



Board of Trustees – April 17, 2024, 8:00 a.m.
The SLCC Board of Trustees will convene for a Board of Trustees Meeting
on April 17, 2024 at 8:00 a.m. at 4600 South Redwood Road, Taylorsville,
Utah in AAB 428

Meeting to be conducted by Brady Southwick, Chair

➤ **Executive Session is not anticipated in connection with this meeting.**

I.	BOARD BUSINESS: Brady Southwick, Chair		
	A. Farewell to President Huftalin		
	B. Farewell to SLCCSA President & Trustee Joyce Wambuyi, Faculty Senate President Adam Dastrup and Faculty Association President Kristen Taylor		
	C. Welcome New SLCCSA President Nahomi Rei, Faculty Senate President Gabe Byars and Faculty Association President Rachel Marcial		
	D. Presidential Search Update: Chair Southwick		
	E. Audit Committee Report: Trustee Kim R. Wilson, Chair and Trustees Chillingworth, Alder and Washington		
II.	CONSENT CALENDAR: It is the recommendation of the Chair that the Board approve the following items on the Consent Calendar:		
	A. Executive Session: Approval to hold an Executive Session or Sessions in connection with the meeting of the SLCC Board of Trustees to be held June 12, 2023 to consider matters permitted by the Utah Open and Public Meetings Act.		
	B. Minutes from the previous meeting on March 13, 2024	TAB A	
	C. Personnel Report	TAB B	
	D. Government Funding Report-Major Grants Requested/Received	TAB C	
	E. Investment Report	TAB D	
	F. Interim Financial Report	TAB E	
	G. Cash Flow Report	TAB F	
III.	PRESIDENT'S REPORT: Dr. Deneece Huftalin, President		
	A. Presidents Report – President Deneece Huftalin <ol style="list-style-type: none"> INFORMATION: Evening of Honor, Commencement INFORMATION: USHE tuition and fees update 		
	B. Student Life & Leadership Report – Trustee Joyce Wambuyi <ol style="list-style-type: none"> INFORMATION: Introduce new SLCC President, Nahomi Rei 		
	C. Finance & Administration Report – VP Chris Martin <ol style="list-style-type: none"> ACTION: Staff Development Leave Policy (2nd Read) INFORMATION: Emergency Management Policy (1st Read) INFORMATION: Tuition Benefits Policy (1st Read) INFORMATION: Drug and Alcohol-Free Workplace Policy (1st Read) INFORMATION: Employee ADA Access and Reasonable Accommodation Policy (1st Read) 	TAB G TAB H TAB I TAB J TAB K	

	D. Institutional Effectiveness Report – Interim VP Leonel Nieto 1. INFORMATION: Performance funding metrics status update	TAB L	
	E. Academic Affairs Report – Interim Provost Jason Pickavance 1. ACTION: Curriculum Changes: a) VAD: Fine Arts (AS) b) New Commercial Music (CTE)(AAS) c) New Behavioral Health Technician (CP) and New Substance Use Disorder Counselor (CP) 2. ACTION: Copyright Ownership and Intellectual Property Policy (2 nd Read) 3. ACTION: Faculty Senate Policy (2 nd Read)	TAB M TAB N TAB O TAB P TAB Q	
	F. Campus-based & Constituents Report: 1. INFORMATION: Faculty Association Report, President Kristen Taylor		
IV.	<u>ADJOURNMENT:</u>		

In compliance with the Americans with Disabilities Act, individuals needing special accommodations (including auxiliary communicative aids and services) during this meeting should notify the ADA Coordinator, at 801-957-4041, at least three working days prior to the meeting.

Calendar of Important Events:

Distinguished Faculty Lecturer (Kristi M. Green, PhD)	Thursday, April 18, 2024 – 1-2:30pm	Taylorsville/Redwood Student Event Center
Retirement Reception for President Huftalin (Invitation Only)	Thursday, April 18, 2024 – 2-3:15pm	Taylorsville/Redwood Technology & Arts Building (TAB)
Collegewide Retirement Celebration for President Huftalin	Thursday, April 18, 2024 – 3:30-5:30	Taylorsville/Redwood Lifetime Activities Center (LAC)
New Presidential Search Constituent Group Interviews	Wednesday, April 24, 2024	Taylorsville/Redwood Campus
Private Retirement Dinner for President Huftalin (Invitation Only)	Wednesday, April 24, 2024 – 6-9pm	Grand America Hotel
Evening of Honor (Invitation Only)	Wednesday, May 1, 2024 – 6-8:30pm	Red Butte Garden Orangerie
Commencement	Friday, May 3, 2024 – 8am-noon	Maverik Center

Board of Trustees Meeting MINUTES

March 13, 2024		Taylorsville/Redwood Campus AAB 428	8:00 a.m.
Trustee Attendance:	Acting Chair Kim Wilson, Vice Chair Lori Chillingworth, Trustees Coralie Alder, Nate Boyer, Yvette Donosso, Starr Fowler, Sunny Washington, Joyce Wambuyi and President Deneece Huftalin		
Excused:	Trustee Chair Brady Southwick		
Guests:	USHE Commissioner, Geoff Landward, Student Writing & Reading Center Director, Clint Gardner, Student, Tawana Dzenga, Strategic Analysis & Accreditation Directory, Jessie Winitzky-Stephens; AVP Budget & Planning, Darren Marshall, Development and Foundation Director, Bob Whittaker, Faculty Senate, Gabe Byars		
Internal:	<p>Executive Cabinet Members: Interim Provost Jason Pickavance, VP Chris Martin, Finance and Administration/CFO, VP Brett Perozzi, Student Affairs and Enrollment Management, VP Abby McNulty, Institutional Advancement, VP Leonel Nieto, Institutional Effectiveness</p> <p>SLCC Representatives: Faculty Senate President, Adam Dastrup, Faculty Association President, Kristen Taylor, Staff Association President, Brandi Mair, Legal Counsel, Chris Lacombe, Executive Assistant to the President and Secretary to the Board of Trustees, Sandra Lehman, OIT Support, Laif Erickson</p>		

	AGENDA ITEM	DISCUSSION SUMMARY AND ACTION
I.	BOARD BUSINESS: Brady Southwick, Chair	
	A. Student Stories – Student Writing & Reading Center – Clint Gardner, Director and Tawana Dzenga, Student and Program Associate, Development Office	Clint Gardner and Tawana Dzenga joined the meeting and President Huftalin introduced them. Mr. Gardner gave information about the Student Writing & Reading Center and what they do to help students with their college courses. He explained that part of their work is to introduce students to literature and writing outside of the classroom and to emphasize Utah writers. He provided everyone with a copy of <i>Ubuntu Vol. 2 the February 2024 Folio</i> that highlights and publishes contributions from a variety of faculty, staff, and students. He introduced Tawananyasha Dzenga, who provided some background information about himself and read a piece that he contributed. President Huftalin congratulated Tawana and announced that he is also a Phi Theta Kappa Coca Cola Scholarship awardee who will be attending the AACC conference in Louisville to accept it.
	B. Announcement of 2024 Honorary Doctorate Degree Recipients	President Huftalin announced that Patricia Jones Horton and Katharine Garff will be the 2024 Honorary Doctorate Degree recipients who will be celebrated at the Evening of Honor and

		Commencement ceremony. She provided background information for both.
	<p>C. Mission Fulfillment Committee Report – Jessie Winitzky-Stephens</p> <p>1. INFORMATION: Benchmarking Transfer Information</p> <p>2. ACTION: Assessment of Fulfillment of Transfer Mission</p>	<p>Jessie Winitzky-Stephens presented on the assessment of the Transfer Mission. She gave a short reminder of the college mission, core themes and objectives and how the transfer mission falls within those. She reviewed the data she covered at the last meeting and added new information for benchmarking data through the Voluntary Framework of Accountability metrics. She asked the trustees to complete the handouts provided to assess whether they feel the college is fulfilling its transfer mission which will be part of the report at the end of the year. President congratulated Jessie for taking over and doing such a good job.</p>
II.	<p>CONSENT CALENDAR:</p> <p>ACTION: It is the recommendation of the Chair that the Board approve the following items on the Consent Calendar:</p>	
	<p>A. Executive Session: Approval to hold an Executive Session or Sessions in connection with the meeting of the SLCC Board of Trustees to be held April 17, 2024 to consider matters as permitted by the Utah Open and Public Meetings Act.</p>	<p>Acting Chair Wilson reviewed the consent calendar items and called for a motion. Trustee Donosso moved to accept the items as submitted; Trustee Fowler seconded the motion that carried unanimously.</p>
	<p>B. Minutes of the Previous Meeting, February 14, 2024</p>	
	<p>C. Personnel Report</p>	
	<p>D. Government Funding Report – Major Grants Requested/ Received</p>	
	<p>E. Investment Report</p>	
	<p>F. Interim Financial Report</p>	
	<p>G. Cash Flow Report</p>	
III.	<p>PRESIDENT'S REPORT</p>	
	<p>A. Presidents Report – President Deneece Huftalin</p> <p>1. INFORMATION: Merak Star Video/SLCC 360 Update</p> <p>2. INFORMATION: NWCCU Fall 2023 Ad Hoc Report follow-up</p>	<p>President Huftalin said that the Strategic Plan was designed to conclude along with the 75th anniversary and the end of the fundraising campaign. Work is now starting on a new strategic plan and she explained the Merak Star Committee formation, composition, and charge. A full report on the committee work happened at SLCC 360 and feedback on differentiators for moving forward to lay the groundwork for the next president was collected. She shared a video that was created for SLCC 360 about the work. Sandy will share a link to the video with trustees.</p> <p>President Huftalin reminded trustees about the 2021 NWCCU evaluation recommendations and the follow-up ad hoc visit last year. She referred trustees to a letter received regarding the record of action taken by NWCCU concerning recommendations and the ad hoc report that was submitted. A mid-cycle review will take place on-</p>

		<p>campus this fall and more information about that review will be provided at the August meeting or the September Retreat.</p> <p>President Huftalin reported that the men's basketball team are headed to Arizona to play in the District playoffs and if successful, will go to the National playoffs in Kansas. She added that basketball coach, Kyle Taylor was named SWAC Coach of the Year and she provided an update on the new Cate ballfield at Jordan.</p>
	B. Student Life & Leadership Report – Trustee Joyce Wambuyi	<p>Trustee Wambuyi said that SLCCSA in process of elections and will vote next week. They are working to wrap up for the year and are in transition to prepare VPs to leave the work in the best place for the next student leaders moving forward. She shared information about a Drag show in April that she invited everyone to attend.</p>
	<p>C. Finance & Administration Report – VP Chris Martin</p> <ol style="list-style-type: none"> 1. ACTION: Public Hearing on Student Tuition and Student Fees 2. ACTION: Approve Tuition Increase (AVP Darren Marshall) 3. ACTION: Approve Student Fee Changes (VP Brett Perozzi) 4. ACTION: Approve Course Fee Schedule (Interim Provost Jason Pickavance) 5. ACTION: Early Retirement Policy (2nd Read) 6. ACTION: Records Management Policy (2nd Read) 7. ACTION: Leave of Absence Without Pay Policy (2nd Read) 8. ACTION: Education Reimbursement Policy (2nd Read) 9. INFORMATION: Staff Development Leave Policy (1st Read) 	<p>Acting Chair Wilson called for a motion to go into Public Hearing. Trustee Donosso so moved; Trustee Alder seconded the motion to open the Public Hearing at 8:43 a.m. AVP Darren Marshall shared a presentation that explained the process and meetings that were held to review and make recommendations for tuition and student fee changes. He compared SLCC tuition with peer institutions and what a 4% increase would cost students, the anticipated revenue generated and how the increase would be applied. He was asked to provide a full schedule for increases per credits. VP Perozzi reviewed the process for setting student fees and shared in the presentation what the General Student Fees are, the purpose of fee changes and the difference in rates. Trustee Wambuyi added that it is a good process and she learned a lot from participating in it. Acting Chair Wilson called for a motion on the tuition and student fee increases. Trustee Alder moved to increase tuition by 4% as explained; Trustee Fowler seconded the motion that carried unanimously. Trustee Alder moved to increase Student Fees by \$30 as presented; Trustee Chillingworth seconded the motion that carried unanimously. Acting Chair Wilson called for comments; hearing and seeing none, Trustee Wambuyi moved to exit the Public Hearing at 9:11 a.m. Trustee Donosso seconded the motion. The motion carried unanimously. Interim Provost Pickavance explained that course fees did not increase last year and this year they propose that there be an increase of \$5 for four Rad Tech program courses. Trustee Chillingworth moved to increase course fees as explained; Trustee Alder seconded the motion that carried unanimously.</p>

		<p>VP Martin reviewed the Early Retirement Policy trustees have for a 2nd reading. Trustee Fowler made a motion to approve the policy as provided. Trustee Wambuyi seconded the motion that carried unanimously. VP Martin next explained the Records Management Policy and called for questions. Trustee Fowler moved and Trustee Donosso seconded the motion to approve. The motion carried unanimously. The Leave of Absence without Pay Policy, also for 2nd reading was reviewed. Trustee Chillingworth moved to approve; Trustee Fowler seconded the motion. The motion carried unanimously. The Education Reimbursement Policy was reviewed. Trustee Alder moved to approve and Trustee Wambuyi seconded the motion. The motion carried unanimously. Trustees have the Staff Development Policy for a 1st reading. The 2nd reading and approval will take place at the April meeting. Trustee Fowler asked that a summary page outlining changes be provided with policies in the future.</p>
	<p>D. Academic Affairs Report – Interim Provost Jason Pickavance</p> <ol style="list-style-type: none"> 1. ACTION: Provisional approval to pursue BSN degree 2. ACTION: Approval for SLCC to become Charter Authorizing Institution 3. ACTION: Curriculum Changes <ol style="list-style-type: none"> a) Revised Electronics Technology Certificates b) Finance Department Name Change c) Discontinue Medical Office Administration Certificate 4. INFORMATION: Copyright Ownership and Intellectual Property Policy (1st Read) 5. INFORMATION: Faculty Senate Policy (1st Read) 	<p>Interim Provost Pickavance said he is asking permission to pursue a BSN degree which will give approval to take it to USHE and UBHE for approval. He explained the process for out of mission degree approvals and if approved by USHE, the rigorous process after to offer the degree. Trustee Donosso moved to approve moving forward with the pursuit of offering a BSN degree; Trustee Wright seconded the motion that carried unanimously. Next, Interim Provost Pickavance explained the beneficial reasons for becoming a Charter Authorizing Institution and what is involved. Trustee Fowler moved to approve; Trustee Alder seconded the motion. The motion carried unanimously. Interim Provost Pickavance reviewed three curriculum changes; information was provided to trustees in advance. Trustee Fowler moved and Trustee Chillingworth seconded the motion to approve the changes as provided. The motion carried unanimously. Interim Provost Pickavance reviewed two policies trustees have for a 1st reading – the Copyright Ownership and Intellectual Property Policy and the Faculty Senate Policy. The 2nd readings will take place at the April meeting. More information about the Faculty Senate Policy was provided by Gabe Byars who was instrumental in helping draft it.</p>
	<p>E. Government & Community Relations Report – VP Tim Sheehan</p> <ol style="list-style-type: none"> 1. INFORMATION: Legislative Update 	<p>VP Sheehan shared outcomes from the legislative session starting with appropriations and what SLCC will receive as well as cuts that were made. He also provided a handout that lists of bills of</p>

		<p>interest that passed during the session calling out HB 257 and HB 261 and letting trustees know how we have been trying to help everyone understand the impacts. He also pointed out HB 192 and what is provided for in it for performance funding. President Huftalin provide more context on the amounts and cuts approved by the legislature.</p>
	<p>F. Student Affairs Report – VP Brett Perozzi</p> <ol style="list-style-type: none"> ACTION: Admissions Policy (2nd Read) ACTION: Student ADA Access and Reasonable Accommodations Policy (2nd Read) 	<p>VP Perozzi explained the Admissions Policy trustees have is a 2nd reading and called for questions. Trustee Fowler moved to approve the policy as presented. Trustee Alder seconded the motion that carried unanimously. VP Perozzi also explained the Student ADA Access and Reasonable Accommodations Policy and what it provides. Trustee Fowler moved to approve; Trustee Alder seconds the motion. The motion carried unanimously.</p>
	<p>G. Institutional Advancement Report – VP Abby McNulty</p> <ol style="list-style-type: none"> INFORMATION: 2024 Giving Day Wrap Up and SLCC Foundation and Development Quarterly Report (GUEST: Bob Whittaker) 	<p>VP McNulty introduced Bob Whittaker who gave an overview and update on the results of Giving Day donations. He shared goals and the Development plan for FY24-25 and thanked everyone for their generous support. President Huftalin thanked him for stepping in and keeping the momentum and charge going through many transitions.</p>
	<p>H. Campus-based & Constituents Reports:</p> <ol style="list-style-type: none"> INFORMATION: Adam Dastrup, Faculty Senate President (GUEST: Gabe Byars) 	<p>Adam Dastrup provided his last report as Faculty Senate President by sharing his personal story and background and the evolution from being a student at SLCC to becoming the Faculty Senate President after 19 years at the college.</p>
IV.	<p>BOARD BUSINESS (continued): Acting Chair, Kim Wilson</p>	
	<p>EXECUTIVE SESSION to discuss the purchase, exchange, or lease of real property and the character, professional competence, or physical or mental health of an individual as permitted by Utah Code §52-5-205 (Utah Code Ann.)</p>	<p>Acting Chair Wilson called for a motion to go into closed session. Trustee Alder moved to enter Closed Session at 10:25 a.m. to discuss the purchase, exchange, or lease of real property and the character, professional competence, or physical or mental health of an individual as permitted by Utah Code. The motion was seconded by Trustee Fowler and carried unanimously.</p> <p>The trustees exited Closed Session and resumed the regular public meeting at 10:36 a.m.</p>
	ACTION:	<p>Trustee Alder moved to approve the proposed action discussed in Closed Session. Trustee Fowler seconded the motion that carried unanimously.</p>
V.	<p>ADJOURNMENT:</p>	
		<p>The meeting adjourned at 10:38 a.m.</p>

date

*Sandra Lehman, Executive Assistant to
President Deneece G. Huftalin*

DRAFT

SALT LAKE COMMUNITY COLLEGE
PERSONNEL HIRING REPORT
 March 1-31 2024

TAB B

Name	Title	Department	Date
ADMINISTRATION			
--None			
FACULTY			
--None			
STAFF--EXEMPT			
Nnenna Eke-Ukoh	Coordinator 2, Middle School	Institutional Equity, Inclusion	March 8, 2024
Eliopa Mafua	Advisor 2, High School PACE Program	PACE Programs	March 16, 2024
John Freeman	Advisor 2, TRIO STEM Advisor	TRIO Programs	March 16, 2024
STAFF--NON-EXEMPT			
Alexander Dotter	Specialist 2, Conference Center Events	The Mill Entrepreneurship Center	March 1, 2024
Rand Abbas	Specialist 2, Transfer Evaluation	Office of the Registrar & Academic Rec	March 1, 2024
James Nindorera	HVAC Technician 1	HVAC	March 11, 2024
Bryan Sylvester	Facilities Supervisor 1, Grounds	Grounds	March 11, 2024
David Roberts	Accounting Specialist 2, Self Support Program	Controller's Office	March 16, 2024
Gerald Walters	FT Custodian, Night Shift	Custodial	March 16, 2024
Marissa Hall	Administrative Assistant I, Child Care & Family Services	Child Care	March 25, 2024

TAB C

Vice President of Government and Community Relations
Office of Sponsored Projects: Government Funding Report
Board of Trustees Meeting: **March 2024**

NEW FUNDING ACTION							
N/A							
ON-GOING FUNDING ACTIVITY							
Funding Agency: Project Name	Date Submitted	Amount Requested	Receipt of Award	Status	Amount Funded	Period of Performance	Program Administration
NINDS (UU) R25 Mentoring	02/12/24	\$39,012		Under Consideration		12/1/24-11/30/29	School of Science, Math and Engineering
NSF: (USU) Biotech ExLENT	09/06/23	\$19,587		Under Consideration		3/1/24-2/28/27	School of Science, Math and Engineering
SBA WVETP	3/21/2024	\$362,167		Under Consideration		7/1/24-6/30/28	Business Development Resources
UDVMA 24-25	3/18/2024	\$21,530		Under Consideration		7/1/24-6/30/25	Student Affairs
UHEAN Dental Hygiene 24-25	02/28/24	48 Slots		Under Consideration		8/15/24-8/14/25	Allied Health
USHE UTW PLC VFD	04/01/24	\$57,027		Under Consideration		6/1/24-5/31/25	Salt Lake Technical College
USHE UT Works Scientific Molding	04/01/24	\$73,000		Under Consideration		6/1/24-5/31/25	Salt Lake Technical College
USHE UTW EMT Program	04/01/24	\$270,000		Under Consideration		5/13/24-5/12/25	Institute of Public Safety
USHE UTW Ski Area Ops	03/29/24	\$205,346		Under Consideration		6/1/24-5/31/26	Health Lifetime Activities
SBA (USU) SBDC CY24	08/01/23	\$260,000	10/25/23	Awarded	\$260,000	1/1/24-12/31/24	Business Development Resources
GOEO (USU) SBDC One Time	08/15/23	\$25,000	10/25/23	Awarded	\$25,000	7/1/23-6/30/24	Business Development Resources
DOD (BioMade (USTEM Fndn) Biotech	05/31/23	\$45,770	09/06/23	Awarded	\$53,978	7/1/23-6/30/25	Biology
Tracy Aviary Urban Avian Ecology	12/15/23	\$19,699	02/12/24	Awarded	\$9,795	1/1/24-12/31/24	Biology
USHE: HEST Respiratory Therapy	12/08/23	\$90,080	12/19/23	Awarded	\$90,080	1/1/24-5/1/24	Allied Health
USHE: UTW Adv Mfg Entry Level Training	10/02/23	\$699,582	10/30/23	Awarded	\$557,832	12/1/23-11/30/24	Salt Lake Technical College
USHE UTW ManfOnboarding	06/28/23	\$100,000	07/11/23	Awarded	\$100,000	8/1/23-11/30/25	Salt Lake Technical College
USHE: Utah Defense Manufacturing Community	05/22/23	\$157,501	06/26/23	Awarded	\$157,501	7/1/23-6/30/24	School of Applied Technology and Technical Specialties
ED: Experimental Sites Initiative, Second Chance Pell to PEP Transition	05/18/23	\$0	06/22/23	Awarded	\$0	7/1/23-6/30/26	Academic Operations

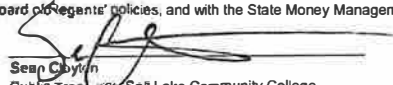
Utah Higher Ed AmeriCorps Network: Education Award Slots	02/16/23	48 slots	07/27/23	Awarded	48 slots	8/15/23-8/14/24	Allied Health
USHE: Talent Ready Utah, Targeted Healthcare Workforce Development: RN	06/29/23	\$614,980	07/11/23	Awarded	\$708,661	7/1/23-6/30/24	School of Health Sciences
USHE: Talent Ready Utah, Targeted Computer Science Workforce Development	06/29/23	\$301,633	07/11/23	Awarded	\$196,543	9/1/23-8/31/24	Workforce and Economic Development
USHE: Talent Ready Utah, Targeted Healthcare Workforce Development: LPN	06/29/23	\$243,910	07/11/23	Awarded	\$243,910	7/1/23-6/30/26	School of Applied Technology and Technical Specialties
Carl Perkins 24	05/01/23	\$568,560	TBD	Awarded	\$187,625	7/1/23-6/30/24	School of Applied Technology and Technical Specialties
USHE: PLC & VFD Workforce Training	12/23/22	\$150,329	03/13/23	Awarded	\$150,330	4/1/23-4/1/24	Workforce and Economic Development
Dept. of Commerce: Utah MBDA Business Center	05/31/22	\$1,465,267	09/20/22	Awarded	\$1,498,147	9/1/22-6/30/26	Business Development Resources
ED: Child Care Access Means Parents in School (CCAMPIS)	07/11/22	\$637,612	09/22/22	Awarded	\$637,612	10/1/22-9/30/26	Student Affairs
HRSA: AHEC 2022	04/01/22	\$739,289	09/07/22	Awarded	\$556,246	9/1/22-8/31/27	AHEC
DWS: Child Care Stabilization Grant	12/17/21	\$169,593	02/16/22	Awarded	\$588,927	1/1/22-6/30/24	School of Humanities and Social Science
USHE: Utah Works 2021-23	07/08/21	\$974,974	08/23/21	Awarded	\$1,419,558	9/1/21-2/29/24	Workforce and Economic Development
ED: Talent Search, Salt Lake School District	02/25/21	\$1,422,940	08/05/21	Awarded	\$1,422,940	9/1/21-8/31/26	Student Affairs
DWS: Business Training & Coaching for Child Care Providers	06/10/21	\$169,593	06/24/21	Awarded	\$558,927	7/1/21-6/30/24	Workforce and Economic Development
NSF: Increasing STEM Success through Scholarships and Support Services	03/25/20	\$999,964	12/15/20	Awarded	\$999,964	12/15/20-11/30/25	School of Science, Math and Engineering
ED: Student Support Services, STEM	01/27/20	\$1,265,260	08/12/20	Awarded	\$1,309,545	9/1/20-8/31/25	Student Affairs
ED: Student Support Services	01/27/20	\$1,834,520	08/12/20	Awarded	\$1,898,730	9/1/20-8/31/25	Student Affairs
NSF (Middlebury College, Lead): Critical Zone Collaborative	12/02/19	\$423,436	07/28/20	Awarded	\$401,139	9/1/20-8/31/25	School of Science, Math and Engineering
NSF: Expanding Technical Career Pathways in Manufacturing for High School Students	10/03/19	\$584,942	07/22/20	Awarded	\$584,942	7/1/20-6/30/24	School of Science, Math and Engineering
USHE:UTW SLTC CNA - Utah Works Healthcare Tuition	08/08/22	\$309,380	08/18/22	Awarded	\$139,580	9/1/22-12/31/24	School of Applied Technology and Technical Specialties
ACF-ORR (DWS): Short-term Occupational Training for Refugees	08/02/18	\$272,899	10/23/18	Awarded	\$907,741	5/1/18-9/30/24	Workforce and Economic Development
USHE: UTW Electronics Troubleshooting	06/30/29	\$98,254	09/11/23	Awarded	\$89,759	9/1/23-3/31/24	Salt Lake Technical College
SLCo: ZAP, Grand Theatre	04/28/23	\$90,000	09/01/23	Awarded	\$90,000	7/1/23-6/30/24	School of Arts, Communication and Media
UDA&M: Utah Original Writing Competition	12/01/22	\$30,000	03/01/23	Awarded	\$90,000	4/1/23-6/30/26	School of Humanities and Social Science
USHE: Talent Ready Utah Behavioral Health	07/27/23	\$93,385	08/24/23	Awarded	\$136,912	8/1/23-6/30/26	School of Humanities and Social Science

USHE: Principles of Scientific Molding	02/15/23	\$26,600	03/13/23	Awarded	\$26,600	3/1/23-2/9/24	Workforce and Economic Development
NSF (Penn State, lead): Nanotechnology Center Grant	10/01/19	\$60,000	06/22/20	Awarded	\$52,567	9/1/20-8/31/24	School of Science, Math and Engineering
NASA (UofU, Lead): Aeronautics Education	09/30/19	\$40,000	07/14/20	Awarded	\$46,000	5/18/20-5/17/24	School of Science, Math and Engineering
DHA: Library Lender Support	N/A	\$3,000	N/A	Awarded	\$3,000	7/1/23-6/30/24	Student Affairs
SLCAC: Grand Youth Afterschool Theatre Program	06/29/22	\$7,000	09/07/22	Awarded	\$4,600	9/1/23-8/31/24	School of Arts, Communication and Media
UAM: Project Grant	04/28/23	\$3,000	06/27/23	Awarded	\$2,250	7/1/23-6/30/24	School of Humanities and Social Science
Utah Division of Veterans and Military Affairs: Veteran Services	04/13/23	\$9,830	08/01/23	Awarded	\$9,850	8/1/23-6/30/24	Student Affairs
UDPS: Emergency Management Planning Grant	04/09/23	\$20,000	06/20/23	Awarded	\$15,000	7/1/23-6/30/24	Finance and Administration
ED: Campus Internship Program (Earmark)	06/29/22	\$500,000	09/29/22	Awarded	\$500,000	9/1/22-8/31/25	Student Affairs
ED: PACE Program (Earmark)	04/07/23	\$390,000	07/20/23	Awarded	\$390,000	6/1/23-5/31/24	Student Affairs
Total funding requests under consideration:		\$1,047,669					
Total funding for active awards:					\$17,121,791		

TAB D

TO: BRADY SOUTHWICK, CHAIR OF THE BOARD OF TRUSTEES

To the best of my knowledge, the investment reports presented to you accurately reflect the investment activity, the cost, and market value of all investments at month end, and all investments conform with College and Board of Regents' policies, and with the State Money Management Act and the rules of the State Money Management Council.


Sean C. O'Brien
Public Treasurer, Salt Lake Community College

SALT LAKE COMMUNITY COLLEGE MONEY MANAGEMENT INVESTMENTS INVESTMENT PORTFOLIO AT 2-29-2024

	Rate of Return	Settlement Date	Maturity Date	Cost	Market Value
<u>US Treasury Obligations and Agency Bonds</u>					
United States Treasury	3.13%	08/04/22	08/15/24	7,975,416.73	7,895,000.00
	4.21%	01/17/23	12/31/24	10,002,817.44	9,926,953.10
	4.89%	08/15/23	08/15/25	7,811,583.31	7,809,687.52
	4.70%	02/15/24	10/31/25	2,712,534.79	2,709,597.66
	4.50%	02/06/24	11/15/25	1,999,881.48	1,991,875.00
	4.37%	01/08/24	12/31/25	9,979,273.92	9,919,921.90
	4.38%	02/20/24	09/30/27	1,983,773.50	1,982,968.76
	4.38%	02/20/24	10/31/27	1,983,065.12	1,982,734.38
Federal Agricultural Mortgage Corporation	5.06%	11/24/23	09/08/25	1,876,765.44	1,877,222.76
	5.40%	10/16/23	10/16/28	2,000,000.00	2,003,186.68
	4.92%	11/01/23	11/01/28	2,000,000.00	2,038,661.96
	4.38%	02/09/24	02/09/29	2,000,000.00	1,953,093.60
Federal Farm Credit Bank	1.67%	03/08/22	03/08/24	2,000,000.00	1,998,512.32
	4.34%	09/19/22	09/19/24	2,000,000.00	1,987,180.70
	4.33%	10/17/22	10/17/24	2,000,484.11	1,989,332.02
	4.83%	11/10/22	01/10/25	2,951,100.54	2,945,097.25
	4.77%	07/11/23	04/10/26	1,994,500.00	2,000,606.12
	4.00%	04/18/23	04/13/26	1,990,291.63	1,966,116.40
	4.45%	07/17/23	07/17/26	2,007,404.48	2,000,845.28
	4.57%	07/21/23	07/17/26	2,002,348.88	2,000,845.28
	4.98%	10/11/23	09/01/26	1,989,645.70	2,008,750.88
	4.83%	12/14/23	12/11/26	2,000,000.00	1,975,497.94
	5.50%	10/11/23	10/02/28	1,998,166.65	2,012,325.26
	4.31%	12/15/23	12/15/28	1,994,946.01	1,995,224.06
Federal Home Loan Bank	2.88%	06/14/22	06/14/24	2,000,000.00	1,984,804.12
	4.92%	03/01/23	02/13/25	1,344,996.18	1,342,118.82
	2.00%	02/28/22	02/27/25	2,000,000.00	1,940,948.24
	1.25%	12/30/21	06/30/25	2,000,000.00	1,908,882.24
	4.05%	07/28/22	07/28/25	2,000,000.00	1,975,887.82
	4.05%	07/28/22	07/28/25	2,000,000.00	1,974,590.10
	3.85%	05/04/23	03/13/26	2,024,550.60	1,992,765.90
	0.88%	03/23/21	03/23/26	1,000,000.00	925,014.81
	5.00%	10/11/23	06/12/26	1,973,826.90	1,991,127.30
	1.13%	07/29/21	07/29/26	2,000,000.00	1,836,314.68
	1.10%	08/30/21	08/24/26	2,000,000.00	1,830,879.58
	1.00%	08/25/21	08/25/26	2,000,000.00	1,826,033.58
	4.95%	11/01/23	09/11/26	1,996,452.96	2,017,433.74
	1.00%	10/14/21	10/14/26	2,000,000.00	1,816,895.66
	1.25%	10/28/21	10/28/26	2,000,000.00	1,827,236.94
	1.38%	11/16/21	11/16/26	2,000,000.00	1,834,934.94
	1.50%	11/23/21	11/23/26	2,000,000.00	1,834,259.82
	1.63%	12/30/21	12/30/26	2,000,000.00	1,835,605.90
	4.80%	06/23/23	06/23/28	2,000,000.00	1,984,212.80
	4.43%	02/13/24	02/12/29	1,997,266.33	1,989,140.62
Federal Home Loan Mortgage Corporation	3.00%	06/23/22	09/23/24	2,000,000.00	1,974,303.60
	2.65%	04/18/22	10/08/24	2,238,128.93	2,205,153.91
	3.00%	04/29/22	10/29/24	2,000,000.00	1,969,464.34
	4.10%	08/19/22	02/19/25	2,000,000.00	1,976,219.26
	5.00%	10/24/22	04/24/25	2,000,000.00	1,990,137.50
	3.10%	04/25/22	04/25/25	2,000,000.00	1,959,638.16
	3.40%	05/27/22	05/23/25	2,000,000.00	1,964,655.34
Federal National Mortgage Association	4.13%	08/30/22	08/28/25	2,000,000.00	1,975,449.00

	<u>Rate of Return</u>	<u>Settlement Date</u>	<u>Maturity Date</u>	<u>Cost</u>	<u>Market Value</u>
<u>Medium Term Floating Rate Bonds</u>					
Athene Global Funding	6.15%	05/28/21	05/24/24	2,000,366.78	2,001,477.72
	6.00%	09/09/21	05/24/24	2,000,851.10	2,001,477.72
Citigroup Inc	4.30%	08/12/22	08/12/25	2,000,000.00	1,963,718.04
	6.00%	01/19/24	12/04/26	2,018,329.14	2,024,160.00
Goldman Sachs GP Inc	5.84%	08/12/21	08/12/24	1,000,000.00	1,000,671.33
JP Morgan	6.27%	03/02/23	02/24/26	2,003,036.00	2,008,440.00
	5.99%	01/12/24	12/08/26	2,015,847.72	2,032,320.00
Royal Bank of Canada	4.18%	08/04/22	08/04/25	2,000,000.00	1,967,234.90

Mutual Funds, PTIF, Sweep Account

Mutual Funds - Bruin Club					
Fidelity Janus Strategic Value Fund	10.13%	Various	Open	35,000.00	152,512.53
Janus Forty Fund	32.75%	Various	Open	41,250.00	223,146.55
The Vanguard 500 Index Fund	23.53%	Various	Open	43,750.00	260,612.34
Mutual Funds - Alumni Office					
Janus Research Fund	37.23%	Various	Open	26,500.00	102,184.85
Janus Enterprise Fund	16.93%	Various	Open	31,500.00	117,095.85
The Vanguard 500 Index Fund	23.53%	Various	Open	27,000.00	155,058.23
Grand Theatre					
Vanguard LifeStrategy Conservative Growth Fund	9.26%	12/26/06	Open	95,717.01	187,268.40
Utah State Treasurer					
Public Treasurers' Investment Fund	5.41%	02/29/24	Open	18,809,817.46	18,809,817.46
Zions First National Bank					
Sweep Account	1.50%	02/29/24	Open	4,633,708.48	4,633,708.48
Total Investment Portfolio				<u>170,611,895.32</u>	<u>169,296,249.95</u>

2018 Revenue Bond Holdings

Utah State Treasurer					
Public Treasurers' Investment Fund	5.41%	02/29/24	Open	1,582,061.57	1,582,061.57

SALT LAKE COMMUNITY COLLEGE
INVESTMENT TRANSACTIONS
February 2024

Description	Interest	Settlement Date	Maturity Date	Call Date	Cost
Investments - January 31, 2024					172,065,049.21
<u>PURCHASES</u>					
United States Treasury U.S. Treasury Note	4.50%	02/06/24	11/15/25	None	1,999,875.84
United States Treasury U.S. Treasury Note	4.70%	02/15/24	10/31/25	None	2,713,161.53
United States Treasury U.S. Treasury Note	4.38%	02/20/24	10/31/27	None	1,982,680.24
United States Treasury U.S. Treasury Note	4.38%	02/20/24	09/30/27	None	1,983,396.14
FAMCA U.S. Agency	4.38%	02/09/24	02/09/29	02/09/27	2,000,000.00
FHLB U.S. Agency	4.43%	02/13/24	02/12/29	02/12/27	1,997,220.00
Utah State Treasurer Public Treasurers' Investment Fund	5.41%	Various	Various	None	20,363,674.08
Zions First National Bank Sweep Account	1.50%	Various	Various	None	11,299,839.89
Total Purchases					44,339,847.72
<u>SALES / MATURITIES / CALLS</u>					
Net Premium/Discount Amortization					(23,265.01)
Toronto-Dominion Bank Medium Term Fixed Rate Note	5.45%	11/14/22	02/14/24	None	2,000,000.00
FHLB U.S. Agency	5.10%	02/14/23	02/14/25	02/14/24	2,000,000.00
FNMA U.S. Agency	5.50%	11/30/22	05/30/25	02/29/24	2,000,000.00
Utah State Treasurer Public Treasurers' Investment Fund	5.41%	Various	Various	None	28,336,640.78
Zions First National Bank Sweep Account	1.50%	Various	Various	None	11,479,625.84
Total Sales					45,793,001.61
Investments - February 29, 2024					170,611,895.32

**MONEY MANAGEMENT INVESTMENTS
SUMMARY OF INVESTMENT TRANSACTIONS
FOR THE YEAR ENDING JUNE 30, 2024**

Month	Beginning Balance	Purchases	Sales	Ending Balance	Weighted Average Balance	Interest and Dividends**	Interest Rate**
July 2023	174,430,937.16	32,697,344.78	41,037,587.98	166,090,693.96	168,100,865.85	572,436.01	3.95%
August 2023	166,090,693.96	66,339,385.79	54,745,157.60	177,684,922.15	171,241,816.56	550,281.17	3.73%
September 2023	177,684,922.15	19,120,539.90	21,634,858.52	175,170,603.53	177,775,899.04	546,659.57	3.69%
October 2023	175,170,603.53	28,669,010.28	34,708,532.60	169,131,081.21	171,578,997.05	569,272.12	3.85%
November 2023	169,131,081.21	36,303,498.47	36,444,032.70	168,990,546.98	173,234,793.41	671,415.08	4.65%
December 2023	168,990,546.98	23,353,947.62	26,787,830.81	165,556,663.79	168,374,343.67	631,205.74	4.35%
January 2024	165,556,663.79	66,706,133.90	60,197,748.48	172,065,049.21	170,116,433.35	625,614.93	4.27%
February 2024	172,065,049.21	44,339,847.72	45,793,001.61	170,611,895.32	189,298,208.89	676,833.91	4.44%
March 2024							
April 2024							
May 2024							
June 2024							
		317,529,708.46	321,348,750.30		173,715,169.73	4,843,718.52	4.12%

* Based on average of months shown

** Includes unrealized gains/losses on mutual fund holdings


 Dr. Denece Huftalin, President

March 2024 Interim Income Statements

SLCC – Education & General Fund

As of March 31, 2024, the College has recorded total revenues year to date related to Education & General Fund Operations of \$144,380,207 and total expenses of \$128,537,376.

