

January 15, 2014

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah Valley University – Bachelor of Arts/Bachelor of Science in University Studies

Issue

Utah Valley University requests approval to offer a Bachelor of Arts/Bachelor of Science in University Studies (UVST), effective Fall 2014. This program was approved by the Institutional Board of Trustees on October 18, 2012.

Background

Utah Valley University has proposed a University Studies baccalaureate program for students who have accumulated 60 hours of credit but whose educational goals may not be met by existing degree programs. Prospective students will need to apply to the proposed program committee for acceptance and will work with an advisor and faculty mentor to develop a customized course of study. The degree will assist learners in developing essential skills valued by employers and graduate schools (e.g., applied learning, critical thinking, written/oral communication, team work, ethical reasoning, and global understanding) within the framework of a larger discipline. Students will complete a structured, yet customized set of upper-division courses under the guidance of an advisor and faculty mentor to ensure that standards for academic rigor at the bachelor level are achieved. Candidates for the degree will focus on intellectual skills and integrative knowledge by enrolling in courses in a general disciplinary area with intentionally-selected, specialized knowledge courses that contribute to an integrated whole. The proposed program adds two required courses: either an internship or a capstone, and an additional course to be taken in communication, humanities, English, management or philosophy. Students will work with their mentor to articulate the learning outcomes they expect to master in their program. The learning outcomes and competencies are taken from the Essential Learning Outcomes (developed by the Association of American Colleges and Universities), which have been adopted by the institution, and the cross cutting skills found in the Degree Qualifications Profile (developed by the Lumina Foundation).

Courses for the proposed degree are in place in various colleges and schools. The faculty members teaching these courses have appropriate credentials. The capstone and internship courses will be under the direction of faculty members in departments related to the degree focus, but will have the UVST prefix for purposes of record-keeping and oversight. Because students will be taking existing courses across all schools/colleges at UVU, no additional faculty will be needed for each of the first five years of the program.

The proposed BA/BS in University Studies will help prepare students for future employment and graduate education.

#### Policy Issues

Questions were raised regarding the lack of an assessment strategy that would actually assess student learning on the Essential Learning Outcomes and the skills acquired within the Degree Qualifications Profile. Unclear was the number of faculty that would be necessary to teach in the proposed program if the program grows to the extent projected in the proposal. While these are issues that Utah Valley University will need to address, all USHE institutions supported the commencement of the proposed program.

#### Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by Utah Valley University to offer a BA/BS in University Studies, effective Fall 2014. However, the third-year report will need to include evidence of appropriate student learning assessments of the knowledge and skills in the Essential Learning Outcomes and Degree Qualifications Profile, qualifications and rank of participating faculty, and evidence of an integrated curriculum.

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David L. Buhler  
Commissioner of Higher Education

DLB/PCS  
Attachment

## **Section I: The Request**

Utah Valley University requests approval to offer Bachelor of Arts/Bachelor of Science in University Studies (UVST) effective Fall 2013. This program has been approved by the institutional Board of Trustees on October 18, 2012.

## **Section II: Program Description**

### **Complete Program Description**

The proposed BA/BS degree in University Studies is designed to meet the academic and professional objectives of learners whose needs are not addressed through existing degree programs. The degree assists learners in developing essential skills valued by employers and graduate schools (e.g., applied learning, critical thinking, written/oral communication, team work, ethical reasoning, and global understanding) within the framework of a larger discipline. Learners will complete a structured, yet customized, set of upper-division courses under the guidance of an advisor and faculty mentor to ensure that standards for academic rigor at the bachelor level are achieved. Candidates for the degree will focus on intellectual skills and integrative knowledge by enrolling in courses in a general disciplinary area with intentionally-selected, specialized knowledge courses that contribute to an integrated whole and by completing a capstone experience that further prepares them for their chosen professions or graduate school admission. Under the direction of a faculty member, students will propose and complete the capstone course, which will involve reflection and a synthesis of learning that demonstrates achievement of the learning outcomes for the degree.

### **Purpose of Degree**

The degree provides flexibility for students who desire an integrative educational program for personal, career, or professional goals. It is suited to traditional and non-traditional students who have a clear sense of their future and how earning such a degree will help them achieve their professional goals. The degree provides the opportunity to connect concepts, theories, and practices from across disciplines to produce new knowledge, insights, and perspectives through an articulated plan of study.

Inherent in the degree is an intentionality of purpose in that the student, under the mentorship of a faculty mentor, identifies needed knowledge, skills, and abilities that are aligned with an articulated career path. The capstone experience in the form of an internship, portfolio, or research project will require students to synthesize and apply their learning. As part of this experience, students will reflect on how they have met the designated outcomes for the degree. In essence, the degree is for self-directed learners who know their interests and can design with faculty support a program of study that will result in the learning and qualifications needed to reach their goals.

The Degree Qualifications Profile (DQP) produced by the Lumina Foundation in January 2011<sup>1</sup> identifies five basic areas of learning, including Intellectual Skills, Applied Learning, Civic Learning, Specialized Knowledge, and Broad/Integrative Knowledge that every graduate at each degree level should be able to demonstrate in increasing levels of complexity as the student progresses from the associate to the bachelor to the master's degree level. The DQP "emphasizes the integration of ideas, methods, practice and theory

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<sup>1</sup> [http://www.luminafoundation.org/publications/The\\_Degree\\_Qualifications\\_Profile.pdf](http://www.luminafoundation.org/publications/The_Degree_Qualifications_Profile.pdf)

across broad and specialized knowledge realms.”<sup>2</sup> “Looking to the future, because current and prospective students will face changing workplace demands, new technologies, civic challenges, and expanded parameters of knowledge, the degree profile emphasizes analysis, adaption, and application within both occupational fields and the art and sciences. Many students will change jobs and fields several times during their lives. Therefore, the degree profile strongly emphasizes the kinds of crosscutting competencies that graduates need for continuous learning in complex and changing environments.”<sup>6</sup>

This degree supports the model of integration described by the DQP by giving students the opportunity to create with guidance their own plan for educational achievement that crosses specialized knowledge and disciplinary boundaries, but still incorporates the basic areas of learning described by the DQP. These areas are distributed among and included in the Essential Learning Outcomes required of all graduates earning bachelor degrees from UVU. By requiring the standard General Education Requirements as a base and then building on that foundation with an intentional core of required and specialized upper division courses designed to add, strengthen, and integrate institutional learning outcomes in areas of individual interest, the BA or BS in University Studies Degree encourages a customized educational plan that meets or may exceed standards of academic rigor. The requirement of the capstone experience and demonstration of resulting reflection, synthesis, and integration is a key element to evidence successful achievement of academic goals.

