



**BRIDGERLAND
TECHNICAL
COLLEGE**
btech.edu

**BRIDGERLAND TECHNICAL COLLEGE
BOARD OF TRUSTEES
INSTITUTIONAL ADVISORY COMMITTEE
NOVEMBER 16, 2020, 4 P.M.
VIRTUAL MEETING**

MINUTES

Board Members Present

Nancy Kennedy, Chair – Box Elder School District, Brigham City
Jack Draxler, Vice Chair – Draxler Appraisal Services, Inc., North Logan
Taylor Adams – Utah State University, Logan
Lisa Clawson – Great Harvest Bread, Paradise
Monica Holdaway – Box Elder Chamber of Commerce, Brigham City
Brian Hyde – Autoliv, Smithfield
Jeffrey Packer – All Pro Real Estate, Brigham City
Neil Perkes – Logan Regional Hospital, Logan
Michael Madsen – Michael J. Madsen Construction, Garden City
Eric Wamsley – Rich School District, Laketown
Larry Williams – Logan School District, Logan

Board Members Excused

Roger Pulsipher – Cache School District, Avon

Bridgerland Technical College Present

K. Chad Campbell, President
Wendy Carter, Executive Vice President & Provost
Troy Christensen, Vice President for Economic Development
Emily Hobbs, Chief of Staff
Lisa Rock, Controller
Frank Stewart, Chief Development Officer
Jim White, Vice President for Student Services

Guest(s) Present

Dr. Scott Theurer, Trustee Representative – Dentist, Logan

Item 1

Welcome & Pledge of Allegiance

Nancy Kennedy conducted the meeting and welcomed those in attendance. The meeting was called to order at 4 p.m. The Pledge of Allegiance was recited.

Item 2

Consent Calendar Approval

- A. **Minutes from the August 24, 2020, Board meeting** were available online for review and subsequent approval.
- B. **2020-2021 Strategic Planning Tri-Annual Highlights**
To provide timely evaluation of progress toward achieving the objectives in the Strategic Plan, Administration created the 2020-2021 Strategic Planning Tri-Annual Highlights document. This evaluation document provides an opportunity for the College to celebrate successes and achievement primarily for the July 2020 to October 2020 timeframe.
- C. **Nursing Assistant Approval for Hybrid Delivery Method**
Prior to COVID-19, the Utah Nursing Assistant Registry (UNAR) required nursing assistant curriculum to be provided in a traditional face-to-face format. However, the recent pandemic brought with it an extreme increased demand for CNAs at a time when face-to-face program delivery was suspended. As a result, UNAR has now approved nursing assistant curriculum to be more flexible, including using modern distance delivery methodologies. Bridgerland Technical College gained approval to expand the Nursing Assistant program delivery methods to be both Traditional and Hybrid as defined by the Council on Occupational Education. The required Council on Occupational Education Mini Form was available as a link.

ACTION: Jack Draxler made a motion to approve the Consent Calendar items: (A) Minutes from the August 24, 2020, Board meeting, (B) 2020-2021 Strategic Planning Tri-Annual Highlights, and (C) Nursing Assistant Approval for Hybrid Delivery Method. Neil Perkes seconded. Motion carried.

Item 3

Introduction of New Board Members

Lisa Clawson, Paul Nelson, and Larry Williams were appointed by the Governor and confirmed by the Senate to serve as new members of the BTECH Board of Trustees. Introductions were completed.

Lisa Clawson is co-owner of the Great Harvest Bread Company and has served on the BTECH Culinary Arts Occupational Advisory Board. Her expertise as a business owner will benefit the Board as she represents the Creative Development & Style and Food Services industry sector.

Paul Nelson is the Chief Technical Strategist, Tech Fellow, for Northrop Grumman Enterprise Services. He is responsible for digital architectures, roadmaps, strategy, and execution toward a simplified Northrop Grumman digital ecosystem footprint for digital product development, delivery, and sustainment. He is replacing Dave Brown and represents the Computers/Software industry sector.

Larry Williams was appointed by the Logan School District, replacing Ann Geary as their BTECH representative. His extensive experience as a teacher in technical education will be valuable to the mission as he represents education for the College.

Item 4

Policy Updates

Changes in laws and accreditation requirements prompt the majority of updates to policies and plans. Policies with updates were identified on a spreadsheet and provided as a link (attached). Proposed changes were indicated with red and strikethrough. Administration was present at the meeting to address questions and comments from the Board. The following policy changes were reviewed by Jim White with discussion by the Board:

Policy 339	Sexual Harassment
Policy 603	Social Security Numbers
Policy 604	Admissions, Enrollment, & Registration
Policy 607	Nondiscrimination
Policy 612	Sexual Misconduct
Policy 615	Gradings/Ratings and Courses
Policy 650	Student Records
Policy 692	Student Records Access Procedures

ACTION: Brian Hyde made a motion to approve the policies as provided in the Policy Updates. Mike Madsen seconded. Motion carried.

Item 5

Notification of FY 2021-2022 Secondary Student Fees to Education Providers

The High School Course Offerings booklets, which include the current secondary student fees schedule were provided as links. These booklets will be provided to all secondary education providers in the Bear River Region and, once approved, will be available on Bridgerland's Web site at www.btech.edu/students/high-school-students. Each school district representative on the College Board of Trustees is required by USHE Policy #204.8.2.2 to provide written notification of the approved fee schedule to the Board of Education President of their respective districts. Jim White reviewed the minimal fee changes, which were outlined in green.

The Board discussed the new Machining Technology partnership with NASA Hunch, where high school students have the opportunity to participate in the design and fabrication of real-world parts for NASA.

ACTION: Monica Holdaway made a motion to approve the Secondary Student Fee Schedule and agreement (where applicable) to notify the Board of Education President of their respective districts. Taylor Adams seconded. Motion carried.

Item 6

Utah Board of Higher Education (UBHE) Report

Dr. Scott Theurer provided the following brief update from the Utah Board of Higher Education:

- The BTECH Health Sciences building remains the top priority of UBHE.
- All 16 institutions will align their Strategic Planning goals to accomplish the Strategic Plan goals of UBHE, which have been identified as the following:
 - Access - equity, diversity, and inclusion
 - Completion
 - Affordability
 - Workforce Alignment & Economic Impact
- Trustees were encouraged to use their delegated authority to approve policies, tuition, fees, etc., as they have done throughout the year. The UBHE Delegation of Duties and Responsibilities document was provided as a link.

President Campbell provided the following brief update:

- BTECH submitted the Operating and Capital Budget Request following the August 2020 Board Meeting and UBHE took action on it in their October 2020 meeting. President Campbell reviewed the budget and noted BTECH's share is \$475,000 for growth and capacity. The compensation equity request was excluded.
- The General Student Fees Policy is not yet applicable to technical colleges; but in anticipation that this will apply in the future, it is unlikely the College would have general fees of substance.
- Tuition and fees increase requests should be kept to a minimum. The Board of Trustees should review each request to ensure that the College adequately justifies the need for an increase by providing an adequate description, exploring other funding sources, and addressing the students' access and affordability. BTECH is not actively requesting an increase.

Item 7

Information Items

A. Custom Fit Training Department – Year to Date

Fiscal Year	Trainees	Training Hours	Total Companies	New Companies
19-20 Qtr 1	1,488	11,802	140	18
20-21 Qtr 1	1,078	9,498	134	11

B. Stand-Alone Courses

- In accordance with USHE Policy 200, Section 5.1.2, courses not part of an approved certificate shall be approved by the Chief Instructional Officer and reported to the College Board of Trustees as an information item. The current schedule is included as a link and is always available online at btech.edu. Please see the link for one new course.

C. Board of Trustees' Duties and Responsibilities

- To ensure the Utah System of Higher Education is efficient, effective, and delivers world-class instruction and research, the Utah Board of Higher Education and institutional boards of trustees must align responsibility and authority. The Board of Higher Education has established responsibilities and authorities for the Board, the boards of trustees, presidents, and the Commissioner. This file was available as a link.

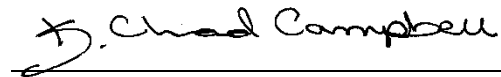
D. Calendar/Happenings

- Graduation: December 1-3, 2020
- Calendar available at btech.edu/event-calendars
- Board Meeting Dates
 - January 25, 2021
 - April 19, 2021
 - June 21, 2021

Item 8

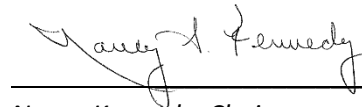
Adjournment

Jack Draxler made a motion to adjourn the meeting at 5:07 p.m. Motion carried.



Minutes submitted by K. Chad Campbell, President

Prepared by Emily Hobbs, Chief of Staff



Nancy Kennedy, Chair



**BRIDGERLAND TECHNICAL COLLEGE
BOARD OF TRUSTEES
INSTITUTIONAL ADVISORY COMMITTEE
NOVEMBER 16, 2020, 4 P.M.
VIRTUAL MEETING**

AGENDA

[BTECH.EDU/ABOUT-US/GOVERNING-BOARD/BOARD-MEETINGS/](https://btech.edu/about-us/governing-board/board-meetings/)

Item 1

**Start Recording: State Date, Time, Place of Meeting, and Members Present
Pledge of Allegiance & Welcome**

Item 2

Consent Calendar Approval

- A. **Minutes from the August 24, 2020, Board meeting** are available online for review and subsequent approval.
- B. **2020-2021 Strategic Planning Tri-Annual Highlights**
To provide timely evaluation of progress toward achieving the objectives in the Strategic Plan, Administration created the 2020-2021 Strategic Planning Tri-Annual Highlights document. This evaluation document provides an opportunity for the College to celebrate successes and achievement primarily for the July 2020 to October 2020 timeframe.
- C. **Nursing Assistant Approval for Hybrid Delivery Method**
Prior to COVID-19, the Utah Nursing Assistant Registry (UNAR) required nursing assistant curriculum to be provided in a traditional face-to-face format. However, the recent pandemic brought with it an extreme increased demand for CNAs at a time when face-to-face program delivery was suspended. As a result, UNAR has now approved nursing assistant curriculum to be more flexible, including using modern distance delivery methodologies. Bridgerland Technical College seeks approval to expand the Nursing Assistant program delivery methods to be both Traditional and Hybrid as defined by the Council on Occupational Education. The required Council on Occupational Education Mini Form is available as a link.

ACTION: Recommend approval of the Consent Calendar items: (A) Minutes from the August 24, 2020, Board meeting, (B) 2020-2021 Strategic Planning Tri-Annual Highlights, and (C) Nursing Assistant Approval for Hybrid Delivery Method.

Item 3

Introduction of New Board Members

Nancy Kennedy, Board Chair

Lisa Clawson, Paul Nelson, and Larry Williams have been appointed by the Governor and confirmed by the Senate to serve as new members of the BTECH Board of Trustees.

Lisa Clawson is co-owner of the Great Harvest Bread Company and has served on the BTECH Culinary Arts Occupational Advisory Board. Her expertise as a business owner will benefit the Board as she represents the Creative Development & Style and Food Services industry sector.

Paul Nelson is the Chief Technical Strategist, Tech Fellow, for Northrop Grumman Enterprise Services. He is responsible for digital architectures, roadmaps, strategy, and execution toward a simplified Northrop Grumman digital ecosystem footprint for digital product development, delivery, and sustainment. He is replacing Dave Brown and represents the Computers/Software industry sector.

Larry Williams was appointed by the Logan School District, replacing Ann Geary as their BTECH representative. His extensive experience as a teacher in technical education will be valuable to the mission as he represents education for the College.

Lisa, Larry, and Paul will be asked to provide a brief introduction so we can get to know them better.

ACTION: Information item/pleasure of the Board.

Item 4

Policy Updates

Chad Campbell, President

Jim White, Vice President for Student Services

Changes in laws and accreditation requirements prompt the majority of updates to policies and plans. Policies with updates have been identified on the spreadsheet provided as a link. Proposed changes are indicated with red and strikethrough. Administration will be present at the meeting to address any questions or comments from the Board.

ACTION: Recommend approval of policies as provided in the Policy Updates.

Item 5

Notification of FY 2021-2022 Secondary Student Fees to Education Providers

Jim White, Vice President for Student Services

Provided as links for your information and review are the High School Course Offerings booklets, which includes the current secondary student fees schedule. These booklets will be provided to all secondary education providers in the Bear River Region and, once approved, will be available on Bridgerland's Web site at www.btech.edu/students/high-school-students. Each school district representative on the College Board of Trustees is required by USHE Policy #204.8.2.2 to provide written notification of the approved fee schedule to the Board of Education President of their respective districts.

ACTION: Recommend approval of the Secondary Student Fee Schedule and agreement (where applicable) to notify the Board of Education President of their respective districts.

Item 6

Utah Board of Higher Education (UBHE) Report

Dr. Scott Theurer, UBHE Representative

Wilford Clyde, UBHE Representative

Chad Campbell, President

A brief update from the Utah Board of Higher Education will be provided, which may include the following:

- Operating and Capital Budget Request
- General Student Fees Policy (not applicable to Tech. Colleges yet)
- Board of Trustees Review Responsibilities - Tuition and General Student Fees
- Statewide Attainment Goal, Higher Education Strategic Planning Commission
- College Access Advisors

ACTION: Information item/pleasure of the Board.

Item 7

Information Items

A. Custom Fit Training Department – Year to Date

Fiscal Year	Trainees	Training Hours	Total Companies	New Companies
19-20 Qtr 1	1,488	11,802	140	18
20-21 Qtr 1	1,078	9,498	134	11

B. Stand-Alone Courses

- In accordance with USHE Policy 200, Section 5.1.2, courses not part of an approved certificate shall be approved by the Chief Instructional Officer and reported to the College Board of Trustees as an information item. The current schedule is included as a link and is always available online at btech.edu. Please see the link for one new course.

C. Board of Trustees' Duties and Responsibilities

- To ensure the Utah System of Higher Education is efficient, effective, and delivers world-class instruction and research, the Utah Board of Higher Education and institutional boards of trustees must align responsibility and authority. The Board of Higher Education has established responsibilities and authorities for the Board, the boards of trustees, presidents, and the Commissioner. This file is available as a link.

D. Calendar/Happenings

- Graduation: December 1-3, 2020
- Calendar available at btech.edu/event-calendars
- Board Meeting Dates
 - January 25, 2021
 - April 19, 2021
 - June 21, 2021

Item 8

Adjournment

STRATEGIC PLAN TRI-ANNUAL HIGHLIGHTS JULY 2020 – OCTOBER 2020

Strategic Planning at Bridgerland Technical College involves the entire college, from identifying objectives and strategies to celebrating successes. This report contains the results of the evaluation.

Strategic Planning Objectives:

- *Obj. 1 Financial Resources & Efficiencies*
- *Obj. 2 Professional Practices*
- *Obj. 3 Access, Outcomes, & Achievement*
- *Obj. 4 New Technologies*
- *Obj. 5 Partnerships & Pathways*
- *Obj. 6 Funding Resources*
- *Obj. 7 Awareness*

Operating Budget (Obj. 1) – The following is a summary of the budget-driven improvements implemented in the first three months of the 2020-2021 fiscal year:

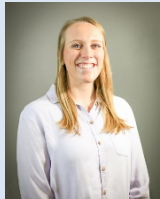





- Implemented a balanced budget after the 2.5% budget reduction imposed by the legislature primarily using voluntary natural attrition coupled with backfilling the open positions with hourly, part-time and hourly, full-time employees.
- Started the process of expanding the Business Resource Center into a new region-wide Entrepreneurship Center to help increase economic development in the region and submit budget requests and proposals for economic development grants.
- Hired a new Department Head for the new Therapeutic Massage program at the Brigham City Branch Campus and started remodeling and updating existing space to accommodate this new program.
- Based on enrollment demand, the College remodeled existing space in the Brigham City Branch Campus to expand the Master Esthetics program.
- In collaboration with the Welding Technology corporate sponsor, Norco, the College completely replaced all the welders in the program and provided five near-new welders for Rich County.

Fire and Rescue Services Department Head Deploys for Hurricane Laura (Obj. 2) – Bryan Davies, Department Head and Logan City Firefighter, went to Louisiana in August to help people trapped in the path of Hurricane Laura. Captain Davies is one of 80 members of the Unified Fire Authority's Utah Task Force 1. This wasn't the first time Davies has been sent into a natural disaster. He was previously deployed to help citizens after Hurricanes Katrina and Harvey. The Logan City Fire Department said Davies serves as a Rescue Specialist for the Task Force and the team lead for Logan's Technical Rescue Division. BTECH is fortunate to have such a talented individual, with real-life experiences, teaching our students.



Ongoing Teacher Professional Development (Obj. 2) – The BTECH Teacher Professional Development course in Canvas was developed by the Curriculum Design and Development Department to provide ongoing support for new and experienced instructors. This course contains resources such as training videos for technology, the BTECH style guide for Canvas course content, guides to communication methods, and videos on how to collect COE evidence. This course evolves over time with updated training materials.