Revenues are trending ahead of plan, year to date, by 2.5% or \$3,556,798 as of March 31. Compared to FY 2023, year to date revenue is better by 15.9% or \$19,828,976. This is being driven almost exclusively by an increase in State Appropriations and Tuition and Fee Revenue for Fall 2023 and Spring 2024.

Expenses are trending less than plan, year to date, by 9.6% or \$12,286,033 as of March 31. Compared to FY2023, year to date expenses are higher by 19.5% or \$20,992,484. This variance is being driven primarily by higher salaries and benefit costs over FY2023 and an increase in current expense.

Net Income for Education and General Fund Operations is forecasted at \$6,865,979. This is being driven in large part by a significant forecasted increase in tuition and fees above budget for the 2023-2024 Academic Year.

Respectfully Submitted:

Chris A. Martin

Vice President for Finance and Administration



March 2024 Interim Income Statements

Salt Lake Technical College

As of March 31, 2024, the SLTC has recorded total revenues year to date of \$10,333,268 and total expenses of \$8,438,042.

Revenues are trending ahead of plan, year to date, by 4.4% or \$453,968 as of March 31. Compared to FY 2023, year to date revenue is better by 58.5% or \$3,813,641. This is being driven by increased tuition and fee revenue over prior year and increased State Appropriations over prior year.

Expenses are trending less than plan, year to date, by 17.1% or \$1,441,258 as of March 31. Compared to FY2023, year to date expenses are higher by 61.2% or \$3,204,258. This variance is being driven in large part by higher salaries and benefit costs over FY2023 and an increase in current expense, year over year.

Net Income for Salt Lake Technical College is forecasted at \$1,698,442.

Respectfully Submitted:

Chris A. Martin

Vice President for Finance and Business Affairs

Salt Lake Community College
Interim - Actual to Budget Income Statement (Unaudited)
Education and General Fund
As of March 31, 2024
75% of Year Has Elapsed

	FY-24			FY-23	\$ Difference	
	Rev. Budget	Actual YTD	% of Budget	Actual YTD	of Actual YTD	% of Change
Revenues						
State Approp	130,322,300	95,530,900	73.30%	75,381,939	20,148,961	26.73%
Tuition & Fees	56,990,656	48,805,466	85.64%	49,102,649	(297,183)	-0.61%
Educ Dept Sales	25,000	33,842	135.37%	17,630	16,212	91.96%
Other Rev	426,589	9,999	2.34%	49,013	(39,014)	-79.60%
Total Revenues	187,764,545	144,380,207	76.89%	124,551,231	19,828,976	15.92%
Expenditures						
Salaries	78,600,187	56,858,784	72.34%	48,197,909	8,660,875	17.97%
Wages	26,959,565	19,762,568	73.30%	16,077,427	3,685,141	22.92%
Benefits	42,394,700	29,378,813	69.30%	25,136,303	4,242,510	16.88%
Current Exp	32,959,047	18,550,882	56.28%	14,446,923	4,103,959	28.41%
Fuel-Powr	3,314,980	1,859,819	56.10%	2,532,627	(672,808)	-26.57%
Travel	1,448,291	513,153	35.43%	552,728	(39,575)	-7.16%
Equipment	2,018,774	1,544,358	76.50%	2,178,930	(634,572)	-29.12%
Transfers	69,000	69,000	100.00%	(1,577,955)	1,646,955	-104.37%
Total Expenditures	187,764,545	128,537,376	68.46%	107,544,892	20,992,484	19.52%

Projected YE Net Income		
Est. YE Tuit & Fees Overage (Shortage):	(5,343,694)	
Est. FY24 Waivers Remaining	(76,360)	
Est. Savings Due to Exp Less than Budget:	12,286,033	(6.54%Exp Savings
Est YE Total Net Income:	6,865,979	X Exp Budget)
FY-24 Beginning Fund Balance	14,259,203	
Est FY-24 Ending Fund Balance	21,125,182	

FY-24 Tuition & Fees Breakdown & YE Projection			
	Rev. Budget	Actual	
Summer Term (1/2 complete)	7,610,189	4,958,590	
Fall Term	25,133,285	25,365,300	
Spring Term	23,454,975	24,138,869	
Other Fees	792,207	731,857	
Less Actual Tuition Waivers		(6,389,151)	
Totals Before Est. Adjmts:	56,990,656	48,805,466	
Add est. 1/2 Summ 2024 Term		3,881,146	
Add est. Spr 2024 Term		-	
Add Est. Add'l Other Fees		60,350	
Sub-Total		52,746,962	
Less Est remaining CE Transfer Out of E&G *		(1,100,000)	
Est.YE Tuition & Fees Total:		51,646,962	
Est. Over (Short) of Tuit & Fees:		(5,343,694)	

Note: As of 3/31/2024

current + travel + equipmt encumbrance is: 5,745,018
salary & est, hrly and benefits encumbrance is: 18,124,049
23,869,067

Date Prepared: 4/08/2024
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* In FY23, \$1,100,622 was transferred out of PBASSP for FY23 to CE indexes. As of 09/06/2023, \$0 has already been transferred to CE indexes. Estimated still to be transferred out: \$1,100,000.



Salt Lake Community College
Interim - Actual to Budget Income Statement (Unaudited)
Salt Lake Technical College
As of March 31, 2024
75% of Year Has Elapsed

	----- FY-24 -----			FY-23		
	Rev. Budget	Actual YTD	% of Budget	Actual YTD	\$ Difference	% of Change
Revenues						
State Appropriations	11,912,400	9,195,380	77.19%	5,850,669	3,344,711	57.17%
Tuition & Fees	1,260,000	1,137,888	90.31%	668,958	468,930	70.10%
Other Sources	-	-	-	-	-	-
Total Revenues	13,172,400	10,333,268	78.45%	6,519,627	3,813,641	58.49%
Expenditures						
Salaries	5,317,775	3,504,582	65.90%	2,252,540	1,252,042	55.58%
Wages	3,304,626	1,920,718	58.12%	1,190,069	730,649	61.40%
Employee Benefits	3,021,181	1,835,815	60.76%	1,219,204	616,611	50.57%
Current Expenses	850,521	859,110	101.01%	508,162	350,948	69.06%
Fuel & Power	67,950	67,950	100.00%	52,850	15,100	28.57%
Travel	35,189	18,811	53.46%	10,959	7,852	71.65%
Equipment	575,157	231,057	40.17%	-	231,057	-
Transfers (In)/Out	-	-	-	-	-	-
Total Expenditures	13,172,400	8,438,042	64.06%	5,233,784	3,204,258	61.22%

Projected YE Net Income

Est. YE Tuit & Fees Over or (Short):	257,185	(Tuit Budget, less Actual / (9/12))
Est. Savings Due to Exp Less than Budget:	<u>1,441,258</u>	(10.94% Exp Savings x Exp. Budget)
Est YE Total Net Income:	1,698,442	
 FY-24 Beginning Fund Balance	 <u>1,170,036</u>	
Est FY-24 Ending Fund Balance	<u><u>2,868,478</u></u>	

Note: As of 3/31/2024

current + travel + equipmt encumbrance is:	164,925
salary & est, hrly and benefits encumbrance is:	<u>1,229,830</u>
	1,394,755

Date Prepared: 4/08/2024

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SUPPLEMENTAL INFO

Salt Lake Community College
Interim - Income Statement (Unaudited)
Education and General Fund
As of March 31, 2024
75% of Year Has Elapsed

	Orig. Budget	Rev. Budget	Actual YTD	Encumbered	% of Budget
Revenues	A	B			
State Appropriations	129,532,300	130,322,300	95,530,900	-	73.30%
Tuition & Fees	56,851,372	56,990,656	48,805,466	-	85.64%
Sales from Educ Depts	-	25,000	33,842	-	135.37%
Other Sources	500,000	426,589	9,999	-	2.34%
Total Revenues	186,883,672	187,764,545	144,380,207		76.89%
Expenditures					
Salaries	81,814,229	78,600,187	56,858,784	18,124,049	95.40%
Wages	27,737,641	26,959,565	19,762,568	-	73.30%
Employee Benefits	45,231,224	42,394,700	29,378,813	-	69.30%
Current Expenses	26,522,314	32,703,156	20,478,650	5,172,988	78.44%
Travel	1,879,923	1,448,291	513,153	357,999	60.15%
Equipment	3,698,341	2,018,774	1,544,358	214,031	87.10%
Transfers (In)/Out	-	69,000	69,000	-	0.00%
Budget Hold	-	3,570,872	-	-	0.00%
Total Expenditures	186,883,672	187,764,545	128,605,326	23,869,067	68.49%

Analysis	
% of Total YTD Exp. to Total Revised Budget	68.49%
FY-24 Beginning Fund Balance	\$14,259,203
Transfer to SLTC for Fuel and Power	(67,950)
Revised Total Expenses	128,537,376 *
Revised % of Budget Used	68.46%
Revised % of Budget Not Used	6.54%

Expenditures by Function	
Instruction	53,746,868
Public Service	298,978
Academic Support	9,774,876
Student Services	17,671,742
Institutional Support	29,899,192
Operation of Plant	16,153,309
Scholarships	991,361
Transfers (In)/Out	69,000
Total Expenses by Function	128,605,326

Note(s):

A - Ties to FY24 Appropriated Operating Base Budget for Education and General and Salt Lake Technical College Line Items. Educationally Disadvantaged Funds are held in the restricted index, 24000.

B - Ties to FY24 Budget in Banner Finance.

Date Prepared: 4/08/2024
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SUPPLEMENTAL INFO

Salt Lake Community College
Interim - Income Statement (Unaudited)
Salt Lake Technical College
As of March 31, 2024
75% of Year Has Elapsed

	Orig. Budget	Rev. Budget	Actual YTD	Encumbered	% of Budget
Revenues	A	B			
State Appropriations	\$11,912,400	\$11,912,400	9,195,380	-	77.19%
Tuition & Fees	1,260,000	1,260,000	1,137,888	-	90.31%
Sales from Educ Depts	-	-	-	-	0.00%
Other Sources	-	-	-	-	0.00%
Total Revenues	13,172,400	13,172,400	10,333,268		78.45%
Expenditures					
Salaries	5,247,660	5,317,775	3,504,582	1,229,830	89.03%
Wages	3,504,325	3,304,626	1,920,718	-	58.12%
Employee Benefits	2,901,275	3,021,181	1,835,815	-	60.76%
Current Expenses	901,764	(309,354)	859,110	51,344	-294.31%
Travel	22,750	35,189	18,811	5,109	67.98%
Equipment	594,626	575,157	231,057	108,472	59.03%
Transfers (In)/Out	-	-	-	-	0.00%
Budget Hold	-	1,227,825	-	-	0.00%
Total Expenditures	13,172,400	13,172,400	8,370,092	1,394,755	63.54%

Analysis	
% of Total YTD Exp. to Total Revised Budget	63.54%
FY-24 Beginning Fund Balance	1,170,036
Transfer to SLTC for Fuel and Power	67,950
Revised Total Expenses	8,438,042 *
Revised % of Budget Used	64.06%
Revised % of Budget Not Used	10.94%

Expenditures by Function	
Instruction	5,514,085
Public Service	-
Academic Support	541,544
Student Services	881,713
Institutional Support	774,867
Operation of Plant	453,402
Scholarships	204,482
Transfers (In)/Out	-
Total Expenses by Function	8,370,092

Note(s):

A - Ties to FY24 Appropriated Operating Base Budget for Education and General and Salt Lake Technical College Line Items. Educationally Disadvantaged Funds are held in the restricted index, 24000.

B - Ties to FY24 Budget in Banner Finance.

Date Prepared: 4/08/2024

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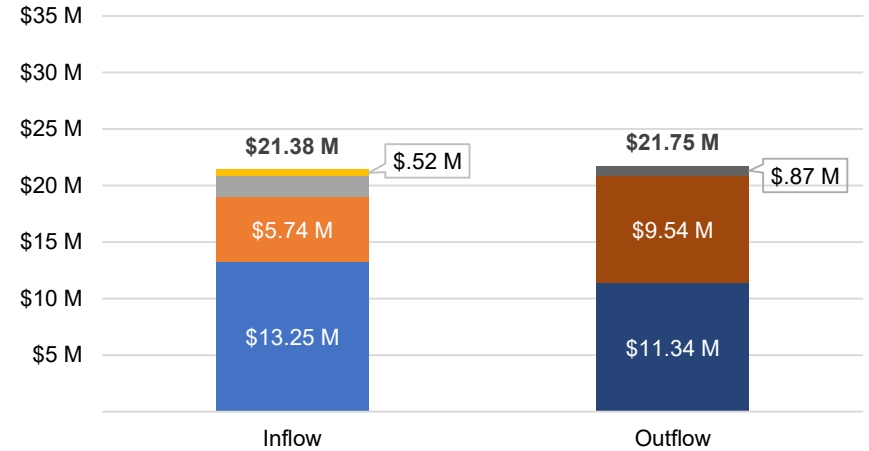


TAB F

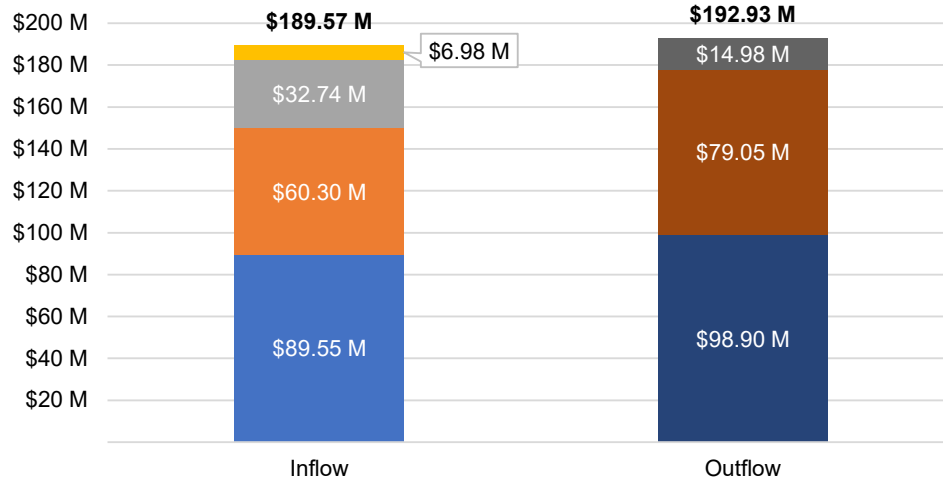
Salt Lake Community College Cash Activity Month Ended 2/29/2024

	February 2024	FY2024 YTD	FY2023 YTD
State Appropriation	\$ 13,246,900	\$ 89,550,715	\$ 81,222,981
Tuition, Fees, & Charges for Services	5,741,237	60,299,788	54,522,774
U.S. Dept of Education Draws	1,868,972	32,744,872	38,859,342
Other	519,627	6,979,547	3,802,319
Total Inflows	21,376,736	189,574,922	178,407,416
Payroll	(11,342,789)	(98,899,680)	(92,476,741)
Payments to Suppliers	(7,820,193)	(69,724,376)	(65,684,716)
Payments for Debt Service	(1,336,641)	(1,498,766)	(1,489,176)
New Building Construction	(383,770)	(7,830,641)	(10,358,706)
Other	(867,810)	(14,979,705)	(12,288,014)
Total Outflows	(21,751,203)	(192,933,168)	(182,297,353)
Cash Increase/(Decrease)	\$ (374,467)	\$ (3,358,246)	\$ (3,889,937)

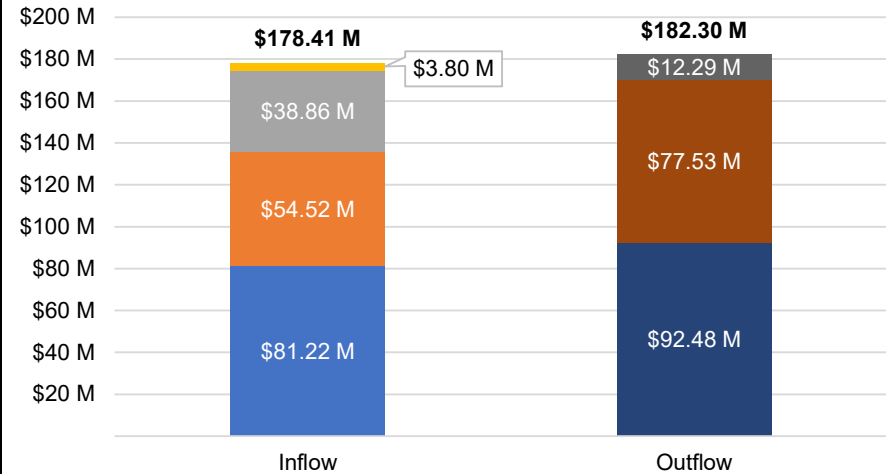
January 2024



FY 2024 YTD



FY 2023 YTD





Staff Development Leave

Date: April 2, 2024

Sponsor: vice president Chris Martin

Summary

Type of Review: 5-year

Last Board of Trustees Review: circa 2007

Context

1. Changes / Revisions to Policy Section
 - a. Section 1 revisions are technical corrections.
 - b. No changes were made to Section 2.
2. Concerns regarding timelines for approval, transparency in the approval process, and clarification about the total number of development leaves granted in a fiscal year were addressed in the Procedures Section.

4.1.130

Staff Development Leave Policy

Date of last board of trustees review: 2007

The originator of this policy is People & Workplace Culture. Questions regarding this policy may be directed to the originator by calling 801-957-4210.

1. Policy

Salt Lake Community College provides opportunities for its staff to apply for staff development leave to continue educational and/or professional opportunities that the institution does not currently provide.

2. References

Reserved

4.1.130

Staff Development Leave Procedure

Date of last executive cabinet review: May 15, 2007

The originator of this procedure is People & Workplace Culture. Questions regarding this procedure may be directed to the originator by calling 801-957-4210.

3. Definitions

See [Personnel Definitions](#)

4. Procedures

A. Eligibility

1. Staff development leave ("development leave") is a leave of absence with compensation for one year, or a portion thereof, for full-time, exempt and non-exempt staff to permit them to obtain or update their qualifications.
2. Development leave is open to all full-time, exempt and non-exempt staff who have been employed by the college continuously for a minimum of six years at the time of application.
3. The total number of development leaves granted in any fiscal year shall not exceed one-half of one percent of the total number of full-time staff members.
4. Employees who have a corrective action within twelve months of the intended start date of the development leave are not eligible for development Leave.

B. To apply, employees must submit the following in writing:

1. A statement of purpose for requesting development leave and a detailed description of activities, including:
 - a. the degree or program to be obtained, including the institution's accreditation status;
 - b. work within industry on internships/externships;
 - c. teaching/consulting at other institutions, including international locations; or
 - d. other purposes.
2. A statement of the benefits to the department, employee, and the institution,

including:

- a. a letter from the applicant;
- b. a letter from their supervisor indicating how the development leave will impact the department and if the supervisor supports it; and
- c. any other supporting statements and/or documents.

3. The inclusive dates of staff development leave requested.

C. Application Timetable

1. The staff member submits a completed application to their immediate supervisor 90 calendar days before the requested leave starts.
2. The staff member's immediate supervisor will submit the application packet to the appropriate second-level supervisor, who will then submit the application to People & Workplace Culture (PWC Benefits) no later than 15 calendar days following submission from the employee.
3. If the employee meets the eligibility requirements outlined in 4.A of this policy, PWC will forward the application to the appropriate vice president.
4. The vice president will submit their recommendations along with relevant paperwork to the president for final approval 45 calendar days before the requested leave starts.
5. PWC and the appropriate vice president or provost will notify applicants of the president's decision.
6. If the application is denied, the applicant can appeal the decision by contacting PWC within 10 calendar days. PWC will review the appeal with the input of the appropriate supervisor, vice president, or provost.
7. Upon final approval by the president, the selection is sent to the board of trustees as an information item.

D. Criteria for Application Review

Considerations used in reviewing the applications and selecting individuals for staff development leave shall be as follows:

1. the date of staff member's employment (for qualification purposes only);
2. the timely submission of application;
3. any previous staff development leaves granted – no granted leave in the past 3 years;
4. the support of staff member's supervisor and/or department;
5. the purpose for requesting and details of the leave request, including:
 - a. degree seeking studies;

- b. non-degree seeking studies;
 - c. teaching/consulting experience; or
 - d. work within industry on internships/externships.
6. a statement of the benefits to the department, employee, and the institution, including:
- a. a letter from the applicant;
 - b. a letter from their supervisor indicating how the staff development leave will impact the department and if the supervisor supports it; and
 - c. other supporting documentation.
7. the quality of preparation and planning.

E. Compensation

- 1. Compensation while on staff development leave shall be 75 percent of the staff member's base salary.
- 2. Payments will be made to the staff member in semi-monthly payments as prescribed by the current college payroll system.
- 3. All deductions for federal, state, FICA, and other approved deductions to which the staff member would ordinarily be entitled will be reflected on the payroll document.
- 4. Staff members on staff development leave will continue to accrue vacation, sick leave, and the current benefits package that will be prorated at 75 percent.
- 5. Staff members who have elected the Utah State Retirement System should contact the Benefits Section of PWC to determine the effect of staff development leave on retirement benefits.
- 6. Staff members may accept outside compensation while on staff development leave in accordance with the [Conflict of Interest Policy](#).

F. Staff Development Leave Agreement

- 1. Acceptance of staff development leave certifies agreement to complete the goals and/or program of the leave as agreed and complete at least one full year of service following the staff development leave.
- 2. Upon completion of staff development leave, the staff member shall submit a report outlining the benefits of their experiences to their supervisor and the college president. This report will be due to the staff member's supervisor and the president no later than 30 days following the staff member's return to regular duty.
- 3. If a staff member chooses not to return to the college at the end of staff development leave, or within one year, any compensation received from the college during the leave shall be repaid in full within 15 calendar days of the completion of

the staff development leave, or when the staff member notifies the college of their decision not to return to their position.

4. The appropriate cabinet member will submit a staff development leave summary report to the president as an informational item to the board of trustees.

G. Family Medical Leave Act

If, while on leave, the employee applies for and is granted leave under the federal Family Medical Leave Act (FMLA), the employee is entitled to interrupt the leave for the eligible FMLA term in accordance with the college [FMLA Policy](#). The employee may resume leave as though there were no interruption. Application, use of sick time, and continuation of benefits are outlined in the [FMLA policy](#) and the [Vacation and Sick Leave policy](#).



Emergency Management

Date: April 2, 2024

Sponsor: vice president Chris Martin

Summary

Type of Review: 5-year

Last Board of Trustees Review: August 13, 2014

Context

1. Changes / Revisions to Policy Section

- a. The revisions to the policy statement in section 1 are grammatical changes.
- b. No revisions were made to section 2.

2. Other Contextualization Factors

- a. The definitions and procedures were revised to eliminate extraneous historical information, improve comprehension, and clarify the importance of the Comprehensive Emergency Management Plan and Business Continuity Plans.

2.5.020

Emergency Management Policy

Date of last board of trustees review: 2014

The originator of this policy is the associate vice president of Public Safety. Questions regarding this policy may be directed to the originator by calling 801-957-4571.

1. Policy

This policy provides the framework for Salt Lake Community College to protect the lives and property of its students, faculty, staff, and guests in the event of a major disruption, large scale emergency, or disaster. College emergency management efforts follow the fundamentals, best practices, and mandates established by the local, state, and federal emergency management agencies.

2. References

- A. The Robert T. Stafford Disaster Relief and Emergency Assistance Act, 42 U.S.C. §§ 5121.
- B. Emergency Management, Disaster Response and Recovery Act, U.C.A. §§ 53-2a-201–1305.

2.5.020

Emergency Management Procedure

Date of last executive cabinet review: April 29, 2014

The originator of this procedure is the associate vice president of Public Safety. Questions regarding this procedure may be directed to the originator by calling 801-957-4571.

3. Definitions

- A. All Hazards Approach: capabilities-based preparedness to prevent, protect against, respond to, and recover from natural, human-caused, and technological emergencies that may impact the college, communities, or the environment..
- B. Business Continuity Plan (BCP): a document compiling the critical information an organization needs to continue operating during an unplanned event. The BCP states the essential functions of the business, identifies which systems and processes must be sustained, and details how to maintain them.
- C. Comprehensive Emergency Management Plan (CEMP): the comprehensive set of plans, lists, and documents that define the succession of authority, group assignments, and response plans.
- D. Declaration of Disaster: an official announcement that communicates to the college, state, and local officials that the college's normal functions and operations are interrupted and its resources are insufficient to meet demands resulting from the event.
- E. Emergency: any event that disrupts normal college operations, such as, but not limited to, fires, floods, storms, earthquakes, hazardous materials incidents, large-scale power outages, civil disturbance, and acts of violence.

4. Procedures

- A. Background
 - 1. The college must develop comprehensive plans to manage emergencies at all campuses, sites, and facilities. This requires flexibility and creativity when considering the different methods for ensuring public safety during extraordinary events.
 - 2. The Comprehensive Emergency Management Plan (CEMP) requires a multidisciplinary all hazards approach, including mitigation, preparedness, response, and recovery procedures for emergency management at the college.

B. Business Continuity Plan (BCP)

1. A critical component of the CEMP is the BCPs created by each college department. A BCP delineates the process and the individuals needed to restore the college to normal operations following a disruptive event.
2. Development of a BCP includes:
 - a. conducting a business impact analysis to identify time-sensitive or critical business functions and processes and the resources that support them;
 - b. identifying, documenting, and implementing steps needed to recover critical business functions and processes;
 - c. organizing a business continuity team and compiling a BCP to manage a business disruption; and
 - d. training, testing, and exercises to evaluate recovery strategies and the BCP.

C. Declaration of Disaster Process

1. Only the president or their designee may issue a disaster declaration.
2. The president shall delegate authority during their absence from campus, including management of the disaster declaration process.
3. Disaster Declarations must be made in writing and communicated publicly.
4. While it may not be necessary to have an actual written authority during a crisis, it is essential that units know who holds the authority to make decisions or sign official documents and who their alternate is.

D. Activation of the Comprehensive Emergency Management Plan

The Comprehensive Emergency Management Plan is activated in two ways.

1. The CEMP can be activated automatically. Should any of the campuses experience significant ground shaking due to an earthquake, emergency management team members must respond according to CEMP procedures.
2. The associate vice president of Public Safety or their designee may notify the vice president for Finance and Administration of an emergency or potential disaster and recommend activation of the CEMP.

E. Closure

1. The college president or their designee is the sole individual with the authority to direct the closure of college campuses, sites, and facilities.
2. Closure of the college during normal operational hours may be necessary, although closure is expected to be infrequent.
3. The college remains open when possible. Critical service levels and facilities may

continue to be operated, maintained, or expanded as appropriate.

F. Timely Notifications

When closure of the college during normal operational hours is directed or an emergency warrants it, the following procedures should be instituted to notify SLCC employees and students.

1. The college must provide timely advisories and notifications. Notification of any activity on or near any college site where the threat is not immediate or life-threatening is at the discretion of the president or their designee.
2. The college only issues emergency alerts if there is an imminent threat to the lives, safety, and property of the general college population.
3. Although almost all power outages are not life-threatening, if the president or their designee finds it necessary, a college alert will be sent out if a power outage lasts, or is expected to last, a significant amount of time.



Tuition Benefits

Date: April 2, 2024

Sponsor: vice president Chris Martin

Summary

Type of Review: early 5-year review

Last Board of Trustees Review: January 13, 2021

Context

Utah System of Higher Education (USHE) Policy [R824, Tuition Remission Benefits](#), uses the term “remission.” The SLCC Tuition Benefits Policy has been revised to align with R824 and USHE’s terminology for student waivers versus employee tuition remission benefits.

1. Changes / Revisions to Policy Section
 - a. The term “waiver” has been replaced by “remission” in the policy statement (section 1).
 - b. In section 2, a reference was added for R824, Tuition Remission Benefits.
2. In the Procedures Section, definitions were added and revised, a hyperlink to the domestic partner affidavit was incorporated, section 4.B was revised to clarify benefits, and references to “Workforce Training & Education” were corrected.

4.1.140

Tuition Benefits Policy

Date of last board of trustees review: January 13, 2021

The originator of this policy is People & Workplace Culture. Questions regarding this policy may be directed to the originator by calling 801-957-4210.

1. Policy

It is the policy of Salt Lake Community College to provide tuition remission benefits to all qualified employees, retirees, the board of trustees' members, and the dependents of each.

2. References

- A. Tuition Waiver and Scholarship, Utah Code Ann. §§ 53B-8-101 et. seq.
- B. Employee Benefits, Utah System of Higher Educ., r. 821-3.8.
- C. Tuition Remission Benefits, Utah System of Higher Educ., r. 824.

4.1.140

Tuition Benefits Procedure

Date of last executive cabinet review: October 27, 2020

The originator of this procedure is People & Workplace Culture. Questions regarding this procedure may be directed to the originator by calling 801-957-4210.

3. Definitions

- A. Course Fees: as defined in the [Course and Program Fees Policy](#).
- B. Student Fees: as defined in the [Student Fees Policy](#).
- C. Tuition remission: a waiver of tuition charges for employees and dependent members of their families who enroll in classes at the College. Some fees may apply (see section 4.B.1).

See [Personnel Definitions](#)

4. Procedures

- A. Eligibility
 - 1. Full-time employees and their dependents are eligible immediately upon employment.
 - 2. Members of the board of trustees and their dependents are eligible upon the board members' appointments.
 - 3. Adjunct faculty members and one of their dependents are eligible after the faculty member has:
 - a. finished teaching their first semester or equivalent; and
 - b. an active teaching assignment for the semester for which the tuition remission is being submitted.
 - c. Adjunct faculty members do not need an active teaching agreement for themselves or their dependent to be eligible for a summer semester tuition remission.

4. Part-time hourly employees are eligible after two years of consecutive employment.
5. Work-study students do not qualify for this benefit.
6. Retirees of the college and their dependents are eligible if the retiree has completed ten or more years of full-time service preceding retirement.
7. Eligible dependents include:
 - a. a legal spouse;
 - b. a [domestic partner](#); and
 - c. natural or legally adopted children under the age of twenty-six, including the children of an employee's spouse or domestic partner, and the children for whom the employee has legal guardianship.
8. Persons falling into more than one category will receive the most generous benefits for which they are eligible.

B. Benefit

1. Tuition remission covers the full cost of tuition for all eligible individuals in degree-seeking and Salt Lake Technical College programs, whether resident or nonresident. Utah residency requirements can be found [here](#). Before the tuition due date, individuals registered for courses must pay special fees, such as laboratory fees, course texts, and other expenses. Late fees and collection fees will apply to accounts with delinquent balances.
2. Employees and dependents are identified as residents for tuition remission purposes.
3. Full-time employees may register for 11 credit hours per semester, and the tuition remission includes student fees.
4. Dependents of full-time employees may register for classes without course load or schedule restrictions. They will be required to pay student fees.
5. Retirees and dependents of retirees may register for classes without course load or schedule restrictions. They will be required to pay student fees.
6. Adjunct faculty members and one dependent and part-time employees may register for one course of study not to exceed six credit hours per semester. They will be required to pay student fees.
7. Workforce Training & Education
 - a. Continuing education courses taken for credit are included, provided the

minimum enrollment for the class is met. Workforce Training & Education sets minimum enrollment levels.