To be accepted into the degree program, students will design a plan with the assistance of a faculty mentor and advisor. The plan must logically connect the course work across disciplines, appropriately sequence the courses to build on previous learning, demonstrate a synthesis of divergent theories and practices, and show evidence of how this synthesis will result in new insights and perspectives. The plan will assist learners to reach their professional goals and achieve essential learning outcomes such as critical and creative thinking, oral and written communication, personal and social responsibility, integrated and applied learning, and knowledge foundations, which have been identified within UVU’s Essential Learning Outcomes. The student’s plan will be entered into a curriculum map which will show the courses already completed and the courses planned for each remaining semester. The curriculum map will indicate to what degree each course addresses the Essential Learning Outcomes. It will also require the student to summarize how the course sequence will provide logical building of knowledge, skills, and competencies, and to summarize how the set of chosen courses constitutes a cohesive, integrated program that meets the academic goals of the student.

Students may apply up to 16 credit hours of experiential credit to the degree under the direction of the applicable department in which the courses reside and in keeping with current policy for granting such credit. The degree plan will require approval of the faculty mentor, dean of the college or school in which the focus is situated, and the dean of University College, where the degree will reside.

### **Institutional Readiness**

The proposed degree can be offered immediately as it requires no new faculty or advisors and the curriculum is in place. The degree will be administered through University College where the Associate of Science and the Associate of Arts degrees in University Studies (UVST) reside. These degrees accommodate students who have not yet selected a major in a particular discipline or who desire a general degree. The proposed degree program supports the mission of University College to connect academic and

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<sup>2</sup> [http://www.luminafoundation.org/publications/The\\_Degree\\_Qualifications\\_Profile.pdf](http://www.luminafoundation.org/publications/The_Degree_Qualifications_Profile.pdf), page 9

<sup>6</sup> [http://www.luminafoundation.org/publications/The\\_Degree\\_Qualifications\\_Profile.pdf](http://www.luminafoundation.org/publications/The_Degree_Qualifications_Profile.pdf), pages 3,4

social systems across the institution in a holistic way, draw from areas of expertise across the university, and provide students with needed knowledge foundations and academic support to aid success.

The Dean of University College (or the dean’s designee) will have primary responsibility for the degree and will be assisted by an oversight committee consisting of faculty from across the institution who will ensure that professional standards are met and that the degree is academically rigorous.

Two new courses will be created (Internship and Capstone). These courses are already in place in departments throughout the institution, but are being created within University College in order to more easily track and assess the degree. Faculty from across the institution will mentor students in these courses in the same way they would mentor students enrolled in capstone, internship, or individual reading courses within their own departments and majors. Students enrolled in either of these courses would engage in a summative project, as suggested by the DQP; that is a “paper or practice-based performance that draws on current research, scholarship and/or techniques in the field.”<sup>3</sup>

**Faculty**

The degree will draw from courses already in existence at the institution. No additional faculty will be needed. All those who will be teaching courses in the degree program have met the professional standards of their disciplines. As indicated in the Projected Enrollment chart, after 5 years the program will need the equivalent of 1.46 faculty FTE to oversee the capstone and internship courses. However, the 1.46 increase will be distributed across departments in the institution.

Faculty Category	Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Faculty Headcount at Full Program Implementation
<b>With Doctoral Degrees</b> (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
<b>With Master’s Degrees</b>			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
<b>With Bachelor’s Degrees</b>			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
<b>Other</b>			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			

<sup>3</sup> *Ibid.*, page 18

Part-time Non-Tenured			
<b>Total Headcount Faculty</b>			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
<b>Total Department Faculty FTE</b> (As reported in the most recent A-1/S-11 Institutional Cost Study for “prior to program implementation” and using the A-1/S-11 Cost Study Definition for the projected “at full program implementation.”)	0	0	1.46

### Staff

As this degree will be administered through existing structures within each college/school, no additional staff will be required initially. As demand for the degree increases, the University will request reassigned time (.5) for a faculty member to oversee the degree.

### Library and Information Resources

No additional library resources are needed for the degree. The degree draws from existing courses, which are already supported with library holdings.

### Admission Requirements

Students seeking admission to the BA/BS in University Studies must meet the following admission requirements:

- Be a student in good academic standing at UVU with a minimum 2.0 grade point average
- Have completed 60 or more semester credit hours
- Submit for approval a Plan of Study to the dean of the college/school with responsibility for the area of focus and to the dean of University College.
- The plan of study must demonstrate the following: 1) an area of focus, 2) completion of General Education and university requirements, 3) 40 credits of upper division courses, 4) a capstone internship or project, 5) learning outcomes. Course sequencing and how coursework will address the learning outcomes will be demonstrated through a curriculum map, which the student will complete with the help of the advisor and faculty mentor.
- Admission to the degree program will require approval by an academic advisor, dean of the college or school with oversight for the area of focus, and dean of University College. The deans may appoint a designee for this responsibility.

