degrees/certificates except for specific and unusual 5000-level courses identified and approved by the Graduate Council and Provost.

5.1.8 Credits from undergraduate courses below the 5000-level shall not be applied toward a graduate degree or certificate.

5.2 Extension of Course Completion Time Limits

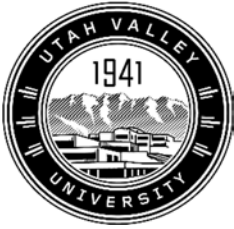
5.2.1 To request an extension to coursework completion time limits, a student shall submit the request in writing to the graduate program director. The graduate program director may or may not grant the extension. The graduate program director's decision shall be final.

5.3 Graduate Credit Evaluation

5.3.1 Graduate program committees are responsible for evaluating graduate transfer credit and credit from previously completed graduate programs and determining whether these credits are appropriate to the graduate program the student is seeking.

5.3.2 Graduate program committee faculty shall evaluate a student's graduate coursework transcript. The decision of the graduate program committee shall be final.

5.3.3 Following the graduate program committee's evaluation of official transcripts, the graduate program director shall inform the Transfer Credit Office of any approved transfer and/or previously earned graduate credit. The Transfer Credit Office is responsible for posting transfer



and/or previously earned graduate credit to the student's record in the university student information system.

5.4 Graduate Student Continuation and Suspension

5.4.1 Once admitted and enrolled, graduate students shall maintain continuous registration during fall and spring semesters, and during summer semester if required by the graduate program.

5.4.1.1 If graduate students cannot maintain continuous registration, they should file for a leave of absence. Before filing for a leave of absence, the student should discuss the reasons for the leave of absence with the graduate program director.

5.4.1.2 Service members and reservists shall be readmitted to a program if they are temporarily unable to attend class or have to suspend their studies due to service requirements.

5.4.1.3 Except for the service members and reservists stated in the previous section, the graduate program committee or its graduate program director or college/school graduate director designee may or may not grant the leave of absence. The graduate program committee or its designee's leave of absence decision shall be final.

5.4.1.4 Students who fail to maintain continuous registration and who have not been granted an official leave of absence shall be suspended from their graduate program. They shall be ineligible to register for future semesters unless they are readmitted through their graduate program's procedures.

5.4.2 Graduate students whose cumulative graduate GPA falls below 3.0 shall be placed on academic notice for the following semester. Students whose GPA remains below 3.0 after the notice semester shall be suspended from their graduate program and shall not be permitted to register or attend graduate courses.

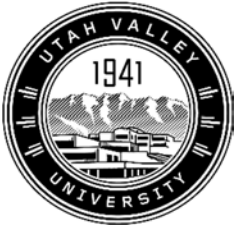
5.4.2.1 Graduate students who are suspended from a graduate program for failing to maintain a cumulative 3.0 GPA may appeal in writing to the graduate program director within 30 days of the suspension. Students should provide supporting materials and information justifying the request.

5.4.2.2 The graduate program director shall present the written appeal to the graduate program committee for consideration.

5.4.2.3 The decision of the graduate program committee shall be final.

5.4.3 Graduate students suspended from the University for violation of sections 4.8, 5.4.1, 5.4.2, Policy 541 *Student Code of Conduct* or Policy 548 *Academic Rights and Responsibilities of*

Policy 662 *Graduate Program Continuation, Credit, and Graduation Requirements*



Healthcare and Counseling Clinical Program Students who wish to complete their program of study must apply for readmission to the applicable graduate program. The graduate program committee may review the reason for suspension when considering readmitting suspended students.

5.5 Non-matriculated Graduate Students

5.5.1 Students admitted as non-matriculated graduate students shall meet course prerequisites unless exceptions are approved by the program director. Non-matriculated graduate students may take a maximum of 12 semester credit hours of graduate courses as non-matriculated students.

5.5.2 If approved by the graduate program committee, a maximum of 12 semester credit hours of non-matriculated credit, taken no more than three years prior to approval, shall be applied toward a graduate degree or graduate certificate.

POLICY HISTORY		
Date of Last Action	Action Taken	Authorizing Entity
February 11, 2016	Policy approved through regular policy process.	UVU Board of Trustees
June 22, 2024	Revised policy approved through regular policy process.	UVU Board of Trustees
April 2025	Nonsubstantive change: number changed to 662, transferred to Academic Affairs	UVU Policy Office
March 12, 2026	Compliance change made to comply with updated Utah Board of Higher Education Policy R475.	UVU President's Council
	Compliance change ratified.	UVU Board of Trustees

Programs

Program Proposals for UVU Board of Trustees - March 2026

Approval Type	School/College	Program Name	Justification
New	Woodbury School of Business	Accounting Reporting and Control, Graduate Certificate	This certificate responds to recent changes in Utah's CPA licensure requirements, which now allow candidates to sit for the exam with 120 credit hours. While it remains to be seen how students will respond, early feedback from professionals suggests that many entering audit may choose to begin working immediately rather than pursue a traditional MAcc. This GC offers a path for those who return later, often through the MBA, to build advanced accounting expertise.
New	Woodbury School of Business	Human Resource Management, B.A.P.	Resource Management degree is part of UVU and USHE's new initiative to help students finish applied degrees faster, so they can enter to workforce.
New	Woodbury School of Business	Taxation, Graduate Certificate	This Graduate Certificate in Taxation is being created in response to significant changes in Utah's CPA licensure requirements, which beginning in July 2026 will remove the 150-hour education requirement. With this shift, students are no longer required to earn a master's degree to become licensed, but industry feedback—especially from public accounting firms—makes clear that advanced tax education remains highly valued, particularly in areas such as tax research, planning, and complex entity taxation.

"I move to approve the (Creation/Modification/Inactivation) of (Program) from the (College/School)."

Program Proposals for UVU Board of Trustees - March 2026

Approval Type	School/College	Program Name	Justification
New	Smith College of Engineering and Technology	Computer Engineering, Minor	A minor in Computer Engineering will allow students in computer science and electrical engineering to gain skills in embedded systems and hardware-software integration, broadening career prospects and aligning with industry needs.

"I move to approve the (Creation/Modification/Inactivation) of (Program) from the (College/School)."

New Program Proposal

Date Submitted: 2025-04-28T19:07:35Z

Viewing: : **Computer Engineering, Minor**

Last edit: 2025-10-21T22:21:38Z

Changes proposed by: 11038369

Faculty Member:

UVID:

11038369

Name:

Farzad Ahmadi

E-mail:

farzad.ahmadi@uvu.edu

No Approval Workflow

No

Proposed Effective Term

Fall 2026

Effective Catalog Year

2026-2027

Department

ECE - Electrical and Computer Engineering

College/School

EN - Smith College of Engineering and Technology

Program type

Minor

Program title

Computer Engineering, Minor

CIP Code

14.0901 - Computer Engineering, General.

Program code

Will this program be offered fully online?

No

Does this program have specialized accreditation or will it be pursued?

No

Is this program designed to lead to professional licensure or certification (whether Utah-specific or national)?

No

Articulation/Pathway Agreement

Date Verified

List any program(s) that this program stacks into

Effective Term

Justification for offering/changing this program

Today, nearly every modern device, from household appliances and smartphones to medical instruments and industrial machines, requires computer engineering knowledge in both hardware and software systems. A minor in Computer Engineering will allow students in computer science and electrical engineering to gain skills in embedded systems and hardware-software integration, broadening career prospects and aligning with industry needs.

At the national level, demand is strong. The U.S. Bureau of Labor Statistics projects employment of Computer Hardware Engineers to grow 7% from 2024–2034, creating about 4,700 openings annually (BLS, 2024). In embedded systems, the U.S. employed 1.67 million engineers in 2023, with forecasts of 487,213 additional jobs by 2033, a 29.2% increase (Franklin University, 2023). More broadly, employment in computer, engineering, and science occupations rose from 7.44 million in 2014 to over 11.05 million in 2023, a 48.7% increase (Data USA, 2023).

At the regional level, Utah's technology sector continues to grow. In 2024, net tech employment rose 5%, and companies in Silicon Slopes now provide 118,000 jobs with average compensation of \$106,000, over 80% higher than the state average (Recruiting Connection, 2024; Gardner Policy Institute, 2024).

Globally, the embedded systems market was valued at USD 94.77 billion in 2022 and is projected to reach USD 161.86 billion by 2030, with North America holding 41% of the share (Fortune Business Insights, 2023). These trends confirm the strong national, regional, and international demand for computer engineering expertise.

Program Description

The computer engineering minor offers a strong foundation in both hardware and software principles, while allowing students to explore specialized areas of interest within the field. The program emphasizes practical problem-solving skills that can be effectively applied across a range of computing, engineering, and technology disciplines.

What are the PLOs (Program Learning Outcomes) for the program? (List 3-5)

PLO	
1	Analyze and interpret data.
2	Design computing-based systems involving both hardware and software elements to meet specified functional requirements.
3	Analyze digital systems.
4	Implement digital systems and a computing-based solution given a set of requirements.

Do all the courses in this program proposal currently exist?

Yes

Does the program have matriculation requirements?

No

Program listing/schedule

Code	Course List Title	Credit Hours
Total Credit Hours		20
Discipline Core Requirement		10 Credits
<u>ECE 1000</u>	Introduction to Electrical and Computer Engineering	3
<u>ECE 2700</u>	Digital Design I	3
<u>ECE 2705</u>	Digital Design I Lab	1
<u>CS 1410</u>	Object Oriented Programming	3
Elective Requirements		10 Credits
Complete 10 credits from the following		10
<u>CS 3060</u>	Operating Systems Theory (3)	
<u>ECE 3730</u>	Embedded Systems I (3)	
<u>ECE 3740</u>	Digital Design II (3)	
<u>ECE 4730</u>	Embedded Systems II (3)	
<u>ECE 4700</u>	Computer Architecture for Engineering Applications (3)	
<u>ECE 4850</u>	Machine Learning (3)	
<u>ECE 3760</u>	Electronic Systems (3)	
<u>ECE 3765</u>	Electronic Systems Lab (1)	

Code	Course List Title	Credit Hours
Any CS above 3000 level courses		

Degree Map

Plan of Study Grid		
First Year		
Semester 1		Credit Hours
<u>ECE 1000</u> Introduction to Electrical and Computer Engineering		3
Credit Hours		3
Semester 2		
<u>ECE 2700</u> Digital Design I		3
<u>ECE 2705</u> Digital Design I Lab		1
Credit Hours		4
Second Year		
Semester 1		
<u>CS 1410</u> Object Oriented Programming		3
Credit Hours		3
Semester 2		
Elective		4
Credit Hours		4
Third Year		
Semester 1		
elective		3
Credit Hours		3
Semester 2		
Elective		3
Credit Hours		3
Total Credit Hours		20

Program Total Credits

20

Do the total credits for the program exceed the standard amount allowed for the degree type?

