



**Board of Trustees – June 9, 2021, 8:00 a.m.
 Taylorsville / Redwood Campus
 4600 South Redwood Road, Salt Lake City, Utah
 AAB 428 Board Room**

Meeting to be conducted by Maria Farrington, Board Chair

Executive Session is not anticipated in connection with this meeting.

I.	BOARD BUSINESS: Maria Farrington, Chair		
	A. Farewell to Trustee Linda Luchetti		
	B. Oath of Office - New SLCCSA President, Lindsay Simons		
	C. New SLCCSA Executive Council Introductions	TAB A	
	D. Introduction of New Faculty Association, Faculty Senate and Staff Association Presidents – Shirene McKay, Adam Dastrup and Gina Alfred		
	E. Board Election for Chair and Vice-Chair Positions		
	F. USHE Strategic Plan – Board of Higher Education member, Lisa-Michele Church		
	G. Approve Meeting Schedule for 2021-22	TAB B	
	H. Comprehensive Campaign Update & Report on Progress , Trustee Coralie Alder, VP Alison McFarlane, and Nancy Michalko		
	I. Mission Fulfillment Committee Report – Trustees Maria Farrington, Lori Chillingworth, Brady Southwick, VP Jeff Aird		
	J. Audit Committee Report – Trustees Brady Southwick (Chair), Jim Wall, Kim Wilson		
	K. Student Housing Committee Report – Trustees Coralie Alder, Silvia Castro, Lori Chillingworth, Linda Luchetti and Kim Wilson, VP Jeff West, VP Chuck Lepper		
II.	CONSENT CALENDAR: It is the recommendation of the Chair that the Board approve the following items on the Consent Calendar:		
	A. <u>Investment Report for March, April, 2021</u>	TAB C	
	B. <u>Minutes of Previous Meeting, April 14, 2021</u>	TAB D	
	C. <u>Executive Session:</u> Approval to hold an Executive Session or Sessions in connection with the meeting of the SLCC Board of Trustees to be held August 18, 2021 to consider matters permitted by the Utah Open and Public Meetings Act.		
	D. <u>Personnel Report for April, May, 2021</u>	TAB E	
	E. <u>Government Funding Report—Major Grants Requested/Received</u>	TAB F	
	F. <u>Cash Flow Report</u>	TAB G	
	G. <u>Federal COVID Stimulus Funds Report</u>	TAB H	
III.	PRESIDENT’S REPORT: Dr. Deneece Huftalin, President		
	A. President Huftalin		
	1. ACTION: Schedule Retreat/Retreat Agenda Ideas – <i>Proposed Date September 8</i>		
	2. INFORMATION: ACCT Leadership Congress – <i>San Diego, October 13-16, 2021</i>	TAB I	
	B. Student Life & Leadership Report – Trustee Lindsay Simons		

	C. Academic Affairs Report – Provost Clifton Sanders 1. ACTION: Academic Freedom, Professional Responsibility, and Tenure Policy (2 nd Read) 2. ACTION: Placement and Testing Policy (2 nd Read) 3. ACTION: Curriculum Changes <ul style="list-style-type: none"> o <u>Surgical Technology</u> (AAS) degree to replace discontinued Surgical Technology (CER) o <u>Philosophy Religious Studies</u> (AA) name change and restructure from Humanities (AA) o <u>Financial Services</u> (AAS) name change from Finance and Credit (AAS) o <u>Diagnostic Medical Sonography</u> – discontinue certificate o <u>Facebook Digital Marketing</u> (CP) new certificate 	TAB J	
	D. Student Affairs Report – VP Chuck Lepper 1. INFORMATION: Students in Crisis Fund Update	TAB Q	
	E. Finance & Administration Report – VP Jeffrey West 1. INFORMATION: Annual IT Report 2. INFORMATION: Surplus Property Annual Report	TAB R	
	F. Institutional Effectiveness Report – VP Jeff Aird 1. ACTION: Sexual Harassment / Title IX Policy (2 nd Read) 2. INFORMATION: Employee Conduct Policy (1 st Read) 3. INFORMATION: Anti-Discrimination and Harassment Policy (1 st Read)	TAB S TAB T TAB U	
	G. Campus-based & Constituents Report: 1. INFORMATION: Staff Association Report – Gina Alfred		
IV.	ADJOURNMENT:		

Calendar of Important Events:

Herriman Groundbreaking Ceremony	Thursday, July 15	Morning	Herriman
Evening of Honor	Wednesday, August 4	Evening	SL Country Club
Commencement	Friday, August 6	Processional: 9am Ceremony: 10am	Maverik Center
Gail Miller Utah Leadership Cup Golf Tournament	Monday, September 13	Day	Hidden Valley Country Club

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.



**Salt Lake Community College Student Association
Executive Council 2021-2022**

Student Association President	Lindsay Simons Ext. 4566 Email: Lindsay.simons@slcc.edu
Executive Vice President	Derrick Tuff Ext. 3815 Email: derrick.tuff@slcc.edu
Vice President for Equity & Diversity	Sophia Gaona Ext. 4134 Email: TBA
North Region Vice President	Belal Glab Ext. 3434 Email: belal.glab@slcc.edu
Central Region Vice President	Ashley Edleson Ext. 4536 Email: TBA
South Region Vice President	Adrienne Cole Ext. 2835 Email: TBA
Clubs and Organizations Vice President	Atziri Regalado Ext. 4072 Email: TBA
Community Engagement Vice President	VACANT Ext. 4057 Email: TBA





SLCC Board of Trustees 2021-22 Meeting Schedule

The following schedule was approved at the June 9, 2021 Salt Lake Community College Board of Trustees meeting. Board meetings will begin at 8:00 a.m. and be held at the Taylorsville Redwood Campus (AAB 428) unless specified otherwise. Meetings are generally held the second Wednesday of each month except for July, September, December and May.

August 18, 2021*

September 8, 2021
*Retreat***

October 13, 2021

November 10, 2021

December 15 or 16, 2021
*Holiday Social***

January 12, 2022

February 9, 2022

March 9, 2022

April 13, 2022

May 4, 2022
*Evening of Honor***

May 6, 2022
Commencement

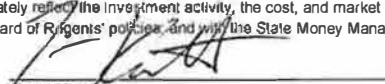
June 8, 2022

*Departure from the usual schedule

**By invitation only

TO: MARIA FARRINGTON, 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.



Travis Karlchner
Public Treasurer, Salt Lake Community College

**SALT LAKE COMMUNITY COLLEGE
MONEY MANAGEMENT INVESTMENTS
INVESTMENT PORTFOLIO AT 3-31-2021**

	<u>Rate of Return</u>	<u>Settlement Date</u>	<u>Maturity Date</u>	<u>Cost</u>	<u>Market Value</u>
<u>US Agency</u>					
Federal Agricultural Mortgage Corporation	1.75%	12/20/19	12/20/23	2,000,000.00	2,020,359.10
Federal Farm Credit Bank	2.04%	07/19/19	07/19/24	1,000,000.00	1,005,437.97
Federal Home Loan Bank	1.80%	12/04/19	12/04/24	2,000,000.00	2,005,723.88
	0.88%	03/23/21	03/23/26	1,000,000.00	993,628.22
	1.02%	03/30/21	03/30/26	2,000,000.00	1,987,100.80
<u>Medium Term Floating Rate Bonds</u>					
AIA Group	0.62%	09/20/18	09/20/21	2,000,670.00	1,993,860.00
American Express	0.78%	01/24/19	05/17/21	999,971.39	1,000,195.76
	0.74%	11/06/18	11/05/21	2,000,657.74	2,005,398.66
American Honda Finance	0.66%	01/25/19	12/10/21	998,720.00	1,001,315.86
Bank Of America	1.71%	03/16/20	01/20/23	1,054,317.13	1,068,289.20
BMW U.S. Capital LLC	0.83%	01/30/19	08/13/21	1,999,195.21	2,002,993.52
Citigroup Inc	1.11%	12/10/18	12/08/21	2,001,555.68	2,011,573.38
	1.51%	03/13/20	04/25/22	1,993,760.00	2,016,294.32
	0.59%	09/16/20	09/01/23	1,016,521.96	1,016,006.74
Goldman Sachs GP Inc	0.56%	09/08/20	02/23/23	2,013,200.00	2,016,293.70
HSBC Finance Corporation	0.87%	09/09/19	01/05/22	1,006,515.33	1,010,344.88

SALT LAKE COMMUNITY COLLEGE
INVESTMENT TRANSACTIONS
March 2021

Description	Interest	Settlement Date	Maturity Date	Call Date	Cost
Investments - February 28, 2021					169,291,257.34
<u>PURCHASES</u>					
FHLB US Agency	0.88%	03/23/21	03/23/26	06/23/21	1,000,000.00
FHLB US Agency	1.02%	03/30/21	03/30/26	09/30/21	2,000,000.00
Utah State Treasurer Public Treasurers' Investment Fund	0.42%	Various	Various	None	14,727,173.87
Zions First National Bank Sweep Account	0.05%	Various	Various	None	<u>4,330,845.53</u>
Total Purchases					22,058,019.40
<u>SALES / MATURITIES / CALLS</u>					
Net Premium/Discount Amortization					2,903.65
Utah State Treasurer Public Treasurers' Investment Fund	0.42%	Various	Various	None	17,000,000.00
Zions First National Bank Sweep Account	0.05%	Various	Various	None	<u>7,637,327.35</u>
Total Sales					24,640,231.00
Investments - March 31, 2021					<u><u>166,709,045.74</u></u>

**MONEY MANAGEMENT INVESTMENTS
SUMMARY OF INVESTMENT TRANSACTIONS
FOR THE YEAR ENDING JUNE 30, 2021**

Month	Beginning Balance	Purchases	Sales	Ending Balance	Weighted Average Balance	Interest and Dividends**	Interest Rate**
July 2020	163,696,223.73	27,322,790.55	26,640,016.82	164,378,997.46	164,282,026.37	177,372.06	1.25%
August 2020	164,378,997.46	59,274,742.92	53,458,624.95	170,195,115.43	167,108,340.84	166,904.49	1.16%
September 2020	170,195,115.43	31,704,215.89	36,750,250.15	165,149,081.17	171,035,113.36	76,012.82	0.53%
October 2020	165,149,081.17	27,583,397.89	31,468,818.03	161,263,661.03	166,288,301.25	88,017.47	0.61%
November 2020	161,263,661.03	22,072,758.89	18,923,388.15	164,413,031.77	164,419,100.88	172,433.86	1.26%
December 2020	164,413,031.77	20,926,245.10	24,284,839.41	161,054,437.46	166,111,405.32	130,032.52	0.91%
January 2021	161,054,437.46	55,263,609.47	47,671,862.12	168,646,184.81	163,690,268.55	65,993.73	0.47%
February 2021	168,646,184.81	35,346,864.94	34,701,792.41	169,291,257.34	171,087,026.46	104,890.91	0.79%
March 2021	169,291,257.34	22,058,019.40	24,640,231.00	166,709,045.74	172,917,561.14	99,294.77	0.67%
April 2021							
May 2021							
June 2021							
		301,552,645.05	298,539,823.04		167,437,682.69	1,080,952.64	0.85%

* Based on average of months shown

** Includes unrealized gains/losses on mutual fund holdings


Dr. Deneece Huffalin, President

TO: MARIA FARRINGTON, 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.


 Travis Karchner
 Public Treasurer, Salt Lake Community College

**SALT LAKE COMMUNITY COLLEGE
 MONEY MANAGEMENT INVESTMENTS
 INVESTMENT PORTFOLIO AT 4-30-2021**

	<u>Rate of Return</u>	<u>Settlement Date</u>	<u>Maturity Date</u>	<u>Cost</u>	<u>Market Value</u>
<u>US Agency</u>					
Federal Agricultural Mortgage Corporation	1.75%	12/20/19	12/20/23	2,000,000.00	2,017,924.56
Federal Farm Credit Bank	2.04%	07/19/19	07/19/24	1,000,000.00	1,003,920.06
Federal Home Loan Bank	1.80%	12/04/19	12/04/24	2,000,000.00	2,002,920.32
	0.88%	03/23/21	03/23/26	1,000,000.00	998,489.13
	1.02%	03/30/21	03/30/26	2,000,000.00	1,996,821.44
	1.25%	04/28/21	04/28/26	2,000,000.00	2,000,051.36
<u>Medium Term Floating Rate Bonds</u>					
AIA Group	0.62%	09/20/18	09/20/21	2,000,536.00	1,999,140.00
American Express	0.74%	11/06/18	11/05/21	2,000,563.80	2,004,428.46
American Honda Finance	0.66%	01/25/19	12/10/21	998,880.00	1,001,519.13
Bank Of America	1.67%	03/16/20	01/20/23	1,054,587.74	1,067,819.93
BMW U.S. Capital LLC	0.83%	01/30/19	08/13/21	1,999,396.44	2,002,763.06
Citigroup Inc	1.11%	12/10/18	12/08/21	2,001,361.24	2,010,577.90
	1.46%	03/13/20	04/25/22	1,994,280.00	2,015,109.52
	0.59%	09/16/20	09/01/23	1,015,952.24	1,015,282.92
Goldman Sachs GP Inc	0.56%	09/08/20	02/23/23	2,012,600.00	2,015,477.38
	0.54%	04/30/21	11/29/23	2,027,586.54	2,025,384.80
HSBC Finance Corporation	0.82%	09/09/19	01/05/22	1,005,791.40	1,008,751.79

	<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 (cont.)</u>					
Morgan Stanley	0.80%	08/20/19	06/10/22	2,002,324.78	2,001,285.26
	0.61%	10/26/20	10/24/23	1,015,474.73	1,016,155.44
PNC Bank	0.52%	12/09/19	12/09/22	2,001,973.87	2,004,379.72
Santander UK PLC	0.71%	06/01/18	06/01/21	1,000,079.80	1,000,488.35
Toyota Motor Credit Corporation	0.75%	01/22/19	01/11/22	2,356,958.97	2,365,105.19
US Bank	0.52%	12/10/19	12/09/22	2,002,047.74	2,009,026.64
Wells Fargo	0.73%	09/12/19	09/09/22	2,001,955.60	2,004,372.42
	0.45%	09/08/20	01/24/23	1,007,942.88	1,007,038.15

Mutual Funds, PTIF, Sweep Account

Mutual Funds - Bruin Club					
Fidelity Janus Strategic Value Fund	37.67%	Various	Open	35,000.00	144,508.60
Janus Forty Fund	45.96%	Various	Open	41,250.00	194,833.79
The Vanguard 500 Index Fund	43.93%	Various	Open	43,750.00	204,703.23
Mutual Funds - Alumni Office					
Janus Research Fund	39.20%	Various	Open	26,500.00	80,960.97
Janus Enterprise Fund	48.93%	Various	Open	31,500.00	103,579.94
The Vanguard 500 Index Fund	43.93%	Various	Open	27,000.00	121,793.51
Grand Theatre					
Vanguard LifeStrategy Conservative Growth Fund	15.59%	12/26/06	Open	95,717.01	187,089.62
Utah State Treasurer					
Public Treasurers' Investment Fund	0.42%	04/30/21	Open	118,714,388.99	118,714,388.99
Zions First National Bank					
Sweep Account	0.04%	04/30/21	Open	975,796.44	975,796.44
Total Investment Portfolio				<u>161,491,196.21</u>	<u>162,321,888.02</u>

2018 Revenue Bond Holdings

Utah State Treasurer					
Public Treasurers' Investment Fund	0.42%	04/30/21	Open	1,511,882.67	1,511,882.67

SALT LAKE COMMUNITY COLLEGE
INVESTMENT TRANSACTIONS
April 2021

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Investments - March 31, 2021					166,709,045.74
<u>PURCHASES</u>					
FHLB US Agency	1.25%	04/28/21	04/28/26	07/28/21	2,000,000.00
Goldman Sachs Medium Term Floating Rate Bond	0.54%	04/30/21	11/29/23	None	2,029,639.42
Utah State Treasurer Public Treasurers' Investment Fund	0.42%	Various	Various	None	14,437,485.40
Zions First National Bank Sweep Account	0.04%	Various	Various	None	<u>3,763,951.39</u>
Total Purchases					22,231,076.21
<u>SALES / MATURITIES / CALLS</u>					
Net Premium/Discount Amortization					4,956.49
American Express Medium Term Floating Rate Bond	0.78%	01/24/19	05/17/21	04/17/21	1,000,000.00
Utah State Treasurer Public Treasurers' Investment Fund	0.42%	Various	Various	None	22,300,000.00
Zions First National Bank Sweep Account	0.04%	Various	Various	None	<u>4,143,969.25</u>
Total Sales					27,448,925.74
Investments - April 30, 2021					<u><u>161,491,196.21</u></u>

**MONEY MANAGEMENT INVESTMENTS
SUMMARY OF INVESTMENT TRANSACTIONS
FOR THE YEAR ENDING JUNE 30, 2021**

Month	Beginning Balance	Purchases	Sales	Ending Balance	Weighted Average Balance	Interest and Dividends**	Interest Rate**
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January 2021	161,054,437.46	55,263,609.47	47,671,862.12	168,646,184.81	163,690,268.55	65,993.73	0.47%
February 2021	168,646,184.81	35,346,864.94	34,701,792.41	169,291,257.34	171,087,026.46	104,890.91	0.79%
March 2021	169,291,257.34	22,058,019.40	24,640,231.00	166,709,045.74	172,917,561.14	99,294.77	0.67%
April 2021	166,709,045.74	22,231,076.21	27,448,925.74	161,491,196.21	167,995,879.54	124,038.22	0.89%
May 2021							
June 2021							
		323,783,721.26	325,988,748.78		167,493,502.37	1,204,990.86	0.85%

* Based on average of months shown

** Includes unrealized gains/losses on mutual fund holdings



Dr. Denece Huftalin, President

Board of Trustees Meeting MINUTES

April 14, 2021	Taylorsville/Redwood Campus & WebEx	8:00 a.m.
<p>Attendance: Trustees: Chair Maria Farrington, Vice-Chair Jim Wall, Coralie Alder, Nate Boyer, Silvia Castro, Lori Chillingworth, Emily Hernandez Alzamora, Linda Luchetti, Brady Southwick, Kim Wilson, and President Deneece Huftalin</p> <p>Guests: Lindsay Simons-SLCCSA President Elect and Derrick Tuff-SLCCSA EVP Elect, Bryce Whittaker, John Fackler, David Woolstenhulme-USHE Commissioner and Geoff Landward-USHE Deputy Commissioner and General Counsel</p> <p>Executive Cabinet Members: Clifton Sanders-Provost, Dr. Chuck Lepper-VP for Student Affairs and Enrollment Management, Jeffrey West-VP for Finance and Administration, CFO, Alison McFarlane-VP for Institutional Advancement, Tim Sheehan – VP for Government and Community Relations, Jeff Aird – VP for Institutional Effectiveness, Lea Lani Kinikini-CDO, Special Assistant to the President</p> <p>SLCC Representatives: Katerina Salini-Faculty Senate President, Justice Morath-Faculty Association President, Sean Crossland–Staff Association President, Michael Navarre-Assistant VP Institutional Marketing and Communications, Chris Lacombe-Legal Counsel, Sandra Lehman-Executive Assistant to President Huftalin and secretary to the Board of Trustees, Guy Douros, Laif Erickson-Technical Support</p>		

	Agenda	Discussion Summary and Action
I.	BOARD BUSINESS: Maria Farrington, Chair	Chair Farrington opened the meeting; she thanked and welcomed everyone attending.
	A. 2021 Graduates of Excellence	Provost Sanders provided background information about the Graduates of Excellence program and Associate Provost David Hubert escorted the 2021 graduates into the meeting. Each student was asked to share information about themselves.
	B. Amendment to Motion and Minutes from Previous Meeting	President Huftalin explained the error in the amounts discussed for the tuition increase during the March 10 meeting. She said the increase will remain at 2% but wanted it to be transparent in the meeting minutes. Trustee Kim Wilson made a motion to amend the March 10, 2021 meeting minutes to correct the amount of tuition needed to cover the Legislative match from \$1,138,000 to \$960,000 and a total tuition increase of 2% as reviewed and approved by the Board of Trustees Executive Committee on March 16, 2021 and by the entire Board on April 14, 2021. The motion was

		<p>seconded by Trustee Nate Boyer and carried unanimously.</p>
	<p>C. Farewell to Trustee Emily Hernandez Alzamora and introduce new SLCCSA President/Trustee Lindsay Simons and EVP Derrick Tuff</p>	<p>Chair Farrington and President thanked Trustee Hernandez Alzamora for her service and presented her with a Rob Adamson print and a farewell plaque. Trustee Hernandez Alzamora thanked everyone for helping her learn about leadership and how to better serve students. She said it has made a difference in her life, she loved serving students and attending at SLCC.</p> <p>SLCCSA President Elect Lindsay Simons and SLCCSA EVP Elect Derrick Tuff were introduced.</p>
	<p>D. Farewell to Faculty Senate and Faculty Association Presidents</p>	<p>Chair Farrington thanked Faculty Senate President Katerina Salini and Faculty Association President Justice Morath for their service. Mr. Morath reported that the election closes tomorrow at noon and Shirene McKay is the presumptive winner. President Huftalin thanked them saying both Mr. Morath and Ms. Salini have been exceptional leaders. Provost Sanders said that their impact has been transformational in helping advance faculty and governance culture. Ms. Salini said that the elections for Senate are Monday. She thanked the President and trustees for the experience to learn about the institution and how wonderful it's been to be able to report back to faculty how hard the board works for the betterment of the college.</p>
	<p>E. Farewell to Staff Association President Sean Crossland; Introduce new President Gina Alfred</p>	<p>Staff Association President Sean Crossland was thanked for his service for the past two years; President Elect Gina Alfred will take over the position and join the next meeting in June.</p>
	<p>F. Appointment of Nomination Committee for Board Chair and Vice Chair Positions</p>	<p>Chair Farrington asked Trustee Luchetti to head-up the nomination committee to fill the positions of Chair and Vice-Chair on the board. She called for other volunteers and Trustee Alder offered to serve. Any other trustees that are interested are to contact Trustee Luchetti, President Huftalin, or Sandra Lehman. Candidates/nominees will be announced and voted on at the June meeting.</p>
	<p>G. Comprehensive Campaign Update & Report on Progress, Trustee Coralie Alder, VP Alison McFarlane, and Nancy Michalko</p>	<p>VP McFarlane thanked trustees for the opportunity to report regularly on the status of the capital campaign. She shared a presentation: \$25.6 mil has been raised toward the overall goal of \$40 mil goal and \$5.6 mil has been raised this fiscal year toward a \$10 mil goal. The Campaign Cabinet has been</p>

		<p>established and has held one meeting so far, they plan to meet eight times between now and 2023 and Gail Miller will lead the group that consists of community leaders and friends of the college. She highlighted the Scholarship “Luncheon” virtual event and the opening of the Tim and Brenda Huval Student Center and explained other donor involvement and opportunities.</p>
	<p>H. Alumni Report, Trustee Silvia Castro (GUESTS: Bryce Whittaker and John Fackler)</p>	<p>Trustee Castro introduced Bryce Whittaker, Chair of the Alumni Leadership Council and John Fackler, Director of Corporate and Alumni Relations. She thanked President Huftalin for initiating the 1:1 conversations with the trustees and for adding a quarterly Alumni Report to the meeting agendas moving forward. A written report was provided in advance and Mr. Whittaker provided some background information about himself and his time at SLCC. He said the Alumni Leadership Council has a goal to bring knowledge and understanding about SLCC to community members, students, and alumni to raise pride and awareness through the stories of alumni whose lives have been transformed because of SLCC. They are using social media and other means to overcome challenges in identifying SLCC alumni and are working with different areas across the college to develop a formal strategy on engaging alumni. They look forward to the Commencement in August where Distinguished Alumni Christina Andino and Davis Smith will be honored and are looking strategically at other events in the community to further engage alumni. Nominations will be accepted through October 6 for the “Rising Star” award that was recently created and is targeted toward more recent graduates who completed their SLCC education within the last 7 years; two alumni will be awarded annually. Trustee Castro thank Mr. Whittaker and all the engaged alumni members who have accomplished an amazing amount of work this year.</p>
	<p>I. Audit Committee Report, Trustees Brady Southwick, Jim Wall, Kim Wilson</p>	<p>Trustee Southwick reported that the Audit Committee met with the Board of Higher Education Audit Committee for the annual report on work the college and committee is involved in including risk assessments and ethics hotline issues. He said they reported that the BOT works well together and with President Huftalin who is always willing to engage, inform and be transparent and that the quality of trustees and the College Mission help create a</p>

		unified board who work to provide access to students and help them be as successful as possible.
	J. Mission Fulfillment Report, Trustees Maria Farrington, Lori Chillingworth, Brady Southwick, and Emily Hernandez Alzamora VP Jeff Aird	VP Jeff Aird provided an update on the Mission Fulfillment work with project plans and timeline. He shared a presentation and will bring final reports over the next few months. Discussion followed about the NWCCU visit in the fall.
	K. Student Housing Committee Report, Trustees Coralie Alder, Silvia Castro, Lori Chillingworth, Linda Luchetti and Kim Wilson, VP Jeff West, VP Chuck Lepper	VP West reviewed the status of the Student Housing Project. He reported than an RFQ was put out to identify potential developers. Four responses were received that were shortlisted to two – Servitas and American Campus Communities – both national firms that will partner with local architects and construction companies. After initial meetings with the groups to provide more information, each will present their proposals at the end of the month where trustees are invited to join. He said that after the presentations, the proposals will be closely reviewed with a selection anticipated the first part of May. After a selection has been made, contract negotiations happen, and the project enters the design phase. In early 2022 construction should begin for approximately 18 months. They hope to have the project completed in the summer of 2023 with occupancy in the fall.
II.	CONSENT CALENDAR: It is the recommendation of the Chair that the Board approve the following items on the Consent Calendar:	
	A. <u>Investment Report for February, 2021</u>	Consent Calendar – Trustee Luchetti moved to accept the Consent Calendar as presented; Trustee Southwick seconded the motion that carried unanimously.
	B. <u>Minutes of Previous Meeting, March 10, 2021</u>	
	C. <u>Executive Session:</u> Approval to hold an Executive Session or Sessions in connection with the meeting of the SLCC Board of Trustees to be held June 9, 2021 to consider matters permitted by the Utah Open and Public Meetings Act.	
	D. <u>Personnel Report for March 2021</u>	

	<p>E. <u>Government Funding Report – Major Grants Requested/Received</u></p>	
	<p>F. <u>CARES Act Funding Report</u></p>	<p>President Huftalin and VP West explained the new reports trustees requested be added to the consent calendar for review.</p>
<p>III. PRESIDENT’S REPORT: Dr. Denece Huftalin, President</p>		
	<p>A. President Huftalin</p> <ol style="list-style-type: none"> 1. INFORMATION: Evening of Honor/Commencement and Athletics Updates 2. INFORMATION: Review of Committee Assignments 	<p>President requested that trustees go into Closed Session at the end of the meeting so she can provide them with information, no action will be required.</p> <p>She also reported that alumni Miles Broadhead is the new General Manager for Taher Food Services at the College and the Evening of Honor Dinner and Commencement have moved from May to August 4 and August 6 respectively. She provided an update on the men’s and women’s basketball tournaments as well as baseball and softball regional tournaments scheduled in Henderson, Nevada in May; she invited trustees to attend if they are interested. She also said that SLCC is hosting the men’s and women’s regional soccer tournament at the Herriman facility. As more information becomes available, Sandra will send it to trustees. She added that this past year has been especially challenging for the Athletics Department to navigate restrictions in place for the pandemic; she thanked and commended the athletes, coaches and everyone who helped make the season successful.</p> <p>Last, President Huftalin shared the list of current BOT committee assignments. She reminded trustees that Trustee Wall proposed a new employer engagement committee. In June, the Chair and Vice-Chair positions will be voted on and she asked trustees to review the list and plan on discussing committee assignments and changes at that time.</p>
	<p>B. Student Life & Leadership Report – Trustee Hernandez Alzamora</p>	<p>Trustee Hernandez Alzamora provided information on upcoming events SLCCSA is organizing or involved in. She thanked trustees again for the opportunity to serve and invited SLCCSA EVP Derrick Tuff to share his plans for the coming year. Mr. Tuff thanked everyone for inviting him to attend and shared goals and plans.</p>
	<p>C. Academic Affairs Report – Provost Clifton Sanders</p>	<p>Provost Sanders explained that the two policies on the agenda are 1st reads; the 2nd readings and</p>

	<ol style="list-style-type: none"> 1. INFORMATION: Academic Freedom, Professional Responsibility, and Tenure Policy (1st Read) 2. INFORMATION: Placement and Testing Policy (1st Read) 	<p>possible approval will be at the June meeting. He explained what the policies provide for and proposed changes. He said that the Academic Freedom, Professional Responsibility, and Tenure policy is very complicated, and they took time for a comprehensive review with faculty. He asked Faculty Senate President, Katerina Salini to comment; Ms. Salini explained the policy and how it has been streamlined with the proposed changes. She said she is thankful for the input and contributions provided by many people across the college. Faculty Association President Justice Morath explained the role and contributions to the faculty handbook and policies the association provides and said that they worked together on this policy with senate. Chair Farrington thanked them for the data and information on faculty demographics and said she is looking forward to continuing the conversation as the numbers improve.</p>
	<p>D. Finance & Administration Report – VP Jeffrey West</p> <ol style="list-style-type: none"> 1. INFORMATION: Update on Capital Projects (Bob Askerlund) 2. ACTION: Fixed and Trackable Non-Capital Assets Policy (2nd Read) 	<p>VP West introduced Bob Askerlund to give the annual capital projects report. Mr. Askerlund started with an update on the Herriman building and provided highlights on plans for space that can be repurposed at Jordan that was vacated for the new Student Center and other projects at the Jordan campus. He provided an update on the ATC Building that is being rebuilt after the fire, Miller campus mechanical upgrades, Redwood Construction Trades building, work that needs to happen in the Redwood Lifetime Activities Center, remodel work in the Redwood Student Center, space in the S&I Building, South City masonry work, and the childcare space at South City.</p> <p>VP Jeff West explained that the Fixed and Trackable Non-Capital Assets Policy is before the board for a 2nd reading and possible approval. He asked if there were any questions. Hearing and seeing none, Trustee Wilson moved to approve the Fixed and Trackable Non-Capital Assets Policy; Trustee Hernandez Alzamora seconded the motion that carried unanimously.</p>
	<p>E. Institutional Effectiveness Report – VP Jeff Aird</p> <ol style="list-style-type: none"> 1. INFORMATION: Sexual Harassment / Title IX Policy (1st Read) 	<p>VP Jeff Aird explained that the emergency policy for Title IX / Sexual Harassment is set to expire and that an official policy needs to be adopted. Because of the short timeframe, the policy is under a 15-day college-wide review simultaneously. Any additional</p>

	<p>2. INFORMATION: Enrollment Report / Update</p>	<p>changes generated from the review will be provided to trustees for a 2nd reading and possible approval at the June meeting. He also explained that two other policies – the Employee Conduct Policy and the Anti-Discrimination and Harassment Policy both interact with the Title IX / Sexual Harassment Policy will also be reviewed and brought to BOT in the future.</p> <p>The Enrollment Report and information were provided for BOT review.</p>
	<p>F. Campus-based Constituent Reports:</p> <p>1. INFORMATION: Staff Association Report – Sean Crossland, Staff Association President</p>	<p>Due to a lack of time, President Huftalin asked Staff Association President Sean Crossland if he would provide his report at the June meeting.</p>
<p>IV.</p>	<p>BOARD BUSINESS: Maria Farrington, Chair</p>	
	<p>A. Closed Session to discuss the character, professional competence, or physical or mental health of an individual as permitted by Utah Code Ann. §52-5-205(1)(a).</p>	<p>Trustee Brady Southwick moved to enter Closed Session at 9:55 a.m.; the motion was seconded and carried unanimously.</p>
<p>IV.</p>	<p>ADJOURNMENT:</p>	<p>The meeting adjourned at 10:38 a.m.</p>

Approved at the June 9, 2021 SLCC Board of Trustee Meeting.

date

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

SALT LAKE COMMUNITY COLLEGE
PERSONNEL HIRING REPORT
April 1- 31, 2021

TAB E

Name	Title	Department	Date
ADMINISTRATION			
None			
FACULTY			
None			
STAFF--EXEMPT			
Rebecca Sparagowski	Librarian 1, Archives	Library Services	April 1, 2021
Sonia Siguenza	Advisor 2, College Adult Outreach & Recruitment	Admissions Office - 4B7	April 1, 2021
Michelle Maraffio	Advisor 1, Pathways	Academic Advising - 4B4	April 1, 2021
Daniel Rodriguez	Advisor 1, Pathways	Academic Advising (Health Sciences)	April 16, 2021
Claudia Gutierrez Sanchez	Assistant Director 2, Thayne Center	Student Life & Leadership	April 16, 2021
STAFF--NON-EXEMPT			
David Bawden	Painter 2	Facilities-Painter	April 1, 2021
Lauren Kelley	Administrative Assistant 1, Center for Health and Counseling	Center for Health and Counseling-4D9	April 16, 2021
Ryder Lund	Specialist 3, Campus Card Office	OneCard (Student Services)-4CA	April 16, 2021
Vanesa Flors Naranjo	Custodian	Facilities-Custodial	April 16, 2021
Noah Lynes	Custodian	Facilities-Custodial	April 16, 2021
Shannon Tsosie	Custodian	Facilities-Custodial	April 16, 2021
McKenzie Luker	Custodian	Facilities-Custodial	April 16, 2021
Matthew Larson	Custodian	Facilities-Custodial	April 16, 2021

SALT LAKE COMMUNITY COLLEGE

PERSONNEL HIRING REPORT

April 1- 31, 2021

Luz Alcaraz	Custodian	Facilties-Custodial	April 16, 2021
Alisha Mitchell	Custodian	Facilties-Custodial	April 16, 2021
Christopher Donehoe	Specialist 2 Signage/Banner	Facilites Sign Office	April 16, 2021
Jermey Gleave	Specialist 2, Architectural	Facilities- Planining and Design	April 16, 2021
Laura Pratt	Technician 2, Financial Aid	Financial Aid	April 16, 2021

SALT LAKE COMMUNITY COLLEGE
PERSONNEL HIRING REPORT
 May 1- 31, 2021

Name	Title	Department	Date
ADMINISTRATION			
Leilani Clegg	Director, University Transfer Center	Curriculum & Academic Systems	May 1, 2021
FACULTY			
None			
STAFF--EXEMPT			
Salote Brown Halatoa	Assistant Director 3, Admissions	Admissions Office - 4B7	May 1, 2021
Danielle Susi-Dittmore	Coordinator 2, Community Engagement Leadership	Thayne Center	May 1, 2021
Fernando Alzerreca	Assistant Director 1, Financial Aid	Financial Aid	May 1, 2021
Christina Souknarong	Coordinator 2, Campus & Community Partnerships	Thayne Center	May 1, 2021
Alisa Garcia	Auditor 2	Internal Audit	May 1, 2021
Teliaya Wallace	Project Manager	Facilities-Architects	May 16, 2021
Justin Brown	Coordinator 3, Exercise Science	Exercise Science (STEM) - 2G5	May 16, 2021
Shay Meurer	Head Coach 1, Women's Volleyball	Athletics-4H0	May 16, 2021
Paul Wolford	Director, Outreach and Business Training Alumni	Business Development Resources-2M0	May 16, 2021
Chris McCarty	Project Manager	Facilities-Architects	May 16, 2021
Ana Brown	Administrative Assistant III	Special Assistant to the President	May 1, 2021
STAFF--NON-EXEMPT			
Joshua Oviatt	Master Carpenter Lead	Facilities- Carpenters	May 1, 2021

SALT LAKE COMMUNITY COLLEGE

PERSONNEL HIRING REPORT

May 1- 31, 2021

Penina Fitiao	Administrative Assistant I, Diversity and Multicultural Affairs	Office for Diveristy & Multicultural Affairs - Student Affairs	May 1, 2021
Yazzel Corona	Specialist 1, Child Care Provider (Jordan Campus)	Child Care (Student Affairs) 4G5	May 1, 2021
Saxyton Campbell	Coordinator 1, Emergency Management	Public Safety	May 1, 2021
Irina Shashkova	Coordinator 1, Onboarding & Employee Experience	Staff Development (IE) -7B0	May 1, 2021
Kristina Hill	Specialist 1, Early Childhood Ed Teacher (Jordan	Child Care (Student Affairs) 4G5	May 10, 2021
Sarah White	Contract Coordinator 1, Risk Management	Risk Management	May 16, 2021
Heidi Keyes	Technician 2, Academic Advising	Academic Advising (Art, Comm & Mfg)	May 16, 2021
Michele Houck	Coordinator 1, Child Care Provider, Director Designee (Jordan Campus Child Care) (Temporary)	Child Care (Student Affairs) 4G5	May 16, 2021

Vice President of Government and Community Relations Office of Sponsored Projects: Government Funding Report							
NEW FUNDING ACTION							
Funding Agency: Project Name	Date Submitted	Amount Requested	Receipt of Award	Status	Amount Funded	Period of Performance	Program Administration
Andrew W Mellon Foundation: Philosophy as a Way of Life			05/17/21	Awarded	\$5,000	5/1/21--6/30/22	School of Humanities and Social Science
ED: American Rescue Plan, Student			05/13/21	Awarded	\$21,598,914	5/13/20-5/23/22	Finance and Administration
ED: American Rescue Plan, Institutional			05/13/21	Awarded	\$20,873,927	4/22/20-5/23/22	Finance and Administration
ON-GOING FUNDING ACTIVITY							
Funding Agency: Project Name	Date Submitted	Amount Requested	Receipt of Award	Status	Amount Funded	Period of Performance	Program Administration
GOED: Utah Learn and Work	05/14/21	\$2,299,098		Under Consideration		6/1/21-6/30/22	Workforce and Economic Development
DOE: Industrial Assessment Center	04/22/21	\$443,525		Under Consideration		10/1/21-9/30/26	Workforce and Economic Development
NSF: Enhancing Biology Student Success	05/10/21	\$66,686		Under Consideration		11/1/21- 0/31/25	School of Science, Math and Engineering
ED: Educational Opportunity Center	02/25/21	\$1,135,420		Under Consideration		9/1/21-8/31/26	Student Affairs
ED: Talent Search, Granite School District	02/25/21	\$1,414,670		Under Consideration		9/1/21-8/31/26	Student Affairs
ED: Talent Search, Salt Lake School District	02/25/21	\$1,346,237		Under Consideration		9/1/21-8/31/26	Student Affairs
Utah Higher Education AmeriCorps Network: Education Award Slots	03/15/21	20 Slots		Under Consideration		7/1/21-6/30/22	Student Affairs
Utah Higher Education AmeriCorps Network: Education Award Slots	03/11/21	46 Slots		Under Consideration		7/1/21-6/30/22	School of Health Sciences
NSF: Improving Undergraduate STEM Education, Learning Assistants in Math	01/29/21	\$299,804		Under Consideration		8/1/21-7/31/24	School of Science, Math and Engineering