Fall Kick-Off and Professional Development (Obj. 2) – Faculty and staff participated in Professional Development during the annual Fall Kick-Off Conference at BTECH on August 17 with the theme, "Think It, Learn It, Do It." This theme will continue through next year, where we celebrate 50 years! The keynote speaker – two-time world champion in Paralympics, Mike Schlappi, talked about taking responsibility and being empowered to do hard things despite difficult circumstances. The following faculty and staff were recognized at this event for their dedication and hard work:

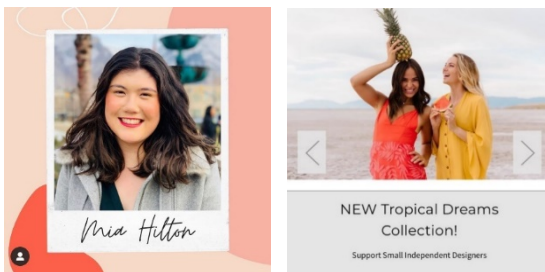
The Award	Goes To...	
<p>Makes a Difference – Exemplifies and inspires positive values and behaviors in others. Extraordinary generosity, exceptional guidance, innovative, and a positive attitude. <i>Selected by co-workers.</i></p>	 <p>Katie Myler, Senior Instructional Designer</p>	
<p>Above and Beyond – An attitude of excellence, teamwork, and willingness to put in extra effort with a cheerful attitude. <i>Selected by co-workers.</i></p>	 <p>Tiffany Jensen, HR Manager</p>  <p>Lisa Balling, Administrative Assistant for Instruction</p>	
<p>COVID Warrior – A colleague with outstanding performance and determination during COVID. Working tirelessly toward a goal, attention to detail, and perseverance. <i>Selected by co-workers.</i></p>	 <p>Colette Pulsipher, Associate Vice President for Instruction of Computer Technology and Client Services</p>	
<p>Teacher of the Year Award – Fosters professional relationships; has a patient, caring, kind demeanor; good listener; dedicated to student success; engaged in student learning, stays current in industry. <i>Selected by students.</i></p>	 <p>Jesse Shaffer, Instructor for Welding Technology</p>	
<p>Presidential Award – Strong work ethic, provides solutions to problems, works efficiently, identifies cost savings, always looking for ways to improve the college.</p>	 <p>Paul James, Director of Facilities</p>	

2020 Graduation During the COVID-19 Pandemic (Obj. 3) – The College congratulates the bi-annual graduates of 2020! These students overcame a lot this year as they accomplished their goals among challenging times. Creativity was crucial as the Graduation Committee successfully planned and carried out in-person graduation following CDC guidelines. Students' walked through' on August 10 and 11, where students and their families were assigned specific times to be recognized individually. It was a great success, and students expressed their appreciation for the unique way their great accomplishment was acknowledged and celebrated.



Getting "Social" in the Spotlight with Student Success & Achievement (Obj. 3,7) –

- Mia Hilton, Fashion Merchandising and Development graduate, just launched four custom pieces for Gi's Boutique summer collection. Mia has worked her fingers to the bone on this collection and spent countless hours and late nights making sure every detail was perfect!



- Chef Mike, a Culinary Arts graduate, was recently featured on Fox31 news for his mouth-watering BBQ. He is running a successful food truck business in Littleton, Colorado, called [Turntable BBQ](#)!



- Emma Bess, Master Esthetics graduate, recently received the Esthetician of the Year award from Massage Envy. (September 2020)



Logan City Fire Department Hires 10 BTECH Students (Obj. 3) – In July, the Logan City Fire Department had the difficult task of filling ten new positions for their department. It was an unprecedented event, hiring this many firefighters at one time! What was even more exciting was that all ten recruits had ties to Bridgerland Technical College. They all received Fire and Rescue Services or Emergency Medical Technician training from programs at Bridgerland Technical College.



Paramedic Celebrates First Graduating Class (Obj. 3) – The Paramedic program had its first graduation on April 24, 2020. This was a walk-through graduation as COVID prevented a standard graduation. Congratulations to all of the graduates on finding employment in the field! Except for one who moved to Georgia, all were hired by Logan City Fire Department.

Entrance to the 1170-hour Paramedic program involves a competitive application process. Applicants are required to have an EMT or AEMT certification. They must also complete the following prerequisite courses:

- EMSP 1010: Anatomy & Physiology for Public Service (60 hours)
- MEDA 1105: Medical Terminology (60 hours)
- FIRE 1110: English for Public Service (60 hours)
- FIRE 1120: Math for Public Service (75 hours)



Once accepted, students complete ten months of coursework and clinical experiences encompassing the cognitive, psychomotor, and affective domains. Upon completion of the program, students obtain a recommendation by the department head or medical director to complete a written and practical certification exam through the National Registry. This exam must be passed to be licensed by the state.

Business Technology Students Lead Food Drive (Obj. 3) – Students in the Business Leadership class in Business Technology learn leadership skills by participating in the organization of an activity of their choice. They analyze leadership styles, become familiar with their own strengths and weaknesses, develop self-confidence, and enrich others' lives through service.

As students in this class brainstormed the community's needs, it became clear what their priority would be. They kicked off a drive for the Food Pantry on September 14, 2020, that lasted nearly two weeks. This campaign involved the entire College as they placed receiving boxes around the campuses to gather items in desperate need, such as baking, canned, and boxed goods. Their efforts are appreciated! Setting up a food pantry drive is a big undertaking. Not only did they grow individually in their leadership skills, they learned a great deal about teamwork and recognized their ability to elevate the community for years to come.

Policy Change Reduces Barrier to Enrollment (Obj. 3) – The BTECH Board of Trustees implemented a change to Policy 604 Admissions, Enrollment, & Registration in the August 24, 2020, Board Meeting to reduce barriers to enrollment. By policy, students at least 16 years of age were allowed to enroll for high school courses. This new change extended this age limit to read, "Students must either be currently enrolled or eligible to enroll in grades 9-12 in a public or private school in Utah." Increasing the pipeline at an earlier age allows students to participate in attainable pathways and certificate completion during high school or shortly thereafter. The College is excited to welcome a more diverse group of students by providing better access to support business and industry as their needs for graduates are ever constant.

BTECH Database Specialist Develops COVID-19 Contact Tracing Tool (Obj. 4) – Contact tracing slows the spread of COVID-19 and helps protect faculty, staff, students, and the community by communicating when an individual has been exposed. The College recognized the need for a tool to assist with contact tracing and Matt Smith, the College's Database Specialist, knew just what to do! This new tool was developed and improved by Matt and the Instruction Team. This tool is accessed through a QR code at each entrance, and a link is available on the btech.edu Web site.

Utah Board of Higher Education (UBHE) Develops Committees (Obj. 5) – The Utah Board of Higher Education, chaired by Harris Simmons, started the following committees to address the challenges facing higher education. Such discussions include equity, diversity, and inclusion work within the System, state scholarships, Utah College Access Advising, shared services, and more.

- Finance & Facilities Committee
- Academic Education Committee
- Student Affairs Committee
- Technical Education Committee

Administrative leadership at BTECH is actively participating in these crucial meetings to further the UBHE initiatives, build partnerships, and expanding pathways with other colleges and universities. This collaboration will strengthen the schools and the System as all entities work together, embrace differences, and support each other in the common goal of student success.

Mustang Restoration Project Completed on Donated Car (Obj. 5) – The Auto Collision program recently showcased their newly refurbished 1966 Ford Mustang convertible. This car was donated to Bridgerland Technical College by Kris Dobson. She brought the baby blue car to Bridgerland in 2013 with confidence that the faculty and students could bring this car back to life. Over the years, approximately 60 students were able to work on the car in one way or another. It has now been completely restored and will be showcased in community events.



Learn & Work in Utah Grant (Obj. 6) – Wendy Carter, Executive Vice President & Provost, submitted an application for the Learn and Work Grant (Pathway to Recovery, CARES Act), on July 31, 2020, to be used for student scholarships. The Governor's Office of Economic Development approved the application and awarded \$386,050 to current and future BTECH students. BTECH staff is working hard to ensure students will greatly benefit from this generous award, which will need to be expended by December 1, 2020. In October 2020, the College has disbursed \$328,877 to 123 students and has used \$37,494 to enhance technology practices (Chromebooks, laptops, webcams, headsets, video lighting, etc.)

Assistant to the Chief Development Officer/Keys to Success Program Coordinator (Obj. 6) – Shelley Jones has recently joined the ranks at Bridgerland as the Assistant to the Chief Development Officer. In addition, Shelley is the new Keys to Success Program Coordinator. She has found herself incredibly busy learning all the facets that go with donations, sponsors, and scholarships. We are excited to have her on board!

Foundation Scholarships (Obj. 6) – To date, the Bridgerland Foundation Board has financed 18 scholarships. Of those 18 scholarships, 15 students received \$500, 2 students received nearly \$250, and 1 student received \$750 for a grand total of nearly \$8,650. These scholarships are periodically offered to Bridgerland students based on need and circumstances. The board reviews applications and determines an appropriate amount to assist these students. Thank you to the Foundation Board for the continued support and assistance!

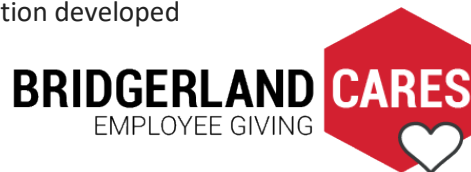
COVID Emergency Funding/Scholarship Assistance (Obj. 6) – Over the past seven challenging months of the pandemic, the College has been able to distribute nearly \$600,000 in student assistance for tuition, fees, and living expenses. These funds have allowed students to continue progression in their certificate programs without interruption. Support funding was provided by private donors, UTECH Scholarships, and Pathway to Recovery Scholarship Funding for COVID Relief.

Corporate Sponsorship Summary (Obj. 6) – During these unprecedented times, the generosity of corporate sponsors and the community has astounded the College, and we can't begin to express our appreciation. Bridgerland has received over \$40,000 to assist with providing scholarships and purchasing facemasks. Additionally, a huge shout out to those who have provided gift-in-kind donations as follows:

- ICON Health and Fitness (Masks)
- JBS (Masks)
- Niagra Bottling (Water Bottles)
- Walt USA (Masks)



Bridgerland Cares – New Fund Supports Employees Experiencing Difficult Times (Obj. 6) – Many of our employees have, and will, endure trauma that rocks us to the core. During challenging times, we often wonder what we can do to lighten the load of our fellow co-workers. Administration developed the "Bridgerland Cares" fund, an employee giving opportunity where 100% of the funds are used to care for the "Bridgerland Family" during difficult times. A committee was identified to review and approve the disbursement requests to ensure appropriate use of funds.



Employees are given the opportunity to accept the challenge to build the fund by giving a lump sum or choosing to donate monthly through payroll. In just a few months, over 35 employees have chosen to donate monthly

and the fund has accumulated over \$3,000. Disbursements have been made and we are confident this fund will help change lives and become an integral part of our workplace culture.

Meat Services Participates in the FFA Meat Cutting Clinic and the Cache County Fair (Obj. 7) – This year, the Meat Services program sponsored the Star Class Show for the Cache County Fair at the Junior Livestock Show. This event is not only a big part of the community, but also something Jason Rindlisbacher, Department Head, is passionate about. Jason has volunteered at the animal show as part of the committee for the Junior Livestock Show for over 15 years now. Jason sees this as a great way to promote the value of technical education and meat cutting. He said, "Watching the young people grow from year to year in their knowledge and abilities is my favorite part of the competition."



Jason currently has four students who previously showed sheep and goats. He said, "These are the type of kids that excel in meat cutting so it is important to recruit in this environment." The College appreciates Jason and his passion for the industry.

In addition to the Fair, Meat Services hosted the FFA Meat Cutting Clinic for agricultural teachers in Northern, Utah. The College received the following feedback that really speaks well to the quality of instructor Jason is! "The information and training he provided was priceless..." "Jason was very professional and instructive in his method of presentation..." "Jason put on a phenomenal program..." "You are fortunate to have him at your school, he is an excellent educator."



INSTRUCTIONS

For Making Changes to the List of COE Approved Programs for Public Institutions and Job Corp Centers

June 13, 2019

The institution's list of COE Approved Programs includes all "active" programs that offer instruction for job entry or career advancement (regardless of the length of the program, whether or not it is an exit point of another longer program, or the credential offered). "Active" means that the program is advertised for the purpose of enrolling students, has a specific enrollment agreement or similar document that a student signs, and awards a specific credential. ALSO, the program meets one of the following conditions at any point in time: (a) currently has students enrolled; (b) has had students enrolled in the past 12 months; (c) has been approved by the Commission within the past 180 days; or, (d) is a secondary occupational program that currently has or may have post-secondary student enrollment.

All programs on the list of COE Approved Programs must be included in the institution's self-study document and FTE calculation. Institutions must also report completion, placement, and/or licensure pass rates for all programs on the list. (Reference the *Policies and Rules of the Commission*, Educational Program Policies of the Council.)

CHANGES MADE WITH A MINI FORM:

- Adding a New Non-Degree Program
- Increasing an Existing Program Length by 25% or More
- Changing the Mode of Delivery of an Existing Program
- Replicating an Existing Non-Degree Program (adding a program to an additional COE-approved campus)
- Relocating an Existing Non-Degree Program (moving a program from one COE-approved campus to another COE-approved campus)

REQUIRED DOCUMENTATION

A letter of approval from all applicable state licensing or authorizing agencies, and/or district, county, and/or other agency/board that provides oversight for this program
OR a letter of exemption from having to gain approval from any such entity for this program

MUST accompany **ALL** program requests.

The approval must show the EXACT program name and program hours for which you are requesting COE approval.
Incomplete submissions will be returned. COE does not back-date approvals.

CHANGES MADE WITH A LETTER OF NOTIFICATION:

- Increasing an existing program length by less than 25%
- Decreasing an existing program length
- Changing an existing program name
- Deleting an existing program (permanently removing a program from the program list with no students currently enrolled) *
- Changing a CIP code

The Letter of Notification must state:

1. The approved program name, hours, and mode(s) of delivery (include required documentation)
2. The type of change being requested (include required documentation)
3. The name and address of each campus where the program is approved
4. Whether or not an existing COE-approved Secondary-Only or Combined Postsecondary/Secondary program is affected
5. The proposed implementation date of the change

* Programs that have not had students enrolled for 12 consecutive months must be deleted.

Teach-Out: The process of permanently closing (deleting) a program that currently has students enrolled. Submit either an Institutional Teach-Out Form (for approval to conduct a teach-out *within* the institution) or a Two-Party Teach-Out Application (for approval to partner with an *outside* entity to conduct a teach-out).

Clock Hour/Credit Hour Conversion: Contact the Commission office for the appropriate application.

Email one PDF copy to Dwight.Pullen@council.org

A moratorium is placed on the acceptance, processing, and approval of ALL program requests beginning six months prior to the scheduled dates of an accreditation team visit through the last day of the visit.



MINI FORM

For Approval of Changes to the List of COE Approved Programs
for Public Institutions and Job Corps Centers

June 13, 2019

Email one PDF copy to Dwight.Pullen@council.org

Complete one form per program ~ Allow 6-8 weeks for initial review

Institution Name				Main Campus 6-Digit ID #	
Main Campus Address				Date of Next Accreditation Visit	
Chief Administrator			Email		
COE Liaison Officer			Email		
Telephone Number		Extension		Proposed Implementation Date	

ADD A NEW NON-DEGREE PROGRAM (see Notes)

The goal of this new program is to provide students with the knowledge and skills that lead to (check one of the following):

Job entry/career advancement
 Maintaining one's current professional occupation *
 Other

* COE considers this to be a *continuing occupational education program* and COE approval is not required.

Program Name					CIP Code	
Program Length	Clock Hours		Quarter Credit Hours		Semester Credit Hours	
Mode(s) of Delivery ~ Check all that apply						
<input type="checkbox"/> 100% Traditional Classroom	Distance Education (DE)				<input type="checkbox"/> Competency-Based Education	
	<input type="checkbox"/> Hybrid	<input type="checkbox"/> Less than 100% DE	<input type="checkbox"/> 100% DE			
Name/address of each campus where program is being added	1.					
	2.					
	3.					
Add a Secondary-Only program?						
Yes <input type="checkbox"/> No <input type="checkbox"/>						
If this is a new hybrid, distance education, or CBE program, date FINAL APPROVAL for the institution's INITIAL program with this mode of delivery was granted by the Commission						

25% OR MORE CHANGE IN LENGTH OF AN EXISTING PROGRAM

Program Name					CIP Code	
Approved Length				Proposed New Length		
	Clock Hours	Quarter Credit Hrs	Semester Credit Hrs		Clock Hours	Quarter Credit Hrs
Approved Mode(s) of Delivery ~ (Check ALL that apply)						
<input type="checkbox"/> 100% Traditional Classroom	Distance Education (DE)				<input type="checkbox"/> Competency-Based Education	
	<input type="checkbox"/> Hybrid	<input type="checkbox"/> Less than 100% DE	<input type="checkbox"/> 100% DE			
Name/address of each campus where program is approved	1.					
	2.					
	3.					
Is an existing COE-approved Secondary-Only program affected?						
Yes <input type="checkbox"/> No <input type="checkbox"/>						

**CHANGE IN MODE OF DELIVERY OF AN EXISTING PROGRAM (see Notes)**

Program Name						CIP Code	
Approved Mode(s) of Delivery ~ Check ALL that apply							
<input type="checkbox"/> 100% Traditional Classroom	Distance Education (DE)					<input type="checkbox"/> Competency-Based Education	
	<input type="checkbox"/> Hybrid	<input type="checkbox"/> Less than 100% DE	<input type="checkbox"/> 100% DE				
Program Length	Clock Hours		Quarter Credit Hours		Semester Credit Hours		
Proposed Mode(s) of Delivery ~ Check ALL that apply							
<input type="checkbox"/> 100% Traditional Classroom	Distance Education (DE)					<input type="checkbox"/> Competency-Based Education	
	<input type="checkbox"/> Hybrid	<input type="checkbox"/> Less than 100% DE	<input type="checkbox"/> 100% DE				
Name/address of each campus where program is approved		1.					
		2.					
		3.					
Is an existing COE-approved Secondary-Only program affected? Yes <input type="checkbox"/> No <input type="checkbox"/>							
If this is a change in mode of delivery to Hybrid, Distance Education, or CBE, date FINAL APPROVAL for the institution's INITIAL program with this mode of delivery was granted by the Commission							

**REPLICATE AN EXISTING NON-DEGREE PROGRAM**

Program replication is adding a COE-approved program to an additional COE-approved campus.