### Student Advisement

Students interested in pursuing a degree in University Studies will initially work with an advisor in University College. They will be required to consider other degree programs before selecting this degree in order to ensure that a major appropriate to their educational goals is not already available. As students determine an area of focus, they will be directed to an advisor in that area who will assist them in identifying a faculty mentor. Students will apply for admission to the degree program by designing a plan of study with the assistance of their advisor and faculty mentor. The faculty mentor will continue to communicate with the student on a regular basis, supervise the capstone experience, and oversee the student’s progress to degree completion. The faculty mentor will also ensure that the course of study is clearly structured with an

integrated curriculum and that the course work is linked to UVU's essential learning outcomes. The capstone project, either an internship or research-based endeavor must involve reflection and a synthesis of learning that demonstrates achievement of the identified learning outcomes.

Additionally, an oversight committee of faculty representing various disciplines will serve to set policy, regularly review the degree program, and ensure that it is meeting the needs of students and the region, and that appropriate standards of academic rigor are being met. The committee or assigned subcommittee thereof will also review the proposed plan of study and the culminating project of each student applying for graduation in this degree.

**Justification for Graduation Standards and Number of Credits**

Graduation standards for the degree follow and are consistent with those in place at the institution for BA/BS degrees.

- Completion of 120 semester credits.
- Overall grade point average of 2.0 (C) or above.
- Residency hours: minimum of 30 credit hours through course attendance at UVU, with at least 10 hours earned in the last 45 hours.
- At least 40 upper division credit hours, with a clearly identified set of core upper division courses to meet individual academic goals and institutional essential learning outcomes.
- (For the BA degree) Complete 16 credit hours of course work from one language to include the 1010, 1020, 2010 and/or 202G/2020 levels, or transferred equivalents.
- Completion of General Education requirements.
- Completion of specific departmental (major) requirements, including the Plan of Study as defined during the matriculation process.
- Completion of at least one Global/Intercultural Requirement course.

**External Review and Accreditation**

External consultants were not involved in the development of this proposed degree. No accreditation for the degree will be sought beyond that which is already in place through Northwest Commission of Colleges and Universities.

**Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students**

Data Category	Current – Prior to New Program Implementation	Projected Year 1	Projected Year 2	Projected Year 3	Projected Year 4	Projected Year 5
<b>Data for Proposed Program</b>						
Number of Graduates in Proposed Program	0	3	10	30	50	65
Total # of Declared Majors in Proposed Program	0	20	50	70	90	100
<b>Departmental Data – For All Programs Within the Department</b>						
Total Department Faculty FTE (as reported in Faculty table)		.17	.67	.79	1.21	1.46

above)						
Total Department Student FTE (Based on Fall Third Week)		1.33	4.00	5.67	7.33	8.33
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)		6.67	5.71	7.08	6.11	5.56
<b>Program accreditation- required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here: _____ _____)</b>		N/A	N/A	N/A	N/A	N/A

### Expansion of Existing Program

The degree is not an expansion of an existing program.

### Section III: Need

#### Program Need

The flexibility of the UVST degree fits the needs of a variety of students. For some, it will provide the specific knowledge and expertise required to pursue an identified career path that cannot be achieved through available degree options. Other students may decide to change directions as they pursue a major and determine it does not suit their talents, abilities, or goals. These students will be able to utilize the credits they have already earned to create a more appropriate program of study. They will not have to begin a completely different major and their time to degree completion will not be increased. Another potential population for this degree includes those who have earned some university credits but have not completed a degree due to personal life situations or employment. These students can design a program of study that prepares them for desired career opportunities or enhances their current employment situations without beginning anew. Further flexibility may be possible and increase demand for the degree as a greater number of online courses are developed at UVU.

The proposed degree also supports the following educational needs:

- Utah's 2020 Plan for Higher Education aims to increase the percentage of those in the work force with postsecondary educational credentials, as 66% of all jobs in Utah will require some type of postsecondary education by 2018. The goal is for 55% of the workforce between the ages of 25-64 to have an associate's degree or higher by 2020 and for an additional 11% to have postsecondary training.
- The Utah Women and Education Project is focused on encouraging and enabling more Utah women to complete a degree. Currently, Utah females aged 18-24 lag behind the nation in higher education enrollments (49% of higher education enrollments in Utah are women compared to 57% nationally). The lowest percentage (43%) is at UVU. A survey of students who left UVU without a degree indicated that 44% percent of females and 23% of males who participated in the survey were interested in this degree. Thus, the degree has much potential to raise the rates of degree attainment of females in Utah.



The UVST degree is particularly well-suited to address these compelling educational needs within Utah as it builds on credit hours previously earned and offers students the opportunity to design a program of study that accounts for their unique circumstances and career objectives. It provides a customized, integrative degree option for those who have definite educational and career plans.

The coordinator of the Bachelor of General Studies degree at Brigham Young University (BYU) indicated that since the degree was implemented in 1998, they have had 1,100 graduates. Currently about 1,500 students are enrolled. BYU has a specific candidate pool for the degree as it is available only to former BYU students who have completed 30 hours in residence. The coordinator indicates that the demand for such a degree is much higher than what they are able to meet. They get many inquiries from individuals who are not former BYU students. This information indicates a potential pool of students whose educational needs are not being addressed by other providers of similar degrees.

### **Labor Market Demand**

The UVST degree situates graduates for a range of future possibilities and may be less vulnerable to changes in market demand than more traditional degrees in that it focuses on intellectual and integrative learning outcomes that serve individuals well in a variety of careers. Research conducted by the Association of American Colleges and Universities (AAC&U)<sup>4</sup> indicated that employers value broad learning outcomes such as intellectual and practical skills (written and oral communication, critical thinking and analytic reasoning, complex problem solving, teamwork in diverse groups, creativity and innovation, information literacy, quantitative reasoning), personal and social responsibility (e.g., ethical decision making, intercultural competence, intercultural knowledge, civic knowledge, participation, and engagement), integrative and applied learning, and knowledge of human cultures and the physical and natural world.