NSF: Dynamics of Environmental and Social Critical Transitions with Desiccation	11/16/20	\$44,073		Under Consideration		7/1/21-6/30/26	School of Science, Math and Engineering
SBDC, (USU, lead): Salt Lake Regional Center 2021	11/2/20	\$260,000		Under Consideration		1/1/21-12/31/21	Business Development Resources
American Council for Learning Societies: Community College Fellowship	9/30/20	\$40,000		Under Consideration		6/1/20-12/31/21	School of Humanities and Social Science
ED: CRRSAA Institutional Funds		\$18,806,832	2/16/21	Awarded	\$18,806,832	12/27/20-9/30/22	Finance and Administration
ED: CRRSAA Student Aid Funds		\$5,323,937	2/16/21	Awarded	\$5,323,937	12/27/20-9/30/22	Finance and Administration
NSF: Increasing STEM Success through Scholarships and Support Services	03/25/20	\$999,658	12/15/20	Awarded	\$999,654	1/1/21-12/31/25	School of Science, Math and Engineering
UPDS: 2020 Emergency Management Performance Grant	10/2/20	\$10,000	12/02/20	Awarded	\$10,000	7/1/20-6/30/21	Finance and Administration
UDVMA: Veteran Support Center Grant 2021	08/06/20	\$17,492	09/30/20	Awarded	\$17,492	9/1/20-8/31/21	Student Affairs
SLCO: ZAP, Grand Theater, Tier II	5/28/20	\$80,000	10/16/20	Awarded	\$78,600	7/1/20-6/30/21	School of Arts, Communication and Media
SLCAC: Grand Youth Afterschool Theatre Program	06/16/20	\$9,460	09/21/20	Awarded	\$4,500	9/1/20 8/31/21	School of Arts, Communication and Media
DHA: Library Lender Support	07/01/20	\$3,000	09/25/20	Awarded	\$3,000	7/1/20-06/30/21	Learning Advancement
ED: Student Support Services	1/27/20	\$1,834,520	8/12/2020	Awarded	\$1,898,730	9/1/20-8/31/25	Student Affairs
ED: Student Support Services, STEM	1/27/20	\$1,265,260	8/12/2020	Awarded	\$1,309,545	9/1/20-8/31/25	Student Affairs

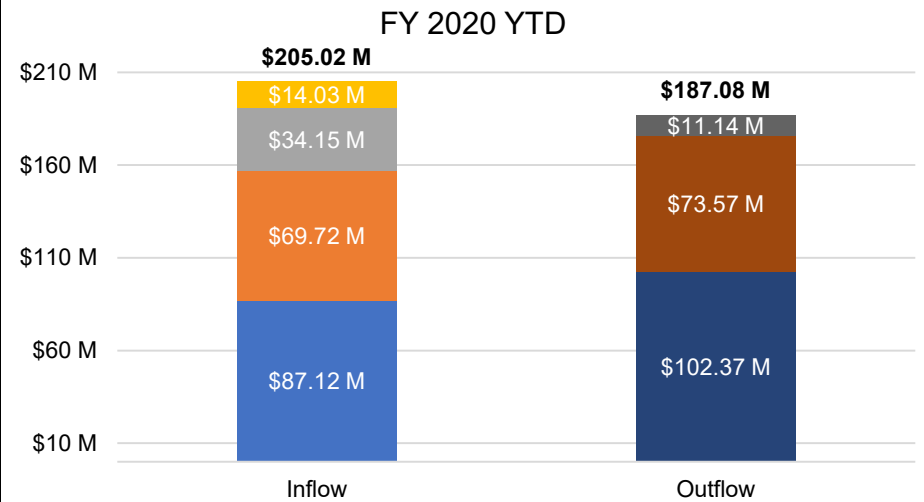
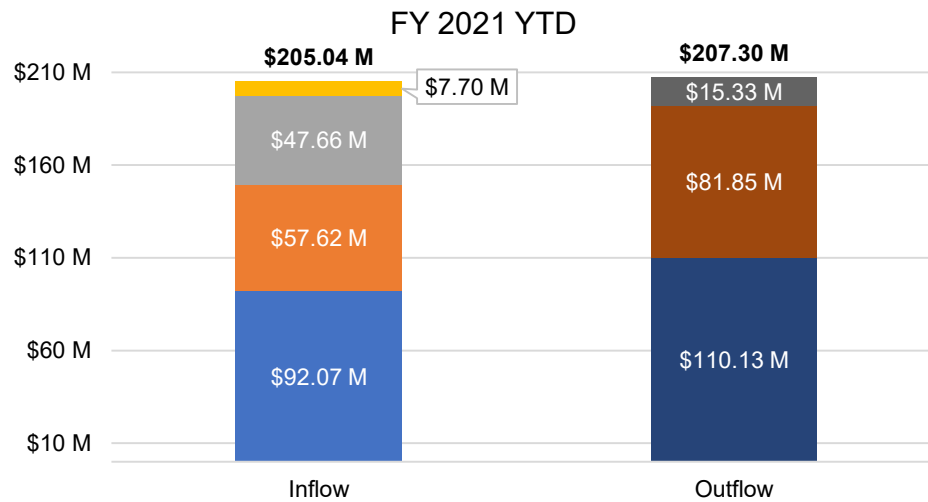
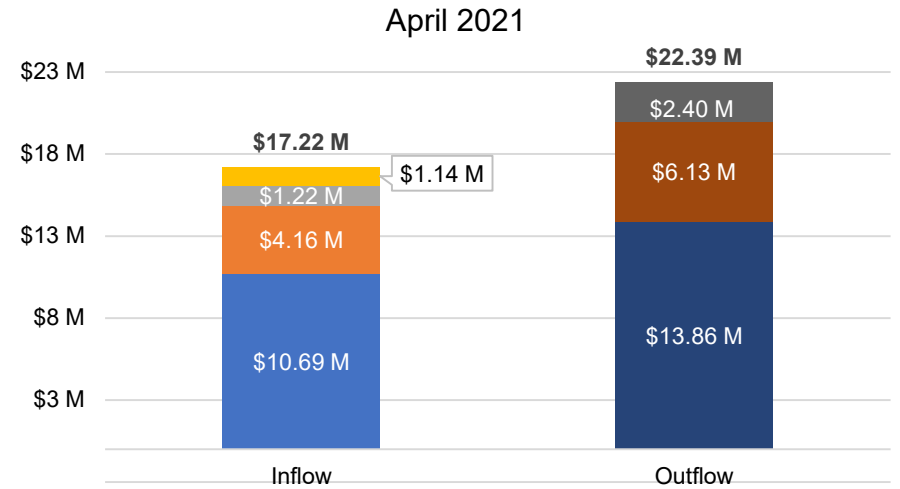
Utah Marriage Commission: Salt Lake County Healthy Marriage Initiative: Passport to Love Program	07/07/20	\$29,523	08/05/20	Awarded	\$29,523	7/1/20-6/30/23	School of Humanities and Social Science
SBA (USU, lead): SBDC CARES Act Funding	04/24/20	\$185,142	06/29/20	Awarded	\$218,747	6/1/20-9/30/21	Business Development Resources
Utah Higher Education AmeriCorps Network: Thayne Center	03/23/20	\$0	07/17/20	Awarded	30 VISTAS	7/1/20-6/30/21	Student Affairs
Utah Higher Education AmeriCorps Network: Dental Hygiene Students	03/16/20	\$70,800	07/17/20	Awarded	\$54,815	7/1/20-6/30/21	School of Health Sciences
NSF: Expanding Technical Career Pathways in Manufacturing for High School Students	10/03/19	\$599,777	07/22/20	Awarded	\$584,942	7/1/20-6/30/23	School of Science, Math and Engineering
NSF (Middlebury College, Lead): Critical Zone Collaborative	12/2/19	\$423,436	07/28/20	Awarded	\$401,140	9/1/20-8/31/25	School of Science, Math and Engineering
NASA: Aeronautics Education	9/30/19	\$40,000	07/14/20	Awarded	\$48,000	5/18/20-5/17/24	School of Science, Math and Engineering
NSF (Penn State, lead): Nanotechnology Center Grant	10/1/19	\$60,000	06/22/20	Awarded	\$52,567	9/1/20-8/31/23	School of Science, Math and Engineering
UAM: Cultural Vibrancy for the ASL Community	9/6/19	\$10,000	01/06/20	Awarded	\$9,921	1/1/20-06/30/21	School of Humanities and Social Science
UAM: Utah Original Writing Competition	9/6/19	\$30,000	11/27/19	Awarded	\$90,000	1/1/20-12/31/22	School of Humanities and Social Science
GOED: UtahWorks	7/12/19	\$889,985	10/31/19	Awarded	\$806,125	7/1/19-9/30/21	Workforce and Economic Development
SLCAC: Project Support Grant	6/11/19	\$9,708	08/27/19	Awarded	\$2,500	9/1/19-8/31/21	School of Humanities and Social Science
UDVMA: Veteran Center Support Grant	5/24/19	\$24,808	08/15/19	Awarded	\$23,463	7/1/19-6/30/21	Student Affairs
AAC&U: Strengthening Guided Pathways		\$30,000		Awarded	\$30,000	5/1/19-8/31/21	Learning Advancement

DWS: Short-term Occupational Training for Refugees		\$272,899		Awarded	\$314,965	5/1/18-9/30/21	Workforce and Economic Development
NSF (Penn State, lead) Nanotechnology Workshop	2/1/19	\$27,991	05/01/19	Awarded	\$27,991	12/1/18-4/30/22	School of Science, Math and Engineering
USHE: Math Competency	3/15/19	\$110,000	04/30/19	Awarded	\$266,088	8/1/19-6/30/22	School of Science, Math and Engineering
VisitSaltLake: Hospitality Pathways Program	12/13/18	\$350,000	12/31/18	Awarded	\$1,050,000	1/1/19-12/31/21	Workforce and Economic Development
DWS: Technology Training for Refugees, Part 2		\$630,276	12/13/18	Awarded	\$678,056	1/1/19-12/31/21	Workforce and Economic Development
ED: Child Care Access Means Parents in School (CCAMPIS)	7/23/18	\$1,068,472	09/28/18	Awarded	\$1,082,848	10/1/18-9/30/22	Student Affairs
UDVMA: Veteran Center Support Grant	6/15/18	\$32,085	07/03/18	Awarded	\$16,938	2019-2021	Student Affairs
Health and Human Services, UofU (lead): Area Health Education Centers	3/28/17	\$429,246	08/09/17	Awarded	\$483,185	9/1/17-8/30/22	School of Health Sciences
Howard Hughes Medical Institute, UU (lead): Up STEM	11/9/16	\$0	06/30/17	Awarded	\$190,000	9/1/17-8/31/22	School of Science, Math and Engineering
National Science Foundation: GeoPaths	10/11/16	\$492,000	06/07/17	Awarded	\$334,372	9/1/17-8/31/21	School of Science, Math and Engineering
GOED: Veteran Business Services	1/1/17	\$120,000	02/14/17	Awarded	\$440,000	1/1/17-6/30/22	Business Development Resources
SLC Corporation: Local Business Development Service	8/8/17	\$38,804	01/03/17	Awarded	\$73,804	10/1/17-5/31/21	Business Development Resources
ED: Strengthening Institutions Grant	6/8/15	\$2,236,497	09/06/16	Awarded	\$2,236,497	10/1/16-9/30/21	School of Science, Math and Engineering
ED: TRIO Talent Search	2/5/16	\$1,231,200	07/20/16	Awarded	\$1,361,311	9/1/16-8/31/21	Student Affairs
National Science Foundation: ATE Biotech CBE	10/8/15	\$900,000	06/13/16	Awarded	\$819,416	6/15/16-5/31/21	School of Science, Math and Engineering

ED: CRRSAA Emergency Operating Funds for IHEs with Strengthening Institutions Program eligibility			03/06/21	Awarded	\$1,022,514	12/27/20-9/30/22	Finance and Administration
ED: Experimental Sites Initiative, Pell for Incarcerated Persons	9/18/19	\$0	04/24/20	Awarded	Financial Aid Waiver	TBD	School of Humanities and Social Science
ED: Experimental Sites Initiative, Federal Work-Study	9/23/19	\$0	02/19/20	Awarded	Financial Aid Waiver	TBD	Student Affairs
Total funding requests under consideration:		\$7,349,513					
Total funding for active awards:					\$83,679,859		

Salt Lake Community College Cash Activity Month Ended 04/30/2021

	April 2021	Fiscal YTD	FY2020 YTD
State Appropriation	\$ 10,693,414	\$ 92,068,306	\$ 87,120,856
Tuition, Fees, & Charges for Services	4,162,905	57,615,832	69,720,513
U.S. Dept of Education Draws	1,222,459	47,658,504	34,148,532
Other	1,142,887	7,697,671	14,031,038
Total Inflows	17,221,665	205,040,313	205,020,939
Payroll	(13,858,881)	(110,126,931)	(102,369,085)
Payments to Suppliers	(6,126,816)	(69,605,982)	(67,562,456)
Payments for Debt Service	-	(1,499,000)	(1,497,250)
Jordan SC Construction	(6,596)	(10,741,917)	(4,513,630)
Other	(2,396,881)	(15,330,247)	(11,136,289)
Total Outflows	(22,389,174)	(207,304,077)	(187,078,709)
Cash Increase/(Decrease)	\$ (5,167,509)	\$ (2,263,764)	\$ 17,942,230



TAB H

SLCC CARES COVID19 Actual Expenditure Report

April 2020-May 2021

STUDENT CARES AWARDS								
Item Name	May \$ Amount	July \$ Amount	Sept \$ Amount	Oct \$ Amount	Jan \$ Amount	Feb \$ Amount	Total \$ Amount	Description
Student CARES Act Awards 5.22.20	\$1,688,380						\$1,688,380	Student Aid
Student Cares Awards 5.28.20	\$326,725						\$326,725	Student Aid
Student Cares Awards 6.5.20		\$238,060					\$238,060	Student Aid
Student Cares Awards 6.12.20		\$409,420					\$409,420	Student Aid
Student Cares Awards 7.7.20		\$1,082,070					\$1,082,070	Student Aid
Student Cares Awards 8.7.20		\$313,900					\$313,900	Student Aid
Student Cares Awards 9.3.20			\$281,950				\$281,950	Student Aid
Student Cares Awards 9.3.20				\$983,432			\$983,432	Student Aid
							Total	\$5,323,937
								100% Used

INSTITUTIONAL CARES AWARDS								
Item Name	May \$ Amount	July \$ Amount	Sept \$ Amount	Oct \$ Amount	Mar \$ Amount	May \$ Amount	Total \$ Amount	Description
Work Share Laptops		\$11,000					\$11,000	Laptops to do other work instead of main job
Covid Related Payroll/Emergency Pay FY 20		\$1,354,906					\$1,354,906	Auxiliary employees and self-support salaries
Student Course Fee Refunds		\$10,069					\$10,069	Refund of off campus course fees
Student Affairs Laptops to stay mobile		\$50,000					\$50,000	Tech expenditures
PPE and Cleaning Supplies/Additional Custodial Hours		\$158,272		\$250,910	\$56,317		\$465,499	PPE and Additional Custodial
Indirect Cost Overhead		\$442,689		\$260,825	\$360,684	\$34,065	\$1,098,263	Indirect
Covid related payroll FY 21: Covid Task force chair stipend; online education support; contact tracers;		\$63,052	\$88,113	\$109,641	\$352,059	\$45,266	\$658,132	Other covid related hazard pay/ payroll
Adjunct Faculty Transition Pay		\$184,651					\$184,651	Adjunct Faculty Transition to Online
Equipment, PPE Supplies		\$71,579	\$106,271	\$3,354	\$92,479	\$7,152	\$280,835	Current Expense for equipment and supplies
Student computers & hotspots			\$39,931			\$3,331	\$43,262	Student Tech Needs
Refund of Student Fees				\$622,560	\$544,760		\$1,167,320	Refund student fee \$40 for students taking 6 credit or more for Fall 2020 and Spring 2020
							Total	\$5,323,937
								100% Used

CARES SI SUPPLEMENTAL GRANT								
Item Name	May \$ Amount	July \$ Amount	Sept \$ Amount	Oct \$ Amount	Jan \$ Amount	Apr \$ Amount	Total \$ Amount	Description
Miller Food Service Lost Revenue - FY20		\$144,560					\$144,560	Revenue losses due to conferences not being held and less students on campus.
Student Refunds for Off-Site Usage - Exercise Science - FY20		\$9,505					\$9,505	Student refunds
LAC Lost Revenue - FY20		\$49,117					\$49,117	Lifetime Activities FY 20 Lost Revenue
Indirect Cost Recovery						\$55,875	\$55,875	Indirect

Total	\$259,057
Budgeted	\$535,133
Remaining	\$276,076

SLCC CRRSAA COVID19 Actual Expenditure Report

March 2021-May 2022

STUDENT CRRSAA AWARDS				
Item Name	May-21	July-21	Total \$ Amount	Description
Student Financial Aid	\$ 4,039,144		\$ 4,039,144	Student Block Grants & Scholarships
Sum Total			\$ 4,039,144	
Budgeted			\$ 5,323,937	
Remaining			\$ 1,284,793	

INSTITUTIONAL CRRSAA				
Item Name	May-21	July-21	Total \$ Amount	Description
Student Laptops and Hotspots	\$ 72,703		\$ 72,703	Checked out at library
Food Services	\$ 3,296		\$ 3,296	
Parking Revenue Shortfall	\$ 830,000		\$ 830,000	Lost revenue from mostly online
Contact Tracing	\$ 300		\$ 300	
Linked In Learning	\$ 25,000		\$ 25,000	Online Professional Development Tool
Bruin Pantry	\$ 10,000		\$ 10,000	Student food resources
Student Financial Aid Scholarships	\$ 2,000,000		\$ 2,000,000	Additional scholarship aid
Sum Total			\$ 2,941,299	
Budgeted			\$ 18,806,832	
Remaining			\$ 15,865,533	

INSTITUTIONAL CRRSAA SUPPLEMENTAL				
Item Name	May-21	July-21	Total \$ Amount	Description
Sum Total				
Budgeted			\$ 1,022,514	
Remaining			\$ 1,022,514	

Schedule at a Glance

October 13-16, 2021 San Diego
Manchester Grand Hyatt



Wednesday, October 13

7:30am - 5:00pm - Registration and Voting Delegate Sign-In
8:30am - 11:30am - ACCT Board of Directors Meeting
1:00pm - 4:00pm - Pre-Congress Academies
5:00pm - 6:30pm - Opening General Session

Thursday, October 14

7:00am - 5:00pm - Registration and Voting Delegate Sign-In
8:00am - 11:30am - Concurrent Sessions
12:00pm - 1:45pm - Membership Celebration Luncheon
2:00pm - 3:30pm - ACCT Regional Caucuses and Meetings
2:00pm - 4:30pm - Concurrent Sessions
5:30pm - 7:00pm - Welcome Reception

Friday, October 15

8:00am - 4:00pm - Registration
8:30am - 10:30am - ACCT Senate Meeting
8:30am - 11:30am - Concurrent Sessions
12:00pm - 2:00pm - ACCT Regional Awards Luncheon
2:15pm - 4:30pm - Concurrent Sessions
3:00pm - 4:15pm - ACCT Board of Directors Meetings
7:00pm - 10:00pm - ACCT Annual Awards Gala

Saturday, October 16

8:00am - 10:15am - Concurrent Sessions
10:30am - 12:00pm - Closing General Session Brunch



ACADEMIC FREEDOM, PROFESSIONAL RESPONSIBILITY, AND TENURE

I. POLICY

Membership in the Salt Lake Community College community implies the responsibility to share in the creation and maintenance of the environment of that community and to respect students, peers, and other colleagues engaged in the larger mission of achieving and maintaining excellence in teaching and learning.

The college affirms that academic freedom is fundamental to the rights of faculty members in teaching and the rights of students in learning. The college protects these rights.

Academic freedom carries with it professional responsibilities and duties correlative with rights. Tenure is a commitment to defend faculty members' academic freedom. Likewise, faculty members who are granted tenure have an equally strong commitment to serving their students, their colleagues, their discipline, and the college in a professional manner.

II. REFERENCES

- A. Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g.
- B. Health Insurance Portability and Accountability Act (HIPPA), 45 C.F.R. §§ 160, 164.
- C. Government Records Access and Management Act (GRAMA), Utah Code Ann. §§ 63G-2-101–901
- D. Academic Freedom, Professional Responsibility, Tenure, Termination, and Post-Tenure Review, Utah State Bd. of Higher Educ. r. 481.
- E. Bona Fide Financial Exigency and Personnel Reduction, Utah State Bd. of Higher Educ. r. 482.

III. 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. Bona Fide Credit Program: A credit-granting program approved by the Utah State Board of Regents.
- E. Cause: Reasons for termination or reduction in status.
- F. Calendar Day: All days in a month, including weekends and holidays. If a deadline falls on a weekend, college holiday, college break or college closure, the deadline moves to the next college business day.
- G. Department: An instructional program or group of programs and the faculty members.
- H. Discontinuance: An action that terminates a program.
- I. Division: Related departments or instructional areas and the faculty members.
- J. Division or Department File: A file containing documents relevant to a faculty member's teaching, professional activity, development, and service performance. This file is distinct from the personnel file housed in Human Resources.
- K. Evaluation Sitting Committee: A committee that evaluates full-time faculty during their pre-tenure probationary period, for their application for tenure, formal post-tenure review, and application for rank advancement to full professor.
- L. Evaluation Standing Committee: All tenured faculty in a division or department from which sitting committees are formed.
- M. Faculty Member Cause: A documented failure to perform competently assigned duties as a teacher and faculty member, including in the case of tenure-track faculty, a second Letter of Concern, a violation of professional standards that demonstrates that the faculty member is unable or unwilling to meet the faculty member's responsibilities, or a failure to fulfill the responsibilities outlined in this document or the policies and procedures of the college.

- N. Financial Exigency: A financial situation that requires immediate action to ensure the college's survival.
- O. Formal Budget Limitation: A financial situation that does not rise to a financial exigency but is more than a minor, temporary, or cyclical fluctuation in operating funds that requires extraordinary measures.
- P. Full-time Faculty: Faculty appointed to full-time teaching for a nine- or twelve-month period or others designated as full-time faculty appointed to fill temporary, special assignments.
- Q. Hearing Sitting Committee: A committee comprised of six members from the Hearing Standing Committee plus a chairperson.
- R. Hearing Standing Committee: A pool of 14 tenured faculty members from which a Hearing Sitting Committee is formed.
- S. Institutional Cause: A discontinuance or substantial reduction of a program or department of instruction, a formal budget limitation, or a financial exigency, as determined by the board of regents.
- T. Instructor or Lecturer: Full-time non-tenure-track faculty with an annual appointment renewable at the discretion of the college with no expectation of tenure.
- U. Letter of Concern: A letter issued by the dean that indicates the faculty member is not making progress toward tenure and must engage in institutional remediation requirements. A second letter of concern is a notice of termination for faculty cause that is effective at the end of that contract year.
- V. Letter of Evaluation: A letter issued by the dean that notifies the faculty member of the outcome of an annual tenure-track faculty evaluation.
- W. Letter of Progress: A letter issued by the dean that indicates the faculty member is in good standing and on track to achieve tenure.
- X. Medical Cause: A documented medical incapacity that precludes the faculty member from competently performing required duties and responsibilities.
- Y. Non-Tenure Track Faculty: Adjunct faculty or full-time faculty not on the tenure-track.

- Z. Personnel file: A file containing documents relevant to the employee's work assignments maintained by Human Resources.
- AA. Previous Satisfactory Academic Service: Full-time employment as a faculty member at an accredited institution of higher education that may fulfill a part of the pre-tenure probationary period.
- BB. Pre-Tenure Probationary Period: The period preceding the awarding of tenure.
- CC. Program: Includes college, campus, academic department, degree, disciplinary specialization, or other sets of offerings leading to a license, credential, or certificate; or a group of courses constituting a discrete body of knowledge, expertise, or instruction.
- DD. Reasonable Care: The degree of care that a prudent and competent person in a similar situation would exercise.
- EE. Reduction in Status: A reduction in a faculty member's compensation or responsibilities as a result of reassignment.
- FF. School: An academic unit consisting of divisions, departments, or instructional support administered by a dean or an associate vice president.
- GG. Substantial Reduction: An action taken by the college, which continues a program of instruction or a department, but at such a substantially reduced level as to warrant a designation of institutional cause for purposes of this policy.
- HH. 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 the discipline, and as a colleague.
- II. Tenured Faculty: Full-time faculty members who have received tenure.
- JJ. Tenure-Track Faculty: Full-time faculty members who are in a pre-tenure probationary period.

IV. PROCEDURE

A. Academic Freedom

1. SLCC operates for the common good and not to further the interest of either the individual faculty member or the college as a whole. The common good

depends upon the free search for truth and free discussion. Academic freedom is essential to these purposes and applies to both teaching and research.

2. All faculty enjoy the rights, protections, and responsibilities of academic freedom.
 3. A faculty member has the right to full freedom in the classroom in discussing subject matter related to the course. Faculty may present any controversial material relevant to their courses of instruction. However, faculty must be careful not to introduce controversial matter that has no relation to the subject they are teaching.
 4. The faculty member is entitled to full freedom in research and in the publication of the results, subject to the satisfactory performance of duties and responsibilities as outlined in this document.
 5. Research for monetary return must be based upon a memorandum of understanding with the administration of the college if the research is to be conducted with institution facilities or during regular working hours.
 6. An SLCC faculty member is a citizen, a member of a learned profession, and a representative of the college. When the faculty member speaks or writes as a citizen, they should be free from institutional censorship or discipline.
 7. The faculty member's special position in the community imposes special obligations. As a person of learning and an educational representative of the college, the faculty member should remember that the public may judge their profession and college by their utterances. At all times, the faculty member should strive to be accurate, exercise appropriate restraint, show respect for others, and make every effort to indicate that they are not speaking for the college.
 8. Faculty shall not be involved in acts which violate the academic freedom or constitutional rights of others, or the rules and regulations of SLCC or the Utah Board of Higher Education.
- B. Standards of Professional Responsibility
1. Full-time faculty members commit to serve their students, their discipline, their colleagues, and the college in a manner befitting an academic person.

2. Full-time faculty members must fulfill the responsibilities and requirements of the faculty evaluation process.
3. The standards of professional responsibility are located in the *SLCC Full-time Faculty Handbook for Compensation and Workload*.
4. Standards of Professional Responsibility to Students
 - a. SLCC faculty's primary responsibility is teaching.
 - b. Additionally, SLCC faculty must:
 - (1) maintain the professional distance necessary for students to learn;
 - (2) not use their position, authority, or relationship with students for personal gain; and
 - (3) conduct themselves above reproach in personal relationships with students.
 - c. When a faculty member and a student collaborate, an agreement for recognition of each must be in writing.
 - d. Faculty members shall support the right of a student to publish or otherwise communicate the results of the student's scholarly activities.
 - e. Faculty members have the right and responsibility to evaluate student work and issue grades according to each course's established criteria.
 - f. Student grades may only be changed by the faculty member or dean after the appropriate formal process.
 - g. Faculty members shall embrace equity-minded and inclusive practices in the workplace and academic culture shall not engage in discriminatory or retaliatory behavior toward students.
5. Standards of Professional Responsibility to the Profession
 - a. SLCC full-time faculty members are responsible to their disciplines or industries and their teaching.
 - b. Faculty are also responsible to:
 - (1) their discipline or industry to seek to state the truth following the

rights and responsibilities of academic freedom;

- (2) exercise reasonable care in meeting obligations to discipline or industry associates;
- (3) honestly report the results of research or professional activity;
- (4) avoid plagiarism by taking credit only for their work; and
- (5) ensure that personal advantage or profit goes to the individuals doing the work.

6. Standards of Professional Responsibility to Colleagues

- a. Collegiality is grounded in and contributes to the maintenance of SLCC values. Collegiality is the willingness to cooperate and perform as responsible members of the faculty body.
- b. Collegiality means sharing the common workload of the overarching goals of the department, school, and college. Collegiality requires respect for the ideas of others.
- c. Collegiality does not mean agreement. The standard of collegiality should promote productive discussion, debate, and disagreement within the department, school, or college.
- d. This standard must be interpreted in a manner inclusive of differences in social and cultural communication norms. It must not impinge on academic freedom.
- e. SLCC full-time faculty members are responsible to their colleagues, the departments, divisions, and the college.

7. Standards of Professional Responsibility to the College

- a. Faculty members must comply with all board of higher education and college policies and procedures.
- b. In their work, faculty members must conduct themselves in a manner that does not damage college property or disrupt the college's mission.

C. Faculty Appointment, Evaluation, Tenure, and Rank Advancement

1. Terms of Appointment

- a. The terms and conditions of every appointment and any revisions—including department, salary, rank, and duration—must be stated in writing and be provided to the faculty member.
- b. Salt Lake Community College depends on and values a diversity of faculty non-tenure-track and tenure-track appointments and ranks.

2. Evaluations

- a. All faculty members shall be reviewed each year according to the procedures outlined in this document and the *SLCC Full-time Faculty Handbook for Compensation and Workload*.
- b. A faculty evaluation provides feedback from department peers, department administrators, and students to improve faculty performance and enhance student learning.
- c. Faculty evaluation shall recognize and respect the interdependence of the three areas of faculty job requirements: Teaching, Professional Activity & Development, and Service.
- d. Collegiality shall be considered across the three areas of faculty responsibility with relevant standards in teaching, professional activity, and service.

3. Tenure

Upon the award of tenure by the college, a faculty member may be terminated only for cause, bona fide program or unit discontinuance, bona fide financial exigency, or as specified in institutional policies and rules.

- a. Persons eligible to apply for tenure include all full-time tenure-track faculty who have completed the pre-tenure probationary period.
- b. Tenure is achieved and held within an instructional department; however, tenure is awarded to a faculty member, not to a position. If the college eliminates a tenured faculty member's position, the faculty member may retain tenure in another position.
- c. If a faculty member moves to a different department, tenure or years served in the tenure-track transfer with the faculty member upon approval of the tenured members of the receiving department faculty.

The receiving department's Standing Committee shall acknowledge approval in writing.

4. Cessation of Tenure

- a. Tenure ceases upon retirement, resignation, or termination.
- b. A tenured faculty member who resigns or is dismissed for anything other than a violation of standards described in this document may be rehired with full tenure.

5. Faculty Evaluation Procedure

- a. Faculty evaluation shall follow the instructions and guidelines found in the *SLCC Full-time Faculty Handbook for Compensation and Workload*.
- b. Pre-Tenure Probationary Period
 - (1) The Pre-Tenure Probationary period is six years of full-time faculty service, starting with a tenure-track appointment to the rank of assistant professor.
 - (2) Assistant professors are mentored through the tenure track by an academic administrator and members of the evaluation sitting committee.
 - (3) A maximum of three years of previous satisfactory academic service may be credited to the pre-tenure probationary period:
 - (a) upon written request and recommendation by the Evaluation Sitting Committee with approval from the tenured members of the department faculty; and
 - (b) at the discretion of the president or the president's designee.
- c. The appropriate evaluation sitting committee will evaluate assistant professors each year through the tenure-track evaluation.
- d. The evaluation process will culminate in a letter of evaluation from the dean. The letter of evaluation will be either a letter of progress or a letter of concern.
 - (1) A letter of progress indicates that the faculty member is in good standing and on track to achieve tenure.

- (2) A letter of concern indicates that the faculty member is not making progress towards tenure and must participate in institutional remediation requirements.
- (3) A letter of concern must clearly articulate the reasons for the letter of concern and specify the remedial requirements necessary to address the concern.
- e. Assistant professors proceed through the pre-tenure probationary period unless they receive a second letter of concern, which serves as notice of termination for faculty cause effective at the end of that contract year.
- f. Faculty receiving a second letter of concern may request a formal hearing under this policy.
- g. In the final year of the pre-tenure probationary period, the faculty member shall apply for tenure.
- h. If a faculty member receives a first letter of concern during the final year of the pre-tenure probationary, the pre-tenure probationary period will be extended one year.
- i. The pre-tenure probationary period may be extended, interrupted, or reduced at the discretion of the provost in collaboration with the department faculty and academic supervisor.

6. Application for Tenure

- a. Evaluation of an application for tenure is a co-occurring yet separate process from the tenure-track evaluation.
- b. The application for, evaluation of, and decision regarding the granting of tenure shall address the entire pre-tenure probationary period.

7. The Tenure Decision

- a. The president makes the decision to grant tenure. Granting of tenure shows that the faculty member meets professional standards and is competent as a teacher, competent in the discipline, and competent as a colleague.

- b. The granting of tenure automatically includes rank advancement to associate professor effective at the beginning of the next academic year, July 1.
 - c. In exceptional cases, the Board of Trustees may grant full tenure upon recommendation of the department faculty and the president or the president's designee.
 - d. Denial of tenure serves as notice of termination for faculty cause effective at the end of the contract year.
 - e. Faculty denied tenure may request a formal hearing.
8. Post-Tenure Review
- a. Tenured faculty are evaluated every year. Tenured faculty are evaluated formally every third year and informally in the other years.
 - b. Formal evaluations follow the same process as tenure-track evaluations. the informal evaluations are conducted between the faculty member and the academic supervisor.
 - (1) Tenured faculty members not meeting the minimum standards required of a tenured member of their discipline are responsible for remediating the deficiencies, and the college will assist through developmental opportunities.
 - (2) The faculty member and academic supervisor, in consultation with the evaluation sitting committee, will create a remediation plan for the next evaluation cycle or an agreed upon timeline.
 - (3) The faculty member will meet with their committee to review progress until the faculty meets the standards. Failure to remediate may result in corrective action and possible termination.
 - (4) Faculty may appeal the findings of a post-tenure review to the dean.
 - (5) Faculty may request an additional review outside of the post-tenure review cycle.
9. Application for Rank Advancement to Full Professor

- a. A tenured faculty member may be eligible to apply for rank advancement to full professor during their sixth year in good standing as a tenured faculty member.
- b. The evaluation of an application for rank advancement to full professor may be a co-occurring yet separate process with a formal post-tenure review, or it may take place during an informal post-tenure review year.
- c. The application for, evaluation of, and decision regarding an application for rank advancement to full professor shall address the post-tenure period.

10. The Rank Advancement to Full Professor Decision

- a. The dean makes the rank advancement decision.
- b. A dean's decision may not be appealed, but a denial of rank advancement to full professor shall be accompanied by specific reasoning for the decision and clear steps the faculty member may take to meet rank advancement criteria.
- c. Faculty are not limited in the number of times they may apply for rank advancement.

11. Division or Department Faculty Files

- a. All information regarding a faculty member's performance reviews will be contained in the division or department faculty file and is available to the faculty member at any time and the evaluation sitting committee members during the full-time faculty evaluation process.
- b. Faculty members may access their performance reviews at any time. The evaluation sitting committee may access a faculty member's performance reviews during the full-time faculty evaluation process.
- c. Faculty members have the right to make additions to the file.
- d. In any correspondence with others about the evaluation or review of a faculty member, the correspondent will be notified that the files are open to the faculty member.
- e. The academic supervisor is responsible for notifying the faculty member of any addition to the file in a timely manner.

12. Faculty Becoming Administrators

- a. A member of the faculty who has received tenure retains tenure during the time served in a college administrative position.
- b. A tenure-track faculty member who moves to an administrative position does not acquire added satisfactory years toward tenure while in the administrative position.

13. Tenured Administrators Returning to Teaching:

- a. Administrators holding tenure in a teaching department retain tenure. Administrators are eligible to return to a full-time teaching position for which they are qualified and to the faculty rank held before accepting an administrative position at any time, regardless of whether or not a position is open.
- b. Faculty may continue rank advancement toward becoming a full professor.

D. Resignations

1. Resignations for immediate termination of employment shall be accepted only upon recommendation of the president or the president's designee.
2. Decisions to resign at the end of the current appointment period must be submitted in writing to the appropriate dean three months before the end of the appointment time.
3. The appropriate dean will advise the president or the president's designee of such a decision, and the president or the president's designee will make whatever announcements may be necessary and desirable.
4. If the date of termination is before the end of the appointment year, the faculty member forfeits benefits, such as accumulated leave and all rights and privileges as a faculty member on that date
5. The faculty member who resigns at the end of the appointment year also terminates all rights and privileges, such as rank and tenure, except as noted.
6. The faculty member who resigns before or at the end of the appointment year will be required to pay back any monies advanced.

E. Procedures For Reduction In Status Or Termination

1. SLCC is permitted the utmost discretion in determining who the college will retain, so long as the college does not act arbitrarily or capriciously.
2. The college must not terminate a faculty member for reasons that violate academic freedom or legal rights.
3. The college may only terminate faculty members following this document, and other applicable college policies and procedures, e.g., the Corrective Action Policy.
4. Procedures for Termination for Faculty Cause
 - a. If the college intends to terminate a tenure-track faculty member at another time or a tenured faculty member at any time for faculty cause the faculty member's academic supervisor shall give written notice of the intent to terminate or reduce status. The written notice must include:
 - (1) the justification for the reduction in status or termination in sufficient detail to enable the faculty member to understand and respond; and
 - (2) the names of those persons making the charges (if applicable) and the nature of the factual evidence.
 - b. Faculty member response to notice

The faculty member has 15 calendar days from receipt of the letter of intent to terminate or a second letter of concern to present written evidence in their defense.
 - c. Administrative Review and Response
 - (1) If the faculty member presents any new material on their behalf, the academic supervisor must review it and respond within a reasonable period.
 - (2) Within 15 calendar days, or other agreed upon period, the academic supervisor must either affirm or rescind the written notice of termination or reduction in status.
 - (3) If the decision is to affirm the written notice of termination or reduction in status, the academic supervisor must inform the faculty member in writing of both the affirmation and their right to appeal within 15 calendar days of that decision.

d. The Hearing

The faculty member may request a hearing before a hearing sitting committee.

