

Utah Valley University Board of Trustees Meeting
December 5, 2019
4:00pm SC 213c

Tab	Agenda	Notes
	<p><u>I. Action</u></p> <p>A. 1. Policies a. Policy 361 Leave of Absence (Temporary Emergency), <i>Linda Makin, VP for PBHR</i></p> <p>B. 2. Academic Programs, <i>Wayne Vaught, Provost and VP for Academic Affairs</i> a. Addition of Graduate Certificate in Educational Leadership b. Addition of Master of Education Emphasis in Gifted and Talented c. Addition of IS Emphases i. Human Resource Management ii. Personal and Social Impact iii. Criminal Justice/Law Enforcement d. Deletion of Aviation Fire Officer emphasis and Certificate of Completion e. Name Change to AAS/BS in Respiratory Therapy f. Name Change to Digital Cinema BS g. Name Change to Exercise Science Minor</p> <p><u>II. Executive Session</u> <i>(To strategically discuss character, professional competence, or physical or mental health of an individual and litigation which is pending or reasonably imminent.)</i></p> <p><u>I. Action (Continued)</u></p> <p>3. Tenure, <i>Wayne Vaught, Provost and VP for Academic Affairs</i></p>	
C.	<p><u>III. Consent Calendar</u></p> <p>1. Minutes of October 24, 2019</p> <p>2. September 2019 Investment Reports</p> <p>3. 2019 Travel Certification and Report</p> <p>4. 2019 Fleet Certification and Report</p> <p><u>IV. Information</u></p> <p>1. Committee Reports a. Academic Affairs, <i>Trustee Paul Thompson, Chair</i> b. Finance and Facilities, <i>Trustee Jill Taylor, Chair</i></p>	
D.	<p>2. Board of Trustee Engaged Learning Award, <i>Scott Cooksey, VP for Institutional Advancement</i></p> <p>3. University Update, <i>Wayne Vaught, Provost and VP for Academic Affairs</i></p> <p>4. Annual Compliance Training, <i>Karen Clemes, General Counsel</i></p>	



**UVU BOARD OF TRUSTEES
Agenda Item Coversheet**

DATE:	December 1, 2019
TITLE:	<i>Policy 361 Leave of Absence (Temporary Emergency)</i>
EXECUTIVE/RESPONSIBLE STAFF MEMBER:	Linda Makin, Vice President of Planning, Budget, and Human Resources
SUBJECT:	<i>Policy 361 Leave of Absence (Temporary Emergency)</i>
BACKGROUND:	In January 2019, the Board of Trustees approved limited scope revisions to Policy 361 Leave of Absence to implement medical maternity leave. This policy has not undergone substantive revision since 2003; thus, the revision is taking longer than originally anticipated. The revised policy will be presented to President’s Council in December for entrance into Stage Two. To continue medical maternity leave without interruption, we request the Board of Trustees renew Policy 361 <i>Leave of Absence</i> (temporary emergency) at their December 5, 2019, Board meeting.
ALTERNATIVES:	<ul style="list-style-type: none"> • Approve as presented, “I move to approve UVU Policy 361 <i>Leave of Absence</i> for entrance into the UVU Policy Manual.” • Amend and approve, “I move to approve, as amended UVU Policy 361 <i>Leave of Absence</i> for entrance into the UVU Policy Manual.” • No action, “I move that we go to the next agenda item.”
FINANCIAL IMPACT:	
EXHIBITS:	a. Policy 361



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Proposed Policy Number and Title: 361 Leave of Absence		
Existing Policy Number and Title: 361 Leave of Absence		
Approval Process*		
<input type="checkbox"/> Regular	<input checked="" type="checkbox"/> Temporary Emergency	<input type="checkbox"/> Expedited
<input type="checkbox"/> New	<input type="checkbox"/> New	<input type="checkbox"/> New
<input type="checkbox"/> Revision	<input checked="" type="checkbox"/> Revision	<input type="checkbox"/> Revision
<input type="checkbox"/> Deletion	<input type="checkbox"/> Suspension	
	Anticipated Expiration Date: December 5, 2020	
*See UVU Policy 101 <i>Policy Governing Policies</i> for process details.		

Draft Number and Date: <u>October 31, 2019, Temp Emergency Renewal</u>
President's Council Sponsor: <u>Linda Makin</u> Ext. _____
Policy Steward: <u>Judy Martindale</u> Ext. _____

POLICY APPROVAL PROCESS DATES	
<p>Policy Drafting and Revision Entrance Date: <u>11/21/2019</u></p> <p>University Entities Review Entrance Date: <u>Not applicable</u> Close Feedback: <u>Not applicable</u></p> <p>University Community Review Entrance Date: <u>Not applicable</u> Open Feedback: <u>Not applicable</u> Close Feedback: <u>Not applicable</u></p> <p>Board of Trustees Review Entrance Date: <u>11/21/2019</u> Approval Date: _____</p>	<p style="text-align: center;">POST APPROVAL PROCESS</p> <p>Verify:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Policy Number <input type="checkbox"/> Section <input type="checkbox"/> Title <input type="checkbox"/> BOT approval <input type="checkbox"/> Approval date <input type="checkbox"/> Effective date <input type="checkbox"/> Proper format of Policy Manual posting <input type="checkbox"/> TOPS Pipeline and Archives update <p>Policy Office personnel who verified and posted this policy to the University Policy Manual Name: _____ Date posted and verified: _____</p>



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POLICY TITLE	Leave of Absence	Policy Number	361
Section	Human Resources	Approval Date	December 5, 2019
Subsection	Compensation and Benefits	Effective Date	December 5, 2019
Responsible Office	Office of the Vice President of Planning, Budget, and Human Resources		

1.0 PURPOSE

1.1

2.0 REFERENCES

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

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

2.3 UVU Policy 640 *Faculty Sabbatical Leave*

3.0 DEFINITIONS

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

4.0 POLICY

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

4.1.1 General Information

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



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4.1.2 Eligibility for Vacation Leave

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

4.1.3 Standard Vacation Policy

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

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

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

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



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

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

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

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

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

4.2 Sick Leave

4.2.1 General Information

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



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4.2.2 Eligibility for Sick Leave

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

4.2.3 Definition

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

4.2.4 Accrual of Sick Leave

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

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

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

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

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

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

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

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

4.2.5 Sick Leave Incentive Program

4.2.5.1 After an executive, exempt staff, or non-exempt staff has accumulated 18 unused sick leave days (144 hours), that employee is eligible for the sick leave incentive program in the next calendar year. Employees who qualify shall be given an opportunity to convert unused sick leave days accumulated during the previous calendar year on a two-to-one basis for a maximum of four vacation leave days (32 hours). Employees' elected conversion of sick leave days to vacation leave days shall be effective on March 1 of the current calendar year; eligible



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employees must be employed by the University on the effective date to receive their elected conversions.

4.3 Personal Leave

4.3.1 General Information

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

4.3.2 Eligibility for Personal Leave

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

4.3.3 Accrual of Personal Leave

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

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

4.3.3.2 Full-time Faculty

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

4.3.3.3 Less than Full-time Employees

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

4.3.4 Use of Personal Leave

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

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



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- 2) Personal leave may be used upon notification to the appropriate supervisor and completion of appropriate arrangements for affected classes.
- 3) Personal leave taken in excess of the available amount per calendar year shall be charged to vacation leave or leave without pay.
- 4) Unused personal leave may not be carried forward from one fiscal year to the next. Upon termination, an employee is not compensated for and forfeits all unused personal leave.

4.4 Parental Leave

4.4.1 General Information

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

4.4.2 Eligibility for Parental Leave

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

4.4.3 Use of Parental Leave

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

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

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

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

4.5 Medical Maternity Leave

4.5.1 Full-time, benefits-eligible employees who give birth and provide medical certification are eligible for up to six weeks of paid medical maternity leave due to the medical necessity of



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recovering from childbirth. Medical maternity leave may be used only in a single block of up to six consecutive weeks, not intermittently. Upon termination, an employee will not be compensated for any unused medical maternity leave.

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

- 1) Parental leave (paid)
- 2) Accrued sick leave (paid)
- 3) Personal leave (paid)
- 4) Accrued vacation leave (paid)
- 5) Any remaining FMLA leave (unpaid)

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

4.5.4 Medical maternity leave is separate from parental leave. An employee may take parental leave after taking medical maternity leave to recover from childbirth provided that the use of parental leave complies with section 4.4 of this policy.

4.6 Family Leave

4.6.1 See UVU Policy 360 *Family and Medical Leave (FMLA)*.

4.7 Funeral Leave

4.7.1 Definition

4.7.1.1 Immediate family: For the purpose of this section, immediate family is defined as: employee's spouse and in-laws, grandparent, parent, brother, sister, child, and grandchild and their immediate families (step-relatives in these categories are included).

4.7.2 Policy

4.7.2.1 General Information



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4.7.2.1.1 Three days' time off with pay is authorized to all salaried employees in the case of a death in the immediate family as defined above if considered reasonable and necessary by the department head. Salaried employees may receive such leave for each occurrence.

4.7.2.1.2 Additional days as determined necessary by the department head may be charged to vacation leave, personal leave, or leave without pay.

4.7.2.1.3 Salaried employees working less than 100 percent may receive this leave on a prorated basis.

4.8 Military Leave

4.8.1 Purpose

4.8.1.1 This policy provides guidelines for the call to active duty of university faculty and staff who are members of any reserve branch of the United States Armed Forces or the National Guard of Utah. It also applies to any faculty and staff who are not reserve or guard members who may be called to active duty by the United States Armed Forces through any other means. This policy complies with and is governed by Utah State Code Section 39-1-35, 39-1-36, 39-3-1, 39-3-2, and 49-11-402.

4.8.2 Annual Encampment

4.8.2.1 University employees that are members of the organized reserve of the United States Armed Forces, including the National Guard of Utah, are entitled to leave of absence with full pay not to exceed 15 working days per year for active duty at annual encampments or other required active duty training. This leave shall be paid in addition to any annual vacation leave the employee may have accrued.

4.8.2.2 An eligible employee's accrued vacation and personal leave may be used for military leave in excess of 15 working days.

4.8.2.3 A copy of the orders requiring the attendance of an eligible employee for military leave shall be attached to the request for leave with pay.



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4.8.3 Active Duty beyond Annual Encampments

4.8.3.1 Active Duty

4.8.3.1.1 University employees that are members of the organized reserve of the United States Armed Forces, including the National Guard of Utah, who pursuant to military orders enter active duty, shall upon request be granted a leave of absence from employment, but for no more than five years.

4.8.3.1.2 An eligible employee may elect to use paid leave consisting of annual encampment leave, not already used for the current calendar year, and accrued vacation and personal leave. At the exhaustion of all paid leave, employees shall be granted the remainder of their active duty leave as unpaid leave. If active duty continues into additional calendar years, annual encampment leave shall not be granted for those additional years.

4.8.3.1.3 A copy of the orders requiring the attendance of an eligible employee for active duty shall be attached to the request for leave.

4.8.3.2 Re-employment

4.8.3.2.1 Upon satisfactory release from active duty, an eligible employee who meets the following requirements shall be permitted to return to employment with the University with seniority, status, pay, and leave the employee would have had if he or she had not been absent due to active duty. Requirements:

- 1) Requested and was granted leave due to active military duty.
- 2) Position left was a continuous position and was not limited in duration.
- 3) Time off due to active duty was for five years or less.
- 4) Must be discharged or released from active duty under honorable conditions.
- 5) Applied for re-employment with the University within 40 days after official separation from active duty.

4.8.3.2.2 For employees that meet the above requirements, re-employment shall be made within 20 days after submission of application for re-employment. University employees that were on active military leave for 30 days or less shall be reinstated to their previous job with the University immediately upon return.

4.8.3.2.3 An employee returning from active military service may not, without cause, be discharged or subjected to reduction of compensation for a period following a return to employment depending on the length of their leave not to exceed one year. Reasonable



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accommodations for disabilities incurred while in military service shall be provided unless an undue hardship to the University can be demonstrated. Tenure track faculty called to active duty shall have the tenure clock stopped with no penalty incurring for the period of absence. A re-adaptation period of up to two years, as negotiated with the department head and dean, and approved by the Vice President of Academic Affairs, shall be granted to returning tenure track faculty prior to the reinstatement of the tenure clock. The University shall not be prejudiced as to employment, appointment, reappointment, re-employment, or probation by reason of an employee's active military service.

4.8.4 Retirement Benefits

4.8.4.1 According to federal law, under a defined benefit or defined contribution pension plan, individuals whose employment is interrupted by military service must be given benefit accruals for the period of military leave. Employees who are enrolled in Utah Retirement Systems or other university-sponsored retirement plans, through their employment with the University, that is absent from employment with the University by reason of an official call to full-time United States military services, is eligible to receive service credit/contributions for that military service as follows:

- 1) The employee, the University, or the employee and the University jointly shall make the required payments, as determined by Utah Retirement Systems or other university-sponsored retirement plans, to the retirement plan in which the member participated at the time of the official call, according to the law governing that particular plan.
- 2) Required payments shall be made during the period of full-time United States military service or after the military service, but within a period not to exceed three times the period of military service, prior to the member's retirement date, and up to a maximum of five years. Payments made to an employee's retirement system after he or she returns to work will include interest/investment earnings.
- 3) Required payments shall be based on the member's compensation at the time of the official military call.

4.8.4.2 The member shall return to employment with the University upon receiving an honorable discharge from military service and there may not be intervening employment outside of the employment with the participating employer.

4.8.5 Leave Benefits

4.8.5.1 Tuition Waiver Benefits

4.8.5.1.1 Tuition waiver benefits for dependents shall continue while the employee is on active duty.



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4.8.5.2 Other Benefits

4.8.5.2.1 In the case of a call to active duty, the University shall continue medical, dental, and life insurance, and long-term disability benefits at the same level that was provided immediately prior to the call to active service, for 30 days beyond the date the employee begins active duty. Beyond this 30-day benefit continuation period, other basic employee benefits shall be handled as they are for any other employee taking a leave of absence or using annual leave: A "leave with pay" using annual leave allows for the continuation of all benefits as if the employee were still working. A "leave without pay" does not allow for the continuation of benefits paid by the University, but does allow the employee to continue insurance benefits by paying the premiums for such benefits under the COBRA continuation provisions of federal law.

4.8.5.2.2 The method of reinstatement of university benefits offered to full-time benefits-eligible employees is as follows:

- 1) Health, life, and long-term disability insurance coverage begin the 1st day of the month for employees rehired on the 1st working day of that month.
- 2) Health benefits for employees reinstated after the first working day of the month begin the first of the month after rehire.
- 3) Retirement and leave benefits begin immediately upon rehire.

4.9 Jury and Witness Duty

4.9.1 Employees necessarily absent from work in compliance with an official requirement to appear for jury service or respond to a subpoena to appear as a witness at a trial, deposition, or other official proceeding will continue to receive the equivalent of full pay. This allowance covers only time lost while actually engaged in jury service or attendance as a witness, and in reasonable travel to and from the place of such service.

4.9.2 State compensation received for jury service should be turned over to Human Resources to be deposited into the account from which the employee's salary is paid.

4.9.3 This policy does not apply when an individual appears in court in their own behalf.

4.10 Sabbatical Leave

4.10.1 See UVU Policy 640 *Faculty Sabbatical Leave*.



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4.11 Administrative Leave

4.11.1 Purposes and Nature of Administrative Leave

4.11.1.1 Administrative leave is granted for a maximum of 12 calendar months to executive and exempt staff who wish to pursue full-time programs of study, training, or experience related to their position at the University. Administrative leave is not considered a reward for outstanding service but is a part of a professional development plan designed to improve the employee's service to the University. The granting of administrative leave is at the discretion of the President with approval of the Board of Trustees.

4.11.2 Eligibility for Administrative Leave

4.11.2.1 Full-time salaried executive and exempt staff are eligible to apply for administrative leave after three full years of continuous service at the University, provided no other administrative or sabbatical leave with pay or partial pay has been taken during this three-year period.

4.11.3 Application for Administrative Leave

4.11.3.1 Administrative leave is granted by the Board of Trustees upon recommendation by the President. Signatures of other appropriate administrative officers must also be obtained as a part of the application process.

4.11.3.2 Applicants for administrative leave must file an application at least three calendar months prior to the requested beginning date. The application should contain a statement of the applicant's educational, training, or experience plan; the reason for requesting the leave; the benefit to the University should the leave be approved; the length of time applied for; and other essential data to adequately justify granting the leave. Application forms are available in the offices of Human Resources, dean, and vice president.

4.11.4 Remuneration during Administrative Leave

Salary payments by the University to individuals on administrative leave are calculated on the basis of the salary for the period during which the leave takes place as follows:

- 1) Three consecutive years of service—30 percent of regular salary
- 2) Four consecutive years of service—40 percent of regular salary
- 3) Five consecutive years of service—50 percent of regular salary
- 4) Six or more consecutive years of service—60 percent of regular salary



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4.11.5 In addition, payment for accrued annual leave may be paid to employees on administrative leave providing that the total remuneration per month does not exceed 100 percent of the regular monthly salary.

4.11.6 When an employee is not granted leave at a time when he or she becomes eligible and makes formal application, the individual may be granted an additional 10 percent of salary for each year of service beyond six years to a maximum of 10 years. Such remuneration shall be granted only when, in the judgment of the President and the Board of Trustees, the applicant's service to the University has been required for the proper operation of the University and the requested leave is clearly to the direct benefit of the University.

4.11.7 Benefits during Administrative Leave

4.11.7.1 To the extent permitted by law, employees on administrative leave are considered employees of the University and receive full benefits during the period of the leave with the exception of the accrual of sick leave.

4.11.8 Intention to Return

4.11.8.1 Acceptance of administrative leave by the applicant certifies the employee's agreement to return to the University following the expiration of the leave and to complete at least one full year of service under the penalty of refunding the salary received during the leave period except for that received in payment for accrued annual leave.

4.11.9 Status upon Return

4.11.9.1 Upon return from administrative leave, an employee is entitled to a position in the same rank, at the same seniority, and to the amount of sick leave accrued up to the commencement of the leave.

4.12 Community Service Leave

4.12.1 General Information

4.12.1.1 Upon return from administrative leave, an employee is entitled to a position in the same rank, at the same seniority, and to the amount of sick leave accrued up to the commencement of the leave.

4.12.2 Procedure

4.12.2.1 Employees must schedule the time off with their supervisor.

4.12.2.2 Employees must receive approval of the community service project from the PACE Service Committee.



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4.13 Leave without Pay

4.13.1 Eligibility for Leave without Pay

4.13.1.1 Full-time salaried employees who have provided at least six consecutive months of service may be granted continuous leave of absence without pay upon approval of their written application by the appropriate administrator, Human Resources, and the President.

4.13.2 Intention to Return

4.13.2.1 Leave without pay shall not be granted unless the employee fully expects to return to active service at the expiration of the leave. For leave of nine months or longer duration, the employee is expected to notify the University of their intention to return not later than 60 days prior to the expiration of the leave.

4.13.3 Status upon Return

4.13.3.1 An employee granted a leave of absence without pay who returns to active service on or before the expiration of the leave is entitled to a position in the same classification or status, at the same seniority, and to the amount of sick and/or annual leave accrued at the commencement of the leave.

4.13.4 Categories of Leave without Pay

4.13.4.1 *Medical Leave:* For a period not to exceed 12 months for temporary illness or disability, provided that the necessity for the leave is verified by written certification from a registered medical practitioner. Illness due to pregnancy is treated as any other illness.

4.13.4.2 *Educational/Professional Leave:* For a period not to exceed 12 months to pursue a formal course of study or other professional/technical activity that will increase the value of the employee's service to the University upon return.

4.13.4.3 *Emergency Service Leave:* For a period not to exceed 12 months to perform technical or specialized service for the State of Utah or the United States government during a period of emergency.

4.13.4.4 *Special Leave without Pay:* For an approved absence from duty for which another category of leave with pay or leave without pay does not apply. Such leave is granted at the discretion of the President upon recommendation and approval of the appropriate supervisor and administrator.



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4.14 Official Records

4.14.1 All official leave records are maintained in Human Resources. Supervisors are responsible for reporting as soon as possible to Human Resources any employee absence to be recorded on individual leave records. Human Resources shall round annual, sick, and personal leave to the nearest 1/4 hour.

5.0 PROCEDURES

POLICY HISTORY		
	Temporary Emergency policy renewed.	UVU Board of Trustees
January 17, 2019	Approved for Policy Manual as a temporary emergency policy.	UVU Board of Trustees
March 6, 2003	Approved for Policy Manual.	UVU Board of Trustees



UTAH VALLEY UNIVERSITY Policies and Procedures

Executive Summary: Policy 361 Leave of Absence

Date: October 31, 2019
Sponsor: Linda Makin
Steward: Judy Martindale
Policy Process: Temporary Emergency
Policy Action: **Renewal of Temporary Emergency**

Issues/Concerns (including fiscal, legal, and compliance impact):

In January 2019, the Board of Trustees approved limited scope revisions to Policy 361 Leave of Absence to implement medical maternity leave. This policy has not undergone substantive revision since 2003; thus, the revision is taking longer than originally anticipated. The revised policy will be presented to President’s Council in December for entrance into Stage Two. To continue medical maternity leave without interruption, we request the Board of Trustees renew Policy 361 Leave of Absence (temporary emergency) at their December 5, 2019, Board meeting.

Suggested Changes: None

Requested Approval from President’s Council: Approval to enter Stage One and Stage Two of the Temporary Emergency Policy Process

Proposed Drafting Committee: Linda Makin, Judy Martindale, Sami Morgan-Start, Marilyn Meyer, Karen Clemes

Target Date for Stage 1 Draft to Enter Stage 2: [Click here to enter a date.](#)

Target Date for Board of Trustees Review: 12/5/2019

Projected Timeline: [Leave blank. To be filled in by the Policy Office.]