- b. For noncredit continuing education courses, Workforce Training & Education offers a 20 percent tuition discount for eligible persons.
 - c. Courses offered in partnership with a third-party vendor may not be eligible. Contact Workforce Training & Education for information.
8. Employees who terminate from the college and their dependents who are registered for classes may finish the semester.

C. Approval Process

- 1. The tuition remission approval process guides for requestors and approvers are on the PWC's [Human Resources Forms web page](#).
- 2. Employees who wish to take courses during regular work hours will need written approval from their immediate supervisor.
 - a. Employees who miss regular work hours for class attendance must make up these hours on an approved schedule prearranged with their immediate supervisor.
 - b. Employees may not substitute rest breaks and office consultation hours for the class time taken during regularly scheduled work hours.
- 3. Employees who are required by their supervisor to attend a class during working hours are not required to make up the time.



Drug and Alcohol Free Workplace

Date: March 29, 2024

Sponsor: vice president Chris Martin

Summary

Type of Review: 5-year

Last Board of Trustees Review: circa 2007

Context

This policy's title has been changed from "Drug Free Workplace" to "Drug and Alcohol Free Workplace." It complies with SLCC's Employee Conduct Policy, 49 CFR § 655 ("Prevention of Alcohol Misuse and Prohibited Drug Use in Transit Operations"), 49 CFR Part 40 ("Procedures for Transportation Workplace Drug and Alcohol Testing Programs"), the Utah Medical Cannabis Act, and applicable federal laws.

1. Changes / Revisions to Policy Section

- a. Section 1 was significantly revised for clarity. This policy statement clarifies that the policy applies to all employees.
- b. Section 2 was expanded to include multiple new references to state and federal laws.

2. The Procedures Section was significantly revised and reorganized.

4.4.020

Drug and Alcohol Free Workplace Policy

Date of last board of trustees review: 2007

The originator of this policy is People & Workplace Culture. Questions regarding this policy may be directed to the originator by calling 801-957-4210.

1. Policy

Salt Lake Community College aims to maintain a productive workforce, provide a drug-free workplace, and follow federal and state laws. The college prohibits all employees from manufacturing, distributing, possessing, using, or being under the influence of alcohol or an illegal controlled substance on college campuses and sites while performing work duties, including college grants and contracts.

The college encourages employees with substance abuse issues to utilize the health support available through various college and community resources.

The college does not restrict the lawful use of alcohol off college campuses, sites, or during off-campus social events. The college does permit alcohol at some college events in compliance with the president's cabinet-published rules.

2. References

- A. Safe and Drug-Free Schools and Communities Act, 20 U.S.C §§ 7101–7294.
- B. Controlled Substances Act, 21 U.S.C. §§ 801–971.
- C. Drug Free Workplace Act, 41 U.S.C. § 81.
- D. Americans with Disabilities Act, 42 U.S.C. §§ 12101–12213.
- E. Omnibus Transportation Employee Testing Act, 49 App. U.S.C.A. § 1434.
- F. Government Records Access and Management Act (GRAMA), Utah Code Ann. §§ 63G-2-101–901.
- G. Prevention of Alcohol Misuse and Prohibited Drug Use in Transit Operations, 49 C.F.R. § 655.
- H. Procedures for Transportation Workplace Drug and Alcohol Testing Programs, 49 C.F.R.

§ 40.

- I. Utah Medical Cannabis Act Utah Code §26-61a-101.**
- J. Fleet Operations, Utah Administrative Code R27-7-3.**

DRAFT

4.4.020

Drug and Alcohol Free Workplace Procedure

Date of last executive cabinet review: March 7, 2007

The originator of this procedure is People & Workplace Culture. Questions regarding this procedure may be directed to the originator by calling 801-957-4210.

3. Definitions

- A. **Negative Result:** the result reported by an HHS-certified laboratory to a Medical Review Officer when a specimen contains no drug or the concentration of the drug is less than the cutoff concentration for the drug or drug class, and the specimen is a valid specimen.
- B. **Positive Result:** the result reported by an HHS-certified laboratory when a specimen contains a drug or drug metabolite equal to or greater than the cutoff concentrations.
- C. **Safety-Sensitive Position:** a position that involves some aspect of a heightened danger that requires an employee's full and unimpaired skills and judgment to execute their job safely. These include Commercial Driving faculty, Health Sciences faculty, and employees who use a commercial driver's license (CDL) for their employment duties.
- D. **Test Results:** the final result of a drug test, e.g., negative, positive, or invalid.

See [Personnel Definitions](#)

4. Procedures

A. General Testing Information

1. The college uses certified, qualified testing companies to complete the drug and alcohol testing ("testing") required by this policy.
2. Some departments have specific drug and alcohol testing policies in addition to this policy due to the nature of their programs.
3. **Test Results and Employee Notification**
 - a. If pre-employment testing is required for a prospective employee, after the testing is completed and the college has received the test results, People and

Workplace Culture ("PWC") will notify the hiring manager of the test results. For positive test results, the senior director of PWC will consult the hiring manager to determine the appropriate course of action.

- b. If an employee is selected for random testing, for positive random test results, Risk Management will notify the employee's supervisor of the test results.

4. Reporting and Record Keeping

- a. The college submits all required reports and maintains testing records according to applicable law.
- b. Departments with safety-sensitive positions may keep confidential testing results separate from personnel records for accreditation and safety purposes.

5. Refusal to Test

- a. As a condition of continued employment, the college may require employees to participate in testing.
- b. The college will treat a refusal as a positive test.
- c. The college takes corrective action for any employee who refuses to take a test.

B. Types of Testing

1. Pre-Employment Testing

The college may require a drug test upon a conditional offer of employment or agreement of service for certain safety-sensitive positions.

2. Post-Accident Testing

- a. Employees involved in an accident while on college business, whether driving a state vehicle or any other vehicle, must report the accident to Fleet Services immediately.
- b. After receiving notification that an accident has occurred, Fleet Services will inform Risk Management immediately.
- c. Risk Management will arrange post-accident testing as necessary.
- d. For Vehicle Accidents Where Law Enforcement Investigates

- (1) Each surviving employee involved in an accident will, as soon as possible, undergo post-accident testing for any controlled substances or alcohol following federal Department of Transportation ("DOT") regulations or if any of the following conditions are present:

- (a) a citation is given to anyone involved;
 - (b) a vehicle is disabled in the accident; or
 - (c) the accident results in any passenger(s) or pedestrian injuries or fatalities.
- (2) Any employee who does not remain available for post-accident testing will be determined to have refused to submit to testing.
- (3) If the employee leaves the accident scene, the employee must advise their supervisor of their location.
- (4) The college does not require employees to delay necessary medical attention for injured persons following an accident or prohibit an employee from leaving the scene of an accident for a period necessary to obtain emergency medical care.
- e. For all other vehicle accidents, if the driver is suspected of driving under the influence of alcohol or a controlled substance, see section 4.B.3 of this policy for reasonable suspicion testing procedures.

3. Reasonable Suspicion Testing

- a. All college employees are subject to reasonable suspicion testing.
- b. The college is not required to give an employee advance notice to request testing when the request is based on reasonable suspicion.
- c. College supervisors with positions that engage with reasonable suspicion testing must undergo college-approved related training at least annually.
- d. A supervisor who has undergone reasonable suspicion testing training must initiate reasonable suspicion testing when the supervisor, in consultation with Employee Relations, determines that there is reasonable suspicion to warrant a test. The decision must be based on specific, documentable, contemporaneous observations outlined in the reasonable suspicion testing training.
- e. Supervisors must consult Employee Relations and the Environmental Health and Safety ("EHS") manager in the decision to arrange a reasonable suspicion test. If the EHS manager is unavailable, supervisors must contact the senior director of PWC or Risk Management.
- f. A supervisor must move an employee in a safety-sensitive position who is tested to non-safety-sensitive duties or on administrative leave until results from the test are available.

g. An employee who tests positive may be subject to corrective action, up to and including termination.

h. Conducting Substance Testing Based on Reasonable Suspicion

(1) The test should be administered within two hours of the decision to test the employee. If the test is not administered within eight hours from that time, all attempts to administer the test must stop.

(2) The employee in question must not drive themselves to the lab. The EHS Manager, Public Safety, or the employee's supervisor will drive them to the lab for testing.

(3) The college may require the initial or further testing to occur at an authorized testing facility at the college's discretion.

C. Medical Cannabis

1. The Utah Medical Cannabis Act allows for controlled use of medical marijuana in Utah. However, the federal law prohibiting marijuana preempts state laws attempting to legalize the drug.

2. Under federal law, using, possessing, or distributing marijuana remains a crime under the federal Controlled Substances Act.

3. SLCC receives considerable federal funding. The college's receipt of federal funds, e.g., student loans, grants, etc., is conditioned upon SLCC's compliance with the federal Drug-Free Schools and Communities Act and the federal Drug-Free Workplace Act,

4. These acts require the college to adopt and implement a program that prevents the possession, use, or distribution of federally controlled substances, including marijuana.

5. Despite the passage of the Utah Cannabis Act, the college must continue to prohibit faculty, staff, and members of the public from possessing, using, or distributing marijuana or THC in any form on college campuses and facilities and during any college activities.

6. College faculty and staff who violate this policy will be subject to corrective action, including expulsion from the college and termination of employment.

D. Duty to Report Alcohol and Drug Law Charges and Convictions

1. Existing employees and volunteers must report criminal convictions, arrests, or criminal charges in any form initiated by any governmental authority. This report must be provided to their Supervisor and Employee Relations within five business

days, consistent with the [SLCC Employee Conduct Policy](#).

2. After receiving a report from an employee, supervisors must:
 - a. immediately notify the executive director for the Office of Sponsored Projects and include the date the employee notified the supervisor if the employee is engaged in the performance of a federal grant or contract; and
 - b. notify Driver Safety within 2 business days if the employee has college driving privileges.
3. The executive director for the Office of Sponsored Projects must notify the appropriate federal agency within 10 calendar days of the date the employer is notified of the conviction.
4. The college may suspend or revoke an employee's employment-related driving privileges for up to 3 years if they are convicted of a substance-related violation. To regain driving privileges, convicted employees must also meet all court-imposed requirements and related suspension periods.

E. College-Identified Substance Assistance or Rehabilitation Programs

1. For a Conviction
 - a. The college may require an employee convicted of violating an alcohol or drug law to participate in an alcohol or drug assessment.
 - b. The college will select a licensed agency or clinic to complete the assessment.
 - c. If recommended by the alcohol or drug assessment and approved by the supervisor, the college may require the employee to participate in and complete a substance abuse assistance or rehabilitation program or both. The supervisor must consult with Employee Relations before making this determination.
 - d. The college may administer corrective action up to and including termination of employment instead of an assessment.
2. For Substance Abuse-Related Substandard Performance
 - a. The college may offer an option for an employee with a substance-related deficiency in conduct or performance to participate in a substance abuse program instead of corrective action.
 - b. The college may require an employee who exhibits substance-related conduct or performance deficiencies to participate in and complete a substance abuse program.
 - c. The college may identify employees to qualify for a college-identified

rehabilitation program through reasonable suspicion testing in section IV.B.3 of this policy or through employees self-reporting to their supervisor or Employee Relations.

- d. Supervisors must notify Employee Relations within 2 business days of any employee self-reports they have received.

3. Assistance or Rehabilitation Programs Agreement

- a. Where substance abuse programs are required, PWC will represent the college in providing the employee with a written agreement signed by both parties. If the employee refuses to sign, the employee may be subject to corrective action.
- b. The agreement must state:
 - (1) the required work-related standards of conduct or performance provided by the employing department;
 - (2) the name and location of the substance abuse program; and
 - (3) the employee is subject to corrective action or termination if the employee does not complete the program.

F. Substance Abuse Self-Reporting for Safety-Sensitive Positions

1. The college may refer an employee in a safety-sensitive position who self-reports alcohol or controlled substance misuse and requests college assistance with treatment to a substance abuse professional ("SAP").
2. The college will immediately remove the employee from safety-sensitive duties until the SAP clears the employee and the supervisor approves them for reinstatement.

G. Commercial Driver's License ("CDL") Operators

1. The college prohibits employees with CDL operator responsibilities ("CDL employees") from:
 - a. reporting or returning to work within four hours after using alcohol;
 - b. using or possessing alcohol or any controlled substance on the job;
 - c. reporting for and remaining on duty when the employee is under the influence of or has used any controlled substance;
 - d. testing positive for a controlled substance; or
 - e. refusing to submit to an alcohol or controlled substance test as federal law requires.

2. Testing CDL Employees

- a. The college selects certified, qualified testing companies and breath alcohol technicians to complete testing according to DOT regulations.**
- b. The college may require CDL employees to complete the initial or further testing at an authorized facility at the college's discretion.**
- c. The college conducts random alcohol and drug testing following the federal DOT regulations and this policy.**
- d. Supervisors must move CDL employees who have failed a substance test to non-safety-sensitive duties or on administrative leave until they can return to a safety-sensitive function.**
- e. CDL employees who have failed a substance test must comply with DOT return-to-duty regulations before being allowed to return to a safety-sensitive function.**
- f. The college will immediately remove from duty any CDL employee who refuses to submit to a required alcohol or drug test.**
- g. If an SAP identifies a CDL employee who is not part of a college-identified substance assistance or rehabilitation program as needing assistance to resolve substance abuse problems, the CDL employee will be subject to unannounced follow-up tests as determined by the SAP.**

3. Penalties

- a. If a CDL employee tests positive on an alcohol test, the college will comply with appropriate DOT regulations and may pursue corrective action.**
- b. CDL employees who test positive for a controlled substance for their first offense must submit a urine specimen with a negative result before returning to a safety-sensitive position. The college will refer these employees to an SAP.**
- c. CDL employees who test positive for a controlled substance for a second offense within three years are subject to corrective action, which may include termination. The college will refer these employees to an SAP.**

Employee ADA Access and Reasonable Accommodations

Date: March 25, 2024

Sponsor: vice president Chris Martin

Summary

Type of Review: 5-year

Last Board of Trustees Review: March 11, 2015

Context

The 2015 ADA Policy has been revised into two separate policies, one for Employees and one for Students. This is the Employee Policy, which presents significant revisions to the policy and procedures. During the revisions process, this policy was posted twice for 15-day review.

1. Changes / Revisions to Policy Section

- a. The policy statement (section 1) was significantly revised to improve accuracy and clarity and reflect a focus on employees. The 2015 Policy encompasses employees and other individuals.
- b. The references in section 2 were updated, and references to the ADA Amendments Act (ADAAA) and Utah Code were added.

2. Many revisions in the Procedures Section were prompted by comments from the two 15-day review periods.

- a. Section 3 now includes definitions for emotional support animal, fundamental alteration, miniature horse, and service animals. All other definitions were edited for clarity.
- b. The procedures (section 4) were heavily revised to include more specificity regarding roles, responsibilities, service animals, pregnancy-related accommodations, and more explicit FML/ADA coordinator contact information.

4.2.010

Employee ADA Access and Reasonable Accommodations Policy

Date of last board of trustees review: March 11, 2015

The originator of this policy is People & Workplace Culture. Questions regarding this policy may be directed to the originator by calling 801-957-4210.

1. Policy

Salt Lake Community College is committed to building and maintaining a community that reflects diversity and improves opportunities for all employees with reasonable accommodations. As part of this commitment, these policies and procedures will ensure that qualified employees with disabilities are not subjected to discrimination based on their disability. The college prohibits any discrimination against persons with disabilities.

2. References

- A. Americans with Disabilities Act (ADA) of 1990, 42 U.S.C. §12101 et seq. (1990).
- B. ADA Amendments Act (ADAAA) of 2008, Pub. L. 110-325.
- C. Rehabilitation Act of 1973, 29 U.S.C. §701 et seq. (1973).
- D. Utah Code §34A-5-106(7)(c) (2016).

4.2.010

Employee ADA Access and Reasonable Accommodations Procedure

Date of last executive cabinet review: January 20, 2015

The originator of this procedure is People & Workplace Culture. Questions regarding this procedure may be directed to the originator by calling 801-957-4210.

3. Definitions

- A. **Disability:** a mental or physical impairment, which may be temporary, that substantially limits one or more major life activities of an employee. In making a determination whether one has a disability, an employee's past record of having an impairment and where the condition is generally considered to be an impairment are factors that can be evaluated.
- B. **Emotional Support Animal (ESA):** a designated companion animal that provides comfort and support to a person dealing with a diagnosed disability. To be officially categorized as an ESA, the owner and animal must have the proper documentation as an ESA Letter. ESAs do not perform a specific task or job.
- C. **Essential Requirements:** the essential functions of an employee's job.
- D. **Fundamental Alteration:** a significant change to a job or position's nature that substantially changes the essential requirements of the job or position.
- E. **Interactive Process:** informal communications process between a qualified employee with a disability, their supervisor, and the ADA/FML Coordinator to better understand the work limitations created by the disability and the reasonable accommodations that are necessary to enable an employee to perform essential requirements.
- F. **Major Life Activity:** includes, but is not limited to, caring for oneself, performing manual tasks, walking, sitting, standing, lifting, reaching, seeing, hearing, speaking, breathing, learning, working, eating, sleeping, bending, reading, concentrating, thinking and communicating, as well as the normal operations of major bodily systems including but not limited to the immune system, normal cell growth, digestive, bowel, bladder, complications from pregnancy, neurological, brain, respiratory, circulatory, endocrine,

and reproductive functions.

- G. **Miniature Horse:** a horse whose height generally ranges from 24 inches to 34 inches when measured to the shoulders. Its weight generally ranges from between 70 and 100 pounds.
- H. **Qualified Employee with a Disability:** an individual with a mental or physical condition who meets the eligibility requirements for an employment position with or without a reasonable accommodation.
- I. **Reasonable Accommodation:** a modification, adjustment, or change made in the policy, practice, environment, or procedure to provide individuals with disabilities equal access to employment opportunities and enable their participation in programs, services, or activities.
- J. **Service animals:** only dogs and miniature horses that are individually trained to do work or perform tasks for persons with disabilities.
- K. **Undue hardship:** an accommodation that causes substantial difficulty or disruption to the workplace when considering the nature and impact of the accommodation on the nature or operation of a job or position.

4. Procedures

A. General

- 1. This policy applies to all college employees, including student employees, and all persons seeking employment.
- 2. The Student ADA Access and Reasonable Accommodations Policy applies to students, members of the public, and student or community events.

B. Reporting Discrimination Against Individuals with Disabilities

Employees who believe they have been discriminated against because of a disability [may file a complaint with the Equal Opportunity Office.](#)

C. Requesting Reasonable Accommodations and Parties' Duties

- 1. All employees with a disability may request an accommodation. The college evaluates all accommodation requests through an interactive process in accordance with state and federal law.
- 2. **Employee Accommodations**
 - a. An employee may make accommodation requests through the Family Medical Leave/Americans with Disability Act ("FML/ADA") coordinator:

- (1) submitting an online [Employee Accommodation Request form](#); and
- (2) may consult with the FML/ADA coordinator in person, by mail, telephone, or email.

Meredith John
People and Workplace Culture Office
4600 South Redwood Road
Academic-Administration Building, Suite 201
Salt Lake City, Utah 84123
(801) 957-4722
Meredith.John@slcc.edu

- b. If an employee requests an accommodation from their supervisor, the supervisor must direct the employee to the FML/ADA coordinator.
3. Duties of FML/ADA Coordinator, Employee Seeking Accommodation, and Supervisor
- a. Employee Seeking Disability Accommodation (Qualified Employee with a Disability)
 - (1) Initiate the accommodation process set forth in section 4.C;
 - (2) Provide appropriate medical and other documentation or information that confirms a disability or that is requested by the FML/ADA coordinator.
 - (3) Participate in the interactive process to identify appropriate reasonable accommodation.
 - b. FML/ADA coordinator
 - (1) Conduct accommodation reviews and issue written determinations;
 - (2) Request necessary documentation, including medical documentation, in support of accommodation requests;
 - (3) Direct the interactive process between the employee and supervisor;
 - (4) Oversee and monitor the implementation of the accommodation;
 - (5) Provide assistance and training to supervisors and employees;
 - (6) Maintain strict confidentiality regarding employee's accommodations and medical conditions; and
 - (7) Take all additional necessary actions consistent with this policy's purposes.
 - c. Supervisors:

- (1) Must refer accommodation requests to the FML/ADA coordinator.
 - (a) Supervisors are not allowed to develop employee ADA Accommodations without the FML/ADA coordinator
- (2) Engage in the interactive process with the employee and FML/ADA coordinator to develop appropriate reasonable accommodations.
- (3) Comply with and implement reasonable accommodations
- (4) Follow FML/ADA coordinator directives related to the accommodation.
- (5) Maintain confidentiality of employee accommodation needs and medical information.

D. Review and Determination of Employee Accommodation Requests

1. The FML/ADA coordinator will review the accommodation request and all supporting documentation, including medical documentation, and then engage in the interactive process with the employee and supervisor to identify functional limitations and reasonable accommodations.
2. When making determinations about eligibility and accommodations, the FML/ADA coordinator can use:
 - a. any relevant source of information; and
 - b. their best professional judgment in evaluating documentation and accommodation requests.
3. Criteria for Evaluating Accommodation Requests
 - a. Substantial Limitations
 - (1) When evaluating the need for a reasonable accommodation concerning an impairment that restricts the duration, manner, or condition under which an employee can perform a particular major life activity compared to the ability of the typical person in the general population to perform the same major life activity, the following factors will be considered:
 - (a) the nature and severity of the impairment;
 - (b) the duration or expected duration of the impairment;
 - (c) impact on function and use caused by the impairment; and
 - (d) environmental barriers that may impact the impairment..
 - (2) Understanding and acknowledging limitations in these activities and bodily

systems are critical in evaluating the impact of disabilities and determining appropriate accommodations or support.

b. Fundamental Alteration and Undue Hardship Determination

When evaluating an accommodation request, the FML/ADA coordinator shall evaluate whether the requested accommodation:

- (1) fundamentally alters the nature of the employee's job or position; and
- (2) constitutes an undue hardship on the college or the department where the employee works.

4. Reasonable Accommodation Determination

a. The FML/ADA coordinator may develop reasonable accommodations using the interactive process. These reasonable accommodations may include, but are not limited to:

- (1) making existing facilities used by employees readily accessible to and usable by individuals with disabilities;
- (2) job restructuring, part-time or modified work schedules, or reassignment to a vacant position;
- (3) acquisition or modification of equipment or devices ([auxiliary aids and services](#)); and
- (4) other similar accommodations for employees with disabilities.

b. Procedure

- (1) The FML/ADA coordinator's determination must be in writing and specify the reasonable accommodations being provided to the employee or why an accommodation is denied or partially denied;
- (2) The written determination letter must be provided to the employee and the employee's supervisor; and
- (3) The written determination must notify the employee and supervisor of their appeal rights.

E. Appeal of Accommodation Determination

1. The employee may request an appeal of the reasonable accommodation determination by submitting a written appeal to the senior director for People and Workplace Culture ("PWC") within ten business days of the date the accommodation determination is sent to the employee and supervisor. The written appeal should

include:

- a. the grounds and explanation for the appeal; and
 - b. any new documentation supporting the appeal that was unavailable at the time of the FML/ADA coordinator's Decision.
2. Upon receipt of the Appeal, the senior director of PWC will provide a copy of the appeal to the FML/ADA coordinator and non-appealing party.
 - a. If the appeal or supporting documentation contains personal medical information, the senior director of PWC will withhold, unless in their sole discretion, that the confidential information should be disclosed.
 - b. The senior director of PWC should consult with legal counsel about disclosing or withholding confidential information.
3. The Accommodation Review Committee will review the Appeal. This Committee shall be comprised of the:
 - a. senior director of PWC, who shall be the committee chairperson;
 - b. director of Accessibility and Disability Services;
 - c. director of Employee Benefits;
 - d. director of Risk Management; and
 - e. Office of General Counsel representative.
4. The Committee shall review the FML/ADA coordinator's written decision and all supporting documentation reviewed by the FML/ADA coordinator in making the accommodation decision. In reviewing the matter, the Committee, in its sole discretion, may consult with the FML/ADA coordinator, supervisor, or employee.
5. Within 20 calendar days of receiving the appeal, the Committee shall provide its decision in writing to the employee, supervisor, FML/ADA coordinator, associate vice president for PWC, General Counsel, and the appropriate vice president or provost.
 - a. The Committee's written decision should avoid disclosing confidential medical information.
6. The Committee's written decision shall be final and binding.

F. Service Animals

1. Employees may bring service animals into college facilities; however, the employee must be in the same room with the service animal.

- a. Staff inquiry regarding an employee's service animal is limited to the following:
 - (1) whether the service animal is required because of a disability; and
 - (2) what work or task has the service animal been trained to perform.
- b. Staff may not
 - (1) ask about the employee's disability;
 - (2) require medical documentation;
 - (3) require a special identification card or training documentation for the service animal; and
 - (4) ask that the service animal demonstrate its ability to perform the work or task.
- c. Staff are not required to provide care or supervision for a service animal.
- d. Employees with service animals are not required to register the service animal with the FML/ADA coordinator.

2. Restrictions on Service Animals

- a. A service animal may be excluded from campuses under the following conditions:
 - (1) the service animal's behavior threatens the health or safety of other persons;
 - (2) the employee is unable to control the service animal appropriately;
 - (3) the service animal is not housebroken; or
 - (4) the employee does not stay in the same room as the service animal.
- b. **Miniature Horses**

In determining whether it is reasonable to accommodate miniature horses in a campus facility, the FML/ADA coordinator must assess the following factors:

- (1) whether the miniature horse is housebroken;
- (2) whether the miniature horse is under the employee's control;
- (3) whether the campus facility can accommodate the horse's type, size, and weight; and
- (4) whether the miniature horse's presence will not compromise legitimate safety requirements for the safe operation of the facility.

3. Miscellaneous

- a. Allergies and fear of service animals (dogs or miniature horses) are not valid reasons for refusing to allow employees to bring a service animal into a college facility.
- b. Animals that are not qualified as service animals are not allowed in college facilities.
- c. Emotional support animals do not constitute service animals.

G. Confidentiality and Privacy

Information concerning an employee's reasonable accommodation, medical condition, and medical history shall be kept confidential, except that:

1. supervisors and other persons with a legitimate need to know may be informed regarding restrictions on the work or duties of persons with disabilities and regarding accommodations;
2. medical and public safety officials may be informed where appropriate if the condition might require emergency treatment; and
3. employees with a duty to investigate compliance with the ADA shall be provided relevant information upon request.

H. Parking Accommodations

1. The college has designated parking stalls for individuals with disabilities on all campuses.
2. [A map of these locations can be found on the Parking Services webpage.](#)

I. Special Pregnancy Related Accommodations

Employees who are seeking accommodation related to pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom are not required to provide certification for more frequent restroom, food, or water breaks.

Performance Funding Summary- Board of Trustees

The Performance Funding metrics, as outlined in Utah Board of Higher Education (UBHE) Policy R522, provide a framework for institutions such as Salt Lake Community College (SLCC) to establish performance goals and obtain funding accordingly. The primary focuses of UBHE encompass enhancing access to higher education, promoting degree completion, and aligning educational initiatives with workforce demands. With the overarching goal of achieving a 10% improvement in each priority area by 2030, UBHE aims to drive significant advancements in Utah's higher education landscape.

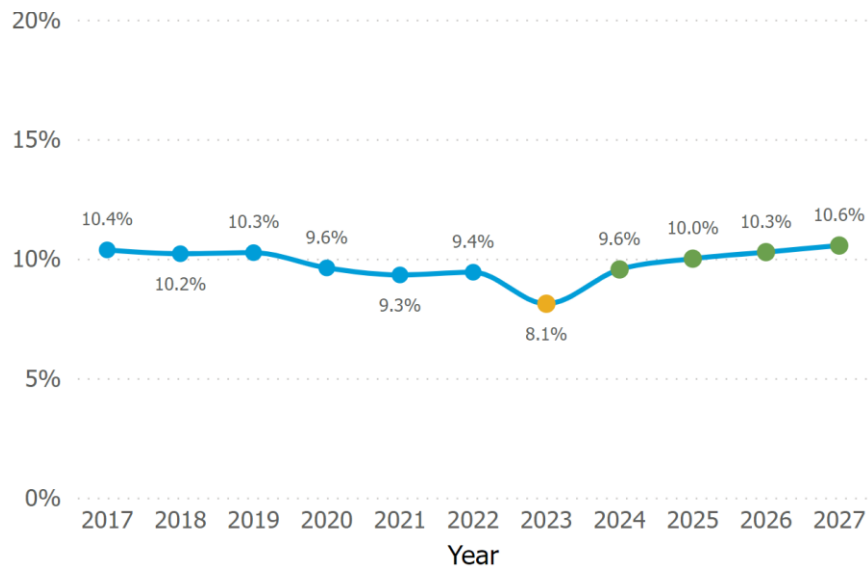
KEY POINTS

- **Performance Metrics:** We are evaluated on three metrics, reported separately for Academic and Technical Education since 2023:
 - **Access:** Percentage of Utah high school graduates who are admitted and enrolled to SLCC.
 - **Timely Completion:** Graduation rates within 150% of time (i.e. within 3 years for a 2-year degree such as an AAS).
 - **High-Yield Awards:** Percentage of graduates earning credentials that lead to high demand jobs.
- **Goal Setting:** Each year, SLCC proposes annual performance goals for these metrics, aiming to improve over the previous year and contribute to achieving our five-year goals set by the UBHE Board.
- **Performance Funding:** Performance funding is awarded annually based on:
 - **Systemwide Performance:** All Utah colleges perform better together. If the entire Utah System of Higher Education meets its access goal, all institutions get a share of the performance funding.
 - **SLCC's Performance:** We receive additional funding based on how well we meet our own annual goals in access, timely completion (broken out by Academic and Technical programs), and high-yield awards (broken out by Academic and Technical programs).
 - **Five-Year Goals:** In the final year of a five-year performance period, if SLCC meets its five-year goal for a specific metric, we get full funding for that metric regardless of the annual goal.

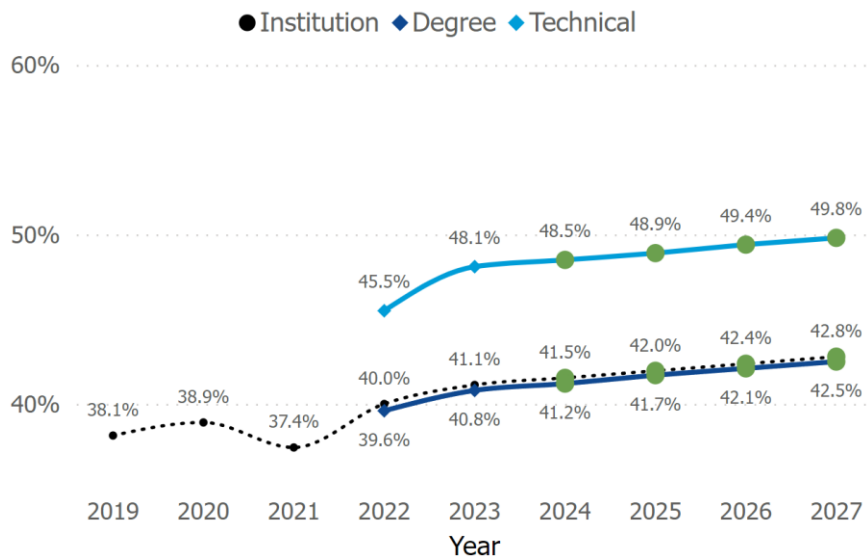
SLCC'S PERFORMANCE TRENDS

Here's a look at how SLCC has been trending historically and what our goals are for the future:

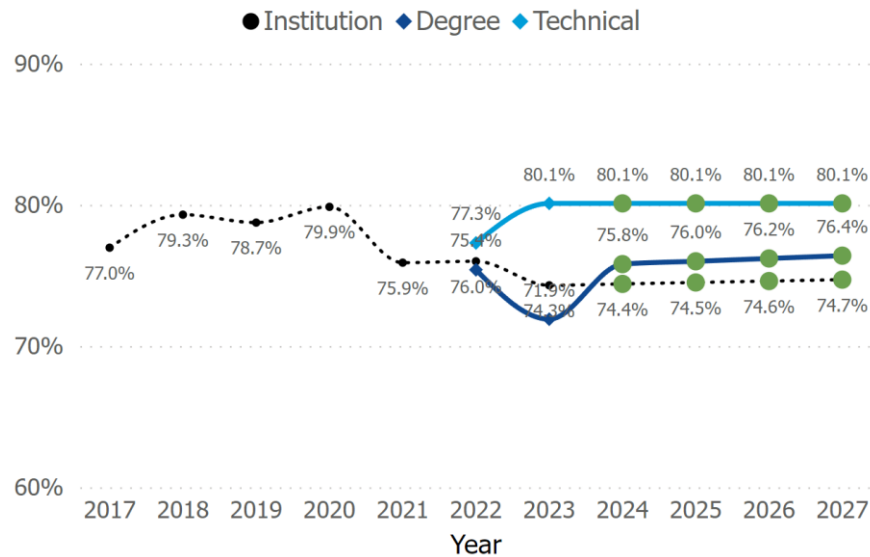
- **Access:** While access has fluctuated slightly over the past few years, there was a dip in 2023. Our five-year goal (2023-2027) is to steadily increase access, reaching 10.6% by 2027.



- Timely Completion:** Both Academic and Technical programs have seen steady improvement in timely completion rates. Our five-year goal is to continue this progress, with a target of 42.8% overall completion (42.5% Academic, 49.8% Technical) by 2027.



- High Yield:** SLCC has a strong historical performance in high-yield awards, with a slight decrease in 2023. Our five-year goal is to maintain consistency, aiming for 74.7% overall high-yield graduates (76.4% Academic, 80.1% Technical) by 2027.



NEXT STEPS

- The Board will adopt annual performance goals by December 15th. SLCC will be notified of its specific goals.
- We will track our progress throughout the year and report to the Board.

BENEFITS

R522 encourages us to continuously improve access, graduation rates, and job-ready graduates, ultimately benefiting our students and the Utah economy.

PERFORMANCE FUNDING IMPLICATIONS FOR SLCC

While R522 aims to incentivize improvement, it may disproportionately impact SLCC due to our unique student body. Many of our students are first-generation, part-time, and come from disadvantaged backgrounds. As an open admissions college, we serve students who may be underprepared for college-level coursework. Withholding performance funding could mean cutting back on crucial support services like tutoring, academic advising, and financial aid resources. These very services are essential for underprepared and under-resourced students to succeed, creating a cascading effect. Without them, student performance metrics, particularly timely completion rates, may suffer, potentially jeopardizing future funding and further hindering the success of our most vulnerable student populations.

April 4, 2024

Brady Southwick, Board of Trustees Chair
c/o Sandra Lehman, Board of Trustees' Secretary
Salt Lake Community College
Taylorsville Redwood Campus
4600 S Redwood Rd / AAB405
Salt Lake City, UT 84123

Dear Chair Southwick,

Pursuant to Utah Code Annotated 53B-16-102(5)(b)(ii), attached is the Peer Review Report for the following programs, which the Salt Lake Community College Board of Trustees is to consider in reviewing these programs for approval:

- **Associate of Science in Visual Art & Design: Fine Art**

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

Thank you for giving this your attention.