5. Procedures for Medical Cause

- a. Medically related performance concerns will be addressed through Employee Relations and the Employee Relations ADA coordinator.
- b. The college will comply with the Family and Medical Leave & Parental Leave and the ADA Access and Reasonable Accommodations policies when addressing medically related performance concerns.

6. Procedures for Institutional Cause

- a. Procedures for a reduction in status or termination for institutional cause shall comply with the Utah State Board of Higher Education policies and procedures.
- b. Procedures for Tenured Faculty

Placement in another Suitable Position

(1) Before terminating a tenured faculty member for institutional cause, the academic administration, with faculty participation, shall make a determined effort to place the faculty member in another vacant position for which the faculty member is qualified.

(2) The placement must be acceptable to both the faculty member and the receiving department faculty.

(3) A tenured faculty member cannot displace another faculty or staff member from a position to maintain employment.

(4) Written Notice

(a) The college shall strive to give a faculty member 12 months written notification before termination or reduction.

(b) The college must not provide fewer than six months' notice.

(5) Severance Pay

The combination of written notice and severance pay must equal six months of the faculty member's appointment or, in the case of reduced status, written notice plus the difference between the old and new salaries for the balance of the six-month appointment.

c. Procedures for Non-Tenured Faculty

- (1) The right of advance notice under this section shall not apply to faculty members serving a temporary appointment, a term appointment, appointments stipulating that they will not be renewed, and to company or agency-funded appointments in open-ended training programs that the company or agency can terminate at its discretion.
- (2) Any non-tenured faculty member other than those whose annual appointment is affected by discontinuance or reduced status shall be given advance notice in writing by the president or the president's designee as follows:
 - (a) A non-tenured faculty member who has served one year or more shall, where possible, be given six months written notification before termination or reduction in status.
 - (b) In the case of termination, the combination of written notice and severance pay must equal six months of the faculty member's appointment.
 - (c) In the case of reduced status, the college will give the faculty member six months' notice, or payment equaling the difference between the old and new salaries proportional to the deficit in the months of notice.
 - (d) For those serving in their first academic year, the college must give notice by March 31 of that academic year.
- (3) If written notice is not given by March 31, the college must pay:
 - (a) three months' severance salary in the case of termination; or
 - (b) the difference between the old and new salaries for three months.
- (4) If the college intends to terminate a tenure-track faculty member for institutional cause, the faculty member may choose to:

- (a) accept a College-offered appointment to an open position with substantially reduced status for which he or she is qualified, or
 - (b) apply for any open positions for which he or she is qualified, in competition with other applicants.
- (5) A tenure-track faculty member will be given preference in the screening and selection process—similar to the preference given for higher educational attainment, specialized work experience, or specific skills.
- (6) If a tenure-track faculty member is successful in receiving a faculty appointment within one year beyond the date on which the faculty member was terminated or the faculty member's status was reduced, rank and tenure progress achieved before termination or reduced status will continue in a new position if approved by department faculty.
- (7) Tenure does not accrue during the period of unemployment.

7. Report to the President

A full report of every termination, reduction in status or compensation, and renewal with substantially reduced status or compensation under this section must be furnished to the president or the president's designee.

8. Rehire

- a. If a position becomes open within one year of a termination or reduction in status for institutional cause, the college will rehire a tenured faculty member into that open position provided that the faculty member meets the minimum qualifications specified by the department for the position, has the approval of the department faculty, and was in good standing at the time of termination or reduction in status.
- b. The faculty member will retain status as a tenured faculty member in the new department.

F. Hearing Procedures After Denial of Tenure, Notice of Termination or Reduction in Status

1. Selection of Hearing Standing Committee Faculty Membership

- a. In May of each year, the Faculty Senate president and the provost shall submit to one another a list of 14 tenured faculty members.
- b. The Faculty Senate president and the provost shall select seven names from the other's list for a total of 14 tenured faculty members who shall comprise the Hearing Standing Committee.
- c. In cases involving medical cause, the Hearing Standing Committee shall be composed of individuals designated by the provost and at a minimum shall include the appropriate dean, the ADA coordinator, and individuals who have professional expertise in the issue under consideration.

2. Request for a Hearing

- a. The faculty member, or someone representing the faculty member, may submit a written request for a hearing if the faculty member believes that the college has reduced the faculty member's status, denied tenure, or terminated the faculty member:
 - (1) for an alleged violation of standards;
 - (2) in violation of academic freedom, statutory or constitutional law, or
 - (3) if the termination or reduction is arbitrary or capricious
- b. The faculty member must submit a written request for hearing within 15 calendar days after receipt of notice of termination or reduction in status to the provost.
- c. Failure by the faculty member to submit a written request for a hearing within 15 calendar days will terminate further proceedings.

3. Hearing Preliminaries

- a. All parties involved shall respect the confidentiality of the proceedings as long as it does not interfere with the college's obligation to follow these procedures.
- b. Responsibilities of the Provost

Upon receipt of a written request for a hearing, the provost shall:

- (1) establish a Hearing Sitting Committee from the Hearing Standing Committee;

- (2) set hearing date no more than 30 calendar days after the request for hearing. This 30-day period can be extended at the Provost's discretion if circumstances warrant the extension;
- (3) notify all parties, including the committee, and witnesses of the dates and the timeline of events;
- (4) require the parties to provide all relevant documents for exchange by the dates specified in the timeline;
- (5) require the parties to provide a list of potential witnesses who may testify at the hearing by the dates specified in the timeline;
- (6) require the parties to identify who they will bring as advisor to hearing proceedings;
- (7) provide copies of all documents submitted, including the witness list, to all parties involved in a reasonable time for all parties to review before the hearing; and
- (8) ensure that an audio recording will be made of the proceedings and made available to the faculty member.

c. Composition of the Hearing Sitting Committee

- (1) The Faculty Senate president and the provost shall cooperatively select six Hearing Sitting Committee members from the Hearing Standing Committee, subject to the approval of the college president.
- (2) The provost shall select a chair for the committee for a total of seven committee members.
- (3) The college will make arrangements to cover the class time of Hearing Sitting Committee members if the hearing interrupts the members' teaching obligations.
- (4) The chair of the Hearing Sitting Committee shall oversee the proceedings.
- (5) The chair of the committee shall conduct the hearing following the procedures outlined here.
- (6) In cases involving medical cause, the Hearing Sitting Committee shall include individuals designated by the provost and at a minimum

include the appropriate dean, the ADA coordinator, and individuals who have professional expertise in the issue being considered.

4. Hearing Procedures and Conduct-

- a. In all cases the parties shall have a reasonable opportunity to appear and testify, call witnesses, present evidence, and comment on the issues.
- b. Generally, the Hearing Sitting Committee members will conduct the questioning. However, for a good cause, the chair may allow questioning by the parties.
- c. Both parties may bring one advisor of their choosing to the hearing. If the advisor is an attorney, the attorney's role may be either:
 - (1) to advise only, or
 - (2) to advise and act on the faculty member's behalf.
- d. If the faculty member's attorney is acting on the faculty member's behalf, then the college will also be represented by legal counsel.
- e. If it is likely that the president or the president's designee will hear an appeal from the proceeding, the president or the president's designee must not appear as a witness.
- f. The Hearing Sitting Committee is authorized to compel the attendance of institutional witnesses.

5. Burden of Proof

- a. In the hearing, the burden of proof is a preponderance of the evidence.
- b. In a hearing for faculty member cause, the college has the burden to show that the proposed action is reasonable under the circumstances.
- c. In a hearing for an institutional or medical cause, the faculty member bears the burden to show that the cause does not exist, that the action proposed is discriminatory for reasons which are constitutionally or statutorily impermissible, or that the college did not substantially meet notice requirements.

6. Non-judicial Proceedings

The procedures, including hearings, and notice requirements in this document are non-judicial. The rules of procedure and evidence in courts of law are not applicable.

7. Continuance of a Hearing

a. Continuance of Hearing Upon Emergency

- (1) Emergencies are grounds for a reasonable extension of the time within which an answer must be filed, but such emergencies must be serious and compelling.
- (2) The chair of the Faculty Hearing Sitting Committee shall determine whether or not an emergency exists.

b. Continuance of a Hearing Upon Request

- (1) The Hearing before a committee may be continued for good cause (e.g., illness, unavoidable conflict, etc.) shown by any member of the committee or by the faculty member.
- (2) The chair of the Faculty Hearing Sitting Committee shall determine whether or not good cause exists.

8. Hearing Sitting Committee Vote

A decision to recommend sanctions or termination of a faculty member requires a simple majority of the voting members.

9. Recommendation

- a. The Hearing Sitting Committee shall make its recommendation, within five business days after the conclusion of the Hearing.
- b. The Hearing Sitting Committee chair shall notify the appropriate dean and the faculty member in writing of the recommendation and include a copy of the record of the hearing.
- c. The Hearing Sitting Committee shall send its recommendation to the dean who will review the recommendation and forward it along with a separate, independent recommendation to the provost who will issue a decision.

10. Right to Appeal

- a. The faculty member may submit a written appeal of the Hearing Sitting Committee's recommendation and the decision of the provost to the president within seven business days of receipt of the recommendation.
- b. The president's decision is final.

G. Corrective Actions

1. The college's Corrective Action Policy shall apply when enforcing corrective action under this policy section.
2. Permissible Corrective Actions include:
 - a. verbal censure;
 - b. written reprimand;
 - c. change in responsibilities;
 - d. suspension;
 - e. probation;
 - f. reduction in status;
 - g. reduction in compensation; or
 - h. termination
3. The college will document all but verbal censure in the official college personnel file.
4. Corrective Action and Salary
 - a. The faculty member shall draw their salary during corrective actions imposed under sections IV.G.2.a–g.
 - b. A combination of corrective actions may be imposed when appropriate and consistent with the provisions of this section.
 - c. When the college imposes a corrective action less than termination, the terms may require that the faculty member make restitution or remedy a situation created by a violation of a standard.

5. Purpose of Corrective Actions

The college may impose corrective actions on a faculty member if the corrective actions serve:

- a. to encourage self-improvement or reform;
- b. to signal to the faculty member the seriousness of the violation and deter the faculty member from future violations;
- c. to reassure the college community that the college will not tolerate a violation of the standards; or
- d. to remove faculty members whose inability to continue to serve the college has been demonstrated.

6. Determining Appropriate Corrective Actions

When determining appropriate corrective actions, the college shall consider:

- a. the purposes established in section IV.G.5.;
- b. the nature of the violation relative to the corrective actions; and
- c. fairness to the faculty member involved, including personal circumstances, prior service to the college, and any other matters relevant to the situation and the faculty member.

7. No Double Jeopardy

- a. The college shall not subject any faculty member to more than one proceeding for the same act.
- b. A rehearing at the direction of the president following an appeal by the faculty member is not a second proceeding.

Date of last cabinet review: November 15, 2016

The originator of this policy & procedure is the Faculty Senate. Questions regarding this policy may be directed to the originator by calling 801-957-4645.

Placement and Testing

I. Policy

Salt Lake Community College is committed to building outstanding educational experiences for its students. To aid in this commitment and promote student success, the college will assess students for college readiness. The college will ensure accommodated testing for students who require it, serve as a proctored site for non-SLCC students and community members, and provide certification testing. As resources allow, the college will facilitate academic testing outside of class.

II. References

Reserved

III. Definitions

- A. Academic Testing: Assessments in academic courses that help determine student grades.
- B. Accommodated Testing: Modifications to testing procedures for placement, academic courses, or certification for students with established disabilities to demonstrate their knowledge and skills.
- C. Certification Testing: Assessments that result in state or industry certification or licensure.
- D. Classroom Testing: Assessments in live academic courses that help determine student grades. Instructors may schedule tests to be conducted in Testing Services.
- E. Credit by Examination: Assessments that convey academic credit or satisfy academic requirements.
- F. Distance Testing: Placement, academic testing, or certification testing conducted by Testing Services for community members or students at other institutions.
- G. Online Course Testing: Assessments in online academic courses that help determine student grades that are scheduled and conducted in Testing Services or under virtual proctoring conditions.

- H. Placement: A process by which SLCC evaluates college readiness. It combines with prerequisites to determine a point at which students start a program of study.
- I. Remote Testing: Placement and academic testing conducted outside of Salt Lake County.

IV. Procedure

A. Establishment and Operation of Committees

1. The college shall establish a College Placement Committee (CPC) and a Testing Advisory Committee (TAC).
2. The College Placement Committee shall be composed of:
 - a. the associate provost for Learning Advancement, who shall be the committee chairperson;
 - b. the director of Testing Services;
 - c. the associate dean of the Mathematics department or their designee;
 - d. the associate dean of the English, Linguistics, and Writing Studies (ELWS) department or their designee;
 - e. the associate dean of the English as a Second Language (ESL) department or their designee;
 - f. one faculty member each from the Mathematics, ELWS, and ESL departments;
 - g. the dean of Science, Math, and Engineering;
 - h. the dean of Humanities and Social Sciences;
 - i. a representative from the School of Applied Technology and Technical Specialties, chosen by the dean;
 - j. the associate vice president of Enrollment Management, or their designee;
 - k. the associate vice president of Student Success, or their designee;
 - l. the director of the Disability Resource Center or their designee;

- m. the director of Academic Advising or their designee;
 - n. a representative from Strategy and Analysis, chosen by the assistant vice president;
 - o. the president of the Faculty Senate or their designee; and
 - p. the Student Body President or their designee.
3. Upon the recommendation of the provost or members of the committee the CPC chair shall invite other faculty, staff, or administrators as needed for informed deliberation to attend its meetings. Invitees may include faculty from particularly relevant departments or directors and coordinators of programs for particularly relevant student populations.
 4. Upon the recommendation of the provost or any of its members the CPC shall meet as needed to address SLCC's placement procedures.
 5. The CPC's decisions shall be recommendations for the Provost to bring to the President's Cabinet.
 6. The Testing Advisory Committee shall be composed of:
 - a. The director of Testing Services, who shall be the committee chairperson;
 - b. A representative from each academic school, chosen by the respective deans;
 - c. The associate vice president for Workforce and Economic Development or their designee;
 - d. The director of eLearning or their designee;
 - e. The director of the Disability Resource Center or their designee;
 - f. The director of Scheduling and Academic Support or their designee; and
 - g. The director of Academic Advising or their designee.
 7. Upon the recommendation of the provost or members of the committee, the TAC chair shall invite other faculty, staff, or administrators as needed for informed deliberation to attend its meetings.

8. The TAC is an advisory body to the director of Testing Services. It shall meet as needed upon the provost's or any of its members' recommendation to address SLCC's academic testing, distance testing, or certification testing procedures.

B. Placement

1. The CPC Responsibilities

- a. oversee college-wide placement procedures at SLCC;
- b. undertake studies to validate placement levels, taking departmental needs and requirements into consideration;
- c. review requests for changes to college-wide placement procedures, ensuring that the implementation of approved changes be timed to minimize disruption for students and for staff involved in placement, enrollment, and orientation processes;
- d. ensure the quality, necessity, and legality of all college-wide placement procedures;
- e. consider, recommend, and approve the use of any separate test by a department, division, or program if SLCC does not commonly use such test for placing students;
- f. oversee and enforce all decisions pertaining to placement; and
- g. produce a document that describes SLCC's placement procedures.

2. Procedures for Program Variances

- a. Programs with limited facilities, capacity, or limiting regulations may apply to the CPC for variances to the college's admission policy.
- b. All departments, programs, or divisions wishing to revise existing score ranges shall present such requests to the CPC in writing, including supporting documentation or statistical evidence.
- c. After deliberation, the CPC may approve such changes, ask for more information, or reject the request.

- d. If the CPC rejects a request from a department, division, or program, it shall furnish the reasons for the rejection and shall work with the department, division, or program to find an acceptable solution.
- e. After such collaboration, the department, division, or program may re-submit the proposal to the committee for reconsideration.
- f. Each program or department shall be allowed a non-voting representative at committee meetings when the committee discusses or acts upon matters concerning or impacting their department or program.
- g. The CPC chair must supply notice to the college community of such meetings and any action items on the agenda.

C. Academic Testing

1. The TAC Responsibilities

- a. establish procedures for academic testing, including classroom testing, testing for students in online courses, and accommodated testing;
 - b. serve as an advisory board to Testing Services to ensure effective use of academic testing given available resources; and
 - c. produce a document that describes SLCC's academic testing offerings and procedures.
2. Communication regarding academic testing must be in writing and must come from the appropriate faculty or associate dean.

D. Certification, Distance, and Remote Testing

1. The TAC shall:

- a. establish procedures for distance and certification testing; and
- b. serve as an advisory board to Testing Services to ensure effective administration of distance and certification tests.

2. Certification Testing

- a. Under the authorization of the director of Testing Services and in conjunction with the TAC's recommendations, testing from outside agencies may be conducted at SLCC.

- b. The administrator of the outside agency shall provide the director of Testing Services with:
 - (1) the name of the outside agency;
 - (2) the name and address of the administrator;
 - (3) the name of the test;
 - (4) the date and place of administration;
 - (5) the number of people testing; and
 - (6) any irregularities or incidents during the test.
- c. The director of Testing Services shall generate a monthly statistical report that shall contain the number of such distance tests.

3. Other Distance Testing

- a. SLCC will conduct distance testing for schools or colleges other than SLCC on a proctor basis only (i.e., if another college or school wishes to provide a testing instrument, answer forms, and complete instructions for administration, Testing Services will administer such examination in accordance with the instructions provided).
- b. Upon conclusion of such testing, Testing Services will return the examination to the requesting school or college for scoring.
- c. Testing Services will administer its assessment or placement instruments to students wishing to use them for placement at or to meet eligibility requirements for another school or college or government program only if the student meets the following conditions:
 - (1) The student must supply Testing Services with written verification from the other school, college, or institution, that states the student has been admitted to said institution but needs to complete the particular placement instrument.
 - (2) The student must supply a picture ID.
 - (3) The student must pay the appropriate fee.

4. Remote Testing

- a. Testing Services will coordinate remote testing for students living outside of Salt Lake County taking SLCC online courses.
- b. The student must identify a qualified proctoring facility and supply to Testing Services the institution's contact information. Testing Services will determine the facility's qualifications and document a proctor agreement. Upon approval, Testing Services will provide the testing instrument and complete instructions.
- c. When the student completes the test, Testing Services will receive the examination from the institution and return it to the appropriate faculty member.

E. The Americans With Disabilities Act

1. Testing Services shall cooperate with the Disability Resource Center and all academic and vocational programs to provide accommodated testing environments for those students who require them.
2. Accommodated testing modifications shall include but are not limited to extended time, the use of readers, scribes, or interpreters, enlarged print editions of tests, breaks, the ability to eat or drink, or the ability to listen to music while testing.
3. Service animals are permitted in all public spaces, but SLCC does not allow emotional support animals in any Testing Services facilities.
4. Students must have accommodations in place before going to Testing Services to take a test. All students with accommodations must schedule tests with Testing Services at least two business days before taking the test.

F. Academic Dishonesty

1. In cases of student cheating or dishonesty at the time of placement and in accordance with Academic Misconduct procedures set forth in the Code of Student Rights and Responsibilities, Testing Services staff may invalidate the student's scores on the placement test or process in which the offense occurred.
2. Testing Services will inform the appropriate faculty member of SLCC student cheating or academic dishonesty.

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3. In cases of cheating or dishonesty on any distance or certification test, Testing Services staff will inform the appropriate vendor or other educational institution.



02 February 2021

MEMORANDUM

TO: SLCC Executive Cabinet
FROM: Clifton Sanders, Provost of Academic Affairs
SUBJECT: Surgical Technology Program Revision

The Surgical Technology program at SLCC is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and those standards support the strength of SLCC's program. Recently, CAAHEP required all Surgical Technology programs move to an associate degree by 01 August 2021 (see highlighted section of the CAAHEP report). To meet with that requirement, the Surgical Technology program is proposing a new Associate of Applied Science degree and ending the Certificate of Completion.

The new Associate of Applied Science (AAS) degree is designed to better reflect the level of learning expected of students learning to become professional surgical technologists. The curriculum of the new degree is redesigned to engage students in specific learning outcomes in general education, health, and surgical technology learning outcomes in separate courses and labs. The AAS degree allows students who are admitted to the program extra semesters and time to learn, prepare, and engage in clinical hours prior to taking the National Board exam.

This AAS degree proposal replaces the Surgical Technology Certificate of Completion. Students currently enrolled in the certificate have the choice to complete the certificate as prescribed or change their major to the new AAS degree without going through a second selective admission process. When asked about their choice, a majority of students are planning to move into the AAS degree and are working with the Surgical Technology Academic Advisor to continue per the certificate teach-out plan.

The Provost Office recommends Executive Cabinet approve the new Associate of Applied Science degree in Surgical Technology and discontinue Certificate of Completion effective Summer 2021.



For Curriculum Office Use Only

Date Submitted: 2020-08-27

Approval date by Faculty Senate: 2020-11-02

School: HE

Division: AH

Department: SURG

Catalog Year: 21-22

Salt Lake Community College PCO Proposal

Program Title: Surgical Technology

Credential: Associate of Applied Science (AAS)

Faculty Contact: Gregory Maughan

Action: New

What is being changed and why?

Commission on Accreditation of Allied Health Education Programs (CAAHEP) whom accredits our Surgical Technology program has mandated that all sponsoring institutions should award a minimum of an associate degree at the completion of the program by August 1, 2021.

This change in degree will require the program to re-align curriculum, separate lecture and lab components and credit hour re-distribution.

If other than next catalog year, explain semester of implementation:

Summer 2021. Student feedback survey responses have consistently asked for the program to reduce the curriculum overload in the Fall semester and add an additional semester to accommodate this request. Moving the program from a Fall start to a Summer start will allow student in the traditional college program more time to prepare for their final pass off required to be placed in a clinical education experience.

What is the impact of this program proposal on SLCC programs?

This will fulfill the National requirement and local standard of moving the Surgical Technology Program from a certificate program to an associate program.

What is the financial impact of this program proposal to SLCC, School, Division, and Department?

It will decrease the overload tuition students pay for fall semester; However, it will add an additional semester (summer) for student for tuition.

According to the *Program Proposal Guide*, indicate required documentation for this proposal:

- PCO Proposal**
- PCO Program Narrative**
- PCO Curriculum and Learning Outcomes**

- PCO Pathway**
- R401 Executive Summary**
- R401 Full Template**
- R401 Abbreviated Template**
- R401 Program Change Template**
- Gainful Employment**
- Financial Aid Evaluation**

Salt Lake Community College PCO Program Narrative

Program Title: Surgical Technology	Credential: AAS	
School: Health Sciences	Division: Allied Health	Total Credits: 64
Campus: Jordan	Building: Health Sciences	Room: JHS 143
Telephone: 801-957-6207	Webpage: http://www.slcc.edu/surgicaltech/	

Program Faculty:

Program Coordinator/Faculty, Assistant Professor, Gregory Maughan

Clinical Coordinator/Faculty, Assistant Professor, Jana Mitchell

Adjunct Faculty, Sierra Singleton

Program Description:

The Surgical Technology Program requires students to acquire entry-level knowledge in the field of surgical technology. Students will demonstrate excellent skills competencies, and develop professional interpersonal skills and attitudes required for successful employment and work successfully in the operating room. Students will prepare to become competent entry-level Surgical Technologists.

Graduates are required to take the National Certification Examination administered by the National Board of Surgical Technology and Surgical Assisting (NBSTSA). Passing the national examination qualifies the individual as a Certified Surgical Technologist (CST[®])

Career Opportunities:

The Surgical Technologist is an individual with specialized education who functions as a member of the surgical team in the role of scrub person assisting with surgical procedures, creating and maintaining the sterile surgical field and setting up and handing the instruments, sutures and other equipment needed to do the procedure. They are also responsible for care of the instruments before and after the procedure. Employment opportunities are available in hospitals, surgical centers, labor and delivery, and physician's surgical suites. The Surgical Technologist must be in good physical and mental health to withstand rigors of the job. Enrollment in the Surgical Technology program is limited to the number of available clinical sites.

Gainful Employment (*only required for Certificates of Completion*):

Transfer/Articulation Information:

Please see the Surgical Technology program advisor. Call 801-957-6215 for an appointment.

Estimated Cost for Students:

Tuition and student fees: <http://www.slcc.edu/student/financial/tuition-fees.aspx>

Books: Up to \$500

Supplies: Lab/clinical notebooks \$25, Lab PPE \$50, Passport photo \$10, Identification \$10

Course Fees: \$30 Lab Fee SURG 1200, \$30 Lab Fee SURG 1500, \$180 Clinical Fee SURG 1510, \$290 Certification Exam SURG 1600

Other (specify): Complio compliance: package \$30, criminal background check \$15, drug screen \$40, CPR and immunizations variable. Clinical transportation variable.

Estimated Time to Completion: Time to completion is 5 semesters, including pre-requisites, based on a full-time minimum of 12 credits per semester. Less than 15 credits per semester will increase time to completion.

Program Entry Requirements (*if applicable*):

GENERAL ADMISSION

REQUIREMENTS

- Be admitted to SLCC as a matriculated student. See <http://www.slcc.edu/apply/index.aspx>
- High School Graduate or equivalent
- For transfer credit, complete all the required steps in the SLCC Transfer Evaluation process: <http://www.slcc.edu/transcriptevaluation/> . Be sure to submit transcripts for ALL colleges and universities where prerequisite coursework has been completed. This process may take 6-8 weeks and must be completed before a student's application will be considered.
- Complete SLCC placement exam, or submit current SAT/ACT test scores, if MATH and ENGL course work have not been transferred to SLCC (required before you are able to register for classes that have MATH and ENGL courses as prerequisites). See: www.slcc.edu/testing.

SURGICAL TECHNOLOGY PROGRAM SELECTIVE ADMISSIONS APPLICATION REQUIREMENTS

- Program course prerequisites are as follows (Courses listed below or equivalent transfer credit, AP or CLEP) must be completed with a C grade or better with the exception of BIOL 2320 and BIOL 2325 which must be completed with a C+ grade or better within the past five years. AP Credit: AP scores of 3 or higher for a prerequisite course will be considered for admission into the program; however, this does not guarantee acceptance into the program. Please see the Surgical Technology program academic advisor with questions.
- Any Composition (EN) course
- MATH 1010 Intermediate Algebra (QS) **or** any QL designated course
- BIOL 2320 Human Anatomy & BIOL 2325 Human Anatomy Lab (If you are taking anatomy

at SLCC, you must take BIOL 1610 College Biology I (LS) & BIOL 1615 College Biology I Lab first w/C grade or better.)

- COMM 1010 Elements of Effective Communication (CM) **or** COMM 2110 Interpersonal Communication
- MA 1100 Medical Terminology
- PSY 1100 Lifespan Human Growth and Development (SS) **or** FHS 1500 Lifespan Human Development (SS) **or** PSY 1010 General Psychology (SS)
- HS 2050 Cultural, Legal and Ethical Issues in Health Care (HR)
- Applications for admission to the Surgical Technology program are accepted only during open submission periods. Please see the School of Health Sciences web page for application and current submission dates. <http://www.slcc.edu/hs/index.aspx>
- The Surgical Technology program uses a merit-based, competitive admission process. We accept one cohort of up to 18 students every Summer semester, and one cohort of 18 early enrollment high school students every Fall
- See the Surgical Technology webpage for essential information regarding completion of application and additional requirements at <http://www.slcc.edu/surgicaltech/>. Application submission does not guarantee admission to the program. Students should see the Surgical Technology academic advisor for further information.
- Must be at least 18 years of age at time of entry in the clinical portion of the program to enter the operating room.

SURGICAL TECHNOLOGY PROGRAM ADDITIONAL REQUIREMENTS

Once admitted into the program, students may be required to complete the following to receive a full offer toward matriculation.

1. Immunizations
2. Background Check
3. Drug Screening
4. American Heart Association BLS Provider CPR certification

*Please note: Additional conditions may need to be met depending on program, please see program website for details.

Please see <http://www.slcc.edu/surgicaltech/index.aspx> for specific admissions information and processes.

Specialized Program Accreditation: (if applicable):

Salt Lake Community College Surgical Technology program is accredited by the Commission on Accreditation of Allied Health Education Programs. (www.caahep.org)

25400 U.S. Highway 19, North, Suite 158

Clearwater, FL 33763

Phone: 727-210-2350

Fax: 727-210-2354

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

Program Title: Surgical Technology

Credential: Associate of Applied Science (AAS)

Total Cr: 64

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 competent entry-level surgical technology skills in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.	1,2,3,4,5,6,7
Comprehend material needed to sit for the National Board Exam for Surgical Technologists and Surgical Assists.	3,4
Demonstrate the ability to scrub in the primary role in Diagnostics, General, Obstetrics and Gynecology, Otorhinolaryngology, Genitourinary Orthopedic, Oral and Maxillofacial, Plastic and Reconstructive, Ophthalmic, Peripheral Vascular, Cardiovascular and Neurological specialties.	2,3,4
Produce evidence of a minimum of 120 surgical cases in a clinical experience under the supervision of an experienced surgical technologist. Show 30 cases in General Surgery. 20 of the cases must be in the First Scrub Role. Show 90 cases in various surgical specialties. 60 of the cases must be in the First Scrub Role and evenly distributed between a minimum of 5 surgical specialties. Demonstrate progression in First and Second Scrubbing surgical procedures of increased complexity as the student moves towards entry-level graduate abilities.	1,2,3,4,7
Employ effective communication skills including reading, writing, speaking and listening skills as necessary in the surgical setting.	1,2,4,6
Demonstrate critical thinking, reasoning, problem solving, anticipation, and prioritization skills in the surgical setting, in order to effectively create and organize the sterile field for efficiency, safety and conservation of financial resources.	4,5
Build a sense of civic engagement in order to work with others in a professional and constructive manor in the medical arena.	1,5,6
Develop an understanding of the ability to meet the individual needs of diverse patient populations including ethnicity, religion, disability, medical history or condition, gender, age and sexual orientation.	1,2,5,6
Develop a strong surgical conscience in students, placing the patient first always.	1,2,4,5

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

AAS GENERAL EDUCATION REQUIREMENTS (14 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

- Any Composition (EN) course

QUANTITATIVE STUDIES (QS) 1 course

- MATH 1010 Intermediate Algebra

or

- Any Quantitative Literacy (QL) designated course

COMMUNICATION (CM) 1 course

- COMM 1010 Elements of Effective Communication

or

- COMM 2110 Interpersonal Communication

HUMAN RELATIONS (HR) 1 course

- HS 2050 Cultural, Legal & Ethical issues in Health Care

DISTRIBUTION AREAS Specify 1 or 2 courses from the Distribution Areas

FINE ARTS (FA)

HUMANITIES (HU)

LIFE SCIENCES (LS)

PHYSICAL SCIENCES (PS)

SOCIAL SCIENCES (SS)

Choose 1 course from:

- PSY 1100 Lifespan Human Growth & Development
- PSY 1010 General Psychology
- FHS 1500 Lifespan Human Development

REQUIRED COURSES (64 cr)

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

Prefix	Number	Title	Cr/Hrs
ENGL	1010	Intro to Writing (EN) or any (EN)	3
MATH	1010	Intermediate Algebra (QS) or any QL	3-4
COMM	1010 or 2110	Elements of Effective Communication (CM) or Interpersonal Communication (CM)	3
HS	2050	Cultural, Legal and Ethical Issues in Health Care (HR)	3
PSY	1100 or 1010 or FHS 1500	Lifespan Human Growth & Development (SS) or General Psychology (SS) or Lifespan Human Development (SS)	3
BIOL	2320	Human Anatomy	4
BIOL	2325	Human Anatomy Lab	0
MA	1100	Medical Terminology	3
SURG	1010	Surgical Technology Basics I	2
SURG	1015	Surgical Technology Basics II	2
SURG	1020	Surgical Technology Principles and Practices I	4
SURG	1025	Surgical Technology Principles and Practices II	4
SURG	2010	Introduction to Surgical Procedures I	4
SURG	2015	Introduction to Surgical Procedures II	4
SURG	2020	Advanced Surgical Procedures	4
SURG	2025	Comprehensive Surgical Procedures	4
SURG	2030	Clinical Education I	6
SURG	2040	Clinical Education II	6
SURG	2050	Surgical Technology Professional Preparedness	2
		TOTAL:	64

**Salt Lake Community College
PCO Pathway**

Program Title: Surgical Technology

Credential: AAS

15 cr+ per semester 12 cr per semester 9 cr per semester

First Year

Semester: Fall		Semester: Spring	
Course	Cr/Hr	Course	Cr/Hr
ENGL 1010 Intro to Writing (EN) or any (EN) course	3	BIOL 2320 Human Anatomy	4
MATH 1010 Intermediate Algebra (QS) or (QL)	3-4	BIOL 2325 Human Anatomy Lab	0
MA 1100 Medical Terminology	3	HS 2050 Cultural, Legal and Ethical Issues in Health Care (HR)	3
BIOL 1610 College Biology (LS)	4	PSY 1100 Lifespan Human Growth and Development (SS) or PSY 1010 General Psychology (SS) or FHS 1500 Lifespan Human Development (SS)	3
BIOL 1615 College Biology I Lab	0	COMM 1010 Elements of Effective Communication (CM) or COMM 2110 Interpersonal Communication (CM)	3
TOTAL	13-14	TOTAL	13

Second Year

Semester: Summer		Semester: Fall	
Course	Cr/Hr	Course	Cr/Hr
SURG 1010 Surgical Technology Basics I	2	SURG 2010 Introduction to Surgical Procedures I	4
SURG 1015 Surgical Technology Basics II	2	SURG 2015 Introduction to Surgical Procedures II	4

SURG 1020 Surgical Technology Principles and Practices I	4	SURG 2020 Advanced Surgical Procedures	4
SURG 1025 Surgical Technology Principles and Practices II	4	SURG 2025 Comprehensive Surgical Procedures	4
TOTAL	12	TOTAL	16

Semester: Spring	
Course	Cr/Hr
SURG 2030 Clinical Education I	6
SURG 2040 Clinical Education II	6
SURG 2050 Surgical Technology Professional Preparedness	2
TOTAL	14

Advising Notes:

BIOL 1610/BIOL 1615 is not a required course for the Surgical Technology program. However, it is a required pre-requisite for BIOL 2320/BIOL 2325 at Salt Lake Community College. It is included in the pathway for student transparency.

This is a selective admissions program and has a special application process as well pre-requisites. SURG classes must be taken in the semester they are listed. Please see the following website for details:

<http://www.slcc.edu/surgicaltech/admissions.aspx>

A maximum of eighteen students are accepted to the program every Summer semester. Accepted students must take the SURG courses in the order outlined in the sample schedule. To remain in the program, students must complete the SURG courses with a C+ grade or better.



Commission on Accreditation of Allied Health Education Programs

Standards and Guidelines for the Accreditation of Educational Programs in Surgical Technology

Essentials/Standards initially adopted in 1972; revised in 1991, 2000, 2002, 2004 and 2013
by the:

American College of Surgeons
Association of Surgical Technologists
Accreditation Review Council on Education in Surgical Technology and Surgical Assisting
Commission on Accreditation of Allied Health Education Programs

The Commission on Accreditation of Allied Health Education Programs (CAAHEP) accredits programs upon the recommendation of the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA).

These accreditation **Standards and Guidelines** are the minimum standards of quality used in accrediting programs that prepare individuals to enter the Surgical Technology profession. **Standards** are the minimum requirements to which an accredited program is held accountable. Guidelines are descriptions, examples, or recommendations that elaborate on the Standards. Guidelines are not required, but can assist with interpretation of the Standards.

Standards are printed in regular typeface in outline form. *Guidelines* are printed in italic typeface in narrative form.

Preamble

The Commission on Accreditation of Allied Health Education Programs (CAAHEP), Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA), the American College of Surgeons (ACS), and the Association of Surgical Technologists (AST) cooperate to establish, maintain and promote appropriate standards of quality for educational programs in surgical technology and to provide recognition for educational programs that meet or exceed the minimum standards outlined in these accreditation **Standards and Guidelines**. Lists of accredited programs are published for the information of students, employers, educational institutions and agencies, and the public.

These **Standards and Guidelines** are to be used for the development, evaluation, and self-analysis of surgical technology programs. On-site review teams assist in the evaluation of a program's relative compliance with the accreditation Standards.

Description of the Profession of Surgical Technology

Surgical technologists are allied health professionals who are an integral part of the team of medical practitioners providing surgical care to patients in a variety of settings.

The surgical technologist works under medical supervision to facilitate the safe and effective conduct of invasive surgical procedures. This individual works under the supervision of a surgeon to ensure that the operating room or environment is safe, that equipment functions properly, and that the operative procedure is conducted under conditions that maximize patient safety.

A surgical technologist possesses expertise in the theory and application of sterile and aseptic technique and combines the knowledge of human anatomy, surgical procedures, and implementation tools and technologies to facilitate a physician's performance of invasive therapeutic and diagnostic procedures.

I. Sponsorship

A. Sponsoring Institution

A sponsoring institution must be at least one of the following:

1. A post-secondary academic institution accredited by an institutional accrediting agency that is recognized by the U.S. Department of Education, and authorized under applicable law or other acceptable authority to provide a post-secondary program, which awards a minimum of a certificate/diploma at the completion of the program.
2. A foreign post-secondary academic institution acceptable to CAAHEP, which is authorized under applicable law or other acceptable authority to provide a postsecondary program, which awards a minimum of a certificate/diploma at the completion of the academic program.
3. A hospital or medical center that is institutionally accredited, and authorized under applicable law or other acceptable authority to provide healthcare, which awards a minimum of a certificate/diploma at the completion of the academic program.
4. A branch of the United States Armed Forces, which awards a minimum of a certificate/diploma at the completion of the program.

Projected for August 1, 2021, all sponsoring institutions should award a minimum of an Associate's Degree at the completion of the program.

B. Consortium Sponsor

1. A consortium sponsor is an entity consisting of two or more members that exists for the purpose of operating an educational program. In such instances, at least one of the members of the consortium must meet the requirements of a sponsoring institution as described in I.A.
2. The responsibilities of each member of the consortium must be clearly documented as a formal affiliation agreement or memorandum of understanding, which includes governance and lines of authority.

C. Responsibilities of Sponsor

The Sponsor must ensure that the provisions of these **Standards and Guidelines** are met.

*The Sponsor should refer to the ARC/STSA Surgical Technology Standards Interpretive Guide (SIG) for examples that demonstrate compliance with the provisions of these **Standards and Guidelines**.*

II. Program Goals

A. Program Goals and Outcomes

There must be a written statement of the program's goals and learning domains consistent with and responsive to the demonstrated needs and expectations of the various communities of interest served by the educational program. The communities of interest that are served by the program must include, but are not limited to: students, graduates, faculty, sponsor administration, employers, physicians, and the public.