UTAH VALLEY UNIVERSITY
Policies and Procedures



**UVU BOARD OF TRUSTEES
Agenda Item Coversheet**

DATE:	December 5, 2019
TITLE:	Academic Programs
EXECUTIVE/RESPONSIBLE STAFF MEMBER:	Wayne Vaught, Provost and VP for Academic Affairs
SUBJECT:	Academic Programs
BACKGROUND:	<p>The Board of Trustees is being asked to approve the following academic program additions, deletions, and modifications as recommended by the Academic Affairs Committee of the Board of Trustees:</p> <ul style="list-style-type: none"> a. Addition of Graduate Certificate in Educational Leadership b. Addition of Master of Education Emphasis in Gifted and Talented c. Addition of IS Emphases <ul style="list-style-type: none"> i. Human Resource Management ii. Personal and Social Impact iii. Criminal Justice/Law Enforcement d. Deletion of Aviation Fire Officer emphasis and Certificate of Completion e. Name Change to AAS/BS in Respiratory Therapy f. Name Change to Digital Cinema BS g. Name Change to Exercise Science Minor
ALTERNATIVES:	<p>Approve as presented, “I move to approve the following academic program additions, deletions, and modifications as presented:</p> <ul style="list-style-type: none"> a. Addition of Graduate Certificate in Educational Leadership b. Addition of Master of Education Emphasis in Gifted and Talented c. Addition of IS Emphases <ul style="list-style-type: none"> i. Human Resource Management ii. Personal and Social Impact iii. Criminal Justice/Law Enforcement d. Deletion of Aviation Fire Officer emphasis and Certificate of Completion e. Name Change to AAS/BS in Respiratory Therapy f. Name Change to Digital Cinema BS

	<p>g. Name Change to Exercise Science Minor.”</p> <ul style="list-style-type: none"> • Amend and approve, “I move to approve, as amended...” • No action, “I move that we go to the next agenda item...”
FINANCIAL IMPACT:	Available upon request
EXHIBITS:	<ul style="list-style-type: none"> a. Addition of Graduate Certificate in Educational Leadership b. Addition of Master of Education Emphasis in Gifted and Talented c. Addition of IS Emphases <ul style="list-style-type: none"> i. Human Resource Management ii. Personal and Social Impact iii. Criminal Justice/Law Enforcement d. Deletion of Aviation Fire Officer emphasis and Certificate of Completion e. Name Change to AAS/BS in Respiratory Therapy f. Name Change to Digital Cinema BS g. Name Change to Exercise Science Minor

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

Institution Submitting Request: Utah Valley University
Proposed Program Title: Educational Leadership Graduate Certificate
Sponsoring School, College, or Division: School of Education
Sponsoring Academic Department(s) or Unit(s): School of Education Graduate Studies
Classification of Instructional Program Code: 13.0401
Min/Max Credit Hours Required of Full Program: 21
Proposed Beginning Term: Spring 2020
Institutional Board of Trustees' Approval Date: Pending

Program Type:

<input type="checkbox"/>	Certificate of Proficiency	<input type="checkbox"/>	Entry-level CTE CP	<input type="checkbox"/>	Mid-level CP
<input type="checkbox"/>	Certificate of Completion				
<input type="checkbox"/>	Minor				
<input checked="" type="checkbox"/>	Graduate Certificate				
<input type="checkbox"/>	K-12 Endorsement				
	New Emphasis for Regent-Approved Program Credit Hours for NEW Emphasis Only: 36 Current Major CIP: 13.301, 13.0401 Current Program Title: Master of Education Current Program BOR Approval Date:				
<input type="checkbox"/>	Out of Service Area Delivery Program				

Chief Academic Officer (or Designee) Signature:

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

Name:

Date:

Utah System of Higher Education New Academic Program Proposal

Section I: The Request

The Graduate Studies Program in the School of Education at Utah Valley University requests approval to offer the Graduate Certificate for Educational Leadership effective Spring 2020.

Section II: Program Proposal/Needs Assessment

Program Description/Rationale

The Graduate Certificate for Educational Leadership in UVU's School of Education (SOE) is designed to align with the current Ed Leadership emphasis in the M.Ed. The certificate will meet the needs of candidates who have previously completed a master's degree (M.Ed) and now wish to prepare as potential administrative and instructional school leaders for Utah's schools. Curriculum for this option will be based on the standards for administrative/supervisory endorsement from the Utah State Office of Education (USOE), and the Interstate School Leaders Licensure Consortium (ISLLC). The grad certificate program will be formatted to meet the needs of adult learners, with courses offered in the evenings and in blended and online formats, but will not require them to retake core courses previously completed. The administrative/supervisory certificate will prepare leaders for 21st century schools in the areas of curriculum, instruction, and human resource administration. Course objectives will emphasize performance of school and classroom leadership functions, functional knowledge of local, state, and national educational agencies and regulations, demonstrated competencies in administrative skills, and applied understandings of current research around effective teaching, theories of learning, and educational policy. Candidates will be required to complete supervised internship work that is required by Utah code.

The Regents have designated UVU as a teaching institution that "provides opportunity, promotes student success, and meets regional educational needs" (USHE, R312). UVU's role as a regional state university is to provide "quality academic learning opportunities for students through programs at the certificate, associate, baccalaureate, and graduate levels" (<http://www.uvu.edu/president/mission/mission.html>). The program will fill an ongoing need for educational administrators in regional public, private, and charter schools. Program courses will originate at the Orem campus in a face-to-face or hybrid format, but the program is expected to expand to UVU's Thanksgiving Point campus.

For the past two decades, the Utah Valley University School of Education has established a solid reputation for undergraduate teacher preparation with K-16 Alliance partnership districts. During this time, the School of Education has developed the vision and capacity to offer a program to also prepare effective educational leaders for UVU's service region. A UVU educational leadership program will provide a more accessible and economical option to similar programs offered locally, and it will expand UVU's influence in K-12 education as an advocate for effective professional competencies for educational leadership in the K-16 Alliance.

Both UVU and USHE will benefit by offering the proposed program. UVU will benefit from having school education leaders in the community who have been affiliated with the university. Graduates

from an Educational Leadership program will support the goals of public institutions as established by Utah Board of Education and USHE.

In determining interest in an Educational Leadership program, an online survey of current school administrators (N=52) in surrounding school districts was conducted by the UVU School of Education. It found that if a master’s level degree in educational administration had been available at the time they began their degree program, more than 2/3 of the respondents indicated that they would have seriously, or very seriously considered pursuing their degree at UVU.

Labor Market Demand

Long-term Bureau of Labor Statistics (BLS) estimates the 2014-2024 growth rate for educational administrators (CIP 13.0401) within Utah to be about as fast as average with projected increases between 12-38.5%. These occupations are projected to have a combined growth of about 190 new job openings in Utah annually. According to the BLS, the median annual wage for these occupations is estimated to be \$34,660 for preschool and childcare administrators to \$78,890-88,920 for secondary and postsecondary administrators. These wages are higher than the 2016 Utah median wage (\$35,010).

Data tables and detail for 13.0401 CIP code: Educational Leadership and Administration, General

Table 1.
Occupational Supply Demand
Unit of Analysis 1311A Education Administration

SOC Code	Occupation	Utah	Median Annual Wage	United States	
		Growth Rate 2014-24		Typical Education	Work Experience
11-9032	Education Administrators Elementary and Secondary School	About as fast as average	\$88,920	Master’s degree	5 yrs. or more
11-9039	Education Administrators, All Other	More slowly than average	\$85,230	Bachelor’s degree	<5yrs.
11-9033	Education Administrators, Postsecondary	About as fast as average	\$78,890	Master’s degree	<5yrs.
11-9031	Education Administrators, Preschool and Childcare Canter/Program	Faster than average	\$34,660	Bachelor’s degree	<5yrs.

Table 2.
Occupational Projections, Utah

SOC Code	Occupation	Employment		Change 2014-24		Average Annual Openings
		Base 2014	Proj 2024	Number	Percent	
11-9032	Education Administrators Elementary and Secondary School	1,800	2,170	370	20.3%	90
11-9039	Education Administrators, All Other	130	140	10	11.9%	
11-9033	Education Administrators, Postsecondary	1,280	1,680	400	31.8%	80
11-9031	Education Administrators, Preschool and Childcare Canter/Program	290	400	110	38.5%	20

Tables 1 and 2 (above) show the existing workforce data and labor market projection data from the Bureau of Labor Statistics (BLS) for these occupations within the state of Utah. Positions for most of these occupations are projected to grow about as fast as average between 2014-2024 with increases between 12-38.5% and about 190 new job openings in Utah annually.

Burning Glass 12-month Labor Market Demand Report. The following information contains detailed, recent labor market data specifically for Utah during the past year (from March 2017-Feb 2018) for the SOC occupations that crosswalk to the 13.0401 CIP program.

There were 1,607 job postings in Utah for these positions in the last 12 months. Note that these job postings include both new and existing job positions and the volume of job postings may exceed the BLS estimates. The following tables and figures address data highlights from the Burning Glass Market Report.¹

Of the 1,607 postings, only 654 or 41% specify educational requirements. Of these positions 225, or 34%, require a graduate/professional degree, although virtually all educational leadership positions in traditional public education institutions require a Master's degree.

¹ Data Sources

UVU IRI relies heavily on 3 online resources for labor market data and analysis:

- [Economic Development and Employer Planning System](#) which articulates higher education program data with Bureau of Labor Statistics metrics for occupations at the national, state, and regional levels. The EDEPS is a dynamic analytical tool that accesses IPEDS and BLS data to quickly analyze higher education supply and labor market demands. This tool is free and includes additional features such as market area industry trends, higher education demographics, and labor market patterns.
- [Burning Glass LaborInsight](#). This is also a web-based portal that aggregates nearly 200 million job postings collected every day from close to 40,000 websites and other online sources. Since this data is updated daily, it is more sensitive to immediate labor market trends and allows for queries of the local labor job market in real-time. This resource complements the broader longitudinal data analysis provided by EDEPS and together provide both an immediate, highly detailed current snapshot of the labor market as well as long-term trends and projections for occupational supply and demand.
- UVU Institutional Research and Information data dashboards. The [CTE enrollments dashboard](#) and the [UVU statistics dashboard](#) are dynamic Tableau Dashboards that allow users to examine UVU enrollment data by college, department and major over several years. This data provides visual enrollment trends for assessing student demand for programs and majors by degree level over time.

The frequencies of these positions by Metropolitan Statistical Area (MSAs) show the greatest number of positions in Salt Lake and Utah counties.

Labor Insight

Burning Glass data indicates 1,607 job postings for education administrators in Utah during the past 12 months, much larger than the BLS estimate. The mean salary for the Burning Glass data (N=361) is \$36k, which is much lower than the BLS estimated median occupation wage.

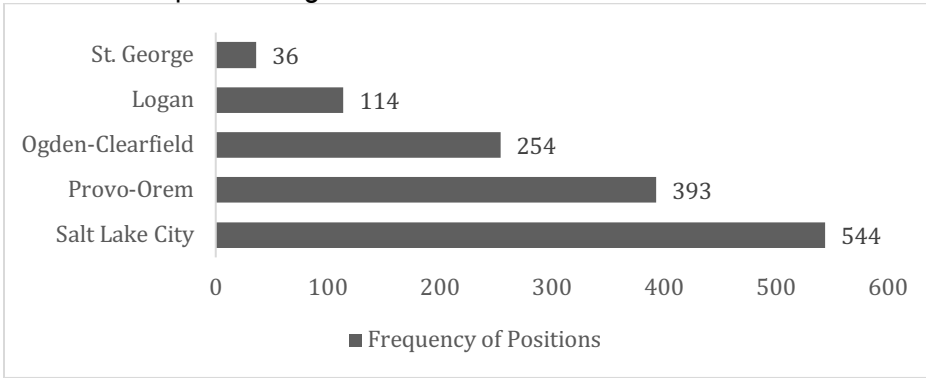


Figure 1. Frequencies of positions for the last 12 months for Utah Education Administrators, All

Figure 2 represents the top employers for all the positions for Education Administration categories listed above.

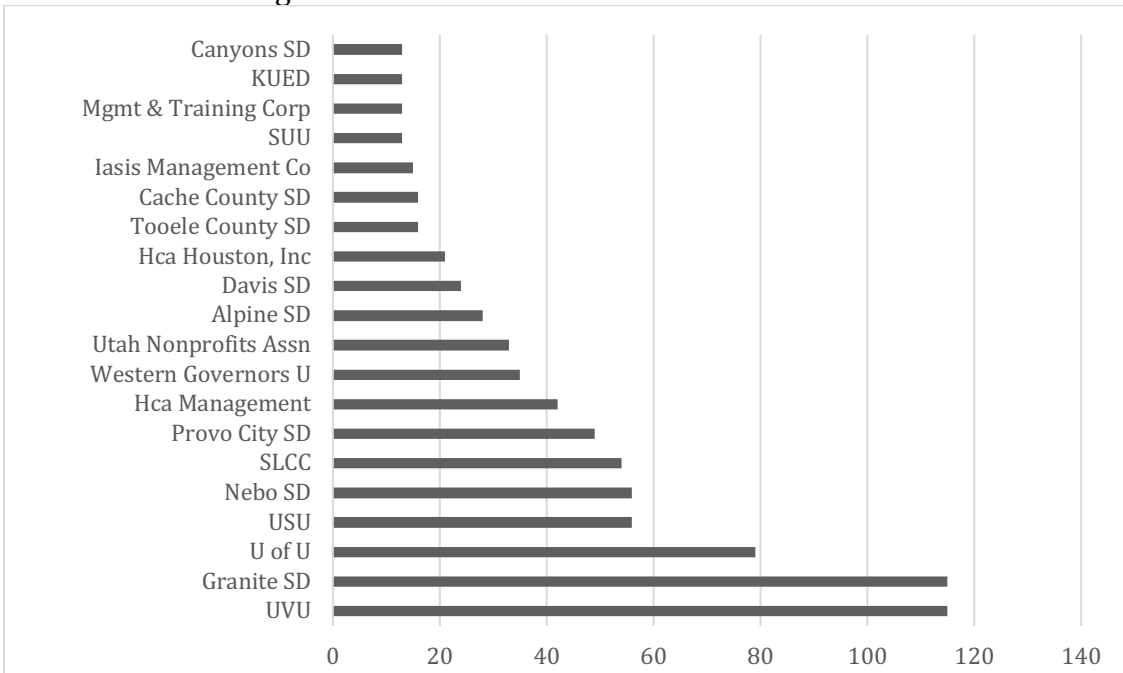


Figure 2 Top Utah Employers for all Education Administrator categories

Only 22% of the job postings included salary ranges. Of the data available, the mean salary for these positions is \$36k, lower than the BLS reported median occupation wage data for these occupations.

Education administration occupations have had big year-over-year increases in openings over the past five years. This field has experienced over 82% increase in growth since 2014.

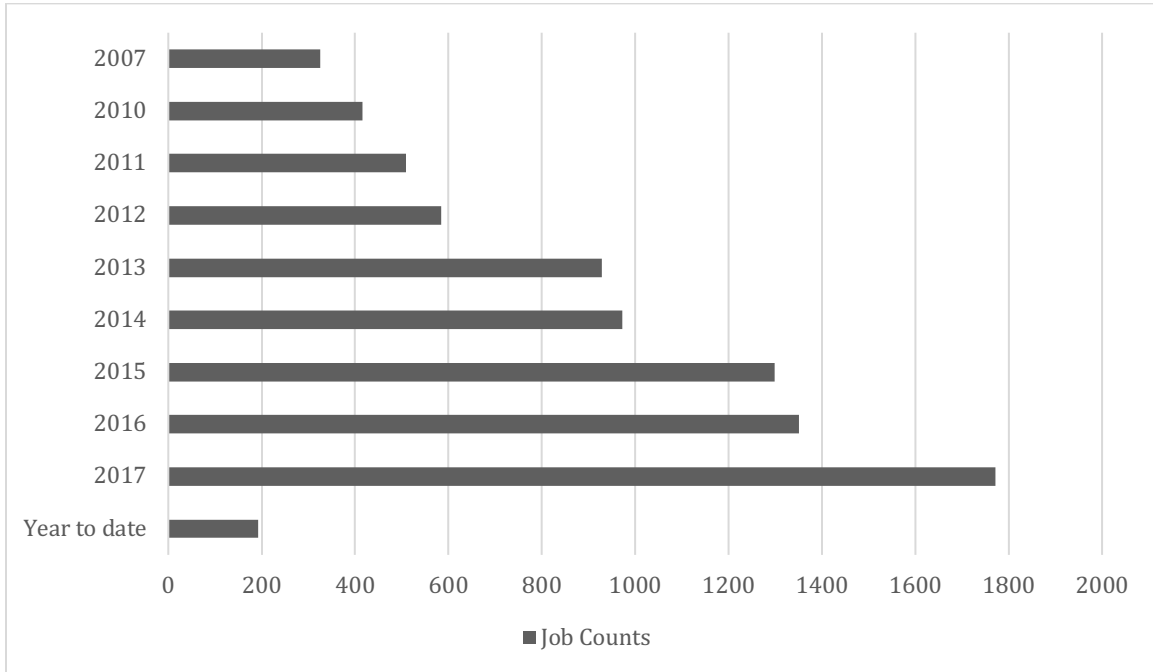


Figure 3 Utah Job count data from 2007-2018

Student Demand

This proposed graduate program falls within UVU's School of Education. An assessment of student demand is best drawn from enrollments from the existing departmental master's program. Enrolled Fall headcount has been stable: 45 in 2012; 36 in 2013; 43 in 2014; 43 in 2015; and 44 in 2016.

As stated previously, an online survey of current school administrators in surrounding school districts conducted by the UVU School of Education found that if a master's level degree in educational administration had been available at the time they began their degree program, more than 2/3 of the respondents indicated that they would have seriously, or very seriously considered pursuing their degree at UVU. Additionally, a number of recent UVU M.Ed. graduates have indicated an interest in returning to UVU to complete the Educational Leadership Graduate Certificate.

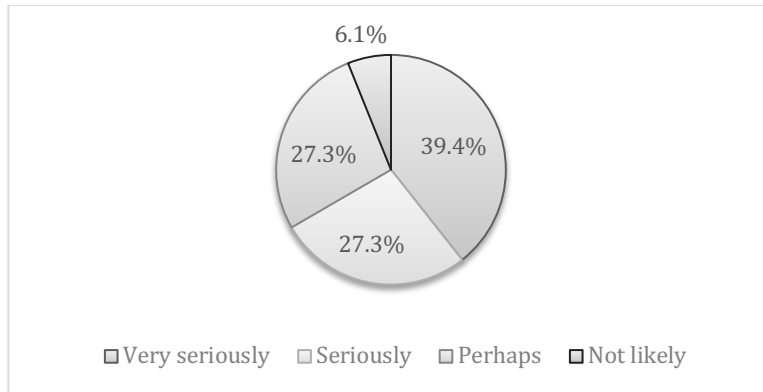


Figure 4 Results from SOE student survey

UVU Enrollment data. This proposed graduate certificate falls within UVU’s School of Education. An assessment of student demand is best drawn from enrollments for other existing departmental programs. Below is a summary graphic of students majoring in the Master of Education program during Fall term over the past five years. Overall, the program has experienced stable headcount, suggesting a strong demand by students for an additional area of specialty in this department.

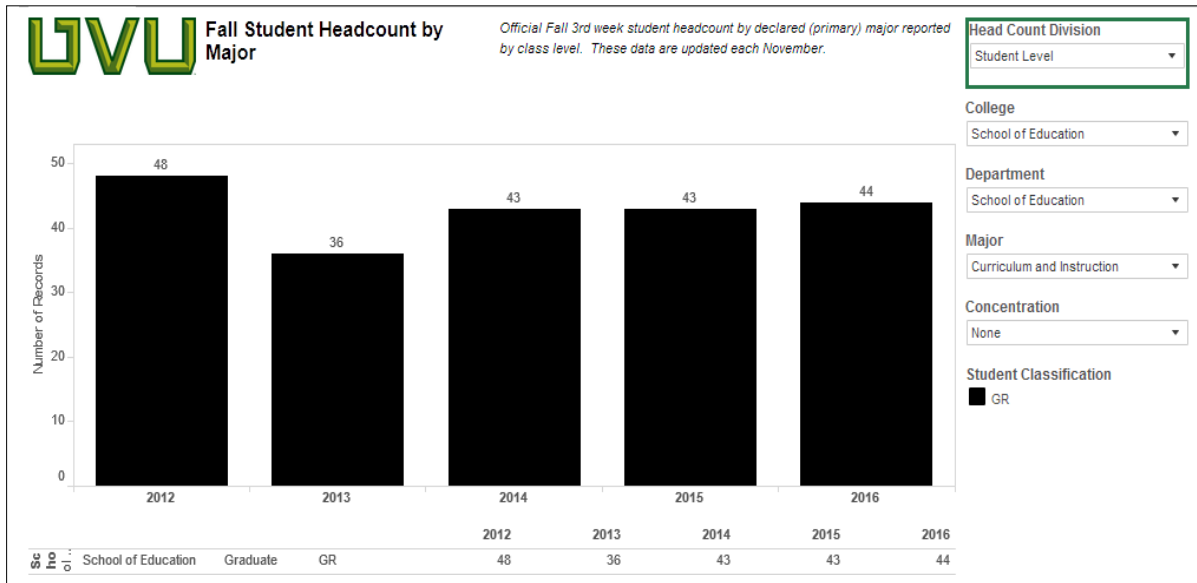


Figure 5. UVU Fall student headcount by major

Labor Market Supply.

Currently there are five programs in UVU's service area offering a master's program in educational leadership and administration or higher – BYU, Argosy University, University of Phoenix-Utah, University of Utah, and Western Governor's University. Of these, only University of Utah is within the USHE system. Combined, 264 students graduated with a master's in the area during 2015-16 which is an undersupply for demand as indicated by the BLS and Burning Glass data.

