SNOW COLLEGE

BOARD OF TRUSTEES MEETING AGENDA
NOYES BUILDING • EPHRAIM, UTAH
WEDNESDAY, MARCH 18, 2020

10:00 – 10:15 AM COMMITTEE OF THE WHOLE
Location: Founders Hall

1. Welcome ..... Leslie Keisel, Chair of the Board
2. Pledge of Allegiance ..... By Invitation

ACTION:

1. Minutes from the Previous Meetings (Tab A, Page 3) ..... Chair Keisel

10:15 – 11:30 AM MEETINGS OF THE BOARD COMMITTEES

FINANCE AND FACILITIES COMMITTEE
Trustee Randy Cox, Chair
Location: Founders Hall

ACTION:

1. Auxiliary Services Policy (Tab B, Page 8) ..... Rob Nielson, Assistant to the President for Athletics & Aux Services
2. Great Basin Station Lease ..... Mr. Nielson & Jason Springer, Associate Provost for Student Success
3. Early Retirement Requests ..... Carson Howell, Finance & Admin Services Vice President
4. Accessibility Policy (Tab C, Page 12) ..... Dr. Howell
5. Interim Policy Policy (Tab D, Page 15) ..... Dr. Howell
6. Personnel System Policy (Tab E, Page 16) ..... Dr. Howell
7. Extra and Overload Assignment Policy (Tab F, Page 19) ..... Dr. Howell

ACADEMIC AND STUDENT AFFAIRS COMMITTEE
Trustee Karen Soper, Chair
Location: Lorenzo & Erastus Snow Conference Room

ACTION:

1. Rank Advancement Recommendations (Tab G, Page 22) ..... Steve Hood, Provost
2. Candidates for Graduation (Tab H, Page 23) ..... Dr. Hood
3. Library Copyright Policy (Tab I, Page 39) ..... Dr. Hood
4. Workload Policy (Tab J, Page 42) ..... Dr. Hood
5. Course Fee Policy (Tab K, Page 47) ..... Dr. Hood
6. R401: Industrial Mechanics (Tab L, Page 52) ..... Dr. Hood
7. R401: Innovative Livestock Program (Tab M, Page 64) ..... Dr. Hood
8. Curriculum Changes to Software Engineering Program (Tab N, Page 78) ..... Dr. Hood
9. Curriculum Changes to Commercial Music Program (Tab O, Page 84) ..... Dr. Hood
10. Requirement Changes to Associate of Pre-Engineering Degree (Tab P, Page 88) ..... Dr. Hood

INFORMATION:

1. Music Accreditation Report (Tab Q, Page 91) ..... Dr. Hood

11:30 AM – 12:30 PM COMMITTEE OF THE WHOLE
Location: Founders Hall

ACTION:

1. 2021 Proposed Tuition and Tuition Hearing Report (Tab R, Page 92) ..... Brad Cook President
2. Commencement Speakers and Honorary Degree Recipients ..... President Cook
3. Report from the Finance and Facilities Committee ..... Trustee Cox
4. Report from the Academic and Student Affairs Committee ..... Trustee Soper
5. Report from the Audit Committee (Tab S, Page 93) ..... Trustee Robinson

INFORMATION:

1. Legislative Report ..... President Cook
2. Report from the Student Body Association ..... Ben Scheffner, Student Body President
3. Report from the Alumni Association ..... Kay Christensen, Alumni Association President
4. Report from the Chair ..... Chair Keisel
5. Report from the President ..... President Cook

12:30 – 1:00 PM LUNCH
Location: Founders Hall

1:00 – 3:00 PM STRATEGIC PLANNING SESSION
Location: Founders Hall

CALENDAR ITEMS:

May 1	Commencement Ceremony (Richfield)
May 2	Commencement Ceremony (Ephraim)
June 26	Board of Trustees Meeting (Richfield)
July 16-17	Training with Regents (Cedar City)
September 11	Board of Trustees Meeting (Ephraim)
November 18	Board of Trustees Meeting (Ephraim)
January 8, 2021	Board of Trustees Meeting (Ephraim)

Projected times for the various meetings are estimates only. The Board Chair retains the right to take action at any time. In compliance with the Americans with Disabilities Act, individuals needing special accommodations (including auxiliary communicative aids and services) during this meeting should notify the board secretary (435-283-7013 or /marci.larsen@snow.edu), at least three working days prior to the meeting.

