

Question**Answer**

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Title of Paper

Innovations in Articulating Two-Year and Four-Year Engineering and Technology Programs at Utah Valley University

Abstract**Objectives and Motivation**

How does an educational institution transition from a vocational school to a university and become the largest university in the state? How does a university retain its roots as a junior college and technical college that brought it to this size? This growth has been tempered by the role of Utah Valley University as a Tier II Teaching University while University of Utah and Utah State University remain as the only Tier I public Research Universities in the state. There are ongoing questions about the growth of Utah Valley University and the role that it serves. UVU has one of the largest junior college programs in the United States while attempting to meet the needs of local students and industry for the Bachelor and Masters degrees. This paper will be used to address the methods utilized to satisfy those latter needs while maintaining its associate degree programs, as well as articulating of vocational programs into college degree programs. It will also address the needs for program growths where there are already established degree programs within the state.

Relevant Background

Utah Valley University was established in 1941 as Central Utah Vocational School. The institution was part of the Provo School District and was created to provide war production training during WW II. In 1947 it became a state institution, but it was not until 1952 that funding was provided to build a campus for 1200 students. By 1963 the name was changed to Utah Trade Technical Institution. In 1967 it became Utah Technical College at Provo and could grant associate degrees. It was renamed Utah Valley Community College in 1987 and granted permission to offer four-year degrees. One of the first bachelor degrees was Technology Management. In 1993 UVCC became Utah Valley State College. UVCC obtained university status in 2008 and was renamed Utah Valley University.

Results

The initial two-year trades programs focused on the skills needed by industry at that time; but as technology changed the educational programs had to also change. In addition, the educational system had to provide opportunities for students to progress beyond their original associate degrees as their professional or interest needs changed. This was the basis for the creation of 2 + 2 degree programs and graduate degree programs. A variety of technology and computer based programs have been created. Innovative methods are being used to create new bachelor degrees in mechatronics, engineering and others areas. This paper will also be used to discuss their development.

The needs of a growing technological society will mandate these changes to occur as the post-secondary educational system in Utah adjusts the mission of each institution. It is a time of discovery and change.