13.0401 Educational Leadership and Administration, General (Utah)																
Market Share		Program Completers														
		2011-12			2012-13			2013-14			2014-15			2015-16		
Institution		M	W	Total	M	W	Total	M	W	Total	M	W	Total	M	W	Total
Post-baccalaureate certificate																
1	Western Governors University	12	20	32	15	26	41	23	54	77	17	61	78	35	88	123
Master's degree																
1	Argosy University-Salt Lake City	1	0	1	0	0	0	0	0	0	0	0	0	2	1	3
2	Brigham Young University-Provo	15	23	38	12	14	26	9	11	20	10	11	21	12	15	27
3	University of Phoenix-Utah	4	2	6	4	12	16	4	7	11	0	3	3	5	6	11
4	University of Utah	10	31	41	9	24	33	13	17	30	9	23	32	20	22	42
5	Western Governors University	37	68	105	36	50	86	48	73	121	60	84	144	79	102	181
	Subtotal	67	124	191	61	100	161	74	108	182	79	121	200	118	146	264
Post-masters certificate																
1	University of Phoenix-Utah	4	7	11	17	9	26	7	8	15	6	4	10	2	1	3
Doctor's degree - research/scholarship																
1	Argosy University-Salt Lake City	0	0	0	0	1	1	0	0	0	0	1	1	3	3	6
2	Brigham Young University-Provo	3	2	5	4	2	6	2	0	2	5	2	7	4	4	8
3	University of Utah	4	6	10	3	2	5	6	2	8	1	2	3	2	6	8
	Subtotal	7	8	15	7	5	12	8	2	10	6	5	11	9	13	22

Figure 5 EDEPS IPEDS Graduation Data

Similar Programs

The programs in Utah offering a master's program in educational leadership and administration or higher – BYU, Argosy University, University of Phoenix-Utah, University of Utah, Southern Utah University, Utah State University, and Western Governor's University, do have similar programs. Utah Valley University is in a position to develop a strong, innovative approach to new State Board Rules, which will serve to set this program apart from the others.

Consistency with Institutional Mission/Impact on Other USHE Institutions

The proposed program is consistent with the mission of UVU and other USHE institutions. The leadership program will permit individuals with workplace experience to meet admission requirements to pursue coursework and practicum experiences required to apply for a USBE

Educational Leadership License Area of Concentration. This proposal also directly reflects UVU's role as a regional state university, as it will provide "quality academic learning opportunities for students through programs at the certificate, associate, baccalaureate, and graduate levels" (UVU Mission, <http://www.uvu.edu/president/mission/mission.html>).

Finances

This graduate certificate will not incur any additional costs as it will run in tandem with the existing Educational Leadership emphasis in the M.Ed. Students will join existing cohorts for summer, fall, spring, semesters to complete the certificate.

Section III: Curriculum

Program Curriculum:

New Emphasis to an existing Regent approved program			
Required Emphasis Courses	New Courses	Course Title	Credit Hours
EDUC 6200		Masters Project	3
EDUC 6120		Personal Leadership and Organizational Design	3
EDUC 6130		School Operations and Management - Finance/Law/Safety	3
EDUC 6140		Instructional Leadership and Data-based Decision Making	3
EDUC 6150		School Operations and Management - Communication/Planning/HR/Evaluation	3
EDUC 6160		Leading Professional Learning Communities	3
EDUC 6170		Leading Change/Innovation/Educational Entrepreneurship	3
Emphasis Core Credit Hour Subtotal:			21

Program Curriculum Narrative

Upon successful completion of this program, students should have mastered the following competencies that are aligned with the [USBE Educational Leadership Standards](#).

- 1) Visionary Leadership: Students should be able to implement policies and practices consistent in a shared vision among faculty, staff, and community stakeholders that promotes each learner’s academic success and well-being.
- 2) Teaching and Learning: Students should be able to establish collaborative and coherent systems of curriculum, instruction, and assessment designed to promote each learner’s academic success and well-being.
- 3) Management for Learning: Students should be able to manage school operations and resources to promote the success and well-being of faculty, staff, and learners.
- 4) Community Engagement: Students should be able to create an inclusive, caring, safe, and supportive school environment to promote each learner’s academic success and well-being.
- 5) Ethical Leadership: Students should be able to promote ethical and professional behavior among faculty, staff, and students to promote each learner’s success and well-being.
- 6) School Improvement: Students should be able to act as agents of continuous improvement and foster a professional community of teacher and staff to promote each

learner's academic success and well-being.

- 7) Equity and Cultural Responsiveness: Students should be able to use culturally responsive practices that promote cultural competency and equity of education opportunity in order to promote each learner's academic success and well-being.

Degree Map:

Spring Semester (Course Prefix and Number)	Course Title	Credit Hours
EDUC 6150	Organization Operations and Management - Communication/Planning/HR/Evaluation	3
EDUC 6160	Leading Professional Learning Communities	3
Summer Semester (Course Prefix and Number)	Course Title	Credit Hours
EDUC 6120	Personal Leadership and Organizational Design	3
EDUC 6170	Leading Change/Innovation/Educational Entrepreneurship	3
Fall Semester (Course Prefix and Number)	Course Title	Credit Hours
EDUC 6130	School Operations and Management - Finance/Law/Safety	3
EDUC 6140	Instructional Leadership and Data-based Decision Making	3
EDUC 6200	Masters Project	3

Utah Valley University
Abbreviated Program Development Document
(Emphasis, Minor, Certificate level)

Proposed Program Title: Gifted and Talented Emphasis

Program Type: Master Of Education Emphasis

Sponsoring School, College, or Division: School of Education

Sponsoring Academic Department(s) or Unit(s): School of Education Graduate Studies

Classification of Instructional Program Code: 13.0607

Credit Hours Required to Earn Degree: 36

Proposed Beginning Term: Summer 2020

University Curriculum Committee Approval Date:

Academic Affairs Council Approval Date:

Institutional Board of Trustees' Approval Date:

Section I: The Request

Graduate Studies in the School of Education requests permission to add a Gifted and Talented emphasis to the Master of Education. The SOE program currently has a Gifted and Talented endorsement. This addition will allow students with this endorsement to continue toward a master of education degree.

Section II: Program Proposal

Program Description

This emphasis allows students with a Gifted and Talented endorsement from the USBE to continue toward their master of education. The change is necessary for the students completing this option to receive a notation on their diploma indicating that they completed their degree in a specialized area.

Consistency with Institutional Mission

Utah Valley University's mission to educate every student for success in work and life through excellence in engaged teaching, services, and scholarship will be furthered through this emphasis. This mission is certainly addressed by the current proposal for a program designed to meet regional needs for teachers in Gifted and Talented programs in public, private, and charter schools. It will encourage practicing K-12 teachers to improve their teaching and scholarship through completion of the M.Ed. in Curriculum and Instruction with an emphasis in Gifted and Talented education. UVU needs to provide this service to teachers who have invested in the GT endorsement and wish to complete the master's work that will move them forward in their career.

This proposal also directly reflects UVU's role as a regional state university, as it will provide "quality academic learning opportunities for students through programs at the certificate, associate, baccalaureate, and graduate levels"

Section III: Needs Assessment

Program Rationale

The School of Education (SOE) currently offers a series of 5000-level classes for practicing K-12 teachers designed to meet USBE requirements for adding an endorsement in Gifted and Talented Education to an existing teaching certificate. In order to allow the partial transfer of credits from this program into the existing MEd program, an additional emphasis in Gifted and Talented Education must be added. In addition to offering a pathway to a graduate degree for these students, this emphasis will increase enrollments in core and elective classes in the MEd program.

Labor Market Demand

This section includes local, state, and national data; job placement information; and the types of jobs graduates have obtained from similar programs. It also discusses the future impact on the program should market demand change. This information was generated in part from reports using the following program codes.

- Classification of Instructional Programs (CIP) Code for Proposed Program: 13.1206, 13.1204
- Standard Occupational Classification (SOC) Code(s) for Proposed Program: 25-2000 (25-2020 Elementary and Middle School Teachers; 25-2030 Secondary School Teachers)

In many ways, the labor market demand for this particular program is difficult to define and assess. Data specifically targeting labor market demand specifically for teachers in the kinds of gifted or accelerated programs identified above are

not available. The NCES CIP (academic program code) to SOC (occupational code) crosswalk for 13.1004 gifted and talented education has no matches (see below). Because there are no SOC codes, there are no federal labor market data. The fields are blank. In addition, nothing turns up in Burning Glass by industry or keyword. According to Shannen Robson, Senior Research Analyst for UVU's Institutional Research/Information, the IRI staff could find no labor market data for gifted and talented education.

National Center for Education Statistics					
Classification of Instructional Programs (CIP) - 2010					
Mapped to Standard Occupational Classification (SOC) - 2010					
CIP2010 Code	CIP2010 Title	SOC2010 Code	SOC2010 Title		
13.1004	Education/Teaching of the Gifted and Talented.	NO MATCH	NO MATCH		

Figure 1. Screen shot of search results for labor market demand

The analyses below reflect general demand for K-12 teachers.

Utah Valley University Economic Overview & Program Gap Analysis. This report (see Appendix A) examines employment and demographics in the UVU Service Region, and indicates that the three largest industry sectors in Utah, Summit, and Wasatch counties are government, retail trade, and educational services. “Together these sectors made up 95,088 jobs or approximately 36% of total regional employment in 2014. All three industry sectors added new jobs between 2009 and 2014 and are projected to continue to grow through 2024” (p.5).

Table 1.
Current And Projected Jobs And Job Change For Educational Services Sector, 2014 To 2024

	2014 Jobs	2024 Jobs	Change	% Change
Educational Services	26,934	33,281	6,347	24%

Data in this report are used to assess national competitiveness by comparing location quotients (LQ), the concentration of employment in a given industry against the concentration of employment for that same industry across the nation. (An LQ greater than 1 means that the industry comprises a greater proportion of total employment in the region than it does in the nation.) “The following three industry sectors have the highest location quotients in the UVU Service Region: Educational Services (4.07), Information (2.22), and Construction (1.51) (p. 6).

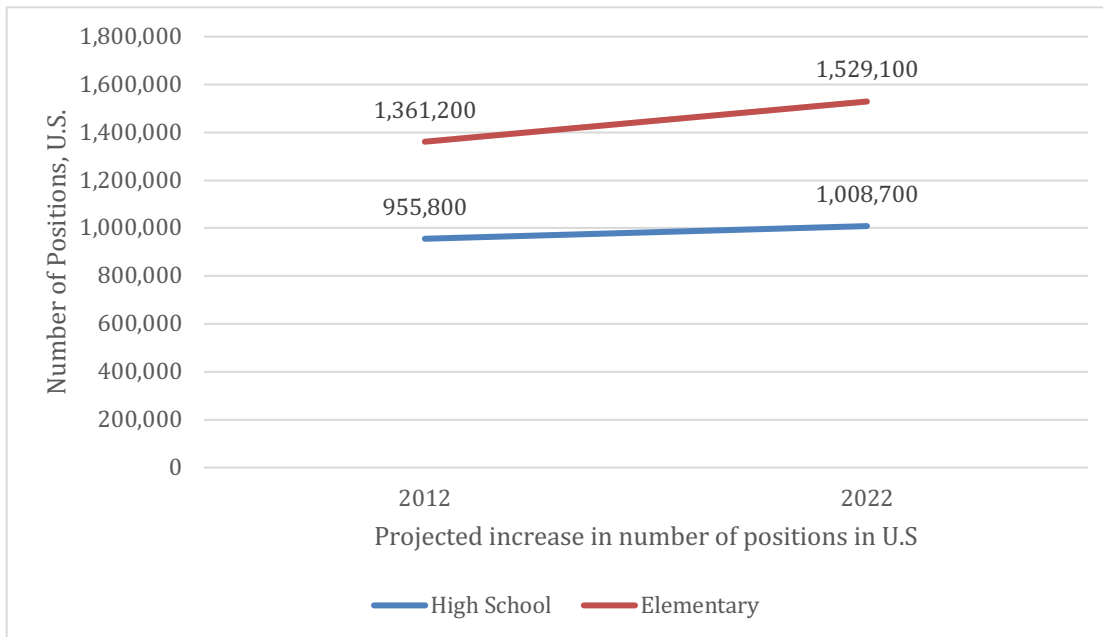
The analysis in this report does not look specifically at the kind of program proposed. The gap analysis for the current Master of Education program is unclear in how it is determining the average annual openings for graduates, since the figures included are far different from the actual openings for teaching positions in the service region, and indicate no openings for teachers in rural areas (see Table 2). Furthermore, the data contained in the EMSI report appears to contradict findings for current and projected jobs and job change for educational services sector (See Table 1, above) and data for state and national projections for the demand for teachers (see Figures 1 and 2, below).

Table 2.
Supply and Demand For UVU Master’s Level Programs

CIP Code	CIP Title	Avg Annual Openings	Rural Openings	Avg Annual completers	Avg Annual UVU	Total Gap or Surplus	Median Hourly Wage
----------	-----------	---------------------	----------------	-----------------------	----------------	----------------------	--------------------

					Completers		
13.0301	Curriculum and Instruction	5	0	19	19	(14)	\$20.79

Labor market demand data (state, national trends). Data drawn from projections made by the U.S. Bureau of Labor Statistics (BLS) and the National Center for Education Statistics (NCES) demonstrate a mild upward trend in the demand for teachers in the nation and in the state (Figures 1 and 2).



Projections from the Utah Occupational Projections 2010-2020 study (<https://jobs.utah.gov/wi/pubs/outlooks/state/statepublish.pdf>) indicate that the need for teachers will increase at a rate of 2.7% annually until 2020, and data from NCES indicate a continuing upward trend for teacher demand in Utah to the year 2020.

Burning Glass Labor/Insight. This report (see Appendix B) presented data for elementary, middle, and high school positions in Utah. The data for top industry sectors showed that educational services was the industry sector with by far the most openings (80% of the total). Over half of these openings in Utah are for school districts in Salt Lake or Utah County school districts. The job counts by year for this category show the percentages of the total number of postings for Utah, ranging from a low of 24% in 2010 to a high of 72% in 2015.

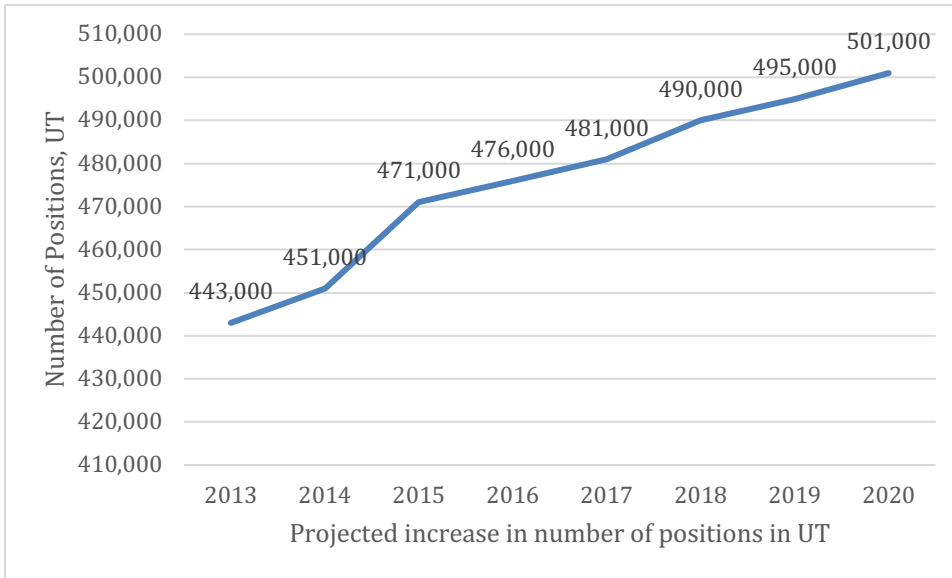


Figure 3. Projections for teaching jobs in Utah to 2020. National Center of Educational Statistics (2014).

Student Demand

Demand for this addition to the current emphases in the MEd program at UVU comes from school district teachers enrolled in the SOE's Gifted and Talented endorsement program. Because students from other endorsement areas (ESL, Elementary Mathematics, Elementary STEM, Educational Technology, Reading I) are able to transfer 12 of the 16 credits they earn in these programs toward a master's degree at UVU, students completing the Gifted and Talented endorsement classes would like to receive the same benefit. Over the past two years, over 250 students have been enrolled in UVU's GT endorsement classes at school district sites since the GT endorsement was approved (Table 3), and approximately 20 of these students will soon complete the entire two-year program. If the proposed MEd emphasis is approved, these students would then be able to use 12 of the 5000-level credits earned in their endorsement program toward completion of their master's degree.

Table 3.
GT Endorsement Program Enrollments 2014-2017

Year	YR/Term	Course	Title	Enrolled
2014	Summer	EDUC 5640 415	Content Area Curr Improvement	6
	Fall	EDUC 5610 415	Soc Emotional Need of Gifted	17
2015	Spring	EDUC 5600 415	Ed of the Gifted and Talented	15
		EDUC 5650 415	Leadershp Gifted Talented Ed	16
	Fall	EDUC 5600 415	Ed of the GT	11
2016	Spring	EDUC 5630 415	Curr & Materials in GT	14
		EDUC 5620 415	Id & Eval in Gifted	8
		EDUC 5620 416	Id & Eval in Gifted	20
	Summer	EDUC 5630 415	Curriculum & Materials in Gifted Ed.	9
	Fall	EDUC 5600 415	Education of the Gifted and Talented	10
		EDUC 5600 416	Education of the Gifted and Talented	19
2017	Spring	EDUC 5610 415	Social and Emotional Needs of the Gifted	29
		EDUC 5600 415	Education of the Gifted and Talented	25
		EDUC 5610 415	Social & Emotional Needs of the Gifted	20
		EDUC 5610 416	Social & Emotional Needs of the Gifted	8
	Summer	EDUC 5640 415	Improvement of Curriculum Instruction in the Content Areas	20
		EDUC 5620 415	Identification/Evaluation in Gifted Education	6
		Fall	EDUC 5635 415	Methods & Materials
EDUC 5640 415	Improvement of Curriculum Instruction in the Content Areas		TBD	
Total				253

Endorsement program completers who are admitted to the MEd program would still be required to complete 24 credits within the program – 12 core program credits and 12 other UVU credits added to the 12 endorsement credits these students bring from the USBE approved endorsement for a total of 36 credits. Enrollment figures for these courses are included in Table 4 (below) for the previous five years.

Table 4.
MEd Core Course Enrollments 2012-2017; Existing Courses

	2012- 2013	2013- 2014	2014- 2015	2015- 2016	2016- 2017	Total
MEd Core Courses (12 Credits)						
EDUC 6100 Research Methods	20	23	22	26	27	118
EDUC 6110 Applied Statistics	21	22	22	22	20	107
EDUC 6200 Master's Project	18	20	23	21	24	106
EDUC 6910 Project I	19	18	18	21	23	99
EDUC 6920 Project II	15	18	23	21	19	96
EDUC 693R Project III	29	17	24	32	17	119
GT Emphasis Additional Coursework (12 Credits)						
EDUC 6300 Curriculum Design	7	21	8	16	27	79
EDUC 6310 Assessing Educational Practices	16	7	14	7	7	51
EDUC 6320 21 st Century Teaching	14	6	6	22	16	64
EDUC 6330 Diversity and Differentiation	7	13	5	6	17	48

There are no data in the Economic Development and Employer Planning System (EDEPS) specific to this teaching area. Total Master of Education degrees awarded in Utah 2014-2015, according to this site, was 222 – although no master's graduates from UVU were included under the closest available CIP Code, 13.0101 (Tables 5 and 6).

Table 5.
EDEPS Data for General Education, Master's Completion

CIP Code	Program Title	Cert1	Cert2	Assc	Assc+	Bach	CertB	Mast	CertM	Doct	Total
13.0101	Education, General	0	0	11	0	625	0	222	0	0	858

Table 6.
EDEPS Data for General Education, 5 Year Master's Completion

13.0101 Education, General (Utah)																	
Market Share			Program Completers														
			2010-11			2011-12			2012-13			2013-14			2014-15		
Institution	M	W	Total	M	W	Total	M	W	Total	M	W	Total	M	W	Total		
Southern Utah University	55	201	256	50	122	172	33	153	186	30	80	110	33	114	147		
Western Governors University	3	11	14	2	9	11	0	7	7	2	8	10	2	6	8		
Westminster College	16	53	69	18	51	69	18	62	80	18	68	86	12	55	67		

[USHE's Data Book](#) (2017, IPEDS) shows the following data for the number of Master of Education degrees for 2014-2016 from UVU and USHE institutions.

Table 7.
USHE Utah MEd Completers, 2014-2016

Master of Education	UVU		USHE Total	
	2014-2015	2015-2016	2014-2015	2015-2016
	17	23	485	378

Similar Programs

UVU is uniquely situated to serve the professional development needs of several surrounding school districts. Increasing options for teacher preparation in the School of Education will allow UVU to affect the learning of a great number of Utah's teachers and their students. Because program requirements for licensure endorsements are established by USBE, the proposed program will be very similar to programs at the institutions listed in Table 8. UVU is working with school districts in the service region to provide the coursework necessary to prepare teachers in Gifted and Talented Education.

Table 8
Similar Programs in USHE

School	Program Offered	Degree Type	Enrollment	Graduation/ Placement Rates
Southern Utah University	Gifted and Talented Endorsement/Emphasis	M.Ed.		<i>At this point enrollment figures and graduation/placement rates for programs at other institutions are unavailable. Institutions do not report data on minors or emphases to IPEDS there are no data apart from specific degree programs.</i>
Utah State University	Gifted and Talented Endorsement/Emphasis	M.Ed.		
Weber State	Gifted and Talented Endorsement/Emphasis	M.Ed.		

There are no data from Utah institutions on enrollments or completion rates for master's programs with this emphasis. Within the US there were only 429 students that received an award in this program area during 2014-15 at any degree level. All were advanced awards, either post-baccalaureate certificates, master's degrees or master's certificates (Figure 4, below).