No

Graduation Requirements

A minimum grade of "C" must be earned in all minor courses.

Must be completed with an approved, associated bachelor's degree.

Should students be able to select this program as a degree choice on the UVU admissions application?

Yes

Supporting Documentation

Contingencies

The following documents must be attached before submitting a NEW program: R401 document, Program assessment plan, Program financial plan, Program feasibility report, Program strategic enrollment management plan, and Library research.

Attach Supporting Documentation

Library - SCET - Minor, Computer Engineering.docx

Assessment Matrix_CE_Minor_v2.docx

SEM Plan_CE Minor_v2.docx

Min_Comp Eng_New_202640_R401.pdf

CSCourseConfirmation.pdf

Administrative Comments

Reviewer Comments

George Rudolph (george.rudolph) (Wed, 30 Apr 2025 21:43:12 GMT): I do not see CS 1400 in this program. Students cannot take 1410 without 1400 first.

Krista Olsen (krista.olsen) (Tue, 06 May 2025 21:50:27 GMT): Has a CIP code been determined for this program?

Krista Olsen (krista.olsen) (Tue, 06 May 2025 21:55:08 GMT): These documents must be attached ASAP: Program assessment plan, Program financial plan, Program feasibility report, Program strategic enrollment management plan, and Library research. Has a CIP code been determined for this program?

Debbie Ferguson (debbie.ferguson) (Tue, 06 May 2025 22:04:49 GMT): As George points out, CS 1410 has a hidden prereq of CS 1400. Already the minor has just under 50% upper-division courses, and adding CS 1400 would make that percentage even higher...

AJ Reed (Alexis.Reed) (Fri, 09 May 2025 13:51:05 GMT): Strategic Enrollment and Program Assessment attached per Farzad Ahmadi.

Laurie Sharp (lsharp) (Fri, 16 May 2025 22:34:05 GMT): Below is the Senior Associate Provost's team analysis and intercollegiate view comments for the following new minor being proposed. (1) In the Justification section, broad references to disciplines were mentioned as possible areas in which majors would be interested in pursuing this minor. What evidence is there to justify the current demand/need for this minor? (2) In PLO #1 and #3, learning outcomes should begin with a Bloom's verb to indicate the actual knowledge, skill, or behavior. For example, #1 could just begin with the word ""analyze."" (3) According to the Curriculum Procedures document accessible from the Curriculum Office website,

minors shall range from 16-24 credits, with a minimum of 50% upper-division coursework. This minor proposal misses the threshold for upper-division coursework by 1/2 credit. If the hidden prereq of CS 1400 is added as a core requirement, then the proposal will be further from this required threshold. This needs to be addressed to align with current curriculum requirements.

Farzad Ahmadi (farzad.ahmadi) (Mon, 15 Sep 2025 20:20:12 GMT): Thank you for your feedback. We have made the following revisions: Upper-Division Coursework: The number of upper-division credits has been increased from 9 to 10, and additional upper-division courses have been added. This ensures the program now meets the requirement of at least 50% upper-division coursework. Justification Section: The justification section has been revised to provide evidence-based support for demand. National, regional, and international data on employment and market growth in computer engineering and embedded systems have been included to document student interest and workforce need. Program Learning Outcomes (PLOs): PLO #1 and PLO #3 have been revised so that learning outcomes now begin with Bloom's verbs. For example, PLO #1 now begins with "Analyze ..." to reflect measurable student behavior. Curriculum Structure and Prerequisites: Our target students are Electrical Engineering (EE) and Computer Science (CS) majors. Both programs require CS 1400 in the first year, so this course has not been added as a core discipline requirement in the minor. Instead, these students will count their existing coursework toward this preparation. This approach avoids redundancy and maintains compliance with credit and prerequisite requirements.

AJ Reed (Alexis.Reed) (Tue, 21 Oct 2025 22:22:37 GMT): PLOs 3 and 4 revised per Farzad Ahmadi, Mohammad Masoum, and UCC QA 1.

New Program Proposal

Date Submitted: 2025-07-23T17:06:32Z

Viewing: : **Accounting Reporting and Control,
Graduate Certificate**

Last edit: 2025-11-17T18:47:07Z

Changes proposed by: 10888538

Faculty Member:

UVID:

10888538

Name:

David Waite

E-mail:

dwaite@uvu.edu

No Approval Workflow

No

Proposed Effective Term

Fall 2026

Effective Catalog Year

2026-2027

Department

ACC - Accounting

College/School

BU - Woodbury School of Business

Program type

Graduate Certificate

Program title

Accounting Reporting and Control, Graduate Certificate

CIP Code

52.0301 - Accounting.

Program code

Will this program be offered fully online?

No

Does this program have specialized accreditation or will it be pursued?

No

Is this program designed to lead to professional licensure or certification (whether Utah-specific or national)?

No

Articulation/Pathway Agreement

Date Verified

List any program(s) that this program stacks into

Effective Term

Justification for offering/changing this program

This certificate responds to recent changes in Utah's CPA licensure requirements, which now allow candidates to sit for the exam with 120 credit hours. While it remains to be seen how students will respond, early feedback from professionals suggests that many entering audit may choose to begin working immediately rather than pursue a traditional MAcc.

In response, this graduate certificate offers a path for those who return later—often through the MBA—to build advanced accounting expertise. It also provides immediate value to students who choose to stay in school, offering coursework that goes beyond CPA exam preparation to support higher-level thinking in areas such as financial reporting, governance, and control. Developed in collaboration with the MBA program, the certificate is designed to complement a broader business education while deepening accounting knowledge for long-term professional growth.

Program Description

The Accounting Reporting and Control, Graduate Certificate equips students with advanced knowledge of organizational accounting systems and strategic financial communication. This program prepares graduates to excel in financial reporting, performance evaluation, and the design of effective control systems within complex organizations. With coursework emphasizing transparency, governance, data-driven analysis, and regulatory compliance, graduates will be prepared to analyze financial information, assess control frameworks, and apply best practices to support informed decision-making and organizational alignment.

What are the PLOs (Program Learning Outcomes) for the program? (List 3-5)

PLO	
1	Evaluate financial reporting practices and disclosures to assess their impact on stakeholder understanding and strategic decision-making.

PLO	
2	Design management control systems that align organizational behavior with long-term financial and operational goals.
3	Integrate principles of governance, transparency, and ethical reporting into the analysis of accounting information and managerial communication.
4	Construct data-informed strategies for improving financial reporting and internal control processes across diverse organizational settings.

Do all the courses in this program proposal currently exist?

Yes

Does the program have matriculation requirements?

Yes

Matriculation Requirements

The university uses a selective admissions process for admitting students to graduate programs. Meeting minimum admissions criteria does not guarantee admission to the graduate program or to the University as a graduate student.

The minimum admissions criteria include the following:

1. Acceptance of an application to a Woodbury School of Business Graduate Program, including payment of the application fee by the established deadline.
2. Official transcripts from all universities attended properly submitted.
3. A bachelor's degree from a regionally accredited college/university, a nationally accredited program, or the international equivalent.
4. A 3.0 or higher cumulative undergraduate GPA or a 3.0 or higher GPA calculated on the last 60 semester hours (90 quarter hours) of undergraduate coursework.
5. For international students whose native language is not English, a TOEFL score of 80 iBT (550 pBT) or higher, or an IELTS band score of 6.5 or higher within the past two years.
6. For international students, all US government requirements for international students must be met.

Program listing/schedule

Course List		Credit Hours
Code	Title	
Total Credit Hours		15
Discipline Core Requirements		15 Credits
ACC 6250	Financial Reporting and Analysis	3
ACC 6350	Management Control Systems	3
Complete 9 credits from the following:		9
ACC 5020	Advanced Financial Accounting (3)	
ACC 6020	Advanced Financial Accounting (3)	
ACC 6150	Information Systems Auditing (3)	
ACC 6300	Advanced Data Analytics in Accounting (3)	
ACC 6500	Corporate Financial Planning and Analysis (3)	
ACC 6600	Business Law for Accountants (3)	

Degree Map

Plan of Study Grid

First Year

Semester 1	Credit Hours
ACC 6250 Financial Reporting and Analysis	3
Elective	3
Credit Hours	6

Semester 2

ACC 6350 Management Control Systems	3
Elective	3
Elective	3
Credit Hours	9
Total Credit Hours	15

Program Total Credits

15

Do the total credits for the program exceed the standard amount allowed for the degree type?

No

Graduation Requirements

1. Complete a minimum of 15 semester credit hours at the graduate level.

2. Earn a grade of C or higher for all courses used to satisfy the graduation requirement.
3. Achieve a cumulative graduate GPA of 3.0 or higher.
4. Complete a minimum of 12 of the graduate program credit hours at Utah Valley University.

Should students be able to select this program as a degree choice on the UVU admissions application?

Yes

Supporting Documentation

Contingencies

The following documents must be attached before submitting a NEW program: R401 document, Program assessment plan, Program financial plan, Program feasibility report, Program strategic enrollment management plan, and Library research.