Board of Trustees Meeting Minutes
January 10, 2020 • Ephraim, Utah

Trustees
David Christensen
Kay Christensen
Jon Cox
Randy Cox
Jeff Kahn
Leslie Keisel, Chair
Erma Kaye May
Rick Robinson, Vice Chair
Ben Scheffner
Karen Soper

College Personnel
Wayne Bushman, Internal Auditor
Teri Clawson, Enroll Assistant VP
Brad Cook, President
Josh Hales, HR Director
Beckie Hermansen, IR Director (partial)
Steve Hood, Provost
Carson Howell, Finance VP
Melanie Jenkins, Academic Assoc Provost
Marci Larsen, Board Secretary
Derrin Owens, Econ Dev Dir
Larry Smith, Faculty Senate President
Heidi Stringham, Richfield Exec Dir
Meagan White, Controller (partial)

Others
None

DRAFT

Welcome and Pledge of Allegiance
Chair Keisel called the meeting to order and led the group in the pledge of allegiance. She thanked Trustee Christensen for the treats and expressed appreciation to Marci Larsen for her preparation for the meeting.

Minutes from the Previous Meeting
Chair Keisel called for approval of the September 20, 2019 and November 6, 2019 minutes. Trustee Jon Cox so moved, and Trustee Kahn seconded the motion. The motion carried unanimously.

Honorary Degree and Commencement
President Cook said he is still working on securing a speaker for Ephraim's commencement ceremony, and the group discussed possible speakers. Trustee Jon Cox made a motion to accept President Cook's recommendation to invite Alan Hall to speak in Richfield and to give Francis Gibson an honorary degree in Ephraim. Trustee Soper seconded the motion, and all voted in favor.

Report from the Finance and Facilities
Committee Chair Randy Cox asked Dr. Howell to summarize the August, September, and October investment reports, which he did. He focused primarily on the October 2019 report, which was provided at the meeting. Josh Hales briefly summarized the Performance Evaluation Policy, the Nepotism Policy, and the Restrictions on Relationships Policy. Trustee Kay Christensen made a motion to approve the policies and the investment reports. Trustee Kahn seconded the motion, and it carried unanimously.

Academic and Student Affairs Committee
Committee Chair Soper said they had an informative meeting. She made a motion to grant final tenure, effective July 1, 2020, to the following faculty: April Anderton (Nursing), Andrew Bahlmann (English), Bridget Bennett (Nursing), Udambor Bumandalai (ESL), Kathy Fellers (English), Steve Hart (Math), Diane Hill (Math), Bryant Jones (Chemistry), Philip Kuehn (Music), Kade Parry (English), Adrian Peterson (Biology), Kyle Rowley (Engineering), Dennis Schugk (Criminal Justice/Social Work), and Kellyanne Ure (English). Trustee David Christensen seconded the motion, and it carried unanimously. Trustee Soper also made a motion to approve the proposed changes, as detailed in the R401 documents, to the Diesel and Heavy Duty Mechanics Technology program and the Automotive Technology program. Trustee Kahn seconded the motion, and it carried unanimously.

Trustee Soper briefly summarized the informational items, noting that faculty see the value in the foundation classes and that there is still some work to do in helping students see the connections between the three disciplines. She also informed the group of a mental health summit that is currently being planned and said those involved with the Richfield housing project continue to work through details of the complicated process.

Audit Committee Report
Committee Chair Robinson said the audit committee met in November. He referenced the documents included in the meeting agenda and moved approval of the Internal Audit Letter- R541 Investment Report. Trustee David Christensen seconded the motion, and all voted in favor. Trustee Robinson next reviewed the Board of Trustees Audit Committee Charter, which tells where

the committee gets its authority, and the Internal Audit Charter, which governs the work of the Internal Audit Office. Trustee Randy Cox made a motion to approve both charters. Trustee Kay Christensen seconded the motion, and it carried unanimously. Trustee Robinson thanked Wayne Bushman for his good work, and Mr. Bushman returned the compliments by sharing a compliment the USHE internal audit offered after the last audit committee meeting. Trustee Robinson noted the preliminary audit schedule that is a working document and will be presented as an action item at a future meeting.