Program-specific statements of goals and learning domains provide the basis for program planning, implementation, and evaluation. Such goals and learning domains must be compatible with both the mission of the sponsoring institution(s) and the expectations of the communities of interest, and nationally accepted standards of roles and functions. Goals and learning domains are based upon the substantiated needs of health care providers and employers, and the educational needs of the students served by the educational program.

The program should demonstrate that a survey was conducted for the establishment of clinical affiliations. The program should provide a formal statement from a Chair, a Dean, or an appropriate

institutional official and from a local committee or group that provides input to the institution indicating that the established expectation of the program's curriculum and actual practice experience available at clinical affiliates meet the institution's needs.

B. Appropriateness of Goals and Learning Domains

The program must regularly assess its goals and learning domains. Program personnel must identify and respond to changes in the needs and/or expectations of its communities of interest.

An advisory committee, which is representative of at least each of the communities of interest named in these **Standards**, must be designated and charged with the responsibility of meeting at least annually, to assist program and sponsor personnel in formulating and periodically revising appropriate goals and learning domains, monitoring needs and expectations, and ensuring program responsiveness to change.

C. Minimum Expectations

The program must have the following goal defining minimum expectations: "To prepare competent entry-level surgical technologists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains."

Programs adopting educational goals beyond entry-level competence must clearly delineate this intent and provide evidence that all students have achieved the identified basic competencies prior to entry into the field.

Nothing in this Standard restricts programs from formulating goals beyond entry-level competence.

III. Resources

A. Type and Amount

Program resources must be sufficient to ensure the achievement of the program's goals and outcomes. Resources must include, but are not limited to: faculty; clerical and support staff; curriculum; finances; offices; classroom, laboratory, and ancillary student facilities; clinical affiliates; equipment; supplies; computer resources; instructional reference materials; and faculty/staff continuing education.

The student to instructor ratio for laboratory instruction should be no more than 10:1.

B. Personnel

The sponsor must appoint sufficient faculty and staff with the necessary qualifications to perform the functions identified in documented job descriptions and to achieve the program's stated goals and outcomes.

1. Program Director

The sponsor must appoint a full-time Program Director.

Full time is defined as the usual and customary time commitment required by the institution for faculty members in equivalent positions in other health educational activities. Under this definition, the Program Director should be sufficiently free from service and other non-educational responsibilities to fulfill the educational and administrative responsibilities of the surgical technology program.

a) Responsibilities

The Program Director must be responsible for all aspects of the program, including the organization, administration, continuous review, planning, development, and general effectiveness of the program.

Newly appointed Program Directors should participate in an ARC/STSA sponsored Accreditation Fundamentals for Educators workshop within one year of their appointment.

The Program Director should pursue ongoing formal training designed to maintain and upgrade his/her professional, instructional, and administrative capabilities

The Program Director should participate in an ARC/STSA sponsored accreditation workshop at least once every five years.

b) Qualifications

The program director must:

- 1) possess a credential in the field of surgical technology through a national certification program that is accredited by the National Commission on Certifying Agencies (NCCA).
- 2) have a minimum total of five years of experience, either in the operating room scrub role or as an instructor in surgical technology, or a combination of both, within the past ten years.
- 3) possess an Associate's Degree or greater.
- 4) possess proficiency in instructional methodology, curriculum design, and program planning.

Persons approved as program directors under previous Standards will continue to be approved in that position at that institution.

Program Director should possess experience/training as an educator.

Associate-degree should have concentration in surgical technology.

2. Clinical Coordinator

a) Responsibilities

The Clinical Coordinator must be responsible for organization, administration, continuous review, planning, development, and general effectiveness of clinical experiences for students enrolled in the surgical technology program.

Responsibilities may include didactic and laboratory instruction (in addition to clinical instruction) and direction and guidance of clinical instructors.

The Clinical Coordinator should pursue ongoing formal training designed to maintain and upgrade his/her professional, instructional, and administrative capabilities.

b) Qualifications

The Clinical Coordinator must:

- 1) possess a credential in the field of surgical technology through a national certification program that is accredited by the National Commission on Certifying Agencies (NCCA).
- 2) have a minimum total of three years of experience, either in the operating room scrub role or as an instructor in surgical technology, or a combination of both, within the past five years.

Persons approved as Clinical Coordinators under previous Standards will continue to be approved in that position at that institution. The Program Director may also serve as Clinical Coordinator.

3. Didactic/Clinical Faculty and/or Instructional Staff

a) Responsibilities

The instructional staff must be responsible for directing, evaluating and reporting student progress toward course objectives and for the periodic review and updating of course material.

b) Qualifications

- 1) Faculty must be qualified by education and experience, and must be effective in teaching the subjects assigned.
- 2) Faculty with instructional responsibilities in core surgical technology courses must:
 - (a) possess a credential in the field of surgical technology through a national certification program that is accredited by the National Commission on Certifying Agencies (NCCA).
 - (b) have a minimum total of two years of experience, either in the operating room scrub role or as an instructor in surgical technology, or a combination of both, within the past five years.

Persons approved as didactic/clinical faculty and/or instructional staff under previous Standards will continue to be approved in that position at that institution.

Core surgical technology courses include the components of Surgical Technology fundamentals and practice. Examples of non-core courses include Medical Terminology, Pharmacology, Pathophysiology, Anatomy and Physiology, Microbiology, and other general education courses not specific to surgical technology.

The didactic/clinical faculty with instructional responsibilities in core surgical technology courses should pursue ongoing formal training designed to maintain and upgrade professional and instructional capabilities.

C. Curriculum

The curriculum must ensure the achievement of program goals and learning domains. Instruction must be an appropriate sequence of classroom, laboratory, and clinical activities. Instruction must be based on clearly written course syllabi that include course description, course objectives, methods of evaluation, topic outline, and competencies required for graduation.

The program must demonstrate by comparison that the curriculum offered meets or exceeds the content and competencies specified in the current edition of the **Core Curriculum for Surgical Technology** (see Appendix B – Curriculum).

Program length should be sufficient to ensure student achievement of the master curriculum content demands.

D. Resource Assessment

The program must, at least annually, assess the appropriateness and effectiveness of the resources described in these **Standards**. The results of resource assessment must be the basis for ongoing planning and appropriate change. An action plan must be developed when deficiencies are identified in the program resources. Implementation of the action plan must be documented and results measured by ongoing resource assessment.

IV. Student and Graduate Evaluation/Assessment

A. Student Evaluation

1. Frequency and purpose

Evaluation of students must be conducted on a recurrent basis and with sufficient frequency to provide both the students and program faculty with valid and timely indications of the students' progress toward and achievement of the competencies and learning domains stated in the curriculum.

The evaluation system should document each student's knowledge, performance-based strengths and areas needing improvement.

The documentation should include a plan for routine communication, a copy of all forms used in communicating, a description of how the department and institution handles problem or failing students, and student evaluation of the communication process.

2. Documentation

Records of student evaluations must be maintained in sufficient detail to document learning progress and achievements.

Each student file should contain copies of all communication regarding students standing.

B. Outcomes Assessment

1. Outcomes Assessment

The program must at least annually assess its effectiveness in achieving its stated goals and learning domains. The results of this evaluation must be reflected in the review and timely revision of the program.

Outcomes assessments include, but are not limited to: performance on national credentialing examination program(s) accredited by the National Commission for Certifying Agencies, programmatic retention/attrition, graduate satisfaction, employer satisfaction, job (positive) placement, and programmatic summative measures. The program must meet the outcomes assessment thresholds.

Programmatic summative measures should contribute to assessing effectiveness in specific learning domains. "Positive placement" means that the graduate is employed full or part-time in the field or a related field; and/or continuing his/her education; and/or serving in the military.

2. Outcomes Reporting

The program must periodically submit to the ARC/STSA the program goal(s), learning domains, evaluation systems (including type, cut score, and appropriateness), outcomes, its analysis of the outcomes and an appropriate action plan based on the analysis.

Programs not meeting the established thresholds must begin a dialogue with the ARC/STSA to develop an appropriate plan of action to respond to the identified shortcomings.

V. Fair Practices

A. Publications and Disclosure

1. Announcements, catalogs, publications, and advertising must accurately reflect the program offered.
2. At least the following must be made known to all applicants and students: the sponsor's institutional and programmatic accreditation status as well as the name, mailing address, web site address, and phone number of the accrediting agencies; admissions policies and practices, including technical standards (when used); policies on advanced placement, transfer of credits, and credits for experiential learning; number of credits required for completion of the program; tuition/fees and other costs required to complete the program; policies and processes for withdrawal and for refunds of tuition/fees.

3. At least the following must be made known to all students: academic calendar, student grievance procedure, criteria for successful completion of each segment of the curriculum and for graduation, and policies and processes by which students may perform clinical work while enrolled in the program.
4. The sponsor must maintain, and make available to the public, current and consistent summary information about student/graduate achievement that includes the results of one or more of the outcomes assessments required in these Standards.

The sponsor should develop a suitable means of communicating to the communities of interest the achievement of students/graduates (e.g. through a website or electronic or printed documents).

B. Lawful and Non-discriminatory Practices

All activities associated with the program, including student and faculty recruitment, student admission, and faculty employment practices, must be non-discriminatory and in accord with federal and state statutes, rules, and regulations. There must be a faculty grievance procedure made known to all paid faculty.

C. Safeguards

The health and safety of patients, students, and faculty associated with the educational activities of the students must be adequately safeguarded.

All activities required in the program must be educational and students must not be substituted for staff.

D. Student Records

Satisfactory records must be maintained for student admission, advisement, counseling and evaluation. Grades and credits for courses must be recorded on the student transcript and permanently maintained by the sponsor in a safe and accessible location.

E. Substantive Changes

The sponsor must report substantive changes as described in Appendix A to CAAHEP/CoA in a timely manner. Additional substantive changes to be reported to the ARC/STSA within the time limits prescribed include:

- 1) program resources proportional to and sufficient for the programs stated enrollment capacity
- 2) curriculum, including department-wide changes made in other departments
- 3) continued alignment with Appendix B - Curriculum
- 4) increase or decrease in clock or credit hours required for successful completion of the program
- 5) clinical affiliation changes (additions or subtractions)
- 6) change of location (campus, laboratory facilities, school administration)
- 7) addition of Accelerated Alternate Delivery (AAD) component
- 8) addition of distance education program as defined by CAAHEP policy
- 9) addition of a satellite campus
- 10) addition of a location (campus) where core curriculum surgical technology coursework is delivered

F. Agreements

There must be a formal affiliation agreement or memorandum of understanding between the sponsor and all other entities that participate in the education of the students describing the relationship, roles, and responsibilities of the sponsor and that entity.

APPENDIX A

Application, Maintenance and Administration of Accreditation

A. Program and Sponsor Responsibilities

1. Applying for Initial Accreditation

- a. The chief executive officer or an officially designated representative of the sponsor completes a “Request for Accreditation Services” form and returns it electronically or by mail to:

Accreditation Review Council on Education in Surgical Technology
and Surgical Assisting (ARCST/SA)
6 West Dry Creek Circle, Suite 110
Littleton, CO 80120

The “Request for Accreditation Services” form can be obtained from the CAAHEP website at <https://www.cognitofrms.com/CAAHEP2/RequestForAccreditationServices>.

Note: There is **no** CAAHEP fee when applying for accreditation services; however, individual committees on accreditation may have an application fee.

- b. The program undergoes a comprehensive review, which includes a written self-study report and an on-site review.

The self-study instructions and report form are available from the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting. The on-site review will be scheduled in cooperation with the program and ARCST/SA once the self-study report has been completed, submitted, and accepted by the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting.

2. Applying for Continuing Accreditation

- a. Upon written notice from the ARCST/SA, the chief executive officer or an officially designated representative of the sponsor completes a “Request for Accreditation Services” form, and returns it electronically or by mail to:

Accreditation Review Council on Education in Surgical Technology
and Surgical Assisting (ARCST/SA)
6 West Dry Creek Circle, Suite 110
Littleton, CO 80120

The “Request for Accreditation Services” form can be obtained from the CAAHEP website at <https://www.cognitofrms.com/CAAHEP2/RequestForAccreditationServices>.

- b. The program may undergo a comprehensive review in accordance with the policies and procedures of the ARCST/SA.

If it is determined that there were significant concerns with the conduct of the on-site review, the sponsor may request a second site visit with a different team.

After the on-site review team submits a report of its findings, the sponsor is provided the opportunity to comment in writing and to correct factual errors prior to the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting forwarding a recommendation to CAAHEP.

3. Administrative Requirements for Maintaining Accreditation

- a. The program must inform the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting and CAAHEP within a reasonable period of time (as defined by the committee on accreditation and CAAHEP policies) of changes in chief executive officer, dean of health professions or equivalent position, and required program personnel (Refer to Standard III.B.).
- b. The sponsor must inform CAAHEP and the ARCST/SA of its intent to transfer program sponsorship. To begin the process for a Transfer of Sponsorship, the current sponsor must submit a letter (signed by the CEO or designated individual) to CAAHEP and the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting that it is relinquishing its sponsorship of the program. Additionally, the new sponsor must submit a "Request for Transfer of Sponsorship Services" form. The Accreditation Review Council on Education in Surgical Technology and Surgical Assisting has the discretion of requesting a new self-study report with or without an on-site review. Applying for a transfer of sponsorship does not guarantee that the transfer will be granted.
- c. The sponsor must promptly inform CAAHEP and the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting of any adverse decision affecting its accreditation by recognized institutional accrediting agencies and/or state agencies (or their equivalent).
- d. Comprehensive reviews are scheduled by the ARCST/SA in accordance with its policies and procedures. The time between comprehensive reviews is determined by the ARCST/SA and based on the program's on-going compliance with the Standards, however, all programs must undergo a comprehensive review at least once every ten years.
- e. The program and the sponsor must pay Accreditation Review Council on Education in Surgical Technology and Surgical Assisting and CAAHEP fees within a reasonable period of time, as determined by the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting and CAAHEP respectively.
- f. The sponsor must file all reports in a timely manner (self-study report, progress reports, probation reports, annual reports, etc.) in accordance with ARCST/SA policy.
- g. The sponsor must agree to a reasonable on-site review date that provides sufficient time for CAAHEP to act on a ARCST/SA accreditation recommendation prior to the "next comprehensive review" period, which was designated by CAAHEP at the time of its last accreditation action, or a reasonable date otherwise designated by the ARCST/SA.

Failure to meet any of the aforementioned administrative requirements may lead to administrative probation and ultimately to the withdrawal of accreditation. CAAHEP will immediately rescind administrative probation once all administrative deficiencies have been rectified.

4. Voluntary Withdrawal of a CAAHEP- Accredited Program

Notification of voluntary withdrawal of accreditation from CAAHEP must be made by the Chief Executive Officer or an officially designated representative of the sponsor by writing to CAAHEP indicating: the desired effective date of the voluntary withdrawal, and the location where all records will be kept for students who have completed the program.

5. Requesting Inactive Status of a CAAHEP- Accredited Program

Inactive status for any accredited program may be requested from CAAHEP at any time by the Chief Executive Officer or an officially designated representative of the sponsor writing to CAAHEP indicating the desired date to become inactive. No students can be enrolled or matriculated in the

program at any time during the time period in which the program is on inactive status. The maximum period for inactive status is two years. The sponsor must continue to pay all required fees to the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting and CAAHEP to maintain its accreditation status.

To reactivate the program the Chief Executive Officer or an officially designated representative of the sponsor must provide notice of its intent to do so in writing to both CAAHEP and the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting. The sponsor will be notified by the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting of additional requirements, if any, that must be met to restore active status.

If the sponsor has not notified CAAHEP of its intent to re-activate a program by the end of the two-year period, CAAHEP will consider this a “Voluntary Withdrawal of Accreditation.”

B. CAAHEP and Committee on Accreditation Responsibilities – Accreditation Recommendation Process

1. After a program has had the opportunity to comment in writing and to correct factual errors on the on-site review report, the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting forwards a status of public recognition recommendation to the CAAHEP Board of Directors. The recommendation may be for any of the following statuses: initial accreditation, continuing accreditation, transfer of sponsorship, probationary accreditation, withhold of accreditation, or withdrawal of accreditation.

The decision of the CAAHEP Board of Directors is provided in writing to the sponsor immediately following the CAAHEP meeting at which the program was reviewed and voted upon.

2. Before the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting forwards a recommendation to CAAHEP that a program be placed on probationary accreditation, the sponsor must have the opportunity to request reconsideration of that recommendation or to request voluntary withdrawal of accreditation. The ARCST/SA’s reconsideration of a recommendation for probationary accreditation must be based on conditions existing both when the committee arrived at its recommendation as well as on subsequent documented evidence of corrected deficiencies provided by the sponsor.

The CAAHEP Board of Directors’ decision to confer probationary accreditation is not subject to appeal.

3. Before the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting forwards a recommendation to CAAHEP that a program’s accreditation be withdrawn or that accreditation be withheld, the sponsor must have the opportunity to request reconsideration of the recommendation, or to request voluntary withdrawal of accreditation or withdrawal of the accreditation application, whichever is applicable. The ARCST/SA’s reconsideration of a recommendation of withdraw or withhold accreditation must be based on conditions existing both when the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting arrived at its recommendation as well as on subsequent documented evidence of corrected deficiencies provided by the sponsor.

The CAAHEP Board of Directors’ decision to withdraw or withhold accreditation may be appealed. A copy of the CAAHEP “Appeal of Adverse Accreditation Actions” is enclosed with the CAAHEP letter notifying the sponsor of either of these actions.

At the completion of due process, when accreditation is withheld or withdrawn, the sponsor’s Chief Executive Officer is provided with a statement of each deficiency. Programs are eligible to re-apply for accreditation once the sponsor believes that the program is in compliance with the accreditation Standards.

Note: Any student who completes a program that was accredited by CAAHEP at any time during his/her matriculation is deemed by CAAHEP to be a graduate of a CAAHEP-accredited program.

APPENDIX B

Curriculum

Appendix B does not contain the complete curriculum content guide required to demonstrate compliance with Standard III.C. The complete curriculum is specified in the current edition of the **Core Curriculum for Surgical Technology**. Core surgical technology course subjects and topics are identified by an asterisk (*).

1. Healthcare Sciences

- a. Anatomy and Physiology
 1. Identify the basic organizational structures of the human body, including body planes, general organization, and terms of reference.
 2. Analyze the basic structure of cells and relate cellular components to integrated cell function.
 3. Analyze the types of tissue that make up organs and the characteristics of each.
 4. Contrast and compare organs of the body.
 5. Analyze the different body systems for composition and function.
- b. Pharmacology and Anesthesia
 1. Analyze the principles of anesthesia administration as well as be able to explain the necessity of each component of anesthesia preparation of the surgical patient.
 2. Compare and contrast methods, agents, and techniques of anesthesia administration and preparation.
 3. Correlate anesthesia monitoring devices with patient homeostasis.
 4. Explain anesthesia complications and interventions.
 5. Calculate medication conversions and dosages.
 6. Apply general terminology to medication use.
 7. Prepare and manage medications and solutions.
 8. *Use medications in the care of the surgical patient.
- c. Medical Terminology
 1. Combine prefixes, word roots, and suffixes to create medical terms related to surgery.
 2. Construct and combine compound words.
 3. Pronounce medical terms related to surgery.
 4. Write medical terms using correct spelling.
- d. Microbiology
 1. *Correlate the impact of microbiology in relationship to the practice of sterile technique and infection control in the operative setting.
 2. Identify the name and function of various parts of the compound microscope.
 3. Compare and contrast the structure and characteristics of different microorganisms.
 4. Analyze the various immune responses that occur in the body as defenses against invasion by pathogens.
 5. *Relate the infectious process to surgical practice.
- e. Pathophysiology
 1. *Relate pathophysiology to surgical interventions.
 2. Analyze the relationship between cell pathology and disease.
 3. Examine hemodynamic disorders, inflammation and infection.
 4. Compare and contrast the various surgical pathologies of each body system.

2. Technological Sciences

- a. Electricity
 1. Describe the principles of electricity and electrical flow.
 2. *Demonstrate electrical knowledge as it relates to patient safety.
- b. Information Technology
 1. Describe the basic components of a computer system.

2. *Apply computer knowledge to the educational process and safe patient care practices in the O.R.
3. Locate and evaluate information using the latest technology available.

c. Robotics

1. Describe the robotic terms as related to surgery.
2. *Describe the surgical applications of robotics.
3. *Identify the basic components of equipment used in robotic surgery.
4. Describe the movements of the robotic system manipulators.
5. Apply the principles of robotics to patient safety.

3. Patient Care Concepts

a. Biopsychosocial Needs of the Patient

1. Discuss the basic physical and biological needs required to sustain life.
2. Compare and contrast various spiritual and cultural needs of the surgical patient.
3. *Demonstrate appropriate behavior in response to the needs manifested by the surgical patient.
4. Analyze and describe the potential psychological needs of the surgical patient and family.
5. List and describe potential sources of anxiety and fears of the surgical patient.
6. *Identify and discuss the specific needs of the special populations.

b. Death and Dying

1. Evaluate attitudes, beliefs and classifications regarding death and dying.
2. Compare and contrast responses to the process of death and various coping strategies and mechanisms.
3. Debate quality of life vs. quantity of life.
4. *Trace the steps that are implemented when a patient death occurs in the operating room.

4. *Surgical Technology

a. Preoperative

1. Non-sterile
 - a) Attire
 - i. Recognize appropriate surgical attire.
 - ii. Employ principles involved in donning surgical attire.
 - b) Preoperative physical preparation of the patient
 - i. Describe and perform the physical preparation and care that the surgical patient may receive prior to the surgical procedure.
 - ii. Evaluate the items on the pre-operative patient checklist.
 - c) Patient identification
 - i. State the purpose of proper identification.
 - ii. Demonstrate the identification process for a surgical patient admitted to the surgical suite.
 - d) Transportation
 - i. Identify methods of patient transportation.
 - ii. Discuss the factors related to the family members and transportation of the patient.
 - iii. Demonstrate the principles of safe transportation.
 - e) Review of the chart
 - i. Analyze laboratory reports in relationship to patient diagnosis and intervention.
 - ii. Review the patient chart for completeness.
 - f) Surgical consent
 - i. Analyze the procedure for obtaining informed surgical consent.
 - ii. Analyze the legal concepts of obtaining informed surgical consent.
 - g) Transfer
 - i. Discuss methods of patient transfer.
 - ii. Identify equipment utilized for safe transfer of the surgical patient.
 - iii. Employ the principles of body mechanics when transferring the surgical patient.
 - h) Positioning

- i. Analyze the function of equipment and aides utilized to achieve various surgical positions.
 - ii. Discuss the components and functions of the OR table.
 - iii. Perform basic positioning.
 - i) Urinary catheterization
 - i. List the indications for urinary catheterization.
 - ii. Discuss the basic considerations for urinary catheterization.
 - iii. List the supplies required to perform urinary catheterization.
 - iv. Demonstrate urinary catheterization.
 - v. Discuss the principles of monitoring urine output.
 - j) Skin preparation
 - i. Compare and contrast different types of skin preparations.
 - ii. Compare and contrast different chemical agents used for skin preparation
 - iii. Describe the steps and rationales for surgical skin preparation.
 - k) Equipment
 - i. Assess the function, assembly, use and care of equipment in the surgical environment.
 - ii. Describe the application of surgical equipment.
 - l) Instrumentation
 - i. Identify the classifications, names, parts, materials, finishes and uses of basic surgical instrumentation.
 - ii. Explain the relationship between instrument type and usage.
 - iii. Apply knowledge of basic surgical instrumentation to specific surgical procedures.
- 2. Sterile
 - a) Asepsis and sterile technique
 - i. Apply terms related to asepsis.
 - ii. Discuss sources of contamination.
 - iii. Demonstrate sterile technique.
 - b) Hand hygiene and scrubbing
 - i. Demonstrate the steps of a hand wash.
 - ii. Identify the preliminary preparations for the surgical scrub.
 - iii. Demonstrate the steps of the surgical scrub.
 - iv. Employ sterile technique during the surgical scrub.
 - c) Gowning and gloving
 - i. Employ sterile technique when gowning and gloving self and when assisting other team members.
 - d) Counts
 - i. Discuss the purposes and legal responsibilities of counts.
 - ii. Describe the techniques used to prevent foreign body retention.
 - iii. Discuss when counts should be performed.
 - iv. Describe the methods for counting.
 - v. Demonstrate the procedure for counting instruments, sponges, sharps and other items on the field.
 - e) Draping
 - i. Describe various types of draping material used in surgical procedures.
 - ii. Select the appropriate drapes for specific positions and surgical procedures.
 - iii. Demonstrate the aseptic principles of draping the patient, equipment, and furniture.
- b. Intraoperative: Sterile
 - 1. Specimen care
 - a) Discuss methods of obtaining specimens.
 - b) Discuss the types of specimen containers.
 - c) Describe procedure for validating specimen with surgeon and circulator.
 - d) Describe the procedure for specimen labeling and transfer to appropriate department.
 - e) Discuss areas for specimen storage.
 - f) Demonstrate the handling and preservation for specific types of specimens.
 - 2. Abdominal incisions

- a) Identify the various tissue layers of the abdominal wall.
 - b) Describe the creation and usage of various surgical incisions.
 - c) Discuss the advantages and disadvantages of incision types.
3. Hemostasis
- a) Analyze the principles of hemostasis.
 - b) Differentiate among various methods of hemostasis
 - c) Assess special techniques of hemostasis.
 - d) Demonstrate surgical technologists role in hemostasis.
4. Exposure
- a) Describe principles of exposure.
 - b) Identify criteria used to select exposure devices.
 - c) Apply techniques for tissue exposure.
5. Catheters and drains
- a) Compare and contrast the types and characteristics of various catheters and drainage devices.
 - b) Correlate the correct drainage device for each drain.
 - c) Compare and contrast the conceptual differences between gravity and vacuum drainage.
 - d) Prepare catheters and drains for intraoperative use.
 - e) Prepare anchoring devices for drains.
6. Wound closure
- a) Analyze and assess the factors that influence the closure of each wound layer.
 - b) Compare and contrast suture materials, suture sizing and suture coatings and analyze their significance.
 - c) Demonstrate proper suture selection, preparation, handling and cutting techniques.
 - d) Diagram and describe needle points and needle bodies and demonstrate the proper placement, handling, loading and disposal of surgical needles.
 - e) Evaluate various applications of surgical stapling instruments and demonstrate proper assembly of stapling instrumentation.
 - f) Compare and contrast reusable and disposable surgical stapling instruments and analyze the advantages and disadvantages of utilizing surgical staplers.
 - g) Compare and contrast biological adhesives and synthetic adhesives.
 - h) Analyze and evaluate various tissue repair and replacement materials.
 - i) Describe the advantages and disadvantages of the repair and replacement materials.
 - j) Discuss the specific applications of synthetic mesh.
7. Surgical dressings
- a) Evaluate the purposes of surgical dressings.
 - b) Analyze their importance to postoperative wound care.
 - c) Compare and contrast the most commonly used types of surgical and specialty dressings.
 - d) Describe the importance of proper surgical dressing application techniques.
 - e) Apply proper principles of sterile technique and demonstrate the application of commonly used types of surgical and specialty dressings.
8. Wound healing
- a) Compare and contrast intentional, unintentional, and incidental/chronic wounds.
 - b) Analyze the mechanisms of wound healing, the inflammatory process, and the healing process.
 - c) Evaluate the classification of surgical wounds, analyze factors that influence healing, and devise a plan to prevent postoperative wound infections.
 - d) Demonstrate basic wound care concepts and apply the principles of asepsis to the practice of sterile technique.
9. Tissue replacement materials
- a) Describe tissue replacement materials.
 - b) Demonstrate knowledge of biological wound cover materials.
10. Emergency patient situations
- a) Perform duties related to emergencies in the O.R. setting.
 - b) Describe the emergency procedures carried out in the O.R. setting.
 - c) Obtain CPR certification.

- c. Postoperative
 - 1. PACU
 - a) Analyze the immediate postoperative care of the surgical patient.
 - b) Describe potential postoperative discomforts and complications.
 - c) List necessary equipment in the PACU.
 - 2. Methods of disinfection and sterilization
 - a) Define terms related to the terminal disinfection/sterilization process.
 - b) Identify the methods of processing items during terminal disinfection and/or sterilization.
 - c) Identify the concepts of microbial barriers.
 - d) Contrast and compare the materials used for creating microbial barriers.
 - e) List the methods for sealing microbial barriers.
 - f) List the process for preparing items for sterilization.
 - g) Define terms related to the sterilization process.
 - h) Identify variables related to the sterilization process and the materials to be processed.
 - i) Compare and contrast methods of sterilization.
 - j) Identify process monitoring devices and methods.
 - 3. Environmental disinfection of the O.R.
 - a) Perform decontamination of the O.R. environment.
 - b) Analyze the factors and variable of disinfecting agents.
 - c) Compare and contrast disinfecting agents.

- d. Perioperative Case Management
 - 1. Demonstrate methods utilized to analyze and plan for the needs of the surgical case.
 - 2. Select the instruments, supplies and equipment needed for a surgical procedure.
 - 3. Describe the function of the physical components of the operating room.
 - 4. Demonstrate the arrangement, care, handling and assembly of operating room furniture and equipment.
 - 5. Describe the use of instruments and supplies.
 - 6. Demonstrate techniques for preparing the sterile field.
 - 7. Explain the procedures for draping furniture and equipment.
 - 8. Describe placing and securing supplies and equipment for use on the sterile field.
 - 9. Explain methods for monitoring the sterile field.
 - 10. Apply the principles of asepsis to the practice of sterile technique.
 - 11. Assess and anticipate the needs of the surgical team.
 - 12. Integrate variations of case management according to the surgical procedure.
 - 13. Demonstrate postoperative case management duties in an organized manner.
 - 14. Apply standard precautions to the performance of perioperative case management activities.

- e. Assistant Circulator Role
 - 1. Discuss the perioperative duties of the assistant circulator.
 - 2. Discuss the O.R. documentation to be completed by the assistant circulator.
 - 3. Demonstrate the duties of the assistant circulator including completion of documentation.

- f. Surgical Procedures –Didactic
 - 1. Surgical specialties - The following objectives must be met for each of the designated surgical specialties:
 - Correlate the relevant surgical anatomy and physiology to the surgical procedure.
 - Correlate the relevant pathophysiology to the surgical procedure.
 - Explain the diagnostic interventions that are utilized for obtaining a diagnosis.
 - Discuss specific factors that are unique to the surgical procedure.
 - List the supplies, equipment and instrumentation needed for the procedure.
 - Explain the correct order of steps taken during the surgical procedure.
 - Discuss the postoperative care of the patient according to the procedure.
 - List the wound classification and correlate to wound management.
 - a) General
 - b) Obstetrics and Gynecology
 - c) Genitourinary

- d) Otorhinolaryngology
- e) Orthopedic
- f) Oral and Maxillofacial
- g) Plastic and Reconstructive
- h) Ophthalmic
- i) Cardiothoracic
- j) Peripheral Vascular
- k) Neurosurgery

- g. Surgical Rotation - Clinical
 - 1. Surgical Rotation Case Requirements

Surgical Specialty	Total # of Cases Required	Minimum # of First Scrub Cases Required	Maximum # of Second Scrub Cases That Can be Applied Towards 120 Cases Required
General Surgery	30	20	10
Surgical Specialties	90	60	30
Totals	120	80	40

- 2. First and Second Scrub Role and Observation Descriptions
 - a) First Scrub Role

The student surgical technologist shall perform the following duties during any given surgical procedure with proficiency. A student not meeting the five criteria below cannot count the case in the first scrub role and the case must be documented in the second scrub role or observation role.

 - i. Verify supplies and equipment needed for the surgical procedure.
 - ii. Set up the sterile field with instruments, supplies, equipment, medication(s) and solutions needed for the procedure.
 - iii. Perform counts with the circulator prior to the procedure and before the incision is closed.
 - iv. Pass instruments and supplies to the sterile surgical team members during the procedure.
 - v. Maintain sterile technique as measured by recognized breaks in technique and demonstrate knowledge of how to correct with appropriate technique.
 - b) Second Scrub Role

The student surgical technologist who is at the sterile field and has not met all criteria for the first scrub role, but actively participates in the surgical procedure in its entirety by completing any of the following:

 - i. Sponging
 - ii. Suctioning
 - iii. Cutting suture
 - iv. Holding retractors
 - v. Manipulating endoscopic camera
 - c) Observation Role

The student surgical technologist who is in the operating room performing roles that do not meet the criteria for the first or second scrub role are observers. These observation cases are not to be included in the required minimum total case count, but must be documented by the program.

5. Professional Practice

- a. Professionalism
 - 1. *Professional management
 - a) Describe the characteristics of the professional surgical technologist.
 - b) Compare and contrast professional organizations related to the profession.
 - c) Describe the credentialing options available to the surgical technologist.

2. Employability skills
 - a) *Assess current trends and employment opportunities for the surgical technologist.
 - b) Develop a plan of action to secure employment in the health care field.
 - c) Evaluate personal employability qualities and develop an employment strategy that includes positive characteristics.
 - d) Develop a professional resume.
 - e) Compare and contrast various types of employment/application correspondence.
 - f) Analyze various interview strategies.
 - g) *Contrast and compare the various roles in the surgical technology profession.
 - h) *Demonstrate responsible and accountable behavior within the role and competencies of the surgical technologist.
 3. Communication skills and teamwork
 - a) Discuss types of communication relationships.
 - b) Discuss goals of communication.
 - c) Describe the significance of content and tone in communication.
 - d) Distinguish between assertive and aggressive behavior.
 - e) Discuss problem behaviors and coping mechanism.
 - f) Describe concepts of conflict resolution.
 - g) *Demonstrate principles of communication in the surgical setting.
 - h) Demonstrate body language and non-verbal communication.
 - i) *Demonstrate principles of teamwork in the surgical environment.
 4. Ethical and moral issues
 - a) Review the American Hospital Association's (AHA) Patient's Bill of Rights.
 - b) Develop an increased sensitivity to the influence of ethics in professional practice.
 - c) Discuss the role of morality during ethical decision making.
 - d) Discuss examples of ethical situations and problems in the health professions.
 - e) *Demonstrate the key elements related to developing a surgical conscience.
 - f) Review principles of problem solving in ethical decision making.
 - g) Discuss principles of patient confidentiality including verbal and written.
 5. Legal issues, documentation and risk management
 - a) Analyze the concepts of law.
 - b) *Interpret the legal responsibilities of the surgical technologist and surgical team members.
 - c) Compare and contrast criminal and civil liabilities and the consequences for these acts.
 - d) *Assess the resources that aid the surgical technologist in interpreting and following professional standards of conduct.
 - e) Analyze the recommended practices and legal elements of proper documentation.
 - f) Interpret prevention, correction and documentation techniques that may positively impact risk management issues.
- b. Healthcare facility information
1. *Healthcare facility organization and management
 - a) Compare and contrast the roles of team members in the operating room.
 - b) Acknowledge the proper chain of command in the operating room.
 - c) Compare and contrast health care facility departments that relate to direct and indirect patient care in surgical services.
 2. *Physical environment
 - a) Discuss location of the surgical services within the health care facility
 - b) Describe basic floor plan designs for surgical services.
 - c) Describe an optimal location of an operating room.
 - d) Describe the floor plan of the operating room.
 - e) Describe the environmental systems and controls within the operative environment.
 - f) State the proper ranges for temperature and humidity controls.
 - g) Describe the various components of the operating room ventilation system.
 - h) Describe the principles of environmental safety controls and guidelines.
 - i) Discuss the potential hazards in the operating environment.
 3. All-hazards preparation

- a) Describe disasters or public health emergencies that impact public health including the different types (e.g. natural, unintentional, & terrorist events) along with the general health, safety or security risks.
- b) Describe the all-hazards framework.
- c) Explain key components of regional, community, institutional, family, and personal disaster preparation and planning as related to the following:
 - i. Available informational resources
 - ii. Special needs of individuals
 - iii. Precautions and actions for protection
 - iv. Detection
 - v. Immediate response
 - vi. Short-term interventions
 - vii. Long-term interventions
- d) Describe communication strategies and procedures used in a disaster including barriers to communicating and disseminating health information, reporting systems and procedures for contacting family, coworkers, and local authorities.
- e) Describe the purpose & relevance of disaster support services including rationale for integration and coordination of all systems:
 - i. National Response Framework (NRF)
 - ii. National Incident Management Systems (NIMS)
 - iii. Hospital Incident Command System (HICS)
- f) Describe the potential impact of mass casualties on the clinical and public health resources including infection control precautions, personal protective equipment, and decontamination procedures.
- g) Explain the role of triage as a basis for prioritizing or rationing health care services for victims.
- h) Describe the possible medical and mental health consequences, interventions, and solutions for managing those affected including the psychological, emotional, cultural, religious, and forensic considerations for management of mass fatalities and the resources, supplies and services available.
 - i. Immediate care
 - ii. Mass fatality management
 - iii. Mass evacuation
 - iv. Mass Sheltering
 - v. Prolonged Sheltering
- i) Explain both the basic life-saving and life-support principles and procedures that can be used at a disaster scene.
- j) Describe issues relevant to the management of individuals of all ages, populations, & communities affected by a disaster or public health emergency.
 - i. Moral
 - ii. Ethical
 - iii. Legal
 - iv. Regulatory
- k) *Describe the support roles of the surgical technologist in a disaster.

6. *Clinical Experience

a. Student Roles

Student clinical experience must be documented by procedure, date and student role.

The surgical technology program is required to verify through the surgical rotation documentation the students' progression in First and Second Scrub roles on surgical procedures of increased complexity as he/she progresses towards entry-level graduate achievement.

1. First Scrub
2. Second Scrub
3. Observation

b. Surgical Procedures

The total number of cases the student must complete is 120.

1. General Surgical Procedures
Students are required to complete 30 cases in General Surgery. 20 of the cases must be in the First Scrub Role.
2. Specialty Surgical Procedures
Students are required to complete 90 cases in various Surgical Specialties. 60 of the cases must be in the First Scrub Role and evenly distributed between a minimum of 5 surgical specialties. However, 15 is the maximum number of cases that can be counted in any one surgical specialty.
3. Endoscopic Surgical Procedures
Diagnostic endoscopy cases and vaginal delivery cases are not mandatory. But up to 10 diagnostic endoscopic cases and 5 vaginal delivery cases can be counted towards maximum number of Second Scrub Role cases.