Sincerely,



Geoffrey Landward
Commissioner of Higher Education

CC: Deneece G. Huftalin, President – Salt Lake Community College
Jason Pickavance, Interim Provost for Academic Affairs

Peer Review Report and Commissioner's Office Assessment

Institution: Salt Lake Community College
Name of Proposal: AS, Visual Art & Design: Fine Art
Date of Report: April 2, 2024

In accordance with Utah Board of Higher Education (UBHE) policy, Salt Lake Community College's proposal for an Associate of Science degree in Visual Art & Design: Fine Art (AS, VAD:FA) underwent peer review by members of the academic community of the Utah System of Higher Education (USHE). Written comments were received from Southern Utah University (SUU), Snow College (SC), Weber State University (WSU), Utah State University (USU), the University of Utah (UU), and Utah Valley University (UVU). Senior academic leaders and representatives from institutional provosts' offices also discussed the proposal during a Peer Review Meeting on March 13, 2024. The program has also been reviewed by staff in the Commissioner's Office.

The VAD:FA curriculum is designed for students to complete the visual arts foundation, art history core, art studio support courses, and general education requirements in preparation to successfully articulate into baccalaureate visual art programs. One of the most student-requested programs in the Visual Art Department (VAD), this degree will significantly streamline transfer and articulation for all USHE institutions for the 450+ VAD students.

The peer review process and the Commissioner's Office assessment provided the following recommendation for the department and Trustees to consider:

Transfer Articulation. SLCC shared articulation agreements with University of Utah and Weber State University and is currently pursuing an agreement with Utah Valley University. Reviewers from additional USHE institutions expressed their desire to establish similar formal transfer articulation agreements for SLCC VAD:FA graduates. SLCC indicated it looks forward to additional discussions.

It is understood SLCC has been developing the AS, VAD:FA for several years. Reviewer comments attest to the institution's diligence.

The proposal is now ready for action by the Salt Lake Community College Board of Trustees.

Attachment: Peer Comments Transcript

Peer Comments

Cynthia Grua, Assistant Commissioner for Academics/USHE
23 February 2024

The Department of Visual Art & Design proposes an associate of science in Visual Art & Design: Fine Art (VAD: FA). The curriculum is designed for students to complete the visual arts foundation, art history core, art studio support courses, and general education requirements in preparation to successfully articulate into upper-division coursework in baccalaureate visual art programs. While its primary intent is transfer, VAD Fine Art students will acquire marketable skills such as critical thinking and creativity attractive to a wide range of occupations.

Such a degree is one of the most student requested programs at SLCC's Visual Art Department. Implementation of the VAD: FA degree will significantly streamline transfer and articulation for all USHE institutions for the 450+ VAD students. SLCC provided articulation agreements with University of Utah and Weber State University and is currently pursuing an agreement with Utah Valley University.

Eric Amsel, Vice Provost/WSU
March 12, 2024

The proposal was sent to Dr. Paul Crow (Chair, Dept. of Visual Art & Design and Lindquist College Interdisciplinary Studies), who was very supportive of the program curriculum, resources, etc. He notes that he has been working with the SLCC art and design faculty for a few years to make the student transfer process as easy as possible. There are still a couple of small misalignments resulting from slightly different DOVAD content taught in these shared course numbers, but the program as a whole would easily transfer to our BA and BFA programs here.

Rachel Lewis, Assistant Provost/SLCC
March 12, 2024

Thanks Eric and Dr. Crow for your support of the degree proposal and continuing transfer articulation refinement. We appreciate the continued collaboration.

Camille Thomas, Assistant Provost/SUU
March 6, 2024

I shared the proposal with my colleagues here at SUU. No significant questions or concerns were raised.

We would like to work with SLCC to establish a transfer articulation agreement with SUU. Your Visual Art & Design AS aligns nicely with our BA/BS in Arts.

Overall, SUU supports the proposal, and we wish you the very best as you seek final approval for this new degree program.

Rachel Lewis, Assistant Provost/SLCC
March 11, 2024

Thanks Camille and colleagues at SUU. We look forward to working with you all to construct an articulation agreement and student pathway for Fine Arts students when approved.

Debbie Ferguson, Manager, Curriculum/UVU

March 6, 2024

Response from Travis Lovell, Art & Design Department Chair, UVU

I don't see any problems with this degree. This degree did take into consideration transferability with the UofU and I believe that is why their articulation document is attached. We have been in discussions about setting up an articulation document for painting/drawing as well but we have had a lot of turnover within that area which has made that difficult.

I don't see any issues with them offering the degree as described.

Rachel Lewis, Assistant Provost/SLCC

March 11, 2024

Thanks Travis and our Utah Valley University colleagues. We will continue the good articulation work when our people are all in place.

Chase Hagood, Senior Associate Vice President for Academic Affairs/UofU

March 8, 2024

Thank you for your work on this new degree, we appreciate your efforts and look forward to continued articulation in support of students.

Rachel Lewis, Assistant Provost/SLCC

March 11, 2024

We appreciate our colleagues at the University of Utah and their contribution to structure transfer pathways for students, and now students in the Fine Arts, to maximize transfer from SLCC to UU.

Paul Barr, Vice Provost/USU

March 12, 2024

Faculty at USU is also supportive of the program and look forward to potential transfer opportunities. No concerns were raised in the review. We wish SLCC all the best with the proposal.

Rachel Lewis, Assistant Provost/SLCC

March 13, 2024

Thank you, Paul and USU. We look forward to working together for a clear transfer pathway to USU for Fine Arts (AS) graduates.

David Allred, Associate Provost/Snow

March 13, 2024

I shared this proposal with the chair of the Visual Arts Department at Snow College. She had no concerns. We will SLCC the best with this degree.

One correction, however: in the Similar Programs section, it should be noted that Snow College offers three Art degrees. We have the AA and AFA as noted. However, we also have an AS.

Rachel Lewis, Assistant Provost/SLCC

March 13, 2024

Thanks, David, for Snow College's support and clarification. We will amend prior to presenting to SLCC's Board of Trustees for approval.



12 December 2023
MEMORANDUM

TO: Executive Cabinet
FROM: Jason Pickavance, Interim Provost of Academic Affairs
Rachel Divine Lewis, Assistant Provost
SUBJECT: New Degree Proposal: Visual Art & Design – Fine Arts, Associate of Science

The primary intent of the proposed Visual Art & Design – Fine Arts (AS) degree is to prepare students to transfer successfully to four-year institutions to advance their study and practice in fine arts specialized disciplines, such as painting, photography, drawing, and design. The curriculum is designed for students to complete a visual arts foundation, art history core, art studio support courses, and general education requirements. It was developed over two years in consultation with USHE colleagues to satisfy requirements in the first two year of the University of Utah's Painting and Drawing Bachelor of Fine Arts (BFA) and Weber State University's 2D Media BFA degrees. An agreement with Utah Valley University is on-going and anticipated to be in place by Fall 2024.

Workplace options for fine arts graduates include art-related skill-based jobs, studio art practice, art directors, gallery management, art education, and curatorial practice. While this degree is designed for transfer, the structure offers valuable skills and proficiencies connected to professional and academic pursuits. According to the Utah Department of Workforce Services, Arts, Design, Entertainment, Sports, and Media in Utah have an annual growth rate of 2.8% with 1,070 projected annual openings among the visual art careers between 2016-2026. For the occupation of fine artists, including painters, sculptors, and illustrators, the U.S. Bureau of Labor Statistics lists Utah as the third highest state in concentration of jobs and location quotients with 0.16 per thousand jobs as of May 2021.

In addition to careers specific to the arts, skills developed across arts education (critical thinking, creativity, flexibility, and risk taking) are highly sought in a wide range of occupations, particularly in the tech industry. Art education is vital in today's world and studying art allows for this process to occur naturally by providing space and structure to make mistakes, to explore, to search for answers and to understand how best to correct those mistakes. Art students research, analyze and communicate information. They learn to understand complex systems and relate them to a multitude of disciplines. For these reasons, skills and aptitudes gained through this rigorous program will equip students with advantages pursuing jobs both in and out of art related industries.

The Interim Provost recommends Executive Cabinet approves the Fine Arts (AS) degree as presented, effective Fall Semester 2024.



Salt Lake Community College
PCO Curriculum and Learning Outcomes
for Associate of Science (AS) Degree

Program Title: Visual Art & Design -- Fine Arts

Credential: Associate of Science (AS)

Total Cr: 62

PROGRAM LEARNING OUTCOMES

Program Student Learning Outcomes mapped to [SLCC College-Wide Student Learning Outcomes](#).

- | | |
|------------------------------------|---|
| 1. Acquire substantive knowledge | 5. Become a community engaged learner |
| 2. Communicate effectively | 6. Work in a professional & constructive manner |
| 3. Develop quantitative literacies | 7. Develop computer & information literacy |
| 4. Think critically & creatively | 8. Develop lifelong wellness |

Program Learning Outcomes	SLCC CWSLO #
Understand the principals and elements of design and artistic practice.	1, 3, 4
Demonstrate a cultivation of visual vocabulary and verbally articulate the conceptual basis of their work.	1, 2,3,4,5
Demonstrate skills of observation, perception and interpretation through the act of drawing and painting, and through experimenting with various drawing/painting mediums and processes and concepts.	1,3
Demonstrate mastery of the tools, techniques and methods, including traditional black and white film and contemporary digital formats.	1, 3, 7
Implement appropriate materials, techniques, and concepts to create informed, intentional and communicative works of art.	1, 4
Think critically and discuss their work and that of their peers.	2, 3, 4, 5
Demonstrate ability to analyze form and space relationships; plan and create three-dimensional projects.	1, 2, 4
Prepare artwork for presentation and display.	1, 2, 6

See [SLCC Assessment webpage](#) for additional details about College-Wide Student Learning Outcomes

AS GENERAL EDUCATION REQUIREMENTS (34 cr min)

Specifying or embedding General Education courses requires approval by the SLCC General Education Committee. For a current list of approved General Education courses, see the [SLCC Catalog](#).

CORE SKILLS

COMPOSITION (EN) 2 courses

- ENGL 1010 and
- ENGL 2010 or ENGL 2100

QUANTITATIVE LITERACY (QL) 1 course

- MATH 1030 is recommended

AMERICAN INSTITUTIONS (AI) 1 course

INSTITUTIONAL REQUIREMENTS

COMMUNICATION (CM) 1 course

- COMM 1010 Elem of Effective Comm is recommended

INTERNATIONAL & GLOBAL (IG) 1 course

LIFELONG WELLNESS (LW) 1 course

DISTRIBUTION AREAS

1 course from each of the Distribution Areas, 5 total courses; 1 course must also be designated as DIVERSITY (DV)

FINE ARTS (FA) TAKE ART 1070 CREATIVE PRINTMAKING FOR U of U ARTICULATION

HUMANITIES (HU) TAKE ARTH 2720 ART HISTORY REN/CONTEMPORARY FOR U of U ARTICULATION

LIFE SCIENCES (LS)

PHYSICAL SCIENCES (PS)

SOCIAL SCIENCES (SS)

REQUIRED COURSES (28 cr)

All course changes (title, credit, pre-req, semester taught, etc ...) must be proposed on the CCO document.

[illegible]

Salt Lake Community College PCO Pathway

Program Title: Fine Art AS**Credential:** AS
☒ 15 cr+ per semester
 ☐ 12 cr per semester
 ☐ 9 cr per semester
First Year

Semester: Fall		A	Semester:	
Course	Cr/Hr		Course	Cr/Hr
ART 1110 Foundation 1	3		ART 1260 Figure Drawing	3
ART 1120 Design	3		ART 2110 Foundation II	3
ART 1280 Photoshop Software	3		ART 1310 Photography	3
MATH 1030 (QL) or any approved QL course	3		PS Distribution Area	3
ENGL 1010 Intro to Writing (EN)	3		COMM 1010 Elem of Effective Comm (CM)	3
			LW Distribution Area	1
TOTAL	15		TOTAL	16

Second Year

Semester:			Semester:	
Course	Cr/Hr		Course	Cr/Hr
ART 2520 Advanced Drawing	2		ART 1130 3D Design	3
ART 1070 Creative Printmaking (FA)	3		ART 2540 Advanced Oil Painting	3
ART 2470 Desktop Video Production	2		IG Distribution Area	3
ARTH 2720 Art History Ren to Contemporary (HU)	3		AI Distribution Area	3
LS Distribution Area	3		SS Distribution Area	3
ENGL 2010 or 2100	3			
TOTAL	16		TOTAL	15

Advising Notes:

Preparatory and Prerequisite Courses

Students who need to take preparatory classes to meet the requirements of first semester courses should plan on extra time to complete the program. It is the student's responsibility to examine each course description for details of prerequisite classes. Those prerequisites must be satisfied before the designated class may be taken. All prerequisite courses required for Visual Art & Design (ART) classes must be completed with a C or better grade in order to continue in the program. A student may be dropped from a class if the prerequisite has not been completed. If progress is not deemed satisfactory, students will be counseled and/or given probationary status.

Professionals Wishing to Register for a Class with a Prerequisite

Students or professionals wishing to register for a class in which a prerequisite course is required but has not been taken should contact the department office about acquiring possible approval to register for the class.

Scheduling of Classes

Students should check the semester class schedule on the Internet at <http://www.slcc.edu/schedule/index.aspx> for availability and modifications caused by varying enrollment. Required departmental classes are not offered every semester. To graduate in two years, students are encouraged to follow the suggested program schedule outlined above.

Auditing Visual Art & Design Courses

Not all Visual Art & Design (ART) classes may be audited. This is especially true for any Visual Art & Design class that has a prerequisite (see course catalog for list of prerequisite classes). Auditing a prerequisite course does not guarantee that the student has mastered the required skills needed for the next level class. Some Visual Art & Design classes that have a prerequisite may be audited if the student can demonstrate an appropriate skill level to the department before registering for the class. Students wishing to audit any Visual Art & Design (ART) class without officially completing a prerequisite class (with a 'C' grade or better) must obtain written permission and a prerequisite override from the department office before registering for the class. Visual Art & Design (ART) classes that do not have a prerequisite may be audited as per the Auditing Classes guidelines listed in the SLCC catalog.

SkillsUSA, Clubs, & Organizations

All students enrolled in any Visual Art & Design program automatically become members of SkillsUSA, sponsor of the Professional Development Program (PDP). This program is designed to promote leadership, communication, problem solving and skills necessary for employment. Students are encouraged to participate in competitions in their area of specialization. More information can be found at <http://www.slcc.edu/visualart/skills-usa.aspx>.

For information on clubs or organizations within the Visual Art & Design Department, contact the advisor or instructors in the individual areas of specialization.

Additional Program Notes:

For information about Student Resources such as Academic Links, Learning/Tutoring, Financial Information, General Resources, Services for Students, Student Life, Health & Recreation, Campus Life and other important information (Disclosures, Student Code of Conduct, Policies/Procedures, and Student Records, etc.) visit: <https://www.slcc.edu/student/>

Students planning to transfer to and enroll in the University of Utah's BFA program should choose ART 1070 Creative Printmaking (FA) and ARTH 2720 Art History Renaissance to Contemporary (HU) as their required Fine Arts (FA) and Humanities (HU) general education distribution courses.

Major-Specific and Transfer Pathway Articulation Agreement

Between Salt Lake Community College and the University of Utah

Department of Art & Art History: Painting & Drawing BFA Program

1. PARTIES. This Major-Specific and Transfer Pathway Articulation Agreement (the "Agreement") is entered into by Salt Lake Community College ("SLCC") and the University of Utah ("U of U") (each a "Party" and collectively the "Parties"). By entering into this agreement, the Division of Visual Art & Design in the School of Arts, Communication, & Media at SLCC, and the Department of Art & Art History in the College of Fine Arts at U of U, agree that the courses identified below will be accepted as equivalent in transfer.

Salt Lake Community College					University of Utah				
PRE	COURSE	NAME	CREDIT	SCHOOL	PRE	COURSE	NAME	CREDIT	SCHOOL
ART	2470	Digital Video Production	2	SLCC	ART	2201	Action	2	U OF U
ART	1130	3D	3	SLCC	ART	2202	Construct	2	U OF U
ART	1070	Creative Printmaking	3	SLCC	ART	2203	Evidence	2	U OF U
ART	2110	Foundations 2	3	SLCC	ART	2204	Illusion	2	U OF U
ART	1110	Foundation 1 Drawing	3	SLCC	ART	2205	Mapping	2	U OF U
ART	1120	Design	3	SLCC	ART	2206	Matrix	2	U OF U
ART	1310	Photography 1	3	SLCC	ART	2207	Seeing	2	U OF U
ART	1200	InDesign Software	3	SLCC	ART	1XXX	Elective (<i>DESG 1600 Satisfied</i>)	3	U OF U
ART	1260	Figure Drawing	3	SLCC	ART	1XXX	Figure Structure (<i>ART 3120 Satisfied. Changing to ART-2560 S23</i>)	3	U OF U
ART	1280	Photoshop Software	3	SLCC	ART	1XXX	Elective (<i>DESGR 1100 Satisfied</i>)	3	U OF U
ART	2480	Digital Painting	2	SLCC	ART	2XXX	Digital Drawing (<i>ART 3135 Satisfied</i>)	3	U OF U
ART	2520	Adv Drawing	2	SLCC	ART	2XXX	Drawing 1 (<i>ART 3130 Satisfied. Changing to ART-2520 S23</i>)	3	U OF U
ART	2540	Adv Oil Painting	3	SLCC	ART	2XXX	Beginning Painting (<i>ART 3110 Satisfied. Changing to ART-2520 S23</i>)	3	U OF U
ARTH	2710	Art History - Pre to Renaissance	3	SLCC	ARTH	2500	Intro to Art History	3	U OF U

2. ADDITIONAL PROVISIONS:
 - Before transfer prior to beginning U of U Art: Painting & Drawing Emphasis BFA program, students must complete the Associate of Science (AS) in Visual Art & Design – Fine Art AS degree requirements.
 - Once students have applied and been admitted to the U of U, students who complete the Visual Art & Design – Fine Art AS degree requirements at SLCC will enter the U of U Art: Painting & Drawing Emphasis BFA program at junior-level status as outlined in the Fine Arts pathway document.
 - Acceptance into the U of U Art: Painting & Drawing Emphasis BFA program requires students receive a "C-" or higher in all art coursework to satisfy degree requirements.
 - The table of course equivalencies in this agreement supports student completion at SLCC prior to transfer.
3. TERM. This Agreement will become effective at the beginning of the first semester following the last signature date below and remain in effect until the end of the academic year. This Agreement may be renewed annually by mutual written agreement of the Parties after a review to determine whether renewal is appropriate.

4. GOVERNMENTAL ENTITY PROVISIONS.

- A. GOVERNMENTAL IMMUNITY. The Parties are both governmental entities under the Governmental Immunity Act of Utah, Utah Code Ann. §§ Section 63G-7-101 through 63G-7-904 (2011), as amended (the "Act"). The Parties do not waive, and expressly reserve, all defenses and limits of liability available under the Act and other applicable law, including Section 63G-7-604 of the Act regarding limitation of judgments.
- B. NO INDEMNIFICATION. The Parties have no indemnity obligations. Subject to the Act, the Parties shall be liable for only their own negligent acts or omissions, or those of their employees, officers, and agents while performing the obligations of this Agreement. Neither Party shall have any liability for any negligent acts or omissions of the other Party, its employees, officers, or agents. Neither Party intends to incur by contract any liability for operations, acts, or omissions of the other Party or any third party, and nothing in this Agreement shall be so interpreted or construed. Any obligations of a Party to indemnify, hold harmless, or defend are subject to the Act and are limited to only claims that arise from the negligent acts or omissions of that Party, and the total amount of any such obligations, including attorney's fees, shall be limited to the amounts established by Section 63G-7-604 of the Act.
- C. INSURANCE. The Parties are insured through their participation in the Risk Management Fund of the State of Utah (see Utah Code §§ 63A-4-101 *et seq.*, as amended) up to the limits required by the Director of the Utah Division of Risk Management and applicable law. Nothing in this Agreement shall require the Parties to carry different or additional insurance.
- D. CONFLICTING PROVISIONS. If there is a conflict, inconsistency, or discrepancy between the Governmental Entity Provisions above and any other provision of this Agreement, the Governmental Entity Provisions shall govern.

SALT LAKE COMMUNITY COLLEGE


Bryan Griggs (May 25, 2022 15:59 MDT)

Bryan Griggs
Associate Dean, Division of Visual Art & Design
Salt Lake Community College

May 25, 2022

Date



Richard Scott
Dean, School of Arts, Communication & Media
Salt Lake Community College

May 25, 2022

Date

UNIVERSITY OF UTAH



V. Kim Martinez
Chair, Department of Art & Art History
University of Utah

May 25, 2022

Date



John Scheib
Dean, College of Fine Arts
University of Utah

May 25, 2022

Date

**Major-Specific and Transfer Pathway Articulation Agreement
Between Salt Lake Community College and the Weber State University
Department of Visual Art & Design: 2D Media BFA Program**

1. PARTIES. This Major-Specific and Transfer Pathway Articulation Agreement (the "Agreement") is entered into by Salt Lake Community College ("SLCC") and Weber State University ("WSU") (each a "Party" and collectively the "Parties"). By entering into this agreement, the Division of Visual Arts & Design in the School of Arts, Communication, & Media at SLCC, and the Department of Visual Art and Design in the Lindquist College of Arts & Humanities at WSU, agree that the courses identified below will be accepted as equivalent in transfer.

Salt Lake Community College				Weber State University			
PRE	COURSE	NAME	CREDIT	PRE	COURSE	NAME	CREDIT
ART	1070	Creative Printmaking	3	ART	2200	Intro to Printmaking	3
ART	1110	Foundation 1 Drawing	3	ART	1110	Drawing 1	3
ART	1120	Design	3	ART	1120	Design Concepts	3
ART	1130	3D	3	ART	1130	Approaches to Surface, Shape & Form	3
ART	1200	InDesign Software	3	ART	1XXX	Elective	3
ART	1260	Figure Drawing	3	ART	2XXX	Elective (ART 3120 Satisfied)	3
ART	1280	Photoshop Software	3	ART	1XXX	Elective	3
ART	1310	Photography 1	3	ART	2450	Foundations of Photo: Color / Digital	3
ART	2110	Foundations 2	3	ART	1135	Approaches to Materials, Space & Time	3
ART	2470	Digital Video Production	2	ART	2750	Foundations of Video Art	3
ART	2480	Digital Painting	2	ART	2XXX	Elective	2
ART	2520	Adv Drawing	2	ART	2XXX	Elective (ART 4110 Satisfied)	2
ART	2540	Adv Oil Painting	3	ART	2600	Painting 1	3
ARTH	2710	Art History - Pre to Renaissance	3	ARTH	1090	Paleo to AD 1000	4
ARTH	2720	Art History - Renaissance to Present	3	ARTH	1100	AD 1000 to Present	4

2. ADDITIONAL PROVISIONS:

- Before transfer prior to beginning WSU Visual Art & Design: 2D Media Emphasis BFA program, students must complete the Associate of Science (AS) in Visual Art & Design – Fine Art.
- Once students have applied and been admitted to WSU, students who complete the Visual Art & Design – Fine Art AS degree requirements at SLCC will enter the WSU Visual Art & Design: 2D Media Emphasis BFA program at junior-level status.
- Acceptance into the WSU Art & Design: 2D Media Emphasis BFA program require completion of WSU Studio Foundation courses with grade B- or better. Once admitted to WSU BFA program, courses within the student's area of emphasis must be completed with grade C or better and must maintain an overall GPA of 2.0 or above.
- The table of course equivalencies in this agreement supports student completion at SLCC prior to transfer.

3. TERM: This Agreement will become effective at the beginning of the first semester following the last signature date below and remain in effect until the end of the academic year. This agreement will remain in effect unless terminated in writing by either institution. This agreement will be reviewed annually, and renewal is contingent on the outcome of this review.

4. GOVERNMENTAL ENTITY PROVISIONS.

- A. GOVERNMENTAL IMMUNITY. The Parties are both governmental entities under the Governmental Immunity Act of Utah, Utah Code Ann. §§ Section 63G-7-101 through 63G-7-904 (2011), as amended (the "Act"). The Parties do not waive, and expressly reserve, all defenses and limits of liability available under the Act and other applicable law, including Section 63G-7-604 of the Act regarding limitation of judgments.
- B. NO INDEMNIFICATION. The Parties have no indemnity obligations. Subject to the Act, the Parties shall be liable for only their own negligent acts or omissions, or those of their employees, officers, and agents while performing the obligations of this Agreement. Neither Party shall have any liability for any negligent acts or omissions of the other Party, its employees, officers, or agents. Neither Party intends to incur by contract any liability for operations, acts, or omissions of the other Party or any third party, and nothing in this Agreement shall be so interpreted or construed. Any obligations of a Party to indemnify, hold harmless, or defend are subject to the Act and are limited to only claims that arise from the negligent acts or omissions of that Party, and the total amount of any such obligations, including attorney's fees, shall be limited to the amounts established by Section 63G-7-604 of the Act.
- C. INSURANCE. The Parties are insured through their participation in the Risk Management Fund of the State of Utah (see Utah Code §§ 63A-4-101 *et seq.*, as amended) up to the limits required by the Director of the Utah Division of Risk Management and applicable law. Nothing in this Agreement shall require the Parties to carry different or additional insurance.
- D. CONFLICTING PROVISIONS. If there is a conflict, inconsistency, or discrepancy between the Governmental Entity Provisions above and any other provision of this Agreement, the Governmental Entity Provisions shall govern.

SALT LAKE COMMUNITY COLLEGE


Bryan Griggs (Oct 14, 2022 13:44 MDT)

Bryan Griggs
Associate Dean, Division of Visual Art & Design
Salt Lake Community College

Oct 14, 2022

Date



Richard Scott
Dean, School of Arts, Communication & Media
Salt Lake Community College

Oct 13, 2022

Date

WEBER STATE UNIVERSITY



Paul Crow
Chair, Department of Visual Art & Design
Weber State University

Oct 13, 2022

Date



Dr. Deborah Uman
Dean, Lindquist College of Arts & Humanities
Weber State University

Oct 20, 2022

Date

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

Institution Submitting Request: Salt Lake Community College

Proposed Program Title: Visual Art & Design: Fine Art

Are There New Emphases: Yes ☐ No ☒

Names of New Emphases (Separated by Commas):

Sponsoring School, College, or Division: School of Arts, Communication, and Media

Sponsoring Academic Department(s) or Unit(s): Visual Art & Design

Classification of Instructional Program Code¹ : 50.0702

Min/Max Credit Hours Required of Full Program: 62 cr /

Proposed Beginning Term²: Fall 2024

Institutional Board of Trustees' Approval Date: 04/17/2024

Program Type (check all that apply):

<input type="checkbox"/> (AAS)	Associate of Applied Science Degree
<input type="checkbox"/> (AA)	Associate of Arts Degree
<input checked="" type="checkbox"/> (AS)	Associate of Science Degree
<input type="checkbox"/>	Specialized Associate Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/> (BA)	Bachelor of Arts Degree
<input type="checkbox"/> (BS)	Bachelor of Science Degree
<input type="checkbox"/> (BAS)	Bachelor of Applied Science Degree
<input type="checkbox"/>	Specialized Bachelor Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/> (MA)	Master of Arts Degree
<input type="checkbox"/> (MS)	Master of Science Degree
<input type="checkbox"/>	Specialized Master Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/>	Doctoral Degree (specify award type ³ :)
<input type="checkbox"/>	K-12 School Personnel Program
<input type="checkbox"/>	Out of Service Area Delivery Program <input type="checkbox"/> Attached MOU
<input type="checkbox"/>	Out of Mission Program
<input type="checkbox"/>	NEW Professional School

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

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

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

Changes to Existing Programs or Administrative Units Required (check all that apply, if any):

<input type="checkbox"/>	Program Restructure with or without Consolidation
<input type="checkbox"/>	Emphases transfer from another program or academic unit
<input type="checkbox"/>	Name Change of Existing Program or Academic Unit
<input type="checkbox"/>	Program transfer to a different academic unit
<input type="checkbox"/>	Suspension or discontinuation of a unit or program
<input type="checkbox"/>	Reinstatement of a previously suspended/discontinued program or administrative unit
<input type="checkbox"/>	Other

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.

Rachel Divine Lewis, Associate Provost _____ Date: February 15, 2024

☒ I understand that checking this box constitutes my legal signature.

Utah System of Higher Education Program Description - Full Template

Section I: The Request

Salt Lake Community College requests approval to offer the following Associate's degree(s): Visual Art & Design: Fine Art effective Fall 2024. This program was approved by the institutional Board of Trustees on 04/17/2024.

Section II: Program Proposal

Program Description

Present a complete, formal program description.

Students who elect to pursue an Associate of Science in Fine Arts will prepare themselves for transfer to a 4-year college or university with an eye to a career in making, teaching or managing art. The Fine Arts AS degree is an interdisciplinary degree tailored to the art studio experience enabling students to achieve proficiency in the principles and practices utilized by professional artists and affiliated industries. Through the study of art theory, art history, drawing, painting, photography, and non-traditional medium students gain knowledge of art genres and systems of thought. Experimentation with a variety of materials and methods with an emphasis on development of the concepts, skills, and techniques related to the art studio and the development of a personal artistic expression will be undertaken.

Consistency with Institutional Mission

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals (see mission and roles at higheredutah.org/policies/policy312) or, for "out of mission" program requests, the rationale for the request.

Fine Arts AS Degree embodies our commitment to helping students achieve the visual literacy that is essential to negotiating the world today by developing critical and creative problem solving and communication skills. SLCC's mission statement states: "We engage and support students in educational pathways leading to successful transfer and meaningful employment." This degree will enhance the quality and maturity of students transferring from SLCC into baccalaureate programs in and out of the USHE system. Course content has been discussed for a number of years with all USHE visual arts departments during statewide majors articulation meetings sponsored by the Utah State Board of Regents. Therefore, its foundation aligns closely with USHE art programs and, in particular, is designed in collaboration with the University of Utah Department of Art to assure transferring students will meet the requirements of both freshman and sophomore years.

Section III: Needs Assessment

Program Rationale

Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program.

The proposed Fine Arts AS Degree is an interdisciplinary degree tailored to the art studio experience, enabling students to achieve proficiency in the principles and practices utilized by professional artists and affiliated industries. This program is structured to give students exposure to a variety of artistic mediums and technical skills designed to develop critical thinking, creative expression, problem solving, and to enhance ability to analyze visual information. Students will experiment with a variety of materials and methods with an emphasis on development of design principles, concepts, skills, and techniques relating to the art studio and the development of a personal artistic expression. Through the study of art theory, art history, drawing, painting, photography, printmaking, 3D design, and digital media students will gain knowledge of art genres and systems of thought. This program will utilize existing courses, faculty, facilities, and state of the art technology. In completing this demanding and competitive degree, students obtain aesthetic sensibilities, skill sets, and visual literacy essential to negotiating today's creative industries.

The Fine Arts AS Degree provides a platform from which to build a career in the visual arts as well as further advancement towards a baccalaureate degree. The curriculum is designed for students to complete the visual arts foundation, art history core, art studio support courses, and general education requirements in preparation to successfully articulate into upper-

division coursework in baccalaureate visual art programs. In particular, it is structured in consultation with our neighboring institution, the University of Utah Department of Art, as a complete preparation for transfer into the third year of their program.

As SLCC continues to expand in its mission as a comprehensive community college, catering to a growing number of students intent on transferring to four-year institutions, it has become clear that such a transferable art degree should be in our offering. Many of our Visual Art students realize the need for further education and frequently transfer to these institutions to continue their education. Over the years we have worked with USHE institutions to assure the best articulation possible, yet with AAS degrees, and their trade specific courses, transferring students often find that less than one year of course work is accepted.

Two of our programs, Animation and Graphic Communications have taken steps and are now offering AS degrees designed specifically to transfer. We believe we can further serve students wishing to transfer by offering an interdisciplinary Fine Arts Degree. Currently we are the only USHE Institution that does not offer a fine art degree. Indeed, it is rare to find any community college in the nation, particularly one with the scope and size of SLCC, without this type of interdisciplinary fine arts degree. By offering this degree we will correct this deficit, provide students with a clear pathway to transfer to a four-year institution, as well as train them for a career in fine art creation, teaching, or managing art.

For many years, this type of degree has been one of the most student requested programs f at SLCC's Visual Art Department, and we believe the time is right to meet that demand. Students will save money by completing their freshman and sophomore years at SLCC. Additionally, cost savings will be realized by USHE as students complete coursework at the community college level. We have been in consultation with the University of Utah Department of Art, the primary institution for transfer from our school, and we now have in place an agreement that our proposed Fine Art AS Degree will satisfy their requirements and allow our students a seamless transfer and begin at junior level status.

The VAD faculty, through committee and faculty meetings, have discussed the need for this program and offered course input. All are in agreement that offering this degree is the next step to round out our mission as a comprehensive department. The necessary facilities and equipment are already in place and this degree will require no new expenses.

Labor Market Demand

Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer (jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do) and the Occupation Outlook Handbook (www.bls.gov/oco).

The primary intent of this degree is to prepare students to successfully transfer to four-year institutions where they will advance their study and practice in specialized disciplines in the fine arts. Options for students graduating in this field are many and varied. Career options include a wide range of art related skill-based jobs, studio art practice, art directors, gallery management, art education, and curatorial practice.

While this degree is not designed as a terminal degree, it is structured to offer valuable skills and proficiencies pertaining to a wide variety of opportunities and potentialities in connection with professional and academic pursuits, such as internships, apprenticeships, scholarships, as well as graduating with the capability of pursuing skill-based jobs.

According to the Department of Workforce Services, Arts, Design, Entertainment, Sports, and Media in Utah have an annual growth rate of 2.8% with 1,070 projected annual openings among the visual art careers between 2016-2026. For the occupation of fine artists, including painters, sculptors, and illustrators, the U.S. Bureau of Labor Statistics lists Utah as the third highest state in concentration of jobs and location quotients with 0.16 per thousand jobs as of May 2021.

In addition to careers specific to the arts, skills developed through an arts education (critical thinking, creativity, flexibility, and risk taking) are highly sought in a wide range of occupations, particularly in the tech industry. According to Steven Tepper, Associate Director of the Curb Center for Art, Enterprise and Public Policy at Vanderbilt University and Research Director of the Strategic National Arts Alumni Project (SNAAP) "IBM found, in a global study of more than 1,500 CEOs from 60 countries and 33 industries, (<https://www-03.ibm.com/press/us/en/pressrelease/31670.wss>) that the most important skill for successfully navigating our increasingly complex, volatile, and uncertain world is none other than creativity." Art education is vital in today's world. Learning is an action process, and studying art allows for this process to occur naturally by providing space and structure

to make mistakes, to explore, to search for answers and to understand how best to correct those mistakes. Art students research, analyze and communicate information. They learn to understand complex systems and relate them to a multitude of disciplines. For these reasons, skills and aptitudes gained through this rigorous program will equip students with advantages pursuing jobs both in and out of art related industries.

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## Student Demand

*Provide evidence of student interest and demand that supports potential program enrollment. Use Appendix D to project five years' enrollments and graduates. Note: If the proposed program is an expansion of an existing program, present several years enrollment trends by headcount and/or by student credit hours that justify expansion.*

SLCC Art courses have existed for at least 40 years, and transfer within the USHE System has been cumbersome. Implementation of the FA degree will significantly streamline all transfer and articulation aspects for all USHE institutions, an outcome that will enrich enrollment opportunities for all Art Major programs within the USHE system. This degree presents a clear pathway and vital foundational content for students who pursue the "Arts" seeking AS, BFA, and MFA degrees.