OCCUPATIONAL SUPPLY DEMAND

Unit of Analysis: 1319C Education

United States ▼

Program Completers by Degree Level (2014 - 2015) United States											
CIP Code	Program Title	Cert1	Cert2	Assc	Assc+	Bach	CertB	Mast	CertM	Doct	Total
13.0201	Bilingual and Multilingual Education	6	0	3	0	197	322	475	56	5	1,064
13.0101	Education, General	134	16	1,980	0	4,020	788	19,850	630	2,118	29,536
13.9999	Education, Other	713	2	98	17	1,530	202	2,822	135	412	5,931
13.1004	Education/Teaching of the Gifted and Talented	0	0	0	0	0	109	265	55	0	429
13.0699	Educational Assessment, Evaluation, and Research, Other	0	3	0	0	14	23	120	2	31	193
13.0604	Educational Assessment, Testing, and Measurement	0	0	0	0	0	8	55	5	13	81
13.0601	Educational Evaluation and Research	0	0	0	0	0	36	55	5	82	178
13.0603	Educational Statistics and Research Methods	0	0	0	0	0	13	61	5	33	112
13.0701	International and Comparative Education	0	0	0	0	39	71	332	4	10	456
13.0607	Learning Sciences	0	0	0	0	43	5	44	0	6	98
13.0901	Social and Philosophical Foundations of Education	1	0	0	0	26	1	521	9	141	699
13.1299	Teacher Education and Professional Development, Specific Levels and Methods, Other	56	134	143	0	121	998	3,356	190	81	5,079
13.1206	Teacher Education, Multiple Levels	6	38	1,118	96	1,543	666	3,983	23	15	7,488
13.1401	Teaching English as a Second or Foreign Language/ESL Language Instructor	299	111	12	0	378	1,081	3,509	95	35	5,520
13.1499	Teaching English or French as a Second or Foreign Language, Other	20	2	0	0	31	2	5	0	0	60
13.1402	Teaching French as a Second or Foreign Language	0	0	0	0	0	0	0	0	0	0
	Total	1,235	306	3,354	113	7,942	4,325	35,453	1,214	2,982	56,924

Figure 4. Program completers for United States for Education/Teaching of the Gifted and Talented

Collaboration with and Impact on Other USHE Institutions

The proposed MEd emphasis will be offered only in UVU's designated service area. The addition of this emphasis may affect enrollments in SUU's and USU's Master of Education programs, as these institutions continue to operate their graduate programs within UVU's service area. Both institutions allow up to 12 credits earned in any UVU 5000-level GT endorsement courses toward their completion of their master degree programs. UVU allows the same benefit to students with endorsement credits in other areas from these institutions.

External Review and Accreditation

SOE's undergraduate teacher preparation programs are accredited by the Council for the Accreditation of Education Preparation (CAEP) for a period of seven years, from Spring 2013 to Spring 2020. While it is unclear at this point how CAEP intends to review advanced programs, it is anticipated that the proposed MEd emphasis will be added to the accreditation process in the SOE. There will not be a separate accreditation fee for the new emphasis. Additional efforts may be needed to include accreditation for the proposed emphasis, but any additional costs will be minimal and absorbed by the current accreditation budget. The SOE maintains an ongoing committee that oversees the accreditation process - designing and revising measurement tools, collecting data, and writing reports.

Table 9.
SOE Accreditation Committee Members 2019

Faculty Member	Position
Vessela Ilieva	Dean
Stan Harward	Associate Dean
Elaine Tuft	Elementary Education, Dept. Chair
Bryan Waite	Secondary Education, Dept. Chair
Debora Escalante	Director of Graduate Programs, SOE
MiOk Kang	Associate Professor, Secondary Education (currently on sabbatical)
Sandy Jay	Assistant Professor, Elementary Education
Shaunna Requilman	Manager of Academic Advising and Student Success
Kaitlyn Brouwer	Administrative Asst. UVU/MTECH K-16 Alliance

Section IV: Program Details Graduation

Standards and Number of Credits

Students must successfully complete the 24 required UVU graduate courses with a B- or higher. They will have come into the program with 12 endorsement credits for a total of 36 credits.

Admission Requirements

Admission to the M.Ed. Endorsement Emphasis requires a bachelor degree, a 3.0 GPA, completion of the UVU admission application, and proof of the earned USBE Gifted and Talented endorsement.

Curriculum and Degree Map

Program Curriculum:

Course Prefix and Number	Title	Credit Hours
Required Master's Core		12
EDUC 6100	Research Methods (3)	
EDUC 6110	Statistics (3)	
EDUC 6200	Master's Project (3)	
EDUC 6910	Project I (1)	
EDUC 6920	Project II (1)	
EDUC 693r	Project III (1)	
Required Emphasis Core		12
EDUC 6300	Curriculum Design (3)	
EDUC 6310	Assessing Educational Practices (3)	
EDUC 6320	21 st Century Teaching & Learning (3)	
EDUC 6330	Diversity & Differentiation (3)	

Course Prefix and Number	Title	Credit Hours
Gifted and Talented Endorsement Core	Students will bring 12 credits (four courses) from 5000 level courses taken in the Gifted and Talented Endorsement from approved district programs. These will be used to replace 12 credits from among the listed 6000 level courses	12
EDUC 6600	Education of the Gifted and Talented (3)	
EDUC 6610	Social and Emotional Needs of the Gifted (3)	
EDUC 6620	Identification, Evaluation in Gifted Education (3)	
EDUC 6630	Theory into Practice in Gifted and Talented Education (3)	
EDUC 6635	Methods and Materials in Gifted Education (3)	
EDUC 6640	Improvement of Curriculum Instruction in the Content Areas (3)	
Total Number of Credits		36

Program Curriculum Narrative

Students in this emphasis bring 12 credits from their USBE approved Gifted and Talented USBE approved endorsement. In addition to these, they complete

Degree Map:

Summer, Year One	Course Title	Credit Hours
EDUC 6100	Research Methods	3
EDUC 6320	21 st Century Teaching & Learning	3
	Semester total:	6
Fall, Year One	Course Title	Credit Hours
EDUC 6200	Master's Project	3
EDUC 6910	Project I	1
	Semester total:	4
Spring, Year One	Course Title	Credit Hours
EDUC 6330	Diversity and Differentiation	3
EDUC 6920	Project II	1
	Semester total:	4
Summer, Year Two	Course Title	Credit Hours
EDUC 6110	Statistics	3
EDUC 6300	Curriculum Design	3
	Semester total:	6
Fall, Year Two	Course Title	Credit Hours
EDUC 6320	Assessing Educational Practices	3
	Semester total:	3
Spring, Year Two	Course Title	Credit Hours
EDUC 693R	Project III (Optional to take during Fall, Year Two)	1

	Semester total:	1
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Section V: Institution, Faculty, and Staff Support

Institutional Readiness

Because the core courses are already operating within the M.Ed. program, and the endorsement allows students to bring in twelve credits in Gifted and Talented courses, this proposed administrative change should not affect enrollments or existing administrative structures in the School of Education.

New Faculty/Area of Expertise	Cost of Faculty Line Including Benefits	Year Needed
N/A		
Additional Software	Cost of Software	Year Needed
N/A		
Additional Equipment	Cost of Additional Equipment	Year Needed
N/A		
Additional Facilities	Cost of Additional Facilities	Year Needed
N/A		
Any Other Costs Needed	(Include items such as accreditation, travel, library, etc.)	Year Needed
N/A		
Total Estimated Costs:		0

Projected Enrollment and Finance

Expense Narrative

There will be no additional expenses with the addition of this emphasis to the M.Ed.

Enrollment Numbers

Estimated Number of Students Enrolled in Program Per Year: 5

Estimated Number of Graduates from Program Per Year: 5

Estimated Number of Jobs in available in Service Region: These students are already employed as educators in the Service Region, but teachers with the M.Ed. and GT Endorsement are highly valued.

Section VI: Program Evaluation

Program Assessment

The students in this emphasis will join the students from the other C&I emphases and their work will be assessed as per the established M.Ed. Teacher Leader and Endorsement emphases.

Student Standards of Performance

Students will enter the program with evidence of successful completion of the State Approved Gifted and Talented Endorsement. Upon acceptance to the graduate program, they must complete all required coursework with a B- or higher and must maintain a 3.0 GPA throughout the program. Again – this is in alignment with the other previously approved emphases in the M.Ed.

Utah Valley University
Abbreviated Program Development Document
(Emphasis, Minor, Certificate level)

Proposed Program Title: Human Resources Emphasis for Integrated Studies BA/BS Degree

Program Type: Emphases (core degree is Integrated Studies)

Sponsoring School, College, or Division: Woodbury School of Business & CHSS

Sponsoring Academic Department(s) or Unit(s): 1) Human Resources 2) Integrated Studies

Classification of Instructional Program Code: 52.1001

Credit Hours Required to Earn Degree: 18 Credit emphasis (120 credit BA/BS)

Proposed Beginning Term: FALL 2020

Lead Faculty Member Responsible: 1) John Westover, Faculty in Human Resources 2) Wayne Hanewicz, Chair Integrated Studies

University Curriculum Committee Approval Date: TBD

Academic Affairs Council Approval Date: TBD

Institutional Board of Trustees' Approval Date: TBD

Section I: The Request

The Human Resources Department in the Woodbury Business College, in partnership with the Integrated Studies Program in the College of Humanities and Social Sciences, at Utah Valley University requests approval to offer a Human Resources emphasis in Integrated Studies.

Section II: Program Proposal

Program Description

The Emphasis in Human Resource Management for Integrated Studies will help provide students with the skills and abilities to:

- Understand and champion the role of HRM in strategy formulation, development, implementation, and evaluation.
- Understand the major legal theories, policies, laws, and programs most applicable to effective HRM.
- Understand and be able to implement important policies, strategies, and methods of effective job design, recruitment, selection, retention, training and development, performance management, compensation and benefits, HRIS, and people analytics.
- Understand the important factors in the management of HRM strategically and internationally.
- Analyze and respond to issues, problems, and the opportunities faced in organizations through practicing the following skills: analytical thinking, problem solving, ethical awareness and decision-making, oral and written communication, enhancing abilities to integrate theory and practice, and teamwork skills.

This emphasis proposal will provide UVU students with the opportunity to pair their Human Resources Management study with study of a second Integrated Studies emphasis (40+ options are available) and integrate the two disciplines by completing a rigorous senior thesis or project.

Consistency with Institutional Mission

“Utah Valley University is an integrated university and community college that educates every student for success in work and life through excellence in engaged teaching, services, and scholarship.”

The program in integrated studies serves students with interests and capabilities in more than one scholarly discipline. The degree trades disciplinary depth for breadth and for cross-disciplinary research and writing that culminate in a senior thesis. The program encourages and supports interdisciplinary study across campus.

Special program characteristics:

- Students engage in interdisciplinary work that culminates in a senior thesis.
- Students receive one-on-one feedback from multiple faculty mentors throughout their senior thesis process.
- Students completing the BA/BS in Integrated Studies have developed skills in thinking, problem solving, collaborative work, gathering and analyzing data, writing, and speaking, and have done so on the foundation of solid (but not exhaustive) disciplinary emphases.
- Faculty do campus-wide interdisciplinary work that includes team teaching across disciplines and collaborative projects.

Section III: Needs Assessment

Program Rationale

Integrated Studies emphases build upon already existing curriculum on campus to provide students with a wider range of options for interdisciplinary education. At virtually no additional cost to the university, an emphasis in Human Resource Management could help students to explore unique and non-traditional educational pathways.

Labor Market Demand

Long-term Bureau of Labor Statistics (BLS) estimates the 2016-2026 growth rates for the seven SOC codes that best associate with Human Resource Management (CIP 52.1001) within Utah are as fast as average, with estimated increases between 25-37% and combined growth of about 1,820 new job openings in Utah annually. According to the BLS, the median annual wages for these occupations are estimated to be ~ \$43,800-95,140, which is higher than the 2018 Utah median annual wage (\$36,790). LaborInsight BurningGlass data indicates even greater demand than the longer-term BLS projections with 4,066 job postings for these occupations in Utah during the past 12 months – 2,365 in the SLC MSA, 364 in Ogden-Clearfield, 664 in Provo-Orem, 96 in Logan, 48 in St George, and 529 in unspecified locations.

Student Demand

Assessment of student demand is best drawn from enrollments in the UVU Organizational Leadership Department. UVU Fall enrollments for this department over the past five years: 2014- 165; 2015- 185; 2016- 248; 2017- 327; 2018- 336. This department has experienced an increase in students over the past several years, especially with the introduction of the Human Resource Management program in 2016, suggesting support for an additional emphasis in this area.

Similar Programs

Currently there are five institutions of higher education within Utah offering awards for this CIP – University of Phoenix, USU, UVU, WSU, and WGU. Combined, only 371 degrees were conferred in 2016-17 indicating an undersupply for the BLS and BurningGlass demand within Utah.

Collaboration with and Impact on Other USHE Institutions

This program will not be offered outside of UVU traditional service area. Because emphases in the Integrated Studies program usually serve a small number of students, the impact that this new program will have on other programs and schools will be extremely small—probably negligible.

External Review and Accreditation

NA

Section IV: Program Details Graduation

Standards and Number of Credits

18 credits for the emphasis; 120 credits for the overall BA/BS degree in Integrated Studies.

Admission Requirements

Student must be majoring in BA/ BS Integrated Studies degree.

Curriculum and Degree Map

Program Curriculum:

List relevant current courses for this degree with enrollment numbers for each semester over the last two years. Please do not include GE classes.

Course Number	New Course	Course Title	Credit Hours
Required Courses			18
HR 3430	No	Introduction to Human Resources Management	3
HR 3530	No	Employment and Labor Law	3
Required Course Credit Hour Sub Total:			6
Elective Courses		(Complete 12 credits from the following)	
HR 3550	No	Organizational Development (3)	
HR 3570	No	Training and Development (3)	
HR 4000	No	Total Comp 1—Pay and Incentives (3)	
HR 4010	No	Total Comp II—Benefits (3)	
HR 4050	No	Human Resource Information Systems (3)	
HR 4060	No	HR Analytics (3)	
HR 4610	No	Strategic Staffing and Performance Evaluation (3)	
HR 4800	No	Strategic HRM Capstone (strongly recommended) (3)	
HR 495R	No	Advanced Topics in Human Resources Management (3)	
Elective Credit Hour Subtotal:			12

Program Curriculum Narrative

The above 18 credit emphasis is to be combined with a second Integrated Studies emphasis, general education courses, elective courses and the integrated studies core courses (which included a two-semester senior thesis with defense).

Degree Map:

NA – Integrated studies degree maps vary from student to student. Every integrated studies student is to meet with advisors from their two emphasis areas and the Integrated Studies Program to formulate an individualized graduation plan and to discuss the transition from their BA/BS study to careers or graduate/professional programs. Advising in integrated studies is founded upon the individual end-goal of each student in the program, whether that be career or graduate/professional school readiness or other.

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

New Faculty/Area of Expertise	Cost of Faculty Line Including Benefits	Year Needed
None	NA	NA

Additional Software	Cost of Software	Year Needed
None	NA	NA
Additional Equipment	Cost of Additional Equipment	Year Needed
None	NA	NA
Additional Facilities	Cost of Additional Facilities	Year Needed
None	NA	NA
Any Other Costs Needed	(Include items such as accreditation, travel, library, etc.)	Year Needed
None	NA	NA
Total Estimated Costs:	Zero	NA

Projected Enrollment and Finance

Expense Narrative

All of the required courses exist currently; thus, no new courses or sections will be required to support the Human Resources Management Emphasis. Funding to support the existing courses is already in place; no new funds are required.

Enrollment Numbers

Estimated Number of Students Enrolled in Program Per Year:

Integrated studies has a program cap of 120 students. There are 40+ emphases that students can choose from. The total number of students in any given emphasis will vary from semester to semester but will typically not exceed 20 students per emphasis.

Estimated Number of Graduates from Program Per Year:

About 40 students graduate from integrated studies per year. The number of graduates from any specific emphasis will be less, since there are 40+ emphases to choose from. Typically, the graduation figure for any given emphasis will not exceed 5-10 students per year.

Estimated Number of Jobs in available in Service Region:

Integrated studies students go on to find employment in a variety of positions. Please refer to integrated studies assessment document: https://www.uvu.edu/is/docs/assessment_docs/linkedin_report_baseline.pdf.

Section VI: Program Evaluation

Program Assessment

Competencies and marketable skills vary based on each student's chosen areas of emphasis. Each program on campus that has an emphasis completes an assessment of course and program learning outcomes that should cover the subset of courses which each emphasis consists of. The combination of any two emphases and the interdisciplinary skills associated

with researching, proposing, and completing a thesis or capstone project are assessed by the methods outlined in the previous section.

Student Standards of Performance

The Program Learning Outcomes for the Integrated Studies Program are as follows:

1. Graduates will be able to gather and analyze information to develop a capstone thesis which incorporates knowledge from their two (or three) emphasis areas, upper division theory courses, and integrated studies topics courses.
2. Graduates will be able to discuss and defend their capstone thesis/project with particular attention to how concepts from their emphases are incorporated through work on a problem that requires interdisciplinary tools.
3. Graduates will be able to apply research and writing skills to demonstrate informational and technical literacy.

Assessment of student learning has three parts in the Integrated Studies Program. Every year, one faculty member is tasked with evaluating the final papers or projects of IS 300R and IS 350R courses and provides a report which is published to the [assessment website](#). In addition, a third-party evaluator is tasked with reviewing a random sample of senior thesis/capstone work once every three years. The results and recommendations of the evaluation are also available on the assessment website. Finally, integrated studies faculty assess each student's learning at the thesis defense and provide a write-up upon thesis defense completion.

Utah Valley University
Abbreviated Program Development Document
(Emphasis, Minor, Certificate level)

Proposed Program Title: Personal and Social Impact Emphasis (for BA/BS Integrated Studies)

Program Type:

Sponsoring School, College, or Division: University College

Sponsoring Academic Department(s) or Unit(s): Student Leadership and Success Studies

Classification of Instructional Program Code: 52.0213

Credit Hours Required to Earn Degree: 18

Proposed Beginning Term: Fall 2020

Lead Faculty Member Responsible: Dr. Darin R. Eckton

University Curriculum Committee Approval Date: TBA

Academic Affairs Council Approval Date: TBA

Institutional Board of Trustees' Approval Date: TBA

Section I: The Request

The Student Leadership and Success Studies Department in University College, in partnership with the Integrated Studies Program in the College of Humanities and Social Sciences, at Utah Valley University requests approval to offer an emphasis in Personal and Social Impact Integrated Studies.

Section II: Program Proposal

Program Description

The Personal and Social Impact Emphasis within the BA and BS in Integrated Studies provides an academic setting where students gain theoretical and practical knowledge and skills with principles of self-awareness and improvement that can immediately transform personal success and performance. As students learn and apply these principles and skills they will also be provided with and create their own engaging experiences to become more active contributors and stewards across a wide range of professional, volunteer, public, and private settings in their current and future local, regional, national, and international communities. Students who successfully complete the requirements for the Leadership for Personal and Social Impact Certificate of Proficiency only take one additional two-credit upper division leadership internship to complete this emphasis as part of the requirements for the BA or BS in Integrated Studies.

Consistency with Institutional Mission

“Utah Valley University is an integrated university and community college that educates every student for success in work and life through excellence in engaged teaching, services, and scholarship.”

The program in integrated studies serves students with interests and capabilities in more than one scholarly discipline. The degree trades disciplinary depth for breadth and for cross-disciplinary research and writing that culminate in a senior thesis. The program encourages and supports interdisciplinary study across campus.

Special program characteristics:

- Students engage in interdisciplinary work that culminates in a senior thesis.
- Students receive one-on-one feedback from multiple faculty mentors throughout their senior thesis process.
- Students completing the integrated studies degree have developed skills in thinking, problem solving, collaborative work, gathering and analyzing data, writing, and speaking, and have done so on the foundation of solid (but not exhaustive) disciplinary emphases.
- Faculty do campus-wide interdisciplinary work that includes team teaching across disciplines and collaborative projects.

This emphasis proposal will provide UVU students with the opportunity to pair their personal and social impact area of study with study of a second integrated studies emphasis (40+ options are available) and integrate the two disciplines by completing, and defending, a rigorous, faculty-mentored, senior thesis or project. Those students may then go on to do unique research or professional work that combines personal and social impact with other research/career fields.

Section III: Needs Assessment

Program Rationale

Integrated studies emphases build upon already existing curriculum on campus to provide students with a wider range of options for interdisciplinary education. At virtually no additional cost to the university, the Personal and Social Impact Emphasis could help students to explore unique and non-traditional educational pathways while adding an additional certificate of proficiency to be awarded even prior to graduating with the degree.

Labor Market Demand

Long-term Bureau of Labor Statistics (BLS) estimates the 2016-2026 growth rates for the ten SOC codes that best associate with Organizational Leadership (CIP 52.0213) within Utah range from as fast as, to faster than average, with estimated increases between 12-57% and combined growth of about 8,140 new job openings in Utah annually. According to the BLS, the median annual wages for these occupations are estimated to be ~ \$66,670-151,750, which is much higher than the 2018 Utah median annual wage (\$36,790). LaborInsight BurningGlass data indicates less demand than the longer-term BLS projections with 7,775 job postings for these occupations in Utah during the past 12 months—4,697 in the SLC MSA, 767 in Ogden-Clearfield, 1,010 in Provo-Orem, 127 in Logan, 118 in St George, and 1,056 in unspecified locations.

Student Demand

Assessment of student demand is best drawn from enrollments in the Student Leadership and Success Studies program in the University College. After only two semesters (2018-2019), 111 students asked to be enrolled in the Leadership Certificate for Personal and Social Impact. The demand continues to grow as students become aware of and interested in the ability to complete a certificate of proficiency that stacks nicely and conveniently with many academic programs.

Similar Programs

Currently there is only one institution of higher education within Utah offering awards for this CIP – Western Governor's University. They conferred 450 awards in 2016-17 suggesting an undersupply for the BLS and BurningGlass demand within Utah.

Collaboration with and Impact on Other USHE Institutions

This program will not be offered outside of UVU traditional service area. Because emphases in the Integrated Studies Program usually serve a small number of students, the impact that this new program will have on other programs and schools will be extremely small—probably negligible.

External Review and Accreditation

NA

Section IV: Program Details Graduation

Standards and Number of Credits

18 credits for the emphasis; 120 credits for the overall BA/BS in Integrated Studies.

Admission Requirements

Student must be majoring in BA/ BS in Integrated Studies.

Curriculum and Degree Map

Program Curriculum:

List relevant current courses for this degree with enrollment numbers for each semester over the last two years. Please do not include GE classes.

Course Number	New Course	Course Title	Credit Hours
Required Courses			
SLSS 1200	No	<i>The 7 Habits of Highly Effective People</i>	3
SLSS 2500	No	<i>Leader: Strengths-based Inner Coach</i>	3
SLSS 3200	No	<i>Leader: Teacher and Mentor</i>	3
SLSS 405G	No	<i>Leader: Global Contributor</i>	3
SLSS 481R	No	<i>Advanced Internship</i>	2
SLSS 4800	No	<i>Leader Capstone: Lifelong Change Agent</i>	4
Required Course Credit Hour Sub Total:			18

Program Curriculum Narrative

The above 18 credit emphasis is to be combined with a second integrated studies emphasis, General Education courses, elective courses and the integrated studies core courses (which included a two semester senior thesis with defense).