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

Institution Submitting Request: Salt Lake Community College
Proposed Program Title: Surgical Technology
Sponsoring School, College, or Division: School of Health Science
Sponsoring Academic Department(s) or Unit(s): Surgical Technology
Classification of Instructional Program Code¹ : 6 - Digit CIP
Min/Max Credit Hours Required of Full Program: 64 /
Proposed Beginning Term²: Summer 2021
Institutional Board of Trustees' Approval Date:

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"/>	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

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.

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

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): Surgical Technology effective Summer 2021. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Description

Present a complete, formal program description.

The Surgical Technology program requires students to acquire entry-level knowledge in the field of surgical technology. Students will demonstrate excellent skills competencies, and develop professional interpersonal skills and attitudes required for successful employment and work successfully in the operating room.

Students will prepare to become competent entry-level surgical technologists.

Graduates are required to take the National Certification Examination administered by the National Board of Surgical Technology and Surgical Assisting (NBSTSA). Passing the national examination qualifies the individual as a Certified Surgical Technologist (CST).

Consistency with Institutional Mission

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at higheredutah.org/policies/policyr312/.

The Surgical Technology program at Salt Lake Community College currently provides a certificate of completion, and is in harmony with Salt Lake Community College's current mission vision and values. By providing an associate of applied science degree, the program will continue to promote a culture of learning that prepares competent entry level surgical technologists for employment within the community and assist students to achieve their educational goals. The AAS degree will provide an academic award that more accurately reflects the level of learning expected of professional surgical technologists. The degree program will continue to invest in SLCC's mission, visions and values by strengthening partnerships with local providers of surgical patient care, and contributing to the quality of life and economic development of the communities respective service area and the state.

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 current Surgical Technology program at Salt Lake Community College is a certificate of completion accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The CAAHEP has mandated that all Surgical Technology programs move to an Associate of Applied Science degree. The Association of Surgical Technology (AST) support of the Associate Degree model for entry-level practice states due to the increasing responsibilities and role of the surgical technologist in the operating room and the logical expansion of the duties of the surgical technologist the AST recognizes the associate level for surgical technology programs as the educational model that must be offered to prepare graduates to full-fill the entry level duties of the surgical technologist. (AST core curriculum for Surgical Technology 6th edition 2011)

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 existing certificate program has had an average placement rate of 85 % for the past three years according to the annual CAAHEP accreditation reports on file. The placement number is in the high 90% when the number of students that leave after graduation to serve a religious mission is accounted for. The current market demand for surgical technologists remains strong with an estimated 50 openings annually in Utah according to Utah Department of Workforce Services data. The occupation is expected to experience much faster than average employment growth with a moderate volume of annual job openings. Currently the demand is expected to increase approximately 4% annually. According to the US Bureau of Labor Statistics, national demand for surgical technologists is projected to increase by 5.2 % (2018-2028).

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.

Due to the fact that the change to an AAS was mandated by the CAAHEP, student interest has not been investigated in depth. The current students enrolled in the Surgical Technology program are 100 % supportive of the change to an AAS degree.

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)?

Dixie State University and Utah State University currently offer a Surgical Technology AAS degree. A Surgical Technology certificate of completion program is currently offered at Salt Lake Community College. This would be the third associate of applied science degree in surgical technology offered in the USHE system. Additionally, a certificate of completion is also offered at Davis Applied Technology College. A proprietary school, Stevens-Henager College in Ogden, offers the Associate of Occupational Science degree in Surgical Technology.

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 higheredutah.org/policies/policy315/. 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.

The program will not be delivered outside of the designated service area. There will be no impact on any other USHE institutions.

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.

No external review has been conducted as the progression from certificate of completion to an associate of applied science has been mandated by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The Surgical Technology Program is currently a CAAHEP accredited program with the next accreditation review scheduled for 2027. The program advisory committee is in support of the transition to an AAS 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.

The Surgical Technology AAS requires 15 credit hours in general education and an additional 49 credit hours are required of program courses work. This totals 64 credit hours to graduate.

Admission Requirements

List admission requirements specific to the proposed program.

- Students must be to SLCC as an matriculated or early enrollment student
- Declare major as Pre-Medical and Health Sciences.
- Meet with the Surgical Technology Academic Advisor
- Complete all prerequisite course work with a C grade or better with the exception of Human Anatomy which requires a minimum grade of C+
- Submit online Surgical Technology application including application fee.
- Notification of acceptance or nonacceptance will be sent to student Bruinmail. If accepted further instructions regarding the drug screening and orientation will be included in notification of acceptance.
- Additional information including prerequisites, transcripts, immunizations, and background checks can be found at www.slcc.edu/surgicaltech/admissions.aspx

Admission to the current certificate program is competitive because the program has limited enrollment and the current job market. Currently for the fall of 2020 the program is at full capacity with 9 alternate students.

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?

The existing administrative structures at Salt Lake Community College currently support the certificate of completion and are fully capable of adapting to the AAS degree in Surgical Technology. The School of Health Sciences at SLCC currently supports several other health science AAS degree programs so there is no need to develop new

organizational structures. This proposed program should have no significant impact on the delivery of undergraduate or lower-division education.

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.

The College currently employs two full-time faculty members in the existing certificate Surgical Technology program. The change to the AAS will not require additional faculty. Both faculty members meet the CAAHEP accreditation standards (III.B.1.b) for Surgical Technology program director qualifications as well as the qualifications for didactic and clinical faculty. The faculty members have 12 years of experience in teaching surgical technology. No further academic preparedness for full-time faculty is necessary for the AAS degree program.

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.

Additional staff positions will not be necessary to support the program. Advising will remain with the designated Surgical Technology program Health Sciences advisor. The School of Health Sciences has a Dean and The Division of Allied Health has an Associate Dean, with appropriate support staff.

Student Advisement

Describe how students in the proposed program will be advised.

Student Advising will remain with the School of Health Sciences academic advisor for the Allied Health program of Surgical Technology.

Library and Information Resources

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

The library currently has all the information resources required to support the existing accredited Surgical Technology program. Routine update of information resources is expected. Significant additions to the current holdings are not anticipated.

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 Surgical Technology program will align with the CAAHEP standards and follow a systematic assessment process in the achievement of program goals and outcomes. The Surgical Technology program will prepare competent entry-level Surgical Technologist in the Cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. The Associate of Applied Science Degree will prepare graduates to 1) Prepare surgical technology students to sit for the National Board Exam for Surgical Technologists and Surgical Assists. 2) Prepare surgical technologists to scrub in the primary role

in Diagnostics, General, Obstetrics and Gynecology, Otorhinolaryngology, Genitourinary Orthopedic, Oral and Maxillofacial, Plastic and Reconstructive, Ophthalmic, Peripheral Vascular, Cardiovascular and Neurological specialties. 3) Engage students in a clinical experience under the supervision of an experienced surgical technologist. Produce evidence of a minimum of 120 surgical cases. Show 30 cases in General Surgery. 20 of the cases must be in the First Scrub Role. Show 90 cases in various surgical specialties. 60 of the cases must be in the First Scrub Role and evenly distributed between a minimum of 5 surgical specialties. Demonstrate progression in First and Second Scrubbing surgical procedures of increased complexity as the student moves towards entry-level graduate abilities. 4) Develop effective communication skills including reading, writing, speaking and listening skills as necessary in the surgical setting. 5) Develop critical thinking, reasoning, problem solving, anticipation, and prioritization skills in the surgical setting, in order to effectively create and organize the sterile field for efficiency, safety and conservation of financial resources. 6) Develop a sense of civic engagement in order to work with others in a professional and constructive manor in the medical arena. 7) Demonstrate an understanding of the ability to meet the individual needs of diverse patient populations including ethnicity, religion, disability, medical history or condition, gender, age and sexual orientation. 8) Develop a strong surgical conscience in students, placing the patient first always.

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 and competencies:

Students must complete a minimum of 120 cases as delineated below.

-General Surgery cases

- i. Students must complete a minimum of 30 cases in General Surgery; 20 which must be performed in the First Scrub Role. The remaining 10 cases may be performed in either the First or Second Scrub Role.

-Specialty cases

- ii. Students must complete a minimum of 90 cases in various surgical specialties, excluding General Surgery; 60 which must be performed in the First Scrub Role. The additional 30 cases may be performed in either the First or Second Scrub Role.
 1. A minimum of 60 surgical specialty cases must be performed in the First Scrub Role and distributed amongst a minimum of four surgical specialties.
 - a. A minimum of 10 cases in the First Scrub Role must be completed in each of the required minimum of four surgical specialties (40 cases total required).
 - b. The additional 20 cases in the First Scrub Role may be distributed amongst any one surgical specialty or multiple surgical specialties.
 2. The remaining 30 surgical specialty cases may be performed in any surgical specialty either in the First or Second Scrub Role.

The Surgical Rotation Case Requirements model assures that well-rounded, competent, entry-level surgical technologists are prepared to enter the field of Surgical Technology.

As stated in CAAHEP Standard II. Program Goals, C. Minimum Expectations: To prepare competent entry-level surgical technologists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains."

The Program must provide evidence of compliance to the Accrediting board of the CAAHEP upon the recommendation of the Accreditation Review Council of Surgical Technology and Surgical Assisting.

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
Required Courses					
<input type="radio"/>	<input type="radio"/>	ENGL 1010		Intro to Writing (EN)	3
<input type="radio"/>	<input type="radio"/>	MATH 1010		Intermediate Algebra(QS)	4
<input type="radio"/>	<input type="radio"/>	COMM 1010		Elements of Effective Communication (CM)	3
<input type="radio"/>	<input type="radio"/>	HS 2050	X	Cultural, Legal and Ethical Issues for HS (HR)	3
<input type="radio"/>	<input type="radio"/>	PSY 1100		Lifespan Human Growth & Development (SS)	3
<input type="radio"/>	<input type="radio"/>	BIOL1610		College Biology 1 (LS)	4
<input type="radio"/>	<input type="radio"/>	BIOL 1615		College Biology 1 Lab	0
<input type="radio"/>	<input type="radio"/>	BIOL 2320		Human Anatomy	4
<input type="radio"/>	<input type="radio"/>	BIOL2325		Human Anatomy lab	0
<input type="radio"/>	<input type="radio"/>	MA-1100		Medical Terminology	3
<input type="radio"/>	<input type="radio"/>	SURG 1010	X	Surgical Technology Basics I	2
<input type="radio"/>	<input type="radio"/>	SURG 1015	X	Surgical Technology Basics II	2
<input type="radio"/>	<input type="radio"/>	SURG 1020	X	Surgical Technology Principles and Practices I	4
<input type="radio"/>	<input type="radio"/>	SURG 1025	X	Surgical Technology Principles and Practices II	4
<input type="radio"/>	<input type="radio"/>	SURG 2010	X	Introduction to Surgical Procedures I	4
<input type="radio"/>	<input type="radio"/>	SURG 2015	X	Introduction to Surgical Procedures II	4
<input type="radio"/>	<input type="radio"/>	SURG 2020	X	Advanced Surgical Procedures	4
<input type="radio"/>	<input type="radio"/>	SURG 2025	X	Comprehensive Surgical Procedures	4
<input type="radio"/>	<input type="radio"/>	SURG 2030	X	Clinical Education I	6
<input type="radio"/>	<input type="radio"/>	SURG 2040	X	Clinical Education II	6
<input type="radio"/>	<input type="radio"/>	SURG 2050	X	Surgical Technology Professional Preparedness	2
Choose _____ of the following courses:					
<input type="radio"/>	<input type="radio"/>				
<input type="radio"/>	<input type="radio"/>				
<input type="radio"/>	<input type="radio"/>				
					Required Course Credit Hour Sub-Total
					69
Elective Courses					
<input type="radio"/>	<input type="radio"/>				
<input type="radio"/>	<input type="radio"/>				
<input type="radio"/>	<input type="radio"/>				
<input type="radio"/>	<input type="radio"/>				

		Course Number	NEW Course	Course Title	Credit Hours
+	-				
+	-				
+	-				
+	-				
+	-				
+	-				
Elective Credit Hour Sub-Total					
Core Curriculum Credit Hour Sub-Total					69

Program Curriculum Narrative

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

N/A

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.
BIOL 1610 College Biology I (LS)	4	BIOL2320 Human Anatomy	4
BIOL 1615 College Biology I Lab	0	BIOL 2325 Human Anatomy Lab	0
ENGL 1010 Intro to Writing n (EN)	3	HS 2050 Cultural, Legal and Ethical Issues for H	3
MATH 1010 Intermediate Algebra (QS)	4	COMM 1010 Elements of Effective Communicat	3
MA 1100 Medical Terminology	3	PSY 1100 Lifespan Human Growth and Develop	3
Total	14	Total	13
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
SURG 1010 Surgical Technology Basics I	2	SURG 2010 Introduction to Surgical Procedures	4
SURG 1015 Surgical Technology Basics II	2	SURG 2015 Introduction to Surgical Procedures	4
SURG 1020 Surgical Technology Principles and	4	SURG 2020 Advanced Surgical Procedures	4
SURG 1025 Surgical Technology Principles and	4	SURG 2025 Comprehensive Surgical Procedu	4
Total	12	Total	16
Third Year Fall	Cr. Hr.	Third Year Spring	Cr. Hr.
SURG 2030 Clinical Education I	6		
SURG 2040 Clinical Education II	6		
SURG 2050 Surgical Technology Professional	2		
Total	14	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			
Faculty: Part Time with Masters			
Faculty: Full Time with Baccalaureate		1	
Faculty: Part Time with Baccalaureate			
Teaching / Graduate Assistants	////	////	
Staff: Full Time			
Staff: Part Time			

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							
	Greg	Maughan	T	CST	Intermountain Healthcare	100%	
	Jana	Mitchell	TT	BS	University of Utah	100%	
Part Time Faculty							
	Sierra	Singelton	Other	BS	University of Utah	20%	

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					
Faculty: Part Time with Doctorate					
Faculty: Full Time with Masters					
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					
Teaching / Graduate Assistants	////	////			
Staff: Full Time					
Staff: Part Time					

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	2,020	1	1	1	1	1
# of Majors in Proposed Program(s)	////	1	1	1	1	1
# of Graduates from Department		36	36	36	36	36
# Graduates in New Program(s)	////	36	36	36	36	36
Department Financial Data						
	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)		
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>						
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)	\$112,869					
Operating Expenses (equipment, travel, resources)	\$11,000					
Other: Lab expenses, clinical rotation expenses, surgical technology board exam fees	\$18,165					
TOTAL PROGRAM EXPENSES	////	\$0	\$0	\$0		
TOTAL EXPENSES	\$142,034	\$142,034	\$142,034	\$142,034		
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						
Special Legislative Appropriation						
Grants and Contracts						
Special Fees	\$18,165					
Tuition						
Differential Tuition (requires Regents approval)						
PROPOSED PROGRAM FUNDING	////	\$0	\$0	\$0		
TOTAL DEPARTMENT FUNDING	\$18,165	\$18,165	\$18,165	\$18,165		
Difference						
Funding - Expense	(\$123,869)	(\$123,869)	(\$123,869)	(\$123,869)		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

Budget will remain at Current Level.

Part III: Describe funding sources

Revenue Narrative 1

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

N/A

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

Established E&G funds

**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: Surgical Technology

Sponsoring School, College, or Division: School of Health Sciences

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

Classification of Instruction Program Code¹: 51.0909

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

Proposed Effective Term for Program Change²: Fall 2021

Institutional Board of Trustees' Approval Date:

Award Type: Certificate of Completion

<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 Commission on Accreditation of Allied Health Education Programs (CAAHEP) whom accredits our Surgical Technology program has mandated that all sponsoring institutions should award a minimum of an associate degree at the completion of the program by August 1, 2021. This change in degree will require the program to re-align curriculum, separate lecture and lab components and credit hour re-distribution. This Certificate of Completion is to be discontinued and replaced by a new Associate of Applied Science 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.

Please type your first and last name _____

Date:

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.

I understand that checking this box constitutes my legal signature.

SLCC Surgical Technology Teach-out Plan

Reasonable options for students to complete program requirements as prescribed at SLCC:

Timeline:

Students remaining in the SLCC Surgical Technology Certificate program will complete their remaining courses during the Fall 2021 semester and graduate December 2021.

Maintain the necessary resources and support to provide program quality similar in content and structure:

What are the necessary resources and budget needed during the teach-out period?

Students will be completing their final semester in the program in Clinical Coordinator assigned clinical externships at regional hospital operating rooms as well as participate in two hybrid, 1 credit hour, courses.

What is the impact to affected faculty and staff?

The existing administrative structures and faculty at Salt Lake Community College (SLCC) will be fully capable to support the teach-out of the certificate of completion and adapt to the AAS degree in Surgical Technology. The School of Health Sciences at SLCC currently supports several other health science AAS degree programs so there is no need to develop new organizational structures. This proposed program should have no significant impact on the delivery of undergraduate or lower-division education. Additional staff positions will not be necessary to support the program. Advising will remain with the designated Surgical Technology program Health Sciences advisor. The School of Health Sciences has a Dean and The Division of Allied Health has an Associate Dean, with appropriate support staff.

What faculty and instructional resources are needed during the teach-out period?

One full time instructor will be needed for Fall 2021 semester to teach out the program. The library currently has all the information resources required to support the existing accredited Surgical Technology program. Routine update of information resources is expected. Significant additions to the current holdings are not anticipated.

What courses need to be taught, in what sequence, for students to complete during the teach-out period?

At the time of the teach-out we will have one remaining cohort. The cohort is our early enrollment cohort with 14 students. This cohort will be starting its final semester. Students will need to complete Surg 1500 with co-requisite Surg 1510, followed by Surg 1600 with co-requisite Surg 1610. The students anticipated graduation date will be December 2021.



December 10, 2020

Dear student,

The current Surgical Technology program at Salt Lake Community College (SLCC) is a certificate of completion accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The CAAHEP has mandated that all sponsoring institutions move to an Associate of Applied Science degree.

Due to this change, Salt Lake Community College will be discontinuing the Certificate in Surgical Technology program effective Fall 2021. As a student in our early enrollment cohort this will not affect your anticipated graduation date of December 2021. Students will continue to follow your cohorts program curriculum outline pathway by taking Surg 1500, Surg 1510, Surg 1600 and Surg 1610 in the Fall semester of 2021. Students will still be eligible, and required, to sit for the National Board of Surgical Technologists and Surgical Assists Exam upon graduation.

Questions regarding academic advising can be directed to the Surgical Technology Academic Advisor Danielle Mills at Danielle.mills@slcc.edu or by phone at 801-957-6407. Questions regarding the Surgical Technology program can be direct to the Surgical Technology Program Coordinator Gregory Maughan at Gregory.maughan@slcc.edu or by phone at 801-957-6207. Please feel free to contact me as well if you have any further questions.

Thank you for choosing Salt Lake Community College, and we look forward to working with you to achieve your personal and professional goals.

Sincerely,

Rebecca Montz

Rebecca Montz, Associate Dean
Division of Allied Health
Salt Lake Community College, Jordan Campus
3491 W Wights Fort Road, West Jordan, UT 84088
Rebecca.Montz@slcc.edu
Phone: (801) 957-6229



30 March 2021

MEMORANDUM

TO: SLCC Executive Cabinet
FROM: Clifton Sanders, Provost of Academic Affairs
SUBJECT: New Philosophy and Religious Studies Associate of Arts degree proposal for 2021-22 Academic Year

Grounded in the Humanities program review, Humanities Department faculty and academic administrators worked over the past two years to develop and present this proposal to change the name of the degree to Philosophy & Religious Studies supported by curricular restructure.

The proposal designed by Salt Lake Community College and supported by the University of Utah creates clear and direct transfer pathways for students to prepare and complete at SLCC and directly transfer into specific bachelor's degrees at the UofU. Specifically, proposed changes include:

1. Name change from "Humanities" to "Philosophy & Religious Studies",
2. Emphases on foreign language learning within the degree requirements rather than an "add-on" component,
3. Curriculum designed and packaged in the first two-years aligned with and contributing to the bachelor's degree requirement at the UofU.

The degree proposal was approved:

School of Humanities and Social Science on 17 August 2020
Senate Curriculum Committee on 26 October 2020
Faculty Senate on 02 November 2020
Provost Office on 05 February 2020

When approved by the Executive Cabinet, the degree will be presented to academic institutions in the Utah System of Higher Education for peer review and those comments will be shared with the SLCC Board of Trustees for their final review and decision.

The Provost recommends members of the Executive Cabinet approve the Philosophy and Religious Studies (A.A.) degree as presented, effective Fall Semester 2021.

**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: Humanities **Philosophy and Religious Studies**

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

Sponsoring Academic Department(s) or Unit(s): Humanities and Languages Division

Classification of Instruction Program Code¹: 38.0001

Min/Max Credit Hours Required for Full Program: 61 / /

Proposed Effective Term for Program Change²: Fall 2021

Institutional Board of Trustees' Approval Date: 06/09/2021

Award Type: AA

<input checked="" type="checkbox"/>	Name Change of Existing Program
<input checked="" 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 type="checkbox"/>	Program Discontinuation
<input type="checkbox"/>	Reinstatement of Previously Suspended Program
<input type="checkbox"/>	Out of Service Area Delivery Program -- Attached Signed MOU

Program Change Type (check all that apply):

Program Change Description/Narrative

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

Program faculty are updating the "Humanities AA" degree in conjunction with:

- 1) the Humanities program's five-year review, completed last May,
- 2) SLCC's heightened focus on articulation and transfer to four-year USHE institutions,
- 3) the College's adoption of Pathways, and
- 4) SLCC's need to pare down and clarify program offerings.

Following the rationale below, the three main tracks of the AA in Humanities are being brought into the forefront: The name is being changed to an AA in Philosophy and Religious Studies. (Note that, while not addressed in this PCO, the third track is currently being revised to align our

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.

International, ethnic, gender, and other cultural studies curricula with established programs throughout USHE, including programs under the School of Social and Cultural Transformation Studies at the University of Utah).

After a close look at our Humanities AA during our program review, we concluded that its curriculum and contribution to the college were overly obscured by its program name and hidden tracks. The name "Humanities" has been an umbrella term in this program used to cover three focused tracks: Philosophy, Religious Studies, and Cultural Studies. Students, advisors and other areas of the college have found that the name lacks guidance as to what the specific program's focus and strengths are, and obscures how our program relates to other USHE institutions. Our external program reviewers noted this problem as well and highlighted a strong need for our disciplines to present a clearer and more visible curriculum. Therefore, this PCO responds to a need for transparency voiced by students and advisors. Importantly, students' transcripts will clearly state their disciplinary focus.

Secondly, this PCO supports student transfer, belonging and success by identifying transfer majors and aligning our program much more clearly with programs across USHE and the nation. Nearly every USHE institution has a major in Philosophy and several in Religious Studies. It enables clearer program articulation agreements to be forged and supported between SLCC and other USHE institutions as exemplified, for instance, in the Memorandum of Understanding between the U. of Utah's and SLCC's Philosophy programs, also called the SLCC Track transfer agreement. (Additionally, the U's Philosophy program is currently working on a major track in Philosophy and Religious Studies). This intentional and substantive program articulation helps achieve one of the major pathways goals of our college, and supports the College's mission of completion and transfer. The Program Narrative provides detailed information on articulation between this proposed SLCC AA degree, the U. of Utah, and other Utah four-year institutions.

Thirdly, this PCO responds strategically and effectively to the needs and opportunities accompanying the development of the Humanities Pathway. Appropriately, this umbrella Area of Study (AOS) includes programs in literature, linguistics, history, languages, philosophy, religious studies, and more. As we continue to develop it, we will see, increasingly: a. a need to more clearly distinguish the "umbrella" from the disciplines, or more focused AOSs (which fall under the umbrella but do not equate to it), and an opportunity to reframe a true Humanities AA as a broader, School-wide, multi-division program, creating stronger relationships between faculty within the School and College.

Finally, this proposed PCO satisfies SLCC's need to simplify program offerings. As the current Humanities AA's four tracks are parsed out and updated, to align with the College's, Utah's and the nation's changing demographics and the needs of 21st Century global citizens, we will see a reduction of options with increased demand in each. We outline briefly, above, a vision for a broader, more interdisciplinary AA in Humanities (streamlining both curricular and co-curricular programming, e.g. clubs and speaker series); elsewhere we have articulated how the "Cultural track" is being re-envisioned to center our curricula on a range of cultural studies (Ethnic, Gender, Disability and others) that align with USHE programs like the Social and Cultural Transformation Studies now found at the U. of Utah.

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.

Clifton G. Sanders, PhD

Date: March 30, 2021



I understand that checking this box constitutes my legal signature.

Salt Lake Community College PCO Proposal

Program Title: Philosophy and Religious Studies

Credential: AA

Faculty Contact: Jane Drexler, Suzanne Jacobs

Action: Revised

What is being changed and why?

Program faculty are updating the “Humanities AA” degree in conjunction with:

- 1) the Humanities program’s five-year review, completed last May,
- 2) SLCC’s heightened focus on articulation and transfer to four-year USHE institutions,
- 3) the College’s adoption of Pathways, and
- 4) SLCC’s need to pare down and clarify program offerings.

Following the rationale below, the three main tracks of the AA in Humanities are being brought into the forefront: The name is being changed to an AA in Philosophy and Religious Studies. (Note that, while not addressed in this PCO, the third track is currently being revised to align our International, ethnic, gender, and other cultural studies curricula with established programs throughout USHE, including programs under the School of Social and Cultural Transformation Studies at the University of Utah).

Overview & Rationale

- 1) After a close look at our Humanities AA during our program review, we concluded that its curriculum and contribution to the college were overly obscured by its program name and hidden tracks. The name “Humanities” has been an umbrella term in this program used to cover three focused tracks: Philosophy, Religious Studies, and Cultural Studies. Students, advisors and other areas of the college have found that the name lacks guidance as to what the specific program’s focus and strengths are, and obscures how our program relates to other USHE institutions. Our external program reviewers noted this problem as well and highlighted a strong need for our disciplines to present a clearer and more visible curriculum. Therefore, this PCO responds to a need for transparency voiced by students

and advisors. Importantly, students' transcripts will clearly state their disciplinary focus.

- 2) Secondly, this PCO supports student transfer, belonging and success by identifying transfer majors and aligning our program much more clearly with programs across USHE and the nation. Nearly every USHE institution has a major in Philosophy and several in Religious Studies. It enables clearer program articulation agreements to be forged and supported between SLCC and other USHE institutions as exemplified, for instance, in the Memorandum of Understanding between the U. of Utah's and SLCC's Philosophy programs, also called the SLCC Track transfer agreement. (Additionally, the U's Philosophy program is currently working on a major track in Philosophy and Religious Studies). This intentional and substantive program articulation helps achieve one of the major pathways goals of our college, and supports the College's mission of completion and transfer. The Program Narrative provides detailed information on articulation between this proposed SLCC AA degree, the U. of Utah, and other Utah four-year institutions.
- 3) Thirdly, this PCO responds strategically and effectively to the needs and opportunities accompanying the development of the Humanities Pathway. Appropriately, this umbrella Area of Study (AOS) includes programs in literature, linguistics, history, languages, philosophy, religious studies, and more. As we continue to develop it, we will see, increasingly:
 - a. a need to more clearly distinguish the "umbrella" from the disciplines, or more focused AOSs (which fall under the umbrella but do not equate to it), and
 - b. an opportunity to reframe a true Humanities AA as a broader, School-wide, multi-division program, creating stronger relationships between faculty within the School and College.
- 4) Finally, this proposed PCO satisfies SLCC's need to simplify program offerings. As the current Humanities AA's four tracks are parsed out and updated, to align with the College's, Utah's and the nation's changing demographics and the needs of 21st Century global citizens, we will see a reduction of options with increased demand in each. We outline briefly, above, a vision for a broader, more interdisciplinary AA in Humanities (streamlining both curricular and co-curricular programming, e.g. clubs and speaker series); elsewhere we have articulated how the "Cultural track" is being re-envisioned to center our curricula on a range of cultural studies (Ethnic, Gender, Disability and others) that align with USHE programs like the Social and Cultural Transformation Studies now found at the U. of Utah.

This PCO, with no additional institutional costs, is a key step in communicating clearly to students the value, meaning, purpose—and the Pathways through—our robust division, School and USHE curricula.

If other than next catalog year, explain semester of implementation: n/a

What is the impact of this program proposal on SLCC programs? Re-focusing of current AA “Humanities” program in context of USHE alignment, Pathways and other considerations (see above).

What is the financial impact of this program proposal to SLCC, School, Division, and Department?

We currently have the faculty to teach all the courses in this degree. No new equipment or personnel are needed.

According to the *Program Proposal Guide*, indicate required documentation for this proposal:

- PCO Proposal
- PCO Program Narrative
- PCO Curriculum and Learning Outcomes
- PCO Pathway
- R401 Executive Summary
- R401 Full Template
- R401 Abbreviated Template
- R401 Program Change Template
- Gainful Employment
- Financial Aid Evaluation



September 11, 2020

Dean Roderic R. Land along with the SHSS Curriculum Committee have reviewed AIC comments and approve this document.

**Salt Lake Community College
PCO Program Narrative**

Program Title: Philosophy and Religious Studies

Credential: AA

School: Humanities and Social Sciences **Division:** HULC

Total Credits/Hours: 61

Campus: Taylorsville Redwood Campus **Building:** AAB

Room: 165

Telephone: (801) 957-4338

Webpage: <http://www.slcc.edu/humanities/>

Program Faculty:

Associate Professor – Jane Drexler, Ph.D.; Alexander Izrailevsky, Ph.D.; Suzanne Jacobs, MPhil, MA; Claire Peterson, ABD, MA.

Assistant Professor – Wijitha Bandara, Ph.D.

Full-Time Instructor – Ananda Spike, MA

Program Description:

The Philosophy and Religious Studies Program at SLCC provides students with introductory and specialized courses that engage the history, value and challenges of diverse ideas and worldviews through explorations of Eastern and Western philosophies and/or religions. Students in this program explore a wide range of belief sets and philosophical frameworks that have grounded humanity's attempts to describe the ultimate nature of reality and the ultimate sources of worth, meaning, truth and purpose in life.

Program courses are based on the study of the ideas, writings, practices, histories, conceptual frameworks, and developments of secular and/or religious systems, individually and comparatively. The essentially interdisciplinary character of the program combined with the diversity of the methodological and pedagogical approaches used by the faculty create an effective educational model to introduce students to both the classical foundations of world cultures and to the recent developments arising out of them. Each course in the program proceeds from a commitment to strengthening the connections across disciplines and perspectives; developing methods of reasoning, problem solving, critical thinking, writing and speaking; and to cultivating attentiveness to words and practices, and the ways we make meaning and value in our lives.

Students must receive a minimum of "C" grade in all program required courses.

Career Opportunities:

Philosophy/Religious Studies courses serve as a foundation for continuing study in Philosophy or Religious Studies at a baccalaureate-granting institutions; for meeting Humanities, International and Global, and Communication General Education requirements for an Associates degree, and for personal enrichment. Moreover, the study of these fields enables the student to develop practical skills consistently sought by employers¹: analytical thinking, critical reasoning, logic, clarity of expression, and creativity; as well as the ability to guide common efforts, to work effectively among different viewpoints, to communicate in writing and speaking, to problem solve, and to work ethically, with initiative, and the ability to adapt to new situations. Graduates in these fields enjoy careers in such diverse fields as advertising,

¹ See National Association of Colleges and Employers Job Outlook Surveys, e.g. <https://www.naceweb.org/talent-acquisition/candidate-selection/employers-want-to-see-these-attributes-on-students-resumes/>

banking, business, international business, medical service, law, foreign service, journalism, public administration, publishing, education, human resources, and management.²

Transfer/Articulation Information:

Admission into a major program at a transfer institution depends upon the receiving institution's requirements for that major. Some major programs are restricted and require special application as well as a competitive GPA. See an Academic Advisor at both SLCC and the intended receiving institution for specific articulation information.

Philosophy

SLCC Track (transfer agreement with University of Utah Philosophy Major)

We have a new Articulation Agreement between SLCC's Philosophy Curriculum and the University of Utah's Philosophy program, called *SLCC Track*, currently in a five-year trial (through AY 22/23). The U's Philosophy program requires at least three upper division (3000+) philosophy courses from three subcategories—Ethics and Values (Area I), Metaphysics and Epistemology (Area II), and History of Philosophy (Area III)—and at least one course in Logic and Formal Methods, and one Senior Seminar. The new *SLCC Track* agreement allows for SLCC's **2000-level** courses to help fill these major requirements, according to the following terms:

For each of our Areas I, II and III, SLCC students may treat up to one corresponding 2000-level philosophy class as counting towards distribution requirements in those areas (on condition that students have earned a B or better in that course). That is, they may effectively reduce the distribution areas in each of those Areas from three (3) to two (2) courses [with their SLCC 2000-level course counting as the required 3rd course]. They may also transfer credits earned from these courses towards the 36 credits of philosophy course work needed to complete the U of U major.

...[Additionally], any Philosophy course [at any level] may be transferred and counted as a U of U's Philosophy program elective.

...In practice, this effectively raises the number of SLCC courses that may count towards a U of U Philosophy major from one (1) to four (4). SLCC students that transfer four courses will be in a good position to complete their U of U philosophy major in 2 years.

SLCC courses that contribute to *SLCC Track*:

Current courses:

PHIL 2300 – Environmental Ethics (Area I)

PHIL 2350 – Philosophy of Religion (Area II)

Under Development: a course in Area III

PHIL 2900 – Philosophy of _____ (Area III) (special topics course corresponding to U's Area III)

To develop by 2023 in order to support the continuation of *SLCC Track*: at least one additional course in each Area. For instance:

Area I: PHIL 2011 – a course in Ethics and Diversity (would also serve as a DV for SLCC) or similar

Area II: PHIL 2450 – History and Philosophy of Science or PHIL 2400 – Mind, Language and Reality

² For example, Philosophy majors consistently rank at or near the top in overall scores on the GRE, the LSAT and GMATs, see graphs at: <http://dailynous.com/value-of-philosophy/charts-and-graphs>. And according to Forbes magazine, Philosophy offers the highest return on investment among the primary fields in the Humanities. See <https://www.forbes.com/sites/jeffreydorfman/2014/11/20/surprise-humanities-degrees-provide-great-return-on-investment/#67d98cb02031>. More sources available on request.

Area III: PHIL 2810 – Existentialism, or PHIL 2060 – Twentieth-Century or PHIL 2110 – Ancient

Additional Philosophy Programs within USHE:

Utah State University: Philosophy BA and BS and Minor

Several of our program courses transfer/articulate to the U's philosophy program, including

PHIL 1120 – Social Ethics (transfers as either a core requirement or a philosophy elective)

PHIL 1250 – Reasoning and Rational Decision-Making (transfers as either a core requirement or a philosophy elective)

PHIL 1000 – Intro to Philosophy (transfers as one of their five required Philosophy electives)

PHIL 2300 – Environmental Ethics (transfers as one of their five required Philosophy electives)

PHIL 2350 – Philosophy of Religion (transfers as one of their five required Philosophy electives)

Utah Valley University: Philosophy BA/BS/Minor, Humanities BA/BS, Classical Studies Minor, etc.

Several of our program courses transfer/articulate to their major requirements, including

PHIL 1120 – Social Ethics (a UVU college-wide requirement)

PHIL 1000 – Introduction of Philosophy

PHIL 2350 – Philosophy of Religion

For USU and UVU, as well as for other USHE institutions like SUU, Snow and Dixie, we seek to create program articulation agreements similar to the *SLCC Track* agreement with the U. The following courses in our program currently articulate directly to all these USHE schools:

PHIL 1120 – Social Ethics

PHIL 1250 – Reasoning and Rational Decision-Making

PHIL 1000 – Intro to Philosophy

PHIL 2300 – Environmental Ethics

PHIL 2350 – Philosophy of Religion

Religious Studies

University of Utah

University of Utah offers a BA in Religious Studies. Their program is interdisciplinary and draws their course offerings from 13 different departments and programs. A major in Religious Studies requires 3 core courses, 7 electives and a capstone. The University of Utah allows 12 credit hours of transfer coursework. The following courses have been accepted by the University of Utah:

RELS 2010 – Intro to Asian Religion and Philosophy (transfers as one of six electives in the Religious Studies Program)

RELS 2020 – Introduction to Buddhism (transfers as one of six electives in the Religious Studies program)

RELS 2030 – Introduction to Islam (transfers as one of six electives in the Religious Studies program)

RELS 2300 – World Religions (transfers in place of required core HIST 1210 or PHIL 3640 in the Religious Studies Program)

PHIL 2350 – Philosophy of Religion (transfers in place of PHIL 3600 in the Philosophy major and as one of six electives in the Religious Studies major)

The Middle East Studies Program at the University of Utah has a transfer agreement with SLCC to accept the following courses:

RELS 2030 – Introduction to Islam (transfers as one of two Middle East Studies Electives).

RELS 2300 – World Religions (transfers as one of two Middle East Studies Electives).

The Asian Studies program at the University of Utah has a transfer agreement with SLCC to accept the following courses:

RELS 2010 – Intro to Asian Religion/Philosophy (transfers as required core replacing HIST 1210)

RELS 2300 – World Religions (transfers as required core replacing HIST 1210)

RELS 2020 – Introduction to Buddhism (transfers as an elective)

Additional Notes on University of Utah articulation:

RELS 2400 – Religious Diversity in the U.S. (transfers as a general education course to the University of Utah. (Equivalent course, RELS 4790 American Religious History)

Utah State University

Utah State University offers a BA in Religious Studies. The program requires three core classes, two additional courses that represent interdisciplinary perspectives (Anthropology of Religion, Philosophy of Religion, American Religious History), and one course each in three different religious traditions. The department has no official statement about how many credits will transfer.

RELS 2010 – Intro to Asian Religion/ Philosophy (transfers as an elective)

RELS 2020 – Introduction to Buddhism (transfers as one of 3 required traditions course)

RELS 2030 – Introduction to Islam (transfers as one of 3 required traditions course)

RELS 2300 – World Religions (replaces core requirement RELS 1010: Introduction to Religious Studies)

RELS 2400 – Religious Diversity in the U.S. (transfers as an elective)

PHIL 2350 – Philosophy of Religion (transfers as one of two department requirements)

Other USHE Institutions

Utah Valley University offers a Religious Studies Minor with 12 core credits. The following will transfer as core requirements.