"The U.S. Bureau of Labor and Statistics projects employment rates for craft artists and fine artists will increase by 14% between 2020 and 2030. This is faster than the average rate of growth for other occupations in this time period." [indeed.com]

Since 2019, the Visual Art & Design program averages 455 student enrollments (FTE) per semester. In 2024, this number increased to 463, and one can assume through marketing and program information, this number will increase as students realize the Fine Arts degree pathway offers an affordable art foundation with more advanced degree options at USHE institutions.

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Similar Programs

Are similar programs offered elsewhere in the USHE, the state, or Intermountain Region? If yes, identify the existing program(s) and cite justifications for why the Regents should approve another program of this type. How does the proposed program differ from or compliment similar program(s)?

Most all U.S. community colleges offer an AS degree in Fine Art that transfers directly to their States' Higher Education System's flagship institution.

The following list features each USHE institution and respective art program degrees offered. Utah Valley University is the only USHE institution offering an Art & Design AS degree. The SLCC Fine Art AS degree is designed for transfer within the USHE system and is utilizing established formal articulation agreements between University of Utah and Weber State University. Additional articulation agreements are currently underway pending USHE approval of this important degree. The list below also highlights & encourages rationale for the SLCC Fine Art AS degree as a gateway "Art" pathway correlated to SLCC's services and outlying areas. Across USHE:

Snow College - Visual Arts Department

- AFA Degree
- AA, AS Degrees

University of Utah - Department of Art & Art History

- MFA Degree
- BFA Degree (*see articulation agreement*)
- Minor

Utah Valley University - Department of Art & Design

- BFA Degree
- BA/ BS Degrees (*articulation agreement in progress*)
- AA/ AS Degrees Art & Design
- AAS Degree

Weber State University - Department of Visual Art & Design

- BFA Degree(see articulation agreement)
- BA Degree
- AA Degree
- Minor

Utah State University - Art and Design Department

- MFA Degree
- BFA Degree
- BA/ BS Degrees
- AA Degree
- Minor

Southern Utah University - Department of Filmmaking, Art, and Design

- BA Degree
- Minor Degree

Utah Tech University - Art Department

- BFA Degree
- BA/ BS Degrees
- Minor

Collaboration with and Impact on Other USHE Institutions

Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in [highereducation.org/policies/policyr315/](http://higheredutah.org/policies/policyr315/). Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.

Due to reluctance by the University of Utah Fine Arts Department to enter into articulation agreements with Salt Lake Community College's Visual Art & Design Department, we made little progress. After Salt Lake Community College Visual Art & Design Professor Rick Graham earned a Master's of Fine Arts from the University of Utah, this reluctance began to slowly recede. In the 1990s, we were able to achieve direct articulation with our Foundation Drawing/Painting series of 3 classes. With Professor Graham's diligent efforts, a few painting and design classes also received articulation agreements in the early 2000s.

More recently, the University of Utah Fine Arts Department had some changes in faculty personnel and also embarked upon a comprehensive re-design of the entire Fine Arts Department curriculum. This development opened new opportunities for articulation. Professor Rick Graham and Associate Professor Ed Rosenberger took advantage of the aforementioned developments to forge articulation agreements for a Salt Lake Community College's Visual Art & Design Department Fine Arts AS degree that directly articulated with the Fine Arts departments of both Weber State University and the University of Utah with some progress in process with Utah Valley State University.

This degree opens up significant educational and resulting career pathways for Utah state residents and others seeking careers in the Arts. With approval of an Associate of Science degree in Fine Arts from Salt Lake Community College's Visual Art & Design Department, students will have unprecedented access to low cost educational and career opportunities in the growing Fine Arts field.

While community college systems in most other states offer an AS degree in Fine Art that transfers directly to their own States' Higher Education System's flagship institution, this will be the only degree offering that allows for direct transfer to the University of Utah's and Weber State University's Bachelor of Fine Arts programs. In addition, all USHE Institutions offer Art Programs & Degrees. The Associate of Science degree in Fine Arts from Salt Lake Community College's Visual Art & Design Department degree will enhance smooth transitions for students who pursue transfer, promoting diverse student opportunity within the greater USHE umbrella. In particular, the SLCC FA degree provides an important gateway opportunity for students into the "Arts" and will become an essential foundation within the USHE pathways initiative.

SLCC collaborated with both University of Utah and Weber State University in the design and development of the FA degree. Two years ago, formal transfer and articulation agreements were established between SLCC and these two USHE institutions; University of Utah and Weber State University, who both support and encourage the FA degree.

Other USHE institutions will also benefit from this degree pathway, transfer and articulation, and presents new degree opportunities for students who otherwise may not have transferred or attempted to earn baccalaureate or post graduate degrees.

External Review and Accreditation

Indicate whether external consultants or, for a career and technical education program, program advisory committee were involved in the development of the proposed program. List the members of the external consultants or advisory committee and briefly describe their activities. If the program will seek special professional accreditation, project anticipated costs and a date for accreditation review.

SLCC Program Advisory committees have been involved in the development of Visual Art & Design programs over the last 4 decades. In the past 10 years, University of Utah, Utah Valley University, and Weber State University faculty have been involved with refinement and guidance for Fine Arts BFA degree. Two years ago, formal transfer and articulation agreements were established by the SLCC Visual Art & Design Department between two USHE institutions; University of Utah Department of Art & Art History, and Weber State University Department of Visual Art and Design. University of Utah's Professor V. Kim Martinez along with Lead Advisor Andrew Grace combined efforts with Weber State University Professor Paul Crow, Professor Josh Winegar, and Lead Advisor Todd Oberndorfer who advised, collaborated and ultimately offered their institutions' official support for an SLCC Fine Arts AS Degree.

Section IV: Program Details

Graduation Standards and Number of Credits

Provide graduation standards. Provide justification if number of credit or clock hours exceeds credit limit for this program type described in R401-3.11, which can be found at higheredutah.org/policies/R401.

Students perusing an Associate of Science degree in Fine Arts from Salt Lake Community College's Visual Art & Design Department will complete 62 credit hours of Visual Art & Design and General Education courses. These credits include classes taught via lecture, lab and lecture/lab course modalities including 34 semester credit hours of General Education courses supplemented by 28 semester credit hours of Visual Art & Design Department coursework. The degree will be revised for Fall 2025 when the credits required for General Education will be reduced to 27 credits. Additional aligned lower-division courses will be added to degree options without raising total credits.

Admission Requirements

List admission requirements specific to the proposed program.

Salt Lake Community College (SLCC) is open admission and welcomes students for admission to any course of study for which they are qualified, without regard to age, marital status, race, creed, gender, sexual orientation, national origin, or immigration status, disability, or other identities.

Curriculum and Degree Map

Use the tables in Appendix A to provide a list of courses and Appendix B to provide a program Degree Map, also referred to as a graduation plan.

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

How do existing administrative structures support the proposed program? Identify new organizational structures that may be needed to deliver the program. Will the proposed program impact the delivery of undergraduate and/or lower-division education? If yes, how?

ART courses are currently developed, approved and in place, and now being taught by faculty members of the Salt Lake Community College's Visual Art & Design Department. Administrative needs of the department are provided under the Division of Visual Art & Design headed by Associate Dean Shelley Bodily which operates as part of the Salt Lake Community College

School of Arts, Communication and Media headed by Dean Richard Scott. Advising is currently in place with Art Department academic counseling provided by Academic Advisors Elizete Bond, Veronica Medina and Vorn Bullough. Further support is provided by Administrative Assistants Rashida Esa, Cindy Denos, and Daniela Moncada.

IT support is already in place and provided by Lab Coordinator John Kunkel with Faculty support by Brent Ranke and Lab Coordination by Linda Rich and Mark Jeffery. Assistance with Equipment Management is provided by Zac Hodges. Concurrent Enrollment support is provided by Trudy Richardson and Brandon Kowallis.

Faculty

Describe faculty development activities that will support this program. Will existing faculty/instructions, including teaching/graduate assistants, be sufficient to instruct the program or will additional faculty be recruited? If needed, provide plans and resources to secure qualified faculty. Use Appendix C to provide detail on faculty profiles and new hires.

Visual Art & Design Department full time faculty include:

- Professor Robert Adamson; BFA, MFA
- Professor J. Chad Erikson; AAS, BS, MEd
- Professor Whitney King Hyans; BS, BFA, MFA
- Professor Neal Reiland; BS
- Associate Professor Kerry Gonzáles; BFA
- Associate Professor Ed Rosenberger; AS, BFA
- Associate Professor Don Seegmiller; BFA
- Assistant Professor Robinson Valenzuela; AAS, BS
- Associate Professor Virag White; AAS, BS

No new positions are required to support this degree. The Art Department looks to hire and fill several open full-time faculty lines.

Staff

Describe the staff development activities that will support this program. Will existing staff such as administrative, secretarial/clerical, laboratory aides, advisors, be sufficient to support the program or will additional staff need to be hired? Provide plans and resources to secure qualified staff, as needed.

Currently, there is substantial support for students in the Visual Art & Design programs. IT support is provided by Lab Coordinator John Kunkel and Lab Management by Linda Rich. Assistance with Equipment Management is provided by Zac Hodges. Concurrent Enrollment support is provided by Trudy Richardson. Administrative Assistant Cindy Denos and Specialist II Megan Galura also provide support for the Art Department.

Student Advisement

Describe how students in the proposed program will be advised.

General advising is currently in place for all students with advisors who are knowledgeable of opportunities for students in the arts. There are specific advisors for students declared in Art Programs: Elizete Bond, Veronica Medina, and Vorn Bullough who are prepared to advise student this degree, too.

Library and Information Resources

Describe library resources required to offer the proposed program if any. List new library resources to be acquired.

Libraries at both South City and Taylorsville Redwood Campuses currently stock multiple copies of all texts required in any and all SLCC Visual Art & Design Department courses. The SLCC Visual Art & Design Department open lab also maintains a library of required class text books as well as other critical Visual Arts publications and supplies such as Pantone PMS Color System Swatch books.

Many Salt Lake Community College Visual Art & Design Department classes have been replacing or supplementing course support materials with Open Educational Resource (OER) materials. The SLCC Visual Art & Design Department has embraced our instructional directives aimed at reducing student costs while enhancing learning opportunities and support resources.

Projected Enrollment and Finance

Use Appendix D to provide projected enrollment and information on related operating expenses and funding sources.

Section VI: Program Evaluation

Program Assessment

Identify program goals. Describe the system of assessment to be used to evaluate and develop the program.

Program Goals:

- Students will produce student academic Fine Arts portfolios that demonstrably lead to admittance into BFA programs at other USHE institutions.
- Student portfolios will demonstrate skills of observation, interpretation and end employ the Principals of Art & Design to create informed, intentional and communicative works of art.
- Student portfolios will exhibit a working mastery of a balanced array of tools, techniques and methods employed in the production of visual art.
- Student portfolios will contain artwork that is appropriately prepared for display.

Program Assessments:

- Graduates of the Associate of Science degree program in Fine Arts from Salt Lake Community College's Visual Art & Design Department will have similar success and acceptance rates into Articulated USHE institution BFA programs to students that studied at the comparative intuitions offering the associated BFA degrees.
- Graduating Students will show portfolios demonstrating an artistic working mastery in their capstone art portfolio presentation assignment in Art 2540 with at least 70% of students achieving college BFA program level artworks.
- Graduating Students will demonstrate competency and working mastery of conceptual skills and techniques by 70% of students averaging B- or better cumulative GPA in all ART prefix coursework.

Student Standards of Performance

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

Standards, competencies, and marketable skills:

As mentioned in the Labor Market Demand section, the primary intent of this degree is to prepare students to successfully transfer to four-year institutions where they will advance their study and practice in specialized disciplines in the fine arts. Marketable skills and competencies for students graduating in this field are many and varied. Career options include a wide range of art related skill-based jobs, studio art practice, art directors, gallery management, art education, and curatorial practice.

While this degree is not designed as a terminal degree, it is structured to offer valuable skills and competencies pertaining to a wide variety of opportunities in connection with professional and academic pursuits, such as internships, apprenticeships, scholarships, as well as graduating with the capability of pursuing skill-based jobs. In addition to careers specific to the arts, skills and competencies developed through an arts education such as critical thinking, creativity, collaboration, flexibility, and risk taking, are highly sought in a wide range of occupations, particularly in the tech industry.

Assessment measures to be used to determine student learning outcomes:

Portfolios. A growth portfolio is used to create a record of student growth in a number of areas. For example, a teacher may use visual portfolios to collect evidence of a student's progress in developing artistic and design skills and compare those portfolios to industry standards. Adjustments are then made to assist the student's satisfactory and necessary growth towards those standards.

Observation. A teacher observes and records a student's level of engagement, academic and/or affective behavior; develops a plan of action to support that student; implements the plan; and continues to record observations to determine its effectiveness.

Feedback. A teacher provides oral or written feedback to student discussion or work. For example, a teacher responds orally to a question asked in class; provides a written comment in a response or reflective journal; or provides feedback on student work.

Self-assessment. Students reflect on and monitor their progress. This activity may be performed in relation to predetermined academic and behavioral goals and outcomes.



Appendix A: Program Curriculum

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

For variable credits, please enter the minimum value in the table for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box at the end of this appendix.

		Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)					
General Education Credit Hour Sub-Total					34
Required Courses					
+	-	ART 1110		Foundation I Drawing	3
+	-	ART 1120		Design	3
+	-	ART 1130		3D Design	3
+	-	ART 1260		Figure Drawing	3
+	-	ART 1280		Photoshop Software	3
+	-	ART 1310		Photography 1	3
+	-	ART 2470		Digital Video Production	3
+	-	ART 2110		Foundation II	2
+	-	ART 2520		Advanced Drawing	2
+	-	ART 2540		Advanced Oil Painting	3
Required Course Credit Hour Sub-Total					
Required Course Credit Hour Sub-Total					28
Elective Courses					
+	-				
+	-				
+	-				
+	-				
+	-				
+	-				
+	-				
+	-				
+	-				
+	-				
Elective Credit Hour Sub-Total					
Elective Credit Hour Sub-Total					
Core Curriculum Credit Hour Sub-Total					62

Program Curriculum Narrative

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

When the General Education requirement change in Fall 2025, the selection of required or elective ART courses will be revised

to include additional courses to strengthen transfer and articulation for student to the University of Utah and Weber State University.

Degree Map

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see <http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf> (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below.

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
ART 1110	3	ART 1260	3
ART 1120	3	ART 2110	3
ART 1280	3	ART 1310	3
General Education (QL)	3	General Education (PS)	3
ENGL 1010 (EN)	3	COMM 1010 (CM)	3
		General Education (LW)	1
Total	15	Total	16
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
ART 2520	2	ART 1130	3
ART 1070 (FA)	3	ART 2540	3
ART 2470	2	General Education (IG)	3
ARTH 2720 (HU)	3	General Education (AI)	3
ENGL 2010 or ENGL 2100 (EN)	3	General Education (SS)	3
General Education (LS)	3		
Total	16	Total	15
Third Year Fall	Cr. Hr.	Third Year Spring	Cr. Hr.
Total		Total	
Fourth Year Fall	Cr. Hr.	Fourth Year Spring	Cr. Hr.
Total		Total	

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff

Identify # of department faculty / staff (headcount) for the year preceding implementation of proposed program.

	# Tenured	# Tenure -Track	# Non -Tenure Track	
Faculty: Full Time with Doctorate				
Faculty: Part Time with Doctorate				
Faculty: Full Time with Masters	4			
Faculty: Part Time with Masters				
Faculty: Full Time with Baccalaureate	4			
Faculty: Part Time with Baccalaureate		144		
Teaching / Graduate Assistants				
Staff: Full Time	1			
Staff: Part Time	3			

Part II. Proposed Program Faculty Profiles

List current faculty within the institution -- with academic qualifications -- to be used in support of the proposed program(s).

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
	Robert	Adamson	T		Brigham Young University	30%	
	Chad	Chad Erikson	T		Western Governors University	15%	
	Kerry	González	T		University of Utah	5%	
	Whitney	King-Hyans	T		Savannah College of Art & Desig	10%	
	Neal	Reiland	T		SLCC	10%	
	Ed	Rosenberger	T		Weber State University	10%	
	Don	Seegmiller	TT		Brigham Young University	25%	
	Virag	White	TT		Semmelweis University	10%	
Part Time Faculty							
	Valued Adjuncts	144	Other	Various	Various	N/A	

Part III: New Faculty / Staff Projections for Proposed Program

Indicate the number of faculty / staff to be hired in the first three years of the program, if applicable. Include additional cost for these faculty / staff members in Appendix D.

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate	0	0	0		
Faculty: Part Time with Doctorate	0	0	0		
Faculty: Full Time with Masters	0	0	0		

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Part Time with Masters	0	0	0		
Faculty: Full Time with Baccalaureate	0	0	0		
Faculty: Part Time with Baccalaureate	0	0	0		
Teaching / Graduate Assistants			-		
Staff: Full Time	0	0	0		
Staff: Part Time	0	0	0		

Appendix D: Projected Program Participation and Finance

Part I.

Project the number of students who will be attracted to the proposed program as well as increased expenses, if any. Include new faculty & staff as described in Appendix C.

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department	4					
# of Majors in Proposed Program(s)						
# of Graduates from Department	141					
# Graduates in New Program(s)		9	18	25	30	34
Department Financial Data						
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
EXPENSES – nature of additional costs required for proposed program(s)						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)	\$1,197,550	\$35,927	\$37,004	\$38,114		
Operating Expenses (equipment, travel, resources)	\$61,100					
Other:						
TOTAL PROGRAM EXPENSES		\$35,927	\$37,004	\$38,114		
TOTAL EXPENSES	\$1,258,650	\$1,294,577	\$1,295,654	\$1,296,764		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation						
Appropriation	\$881,055	\$25,149	\$25,903	\$26,680		
Special Legislative Appropriation						
Grants and Contracts						
Special Fees						
Tuition	\$377,595	\$10,778	\$11,101	\$11,434		
Differential Tuition (requires Regents approval)						
PROPOSED PROGRAM FUNDING		\$35,927	\$37,004	\$38,114		
TOTAL DEPARTMENT FUNDING	\$1,258,650	\$1,294,577	\$1,295,654	\$1,296,764		
Difference						
Funding - Expense	\$0	\$0	\$0	\$0		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

Additional personnel costs reflect the approved base compensation increase for 2024 (Year 1) and an estimated compensation increase at 3.0% each subsequent year. No additional funding is needed for the AS degree.

Part III: Describe funding sources

Revenue Narrative 1

Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.

At this time we used 70% for Appropriation, and 30% for tuition for lower-division, 1000 and 2000 Level Courses.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

There are no specific plans to solicit additional funds outside the institutional allocations.



02 April 2024

MEMORANDUM

TO: Executive Cabinet
FROM: Jason Pickavance, Interim Provost of Academic Affairs
Rachel Divine Lewis, Associate Provost
SUBJECT: Commercial Music Program Consolidation

In response to program prioritization, existing Music Recording Technology (AAS) and Media Music (AAS) degrees are being consolidated into a single degree program, Commercial Music (AAS) with emphases in recording technology, composition/songwriting, and performance. In that assessment of individual music programs, it became apparent several students misunderstood the difference between the existing degrees which caused them to select a program that does not align well with their career goals. Restructuring this way into one AAS degree with clear emphases will help students avoid while aligning SLCC's terminology and course offerings with similar programs offered at other USHE schools.

The new, consolidated Commercial Music (AAS) degree is a hands-on technical and artistic program that prepares students for careers in the commercial music industry. Students will learn and develop the creative skills to perform high level tasks in the workplace, basic financial and promotional skills to function as entrepreneurs, and build a portfolio of projects that showcase their proficiencies.

Emphases are offered in recording technology, composition/songwriting, and performance. Regardless of the emphasis chosen, the program combines a solid foundation in traditional musical and technical instruction with opportunities to gain hands-on experience working on projects modeled after those encountered regularly by professionals in the music and multimedia production workplaces. Students are also encouraged to collaborate with students from other programs, such as film or animation, as a part of their education and training.

Students in the Recording Technology emphasis develop the requisite skills and technical knowledge to install and maintain audiovisual equipment and to make professional quality audio recordings for a variety of media (film, television, radio, commercial recordings, computer games, etc.) with a primary focus on recorded music production. Their duties include setting up, operating, and maintaining electronic audio equipment used in nearly all radio and television broadcasts, concerts, plays, sound recordings, and movies. They also install and maintain audiovisual equipment in businesses, schools, homes, performance venues, and other settings. There are many specialized occupations in this field.

Students in the Composition/Songwriting emphasis prepare to work professionally as music producers, composers, songwriters and/or arrangers in the music and multimedia industries.

Their learning, training, and experience prepares them to create music using electronic and acoustic instruments for a variety of professional applications such as commercial music productions across multiple popular and artistic genres, film and television scores, jingles and music for commercials, and music for video games and other multimedia projects. They compose music with and without lyrics for a variety of commercial uses.

Students in the Performance emphasis work to master performance skills as professional instrumentalists and/or singers. They engage in private instruction on their instrument (including voice) and practice and perform both individually and as members of ensembles of various sizes in both live and studio settings. They also develop skills in artist management and promotion and learn processes and technologies associated with live and recorded performance production.

According to the United States Department of Labor Bureau of Labor Statistics, occupations are traditionally about 29% broadcast and sound engineering technicians and radio operators worked in broadcasting (except Internet broadcasting) and 15% worked in the motion picture, video, and sound recording industries. Among other career paths, larger percentage of those who make their living in this field are self-employed and work on a contract basis. Per the economic occupation outlook provided by Utah's Department of Workforce Services, occupations as sound engineering technicians, commercial musicians, singers, and composers expect slower than average employment growth with a moderate of annual job openings of replacement workers, rather than workforce expansion, in the coming decade. The statewide hourly wage for inexperienced entry workers is approx. \$12.35 per hour and significantly lower than the \$16.90 national average. Salaries raise with experience and are often higher on contract bases.

The Media Music (AAS) and Music Recording Technology (AAS) degrees will be discontinued. While not all courses included in these degrees will continue to be offered, the new degree includes enough courses from the existing degree plans for students who are currently declared majors will be able to meet all graduation requirements. Faculty, space, and resources will be maintained to support new and continuing, teach-out students. Students who do not completed Media Music (AAS) or Music Recording Technology (AAS) required per their catalog year within the five (5) year catalog year policy window, will be moved into the new Commercial Music (AAS) degree program and expected to complete the requirements of that degree to graduate.

The program consolidation proposal, new Commercial Music (AAS) degree with discontinued Media Music (AAS) and Music Recording Technology (AAS) degrees, was approved by the Senate Curriculum Committee on 26 February 2024 and the Faculty Senate on 18 March 2024.

The Interim Provost recommends Executive Cabinet approve the degrees as presented, effective Fall Semester 2024.

Salt Lake Community College
PCO Curriculum and Learning Outcomes
for Associate of Applied Science (AAS) Degree

Program Title: Commercial Music

Credential: Associate of Applied Science (AAS)

Total Cr: 65-69

PROGRAM LEARNING OUTCOMES

Program Student Learning Outcomes mapped to [SLCC College-Wide Student Learning Outcomes](#).

- | | |
|------------------------------------|---|
| 1. Acquire substantive knowledge | 5. Become a community engaged learner |
| 2. Communicate effectively | 6. Work in a professional & constructive manner |
| 3. Develop quantitative literacies | 7. Develop computer & information literacy |
| 4. Think critically & creatively | 8. Develop lifelong wellness |

Program Learning Outcomes	SLCC CWSLO #
Demonstrate an ability to contribute at a professional level to the production of both live and studio-recorded music for acoustic and electronic instruments with or without vocal parts.	1, 6
Demonstrate the ability to work in a collaborative team environment on professional-quality music projects for both musical and non-musical clients.	2, 6
Demonstrate professional-level specialization in the music industry, including an understanding of how that specialization interacts with other specializations in the music production process.	1, 6
Demonstrate the appropriate entrepreneurial skills necessary for a freelance artist including but not limited to portfolio development, networking, promotion/marketing and basic business bookkeeping.	1, 3
Demonstrate proficiency in academic understanding of the basic structures of music including the ability to compose and analyze music according to common theoretical practices generally accepted in the music industry.	1, 4
Demonstrate proficiency in the ability to fluently read and write music notation in accordance with practices generally accepted in the music industry.	1, 2
Demonstrate proficiency in musical performance with appropriate expression, accuracy, and artistic value for works representing a variety of historical time periods and cultural backgrounds.	2, 4
Demonstrate understanding of the mathematic and scientific principles that are fundamental to the operation of the technology and tools used in the production of music commensurate with the student's music industry specialization.	3, 7

See [SLCC Assessment webpage](#) for additional details about College-Wide Student Learning Outcomes

AAS GENERAL EDUCATION REQUIREMENTS (9 cr min)

Specifying or embedding General Education courses requires approval by the SLCC General Education Committee. For a current list of approved General Education courses, see the [SLCC Catalog](#).

CORE SKILLS

COMPOSITION (EN) 1 course

- ENGL 1010

QUANTITATIVE STUDIES (QS) 1 course

COMMUNICATION (CM) 1 course

HUMAN RELATIONS (HR) 1 course – embedded in the degree program

DISTRIBUTION AREAS Specify 1 courses from the Distribution Areas

FINE ARTS (FA) – embedded in all of the core required MUSC courses

HUMANITIES (HU)

LIFE SCIENCES (LS)

PHYSICAL SCIENCES (PS)

SOCIAL SCIENCES (SS)

REQUIRED COURSES (34 cr)

All course changes (title, credit, pre-req, semester taught, etc ...) must be proposed on the CCO document.

Prefix	Number	Title	Cr/Hrs
MUSC	0990	Recital Attendance (must be taken 4 times)	0 X 4
MUSC	1110	Music Theory I	3
MUSC	1120	Music Theory II	3
MUSC	1130	Sight Singing/Ear Training I	1
MUSC	1140	Sight Singing/Ear Training II	1
MUSC	1150	Group Piano I	1
MUSC	1160	Group Piano II	1
MUSC	1200	Introduction to the Music Industry	1
MUSC	1300	Money & Creative Professionals	1
MUSC	1515	Basic Audio Production	3
MUSC	1520	Intro to MIDI/Elec Music Comp	3
		Performance Ensemble (Must be taken 2 times) – see list below for acceptable performance ensemble courses. An audition may be required for some ensembles.	1 X 2
MUSC	2110	Music Theory III	3
MUSC	2130	Sight Singing/Ear Training III	1
MUSC	2540	Sampling, Synthesis & Sound Design	2
MUSC	2500	Music Production Group (Must be taken 2 times)	4 X 2
MUSC	2950	Professional Portfolio Review (To be taken during final semester before graduation)	0
		Total	34

ELECTIVE COURSES (22-26 cr)

Elective requirements:

Students must complete one of the following emphases:

Prefix	Number	Title	Cr/Hrs
Recording Technology Emphasis			
Complete all the following courses:			
MUSC	1530	Music Recording Techniques	4
MUSC	1550	Musical Acoustics	3
MUSC	1560	Music Mixing Techniques	3
MUSC	2580	Audio Production and Mixing for Live Performance	3
		Private Vocal or Instrumental Lessons (Must be taken 2 times) – see list below for acceptable private instruction courses. (MUSC 1310 or MUSC 17XX or 27XX course numbers ending in 2 or 5).	1 X 2
Choose one of the following courses:			
FLM	2065	Motion Picture Sound	4
MUSC	2570	Game Audio Design	3
Choose two of the following courses: (MUSC 1100 may need to be taken as a pre-requisite course for MUSC 1110)			
MUSC	1100	Intro to Music Theory	2
MUSC	2550	Music Internship (Variable credit course – take for at least 2 credits)	2
MUSC	2120	Music Theory IV	3
MUSC	2140	Sight Singing/Ear Training IV	1
MUSC	1060	Songwriting II	2
MUSC	2200	Artist Promotion & Management	3
MUSC	2530	Jingles and Music for Commercials	2
			Emphasis Total: 22-25
Composition/Songwriting Emphasis			
MUSC	1050	Songwriting & Creative Process (FA)	3
MUSC	1060	Songwriting II	2
MUSC	1540	MIDI II/Media Music Comp	3
MUSC	2120	Music Theory IV	3
MUSC	2140	Sight Singing/Ear Training IV	1
MUSC	2350	Conducting Fundamentals	2
MUSC	2510	Music Composition for Games and Interactive Media	3
MUSC	2520	Music Scoring for Film	2
MUSC	2530	Jingles and Music for Commercials	2
		Private Vocal or Instrumental Lessons (Must be taken 2 times) – see list below for acceptable private instruction courses. (MUSC 1310 or MUSC 17XX or 27XX course numbers ending in 2 or 5).	1 X 2
Choose one of the following courses: (MUSC 1100 may need to be taken as a pre-requisite course for MUSC 1110)			
MUSC	1100	Intro to Music Theory	2
MUSC	2550	Music Internship (Variable credit course – take for at least 2 credits)	2
MUSC	2200	Artist Promotion & Management	3
MUSC	1550	Musical Acoustics	3
			Emphasis Total: 25-26
Performance Emphasis			
MUSC	1050	Songwriting & Creative Process (FA)	3
MUSC	2120	Music Theory IV	3

MUSC	2140	Sight Singing/Ear Training IV	1
MUSC	2200	Artist Promotion & Management	3
MUSC	2350	Conducting Fundamentals	2
MUSC	17X5	Private Vocal or Instrumental Lessons (Must be taken 2 times) – see list below for acceptable private instruction courses. (MUSC 1310 or MUSC 17XX course numbers ending in 5).	2 X 2
MUSC	27X5	Private Vocal or Instrumental Lessons (Must be taken 2 times). see list below for acceptable private instruction courses. (MUSC 27XX course numbers ending in 5).	2 X 2
		Performance Ensemble (2 additional times)	1 X 2
Choose one of the following courses: (MUSC 1100 may need to be taken as a pre-requisite course for MUSC 1110)			
MUSC	1100	Intro to Music Theory	2
MUSC	2550	Music Internship (Variable credit course – take for at least 2 credits)	2
MUSC	1060	Songwriting II	2
MUSC	2530	Jingles and Music for Commercials	2
MUSC	1550	Musical Acoustics	3
		Emphasis Total:	24-25
		Degree Total:	65-69

Students may use any combination of MUSC 1350, MUSC 1360, MUSC 1370, MUSC 1380, MUSC 1390, MUSC 1450, MUSC 1460, MUSC 1470, MUSC 1480, or MUSC 1490 (including repeating any of these classes for credit - which is the normal case) to fulfill the vocal or instrumental performance ensemble requirements. Students may repeat any performance ensemble classes for credit in this degree program.

Recording Technology and Composition/Songwriting emphasis students may use MUSC 1310, MUSC 1712, MUSC 1715, MUSC 1722, MUSC 1725, MUSC 1732, MUSC 1735, MUSC 1742, MUSC 1745, MUSC 1752, MUSC 1755, MUSC 1762, MUSC 1765, MUSC 1772, MUSC 1775, MUSC 2712, MUSC 2715, MUSC 2722, MUSC 2725, MUSC 2732, MUSC 2735, MUSC 2742, MUSC 2745, MUSC 2752, MUSC 2755, MUSC 2762, MUSC 2765, MUSC 2772, or MUSC 2775 to complete their private vocal or instrumental lesson instruction.

Performance emphasis students may only use MUSC 1310, MUSC 1715, MUSC 1725, MUSC 1735, MUSC 1745, MUSC 1755, MUSC 1765, MUSC 1775, MUSC 2715, MUSC 2725, MUSC 2735, MUSC 2745, MUSC 2755, MUSC 2765, or MUSC 2775 to complete their private lesson instruction requirement, and completion of the private lesson requirement for performance emphasis students must include taking 2000-level lessons at least twice.

Vocal students should take MUSC 1310 before enrolling in MUSC 1752 or MUSC 1755. Private lessons courses, except for MUSC 1310, may be taken more than once for credit. Students must pass a proficiency jury to advance to the second year (2000) level of private applied instruction in a particular instrument or voice.

MUSC 2950 represents a review by full-time music faculty of a professional portfolio representing the body of the student's work during their time at SLCC. Students should start working on this portfolio in their first semester at SLCC and should add material to this portfolio every semester that they are in residence. In their final semester, when they intend to graduate, students should register for MUSC 2950. A passing grade in MUSC 2950 represents that the students has successfully completed the portfolio review requirement for graduation.

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

Institution Submitting Request: Salt Lake Community College

Proposed Program Title: Commercial Music

Are There New Emphases: Yes ☒ Student Emphasis ☐ Required

Names of New Emphases (Separated by Commas): Recording Technology, Composition/Songwriting, Performance

Sponsoring School, College, or Division: School of Arts, Communication, and Media

Sponsoring Academic Department(s) or Unit(s): Division of Communication and Performing Arts

Classification of Instructional Program Code¹ : 10.0203

Min/Max Credit Hours Required of Full Program: 65 / 68

Proposed Beginning Term²: Fall 2024

Institutional Board of Trustees' Approval Date: 06/12/2024

Program Type (check all that apply):

<input checked="" type="checkbox"/> (AAS)	Associate of Applied Science Degree
<input type="checkbox"/> (AA)	Associate of Arts Degree
<input type="checkbox"/> (AS)	Associate of Science Degree
<input type="checkbox"/>	Specialized Associate Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/> (BA)	Bachelor of Arts Degree
<input type="checkbox"/> (BS)	Bachelor of Science Degree
<input type="checkbox"/> (BAS)	Bachelor of Applied Science Degree
<input type="checkbox"/>	Specialized Bachelor Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/> (MA)	Master of Arts Degree
<input type="checkbox"/> (MS)	Master of Science Degree
<input type="checkbox"/>	Specialized Master Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/>	Doctoral Degree (specify award type ³ :)
<input type="checkbox"/>	K-12 School Personnel Program
<input type="checkbox"/>	Out of Service Area Delivery Program <input type="checkbox"/> Attached MOU
<input type="checkbox"/>	Out of Mission Program

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

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

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

<input type="checkbox"/>	NEW Professional School
--------------------------	-------------------------

Changes to Existing Programs or Administrative Units Required (check all that apply, if any):

<input checked="" type="checkbox"/>	Program Restructure with or without Consolidation
<input type="checkbox"/>	Emphases transfer from another program or academic unit
<input type="checkbox"/>	Name Change of Existing Program or Academic Unit
<input type="checkbox"/>	Program transfer to a different academic unit
<input type="checkbox"/>	Suspension or discontinuation of a unit or program
<input type="checkbox"/>	Reinstatement of a previously suspended/discontinued program or administrative unit
<input type="checkbox"/>	Other

Describe Above Changes

The existing Music Recording Technology and Media Music AAS degrees are being consolidated into a single degree program with emphases in recording technology, composition/songwriting and performance. The purpose is to simplify the music offerings at SLCC to make it easier for students to navigate the choices available to them. Assessment of the music program has found that several students entering the program each year have been misunderstanding the difference between the existing programs, causing them to enroll in a program that does not align well with their career goals. Restructuring the program in this way and naming the emphases in a clearer manner will help to avoid this for future students. The proposed changes also serve to better align SLCC's terminology and course offerings with similar programs offered at other USHE schools.

Chief Academic Officer (or Designee) Signature:

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

Please type your first and last name _____ Date:

☐ I understand that checking this box constitutes my legal signature.