Program Name						CIP Code	
Program Length	Clock Hours		Quarter Credit Hours		Semester Credit Hours		
Approved Mode(s) of Delivery ~ Check ALL that apply							
<input type="checkbox"/> 100% Traditional Classroom	Distance Education (DE)					<input type="checkbox"/> Competency-Based Education	
	<input type="checkbox"/> Hybrid	<input type="checkbox"/> Less than 100% DE	<input type="checkbox"/> 100% DE				
Name/address of campus where program is approved							
Name/address of each campus where program is being replicated		1.					
		2.					
		3.					
Is an existing COE-approved Secondary-Only program affected? Yes <input type="checkbox"/> No <input type="checkbox"/>							

**RELOCATE AN EXISTING NON-DEGREE PROGRAM**

Program relocation is removing a COE-approved program from one COE-approved campus and adding it to another COE-approved campus.
 Note: Be sure to notify COE if a campus is closing and the institution is relocating its program(s) to a campus where it is not already approved.

Program Name						CIP Code	
Program Length	Clock Hours		Quarter Credit Hours		Semester Credit Hours		
Approved Mode(s) of Delivery ~ Check ALL that apply							
<input type="checkbox"/> 100% Traditional Classroom	Distance Education (DE)					<input type="checkbox"/> Competency-Based Education	
	<input type="checkbox"/> Hybrid	<input type="checkbox"/> Less than 100% DE	<input type="checkbox"/> 100% DE				
Name/address of campus where program is approved							
Name/address of campus where program is being moved							
Is an existing COE-approved Secondary-Only program affected? Yes <input type="checkbox"/> No <input type="checkbox"/>							

ATTESTATIONS

The institution must attest to **ALL** of the following criteria related to educational programs before approval will be granted.

Answer each attestation in relation to the proposed or existing program referred to on this application.

A. Admissions/Recruiting		YES	N/A
The institution's admissions policies and procedures are:			
1.	Clearly stated;		
2.	Consistently applied;		
3.	Non-discriminatory;		
4.	Published; and,		
5.	Consistently communicated to students.		
6.	For all students admitted to a Vocational English-As-A-Second-Language Program, the institution utilizes written admission procedures that comply with policies established by the Commission.		
7.	Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode.		
8.	Students admitted into Associate Degree programs have a documented high school diploma or its equivalent.		
9.	Orientation to technology is provided and technical support is available to all students.		
B. Programs			
Occupational education programs align with:			
1.	The mission of the institution; and,		
2.	The occupational needs of the people served by the institution.		
Each occupational education program has:			
3.	Clearly stated objectives;		
4.	Defined content relevant to those objectives and the current needs of business and industry;		
5.	Assessment of student achievement based on the program objectives and content; and,		
6.	Annual evaluation of its objectives.		
A systematic process has been implemented to document:			
7.	That the programs and content are current; and,		
8.	That coursework is qualitatively and quantitatively relevant.		
Three bona fide potential employers review each educational program annually and recommend:			
9.	Admission requirements;		
10.	Program content that is consistent with desired student learning outcomes;		
11.	Program length;		
12.	Program objectives;		
13.	Competency tests;		
14.	Learning activities;		
15.	Instructional materials;		
16.	Equipment;		
17.	Methods of program evaluation;		
18.	Level of skills and/or proficiency required for completion; and,		
19.	Appropriate delivery formats for the subject matter being taught.		
20.	The institution considers the length and the tuition of the program in relation to the documented entry level earnings of completers.		
21.	Courses required for the program are offered with sufficient frequency for the student to complete the program within the publicized time frame.		

B. Programs (Continued)			
Associate Degree programs offered must meet the following requirements:			
22.	The program is designed to lead graduates directly to employment in a specific career;		
23.	The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used and includes the specific career and technical education field (i.e. Associate of Applied Science in Veterinary Technology);		
24.	The program has a minimum of 60 semester hours or 90 quarter hours; and,		
25.	The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses, with a minimum of one course from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics.		
26.	For all coursework delivered via distance education: The institution's distance education courses and programs are identical to those on campus in terms of quality, rigor, breadth of academic and technical standards, completion requirements, and the credential awarded.		
Each program offered by the institution:			
27.	Is approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization;		
28.	Has continuous involvement of on-campus administrators and faculty in planning and approval;		
29.	Has varied evaluation methodologies that reflect established professional and practice competencies;		
30.	Is qualitatively and quantitatively consistent at each campus where it is offered;		
31.	Has measures of achievement of the student learning objectives;		
32.	Has individual student records, including period of enrollment, financial, and educational program records, permanently maintained by the institution at the main campus;		
33.	Is described in catalogs or brochures, and/or other promotional materials and includes tuition/fee charges, refund policies, admissions and academic requirements, information technology requirements, and employment requirements; and,		
34.	Provides for timely and meaningful interaction among faculty and students.		
35.	A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities.		
36.	For all coursework delivered via distance education: Faculty teaching distance education courses ensure timeliness of their responses (synchronously or asynchronously) to students' requests by following institutional requirements on response times of no more than 24 hours within the published operational schedule of the program/course.		
C. Instruction			
1.	Academic competencies and occupational skills are integrated into the instructional plan for each occupational program.		
2.	The instructional program provides instruction in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes.		
3.	The sequence of instruction required for program completion (lecture, lab, and work-based activities) is determined by desired student learning outcomes.		
The sequence of instruction required for program completion is used to:			
4.	Organize the curriculum;		
5.	Guide the delivery of instruction;		
6.	Direct learning activities; and,		
7.	Evaluate student progress in order to maximize the learning of competencies essential to success in the occupation.		
8.	Occupational advisory committees are appointed for each program to ensure that desirable, relevant, and current practices of each occupation are being taught.		
Each occupational advisory committee:			
9.	Consists of a minimum of three members external to the institution who have expertise in the occupational program;		
10.	Represents each service area covered by the program at each meeting (main campus and branch campus);		
11.	Has at least three external members who meet these criteria present at each meeting (with at least two physically present and one virtually present);		
12.	Meets at least twice annually;		
13.	Ensures that no fewer than that three months separate each official committee meeting; and		
14.	Follows an agenda and maintains typed minutes to document its activities, recommendations, meeting attendance, and demographic information for each member.		

C. Instruction (Continued)		
15.	Occupational advisory committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within this program to assure that students are provided sufficient opportunities to practice and gain competency with specific skills required for successful completion of the program.	
16.	Job-related health, safety, and fire prevention are an integral part of instruction.	
17.	To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation.	
18.	All instruction is effectively organized as evidenced by syllabi, lesson plans, competency tests, and other instructional materials.	
19.	The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies.	
20.	For all coursework delivered via distance education: The institution directly verifies the currency and quality of all contracted courseware on an annual basis, is directly responsible for such currency and quality, and maintains curriculum oversight responsibility within all contracts.	
21.	For all coursework delivered via distance education: Each course/program has in place a standardized template, course descriptions, learning objectives, course requirements (i.e. standard syllabus, outcomes, grading, resources, etc.), and learning outcomes in order to facilitate quality assurance and the assessment of student learning.	
22.	For all coursework delivered via distance education: The institution has processes in place to establish that the student who registers for a distance education course or program is the same student who participates in the course or program and receives academic credit (with methods such as secure logins, pass codes, or proctored examinations).	
23.	For all coursework delivered via distance education: The institution monitors student progress and participation by means such as course management systems that provide student time online, frequency of logins, electronic footprints, electronic grade book, and percentage of course completed.	
Written agreements with work-based activity agencies, if any:		
24.	Are current;	
25.	Specify expectations for all parties; and,	
26.	Ensure the protection of students.	
27.	Each work-based activity has a written instructional plan for students.	
28.	The written instructional plan for each work-based activity specifies the particular objectives, experiences, competencies, and evaluations that are required.	
29.	The written instructional plan for each work-based activity designates the on-site employer representative responsible for guiding and overseeing the students' learning experiences and participating in the students' written evaluations.	
30.	All work-based activities conducted by the institution are coordinated by a designated institutional employee possessing appropriate qualifications.	
D. Other Criteria		
1.	This program has been approved by all applicable state licensing or authorizing agencies, and/or district, county, and/or other agencies/boards that provide oversight for this program.	
2.	A copy of the approval from each applicable state licensing or authorizing agency, and/or district, county, and/or other agency/board that provides oversight for this program is attached .	


NOTES

The institution must receive FINAL approval by the Commission for Institutional Distance Education and for its initial hybrid/distance education program before implementation of programs with this mode of delivery. Once final approval has been granted, the institution may submit a Mini Form for subsequent programs with this mode of delivery.

Traditional Program – A program that requires 100% of its required instructional hours to be completed on campus.

Hybrid Program – A program that makes available less than 50% of its required instructional hours via distance education.

Distance Education Program – A program that makes available 50% or more of its required instructional hours via distance education.

APPLICATION CERTIFICATION AND DISCLOSURE STATEMENT	
I certify that all information relative to this application is true and correct.	
	
Signature of Chief Administrator	Date

Utah Nursing Assistant Registry

450 Simmons Way #700
Kaysville, UT 84037
(801) 547-9947 | unar@davistech.edu

Approved Training Programs

Arrowhead C.N.A. Training of Payson
875 East 100 North #4
Payson, UT 84651
801-822-8177 | arrowheadcna@gmail.com
www.arrowheadcna.com

Avalon Healthcare CNA Training Program
Woodland Park Care Center
3855 South 700 East
Salt Lake City, UT 84106
385-209-6900

Bridgerland Technical College
1301 North 600 West
Logan, UT 84321
435-753-6780 | 866-701-1100 (toll free)
www.btech.edu

CCCNA
7200 South State Street
Midvale, UT 84047
801-599-4780 | 801-968-2262
www.cccna.com

Danville CNA Course
7351 S. Union Park Ave., Suite 100
Midvale, UT 84047
801-316-1131

Davis Technical College
550 East 300 South
Kaysville, UT 84037

Plan/Policy Number	Name	Notes
PLANS & POLICIES		
Jim White - Student Support Services		
Policy 339	Sexual Harassment	Implementation of Policy 533 Title IX and Protection from Sex Discrimination initiated alignment of other existing College policies.
Policy 603	Social Security Numbers	The transision of the Student Information System to Jenzabar automated the assignment of student ID numbers. Clarifications on the use of Social Security Numbers for 1098T distribution is provided.
Policy 604	Admissions, Enrollment, & Registration	The Utah Division of Occupational and Professional Licensing (DOPL) requires students be informed of the College "readmission" process.
Policy 607	Nondiscrimination	Implementation of Policy 533 Title IX and Protection from Sex Discrimination initiated alignment of other existing College policies.
Policy 612	Sexual Misconduct	Implementation of Policy 533 Title IX and Protection from Sex Discrimination initiated alignment of other existing College policies.
Policy 615	Gradings/Ratings and Courses	Clarification that an Incomplete "I" grade will automatically transition to a Withdrawal "W" after 90 days. A "W" is assigned rather than an "F" because with the competency-based methodology, a student must have completed a majority of the coursework at a passing rate to earn a temporary "I" grade.
Policy 650	Student Records	The College implemented a Retention Schedule to provide a clear, effective communication tool for the retention of records. This policy now reflects those changes.
Policy 692	Student Records Access Procedures	Inactivate this policy to reduce redundancy. Policy 650 covers all items needed for student records.

NUMBER: 339

SUBJECT: SEXUAL HARASSMENT

APPROVAL DATE OF LAST REVISION: JANUARY 24, 2011

SOURCES: EQUAL OPPORTUNITY COMMISSION REGULATIONS; TITLE VII OF THE CIVIL RIGHTS ACT, SECTION 703

PAGE 1 OF 4

339.1 – POLICY

In accordance with the Equal Employment Opportunity Commission's (EEOC's) regulations and amended guidelines of November 1980, Bridgerland Technical College (BTECH) has an established policy to address sexual harassment in the workplace ~~and classroom setting~~. Sexual harassment is a violation of Section 703 of Title VII of the Civil Rights Act of 1964, which holds employers responsible for seeing that this type of behavior does not occur.

Sexual harassment of any employee, student, ~~or~~ recipient of the services of ~~the College, or non-employees (including service contractors)~~ Bridgerland is absolutely forbidden. Anyone who feels that he or she is the victim of sexual harassment ~~or any supervisor or manager who is made aware of an alleged incident of sexual harassment~~ should ~~must~~ take immediate action to ~~resolve~~ report the matter. Title IX of the Higher Education Amendments prohibits sexual harassment in an educational institution. College Policy 500.533 Title IX and Protection from Sex Discrimination prohibits discrimination on the basis of sex, including sexual harassment; details how to report a violation; describes resources and supportive measures. Although this policy may be relevant, Policy 533 shall govern.

~~Any individual may contact administration (President, any Vice President, any Department Head, and/or Payroll/Controller's Office) for advice, counseling, or clarification leading to an informal resolution of the matter. If an informal resolution is not accomplished or is not possible, further action, including the filing of a complaint and undertaking a formal inquiry/investigation, may be taken to facilitate a resolution pursuant to this policy following the procedures outlined in Section 300.305 of the Policy Manual.~~

For questions regarding **other forms of** workplace harassment, please review Section 300.321, Employee Right – **Free From Mistreatment**.

339.2 – DEFINITION SEXUAL HARASSMENT DEFINED

Sexual harassment is defined under the EEOC guidelines to Title VII as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when:

- a) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or a student's academic success;
- b) submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such individuals; or
- c) such conduct **has the purpose or effect of** unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or learning environment.

The victim as well as the harasser may be any gender. The victim does not have to be of a different gender. Harassment does not have to be of a sexual nature, and can include offensive remarks about a person's gender.

Bridgerland Technical College further defines sexual harassment as conduct that may include, but is not limited to, the following:

- d) Unwelcome sexual advances.
- e) Requests for sexual favors, whether or not accompanied by promises or threats with regard to the employment **or academic** relationship.
- f) Other verbal or physical conduct of a sexual nature made to any employee or student that may threaten or insinuate, either explicitly or implicitly, that an employee's or student's submission to or rejection of the sexual advances will in any way influence any personal decision regarding that person's employment, evaluation, wages, advancement, assignment, duties, shifts, or any other condition of employment or any condition of a student's academic performance.
- g) Any verbal or physical conduct of a sexual nature that has the purpose or effect of substantially interfering with the employee's ability to do his or her job **or the student's ability to learn**.

NUMBER: 339

SUBJECT: SEXUAL HARASSMENT

APPROVAL DATE OF LAST REVISION: JANUARY 24, 2011

SOURCES: EQUAL OPPORTUNITY COMMISSION REGULATIONS; TITLE VII OF THE CIVIL RIGHTS ACT, SECTION 703

PAGE 2 OF 4

- h) Any verbal or physical conduct that has the purpose or effect of creating an intimidating, hostile, or offensive working or learning environment.
- i) Dating relationships between adults and minors **as defined by law.** ~~(over 21) employees or students, and employees or students under the age of 18.~~
- j) Other sexually harassing conduct committed in the workplace **or education setting** ~~by supervisors or non-supervisory personnel~~, whether physical or verbal. This conduct may include, but is not limited to:
 - i. commentary about an individual's body;
 - ii. the use of sexually degrading words to describe individual;
 - iii. offensive comments;
 - iv. color language or jokes;
 - v. innuendos; and
 - vi. sexually suggestive objects, books, magazines, photographs, cartoons, pictures, or other visual material.

The College prohibits ~~any supervisor or person of authority~~ **employees and non-employees with respect to sexual harassment**, from participating in any conduct prohibited by this policy in the work environment **or classroom setting.** **Sexual harassment in any form by supervisors or persons of authority is not acceptable.**

339.3 – PROCEDURES

339.3.1 – AWARENESS AND PREVENTION

In order to promote appropriate social interaction between men and women in the workplace and in the classroom, efforts will be made to sensitize employees and students to the nature of sexual harassment, including the range of behaviors associated with it, and College policy and procedures regarding it.

Toward this goal, this policy is available to all faculty, staff, and students. In addition, the Risk Management Committee will conduct ongoing training in the prevention of sexual harassment and will provide additional training with specialized focus or to specific groups upon request.

339.3.2 – FILING A COMPLAINT

Bridgerland has established a complaint procedure to handle **various all** types of **employee** discrimination complaints, ~~including sexual harassment~~ see Policy 300.305 **Discrimination Complaints of the policy manual for these procedures.** **For complaint procedures involving sex discrimination, including sexual harassment, see Policy 500.533 Title IX and Protection from Sex Discrimination.**

339.3.3 – INVESTIGATION OF REPORTED INCIDENTS

The appropriate authority will investigate all reported incidents. ~~Bridgerland intends that the following principles will govern all sexual harassment investigations:~~ Interviews may be conducted with the parties involved, supervisors, and any other employees or parties who may provide helpful information. Interviews and all other investigatory activities will be conducted with the utmost discretion and respect for the privacy of all parties. The appropriate authority will attempt to maintain confidentiality throughout the investigation. ~~(refer to Section 300.305 of the Policy Manual).~~

339.3.4 – RETALIATION

An individual who has been named as an alleged offender may not retaliate in any way against either the complainant or witnesses ~~involved in investigations.~~ Retaliation is strictly forbidden by the EEOC's **Equal Employment Opportunity Commission** sexual harassment guidelines. ~~under Title VII.~~

NUMBER: 339

SUBJECT: SEXUAL HARASSMENT

APPROVAL DATE OF LAST REVISION: JANUARY 24, 2011

SOURCES: EQUAL OPPORTUNITY COMMISSION REGULATIONS; TITLE VII OF THE CIVIL RIGHTS ACT, SECTION 703

PAGE 3 OF 4

339.3.5 – DISCIPLINARY ACTIONS

If the investigation shows that an employee has engaged in prohibited or unlawful harassment or retaliation, appropriate action will be taken (refer to Policy 300.311 Disciplinary Procedures).