RELS 2300 – World Religions (replaces either RLST (PHIL) 1610 or 1620)

PHIL 2350 – Philosophy of Religion (replaces RLST (PHIL) 3600)

Dixie State University offers no Religious studies program but courses will articulate as General Education

RELS 2300 – World Religions (Equivalent course PHIL 2600 – World Religions)

RELS 2030 – Introduction to Islam (Equivalent course HIST/POLS 4400, Introduction to Islam)

Snow College offers no Religious studies program but courses will articulate as General Education

RELS 2300 – World Religions (Equivalent course: PHIL 2600 World Religions)

Weber State University offers no Religious studies program but courses will articulate as General Education

RELS 2400 – Religious Diversity in the US (Equivalent course HIST 3250 Religion in American History)

Estimated Cost for Students:

Tuition and student fees: <http://www.slcc.edu/student/financial/tuition-fees.aspx>

Books: about \$100 per semester for books and supplies (HuLa is committed to developing OER resources for students, having accomplished that for several courses in this program (e.g. PHIL 1000, HUMA 1100, HUMA 1010).

Course Fees: none

Other (specify): none

Estimated Time to Completion: Time to completion is 4 semesters based on a full-time minimum of 15 credits per semester. Less than 15 credits per semester will increase time to completion.

Program Entry Requirements (*if applicable*): none

Specialized Program Accreditation: (*if applicable*): none



September 11, 2020

Dean Roderic R. Land along with the SHSS Curriculum Committee have reviewed AIC comments and approve this document.

**Salt Lake Community College
PCO Curriculum and Learning Outcomes
for Associate of Arts (AA) Degree**

Program Title: Philosophy and Religious Studies

Credential: Associate of Arts (AA)

Total Cr: 61

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 #
Students will demonstrate fundamental knowledge in Philosophy and/or Religious Studies to be able to transfer to a variety of four-year degrees. As such, they will demonstrate understandings of key concepts, events, schools of thought, personalities, questions, and belief systems, through exploration and analysis of a variety of modes of expression relating to the history, values, philosophies and beliefs or diverse cultures. And they will demonstrate familiarity and competence regarding key questions about the human condition and the values upon which those questions are based; as well as familiarity and competence regarding major figures, events, concepts, theories and ideologies related to Philosophy and/or Religious Studies.	1,2,4
Students will demonstrate competence in reading, viewing, writing and thinking critically and creatively within the disciplines of Philosophy and/or Religious Studies; and in articulating and conveying intended meaning effectively using verbal and non-verbal methods of communication. Specifically they will be able to: <ul style="list-style-type: none"> • identify, analyze and evaluate arguments as they occur in their own and others' work • demonstrate improved facility in comprehension, interpretation, and argument and • learn to situate the events and patterns, customs and beliefs, thoughts and symbols of people throughout time in their appropriate cultural contexts. 	1,2,4
Students will examine and analyze the relationship between religious, philosophical, social, cultural, spiritual and personal expressions as manifested in different times and places, and through various modes of human expression (art, literature, sacred and philosophical texts, music, etc.) in order to make informed contributions in a complex international community.	2,4,5,6
Students will practice principles of critical analysis and expression that will enable them to respectfully and effectively participate in public life with those who differ in perspectives and positions on important issues.	4,5,6
Students will demonstrate the ability to make connections across disciplines, and will demonstrate critical thinking by questioning biases and engaging diverse perspectives. Students will demonstrate the ability to recognize and point out competing and alternative discourses beyond personal ideology.	4
Students will demonstrate understanding of the complexities involved in socially and cultural pressing philosophical issues, perspectives and approaches.	4,5,6

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

AA 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

AMERICAN INSTITUTIONS (AI) 1 course

INSTITUTIONAL REQUIREMENTS

COMMUNICATION (CM) 1 course

Recommended: PHIL 1250 - Reasoning and Rational Decision-Making (CM)

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)

HUMANITIES (HU)

LIFE SCIENCES (LS)

PHYSICAL SCIENCES (PS)

SOCIAL SCIENCES (SS)

Note: IG, CM and HU can be satisfied through the program requirements. Other distribution areas (FA, LS, PS, SS) may not be satisfied through program's core or elective courses.

AA LANGUAGE DEGREE REQUIREMENT (5 cr)

LANGUAGE

LANGUAGE (LN)

- LANG 1020 (or equivalent demonstrated proficiency)

The LANG prefix does not exist – it is replaced by the prefix for the chosen individual language. Currently these languages are offered at SLCC: ARB, CHI, FRN, ITL, JPN, NHTL, POR, RUS, SPN, TNG and VIET.

Note: Students of Philosophy and Religious Studies find substantial benefits to learning another language. Both

fields of study are largely grounded in texts that come out of many language traditions, so gaining at least an intermediate understanding of another language substantively enhances one’s understanding of the conceptual and cultural contexts of diverse schools of thought.

Like all AA programs, the PHRS program has a LANG 1020 (5-credit) language requirement for its degree. But that requirement **can be met in a variety of ways**. Dual-language immersion students, heritage speakers, and other students who have adequate proficiency in a second language may satisfy this 5-credit language requirement through a) proficiency testing, b) an AP score of 3 or higher, or c) equivalent prior college-level coursework. ESL and non-native English speakers will meet the requirement through coursework in ESL or English, in accordance with the policies stated in the SLCC catalog. Any student who demonstrates the required level of language ability in fewer than 5 credit hours is required to complete an additional elective, to meet the AA degree’s 61 credit hours total.

If a student seeks to satisfy the language requirement through SLCC coursework, then their first-semester LANG course (**LANG 1010**) **can count as one of the five program electives**, thus relieving any need to take additional credits for the major. (see program curriculum below to see LANG 1010 listed among the Program Electives options)¹

REQUIRED COURSES (6 credits)*

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

Prefix	Number	Title	Cr/Hrs
Choose two (2) courses from the following list			
PHIL	1000	Introduction to Philosophy (HU)	3
PHIL	1120	Social Ethics (HU)	3
RELS	2300	World Religions (IG)	3
HUMA	1100 OR	Introduction to Humanities (HU)	
HUMA	1010	Essentials of Humanities (HU)	3
			TOTAL: 6

**Note: the HU Distribution requirement and IG Institutional Requirement can both be satisfied through these core program requirements, so de facto this section adds 0-3 credit hours, not 6.*

“PROGRAM CHOICE” COURSES (15-17 credits)

Elective requirements:

Choose five (5) courses from the following list:

Prefix	Number	Title	Cr/Hrs
At least 9 credits from Philosophy and/or Religious Studies²			

¹ Note: This PCO addresses an additional concern regarding student enrollment in AAs generally: that a language requirement poses an excessive barrier to completion. Because an AA requires a second-level language course, that has sometimes meant that an AA requires more credit hours than an AS might, and thus that students may feel encouraged away from AA programs. We have responded in three ways: a) we have clarified the value of language learning for our fields; b) we have clarified the wide variety of ways that our language requirements may be met while requiring no further credit work; and most importantly c) we have revised our program curriculum in such a way that it incorporates into its electives and requirements any first-level language courses that a student may need to take to prepare for their second-level requirement. In effect, we have ensured that any student seeking an AA in Philosophy and Religious Studies can graduate with the minimum number of credit hours required by the Board of Regents for an Associates: 61.

² Consider articulation agreements with USHE’s programs in Philosophy or Religious Studies for help in selecting these program electives.

PHIL	1900/2900	Special Topics in Philosophy	1-3
PHIL	1120	Social Ethics (if not taken as core requirement)	3
PHIL	1000	Introduction to Philosophy (if not taken as core requirement)	
PHIL	2300	Intro Environmental Ethics	3
PHIL	2350	Philosophy of Religion	3
PHIL	1250	Reasoning and Rational Decision-Making (CM)*	3
PHIL	1150	Ethics of Diversity (under development)	3
PHIL	2400	Essentialism and Phenomenology (under development)	3
RELS	1900/2900	Special Topics in Religious Studies	1-3
RELS	2300	World Religions (IG) (if not taken as a core requirement)	3
RELS	2010	Introduction to Asian Religions & Philosophy (IG)	3
RELS	2020	Introduction to Buddhism (IG)	3
RELS	2030	Introduction to Islam	3
RELS	2400	Religious Diversity in the U.S. (DV)	3
At least 6 credits from this list of Humanities and related courses			
HUMA	1900/2900	Special Topics in Humanities	3
ENGL	2640	Writing and Social Justice	3
ENGL	2700	Introduction to Critical Theory	3
ENGL	2710	Introduction to Folklore	3
ENGL	2760	Gender and Cultural Studies (DV)	3
ENGL	2830	Diverse Women Writers (DV)	3
ENGL	2850	Intro to Queer Studies (DV)	3
ETHS	2410	African American Culture (DV)	3
ETHS	2420	Asian American Culture (DV)	3
ETHS	2430	Mexican American Culture (DV)	3
ETHS	2440	Native American Culture (DV)	3
HIST	1100	Western Civilization to 1300 (IG)	3
HIST	1410	Middle Eastern Civilization (IG)	3
HIST	2200	Americanization (DV)	3
INTL	2040	The Immigrant Experience through Literature and Film (DV)	3
INTL	2230	Global French Cultures	3
INTL	2240	Latin American Studies	3
LANG**	1010	Introductory Language study	5
SOC	2630	Race and Ethnicity (DV)	3
PSY	2500	Social Psychology	3
PSY	2710	Brain and Behavior	3
TOTAL:			15-17

General Education **Institutional Requirements** (like IG and CM) can be satisfied with Program Choice courses. General Education **Distribution Requirements** (like LS, PS, SS, FA) cannot be satisfied using Program Choice,

though HU will be satisfied through taking one of the Program’s Core Courses. (**Students should be advised to make sure to complete a minimum of 61 credit hours, in the case that some credits fill two requirements**).

**The LANG prefix does not exist – it is replaced by the prefix for the chosen individual language. Currently these languages are offered at SLCC: ARB, CHI, FRN, ITL, JPN, NHTL, POR, RUS, SPN, TNG and VIET.

Note: If a student seeks to satisfy the language requirement through SLCC coursework, then their first-semester LANG course (LANG 1010**) can count as one of the four PhRS electives. thus relieving any need to take additional credits for the major.

Students are encouraged to fulfill the **DV requirement** by taking a course on the list of Program Choice or Program Electives.

ADDITIONAL ELECTIVE COURSES (3-10 cr)

Additional Elective requirements:

Choose an additional 1-4 courses (3-10 credits) from the above lists, or from any school or area. (These additional, non-program-based electives may fulfill General Education Distribution Requirements (FA, SS, LS, PS)

Note: whether a student needs 1, 2, 3 or 4 additional electives depends on their total number credit hours. Students need a minimum of 61 credit hours for the AA. Because some of the program core and elective requirements also count as General Education Requirements, and because students may complete their language requirement without taking five credits hours of LANG 1020, students should be advised to make sure to complete a minimum of 61 credit hours.

Gen Ed and Inst Req	34	
Language Req	0-5	
Core Program Req	0-3	<i>(de facto, since 3-6 of the credits are counted in the GE 34)</i>
Program Electives	15-17	
Add. Electives	<u>3-10</u>	
Total	61	



September 11, 2020

Dean Roderic R. Land along with the SHSS Curriculum Committee have reviewed AIC comments and approve this document.

**Salt Lake Community College
PCO Pathway**

Program Title: Philosophy and Religious Studies

Credential: AA

15 cr+ per semester 12 cr per semester 9 cr per semester

First Year

Semester:		Semester:	
Course	Cr/Hr	Course	Cr/Hr
ENGL 1010 (EN1)	3	ENGL 2010 (EN2)	3
Program Core Req	3	MATH 1030 or other (QL)	3
PHIL 1250 or other (CM)	3	Program Core Req	3
HIST 1700 or other (AI)	3	Program Choice	3
Program Choice	3	GE Distribution Req*	3
LW	1		
TOTAL	16	TOTAL	15

Second Year

Semester:		Semester:	
Course	Cr/Hr	Course	Cr/Hr
Program Choice	3	Program Choice	3
Program Choice	3	Program Choice	3
LANG 1010-2020, Program Choice, or add. elective(s)	3-5	LANG 1010-2020 or add. elective(s)	3-5
GE Distribution Req*	3	GE IG	3
GE Distribution Req*	3	GE Distribution Req*	3
TOTAL	16-17	TOTAL	16-17

*(LS or PS courses may be 4 credits, with lab)

Advising Notes:

General Education Institutional Requirements (like IG and CM) can be satisfied with Program Choice courses. General Education Distribution Requirements (like LS, PS, SS, FA) cannot be satisfied using Program Choice, though HU will be satisfied through taking one of the Program's Core Courses. (Students should be advised to make sure to complete a minimum of 61 credit hours, in the case that some credits fill two requirements).

Students are encouraged to take at least one course in Philosophy and at least one course in Religious Studies.

AA Language Requirement

Students of philosophy and religious studies find substantial benefits to learning another language. Both fields of study are largely grounded in texts that come out of many language traditions, so learning another language enhances one's understanding of the conceptual and cultural contexts of diverse schools of thought.

Like all AA programs, the Philosophy and Religious Studies Program has a LANG 1020 (LN) language requirement for its degree. But that requirement **can be met in a variety of ways**. Dual-language immersion students, heritage speakers, and other students who have adequate proficiency in a second language may satisfy the language requirement through a) proficiency testing, b) an AP score of 3 or higher, or c) equivalent prior college-level coursework. ESL and non-native English speakers will meet the requirement through coursework in ESL or English, in accordance with the policies stated in the SLCC catalog. Any student who demonstrates the required level of language ability in fewer than 5 credit hours is required to complete an additional elective, to meet the AA degree's 61 credit hours total.

If a student seeks to satisfy the language requirement through SLCC coursework, then their first-semester LANG course (**LANG 1010**) **can count as one of the five Program electives**., thus relieving the need to add any additional credit hours to the program. (see program curriculum to see LANG 1010 listed among the Program Electives options)¹



September 11, 2020

Dean Roderic R. Land along with the SHSS Curriculum Committee have reviewed AIC comments and approve this document.

¹ Note: This PCO addresses an additional concern regarding student enrollment in AAs generally: that a language requirement poses an excessive barrier to completion. Because an AA requires a second-level language course, that has sometimes meant that an AA requires more credit hours than an AS might, and thus that students may feel encouraged away from AA programs. We have responded in three ways: a) we have clarified the value of language learning for our fields; b) we have clarified the wide variety of ways that our language requirements may be met while requiring no further credit work; and most importantly c) we have revised our program curriculum in such a way that it incorporates into its electives and requirements any first-level language courses that a student may need to take to prepare for their second-level requirement. In effect, we have ensured that any student seeking an AA in Philosophy and Religious Studies can graduate with the minimum number of credit hours required by the Board of Regents for an Associates: 61.

February 16, 2021

Provost Dr. Clifton G. Sanders,

It is with great honor and enthusiasm that I write this letter of support for the Associates of Arts degree in Philosophy and religious studies. Let me first emphasize the point that this is NOT a new degree. However, this is a rebranding of the existing Associate of Arts degree in Humanities based upon the recommendation of the five-year review and pursuant to the work being done under the guise of the Humanities Area of Study.

This re-imagined AA of Philosophy and Religious Studies accomplishes a myriad of strategic goals including, but not limited to program streamlining and creating a clear and transparent link between SLCC and USHE programs. As you may be aware, this work has been underway for a number of years and this is the result of that great work.

All too often, we find ourselves working in, what I would consider to be reverse fashion, as it relates to articulation agreements with our sister USHE institutions. Meaning, our sister institutions strongly influencing courses and curriculum being taught here at SLCC. Contrary to that process, this AA degree affords us the opportunity to influence how the Religion program at the U is (re-)developed. Because of the longstanding work and wonderful relationships built between the Philosophy departments, we have amassed the requisite social and intellectual capital to garner this kind of influence. While the pendulum, in this case, has shifted in our favor, I look forward to the day when a true collaboration between institutions and programs are the standard. Fortunately, I believe we are headed in that direction.

To address the baby elephant in the room—in which you may come to find out that it is only a hamster or merely a remnant of the past—the concern surrounding the language requirement. It has often been stated that pursuing an AA degree is “more work” because of the language requirement. This requirement has historically hampered enrollment in AA programs. However, as you will find within the PCO, the faculty and staff have masterfully mitigated this concern by integrating language learning into the core program curriculum, clarifying and promoting various ways language proficiency can be demonstrated and reframing the narrative on the value of learning languages. These strategies as a collective aid in diminishing this concern and works towards amplifying the importance and value of language learning. Especially, given the changing demographics and the number of languages spoken within our service area.

This re-imagined Associate of Arts in Philosophy and Religion has been a long time coming and will prove to be a jewel in the crown of this institution. It is truly a model of the kind of work possible when we build and properly nurture relationships across departments and institutions.

Thank you for your time, energy and support of this program.

Warmly,

Dr. Roderic R. Land
Dean, Humanities and Social Sciences



Memorandum

From: Matt Haber, Chair, Department of Philosophy, University of Utah
To: Alexander Izrailevsky, Associate Professor of Philosophy, Salt Lake Community College
Jane Drexler, Associate Professor of Philosophy, Salt Lake Community College
Subject: SLCC Transfer Track

July 3, 2018

This memorandum describes a proposed track designed to facilitate the transfer of students from Salt Lake Community College (SLCC) to the University of Utah (U of U) department of philosophy. It fully reflects in content and spirit the ongoing discussion and close growing cooperation with SLCC Philosophy faculty. If approved, we would implement it on a 5-year trial basis, subject to annual review. This is part of a larger framework of friendship between our respective departments, the goals of which are specified separately.

The goals of this proposal are as follows:

- Encourage SLCC students to transfer to the U of U, while recognizing the good work they have done in philosophy;
- Recognize the distinct way that SLCC students have been trained, and acknowledge how well this prepares them to major in philosophy at the U of U;
- Place SLCC transfers in a good position to complete their philosophy major at the U of U in a timely manner, by formally recognizing how their work at SLCC positions them as more advanced students;
- Permit SLCC transfers to get a head start on satisfying the U of U's distribution requirements, yet still require them to take a substantial number and diversity of courses from U professors after they transfer;
- Encourage, rather than discourage, SLCC transfers to further pursue interests in philosophy that they may have developed in SLCC courses;
- Increase accessibility to our major for diverse and often underserved populations, and help SLCC students feel confident they will be welcome and succeed in our major;
- Maintain the integrity of the U of U's philosophy major (i.e., this proposal should not require radical changes to our major), especially with regard to the thoughtful curriculum we've developed, our unique curricular needs, and the way our curriculum interacts with other units across the U of U's campus;
- Provide a clear framework to SLCC instructors and administrators on how their curriculum can best prepare their students for a successful transfer to the U of U; and
- Is straight-forward to implement, clearly conveyed, and avoids creating undue burdens on any of us.

Our existing major requires students to complete 36 units of philosophy course work that satisfies the following distribution requirements with classes at the 3000-level or above:¹

Area	Minimum # Courses
I Ethics & Value Theory	3
II Metaphysics & Epistemology	3
III History of Philosophy	3
IV Logic and Formal Methods	1
n/a Senior Seminar (PHIL 4010)	1

Beyond these distribution requirements, majors may use one elective course to get to 36 units of philosophy course work.

SLCC transfers have typically only been able to apply one of their SLCC courses towards the U of U philosophy major (i.e., as their elective course, but not towards any distribution requirements). In light of the goals above, and in recognition of the unique relationship between our programs, we are proposing the following special SLCC Track be offered to transfer students from SLCC:

- As it stands, any philosophy course may be transferred and counted as the elective towards our major (given existing conditions). That will remain as an option for SLCC students;
- For each of our Areas I, II, & III, SLCC students may treat up to one (1) corresponding 2000-level SLCC philosophy class as counting towards distribution requirements in those Areas (on condition that students have earned a 'B' or better in that course). That is, they may effectively reduce the distribution requirements in each of those Areas from three (3) to two (2) courses. They may also transfer credits earned from these courses towards the 36 credits of philosophy course work needed to complete the U of U philosophy major;
- Articulation agreements between SLCC and the U of U will specify which Areas each SLCC 2000-level philosophy course will be counted towards. At present, these SLCC course articulations are designated as follows:
 - PHIL 2300 – Intro Environmental Ethics (Area I)
 - PHIL 2350 – Philosophy of Religion (Area II)
 - These articulation agreements are only for the purpose of counting towards distribution requirements towards the U of U philosophy major. The U of U department of philosophy does not endorse using these courses to satisfy program requirements by other units on the U of U campus (where the U's 3000-level PHIL courses are designated), and would ask SLCC to help support our department in that mission;
- This SLCC Track will be implemented for a 5-year trial (through AY22/23), subject to annual review. In the fifth year of this trial, the SLCC Track will be evaluated. If it is determined to have been successful, then it will either be renewed for another term or adopted as department policy (subject to any relevant revisions).

¹There are other requirements as well, e.g., grade and advanced course requirements. This proposal does not change those requirements for SLCC students that pursue the proposal described here.

In practice, this effectively raises the number of SLCC courses that may count towards a U of U philosophy major from one (1) to four (4). SLCC students that transfer four courses will be in a good position to complete their U of U philosophy major in two years.

One advantage to the approach described here is that it will encourage students to take courses that reflect interests they developed at SLCC. For example, students that take an Environmental Ethics course at SLCC can take a course of the same name at the U of U without losing credit for the former. This will encourage, rather than discourage, students to pursue those interests, and explicitly reflects our departments' joint interest in promoting the value of the serious pursuit of philosophy in our communities and among our students.

Yours sincerely,

A handwritten signature in black ink, appearing to read "Matthew H. Haber", with a stylized flourish at the end.

Matthew H. Haber
Chair, Department of Philosophy
University of Utah

Appendix B:
Letter of Support from Chair of Philosophy
Department, University of Utah



Matt Haber
Chair, Department of Philosophy
University of Utah
matt.haber@utah.edu

May 15, 2020

Recipient
Organization
Short Address

To Whom It May Concern,

I am writing this letter in **support of the proposed Associate of Arts (AA) degree in Philosophy and Religious Studies (PHRS)**. I have reviewed the PHRS proposal in my role as the Chair of the Department of Philosophy (PHIL) at the University of Utah (UU) and welcome the new program with enthusiasm. It aligns well with and extends the existing shared mission and partnership between our programs, and works well in our recent transfer agreement. PHRS will be a wonderful addition to the broad scope of USHE offerings available to students, and my department offers our fullest endorsement.

There are numerous reasons we support the PHRS proposal. Here I will focus on just two. First, there are good intellectual reasons for this program that embody the goals of our institutions. Second, this program is designed well to maximally ensure that students will be well-positioned to succeed, especially in regard to transferring to a 4-year BA/BS program. Please allow me to expand on each of these reasons briefly.

The PHRS program requires students to develop the same core skills that we require of our students in PHIL. Namely, students must demonstrate capacity in logical, analytical, and ethical reasoning skills, and the ability to do this in both written and verbal contexts. This means that students must be able to demonstrate the ability to extract subtle arguments from written texts, reconstruct those arguments, and generate their own. They must demonstrate the ability to think critically, and creatively find connections and solutions to challenging problems. PHRS students, like PHIL students, will be innovative, creative thinkers, especially apt at navigating interdisciplinary disciplines and problems.

The core skills that PHRS majors will acquire are precisely those that employers and graduate programs are after. This is reflected in how well PHIL majors do on standard-

ized graduate and professional degree entrance exams, where they on average score at or near the top in GRE, LSAT, and MCAT exams. This same set of skills lead to professional success as well, with PHIL students seeing mid-career salaries comparable to STEM fields such as biology and math. PHRS students should see the same success.

More immediately, the PHRS program is well designed to facilitate transfer for students earning their AA. This is particularly true for those students looking to transfer to the Department of Philosophy major at the University of Utah. It aligns well with the recent transfer agreement developed between our programs (the 'SLCC Track'), where SLCC students may transfer to UU with a reasonable expectation of completing their UU PHIL degree in two years. Numerous students have already taken advantage of the SLCC Track, and the development of the PHRS would expand this opportunity to more students.

Finally, I will add that my department is very enthusiastic at the prospect of the development of new PHIL courses at SLCC. Those include:

PHIL 2011	Ethics and Diversity (Area I)
PHIL 2110	Ancient Philosophy (Area III)
PHIL 2060	Twentieth-Century Philosophy (Area III)
PHIL 2400	Mind, Language and Reality (Area II)
PHIL 2450	History and Philosophy of Science (Area II)
PHIL 2810	Existentialism and Phenomenology (Area III)

These courses will expand the options available to SLCC students that they may transfer to the University of Utah Department of Philosophy major, ensuring that they are positioned to complete their UU PHIL bachelor's degree in two years upon transfer. Moreover, students enjoying these courses will find UU PHIL courses that allow them to continue studying these topics in a narrower, more focused way.

In sum, my assessment of the the PHRS AA program proposal is that it is excellent. It is well thought out, with clear objectives and measurable goals. It will teach valuable core skills that will lead to student success, and creates a clear pathway for transfer to 4-year degree programs. It has my wholehearted endorsement.

Yours sincerely,



Matthew H. Haber
Chair, Department of Philosophy
University of Utah

From: [Alexander Izrailevsky](#)
To: [Jeanine Alesch](#); [Jane Drexler](#); [Suzanne Jacobs](#)
Cc: [Clifton Sanders](#); [Roderic Land](#); [Rachel Lewis](#); [Stormie Dawn](#); [Mary Stout](#); [Ananda Spike](#); [Claire Peterson](#); [Wijitha Bandara](#)
Subject: a great academic news from the U.
Date: Tuesday, March 9, 2021 9:55:03 AM

Respected Colleagues,

Sure, a beautiful Spring Break, and we have to be “light” on our ongoing academic business, but I very much hope that this news has a chance to be considered exceptional.

Today I’ve received an email from Matt Haber with an information that the U’s Philosophy Department has officially submitted the Proposal for a brand new Certificate in Philosophy and Religious Studies. If successful, this Proposal will go through the first stage of approval at the College level, and then on the U’s Undergraduate Studies level.

Matt is clearly excited about this development. I quote him:

“Central to our Proposal is how it amplifies our existing Transfer Agreement with you at SLCC, and the way we envision our Certificate as an invitation to your new Philosophy and Religious Studies Major’s to continue their studies at the U.” (!!!).

Glory to you, Jeanine, Jane, and Suzanne, for DESIGNING, ORGANIZING, WRITING, and MOVING via different levels of INSTITUTIONAL APPROVAL of Philosophy & Religious Studies Program that MOTIVATED our University of Utah Colleagues to create a new Certificate at the U.

In Phenomenology, we name it a “reversed Intentionality”: it is expected that the U. makes an innovative step in academic Program/Certification, and we at SLCC just follow, adjusting and accommodating to it. But now, the reverse is true: our (beloved) Department created an absolutely innovative and appealing brand new Philosophy and Religious Studies Program, and the U, being loyal to the historical SLCC/U Memorandum of Transfer Agreement, is making steps to accommodate to our exciting academic initiative.

Is it not AMAZING that this encouraging development happens during the Women’s History Month, and all three Founders (Framers) of this Projects at SLCC are women?

On this glorious note: my warmest congratulations, Jeanine, Jane, and Suzanne! I’m very proud to be your Colleague, and I’m very proud that our historical Memorandums of Friendship and Transfer Agreement with the U. continue to receive such a productive implementation.

Respectful Regards.

Alex

Sent from my iPad

From: [Suzanne Jacobs](#)
To: [Jeanine Alesch](#); [Alexander Izrailevsky](#); [Jane Drexler](#)
Cc: [Rachel Lewis](#)
Subject: Fw: Agreement is a go!
Date: Thursday, March 11, 2021 2:49:56 PM

More good news!

Best wishes,
Suzanne Jacobs
Associate Professor, Religious Studies
Department of Humanities and Languages (HuLa)
Salt Lake Community College
(801)-957-4918

From: John P. F. Wynne <john.wynne@utah.edu>
Sent: Tuesday, March 9, 2021 4:16 PM
To: Suzanne Jacobs <suzanne.jacobs@slcc.edu>
Subject: Agreement is a go!

CAUTION: This is an external message from: john.wynne@utah.edu. If you have questions regarding its validity, please review how to identify suspicious emails.

Hi Suzanne,

We had our RELS meeting, and there was strong support for an articulation agreement of the sort we previously discussed, with no opposition voiced. From our end, we were especially positive about the possibility of bringing some pre-majors to major or minor in RELS at the U, and about the idea of attracting new kinds of students into our classes and program.

Should you and I Zoom to discuss particulars? For example, I'm pretty flexible Monday, Wednesday, or Friday next week (Mar 15, 17, 19) if there's a time that would suit you then?

All best,

J.W.



13 April 2021

MEMORANDUM

TO: SLCC Executive Cabinet
FROM: Clifton Sanders, Provost of Academic Affairs
SUBJECT: Finance and Credit Program Revision and Name Change

The Finance and Credit Associate of Applied Science (AAS) degree revised program content and proposes a name change to Financial Services to better prepare students for current jobs available in the financial services industry. Numerous large financial service employers operate service centers in the Salt Lake area. Banks, full-service brokerage firms and insurance companies employ financial services graduates at the associate degree level. The revised program course work and Securities Industry Essentials (SIE) test preparation best prepares students to enter the financial services industry when they finish at SLCC.

Students will also be prepared to seamlessly transfer into the Family Community and Human Development – Financial Planning Emphasis bachelor’s degree at the University of Utah. The current articulation agreement and new support letter from the University of Utah commends the degree name change and curricular revisions to strengthen the pathway for SLCC graduates. Students can continue their education via guaranteed admission into the bachelor’s degree to complete and earn the degree and Certificate Financial Planning (CFP) certification which provides opportunities for job advancement.

This program proposal was discussed and approved by the School of Business on 30 September 2020, the Senate Curriculum Committee on 14 December 2020, and Faculty Senate on 02 February 2021.

The Provost recommends members of the Executive Cabinet approve this proposed name change as presented, effective Fall Semester 2021.



**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: Finance and Credit Financial Services

Sponsoring School, College, or Division: School of Business

Sponsoring Academic Department(s) or Unit(s): Accounting, Finance, and
Legal Studies Division

Classification of Instruction Program Code¹: 52.0801

Min/Max Credit Hours Required for Full Program: 65 / 63 /

Proposed Effective Term for Program Change²: Fall 2021

Institutional Board of Trustees' Approval Date: 14 April 2021

Award Type: AAS

<input checked="" 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 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.

Changing the name from Finance and Credit AAS to Financial Services AAS and revising the program to prepare students for current jobs available in the financial services industry. Projected as the 4th fastest growing occupation, Personal Financial Advisors represent an attractive opportunity for employment with competitive median hourly wages of \$35.70. Numerous large financial service employers operate service centers in the Salt Lake area. Banks, full-service brokerage firms and insurance companies also employ financial services graduates. The revised program will better prepare students for careers as Personal Financial Advisors.

The revised program will also facilitate students continuing their education by streamlining the required courses so students can fulfill general education requirements while completing the Financial Services AAS. The Finance department has an articulation agreement with the University of Utah College of Social and Behavioral Sciences Certified Financial Planner program. Students who take FIN 1050 Personal Finance and FIN 2200 Financial Planning at SLCC qualify as having taken FCS 3500 Financial Skills for Life at the University of Utah. They also receive automatic acceptance to the BS in Family and Consumer Studies CFP program.

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.

Faculty in the University of Utah's Family and Consumer Services program and their lead advisor for FCS have reviewed the draft and strongly support the proposed changes as meeting the existing articulation agreement requirements. The proposed AAS in Financial Services should fit well with both the Family Community and Human Development- Financial Planning Emphasis Major and the Undergraduate Certificate in Financial Planning available for students with majors outside of FCS. The proposed Financial Services AAS will enhance the potential for students to also pursue a bachelor's degree and the Certified Financial Planning (CFP) designation.

The course work and SIE test prep provided to students in the new Financial Services AAS program will help students transition directly into the financial industry when they finish at SLCC and be prepared to enroll in a bachelor's degree program at the University of Utah. The Financial Planning programs in the FCS Department allow working students to pursue their degree online and that format should serve the Financial Services AAS students well. By working in the industry while completing a bachelor's degree, these students may be able to take advantage of tuition reimbursement programs provided by their employer as well as work towards the CFP Board's experience requirement. The proposed Financial Services AAS degree should provide a path to quality employment and earning potential as an AAS is intended. By allowing students to choose general education courses as electives, the proposal should increase employment and earning potential for students in the short term and allow them to pursue a degree that will allow for even greater earning potential and opportunities for growth.

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.

Clifton G Sanders, PhD

Date: 05 April 2021

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

For Curriculum Office Use Only

Date Submitted: 2020-09-30

Approval date by Faculty Senate: 2021-02-02

School: BU

Division: AFEC

Department: FIN

Catalog Year: AY21-22

Salt Lake Community College PCO Proposal

Program Title: Financial Services

Credential: AAS

Faculty Contact: Mark Lengel

Action: Revised

What is being changed and why?

Changing the name from Finance and Credit AAS to Financial Services AAS and revising the program to prepare students for current jobs available in the financial services industry. Projected as the 4th fastest growing occupation, Personal Financial Advisors represent an attractive opportunity for employment with competitive median hourly wages of \$35.70. Numerous large financial service employers operate service centers in the Salt Lake area. Banks, full-service brokerage firms and insurance companies also employ financial services graduates. The revised program will better prepare students for careers as Personal Financial Advisors.

The revised program will also facilitate students continuing their education by streamlining the required courses so students can fulfill general education requirements while completing the Financial Services AAS. The Finance department has an articulation agreement with the University of Utah College of Social and Behavioral Sciences Certified Financial Planner program. Students who take FIN 1050 Personal Finance and FIN 2200 Financial Planning at SLCC qualify as having taken FCS 3500 Financial Skills for Life at the University of Utah. They also receive automatic acceptance to the BS in Family and Consumer Studies CFP program.

Faculty in the University of Utah's Family and Consumer Services program and their lead advisor for FCS have reviewed the draft and strongly support the proposed changes as meeting the existing articulation agreement requirements. The proposed AAS in Financial Services should fit well with both the Family Community and Human Development- Financial Planning Emphasis Major and the Undergraduate Certificate in Financial Planning available for students with majors outside of FCS. The proposed Financial Services AAS will enhance the potential for students to also pursue a bachelor's degree and the Certified Financial Planning (CFP) designation.

The course work and SIE test prep provided to students in the new Financial Services AAS program will help students transition directly into the financial industry when they finish at SLCC and be prepared to enroll in a bachelor's degree program at the University of Utah. The Financial Planning programs in the FCS Department allow working students to pursue their degree online and that format should serve the Financial Services AAS students well. By working in the industry while completing a bachelor's degree, these students may be able to take advantage of tuition reimbursement programs provided by their employer as well as work towards the CFP Board's experience requirement. The proposed Financial Services AAS degree should provide a path to quality employment and earning potential as an AAS is intended. By allowing students to choose general education courses as electives, the proposal should increase employment and earning potential for students in

the short term and allow them to pursue a degree that will allow for even greater earning potential and opportunities for growth.

If other than next catalog year, explain semester of implementation:

Fall 2021

What is the impact of this program proposal on SLCC programs?

This change will have no impact on other SLCC programs.

What is the financial impact of this program proposal to SLCC, School, Division, and Department?

Negligible

According to the *Program Proposal Guide*, indicate required documentation for this proposal:

- PCO Proposal
- PCO Program Narrative
- PCO Curriculum and Learning Outcomes
- PCO Pathway
- R401 Executive Summary
- R401 Full Template
- R401 Abbreviated Template
- R401 Program Change Template
- Gainful Employment
- Financial Aid Evaluation

Salt Lake Community College PCO Program Narrative

Program Title: Financial Services AAS

Credential: AAS

School: Business **Division:** Accounting, Finance, & Legal Studies

Total Credits/Hours: 63

Campus: Redwood

Building: Business

Room: BB111-A

Telephone: 801-957-4990

Webpage: <http://www.slcc.edu/financeandcredit/>

Program Faculty: Mark Lengel, Joe Howell, Dennis Wilson

Program Description: The Financial Services AAS prepares students for work in the Financial Services industry which includes brokerage firms, banks and insurance companies.

Career Opportunities: Projected as the 4th fastest growing occupation, Personal Financial Advisors represent an attractive opportunity for employment with competitive median hourly wages of \$35.70. Numerous large Financial Services employers operate service centers in the Salt Lake area. Banks, full-service brokerage firms and insurance companies also employ Finance graduates.

Gainful Employment (*only required for Certificates of Completion*): n/a

Transfer/Articulation Information: The Finance department has an articulation agreement with the University of Utah College of Social and Behavioral Sciences Certified Financial Planner program. Students who take FIN 1050 Personal Finance and FIN 2200 Financial Planning at SLCC qualify as having taken FCS 3500 Financial Skills for Life at the University of Utah. They also receive automatic acceptance to the BS in Family and Consumer Studies CFP program.

Estimated Cost for Students:

Tuition and student fees: <http://www.slcc.edu/student/financial/tuition-fees.aspx>

Books: \$TBD

Supplies: \$0

Course Fees: \$0

Other (specify): \$0

Estimated Time to Completion: 4-Semesters of full-time enrollment

Program Entry Requirements (*if applicable*): None

Specialized Program Accreditation: (*if applicable*): None

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

Program Title: Financial Services

Credential: Associate of Applied Science (AAS)

Total Cr: Min 63

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 #
Prepare Personal Financial Plans	1, 2, 3, 4, 6, 7
Make Investment Recommendations to Clients	1, 2, 3, 4, 6, 7
Analyze Investment Options	1, 3, 4, 7
Understand Economic Cycles and Indicators	1, 3, 4, 7
Perform steps of the Financial Planning Process	1, 2, 4, 6
Identify Investment Options	1, 3, 4, 6, 7
Communicate Plan Recommendations to Clients	1, 2, 3, 4, 6
Communicate Effectively while working in Groups	2, 6
Communicate Effectively Numerically	1, 2, 3, 7
Perform Financial Calculations	1, 3, 4, 7
Use Excel Financial Functions	3, 7
Read and Interpret Financial Statements	1, 3, 4, 7

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

AAS GENERAL EDUCATION REQUIREMENTS (Minimum 14 credits)

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 Intro to Writing 3.0

QUANTITATIVE STUDIES (QS) 1 course

- FIN 1380 Financial Mathematics 3.0 Cr. Or any QL course.

COMMUNICATION (CM) 1 course

- BUS 2200 Business Communication 3.0 Cr.

HUMAN RELATIONS (HR) 1 course

- MKTG 1010 Customer Service 2.0 Cr.