Attach Supporting Documentation

Reporting - Program Strategic Enrollment Plan.docx

Reporting - Program Overview.docx

Reporting - Program Listing & Degree Map.docx

Graduate Accounting and Reporting Certificate 520301.docx

Library, WSB-Graduate Certificate, Accounting Reporting and Control.docx

Reporting - Program Financial Plan.docx

Reporting - Program Assessment Plan.xlsx

Reporting - SEM Plan.docx

GC_Acc Report Control_New_202640_R401.docx

Administrative Comments

Reviewer Comments

Debbie Ferguson (debbie.ferguson) (Tue, 05 Aug 2025 23:40:51 GMT): Title needs to be update to Title, degree type --so something like Accounting/Reporting/Control, Graduate Certificate.

11004818 (Fri, 15 Aug 2025 11:42:34 GMT): Below is the Senior Associate Provost's team analysis and intercollegiate view comments for the following new program being proposed. (1) Based on the current list from the Commissioner's Office, programs with this CIP code at the graduate certificate level appear to be considered high yield. (2) Since the program name needs to be changed (cannot use "Graduate and Accounting Reporting and Control Certificate"), would the following work: Accounting Reporting and Control, Graduate Certificate? (3) The program description needs to be revised slightly. Since this is published in the Catalog and Academic Program Inventory, this should be a concise 3-5 sentence high-level summary of the program. Here is a possible suggestion to consider for ideas: The

Accounting Reporting and Control, Graduate Certificate equips students with advanced knowledge of organizational accounting systems and strategic financial communication. This program prepares graduates to excel in financial reporting, performance evaluation, and the design of effective control systems within complex organizations. With coursework emphasizing transparency, governance, data-driven analysis, and regulatory compliance, graduates will be prepared to analyze financial information, assess control frameworks, and apply best practices to support informed decision-making and organizational alignment. (4) In the program assessment plan document, none of the PLOs are marked as being introduced in any course, which is unusual since each PLO is typically introduced in a foundational course to lay the groundwork for later development and mastery. Also, it is uncommon for all PLOs to be both developed and mastered within the same course. The program assessment map should be revisited to clearly identify where each PLO is introduced and ensure a logical progression from introduction to mastery across courses, which will strengthen both curriculum design and assessment. (5) The attachment for the strategic management enrollment (SEM) plan contained detailed and information about the program proposal. However, the SEM plan needs to include data-driven enrollment projections, target markets, recruitment and retention strategies, resource allocation, and measurable goals tied directly to enrollment outcomes. A template that can be used is available by contacting the Curriculum Office. (6) The financial plan for this program proposal includes a request for one tenure-track faculty line.

David Waite (dwaite) (2025-08-19T20:30:25Z): (1) I have changed the title and course description as suggested; (2) An updated program assessment plan is attached

David Waite (dwaite) (2025-08-26T21:42:32Z): In response to Laurie's comment (5), I have attached an SEM plan.

Steven Sylvester (ssylvester) (Thu, 18 Sep 2025 18:59:54 GMT): Graduate Council: No issues

AJ Reed (Alexis.Reed) (Mon, 27 Oct 2025 16:18:01 GMT): ACC 5020 replaced with ACC 6020 per David Waite and UCC QA 2.

AJ Reed (Alexis.Reed) (Fri, 07 Nov 2025 20:53:32 GMT): ACC 5020 added as an elective option per David Waite and UCC.

Debbie Ferguson (debbie.ferguson) (Wed, 10 Dec 2025 00:21:49 GMT): R401 sent for CAO review 12/9/2025.

New Program Proposal

Date Submitted: 2025-02-04T22:59:04Z

Viewing: : **Human Resource Management, B.A.P.**

Last edit: 2025-11-17T22:39:03Z

Changes proposed by: 10549178

Faculty Member:

UVID:

10549178

Name:

Jonathan Westover

E-mail:

jonathan.westover@uvu.edu

No Approval Workflow

No

Proposed Effective Term

Fall 2027

Effective Catalog Year

2027-2028

Department

OLDR - Organizational Leadership

College/School

BU - Woodbury School of Business

Program type

Bachelor

Degree type

Bachelor of Applied Studies (BAP)

Program title

Human Resource Management, B.A.P.

CIP Code

52.1001 - Human Resources Management/Personnel Administration, General.

Program code

Will this program be offered fully online?

Yes

Which states(s) will this program be marketed in?

Utah and Intermountain West

Does this program have specialized accreditation or will it be pursued?

Yes

What is the name of the specialized accreditor?

AACSB

Does this program have an approved GE Substitution?

No

List at least one required GI course

HR 4700G - International Human Resource Management

MGMT 3300G - Survey of International Business

MGMT 3320G - Cross Cultural Communications for International Business

ECON 3050G - International Economics

MKTG 3350G - International Marketing

List at least two required WE courses

MGMT 3000 - Organizational Behavior

MKTG 2200G - Written Business Communication

Is this program designed to lead to professional licensure or certification (whether Utah-specific or national)?

Yes

What professional license or certification?

SHRM-CP

Articulation/Pathway Agreement

Date Verified

List any program(s) that this program stacks into

Effective Term

Justification for offering/changing this program

This new 90-credit BAP version of the Human Resource Management degree is part of UVU and USHE's new initiative to help students finish applied degrees faster, so they can enter to workforce.

Program Description

The Human Resource Management, B.A.P. prepares students for human resource careers in business, government, and non-profit sectors. Students will learn to manage staffing,

develop recruitment procedures, conduct hiring, handle disciplinary actions, track attendance, and ensure employee health, safety, and development. Graduates will also be equipped to advise management on labor law issues and contribute to strategic human resource practices.

What are the PLOs (Program Learning Outcomes) for the program? (List 3-5)

PLO	
1	Students will have the ability to comprehensively explore issues, ideas, and events in the process of making HR and organizational evaluations and decisions using analytical and quantitative skills.
2	Students will have a functional understanding of core human resource management concepts and principles and develop the ability to produce accurate informational outputs within areas of responsibility.
3	Students will be effective oral and written communicators who can present and write in a professional and informative way to diverse audiences in organizations.
4	Students will become effective people management leaders in a diverse organizational environments.
5	Students will have the ability to explain ethical considerations relevant to HR dilemmas and to evaluate alternative courses of action.

Do all the courses in this program proposal currently exist?

Yes

Does the program have matriculation requirements?

Yes

Matriculation Requirements

Code	Course List Title	Credit Hours
Matriculation Requirements		18 Credits
One of the following:		
My Educator		
<u>IM 2010</u>	Business Computer Proficiency (3) (Complete with B- grade or higher)	
<u>IM 2600</u>	Spreadsheet Applications (3) (Complete with B- grade or higher)	

Code	Course List Title	Credit Hours
<u>MKTG 2200G</u>	Written Business Communication (Complete with B- grade or higher)	3
<u>MKTG 2390</u>	Professional Business Presentations	3
<u>MGMT 2340</u>	Business Statistics I	3
or <u>STAT 2040</u>	Principles of Statistics	
<u>ECON 2010</u>	Principles of Economics I	3
<u>ACC 2110</u>	Principles of Accounting I	3
<u>MGMT 2400</u>	Data Analytics for Business	3

Program listing/schedule

Code	Course List Title	Credit Hours
Total Credit Hours		90
General Education Requirements		30 Credits
<u>ENGL 1010</u>	Introduction to Academic Writing	3
or <u>ENGL 1005</u>	Foundations of Academic Writing	
<u>ENGL 2010</u>	Intermediate Academic Writing	3
Complete one of the following:		3
<u>MATH 1050</u>	College Algebra (3)	
<u>MATH 1055</u>	College Algebra with Preliminaries (5)	
<u>MATH 1090</u>	College Algebra for Business (3)	
An Advanced Placement (AP) Mathematics Test with a score of 3 or higher		
Complete one of the following:		3
<u>HIST 2700</u> & <u>HIST 2710</u>	US History to 1877 and US History since 1877 (6)	
<u>HIST 1700</u>	American History (3)	
<u>HIST 1740</u>	US Economic History (3)	
<u>POLS 1000</u>	American Heritage (3)	

Code	Course List Title	Credit Hours
<u>POLS 1100</u>	American National Government (3)	
Complete the following:		
Distribution Courses:		
Biology		3
Social Science		3
Physical Science		3
Personal, Professional, and Civic Growth		3
Humanities		3
Fine Arts		3
Discipline Core Requirements		
Matriculation Courses:		18 Credits
Complete one of the following:		
My Educator ¹		
<u>IM 2010</u>	Business Computer Proficiency (3) (Complete with B-grade or higher) ¹	
<u>IM 2600</u>	Spreadsheet Applications (3) (Complete with B- grade or higher) ¹	
<u>ACC 2110</u>	Principles of Accounting I	3
<u>ECON 2010</u>	Principles of Economics I	3
<u>MKTG 2200G</u>	Written Business Communication (Complete with B- grade or higher)	3
<u>MGMT 2340</u>	Business Statistics I	3
<u>MKTG 2390</u>	Professional Business Presentations	3
<u>MGMT 2400</u>	Data Analytics for Business	3
Business Core Requirements:		18 Credits
<u>FIN 3100</u>	Principles of Finance	3
<u>MGMT 3000</u>	Organizational Behavior	3

Course List		
Code	Title	Credit Hours
<u>HR 4700G</u>	International Human Resource Management	3
or <u>MGMT 3300G</u>	Survey of International Business	
or <u>MGMT 3320G</u>	Cross Cultural Communications for International Business	
or <u>ECON 3050G</u>	International Economics	
or <u>MKTG 3350G</u>	International Marketing	
<u>MGMT 3450</u>	Operations Management	3
<u>MKTG 3600</u>	Principles of Marketing	3
<u>MGMT 4860</u>	Business Strategy Formulation and Implementation	3
Human Resource Management Core Requirements:		24 Credits
<u>HR 3430</u>	Introduction to Human Resource Management	3
<u>HR 3530</u>	Employment and Labor Law	3
<u>HR 3570</u>	Training and Development	3
<u>HR 4000</u>	Total Rewards	3
<u>HR 4050</u>	Human Resource Information Systems	3
<u>HR 4060</u>	HR Analytics	3
<u>HR 4610</u>	Talent Acquisition	3
<u>HR 4800</u>	Strategic Human Resource Management	3

1

Students will be required to complete My Educator with a score of 80 percent or higher or complete the [IM 2010](#) Business Computer Proficiency Modified Course or [IM 2600](#) Spreadsheet Applications Modified Course course with a grade of B- or higher.