Within Utah, findings from an employer survey conducted by UVU's Office of Institutional Research and Information indicated that 75% of employers perceive that individuals completing a bachelor's degree in any area are prepared to learn what is needed and can get trained on the job. They do not have a preference for hiring graduates from a particular discipline. Additionally, the K-16 Alliance Workforce Committee held focus groups of employers across the state from different industries. Findings indicate that employers value the following top 20 skills:

- Accountability
- Adaptability and flexibility
- Computer science and technology
- Critical thinking
- Customer service
- Dependability and reliability
- Financial literacy
- Honesty
- Interpersonal skills and social interaction
- Job specific training
- Leadership
- Math and Science

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<sup>4</sup> Greater Expectations: A New Vision for Learning as a Nation Goes to College (2002); Taking Responsibility for the Quality of the Baccalaureate Degree (2004); Liberal Education Outcomes: A Preliminary Report on Achievement in College (2005).

- Positive attitude
- Problem-solving
- Professional work ethic
- Sensitive and accepting of other cultures
- Taking initiative
- Team work
- Technical skills
- Verbal and Written Communication

Similarly, career counselors at UVU indicate that although some professional areas require a specific degree, increasingly employers are seeking bright and capable employees with critical thinking, communication, and problem-solving skills. They are willing to train graduates for specific job requirements. These three sources of information strongly support the desirability of a general degree that prepares students with overall intellectual skills and competencies rather than specific discipline-based knowledge, which will change over time.

Additionally, deans, directors, and coordinators of USHE graduate programs (15 respondents total) indicated in response to an e-mail query that a UVST or general studies type of degree would be comparable to any other degree for graduate school admission except for those requiring specialized knowledge or professional certification (e.g., secondary education, radiology). In some cases, prerequisites or prior work experience may be required as it would for those with any degree. They pointed out that GPA, standardized test scores, rigor of course work, and institutional reputation are considered along with the undergraduate degree. One indicated support for any degree that promotes a better educated population.

The UVST degree emphasizes UVU's essential learning outcomes, including knowledge foundation, integrative and applied learning, intellectual and practical skills foundation, professional competency, people of integrity, and stewards of place, which are based on those identified by AAC&U research. Students' individual areas of emphases and capstone project for the degree will focus on and develop these outcomes. The outcomes support the traits and skills identified by state and national employers as highly desirable. Likewise, graduate program administrators within the state concur that these skills are excellent preparation for success in graduate school. Thus, the degree is highly marketable for both employment and advanced levels of education.

### **Student Demand**

Various survey results and statistics identify potential candidate pools in Utah County for the UVST degree. One probable population for the degree includes students who have previously accumulated university credit hours, not completed a degree, and are no longer enrolled. A survey of 1,000 former UVU students who had stopped attending for at least one semester indicated that 38% of those who responded to the survey were interested in a UVST degree. The following percentage of respondents indicated interest, based on the number of earned credits when they stopped attending: freshmen - 51%, sophomores - 33%, juniors - 49%, seniors - 23%. 44% of females and 23% of males expressed interest.

Several additional groups of individuals may be interested in the degree based on their enrollment patterns. These include: 1) current students who have sufficient credits to graduate but have not completed, 2) those who are close to having the needed number of credits for a degree but may want to change directions, 3) students who are into their second year of study, have not yet declared a major, and have demonstrated

some indecisiveness about selecting one, and 4) students who are into their second year of study and have declared a major, but have demonstrated some indecisiveness about their choice. The following data give some indication of the size of these pools of potentially interested students:

1. Students enrolled Spring 2011 with 120 credits or more earned, including transfer credit, who have completed less than 60% of their current program = 336
2. Students enrolled Spring 2011 with over 90 credits earned and no graduation attempt = 3,676; with 6,299 total from 2004 to Spring 2011. A phone survey conducted by UVU in April 2012 of students with 90 or more credits, who had completed less than 60% of their current program, and who had not previously completed a degree, indicated that 26% of the students who responded (36/137) would be interested in the proposed degree. Primary areas of interest included fine arts, humanities, and computing/technology. Additionally, students said they might have been interested if they had known about the degree earlier in their academic planning.
3. Students enrolled Fall 2010/Spring 2011 who had not declared a major, had 45-75 credits, no previous degree, and who had changed majors two or three times = 1,739
4. Students enrolled Fall 2010/Spring 2011 with a declared major, had 45-75 credits, no degree, and who had changed majors two or three times = 4,943

This information is meant to demonstrate various groups who could potentially benefit from the degree. However, the degree is designed to fit the needs of those who have professional goals that cannot be met through existing majors. Those applying for the UVST major will need to demonstrate specific, intentional, and well-defined goals accompanied by a relevant study plan.

The director of the Academic Counseling Center at UVU and other advisors indicate that they frequently receive requests from students for this type of degree. Some of these students are returning to their studies after a period of time and want to utilize previously earned credits that may not be an exact fit for existing majors. These students generally have specific professional goals which the degree would help them achieve. Advisors across campus were surveyed to determine their views of the need for and viability of the degree. They were supportive based on the student inquiries they receive.

### **Similar Programs**

Similar degrees are offered by institutions across the state. However, several of these require the integration of two or three areas of focus. Degrees in this category include the Integrated Studies degrees at UVU, Weber State University, and Dixie State University. The UVST degree program differs from these in that it has a single, overarching area of focus rather than linking specific disciplinary concentrations. A traditional degree offers the most in-depth focus in a prescribed discipline with interdisciplinary degrees somewhat broadening this focus. The UVST degree offers the most customized and integrative option for those who can articulate a need for the skills acquired by pursuing this type of degree.