Accreditation Update

Dr. Beckie Hermansen joined the meeting and presented three documents: Institutional Effectiveness, Environmental Scan, and the draft version of the Self Evaluation. She showed the trustees the dashboard feature and shared changes with the Northwest Association. Upon President Cook's request, she told the trustees about the Aspen Award. She said the college has been nominated again. Trustees expressed appreciation for the wealth of information.

Report from the Student Body President

President Scheffner said the Student Life Office is in the process of starting elections for next year's officers and shared an update on recent student activities including Wellness Wednesdays, a lip sync for leadership teams, and facilitating help with the census process. He said student leaders continue to work with Richfield and try to be personal in their invitations. He asked if there were questions and invited trustees to share feedback anytime. Chair Keisel thanked Trustee Scheffner for his leadership.

Report from the Alumni Association

Trustee Kay Christensen shared details of the Alumni Family Scholarship Program, saying the goals are 1) to tie parents, grandparents, and great grandparents to Snow College and encourage them to invite their posterity to attend Snow College and 2) to have parents, grandparents, and great grandparents establish a scholarship in the name of the giving parents, grandparents, or great grandparents to encourage their posterity to attend Snow using a family scholarship fund. Trustee Kahn asked who sets the criteria for the scholarships, to which Trustee Kay Christensen said the family does. President Cook shared an alumni success story highlighting Mr. Nakao in Japan.

Report from the Chair

Chair Keisel said how much she appreciated the opportunity to meet with staff, like the group did today during lunch. She also congratulated the college on the #1 ranking and asked President Cook to take her time on the agenda to talk about this honor.

Report from the President

President Cook gladly accepted the invitation to brag and said this incredible news was the first item for his report. President Cook announced the Chronicle of Higher Education's #1 ranking and said how proud he is of the college. He took no credit for the recognition but, instead, complimented the faculty, staff, and those who have served in the past. He noted the college cannot understate the importance of this ranking. A copy of the announcement President Cook sent to stakeholders and employees, as well as slides from this PowerPoint presentation, is archived with the meeting minutes.

President Cook next informed the trustees of the statewide discussion happening around higher education governance and asked the trustees for their input. He asked if they were supportive of the idea of using Richfield to grow CTE. Trustee Jon Cox paused and asked if the intent is to do that in Richfield and keep Ephraim doing what it does well. He cautioned the college to be careful with dual mission and not neglect one area. Overall, there was support for the proposal to grow CTE, add on-line options, work with concurrent enrollment students, and continue to be the best at face-to-face delivery.

President Cook next shared the college's legislative budget priorities (detailed below), which trustees supported.

FY2021 Performance Funding Request
Snow College ($1,007,000)

• 1 Year Associates Degree (Online)	$150,000
• Faculty Lines for Bottleneck courses (2 FTE)	$170,000
• Student Success Advisor	$ 75,000
• Predictive Analytics	$ 90,000
• Student Mental Health/Wellness	$ 80,000
• Controller's Office/Facilities	$167,000
• Efficient and Effective Use of Space	$ 50,000
• Competency-based Education	$200,000
• Title IX	$ 25,000
• Advancement and Tenure (Tuition)	$150,000
• 25% Salary and Benefit increases (Tuition)	$223,632
• Planning $ for Building	

FY2021 Technical Education Funding
Snow College ($617,300)

• CTE Tuition Offset	$266,300
• Expand CTE Programs	$128,000
• New CTE Programming	$ 98,000
• FT CTE Director	$125,000

DRAFT

Sharing an update on the strategic planning process was the next item in President Cook's report. Dr. Howell, who is co-chairing the task force with Stacee McIff, said the Strategic Planning Task Force had held its first meeting and will be building on what has already been done. He said they will divide up into accessibility, affordability, and quality groups to continue to move forward with the regents' priorities. President Cook said the process is off to a strong start, and he commended Dr. Howell and Professor McIff for their leadership.

To conclude, President Cook briefly mentioned other initiatives including: partnering with universities for additional offerings, exploring options for delivering programs to the prison, contracting with a company to help with online education, researching possibilities for improved student health care services, and preparing to launch the Student Success Associate Provost search. Trustee Jon Cox commended the president for his bold, smart initiatives. Trustee Kay Christensen encouraged the administration to remember the college's role of being a junior college, and Trustee Robinson supported the growth-focused vision. Chair Keisel, as well as other trustees, also voiced their support for the initiatives. President Cook asked Teri Clawson to share an update on enrollment, and she said she is "optimistically pleased" the numbers for fully admitted students are up significantly for the fall. President Cook reported that while international student enrollments are up for this current term, the overall enrollment numbers are down when compared to last year. Because of this, he told trustees he is asking everyone to take a more conservative financial approach until the enrollments are realized.