Degree Map

Plan of Study Grid		
First Year		
Semester 1		Credit Hours
<u>ENGL 1010</u>	Introduction to Academic Writing	3
or <u>ENGL 1005</u>	or Foundations of Academic Writing	
Physical Science Distribution		3

Fine Art Distribution		3
Biology Distribution		3
Choose one of the following:		3
<u>MATH 1050</u>	College Algebra	
<u>MATH 1055</u>	College Algebra with Preliminaries	
<u>MATH 1090</u>	College Algebra for Business	
Credit Hours		15
Semester 2		
Humanities		3
American Institutions		3
Social Science Distribution		3
Personal, Professional, and Civic Growth		3
<u>ENGL 2010</u>	Intermediate Academic Writing	3
Credit Hours		15
Second Year		
Semester 1		
<u>ACC 2110</u>	Principles of Accounting I	3
<u>MKTG 2200G</u>	Written Business Communication	3
<u>MKTG 2390</u>	Professional Business Presentations	3
<u>MGMT 2340</u>	Business Statistics I	3
<u>ECON 2010</u>	Principles of Economics I	3
Credit Hours		15
Semester 2		
<u>MGMT 2400</u>	Data Analytics for Business	3
<u>MGMT 3000</u>	Organizational Behavior	3
<u>FIN 3100</u>	Principles of Finance	3
<u>MGMT 3450</u>	Operations Management	3
<u>HR 3430</u>	Introduction to Human Resource Management	3
Credit Hours		15
Third Year		
Semester 1		
<u>HR 3530</u>	Employment and Labor Law	3
<u>HR 3570</u>	Training and Development	3
<u>HR 4000</u>	Total Rewards	3
<u>HR 4050</u>	Human Resource Information Systems	3
<u>HR 4060</u>	HR Analytics	3
Credit Hours		15
Semester 2		
<u>HR 4800</u>	Strategic Human Resource Management	3
<u>MGMT 4860</u>	Business Strategy Formulation and Implementation	3

<u>HR 4610</u>	Talent Acquisition	3
<u>MKTG 3600</u>	Principles of Marketing	3
Complete one of the following:		3
<u>HR 4700G</u>	International Human Resource Management	
<u>MGMT 3300G</u>	Survey of International Business	
<u>MGMT 3320G</u>	Cross Cultural Communications for International Business	
<u>ECON 3050G</u>	International Economics	
<u>MKTG 3350G</u>	International Marketing	
	Credit Hours	15
	Total Credit Hours	90

Program Total Credits

90

Do the total credits for the program exceed the standard amount allowed for the degree type?

No

Graduation Requirements

Graduation Requirements

1. Completion of a minimum of 90 semester credits required in the BAS degree; at least 30 credit hours must be upper-division courses.
2. Overall grade point average 2.0 or above with a minimum of 2.5 GPA in all Woodbury School of Business courses. No grade lower than a "C-" in core courses.
3. Residency hours: Minimum of 30 credit hours of business courses through course attendance at UVU, with at least 10 hours earned in the last 45 hours.
4. Completion of GE and specified departmental requirements. Students are responsible for completing all prerequisite courses.
5. Successful completion of at least one Global/Intercultural course.
6. Successful completion of at least two Writing Enriched courses.

NOTE: Students will be limited to 9 hours of upper-division credit until MATRICULATION is completed.

Does the program have Emphases?

No

Should students be able to select this program as a degree choice on the UVU admissions application?

Yes

Supporting Documentation

Contingencies

The following documents must be attached before submitting a NEW program: R401 document, Program assessment plan, Program financial plan, Program feasibility report, Program strategic enrollment management plan, and Library research.

Attach Supporting Documentation

Library-WSB - BAP Human Resources Management.docx

Program strategic enrollment management plan.pdf

Program assessment plan.pdf

521001 Utah BAP.pdf

521001 Service Region BAP.pdf

Program financial plan - WSB Finance Office - HR BAP.pdf

BAP_Hum Resource_New_202640_R401.docx

Administrative Comments

Reviewer Comments

Stephanie Leinweber (bradshst) (Wed, 18 Sep 2024 21:09:24 GMT): In reviewing, I noticed that MGMT 2240 is not required and we require it for the 4 year degree. Not sure if this was something overlooked or not.

Stephanie Leinweber (bradshst) (Wed, 18 Sep 2024 21:09:45 GMT): HR 4800 has a pre-req of 4050 and 4060. If anything, 4050 and 4060 should be moved to a pre/ co-requisites for the 90 credit program.

Debbie Ferguson (debbie.ferguson) (Thu, 03 Oct 2024 21:04:48 GMT): Rollback: Additional documentation must be attached to program proposals before submission. Please refer to <https://www.uvu.edu/curriculumoffice/docs/program-curriculum-processes.pdf> for information. Documents: o Program overview that includes a strong rationale for its need. o Program listing and degree map (also called graduation plan or plan of study grid) developed in collaboration with academic advisor(s). o Program assessment plan. Program Curriculum Workflow Page 4 2024-2025 Academic Year o Program feasibility report from the Office of Accreditation an Academic Assessment. o Program financial plan developed in collaboration with finance point of contact for the school/college and/or Budget Office. o Program strategic enrollment management plan.

Debbie Ferguson (debbie.ferguson) (Mon, 10 Mar 2025 17:30:39 GMT): In Graduation Requirement #1, update that 30 credits of upper division courses are required.

Krista Olsen (krista.olsen) (Mon, 10 Mar 2025 22:59:17 GMT): There are some course not found/formatting errors that should be fixed. Contact the curriculum office for assistance. Recommended: Remove "students will" wording from the PLOs.

AJ Reed (Alexis.Reed) (Thu, 13 Mar 2025 19:11:08 GMT): HR 4800 has pre-requisites of HR 4050 and 4060 which are listed in the same semester of the degree map. Please revise so there are no hidden pre-requisites for students.

11004818 (Fri, 21 Mar 2025 10:29:21 GMT): Below is the Senior Associate Provost's team analysis and intercollegiate view comments for the following new program being proposed. (1) Based on the current list from the Commissioner's Office, programs with this CIP code at the bachelor's degree level are considered high yield. (2) The program description needs to be modified. Since this is published in the Catalog and Academic Program Inventory, this should be a concise 3-5 sentence high-level summary of the program. Here is a possible suggestion to consider for ideas: The Human Resource Management, B.A.P. prepares students for human resource careers in business, government, and non-profit sectors. Students will learn to manage staffing, develop recruitment procedures, conduct hiring, handle disciplinary actions, track attendance, and ensure employee health, safety, and development. Graduates will also be equipped to advise management on labor law issues and contribute to strategic human resource practices. (3) The CIM proposal states that the program is non-licensure, yet the other human resource management programs at UVU prepare students for the SHRM exam. Please verify whether this program prepares students for this exam. (4) The naming convention for this new category of bachelor's degrees may change at the NWCCU or state level. UVU will adhere to the established naming convention. (5) The proposal indicates that this bachelor's degree would be included in the school's AACSB accreditation. Has outreach been conducted to AACSB to determine whether they intend to include bachelor's degrees less than 120 credits in their school-level accreditation?

Justin Atkins (justin.atkins) (Fri, 22 Aug 2025 14:43:49 GMT): Rollback: Dr. Laurie Sharp has previously provided notes and recommendations that do not seem addressed. I am particularly concern with bullet points 2, 3, and 5. Could you address the comments and make revisions? Please provide a comment when completed.

Debbie Ferguson (debbie.ferguson) (Fri, 05 Sep 2025 17:14:01 GMT): Rolling this proposal to Eugene Seeley as steward.

AJ Reed (Alexis.Reed) (Thu, 18 Sep 2025 17:41:51 GMT): Proposal rolled to LynnAnn Erickson as steward.

AJ Reed (Alexis.Reed) (Thu, 18 Sep 2025 21:54:21 GMT): Revised grad requirement #1 and third year in the degree map to eliminate hidden pre-requisites per LynnAnn Erickson.

LynnAnn Erickson (lerickson) (Thu, 18 Sep 2025 21:58:01 GMT): - Graduation Requirement #1: updated - Degree Map has been updated to adjust for pre-requisites. (2) Updated the Program Description. (3) An update has been made to include the SHRM-CP exam for professional licensing. (5) AACSB: This will be included in AACSB accreditation. Outreach has been made, and they include 90 credit degrees if we can demonstrate learning outcomes. Since core courses are similar to the 120-credit degree than measurements for learning outcomes is already built into the program.

Justin Atkins (justin.atkins) (Fri, 19 Sep 2025 16:28:08 GMT): Rollback: LynnAnn, there is one more change that is needed. UVU's other 90 credit hour programs are BAS's instead of BAP's. NWCCU wants to ensure consistency so small revisions are needed. Once that has been updated, I will approve.

Debbie Ferguson (debbie.ferguson) (2025-10-29T18:33:32Z): Updating to BAP per USHE guideline.

AJ Reed (Alexis.Reed) (Mon, 17 Nov 2025 22:39:10 GMT): Curriculum Office is facilitating the change of ENGH 1005 to ENGL 1005 effective Fall 2026. AR

Debbie Ferguson (debbie.ferguson) (Wed, 10 Dec 2025 00:22:06 GMT): R401 sent for CAO review 12/9/2025.

Key: 785

New Program Proposal

Date Submitted: 2025-07-23T17:06:11Z

Viewing: : **Taxation, Graduate Certificate**

Last edit: 2025-11-17T18:46:04Z

Changes proposed by: 10888538

Faculty Member:

UVID:

10888538

Name:

David Waite

E-mail:

dwaite@uvu.edu

No Approval Workflow

No

Proposed Effective Term

Fall 2026

Effective Catalog Year

2026-2027

Department

ACC - Accounting

College/School

BU - Woodbury School of Business

Program type

Graduate Certificate

Program title

Taxation, Graduate Certificate

CIP Code

52.1601 - Taxation.