DISTRIBUTION AREAS Choose 1 course from the Distribution Areas:

FINE ARTS (FA)

HUMANITIES (HU)

LIFE SCIENCES (LS)

PHYSICAL SCIENCES (PS)

SOCIAL SCIENCES (SS)

REQUIRED COURSES (34 credits)

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

Prefix	Number	Title	Cr/Hrs.
FIN	1050	Personal Finance (SS)	3
FIN	2100	Introduction to Investments	3
FIN	2200	Personal Financial Planning	3
FIN	2800	Financial Services Capstone	3
MATH	1090	College Algebra – Business (QL)	3
ACCT	2010	Survey of Financial Accounting	3
ACCT	2020	Managerial Accounting	3
ECON	2010	Principles of Microeconomics (SS)	3
ECON	2020	Macroeconomics (SS)	3
CSIS	2010	Business Computer Proficiency	3
MGT	2040	Business Statistics	4
		TOTAL:	34

ELECTIVE COURSES (Minimum 15 credits)

Elective requirements: Choose a minimum of 15 credits from any course. You can choose either the suggested electives listed below, or you can use electives to meet general education requirements:

Prefix	Number	Title	Cr/Hrs
FIN	2600	Securities Trading I	3
FIN	2000	Finance and Co-op Education	1-3
FIN	2990	Special Studies in Finance	1-3
FIN	2040	Financial Management	3
FIN	2210	Principles of Business Credit	3
FIN	2220	Financial Statement Analysis	3
FIN	1210	Principles of Banking	3
FIN	2950	Business Leaders Forum	3
ACCT	2520	Federal Income Tax	3
MGT	2050	Legal Environment of Business	3
MKTG	1480	Sales	3
MKTG	1030	Introduction to Marketing	3
MKTG	1960	Professionalism in Business (HR)	3
ECON	2400	International Economics/Finance	3
ECON	1010	Economics as a Social Science (SS)	3
ECON	1740	Economic History of the U.S. (AI)	3
BUS	1100	Applied Business Calculus	3
MGT	2600	International Business	3
		TOTAL:	15

**Salt Lake Community College
PCO Pathway**

Program Title: Financial Services

Credential: Associate of Applied Science (AAS)

15 cr.+ per semester 12 cr. per semester 9 cr. per semester

First Year

Semester: Fall		Semester: Spring	
Course	Cr	Course	Cr
FIN 1050 - Personal Finance - SS	3	FIN 2100 - Introduction to Investments	3
MATH 1090 - College Algebra -Business	3	FIN 1380 - Financial Mathematics - QS	3
ENGL 1010 - Intro to Writing - EN	3	CSIS 2010 - Business Computer Proficiency	3
1 Distribution Area Course	3	MKTG 1010 Customer Service - HR	2
1 Elective Course	3	2 Elective Courses	6
TOTAL	15	TOTAL	17

Second Year

Semester: Fall		Semester: Spring	
Course	Cr	Course	Cr
FIN 2200 - Personal Financial Planning	3	FIN 2800 Financial Services Capstone	3
ACCT 2010 - Survey of Financial Accounting	3	ACCT 2020 - Managerial Accounting	3
ECON 2010 – Microeconomics - SS	3	ECON 2020 – Macroeconomics -SS	3
BUS 2200 – Business Communications - CM	3	MGT 2040 – Business Statistics	4
1 Elective Course	3	1 Elective Course	3
TOTAL	15	TOTAL	16

Advising Notes:

Students who wish to transfer to a 4-year school should use their electives to complete the Gen ed requirements

Any QL courses will satisfy the QS requirement for the AAS.

The following required courses in the **Financial Services AAS** program have prerequisites or recommended prerequisites:

Prerequisites: ENGL 1010, MATH 1090, FIN 1380, BUS 2200, ACCT 2020, MGT 2040.

Recommended Prerequisites: FIN 2100, ACCT 2020, FIN 2200, FIN 2800 and CSIS 2010.

The following elective courses in the **Financial Services AAS** program have prerequisites or recommended prerequisites:

Prerequisites: FIN 2000, FIN 2990, FIN 2040, FIN 2220, ECON 2400, ACCT 2520, MGT 2050

Recommended Prerequisites: FIN 2600, MGT 2050 and MKTG 1030.

Students should refer to the course descriptions in the current SLCC General Catalog for details regarding the prerequisites for these classes.

For more information about the **Financial Services AAS** program, contact the [SLCC Academic Advising Dept.](#) They can provide services and resources to assist students with their educational and career plans.

From: [Matthew J Burbank](#)
To: [Paul Benner](#)
Cc: [Mark Lengel](#); [Lori Kowaleski-Jones](#); [Zhou Yu](#); [DANIEL Lee CARLSON](#); [Jenny Stout](#)
Subject: SLCC proposal for AAS in financial services
Date: Sunday, October 18, 2020 5:19:53 PM

CAUTION: This is an external message from: mburbank@poli-sci.utah.edu. If you have questions regarding its validity, please review how to identify [suspicious emails](#).

Dear Paul,

On behalf of the College of Social and Behavioral Science and the Department of Family and Consumer Studies, we want to thank you for sharing the proposal to redesign SLCC's AAS in Finance and Credit and rename it the AAS in Financial Services. Faculty in FCS and the lead advisor for FCS have reviewed the draft and strongly support the proposed changes. We agree that the proposal you shared fits the existing articulation agreement. The proposed AAS in Financial Services should fit well with both the Family Community and Human Development-Financial Planning Emphasis Major and the Undergraduate Certificate in Financial Planning available for students with majors outside of FCS. We anticipate that the proposed AAS in Financial Services should enhance the potential for students to also pursue a bachelor's degree and the Certified Financial Planning (CFP) designation.

The course work and SIE test prep provided to students in the new Financial Services AAS program should help students transition directly into the financial industry when they finish at SLCC and be prepared to enroll in a bachelor's degree program at the University of Utah. The Financial Planning programs in the FCS Department allow working students to pursue their degree online and that format should serve working students well. By working in the industry while completing a bachelor's degree, these students may be able to take advantage of tuition reimbursement programs provided by their employer as well as work towards the CFP Board's experience requirement. The proposed Financial Services AAS degree should provide a path to quality employment and earning potential as an AAS is intended. By allowing students to choose general education courses as electives, the proposal should increase employment and earning potential for students in the short term and allow them to pursue a degree that will allow for even greater earning potential and opportunities for growth.

We appreciate you informing us about this proposal and we are pleased to offer our support for this proposal.

Best,

Matthew Burbank

Matthew Burbank
Associate Dean, College of Social and Behavioral Science
Professor, Department of Political Science
University of Utah
801-581-6313

Program-Specific Articulation Agreement
Salt Lake Community College | University of Utah

The School of Business, Accounting, Finance and Legal Studies Division at Salt Lake Community College (SLCC) and the, Department of Family and Consumer Studies (FCS) In the College of Social and Behavioral Science at University of Utah agree to the articulation of transfer credit as outlined in the attached program-specific articulation agreement.

Terms of the agreement are as follows:

- Prior to transfer, students complete one of the following:
 - Associate of Applied Science degree in Finance and Credit
 - Associate of Science degree in Business
- Students must meet program-specific admission and graduation criteria as outlined
- Students may seek advisement at both SLCC and the FCS department to ensure proper sequencing of courses and efficient time to degree completion.
- This agreement will be reviewed annually. Renewal will be contingent on the outcome of these reviews.
- This agreement will remain in effect unless terminated in writing by either institution.



Paul Benner
Associate Dean, Division of Accounting, Finance
and Legal Studies
Salt Lake Community College

1/30/2018

Date



Lori Kowaleski-Jones
Department Chair, FCS
University of Utah

1/30/18

Date



Dennis Bromley
Dean, School of Business
Salt Lake Community College

1/30/18

Date



Cathleen Zick
Associate Dean, College of Social & Behavioral
Science
University of Utah

1/30/18

Date

This articulation agreement is in effect for the Family, Community and Human Development (FCHD) Major and the Certificate Program in FINACIAL PLANNING housed in the Department of Family and Consumer Studies at the University of Utah.

1-Successfully completing both FIN 1050 Personal Finance and FIN 2200 Personal Financial Planning at SLCC (with a grade "C-" or higher for both courses) would fulfill the specific requirements of FCS 3500--Financial Skills for Life in the FCHD major, and the Undergraduate Certificate Program in FINANCIAL PLANNING, housed in the FCS department at the University of Utah.

This articulation will not fulfill any General Education or Bachelor's Degree requirements, or requirements for majors/minors/certificates other than FCHD and the Certificate Program in Financial Planning. For example, if a student takes FCS 3500 at the U of U, the course will clear a major requirement *and* a Bachelor's Degree requirement called Quantitative Intensive (QI). The combination of FIN 1050 and FIN 2200 will clear the *MAJOR* requirement of FCS 3500, but it will **NOT** clear a Bachelor's degree QI requirement.

2-FCS 3500 is a required course in the FCS Certified Financial Planner Board of Standards (CFP Board)-registered education program. Candidates are eligible to take the CFP exam after completing the full six-course education requirement.

The CFP Board has consented to our agreement under the condition that FIN 1050 and FIN 2200 cover the following CFP- required topics:

1. Function, purpose, and regulation of financial institutions
2. Financial services regulations and requirements
3. Consumer protection laws
4. Fiduciary
5. Financial planning process
6. Financial statements
7. Cash flow management
8. Financing strategies
9. Economic concepts
10. Time value of money concepts and calculations
11. Debt management
12. Education needs analysis
13. Education savings vehicles
14. Financial aid
15. Education financing
16. Life insurance (individual)
17. Quantitative investment concepts
18. Measures of investment returns
19. Asset allocation and portfolio diversification
20. Bond and stock valuation concepts

- 21. Investment strategies
- 22. Social Security and Medicare
- 23. Types of retirement plans
- 24. Other tax-advantaged retirement plans

CFP Board has not specified the depth of the coverage. The SLCC Finance department agrees to cover the required topics in FIN 1050 and FIN 2200.

3-The FCS department at the University of Utah will use the AAS in Finance and Credit or the AS in Business to clear the 3-credit hour major elective requirement in the FCHD- **FINANCIAL PLANNING EMPHASIS** . If students choose to drop the Financial Planning Emphasis they will have to complete all required electives for the FCHD major.

4- The FCS department at the University of Utah will use the AAS in Finance and Credit or the AS in Business to clear the 12-credit hour allied requirement of the FCHD major.

Admission Criteria

Apply to The University of Utah; pay required fee and submit all official college transcripts. There are no special admissions requirements for the FCHD-Financial Planning Emphasis major or the Financial Planning Undergraduate Certificate. Students just need to meet with an advisor and indicate their desire to be declared.

NOTE: *** General Education Requirements will be satisfied by a completed Associate of Science (AS) degree, Associate of Arts (AA) degree, an Interstate Passport, or Certificate of Completion in General Education from SLCC. Students who earn an AAS should meet with an advisor at SLCC or in the U of U transfer center to have their transcripts evaluated and remaining General Education requirements determined.**

MAJOR Requirements (38 credits in major + 12cr allied)

Department Core (20cr)

FCS 1500	3	Lifespan Human Development			
FCS 2400	3	Modern Family			
FCS 3200	4	Research Methods			
FCS 3210	4	Statistics			
FCS 3500	3	Financial Skills for Life			
FCS	3	Community focused course See attached major sheet for options			

Financial Planning Courses (12 credits) FCS 3500 is pre-req to all of these

FCS 5510	3				
FCS 5520	3				
FCS 5530	3				
FCS 5540	3				

Financial Planning Capstone (3 cr.) FCS 3500 and the other 4 Financial Planning classes are all pre-req to this

FCS 5550	3	Financial Planning Capstone			
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Financial Planning Elective (3 credits)

FCS	3	See attached major sheet for options			
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Allied Courses (12 credits) See attached major sheet for details

University of Utah Bachelor of Science or Arts Graduation Requirements

University of Utah Bachelor's Degree Requirements:

Total Credit Hour- A minimum of 122 total semester credits is required to earn a Bachelor's degree

Upper Division Credit hours-At least 40 credits of the 122 total must be classes that are 3000 level or higher.

Residency Requirement-

-A minimum of 30 credits must be completed at the University of Utah

-20 of the last 30 credits must be completed at the University of Utah

Upper division Communication Writing (CW) –) – Students must complete at least one course that carries the CW designation

Diversity – This would be complete if the student received an AS or AA degree

International (IR) – Students must complete at least one course that carries the IR designation

Bachelor's of Science

OR

Bachelor's of Arts

*Quantitative Intensive (2)

2020 level of a foreign language

*BS requirement is built into the FCHD-Financial Planning Emphasis with FCS 3210 and FCS 5510

NOTE: This document serves only as an articulation guide and does not replace degree requirements listed in the University of Utah and SLCC General Catalogs.



13 April 2021

MEMORANDUM

TO: SLCC Executive Cabinet
FROM: Clifton Sanders, Provost of Academic Affairs
SUBJECT: Discontinue Diagnostic Medical Sonography certificate

The Workforce Training & Continuing Education Department is ending the Diagnostic Medical Sonography (DMS) certificate program due to industry changes, employment trends, and program accreditation. These changes negatively impacted student enrollment and employment outlook for graduates. The decision to close and discontinue the program was made after extensive monitoring of employment trends and continued reduction in externship placements available for students.

Over the past two years, students, instructors, staff, and industry partners were notified of the program closure:

- In April 2019, current matriculated students, SLCC advisors, instructors, and industry partners were notified of the intent to discontinue the DMS program. A program change notification was posted to the department website and a teach-out plan was implemented.
- Adjunct faculty teaching in the program were notified of the decision to discontinue the program in Spring 2019. The full-time program manager will continue to manage other program areas in Workforce Training and Continuing Education Department.
- The last student cohort accepted into the program was Fall 2018, and a teach-out for this cohort is currently underway. All students have completed the certificate requirements. One student remains who anticipates completing her final externship by the end of Spring 2021.

The Provost recommends members of the Executive Cabinet approve the proposal to discontinue the Diagnostic Medical Sonography certificate as presented, effective Fall Semester 2021.



**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: Diagnostic Medical Sonography (DMS)

Sponsoring School, College, or Division: Workforce & Economic Development

Sponsoring Academic Department(s) or Unit(s): Workforce Training & Continuing Education

Classification of Instruction Program Code¹: 51.0910

Min/Max Credit Hours Required for Full Program: 61 / /

Proposed Effective Term for Program Change²: Fall 2021

Institutional Board of Trustees' Approval Date: 04/14/2021

Award Type: Institutional Certificate of Achievement

<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 Description/Narrative

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

The request to discontinue the DMS program is due to industry changes, employment trends, and program accreditation, negatively impacting student enrollment and employment outlook for graduates. The decision to discontinue the program was made after extensive monitoring of employment trends and continued reduction in extern-ship placements available for students. Making this change will eliminate continued financial loss to SLCC. A teach-out plan is underway with the Fall 2018 cohort, and it is anticipated that students will complete their training in Fall 2020 semester.

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.

Clifton G. Sanders, PhD

Date: April 5, 2021



I understand that checking this box constitutes my legal signature.

SLCC Teach-Out Plan

Diagnostic Medical Sonography Program- Certificate of Achievement

Department of Workforce Training & Continuing Education

Workforce Training & Continuing Education is discontinuing its Diagnostic Medical Sonography (DMS) program due to industry changes, employment trends, and program accreditation that are negatively impacting student enrollment and employment outlook for graduates. The decision to discontinue the program was made after extensive monitoring of employment trends and continued reduction in extern-ship placements available for students.

Currently Enrolled Students

The last cohort accepted into the program was Fall 2018, and a teach-out for the cohort is currently underway. All students in the cohort have completed the certificate requirements. One student is remaining who anticipates completing her final externship by the end of Fall 2020.

Timeline

In April 2019, current students, SLCC advisors, instructors, and industry partners were notified of discontinuing the DMS program and the teach-out plan. A program change notification was also posted on the College's website.

Resources & Support

Currently, an adjunct faculty and full-time program manager are supporting the one student during the teach-out period.

Impact to Faculty and Staff

Adjunct faculty teaching in the program was notified of the decision to discontinue the program in Spring 2019. The full-time program manager will continue to manage other program areas in Workforce Training and Continuing Education.

This document has been approved and reviewed by committee and AVP.

For Curriculum Office Use Only

Date Submitted: 2020-12-14

Approval date by Faculty Senate: 2021-02-01

School: WD

Division: CED

Department: n/a

Catalog Year: Fall 2021

Salt Lake Community College PCO Proposal

Program Title: Diagnostic Medical Sonography (DMS)

Credential: Certificate of Achievement

Faculty Contact: Jennifer Pollock

Action: DISCONTINUED

What is being changed and why?

The Certificate program is being discontinued due to industry changes, employment trends, and program accreditation negatively impacting student enrollment and employment outlook for graduates. The last cohort accepted into the program was Fall 2018.

If other than next catalog year, explain semester of implementation:

Fall 2020 is the requested semester of implementation. A teach-out plan is underway with the Fall 2018 cohort, and it is anticipated that students will complete their training in Fall 2020.

What is the impact of this program proposal on SLCC programs?

Discontinuing the program will reduce the need to run classes at a diminished size of 7-10 students per course and eliminate the adjunct faculty position teaching in the program.

What is the financial impact of this program proposal to SLCC, School, Division, and Department?

Self-support funds have sustained the Certificate program. The reduction in enrollment went from cost-neutral, covering expenses to running at a loss that isn't sustainable. Discontinuing the program will improve the cost-effectiveness of the department.

According to the *Program Proposal Guide*, indicate required documentation for this proposal:

- PCO Proposal**
- PCO Program Narrative**
- PCO Curriculum and Learning Outcomes**
- PCO Pathway**
- R401 Executive Summary**
- R401 Full Template**
- R401 Abbreviated Template**
- R401 Program Change Template**

- Gainful Employment**
- Financial Aid Evaluation**

This document has been approved and reviewed by committee and AVP



27 April 2021

MEMORANDUM

TO: SLCC Executive Cabinet
FROM: Clifton Sanders, Provost of Academic Affairs
SUBJECT: New Certificate of Proficiency in Facebook Digital Marketing

The Division of Management and Marketing developed the proposed Certificate of Proficiency in Facebook Digital Marketing in partnership with Facebook and Pathstream to provide an industry recognized certificate needed to fill a workplace gap in the digital marketing market. Students who complete this certificate program will learn core concepts of marketing positioning, brand positioning, targeting and segmentation, marketing channel metrics and develop the skills necessary for a successful entry-level career in digital marketing with an emphasis on the Facebook/Instagram Social Media Network.

Digital marketing jobs are growing 20% per year nationally and more quickly in our local market. Over half of all marketing expenditures in the U.S. goes towards digital marketing. Entry-level digital marketing jobs have grown 20% annually over the last 5 years in the Wasatch Front; these jobs include roles as Digital Marketing Coordinators, Social Media Coordinators, SEO/Backlink Specialists, and Email Marketers. The salary range for entry-level positions in Digital Marketing & Social Media Marketing range from \$36K to \$70K.

This program proposal was discussed and approved by the School of Business on 11 November 2020, the Senate Curriculum Committee on 23 November 2020, and Faculty Senate on 07 December 2020.

The Provost recommends members of the Executive Cabinet approve this new program as presented, effective Fall Semester 2021.



For Curriculum Office Use Only

Date Submitted: 2020-11-11

Approval date by Faculty Senate: 2020-12-07

School: BU

Division: MGT

Department: MKTG

Catalog Year: 2021-22

Salt Lake Community College PCO Proposal

Program Title: Facebook Digital Marketing

Credential: Certificate of Proficiency (CP)

Faculty Contact: Ashley Cox

Action: New Program

What is being changed and why?

Digital Marketing skills are central to the good jobs of the future, yet they are in short supply. SLCC has entered into a partnership with Facebook and Pathstream to offer an industry recognized certificate to fill the gap in the digital marketing market.

If other than next catalog year, explain semester of implementation: Fall 2021

What is the impact of this program proposal on SLCC programs? None

What is the financial impact of this program proposal to SLCC, School, Division, and Department?

No additional faculty resources needed to support this program.

According to the *Program Proposal Guide*, indicate required documentation for this proposal:

- PCO Proposal
- PCO Program Narrative
- PCO Curriculum and Learning Outcomes
- PCO Pathway
- R401 Executive Summary
- R401 Full Template
- R401 Abbreviated Template
- R401 Program Change Template
- Gainful Employment
- Financial Aid Evaluation

Salt Lake Community College PCO Program Narrative

Program Title: Facebook Digital Marketing

Credential: Certificate of Proficiency (CP)

School: Business

Division: Marketing Management **Total Credits:** 18

Campus: Redwood

Building: BB

Room: 115

Telephone: (801) 957-4475

Webpage:

Program Faculty: Ashley Cox, Jen Klenk, Ahmad Kareh, Whitney Wilkinson

Program Description: Through this program, students will acquire the skills necessary for a successful career in Digital Marketing with an emphasis on the Facebook (Instagram) Social Media Network.

Career Opportunities: Digital marketing jobs are growing 20% per year. Over 50% of all marketing expenditures in the US goes towards digital marketing. Entry-level digital marketing jobs have grown 20% annually over the last 5 years including roles as Digital Marketing Coordinators, Social Media Coordinators SEO/Backlink Specialists, and Email Marketers. The salary range for Digital Marketing & Social Media Marketing entry-level positions range from \$36K to \$70K. Students walk away with a strong understanding of core concepts including marketing positioning, brand positioning, targeting and segmentation, and marketing channel metrics.

Gainful Employment (*only required for Certificates of Completion*): n/a

Transfer/Articulation Information: The certificate by itself is not designed to transfer. However, some of the courses may articulate with other institutions as elective credit. Please see an academic advisor for information regarding course transfers.

Estimated Cost for Students:

Tuition and student fees: <http://www.slcc.edu/student/financial/tuition-fees.aspx>

Books: \$ No books required - OER

Supplies: \$ N/A

Course Fees: \$ 40 per semester online course fee per course

Other (specify): \$

Estimated Time to Completion: Time to completion is two semesters based on a full-time minimum of 15 credits per semester. Less than 15 credits per semester will increase time to completion.

Program Entry Requirements (*if applicable*): Admissions to Salt Lake Community College

Specialized Program Accreditation: (*if applicable*): n/a

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

Program Title: Facebook Digital Marketing

Credential: Certificate of Proficiency (CP)

Total Cr: 18

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 #
Identify best practices to market a product or service in an online environment.	1, 2, 4
Estimate the costs of an online marketing campaign.	3
Explain the fundamentals of online marketing psychology and buying motivations.	2
Identify the best online marketing platforms for a given project.	4
Measure the effectiveness of online marketing campaigns.	3, 7
Develop marketing plans using a variety of tools and frameworks.	2
Deduce marketing analytics results in an online environment.	3
Demonstrate the ability to create recommendations based on key feedback metrics.	1, 2, 4

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

REQUIRED COURSES (18 cr)

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

Prefix	Number	Title	Cr/Hrs
MKTG	1100	Facebook – Foundations and Strategy of Online Marketing	3
MKTG	1110	Facebook – Marketing Content Strategy and Branding	3
MKTG	1120	Facebook – Marketing Analytics & Performance Optimization	3
MKTG	1130	Facebook – Social Media Marketing	3
MKTG	1140	Facebook – Search and Display Advertising	3
MKTG	1150	Facebook – Email Marketing	3
		TOTAL:	18

**Salt Lake Community College
PCO Pathway**

Program Title: Facebook Digital Marketing

Credential: Certificate of Proficiency

15 cr+ per semester 12 cr per semester 9 cr per semester

First Year

Semester: Fall		Semester: Spring	
Course	Cr/Hr	Course	Cr/Hr
MKTG 1100	3	MKTG 1130	3
MKTG 1110	3	MKTG 1140	3
MKTG 1120	3	MKTG 1150	3
TOTAL	9	TOTAL	9

Advising Notes: none

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

Institution Submitting Request: Salt Lake Community College
Proposed or Current Program Title: Facebook Digital Marketing
Sponsoring School, College, or Division: School of Business,
Sponsoring Academic Department(s) or Unit(s): Management and Marketing Division
Classification of Instructional Program Code¹ : 09.0702
Min/Max Credit Hours Required of Full Program: 18
Proposed Beginning Term²: Fall 2021
Institutional Board of Trustees' Approval Date: 06/09/2021

<input checked="" type="checkbox"/>	Certificate of Proficiency	<input 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.

Through this program, students will acquire the skills necessary for a successful career in Digital Marketing with an emphasis on the Facebook (Instagram) Social Media Network.

Digital marketing jobs are growing 20% per year. Over 50% of all marketing expenditures in the US goes towards digital marketing. Entry-level digital marketing jobs have grown 20% annually over the last 5 years including roles as Digital Marketing Coordinators, Social Media Coordinators SEO/Backlink Specialists, and Email Marketers. The salary range for Digital Marketing & Social Media Marketing entry-level positions range from \$36K to \$70K. Students walk away with a strong understanding of core concepts including marketing positioning, brand positioning, targeting and segmentation, and marketing channel metrics.

¹ For CIP code classifications, please see [https://nces.ed/ipeds/data/cip2000/cip2000.html](#)

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

Chief Academic Officer (or Designee) Signature:

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

Clifton G Sanders, PhD

Date: 27 April 2021

I understand that checking this box constitutes my legal signature.

CARES Awarded			
	2019-2020	2020-2021	Total
Students Awarded	7,577	7,712	15,289
Amount Awarded	\$4,340,505	\$983,432	\$5,323,937
CARES awarded includes the total students and amounts awarded from both CARES Applications and block Internet awards of \$300 in Spring/Summer and \$100 in Fall. Students awarded includes some duplicate students who were awarded both years. Funds depleted.			

CRRSAA Awarded			
	Spring 2021	Summer/Fall 2021	Total
Students Awarded	5,771	TBD	5,771
Amount Awarded	\$2,951,144	Available - \$2,348,856	\$5,300,000
CRRSAA awarded includes the total students and amounts awarded from both CRRSAA Applications and block Internet awards of \$300 in Spring 2021. DOE changes removing citizenship and FAFSA eligibility requirements are now incorporated into the application for Summer 2021.			

Students in Crisis Awarded			
	2019-2020	2020-2021	Total
Students Awarded	425	158	583
Amount Awarded	\$251,235	\$175,768	\$427,003
Includes Hansen Fund, Huval fund, and general Students in Crisis funds. Application is currently inactive due to depletion of funds.			

New Student Scholarship (\$1,000,000 Allocation)			
	Summer 2021	Fall 2021	Total
Students Awarded	(Budget 250) 214	(Budget 750) 907	\$1,000,000
Amount Awarded	\$214,000	\$786,000	\$1,000,000
Summer disbursements began May 13, 2021. Fall disbursements begin August 17, 2021.			

Additional Stimulus Funds:

American Rescue Plan (ARP) – approximately \$42 million total, 50% student/50% institutional. Joint proposal from Enrollment Management and Student Success due to VP Lepper by mid-June regarding plans for student funding distribution.

Learn & Work in Utah – funding for short-term training for individuals to re-enter or upgrade to more stable positions in the workforce. SLCC applied for funding to 25 unique programs

totaling \$1.9 million serving 1,070 students. (Workforce and Economic Development – Jenni Abbott main contact)

\$500,000 (Triple III Funds) - \$80,000 for Summer Bridge Program, \$420,000 indexed to Student Success to be used specifically in re-entry/remarketing efforts to underrepresented student populations, first generation students, and students of color. ODMA is leading the outreach effort to Summer 2021, Fall 2021, and Spring 2022, details [here](#).

\$2 million (CRRSAA Institutional Funds) – replaced SLCC Promise and need-based tuition waivers. New waivers have been made available to students, mostly in need-based areas, for Summer 2021 and Fall 2021.

Salt Lake Community College

Surplus Property Historical Operations Report and Budget FY 2022

	FY 2019	FY 2020	FY 2021*	Estimate FY 2022
<i>Operating Revenue</i>				
Sales Revenue	150,423	196,687	181,983	175,000
Total Revenue	\$150,423	\$196,687	\$181,983	\$175,000
<i>Operating Expenses</i>				
Salaries & Wages	\$92,289	72,852	66,101	79,300
Benefits	5,051	5,615	5,057	7,500
Current Expense	17,095	66,021	13,699	43,500
Capital Equipment	-	-	-	-
Travel	-	285	-	300
Rental of Facilities	67,381	66,600	65,411	67,877
Total Operating Expenses	\$181,815	\$211,373	\$150,267	\$198,477
<i>Net Income/(Loss)</i>	<u>(31,392)</u>	<u>(14,686)</u>	<u>31,715</u>	<u>(23,477)</u>
<i>Subsidy - Education and General (E&G) Support</i>				
Salaries, Wages, Current Expense	\$25,644	\$78,776	\$283	\$28,400
Warehouse Lease	67,381	66,600	65,411	67,877
Total College Subsidy	\$93,024	\$145,376	\$ 65,694	\$ 96,277
<i>Transfer In +/-Out -</i>				
Transfer to Purchase Vehicles		(236,268)		
Transfer to Plant Fund for Operational Use		(60,184)		
<i>Net Increase/ (Decrease) in Fund Balance</i>	<u>61,632</u>	<u>(165,762)</u>	<u>97,409</u>	<u>72,800</u>
<i>Beginning Fund Balance</i>	<u>366,850</u>	<u>428,482</u>	<u>262,720</u>	<u>360,129</u>
<i>Ending Fund Balance</i>	<u><u>\$428,482</u></u>	<u><u>\$262,720</u></u>	<u><u>\$360,129</u></u>	<u><u>\$432,929</u></u>

Notes:

*Fiscal year 2021 transactions are represented as of May 25, 2021
 Required per Regent Policy R558 Surplus Property, Section 4.7
 Information provided by SLCC Controller's Office on May 25, 2021



TITLE IX SEXUAL HARASSMENT POLICY

I. POLICY

- A. Salt Lake Community College is committed to the advancement of knowledge, freedom of thought and inquiry, and the personal, social, and intellectual development of its students, faculty, and staff. An atmosphere of mutual respect among members of our academic community is necessary for the college to function as a center of academic freedom and intellectual advancement.
- B. It is the policy of the college to provide all college community members, including applicants for admission or employment, with a work and learning environment free from any form of unlawful sexual harassment.
- C. Salt Lake Community College prohibits harassment based on sex, gender identity and sexual orientation and complies with Title IX of Education Amendments Act.

II. REFERENCES

- A. Title IX of the Education Amendments of 1972, [20 U.S.C. § 1681 - 1688](#).
- B. Violence Against Women, [34 U.S.C. § 12291](#).
- C. Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, [34 C.F.R. §§ 106.1-106.71](#).

III. DEFINITIONS

- A. Retaliation: Any form of sanction or adverse treatment of a person that is intended to restrain, or has the effect of restraining that person from any college program or activity, because the person made a sexual harassment complaint, or participated in any way in a sexual harassment investigation.

Date of last cabinet review: August 4, 2020

The originator of this policy & procedure is the director of EEO and Title IX. Questions regarding this policy may be directed to the originator by calling 801-957-4561.

- B. Sexual Harassment: Making the provision of aid, benefit, or service of the college conditional on an individual's participation in unwanted sexual conduct; or unwanted sexual conduct that is so severe and pervasive and objectively offensive that it interferes with someone's access to a college program or activity. Sexual harassment includes sexual violence, dating violence, domestic violence, and stalking as defined in the Violence Against Women Act.
- C. See [Personnel Definitions](#) for other applicable definitions.

IV. PROCEDURES

A. Applicability

1. The college prohibits all SLCC employees, students, volunteers, and contractors from engaging in sexual harassment.
2. These procedures apply only to sexual harassment complaints, as defined by Title IX of Education Amendments Act. Not all harassment and sexual misconduct complaints will qualify for Title IX protections. All other instances sexual misconduct follow the procedures in other applicable policies.

B. Confidentiality

1. Unless required by law, the college will respect all participants' confidentiality.
2. Any person who believes they are the victim of, or has knowledge of, sexual harassment is encouraged to report it directly to any of the following: their supervisor, second-level supervisor, the Title IX coordinator, or the associate vice president of People and Workforce Culture.
3. Except as provided in IV.E.1.c. below, individuals have broad discretion to determine whether to file a formal complaint. All persons are encouraged to inform and consult with the Title IX coordinator, especially if they are unsure or uncertain how to proceed. The Title IX coordinator will presume that each report is made in good faith.
4. Except for confidential employees (see IV.D.3 below), all employees who witness or receive a report of a potential instance of sexual harassment are encouraged inform the Title IX coordinator within two business days.

5. Supervisors who witness or receive a report of a potential instance of sexual harassment within their supervisory area must inform the Title IX coordinator within two business days.
6. The Title IX coordinator will maintain and store the records of all harassment complaints for a minimum of seven years to identify patterns and address instances of a culture of harassment. The complaint file is confidential.

C. Retaliation

1. The college strictly prohibits any form of retaliation against any person who has made a complaint, assisted with, or participated in an investigation under this policy.
2. Retaliation includes any form of corrective action or adverse treatment of a person because that person either complained about harassment or participated in an investigation of harassment.
3. The college will treat instances of retaliation as separate offenses to be thoroughly investigated and addressed.

D. Reporting Sexual Harassment

1. Any person who thinks they have experienced or witnessed sexual harassment or retaliation should inform the college through one of the following methods:
 - a. submit an online reporting form;
 - b. discuss it with their first or second level supervisor;
 - c. consult with the Title IX coordinator in person, by mail, telephone, email;
 - d. Title IX Coordinator

David Jensen
4600 S Redwood Rd.
Technology Building Suite 222
Salt Lake City, UT 84123
801.957.4561
david.jensen@slcc.edu
titleIX@slcc.edu

- e. submit a report to the U.S. Department of Higher Education:

U.S. Department of Education–Denver Office

Office of Civil Rights (OCR)

Cesar E Chavez Memorial Building

1244 Speer Blvd., Suite 310

Denver, CO 80204-3582

Telephone: 303-844-5695

Fax: 303-844-4303

TDD: 800-877-8339

Email: OCR.Denver@ed.gov

Website: ocrcas.ed.gov

E. Supervisors

1. Supervisors must:

- a. ensure and maintain a working environment free of intimidation, coercion, sexual harassment, and retaliation;
- b. inform the Title IX coordinator within two business days after witnessing or receiving a complaint of sexual harassment or retaliation;
- c. make employees available to participate in an investigation; and
- d. in consultation with the next level supervisor, the Title IX coordinator, and the director of Employee Relations, determine the appropriate corrective actions for violations of this policy; and
- e. after imposing the corrective action, notify the appropriate Vice President.

F. Confidential Employees

1. An employee is a confidential employee if they are a licensed medical, clinical, mental health professional, or their staff when acting in their professional capacity. This is generally the health and counseling center staff.
2. Any person who thinks they may have experienced or witnessed sexual harassment, or related retaliation may seek confidential counsel and support

from a confidential employee. Confidential employees provide confidential support and counseling regarding sexual harassment or retaliation.

3. The college prohibits confidential employees from disclosing protected information communicated to the employee unless:
 - a. the individual gives written consent to the employee;
 - b. the confidential employee is reasonably concerned that the individual will cause serious harm to themselves or others; or
 - c. the information involves suspected abuse, neglect, or exploitation of a person under 18 years old or a vulnerable adult.

G. Determination of the Appropriate Resolution Process

1. Upon receiving a report, the Title IX coordinator will determine if the allegations, if proven, meet the definition of sexual harassment or retaliation under Title IX.
 - a. If the reported allegations meet the definition of sexual harassment or retaliation, the Title IX coordinator will consult with the complainant to determine whether they wish to file a formal complaint.
 - b. If the complainant wants to file a formal complaint, the Title IX coordinator will support the complainant in filing a formal Title IX sexual harassment complaint (section IV.G) and notify as appropriate:
 - (1) an employee's first or second level supervisor; or
 - (2) the dean of students.
 - c. If the complainant does not want to file a formal complaint, the Title IX coordinator will determine whether, due to the severity of the allegation, the college must investigate under Title IX. If Title IX coordinator determines the college must investigate, the Title IX coordinator will create and sign a formal Title IX sexual harassment complaint on behalf of the college and notify the appropriate parties.
 - d. The college will provide counseling, course-related adjustments, modified employment conditions, increased security, or other supportive measures designed to restore or preserve access to the college's programs or activities to all persons regardless of the creation of a formal complaint. The Title IX coordinator will provide victims with information regarding emergency services the college and other organizations offer.

- e. If the reported allegations do not meet the definition of sexual harassment or retaliation, or if the alleged conduct did not occur in an SLCC educational program or activity within the United States, the Title IX coordinator will provide potential alternative remedies under other college policies and direct the person to the appropriate college resources.
- f. A person may appeal the title IX Coordinator's determination that the allegations do not meet the definition of sexual harassment or retaliation by following the appeals procedure in section IV.L of this policy.
- g. The Title IX coordinator will record each report alleging sexual harassment or retaliation.

H. Filing a Title IX Sexual Harassment Formal Complaint

1. Individuals may file a formal complaint at any time. The college will only investigate formal Title IX sexual harassment complaints where the allegations, if proven, would constitute sexual harassment under Title IX.
2. A Title IX sexual harassment formal complaint must:
 - a. be in writing;
 - b. include the name and if applicable, position and title of the respondent;
 - c. clearly explain the allegation(s);
 - d. include supporting evidence, if any;
 - e. describe the remedies the complainant seeks;
 - f. be signed by the complainant; and
 - g. be submitted to the Title IX coordinator or designee.
3. If the immediate safety of any person is at risk, the Title IX coordinator, the dean of students, or the director of employee relations may determine if the situation warrants immediate action, for the safety of any parties involved.
4. If immediate action is warranted, the Title IX coordinator or the director of employee relations, as appropriate, will coordinate with the appropriate supervisor or dean of students to implement the necessary action. Immediate action may include:
 - a. the duty to warn anyone in danger;
 - b. administrative leave;

- c. interim suspension;
- d. separating the involved parties; or
- e. other actions as necessary to ensure safety.