The University of Utah offers a University Studies degree, and Utah State University and Southern Utah University offer Bachelor of General Studies degrees. These degrees are similar to the proposed UVST degree. The University of Utah degree is centrally housed in the Office of Undergraduate Affairs while the latter two degrees reside in individual schools and colleges depending on the area of focus. Being administered in University College, the proposed UVST degree would have a similar organizational structure to the University Studies degree at the University of Utah. At Utah State University, the areas of focus include Agriculture, Business, Education/Human Services, Engineering, Humanities, Arts, Social Science, Natural Resources, and Science. The UVST degree at UVU proposes comparable areas of concentration based on the colleges and schools at UVU. Although similar degrees are offered in the state,

the UVST degree at UVU will serve students in Utah County who are not eligible for the BYU degree and need an opportunity to fulfill their professional goals.

### **Collaboration with and Impact on Other USHE Institutions**

In designing this degree, proposals for Bachelor of General Studies degrees at Utah State University and Southern Utah University were reviewed. Additionally, several e-mail exchanges and phone calls occurred between those proposing this degree and those responsible for the Bachelor of General Studies degrees at USU and SUU and the Bachelor of University Studies degree at the University of Utah. As the degree is individualized and the primary intended audience is those who have previously attended UVU or are currently enrolled, no impact is anticipated on other USHE institutions offering similar degrees. This degree and similar degrees at other USHE institutions are designed to meet the needs of small numbers of students with specific academic and career plans.

### **Benefits**

The proposed UVST degree will provide an option for students with clearly identified professional goals for whom traditional degrees do not meet their needs. The degree will contribute to the USHE goal of having 66% or more of Utah adults with some type of postsecondary training by 2020.

### **Consistency with Institutional Mission**

UVU is classified by Regent's Policy as a Master's University with associate and bachelor degree programs, including career and technical education options and selected graduate programs. The degree supports the university's role as a comprehensive university. It also supports UVU's accreditation themes of inclusiveness and student success by providing opportunities for those who may have previously left UVU or other institutions without a degree or cannot meet their educational goals through more traditional degree offerings. The capstone (i.e., internship, portfolio, research/writing project) is aligned with UVU's Carnegie elective classification for community engagement and with UVU's core accreditation theme of engaged learning. It is also aligned with the definition of bachelor level learning outcomes described by the Lumina Foundation's Degree Qualification Profile.

## **Section IV: Program and Student Assessment**

### **Program Assessment**

The UVST degree is designed to meet the needs of students who have a clearly articulated career path and whose goals cannot be met through a traditional major. The degree focuses on the intellectual skills and integrative learning outcomes valued by employers and graduate schools. As part of the application for the major, students will be guided by their advisors and faculty mentors in identifying how UVU's Essential Learning Outcomes will be addressed by the area of focus and the capstone experience. The plan will indicate how the learning goals will be assessed through the capstone, which is the culminating experience for the major and which demonstrates the degree to which the student has synthesized and integrated the knowledge and skills acquired through the sequence of courses.

The faculty oversight committee or an assigned subcommittee will review each student's proposed plan of study and rate it using a criterion-based rubric focused on the extent to which the student provides evidence for the following: existing majors do not address the student's educational and professional goals, the proposed plan of study supports achievement of the Essential Learning Outcomes, the potential capstone project and its relationship to the Essential Learning Outcomes are clearly described, the plan of

study reflects the student's post-baccalaureate goals, and the curriculum map demonstrates how course sequencing will lead to increasing mastery of the Essential Learning Outcomes.

As the student completes courses each semester, assessment of the student's achievement of individual course outcomes will be determined by the instructor for each course. In addition, when course work and capstone project are completed, the committee will use a second criterion-based rubric to determine to what extent the Essential Learning Outcomes and the goals of the individualized program have been met through the capstone experience (such as portfolio, research paper, or internship experience) including written evidence of reflection, integration, and synthesis of learning experiences to demonstrate achievement of expected outcomes. The committee may request an oral interview with the student either upon application for entry into the degree or upon completion of the capstone project if deemed appropriate or necessary.

Assessment will include the following:

Ratings and scores of the capstone experience (research/writing project, internship, portfolio, etc.) using a criterion-based rubric.

1. Profile of students who select this degree option (e.g., GPA, demographics, retention, graduation, etc.)
2. Survey of job or professional/graduate program placement for graduates.

### **Expected Standards of Performance**

Standards of performance will meet those required to be in good academic standing at UVU. Specific learning outcomes will be identified in students' individualized learning plans. Student work will be evaluated at the course level with overall competencies being assessed through the capstone experience. The program will be regularly reviewed according to accreditation and program review requirements.

## Section V: Finance

### Budget

5-Year Budget Projection						
Departmental Data	Current Budget – Prior to New Program Implementation	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Personnel Expense</b>						
Salaries and Wages		4400	16016	19036	29696	38605
Benefits		466	1698	2018	3148	4092
Total Personnel Expense		4866	17714	21054	32844	42697
<b>Non-Personnel Expense</b>						
Travel		1000	1000	2000	2000	2500
Capital		0	0	0	0	0
Library		0	0	0	0	0
Current Expense		0	0	0	0	0
Total Non-personnel Expense		0	0	0	0	0
Total Expense (Personal + Current)	\$	\$5866	\$18714	\$23054	\$34844	\$45197
<b>Departmental Funding</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Tuition Generated by New/FTE		5259	15776	22349	28923	32867
Other: Tuition Growth		608	2938	705	5922	12331
Special Legislative Appropriation						
Grants and Contracts						
Special Fees/Differential Tuition						
Total Revenue	\$	\$5866	\$18714	\$23054	\$34844	\$45197
<b>Difference</b>						
Revenue-Expense	\$	\$0	\$0	\$0	\$0	\$0
Departmental Instructional Cost/Student Credit Hour* (as reported in institutional Cost Study for “current” and using the same Cost Study Definition for “projected”)	\$	\$99	\$99	\$99	\$99	\$99

### Funding Sources

Because the existing curriculum and faculty are already in place for the UVST degree, no additional costs will be incurred. Graduation rates may be positively impacted by the degree, which would result in additional tuition revenues. In the future, we anticipate a .5 position to administer the program. This would likely be accommodated through reassigned time for a faculty member.