339.3.6 – CONSENSUAL RELATIONSHIPS

339.3.6.1 – Consensual relationships between a supervisor and an employee, or between a faculty member and a student, are discouraged due to the imbalance of power that exists. The party with lesser authority or power may fear reprisal or retaliation if he or she rejects the amorous or sexual requests. Should a complaint of sexual harassment be filed, the party with the greater authority may not be able to use perceived mutual consent as the sole defense if the relationship is considered "unwelcome" by the party filing the complaint.

339.3.6.2 – Consensual relationships between employees who are on essentially the same level in the organization structure or are in substantially different departments is considered to be between the individuals involved. However, complaints from either party in alleged consensual relationships will still be investigated and all decisions will be based on the facts and circumstances of the particular situation or situations. As such, employees who have mutually decided to pursue a consensual relationship with another College employee should maintain the highest level of professionalism and conduct while at work and should maintain adequate personal records so that any future investigation, should one be required, will have sufficient information on which to base a decision.

339.3.6.3 – Consensual relationships between ~~two (2)~~ employees who are in substantially the same department are also considered to be between the individuals involved. However, complaints from either party in alleged consensual relationships will still be investigated and all decisions will be based on the facts and circumstances of the particular situation or situations. It is recommended that employees in this situation have a confidential discussion with their immediate supervisor to notify him or her of their intent to pursue a mutually consensual relationship. The supervisor's role in this discussion is merely to accumulate documentation of the parties' intent to pursue a mutual consensual relationship and not to encourage or discourage the consensual relationship. The supervisor is encouraged to remind the involved employees of their responsibilities to maintain the highest level of professionalism and conduct while at work so that their actions do not interfere with their work duties or negatively affect the other employees in that department or at the College.

339.3.6.4 – Consensual relationships between an employee and a student are generally discouraged and are strictly forbidden when such a relationship would violate any local, state, or federal law. The intent to pursue a consensual relationship between an employee and an adult student (~~over the age of 21~~) should be confidentially discussed with the employee's immediate supervisor. The purpose of this discussion is to verify and document the parties' intent to pursue a mutual consensual relationship and not to encourage or discourage the consensual relationship. The supervisor is encouraged to remind the involved parties of their responsibility to maintain the highest levels of professionalism and conduct while at work **and in the classroom** so that their actions do not interfere with legitimate business **or academic** interests. If at any time, either party to a potential consensual relationship desires to discontinue the relationship, the employee must immediately respect that desire and must also confidentially inform their respective immediate supervisor of this change. The purpose of this notification is to identify and document the time when the desire to pursue a consensual relationship no longer exists. The supervisor is encouraged to remind the employee of their responsibilities to comply with the provisions of ~~this the~~ sexual harassment policy **as well as other school policies that may be affected.**

339.4 – RESPONSIBILITY

339.4.1 – COLLEGE ADMINISTRATION, ~~PRESIDENT, VICE PRESIDENTS,~~ DEPARTMENT HEADS, AND SUPERVISORS

College administration, ~~The President, Vice Presidents,~~ department heads, and supervisors are responsible for receiving ~~all~~

NUMBER: 339

SUBJECT: SEXUAL HARASSMENT

APPROVAL DATE OF LAST REVISION: JANUARY 24, 2011

SOURCES: EQUAL OPPORTUNITY COMMISSION REGULATIONS; TITLE VII OF THE CIVIL RIGHTS ACT, SECTION 703

PAGE 4 OF 4

complaints and forwarding them to the appropriate authority for investigation according to governing policy.

339.4.2 – EMPLOYEES

It is the obligation of all employees to guarantee the rights and dignity of other employees and to be responsible for responding to allegations of sexual harassment or perceived sexual harassment according to the guidelines in this policy. If they become aware of situations within their area which violate this policy, they should immediately notify the appropriate authority as per governing policy.

339.4.3 – INDIVIDUALS BEING SUBJECTED TO SEXUAL HARASSMENT OR PERCEIVED SEXUAL HARASSMENT

A victim of sexual harassment does not have to be the person harassed but could be anyone affected by the offensive conduct. Individuals who feel they have been subjected to sexual harassment or gender discrimination should do the following in addition to following the complaint procedures outlined in Section 339.3.2 above.

- a) Continue to report to work.
- b) Verbalize disapproval of the action to the perpetrator or appropriate authority the perpetrator's supervisor if that would be more comfortable and request that it cease. ~~where communicating this to the perpetrator or supervisor would not be uncomfortable or escalate the situation in the opinion of the individual(s) who feel they may have been subject to this harassment.~~ (The purpose of this step is to provide a mechanism for affected individuals to communicate that conduct from an employee or student is unwanted or offensive. This step is not intended in any way to limit or bypass an the investigation process or to be used as a defense for the perpetrator. It is intended to inform employees and students of their right, not their responsibility, to verbalize to the perpetrator or supervisor that a particular behavior or action is creating a hostile work or learning environment.)
- c) Document the occurrence. This may include, but is not limited to, notes regarding actions or perceived violations, dates and times, identification of witnesses or potential witnesses, or any other information that may be considered pertinent.

339.4.4 – RECORDS

A separate, protected record of all sexual harassment complaints under this policy will be maintained and stored in an administrative office or in the possession of an authorized official. Removal or disposal of records in the protected file may only be done with the written approval of the President and only after the minimum timelines specified herein have been met.

- a) Records will be kept for a minimum of three years from the resolution of the complaint or investigative proceeding.
- b) Separate files related to sexual harassment complaints will not be kept by supervisors or other staff.
- c) All information will be classified and protected.
- d) The Utah Government Records Access and Management Act (GRAMA), Section 63-2-304, will be followed.
- e) Only the President, when in compliance with the requirements of the law, will release information contained in the sexual harassment file.
- f) Participants in sexual harassment proceedings will treat all information as confidential and protected.

NUMBER: 603
SUBJECT: SOCIAL SECURITY NUMBERS
APPROVAL DATE OF LAST REVISION: JANUARY 24, 2011
PAGE 1 OF 1

603.1 – POLICY

In accordance with the Privacy Act of 1974, applicants for admission and enrolled students are advised that the requested disclosure of their Social Security Account Number (SSAN) ~~to the Student Services Office~~ is voluntary. Students ~~who do not provide Bridgerland Technical College (BTECH) with a SSAN will be~~ **are** assigned an institutionally generated, student-specific number (**Student ID**).

~~This~~ **The Student ID number (or the SSAN)** will be used as follows: (1) to identify such student records and applications for admission, registration or enrollment documents, competency/completion reports, and permanent records; and (2) to determine eligibility, certify school attendance, and report student status.

~~No student's SSAN will be disclosed to individuals or agencies outside BTECH except in accordance with Section 600.695, Student Records Privacy, of the Policy Manual.~~

603.2 – EXCEPTION

For 1098-T reporting purposes, students will be asked to provide their Social Security Number on either Form W9S or a substitute form (BTECH enrollment application). In order for ~~the College~~ **BTECH** to comply with the 1098-T reporting requirements, students are required to provide the institution with their Taxpayer Identification Number (TIN), which in most cases is a student's Social Security Number.

NUMBER: 604

SUBJECT: ADMISSIONS, ENROLLMENT, REGISTRATION, & READMISSION

APPROVAL DATE OF LAST REVISION: AUGUST 15, 2005; MARCH 2, 2009; JANUARY 24, 2011; NOVEMBER 23, 2015; NOVEMBER 21, 2016; JUNE 19, 2017; JANUARY 22, 2018; JUNE 18, 2018; JUNE 17, 2019; JUNE 22, 2020; AUGUST 24, 2020

PAGE 1 OF 3

604.1 – PURPOSE

Bridgerland Technical College (BTECH) offers a variety of programs/courses for post-secondary, secondary, and short-term students. Students must adhere to the requirements as outlined in this policy to admit, enroll, and register for programs/courses.

604.2 – DEFINITIONS

Admissions: The first stage in the process of attending the College. Students must fill out the online Admissions Form and submit the form. This step is only used to set a student up in the database and to ensure student's records are not duplicated.

Enrollee: A person who is admitted to the institution and attends classes in pursuit of completing a program for a minimum time period as specified by institutional policy. (For purposes of measuring outcomes, an institution does not have to report a student as an enrollee if the institution refunds 100% of any tuition and fees that the student may have paid.)

Enrollment: Upon processing of the admissions form, certificate-seeking students will receive additional pre-enrollment information. Once all program pre-enrollment requirements (e.g., programmatic assessment) are met, students will visit with a Student Services representative to establish a program start date, hours of attendance, and payment options. Enrollment for secondary students seeking training at the College is completed after authorization from the students' high school is received.

Registration: The process in which a student becomes an active participant in a course. Tuition and fees are generated at the time of registration and can be accomplished either online or in person.

604.2.1 – ENROLLMENT OBJECTIVES

- **Basic Skills:** A student who is enrolled in basic instruction areas such as reading, language arts, and mathematics necessary for student success in a chosen career and technical education or job-related program.
- **Career Advancement:** A student who registers for course(s) that are part of an accredited program designed to enhance existing knowledge and skills necessary for career advancement. Students must be employed in a related field.
- **Certificate-Seeking (post-secondary):** A student who is not a secondary student who is enrolled in an approved program and who has indicated an intent to earn a program certificate.
- **Continuing Education:** Supplemental mission-related training offered to meet student and employer needs for career or continuing education, but also allow students to expand their knowledge in subjects of interest.
- **Personal Interest:** A student who is enrolled for personal interest reasons that are unrelated to a career.
- **Secondary:** A student currently enrolled in high school completing career training provided by the College.

604.3 – POLICY

Any student who has a technical career objective and a high school diploma or its recognized equivalent (e.g. GED) is eligible to enroll in a certificate program following the procedures below.

NUMBER: 604

SUBJECT: ADMISSIONS, ENROLLMENT, REGISTRATION, & READMISSION

APPROVAL DATE OF LAST REVISION: AUGUST 15, 2005; MARCH 2, 2009; JANUARY 24, 2011; NOVEMBER 23, 2015; NOVEMBER 21, 2016; JUNE 19, 2017; JANUARY 22, 2018; JUNE 18, 2018; JUNE 17, 2019; JUNE 22, 2020; AUGUST 24, 2020

PAGE 2 OF 3

604.4 – PROCEDURES

Most post-secondary certificate programs/courses at the College will operate on an open-entry/open-exit basis and most secondary courses will operate on an open-entry basis. This means students may enroll at any time during the year, on a space-available basis. In addition to post-secondary and secondary programs/courses, students may choose to enroll in continuing education, personal interest, and basic skills short-term courses generally offered during the four calendar quarters each year.

College admissions and/or course registration can be accomplished either online or in person at the Logan and Brigham City campuses.

604.4.1 – CERTIFICATE-SEEKING (POST-SECONDARY)

To be enrolled in a Post-Secondary, Certificate-Seeking program, a student must:

1. have a high school diploma or its recognized equivalent (e.g. GED)* and be 16 years of age or older
2. complete an Admissions Form, either online or in person
3. complete additional programmatic requirements (i.e., academic assessments, preadmission courses, certifications, etc.) of the chosen program (if applicable)
 - a. Some programs may allow students to waive the academic assessments with an ACT (with a minimum score of 17) or SAT (with a minimum score of 930) within four years of date of enrollment
 - b. Secondary students who successfully complete two trimesters, or one semester with a B grade or higher may waive the academic assessments or preadmission courses unless they are required for a competitive application program. For this to apply, the student must enroll in the post-secondary certificate program attended during high school within one year of secondary graduation.
4. meet with a Student Services representative to enroll in the chosen certificate program, choose a designated start date (typically the first Monday of each month as outlined in the public calendar), and make arrangements for payment
5. register for courses either online or in person as directed by the program faculty; as each course is completed, students will continue registering for the next course(s) until all required courses are completed

Students receiving financial aid will need to provide evidence of sponsorship at the time of registration.

*Potential students who do not have a high school diploma or its recognized equivalent may:

1. take and pass the GED test, which is available at the College **OR**
2. enroll in the GED Preparation Course and take and pass the GED test.

604.4.2 – SECONDARY

Prior to enrollment at the College, a secondary student should receive counseling at their high school to ensure the student is enrolling in an appropriate program, has the aptitude to succeed in the program, and understands the requirements of their program of choice.

NUMBER: 604

SUBJECT: ADMISSIONS, ENROLLMENT, REGISTRATION, & READMISSION

APPROVAL DATE OF LAST REVISION: AUGUST 15, 2005; MARCH 2, 2009; JANUARY 24, 2011; NOVEMBER 23, 2015; NOVEMBER 21, 2016; JUNE 19, 2017; JANUARY 22, 2018; JUNE 18, 2018; JUNE 17, 2019; JUNE 22, 2020; AUGUST 24, 2020

PAGE 3 OF 3

To be enrolled for high school courses, a student must:

1. complete the online High School Admissions Form
2. visit with their high school counselor about attending; students must either be currently enrolled or eligible to enroll in grades 9-12 in a public or private school in Utah and authorized to attend by their counselor or their designee*
The enrollment will be generated by the Student Services Office at the College for the beginning of each trimester/semester with information provided by their high school counselor

Students are required to follow the program rules established by their instructor as well as the general rules outlined on the College Web site.

Registration for secondary students during a regular school day is performed at the students' high school. Secondary students seeking short-term training outside of a regular school day must first follow the Secondary admissions procedures outlined in this policy and then register in person at the Logan or Brigham City campus.

Secondary students that are residents of the State of Utah may attend tuition free. Some courses have fees that students are responsible to pay.

604.4.3 – CONTINUING EDUCATION, PERSONAL INTEREST, BASIC SKILLS

To be enrolled as a student seeking these courses, a student must:

1. complete the Admissions Form, either online or in person, in Student Services
2. choose course(s) and complete online registration
3. pay all tuition and fees at the time of registration
4. pay a late fee if registering after the first day of class

604.4.4 – CAREER ADVANCEMENT

To be enrolled as a student seeking Career Advancement training, a student must:

1. complete the Admissions Form, either online or in person, in Student Services
2. provide documentation of employment and that current employment is related to the program of study
3. pay all tuition and fees at the time of registration

Enrollment as a career advancement student is on a space available basis. Courses taken will be determined through advisement with program instructional staff.

604.5 – READMISSION

Any student who has been suspended, terminated, or barred from entry to the College, may request in writing for readmission consideration after a predetermined length of time and/or completion of provisions established during the dismissal process. Students must have paid all outstanding tuition and/or fees to submit a request.

The written request will be reviewed by the instruction, security, and/or administrative team. The student will be notified in writing of the decision.

NUMBER: 607
SUBJECT: NONDISCRIMINATION
APPROVAL DATE OF LAST REVISION: JANUARY 24, 2011; JUNE 17, 2019
SOURCE(S): SEE REFERENCES BELOW
PAGE 1 OF 1

607.1 – REFERENCES

- Titles VI and VII of the Civil Rights of 1964
- Title IX of the Higher Education Amendments of 1972
- Sections 503 and 504 of the Rehabilitation Act of 1973
- Americans with Disabilities Act (ADA);
- Vietnam Era Veterans' Readjustment Assistance Act of 1974;
- Executive Order 11246 (as amended)
- Campus Sexual Violence Elimination Act (SaVE) – reauthorization of Violence Against Women Act of 2013
- Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act
- Utah Anti-Discrimination Act and others as applicable.

607.2 – POLICY

Bridgerland Technical College (BTECH) is committed to an environment free from harassment and other forms of discrimination. This policy is in accordance with applicable federal, state, and local laws, orders, and policies.

Bridgerland Technical College employees and students cannot, because of the basis of race, color, national origin, religion (in three broad areas, affiliate with a certain religious organization, belief is a religious belief even though unaffiliated with organized religion, and finally non-believer), sex (including gender identity, sexual orientation, pregnancy and where sexual harassment becomes illegal), age (typically 40 or older), disability (ADA), genetic information, military status, or citizenship and immigration status, refuse to hire, discharge, promote, demote, terminate, discriminate in compensation, or discriminate regarding terms, privileges, or conditions of employment or enrollment, against any person otherwise qualified. BTECH does not discriminate against anyone with a known bloodborne and/or infectious disease. Employees and students also cannot discriminate in the classroom, training labs, or in on/off-campus, college-sponsored events and activities.

607.3 – INQUIRIES

Inquiries concerning this policy [Title VI](#), [Title IX](#), and [Section 504](#) may be referred to:

James White, Vice President of Student Services and Title IX Coordinator
Bridgerland Technical College
1301 North 600 West, Logan, Utah 84321
(435) 750-3186
jwhite@btech.edu

Or, the Office of Civil Rights, U.S. Department of Education, 1961 Stout Street, Denver, CO 80294.

607.4 – PROCEDURES

Any student who feels they may have been the victim of discrimination may follow the College grievance procedures outlined in Policy 608 Student Grievance.

NUMBER: 600.612

SUBJECT: SEXUAL MISCONDUCT

APPROVAL DATE OF LAST REVISION: NOVEMBER 23, 2015; JUNE 17, 2019

PAGE 1 OF 1

612.1 – PURPOSE POLICY

Bridgerland Technical College (BTECH) is committed to the creation and maintenance of an environment free from acts of sexual misconduct and to foster an environment of respect for the dignity of all members of the community. All forms of sexual misconduct harassment, including sexual harassment misconduct and sexual assault, interfere with this mission.

Policy 500.533 Title IX and Protection from Sex Discrimination prohibit discrimination on the basis of sex, including sexual harassment; details how to report a violation; and describes resources and supportive measures. Although this policy may be relevant, Policy 533 shall govern.

612.2 – POLICY

We encourage students to report sexual misconduct to a Department Head, Faculty Member, or Vice President, so we can address the effects of sexual misconduct, takes measures to stop any ongoing harassment, and prevents future harassment. Reporting and all follow up activity will be handled in a manner that protects the privacy and confidentiality of those involved.