Degree Map:

NA – Integrated studies degree maps vary from student to student. Every integrated studies student is to meet with advisors from their two emphasis areas and integrated studies to formulate an individualized graduation plan and to discuss the transition from their BA/BS study to careers or graduate/professional programs. Advising in integrated studies is founded upon the individual end-goal of each student in the program, whether that be career or graduate/professional school readiness or other.

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

No new expenses associated with this program. Utilizes existing faculty/staff resources.

New Faculty/Area of Expertise	Cost of Faculty Line Including Benefits	Year Needed
None	NA	NA
Additional Software	Cost of Software	Year Needed
None	NA	NA
Additional Equipment	Cost of Additional Equipment	Year Needed
None	NA	NA
Additional Facilities	Cost of Additional Facilities	Year Needed
None	NA	NA

Any Other Costs Needed	(Include items such as accreditation, travel, library, etc.)	Year Needed
None	NA	NA
Total Estimated Costs:	Zero	NA

Projected Enrollment and Finance

Expense Narrative

All of the required courses exist currently. No new courses or sections will be required to support the Personal and Social Impact Emphasis. Funding to support the existing courses is already in place; no new funds are required.

Enrollment Numbers

Estimated Number of Students Enrolled in Program Per Year:

Integrated studies has a program cap of 120 students. There are 40+ emphases that students can choose from. The total number of students in any given emphasis will vary from semester to semester but will typically not exceed 20 students per emphasis.

Estimated Number of Graduates from Program Per Year:

About 40 students graduate from integrated studies per year. The number of graduates from any specific emphasis will be less, since there are 40+ emphases to choose from. Typically, the graduation figure for any given emphasis will not exceed 5-10 students per year.

Estimated Number of Jobs in available in Service Region:

Integrated studies students go on to find employment in a variety of positions. Please refer to integrated studies assessment document: https://www.uvu.edu/is/docs/assessment_docs/linkedin_report_baseline.pdf.

Section VI: Program Evaluation

Program Assessment

Competencies and marketable skills vary based on each student's chosen areas of emphasis. Each program on campus that has an emphasis completes an assessment of course and program learning outcomes that should cover the subset of courses which each emphasis consists of. The combination of any two emphases and the interdisciplinary skills associated with researching, proposing, and completing a thesis or capstone project are assessed by the methods outlined in the previous section.

Student Standards of Performance

The program learning outcomes for the Integrated Studies Program are as follows:

1. Graduates will be able to gather and analyze information to develop a capstone thesis which incorporates knowledge from their two (or three) emphasis areas, upper division theory courses, and integrated studies topics courses.
2. Graduates will be able to discuss and defend their capstone thesis/project with particular attention to how concepts from their emphases are incorporated through work on a problem that requires interdisciplinary tools.

3. Graduates will be able to apply research and writing skills to demonstrate informational and technical literacy.

Assessment of student learning has three parts in the Integrated Studies Program. Every year, one faculty member is tasked with evaluating the final papers or projects of IS 300R and IS 350R courses and provides a report which is published to the assessment website. In addition, a third-party evaluator is tasked with reviewing a random sample of senior thesis/capstone work once every three years. The results and recommendations of the evaluation are also available on the assessment website. Finally, integrated studies faculty assess each student's learning at the thesis defense, and provide a write-up upon thesis defense completion.

Utah Valley University
Abbreviated Program Development Document
(Emphasis, Minor, Certificate level)

Proposed Program Title: Criminal Justice Emphasis for Integrated Studies BA/BS Degree

Program Type: Emphasis (core degree is Integrated Studies)

Sponsoring School, College, or Division: CHPS & CHSS

Sponsoring Academic Department(s) or Unit(s): 1) Criminal Justice 2) Integrated Studies

Classification of Instructional Program Code: 43.0103

Credit Hours Required to Earn Degree: : 18 credit emphasis (120 credit BA/BS)

Proposed Beginning Term: FALL 2020

Lead Faculty Member Responsible: 1) Matthew Duffin, Chair, Criminal Justice 2) Wayne Hanewicz, Chair Integrated Studies

University Curriculum Committee Approval Date: TBD

Academic Affairs Council Approval Date: TBD

Institutional Board of Trustees' Approval Date: TBD

Section I: The Request

The Criminal Justice Department in the College of Health and Public Services, in partnership with the Integrated Studies Program in the College of Humanities and Social Sciences, at Utah Valley University requests approval to offer a Criminal Justice emphasis in Integrated Studies.

Section II: Program Proposal

Program Description

The Criminal Justice program is committed to fostering a challenging and intellectually stimulating environment that provides a broad range of interactive academic and field experiences. An understanding and appreciation of the theory, research, policy and practice of criminal justice, as a unique discipline, will be advanced. The department will promote the development of future professionals who are capable of assuming responsibility for the research, continuing scholarship and administration of the criminal justice system.

Consistency with Institutional Mission

“Utah Valley University is an integrated university and community college that educates every student for success in work and life through excellence in engaged teaching, services, and scholarship.”

The Program in Integrated Studies serves students with interests and capabilities in more than one scholarly discipline. The degree trades disciplinary depth for breadth and for cross-disciplinary research and writing that culminate in a senior thesis. The Program encourages and supports interdisciplinary study across campus.

Special program characteristics:

- Students engage in Interdisciplinary work that culminates in a senior thesis.
- Students receive one-on-one feedback from multiple faculty mentors throughout their senior thesis process.
- Students completing the Integrated Studies degree have developed skills in thinking, problem solving, collaborative work, gathering and analyzing data, writing, and speaking, and have done so on the foundation of solid (but not exhaustive) disciplinary emphases.
- Faculty do campus-wide interdisciplinary work that includes team teaching across disciplines and collaborative projects.

This emphasis proposal will provide UVU students with the opportunity to pair their Criminal Justice study with study of a second Integrated Studies emphasis (40+ options are available) and integrate the two disciplines by completing, and defending, a rigorous, faculty-mentored, senior thesis or project. Those students may then go on to do unique research or professional work that combines Criminal Justice with other research/career fields.

Section III: Needs Assessment

Program Rationale

Integrated Studies emphases build upon already existing curriculum on campus to provide students with a wider range

of options for interdisciplinary education. At virtually no additional cost to the university, an emphasis in Criminal Justice could help students to explore unique and non-traditional educational pathways.

Labor Market Demand

Long-term Bureau of Labor Statistics (BLS) estimates the 2016-2026 growth rates for the 10 SOC codes that best associate with Criminal Justice/Law Enforcement Administration (CIP 43.0103) within Utah range from no change to faster than average, with estimated increases between 1.4-64.2% and combined growth of about 960 new job openings in Utah annually. According to the BLS, the median annual wages for these occupations are estimated to be ~ \$33,800-75,800, which meets or exceeds the 2018 Utah median annual wage (\$36,790). LaborInsight BurningGlass data indicates even greater demand than the longer-term BLS projections with 920 job postings for these occupations in Utah during the past 12 months –503 in the SLC MSA, 100 in Ogden-Clearfield, 110 in Provo-Orem, 17 in Logan, 34 in St George, and 156 in unspecified locations.

Student Demand

Assessment of student demand is best drawn from enrollments in the UVU Criminal Justice/Law Enforcement Department. UVU Fall enrollments of these majors over the past 5 years: 2014- 617; 2015- 607; 2016- 650; 2017- 656; 2018- 726. This department has a large and slightly growing student base suggesting sufficient demand to support an additional emphasis in this area.

Similar Programs

Currently there are nine institutions of higher education within Utah offering awards for this CIP and combined, 205 degrees were conferred in 2016-17. An additional 471 awards were conferred in related CIP areas and together, 676 awards is an undersupply for the BLS and BurningGlass demand within Utah.

Collaboration with and Impact on Other USHE Institutions

This program will not be offered outside of UVU traditional service area. Because emphases in the Integrated Studies program usually serve a small number of students, the impact that this new program will have on other programs and schools will be extremely small—probably negligible.

External Review and Accreditation

NA

Section IV: Program Details Graduation Standards

and Number of Credits

18 credits for the emphasis; 120 credits for the overall BA/BS degree in Integrated Studies.

Admission Requirements

Student must be majoring in BA/ BS Integrated Studies degree.

Curriculum and Degree Map

Curriculum

List relevant current courses for this degree with enrollment numbers for each semester over the last two years. Please do not include GE classes.

Course Number	New Course	Course Title	Credit Hours
Required Courses			18
CJ 1010	No	Introduction to Criminal Justice	3
CJ 1300	No	Corrections Process	3
Required Course Credit Hour Sub Total:			6
Elective Courses			
CJ 3270	No	Criminology	3
CJ 3300	No	Victimology	3
CJ 3400	No	Drugs and Crime	3
CJ 4060	No	Special Problems in CJ	3
CJ 4160	No	Constitutional Criminal Rights	3
CJ 4200	No	Ethical Issues in CJ	3
CJ 470G	No	Comparative Criminal Justice Systems	3
CJ 4880	No	Qualitative Research methods in CJ	3
Elective Credit Hour Subtotal:			12

Program Curriculum Narrative

The above 18 credit emphasis is to be combined with a second Integrated Studies emphasis, General Education courses, Elective courses and the Integrated Studies CORE courses (which included a 2 semester senior thesis with defense).

Degree Map:

NA – Integrated Studies degree maps vary from student to student. Every Integrated Studies student is to meet with advisors from their two emphasis areas and the Integrated Studies department to formulate an individualized graduation plan and to discuss the transition from their BA/BS study to careers or graduate/professional programs. Advising in Integrated Studies is founded upon the individual end-goal of each student in the program, whether that be career or graduate/professional school readiness or other.

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

New Faculty/Area of Expertise	Cost of Faculty Line Including Benefits	Year Needed
None	NA	NA
Additional Software	Cost of Software	Year Needed
None	NA	NA

Additional Equipment	Cost of Additional Equipment	Year Needed
None	NA	NA
Additional Facilities	Cost of Additional Facilities	Year Needed
None	NA	NA
Any Other Costs Needed	(Include items such as accreditation, travel, library, etc.)	Year Needed
None	NA	NA
Total Estimated Costs:	Zero	NA

Projected Enrollment and Finance
Expense Narrative

All of the required courses exist currently; thus, no new courses or sections will be required to support the Criminal Justice Emphasis. Funding to support the existing courses is already in place; no new funds are required.

Enrollment Numbers

Estimated Number of Students Enrolled in Program Per Year:

Integrated Studies has a program cap of 120 students. There are 40+ emphases that students can choose from. The total number of students in any given emphasis will vary from semester to semester but will typically not exceed 20 students per emphasis.

Estimated Number of Graduates from Program Per Year:

About 40 students graduate from Integrated Studies per year. The number of graduates from any specific emphasis will be less, since there are 40+ emphases to choose from. Typically, the graduation figure for any given emphasis will not exceed 5-10 students per year.

Estimated Number of Jobs in available in Service Region:

Integrated Studies students go on to find employment in a variety of positions. Please refer to Integrated Studies assessment document: https://www.uvu.edu/is/docs/assessment_docs/linkedin_report_baseline.pdf. In addition, Burning Glass estimates that between March 1, 2018 and Feb 28, 2019 there were 809 job postings for people in the field of Criminal Justice.

Section VI: Program Evaluation

Program Assessment

Competencies and marketable skills vary based on each student's chosen areas of emphasis. Each program on campus that has an emphasis completes an assessment of course and program learning outcomes that should cover the subset of courses which each emphasis consists of. The combination of any two emphases and the interdisciplinary skills associated with researching, proposing, and completing a thesis or capstone project are assessed by the methods outlined in the previous section.

Student Standards of Performance

The Program Learning Outcomes for the Integrated Studies Program are as follows:

1. Graduates will be able to gather and analyze information to develop a Capstone Thesis which incorporates knowledge from their two (or three) emphasis areas, upper division theory courses, and Integrated Studies topics courses.
2. Graduates will be able to discuss and defend their Capstone Thesis/Project with particular attention to how concepts from their emphases are incorporated through work on a problem that requires interdisciplinary tools.
3. Graduates will be able to apply research and writing skills to demonstrate informational and technical literacy.

Assessment of student learning has three parts in the Integrated Studies Program. Every year, one faculty member is tasked with evaluating the final papers or projects of IS 300R and IS 350R courses and provides a report which is published to the [assessment website](#). In addition, a third-party evaluator is tasked with reviewing a random sample of senior thesis/capstone work once every three years. The results and recommendations of the evaluation are also available on the assessment website. Finally, Integrated Studies Faculty assess each student's learning at the thesis defense, and provide a write-up upon thesis defense completion.

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

Institution Submitting Request: Utah Valley University

Current Program Title: AAS in Emergency Services: Emphasis in Aviation Fire Officer and Certificate of Proficiency in Aviation Fire Officer

Proposed Program Title (if applicable): N/A

Sponsoring School, College, or Division: College of Health and Public Service

Sponsoring Academic Department(s) or Unit(s): Emergency Services

Classification of Instructional Program Code (new and old if different): 43.0203

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

Proposed Beginning Term: Fall 2020

Institutional Board of Trustees' Approval Date:

Program Type (check all that apply):

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

Chief Academic Officer (or Designee) Signature:

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

Name:

Date:

Program Change Description—Abbreviated Template

Section I: The Request

The Emergency Services Department in the College of Health and Public Service at Utah Valley University requests approval to delete the Aviation Fire Office emphasis within the AAS in Emergency Services and the Certification of Proficiency in Aviation Fire Officer effective Fall 2020.

Section II: Program Proposal

Program Change Description/Rationale

This request is to delete both the Aviation Fire Officer emphasis within the Emergency Services AAS and the Certificate of Proficiency in Aviation Fire Officer because expected enrolments in these programs did not materialize.

After extensive marketing within the aviation firefighting and rescue (ARF) community, virtually no enrollments occurred in aviation fire officer courses over several semesters. Emergency Services has suspended marketing efforts for this program and will focus efforts on programs with potential growth and expansion.

Consistency with Institutional Mission/Institutional Impact

Finances

Funding received to date for these programs was used to market and develop the program/courses. Funding for these programs will be reallocated internally to further support and strengthen existing programs.

Impact to Students

Deleting these programs will not impact students as there are no students currently enrolled in either program. The only semester AFO courses were offered was Fall of 2015 and only three students enrolled. Because of the low interest, no AFO courses have been offered since Fall of 2015.

Utah Valley University
Modified Program Development
Document

(Modifications of 50% or more)

Current Program Title: BS in Respiratory Therapy and AAS in Pre-Professional Respiratory Therapy

Proposed Program Title (if changing): AAS Respiratory Therapy (BS Program name will not change)

Program Type:

Date of Original Program Board of Trustee Approval: 2/23/17

Sponsoring School, College, or Division: College of Health and Public Service

Sponsoring Academic Department(s) or Unit(s): Allied Health

Classification of Instructional Program Code: 51.0908

Credit Hours Required to Earn Degree: 72/124

Proposed Beginning Term: Fall 2020 (Spring 2021)

University Curriculum Committee Approval Date: 10/3/19

Academic Affairs Council Approval Date: Pending

Institutional Board of Trustees' Approval Date: Pending

Section I: The Request

The Allied Health Department in the College of Health and Public Service at Utah Valley University requests approval to modify the AAS and BS in Respiratory Therapy effective Fall 2020.

Section II: Program Proposal

Program Description

A Bachelor of Science in Respiratory Therapy consists of comprehensive classroom and clinical curricula that prepare students for the credentialing exam offered by the National Board of Respiratory Care (NBRC). The NBRC is the credentialing arm of the American Association of Respiratory Care. Successful completion of the curriculum and the credentialing exam certifies students as a Registered Respiratory Therapist (RRT) and enables them to apply for licensure in their state of residence. Employment opportunities with health care providers range from home health and hospice to neonatal, pediatric, and adult intensive care units in UVU's service area and across the country.

Acceptance into the AAS program will be a competitive application process. Twenty-nine credit hours of prerequisite courses must be completed before applying to the program. When the successful applicants complete 38 credit hours of the AAS program, they will be eligible to graduate with an AAS and will seamlessly transition to the Bachelor of Science in Respiratory Therapy. The proposed BS contains an additional 52 required course credits.

Section III: Needs Assessment

Program Rationale

Over the course of the first year the UVU RT Program faculty identified numerous issues/shortcomings with the current curriculum, including improper sequencing of courses, redundant courses, inappropriate credit hours, and need for additional critical thinking courses and clinical experiences. Additionally, PAC members strongly recommended and approved the proposed changes to the curriculum. These changes will improve critical thinking skills and clinical experiences.

Collaboration with and Impact on Other USHE Institutions

There is no anticipation of negative impacts on any of the USHE institutions that are offering AAS or BS degrees in respiratory therapy.

External Review and Accreditation

An advisory committee has been organized in accordance with the guidelines CoARC. Individuals comprising this committee consist of two physicians, clinical managers of respiratory care departments from local hospitals, an associate dean from UVU's College of Science and Health, and one layperson from the community. Each is listed below.

Stephen Minton M.D.	Neonatologist, Medical Director Neonatal Intensive Care, Utah Valley Hospital
Bill Alward, M.D.	Pulmonologist, Pulmonary Critical Care, Utah Valley Hospital
Kevin Wilkinson MS, RRT	Manager, Department of Cardiopulmonary, Timpanogos Regional Hospital
Kim Bennion, MShS, RRT	Administrative Director, Respiratory Care Services, Intermountain Healthcare

Barbara Burr	Assistant Dean, College of Health and Public Services, Utah Valley University
Kirk Topham MS, RRT	Manager, Department of Respiratory Care, Mountain View Hospital
Adria Burns	Community member, layperson
Nathan Patching MS, RRT	Manager, Respiratory Therapy Department, Utah Valley Hospital
Michaele Cluff MSRT, RRT	Manager, Cardiopulmonary Department, American Fork Hospital
Shawna Murray MEd, RRT	System Learning Business Partner, Intermountain Healthcare
Mike Cannell RRT	Manager, Cardiopulmonary Department, Central Valley Medical Center

Section IV: Program Details

Graduation Standards and Number of Credits

Graduation requirements meet all the general education requirements of the university and the national accreditation standards of CoARC.

The Graduation Standards are as follows:

1. Completion of a minimum of 125 semester credits, including at least 40 hours of upper-division credits.

a. GE requirements of UVU	=	39 credits
b. Prerequisite courses for admission to the program	=	12 credits
c. Required lower division credits for Respiratory Therapy	=	34 credits
d. Required upper division credits for Respiratory Therapy	=	<u>40 credits</u>
e. Total Credits	=	125 credits
2. Overall grade point average of 2.0 (C) or above. (Departments may require a higher GPA.)
3. Completion of GE and specified departmental requirements.
4. Residency hours--minimum of 30 credit hours through course attendance at UVU.
5. Successful completion of at least one Global/Intercultural course. (University Standard)

Admission Requirements

Admission requirements for the UVU Respiratory Therapy Program are as follows:

1. Complete the following coursework:
 - College English (6 credits)
 - Quantitative Reasoning (3 credits)
 - Health and Wellness
 - Microbiology with lab (4 credits)
 - College Biology with lab (5 credits)
 - Chemistry (4 credits)
 - Human Anatomy with lab (4 credits)
 - Human Physiology with lab (4 credits)
 - Physics
 - Survey of Respiratory Therapy

Note: Must pass all general education and pre-requisite courses with a minimum of a "C" grade or higher

2. Complete the Test of Academic Skills (TEAS)
3. Submission of application and application fee by due date

Selection for admission will be through a competitive application/interview process. Additional consideration will be given to applicants for the following accomplishments or situations.

1. Completion of an AS/AA or BS/BA.
2. A previously qualified applicant who was unsuccessful in a previous application cycle.
3. Prior healthcare experience.
4. Drug screen results.