Adjournment

Prior to adjourning the meeting, Chair Keisel reviewed the calendar, and the decision was made to cancel the February 14 meeting. President Cook also asked for feedback on the board meetings, and suggestions were noted. Trustee Jon Cox made a motion to adjourn. Trustee May seconded the motion, and all voted in favor.

_____

Marci Larsen, Board Secretary

Pending Approval: March 18, 2020

DRAFT

January 7, 2020

Dear Friends,

We just received some incredible news. Snow College is ranked #1 in the nation for student success, according to an unsolicited report by the *Chronicle of Higher Education*, higher education's premier publication. The report, "ranks colleges that mainly serve students who are seeking an associate degree or preparing to transfer to a four-year institution by the percentage of first-time, full-time students who completed within 150 percent of the normal time [i.e., three years for an associates degree], transferred to another higher-education institution, or were still enrolled at the original college." As identified by the *Chronicle*, Snow College has an 85% student success rate.

This kind of success does not happen by chance. It is an incredible testament to the Spirit of Snow and the hard-working, committed faculty, staff, board members and supporters we have here. When students choose to come to Snow, they are placing themselves in the very best position possible to succeed. There is no better choice in the entire country for our category of institution. Let that sink in for a minute. When it comes to student care and high-touch support, no one in America does this better than Snow College. Snow is truly best in its class. And here is the best part. The best is yet to come.

A heartfelt thank you to all who throw themselves so fully into this work. It's an honor to work with you.

The report can be seen in its entirety at https://www.chronicle.com.

Bradley J. Cook
President

Snow College
150 College Avenue
Ephraim, UT 84627
Phone: 435-283-7010
brad.cook@snow.edu
President's Office

DRAFT

4-year public colleges that primarily offer associate degrees

Search in table

Page 1 of 6 >

Rank	Institution	Adjusted cohort entering in 2012	Completers within 150 percent of normal time	Transfer-out students	Still enrolled, 2018	No longer enrolled, 2018	Completed, transferred, or still enrolled
1	Snow College	1,108	44.9%	39.5%	0.6%	14.9%	85%
2	Foothill College	1,040	62.7%	11.1%	6.3%	20.0%	80%
3	Alfred State College	976	53.5%	25.9%	0.1%	20.5%	80%
4	State U. of New York College of Technology at Delhi	820	42.7%	35.0%	0.2%	22.1%	78%
5	East Georgia State College	1,171	10.8%	66.0%	0.0%	23.2%	77%
6	Santa Fe College	1,274	57.3%	15.3%	2.4%	25.0%	75%
7	South Georgia State College	965	12.5%	61.0%	0.9%	25.5%	75%
8	Cypress College	678	30.4%	17.6%	24.2%	27.9%	72%
9	Brazosport College	330	20.0%	22.1%	30.0%	27.9%	72%
10	Vermont Technical College	140	55.0%	15.7%	0.0%	29.3%	71%

SNOW COLLEGE

Policy #
Date Approved:
Date Amended:
Responsible Office:

SUBJECT: AUXILIARY SERVICES POLICY

1.0 PURPOSE

1.1. This policy is intended to set forth the Policy of the College with regard to the Auxiliary Services Department (Auxiliary Services), oversight and management of funds raised through Auxiliary Services, and employee use of services provided by Auxiliary Services. This Policy is intended to comply with Board of Regents Policy R550.

2.0 DEFINITIONS

2.1. **Auxiliary Enterprises:** Business enterprises or other support activities (as distinguished from primary programs of instruction, research, and public service, and from organized activities and intercollegiate athletics) the primary purpose of which is to provide specified services to students, faculty, staff or guests of the institution. All housing, food service, and college store activities in any institution are to be classified and managed as auxiliary enterprises. Other activities which serve primarily individuals (as distinguished from internal departments of the institution) and operate on an essentially self-supporting basis, also should be classified and managed as auxiliary enterprises.