### Reallocation

No reallocation is anticipated.

### Impact on Existing Budgets

It is not anticipated that existing programs will be affected as the numbers of students will be relatively small and spread across all college/schools at UVU.

## Section VI: Program Curriculum

### All Program Courses

Course Prefix and Number	Title	Credit Hours
<b>Matriculation Requirements</b>		
An approved Plan of Study that focuses on the achievement of clearly defined personal, career, or professional goals, as part of the application process for the major. Minimum 2.0 grade point average. Completed 60 or more semester credit hours.		
<b>General Education Requirements: -- Credits: 35-36</b>		
ENGL 1010	Introduction to Writing	3
Complete one of the following:		
ENGL 2010	Intermediate Writing – Humanities/Social Sciences	3
ENGL 2020	Intermediate Writing – Science and Technology	3
Complete one of the following:		
MATH 1030	Quantitative Reasoning	3
MATH 1040	Introduction to Statistics	3
MATH 1050	College Algebra	4
Complete one of the following:		
HIST 1700	American Civilization	3
HIST 2700 and HIST 2710	US History to 1877 and US History since 1877	3 and 3
HIST 1740	US Economic History	3
POLS 1000	American Heritage	3
POLS 1100	American National Government	3
Complete the following:		
PHIL 2050	Ethics and Values	3
HLTH 1100 or PES 1097	Personal Health and Wellness or Fitness for Life	2 or 2
<b>Distribution Courses</b>		
Biology		3
Physical Science		3
Additional Biology or Physical Science		3
Humanities (BS: Any)	(BA: Fulfilled with Foreign Language Course 202G/2020)	BS: 3; BA: 4
Fine Arts		3
Social/Behavioral Science		3
<b>Discipline Core Requirements</b> (Credits 31 - 32)		
Completion of the area of focus within the Plan of Study that was created during the matriculation process. At least 12 of these 30 credits must be upper-division, including at least one of the following:*		30.0

COMM 3000	Media Ethics (Cross-listed with PHIL 3010)	3
ENGL 3300	Collaborative Communication for Technology Professions	3
HUM 3060	Visual Rhetoric (Cross-listed with ENGL 3060)	3
HUM 3500	Approaches to Humanities	3
MGMT 3000	Organization Behavior	3
PHIL 3000	Formal Deductive Logic	3
PHIL 3400	Philosophy of Science	3
Complete two credits of the following:		2.0
UVST 481R Internship (1) or UVST 4930 (2) Capstone		
<b>Elective Requirements</b> Credits 52 (BA) 53 (BS)		
BA: Complete any 1000 level or higher course		36
BA: Complete 16 credits of any foreign language from one language to include the 1010, 1020, 2010, and 202G/2020 levels, or transferred equivalents.		16
BS: Complete any 1000 level or higher course, may include UVST 4900- Learning Portfolio		53
<b>Graduation Requirements</b> (Credits 0)		
Completion of 120 semester credits		
Overall grade point average of 2.0 (C) or above		
Residency hours: minimum of 30 credit hours through course attendance at UVU, with at least 10 hours earned in the last 45 hours.		
At least 40 credit hours in upper division courses.		
Completion of the General Education requirements.		
Completion of specific departmental (major) requirements.		
Completion of Global/Intercultural Requirement course.		
<b>Sub-Total</b>		<b>120</b>
<b>TOTAL Number of Credits</b>		<b>120</b>

*\*If focus area is with the Woodbury School of Business, only 21-24 credits may be used.*

### New Courses to Be Added in the Next Five Years

Semesters 1	Course Prefix and Number	Course Title
	UVST 481R	Internship
	UVST 4930	Capstone

### Program Schedule

Program Schedule will vary depending on students' individual study plans. The capstone experience—UVST 481R Internship or UVST 4930 Capstone (two credit hours) will be taken during the senior year. Below are two samples of Curriculum Maps for two students' study plans, including their explanations of rationale and coherency of their study programs.



UVU has gathered information from interested students on how they might sequence their programs. If the Regents approve the proposed program, actual examples of sequenced programs would be available.