612.3 – PROCEDURES / RESPONSE

When Bridgerland Technical College personnel learn of sexual misconduct, immediate and appropriate action will be taken to determine what occurred and promptly and effectively end sexual misconduct, prevent its recurrence, and address its effects even if the sexual misconduct is the subject of a criminal investigation. BTECH personnel will take steps to protect an individual filing a complaint. Retaliation against anyone reporting sexual misconduct or otherwise providing information about sexual misconduct is strictly prohibited.

NUMBER: 600.615

SUBJECT: GRADES/RATINGS AND COURSES

APPROVAL DATE OF LAST REVISION: AUGUST 15, 2005, JANUARY 24, 2011; NOVEMBER 23, 2015; JUNE 19, 2017; JUNE 22, 2020

PAGE 1 OF 2

615.1 – POLICY

All training at the College is *competency-based*. Competency-based education is learner-centered, allowing students to progress as skills and competencies are mastered. Grades and/or ratings are assigned for each completed course to communicate a student's accomplishment to other institutions and employers.

615.2 – PROCEDURES

615.2.1 – GRADING

In the open-entry/open-exit format, the grading term starts on a student's first day of class and ends on the last day. Instructors monitor completion time and evaluate student competency in accordance with industry, employer, and certification standards. Student grades/ratings are calculated based on his or her work for an entire course. All students are expected to attain competency and maintain a satisfactory level of progress.

In competency-based education, a combination of course grades and/or course ratings may be given. The establishment of a grading/rating policy, therefore, is the direct and sole responsibility of the program instructor within the following guidelines:

- all grades/ratings must be fairly given and must represent a student's actual accomplishments;
- grades/ratings may only reflect on a student's classroom performance and must be free of the instructor's biases or personal feelings about the student;
- students who exhibit similar performance in the classroom should receive like grades/ratings;
- grading/rating standards and criterion should be readily available to students; and
- grading/rating standards and practices should be consistent within any given program.

615.2.2 – CHANGE OF GRADE/RATING

In the event that a student feels a grade/rating is unfair, ~~he or she has~~ **they have** the right to request a change of grade/rating. Students are encouraged to begin by discussing the grade/rating with the instructor. Should that fail to yield a satisfactory result, the student may take the matter to the instructor's supervisor. In the event that an agreement cannot be reached at that level, the student may consult with the Vice President for Instruction, Associate Vice President for Instruction, or Vice President for Student Services. If all efforts to resolve the situation at the local level have failed, the student is permitted to forward the matter to the President for consideration.

Changes in grades/rating shall be the sole responsibility of the instructor subject to the procedure outlined above. Necessary forms and other documentation may be obtained from the Student Services office.

615.2.3 – INCOMPLETE GRADES

In a competency-based, open-entry/open-exit system, students are ~~not~~ assigned a grade/rating ~~before successful at the completion of a course~~ **or when a student discontinues enrollment. When a student discontinues enrollment, incomplete courses receive a 'W' or 'F' grade.** However, a student may request an 'I' (incomplete) grade when, for reasons beyond ~~his- or her~~ **their** control, the coursework cannot be completed **before enrollment stops. An incomplete grade request may only be granted if a majority of the coursework is completed at a passing rate.**

~~A grade of 'I' (incomplete) may be recorded if the reasons for the incomplete grade request are acceptable to the instructor and the student is passing the course at the time of the request.~~ In awarding an 'I' grade, an instructor must specify the requirements for completing the work, the date the work is to be completed, and **submit a change of grade request to**

NUMBER: 600.615

SUBJECT: GRADES/RATINGS AND COURSES

APPROVAL DATE OF LAST REVISION: AUGUST 15, 2005, JANUARY 24, 2011; NOVEMBER 23, 2015; JUNE 19, 2017; JUNE 22, 2020

PAGE 2 OF 2

Student Services within 90 days. ~~a default letter grade should no further work be submitted.~~ If the instructor does not submit a change of grade within 90 days, the "I" grade will automatically convert to a 'W' and will remain as the permanent grade for the course. All "I" grades must be changed to letter grades/rating prior to graduation.

615.2.4 – DROP AND WITHDRAWAL GRADES

An action taken by a student to discontinue enrollment in a course before the refund deadline (Policy 600.606) has expired is considered a 'drop.' When a course is dropped before the refund deadline, the course is stamped as a dropped course from the student record and does not appear on the academic transcript.

An action taken by a student to discontinue enrollment in a course after the refund period has expired is considered a 'withdrawal' and may appear on the transcript with either a 'W' or 'F' grade.'

615.2.4.1 – CERTIFICATE-SEEKING AND SECONDARY COURSES

Students who, in the opinion of the instructor, have completed a substantial portion of a course and failed to achieve the course objectives are awarded a grade of 'F.' Students who, in the opinion of the instructor, failed to provide sufficient evidence for evaluation of academic performance are awarded a grade of 'W.'

615.2.4.2 – BASIC SKILLS, CONTINUING EDUCATION, AND PERSONAL INTEREST COURSES

Students who wish to withdraw prior to 50 percent of the elapsed course time will be awarded a grade of 'W.' Students withdrawing after 50 percent of the elapsed course time will be awarded a grade of 'F.'

615.2.5 – REPEATING A COURSE

By virtue of the open-entry/open-exit, competency-based model, students are permitted to remain in a course until they attain the required level of competency, subject to the requirement of maintaining satisfactory academic progress for the program. Students who do not maintain satisfactory progress levels or do not achieve minimum competency grades/ratings may be required to repeat a course. Students may repeat a course but can only earn clock hours once for any given course (except in cases where the faculty designate a course as one that can earn clock hours more than once). When a student repeats a course, the lower grade/rating is excluded from the transcript calculations.

NUMBER: 650

SUBJECT: STUDENT RECORDS – PRIVACY AND ACCESS RECORDS

APPROVAL DATE OF LAST REVISION: AUGUST 15, 2005; JANUARY 24, 2011; NOVEMBER 23, 2015; JUNE 19, 2017

SOURCES: GOVERNMENT RECORDS ACCESS AND MANAGEMENT ACT (GRAMA), UCA 63-2(2) (1992); FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) OF 1974

PAGE 1 OF 4

650.1 – PURPOSE

Bridgerland Technical College (BTECH) is committed to managing student records in a manner consistent with the Government Records Access and Management Act (GRAMA), Family Educational Rights and Privacy Act (FERPA), and other state/federal laws and policies.

650.2 – DEFINITIONS

650.2.1 – GOVERNMENT RECORDS ACCESS AND MANAGEMENT ACT (GRAMA)

~~GRAMA Government Records Access and Management Act (GRAMA), UCA 63-2(2) (1992)~~, is a comprehensive law dealing with management of government records, with who is entitled to access those records, and with the exercise and enforcement of access rights. It is an attempt to balance the public's Constitutional right of access to information concerning the conduct of the public's business, the individual constitutional right of privacy in relation to personal data gathered by government entities, and the public policy interest in allowing a government to restrict access to certain records for the public good.

650.2.2 – FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Student records are subject to ~~FERPA Family Educational Rights and Privacy Act (FERPA) of 1974~~. FERPA prohibits the College from releasing certain personally identifiable information from a student's record to a third party (e.g. parent, spouse, etc.) without the student's explicit consent. FERPA is federal law with the purpose of providing and ensuring that students will have (1) access to inspect and review their educational records, ~~Additionally, FERPA affords students certain rights with respect to their educational records. These rights include: (1) the right to inspect and review information contained in their educational records;~~ (2) the right to request to amend their educational records; (3) the right to consent to disclosure, with certain exceptions specified in the Act, of personally identifiable information from educational records; and (4) the right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. Notice regarding these rights will be provided annually to all enrolled students.

650.3 – POLICY

~~All individuals dealing with student records will be made aware of the requirements of FERPA and to the confidential nature of the documents they are working with.~~ An educational record is any record: (1) directly related to a student, and (2) maintained by the College or by ~~a party acting for the College agent~~. The College is committed to assuring that all employees who have access to student records including, but not limited to, electronic, handwritten, taped, and film comply with FERPA.

~~Bridgerland Technical College must receive written consent from students before disclosing any personally identifiable information from their educational records. Students may give the College their consent by completing a Student Release of Information form. It does require photo identification. The written consent must: (a) specify the records to be released, (b) identify the party or class of parties to whom disclosure may be made, and (c) be signed and dated by the student.~~

In addition, the intentional disclosure of student records to any unauthorized person(s) could subject the employee to criminal and civil penalties imposed by law and could also result in disciplinary action, including termination of employment, regardless of whether criminal or civil penalties are imposed.

NUMBER: 650

SUBJECT: STUDENT RECORDS – PRIVACY AND ACCESS RECORDS

APPROVAL DATE OF LAST REVISION: AUGUST 15, 2005; JANUARY 24, 2011; NOVEMBER 23, 2015; JUNE 19, 2017

SOURCES: GOVERNMENT RECORDS ACCESS AND MANAGEMENT ACT (GRAMA), UCA 63-2(2) (1992); FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) OF 1974

PAGE 2 OF 4

650.4 – PROCEDURE

650.4.1 – RELEASE OF STUDENT INFORMATION

The College shall not disclose personally identifiable information from a student's educational records without the student's written consent, except to the extent that FERPA authorizes disclosure without consent. FERPA allows schools to disclose certain personally identifiable information without students' consent to a limited number of parties. Some of these include:

650.4.1.1 The College can disclose personally identifiable information to school officials with legitimate educational interests. A school official has a legitimate educational interest if the official needs to review an education record to fulfill their professional responsibilities for the College. School officials include instructors, administrators, health staff, counselors, attorneys, clerical staff, trustees, members of committees and disciplinary boards, and a contractor, volunteer, or another party to whom the school has outsourced institutional services or functions.

650.4.1.2 Upon request, the school also discloses education records to officials of other postsecondary institutions to which a student seeks or intends to enroll or is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer.

650.4.1.3 The school can disclose information to those who require the information in connection with financial aid for which the student has applied or which the student has received, so long as the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.

There may be conditions such as financial obligations, violations of non-academic regulations, etc., under which the College shall withhold transcripts, certificates, or other information about a student. This shall be noted in the student information system.

650.4.2 – RELEASE OF STUDENT INFORMATION TO STUDENT

The College honors the rights of students as stated in FERPA with respect to education records. This includes the right to request, inspect, amend, authorize disclosure, and file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with requirements of FERPA.

650.4.2.1 – RIGHT TO INSPECT AND REVIEW

In compliance with FERPA regulation, the College will provide an eligible student an opportunity to inspect and review their education records within 45 days following its receipt of a request. Students requesting access to their records must present proper identification and a signed, formal written request to the VP for Student Services or another appropriate official. The request should identify the record(s) the student wishes to inspect. The College will arrange for access and notify the student of the time and place where the records may be inspected.

650.4.2.2 – RIGHT TO REQUEST AMENDMENT

Students may exercise their right to request an amendment of their educational records when they believe their records are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student desiring to ask the College to amend a record should write to the VP for Student Services, clearly identify the part of

NUMBER: 650

SUBJECT: STUDENT RECORDS – PRIVACY AND ACCESS RECORDS

APPROVAL DATE OF LAST REVISION: AUGUST 15, 2005; JANUARY 24, 2011; NOVEMBER 23, 2015; JUNE 19, 2017

SOURCES: GOVERNMENT RECORDS ACCESS AND MANAGEMENT ACT (GRAMA), UCA 63-2(2) (1992); FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) OF 1974

PAGE 3 OF 4

the record the student wants changed, and specify why it should be changed. If the College decides not to amend the record as requested, the College will notify the student in writing the decision and the student's right to appeal regarding the request for amendment.

650.4.3 – RELEASE OF STUDENT INFORMATION TO STUDENT'S PARENT(S)/GUARDIANS(S)

650.4.3.1 When a student turns 18 years old or enters a postsecondary institution at any age, the rights under FERPA transfer from the student's parent(s)/guardian(s) to the student.

650.4.3.2 Under FERPA, students to whom the rights have transferred are known as "eligible students." Their information may not be disclosed to a parent except in the conditions listed in FERPA, including where the student is a dependent for IRS tax purposes or regarding the student's violation of any federal, state, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21.

650.4.4 – RELEASE OF STUDENT INFORMATION TO OTHER INDIVIDUALS AND ORGANIZATIONS

650.4.4.1 – RELEASABLE INFORMATION

There are two categories of educational records under FERPA. Directory information (or releasable information) is general information that may be released to anyone without the consent of the student unless the student indicates otherwise. Personally identifiable information (or non-releasable information) includes all information not defined as directory information and may not generally be released without the student's consent. The following is considered releasable information/directory information at Bridgerland Technical College:

Name
Student ID
Local & Permanent Address
Electronic Mail Address
Telephone Number
Most Recent Institution Attended
Major Field of Study
Department
Enrollment Status (Full-time or Part-time)
Dates of Attendance & Graduation
Photographs

650.4.4.2 – REQUEST FOR NONDISCLOSURE OF DIRECTORY INFORMATION

Students may control directory information release by completing the Request for Nondisclosure of Directory Information form at the Student Services office. Students accessing educational records must provide identification. It is important to note that school officials with proper authority have access to all student records for educational purposes.

NUMBER: 650

SUBJECT: STUDENT RECORDS – PRIVACY AND ACCESS RECORDS

APPROVAL DATE OF LAST REVISION: AUGUST 15, 2005; JANUARY 24, 2011; NOVEMBER 23, 2015; JUNE 19, 2017

SOURCES: GOVERNMENT RECORDS ACCESS AND MANAGEMENT ACT (GRAMA), UCA 63-2(2) (1992); FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) OF 1974

PAGE 4 OF 4

650.4.5 – SECURITY, STORAGE, RETENTION, AND DISPOSAL OF STUDENT RECORDS

650.4.5.1 – SECURITY & STORAGE

The College is responsible for safeguarding and storing official files and records in accordance with the College's Information Systems (IS) Data Security Plan 575. All educational records at the College (whether original or reprinted from the electronic systems) have the same legal effect as the original record.

650.4.5.2 – RETENTION

Student records shall be retained according to the College's Records Retention Schedule. This schedule follows Utah Code 63G-2-604 and recommendations from Utah State Archives. The College uses multiple electronic systems to maintain student information, i.e., student information and document imaging.

650.4.5.3 – DISPOSAL

When retention requirements have been met, the College shall dispose of obsolete student records by properly destroying them. Records may be burned or shredded. Only the waste product from shredded material may be recycled.

650.5 – RIGHT TO FILE COMPLAINTS

Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington DC 20202-5901

FERPA.complaints@ed.gov

NUMBER: 692

SUBJECT: STUDENT RECORDS ACCESS PROCEDURES

APPROVAL DATE OF LAST REVISION: AUGUST 15, 2005; JANUARY 24, 2011; NOVEMBER 23, 2015; JUNE 19, 2017

PAGE 1 OF 2

INACTIVATE POLICY: POLICY 650 COVERS THE ITEMS NEEDED FOR STUDENT RECORDS.

692.1—DEFINITIONS

692.1.1—FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Student records are subject to the Family Educational Rights and Privacy Act (FERPA) of 1974, a federal law with the purpose of providing and ensuring that: (1) students will have access to inspect and review their educational records, and (2) protects the rights of a student to privacy by limiting access to the educational record without express written consent. FERPA prohibits the College from releasing certain personally identifiable information from a student's record to a third party (e.g. parent, spouse, etc.) without the student's explicit consent.

Additionally, FERPA affords students certain rights with respect to their educational records. These rights include: (1) the right to inspect and review information contained in their educational records; (2) the right to request to amend their educational records; (3) the right to consent to disclosure, with certain exceptions specified in the Act, of personally identifiable information from educational records; and (4) the right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA.

692.2—PROCEDURES

692.2.1—RIGHT TO INSPECT AND REVIEW

In compliance with FERPA regulation, the College will provide an eligible student an opportunity to inspect and review his or her education records within 45 days following its receipt of a request. Students requesting access to their records must present proper identification and a signed, formal written request to the Vice President for Student Services or other appropriate official. The request should identify the record(s) the student wishes to inspect. The College will make arrangements for access and notify the student of the time and place where the records may be inspected.

692.2.2—RIGHT TO REQUEST AMENDMENT

Students may exercise their right to request an amendment of their educational records when they believe their records are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student desiring to ask the College to amend a record should write to the Vice President for Student Services, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the College decides not to amend the record as requested, the College will notify the student in writing of the decision and of the student's right to appeal regarding the request for amendment.

692.2.3—RIGHT TO CONSENT DISCLOSURE

The College must receive written consent from students before disclosing any personally identifiable information from their educational records. Students may give the College their consent by completing a *Student Release of Information Form*. This form can be found online. The written consent must: (a) specify the records to be released, (b) identify the party or class of parties to whom disclosure may be made, and (c) be signed and dated by the student.

NUMBER: 692

SUBJECT: STUDENT RECORDS ACCESS PROCEDURES

APPROVAL DATE OF LAST REVISION: AUGUST 15, 2005; JANUARY 24, 2011; NOVEMBER 23, 2015; JUNE 19, 2017

PAGE 2 OF 2

~~692.2.3.1—EXCEPTION: DISCLOSURE TO SCHOOL OFFICIALS~~

The College may release personally identifiable information from a student's educational record without first obtaining the student's written permission when the disclosure is to College officials who have a legitimate educational interest in the records. A College official is a person:

- a. ~~employed by the College in an administrative, academic, research, or support staff position, whether full or part time.~~
- b. ~~appointed by the Utah System of Technical Colleges Administration or Board of Trustees.~~
- c. ~~employed by, under contract to, or assigned to the College to perform a special task for the benefit of the College, such as an attorney or auditor.~~
- d. ~~serving on an official disciplinary, grievance, or appeals committee.~~

~~692.1.4—RIGHT TO FILE COMPLAINTS~~

Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington DC 20202-5901



btech.edu

BRIDGERLAND
TECHNICAL COLLEGE

2021-2022

ALL COMPETENCY-BASED COURSES ARE TRANSFERRABLE INTO POST-SECONDARY COLLEGE PROGRAMS




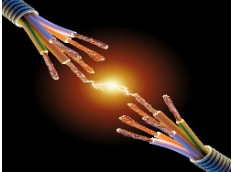




Apply for scholarships with a single application. This general application is used to align students with all available scholarships based on the information provided at the time of application.