2.2. **Essentially Self-Supporting:** Receiving revenues (fees for services, sales, dedicated general fees, contributions, and investment income) to cover all or most of the direct and indirect operating expenses, assignable indirect costs, debt service and capital expenditures for the activity. "Most" is defined as 100% of direct and indirect operating expenses over a five-year average but may be as low as 90% in an individual year unless a specific subsidy is approved by the Board of Trustees.

2.3. **Auxiliary Services Department:** Snow College Department consisting of the following Auxiliary Enterprises:

- Food Services
- Campus Stores (Ephraim and Richfield)
- Residence Life

Auxiliary Enterprises may be added to or subtracted from this list as determined by the Administration without necessity of amending this Policy. Although the Sevier Valley Center (SVC) is considered an Auxiliary Enterprise, they have their own oversight Board and operate under policies established by the Board. Because of this, the SVC will not be part of the Auxiliary Services Department.

3.0 POLICY

3.1. Auxiliary Services is to be run in accordance with Utah State Board of Regents Policy, R550 meaning it is to operate on an essentially self-supporting basis and is to be managed as auxiliary enterprises.

3.2. Auxiliary Services is to be operated in accordance with overall management principles as defined in Regents policy R550; is to employ professional management; and there must be administrative, accounting and financial management oversight of auxiliary enterprises, through one or more senior officers designated by the President.

3.2.1. Revenues of auxiliary enterprises are to be used to cover expenses and obligations of the auxiliaries and to provide working capital and sufficient reserves.

3.2.1.1. Each auxiliary enterprise which involves sale of goods and services should have adequate working capital to support accounts receivable and necessary inventories of goods and supplies.

3.2.1.2. Renewal and replacement funds for all auxiliary enterprises should be accumulated in amounts sufficient to provide for major equipment repair and replacement as well as refurbishment, renewal and replacement of physical facilities.

3.2.1.3. Auxiliary enterprises are not, however, expected to accumulate fund balances in excess of requirements for working capital, renewals and replacements, and debt service. Subsides from outside funds and then charges to users should be adjusted downward if an enterprise produces revenues in excess of this requirement.

3.2.1.4. Auxiliary enterprise budgets are to include costs of the operations of physical facilities, accounting services directly chargeable to their operations, and an appropriate share of other administrative support costs of the College. The cost of these support services may either be budgeted directly in the operations of the auxiliary enterprises, or budgeted as payments to the education and general departments or service enterprises providing the support services.

3.2.1.5. Accounts for each auxiliary enterprise are to include all revenues, expenditures, and transfers relating to the enterprise, including interest on loans from other institutional

or outside sources and expenditures or indirect charges for operation and maintenance of physical facilities and financial accounting services and for other administrative support costs. Mandatory and non-mandatory transfers out are to be specifically identified, as are all loans and all transfers in from other auxiliary enterprises and from institutional discretionary funds, other education and general funds, or other funds of the institution.

3.2.2. Excess revenues may be used for other purposes only after expenses, obligations, working capital and sufficient reserves have been funded and subsidies and charges have been reduced. Such other uses shall be clearly identified and approved by the President of the College. Procedures shall be established setting the criteria for and the approval for use of auxiliary revenues for other purposes.

3.2.3. Procedures should be established for the oversight and approval of transfers of funds from Auxiliary Enterprise funds to Non-Auxiliary Enterprise funds, particularly where the financial manager (fund custodian) is the same person for both funds.

3.2.4. Operating procedures for each auxiliary enterprise should be established in accordance with the mission and objectives of Auxiliary Services Department.

3.2.5. Appropriate fees shall be charged to users of the auxiliary enterprises, including academic or administrative departments. To the extent reasonably possible, selling prices, rents, fees, admissions and other charges by each auxiliary enterprise are to be set at a level adequate to support the operating and reserve requirements of the enterprise.

3.3. Annual Reports and frequent audits. An Annual Report, in accord with Board of Regent Rule requirements below, must be prepared for Auxiliary Enterprises. The Annual Report will be submitted to the Board of Trustees so that it may exercise its duty to review the College's Auxiliary Enterprises. In addition, quarterly reports should be prepared for the Board of Trustees' Finance and Facilities Committee for review at each Board of Trustee's meeting. Periodic internal audits (which may be "mini" audits or focused on a specific aspect of an Auxiliary Enterprise) shall occur on a regular basis and be reported to the Audit Committee. A full internal audit of each Auxiliary Enterprise shall occur at least every five years.