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

Section I: The Request

Salt Lake Community College requests approval to offer the following Associate's degree(s): Commercial Music effective Fall 2024. This program was approved by the institutional Board of Trustees on 06/12/2024.

Section II: Program Proposal

Program Description

Present a complete, formal program description.

The Commercial Music Associate of Applied Science (AAS) degree is a hands-on technical and artistic program that prepares students for careers in the commercial music industry by providing them with the creative skills to perform high level tasks in that industry, the basic financial and promotional skills to function as entrepreneurs, and the opportunity to build a portfolio of projects that demonstrate their proficiency. Emphases are offered in recording technology, composition/songwriting, and performance.

In the recording technology emphasis, students develop the requisite skills and technical knowledge to install and maintain audiovisual equipment and to make professional quality audio recordings for a variety of media (film, television, radio, commercial recordings, computer games, etc.) with a primary focus on recorded music production. Sound engineers perform a wide variety of tasks. Their duties include setting up, operating, and maintaining the electronic audio equipment used in nearly all radio and television broadcasts, concerts, plays, sound recordings, and movies. They also install and maintain audiovisual equipment in businesses, schools, homes, performance venues, and other settings. There are many specialized occupations in this field.

In the composition/songwriting emphasis, students prepare to work professionally as music producers, composers, songwriters and/or arrangers in the music and multimedia industries. They receive training and gain experience creating music using electronic and acoustic instruments for a variety of professional applications including but not limited to commercial music productions across multiple popular and artistic genres, film and television scores, jingles and music for commercials, and music for video games and other multimedia projects. They compose music with and without lyrics for a variety of commercial uses.

In the performance emphasis, students work to master performance skills as professional instrumentalists and/or singers. They receive private instruction on their instrument (or voice) and practice and perform both individually and as members of ensembles of various sizes in both live and studio settings. They also develop skills in artist management and promotion and learn processes and technologies associated with live and recorded performance production.

Regardless of the emphasis chosen, the program combines a solid foundation in traditional musical and technical instruction with opportunities to gain hands-on experience working on projects modeled after those regularly encountered by professionals in the music and multimedia production industries. These students are also encouraged to take advantage of opportunities to collaborate with students from other programs, such as film or animation, as a part of their education and training.

Consistency with Institutional Mission

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals (see mission and roles at higheredutah.org/policies/policyr312) or, for "out of mission" program requests, the rationale for the request.

Just as with the existing AAS Media Music and AAS Music Recording Technology degrees, the proposed AAS Commercial Music degree is consistent with SLCC's mission to engage and support students in educational pathways leading to successful transfer and meaningful employment. The program's primary focus is on preparing students to successfully enter the workforce in the music and recording industries by providing them with the basic skills necessary for music and recording professionals and providing them with opportunities to engage and network with local industry professionals from the community.

Section III: Needs Assessment

Program Rationale

Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program.

SLCC was the first USHE school to receive approval to offer a pathway in its program specifically for students desiring to pursue careers in commercial music. To date, the existing AAS Media Music and AAS Music Recording Technology programs have successfully helped students to start careers in live performance sound reinforcement, sound design and music composition for film and television, sound effects design and music composition for video games, and commercial music production and performance, to name just a few pathways. Other students have found success continuing their educations by transferring to various other USHE music programs, building on the skills learned at SLCC by pursuing bachelors degrees and even masters degrees in commercial music, music technology, and more traditional music disciplines such as music education, composition, or performance, even though these AAS programs were not designed as transfer degrees.

The consolidation of these programs into a single Commercial Music degree with emphases in Recording Technology, Composition/Songwriting, and Performance represents a refinement of these existing programs based on changes in the music industry, assessment of the existing programs, and of student-expressed career goals. This refinement is designed to improve student retention, clarify student pathways to graduation by drawing a clearer line between emphases and career goals, and enhance student preparation for entering the workforce. It also streamlines the music program's offerings and leverages resources by attempting to maximizing overlap of course requirements between the different emphases without negatively impacting student preparation for success in their fields. The changes introduced also bring the program more into alignment in terms of terminology and course requirements with the commercial music bachelor's degree programs at other USHE institutions that have been introduced since the original Media Music and Music Recording Technology degrees were approved over a decade ago. Although this program's primary focus is still on preparing students to enter directly into the workforce as contributing members of the music and recording industries, this will benefit those students who choose to continue their educations at other USHE institutions by allowing them to more easily transfer more of their credits to the receiving institution.

Labor Market Demand

Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer (jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do) and the Occupation Outlook Handbook (www.bls.gov/oco).

The commercial music industry is expanding and is projected to continue for at least the next decade. As an industry, it has experienced and continues to experience major structural changes, which means that there are plenty of opportunities for entrepreneurs in this market. According to Goldman Sachs, global revenue for recorded music is forecast to grow 7.5% in 2023, which is higher than the 7.3% that was originally forecast, with a compound annual growth rate of 8.6% for 2023 to 2030 (see <https://www.goldmansachs.com/intelligence/page/music->

streaming-services-are-on-the-cusp-of-major-structural-change.html). According to the U.S. Bureau of Labor statistics, projected employment for "Broadcast, sound, and video technicians" is average (2% increase) over the next ten years. "Entertainers and performers" are expected to experience a 6% increase, while "Music directors and composers" are expected to experience a modest increase similar to that of sound technicians. Because many of the opportunities in this industry are for freelance musicians and recording engineers, rather than salaried employee positions, SLCC's program includes training in music entrepreneurship and pursuing freelance work.

Specific segments within the industry, have an even brighter outlook however. According to the World Economic Forum, the global video game industry, for instance, has been booming and is expected to grow to \$321 billion by 2026 (see <https://www.weforum.org/agenda/2022/07/gaming-pandemic-lockdowns-pwc-growth/>). The impact of the growth of this industry has had on music and audio students is best demonstrated by a 2013 USA Today report that over the previous decade, the third-fastest growing occupation over the previous 10 years had been "Music Directors and Composers" with 10-year job growth of 178% (see <https://www.usatoday.com/story/money/business/2013/09/02/10-fastest-growing-jobs-in-usa/2750169/>) - something that clearly no one had foreseen. A GameSoundCon article (<https://www.gamesoundcon.com/composer-employment-report>) attributed this growth to the rise in computer and social online gaming. Of course, that is 10-year-old data now. What is the current state of game audio professionals (both composers and sound engineers)? According to the Game Audio Industry Survey, completed in August of 2023, the average employee salary of game audio professionals was \$128,511, up from \$115,088 in 2021. The average income for freelance game audio professionals was \$80,788, up from \$56,201 two years previous. One in five employees at game companies compose music as at least part of their responsibilities. And - emphasizing the increased importance of education in the industry - more than 90% of new hires in game audio in 2023 had degrees, with one in four hires having a major or minor specifically in game audio. Incidentally, SLCC is the only USHE school that offers classes in interactive music and/or interactive audio design (a requirement in both the composition/songwriting emphasis and the recording technology emphasis).

Student Demand

Provide evidence of student interest and demand that supports potential program enrollment. Use Appendix D to project five years' enrollments and graduates. Note: If the proposed program is an expansion of an existing program, present several years enrollment trends by headcount and/or by student credit hours that justify expansion.

Music programs across the United States have increasingly added a commercial music component to their offerings. When the original Media Music and Music Recording Technology degrees were proposed in 2011-12, no USHE schools were offering commercial music or music technology degree programs. Most of the music programs in the state were focusing on traditional music offerings, primarily focusing on music education. Since that time, Snow College, Utah Valley University, and Southern Utah University have all added commercial music programs to their offerings. Southern Utah University has also begun offering a master's degree in music technology. The University of Utah offers a minor in music technology, and Weber State University offers an AS in Sound Production/Recording. A similar expansion can be observed across the United States. This is in response to an increasing demand across the country for training in commercial music and music technology.

For instance, attendance at a conference for aspiring audio professionals and composers for the video game industry (GameSoundCon) in October 2023 experienced a 50% increase in attendance over the previous year, with in-person attendance for the conference completely sold out. In 2020, Billboard Magazine noted that one major music business program had seen a 175% increase in enrollment over 2017 despite the pandemic (see <https://www.billboard.com/music/music-news/billboard-top-music-business-schools-2020-list-9365285/>). SLCC's own music program enrollment grew significantly in size once it began offering the Media Music and Music Recording Technology degrees. Despite struggling with visibility in the community - one of the most common statements made about the program by visitors and even SLCC students in other programs is "I had no idea this was here" - SLCC enrollment in commercial music classes, especially first semester courses in the program, remains strong. The

primary way that students are finding the program is word of mouth from students who are already in or have already completed the program.

Similar Programs

Are similar programs offered elsewhere in the USHE, the state, or Intermountain Region? If yes, identify the existing program(s) and cite justifications for why the Regents should approve another program of this type. How does the proposed program differ from or compliment similar program(s)?

As mentioned previously, the AAS Media Music and AAS Music Recording Technology degree programs were the first approved commercial music-focused programs in USHE. The AAS Commercial Music program is a consolidation of those two programs into a single degree offering with specific emphases in these areas. Snow College, Utah Valley University, and Southern Utah University have all added commercial music programs to their offerings. Southern Utah University has also begun offering a master's degree in music technology. The University of Utah offers a minor in music technology, and Weber State University offers an AS in Sound Production/Recording.

Among all of these programs, the SLCC program is unique for a number of reasons. First, in terms of facilities, the program features a built-from-the-ground-up state of the art recording studio with 48-channel SSL mixing board and multiple mixing/editing bays, giving students the hands-on opportunity to work with professional-level equipment on professional-quality projects. The recording studio is one of the most often used facilities in SLCC's Center for Arts and Media. Further, SLCC's program is structured to maximize opportunities for students to collaborate with students from other programs, like SLCC's film or animation programs, on multimedia projects. The music program is part of the performing arts department and is housed in the same facility as SLCC's other arts programs. SLCC's television and film sound stages are just down the hall from the recording facility, and students from both programs often take classes together. SLCC faculty work together constantly to create opportunities for these kinds of collaborations between students. Finally, SLCC's offerings in interactive audio are particularly unique, as students learn to create music and sound effects for video games and other interactive applications - specific training not currently available at any other USHE institution. These are among a number of classes taught historically by faculty who not only have advanced degrees in music and audio but also bring industry experience to help their students' pursuit of employment. This hands-on, career-based approach to music instruction has been a valuable asset for music students in the program for more than a decade, whether they immediately enter the workforce or they transfer to another institution to continue their educational pursuits.

Collaboration with and Impact on Other USHE Institutions

Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higherutah.org/policies/policyr315/. Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.

As this is a consolidation of two existing programs at SLCC, the impact on other USHE institutions will be minimal. SLCC music faculty are currently in discussion with other USHE institutions that offer Commercial Music bachelor's degrees to formalize articulation for students who choose to transfer and continue to pursue their educations in music. Core music classes, such as music theory and aural skills classes, are already articulated among all USHE music programs during annual majors meetings and use a common numbering system to facilitate smooth transition and transfer.

External Review and Accreditation

Indicate whether external consultants or, for a career and technical education program, program advisory committee were involved in the development of the proposed program. List the members of the external consultants or advisory committee and briefly describe their activities. If the program will seek special professional accreditation, project anticipated costs and a date for accreditation review.

SLCC music faculty are involved professionally in the music community and as such have consulted with their

colleagues in the industry both formally and informally on numerous occasions regarding the development of this program.

Section IV: Program Details

Graduation Standards and Number of Credits

Provide graduation standards. Provide justification if number of credit or clock hours exceeds credit limit for this program type described in R401-3.11, which can be found at higheredutah.org/policies/R401.

65-68 total credits (including 9 credits General Education - with additional Gen Ed requirements embedded in major required courses, 40-42 credits required core major courses, and 14-17 credits required emphasis-specific courses). Minimum allowable GPA for major and emphasis courses = 2.0.

Admission Requirements

List admission requirements specific to the proposed program.

Salt Lake Community College is an open-enrollment college. Students wishing to enter the program need only to be enrolled as students at SLCC. Appropriate developmental classes are provided for students who lack prior musical training that would normally be expected to be able to perform college-level work in the discipline.

Curriculum and Degree Map

Use the tables in Appendix A to provide a list of courses and Appendix B to provide a program Degree Map, also referred to as a graduation plan.

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

How do existing administrative structures support the proposed program? Identify new organizational structures that may be needed to deliver the program. Will the proposed program impact the delivery of undergraduate and/or lower-division education? If yes, how?

Since this is a consolidation of two existing degree programs, organizational structures needed to deliver the program exist and are already functioning.

Faculty

Describe faculty development activities that will support this program. Will existing faculty/instructors, including teaching/graduate assistants, be sufficient to instruct the program or will additional faculty be recruited? If needed, provide plans and resources to secure qualified faculty. Use Appendix C to provide detail on faculty profiles and new hires.

Since this is a consolidation of two existing degree programs, the existing faculty are already prepared and teaching the required courses. Two full-time faculty in the program retired at the end of the 2022-23 academic year. The hiring process for a replacement full-time faculty member is currently under way.

Staff

Describe the staff development activities that will support this program. Will existing staff such as administrative, secretarial/clerical, laboratory aides, advisors, be sufficient to support the program or will additional staff need to be hired? Provide plans and resources to secure qualified staff, as needed.

This is a consolidation of two existing degree programs that were supported by the Division of Communication and Fine Arts at SLCC. The new replacement program will continue to be supported by division staff.

Student Advisement

Describe how students in the proposed program will be advised.

This is a consolidation of two existing degree programs, both of which were primarily supported by the same advisor from SLCC Academic Advising. The new replacement program will continue to be supported by this advisor.

Library and Information Resources

Describe library resources required to offer the proposed program if any. List new library resources to be acquired.

This is a consolidation of two existing degree programs. SLCC's library services will continue to support the new replacement program as it has in the past.

Projected Enrollment and Finance

Use Appendix D to provide projected enrollment and information on related operating expenses and funding sources.

Section VI: Program Evaluation

Program Assessment

Identify program goals. Describe the system of assessment to be used to evaluate and develop the program.

The primary purpose of the commercial music program at Salt Lake Community College is to help students to develop the skills and habits that will give them a good start toward careers as professional musicians. The primary mechanism that will be used to assess the effectiveness of this program is the students' professional ePortfolios that they are required to prepare for review in the semester of their graduation. This ePortfolio should include their best work from the classes taken throughout their time at SLCC and demonstrate their preparedness to enter the music industry as a professional. These portfolios will be reviewed as an aggregate on an annual basis by music faculty to assess the effectiveness of the program overall and determine if there are areas of the program that need to be improved.

Additionally, each of the program's learning outcomes can be mapped to specific courses in the program. Each of these courses will be assessed specifically with regard to these learning outcomes to assure that the courses are playing the role that they ought to fill within the overall program. The course-to-outcome mapping is as follows:

Demonstrate an ability to contribute at a professional level to the production of both live and studio-recorded music for acoustic and electronic instruments with or without vocal parts.

MUSC 2500, MUSC 1515, MUSC 1520

Also MUSC 1540, MUSC 1530, MUSC 1560, MUSC 2540, performance ensembles, and private lessons (instrumental or vocal)

Demonstrate the ability to work in a collaborative team environment on professional-quality music projects for both musical and non-musical clients.

MUSC 2500 and performance ensembles

Demonstrate professional-level specialization in the music industry, including an understanding of how that specialization interacts with other specializations in the music production process.

Emphasis-specific courses

Also MUSC 2500

Demonstrate the appropriate entrepreneurial skills necessary for a freelance artist including but not limited to

portfolio development, networking, promotion/marketing and basic business bookkeeping.

MUSC 1300, MUSC 1200, and MUSC 2200

Demonstrate proficiency in academic understanding of the basic structures of music including the ability to compose and analyze music according to common theoretical practices generally accepted in the music industry.

MUSC 1110, MUSC 1120, MUSC 2110, and MUSC 2120

Also MUSC 1050, MUSC 1060, and MUSC 1540

Demonstrate proficiency in the ability to fluently read and write music notation in accordance with practices generally accepted in the music industry.

MUSC 1100, MUSC 1130, MUSC 1140, MUSC 2130, MUSC 2140

Also MUSC 1110, MUSC 1120, MUSC 2110, MUSC 2120, MUSC 1540, and MUSC 1060

Demonstrate proficiency in musical performance with appropriate expression, accuracy, and artistic value for works representing a variety of historical time periods and cultural backgrounds.

Private lessons (instrumental or vocal) and performance ensembles

Demonstrate understanding of the mathematic and scientific principles that are fundamental to the operation of the technology and tools used in the production of music commensurate with the student's music industry specialization.

MUSC 1550, MUSC 1515, MUSC 1520, MUSC 1530, MUSC 1560, MUSC 1540, MUSC 2540, and MUSC 2500

Student Standards of Performance

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

Program learning outcomes were chosen as a representation of the skills necessary for success as music professionals.

Program learning outcomes are listed below. Students will:

Demonstrate proficiency and an ability to contribute at a professional level to the production of both live and studio-recorded music for acoustic and electronic instruments with or without vocal parts.

Demonstrate the ability to work in a collaborative team environment on professional-quality music projects for both musical and non-musical clients.

Demonstrate the development of a professional-level specialization in the music industry, including an understanding of how that specialization interacts with other specializations in the music production process.

Demonstrate the appropriate entrepreneurial skills necessary for a freelance artist including but not limited to portfolio development, networking, promotion/marketing and basic business accounting.

Demonstrate proficiency in academic understanding of the basic structures of music including the ability to compose and analyze music according to common theoretical practices generally accepted in the music industry.

Demonstrate proficiency in the ability to fluently read and write music notation in accordance with practices generally accepted in the music industry.

Demonstrate proficiency in musical performance with appropriate expression, accuracy, and artistic value for works representing a variety of historical time periods and cultural backgrounds.

Demonstrate proficiency and understanding of the mathematic and scientific principles that are fundamental to the operation of the technology and tools used in the production of music commensurate with the student's music industry specialization.

Assessment of these program learning outcomes will be performed both formatively, as part of class-specific assessment for courses designed to teach these specific skills, and summatively, with annual assessment of the portfolios of completed work presented by graduating students as part of their professional portfolio review in their final semester using a rubric that measures students performance on projects included in their portfolios against accepted professional standards.


Appendix A: Program Curriculum


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

For variable credits, please enter the minimum value in the table for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box at the end of this appendix.





























		Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)					
General Education Credit Hour Sub-Total					9
Required Courses					
<input type="radio"/>	<input type="radio"/>	MUSC 0990		Recital Attendance (0 credit course - Must be taken 4 times)	0
<input type="radio"/>	<input type="radio"/>	MUSC 1110		Music Theory I	3
<input type="radio"/>	<input type="radio"/>	MUSC 1120		Music Theory II	3
<input type="radio"/>	<input type="radio"/>	MUSC 1130		Sight Singing/Ear Training I	1
<input type="radio"/>	<input type="radio"/>	MUSC 1140		Sight Singing/Ear Training II	1
<input type="radio"/>	<input type="radio"/>	MUSC 1150		Group Piano I	1
<input type="radio"/>	<input type="radio"/>	MUSC 1160		Group Piano II	1
<input type="radio"/>	<input type="radio"/>	MUSC 1200		Introduction to the Music Industry	1
<input type="radio"/>	<input type="radio"/>	MUSC 1300		Money & Creative Professionals	1
<input type="radio"/>	<input type="radio"/>	MUSC 1515		Basic Audio Production	3
<input type="radio"/>	<input type="radio"/>	MUSC 1520		Introduction to MIDI/Elec Music Comp	3
<input type="radio"/>	<input type="radio"/>			Performance Ensemble (Must be taken 2 times) - see list of <input type="checkbox"/>	2
<input type="radio"/>	<input type="radio"/>	MUSC 2110		Music Theory III	3
<input type="radio"/>	<input type="radio"/>	MUSC 2130		Sight Singing/Ear Training III	1
<input type="radio"/>	<input type="radio"/>	MUSC 2500		Music Production Group (Must be taken 2 times)	8
<input type="radio"/>	<input type="radio"/>	MUSC 2950		Professional Portfolio Review (to be taken during final semester <input type="checkbox"/>	0
<input type="radio"/>	<input type="radio"/>	MUSC 2540		Sampling, Synthesis & Sound Design	2
Choose of the following courses:					
<input type="radio"/>	<input type="radio"/>				
<input type="radio"/>	<input type="radio"/>				
Required Course Credit Hour Sub-Total					
					34
Elective Courses					
<input type="radio"/>	<input type="radio"/>				
Choose of the following courses:					
<input type="radio"/>	<input type="radio"/>				
<input type="radio"/>	<input type="radio"/>				
Elective Credit Hour Sub-Total					
					0
Core Curriculum Credit Hour Sub-Total					43

Can students complete this degree without emphases? Yes or ☒ No

	Course Number	NEW Course	Course Title	Credit Hours
	Name of Emphasis:		Recording Technology	
<input type="radio"/> <input type="radio"/>	MUSC 1530		Music Recording Techniques	4
<input type="radio"/> <input type="radio"/>	MUSC 1550		Musical Acoustics	3
<input type="radio"/> <input type="radio"/>	MUSC 1560		Music Mixing Techniques	3
<input type="radio"/> <input type="radio"/>	MUSC 2580		Audio Production and Mixing for Live Performance	3
<input type="radio"/> <input type="radio"/>			Private Vocal or Instrumental Lessons (Must be taken 2 times) – see 	2
Choose 1 of the following courses:				
<input type="radio"/> <input type="radio"/>	FLM 2065		Motion Picture Sound	4
<input type="radio"/> <input type="radio"/>	MUSC 2570		Game Audio Design	3
<input type="radio"/> <input type="radio"/>				
Emphasis Credit Hour Sub-Total				22
Total Number of Credits to Complete Program				65
	Remove this emphasis			

	Course Number	NEW Course	Course Title	Credit Hours
	Name of Emphasis:		Composition/Songwriting	
<input type="radio"/> <input type="radio"/>	MUSC 1050		Songwriting & Creative Process (FA)	3
<input type="radio"/> <input type="radio"/>	MUSC 1060		Songwriting II	2
<input type="radio"/> <input type="radio"/>	MUSC 1540		MIDI II/Media Music Comp	3
<input type="radio"/> <input type="radio"/>	MUSC 2350		Conducting Fundamentals	2
<input type="radio"/> <input type="radio"/>	MUSC 2510		Music Composition for Games and Interactive Media	3
<input type="radio"/> <input type="radio"/>	MUSC 2520		Music Scoring for Film	2
<input type="radio"/> <input type="radio"/>	MUSC 2530	<input checked="" type="checkbox"/>	Jingles and Music for Commercials	2
<input type="radio"/> <input type="radio"/>			Private Vocal or Instrumental Lessons (Must be taken 2 times) – see 	2
Choose of the following courses:				
<input type="radio"/> <input type="radio"/>				
<input type="radio"/> <input type="radio"/>				
<input type="radio"/> <input type="radio"/>				
Emphasis Credit Hour Sub-Total				19
Total Number of Credits to Complete Program				62
	Remove this emphasis			

	Course Number	NEW Course	Course Title	Credit Hours
	Name of Emphasis:		Performance	

	Course Number	NEW Course	Course Title	Credit Hours
 	MUSC 1050		Songwriting & Creative Process	3
 	MUSC 2200	×	Artist Promotion & Management	3
 	MUSC 2350		Conducting Fundamentals	2
 	MUSC 27X5		Private Vocal or Instrumental Lessons (Must be taken 2 times). see 	4
 	MUSC 17X5		Private Vocal or Instrumental Lessons (Must be taken 2 times) – see 	4
 			Performance Ensemble (2 additional times)	2
Choose 2 of the following courses:				
 	MUSC 1100		Intro to Music Theory	2
 	MUSC 2550		Music Internship (Variable credit course – take for at least 2 credits)	2
 	MUSC 2120		Music Theory IV	3
 	MUSC 2140		Sight Singing/Ear Training IV	1
 	MUSC 1060		Songwriting II	2
 	MUSC 2530	×	Jingles and Music for Commercials	2
 	MUSC 1550		Musical Acoustics	3
Emphasis Credit Hour Sub-Total				22
Total Number of Credits to Complete Program				65
	Remove this emphasis			

Program Curriculum Narrative

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

Students may use any combination of MUSC 1350, MUSC 1360, MUSC 1370, MUSC 1380, MUSC 1390, MUSC 1450, MUSC 1460, MUSC 1470, MUSC 1480, or MUSC 1490 (including repeating any of these classes for credit - which is the normal case) to fulfill the vocal or instrumental performance ensemble requirements. Students may repeat any performance ensemble classes for credit in this degree program.

Recording Technology and Composition/Songwriting emphasis students may use MUSC 1310, MUSC 1712, MUSC 1715, MUSC 1722, MUSC 1725, MUSC 1732, MUSC 1735, MUSC 1742, MUSC 1745, MUSC 1752, MUSC 1755, MUSC 1762, MUSC 1765, MUSC 1772, MUSC 1775, MUSC 2712, MUSC 2715, MUSC 2722, MUSC 2725, MUSC 2732, MUSC 2735, MUSC 2742, MUSC 2745, MUSC 2752, MUSC 2755, MUSC 2762, MUSC 2765, MUSC 2772, or MUSC 2775 to complete their private vocal or instrumental lesson instruction.

Performance emphasis students may only use MUSC 1310, MUSC 1715, MUSC 1725, MUSC 1735, MUSC 1745, MUSC 1755, MUSC 1765, MUSC 1775, MUSC 2715, MUSC 2725, MUSC 2735, MUSC 2745, MUSC 2755, MUSC 2765, or MUSC 2775 to complete their private lesson instruction requirement, and completion of the private lesson requirement for performance emphasis students must include taking 2000-level lessons at least twice.

Vocal students should take MUSC 1310 before enrolling in MUSC 1752 or MUSC 1755. Private lessons courses,

except for MUSC 1310, may be taken more than once for credit. Students must pass a proficiency jury to advance to the second year (2000) level of private applied instruction in a particular instrument or voice.

MUSC 2950 represents a review by full-time music faculty of a professional portfolio representing the body of the student's work during their time at SLCC. Students should start working on this portfolio in their first semester at SLCC and should add material to this portfolio every semester that they are in residence. In their final semester, when they intend to graduate, students should register for MUSC 2950. A passing grade in MUSC 2950 represents that the student has successfully completed the portfolio review requirement for graduation.

Degree Map

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see <http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf> (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below.

Recording Emphasis:

First Year

Semester:	Semester:
Course Cr/Hr	Course Cr/Hr
MUSC 0990 0	MUSC 0990 0
MUSC 1110 3	MUSC 1120 3
MUSC 1130 1	MUSC 1140 1
MUSC 1150 1	MUSC 1160 1
MUSC 1200 1	MUSC 1520 3
MUSC 1300 1	MUSC 1530 4
MUSC 1515 3	MUSC 1560 3
MUSC 1550 3	Private Lessons 1
Private Lessons 1	
Quantitative Studies (QS) 4	
TOTAL 18	TOTAL 16

Second Year

Semester:	Semester:
Course Cr/Hr	Course Cr/Hr
MUSC 0990 0	MUSC 0990 0
MUSC 2110 3	MUSC 2120 3
MUSC 2130 1	MUSC 2140 1
MUSC 2500 4	MUSC 2500 4
MUSC 2540 2	MUSC 2570 or FLM 2065 3 / 4
Performance Ensemble 1	MUSC 2580 3
ENGL 1010 3	MUSC 2950 0
COMMUNICATION (CM) 3	Performance Ensemble 1
TOTAL 17	TOTAL 15/16

Composition/Songwriting Emphasis

First Year

Semester:	Semester:
Course Cr/Hr	Course Cr/Hr
MUSC 0990 0	MUSC 0990 0
MUSC 1050 3	MUSC 1060 2
MUSC 1110 3	MUSC 1120 3
MUSC 1130 1	MUSC 1140 1
MUSC 1150 1	MUSC 1160 1
MUSC 1200 1	MUSC 1515 3
MUSC 1300 1	MUSC 1540 3
MUSC 1520 3	Private Lessons 1

Private Lessons 1	ENGL 1010 3
Quantitative Studies (QS) 4	
TOTAL 18	TOTAL 17

Second Year

Semester:	Semester:
Course Cr/Hr	Course Cr/Hr
MUSC 0990 0	MUSC 0990 0
MUSC 2110 3	MUSC 2120 3
MUSC 2130 1	MUSC 2140 1
MUSC 2500 4	MUSC 2350 2
MUSC 2520 2	MUSC 2500 4
MUSC 2530 2	MUSC 2510 3
MUSC 2540 2	MUSC 2950 0
Performance Ensemble 1	Performance Ensemble 1
	COMMUNICATION (CM) 3

TOTAL 15	TOTAL 17
----------	----------

Performance Emphasis

First Year

Semester:	Semester:
Course Cr/Hr	Course Cr/Hr
MUSC 0990 0	MUSC 0990 0
MUSC 1110 3	MUSC 1050 3
MUSC 1130 1	MUSC 1120 3
MUSC 1150 1	MUSC 1140 1
MUSC 1200 1	MUSC 1160 1
MUSC 1300 1	MUSC 1515 3
MUSC 1520 3	MUSC 2200 3
Performance Ensemble 1	Performance Ensemble 1
Private Lessons 2	Private Lessons 2
Quantitative Studies (QS) 4	
TOTAL 17	TOTAL 17

Second Year

Semester:	Semester:
Course Cr/Hr	Course Cr/Hr
MUSC 0990 0	MUSC 0990 0
MUSC 2110 3	MUSC 2120 3
MUSC 2130 1	MUSC 2140 1
MUSC 2500 4	MUSC 2350 2
MUSC 2540 2	MUSC 2500 4
Performance Ensemble 1	MUSC 2950 0
Private Lessons 2	Performance Ensemble 1
ENGL 1010 3	Private Lessons 2
	COMMUNICATION (CM) 3
TOTAL 16	TOTAL 16

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff

Identify # of department faculty / staff (headcount) for the year preceding implementation of proposed program.

	# Tenured	# Tenure -Track	# Non -Tenure Track	
Faculty: Full Time with Doctorate	0	1	0	
Faculty: Part Time with Doctorate	0	0	0	
Faculty: Full Time with Masters	1	1	0	
Faculty: Part Time with Masters	0	0	0	
Faculty: Full Time with Baccalaureate	0	0	0	
Faculty: Part Time with Baccalaureate	0	0	0	
Teaching / Graduate Assistants			0	
Staff: Full Time	0	0	0	
Staff: Part Time	0	0	0	

Part II. Proposed Program Faculty Profiles

List current faculty within the institution -- with academic qualifications -- to be used in support of the proposed program(s).

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
	Thomas	Baggaley	T	C.Ph./M.A.	University of California, Los Angeles (UCLA)	100	
	Juan	Pereira	TT	D.M.A.	University of Michigan	100	
	Matt	Starling	TT	M.S.	Indiana University, Purdue University Indianapolis	100	
Part Time Faculty							

Part III: New Faculty / Staff Projections for Proposed Program

Indicate the number of faculty / staff to be hired in the first three years of the program, if applicable. Include additional cost for these faculty / staff members in Appendix D.

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate	0	0	0		
Faculty: Part Time with Doctorate	0	0	0		
Faculty: Full Time with Masters	0	0	0		
Faculty: Part Time with Masters	0	0	0		
Faculty: Full Time with Baccalaureate	0	0	0		
Faculty: Part Time with Baccalaureate	0	0	0		
Teaching / Graduate Assistants			0		
Staff: Full Time	0	0	0		
Staff: Part Time	0	0	0		

Appendix D: Projected Program Participation and Finance

Part I.

Project the number of students who will be attracted to the proposed program as well as increased expenses, if any. Include new faculty & staff as described in Appendix C.

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department	135	135	140	145	145	150
# of Majors in Proposed Program(s)	////	40	65	85	90	95
# of Graduates from Department	31	31	31	31	35	40
# Graduates in New Program(s)	////	0	0	15	15	15
Department Financial Data						
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
EXPENSES – nature of additional costs required for proposed program(s)						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)	\$404,009	\$12,120	\$12,483	\$12,858		
Operating Expenses (equipment, travel, resources)	\$42,000					
Other:						
TOTAL PROGRAM EXPENSES	////	\$12,120	\$12,483	\$12,858		
TOTAL EXPENSES	\$446,009	\$458,129	\$458,492	\$458,867		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation						
Appropriation	\$312,207	\$8,484	\$8,739	\$9,001		
Special Legislative Appropriation						
Grants and Contracts						
Special Fees						
Tuition	\$133,802	\$3,637	\$3,746	\$3,857		
Differential Tuition (requires Regents approval)						
PROPOSED PROGRAM FUNDING	////	\$12,121	\$12,485	\$12,858		
TOTAL DEPARTMENT FUNDING	\$446,009	\$458,130	\$458,494	\$458,867		
Difference						
Funding - Expense	\$0	\$1	\$2	\$0		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

Faculty expenses are already existing program lines. Additional personal costs reflect the approved compensation increase for 2024 (Year 1) and an estimated compensation increase at 3.0% each subsequent year. No additional funding is needed for this consolidated AAS degree.

Part III: Describe funding sources

Revenue Narrative 1

Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.

At this time 70% for Appropriation and 30% for tuition for 1000 and 2000 level courses was used.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

There are no specific plans to solicit additional funds outside the institutional allocations.

**Utah System of Higher Education
Notification of Changes to Existing Academic Program**

Institution Submitting Request: Salt Lake Community College

Current *NEW (if applicable)*

Program Title: Music Recording Technology

Sponsoring School, College, or Division: School of Arts,
Communication, and Media

Sponsoring Academic Department(s) or Unit(s): Communication & Performing
Arts Division

Classification of Instruction Program Code¹: 10.0203

Min/Max Credit Hours Required for Full Program: 69 /

Proposed Effective Term for Program Change²: Fall 2024

Institutional Board of Trustees' Approval Date: 06/12/2024

Award Type: AAS

<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 -- <i>Attached Signed MOU</i>

Program Change Type (check all that apply):

Program Change Description/Narrative

Briefly describe program change. For program discontinuance or suspension, include teach out plan.

The Music Recording Technology and Media Music AAS degrees are being consolidated into a single degree program with emphases in recording technology, composition/songwriting and performance. The purpose is to simplify the music offerings at SLCC to make it easier for students to navigate the choices available to them. Assessment of the music program has found that several students entering the program each year have been misunderstanding the difference between the existing programs, causing them to enroll in a program that does not align well with their career goals. Restructuring the program in this way and naming the emphases in a clearer manner will help to avoid this for future students. The proposed changes also serve to better align SLCC's terminology and course offerings with similar programs offered at other USHE schools. As part of this process, the existing AAS Music Recording Technology program is being discontinued, contingent upon approval of the new AAS Commercial Music degree.

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

² "Proposed Effective Term" refers to term when change to program is published. **For Suspensions and Discontinuations**, "effective term" refers to the term the program will suspend admissions.

Chief Academic Officer (or Designee) Signature:

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

Please type your first and last name _____

Date:

☐

I understand that checking this box constitutes my legal signature.

**Utah System of Higher Education
Notification of Changes to Existing Academic Program**

Institution Submitting Request: Salt Lake Community College

Current *NEW (if applicable)*

Program Title: Media Music

Sponsoring School, College, or Division: School of Arts,
Communication, and Media

Sponsoring Academic Department(s) or Unit(s): Communication & Performing
Arts Division

Classification of Instruction Program Code¹: 50.0913

Min/Max Credit Hours Required for Full Program: 69 / /

Proposed Effective Term for Program Change²: Fall 2024

Institutional Board of Trustees' Approval Date: 06/12/2024

Award Type: AAS

<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 -- <i>Attached Signed MOU</i>

Program Change Type (check all that apply):

Program Change Description/Narrative

Briefly describe program change. For program discontinuance or suspension, include teach out plan.