Program code

Will this program be offered fully online?

No

Does this program have specialized accreditation or will it be pursued?

No

Is this program designed to lead to professional licensure or certification (whether Utah-specific or national)?

No

Articulation/Pathway Agreement

Date Verified

List any program(s) that this program stacks into

Effective Term

Justification for offering/changing this program

This Graduate Certificate in Taxation is being created in response to significant changes in Utah's CPA licensure requirements, which beginning in July 2026 will remove the 150-hour education requirement. With this shift, students are no longer required to earn a master's degree to become licensed, but industry feedback—especially from public accounting firms—makes clear that advanced tax education remains highly valued, particularly in areas such as tax research, planning, and complex entity taxation.

This certificate is designed to meet that need by offering a flexible, focused path for students who want to deepen their tax expertise without committing to a full graduate degree. It serves two primary audiences: students moving directly from undergraduate to graduate study who seek a tax specialization, and working professionals—particularly MBA students—who wish to expand their technical tax skill set.

The certificate includes coursework that aligns with CPA exam content and emphasizes graduate-level research, ethics, and application of advanced tax law. By allowing students to select from a range of electives, it provides a customizable experience while ensuring rigorous preparation for high-level tax work.

Program Description

The Accounting Taxation, Graduate Certificate equips students with advanced knowledge in business taxation. This program prepares graduates to excel in tax research, entity taxation, and professional standards within today's complex tax environment. With coursework aligned to CPA exam standards, graduates will be prepared to analyze corporate, partnership, and estate and gift taxation, conduct advanced tax research, and apply ethical planning strategies to navigate complex tax scenarios with accuracy and integrity.

What are the PLOs (Program Learning Outcomes) for the program? (List 3-5)

PLO	
1	Analyze and apply advanced federal tax laws and regulations to complex transactions involving corporations, partnerships, trusts, and exempt organizations.
2	Conduct and evaluate graduate-level tax research using authoritative sources to resolve ambiguous tax issues and develop defensible positions.
3	Assess legal, ethical, and procedural responsibilities of tax professionals in the context of IRS practice, professional standards, and real-world client scenarios.
4	Design and justify tax strategies and entity structures that align with business goals while optimizing federal tax outcomes.

Do all the courses in this program proposal currently exist?

Yes

Does the program have matriculation requirements?

Yes

Matriculation Requirements

The university uses a selective admissions process for admitting students to graduate programs. Meeting minimum admissions criteria does not guarantee admission to the graduate program or to the University as a graduate student.

The minimum admissions criteria include the following:

1. Acceptance of an application to a Woodbury School of Business Graduate Program, including payment of the application fee by the established deadline.
2. Official transcripts from all universities attended properly submitted.
3. A bachelor's degree from a regionally accredited college/university, a nationally accredited program, or the international equivalent.
4. A 3.0 or higher cumulative undergraduate GPA or a 3.0 or higher GPA calculated on the last 60 semester hours (90 quarter hours) of undergraduate coursework.
5. For international students whose native language is not English, a TOEFL score of 80 iBT (550 pBT) or higher, or an IELTS band score of 6.5 or higher within the past two years.
6. For international students, all US government requirements for international students must be met.

Program listing/schedule

Course List		Credit Hours
Code	Title	
Total Credit Hours		12
Discipline Core Requirements		12 Credits
ACC 6400	Taxation of Business Entities	3
Complete 9 credits from the following:		9
ACC 5400	Advanced Principles of Taxation (undefined)	
ACC 6410	Tax Research and Procedure (3)	
ACC 6420	Principles of Corporate Tax (3)	
ACC 6430	Advanced Corporate Tax (3)	
ACC 6440	Partnership Tax (3)	
ACC 6450	Advanced Taxation of Business Entities (3)	
ACC 6460	Estate and Gift Tax (3)	

Degree Map

Plan of Study Grid

First Year

Semester 1	Credit Hours
ACC 6400 Taxation of Business Entities	3
Elective	3
Credit Hours	6

Semester 2

Elective	3
Elective	3
Credit Hours	6
Total Credit Hours	12

Program Total Credits

12

Do the total credits for the program exceed the standard amount allowed for the degree type?

No

Graduation Requirements

1. Complete a minimum of 12 semester credit hours at the graduate level.
2. Earn a grade of C or higher for all courses used to satisfy the graduation requirement.

3. Achieve a cumulative graduate GPA of 3.0 or higher.
4. Complete a minimum of 9 of the graduate program credit hours at Utah Valley University.

Should students be able to select this program as a degree choice on the UVU admissions application?

Yes

Supporting Documentation

Contingencies

The following documents must be attached before submitting a NEW program: R401 document, Program assessment plan, Program financial plan, Program feasibility report, Program strategic enrollment management plan, and Library research.

Attach Supporting Documentation

Tax - Program Strategic Enrollment Plan.docx

Tax - Program Overview.docx

Tax - Program Listing & Degree Map.docx

Tax - Program Assessment Plan.xlsx

Graduate Tax Certificate 521601.docx

Library, WSB-Graduate Certificate, Tax.docx

Tax - Program Financial Plan.docx

Tax - SEM Plan.docx

GC_Taxation_New_202640_R401.docx

Administrative Comments

Reviewer Comments

Debbie Ferguson (debbie.ferguson) (Tue, 05 Aug 2025 23:42:38 GMT): Title needs to be updated to Title, degree type, so something like Tax Accounting, Graduate Certificate

11004818 (Fri, 15 Aug 2025 11:43:56 GMT): Below is the Senior Associate Provost's team

analysis and intercollegiate view comments for the following new program being proposed.

(1) Based on the current list from the Commissioner's Office, programs with this CIP code at the graduate certificate level appear to be considered high yield. (2) Since the program

name needs to be changed (cannot use "Graduate Tax Certificate"), would the following

work: Accounting Taxation, Graduate Certificate? (3) The program description needs to be

revised slightly. Since this is published in the Catalog and Academic Program Inventory, this

should be a concise 3-5 sentence high-level summary of the program. Here is a possible

suggestion to consider for ideas: The Accounting Taxation, Graduate Certificate equips

students with advanced knowledge in business taxation. This program prepares graduates to

excel in tax research, entity taxation, and professional standards within today's complex tax

environment. With coursework aligned to CPA exam standards, graduates will be prepared to analyze corporate, partnership, and estate and gift taxation, conduct advanced tax research, and apply ethical planning strategies to navigate complex tax scenarios with accuracy and integrity. (4) The program proposal shows one required course (3 credits) and 9 credits selected from seven possible course options. While the attached program assessment plan identifies where program learning outcomes will be assessed, the high degree of course choice may limit the ability to collect consistent and comparable data across all students, potentially impacting the validity and reliability of assessment results. (5) The attachment for the strategic management enrollment (SEM) plan contained detailed and information about the program proposal. However, the SEM plan needs to include data-driven enrollment projections, target markets, recruitment and retention strategies, resource allocation, and measurable goals tied directly to enrollment outcomes. A template that can be used is available by contacting the Curriculum Office. (6) The financial plan for this program proposal includes a request for one PIR faculty line.

David Waite (dwaite) (2025-08-20T20:09:55Z): (1) The program title has been updated. (2) The program description has been updated.

David Waite (dwaite) (2025-08-20T20:23:15Z): In response to Laurie's comment (4) related to assessment: The challenge is balancing meaningful assessment with the flexibility needed to make the program more appealing to a range of tax professionals. The structure was intentional, based on input from our lead tax faculty member, Michelle Rankin, and her ongoing conversations with industry professionals and advisory board members. While we considered requiring a second core course to create a stronger common base, the feedback emphasized the value of allowing students to choose electives that align with their specific career paths in tax. We recognize the additional effort required to assess outcomes across varied electives. Still, we believe the benefit of customization for students and industry needs outweighs the challenge, even if it demands more from our assessment process.

David Waite (dwaite) (2025-08-26T21:41:40Z): In response to Laurie's comment (5), I have attached an SEM plan.

Steven Sylvester (ssylvester) (Thu, 18 Sep 2025 19:00:11 GMT): Graduate Council: No Issues

AJ Reed (Alexis.Reed) (Mon, 27 Oct 2025 16:15:46 GMT): ACC 5400 removed per David Waite and UCC QA 2.

AJ Reed (Alexis.Reed) (Fri, 07 Nov 2025 20:52:21 GMT): ACC 5400 added to the electives per David Waite and UCC.

Debbie Ferguson (debbie.ferguson) (2025-11-17T18:42:22Z): Program title updated to Taxation, Graduate Certificate per David Waite 11/17/2025.

Debbie Ferguson (debbie.ferguson) (Wed, 10 Dec 2025 00:21:37 GMT): R401 sent for CAO review 12/9/2025.

Planned Discontinuances

Utah Valley University

List all planned academic and technical education degree and certificate discontinuances for the next three years. Consider the institution's full inventory of programs, especially new programs that are not meeting enrollment targets.

[illegible]

Planned New Academic Centers and Institutes

Utah Valley University

Please fill out information on planned new academic centers and institutes that require approval per R405. Responses should be concise.