3.3.1. The Annual Report shall detail auxiliary enterprises operations, covering the completed actual year and the current budget year. The report, in accord with forms or in a format provided by the Commissioner, is to include as a minimum, for each designated auxiliary enterprise and for the institutional auxiliary enterprises in total, the following information: (1) appropriate detail on revenues (e.g., sales and services, student fees, other income) and expenditures (e.g., costs of goods sold, direct operating expenses, charges for indirect costs); (2) identification of each specific source and amount of transfers in; (3) identification of each specific amount and recipient of transfers out; and (4) Details of any outstanding loans other than bonded indebtedness. (Bonded indebtedness is disclosed in the institution's audited financial statements.)

3.4. Where practicable, campus departments should use Auxiliary Services for business related purposes before going to outside businesses which may/should include:

3.4.1. First right of refusal of Food Services to provide food for on-campus functions.

3.4.2. Scholarship funds issued specifically to pay housing expenses be used first for on-campus housing options.

SNOW COLLEGE

Policy #
Date Approved:
Date Amended:
Responsible Office:

SUBJECT: ACCESSIBILITY

1.0 PURPOSE

1.1. The creation and dissemination of knowledge is a defining characteristic of higher education and is fundamental to Snow College's mission of providing a vibrant learning environment. Delivery of information electronically is central to carrying out this mission. Acknowledging this fact, Snow College is adopting a policy to demonstrate its commitment to providing Electronic Information Technology and Content accessibility to all Snow students, faculty, staff and the general public regardless of ability.

2.0 DEFINITIONS

2.1. **Electronic Information Technology and Content (EITC)**: Any electronic system used to deliver information. This includes computer hardware and software, operating systems, web-based information and applications, video, multimedia and specific College systems and programs such as Canvas, as well as the content delivered in those systems.

2.2. **Accessible**: That individuals with disabilities are able to independently acquire the same information, engage in the same interactions, and enjoy the same services within the same timeframe as individuals without disabilities, with substantially equivalent ease of use.

2.3. **Disability**: A physical or mental impairment that substantially limits one or more major life activities.

2.4. **Equally effective**: An alternative format or medium that communicates the same information in as timely a fashion as does the original format or medium.

3.0 POLICY

3.1. It is the policy of Snow College to make all Electronic Information Technology resources and services accessible to all Snow students, faculty, staff and the general public regardless of ability. This is an institution-wide responsibility that requires commitment and involvement from leadership and the active engagement and participation of faculty, staff and everyone else in the Snow College Community. Technology access for individuals with disabilities must provide comparable functionality, affordability, and be equally effective and should be delivered in as seamless a manner as possible.

4.0 PROCEDURES

4.1. The purpose of these procedures is to provide processes by which Snow College administrators, faculty, and staff will create, obtain and maintain all EITC in a manner that ensures to the extent reasonably possible that EITC is accessible to individuals with disabilities.

4.2. Order of making EITC compliant and accompanying deadlines:

4.2.1. All EITC that is newly created from the adoption of this policy or for which a request is made by a student to be made compliant shall be compliant immediately.

4.2.2. All video, graphics and scanned images that are already posted at time of the adoption of this policy shall be made compliant no later than one year from the adoption of this policy.

4.2.3. All other content which is already posted at the time of adoption of this policy shall be made compliant no later than two years from the adoption of this policy.

4.2.4. All non-compliant EITC which is no longer used in teaching or communicating with students shall be archived immediately upon adoption of this policy.

4.3. An Electronic Information Technology and Content Committee ("EITC Committee") shall be appointed by the President.

4.4. The EITC Committee shall create and publish EITC standards and be responsible for implementing and enforcing them. The EITC Committee shall recommend resources to help administration, faculty and staff understand and implement the standards. At a minimum the standards shall include the following areas:

4.4.1. General Standard. Currently the general standard for accessibility is the World Wide Web Consortium (W3C) Web Content Accessibility Guidelines (WCAG2.0) level AA found at https://www.w3.org/TR/WCAG20/. The General Standard should be reviewed and updated as necessary.

4.4.2. Web Accessibility.

4.4.3. Instructional Materials Accessibility.

4.4.4. Document Accessibility.

4.4.5. Electronic Media Accessibility.

4.4.6. Software, Hardware and Systems Accessibility.

4.4.7. Procurement including the prioritization of replacement of Legacy Technology that is not fully accessible.

4.5. The EITC Committee shall enforce this Policy including addressing complaints or concerns raised about lack of accessibility or compliance with this Policy. The EITC Committee shall create a complaint process where any person can file a complaint or raise a concern about lack of accessibility or compliance with this Policy.