Curriculum and Degree Map

Program Curriculum for AAS Degree

Course Number	New Course	Course Title	Credit Hours
General Education Courses			
ENGL 1010 or		Intro to Writing	3
ENGL 101H or		Intro to Writing	
ENGL 1005		Lit and Composition Across Contexts	
ENGL 2010		Intermediate Writing	3
MAT 1030/35 or		Quantitative Reasoning	3
STAT 1040/45 or		Introduction to Statistics	
MAT 1050 /55 or higher		College Algebra	
HLTH 1100 or		Personal Health and Wellness (2.0) (Highly recommended)	2
PES 1097 or		Fitness for Life (2.0)	
PSY 1100 or		Human Development Life Spans	3
PSY 1010		General Psychology	
BIOL 1610 and		College Biology I 4	5
BIOL 1615		College Biology I Laboratory	
CHEM 1110 or		Elementary Chemistry for Health Sciences*	4
CHEM 1210		Principles of Chemistry I	
MICR 2060 and		Microbiology for Health Professions	4
MICR 2065		Microbiology for Health Professions Lab	
		General Education Subtotal:	27
Required Courses			
ZOOL 2320 and		Human Anatomy	3
ZOOL 2325 or		Human Anatomy Lab	1

ZOOL 232H and		Human Anatomy	
ZOOL 232L		Human Anatomy Lab	
PHYS 1010		Elementary Physics	3
ZOOL 2420		Human Physiology	3
ZOOL 2425		Human Physiology Lab	1
RESP 1540		Survey of Respiratory Therapy	1
		Must be accepted into Program to take these courses	
RESP 2145		Respiratory Therapy Fundamentals Lab	3
RESP 2165		Mechanical Ventilation Lab	2
RESP 2210		Cardiopulmonary and Renal Anatomy and Physiology I	3
RESP 2230		Cardiopulmonary Pathophysiology I	2
RESP 2250		Patient Assessment	2
RESP 2270		Application of Cardiopulmonary Diagnostics	3
RESP 2300		Respiratory Therapy Fundamentals	3
RESP 2320		Mechanical Ventilation I	3
RESP 2330		Entry Level Respiratory Therapy Review	1
RESP 2420	x	-Critical Thinking in Respiratory Therapy	2
RESP 2520		Principles of Pharmacology	2
RESP 2705		Clinical Practice I	3
RESP 2715		Specialty Clinical Experiences	1
RESP 2725		Clinical Practice II	3
		AAS Degree Required Credit Subtotal	45
		Total AAS Degree Credits	72

Program Curriculum for BS Degree:

Course Number	New Course	Course Title	Credit Hours
General Education Courses			
ENGL 1010 or		Intro to Writing*	3
ENGL 101H or		Intro to Writing	

ENGL 1005		Literacies and Compositions Across Contexts	
ENGL 2010		Intermediate Writing	3
MAT 1030 /35 or		Quantitative Reasoning	3
STAT 1040/45 or		Introduction to Statistics	
MAT 1050/55		College Algebra	
HIST 1700 or		American Civilization	3
HIST 170H or		American Civilization	
HIST 2700 and		US History to 1877	
HIST 2710 or		US History since 1877	
HIST 270H and		US History to 1877	
HIST 271H or		US History since 1877	
POLS 1000 or		American Heritage	
POLS 1100		American National Government	
MICR 2060 and		Microbiology for Health Professions	3
MICR 2065 or		Microbiology for Health Professions Lab	1
PHIL 205G		Ethics and Values	3
HLTH 1100 or		Personal Health and Wellness	2
PES 1097		Fitness for Life	
PSY 1100 or		Human Development Life Span	3
PSY 1010		General Psychology	
BIOL 1610 and		College Biology I	5
BIOL 1615		College Biology I Laboratory	
CHEM 1110 or		Elementary Chemistry for Health Sciences*	4
CHEM 1210		Principles of Chemistry I	
Humanities Distribution			3
Fine Arts Distribution			3
		*Required GE Courses	
General Education Subtotal:			39
Required Courses			
ZOOL 2320		Human Anatomy	3
ZOOL 2325		Human Anatomy Lab	1
ZOOL 2420		Human Physiology	3
ZOOL 2425		Human Physiology Lab	1
PHYS 1010		Elementary Physics	3
RESP 1540		Survey of Respiratory Therapy	1
		Must be accepted into Respiratory Therapy Program to take the following courses	
RESP 2145		Respiratory Therapy Fundamentals Lab	3
RESP 2165		Mechanical Ventilation Lab	2
RESP 2210		Cardiopulmonary and Renal Anatomy and Physiology I	3
RESP 2230		Cardiopulmonary Pathophysiology I	2
RESP 2250		Patient Assessment	2
RESP 2270		Application of Cardiopulmonary Diagnostics	3
RESP 2300		Respiratory Therapy Fundamentals	3

RESP 2320		Mechanical Ventilation I	3
RESP 2330		Entry Level Respiratory Therapy Review	1
RESP 2420	x	-Critical Thinking in Respiratory Care	2
RESP 2520		Principles of Pharmacology	2
RESP 2705		Clinical Practice I	3
RESP 2715		Specialty Clinical Experiences	1
RESP 2725		Clinical Practice II	3
		All lower division RESP courses must be complete before enrolling in RESP upper division courses	
RESP 3210		Cardiopulmonary and Renal Anatomy and Physiology II	2
RESP 3220		Cardiopulmonary Pathophysiology II	2
RESP 3260		Neonatal/Pediatric Respiratory Care	3
RESP 3270		Adult Critical Care	3
RESP 3280		Extended Care Roles for Respiratory Therapists	2
RESP 3320	x	-Mechanical Ventilation II	3
RESP 3430	x	-Principles of Healthcare Education and Disease Management	3
RESP 3765		Clinical Practice III/ Neonatal Pediatric Respiratory Care	3
RESP 3785		Extended Roles in Respiratory Therapy Clinical	2
RESP 4610		Advanced Patient Assessment	3
RESP 4640	x	-Respiratory Therapy Capstone	2
RESP 4775		Clinical Practice IV/ Adult Critical Care	4
RESP 4800	x	-Respiratory Therapy Seminar	3
RESP 4890	x	-Principles of Respiratory Care Management & Research	3
NURS 4120 or	x	-Rapid Response	2
RESP 494R	x	-Special Topics in Respiratory Care (2)	
		B.S. Degree Required Credit Subtotal:	85
Core Curriculum Total	124		

Program Curriculum Narrative

Although students will be eligible for an AAS in Respiratory Therapy after their 3rd semester (in the RT Program), they must continue in the B.S. Program to become eligible to take the professional board exams after graduation. The 3rd semester of core RT courses combines 2000 and 3000 level courses.

Degree Map for AAS:

Fall of First Year (Course Prefix and Number)	Course Title	Credit Hours
BIOL 1610 & 1615	College Biology I & Lab	5
MATH 1030/1040/1050 or higher	Quantitative Literacy	3
PSY 1010	General Psychology*	3
ENGL 1010	Intro to Writing*	3
Total Credits		14
Spring of First Year (Course Prefix and Number)	Course Title	Credit Hours
ZOOL 2320	Human Anatomy	3
ZOOL 2325	Human Anatomy Lab	1
CHEM 1110	Elementary Chemistry for Health Sciences	4
HIST 1700 or	American Civilization	3
HIST 2700 and	US History to 1877	
HIST 2710 or	US History after 1877	
HIST 1740 or	US Economic History	
POLS 1000 or	American Heritage	
POLS 1100	American National Government	
Total Credits		11
Summer of First Year (Course Prefix and Number)	Course Title	Credit Hours
RESP 1540	Survey of Respiratory Therapy	1
PHYS 1010	Elementary Physics	3
HLTH 1100 or	Personal Health and Wellness	2
PES 1097	Fitness for Life	
ENG 2010	Intermediate Writing	3
Humanities Distribution		3
Total Credits		12
Fall of Second Year (Course Prefix and Number)	Course Title	Credit Hours
PHIL 205G	Ethics and Values	3
ZOOL 2420	Human Physiology	3
ZOOL 2425	Human Physiology Lab	1
MICR 2060	Microbiology for Health Professions	3
MICR 2065	Microbiology for Health Professions Lab	1
Fine Arts Distribution		3
Total Credits		14

Spring of Second Year (Course Prefix and Number)	Course Title	Credit Hours
RESP 2210	Cardiopulmonary and Renal Anatomy and Physiology I	3
RESP 2145	Respiratory Therapy Fundamentals Lab	3
RESP 2300	Respiratory Therapy Fundamentals	3
RESP 2230	Cardiopulmonary Pathophysiology I	2
RESP 2250	Patient Assessment	2
RESP 2520	Principles of Pharmacology	2
Total Credits		15
Summer of Second Year (Course Prefix and Number)	Course Title	Credit Hours
RESP 2320	Mechanical Ventilation I	3
RESP 2165	Mechanical Ventilation Lab	2
RESP 2270	Application of Cardiopulmonary Diagnostics	3
RESP 2420	Critical Thinking in Respiratory Care	2
RESP 2705	Clinical Practice I	3
RESP 2715	Specialty Clinical Experiences	1
Total Credits		14

Fall of Third Year (Course Prefix and Number)	Course Title	Credit Hours
RESP 2725	Clinical Practice II	3
RESP 2330	Entry Level Review	1

Degree Map for B.S.:

Fall of First Year (Course Prefix and Number)	Course Title	Credit Hours
BIOL 1610 and 1615	College Biology I and Lab	5
MATH 1030/1040/1050 or Higher	Quantitative Literacy	3
PSY 1010	General Psychology*	3
ENGL 1010	Intro to Writing*	3
Total Credits		14
Spring of First Year (Course Prefix and Number)	Course Title	Credit Hours

Number)		
ZOOL 2320	Human Anatomy	3
ZOOL 2325	Human Anatomy Lab	1
CHEM 1110	Elementary Chemistry for Health Sciences	4
HIST 1700 or	American Civilization	3
HIST 2700 and	US History to 1877	
HIST 2710 or	US History after 1877	
HIST 1740 or	US Economic History	
POLS 1000 or	American Heritage	
POLS 1100	American National Government	
Total Credits		11
Summer of First Year (Course Prefix and Number)	Course Title	Credit Hours
RESP 1540	Survey of Respiratory Therapy	1
PHYS 1010	Elementary Physics	3
HLTH 1100 or	Personal Health and Wellness	2
PES 1097	Fitness for Life	
ENG 2010	Intermediate Writing	3
Humanities Distribution		3
Total Credits		12
Fall of Second Year (Course Prefix and Number)	Course Title	
PHIL 205G	Ethics and Values	3
ZOOL 2420	Human Physiology	3
ZOOL 2425	Human Physiology Lab	1
MICR 2060	Microbiology for Health Professions	3
MICR 2065	Microbiology for Health Professions Lab	1
Fine Arts Distribution		3
Total Credits		14
Spring of Second Year (Course Prefix and Number)	Course Title	Credit Hours
RESP 2210	Cardiopulmonary and Renal Anatomy and Physiology I	3
RESP 2145	Respiratory Therapy Fundamentals Lab	3
RESP 2300	Fundamentals of Respiratory Therapy	3
RESP 2230	Cardiopulmonary Pathophysiology I	2
RESP 2250	Patient Assessment	2
RESP 2520	Principles of Pharmacology	2
Total Credits		15
Summer of Second Year (Course Prefix and	Course Title	Credit Hours

Number)		
RESP 2320	Mechanical Ventilation I	3
RESP 2165	Mechanical Ventilation Lab	2
RESP 2270	Application of Cardiopulmonary Diagnostics	3
RESP 2420	Critical Thinking in Respiratory Therapy	2
RESP 2705	Clinical Practice I	3
RESP 2715	Specialty Clinical Experiences	1
Total Credits		14
Fall of Third Year (Course Prefix and Number)	Course Title	Credit Hours
RESP 2725	Clinical Practice II	3
RESP 2330	Entry Level Review	1
RESP 3210	Cardiopulmonary and Renal Anatomy and Physiology II	2
RESP 3280	Extended Care Roles for Respiratory Therapists	2
RESP 3260	Neonatal & Pediatric Critical Care	3
NURS 4120 or	Rapid Response	2
RESP 4940	Special Topics in Respiratory Care (2)	
Total Credits		13
Spring of Third Year (Course Prefix and Number)	Course Title	Credit Hours
RESP 3765	Clinical Practice III—Neonatal & Pediatrics Critical Care	3
RESP 3220	Cardiopulmonary Pathophysiology II	2
RESP 3320	Mechanical Ventilation II	3
RESP 3430	Principles of Healthcare Education & Disease Management	3
RESP 3270	Adult Critical Care	3
RESP 3785	Extended Roles Clinical	2
Total Credits		16
Fall of Fourth Year (Course Prefix and Number)	Course Title	Credit Hours
RESP 4610	Advanced Patient Assessment	3
RESP 4640	Respiratory Therapy Capstone	2
RESP 4775	Clinical Practice IV—Adult Critical Care	4
RESP 4800	Respiratory Therapy Seminar	3
RESP 4890	Principles of Respiratory Care Management & Research	3
Total Credits		15

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

All existing instructors, classrooms, and equipment will be used. No additional needs.

Expense Narrative

No added expenses.

Section VI: Program Evaluation

Program Assessment

The National Board for Respiratory care (NBRC) requires each accredited educational program to have the following goals defining minimum expectations of student

Competencies and Skills:

“To prepare graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by registered respiratory therapists (RRTs).”

Programs offering a BS in Respiratory Therapy are mandated to include the following program goals for student success as dictated by the CoARC standards:

“To prepare leaders for the field of respiratory care by including curricular content that includes objectives related to acquisition of skills in one or more of the following: management, education, research, advanced clinical practice (which may include an area of clinical specialization).”

According to COARC, the scope of practice of Respiratory Therapists includes but is not limited to the following competencies.

1. Acquiring and evaluating clinical data;
2. Assessing the cardiopulmonary status of patients;
3. Performing and assisting in the performance of prescribed diagnostic studies;
4. Evaluating data to assess the appropriateness of prescribed respiratory care;
5. Establishing therapeutic goals for patients with cardiopulmonary disease;
6. Participating in the development and modification of respiratory care plans;
7. Case management of patients with cardiopulmonary and related diseases;
8. Initiating prescribed respiratory care treatments, managing life support activities,
9. Evaluating and monitoring patient responses to therapy and modifying the prescribed therapy to achieve the desired therapeutic objectives;
10. Initiating and conducting prescribed pulmonary rehabilitation;
11. Providing patient, family, and community education;
12. Promoting cardiopulmonary wellness, disease prevention, and disease management;
13. Promoting evidence-based practice by using established clinical practice guidelines and by evaluating published research for its relevance to patient care. (Taken from Entry Standards, Page 4)

The curriculum is designed to develop the competencies and skills mentioned above. Every semester the students will have traditional formatted classes that present and teach the theoretical and practical basis of respiratory medicine. The cognitive (Knowledge) based sections will have multiple formative exams testing each student’s understanding of the physiology and pathophysiology of the diseases they will encounter, and the therapeutic modalities used to treat those diseases.

Concurrently during the same semester, the students will also attend a skills lab where they will learn essential practical skills such as how to set up and apply appropriate levels of medical oxygen, medication delivery systems, ventilator assisted breathing, conduct pulmonary function tests, etc. The skills-based laboratories are intentionally designed to be competency-based learning during which students individually pass off each of the essential skills learned.

Beginning in the second semester, students will engage in the clinical setting with a registered respiratory therapist practitioner as a personal mentor. The mentor provides continuous instruction and formative feedback to the student throughout the clinical rotation. At the end of the rotation the mentor provides the instructors with a summative evaluation of the clinical behavioral traits and skills demonstrated by the student.

A critical thinking course was added to help foster this important skill required of entry-level respiratory therapists. Students will increase their knowledge regarding evidenced-based-medicine and respiratory-therapist-driven-protocols. Case studies will serve as formative assessments of their critical thinking skills.

At the end of each semester or module, a comprehensive written and in some case practical exam will be administered to each of the students in the cohort. These exams serve as the summative evaluation of the student's progress and performance in the program.

BS degree programs are also required by the NBRC to offer upper division courses which help develop skills for management, clinical education, research or/and advanced clinical practice. The required upper division courses help the student specialize in a specific area of clinical practice and assist in developing patient education & disease management, research, and managerial skills. All upper division curriculum provides both theoretical knowledge and practical experiences for which the students will receive formative feedback during the course and summative examinations at the end of the semester or module.

At the end of the program, all students will sit for the national credentialing exam administered by the National Board of Respiratory Care. The credential of registered respiratory therapist is bestowed upon the students who successfully pass this national board and they are qualified to apply for licensure from the state through the Utah Department of Occupational Licensure (DOPL).

**Utah Valley University
Program Name Change**

Current Program Title: Digital Cinema

Proposed Program Title: Digital Cinema Production

Program Type: BS and AAS and Professional Certificate

Date of Original Program Board of Trustee Approval:

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

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

Classification of Instructional Program Code: 50.0602

Proposed Beginning Term: Fall 2020

University Curriculum Committee Approval Date:

Academic Affairs Council Approval Date:

Institutional Board of Trustees' Approval Date:

Section I: The Request

The Department of Digital Media in the College of Engineering & Technology at Utah Valley University requests approval to change the name of Digital Cinema program to Digital Cinema Production effective Fall 2020.

Section II: Program Proposal

Program Description

The BS and AAS degrees in Digital Cinema Production trains students in the development, production, and post-production process of filmed media content for a variety of platforms. Using a hands-on, practical approach, students learn the tools, equipment, technologies, software, and protocols that are used on sets and post-production facilities, large and small, throughout the world. The curriculum focuses on creating character driven stories and how to use emerging digital technologies to enhance storytelling. Advanced students can choose to focus their study on different skill-sets within the digital cinema production process including, but not limited to, directing for digital cinema, writing for digital cinema, cinematography, production, post-production, documentary, and sports broadcasting.

Section III: Needs Assessment

Program Rationale

The title Digital Cinema doesn't fully clarify the program's objectives and activities and is confusing when other programs on campus offer film related courses. For instance, the Theater department and Cinema and Media Studies program offer film studies courses of various types and students exploring film options at UVU could be confused as to which program teaches production courses. Rebranding the Digital Cinema program to the Digital Cinema Production program ensures understanding that the program focuses on the hands-on production of cinema and allows the department to distinguish itself more fully. It also clarifies the other programs and what their emphasis has traditionally been.

Expense Narrative

Anticipated costs of this change are minimal and can be covered within the department's budget.

**Utah Valley University
Program Name Change**

Current Program Title: Exercise Science and Outdoor Recreation, Minor

Proposed Program Title: Exercise Science, Minor

Program Type: Minor

Date of Original Program Board of Trustee Approval: 3/2005

Sponsoring School, College, or Division: College of Science

Sponsoring Academic Department(s) or Unit(s): Department of Exercise Science and Outdoor Recreation

Classification of Instructional Program Code: 31.0505

Proposed Beginning Term: Fall 2020

University Curriculum Committee Approval Date: 10/3/19

Academic Affairs Council Approval Date:

Institutional Board of Trustees' Approval Date:

Section I: The Request

The Department of Exercise Science in the School of Science at Utah Valley University requests approval to change the name of Exercise Science and Outdoor Recreation Minor to Minor in Exercise Science effective Fall 2020.

Section II: Program Proposal

Program Description

The Exercise Science curriculum has been designed to address student needs and current market demands. Through practical experiences in laboratory settings using state of the art equipment such as the Biodex S4, students are exposed to real life rehabilitation experiences as well as researching functional abilities and performance aspects of collegiate athletes. Additional classroom and lab experiences allow students to conduct 3-D motion analysis, measure muscle activity using wireless EMG technology, and analyze gait patterns using the GaitRite System, as well as conducting assessments to determine maximum oxygen uptake (VO₂ Max), body composition, and anaerobic power.

Section III: Needs Assessment

Program Rationale

The current minor only contains courses within the Exercise Science portion of the department. The requested name change will show the minor to more in line and reflecting with the courses that are actually contained within the curriculum.

Expense Narrative

There should be no expenses associated with this change.



**UVU BOARD OF TRUSTEES
Agenda Item Coversheet**

DATE:	December 5, 2019
TITLE:	Consent Calendar
EXECUTIVE/RESPONSIBLE STAFF MEMBER:	Karen Clemes, General Counsel & Secretary to the Board
SUBJECT:	Consent Calendar
BACKGROUND:	<p>The Board of Trustees is being asked to approve the Consent Calendar which contains the following items:</p> <ol style="list-style-type: none"> 1. Minutes of October 24, 2019 2. September 2019 Investment Reports 3. 2019 Travel Certification and Report 4. 2019 Fleet Certification and Report
ALTERNATIVES:	<ul style="list-style-type: none"> • Approve as presented, “I move to approve the consent calendar as presented.” • Amend and approve, “I move to approve, as amended...” • No action, “I move that we go to the next agenda item...”
FINANCIAL IMPACT:	Available upon request
EXHIBITS:	<ol style="list-style-type: none"> a. Minutes of October 24, 2019 b. September and October 2019 Investment Reports c. 2019 Travel Certification and Report d. 2019 Fleet Certification and Report

UVU BOARD OF TRUSTEES

October 24, 2019

4 p.m. – SC 213c

Board of Trustee Members Present

R. Duff Thompson, Chair
Karen Acerson
Taylor Bell
James Clarke, First Vice Chair
Elaine Dalton
Dru Huffaker
Rick Nielsen
Scott Smith
Paul Thompson
Jill Taylor, Second Vice Chair

UVU Attendees

Astrid S. Tuminez, President
Anne Arendt, Faculty Senate President
Karen Clemes, General Counsel
Scott Cooksey, Vice President, Development and Alumni
Justin Jones, Chief of Staff, Secretary to the Board
Linda Makin, Vice President, Planning, Budgets, and HR
Cameron Martin, VP for University Relations
Kyle Reyes, Vice President, Student Affairs
Belinda Okukolo Saltiban, CIDO
Wayne Vaught, Provost & Vice President, Academic Affairs
Katie Zabriskie, Executive Communication Officer

Guests

Regent Alan Hall
Candida Johnson
Scott Trotter
University Executive Council

Chair R. Duff Thompson welcomed those in attendance to the October 2019 Board of Trustee Meeting, specifically Regent Alan Hall and the University Executive Council.

I. ACTION

1. Vision 2030

The Board of Trustees were provided with an overview of the significance of the Vision 2030 document and the situational realities which prompted the need for its articulation. The three underlying strategies that will drive UVU in the next ten years were noted as a.) enhance student success and accelerate completion of meaningful credentials (*achieve*); b.) improve accessibility, flexibility, and affordability for all current and future UVU students (*include*); and c.) strengthen partnerships for community, workforce, and economic development (*engage*). After minimal discussion, Trustee Paul Thompson motioned to approve adoption of UVU's Vision 2030. Trustee Karen Acerson seconded. The motion carried without opposition to great applause from those present. President Tuminez offered words of appreciation and noted that this will be UVU's north star for the next decade.

2. Policies

The Board of Trustees were presented with Policy 541 Student Code of Conduct. The need for an update to strengthen the code and comply with federal guidelines was explained. With minimal discussion, Trustee Taylor Bell motioned to approve adoption of the revisions to Policy 541 Student Code of Conduct. Trustee Scott Smith seconded. The motion carried without opposition.

The Board of Trustees were then presented with Policy 636 Research Ethics and Compliance. The prior temporary emergency status of the policy was noted and the collaborative and thoughtful development of the permanent policy was discussed. After minimal questioning, Trustee Rick Nielsen motioned to approve adoption of Policy 636 Research Ethics and Compliance. Trustee James Clarke seconded. The motion carried without opposition.

3. Requisition

The Board of Trustees were presented with a requisition in the amount of \$1,000,000 to be made payable to UTA. It was noted that this requisition was the first annual payment of a 10-year contract with UTA previously approved by the Trustees. Through this contract, UVU students and employees, and their dependents, are provided with full use annually of Trax, FrontRunner, the UTA bus lines. The benefits of these passes to UVU and its ridership were noted as were the marketing efforts thereof. Trustee Jill Taylor motioned to approve the requisition in the amount of \$1,000,000 to be paid to UTA. Trustee Dru Huffaker seconded. The motion carried without opposition.

4. Peer Institution Cohort

The Board of Trustees were provided with a request to update the comparative cohort of peer institutions used to establish benchmarks for accreditation and non-pay-based comparisons (programs, retention, completion, etc.). It was noted that this new cohort, developed through an iterative process, would subsequently be recommended to the Board of Regents for use in their own comparative analyses, including USHE's annual data book. Questions arose about finding true peers to UVU because of the dual mission and size of the institution. Trustee Acerson motioned to approve the change to the peer institution cohort. Trustee Nielsen seconded. The motion carried without opposition.