New Academic Centers and Institutes						
Center or Institute Name	Description	Anticipated Establishment Date	Law or Grant	Private Funding	Rationale	College/School
List academic centers and institutes intended to be established in the next academic year.	Provide a brief description of the academic center or institute. (Limited to 50 words)	What date will this academic center or institute be established?	List the federal or state law or grant that establishes or supports this new academic center or institute, if applicable. (N/A if not applicable)	Describe the source of private funding that will establish or primarily support this academic center or institute. (N/A if not applicable)	If this academic center or institute is not established or supported by federal or state law or grant NOR by private funding, provide a brief rationale for the establishment of this academic center or institute. (Limited to 150 words)	College/school code.
AY 2026-2027						
Client Advisory Services Accounting Lab	<i>This would be a bookkeeping lab for accounting students and possibly open to the community for students to help businesses with bookkeeping.</i>	27-Jan	N/A	N/A		WSB
Hospitality Management Academy	<i>The Hospitality Management Academy at the UVU Wasatch Campus aims to address the growing demand for skilled hospitality professionals in Utah, leveraging UVU's existing strengths and expanding program offerings to meet industry needs. The Utah hospitality industry is currently facing significant challenges in finding qualified managers. With anticipated growth from developments such as Deer Valley East and the upcoming Olympics. Utah Valley University (UVU) has the potential to significantly enhance its contributions to the state's growing tourism industry.</i>	27-Jul	Seeking financial assistance from State Legislatutre 2026			WSB
The Center for Business Analytics	<i>The Center for Business Analytics is a student-driven research center dedicated to addressing real-world business and community challenges through rigorous analysis and actionable strategic insights.</i>					WSB

Planned New Academic Certificates

Utah Valley University

Please fill out information on planned new

New Academic Certificates

Certificate name	Certificate Description	CIP Code	Credits	Delivery Method	Anticipated Start Date	Justification	College/ School
List planned academic certificates for each year (add rows as needed).	Provide a brief description of the certificate. (Limited to 50 words)	Provide the certificate 6-digit CIP code.	Provide the minimum number of credits required to complete this certificate.	Indicate the intended delivery method(s) of the program (Face-to-Face, Interactive A/V, Online, Hybrid, Remote	Indicate the academic term students will be first allowed to begin classes in the certificate.	Provide a brief justification for developing this academic certificate. (Limited to 100 words).	College/ school code.
Year One (AY 2026-2027)							
Applied AI in Organization	<i>This certificate equips students with practical, business-ready artificial intelligence skills. Students develop expertise in AI systems design, technology evaluation, and solution development for organizational settings. Designed for degree-seeking students and working professionals, the program strengthens applied AI competencies to enhance innovation, decision-making, and strategic implementation across industries.</i>	11.0102	18	Face-to-Face, Online, Hybrid	Fall 2026 (already approved)	<i>Artificial Intelligence integrates data science, machine learning, software and hardware development, systems integration, and process automation—fields consistently ranked among the fastest-growing job sectors. This program was developed following consultation with industry partners, labor market analysis, and assessment of student interest to ensure alignment with institutional mission and workforce needs. It addresses a clear educational gap in Utah by offering an applied, business-focused AI pathway at the undergraduate level. Strong labor demand data and internal enrollment indicators confirm sustained interest. The program enhances academic offerings, strengthens career readiness, and supports regional economic development through ethical, workforce-aligned AI expertise.</i>	SCET

Human Resource Management, undergraduate certificate	<i>This program is designed for aspiring HR professionals, managers, and leaders who want to elevate their HR skills and business knowledge. In this certificate program, students will gain a comprehensive understanding of HR strategy, business fundamentals, operational metrics, and internal consulting skills.</i>	52.1001	15	Face-to-face, Online, Hybrid	Fall 2026	<i>This proposed program fills a critical need for professionals with strategic human resource skills and business acumen. As the role of HR continues to evolve, there is growing demand for individuals who can advise leaders and support organizational goals from an HR perspective.</i>	WSB
Year Two (AY 2027-2028)							
Historic Preservation	<i>The certificate prepares students to understand, document, and protect built heritage through coursework in preservation history, theory, and applied methods aligned with NCPE standards. Integrating classroom instruction and fieldwork, students gain skills for entry-level preservation positions or advanced study in heritage conservation.</i>	30.1201	18	Face-to-Face, Online, Hybrid	Fall 2027	<i>The BLS projects 5% growth in architectural employment over the next decade, driven in part by rehabilitation of existing buildings, sustainability retrofits, and preservation work in historic districts. This data confirms a sustained need for architects trained in historic preservation, particularly in Utah's rapidly growing communities where the conservation of historic downtowns, LDS historic sites, and tourism-driven heritage resources requires professionals with both architectural training and preservation-specific field methods.</i>	SCET
Behavioral Health Techn	<i>This certificate aligns with the states license for the Behavioral Health Technician</i>	51.1502	24	Face-to-face, Online, Hybrid	Fall 2027	<i>The state introduced the BHT license to grow the workforce in mental health. This certificate will prepare students to address this need and aligns directly with the state license.</i>	CHSS

<i>Autism Studies: Infant and Children</i>	The Certificate in Autism Studies: Infants and Children prepares students with the essential knowledge and skills needed to support children with autism spectrum disorder (ASD) and their families from diagnosis through age thirteen.	13.1013	9	Face-to-Face, Online, Hybrid	Fall 2027	<i>This certificate mirrors the content and rigor of the Autism Studies Minor while offering a shorter, more accessible path for developing essential knowledge and practical skills. It provides training that benefits current and future educators, early childhood specialists, healthcare and mental health providers, and other community professionals who seek to better support children with ASD and their caregivers. Expanding this option strengthens UVU's commitment to community engagement, workforce development, and inclusivity by increasing the number of trained individuals who can support families navigating early autism diagnosis. <u>No new courses will be created for this certification.</u></i>	SOE
<i>Autism Studies: Teens and Adults</i>	<i>The Certificate in Autism Studies: Teens and Adults prepares students with the essential knowledge and skills needed to support teenagers and adults with autism spectrum disorder (ASD) and their families.</i>	13.1013	9	Face-to-Face, Online, Hybrid	Fall 2027	<i>This certificate mirrors the content and rigor of the Autism Studies Minor while offering a shorter, more accessible path for developing essential knowledge and practical skills. It provides training that benefits current and future educators, early childhood specialists, healthcare and mental health providers, and other community professionals who seek to better support children with ASD and their caregivers. Expanding this option strengthens UVU's commitment to community engagement, workforce development, and inclusivity by increasing the number of trained individuals who can support families navigating early autism diagnosis. <u>No new courses will be created for this certification.</u></i>	SOE
Year Three (AY 2028-2029)							

Community Health Worker	<i>The Community Health Worker (CHW) Certificate Program is designed to provide foundational public health knowledge and hands-on experience for individuals seeking to work as CHWs. This program enables community members to complete training in a short timeframe (three courses) and earn a recognized certificate, allowing them to enter the workforce quickly and support underserved populations in addressing health disparities.</i>	51.1504	21	Hybrid/Face-to-face/Online	Fall 2028	<i>Public Health is currently working with SLCC on articulations for courses between their AS and our BS and this programs courses would be included in that articulation.</i>	CHPS

Planned New Academic Degrees

Utah Valley University

Please fill out information on planned new academic degree programs that require Peer Review per R401. Responses should be concise. It is understood that programs planned for Years 2 and 3 may not have as much detail as programs planned for Year 1.

New Academic Degrees (Associate, Baccalaureate, Graduate)

Program Name	Award Type	Program Description	CIP Code	Credits	Delivery Method	Anticipated Start Date	Justification	Inter-Institutional Collaboration	College/School Code
List planned programs for each year (add rows as needed).	e.g., AAS, BS, PhD	Provide a brief description of the program. (Limited to 50 words)	Provide the program 6-digit CIP code.	Provide the minimum number of credits required to complete this program.	Indicate the intended delivery method(s) of the program (Face-to-Face, Interactive A/V, Online, Hybrid, Remote Virtual, Remote Hybrid)	Indicate the academic term students will be first allowed to begin classes in the program.	Provide a brief justification for developing this program. (Limited to 100 words)	Describe potential collaborations and articulation/transfer opportunities within the system, if any.	College/school code.
Year One (AY 2026-2027)									
Gerontology	Minor	<i>The Gerontology Minor prepares students to understand and address the different and evolving needs of the aging population.</i>	30.1101	18	Face-to-Face	Fall 2026	<i>The Gerontology minor equips students with vital competencies established by the Association for Gerontology in Higher Education as the nation faces rapid population aging. With adults over 65 becoming one of the fastest-growing demographic groups, professionals in health, human services, and public sectors increasingly need specialized knowledge of aging. This interdisciplinary minor draws on existing UVU courses to help students understand the diverse, complex experiences of older adults and their families. Its flexible structure makes it relevant across majors, preparing graduates to meet rising workforce demands and to provide informed, compassionate, and effective support for aging communities.</i>		
Electrical and Computer Engineering	A.A.S.	<i>This degree provides a strong foundation in computer systems, including hardware, software, device drivers, and peripheral technologies. Emphasizing theory and hands-on application in computer architecture, data structures, algorithms, and engineering methods, students gain experience with integrated platforms and prepare for technical workforce entry or further study.</i>	14.0901	60	Face-to-Face, Online, Hybrid	Fall 2026	<i>As the Computer Science Department phases out the AAS-COSC program and its emphases, the Electrical and Computer Engineering Department will retain the Computer Engineering component within a consolidated standalone program. This transition allows ECE to manage curriculum changes independently while maintaining stronger disciplinary alignment and responsiveness to industry needs. The technical curriculum remains largely unchanged, with general education requirements revised to meet USHE guidelines and reduce total credits to 60. This action primarily reflects a program title change and departmental realignment.</i>		SCET