4.5.1. Persons who are not satisfied with the complaint process may appeal by promptly filing a written notice of appeal with the EITC Committee which states why they are dissatisfied with the result achieved through the complaint process. A committee consisting of the College Risk Manager, a representative of the EITC Committee, and a designee of the President shall consider the matter in an informal discussion with the complainant and issue a final decision on the matter.

4.6. As part of its enforcement duties the EITC Committee may issue directions to staff and faculty requiring compliance with the Policy and to make materials accessible. Such directions may be in writing (email to a Snow account is acceptable), shall state in detail what materials are not in compliance or other deficits, shall state a date by which materials must be brought into compliance or other directions, and may recommend to department chairs and supervisors that appropriate corrective action be undertaken in the event of a failure to comply.

4.6.1. Employees disagreeing with the directions may appeal within 5 days of receipt by filing a written notice of appeal with the EITC Committee which states why the Employee disagrees with the direction, stating that the materials are accessible or why there should be an exception, and setting forth a proposed alternate solution. A committee consisting of the College Risk Manager, a representative of the EITC Committee, and a designee of the President shall consider the matter in an informal discussion with the Employee and shall then issue a final direction to the Employee.

SNOW COLLEGE

Policy #
Date Approved:
Date Amended:
Responsible Office: VP of Finance & Administrative Service

SUBJECT: INTERIM EMERGENCY APPROVAL PROCESS

1.0 PURPOSE

1.1. The interim emergency approval process is reserved for circumstances under which the President deems the Policy Proposal to be crucial and must be processed in a shorter time period than is possible through the regular approval process. Policy Proposals related to tenure and rank or conditions of employment may not be processed in the interim emergency approval process.

2.0 POLICY

2.1. Such Policy Proposals need not go through the regular approval processes described in Policy 101 – Policy Development and Review Policy. However, the representatives of affected groups should have a reasonable opportunity to review the Policy Proposal and must be consulted prior to the President approving a temporary emergency Policy Proposal and substantive feedback or concerns should be documented. Interim emergency policies go into effect immediately, but the Board of Trustees must have an opportunity to review the policy at the next possible Board of Trustees meeting.

2.2. Interim emergency policies remain in effect for a specified period of time not to exceed one year and cannot be renewed without going through the regular approval process. Such policies shall clearly be identified as interim policies with an expiration date posted on the policy. If a policy is suspended under the interim emergency policy process, the policy shall continue to be published but identified as suspended with an expiration date for the suspension.

SNOW COLLEGE

Policy # 301
Date Approved: March 1990
Date Amended: July 2000
Responsible Office: Human Resources

SUBJECT: PERSONNEL SYSTEM

1.0 PURPOSE

1.1. A well-functioning personnel system allows the college to recruit and retain the talented employees it needs to accomplish its mission. This Policy sets forth the ways Snow College implements such a personnel system.

2.0 DEFINITIONS

2.1. Total Compensation: The total value provided by the college to employees in exchange for their service to the college. This includes both compensation and benefits.

2.2. Employee: Faculty, Regular Staff, Probationary Staff, Part-time staff, and Adjunct Faculty. Student employees are also considered employees in this policy.

2.3. Supervisor: The Immediate or Line Supervisor or other persons in the immediate line of supervision including Administration Employees.

3.0 POLICY

3.1. The President of Snow College, with the approval of the Board of Trustees is charged with appointing administrative officers, deans, faculty members, and other professional and support personnel, prescribing their duties, and determining their salaries. [Regents Policy R220]

3.2. In carrying out that charge, the Snow College President has formed a Human Resources Office. The Human Resources Office is charged with implementing a Personnel System. As part of the Personnel System, HR shall:

3.2.1. Develop and recommend Policies regarding all aspects of employment at Snow College. With regard to staff employees, HR has the primary responsibility of implementation including developing and recommending policies regarding hiring; classifying employees; probation; advancement, promotions and transfers; employment and work conditions; performance review; absences; ethics; corrective action; and grievance procedures.

3.2.2. With regard to academic employees, HR has the joint responsibility with Academic Affairs of implementation including developing and recommending policies regarding hiring; classifying employees; advancement, promotions and transfers; employment and work conditions; performance review; absences; ethics; corrective action; grievance procedures; and tenure.