Apply now <http://btech.edu/scholarships/>



All Bridgerland Technical College 900+ clock-hour certificates are worth 30 credits at Utah State University. That's half way to an Associate of Applied Science degree in General Technology (with no transfer costs)! Learn more about this exciting educational pathway at <https://btech.edu/students/pathway/>







COURSES & LOCATION	BRIEF DESCRIPTION	MAY REPEAT	BTECH PREREQUISITE	T1	T2	T3	SU	AVAILABLE HOURS	COSTS
<p>Automated Manufacturing Brigham City Branch Campus</p>     	<p>Those in the Automated Manufacturing industry have some of the highest starting wages in the local area. Come learn valuable industry experience in industry-driven courses.</p> <p>Courses include:</p> <ul style="list-style-type: none"> • Basic Electrical Theory and Wiring • Automation Technician Basics • Fluid Power Pneumatics • Fluid Power Hydraulics • Industrial Mechanics • Electrical Motor Controls • Electric Motors & Drives • Programmable Logic Controllers 1 • Sensors • Introduction to Industrial Robotics • Skills and Troubleshooting Certification • Plus, electives! <p>Some employers who hire graduates:</p>  <p>https://btech.edu/certificate/automated-manufacturing</p>	<p>✓</p>	<p>None</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>7 a.m. - 2:30 p.m.</p> <p>Must register for a 2-hour block</p>	<p>None</p>





btech.edu

BRIDGERLAND
TECHNICAL COLLEGE


2021-2022

COURSES & LOCATION	BRIEF DESCRIPTION	MAY REPEAT	BTECH PREREQUISITE	T1	T2	T3	SU	AVAILABLE HOURS	COSTS
  <p>Available at these 8 regional high schools:</p> <p>Bear River Box Elder Green Canyon Logan Mountain Crest Rich Ridgeline Sky View</p> <p>In Cooperation with</p>  	<p>The AM STEM Academy provides training at local high schools.</p> <p>Courses include:</p> <ul style="list-style-type: none"> • Basic Electrical Theory and Wiring • Automation Technician Basics • 3D Modeling • Electronics Assembly and Soldering • Fluid Power Pneumatics • Electrical Motor Controls • Programmable Logic Controllers 1 • Sensors • Electronics Fundamentals DC • Electronics Fundamentals AC • Introduction to Industrial Robotics • Microcontrollers 1 • Microcontrollers 2 <p>Students may start at their local high school as early as Freshman or Sophomore year, with teacher approval. Many students attend year round for multiple years in a row.</p> <p>www.btech.edu/amstem</p>	<p>✓</p>	<p>None</p>	<p>X</p>	<p>X</p>	<p>X</p>		<p>Before school starting at 7:00 a.m. Mon - Fri</p> <p>Summers & daytime available at Bridgerland Campuses</p>	<p>None</p>

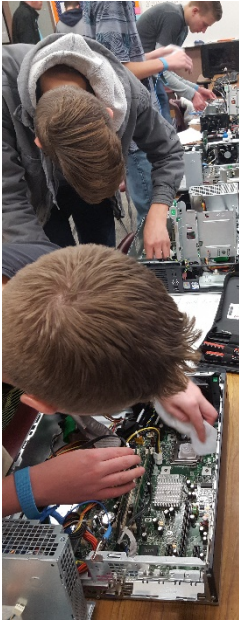


COURSES & LOCATION	BRIEF DESCRIPTION	MAY REPEAT	BTECH PREREQUISITE	T1	T2	T3	SU	AVAILABLE HOURS	COSTS
<p>Business Technology Brigham City Branch Campus</p> 	<p>Learn a wide variety of skills for small and large business environments.</p> <p>Courses Include:</p> <ul style="list-style-type: none"> Accounting I & II Adobe Suite Business Math Digital Applications Entrepreneurship Microsoft Application Software QuickBooks Pro (Pre-requisite of Accounting I) Social Media Marketing (Pre-requisite of Digital Applications) 	✓	None	X	X	X	X	8 a.m. - 2:30 p.m.	\$0 - C120 consumable workbooks
<p>Cosmetology/Barbering Brigham City Branch Campus</p> 	<p>Students learn the “why” during Cosmetology/Barbering theory classes. They learn the “how” while participating in practical demonstrations, hands-on classes, and through completion of service tasks on mannequins, live models, and customers.</p> <p style="text-align: center;">Basic – Intermediate Skills</p> <ul style="list-style-type: none"> Analysis, Consultations, Professionalism Hair & Scalp Care Wet & Dry Hairstyling Manicures & Pedicures Safety & Blood Exposure Shampooing & Draping Perms <p style="text-align: center;">Intermediate – Advanced Skills</p> <ul style="list-style-type: none"> Haircutting – shears, clippers, razors Hair Coloring/Lightening Hair Removal – tweeze/wax Business Skills Barbering/Shaves Facials/Cosmetics/Lashes Advanced Nails <p style="color: red;">Students must attend one theory class per day; no theory classes are scheduled after 2:00 p.m.</p>	✓	Must be 16	X	X	X	X	<p style="text-align: center;">8 a.m. - 4:30 p.m.</p> <p style="text-align: center;">SUMMER PROGRAM 8:00 a.m. – 2:30 p.m. Mon. – Fri.</p>	<p style="text-align: center;">Materials: Approx. \$25-\$450</p> <p style="text-align: center;">Consumable workbooks, Basic High School Supply Kit and uniform</p>



COURSES & LOCATION	BRIEF DESCRIPTION	MAY REPEAT	BTECH PREREQUISITE	T1	T2	T3	SU	AVAILABLE HOURS	COSTS
<p>Dental Assisting Brigham City Branch Campus</p> 	<p>Students will be trained in four-handed dentistry assisting; including, general dental procedures, taking digital radiographs, passing instruments, pouring models, infection control and sterilization, taking impressions, and mixing cements. A variety of general office management skills, including scheduling appointments, telephone etiquette, insurance, etc. will be taught. Additionally, students may receive their Utah Oral Health and Safety Radiation Certificate.</p> <p><i>High school students transitioning to the adult program will be required to submit to a background check when they turn 18.</i></p>	<p>✓</p>	<p>Juniors and Seniors only</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>8 a.m. - 2:30 p.m.</p>	<p>\$15-\$35 per course for consumable materials</p>
<p>Financial Literacy Brigham City Branch Campus</p>	<p>Do you know where your last paycheck went? Have you asked yourself how your money can work for you? Then this course is the perfect training for you. Financial Literacy is designed to teach the basics of personal finance including the following topics: savings, budgets, debt, consumer awareness, credit bureaus, insurance, investments, retirement, savings plans, and real estate.</p> <p><i>This course meets the Utah State Office of Education graduation requirement.</i></p>		<p>None</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>8 a.m. - 2:30 p.m.</p>	<p>\$100 (Online Book Code)</p>







COURSES & LOCATION	BRIEF DESCRIPTION	MAY REPEAT	BTECH PREREQUISITE	T1	T2	T3	SU	AVAILABLE HOURS	COSTS
<p>Information Technology (IT) Brigham City Branch Campus</p> 	<p>Students may choose from the following courses when prerequisites listed are met:</p> <p>PC Professional (\$30 fee)</p> <ul style="list-style-type: none"> Learn foundational IT concepts, including installing, configuring, and troubleshooting PC hardware and software. Students will tear-down and rebuild a PC and laptop as part of the course. <p>Networking Technology (\$30 fee)</p> <ul style="list-style-type: none"> Gain the skills to configure, manage, and troubleshoot wired and wireless networks. <p>Security Essentials (\$30 fee)</p> <ul style="list-style-type: none"> Learn how to secure networks from unauthorized activity through effective security policy, authentication, and encryption. <p>Intro to Ethical Hacking (\$5 fee)</p> <ul style="list-style-type: none"> Sample both defensive and offensive security in an introductory, projects-based course. <p>Linux Essentials (\$5 fee)</p> <ul style="list-style-type: none"> Learn the basics of the Linux operating system, including command line, file management, and open-source applications. <p>AWS Cloud Foundations (Amazon Web Services) (\$5 fee)</p> <ul style="list-style-type: none"> Gain a basic understanding of cloud concepts, AWS services, security, and architecture. <p>IT STEM Academy (See next page for details)</p> <ul style="list-style-type: none"> Join students from 8 local high schools in an extracurricular IT STEM Academy. Courses and labs are completed from YOUR high school at no cost <p>CompTIA certifications (A+, Network+, and Security+) and AWS Certified Cloud Practioner certification are available with advanced preparation. Exam fees are extra.</p>	<p>✓</p>	<p>PC Pro is a prerequisite for Networking Tech.</p> <p>Networking Tech is a prerequisite for Security Essentials and Cybersecurity & Ethical Hacking</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>8 a.m. - 2:30 p.m.</p> <p>Must register for a 2-hour block</p>	<p>\$5 - \$30 Fee Per Course</p> <p><i>(CompTIA & AWS industry exam fees are extra)</i></p>




btech.edu

BRIDGERLAND
TECHNICAL COLLEGE

2021-2022

COURSES & LOCATION	BRIEF DESCRIPTION	MAY REPEAT	BTECH PREREQUISITE	T1	T2	T3	SU	AVAILABLE HOURS	COSTS
  <p>Available at 8 regional high schools</p> <p>Bear River Box Elder Green Canyon Logan Mountain Crest Rich Ridgeline Sky View</p> <p>In cooperation with</p>  <p>BRIDGERLAND TECHNICAL COLLEGE</p> 	<p>The IT STEM Academy provides IT training at your high school. Available in grades 9 through 12, students may join at multiple entry points during the year.</p> <p>IT STEM courses and labs are funded through a grant at no cost to high school students.</p> <p>Year 1 Course Schedule:</p> <ul style="list-style-type: none"> • PC Professional • Raspberry Pi • Web Development Essentials • Python Programming <p>Year 2 Course Schedule:</p> <ul style="list-style-type: none"> • Networking Technology • AWS Cloud Foundations (Amazon Web Services) • Linux Essentials • Intro to Ethical Hacking <p>Additional electives are available summers or post high school, including:</p> <ul style="list-style-type: none"> • Security Essentials • CompTIA Certifications in A+, Network+, Security+ * • Additional Web & Mobile Development courses <p><i>* CompTIA & AWS certification exams available for an additional fee.</i></p> <p>Students can receive up to 150 hours of certificate credit for CTE/technology classes taken at their high school.</p> <p>For more information, contact Bonnie Campbell, IT STEM Coordinator, bcampbell@btech.edu.</p>	<p>✓</p>	<p>PC Pro is a prerequisite for all courses.</p> <p>Network Tech is a prerequisite for AWS, Linux, and Intro to Ethical Hacking</p> <p>See Coordinator for elective prerequisites</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>After School Mon - Thurs 3 p.m. – 4:15 p.m.</p> <p>Summers available at Bridgerland campuses.</p>	<p>None</p> <p><i>(CompTIA & AWS industry exam fees are extra)</i></p>



COURSES & LOCATION	BRIEF DESCRIPTION	MAY REPEAT	BTECH PREREQUISITE	T1	T2	T3	SU	AVAILABLE HOURS	COSTS
<p>Nursing Assistant (CNA) Brigham City Branch Campus</p> 	<p>Students learn basic nursing assistant skills needed to work in a hospital, nursing home, or home health agency. Students prepare to take the Certified Nursing Assistant state board exam for state certification. The exam is optional and can be taken up to one year after course completion. Students must have a reading level high enough to enable them to pass the class and take the state board exam if they choose. Federal and State guidelines mandate that students seeking certification must pass all course exams with 75 percent or higher. A 24-hour externship in a nursing home is a course requirement and 100 hours of training is required to receive certification. Attendance policies are rigidly enforced. Students must provide their own transportation to clinical facilities. Recommended for the Bridgerland Practical Nursing program and required for most nursing programs.</p>		Must be 16	X	X	X	X	8 a.m. – 10 a.m.	<p>Approx. \$140-\$260 (includes \$130 in optional supplies & testing fee)</p>

NOTE: Summer sections are from 8 a.m. to 12 p.m. unless otherwise noted. No tuition for Utah residents.



btech.edu

BRIDGERLAND
TECHNICAL COLLEGE

2021-2022

ALL COMPETENCY-BASED COURSES ARE TRANSFERRABLE INTO POST-SECONDARY COLLEGE PROGRAMS





Apply for scholarships with a single application. This general application is used to align students with all available scholarships based on the information provided at the time of application.

Apply now <http://btech.edu/scholarships/>


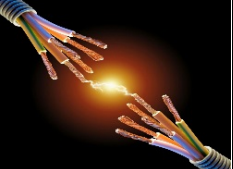
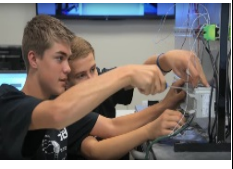





All Bridgerland Technical College 900+ clock-hour certificates are worth 30 credits at Utah State University. That's half way to an Associate of Applied Science degree in General Technology (with no transfer costs)! Learn more about this exciting educational pathway at <https://btech.edu/students/pathway/>







COURSES & LOCATION	BRIEF DESCRIPTION	MAY REPEAT	BTECH PREREQUISITE	T1/S1	T2/S2	T3	SU	AVAILABLE HOURS	FEES
Animal Sciences Logan Campus - West 	The Animal Sciences certificate program provides high school students with hands-on training to develop the skills needed to work as support staff in veterinary clinics, shelters, or other animal-based institutions. Skilled and experienced instructors with unique animal sciences backgrounds provide real-world training in relevant topics such as animal restraint, nursing care, radiology, lab procedures, blood collection, IV catheterization, dental cleanings, vaccines, physical exams, and client services. Students will also train on front office procedures. High school students transitioning to the adult program will be required to submit to a background check when they turn 18.	✓	Juniors and Seniors only	X	X	X		12:30 p.m. - 2:30 p.m.	\$25 Lab Fee Consumable Supplies (per Tri/Sem) \$67 – \$133 dissection kit, stethoscope, scrubs, etc.
Auto Collision Logan Campus - Main 	This fun course provides an opportunity to repair and paint modern vehicles. Instruction and hands-on labs provide experience on panels and fenders (personal vehicles are rarely allowed). Safety, environmental protection, fundamentals of collision repair, vehicle identification, estimating systems and terminology, frontal impact analysis, mechanical systems analyses, restraints, interior, glass, side/rear impact analysis, hazardous materials, personal safety, refinish safety, and corrosion protection are covered.	✓	None	X	X	X	X	8 a.m. – 2:30 p.m.	None (coveralls suggested but not required)





COURSES & LOCATION	BRIEF DESCRIPTION	MAY REPEAT	BTECH PREREQUISITE	T1/ S1	T2/ S2	T3	SU	AVAILABLE HOURS	FEES
<p>Automated Manufacturing Logan Campus - West</p>     <p>BRIDGERLAND TECHNICAL COLLEGE</p> 	<p>Those in the Automated Manufacturing industry have some of the highest starting wages in the local area. Come learn valuable industry experience in industry-driven courses.</p> <p>Courses include:</p> <ul style="list-style-type: none"> • Basic Electrical Theory and Wiring • Automation Technician Basics • Fluid Power Pneumatics • Fluid Power Hydraulics • Industrial Mechanics • Electrical Motor Controls • Electric Motors & Drives • Programmable Logic Controllers 1 • Sensors • Introduction to Industrial Robotics • Skills and Troubleshooting Certification • Plus, electives! <p>Some of our employers who hire our graduates:</p>  <p>https://btech.edu/certificate/automated-manufacturing</p>	✓	None	X	X	X	X	7 a.m. -2:30 p.m. Must register for a 2-hour block	None

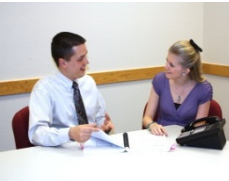




COURSES & LOCATION	BRIEF DESCRIPTION	MAY REPEAT	BTECH PREREQUISITE	T1/ S1	T2/ S2	T3	SU	AVAILABLE HOURS	FEES
  <p>Available at these 8 regional high schools:</p> <p>Bear River Box Elder Green Canyon Logan Mountain Crest Rich Ridgeline Sky View</p> <p>In Cooperation with</p>  	<p>The AM STEM Academy provides training at local high schools.</p> <p>Courses include:</p> <ul style="list-style-type: none"> • Basic Electrical Theory and Wiring • Automation Technician Basics • 3D Modeling • Electronics Assembly and Soldering • Fluid Power Pneumatics • Electrical Motor Controls • Programmable Logic Controllers 1 • Sensors • Electronics Fundamentals DC • Electronics Fundamentals AC • Introduction to Industrial Robotics • Microcontrollers 1 • Microcontrollers 2 <p>Students may start at their local high school as early as their Freshman or Sophomore year, with teacher approval. Many students attend year round for multiple years in a row.</p> <p>www.btech.edu/amstem</p>	<p>✓</p>	<p>None</p>	<p>X</p>	<p>X</p>	<p>X</p>		<p>Before School starting at 7:00 a.m. Mon - Fri</p> <p>Summers & Daytime available at Bridgerland Campuses</p>	<p>None</p>