The Music Recording Technology and Media Music AAS degrees are being consolidated into a single degree program with emphases in recording technology, composition/songwriting and performance. The purpose is to simplify the music offerings at SLCC to make it easier for students to navigate the choices available to them. Assessment of the music program has found that several students entering the program each year have been misunderstanding the difference between the existing programs, causing them to enroll in a program that does not align well with their career goals. Restructuring the program in this way and naming the emphases in a clearer manner will help to avoid this for future students. The proposed changes also serve to better align SLCC's terminology and course offerings with similar programs offered at other USHE schools. As part of this process, the existing AAS Media Music program is being discontinued, contingent upon approval of the new AAS Commercial

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

² "Proposed Effective Term" refers to term when change to program is published. **For Suspensions and Discontinuations**, "effective term" refers to the term the program will suspend admissions.

Music degree.

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.

Date:

☐

I understand that checking this box constitutes my legal signature.

Teach Out Plan

The Media Music (AAS) and Music Recording Technology (AAS) degrees are to be consolidated into a single, new Commercial Music (AAS) degree. As part of this process, the existing Media Music and Music Recording Technology degrees will be discontinued. While not all of the courses previously included in these degrees will continue to be offered, the new degree program includes enough courses from the existing degree plans for students who have begun to pursue these degrees to be able to meet all of their graduation requirements. Courses that are being discontinued that belonged to either of these degrees were considered elective credits and sufficient courses will remain to meet these elective requirements. SLCC will no longer allow students to begin to pursue these degrees upon their discontinuation, but all students in the program should still be able to successfully complete the requirements of the degrees in a timely manner.

Students who still have not completed one of these degrees as required in their catalog year within the five (5) year catalog year policy window, will be moved into the new Commercial Music (AAS) degree program and expected to complete the requirements of that degree in order to graduate.



TAB O

02 April 2024

MEMORANDUM

TO: Executive Cabinet
FROM: Jason Pickavance, Interim Provost of Academic Affairs
Rachel Divine Lewis, Associate Provost
SUBJECT: New Certificates in Behavioral Health Technician and Substance Use Disorder Counselor

The proposal for both new certificates is in response to meetings with state personnel requesting Salt Lake Community College (SLCC) explore the development of new training certificates and programs to provide relief to the statewide shortage of health and human service professionals, as well as expedite the period required for training completion. With support from the Utah Department of Commerce, President Huftalin, and the Utah System of Higher Education (USHE), the Social Work program is seeking approval for a Behavioral Health Technician (BHT) and a Substance Use Disorder Counselor (SUDC) CTE Certificates of Proficiency. These certificates provide students with the required classroom training and applied internship experience to work in the fields of addictions counseling and behavioral health and will expand Utah's professionally trained health and human service professional workforce.

Behavioral Health Technician – CTE Certificate of Proficiency

The Behavior Health Technician (BHT) certificate prepares students through classroom training and internship experience to enter the rapidly expanding health and human service workforce with a focus on supporting licensed healthcare professionals. Recipients of this certificate will be eligible to apply for a professional designation developed by USHE to address the growing need for health and human service workers in our community. BHT's will work in entry-level front-line positions providing direct client care and support to individuals experiencing mental and behavioral health and disability related challenges across many healthcare environments. The certificate requires the development of one new course (SW 2990) and will use seven preexisting courses within the Social Work program to meet all certificate requirements.

Because the BHT certificate includes existing Social Work program courses and does not require prerequisite or non-Social Work course completion, no increase to course and program enrollment numbers outside of the Social Work program are expected. Additionally, the Social Work program received an ongoing grant through Talent Ready Utah to support two part-time positions to manage (1) the projected expansion of the number of community partners that are providing internship and employment opportunities to BHT-CP students and (2) the projected increase in the number of students completing internships.

Substance Use Disorder Counselor – CTE Certificate of Proficiency

SLCC students can complete the Substance Use Disorder Counselor (SUDC) training concurrently with their associate degree at SLCC. The certificate is accessible to all college students and limits barriers to completion including guaranteed admission with completion of prerequisites, consolidated content into fewer courses, a rotating course schedule to meet students' employment and family responsibilities (daytime and evening offerings), lower tuition, textbooks, and fees which results in an expedited entry into the workforce. Many SLCC students originate from at-risk communities, this certificate will prepare them to return and provide crucial services in their communities.

This certificate will become the third SUDC training program in Utah joining Utah Valley University and the University of Utah. However, the certificate at SLCC is significantly different because it is the only open-enrollment training at the community college level where students will be able to obtain professional licensure through DOPL upon completion of their associate degree. UVU and UU programs are available at four-year universities, require formal admissions, have higher tuition and course fees, require more courses than this proposal, and exclusively utilize upper-division coursework because they are housed within bachelor's degree programs.

Both certificates were approved by the Senate Curriculum Committee on Monday, 12 February 2024 and the Monday, 18 March 2024 Faculty Senate meeting.

The Interim Provost recommends Executive Cabinet approve the certificates as presented, effective Fall Semester 2024.

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

Institution Submitting Request: Salt Lake Community College

Proposed or Current Program Title: Behavioral Health Technician

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

Sponsoring Academic Department(s) or Unit(s): Education, Family & Human Studies, Social Work Department

Classification of Instructional Program Code¹ : 51.2212

Min/Max Credit Hours Required of Full Program: 22 /

Proposed Beginning Term²: Fall 2024

Institutional Board of Trustees' Approval Date: 06/12/2024

<input type="checkbox"/>	Certificate of Proficiency	<input checked="" type="checkbox"/>	CTE CP
<input type="checkbox"/>	Certificate of Completion	<input type="checkbox"/>	CTE CC
<input type="checkbox"/>	Minor		
<input type="checkbox"/>	Post-Baccalaureate Certificate		
<input type="checkbox"/>	Post-Masters Certificate		
<input type="checkbox"/>	K-12 Endorsement Program		
<input type="checkbox"/>	NEW Emphasis for Existing Program		
<input type="checkbox"/>	Out of Service Area Delivery Program	<input type="checkbox"/>	Attach signed MOU

Program Description/Narrative

Brief describe new program. If a CTE certificate, describe collaboration with other state-funded CTE providers in service area.

This proposal was developed in response to meetings with state personnel requesting Salt Lake Community College (SLCC) explore the development of new training certificates and programs to provide relief to the statewide shortage of health and human service professionals, as well as expedite the time frame required for training completion. With support from the Utah Department of Commerce, President Huftalin, and the Utah System of Higher Education (USHE), the Social Work program is seeking approval for a new Pell eligible, one-year, Behavioral Health Technician CTE Certificate of Proficiency (BHT-CP). SLCC is one of four institutions of higher learning in the state of Utah that has been granted funding for the development and ongoing delivery of the new BHT-CP by the Utah System of Higher Education's (USHE) Talent Ready Utah program, effective spring semester 2024.

The (BHT-CP) prepares students through classroom training and internship experience to enter the rapidly expanding health and human service workforce with a focus on supporting licensed healthcare professionals in treating and caring for individuals with behavioral health disorders, while promoting the recovery and well-being of clients. The BHT-CP consists of seven courses totaling 22 credit hours, including an internship. Recipients of the BHT-CP will be eligible to apply for this professional designation developed by USHE to address the growing need for health and human service workers in our community. BHT's will work in entry level front line positions providing direct client care and support to individuals experiencing mental and behavioral health and disability related

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

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

challenges across many healthcare environments.

Chief Academic Officer (or Designee) Signature:

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

Please type your first and last name

Date:

☐ I understand that checking this box constitutes my legal signature.

Salt Lake Community College
PCO Curriculum and Learning Outcomes
for Certificate of Proficiency (CP)

Program Title: Behavioral Health Technician: CP CTE (BHT)

Credential: Certificate of Proficiency (CP)

Total Cr: 22

PROGRAM LEARNING OUTCOMES

Program Student Learning Outcomes mapped to [SLCC College-Wide Student Learning Outcomes](#).

- | | |
|------------------------------------|---|
| 1. Acquire substantive knowledge | 6. Knowledge and skills to be civically engaged |
| 2. Communicate effectively | 7. Work with others in a professional and constructive manner |
| 3. Develop quantitative literacies | 8. Develop information literacy |
| 4. Think critically | 9. Develop computer literacy |
| 5. Express creatively | |

Program Learning Outcomes	SLCC CWSLO #
Demonstrate competent knowledge of the field of behavioral health, interpersonal skills, and practice behaviors as outlined and required for Behavioral Health Technician designation through the Utah Division of Professional Licensing.	1, 4
Engage evidenced-based and research-informed practices in the areas of case and resource management, client assessment, documentation, and intervention planning.	3, 8
Apply ethical and professional conduct within the approved scope of practices as a Behavioral Health Technician, in the context of a community-internship setting.	2, 6
Employ culturally competent and gender-sensitive approaches to advocacy and practice with underserved and other vulnerable populations.	6, 7
Build a professional portfolio of interpersonal and written employment-ready skills leading to gainful employment.	5, 9

See [SLCC Assessment webpage](#) for additional details about College-Wide Student Learning Outcomes

REQUIRED COURSES (22 cr)

All course changes (title, credit, pre-req, semester taught, etc ...) must be proposed on the CCO document.

Prefix	Number	Title	Cr/Hrs
SW	1010	Social Work and Social Welfare: The Profession and Institution	3
SW	2100	Human Behavior in Social Environment	3
SW	2715	Introduction to Dynamics of Addiction	3
SW	2720	Mental Health	3
SW	2750	Ethics and the Mental Health Profession	3
SW	2940	Social Work-BHT-SUDC Internship	3
SW	2990	Practice for Behavioral Health	4
TOTAL:			22

Behavioral Health Technician: CP CTE

2. 2024-25 Program Proposal - NEW

Read Before You Begin

FILL IN all fields required for the program.

ATTACH supporting documentation.

Complete the **Acknowledgement** section.

LAUNCH proposal by clicking Validate and Launch at the top. Once the proposal has been launched, **APPROVE** the proposal to move the proposal forward in the workflow.

IMPORTANT: If you are revising or creating any courses within this **NEW** program, please ensure a Course Proposal has also been submitted.

This program proposal form is to create a **NEW** program, if you need to **REVISE**, **SUSPEND**, or **DISCONTINUE** a program please use the program proposal form designed for that purpose.

Program Curriculum Outline (PCO)

Requesting Division*

Education, Family & Human Studies, & Social Work

Program Title* Behavioral Health Technician: CP CTE

Credential Type*

Certificate of Proficiency
CTE

Area of Study*

Social & Behavioral
Sciences, Education, and
Human Services

Is this a Salt Lake
Technical College
program?*

☐ Yes
☒ No

Rationale for new
program*

This proposal was developed in response to meetings with State personnel requesting that Salt Lake Community College explore the development of new training certificates and programs to provide relief to the statewide shortage of health and human service professionals, as well as expedite the time frame required for training completion. With support from the Utah Department of Commerce, President Huftalin, and the Utah System of Higher Education (USHE), the Social Work program is seeking approval for a new one-year Behavioral Health

(SW 2990), the Social Work program is seeking approval for a new one year, Behavioral Health Technician CTE Certificate of Proficiency (BHT-CP).

Effective Year

Fall 2024

If other than next catalog year, list semester and provide rationale.

What is the impact of this new program on other SLCC programs and courses?*

The impact of the BHT-CP on other SLCC programs and courses is minimal to none. The BHT-CP requires the development of one new course (SW 2990) and will utilize seven preexisting courses within the Social Work program to meet all certificate requirements. Because the BHT-CP has been mapped onto existing Social Work program courses and does not require prerequisite or non-Social Work course completion, no increase to course and program enrollment numbers outside of the Social Work program are expected.

Additionally, the Social Work program received an ongoing grant through Talent Ready Utah to support two part-time positions to manage (1) the projected expansion of the number of community partners that are providing internship and employment opportunities to BHT-CP students and (2) the projected increase in the number of students completing internships.

What is the impact of this new program on the department, division, and school?*

The impact of the BHT-CP on the school and college will be more pronounced, as this certificate will be the first BHT training certificate in the State of Utah. Considering the ongoing collaboration with, and continued requests from State leadership to develop expedited professional training certificates and programs resulting in immediate employment following graduation, it is expected that the division and school will benefit from statewide support, as well as significantly expanded community agency and organization internship and job placement relationships. It is also expected that State funding will continue to increase through employment ready grants (e.g., Talent Ready Utah, HRSA), which target support to institutions preparing students for immediate employment in the field of health and human services following completion of the certificate. Because BHT-CP training will be available to all students regardless of whether they have graduated with an associate degree, it is expected that the BHT-CP will increase department and college enrollments, student retention and graduation rates, and employment in their field of study by year two (once community relationships are developed), as students will now be able to obtain a professional credential and procure immediate employment upon completion of the BHT-CP. It is additionally projected that previous SLCC graduates may return to complete the new SW2990 course and any other outstanding courses to qualify for the professional Behavioral Health Technician (BHT) credential to improve employability and base compensation in the workforce.

Program Narrative

Program Webpage* <https://www.slcc.edu/socialwork/index.aspx>. Website edits including the addition of the BHT will be made upon certificate approval.

Program Description*	<p>The BHT-CP will prepare students through classroom training and internship experience to enter the rapidly expanding health and human service workforce, with a focus on supporting licensed healthcare professionals in treating and caring for individuals with behavioral health disorders, while promoting the recovery and well-being of clients. The BHT-CP consists of seven courses totaling 22 credit hours, including an internship. Recipients of the BHT-CP will be eligible to apply for the Behavioral Health Technician (BHT) professional credential developed by USHE to address the growing need for health and human service workers in our community. BHTs will work in entry-level front-line positions providing direct client care and support to individuals experiencing mental and behavioral health and disability related challenges across many healthcare environments.</p>
Program Entry Requirements*	<p>Prior to beginning BHT-CP coursework, students must be formally admitted to Salt Lake Community College and declare a degree or certificate path in the School of Humanities and Social Sciences.</p>
Career Opportunities*	<p>Solidified career paths and employment opportunities will continue to develop as SLCC, USHE, and our community partners educate community leaders and organizations about the BHT designation, the BHT professional scope of practice, core practice competencies gained within BHT-CP coursework and training, and employment gained following student internship completion.</p> <p>Initial estimations based on government, non-profit, and private organization responses to the BHT designation project career opportunities and immediate gainful employment following completion of the BHT-CP within an array of professional settings, but not limited to:</p> <p>Government: Valley Mental Health, Wasatch Mental Health, law enforcement, homeless shelters, crisis hotlines and crisis response units, Juvenile Justice and Youth Services, Division of Child and Family Services, Utah State Hospital, public and private schools (K-12).</p> <p>Private: Mental health counseling agencies, residential treatment facilities, substance treatment facilities, hospitals and ambulatory medical settings, and home health and hospice agencies.</p> <p>Non-profit: MS Society, United Way, The Refuge Utah, The Rape Recovery Center, etc.</p>
Gainful Employment	<p>Not applicable. Proposal is for a Certificate of Proficiency, not a Certificate of Completion.</p>
Transfer Articulation Information*	<p>None. BHT-CP coursework may be accepted as lower division elective credit at a four-year institution. However, the BHT-CP will not articulate to outside institutions because each BHT-CP training program has been granted the autonomy to develop its own curriculum, so long as the core training requirements are met, as outlined by USHE.</p>

Specialized Program Accreditation

The BHT-CP does not require accreditation and is not accredited by an outside or specialized organization.

Recipients of the BHT-CP who have completed all required coursework will be permitted to apply for the BHT designation.

Fees

Books* N/A

Supplies* N/A

Course Fees* N/A

Other (specify)

General Education

**For AAS Degree only,
what is the number of
Distribution courses
required.**

**Does the program
include embedded,
recommended or
specific required
General Education?***

☐ Yes, Required or Embedded
☐ Yes, Recommended
☒ No

**What General
Education
designations are
embedded,
recommended or
required?**

**Rationale for
embedded, required
or recommended
General Education
designation in the
Program.**

**For embedded
General Education,
how are the criteria
and outcomes
addressed.**

Curriculum

Total Credits/Hours* 22 Credits

Estimated Time to 1 Year

Program Curriculum*

SW1010 Social Work and Social Welfare

Introduction to the history and development of the social work profession. The roles of a social worker are explored in historical and contemporary social, political, economic, and cultural contexts in society.

SW2100 Human Behavior in Social Environment

This course will introduce students to the dynamics of human behavior in the social environment focusing on the interrelatedness of the biological, psychological and social dimensions of human behavior.

SW2715 Introduction to Dynamics of Addiction

The course examines current research regarding substance use disorders; the interplay between research and practice; the biological, sociological and psychological factors related to the development of substance use disorders; and the assessment and intervention process in substance use disorder counseling.

SW2720 Mental Health

This introductory course will discuss modalities and variables contributing to mental health issues and disorders. Several theoretical models of intervention will be discussed and used to provide the student a simulated clinical experience in the controlled environment of the class room. DSM-V will be introduced as it is the primary diagnostic tool used in the United States.

SW2750 Ethics and the Social Work Professional

This course will examine complex ethical aspects faced by social workers in professional practice utilizing the NASW Code of Ethics. Useful models and tools will be introduced to develop ethically appropriate professional behaviors. In preparation for ethical global practice the International Federation of Social Workers Ethical Principles will also be integrated.

SW2940 Social Work-BHT-SW Internship

This course is offered to social work students at the culmination of their course work in social work. It is offered once a week and includes a supervised internship/work experience in a community agency/organization; the internship placement is completed by the Social Work Internship Instructor.

SW2990 Practice for Behavioral Health

This course is designed to introduce students to client engagement and practice in the behavioral health field and utilizes the Planned Change Model with individuals and families. Topics include effectively developing communication skills, building client rapport and the professional relationship, case documentation, crisis assessment and safety planning, domestic violence and other types of abuse, mandatory reporting laws, the client engagement process, managing complex needs, principles and practice of case management and coordination of care in human services, signs of compassion fatigue and interventionist burnout. All content will be engaged through an evidence-informed lens for practice behaviors for client engagement, assessment, intervention, evaluation, and termination.

Learning Outcomes

Complete the fields below with the program-level student learning outcomes and indicate how they align to the SLCC Student Learning Outcomes.

See [SLCC Assessment webpage](#) for additional details about College-Wide Student Learning Outcomes.

1. Acquire substantive knowledge
2. Communicate effectively
3. Develop quantitative literacies
4. Think critically
5. Express creatively
6. Knowledge and skills to be civically engaged
7. Work with others in a professional and constructive manner
8. Develop information literacy
9. Develop computer literacy

Program Learning Outcome #1*

Demonstrate competent knowledge of the field of behavioral health, interpersonal skills, and practice behaviors as outlined and required for Behavioral Health Technician designation through the Utah Division of Professional Licensing.

#1 SLO Alignment*

1. Acquire substantive knowledge

4. Think critically

Program Learning Outcome #2*

Engage evidenced-based and research-informed practices in the areas of case and resource management, client assessment, documentation, and intervention planning.

#2 SLO Alignment*

8. Develop information literacy

3. Develop quantitative literacies

Program Learning Outcome #3*

Apply ethical and professional conduct within the approved scope of practices as a Behavioral Health Technician, in the context of a community-internship setting.

#3 SLO Alignment*

2. Communicate effectively

6. Knowledge and skills to be civically engaged

Program Learning Outcome #4*

Employ culturally competent and gender-sensitive approaches to advocacy and practice with underserved and other vulnerable populations.

#4 SLO Alignment*

6. Knowledge and skills to be civically engaged

7. Work with others in a professional and constructive manner

Program Learning Outcome #5

Build a professional portfolio of interpersonal and written employment-ready skills leading to gainful employment.

#5 SLO Alignment

5. Express creatively

9. Develop computer literacy

Program Learning Outcome #6

#6 SLO Alignment

Program Learning Outcome #7

#7 SLO Alignment

Program Learning Outcome #8

#8 SLO Alignment

Program Learning Outcome #9

#9 SLO Alignment

Acknowledgements and Attachments

Please attach any required files by navigating to the right side menu and clicking "Files". Record when this has been completed in the checkbox, below.

- Acknowledgement*** ☒ I acknowledge that all areas of this proposal are complete as required for this proposal.
- ☒ Curriculum Outline (PCO3 template found on Curriculum SharePoint)
 - ☒ Program Pathway (PCO4 template found on Curriculum SharePoint)
 - ☒ R401
 - ☒ Articulation Agreement (for all AS & AA degrees)
 - ☒ Gainful Employment (for Certificates of Completion)
 - ☒ Financial Aid Evaluation

Alpha Ordering

Acalog Owner

July 25, 2023

To: Utah System of Higher Education – Talent Ready Utah

From: Reach Counseling LLC

RE: Behavioral Health certificate program

To whom it may concern,

I am pleased to offer this letter of support for the Social Work program with Salt Lake Community College as they prepare their application to develop and implement a Behavioral Health certificate program to meet the requirements of the State's new Behavioral Health Technician certification.

Reach Counseling has a relationship with the SLCC SW program as a field practicum site. Our agency provides training and support to social work students. We look forward to working with the Social Work faculty and program with Salt Lake Community College should they receive the grant for funding of the BHT certificate and are committed to supporting the development of paraprofessionals to benefit our community.

Sincerely,

Ashley Henderson, LCSW/owner

Reach Counseling LLC

ashleyh@reachcounselingutah.com



556 East 300 South #108
American Fork, UT 84003
Phone: 801-980-2566
Fax: 801-610-2017

2046 Murray Holladay Road #101
Holladay, UT 84117

39 N Professional Way #4
Payson, UT 84651

491 E Riverside Drive #3A
St. George, UT 84790

To: Utah System of Higher Education – Talent Ready Utah

From: Zest for Life Counseling

RE: Behavioral Health certificate program

To whom it may concern,

It is a joy to provide a supporting letter for Salt Lake Community College's Social Work program. The new Behavioral Health Technician Certificate holds potential to be instrumental in supporting the mental health needs of our communities and I am confident in the Salt Lake Community College Social Work program's ability to exceed the State's requirements to successfully develop and implement the new Behavioral Health certificate program.

Zest for Life Counseling has an existing relationship with the Salt Lake Community College's Social Work program as a field practicum site. Our agency provides substantial training to our social work interns on case management, crisis evaluation, domestic violence, and trauma informed care. Should the Social Work program at Salt Lake Community College receive the funding for the Behavioral Health Technician certificate the internship experience for Salt Lake Community College Social Work students would foster the development of competent paraprofessionals that benefit our communities in need.

Sincerely,

Todd Spencer PhD, LMFT
Director of Clinical Training
Partner Zest for Life Counseling

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

Institution Submitting Request:	Salt Lake Community College	
Proposed or Current Program Title:	Substance Use Disorder Counselor	
Sponsoring School, College, or Division:	School of Humanities and Social Sciences	
Sponsoring Academic Department(s) or Unit(s):	Education, Family & Human Studies, Social Work Department	
Classification of Instructional Program Code¹ :	51.1501	
Min/Max Credit Hours Required of Full Program:	16	/
Proposed Beginning Term²:	Fall	2024
Institutional Board of Trustees' Approval Date:	06/12/2024	

<input type="checkbox"/>	Certificate of Proficiency	<input checked="" type="checkbox"/>	CTE CP
<input type="checkbox"/>	Certificate of Completion	<input type="checkbox"/>	CTE CC
<input type="checkbox"/>	Minor		
<input type="checkbox"/>	Post-Baccalaureate Certificate		
<input type="checkbox"/>	Post-Masters Certificate		
<input type="checkbox"/>	K-12 Endorsement Program		
<input type="checkbox"/>	NEW Emphasis for Existing Program		
<input type="checkbox"/>	Out of Service Area Delivery Program	<input type="checkbox"/>	Attach signed MOU

Program Description/Narrative

Brief describe new program. If a CTE certificate, describe collaboration with other state-funded CTE providers in service area.

This proposal was developed in response to meetings with state personnel requesting that Salt Lake Community College (SLCC) explore the development of new training certificates and programs to provide relief to the statewide shortage of health and human service professionals, as well as expedite the time frame required for training completion. With support from the Utah Department of Commerce, President Huftalin, and the Utah System of Higher Education (USHE), the Social Work program is seeking approval for a new one-year, Substance Use Disorder Counselor CTE Certificate of Proficiency (SUDC), to begin fall semester 2024. The SUDC Certificate provides students with the required classroom training and applied on-site practicum experience to work in the field of addictions counseling with individuals and groups as a Substance Use Disorder Counselor. The Certificate consist of five courses totaling 16 credit hours, including a 200 hour internship under the supervision of a licensed addictions counselor. Upon completion of an associate degree and the certificate and, students will be eligible to sit for the national exam for a SUDC license.

The certificate was developed to increase accessibility to all college students. It will also limit barriers to completion including guaranteed admission with completion of prerequisites, offer lower tuition and textbooks and fees, consolidate content into less courses resulting in expedited entry into the workforce, provide flexible attendance policies to limit transportation barriers (in-person or synchronous), and offer a rotating course schedule to meet student's employment and family responsibilities (daytime and evening offerings), and more. Many SLCC

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

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

students originate from underrepresented and at-risk communities. Following completion of the certificate, students will be prepared to return to their communities to provide these crucial services.

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.

Date:

☐ I understand that checking this box constitutes my legal signature.

Salt Lake Community College

PCO Curriculum and Learning Outcomes

for Certificate of Proficiency (CP)

Program Title: Substance Use Disorder Counselor: CP CTE (SUDC)

Credential: Certificate of Proficiency (CP)

Total Cr: 16

PROGRAM LEARNING OUTCOMES

Program Student Learning Outcomes mapped to [SLCC College-Wide Student Learning Outcomes](#).

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Acquire substantive knowledge 2. Communicate effectively 3. Develop quantitative literacies 4. Think critically 5. Express creatively | <ol style="list-style-type: none"> 6. Knowledge and skills to be civically engaged 7. Work with others in a professional and constructive manner 8. Develop information literacy 9. Develop computer literacy |
|--|---|

Program Learning Outcomes	SLCC CWSLO #
Employ culturally competent and gender-sensitive approaches to working with diverse groups, populations and communities.	6, 2
Demonstrate the professional values and ethical standards of practice set for by the National Association of Social Workers (NASW) and National Association for Alcoholism and Drug Abuse Counselors (NAADAC).	6, 1, 9
Apply the 12 Core Functions of Substance Use Disorder Counseling across all levels of the continuum of care.	3, 5
Describe the professional skills, responsibilities, appropriate scope of practice, requirements for supervision, and documentation and reporting requirements of a Substance Use Disorder Counselor.	1,7
Demonstrate an applied knowledge of the etiology, prevalence, treatment, and rehabilitation of substance use disorders.	4, 6
Demonstrate an applied knowledge of the neurobiological, behavioral, emotional, and social effects of psychoactive substances.	4, 8

See [SLCC Assessment webpage](#) for additional details about College-Wide Student Learning Outcomes

REQUIRED COURSES (16 cr)

All course changes (title, credit, pre-req, semester taught, etc ...) must be proposed on the CCO document.

Prefix	Number	Title	Cr/Hrs
SW	2715	Introduction to Dynamics of Addiction	3
SW	2910	Introduction to Professional Skills for SUDC	3
SW	2935	Introduction to Addictions Counseling for SUDC	3
SW	2950	Introduction to Neurobiology of Addiction for SUDC	3
SW	2940	Social Work-BHT-SUDC Internship	4
TOTAL:			16

Substance Use Disorder Counselor: CP CTE

2. 2024-25 Program Proposal - NEW

Read Before You Begin

FILL IN all fields required for the program.

ATTACH supporting documentation.

Complete the **Acknowledgement** section.

LAUNCH proposal by clicking Validate and Launch at the top. Once the proposal has been launched, **APPROVE** the proposal to move the proposal forward in the workflow.

IMPORTANT: If you are revising or creating any courses within this NEW program, please ensure a Course Proposal has also been submitted.

This program proposal form is to create a NEW program, if you need to REVISE, SUSPEND, or DISCONTINUE a program please use the program proposal form designed for that purpose.

Program Curriculum Outline (PCO)

Requesting Division*

Education, Family & Human Studies, & Social Work

Program Title* Substance Use Disorder Counselor: CP CTE

Credential Type*

Certificate of Proficiency
CTE

Area of Study*

Social & Behavioral
Sciences, Education, and
Human Services

Is this a Salt Lake
Technical College
program?*

☐ Yes
☒ No

Rationale for new program*

This proposal was developed in response to meetings with State personnel requesting that Salt Lake Community College explore the development of new training certificates and programs to provide relief to the Statewide shortage of health and human service professionals, as well as expedite the time frame required for training completion. With support from the Utah Department of Commerce, President Huftalin, and the Utah System of Higher Education (USHE), the Social Work program is seeking approval for a new one-year CTE certificate to train Social Work students as Substance Use Disorder Counselors (SUDCs). The new Certificate of Proficiency, the SUDC-CP, will provide students with the required classroom training and applied internship experience to work in the field of addictions counseling as a SUDC and will expand Utah's professionally trained health and human service professional workforce.

The SUDC-CP would become the third SUDC training program in the State of Utah (joining UVU and the UofU). However, the SUDC-CP at SLCC would significantly differ from UVU and UofU because it will offer the only open-enrollment training in the State at the community college level, utilizing associate degree level course work, matching the required completion of an associate degree for SUD licensure. The UVU and UofU programs are housed within four-year institutions, have higher tuition and course fees, require more courses than this proposal, require formal admissions which excludes many SLCC students from admission, and exclusively utilize upper-division coursework because they are housed within bachelor degree programs. Additionally, students have requested a SUDC credential at SLCC so they can complete SUD training concurrently with their associate degree at SLCC. To this point, students have had to split time and tuition between two institutions, which places additional barriers to obtaining both an associate degree and SUDC education and licensure, especially for the many students not continuing on to a four-year institution.

The SUDC-CP has been developed to be accessible to all college students. The SUDC-CP will limit barriers to completion including guaranteed admission with completion of prerequisites, offer lower tuition and textbooks and fees, consolidate content into fewer courses, resulting in expedited entry into the workforce, provide flexible attendance policies to limit transportation barriers (in-person or synchronous), and offer a rotating course schedule to meet student's employment and family responsibilities (daytime and evening offerings), and more. Many SLCC students originate from underrepresented and at-risk communities, and through SLCC SUDC training, will be prepared to return to their communities to provide these crucial services.

Effective Year

Fall 2024

If other than next catalog year, list semester and provide rationale.

None.

What is the impact of this new program on other SLCC programs and courses?*

The impact of the SUDC-CP on other SLCC programs and courses is minimal. The SUDC-CP requires the development of three new courses (SW2910, SW2935, and SW2950), and will utilize two preexisting courses within the Social Work program (SW2715 and SW2940) to meet all certificate requirements. The SUDC-CP will not require any funding to develop, operationalize or maintain, since current Social Work faculty and adjunct instructors are able to cover a minimal increase in course offerings (2 courses per semester) for this new certificate. Additionally, the two DOPL required pre-requisite courses (PSY 1010 and either SW 2100 or FHS 1500) are expected to see a slight increase to current enrollments, as students from outside of these programs and from outside of the college enter to complete the certificate, though minimal to no adverse impacts are anticipated.

What is the impact of this new program on the department, division, and school?*

The impact of the SUDC-CP on the school and college will be more pronounced, as this certificate will only be the third SUDC training certificate in the State of Utah. Considering the ongoing collaboration with, and continued requests from State department leadership to develop expedited professional training certificates and programs resulting in immediate employment following graduation, it is expected that the division and school will benefit from Statewide support, as well as significantly expanded community agency and organization internship and job placement relationships. It is also expected that State funding will continue to increase through employment ready grants (e.g., Talent Ready Utah, HRSA), which target support to institutions preparing students for immediate employment in the field of health and human services following graduation.

Because SUDC training will be available to all students who have graduated or will graduate with an associate degree, regardless of major, it is expected that the SUDC-CP will increase department and college enrollments, student retention and graduation rates, and post-graduation employment in their field of study by year two (once community relationships are developed), as students will now be able to obtain professional licensure through DOPL and immediate employment upon completion of their associate degree.

Program Narrative

Program Webpage* <https://www.slcc.edu/socialwork/index.aspx>. Website edits including the addition of the SUDC will be made upon certificate approval.

Program Description* The Substance Use Disorder Counselor CTE Certificate of Proficiency (SUDC-CP) is a one-year professional training that prepares students with the required classroom training and applied onsite practicum experience to work in the field of addictions counseling with individuals and groups as a Substance Use Disorder Counselor (SUDC). The SUDC-CP consists of five courses totaling 16 credit hours, including a 200-hour internship under the supervision of a licensed addictions counselor. Upon completion of an associate degree and the SUDC-CP, students will be eligible to sit for the national exam for SUDC licensure.

Program Entry Requirements*

Prior to beginning SUDC coursework students must have completed the following two prerequisite courses with a minimum of a C grade: 1) PSY 1010 (General Psychology), and 2) SW 2100 (Human Behavior in the Social Environment) OR FHS 1500 (Lifespan Human Development).

Career Opportunities*

Substance use and addiction disorders have become major public health concerns in the United States. According to the 2021 National Survey on Drug Use and Health, 46.3 million Americans ages 12 and older experienced a substance use disorder in the past year, while only 6% received substance use treatment. Roughly 6% of Utah's population suffer from drug use disorders. Additionally, 84% of Utah's population reside in an area with a shortage of behavioral health counselors, including SUDCs, predominantly along the Wasatch front, which equates to the second worst access to care for services in the United States.

The Bureau of Labor Statistics (BLS) projects employment opportunities for addiction counselors is projected to grow by 22% through 2031, much faster than the average for all occupations. SUD professionals work in a variety of settings that include inpatient (hospital and residential settings), outpatient (office or clinic), correctional facilities (jail, prison, juvenile detention), community health (methadone and pain management facilities) and peer support educational settings. The BLS reported that the median annual wage for SUDCs in Utah was \$49,710 or \$23.90 per hour in 2022, and Indeed.com reported a total of 166 SUD positions open in the State of Utah at the time that is proposal was written (10/2023).

Gainful Employment

Not applicable. Proposal is for a Certificate of Proficiency, not a Certificate of Completion.

Transfer Articulation Information*

None. The SUDC-CP certificate coursework may be accepted as lower division elective credit to a four-year institution. However, SUDC coursework does not articulate with outside substance use disorder training programs, since each SUDC program is required to meet basic DOPL training requirements (200 classroom training hours and 200 internship hours) and are therefore developed exclusively by each institution. The associate degree level SUDC license will be accepted should a student desire to progress onto completing an Advanced Substance Use Counselor (ASUDC) training certificate program at the bachelor degree level.

Specialized Program Accreditation

The SUDC-CP does not require accreditation and is not accredited by an outside or specialized organization.

Recipients of the SUDC who have additionally graduated with an associate degree from an accredited institution (such as SLCC) will be permitted to apply to sit for the National Certification Commission for Addiction Professionals (NCC AP) national examination, administered by the National Association of Alcohol and Drug Abuse Counselors (NAADAC).

Fees

Books N/A

Supplies N/A

Course Fees* N/A

Other (specify)

General Education

For AAS Degree only,
what is the number of
Distribution courses
required.