5. Institutional Advancement Building

The Board of Trustees were asked to approve the financing and construction of a new Institutional Advancement building. It was noted that this would be a non-appropriated capitol project requiring subsequent approval by the Board of Regents and the Building Board. The need for the building was discussed, including the benefits to be gained thereby. The cost of the building - \$8,000,000 – was discussed in terms of planned size – 20,000 square feet next to the Nellesen Building. The Trustees engaged in thoughtful conversation about pricing per square foot, the ability to create a larger building for the price, and the need to continue to research what was possible with the monies secured and the footprint allocated. The Trustees agreed that approval would be contingent upon this continued examination of cost per square foot and building design. Trustee Clarke motioned to approve the financing and construction of a new Institutional Advancement building with the noted amendment. Trustee Elaine Dalton seconded. The motion carried without opposition.

6. Facilities Master Plan Revision

The Trustees were asked to approve modification of the university's facilities master plan to include the addition of the Institutional Advancement building, the purchased Theobald home, and the change to an allocation of land on the Vineyard property to UFRA. It was noted that with regard to the latter, UFRA would remain in Provo and thus would not need that land for training purposes. With minimal conversation, Trustee Smith motioned to approve the revisions to the Facilities Master Plan. Trustee Taylor seconded. The motion carried without opposition.

II. EXECUTIVE SESSION

Trustee Bell motioned to enter Executive Session to strategically discuss character, professional competence, or physical or mental health of an individual, and litigation that is pending or reasonably imminent. Trustee P. Thompson seconded. The motion carried without opposition.

III. CONSENT CALENDAR

The Trustees were asked to review the Consent Calendar, which consisted of the minutes of August 15 and September 19, 2019; the July and August 2019 Investment Reports; the 2018-19 Auxiliary and Service Enterprise Report; and the Institutional Discretionary Funds 2018-18 Actuals Report and 2019-2020 Budget Revision 1. Trustee Huffaker motioned to approve the Consent Calendar. Trustee P. Thompson seconded. The motion carried without opposition.

IV. INFORMATION

1. Committee Reports

The Board of Trustees were provided with an update on the most recent meeting of the Audit Committee by new Chair Trustee Clarke. Trustee Clarke noted a positive first meeting and asked VP Val Peterson to briefly review the active shooter emergency exercise that took place on campus. Following this review, the Trustees were provided with an update on the most recent meeting of the Academic Affairs Committee by Chair Trustee P. Thompson. It was noted that the committee was actively discussing transfer agreements between USHE institutions and academic program changes to strengthen UVU's offerings and increase attainment of meaningful credentials.

2. President's Report

President Astrid S. Tuminez provided the Board of Trustees with an update on the university since the September 2019 Board of Trustee retreat. Items of note included the Scholarship Ball, the doTERRA donation, the upcoming groundbreaking for the Keller Building, the growth of UVU's enrollment, university events with external stakeholders, and the recent accomplishments of students, faculty, and staff. The Trustees were then provided with an update on the search for a new VP for Digital Transformation as well as the hiring of a new AVP for Marketing and Communications. The President concluded by reiterating the importance of Vision 2030 and UVU's commitment to its dual mission.

Chair D. Thompson took a moment to recognize the contribution of Justin Jones, Chief of Staff and Secretary to the Board, to the university and particularly the Board of Trustees. With great affection and congratulatory sentiment, Chief of Staff Jones was informed that a donation was made in his name to the Nellesen Autism Center.

Chair D. Thompson adjourned the meeting.



**CASH AND INVESTMENT
REPORT
September 2019**

Monthly Composite Performance Review

UTAH VALLEY UNIVERSITY

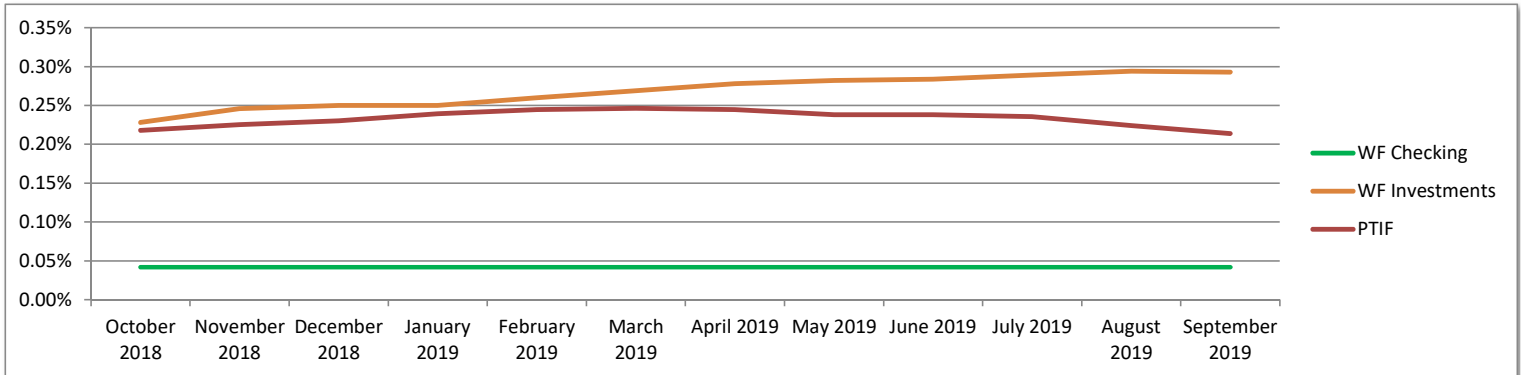
September 2019



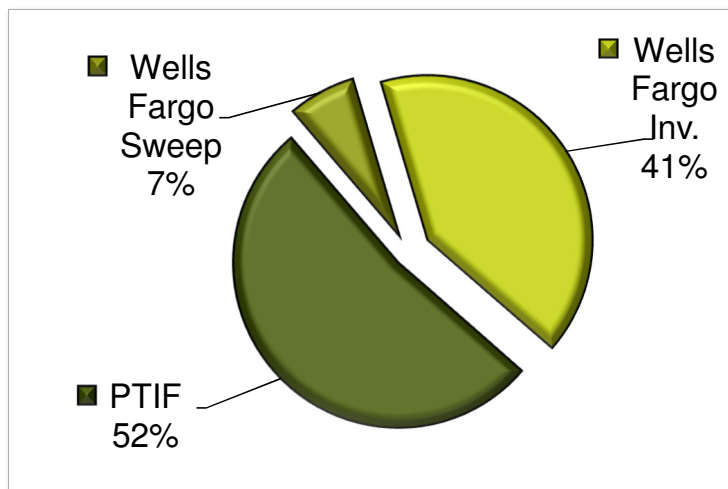
Account Activity	Checking/Sweep	Investments	PTIF	Total University Cash and Investments	Past Twelve Months of Activity
Beginning Balance	\$ 11,731,039	\$ 87,785,029	\$ 118,268,493	\$ 217,784,561	\$ 180,905,245
Interest/Earnings Credit	4,482	293,096	256,625	554,203	5,506,693
Acquisitions/Credits	2,516,887	-	10,105,472	12,622,359	227,675,640
Dispositions/Debits	-	-	(19,000,000)	(19,000,000)	(202,990,372)
Unrecognized Gain/Loss	-	(26,759)	-	(26,759)	(306,669)
Fees	(4,482)	-	-	(4,482)	(71,109)
Transfers *	-	(293,096)	2,582,742	2,289,646	3,500,100
Ending Balance	\$ 14,247,926	\$ 87,758,270	\$ 112,213,332	\$ 214,219,528	\$ 214,219,528

* Transfers consist of activity between UVU and the Foundation and interest transferred to UVU.

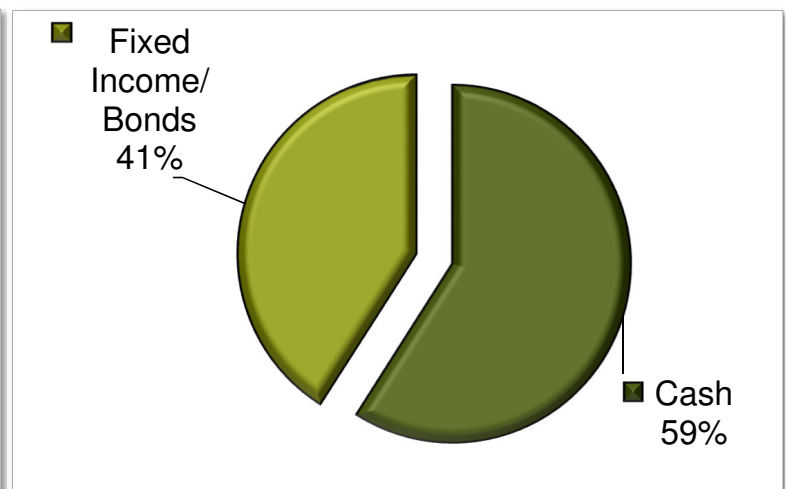
Performance Returns	Wells Fargo Checking/Sweep	Wells Fargo Investments	PTIF
October 2018	0.04%	0.23%	0.22%
November 2018	0.04%	0.25%	0.23%
December 2018	0.04%	0.25%	0.23%
January 2019	0.04%	0.25%	0.24%
February 2019	0.04%	0.26%	0.24%
March 2019	0.04%	0.27%	0.25%
April 2019	0.04%	0.28%	0.24%
May 2019	0.04%	0.28%	0.24%
June 2019	0.04%	0.28%	0.24%
July 2019	0.04%	0.29%	0.24%
August 2019	0.04%	0.29%	0.22%
September 2019	0.04%	0.29%	0.21%
Monthly Average	0.04%	0.27%	0.23%
12 Month Return	0.50%	3.22%	2.80%



UVU Cash and Investments as a Percent of Total



UVU Cash and Investments Investments by Type



Monthly Composite Performance Review
UVU Foundation
September 2019



Account Activity

	Unrestricted	Temporarily Restricted	Permanently Restricted - Endowments	Total Foundation Investments	Past Twelve Months of Activity	Notes Due From University ^
Beginning Market Value	\$ 2,725,283	\$ 40,544,924	\$ 31,178,580	\$ 74,448,787	\$ 76,596,466	Beginning Balance \$ 7,319,458
Interest	1,872	66,290	12,069	80,231	1,161,430	Additional Notes -
Acquisitions	-	5,836	311,138	316,974	41,876,134	Principal Received (98,362)
Dispositions	-	(62,978)	(253,996)	(316,974)	(42,193,018)	Ending Balance \$ 7,221,096
Gain/Loss Rec & Unrec	-	16,818	53,243	70,061	1,286,699	Interest Received \$ 31,425
Fees	-	-	-	-	(52,681)	Rate 5.5%
Transfers *	728,728	(2,884,885)	(426,585)	(2,582,742)	(6,658,693)	^ Fiscal Year Activity
Ending Market Value	\$ 3,455,883	\$ 37,686,005	\$ 30,874,449	\$ 72,016,337	\$ 72,016,337	

* Transfers consist of activity between money market accounts and other investment accounts as well as activity between the University and the Foundation.

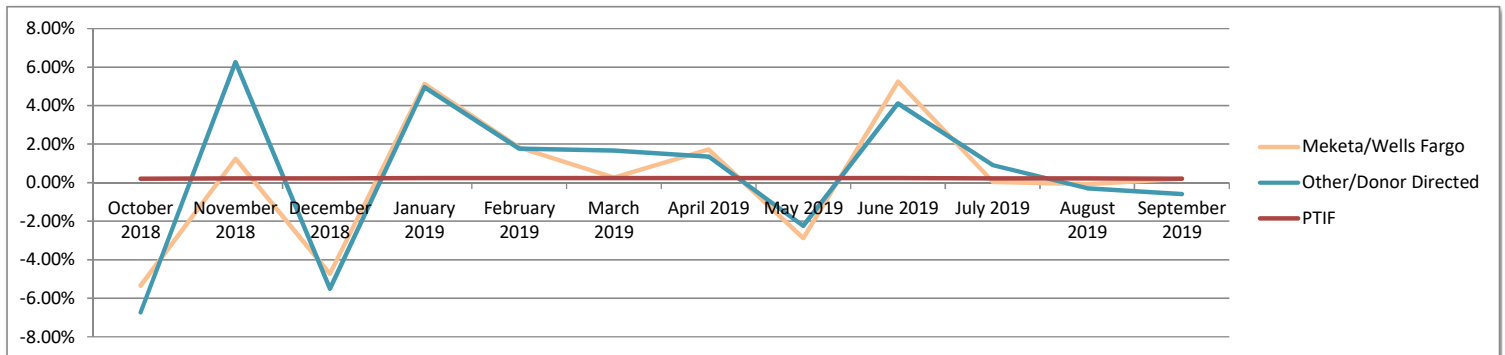
Performance Returns

	Meketa/ Wells Fargo	Other - Donor Directed	PTIF
October 2018	-5.35%	-6.73%	0.22%
November 2018	1.24%	6.26%	0.23%
December 2018	-4.74%	-5.49%	0.23%
January 2019	5.12%	4.96%	0.24%
February 2019	1.82%	1.77%	0.24%
March 2019	0.26%	1.67%	0.25%
April 2019	1.72%	1.36%	0.24%
May 2019	-2.88%	-2.25%	0.24%
June 2019	5.25%	4.11%	0.24%
July 2019	0.05%	0.91%	0.24%
August 2019	-0.07%	-0.29%	0.22%
September 2019	0.21%	-0.59%	0.21%
Monthly Average	0.22%	0.47%	0.23%
12 Month Return	2.40%	5.67%	2.80%

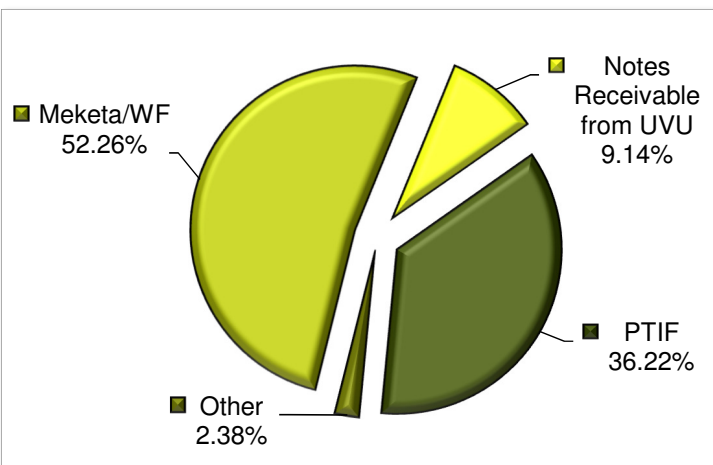
Fund Performance

	1-Year	3-Year	5-Year
UVU	7.63%	7.80%	9.29%
Benchmark	7.70%	6.00%	7.00%

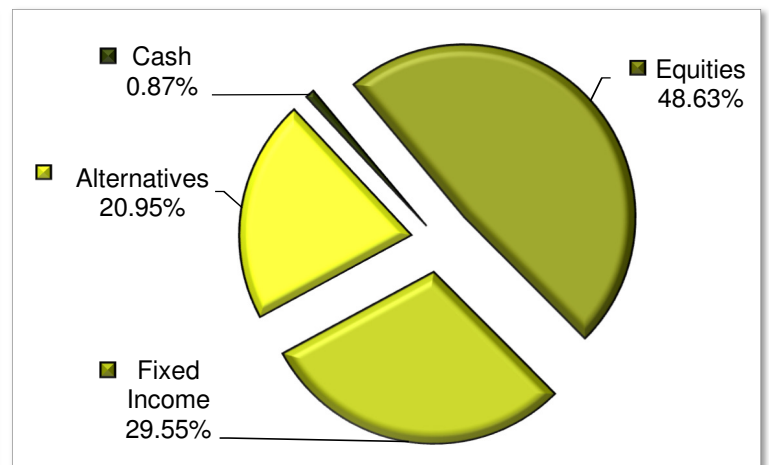
2018 data. Benchmark per NACUBO



UVU Foundation
All Funds as a Percent of Total



UVU Foundation
Investments by Type/Long-Term Investment Fund



Utah Valley University

Investments and Investment Earnings

From 7/1/19 to 9/30/19

Description	Coupon	Settlement Date	Maturity Date	Principal	Premium (Discount)	Accrued Interest	Net Amount	Par	Total Interest Received To Date	Less Accrued Interest	Interest Earnings
BK of Communications/HK	3.40%	5/15/2017	8/16/2019	3,017,220.00	17,220.00	14,023.75	3,031,243.75	3,000,000.00	26,062.83	-	26,062.83
China Development Bank	2.66%	7/28/2017	3/6/2020	1,000,662.47	662.47	2,560.28	1,003,222.75	1,000,000.00	7,728.97	-	7,728.97
Goldman Sachs Group Inc SRNT	3.09%	2/23/2018	4/23/2020	5,783,361.78	100,361.78	14,213.59	5,797,575.37	5,683,000.00	53,891.65	-	53,891.65
UBS AG Stamford CT	2.99%	9/29/2017	6/1/2020	3,038,334.36	38,334.36	5,054.26	3,043,388.62	3,000,000.00	25,838.59	-	25,838.59
Morgan Stanley	3.10%	6/16/2017	6/16/2020	3,544,030.00	44,030.00	-	3,544,030.00	3,500,000.00	29,994.30	-	29,994.30
National Bank of Canada	2.69%	8/24/2017	6/12/2020	4,024,000.00	24,000.00	14,503.56	4,038,503.56	4,000,000.00	30,623.22	-	30,623.22
National Bank of Canada	2.69%	8/24/2017	6/12/2020	1,006,000.00	6,000.00	3,625.89	1,009,625.89	1,000,000.00	7,655.81	-	7,655.81
Bank of Montreal	2.56%	1/9/2018	6/15/2020	1,507,200.00	7,200.00	2,113.01	1,509,313.01	1,500,000.00	10,807.20	-	10,807.20
Wells Fargo	2.83%	8/21/2017	7/22/2020	5,083,300.00	83,300.00	8,526.39	5,091,826.39	5,000,000.00	43,393.75	-	43,393.75
Canadian Imperial Bank	2.35%	3/9/2018	10/5/2020	2,507,925.00	7,925.00	8,775.94	2,516,700.94	2,500,000.00	18,375.37	-	18,375.37
JPMorgan Chase & Co.	3.13%	1/16/2018	10/29/2020	3,076,110.00	76,110.00	16,789.24	3,092,899.24	3,000,000.00	28,720.97	-	28,720.97
American Express Co	2.27%	1/24/2018	10/30/2020	3,001,500.00	1,500.00	12,240.38	3,013,740.38	3,000,000.00	22,088.36	-	22,088.36
Canadian Imperial Bank	2.58%	2/12/2018	2/2/2021	3,006,600.00	6,600.00	12,240.38	3,018,840.38	3,000,000.00	22,161.50	-	22,161.50
Wells Fargo	3.47%	5/2/2018	3/4/2021	3,590,463.24	90,463.24	18,972.44	3,609,435.68	3,500,000.00	34,369.03	-	34,369.03
HSBC HOLDINGS PLC	4.34%	3/16/2018	3/8/2021	8,547,201.00	447,201.00	7,717.10	8,554,918.10	8,100,000.00	96,089.17	-	96,089.17
Toronto Dominion Bank	3.04%	4/10/2018	4/7/2021	3,067,953.00	67,953.00	277.55	3,068,230.55	3,000,000.00	27,213.78	-	27,213.78
Bank of Nova Scotia	2.41%	4/30/2018	4/20/2021	5,015,250.00	15,250.00	3,887.03	5,019,137.03	5,000,000.00	38,314.79	-	38,314.79
Morgan Stanley	3.37%	4/30/2018	4/21/2021	5,143,600.00	143,600.00	3,657.07	5,147,257.07	5,000,000.00	50,448.13	-	50,448.13
Santander UK PLC	2.76%	6/6/2018	6/1/2021	1,502,280.00	2,280.00	608.40	1,502,888.40	1,500,000.00	12,037.62	-	12,037.62
Mitsubishi UFJ FIN GRP	2.59%	8/10/2018	7/26/2021	1,803,030.04	10,030.04	2,229.95	1,805,259.99	1,793,000.00	14,668.26	-	14,668.26
Citigroup Inc	3.46%	8/8/2018	8/2/2021	8,670,000.00	170,000.00	5,012.96	8,675,012.96	8,500,000.00	81,797.85	-	81,797.85
Goldman Sachs Group Inc SRNT	3.33%	11/29/2018	11/15/2021	2,020,000.00	20,000.00	2,944.77	2,022,944.77	2,000,000.00	18,849.78	-	18,849.78
Santander UK PLC	2.82%	1/9/2019	11/15/2021	2,488,307.50	(11,692.50)	12,513.00	2,500,820.50	2,500,000.00	20,303.89	-	20,303.89
MIZUHO Financial Group	3.08%	2/28/2019	2/28/2022	2,016,000.00	16,000.00	-	2,016,000.00	2,000,000.00	17,687.66	-	17,687.66
Barclays Bank	2.81%	6/21/2019	6/21/2022	5,000,000.00	-	-	5,000,000.00	5,000,000.00	37,951.63	-	37,951.63
FHLB	1.75%	8/30/2017	8/23/2022	3,000,000.00	-	-	3,000,000.00	3,000,000.00	26,250.00	-	26,250.00
				91,460,328.39			91,632,815.33	90,076,000.00	803,324.11	-	803,324.11
			Matured/Sold	(3,017,220.00)			(3,031,243.75)	(3,000,000.00)			
			Total	88,443,108.39			88,601,571.58	87,076,000.00			



Utah Valley University
Audit Completed on 10/18/2019

Annual Certification – Presidential Travel

Conclusion

In our opinion, the FY 2019 Board of Trustees - President's Annual Travel Report is complete and fairly presented, as we found no exceptions in our testing.

Background:

Regent's Policy R212 "Chief Executive Officer Travel Oversight" requires the reporting to the Board of Trustees Chair of all institution-funded, out-of-state presidential travel. R212 also requires an annual audit of all out-of-state presidential travel.

For FY 2019, there was no institution-funded, out-of-state presidential travel.

To maximize accountability for, and transparency of, her travel, President Tuminez has requested that *all* her travel be reported to Audit Committee at each regularly scheduled meeting: this lists out-of-state for both institutionally paid and non-institutionally paid travel including donated hours on private planes. In-state travel is listed only if there was an overnight stay, which excludes items such as same-day meetings, conferences, food, etc.

Audit Objective:

The objective of our audit was to provide reasonable assurance that the Board of Trustees - President's Annual Travel Report gives a complete and fair presentation of the President's travel.

Audit Scope:

Internal Audit reviewed the Board of Trustees - President's Annual Travel Report. The report includes the President's travel, regardless of funding source or destination, for FY 2019.