COURSES & LOCATION	BRIEF DESCRIPTION	MAY REPEAT	BTECH PREREQUISITE	T1/ S1	T2/ S2	T3	SU	AVAILABLE HOURS	FEES
Automotive Service Logan Campus - Main 	<p>This course starts with an overview of automobile equipment and operating systems. Emphasis is placed on safety in the auto shop, common hand tools and equipment, and the operation of various systems. Students have the opportunity to complete minor repairs and preventative maintenance procedures on their personal vehicles. As students progress through the curriculum, they have an opportunity to learn Automotive Service Excellence (ASE) areas; including electrical systems, engine performance, manual drive trains, automatic transmissions, steering and suspension systems, brakes, and other ASE certified areas. This course is individualized and includes extensive hands-on experience.</p> <p>The courses follow the ASE Maintenance and Light Repair (MLR) Standards.</p>	✓	None	X	X	X	X	8 a.m. - 2:30 p.m.	Approx. \$5 safety equipment
Building Technology Logan Campus - Main 	<p>Basic Carpentry – This course gives students hands-on experience in the actual construction of a home. Students will be involved in all phases, from planning and estimating, to foundation, framing, and finishing work.</p> <p>All classroom and building experiences are overseen by instructors who are experienced in general contracting and teaching. While the primary emphasis is residential construction, certain processes found in commercial building are also covered.</p>	✓	None	X	X	X	X	8 a.m. - 2:30 p.m.	\$40 refundable tool deposit









COURSES & LOCATION	BRIEF DESCRIPTION	MAY REPEAT	BTECH PREREQUISITE	T1/S1	T2/S2	T3	SU	AVAILABLE HOURS	FEES
Business Technology Logan Campus - Main 	Learn a wide variety of skills for small and large business environments. Courses Include: <ul style="list-style-type: none"> Accounting I & II Adobe Suite Business Math Digital Applications Entrepreneurship Microsoft Application Software QuickBooks Pro (Pre-requisite of Accounting I) Social Media Marketing (Pre-requisite of Digital Applications) 	✓	None	X	X	X	X	8 a.m. - 2:30 p.m.	\$0 - \$120 consumable workbooks depending on subject area
Culinary Arts Logan Campus - Main 	Do you have a passion for preparing and serving food? Discover the world behind the food industry, one of the largest employers in the nation. You will gain expertise in basic food preparation, safety, sanitation, catering, table setting, and clean-up as well as the proper use of knives and other culinary equipment. You will have the opportunity to bring all of these skills, combined with proper waiting/waitressing skills, together as you participate in four (4), five-hour culinary events during the course of your enrollment. Hair net required. SUMMER PROGRAM – 8 a.m. – 1 p.m. • Monday – Friday	✓	None	X	X	X	X	8 a.m. - 2:30 p.m. Must register for a 2-hour block	\$35 Tool Rental with \$10 refundable when returned
Dental Assisting Logan Campus - Main 	Students will be trained in four-handed dentistry assisting; including, general dental procedures, taking digital radiographs, passing instruments, pouring models, infection control and sterilization, taking impressions, and mixing cements. A variety of general office management skills, including scheduling appointments, telephone etiquette, insurance, etc. will be taught. Additionally, students may receive their Utah Oral Health and Safety Radiation Certificate. High school students transitioning to the adult program will be required to submit to a background check when they turn 18.	✓	Juniors and Seniors only	X	X	X	X	8 a.m. - 2:30 p.m.	\$15-\$35 per course for consumable materials




COURSES & LOCATION	BRIEF DESCRIPTION	MAY REPEAT	BTECH PREREQUISITE	T1/S1	T2/S2	T3	SU	AVAILABLE HOURS	FEES
Diesel Logan Campus - Main 	This program provides a series of courses starting with an overview of heavy duty equipment and operating systems. Emphasis is placed on safety, common hand tools, equipment, and operation of systems. Learn diagnosis, maintenance, and repair on over-the-road trucks, construction equipment, and agriculture equipment. Choose optional 4-wheel drive repair; including repair of transmissions, transfer cases, front/rear differentials, engine overhaul, tune-up, and performance testing.	✓	None	X	X	X	X	8 a.m. - 2:30 p.m.	Approx. \$28 for safety glasses and coveralls
Drafting Logan Campus - Main 	Learn the skills needed to become a drafter. Designers, architects, and engineers all require entry-level and advanced drafters to help produce drawings. Courses include: <ul style="list-style-type: none"> • 3D Modeling and Animation Design • 3D Parametric Solid Modeling • Architectural 3D Modeling and Rendering • Architectural Drafting • Basic Computer Aided Drafting • Technical Drafting Sequence of course delivery will be determined in a consultation between the student and/or instructor/department head.	✓	None	X	X	X	X	8 a.m. - 2:30 p.m.	None
Drug Dosages & Calculations Logan Campus - Main 	This class is strongly suggested for students who plan a career in nursing, pharmacy, or medicine. Students will learn medical math, from the basics through IV dosages and calculation, as well as metric conversions. This course is encouraged for Pharmacy Technician students and a prerequisite for Bridgerland's Practical Nursing program. (Students must earn 80 percent or higher in the course to demonstrate competency requirements for Bridgerland programs.)		None	X	X	X	X	12:30 p.m. – 2:30 p.m.	Approx. \$90 Book




COURSES & LOCATION	BRIEF DESCRIPTION	MAY REPEAT	BTECH PREREQUISITE	T1/S1	T2/S2	T3	SU	AVAILABLE HOURS	FEES
<p>Electronic Engineering Technology Logan Campus - West</p>     	<p>Electronic Engineering technicians are in high demand; come gain valuable industry experience in our industry driven courses.</p> <p>Courses include:</p> <ul style="list-style-type: none"> • Basic Electrical Theory and Wiring • Electronics Assembly & Soldering • Electronics Fundamentals DC • Electronics Fundamentals AC • Semiconductor Devices • Digital Fundamentals • Microcontrollers 1 • Microcontrollers 2 • Drone Piloting UAVs • Mobile Robotics Platforms • Plus, electives! <p>Some of our employers who hire our graduates:</p>  <p>https://btech.edu/certificate/electronic-engineering-technology/</p>	✓	None	X	X	X	X	8 a.m. - 2:30 p.m.	None

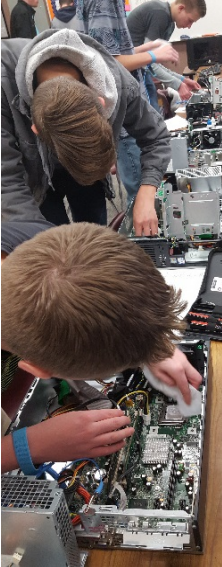


COURSES & LOCATION	BRIEF DESCRIPTION	MAY REPEAT	BTECH PREREQUISITE	T1/ S1	T2/ S2	T3	SU	AVAILABLE HOURS	FEES
<p>Fashion Merchandising and Development Logan Campus - Main</p> 	<p>Fashion Merchandising A - Learn the ins and outs of fashion promotion while working on a full-scale fashion show. Learn how to identify and analyze body proportions and body types to successfully select and style fashion wardrobes and accessories. Also learn about the role of social media marketing in the fashion industry today and how to use Instagram and other key social media platforms to build and monetize your brand.</p>		None	X				8 a.m. - 2:30 p.m.	\$15-\$20 consumable supply packet
	<p>Fashion Merchandising B - Dive into the industries of men's and women's apparel and accessories by learning about specific styles and the construction details from which they're composed. Learn how fashion trends of the past have influenced the industry today, and how the heavy hitters of today's fashion design industry have found success. Try your hand at design as you go through the process of creating a collection on paper, gaining an understanding of fibers, construction, and textiles used in the production of apparel along the way.</p>		None		X		X	8 a.m. - 2:30 p.m.	\$15-\$20 consumable supply packet
	<p>Fashion Merchandising C - Discover the countless fashion career opportunities and the techniques needed to be successful. Learn the principles of store design and color psychology used in effective visual merchandising and display, as well as the techniques used in selling products and ideas in the retail industry. You will also have the opportunity to plan and produce a full-scale fashion show while gaining an understanding of promotional event planning.</p>		None			X		8 a.m. - 2:30 p.m.	\$15-\$20 consumable supply packet







<p>Financial Literacy Logan Campus - Main</p>	<p>Do you know where your last paycheck went? Have you asked yourself how your money can work for you? Then this course is the perfect training for you. Financial Literacy is designed to teach the basics of personal finance including the following topics: savings, budgets, debt, consumer awareness, credit bureaus, insurance, investments, retirement, savings plans, and real estate.</p> <p><i>This course meets the Utah State Office of Education graduation requirement.</i></p>		None	x	x	x	x	8 a.m. - 2:30 p.m.	\$100 (Online Book Code)
<p>Heavy Equipment Operator Logan Campus - West</p> 	<p>This course is designed to provide an introduction to the heavy equipment industry and basic heavy equipment operation. Students will be instructed by trained operators that have been employed in the heavy equipment operations industry. Each student will receive hands-on experience with the available equipment.</p> <p>Course modules include:</p> <ul style="list-style-type: none"> • OSHA 10 Hour Construction Safety Certification • Orientation to the Trade • Heavy equipment safety • Identification of Heavy equipment • Basic Operator Techniques • Introduction to Earth Moving • Determine and establish grades • Excavation Math • Operate loaders • Operate backhoes • Operate excavators • Operate skid steers 	✓	Valid Driver's License	x	x	x	x	8 a.m. - 2:30 p.m.	\$25 Fee (Optional for OSHA certification)



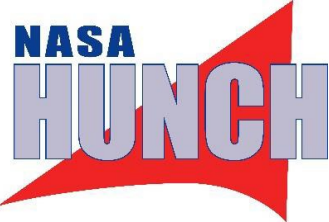



<p>Information Technology (IT) Logan Campus - West</p> 	<p>Students may choose from the following courses when prerequisites listed are met:</p> <p>PC Professional (\$30 fee)</p> <ul style="list-style-type: none"> Learn foundational IT concepts, including installing, configuring, and troubleshooting PC hardware and software. Students will tear-down and rebuild a PC and laptop as part of the course. <p>Networking Technology (\$30 fee)</p> <ul style="list-style-type: none"> Gain the skills to configure, manage, and troubleshoot wired and wireless networks. <p>Security Essentials (\$30 fee)</p> <ul style="list-style-type: none"> Learn how to secure networks from unauthorized activity through effective security policy, authentication, and encryption. <p>Intro to Ethical Hacking (\$5 fee)</p> <ul style="list-style-type: none"> Sample both defensive and offensive security in an introductory, projects-based course. <p>Linux Essentials (\$5 fee)</p> <ul style="list-style-type: none"> Learn the basics of the Linux operating system, including command line, file management, and open-source applications. <p>AWS Cloud Foundations (Amazon Web Services) (\$5 fee)</p> <ul style="list-style-type: none"> Gain a basic understanding of cloud concepts, AWS services, security, and architecture. <p>IT STEM Academy (See next page for details)</p> <ul style="list-style-type: none"> Join students from 8 local high schools in an extracurricular IT STEM Academy. Courses and labs are completed from YOUR high school at no cost. <p>CompTIA certifications (A+, Network+, Security+) and AWS Certified Cloud Practitioner certifications are available with advanced preparation. Exam fees are extra.</p>	<p>✓</p>	<p>PC Pro is a prerequisite for Networking Tech.</p> <p>Networking Tech is a prerequisite for AWS, Linux, Security Essentials and Intro to Ethical Hacking</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>8 a.m. - 2:30 p.m.</p> <p>Must register for a 2-hour block</p>	<p>\$5 - \$30 Fee Per Course</p> <p><i>(CompTIA/ AWS industry exam fees are extra)</i></p>
---	---	----------	--	----------	----------	----------	----------	--	--





  <p>Available at 8 regional high schools</p> <p>Box Elder Bear River Green Canyon Logan High Mountain Crest Rich High Ridgeline Sky View</p> <p>In cooperation with</p>  <p>BRIDGERLAND <small>TECHNICAL COLLEGE</small></p> 	<p>The IT STEM Academy provides IT training at your high school. Available in grades 9 through 12, students may join at multiple entry points during the year.</p> <p>IT STEM courses and labs are funded through a grant at no cost to high school students.</p> <p>Year 1 Course Schedule:</p> <ul style="list-style-type: none"> • PC Professional • Raspberry Pi • Web Development Essentials • Python Programming <p>Year 2 Course Schedule:</p> <ul style="list-style-type: none"> • Networking Technology • AWS Cloud Foundations (Amazon Web Services) • Linux Essentials • Intro to Ethical Hacking <p>Additional electives are available summers or post high school, including:</p> <ul style="list-style-type: none"> • Security Essentials • CompTIA Certifications in A+, Network+, Security+ * • Additional Web & Mobile Development courses <p>* <i>CompTIA & AWS certification exams available for an additional fee.</i></p> <p>Students can receive up to 150 hours of certificate credit for CTE/technology classes taken at their high school.</p> <p>For more information, contact Bonnie Campbell, IT STEM Coordinator, bcampbell@btech.edu.</p>	<p>✓</p>	<p>PC Pro is a prerequisite for all courses.</p> <p>Network Tech is a prerequisite for Cybersecurity & Ethical Hacking</p> <p>See Coordinator for elective prerequisites</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>After School Mon - Thurs 3 p.m. – 4:15 p.m.</p> <p>Summers available at Bridgerland campuses.</p>	<p>None</p> <p><i>(CompTIA industry exam fees are extra)</i></p>
---	---	----------	--	----------	----------	----------	----------	--	--






<p>Interior Design Logan Campus - Main</p> 	<p>Are you a creative mind looking to develop skills in design? Learn the basics of interior design; including relevant design, furniture, and roof styles used today. You will learn how to translate your creative ideas and inspirations into 3D designs for residential and commercial spaces using software programs such as Photoshop, Illustrator, and InDesign. You will also create a brand for yourself as a future designer and build a professional portfolio from your work.</p> <p>Fees are used to provide supplies and materials for creative exercises.</p>	<p>✓</p>	<p>None</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>8 a.m. - 2:30 p.m.</p>	<p>None</p>
<p>Machining Technology Logan Campus - Main</p> 	<p>Do you enjoy making things, being creative, and solving problems? Manufacturing is the largest job market in Cache Valley, of which machining is a huge part. First trimester/semester students will learn the basics of mill and lathe operation. Students returning for a second trimester/semester will have the opportunity to participate in NASA's HUNCH program, where they will use computer-controlled machining to manufacture flight hardware for the International Space Station.</p> <p>Students will learn:</p> <ul style="list-style-type: none"> • Basic and advanced manual mill & lathe • CAD/CAM using Mastercam • Machine programming • Basic and advanced parts inspection 	<p>✓</p>	<p>None</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>8 a.m. - 2:30 p.m.</p>	<p>\$10-20 supplies & workbooks Advanced Curriculum (after first tri): \$75-\$128</p>
<p>Meat Services Logan Campus - Main</p> 	<p>This hands-on course prepares students to work in an entry-level meat business with excellent career opportunities and high earning potential. Students learn harvesting of beef, pork, and lamb; wholesale, retail, and custom meat cutting practices; knife care, inspection, merchandising, and public relations. This department is equipped with state-of-the-art equipment and provides an amazing environment for meat cutting training.</p>	<p>✓</p>	<p>None</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>8 a.m. - 2:30 p.m.</p>	<p>\$20 Knife Rental with \$10 refundable when returned (Approx. \$120 to purchase)</p>






<p>Media Design Logan Campus - Main</p> 	<p>Learn tools and techniques to develop creative internet and print materials. Develop an understanding of the current software applications and methods for design. Build a strong foundation in the diverse fields of graphic design, digital video, and multimedia design.</p> <p>Courses include:</p> <ul style="list-style-type: none"> • Computer Graphic Design • Computer Illustration • Desktop Publishing • Web Design • Video Production • Animation <p>Sequence of course delivery will be determined in a consultation between the student and/or instructor/department head.</p>	<p>✓</p>	<p>None</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>8 a.m. - 2:30 p.m.</p>	<p>None</p>
<p>Medical Assisting Logan Campus - Main</p> 	<p>The Medical Assisting program prepares students to become an integral part of today's healthcare system. Highly skilled instructors provide hands-on, one-on-one instruction to students as they take vital signs, complete patient histories, administer injections, perform EKGs, learn phlebotomy skills, and assist with routine and specialty examinations as well as minor surgical procedures. Students also become proficient in administrative skills including, scheduling, insurance, coding, basic accounting, medical office banking, and telephone techniques.</p> <p>High school students transitioning to the adult program will be required to submit to a background check when they turn 18.</p>	<p>✓</p>	<p>Medical Terminology (College Level with B or higher) Seniors Only</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>8 a.m. – 10 a.m.</p>	<p>\$100-\$310 for consumable materials</p>
<p>Medical Terminology Logan Campus - Main</p>	<p>This class enables students to understand the language of medicine, which is based in Greek and Latin. Students learn the terminology used in medical transcription, medical assisting, nursing assisting, nursing, physical therapy, and all other health-related fields. This is a prerequisite for the Bridgerland Practical Nursing and Medical Assisting programs and is strongly recommended for students who plan to pursue a health care career.</p> <p>(Students must earn 80 percent or higher in the course to demonstrate competency requirements for Bridgerland programs.)</p>		<p>None</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>8 a.m. – 10 a.m. 12:30 p.m. - 2:30 p.m.</p>	<p>Approx. \$70 Book</p>