I. Optional Mediation Process

1. The college encourages mediation to resolve sexual harassment formal complaints. However, mediation is voluntary, and the college will not compel either complainant or respondent into mediation.
2. In order to obtain a party's consent to waive their rights to a formal hearing, the college must not:
 - a. Condition continued or future employment on waiver of this hearing right; or
 - b. Condition participation in a college activity on waiver of this hearing right.
3. Requirements for Mediation
 - a. Either party may request mediation resolution process at any time before a formal hearing by giving written notice to the Title IX coordinator. The mediation process is available only when:
 - (1) a complainant or the Title IX coordinator has filed a formal complaint;
 - (2) both parties agree in writing to mediation; and
 - (3) both parties are aware that either party may elect to opt out of mediation at any time before the parties reach a resolution.
 - b. Mediation resolution processes are not available when:
 - (1) the complainant is a student and the respondent an employee;
 - (2) the allegation involves sexual violence; or
 - (3) the allegations of sexual harassment are contested.
4. The college will not condition any continued or potential employment or access to any college activity on anyone waiving their rights to a formal hearing.
5. The Mediation Process
 - a. The Title IX coordinator will appoint a mediator

- b. The mediator may:
 - (1) conduct an inquiry to determine the facts;
 - (2) make the parties aware that the Title IX coordinator can facilitate providing supportive measures such as counseling, course-related adjustments, modified employment conditions, increased security, or other supportive measures
 - (3) facilitate the parties' negotiation to a mutually agreeable resolution;
 - (4) conduct a follow-up review, if agreed to by the parties, to ensure the parties are abiding by the negotiated resolutions; or
 - (5) take other actions appropriate to a mediation process.
- c. If the mediation process results in an agreement:
 - (1) the mediator will prepare a written agreement incorporating all the negotiated terms; and
 - (2) the parties will sign the agreement, and each will receive a copy of the signed agreement.
- d. The agreement must be approved through appropriate college personnel (e.g., supervisors if an employee and dean of students if a student).
- e. Mediation processes are confidential.
- f. A mediator cannot provide subsequent investigation interviews or testify in a Title IX hearing or serve in any other Title IX capacity on any formal complaint they mediated.
- g. Any statements made by either party or their representatives during the mediation process may not be used in any subsequent formal process.

J. Title IX Sexual Harassment Investigation Procedure

- 1. Investigations must be conducted according to [Investigation Procedure Guide](#) and meet all applicable laws and regulations.
- 2. The Title IX coordinator will consult with the director of employee relations, dean of students and assistant attorney general, will determine if an institutional investigation is required based on the formal complaint.
- 3. Notice of Investigation
 - a. The Title IX coordinator will provide notice of the investigation to:
 - (1) the complainant;

- (2) the respondent;
- (3) the appropriate vice president or Provost; and
- (4) the supervisor or dean of students as appropriate.

b. The notice of investigation must include:

- (1) the names of the parties involved;
- (2) a copy of the Title IX Sexual Harassment policy;
- (3) the specific allegations of misconduct;
- (4) the date and location of the incident(s);
- (5) notice of the parties' rights to an informal adjudication process or mediation; and
- (6) the steps for requesting a mediation process.

c. A statement must accompany the notice that includes:

- (1) an outline of the college's investigation procedures;
- (2) a declaration that the respondent is presumed not responsible, and that the school will make a determination at the end of the process;
- (3) notice that the parties may request to inspect and review evidence, and the process for doing so;
- (4) a warning that prohibits making a false statement or submitting a false information; and
- (5) a statement that if the school begins to investigate allegations not included in the notice, it will provide a separate notice.

d. Respondent may respond to the specific allegations made by the complainant within five business days.

e. Complainant will have five business days to provide a rebuttal to any allegations that the respondent disputes in the response prior to the investigation.

f. The investigators will give the respondent five calendar days after receipt of the notice before the initial interview.

4. Prompt, Thorough, and Fair Investigations

- a. The college will conduct a prompt, thorough, and fair investigation. While the college endeavors to cooperate with law enforcement and other entities, the college will not:
 - (1) unreasonably postpone an investigation, usually no more than one week; or
 - (2) fail to investigate due to a concurrent investigation by another agency or governmental entity.
- b. The complainant, respondent, and witnesses have five business days to respond to interview summaries.
- c. Investigators shall complete the final investigative report within 30 calendar days of receiving a complaint.
- d. The complainant and respondent have 10 business days to respond to the final investigation report.
- e. The Associate Vice President for People and Workplace Culture may grant a reasonable extension for complex investigations or other reasonable, extenuating circumstances. Upon extension, the Associate Vice President for People and Workplace Culture shall communicate the reasons for extension to the parties and the appropriate college administrator.
- f. If a time limit in this policy conflicts with any other college policy, the time limits in this policy shall govern.

5. The Investigation Report

- a. After the investigation, the investigators must write an investigation report using the Title IX investigation report template detailing their findings.
- b. The investigation shall not make a determination of either responsible or not responsible.
- c. The lead investigator will deliver the completed report to the Title IX Coordinator.
- d. The Title IX Coordinator will provide the report to the parties simultaneously.
- e. The report may be used to provide background information to the subsequent hearing officer or committee and may be referenced by either party during the hearing.

K. Hearings to Determine Responsibility for Sexual Harassment

1. Unless the parties have agreed to and successfully completed a mediation process, the college will conduct a live hearing to address a formal complaint of sexual harassment.
2. The Title IX coordinator will assign a hearing officer and, if necessary, hearing committee members.
3. The Associate Vice President for People and Workplace Culture, in consultation with the Title IX coordinator and legal counsel, will make decisions on complaints that investigators, mediators, hearing officers, committee members or appeal officers have requisite training, are biased or have a conflict of interest in violation of college policy or applicable Title IX regulations. If the complaint is founded, the person will be removed from the Title IX duty.
4. Roles and Responsibilities at the Hearing
 - a. Hearing officer or grievance panel
 - (1) Respondent may choose to have a single hearing officer or a grievance committee, as described in section IV.D.6 of the Employee Grievance Policy.
 - (2) The Title IX coordinator will appoint a qualified hearing officer and, if necessary, assemble a grievance committee and notify the parties of the choice. The hearing officer or any panel member may not be anyone that acted as an investigator for the complaint, anyone that facilitated mediation, the Title IX coordinator, or a deputy Title IX coordinator.
 - (3) The hearing officer will manage the hearing including establishing deadlines for the parties to submit witness lists and documents intended to be introduced at the hearing.
 - b. Advisors
 - (1) The parties must have a personal advisor of their choice present at the hearing. If a party does not have an advisor:
 - (a) The party must notify the Title IX coordinator at least 10 days before the hearing; and
 - (b) The college will provide an advisor from the pool of advisors at no cost to the party.
 - c. Personal Representative

- (1) A party may have one personal representative attend the hearing for emotional support and transparency.
- (2) At the hearing, each party may be accompanied by their advisor and personal representative. If necessary, a translator or interpreter may accompany the party.

d. Expert Witness

- (1) A party who intends to call an expert witness must notify the hearing officer and the other party in writing no later than five business days before the hearing date.
- (2) The notice must certify that the expert witness is qualified to offer opinions and provide a written report prepared and signed by the witness or party that includes:
 - (a) the subject about which the expert witness will testify;
 - (b) the substance of the facts and opinions which the expert will testify;
 - (c) a summary of the basis for each of opinion; and
 - (d) the witness's qualification as an expert.

5. If any party refuses to attend a hearing, the college will conduct the hearing in the party's absence. The party's advisor will represent the party's interests.

6. Venue and Technology

- a. Hearings must be in real-time and may be in person or virtual using equipment that simultaneously allows the hearing officer and the other party to see and hear the party or witness answering questions.
- b. If the college holds the hearing in person, either party may request that the parties remain in separate rooms using the technology described above.
- c. At the hearing officer's discretion, the witnesses may be in separate rooms when not answering questions.
- d. All hearings will be audio or video recorded. The college will make the recordings available to the parties and their advisors for inspection and review.

7. Presumption, Standard of Proof, and Due Process

- a. All respondents are presumed not responsible for the alleged conduct.
- b. The standard of proof for all sexual harassment, retaliation determinations, and appeals is a preponderance of the evidence.
- c. Hearings will treat complainants and respondents equally.

8. Conducting the Hearing

- a. The hearing officer will begin the hearing with instructions to the parties and advisors.
- b. The lead investigator will present the findings of the investigation.
- c. The hearing officer may allow advisors to give an opening or closing statement and may limit the time for a statement. The opportunity and time must be equal for both parties.
- d. Only a party's advisor or the hearing officer may ask questions of the other party or witnesses; the parties may not question the other party or witnesses.
- e. An advisor must ask only relevant questions, follow-up questions, or questions that challenge a party or a witness's credibility. Advisors must ask questions verbally, directly, and in real-time.
- f. Before a party or witness answers a question, the hearing officer must determine whether the question is relevant. The hearing officer's decision is final.
- g. If the hearing officer determines a question is not relevant, the hearing officer must explain the decision to exclude the question.
- h. If the hearing is before a panel, panel members may ask questions by posing the question to the hearing officer who will determine the question's relevance, and follow the procedures described above.
- i. If any person's behavior is disrespectful, hostile, or undignified, the hearing officer may warn or dismiss that person as the hearing officer deems appropriate.
- j. If the hearing officer dismisses a party's advisor for misconduct, or if the party asserts that the party's advisor is not acting in the party's interest, the hearing officer will:
 - k. Provide another advisor to act on the party's behalf; and
 - l. Reschedule the hearing if necessary.

9. Determination of Responsibility

- a. Duties of the Hearing Officer and Panel
- b. When the hearing is before a hearing officer, the hearing officer will determine responsibility.
- c. When the hearing is before the panel members will make decisions by majority vote. In the event of a tie vote, the hearing officer will cast the tie-breaking vote.
- d. When determining if a respondent is responsible for the alleged conduct, the hearing officer or hearing panel must:
 - (1) presume that the respondent is not responsible for the alleged conduct;
 - (2) evaluate all relevant evidence;
 - (3) not base the credibility of the parties based on their status as complainant or respondent in the hearing, but only on the evaluation of the totality of the evidence presented at the hearing;
 - (4) wait until the conclusion of the hearing; and
 - (5) apply the appropriate preponderance of the evidence standard.

10. Uncooperative Participants

- a. If a party or witness refuses to attend the hearing or submit to questions, the hearing officer must not:
 - (1) rely on any statement of the party or witness when deciding responsibility; and
 - (2) draw inferences regarding responsibility based solely on the absence of a party or witness.

11. Written Decision

- a. After the hearing officer or panel determines the respondent's responsibility, the hearing officer will draft a written decision which must identify the allegations of sexual harassment as defined in this policy.

12. Determination of Responsibility

- a. If the hearing officer determines that the respondent is responsible for the conduct, within five business days of the hearing, the hearing officer

will confidentially refer the written decision to the respondent's supervisor and the director of employee relations or the dean of students, as appropriate, to determine sanctions or corrective actions.

- b. Within three business days of receiving the written decision, the respondent's supervisor, in coordination with the director of employee relations, or the dean of students will determine the sanctions or corrective action and inform the hearing officer of their decision.
- c. The supervisor shall notify the appropriate cabinet member before imposing the corrective action.
- d. The hearing officer will include the sanction or corrective action in the written decision.
- e. The written decision must:
 - (1) Identify the allegations of sexual harassment as defined in this policy;
 - (2) Include the procedural steps the college took from the receipt of the formal complaint to the determination, including:
 - (a) Notifications to the parties;
 - (b) Identifying interviews of parties and witnesses;
 - (c) Information about site visits, if any;
 - (d) Documents and evidence obtained;
 - (e) The methods used to gather evidence;
 - (f) Identifying any hearings held;
 - (g) The facts that support the decision;
 - (h) Conclusions regarding the application of the facts to the Code of Student Rights and Responsibilities, Employee Conduct, or other policy allegedly violated;
 - (3) A statement of the rationale for a decision for each allegation;
 - (4) Corrective action or sanctions, if any, the college will impose on the respondent;

(5) Any remedies designed to restore or preserve the complainant's access to the college's educational programs and activities; and

(6) The grounds, time limit and process for either party to appeal.

f. Within 10 calendar days of the hearing, the hearing officer must provide the written decision to both parties simultaneously. The time limit can be extended for a good cause.

g. The Title IX coordinator is responsible for coordinating the application of any remedies provided.

L. Appeals

1. Parties and grounds

a. Either party may appeal a decision regarding responsibility or from the dismissal of any portion of a formal complaint.

b. A party may appeal for any of the following reasons:

c. a procedural problem that affected the outcome of the hearing;

d. new evidence that was not reasonably available at the time of the decision or dismissal;

e. the Title IX coordinator, the investigators, or the hearing officer had a conflict of interest or bias that affected the outcome; or

f. the severity of the sanction of corrective action.

2. Notice of Appeal

a. The Title IX coordinator must receive written notice of a party's intent to appeal within 10 calendar days after the hearing officer issues the decision.

b. The notice of appeal must include:

(1) the grounds for appeal;

(2) additional statements or arguments the person appealing wants the appeals officer to consider; and

(3) the remedy that the appealing party is seeking.

3. Upon receiving an appeal, the Title IX coordinator must forward the entire appeal to the other party within two business days.

4. The other party may submit a written statement or response to the appeal. The Title IX coordinator must receive the written response within 10 calendar days of sending the notice to the other party.
5. The Title IX coordinator must notify both parties and their advisors of who will determine the appeal and that person's contact information within five business days of receiving the appeal.
6. The Appeal Officer
 - a. In the event of an appeal, the appeal officer will be chosen by the appropriate department. If the appealing party is a student, the appointing party is the Vice President for Student Affairs and Enrollment Management or the vice president's designee. If the appealing party is an employee, the appointing party is the president or the president's designee.
 - b. The appeal officer shall be free of bias or conflict of interest.
 - c. Either party may submit a written statement to the appeal officer supporting or challenging the decision of the hearing officer or hearing panel.
 - d. The appeal officer must receive any written statements within 5 business days of when the Title IX coordinator sent the notice of appeal to the parties.
 - e. The appeal officer will review all reports, evidence, and recordings and make a decision within 10 business days.
 - f. The appeal officer may:
 - (a) uphold the decision;
 - (b) remand to the hearing officer for reconsideration;
 - (c) order a new investigation with different investigators;
 - (d) overturn the determination of responsibility; or
 - (e) modify the level of discipline.
 - g. The appeal officer will simultaneously issue a report to both parties detailing the decision and the rationale for the decision.
 - h. The decision of the appeal officer is final.

M. Cooperation

1. Except when a student or employee is the victim, the college requires all students and employees to cooperate in all proceedings under this policy.
2. Failure to cooperate may result in sanctions or corrective action.

N. False Claims

1. Intentional false claims, false statements, or bad faith allegations may result in sanctions or corrective action.
2. The dismissal of a complaint or a finding of not responsible is not evidence that an allegation was false or made in bad faith.

DRAFT

EMPLOYEE CONDUCT

I. POLICY

To fulfill Salt Lake Community College's mission to support and engage students in educational pathways that lead to successful transfer or meaningful employment, all college employees are responsible for appropriate and ethical conduct in all they do as employees of or on behalf of SLCC.

This policy applies to all college employees, faculty, staff, and administrators. Full-time faculty members are also bound by parameters set forth in the Academic Freedom, Professional Responsibility and Tenure Policy which supersedes this policy.

II. REFERENCES

- A. Unlawful Conduct and Penalties, Utah Code Ann. § 63G-6a-24.
- B. Utah Public Officers' and Employees' Ethics Act, Utah Code Ann. §§ 67-16-1 – 15.
- C. Utah Public Employees Healthy Workplace Act, U.C.A. §§ 67-26-101 – 301
- D. Workplace Harassment Prevention, Utah Administrative Code R477-15-1
- E. Legislative Communications, Utah System of Higher Education R250

III. DEFINITIONS

See Human Resources Definitions.

IV. PROCEDURES

- A. Personal Accountability

Date of last cabinet review: March 24, 2020

The originator of this policy & procedure is Human Resources. Questions regarding this policy may be directed to the originator by calling 801-957-4210.

All SLCC employees are responsible and accountable for personal integrity, respect and fairness for others, and sound judgment in carrying out their professional responsibilities.

B. Standards of Conduct

1. Adherence to Laws, Rules, Regulations, and Policies

- a. College employees are responsible for understanding and adhering to applicable laws, rules, regulations, and college policies.
- b. Employees who violate applicable laws, rules, regulations, and college policies may be subject to corrective action, up to and including termination.

2. Communication Systems

- a. Employees must use institutionally funded communication systems for conducting college business.
- b. All employees shall comply with the SLCC [Travel Reimbursement](#) policy regarding personal communication systems paid with college funds.
- c. Digital electronic files or any communications made with college equipment are college property and may be subject to records requests or review by the college at any time.

3. Conflicts of Interest

- a. Employees must not have any interest, financial or otherwise, direct, or indirect, or engage in any business, transaction, or professional activity that substantially conflicts with the proper discharge of the employees' duties to the college.
- b. Employees must provide written disclosure of any potential conflict at the earliest possible time to the immediate supervisor and appropriate vice president.
- c. Self-Dealing
Employees must not transact any college business with any other entity where the employee is an officer, agent, member, or in which the employee owns a substantial interest.

d. Personal Investment

Employees must not make personal investments that could reasonably create a conflict between the employee's private interest and their college interest.

e. Outside Employment

Employees must not accept outside or dual employment or compensation that could reasonably be expected to impair the employee's independence or judgment in the performance of their college duties.

f. Use of Information or Position to Secure Privileges

Employees must not use non-public information or their position to secure special privileges or exemptions themselves or others.

4. Controlled Substances and Alcohol Use

a. An employee must not:

- (1) manufacture, dispense, possess, use, distribute, or be under the influence of an illegal controlled substance or alcohol during work hours or on state property except where legally permissible; or
- (2) operate a college vehicle while under the influence of a controlled substance or alcohol.

5. Criminal Misappropriation

Employees who knowingly misappropriate any item of value that belongs to the college may be subject to criminal prosecution.

6. Criminal Offense Reporting

Employees must report any criminal convictions or criminal charges filed against the employee to their supervisor and Employee Relations within five business days.

7. Romantic and Sexual Relations

- a. The college discourages romantic and sexual relationships between employees and between employees and students.
- b. Employees who become involved in a romantic or sexual relationship with another employee or student must immediately:
 - (1) take fair and appropriate steps to eliminate any power differential or conflict of interest that exists or develops;
 - (2) ensure all parties involved consent to all activities; and

- (3) inform their supervisors of any power differential or conflict of interest.
 - c. Employees who have a romantic or sexual relationship with another employee shall not participate in decisions or evaluations that may lead to promotions, incentives, or other employment opportunities.
 - d. Employees in a position of special trust who have a direct evaluative, counseling, or supervisory duties or responsibilities that allow them to exercise undue influence over a student shall not:
 - (1) become involved in a romantic or sexual relationship with a subordinate student;
 - (2) share any sexually explicit or lewd communication or image with a subordinate student; or
 - (3) share any sexually explicit or lewd communication or image of a subordinate student.
- 8. Lewdness and Pornography
 - a. The college prohibits all acts of indecent public display, voyeurism, exhibitionism, lewdness, or other acts of a sexual nature, as defined by the Utah Code, even if consensual, at all college sites.
 - b. Employees must not view or download pornographic materials on any college computer or using other college-owned data resources or systems, whether on or off-site.
 - c. Employees must report lewdness or pornography incidents to their immediate supervisor, the EEO & Title IX Director, or the Associate Vice President for People and Workplace within two working days.
- 9. Sexual or Gender-based Misconduct
 - a. The college prohibits all acts of sexual or gender-based misconduct ("sexual misconduct") at all college sites.
 - b. Sexual or gender-based misconduct is any unwanted verbal or physical conduct or communication related to a person's sexuality or gender expression.
 - (1) Sexual misconduct may be a single episode or repeated behavior where such conduct may contribute to an offensive, intimidating, or hostile working and learning environment.

(2) Sexual misconduct includes intentional conduct and conduct which results in adverse effects even though such adverse effects were unintended.

c. Supervisors who witness or receive a report of sexual misconduct must report it to the college EEO office within two business days.

10. Respectful and Equal Conduct

- a. College employees shall promote equal access and opportunity regarding employment, services and other activities within their job responsibilities without regard to race, color, national origin, age, sex, sexual orientation, gender identity, genetic information, disability, religion, protected veteran status, expression of political or personal beliefs outside of the workplace, or any other status protected under applicable federal, state, or local law.
- b. In analysis, demeanor, and expression, college employees shall treat all people with respect and promote equal access to opportunity to employment, services, and other activities within their responsibilities.

11. Workplace Bullying

- a. The college prohibits all acts of workplace bullying.
- b. Workplace bullying is the verbal, nonverbal, or physical conduct of one employee toward another that, based on the severity, nature, or frequency of the conduct:
 - (1) a reasonable person would determine the actor intended to cause intimidation, humiliation, or unwarranted distress; **or**
 - (2) resulted in substantial physical or psychological harm, humiliation, or unwarranted distress; or
 - (3) exploited an employee's known physical or psychological disability.
- c. Such behavior that occurs within and outside of the workplace that directly impacts an employee's performance or work environment is considered workplace bullying.
- d. Reporting
 - (1) Any employee, witness or other person may report bullying by completing the online [form](#) or contacting Employee Relations.

- (2) If a workplace bullying complaint made to a supervisor, the supervisor must report the complaint to Employee Relations within two business days.
- (3) Upon receipt of the complaint, the director of Employee Relations will evaluate whether the alleged conduct requires an investigation or can be resolved by alternative means.

12. Improper Use of Staff, Students, Facilities, Equipment, and Supplies

- a. Under all circumstances, the college prohibits supervisors from requiring any college employees or students to work for the supervisor's personal purposes.
- b. College facilities and equipment are to be used for conducting college activities. However, the incidental personal use of such property is permitted, provided each of the following conditions are met:
 - (1) the use of equipment is lawful;
 - (2) there is no additional accrued cost to the college as a result of the use;
 - (3) the use does not interrupt nor interfere with college operations;
 - (4) the use is not for substantial personal profit, gain, or the promotion of non-college sponsored commercial ventures; and
 - (5) the use does not adversely affect the condition of the property.
- c. Under all circumstances, the college prohibits employees from using college purchased supplies, including photocopies and other consumables, for personal or private purposes.

13. Institutional Credit Cards

- a. Employees must not use a college-issued P-card for personal expenses.
- b. Employees must review and follow the appropriate guidelines for purchases when using the college purchase credit card.

14. Expense Claims

- a. Reimbursement requests for travel or other business expenses must be accurate and requested only for institutional business expenses.
- b. When possible, expense claims should be approved in advance.
- c. The college will not reimburse employees for alcoholic purchases.

15. Gifts

Employees must not accept, directly or indirectly, any gift, favor, service, or items of value, under circumstances that the employee knows or has reason to believe, or a reasonable person may infer, is offered to influence the discharge of their duties to the college.

16. Liability for Property Loss

The college may hold an employee liable for college property that goes missing or sustains damage due to the employee's gross negligence.

17. Misuse of Position

Employees must not use or allow another to use their college employment position to secure financial gain, privileges, advantages, or employment for themselves or others.

18. Political Involvement

- a. Employees have the right to free speech and are free to support candidates, issues, political parties, or campaigns.
- b. Employees who engage in political activities must do so outside of work hours (or while on approved leave), and they must use their own resources. Employees must not use college phones, email accounts, letterhead, office supplies, equipment, or other college resources to engage in these activities. In addition, employees are expected to make it clear that they are speaking on their own behalf and not on behalf of the college.
- c. Employees are required to comply with the state's executive order and the Board of Higher Education policy on "legislative communications." In general, the executive order and Board policy prohibit college employees, while acting in their official capacities, from engaging in any written or verbal "legislative communications" (i.e., communications with a state legislator regarding the passage or defeat of a specific bill, resolution, amendment or other matter pending before the Utah Legislature).
- d. The college president may authorize employees to engage in legislative communication for the limited purpose of explaining technical concepts or providing subject-matter expertise.

19. Purchases from or by Employees

- a. Unless approved by the college president or appropriate vice president, and in consultation with the college purchasing agent:
 - (1) the college may not purchase equipment, real or intellectual property from an employee; and
 - (2) an employee may not purchase equipment, property, including surplus property, or services from the college or outside vendor when the employee participated in the college's decision to sell such property.

20. Private Information

- a. College employees must secure and hold in strict confidence all information in their possession about the institution or its constituent parts that is considered confidential by college policy or law or otherwise restricted.
- b. Employees must not disclose non-public, confidential, or otherwise sensitive information or use such information for personal benefit or the benefit of another.

21. Software

- a. Employees must use software licensed to the college for college business.
- b. Employees must not use software licensed to the college for personal, commercial gain except where an extended use license is allowed.

22. Recording Employee Communications and Meetings

- a. Employees must not secretly record communications between employees and other college community members.
- b. Employees may record administrative meetings that are subject to the Utah Open and Public Meetings Act.
- c. Voice mail systems are permitted to record telephone communications.
- d. This section does not apply to the monitoring or recording under a court order or other legitimate law enforcement activities.
- e. Employee and Student Grievances
 - (1) Supervisors and employees may record formal grievance hearings in which they are participating.

(2) Everyone in attendance must be aware of the recording device and that it is recording.

(3) No parties in a mediation hearing may record mediation proceedings.

23. Vehicles

- a. Employees must only use college vehicles for official college business.
- b. Employees may drive college vehicles to attend college business only when all occupants are employees, students, or official guests.
- c. Employees must use the employee's personal vehicle or a rental vehicle to attend college business when occupants include spouses, children or other individuals not directly associated with the college.

I. POLICY

Salt Lake Community College is committed to advancing knowledge, freedom of thought and inquiry, and the personal, social, and intellectual development of its students, faculty, and staff. An atmosphere of mutual respect among our community members is necessary for the college function as a center of academic freedom and intellectual advancement. It is SLCC's policy to provide all personnel with a respectful work environment free from discrimination, harassment, and retaliation.

II. REFERENCES

- A. The Equal Pay Act, 29 U.S.C. § 206.
- B. The Age Discrimination in Employment Act, 29 U.S.C. §§ 621–634.
- C. The Rehabilitation Act, 29 U.S.C. §§ 701-797.
- D. The Vietnam Era Veterans Readjustment Act of, 38 U.S.C. § 4212.
- E. Title VII of the Civil Rights Act, 42 U.S.C. § 2000e.
- F. The Americans with Disabilities Act, 42 U.S.C §§ 12101–12213.
- G. The Utah Anti-discrimination Act, Utah Code Ann. §§ 34A-5-101–112.

III. DEFINITIONS

- A. Adverse Action: Any material action against an individual in a manner that affects an employee's employment status, including compensation, terms, conditions, location, rights, immunities, promotions, or privileges.

Date of last cabinet review: November 13, 1985

The originator of this policy & procedure is Human Resources. Questions regarding this policy may be directed to the originator by calling 801-957-4210.

- B. Discrimination: Treating someone differently based on a person's race, color, sex (including pregnancy, childbirth, and pregnancy-related conditions), sexual orientation, gender identity, ethnicity, national origin, age over 40, genetic information, disability, or veteran status, when such conduct adversely affects the term, condition, or privilege of an individual's employment or participation in a college program or activity.
- C. Hostile Environment Harassment ("Harassment"): any unwanted verbal, written, electronic, or non-verbal conduct (whether directly, indirectly, or through a third party) that is objectively offensive and sufficiently severe or pervasive to alter the conditions of employment of an employee or to limit, interfere with, or deny educational benefits or opportunities of a student.
- D. Retaliation: Any form of sanction or adverse treatment of a person that is intended to restrain, or has the effect of restraining that person from any college program or activity, because that person made a discrimination or harassment complaint, or participated in any way in a discrimination or harassment investigation.
- E. See **Personnel Definitions** for other applicable definitions.

IV. PROCEDURES

A. Applicability

1. All SLCC employees, students, volunteers, and contractors are prohibited from engaging in discrimination, harassment, or retaliation by taking adverse action against a member of a protected class.
2. All employees are responsible for assuring that discrimination, harassment, or retaliation does not occur and that the college's working and educational environment is not threatening, hostile, or offensive to diverse individuals at any college site.
3. The college will take affirmative actions to educate and to create a welcoming and inclusive workplace free of discrimination, harassment, and retaliation.
4. Employees and students who engage in discrimination, harassment, or retaliation may be subject to sanctions or corrective action, including expulsion, immediate suspension, administrative leave, or termination.
5. Intentional false claims, statements, or bad faith allegations may result corrective action against the person making such allegations.

6. Sexual harassment complaints which include behavior that meets the Title IX Sexual Harassment definition will follow the procedures set forth in the Title IX-Sexual Harassment policy. All other complaints of sexual misconduct, as that term is defined in the Employee Conduct policy, will be addressed pursuant to the procedures set forth in this policy.
7. Claims of discrimination and harassment not based on a protected class are covered in the Employee Conduct or other college policy.

B. Confidentiality

1. Unless required by law, the college will respect all participants' confidentiality.
2. Any person who believes they are the victim of or has knowledge of discrimination or harassment is encouraged to report it directly to their supervisor, second level supervisor, the EEO director, or the associate vice president of People and Workforce Culture. This allows the college to identify patterns of problematic behaviors and instances of persistent discrimination or harassment.
3. Victims have broad discretion to determine whether to file a complaint. All victims are encouraged to inform and consult with their supervisor or the EEO director if they are unsure or uncertain how to proceed.
4. Supervisors who witness or receive a report regarding a potential instance of discrimination, harassment, or retaliation must inform the EEO director within two business days to discuss the appropriate institutional response. Only confidential employees (see IV.F below) are exempt from this requirement.
5. The EEO director will maintain and store the records of all discrimination and harassment complaints for a minimum of seven years. The complaint file is confidential.

C. Retaliation

1. The college strictly prohibits any form of retaliation against any person who has made a complaint, assisted with, or participated in an investigation under this policy.
2. The college will treat instances of retaliation as separate offenses to be thoroughly investigated and addressed.

D. Reporting Discrimination, Harassment or Retaliation

1. While affected individuals may report discrimination, harassment, and retaliation at any time, the college encourages individuals to promptly report these types of adverse action promptly to ensure timely resolution, the preservation of evidence, and the protection of others and college culture.
2. Any person who believes they have experienced or witnessed discrimination, harassment, or retaliation should do one of the following:
 - a. submit an online reporting [form](#);
 - b. discuss it with their first or second-level supervisor; or
 - c. consult with the EEO director in person, by mail, telephone, email.

EEO Director
4600 South Redwood Road
Technology Building, Suite 222
Salt Lake City, Utah 84123
(801)957-4561
David.jensen@slcc.edu , or eeo@slcc.edu

3. Filing a Complaint
 - a. A complaint may be made orally or in writing and should describe in plain language:
 - (1) the circumstances which the complainant believes support the allegation of employment discrimination, harassment, or retaliation;
 - (2) supporting evidence, if any;
 - (3) the name of the individual against whom the claim is made; and
 - (4) any remedies that the complainant seeks.
 - b. Those who believe they are victims of employment discrimination, harassment, or retaliation, witnesses, or others may also initiate outside legal action through private sources, the Utah Antidiscrimination and Labor Division, or the U.S. Equal Employment Opportunity Commission.
4. Determining Appropriate Resolution Process
 - a. The EEO director shall assess the allegations and determine whether the allegations, if proven constitute a violation of this policy.

- b. If the reported allegations constitute a potential violation of this policy, the EEO director will commence an investigation. However, the optional mediation process addressed in section IV.M may be used if both the complainant and respondent consent to mediation.
- c. If it appears the allegations violate another policy, the EEO director will refer and forward the relevant information to the appropriate parties which may include Employee Relations, relevant supervisors, or other relevant parties. The EEO director will notify the reporting party of the decision and communicate the process under other policies and procedures.

E. Supervisors

1. Supervisors must:

- a. ensure and maintain a working environment free of discrimination, harassment, and retaliation;
- b. inform the EEO director within two business days after receiving a complaint of discrimination or harassment or retaliation;
- c. allow employees time to participate in an investigation should they be involved;
- d. in consultation with the next level supervisor, the EEO director, and the director of Employee Relations, determine the appropriate corrective actions for violations of this policy; and
- e. notify the appropriate Vice President/Provost after imposing the corrective action.

F. Confidential Employees

- 1. An employee is a confidential employee if they are a licensed medical, clinical, mental health professional, or their staff. This is generally for Center for Health and Counseling staff.
- 2. Any person who thinks they may have experienced or witnessed harassment, discrimination, or related retaliation may seek confidential counsel and support from a confidential employee.
- 3. The college prohibits confidential employees from disclosing protected information communicated to the employee unless:

- a. the individual gives written consent to the employee;
- b. the confidential employee is reasonably concerned that the individual will cause serious harm to themselves or others; or
- c. the information involves suspected abuse, neglect, or exploitation of a person under 18 years old or a vulnerable adult.

G. Office of Equal Employment Opportunity

1. The EEO director serves as a resource to the college to provide information, counseling, training, and advice regarding employment discrimination, harassment, and retaliation.
2. An employee with a complaint is encouraged to discuss it with the EEO director to clarify whether employment discrimination, harassment or retaliation may be occurring and determine the employee's options, including the pursuit of more formal action.
3. If the complainant does not want to file a complaint, the EEO director may file a complaint regarding the alleged discrimination, harassment, or retaliation. In deciding whether to initiate a complaint, the EEO director should consider the severity of the allegation.
4. The college may provide counseling, course-related adjustments, modified employment conditions, increased security, or other supportive measures designed to restore or preserve access to the college's programs or activities to all persons regardless of the pursuit of a complaint.
5. The EEO director will provide complainants with information regarding supportive services that the college and other organizations offer.
6. The college's Department of Public Safety may concurrently investigate criminal complaints.

H. Investigation

1. Investigations must be conducted according to [Investigation Procedure Guide](#) and meet all applicable laws and regulations.
2. The EEO director will, in consultation with the director of Employee Relations, Dean of Students and assistant attorney general, determine if an institutional investigation is required based on the complaint.
3. If there is a need for an investigation, the EEO director, will
 - a. appoint a lead investigator and support investigator to conduct the investigation; and

- b. issue a Notice of Investigation.
4. The AVP for People and Workplace Culture, in consultation with the EEO director and legal counsel, will make decisions on complaints that investigators, mediators, committee members, or appeal officers have requisite training, are biased or have a conflict of interest in violation of college policy. If the complaint is founded, the person will be removed from the EEO duty.
5. Notice of Investigation
- a. The EEO director will provide notice of investigation to:
 - (1) the complainant;
 - (2) the respondent;
 - (3) the appropriate vice president; and
 - (4) the supervisor or dean as appropriate.
 - (5) The notice of investigation must include:
 - (6) the names of the parties involved;
 - (7) a copy of anti-discrimination and harassment policy;
 - (8) the specific allegations of misconduct;
 - (a) the complainant may provide a statement of the alleged misconduct to be included in the notice of investigation;
 - (9) the date and location of the incident;
 - (10) notice of the parties' rights to mediation; and
 - (11) the steps for requesting a mediation.
 - b. Respondent will have five business days to provide a written response to the specific allegations made by the complainant.
 - c. Complainant will have five business days to provide a rebuttal to any allegations that the respondent disputes in the response.
6. The Investigation Report

- a. After the investigation, the investigators must write an investigation report detailing their findings.
 - b. Investigators shall complete the final investigative report within 30 calendar days of receiving a complaint.
 - c. The Associate Vice President (“AVP”) for People and Workplace Culture may grant a reasonable extension for complex investigations or other reasonable, extenuating circumstances. If granted, the AVP for People and Workplace Culture must communicate the extension reasons to the parties and the appropriate college administrator.
 - d. The investigation report must be written using the investigation report template
 - e. The investigation report shall make a determination of either responsible or not responsible.
 - f. If the co-investigators do not agree on the determination of responsibility, each shall include their determination separately.
 - g. The lead investigator will deliver the completed report to the EEO director.
 - h. The EEO director will provide the report to the parties simultaneously and provide notice to the supervisor.
- I. Appeal of Investigative Findings
- 1. If there is no request for an appeal, the final report becomes final and binding.
 - 2. Any party may request an appeal of the findings by submitting a request in writing to the EEO director within five business days from the date the final report is sent.
 - 3. Failure to file a timely written request for an appeal is a waiver of the right to an appeal.
 - 4. Upon receipt of an appeal, the EEO director shall forward the appeal to the other party and invite that party to submit a written response.
 - 5. The EEO director may also provide a written response to the request for review.
 - 6. The EEO director shall appoint an appeal examiner.

7. On appeal, the appeal examiner may review the parties' written statements, the final investigative report, and all evidence collected during the investigation.
8. The appeal examiner's written decision may:
 - a. affirm or modify the final investigative report;
 - b. remand the decision back to the investigators; or
 - c. overturn the investigative report in part or whole.
9. The appeal examiner's written decision is final.

J. Supervisor Response to Investigative Report

1. Upon receipt of the investigative report and exhaustion of the appeal rights (section IV.I), the supervisor will coordinate with Employee Relations to review the record in its entirety.
2. The supervisor and Employee Relations may solicit whatever additional counsel and advice from the college's legal office or the EEO director they determine is appropriate to assist in arriving at a response.
3. The deciding supervisor and Employee Relations will determine whether to close the complaint, attempt informal conciliation between the parties, or initiate corrective action proceedings.
 - a. Corrective or remedial action may include, but is not limited to, mandatory training, an oral or written reprimand, a warning letter, a temporary reduction in pay, probation, suspension with or without pay, or termination.
 - b. The supervisor must take reasonable measures to prevent any further violations of policy.
 - c. Should any corrective actions be applied, those actions will be subject to due process procedures in the applicable college policies.
4. Upon determining the appropriate corrective action, the supervisor will notify respondent in writing.
5. The EEO director will communicate the final resolution of the complaint to the complainant. The EEO director shall respect the confidentiality of the corrective action.

K. Optional Mediation Process

1. The purpose of mediation is to resolve the dispute to the satisfaction of all parties.
2. At any time before reaching a determination regarding responsibility, the college may facilitate a mediation process (e.g., mediation) instead of a full investigation process.
3. The decision to enter mediation is a voluntary option for the parties, and neither party may be pressured or required to enter a mediation process.
4. The EEO director will obtain voluntary, written confirmation that all parties wish to resolve the matter through a mediation process before proceeding.
5. When mediation is appropriate, the EEO director shall designate an impartial mediator, who shall be mutually agreed upon and not unreasonably refused by the parties. Upon appointment of the mediator, the EEO director shall notify the parties, in writing and provide information regarding the mediation process and schedule.
6. Where practicable, mediation shall occur no later than 30 days after agreed to by the parties. Extensions may be considered and granted by the Associate Vice President for People and Workplace Culture.
7. The investigative timelines presented under these procedures shall be paused pending the outcome of the mediation.
8. If mediation successfully resolves the complaint, the mediator shall put the terms of the resolution in writing, which the parties shall sign.
 - a. The agreement must be approved through appropriate college personnel (supervisors if an employee and dean of students if a student).
9. If mediation does not resolve the matter, all mediation discussions shall remain confidential and may not be used in the formal process or any other forum.
10. Either party may withdraw their participation in mediation at any point before the conclusion.