Course and No.		Course Title	Cr	Taken	Achieves ELO Outcome Slt = Slightly, Mod = Moderately. Sig = Significantly					
<b>Semester 1</b>					<b>KF</b>	<b>IA</b>	<b>IP</b>	<b>PI</b>	<b>PC</b>	<b>SP</b>
ENGL	1010	Introduction to Writing	3	x	Slt	Slt	Slt	Slt	Slt	
HUM	1010	Humanities Through the Arts	3	x	Slt		Slt			Slt
PHSC	1000	Survey of Physical Science	3	x	Slt		Slt			
SPAN	1010	Beginning Spanish I	4	x	Slt					
CLSS	1180	Speed Reading	2	x	Slt					
<b>Semester Credits / Total Credits</b>			<b>15 / 15</b>							
<b>Semester 2</b>					<b>KF</b>	<b>IA</b>	<b>IP</b>	<b>PI</b>	<b>PC</b>	<b>SP</b>
ART	1010	Introduction to Visual Art	3	x	Slt		Slt			
MATH	1040	Introduction to Statistics	3	x	Sig		Sig			
ENGL	2010	Intro to Writing in Humanities and Social Science	3	x	Sig	Mod	Sig	Mod	Sig	
SPAN	1020	Beginning Spanish II	4	x	Slt					
BIOL	1010	General Biology	3	x	Slt		Slt	Slt		Slt
<b>Semester Credits / Total Credits</b>			<b>16 / 31</b>							
<b>Semester 3</b>					<b>KF</b>	<b>IA</b>	<b>IP</b>	<b>PI</b>	<b>PC</b>	<b>SP</b>
PHIL	2050	Ethics and Values	3	x	Slt		Slt	Sig		
HLTH	1100	Personal Health and Wellness	2	x	Slt	Slt	Slt			
BIOL	1500	Biological Anthropology	3	x	Slt	Slt	Slt	Slt	Slt	Mod
SPAN	2010	Intermediate Spanish I	4	x	Mod					
HIST	2700	US History to 1877	3	x	Mod	Mod	Mod	Mod	Mod	Mod
<b>Semester Credits / Total Credits</b>			<b>15 / 46</b>							
<b>Semester 4</b>										
SPAN	202G	Intermediate Spanish II	4	x	Sig	Sig				Sig
ANTH	101G	Social and Cultural Anthropology	3	x	Slt		Slt			Slt
HIST	2710	US History since 1877	3	x	Mod	Mod	Mod	Mod	Mod	Mod
ART	1050	Photography I	3	x	Slt		Slt			
HUM	2200	Adventures and Ideas after 1500	3	x	Slt	Slt	Slt			Slt
<b>Semester Credits / Total Credits</b>			<b>16 / 62</b>							
<b>Associate of Arts University Studies: Total Credits – 62; Language Credits - 16</b>										
<b>Semester 5 (Student Applied for BA in University Studies)</b>					<b>KF</b>	<b>IA</b>	<b>IP</b>	<b>PI</b>	<b>PC</b>	<b>SP</b>
MGMT	1250	Principles of Leadership	3		Mod	Mod	Mod		Mod	
ART	2700	Photography II	3		Mod	Mod				
AMST	300R	Topics in American Studies – Western American Culture	3			Mod	Mod		Mod	
HUM	330R	Period Studies in Humanities	3			Mod	Mod		Mod	
HIST	3010	Nature of History	3		Mod		Mod		Mod	
<b>Semester Credits / Total Credits</b>			<b>15 / 77</b>							
<b>Semester 6</b>					<b>KF</b>	<b>IA</b>	<b>IP</b>	<b>PI</b>	<b>PC</b>	<b>SP</b>
ANTH	3550	Memory and History	3			Sig			Mod	Sig

ANTH	3850	Ethnographic Methods	3			Sig	Sig		Sig	Sig
<b>Course and No.</b>		<b>Course Title</b>	<b>Cr</b>	<b>Taken</b>	<b>Achieves ELO Outcome</b> Slt = Slightly, Mod = Moderately. Sig = Significantly					
HIST	322G	History of American West to 1900	3			Mod			Mod	Sig
HIST	3260	History of Utah	3			Mod			Mod	Sig
MGMT	2200	Business Communications	3			Mod	Mod			
<b>Semester Credits / Total Credits</b>			<b>15 / 92</b>							
<b>Semester 7</b>					<b>KF</b>	<b>IA</b>	<b>IP</b>	<b>PI</b>	<b>PC</b>	<b>SP</b>
ANTH	3460	Anthropology of Mormonism	3			Mod			Mod	Sig
HIST	323G	History of American West after 1900	3			Mod			Mod	Sig
HIST	327G	Indians of Utah	3			Mod			Mod	Sig
MGMT	3000	Organizational Behavior	3				Mod	Mod	Mod	
ART	2710	Documentary Photography	3			Mod		Mod	Mod	
<b>Semester Credits / Total Credits</b>			<b>15 / 107</b>							
<b>Semester 8</b>					<b>KF</b>	<b>IA</b>	<b>IP</b>	<b>PI</b>	<b>PC</b>	<b>SP</b>
HUM	4300	Environmental Aesthetics	3		Sig	Sig			Sig	Sig
HIST	466G	Legacies and Reckonings in the American West	3			Sig	Sig		Sig	Sig
MGMT	3020	Principles of Management	3		Sig	Sig	Mod		Sig	
HIST	490R	Independent Study	4			Sig			Sig	Sig
UVST	4930	Capstone	2		Sig	Sig	Sig	Sig	Sig	Sig
<b>Semester Credits / Total Credits</b>			<b>15 / 122</b>							
Credit Distribution: GE: 36; Upper Division Credits: 48; Upper Division Credits in Discipline: 40; History Credits: 28; Anthropology Credits: 12; Management Credits: 12; Art Credits: 12										

<b>Course and No.</b>		<b>Course Title</b>	<b>Cr</b>	<b>Taken</b>	<b>Achieves ELO Outcome</b> Slt = Slightly, Mod = Moderately. Sig = Significantly					
<b>Transfer Credits from Weber State University</b>					<b>KF</b>	<b>IA</b>	<b>IP</b>	<b>PI</b>	<b>PC</b>	<b>SP</b>
ENGL	1010	Introduction to Writing	3	x	Slt	Slt	Slt	Slt	Slt	
MATH	1050	College Algebra QL	4	x	Mod		Mod			Slt
INFO	1900	Info Elective	1	x	Slt		Slt			
NUTR	1020	Foundations Human Nutrition BB	3	x	Slt	Slt			Slt	
ZOOL	2320	Human Anatomy BB	3	x	Slt	Slt			Slt	Slt
ZOOL	2325	Human Anatomy Lab BB	1	x	Slt	Slt			Slt	Slt
<b>Semester Credits / Total Credits</b>			<b>15 / 15</b>							
<b>Semester 1 Fall</b>					<b>KF</b>	<b>IA</b>	<b>IP</b>	<b>PI</b>	<b>PC</b>	<b>SP</b>
POLS	1000	American Heritage SS	3	x	Slt					
BIOL	1610	College Biology I	3	x	Slt		Slt	Slt		Slt
BIOL	1615	College Biology I Lab	3	x	Slt		Slt	Slt		Slt
COMM	1050	Intro to Speech Communications	3	x	Slt		Slt		Slt	