<p>Nursing Assistant (CNA) Logan Campus - Main</p> 	<p>Students learn basic nursing assistant skills needed to work in a hospital, nursing home, or home health agency. Students prepare to take the Certified Nursing Assistant state board exam for state certification. The exam is optional and can be taken up to one year after course completion. Students must have a reading level high enough to enable them to pass the class and take the state board exam if they choose. Federal and State guidelines mandate that students seeking certification must pass all course exams with 75 percent or higher. A 24-hour externship in a nursing home is a course requirement and 100 hours of training is required to receive certification. Attendance policies are rigidly enforced. Students must provide their own transportation to clinical facilities. Recommended for the Bridgerland Practical Nursing program and required for most nursing programs.</p>		<p>Must be 16</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>8 a.m. – 10 a.m. 12:30 p.m. - 2:30 p.m. (Semester only offered 8-10)</p>	<p>Approx. \$140-\$260 (includes \$130 in optional supplies & testing fee)</p>
<p>Pharmacy Technician Logan Campus - Main</p> 	<p>Courses cover State and Federal law for pharmacy, key concepts in the workplace, terminology, calculations, prescriptions and prescription labels, routes and formulations, non-sterile compounding, basic biopharmaceutics, as well as common drugs and their uses. A special emphasis is placed on retail pharmacy settings. Hands-on lab skills used in pharmacy will be taught in conjunction with key concepts.</p> <p>Students must enroll for three trimesters or two semesters.</p> <p>High school students transitioning to the adult program will be required to submit to a background check when they turn 18.</p>		<p>Seniors Only</p>	<p>X</p>	<p>X</p>	<p>X</p>		<p>8 a.m. – 10 a.m.</p>	<p>\$60 Lab Fee (One-time fee for school year)</p>
<p>Real Estate Logan Campus - Main</p> 	<p>New Real Estate home ownership epitomizes the “American Dream,” and buying a home is the biggest investment most people make in their lifetime. Students enrolled in this course will be introduced to understanding the sales/marketing process, investing in real estate, and the many steps in buying and selling a home. The focus of the course also includes financing sources, customer relations, the use of advertising and the media, and careers in real estate.</p> <p>This is a one Trimester/Semester course and is an exploratory experience that will not result in a real estate license.</p>		<p>None</p>	<p>X</p>	<p>X</p>	<p>X</p>		<p>8 a.m. – 10 a.m.</p>	<p>None</p>



<p>Web & Mobile Development Logan Campus - West</p> 	<p>Are you interested in creating and designing in digital spaces? Learn the fundamentals of coding, front-end and back-end development, and web design for various digital environments. You will also explore the areas of online marketing, photography, cinematography, freelancing, and more. You will discover and develop your own creativity and multimedia expertise through hands-on coding projects as your instructors lend one-on-one support and mentorship along the way.</p>	<p>✓</p>	<p>None</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>8 a.m. - 2:30 p.m. Must register for a 2-hour block</p>	<p>None</p>
<p>Welding Technology Logan Campus - Main</p> 	<p>Offers basic welding training in seven welding processes. Learn entry-level skills for production and industrial employment. Blueprint reading, welding inspection, basic metallurgy, layout, and fabrication skills are taught with hands-on welding. Basic courses are offered every trimester.</p>	<p>✓</p>	<p>None</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>8 a.m. - 2:30 p.m.</p>	<p>Supplies and workbooks approx. \$0-\$80 depending on number of courses taken</p>
<p>Wildland Firefighter Logan Campus - Main</p> 	<p>Enjoy the outdoors? Wildland fire fighters make good money! Travel the nation exploring very remote areas while maintaining a high level of fitness, adrenaline rush, and protecting people and their property. Learn how weather, topography, and other factors influence fire behavior. Wildland fire experience and knowledge is beneficial to those interested in pursuing careers in fire management, wildlife management, field biology, ecology, forestry, or range management.</p> <p>If the student is or will be 18 years old within 1 year of finishing this course, they may certify as a Wildland Firefighter. In order to certify, they will have to pass a fitness test (walk 3 miles in 45 min with a 45 lb. pack on).</p>		<p>Junior and Senior Only</p>		<p>X</p>			<p>8 a.m. – 10 a.m. Must register for a 2-hour block</p>	<p>\$10 Fee Approx. \$20 books/supplies</p>

NOTE: Summer sections are from 8 a.m. to 12 p.m. unless otherwise noted. No tuition for Utah residents.



UTAH SYSTEM OF
HIGHER EDUCATION

MEMORANDUM

TAB H

August 21, 2020

Delegated Duties and Responsibilities

When the Utah Legislature passed [S.B. 111, Higher Education Amendments](#), during the 2020 Legislative Session, it directed the newly formed Utah Board of Higher Education to “delegate to an institution board of trustees certain duties related to institution governance including guidance and support for the institution president, effective administration, the institution's responsibility for contributing to progress toward achieving systemwide goals, and other responsibilities determined by the Board.” Similarly, the Legislature instructed the Board to “delegate to an institution of higher education president management of the institution of higher education.”

Over the last five months, the Commissioner has worked with the presidents, the leadership of each institution’s board of trustees, and Board leadership to identify areas of responsibility that should be delegated to the boards of trustees, the presidents, and the Commissioner. The attached table delineates those delegated responsibilities while articulating the Board’s ongoing role with those delegated responsibilities.

Commissioner’s Recommendations

The Commissioner recommends the Board adopt the delegated duties and responsibilities, which will be subsequently formalized in Board policy.

Attachments:



SUMMARY: Delegation of Responsibilities and Authority of USHE Governing and Administrative Officers

The Utah System of Higher Education comprises 16 institutions, all with unique missions, but who are also working towards common goals and a unified vision. To ensure the System is efficient, effective, and delivers world-class instruction and research, the Utah Board of Higher Education and institutional boards of trustees must align responsibility and authority. The Board of Higher Education has established the following responsibilities and authorities for the Board, the boards of trustees, presidents, and the Commissioner.

BOARDS OF TRUSTEES & THE BOARD OF HIGHER EDUCATION			
STATUTORY GUIDANCE	RESPONSIBILITIES	AUTHORITY	
		Delegated to Institutional Board of Trustees	Board of Higher Education
Guidance and support for the institution president	Appointment of a President	Trustee chair serves as search committee co-chair; executive committee participates in finalist interviews, consults with the Board on appointments. Trustees may conduct first phase of a search and submit finalists to the Board of Higher Education if authorized.	Board chair appoints a Board member to serve as search committee co-chair; search committee submits three-five finalists. The Board appoints president from among the finalists who serves at the pleasure of the Board. Board sets and adjusts presidential salaries by policy. Board may remove a president.
	Evaluation of Presidents	On behalf of the Board of Higher Education, the trustees chair and R&R team annually evaluate president’s performance based on factors including progress towards institutional strategic plan and statewide performance metrics and goals. R&R team and trustee chair reports findings and recommendations to the Board of Higher Education.	Board sets evaluation criteria and procedures. Board takes appropriate action based on presidential performance and recommendations, using identified benchmarks. Board conducts comprehensive evaluation every four years or if otherwise needed.

<p>The institution's responsibility for contributing to progress toward achieving systemwide goals</p>	<p>Institutional Master Planning, Strategic Planning and Goals</p>	<p>Trustees approve a strategic plan for the institution that is aligned with: state attainment goals, workforce needs, and the institution of higher education's role, mission, and distinctiveness.</p> <p>Trustees set performance metrics in consultation with the Board of Higher Education.</p> <p>Trustees monitor the institution's progress toward achieving the strategic plan and report to the Board of Higher Education institutional progress.</p> <p>Trustees approve institutional master plan and associated changes. The trustees submit master plans and changes to the Commissioner's office.</p>	<p>Board sets and assesses systemwide performance on statewide goals and system performance metrics.</p> <p>Board requires institutions to provide a five-year capital plan, which the Board must approve.</p> <p>Institutions provide ongoing financial reporting.</p>
<p>Effective Administration—In general, the Board of Higher Education will establish general parameters and reporting requirements and delegate day-to-day oversight to trustees and presidents.</p>	<p>Institutional Missions & Roles</p>	<p>Trustees approve institutional missions that align with the institution's role as established in statute and by the Board.</p>	<p>Except as institutional roles are specifically assigned by the Legislature, the Board shall establish and define the roles of the institutions of higher education.</p> <p>Board adopts the institutional mission into policy.</p>
	<p>Institutional Policies/System Policies</p>	<p>Trustees approve institutional policies needed for the effective administration of the institution, ensuring they maintain parameters set by the Board of Higher Education.</p>	<p>The Board of Higher Education may approve systemwide policies.</p>
	<p>Tuition and Fees</p>	<p>Institutions present tuition and fee needs to trustees; trustees are responsible to verify data supporting requests for increases in tuition or fees.</p> <p>Trustees, based on their assessment of the institution's request and underlying data, recommend tuition and fee increases to the Board.</p>	<p>Board establishes criteria trustees will use in evaluating tuition and fee requests.</p> <p>Board sets criteria and process trustees follow to conduct due diligence for tuition and fee requests.</p> <p>Board assesses whether the trustees have properly assessed the institution's request.</p> <p>Board reviews and may approve trustees' recommendations.</p>
	<p>Budget and Finance Oversight</p>	<p>Trustees establish and oversee internal accounting and operating controls, monitor use of discretionary funds, establish institutional debt policy, and oversee all auxiliary enterprises.</p>	<p>Board sets system parameters in policy and requires necessary reporting on budget and finance. The Board may intervene if institutions exceed parameters or policy.</p>

	Facilities	<p>Trustees may approve construction projects for new facilities less than \$500,000 and remodels or improvements of existing facilities less than \$3,500,000.</p> <p>Trustees may approve property acquisition or disposal less than \$500,000.</p> <p>Trustees may approve capital leases of less than \$100,000 a year (\$250,000 a year for the U of U).</p> <p>U of U trustees may approve all U of U Hospital/Health Sciences capital projects.</p> <p>Trustees review and may approve requests to submit to the Board for all other capital facilities.</p>	<p>Board sets System parameters in policy and requires necessary reporting on facilities.</p> <p>Board must approve capital projects that exceed threshold amounts.</p>
	Audit	Trustees form the institution’s internal audit committee, sets internal audit priorities, review internal audits, and report audit findings at least annually to the Board of Higher Education.	Board audit committee identifies areas of risk within the System and prioritizes System audits accordingly.
	Academic Programs	Trustees approve new programs that fit in the institutions mission and role and meet Board of Higher Education criteria.	Board of Higher Education establishes institutional missions and roles and criteria for new programming, such as workforce demand. Institutions report all new programs to the Board.
	Technical Education Programs	Trustees over technical colleges or institutions with a technical college role approve technical education programs that meet Board of Higher Education criteria.	Board of Higher Education establishes institutional missions and roles and criteria for new programming, such as workforce demand. Institutions report all new programs to the Board.
	Academic Degree Approval	Trustees review, consider and approve new institutional degree requests (certificates, associate, bachelor’s, master’s and doctoral), minors and emphases added to approved programs that conform to the institution’s role and mission.	The Board of Education may consider and approve new degree requests (certificates, associate, bachelors, master’s, and doctoral) minors, and emphases added to approved programs that fall outside of the institution’s role and mission.
	Research and Training Grants	Trustees approve research and training grant funding on behalf of the Board of Higher Education.	<p>Institutions report grants annually to the Board.</p> <p>Institutions report highlights most impactful research.</p>
	Community Relations/Advancement	Trustees facilitate communication between the institution and the community; assist in planning, implementing, and executing fund raising and development projects; and perpetuate and strengthen alumni and	

		community identification with the institution's tradition and goals.	
	Honorary Degrees	Trustees approve recipients for honorary degrees or recognitions.	

INSTITUTIONAL PRESIDENTS

ROLE	AUTHORITY
Leadership	<p>An institution of higher education president develops and implements the institution's vision, mission, and goals, and manages progress toward achieving institutional aims.</p> <p>The president of each institution of higher education may exercise grants of power and authority to ensure the effective and efficient administration and operation of the institution of higher education.</p> <p>The president also guides the contributions of their institution to the vision, mission, and goals of the Utah System of Higher Education.</p> <p>The president is responsible to lead as part of a larger alliance of institutions whose presidents share a central mission to provide world-class, affordable higher education within the system of higher education. Presidents collaborate with and support each other, the Commissioner and the Board for the benefit of all students and Utah.</p>
External Relations	<p>The president serves as the representative of their institution with key stakeholder communities, including but not limited to:</p> <ul style="list-style-type: none"> • Alumni • Private, Foundation and Corporate Donors • State and Federal Legislators and other Governmental Leaders • Community Members and Non-Profit Partners • Employers, Industry • K-12 Education <p>The president is responsible for effective, high-integrity stewardship of both relationships with and resources from external stakeholders.</p>
Faculty and Staff	<p>The president may:</p> <ul style="list-style-type: none"> • Appoint a secretary, a treasurer, administrative officers, deans, faculty members, and other professional personnel, prescribe their duties, and determine their salaries • Appoint support personnel, prescribe their duties, and determine their salaries from the institution of higher education's position classification plan • Where applicable, provide for the constitution, government, and organization of the faculty and administration, and enact implementing rules, including the establishment of a prescribed of tenure • Enact rules for administration and operation of the institution which are consistent with the prescribed role established by the board, rules enacted by the board, or the laws of the state

	<p>The president may exercise powers relating to the institution’s employees, including but not limited to:</p> <ul style="list-style-type: none"> • Furloughs • Reductions in force • Benefit adjustments • Program reductions or discontinuance • Early retirement incentives that provide cost savings to the institution of higher education • Other measures that may provide cost savings to the institution of higher education
Strategic Planning/Master Planning	<p>Presidents develop and execute strategic plans that lead to their institutions achieving institutional and systemwide goals and performance metrics.</p> <p>Presidents develop and maintain an institutional master plans and five-year financial plans associated with the master plans. As part of the master planning process, presidents identify needed capital improvements or new facilities and submit requests and planning to the trustees for approval.</p>
Finance and Budget	<p>The president establishes priorities for fiscal resources in a manner that help the institution achieve institutional goals and objectives and systemwide goals and performance measures.</p> <p>The president oversees the institution’s fiscal health, including setting budgetary priorities and requiring efficient and effective use of resources.</p>
Student Success	<p>The president establishes goals and initiatives that encourage student success and well-being, including areas of retention, graduation rates, affordability, safety and mental health, career and academic counseling, and workforce attachment.</p> <p>The president prioritizes, fosters and celebrates a vibrant, challenging and positive learning environment for the institution’s students.</p>

COMMISSIONER OF HIGHER EDUCATION	
ROLE	AUTHORITY
Leadership	<p>The Commissioner develops and implements the System’s vision, mission, and goals, and manages progress toward achieving System aims.</p> <p>The Commissioner shall:</p> <ul style="list-style-type: none"> • Develop System strategic plan. • Ensure that the policies, programs align with the strategic and are properly executed. • Furnish information about the Utah System of Higher Education and make recommendations regarding that information to the Board. • Provide state-level leadership in any activity affecting an institution of higher education. • Develop and provide comprehensive training for Board members and trustees. • Perform other duties assigned by the Board in carrying out the Board's duties and responsibilities.

Coordination and Support for Presidents	<p>The Commissioner serves as Chair of the Council of Presidents, the duties of which include coordinating of meeting agendas and Council recommendations to the Board and facilitating communication and collaboration among the presidents.</p> <p>The Commissioner facilitates comprehensive presidential performance evaluations on behalf of the Board.</p> <p>The Commissioner may provide leadership, advice, and consultation as may be sought by institutional Presidents or directed by the Board.</p>
Audit	<p>The Commissioner is empowered to require information and reports from the institutions.</p> <p>The Commissioner has the authority, after giving due notice to the president, to assign his or her staff to audit records of institutions or otherwise verify data. Such audits shall be in response to Board instructions or to verify compliance with Board policy or applicable law. The Board audit committee shall prioritize the Commissioner’s audits.</p>
System Policy	<p>The Commissioner develops policy that addresses statewide issues impacting the System for the Board to consider and adopt.</p> <p>The Commissioner shall be responsible for interpreting Board policy. The president of any institution may appeal the Commissioner’s interpretation of policy to the Board.</p>
Communication	<p>The Commissioner:</p> <ul style="list-style-type: none"> • Supports the work of individual presidents and serves as a liaison between presidents and the Board. • Directs continuous communication between the colleges and universities, the Board, and the Office of the Commissioner, related to problems and issues of common interest to the Utah System of Higher Education. • Establishes and maintains positive, productive relationships with the Board, the institutional presidents, the boards of trustees, and the legislative and executive branches of state government. <p>The Commissioner, in consultation with the Board and in collaboration with the presidents, shall develop System legislative priorities and strategies related to federal and state legislation and funding impacting higher education.</p> <p>The Commissioner is authorized to advocate on behalf of the Board before the Governor and his or her staff, the Legislature, and other officials and governmental entities.</p>
System Budget and Finance	<p>The Commissioner, in collaboration with the presidents, develops a unified budget request for the System and presents budget priorities for the Board to consider and adopt.</p>



Name of Course: UT non-resident Agent

Class Max: 30

Starting Date: 11/4/2020

Ending Date: 12/16/2020

Total Course Hours: 30

Days Taught: M T W Th F S

Location: Logan-main Room # 1319

Time: 6-10 pm

Form(s) of Advertising: Website Radio Brochure email Other: _____

Reporting Code:

Mission Related--Job Upgrade (1) Mission Related--Continuing Education (2) Non-Mission Related--4FUN

Delivery Method:

Face-to-Face Broadcast Interactive Audio/Video Online Electronic Media
 Correspondence Blended Lock-Step

Instructional Type:

Regular Classes without lab Regular Classes with incorporated lab Lab Supervision at Remote Sites
 Individualized Instruction Conference and Workshops Other

Cost Per Student:

Tuition: \$60

Fees (Fund 10): \$70

Fund 12: _____

Total: \$130

Tuition Will Be Paid By:

Student

Company/Organization*

*If Company/Organization

Instructor Information:

Name: Gordon Miller

Company Name _____

Address _____

Responsible Person _____

Required Textbook(s):
Title: <u>Real Estate Packet</u>
ISBN: _____
Price: \$ _____

Gordon Miller
Department Head

[Signature]
VP for Students Service or Registrar

[Signature]
Associate VP for Instruction/or VP Instruction