Prepared by:

Peter VanderHeide
Director of Internal Audit

Received by:

R. Duff Thompson
Board of Trustees Chair

**UVU Office of the President
Board of Trustees
FY 2019 - Annual Report
President Tuminez's Travel**

Date	Location	Purpose	President Total
Sept 28-Oct 1	Washington DC	Development - Singapore Embassy, Sam and David Speedie, & Memorial	\$ 2,269.67
Oct 11-12	Salt Lake City	Meeting - VP Retreat	\$ 251.75
Nov 9-10	Capitol Reef Field Station	10 Year Celebration	\$ 217.23
Nov 15-16	St. George, Dixie State University	Board of Regents	\$ 165.69
Dec 14-19	New York	Development - Various news agencies such as Bloomberg, MarketWatch, etc. Sloan Foundation & Carnegie Corporation.	\$ 3,821.83
Feb 5-6	Washington	Campus Connection Conference	\$ 875.87
Feb 7-8	Arizona	Development - Ira Fulton	\$ 1,006.93
March 13-16	Las Vegas	WAC Tournament	\$ 2,017.04
May 4-11	Russia	Development - WSB National Advisory Board & National Security Center	\$ 12,785.74
June 3-4	Midway	Meeting - VP Retreat	\$ 571.27
June 10-12	Colorado	WAC Board of Directors	\$ 863.71
June 20-26	London	Airline Cancellation Fee - Constitutional Studies	\$ 900.00
June 24-26	New York	Development - Sloan Foundation & Carnegie Corporation	\$ 1,651.06
TOTAL:			\$ 27,397.79

- 1) Presidential travel in this report was paid for by the UVU Foundation. For FY 2019, there were no out-of-state institution funded travel expenses.
- 2) In-state travel is only included if there was an overnight stay. This excludes items such as same-day, in-state: meetings, conferences, food, etc.
- 3) President Tuminez has a UVU fleet vehicle.

Interim President Olson's Travel

Date	Location	Purpose	President Total
July 19-20	Cedar City	Board of Regents	\$ 140.79

Annual Certification – Vehicle Fleet Report

Background:

Regent’s Policy R557 “Motor Vehicles” requires an annual certification of accuracy for the vehicle fleet report.

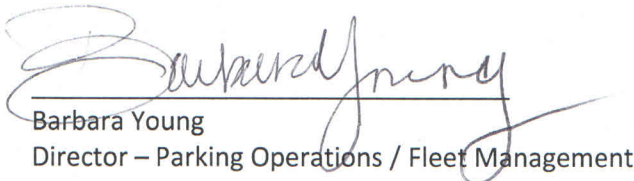
The University follows the standard, state-wide practice of utilizing the Division of Fleet Operations’ database, FleetFocus, for inventorying the fleet vehicles. To help ensure accurate reporting in FleetFocus, University purchasing and surplus procedures require the notification of fleet management before a vehicle purchase or sale can be made. When notified, the University’s Fleet Services updates the data in FleetFocus.

Utah’s Division of Fleet Operations annually publishes a State Vehicle Report for the entire state. This report includes maintenance and repair costs per mile, vehicle counts by agency, and various descriptive metrics such as year, make, and model. Utah Valley University’s fleet data is included in this report.

Fleet Management provided the Board of Trustees an annual Vehicle Fleet Report as of October 1, 2019, as required by Regent’s Policy R557.

Certification:

I certify that our data found in FleetFocus and the Annual Vehicle Fleet Report is accurate.


Barbara Young
Director – Parking Operations / Fleet Management

10-4-19
Date

Utah Valley University Fleet Report as of 10/4/2019

Athletics	1	SCUP	1 (Leasing 1)
Auto	1	Space	4
Aviation	4	Student Center	2
AVP Facilities	1	Student Govt	4
Bookstore	3	Studios	1
Capitol Reef	1	Surplus	1
Central Plant	6	Telephone	1
Concurrent Enroll	1	UFRA	19
Construction Tech	2	Univ Relations	1
Continuing Ed	1	Vice President	1
Culinary Arts	1	Warehouse	6
Events Center	1	Wasatch	2
Extended Studies	2	<u>TOTAL:</u>	155
Fire Marshal	1		
Fleet	21		
Food Services	3		
Gear Up	2 (Leasing 2)		
Grounds	15		
Mail Services	2		
Maintenance	23		
Media	1		
Parking	6		
Police	8		
President Tuminez	1		
Printing Services	1		
Procurement	1		
Rodeo	1		
School of the Arts	1		

Authorized Commute Privileges:

Matt Pedersen, Police (unmarked vehicle*)

Justin Sprague, Fire Marshal

*As of the cutoff date for this report, the Chief of Police is the only employee with an unmarked vehicle.

Personal Use Privileges:

As of the cutoff date for this report, no employees have personal use privileges.

Utah Valley University Fleet Report as of 10/4/2019

Department:	Year	Make	Model	License	Operator
ATHLETICS	2001	FORD	ECONOLINE	507833EX	NIKKIANN TANNER SCOTT
AUTOMOTIVE	2007	DODGE	TRUCK	99683EX	DON WILSON
AVIATION	2019	FORD	F350	219219EX	MARIO MARKIDES
AVIATION	2019	CHEVROLET	SUBURBAN	217761EX	MARIO MARKIDES
AVIATION	2006	GMC	TK25943	41606EX	MARIO MARKIDES
AVIATION	2008	CHEVROLET	SUBURBAN	211831EX	MARIO MARKIDES
AVP FACILITIES	2015	TOYOTA	PRIUS	519613EX	FRANK YOUNG
BOOKSTORE	2006	FORD	E350 VAN	87826EX	TRAVIS WASHBURN STEWART
BOOKSTORE	2008	TOYOTA	SIENNA	504820EX	TRAVIS WASHBURN STEWART
BOOKSTORE	2010	FORD	E350 VAN	506883EX	TRAVIS WASHBURN STEWART
CAPITOL REEF	2009	CHEVROLET	SUBURBAN	506979EX	MICHAEL STEVENS
CENTRAL PLANT	2019	CHEVROLET	SILVERADO	525113EX	DARREN BROUGH
CENTRAL PLANT	2002	CHEVROLET	CC15903	83313EX	DARREN BROUGH
CENTRAL PLANT	2003	FORD	RANGER	86572EX	DARREN BROUGH
CENTRAL PLANT	2007	TOYOTA	TUNDRA	101647EX	DARREN BROUGH
CENTRAL PLANT	2008	CHEVROLET	C2500 4X4	102972EX	DARREN BROUGH
CENTRAL PLANT	2011	TOYOTA	TACOMA	508762EX	DARREN BROUGH
CONCURRENT ENROLL	2011	GMC	TERRAIN	509906EX	REBECCA LYN ROTHEY
CONSTRUCTION TECH	2018	FORD	F250	524565EX	ROBERT WARCUP
CONSTRUCTION TECH	2011	CHEVROLET	SUBURBAN	509095EX	ROBERT WARCUP
CONTINUING ED	2019	TOYOTA	SIENNA	528369EX	CINDY CARUSO
CULINARY ARTS	2008	CHEVROLET	EXPRESS	504872EX	TROY WILSON
EVENTS CENTER	1996	DODGE	RAM 3500 PICKUP	63267EX	JARED J KEARNS
EXTENDED STUDIES	2007	DODGE	CARAVAN	101632EX	MARISSA RICHARDSON
EXTENDED STUDIES	2012	TOYOTA	RAV4	511600EX	MARISSA RICHARDSON
FIRE MARSHAL	2017	FORD	F150	522171EX	JUSTIN SPRAGUE
FLEET	2019	TOYOTA	CAMRY	528345EX	EMILY BROWN
FLEET	2006	TOYOTA	CAMRY	95985EX	EMILY BROWN
FLEET	2019	TOYOTA	CAMRY	528049EX	EMILY BROWN
FLEET	2009	CHEVROLET	BUS	509019EX	EMILY BROWN
FLEET	2009	TOYOTA	AVALON	514885EX	EMILY BROWN
FLEET	2019	FORD	TRANSIT	527215EX	EMILY BROWN
FLEET	2020	TOYOTA	SIENNA	528746EX	EMILY BROWN
FLEET	2010	CHEVROLET	SUBURBAN LS	507531EX	EMILY BROWN
FLEET	2011	BUICK	LACROSSE	209104EX	EMILY BROWN
FLEET	2012	CHEVROLET	SUBURBAN	207830EX	EMILY BROWN
FLEET	2012	TOYOTA	CAMRY	510744EX	EMILY BROWN
FLEET	2013	TOYOTA	AVALON	213320EX	EMILY BROWN
FLEET	2013	TOYOTA	SIENNA	513605EX	EMILY BROWN
FLEET	2013	TOYOTA	TUNDRA	512604EX	EMILY BROWN
FLEET	2015	CHEVROLET	SUBURBAN	516679EX	EMILY BROWN
FLEET	2017	TOYOTA	CAMRY LE HYBRID	522052EX	EMILY BROWN
FLEET	2017	TOYOTA	SIENNA LE	522053EX	EMILY BROWN

Utah Valley University Fleet Report as of 10/4/2019

Department:	Year	Make	Model	License	Operator
FLEET	2017	TOYOTA	SIENNA LE	523645EX	EMILY BROWN
FLEET	2015	NISSAN	NVP 3500 V8 S	519571EX	EMILY BROWN
FLEET	2008	GMC	YUKON	103727EX	EMILY BROWN
FLEET	2017	FORD	TRANSIT	522730EX	EMILY BROWN
FOOD SERVICES	2010	TOYOTA	SIENNA	521932EX	CINDY ALVEY HATCH
FOOD SERVICES	2003	FORD	CLUB WAGON	85939EX	CINDY ALVEY HATCH
FOOD SERVICES	2003	SUBARU	FORESTER	86864EX	CINDY ALVEY HATCH
GEAR UP	2015	TOYOTA	PRIUS II	517755EX	LAURIE MILLER
GEAR UP	2015	TOYOTA	PRIUS II	517764EX	LAURIE MILLER
GROUNDS	1979	CASE	580C		JACK BOSWELL
GROUNDS	1980	MASSEY-	255		JACK BOSWELL
GROUNDS	2006	DODGE	RAM 3500 PICKUP	96803EX	JACK BOSWELL
GROUNDS	2006	DODGE	RAM 3500 PICKUP	96804EX	JACK BOSWELL
GROUNDS	2019	CHEVROLET	SILVERADO	527821EX	JACK BOSWELL
GROUNDS	2008	DODGE	RAM 2500	102416EX	JACK BOSWELL
GROUNDS	2009	CHEVROLET	SILVER 2500 LT	205250EX	JACK BOSWELL
GROUNDS	2009	CHEVROLET	SILVERADO 2500	505634EX	JACK BOSWELL
GROUNDS	2011	CHEVROLET	3500	510366EX	JACK BOSWELL
GROUNDS	2011	CHEVROLET	SILVERADO 3500	508464EX	JACK BOSWELL
GROUNDS	2013	CHEVROLET	SILVERADO 2500	512783EX	JACK BOSWELL
GROUNDS	2013	CHEVROLET	SILVERADO 2500	210002EX	JACK BOSWELL
GROUNDS	2015	CHEVROLET	SILVER 3500	517379EX	JACK BOSWELL
GROUNDS	2016	CHEVROLET	SILVERADO 1500	521463EX	JACK BOSWELL
GROUNDS	2016	DODGE	RAM 2500 SLT	517542EX	JACK BOSWELL
MAIL SERVICES	2009	TOYOTA	CAMRY	204795EX	GREG GAMMILL
MAIL SERVICES	2006	TOYOTA	CAMRY	95983EX	GREG GAMMILL
MAINTENANCE	2001	DODGE	RAM 1500 PICKUP	82459EX	CORY JAMES FRALICK
MAINTENANCE	2001	FORD	F150	81141EX	CORY JAMES FRALICK
MAINTENANCE	2018	FORD	F150	527214EX	CORY JAMES FRALICK
MAINTENANCE	2002	CHEVROLET	CC15903	83442EX	CORY JAMES FRALICK
MAINTENANCE	2010	CHEVROLET	EXPRESS	205434EX	CORY JAMES FRALICK
MAINTENANCE	2003	FORD	F450	89893EX	CORY JAMES FRALICK
MAINTENANCE	2006	CHEVROLET	SILVERADO 2500	96241EX	CORY JAMES FRALICK
MAINTENANCE	2006	FORD	ECONOLINE	96001EX	CORY JAMES FRALICK
MAINTENANCE	2007	CHEVROLET	K2500	98364EX	CORY JAMES FRALICK
MAINTENANCE	2012	FORD	TRANSIT CONNECT	510728EX	CORY JAMES FRALICK
MAINTENANCE	2013	TOYOTA	TACOMA	512784EX	CORY JAMES FRALICK
MAINTENANCE	2013	TOYOTA	TACOMA	512785EX	CORY JAMES FRALICK
MAINTENANCE	2013	TOYOTA	TACOMA	203482EX	CORY JAMES FRALICK
MAINTENANCE	2013	TOYOTA	TACOMA	203483EX	CORY JAMES FRALICK
MAINTENANCE	2015	TOYOTA	TACOMA	517382EX	CORY JAMES FRALICK
MAINTENANCE	2016	DODGE	GRAND CARAVAN S	521471EX	CORY JAMES FRALICK
MAINTENANCE	2016	FORD	TRANSIT CONNECT	519490EX	CORY JAMES FRALICK
MAINTENANCE	2016	TOYOTA	TACOMA	519857EX	CORY JAMES FRALICK

Utah Valley University Fleet Report as of 10/4/2019

Department:	Year	Make	Model	License	Operator
MAINTENANCE	2016	TOYOTA	TACOMA	520450EX	CORY JAMES FRALICK
MAINTENANCE	2017	FORD	F150 4X4	522709EX	CORY JAMES FRALICK
MAINTENANCE	2017	GMC	SAVANA CARGO	521944EX	CORY JAMES FRALICK
MAINTENANCE	2018	TOYOTA	TACOMA	524645EX	CORRY JAMES FRALICK
MAINTENANCE-WASATCH	2003	CHEVROLET	SILVERADO 2500	89409EX	BRENT L KUMMER
MEDIA	2016	MERCEDES	SPRINTER 2500	520405EX	TRAVIS TASKER
PARKING SERVICES	1999	CASE	580 SUPER L		BARBARA YOUNG
PARKING SERVICES	2003	PETERBILT	DUMP TRUCK	88934EX	BARBARA YOUNG
PARKING SERVICES	2006	TOYOTA	TUNDRA	97688EX	BARBARA YOUNG
PARKING SERVICES	2011	TOYOTA	TACOMA	207205EX	BARBARA YOUNG
PARKING SERVICES	2013	CHEVROLET	SILVER 2500 LT	513203EX	BARBARA YOUNG
PARKING SERVICES	2017	TOYOTA	RAV4	522912EX	BARBARA YOUNG
POLICE	2006	DODGE	CHARGER	97777EX	MATTHEW DARREL PEDERSEN
POLICE	2009	DODGE	CHARGER	205417EX	MATTHEW DARREL PEDERSEN
POLICE	2011	CHEVROLET	TAHOE	509094EX	MATTHEW DARREL PEDERSEN
POLICE	2013	FORD	EXPLORER	509971EX	MATTHEW DARREL PEDERSEN
POLICE	2014	FORD	EXPLORER	515357EX	MATTHEW DARREL PEDERSEN
POLICE	2017	FORD	EXPLORER	522056EX	MATTHEW DARREL PEDERSEN
POLICE	2017	FORD	EXPLORER XLT	W020YS	MATTHEW DARREL PEDERSEN
POLICE	2017	FORD	EXPLORER	527037EX	MATTHEW DARREL PEDERSEN
PRESIDENT TUMINEZ	2018	TOYOTA	HIGHLANDER	L039Z	PRESIDENT TUMINEZ
PRINTING SERVICES	2017	FREIGHTLINER	FXCC46	527414EX	DAVIS SCOTT
PROCUREMENT	2019	TOYOTA	CAMRY	528370EX	RYAN LINDSTROM
RODEO	2014	PETERBILT	TRACTOR	209786EX	SHANE DRAPER
SCHOOL OF THE ARTS	2015	FREIGHTLINER	SPRINTER	522351EX	CRISTIAN CHARLES BELL
SCUP	2015	TOYOTA	PRIUS II	517756EX	LIZ ANDRUS
SPACE	2000	FORD	RANGER	74642EX	KURT BAXTER
SPACE	2001	FORD	RANGER	79110EX	KURT BAXTER
SPACE	2015	TOYOTA	PRIUS	519612EX	KURT BAXTER
SPACE	2017	HONDA	CR-V	522444EX	KURT BAXTER
STUDENT CENTER	2010	CHEVROLET	SILVERADO 2500	508289EX	CLAY W ALLRED
STUDENT CENTER	2016	FREIGHTLINER	SPRINTER	524968EX	CLAY W ALLRED
STUDENT GOVT	2008	FORD	EXPEDITION	503988EX	LAUREL RIDING
STUDENT GOVT	2008	GOSHEN	GCII	501790EX	LAUREL RIDING
STUDENT GOVT	2012	FORD	EXPEDITION EL	207498EX	LAUREL RIDING
STUDENT GOVT	2014	FORD	SUPER DUTY F250	210109EX	LAUREL RIDING
STUDIOS	2002	GMC	C7H042	100328EX	WILLIAM MCKINNON
SURPLUS	2002	DODGE	RAM	84008EX	GREG GAMMILL
TELEPHONE	2008	FORD	F150	504844EX	KURTIS CHRISTIAN OLSEN
UFRA	1990	OTTAWA	FIRE ENGINE	103215EX	CHUCK QUERRY
UFRA	1992	E-ONE PUMPER	FIRE ENGINE	53433EX	CHUCK QUERRY
UFRA	1997	WHEELEDCOACH	E350	507399EX	CHUCK QUERRY
UFRA	2001	FREIGHTLINER	CENTURY	509316EX	CHUCK QUERRY

Utah Valley University Fleet Report as of 10/4/2019

Department:	Year	Make	Model	License	Operator
UFRA	2008	FREIGHTLINER	SEMI	509317EX	CHUCK QUERRY
UFRA	2011	INTERNATIONAL	4300	508908EX	CHUCK QUERRY
UFRA	2011	INTERNATIONAL	4300	508909EX	CHUCK QUERRY
UFRA	2015	KENWORTH	TRACTOR	517931EX	CHUCK QUERRY
UFRA	2005	DODGE	RAM	95552EX	CHUCK QUERRY
UFRA	2006	DODGE	RAM 2500 SLT	96837EX	CHUCK QUERRY
UFRA	2009	DODGE	RAM	205124EX	CHUCK QUERRY
UFRA	2010	TOYOTA	PRIUS	506890EX	CHUCK QUERRY
UFRA	2012	SUBARU	OUTBACK	511561EX	CHUCK QUERRY
UFRA	2012	SUBARU	OUTBACK	511560EX	CHUCK QUERRY
UFRA	2013	SUBARU	OUTBACK	209179EX	CHUCK QUERRY
UFRA	2014	CHEVROLET	SILVERADO 3500	201770EX	CHUCK QUERRY
UFRA	2014	SUBARU	OUTBACK	210601EX	CHUCK QUERRY
UFRA	2015	SUBARU	OUTBACK	518120EX	CHUCK QUERRY
UFRA	2018	FREIGHTLINER	FIRE TRUCK	525102EX	CHUCK QUERRY
UNIVERSITY RELATIONS	2013	TOYOTA	VENZA	513604EX	CAMERON K MARTIN
VICE PRESIDENT	2017	TOYOTA	CAMRY LE	522708EX	VAL L. PETERSON
WAREHOUSE	2001	FREIGHTLINER	FL50	501791EX	GREG GAMMILL
WAREHOUSE	2003	FORD	E150	87035EX	GREG GAMMILL
WAREHOUSE	2005	CHEVROLET	EXPRESS	94578EX	GREG GAMMILL
WAREHOUSE	2005	CHEVROLET	EXPRESS	94579EX	GREG GAMMILL
WAREHOUSE	2006	FORD	ECONOLINE	96002EX	GREG GAMMILL
WAREHOUSE	2019	FREIGHTLINER	BOX TRUCK	526351EX	GREG GAMMILL
WASATCH	2018	FORD	EXPLORER	217762EX	SHEILA NIELSON
WASATCH	2012	FORD	ESCAPE LTD	207352EX	SHEILA NIELSON

Utah Valley University Board of Trustees Engaged Learning Award

Award Criteria and Process

1. The Project Award will be advertised to students through the Office of Engaged Learning (OEL). This will involve listing it on UV Announce, sending to Department Chairs, using social media, and posting on digital signage.
2. Applications are due January 15.
3. Applications will be reviewed by the Scholarly and Creative Activities Council (SCAC) and facilitated through OEL. SCAC will select the top three projects in a manner that is consistent with regularly established project award procedures and in keeping with the award criteria outlined below.
 - a. Minimum 3.0 GPA is required by all student participant(s) involved in the project.
 - b. Applicant(s) must submit an Engaged Learning Project Proposal and budget up to \$6,000.
 - c. A letter of recommendation from a faculty mentor involved in the project must accompany the application.
 - d. The Award will be based on the quality of the Engaged Learning Project. Based on previous Board of Trustee feedback, prior academic performance will be of secondary concern.
4. The three finalists selected by SCAC will make a brief presentation at a Board of Trustee's meeting. It has historically been scheduled for February of each year. Trustees are invited to give their input on each project. However, responsibility for final selection rests with SCAC to maintain the integrity of each Trustee's personal, tax-deductible gift to the award.
5. Awardees will be selected by SCAC based on their evaluation scores of the projects with consideration of the Trustees' input and amount available. Project award(s) will be allocated from OEL in accordance with University Policy.
6. Awardee(s) must give a final or in-progress report to the Trustees one year after the Project award is received.
7. A Legacy Program is in development to track the progress and professional success of awarded projects. The following steps have been taken:
 - a. The OEL web site and grant application both have statements indicating that award winners will agree to keep UVU updated about their progress after they graduate.
 - b. An RFP process for potential new grant software has been initiated to increase the efficiency, transparency, and tracking of awardees.
 - c. OEL is collaborating with Alumni Relations to track and promote the success of students and graduates who have received a Board of Trustee award. An alumni webpage will be dedicated to project and awardee updates. Students will be inspired by the stories, and reports can be generated as needed.