Information Systems - Applied Artificial Intelligence Emphasis	B.S.	This emphasis provides a strong foundation in information systems and applied artificial intelligence. Students develop skills in AI systems design, technology evaluation, programming, data management, networking, systems analysis, ethics, and business automation. Graduates are prepared to design and implement innovative AI solutions addressing real-world organizational challenges.	11.0401	120	Face-to-Face, Online, Hybrid	Fall 2026	Artificial Intelligence integrates data science, machine learning, software and hardware development, systems integration, and process automation—fields consistently ranked among the fastest-growing job sectors. This program was developed following consultation with industry partners, labor market analysis, and assessment of student interest to ensure alignment with institutional mission and workforce needs. It addresses a clear educational gap in Utah by offering an applied, business-focused AI pathway at the undergraduate level. Strong labor demand data and internal enrollment indicators confirm sustained interest. The program enhances academic offerings, strengthens career readiness, and supports regional economic development through ethical, workforce-aligned AI expertise.		SCET
Hospitality Leadership	B.S.	Students will learn the critical skills and traits that make leaders effective in today's hospitality organizations.	52.0901	120	Face-to-Face	Fall 2026	Internal student survey indicates strong demand for this program from students in other hospitality-related majors and there are multiple 5 star occupations for graduates of this program.	Potential articulation agreement with UVU (B.S.) and transfer agreement with SLCC (A.S.)	COS
Year Two (AY 2027-2028)									
Applied National Security Intelligence	MS	The M.S. in Applied National Security Intelligence provides the practical skills and strategic knowledge necessary to excel in intelligence and security roles across government, law enforcement, and the private sector. Through curriculum blending theory with hands-on application, the program develops expertise in intelligence methodologies, analysis, writing, briefing, and operational practices.	29.0201	30	Online	Fall 2027	The program will produce job-ready professionals capable of supporting decision-making in national security, military, homeland security, law enforcement, competitive intelligence, and cyber intelligence—delivering clear value to students, employers, the university, and the Utah System of Higher Education. Research and partner input confirm a growing workforce demand for professionals skilled in intelligence analysis and security operations across public and private sectors. Analyst roles have increased by 47% in the past five years, and security-related occupations have grown by 14% nationally, with approximately 200,000 new and replacement jobs added annually.	None currently, but open to any opportunities.	CHPS
Architecture and Engineering Design	B.S.	This degree integrates design and engineering, covering Building Information Modeling (BIM), architecture, mechanical and civil design, and additive manufacturing. Through hands-on projects using CAD, fabrication technologies, and analysis tools, students develop problem-solving, prototyping, and technical communication skills for careers spanning consumer products, manufacturing, and architectural industries.	04.0902	120	Face-to-Face, Online, Hybrid	Fall 2027	As the design industry evolves, professionals must develop advanced prototyping and fabrication skills to remain competitive. Industry advisory board members and faculty externship experiences confirm strong workforce demand for graduates prepared in architectural, mechanical, and manufacturing design. This degree provides a practical, industry-focused pathway for students who do not pursue the five-year B.Arch program while complementing existing engineering degrees. With a workforce ratio of designers and engineering technicians to engineers approaching four to one, employer demand remains high. Graduates will be prepared for roles as advanced drafters, designers, and engineering technicians equipped to communicate design intent and support modern fabrication processes.	Several schools in Utah offer two-year degrees in architectural and engineering design, as well as related drafting and design fields. Our proposed program would provide an additional pathway for students who have earned these degrees to continue their education.	SCET

Theatre Studies	B.S.	Companion to the BA in Theatre studies. A broad-based liberal arts degree that provides a foundation in script analysis, theatre history, dramatic literature, stagecraft, directing, stage management, and acting. Students choose courses in performance, design, and technical production, dramaturgy, film studies, scriptwriting, theatre administration and theatre for children/youth to help them fulfill their vocational or avocational objectives or to prepare for graduate studies in theatre.	500501	120	Face-to-Face	Fall 2027	Having a BS Theatre Studies degree as an alternate to the BA Theatre Studies degree will remove a significant barrier to completion. Faculty reviewed 103 BA Theatre majors who did not complete their degrees in the past ten years. Of these 103 students, only 11 had completed the language requirement, and the other 92 had completed an average of less than 3 of their 16 language credits. This suggests that the language requirement is providing a barrier to graduation.	SLCC, Snow	SOA
Human Services	BAS	Students will learn skills to intervene with individuals in a variety of settings in mental health	51.1502	90	Face-to-Face, Online, Hybrid	Fall 2027	Utah created two new licenses, Behavioral Health Technician and Behavioral Health Coach, to address the mental health workforce shortage. This 90-credit bachelor's degree program directly aligns with these licenses and will meet the need to grow the behavioral health workforce.	The Human Services degree will align with other USHE institutions. A transfer agreement between SLCC and UVU has been created for the BHT/BHC. The courses included have matching courses at other undergraduate institutions offering degrees in behavioral interventions.	CHSS
Human Services	BA	Students will learn skills to intervene with individuals in a variety of settings in mental health	51.1502	120	Face-to-Face, Online, Hybrid	Fall 2027	Utah created two new licenses, Behavioral Health Technician and Behavioral Health Coach, to address the mental health workforce shortage. This 90-credit bachelor's degree program directly aligns with these licenses and will meet the need to grow the behavioral health workforce.	The Human Services degree will align with other USHE institutions. A transfer agreement between SLCC and UVU has been created for the BHT/BHC. The courses included have matching courses at other undergraduate institutions offering degrees in behavioral interventions.	CHSS
Human Services	B.S.	Students will learn skills to intervene with individuals in a variety of settings in mental health	51.1502	120	Face-to-Face, Online, Hybrid	Fall 2027	Utah created two new licenses, Behavioral Health Technician and Behavioral Health Coach, to address the mental health workforce shortage. This 90-credit bachelor's degree program directly aligns with these licenses and will meet the need to grow the behavioral health workforce.	The Human Services degree will align with other USHE institutions. A transfer agreement between SLCC and UVU has been created for the BHT/BHC. The courses included have matching courses at other undergraduate institutions offering degrees in behavioral interventions.	CHSS
Molecular Biosciences and Biotechnology	Undergraduate Certificate	The certificate provides students with a solid foundation in biotechnology and synthetic biology techniques. Students who earn this certificate are prepared with the skills and knowledge necessary for either entry or promotion in the life science industry.	26.1201	18	Face-to-Face	Fall 2027	The proficiencies gained would complement already-existing science majors' curriculum and increase workforce-readiness. The certificate would also prepare members of the life science workforce to move laterally or upward in their company or expand their industry's capabilities.	Potential articulation agreement with UVU (B.S.) and transfer agreements with SLCC and Snow College (A.S.)	COS

Special Education	MAT	This degree is designed to equip future teachers with the necessary skills in instructional design, teaching, and assessment while pursuing a master's degree, a Utah teaching license, and a special education mild/moderate endorsement.	13.1001	32	Face-to-Face, Online, Hybrid	Fall 2027	Utah has faced a shortage of teachers in various areas, with special education being particularly challenged to hire qualified professionals. Due to the high demand in special education, the UVU's School of Education would like to offer a professional master's degree that streamlines individuals to a teaching license with a special education mild/moderate endorsement while pursuing advanced studies in the field of Special Education.	The courses included have been closely aligned with the Utah State Board of Education's new competency criteria for licensed teachers. The Graduate Department Chair at UVU collaborated with the Graduate Program Director at WSU for program developments and determined that a separate MAT program should be established, as both universities anticipated a substantial number of registrations due to high demand.	SOE
Elementary Education	MAT	This degree is designed to equip future teachers with the necessary skills in instructional design, teaching, and assessment while pursuing a master's degree and an elementary education teaching license.	13.1202	32	Face-to-Face, Online, Hybrid	Fall 2027	Teacher shortage in elementary education has been a chronic issue in UT. Due to the high demand in elementary education, the UVU's School of Education would like to offer a professional master's degree that streamlines individuals to a teaching license while pursuing a master's degree.	The courses included have been closely aligned with the Utah State Board of Education's new competency criteria for licensed teachers. The Graduate Department Chair at UVU collaborated with the Graduate Program Director at WSU for program developments and determined that a separate MAT program should be established, as both universities anticipated a substantial number of registrations due to high demand.	SOE
Pre-Special Education	AS	The creation of a Pre-Special Education AS degree creates a stackable pathway to a BS in Special Education	13.1011	60	Face-to-Face, Online, Hybrid	Fall 2027	This program will prepare students for matriculation into the Bachelor of Science Special Education program. <u>No new courses will be created for this associate degree.</u>		SOE
Year Three (AY 2028-2029)									

Paramedic to BSRC Bridge	B.S.	Paramedic bridge to bachelor of science in respiratory therapy.	51.0908	125 including transfer	Face to face, Hybrid, Online	Spring 2028	There is currently substantial need for RT's in the clinical workforce locally and nationally. The current course schedule does not accommodate EMS work schedules. A modified schedule and delivery would enable paramedics to complete a BSRC which will increase opportunity for career mobility and increase earning potential.	Paramedic Programs	CHPS
Family Nurse Practitioner	MSN	Provides access to primary health care for all populations through care management of commonly experienced acute and chronic conditions. Recognizes the scope of practice of the Advanced Practice Registered Nurse (APRN) and collaborate with other members of the interdisciplinary team to meet the needs of their client population(s).	51.3805	52	Face-to-face	Fall 2028	The current nursing programs at UVU focus on preparing graduates for increasing complex health care. The MSN-FNP program would be an added opportunity of nursing education. Health care environments over the past five years have created demand for lower-cost primary health care providers. FNP's provide access to primary health care for all populations, especially those considered underserved, thus increasing the overall health of the community. This is demonstrated in a 1.9% estimated 10-year growth within an 80-mile radius of UVU and a 2% job growth rate in Utah.	Any student with a BSN will be eligible to apply for the program.	CHPS
Nutrition Science	B.S.	The Nutrition Science Program integrates evidence-based nutrition science with applied learning to prepare graduates for careers in healthcare, community nutrition, and graduate study. The program may also pursue ACEND verification, enabling a Didactic Program in Dietetics (DPD) pathway leading to master's-level dietetics training and practice.	19.0501	120	Hybrid/Face-to-face/Online	Fall 2028	The BS in Nutritional Sciences is one of the most requested degrees within the University and reflects sustained student demand. Continued growth of the Nutrition minor demonstrates strong program viability. Expanding into a bachelor's degree addresses enrollment demand while strengthening preparation for graduate and professional education. As preventive health and chronic disease management remain statewide priorities, the program aligns with workforce trends and UVU's applied mission, supporting enrollment stability, retention, and interdisciplinary collaboration across the College.	Utah Valley University is actively collaborating with in-state institutions that offer ACEND-accredited dietetics pathways to ensure strong articulation, seamless transfer, and strategic alignment as UVU develops its future Nutrition and Dietetics program. These collaborative efforts demonstrate strong inter-institutional cooperation within the Utah System of Higher Education, intentional curriculum design to ensure articulation and transfer efficiency, a shared commitment to building the dietetics workforce pipeline in Utah, and strategic planning that allows UVU students immediate access to accredited pathways while UVU develops its own program.	CHPS