ENGL	2020	Intermediate Writing – Science and Technology	3	x	Mod	Mod	Mod	Mod	Mod	
MATH	1060	Trigonometry GM	3	x	Mod		Mod		Mod	
<b>Semester Credits / Total Credits</b>			<b>17 / 32</b>							
<b>Semester 2 Spring</b>					<b>KF</b>	<b>IA</b>	<b>IP</b>	<b>PI</b>	<b>PC</b>	<b>SP</b>
MATH	1210	Calculus I QL	5	x	Sig		Sig			
CHEM	1210	Principles of Chemistry I	4	x	Slt		Slt	Slt		Slt
CHEM	1215	Principles of Chemistry I Lab	1	x	Slt	Slt	Slt	Slt		Slt
BIOL	1620	College Biology II	4	x	Mod				Mod	
BIOL	1625	College Biology II Lab	1	x	Mod	Mod			Mod	
<b>Semester Credits / Total Credits</b>			<b>15 / 47</b>							
<b>Semester 3 Summer</b>					<b>KF</b>	<b>IA</b>	<b>IP</b>	<b>PI</b>	<b>PC</b>	<b>SP</b>
CHEM	1220	Principles of Chemistry II	4	x	Mod	Mod				
CHEM	1225	Principles of Chemistry II Lab	1	x	Mod	Mod				
ART	1020	Basic Drawing Non-Majors	3	x	Slt		Slt			
<b>Semester Credits / Total Credits</b>			<b>8 / 55</b>							
<b>Semester 4 Fall</b>					<b>KF</b>	<b>IA</b>	<b>IP</b>	<b>PI</b>	<b>PC</b>	<b>SP</b>
MATH	1220	Calculus II	5	x	Sig		Sig			
PHYS	2210	Physics for Scientists and Engineers I	4	x	Mod		Mod			
PHYS	2215	Physics for Scientists and Engineers I Lab	1	x	Mod		Mod			
MILS	3200	Small Unit Leadership I	3	x			Mod	Mod	Mod	
MILS	345R	Advanced Leadership Dynamics and Techniques	1	x			Mod	Mod	Mod	
HLTH	1100	Personal Health and Wellness	2	x	Slt	Slt	Slt			Slt
<b>Semester Credits / Total Credits</b>			<b>16 / 71</b>							
<b>Semester 5 Spring (Students Applied for BS in UVST)</b>					<b>KF</b>	<b>IA</b>	<b>IP</b>	<b>PI</b>	<b>PC</b>	<b>SP</b>
POLS	3100	Survey of International Terrorism	3		Mod			Mod		
MILS	3210	Small Unit Leadership II	3				Sig	Sig	Sig	
CHEM	2310	Organic Chemistry	4		Mod		Mod		Mod	
CHEM	2315	Organic Chemistry Lab	1		Mod		Mod		Mod	
PHIL	205G	Ethics and Values	3		Mod		Mod	Mod		Mod
ENGL	3300	Collaborative Communication for Technology Professionals	3		Mod		Mod			
<b>Semester Credits / Total Credits</b>			<b>17 / 88</b>							
<b>Semester 6 Fall</b>					<b>KF</b>	<b>IA</b>	<b>IP</b>	<b>PI</b>	<b>PC</b>	<b>SP</b>
MATH	2040	Principles of Statistics	4		Mod		Mod		Mod	
MILS	4200	Profession of Arms I	3				Sig	Sig	Sig	
MILS	445R	Transition to Officership	1			Sig	Sig	Sig	Sig	
CHEM	2320	Organic Chemistry II	4		Sig		Sig		Sig	
CHEM	2325	Organic Chemistry II Lab	1		Sig		Sig		Sig	
BIOL	3400	Cell Biology	3		Sig		Sig		Sig	
BIOL	3405	Cell Biology Lab	1		Sig	Sig	Sig		Sig	

<b>Semester Credits / Total Credits</b>				<b>17 / 105</b>						
<b>Semester 7 Spring</b>					<b>KF</b>	<b>IA</b>	<b>IP</b>	<b>PI</b>	<b>PC</b>	<b>SP</b>
BIOL	3550	Molecular Biology	3		Sig		Sig		Sig	
CHEM	3600	Biological Chemistry	3		Sig		Sig		Sig	
CHEM	3605	Biological Chemistry Lab	1		Sig	Sig	Sig		Sig	
CHEM	3090	Physical Chemistry Applications in Biology	3		Sig			Sig		
MICRO	3450	General Microbiology	3		Sig		Sig		Sig	
MICRO	3455	General Microbiology Lab	1		Sig		Sig		Sig	
MILS	4210	Profession of Arms II	3				Sig	Sig	Sig	Sig
<b>Semester Credits / Total Credits</b>				<b>17 / 122</b>						
<b>Semester 8 Fall</b>					<b>KF</b>	<b>IA</b>	<b>IP</b>	<b>PI</b>	<b>PC</b>	<b>SP</b>
BIOL	4450	Immunology	3		Sig		Sig		Sig	
BIOL	4455	Immunology Lab	1		Sig		Sig		Sig	
MATH	3040	Probability and Statistics for Engineers and Scientists	3		Sig		Sig	Sig		
HIST	3520	Vietnam History 1945 to Present	3				Mod	Mod	Mod	
BIOL	489R	Student Research in Biology	3			Sig	Sig	Sig	Sig	Sig
UVST	4930	Capstone	2			Sig	Sig		Sig	
<b>Semester Credits / Total Credits</b>				<b>15 / 137</b>						
Credit Distribution: GE: 36; Upper Division Cr: 53; Upper Division in Discipline: 33; BIOL:28; CHEM 27; MATH: 24; MILS: 20										

### Section VII: Faculty

The degree will draw from courses already in existence at the institution. No additional faculty will be needed. All those who will teach courses in the proposed program have met the professional standards of their disciplines. They cannot be included in this section because the faculty teaching this program will be determined by student need. Potentially, any faculty member teaching a course at UVU could have a student enrolled in the proposed program.