Does the program
include embedded,
recommended or
specific required
General Education?*

☐ Yes, Required or Embedded

☐ Yes, Recommended

☒ No

What General
Education
designations are
embedded,
recommended or
required?

Rationale for
embedded, required
or recommended
General Education
designation in the
Program.

For embedded
General Education,
how are the criteria
and outcomes
addressed.

Curriculum

Total Credits/Hours* 16 Credits

Estimated Time to
Completion* 1 Year

SW2715: Introduction to Dynamics of Addiction

The course examines current research regarding substance use disorders; the interplay between research and practice; the biological, sociological, and psychological factors related to the development of substance use disorders; and the assessment and intervention process in substance use disorder counseling.

SW2910: Introduction to Professional Skills for SUDC

This course introduces students to the professional roles, responsibilities, values, and legal obligations for Substance Use Disorder Counselors (SUD). This course will examine 1) the 12 core functions, 2) NAADAC/NCC code of ethics and professional standards, 3) interpersonal skills and professional boundaries, 4) scope of practice of a SUD, and 5) the SUD licensing process in the State of Utah.

SW2935: Introduction to Addictions Counseling for SUDC

This course introduces students to direct-practice skills and responsibilities required to work as a SUDC with individuals and groups. Course topics include developing therapeutic alliance, substance/risk screening, ASAM biopsychosocial model for assessment, documentation, DSM-5-TR criteria for SUD, treatment planning, models for change and intervention, and legal scope of practice per NAADC/NCC AP.

SW2950: Introduction to Neurobiology of Addiction for SUDC

This course introduces students to basic DSM-5-TR classification and categorization, and the neurobiological effects of psychoactive drugs. Course topics include 1) psychopharmacological characteristics and mechanisms of action for psychoactive drug use in stages of intoxication and withdrawal, 2) continuum of care in addictions treatment, and 3) State and Federal prescribing laws and regulations.

SW2940: Social Work-BHT-SUDC Internship

This course is offered to social work students at the culmination of their course work in social work. It is offered once a week and includes a supervised internship/work experience in a community agency/organization.

Learning Outcomes

Complete the fields below with the program-level student learning outcomes and indicate how they align to the SLCC Student Learning Outcomes.

See [SLCC Assessment webpage](#) for additional details about College-Wide Student Learning Outcomes.

1. Acquire substantive knowledge
2. Communicate effectively
3. Develop quantitative literacies
4. Think critically
5. Express creatively
6. Knowledge and skills to be civically engaged
7. Work with others in a professional and constructive manner
8. Develop information literacy
9. Develop computer literacy

Program Learning Outcome #1*

Employ culturally competent and gender-sensitive approaches to working with diverse groups, populations and communities.

#1 SLO Alignment*

6. Knowledge and skills to be civically engaged

2. Communicate effectively

Program Learning Outcome #2*

Demonstrate the professional values and ethical standards of practice set for by the National Association of Social Workers (NASW) and National Association for Alcoholism and Drug Abuse Counselors (NAADAC).

#2 SLO Alignment*

6. Knowledge and skills to be civically engaged

1. Acquire substantive knowledge

9. Develop computer literacy

Program Learning Outcome #3*

Apply the 12 Core Functions of Substance Use Disorder Counseling across all levels of the continuum of care.

#3 SLO Alignment*

3. Develop quantitative literacies

5. Express creatively

Program Learning Outcome #4*

Describe the professional skills, responsibilities, appropriate scope of practice, requirements for supervision, and documentation and reporting requirements of a Substance Use Disorder Counselor.

#4 SLO Alignment*

1. Acquire substantive knowledge

7. Work with others in a professional and constructive manner

Program Learning Outcome #5

Demonstrate an applied knowledge of the etiology, prevalence, treatment, and rehabilitation of substance use disorders.

#5 SLO Alignment

4. Think critically

6. Knowledge and skills to be civically engaged

Program Learning Outcome #6

Demonstrate an applied knowledge of the neurobiological, behavioral, emotional, and social effects of psychoactive substances.

#6 SLO Alignment

4. Think critically

8. Develop information literacy

Program Learning Outcome #7

#7 SLO Alignment

Program Learning Outcome #8

#8 SLO Alignment

Program Learning Outcome #9

#9 SLO Alignment

Program Learning Outcome #10

#10 SLO Alignment

Acknowledgements and Attachments

Please attach any required files by navigating to the right side menu and clicking "Files". Record when this has been completed in the checkbox, below.

- Acknowledgement***
- ☒ I acknowledge that all areas of this proposal are complete as required for this proposal.
 - ☒ Curriculum Outline (PCO3 template found on Curriculum SharePoint)
 - ☒ Program Pathway (PCO4 template found on Curriculum SharePoint)
 - ☒ R401
 - ☒ Articulation Agreement (for all AS & AA degrees)
 - ☒ Gainful Employment (for Certificates of Completion)

☒ Financial Aid Evaluation

Alpha Ordering

Acalog Owner

Copyright Ownership and Intellectual Property

Date: April 2, 2024

Sponsor: interim provost Jason Pickavance

Summary

Type of Review: 5-year

Last Board of Trustees Review: circa 2013

Context

Substantial revisions were made to the Copyright Ownership and Intellectual Property Policy. The policy has been significantly restructured and expanded to include concepts of joint ownership and open licensing (as is used in the creation of Open Education Resources).

1. Changes / Revisions to Policy Section
 - a. Section 1 was substantially revised to align with the Procedures section revisions.
 - b. Section 2 was revised for accuracy and includes the addition of a new reference.
2. The Procedures Section was substantially revised and reorganized. Input from multiple stakeholders was considered in the review process.

1.1.040

Copyright Ownership and Intellectual Property Policy

Date of last board of trustees review: 2013

The originator of this policy is the associate provost of Learning Advancement. Questions regarding this policy may be directed to the originator by calling 801-957-4280.

1. Policy

It is the policy of Salt Lake Community College to establish procedures to clarify the ownership of works created by College faculty, staff, and students and to encourage them to produce and distribute the fruits of their expertise for the benefit of the College and the wider world.

2. References

- A. United States Code Title 17, Copyright Act of 1976, as amended.
- B. Utah State Board of Higher Ed. Policy R-401.
- C. D.O.C., Patents, Trademarks, and Copyrights, 37 CFR §401 (1987)

1.1.040

Copyright Ownership and Intellectual Property Procedure

Date of last executive cabinet review: May 14, 2013

The originator of this procedure is the associate provost of Learning Advancement. Questions regarding this procedure may be directed to the originator by calling 801-957-4280.

3. Definitions

- A. College Resources: College-funded time, facilities, or equipment used to create materials.
- B. Condition of Work Statement: a written explanation describing the work employees produce in a specific College division over which the College exerts sole copyright ownership.
- C. Copyright Ownership Agreement: a contract between the College and the employee defining copyright permissions and ownership.
- D. Incidental Use: the use imposes no significant wear and tear, use of consumables, additional cost, or loss to the College as outlined in the [Employee Conduct Policy](#) section IV.B.12.
- E. Independent Effort: research, writing, or other professional enrichment activities performed by an employee to advance their knowledge where the choice, content, and direction of the effort is determined by the employee without direct assignment or supervision by the College and for which no significant College resources are used.
- F. Instructional Material: includes, but is not limited to, syllabi, assignments, slide decks, course shells, textbooks, workbooks, quizzes, assignments, exercises, prompts, and multimedia elements.
- G. Open Educational Resources (OER): OERs are teaching, learning, and research resources that reside in the public domain or have been released under an open license that permits their free use and re-purposing by others.
- H. Open Licensing: an alternative form of copyright licensing in which the creator determines which elements of copyright protection apply to the work.

- I. **Open Pedagogy:** a teaching practice that engages students in creating, editing, or improving openly licensed materials to contribute to the knowledge commons or develop learning objects for other students.
- J. **Professional Development Material:** includes, but is not limited to, slide decks, exercises, prompts, multimedia elements, and demonstration instructional materials.
- K. **Publication:** occurs when copies of a copyrighted work are distributed by or with the authority of the copyright owner(s). See the Copyright Office's [Definitions FAQ](#) for further information.
- L. **Scope of Employment:** the combination of tasks, activities, projects, or other work for which the employee was hired, whether or not explicitly listed in the employee's job description.
- M. **Work:** a creation that is capable of copyright protection.

4. Procedures

A. General Principles for Copyright

1. U.S. Copyright

- a. Copyright grants a set of exclusive rights to copyright owners, which means that no one else can copy, distribute, publicly perform, or adapt a work without permission of the copyright holder.
- b. Copyright is automatic when an original work is captured in a fixed form, such as a written document or a song recording.
- c. See the Copyright Office's [Copyright Basics circular](#) for additional information.

2. Open Licensing

- a. Open Licenses, such as Creative Commons ("CC") licenses, are copyright licenses and depend on the existence of copyrighted works.
- b. These are legal tools that creators and other rights holders can use to offer certain usage rights to the public while reserving other rights.
- c. Creators who want to make their work available to the public for limited kinds of uses while preserving their copyright may want to consider using CC licenses.
- d. Creators who want to reserve all of their rights under copyright law should not use open licenses.

3. Artificial Intelligence ("AI")

- a. Works created with AI may not be copyrightable.

- b. Some works with AI elements could be copyrightable, depending on how AI is utilized.
- c. See the Copyright Office's [Guide on AI and Copyright](#) for further clarification.
- d. Employees should not upload works into AI generators that could violate applicable state or federal privacy laws.

B. Ownership of Works Created with Traditional Copyright Ownership

1. Joint Ownership of Instructional and Professional Development Material

- a. Copyrighted instructional material and professional development material created by SLCC employees using College resources shall be jointly owned by the College and the creator.
- b. If the employee subsequently leaves the College, they and the College may continue to use the work, and the employee must make the work available to their department or office before separation from the College.
- c. Work fitting into this category includes, but is not limited to, instructional and professional development material.
- d. Unless a court order is obtained, one joint owner cannot prevent the other joint owner from using the copyrighted work in the manner desired.

2. Exceptions to Joint Ownership

- a. The College will not assert an ownership interest in the copyright of scholarly works or the products of independent effort related to the author's academic or professional field, regardless of the medium of expression, so long as the use of College resources is incidental.
- b. Employee work commissioned explicitly by the College over which the College wishes to retain sole ownership.
 - (1) Examples of this kind of work include, but are not limited to, reports, proposals, analyses, conclusions, recommendations, courses, or instructional materials.
 - (2) In such cases, the relevant College department or committee will initiate a copyright ownership agreement or a blanket condition of work statement that will take precedence over other parts of this policy.
 - (3) The relevant vice president or provost must approve the copyright ownership agreement or condition of work statement, which may include the following among other possible provisions:

- (a) Copyright ownership.
 - (b) College resources used to create, distribute, and/or market the work.
 - (c) Revenue distribution if the work generates revenue.
 - (d) The stipend or reassigned time, if any, due to the employee for the creation of the work.
- c. The College retains sole ownership over work produced by staff and administrators in the scope of their employment.
 - (1) Examples of this kind of work include, but are not limited to, reports, proposals, analyses, conclusions, and recommendations.
 - (2) No copyright ownership agreement is required in these cases, and all copyrightable material is considered work for hire.
 - (3) Employees may produce openly licensed works as part of the scope of their employment, in which cases the procedures outlined in section 4.D of this policy for openly licensed work apply.
- 3. Substantial Use of College Resources for Scholarly, Scientific, Creative, or Artistic Work for Publication or Public Display
 - a. If the use of College resources is substantial, the employee must obtain prior approval from their vice president to produce anything subject to copyright.
 - b. The following conditions apply to this work:
 - (1) The employee may be compensated for their work by the publisher, the exhibition venue, a commercial venture, or another external user.
 - (2) The College does not claim financial benefit from the work unless otherwise agreed to in writing by the employee and the appropriate College vice president.
 - (a) Employees wishing to make substantial use of College resources to engage in work that will produce commercially valuable publications, patents, or other intellectual property may do so only with a copyright ownership agreement previously approved by both the applicable vice president and employee.
 - (b) It is incumbent on the employee to disclose that work to their supervisor and vice president before commencing it.
 - (3) Employees may not use any College resources to engage in illegal activity or regular commercial activity, including the operation of any form of business,

even if it produces copyrightable content. See the [Acceptable Use of College Computing Resources](#) and [Conflict of Interest, External Employment, and Consultation](#) policies.

4. Faculty who want to require students in a course they are teaching to purchase a commercialized book or other work from which the faculty will receive royalties must obtain prior approval from the provost, whose decision is informed by a committee appointed by the provost. The committee will be primarily comprised of disinterested faculty and academic administrators and may also include subject experts.
 - a. Absent such approval, the employee must forego the financial benefit from SLCC students.
 - b. If the provost approves the arrangement, that approval expires after two years, and a new committee must review the arrangement again.

C. Miscellaneous Copyright Considerations

1. For works created by more than one employee, copyright ownership will be equally allotted unless otherwise agreed to in writing by all the creators.
2. Students hold sole copyright ownership over work they submit to satisfy assignments and may claim joint copyright ownership over work they collaboratively create with SLCC employees.
3. Any works or intellectual property materials created with funding from a grant, sub-award, or other project overseen by the Office of Sponsored Projects ("OSP") must be disclosed to OSP. Ownership and licensing of these works and materials must follow the Proposal & Award Policies & Procedures Guide (PAPPG) or Grants Policy Statement for the project.
4. The College will not assert an ownership interest in the copyright of scholarly works or the products of independent effort related to the author's academic or professional field, regardless of the medium of expression, created during an employee's sabbatical.
5. The Office of General Counsel will create templates for copyright ownership agreements and condition of work statements.
6. Questions regarding copyright or licensing should be directed to the relevant office at the College as follows:
 - a. OSP for copyrightable material and IP works created or developed under federally funded grants, sub-awards from other Institutions of Higher Education, or other grants;

- b. OER Office for open licensing;
- c. Office of General Counsel for copyright agreements and intellectual property;
and
- d. Library Services for other general copyright concerns.

D. Openly Licensed Works

1. The College does not assert joint ownership for openly licensed works.
2. Employees may license their work under an open license, and they do not need their department's approval to do so if the work is one of the following:
 - a. Scholarly or professional development work.
 - b. Instructional material.
 - c. Products of independent effort related to the employee's academic or professional field, regardless of the medium of expression.
3. Employees wishing to create Open Educational Resources (OERs) under the auspices of SLCC must:
 - a. License the work under an open license approved by the OER office.
 - b. Contract with the OER office if they seek compensation for creating or updating the work. Such contracts are subject to the following provisions:
 - (1) Compensation approval must be given before the start of the work.
 - (2) Approval must come from the OER office and the employee's supervisor.
 - (3) Compensation is subject to available funds.
 - (4) The licensee may later decide to commercialize the work, but in such cases, the College must continue to be given free and open access to updated versions of the work.
 - c. Reviews of copyright concerns in OERs are the purview of the OER Office.
4. Employees engaging in open pedagogy must obtain prior agreement from each student participating in creating, editing, or improving openly licensed work. Employees may use [the Open Pedagogy form](#) created by the OER Office.
5. Marketing materials that are openly licensed should be developed in conjunction with Institutional Marketing.



Faculty Senate

Date: April 2, 2024

Sponsor: interim provost Jason Pickavance

Summary

Type of Review: New Policy

Last Board of Trustees Review: N/A

Context

1. This new policy establishes the Faculty Senate and provides for its membership and governance structure enacted through the senate's procedures and by-laws.
2. The policy also formally recognizes that Faculty Senate are provided an opportunity to meaningfully participate in academic operations of the College.
3. The shared governance provisions of this policy received feedback during the policy review process.

1.1.130

Faculty Senate Policy

Date of last board of trustees review: n/a (new policy)

The originator of this policy is Faculty Senate. Questions regarding this policy may be directed to the originator by calling 801-957-XXXX.

1. Policy

This policy establishes the Faculty Senate at Salt Lake Community College. The Faculty Senate is a deliberative assembly with the power to act for the college faculty in all educational matters subject to the authority of the State Board of Higher Education, the College President, and Board of Trustees. This Policy establishes the Faculty Senate and provides for its membership and governance structure enacted through the senate's procedures and by-laws.

2. References

Reserved

1.1.130

Faculty Senate Procedure

Date of last executive cabinet review: n/a (new policy)

The originator of this procedure is Faculty Senate. Questions regarding this procedure may be directed to the originator by calling 801-957-XXXX.

3. Definitions

- A. Academic Freedom: The right of all faculty to full freedom in the classroom to discuss their subjects, conduct research, and in the publication of the results.
- B. Academic Supervisor: A dean, associate dean, department chairperson, or any other position with direct authority and responsibility to assign duties, evaluate, and impose corrective action on a faculty member.
- C. Adjunct Faculty: Part-time, non-tenure-track faculty whose primary duties are teaching courses assigned on a per-term basis.
- D. College Faculty: All Salt Lake Community College faculty [including Salt Lake Technical College faculty], including full-time, adjunct, tenure-track, tenured, and non-tenure track faculty.
- E. Department: An instructional program or group of programs and the faculty members.
- F. Discussion Team: A joint Administration/Faculty team empowered to provide recommendations to the College President regarding full-time faculty compensation and workload. The team meets as needed to draft proposals for review by the President for possible inclusion into the Full-Time Faculty Handbook for Compensation and Workload. Once Presidential approval is received, the updates will be published on the Provost Office website.
- G. Educational Matters: Matters including, but not limited to, accreditation, curriculum, subject matter, assessment, modes and methods of instruction, academic calendar and scheduling, and aspects of student life that relate to the educational process, including requirements for degrees and certificates offered, determining when requirements have been fulfilled, and recommending when degrees and certificates are conferred.
- H. Full-time Faculty: Employees holding academic rank and have a teaching or academic appointment from the College, excluding academic supervisors and, including tenure and non-tenure track faculty.

- I. Meaningful participation: Transparent and effective communication and full opportunity for appropriate joint planning and effort between faculty, staff, administration, and trustees.
- J. Non-Tenure Track Faculty: Full-time faculty not on the tenure- track.
- K. Senate Area: Department(s) or program(s) which elected and are represented by a Faculty Senator.
- L. Shared Governance: The joint responsibility of faculty, staff, students, and the College President, Executive Cabinet, and the Board of Trustees to govern the college. Differences in the weight of each group's voice on a particular issue should be determined by its legal role, its responsibility and expertise.
- M. Tenure: The status achieved following the appropriate review period and following a prescribed evaluation that shows that the faculty member meets professional standards and is competent as a teacher, in their discipline, and as a colleague.
- N. Tenured Faculty: Full-time faculty members who have received tenure.
- O. Tenure-Track Faculty: Full-time faculty members who are in a pre-tenure probationary period.

4. Procedures

- A. Salt Lake Community College Faculty Senate Organization Name and Location
 - 1. The name of this organization shall be the Salt Lake Community College Faculty Senate.
 - 2. The principal location of the organization shall be Salt Lake Community College.
- B. Purpose of Faculty Senate
 - 1. The Faculty Senate is a deliberative and representative body that is an authoritative voice for college faculty on matters including:
 - a. Educational matters;
 - b. Justice, diversity, equity, and inclusion;
 - c. Cultures of the college as a workplace and educational body;
 - d. The standards of faculty professional responsibility to students, the profession, colleagues, and the college;
 - e. Academic freedom and rights of faculty, students, and the college; and
 - f. Rank, tenure, and all faculty evaluation processes.
 - 2. The purpose of the Faculty Senate is to have meaningful participation in shared governance as a recommending body to the Executive Cabinet and the Board of Trustees.

3. Faculty Senate aims to serve the institution's strategic plan, mission, vision, and values.
4. Faculty Senate is established to:
 - a. Be the collaborative structure for shared governance and decision-making regarding policy and processes that impact faculty and students.
 - b. Support an organizational structure that will encourage the use of faculty talents, knowledge, and problem-solving skills.
 - c. Provide a forum where the diverse voices of faculty may be heard, where ideas can be shared and debated, where solutions to problems can be found;
 - d. Provide recommendations to the College Provost for consideration and response.
 - e. Collaborate with Faculty, Staff, and Student Associations

C. Shared Academic Governance Statement

1. The variety and complexity of the tasks performed by institutions of higher education, like Salt Lake Community College ("SLCC"), produce an interdependence among the governing board, administration, faculty, staff, students, and others.
2. State of Utah law grants the Board of Trustees and the College President the necessary and proper powers and authority to ensure the effective and efficient operation of the college. While Faculty Senate is a recommending body, final decision-making power rests with the Board of Trustees and College President.
3. Shared governance refers to SLCC's faculty right to have meaningful participation to advise, recommend and engage in joint planning with college administration on decisions, policy, procedures, and other matters affecting faculty welfare and educational matters.
4. In furtherance of shared governance and meaningful participation, SLCC's Faculty Senate may pass a written resolution providing recommended actions or input to college Administration on matters affecting faculty welfare, educational matters and general academic operations which may include, but is not limited to, policies, procedures, and budgetary matters.
5. If the College President or Executive Cabinet member ("Administration") does not follow a written resolution passed by Faculty Senate and delivered to the Administration, the applicable Administrator shall provide a written explanation of the basis for their decision which should be delivered to the Faculty Senate President within 30-calendar days.
6. In addition to the practices of shared governance set forth in section 4.C.3,4, and 5 set forth herein, meaningful participation will be demonstrated by the Administration's recognition of the following:

- a. Faculty Senate will have meaningful participation in decisions related to educational matters.
- b. Faculty Senate will participate in dialogue with Senior Leadership in instances that significantly impact faculty outside of educational matters.
- c. Faculty Senate will have meaningful participation in matters of faculty welfare and workplace culture.
- d. The Faculty Senate has special responsibility for the oversight of the [Academic Freedom, Professional Responsibility and Tenure \("AFPRT"\) policy](#). This special responsibility will be primarily fulfilled by the Faculty Senate's standing committee for Appointment, Promotion, Academic Freedom and Tenure. Faculty Senate may offer formal recommendations or comments on any proposed policy or policy revision.
- e. The Faculty Senate will be represented by a minimum of two representatives, with full voting rights, on the Faculty Discussion Team. These representatives will be the Faculty Senate President and Vice- President unless those officers delegate this authority to another Faculty Senate elected member.
- f. The Faculty Senate can enact its own internal procedures if they are consistent with law and college policy.
- g. The Provost for Academic Affairs will engage in formal, collaborative, and regular meetings with the Faculty Senate and Faculty Association Presidents.
- h. The College President will formally meet with the Faculty Senate and Faculty Association President to discuss educational matters, matters affecting faculty welfare and general academic operations at least two times per year.

D. Senate Membership and Elections

1. Membership of the Faculty Senate

- a. The Faculty Senate shall be constituted as follows:

(1) Senate President

- (a) The Senate President will not serve as the elected representative of their senate area.
 - The Senate President shall exercise their voting right only when that vote will affect the outcome.

(2) Senate Vice President

- (a) The Senate Vice President will continue to serve as an elected representative of their senate area, and, as such, will retain their voting rights.

(3) Senate Curriculum Committee(s) Faculty Chair(s)

(4) General Education Faculty Lead

(5) Full-time Faculty Senators representing senate areas.

(a) Senate areas are constituted of departments or Salt Lake Technical College program areas.

(i) A department or program with 5 or more full-time faculty members, including open full-time positions, will constitute a senate area.

(ii) A department or program with fewer than 5 faculty members, including open full-time positions, will be combined with another department, program area, or division to make up a senate area.

(b) Ratio of Faculty Senator to Number of Full-Time Faculty

(i) Each senate area with 5-10 full-time faculty will be represented by one (1) Senator.

(ii) A senate area having 11-20 faculty members shall have two (2) Senators;

(iii) A senate area having 21-30 members, three (3) Senators; etc.

(c) Annual Calculation of Senate Areas Number of Faculty Senators

(i) The Senate Vice President, in consultation with the current Faculty Senator(s) from the senate area and the Provost for Academic Affairs, determines the senate areas and number of seats annually.

(d) Staggered Faculty Senators Terms

(i) Senate areas should make an effort to stagger elections so that approximately one-third of senator positions are up for election each year.

(6) Ex Officio Non-Voting Members

(a) College President or designee.

(b) Provost for Academic Affairs or designee.

(c) Vice President of Student Affairs or designee.

(d) President of the Faculty Association or designee

(e) Associate Deans Council President or designee.

(f) Salt Lake Community College Student Association President or designee.

2. Election of Full-Time Faculty Members to Faculty Senate

a. Organization of Elections

- (1) The Senate Vice President shall initiate elections of Full-Time Faculty Senators as needed.
 - (2) The elections of Full-Time Faculty Senators shall be facilitated by the vacating Senator or another Senator from the same senate area or School, under the Supervision of the Senate Vice President.
- b. Eligibility for Nomination
- (1) Full-time faculty members are eligible for nomination for Faculty Senate.
 - (2) Full-time faculty members can be nominated by themselves or by full-time faculty members from their senate area.
 - (3) Academic Supervisors cannot nominate or appoint faculty, or serve on Faculty Senate.
 - (a) Any faculty nominated or appointed under section 4.D.2.B.3 will not be recognized or seated by the Faculty Senate.
- c. Senate Area Elections
- (1) Each year, the Senate Vice President will provide each senate area represented in the Faculty Senate with a current list of those eligible to vote in Faculty Senate elections and eligible for election to the Faculty Senate from that area.
 - (2) Faculty senators will be elected by a vote of the full-time faculty of the senate area. Procedures for the vote will be determined by the full-time faculty of the senate area in consultation with the Senate Vice President.
 - (3) Academic Supervisors do not have the right to vote.
 - (4) Senators shall be elected to serve three-year terms. Senators may be reelected for consecutive terms.
 - (a) Senators' term shall start in the following academic year upon the start of Fall semester.
 - (5) Following the election, each senate area shall forward the name of the person(s) elected to represent that area to the Senate Vice President. After verifying the election results, the Vice President shall announce the roster of newly elected Senators at the next regular meeting of the Faculty Senate.
- d. Procedures to Replace Faculty Senator Who Vacated Position or Has Extended Absence.
- (1) In the event the position of a Faculty Senate member is vacated before the expiration of their term, the faculty in that area will nominate and vote for an alternate representative to serve until the next general election when the vacancy shall be filled by election.

- (2) A Senator who has an extended absence, may nominate a substitute from the same senate area to serve during the Senator's absence.
- (3) The substitute must be confirmed by a plurality vote of the full-time faculty from their senate area and may not serve more than two semesters.
- (4) A Senator not attending three consecutive Faculty Senate meetings or is unable to attend for more than one semester will be removed and a replacement will be determined by following the procedure outlined in 3.2.C.D.1.

E. Faculty Senate Leadership

1. Faculty Senate Leadership Role

- a. Serves as the steering committee for Faculty Senate.
- b. Establish Faculty Senate meeting agenda &
- c. Ensuring all proceedings abide by the Faculty Senate Policy, Procedure, and Bylaws.

2. Composition of Faculty Senate Leadership

- a. Senate President
- b. Senate Vice-President
- c. Faculty Association President
- d. Faculty Association Vice-President
- e. Chair(s) of Senate Curriculum Committee(s)
- f. Faculty Lead of General Education Committee
- g. Chairs of Senate Standing Committees
- h. Chairs of current Senate Ad-Hoc Committees
- i. The previous Senate President will serve on Faculty Senate Leadership for one year following the election of a new Senate President

3. Faculty Senate Leadership Officer's Duties and Responsibilities

- a. Senate President
 - (1) Conduct Faculty Senate meetings.
 - (2) Set the agenda, in consultation with Faculty Senate Leadership
 - (3) Organize and lead Faculty Senate Leadership meeting.
 - (4) Represent the college faculty and Faculty Senate at college-level meetings.

- (5) Perform other activities as necessary.
- b. Vice-President
 - (1) Conduct and monitor Faculty Senate and elections.
 - (2) Update and monitor Faculty Senate membership and representation of senate areas.
 - (3) Serve on one or more college-level committees.
 - (4) Conduct Faculty Senate meetings and business in the absence of the Faculty Senate President.
- c. Other members of Faculty Senate Leadership
 - (1) Responsibilities of the Chairperson of Senate Curriculum Committee(s) and Faculty Co-Chair of General Education Committee are defined in the respective committee's handbooks.
 - (2) Responsibilities of Chairpersons of Senate Standing Committees are defined in the Faculty Senate Bylaws.
 - (3) Responsibilities of the Chairs of current Senate Ad-Hoc Committees are to be determined by the Senate President.
- 4. Election of Faculty Senate Leadership
 - a. President
 - (1) The Senate President shall be elected by a simple majority of the faculty senate to a three-year term.
 - (2) All tenured faculty, currently serving on Faculty Senate (excluding ex officio members), are eligible for nomination as Senate President.
 - (3) After the end of the initial three-year term, the Senate President may run for additional one-year terms.
 - b. Vice President
 - (1) The Vice President shall be elected by a simple majority to a one-year term.
 - (2) All tenured faculty, currently serving on Faculty Senate (excluding ex officio members), are eligible for nomination as Vice President.
 - (3) The Senate Vice President may run for re-election to additional one-year terms.
 - c. Chairperson of the Curriculum and General Education Committees
 - (1) The chairs of the Curriculum Committee and faculty lead of the General Education Committee are determined per their bodies defined procedures and handbooks.

- d. Standing Committee Chairperson
 - (1) Elected by a simple majority of the faculty senate to a one-year term.
 - (2) All full-time faculty serving on Faculty Senate (excluding ex officio members) are eligible for nomination for standing committee chairs.
 - (3) The Senate Standing Committee Chairs may run for re-election to additional one-year terms.
 - e. Ad Hoc Committee Chairpersons
 - (1) Chairpersons are appointed by the Senate President.
 - (2) All full-time faculty serving on Faculty Senate (excluding ex officio members) are eligible to chair ad-hoc committees.
 - f. Voting procedures
 - (1) In all elections for Faculty Senate Leadership, "elected by a simple majority" shall mean that a candidate receives more than half of all votes cast for a nominated candidate. If no candidate receives a majority, then voting shall repeat until a majority is reached by one candidate.
5. Resignation or Removal of Faculty Senate Leadership Officers
- a. Resignation
 - (1) If the Senate President is unable to fulfil their duties, the individual may resign their duties and the Senate Vice President will assume their role in an acting status for the remainder of that academic year.
 - (2) If the Senate Vice President or Standing Committee Chairs are unable to fulfill their duties, the individual may resign their duties.
 - (a) An election will be held during the next Faculty Senate meeting to select a senator to assume their role in an acting status for the remainder of that academic year.
 - b. Removal
 - (1) Any Senator (excluding ex officio members) may make a motion to remove an individual from a Faculty Senate Leadership position.
 - (2) The motion to remove an individual from a Faculty Senate Leadership position must be seconded and must pass with a two-thirds majority vote of all voting Senators.
- F. Meetings, Committees and Business
- 1. Meetings
 - a. The Senate shall meet at least one time each month during the Fall and Spring

semesters.

- b. An annual schedule of the Senate meeting dates and times shall be approved and posted by the Senate President during August upon the recommendation of the Academic Calendar Committee.
- c. Meetings shall be held in an accessible, inclusive space. Any accessibility requests should be directed to the Senate President.
- d. Special meetings may be scheduled by the Senate President, or upon written request of at least eight members of the Senate.
 - (1) Senate members and faculty must be provided at least 24 hour written notice of a special meeting before it can be held.
- e. A quorum is required for any Faculty Senate vote. A simple majority of all voting Senate members, and their proxies, shall constitute a quorum.
- f. Senate meetings are open to all SLCC employees and students. If there are constraints, priority will be determined by the Senate President. Community members can be invited by the Senate President.

2. Committees

- a. Standing Committees shall be defined and established in the Faculty Senate Bylaws. Senate Standing Committees are established to further the mission, vision and goals of Salt Lake Community College and the Faculty Senate.
- b. Ad Hoc Committees shall be established by the Senate President to accomplish a specific task within a defined period of time.

G. Duties and Responsibilities

1. Duties of Faculty Senators

- a. Work with the goal of helping the college realize SLCC's mission of being an open-access, comprehensive community college committed to the transfer education and workforce needs of our students.
- b. Communicate with and represent the faculty of their Senate Area.
- c. Prepare for, attend, and participate in Faculty Senate meetings.
- d. Read, understand, and follow the procedures set forth in the Faculty Senate Policy, Procedures, and Bylaws.
- e. Treat one another with respect and free from discrimination in accordance with the Standards of Professional Responsibility as defined in the Academic Freedom, Professional Responsibility and Tenure policy.
- f. Disclose any conflicts of interests to the Faculty Senate President.
- g. A Senator who will be absent from a regularly scheduled meeting is expected to

send a substitute or identify a proxy from the same senate area in their stead.

- h. Membership in the Senate does not grant approval to represent the Institution or Senate.
- i. Senators should be able to vote free of intimidation, discrimination, or retribution.

2. Removal of Faculty Senator

- a. Senators may be removed from office in the event they are not fulfilling their duties and responsibilities as established in the Senate Policy, Procedure, and Bylaws,
- b. Any Senator (excluding ex officio members) may make a motion to remove a Senator from the position. The motion to remove a Senator must be seconded and must pass with a two-thirds majority vote of all voting Senators;
- c. Any Senator can be removed from office by simple majority vote of their constituent faculty. The represented faculty may request in writing the Senate Vice President to organize and conduct an election to remove the Senator from office.
- d. A replacement for the removed Senator will be determined by following the procedure outlined in 4.2.D.1.

3. Duties and Responsibilities of the College to Faculty Senate and Senators

- a. The College shall consider individuals who serve in good standing as Faculty Senators to be at least at the level of Standard Performance in the area of College Service for the purpose of rank, tenure, and evaluation.
- b. The College shall consider individuals who serve in good standing in Faculty Senate Leadership (see 4.E.2) to be at the level of Exceeds Standard Performance in the area of College Service for the purpose of rank, tenure, and evaluation.
- c. Faculty Senate Leadership will report to the College any Faculty Senators or members of Faculty Senate Leadership who are not in good standing, as determined by majority vote of Faculty Senate Leadership.
- d. Efforts will be made to avoid scheduling conflicting meetings and other responsibilities during scheduled Faculty Senate meetings.
- e. Academic departments and supervisors shall attempt to schedule teaching responsibilities of elected Faculty Senators to minimize conflicts with scheduled Faculty Senate Meetings.

H. Modification

- 1. The Faculty Senate shall review and suggest changes to its Policy and Procedures at least once every five (5) years.

2. When necessary, the Faculty Senate President will assemble an Ad Hoc Committee to review and propose changes to the policy and procedure.
 - a. The Ad Hoc Committee shall present proposed revisions to the Senate President.
 - b. A two-thirds majority vote of Faculty Senate is required to recommend changes to the Faculty Senate Policy and Procedures
 - c. Proposed changes are forwarded to the Salt Lake Community College President and Executive Cabinet.

I. Faculty Senate Bylaws

1. Purpose
 - a. The Senate Bylaws establish the internal operation and rules of the Faculty Senate.
 - b. The Senate Bylaws establish Senate Standing Committees and define their charge, scope, and membership.
2. Adoption
 - a. Adoption of the Senate Bylaws requires a simple majority vote of the Faculty Senate.
3. Modification
 - a. Any Senator may propose changes to the Senate Bylaws. Any proposed changes shall be submitted, in writing, to the Senate Vice President.
 - b. The Senate Bylaws shall be reviewed by the Faculty Senate Leadership and proposed changes will be voted upon at least annually by Faculty Senate.
 - c. Adoption of changes to the Senate Bylaws requires a simple majority vote of the Faculty Senate.