Artificial Intelligence and Smart Systems	B.S.	This degree prepares students to design, develop, and implement intelligent systems that integrate artificial intelligence, machine learning, and smart hardware. Students gain foundational knowledge in algorithms, data processing, and adaptive system design, with hands-on experience building AI-enabled solutions for robotics, embedded systems, and real-world applications across engineering and technology fields.	120	Face-to-Face	Fall 2028	Rapid advances in artificial intelligence, automation, and connected devices are transforming engineering practice across industries. Employers increasingly seek graduates who can integrate AI algorithms with embedded systems, sensors, communications, and control technologies. Housing this degree in Electrical and Computer Engineering leverages existing strengths in hardware, software, and systems integration. The program addresses workforce demand for engineers skilled in intelligent, adaptive systems supporting manufacturing, energy, transportation, healthcare, and defense sectors. It also aligns with state and national priorities in AI, smart infrastructure, and applied technology. Graduates will be prepared for immediate employment or advanced study in AI-driven engineering fields worldwide impact.	The curriculum is designed to support seamless articulation from A.A.S. or A.S. degrees in Electrical and Computer Engineering, Computer Engineering, and related fields from other USHE institutions.	SCET	
Chemical lab methods	BAS	Students will learn fundamentals of chemistry and well as various laboratory skills that are in demand in various chemicla and biological industries.	40.0502	90	Face-to-Face	Fall 2028	This program will provide graduates with the lab skills to support Utah's biomedical, analytical, manufacturing, and tech industries.	Potential articulation agreement with UVU (B.S.) and transfer agreements with SLCC and Snow College (A.S.)	COS
Urban Agriculture	Undergraduate Certificate	The program is designed to give students hands-on skills that are essential for careers in urban agriculture. Students completing this certificate would be able to engage in their community as leaders in agricultural and horticultural spaces with a high degree of technical ability	1.0601	24	Face-to-Face	Fall 2028	This certificate program would be unique in the intermountain region. While UVU currently offers a Botany B.S. and a Horticulture Minor, this certificate would provide skills that are specifically important to the urban agricultural field. Additionally, it offers an opportunity for students from other majors and the broader community to build their agricultural skills.	Potential articulation agreement with UVU (B.S.)	COS

Utah Valley University

New Technical Certificates

Certificate name	Certificate Description	CIP Code	Credits	Delivery Method	Anticipated Start Date	Disciplinary Accreditation	Evidence of Student Demand	Evidence of Market Demand	Industry Partner Support	Inter-Institutional Collaboration	Faculty/Staff	Facilities	Funding	Planning Status
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Planning Timeline

First Business Day in April	Institution Plans Due to OCHE
April - May 15	OCHE Review and Development of Systemwide Plan
Third Wednesday in May	CAO Meeting to Discuss Systemwide Plan
June Board Meeting	Board Review of Systemwide Plan

Resolutions of Appreciation

Resolution in Honor of
Astrid S. Tuminez
President of
Utah Valley University 2018-2026



WHEREAS, President Astrid S. Tuminez has served Utah Valley University with distinction as the seventh president of the institution, and the first female to serve full-time as such, providing pioneering leadership that positioned UVU as students' first choice for accessible, relevant, high-quality education during her tenure from 2018 to 2026; and

WHEREAS, President Tuminez established a transformative institutional culture by introducing the core values of exceptional care, exceptional accountability, and exceptional results, advancing the "Come as you are – UVU has a place for you" philosophy, establishing Vision 2030, and reimagining the university's mission statement to reflect UVU's role as an integrated university and community college that educates every student for success in work and life; and

WHEREAS, President Tuminez accelerated student success by establishing the First-Generation Student Success Center, increasing student enrollment by more than 20 percent and more than doubling the number of graduates since 2018, and earning national recognition for UVU as an "Opportunity College and University – Higher Access, Higher Earnings" institution by the Carnegie Classification of Institutions of Higher Education; and

WHEREAS, under President Tuminez's leadership, the student experience was significantly elevated through expanded academic offerings and the development of transformative facilities, including The Noorda Center for the Performing Arts, the Scott C. Keller Building, the Brandon D. Fugal Gateway Building, the Young Living Alumni Center, the Museum of Art at Lakemount, the pedestrian bridge crossing, the Alan C. and Karen Ashton Center for Leadership and Inspiration, UCCU Stadium, and the Scott M. Smith Engineering Building; and

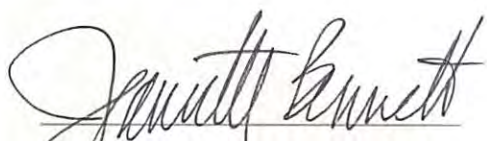
WHEREAS, President Tuminez strengthened Utah's workforce and communities by positioning UVU as the state's largest educator of Utahns, expanding high-yield, career-ready pathways, introducing the institution's first three-year degree, and establishing Utah's first applied artificial intelligence institute, the Kahlert Applied AI Institute; and

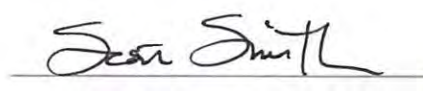
WHEREAS, President Tuminez created a lasting legacy of impact by leading the university's first-ever comprehensive fundraising campaign, EverGREEN, raising more than \$250 million for student success, more than doubling the university's endowment since 2018, expanding UVU's footprint with a new campus at Thanksgiving Point in Lehi, initiating a comprehensive strategy for the Vineyard Campus, and guiding the university with compassion and resolve through the COVID-19 pandemic; and

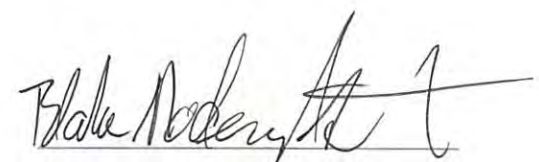
WHEREAS, during her tenure as president, she worked cohesively with the Board of Trustees by delivering consistent communications and reports, crafting sound and forward-looking policy, establishing groundbreaking strategies, and steering the university toward long-term institutional strength and sustained success; and

NOW, THEREFORE, BE IT RESOLVED that the UVU Board of Trustees makes official recognition of President Tuminez and her dedicated service and contributions to the Board of Trustees, the University, its students, and the broader community, and hereby extends a heartfelt statement of appreciation; and

BE IT FURTHER RESOLVED that this resolution be appropriately engrossed and conveyed to President Astrid S. Tuminez, with a copy to be incorporated in the official minutes of the March 24, 2026, meeting of the Utah Valley University Board of Trustees. Realized this twenty-fourth day of March 2026, in Orem, Utah.


Jeanette Bennett, First Vice Chair
Utah Valley University
Board of Trustee


Scott Smith, Chair
Utah Valley University
Board of Trustee


Blake Modersitzki, Second Vice Chair
Utah Valley University
Board of Trustee

Resolution in Honor of
Kyle Cullimore
a member of the Board of Trustees
Utah Valley University 2025-2026



WHEREAS, Kyle Cullimore served faithfully and with distinction as a member of the Utah Valley University Board of Trustees from May 2025 to April 2026; and

WHEREAS, he served as Student Body President representing UVU students on the Board of Trustees, President's Council, UVU Foundation Board, and other leadership councils; and

WHEREAS, Trustee Cullimore focused his time and talents on improving the student experience at UVU through the advocacy and pursuit of initiatives related to the varying facets of students' lives, including homework during breaks, best use of student fees, and resource accessibility for students; and

WHEREAS, Trustee Cullimore served as the Utah Student Association Executive Vice Chair ensuring accurate tracking and ethical use of all funding for the association representing all university and college students in the state of Utah; and

WHEREAS, he advocated for and initiated the creation of open, designated student spaces on campus providing informal meeting places for students to gather outside the classroom; and

WHEREAS, he advocated for student and campus funding needs to the state legislature representing the voice of all students to the Higher Education Appropriations Subcommittee and provided important insight and perspective in the selection of a new university president; and

WHEREAS, most significantly, Trustee Cullimore demonstrated steady and compassionate leadership during a period of profound challenge for the university community following the tragic events of September 10, 2025, through the implementation of the UVUnited initiative and his speech at the UVU Vigil for Unity, he provided calm and clear representation of the student body reinforcing a culture of care, resilience, and community during a time of crisis and confusion;

THEREFORE, be it resolved that the Board of Trustees of Utah Valley University makes official recognition of Kyle Cullimore and his dedicated service and contribution to the Board of Trustees, the University, its students, and the community, and hereby extends a statement of appreciation; and

Be it further resolved that this resolution be appropriately engrossed and conveyed to Trustee Cullimore, with a copy to be incorporated in the official minutes of the March 24, 2026, meeting of the Utah Valley University Board of Trustees. Realized this twenty fourth day of March 2026, in Orem, Utah.

Astrid S. Tuminez, President
Utah Valley University

Scott Smith, Chair
Utah Valley University Board of Trustee

Oath of Office



**OATH OF OFFICE
BOARD OF TRUSTEES
UTAH VALLEY UNIVERSITY**

I, **Herby Fullmer,**

*having been appointed to the office of
Trustee on the Board of Trustees of Utah Valley University
(UVU Board of Trustees), do solemnly swear that I will
support, obey, and defend the Constitution of the United
States and the Constitution of the State of Utah, and I will
discharge the duties of my office with fidelity, which include
upholding the Bylaws of UVU's Board of Trustees and
fulfilling the Trustee's duties and statutory obligations. This
oath is retroactive to my first day of service in this office.*

Herby Fullmer
Herby Fullmer

Scott Smith
Scott Smith, Chair, Board of Trustees

March 24, 2026
Date

March 24, 2026
Date