3.3. HR is charged with training and assisting Supervisors at the College in implementing the Personnel System. This shall include training and assisting Supervisors with:

3.3.1. Applying policies and procedures fairly and uniformly across all employees.

3.3.2. Developing and maintaining a work environment that is reasonably safe from physical hazards and unlawful harassment or discrimination.
3.3.3. Implementing reasonable accommodations granted by the College.
3.3.4. Training employees on relevant laws and college policies and procedures.
3.3.5. Training employees on their work duties.
3.3.6. Providing regular feedback to employees on their performance.
3.3.7. Administering corrective action, when necessary, in compliance with applicable laws and policy.

3.4. Among its other duties, HR shall take an active role in the following:
3.4.1. Hiring new personnel. This shall include:
3.4.1.1. Developing policies and procedures for fair and systematic recruitment of the best qualified employees.
3.4.1.2. Serving as an aid to search committees to help the College hire qualified employees in accord with law, rules and regulations. An HR representative must be included on all search committees. The HR representative will oversee and coordinate the hiring process and maintain documents.
3.4.2. Advising Supervisors and administrators on personnel related issues, including organization structure and change management.
3.4.3. Administering campus-wide Total Compensation programs.
3.4.3.1. The payroll office is responsible for processing wage deductions, delivering pay to employees and disbursing funds to benefits vendors and state and federal tax authorities, as well as overseeing paid leave accrual and usage. Therefore, the HR office will work closely with the payroll office to ensure accurate information is conveyed.
3.4.3.2. Since Total Compensation programs significantly impact the college budget, the budget office will be consulted in decisions regarding Total Compensation.
3.4.4. Investigating complaints of misconduct and recommending corrective action when necessary.
3.4.5. Maintaining accurate employee records.
3.4.6. Acting as the college Equal Employment Opportunity office.
3.4.7. Managing and approving disability accommodations for employees.
3.4.8. Facilitating compliance training for employees.
3.4.9. Administering Worker's Compensation and campus-wide safety programs.
3.4.10. Performing other duties consistent with the mission of the Human Resources Office.
3.4.11. Performing any other duties assigned by policy.

3.4.12. Performing any other duties delegated by the College President or the Vice President (or equivalent position) responsible for the Human Resources Office.

SNOW COLLEGE

Policy # 331
Date Approved: March 1991
Date Amended: September 2010
Responsible Office: Human Resources

SUBJECT: EXTRA & OVERLOAD ASSIGNMENTS AND OVERTIME COMPENSATION

1.0 PURPOSE: To provide policy governing overtime time, overload assignments, and compensatory time.

2.0 COMPENSATION: Extra or overload assignments (compensation for services beyond primary assignment) shall be paid at rates not in excess of those equivalent to the faculty member's or staff member's current base salary unless the following approval requirements and limitations are met.

2.1. Approval Requirements

2.1.1. Faculty members must obtain prior written approval for any overload assignments from the Chief Academic Officer or his/her designee

2.1.2. Exempt Staff members must obtain prior written approval for any overload assignments from their supervisor.

2.1.3. Non-exempt full-time staff members are not allowed overload compensation without written approval from the Vice President who supervises the employee.

2.1.4. Non-exempt part-time staff are not allowed to exceed 29 hours per pay week of combined work without written approval from the appropriate Vice President and must obtain prior written approval from their primary supervisor for any additional work for Snow College.

2.1.5. Extra compensation for faculty or staff requires approval of the President when the amount for a single supplemental appointment exceeds $10,000.

2.1.6. Extra compensation for faculty or staff requires approval of the appropriate Vice President and supervisor when work is to be performed during regular working hours.

3.0 LIMITATIONS (FACULTY)

3.1. Faculty member base salary is equated to a two-semester appointment. Extensions beyond this base shall not exceed 33% of base salary for the non-appointment time in regular daytime teaching plus an additional six (6) credit hour equivalents in continuing education teaching assignments. (Refer to the Snow College Work Load Policy for the calculation of credit hour equivalents.) Exceptions to this policy must be approved by the President of Snow College. (Extensions, for example, would be in effect for summer semester appointments if a faculty member's primary assignment had been fall and spring semesters.)

3.2. Full-time faculty members may be assigned other teaching or administrative responsibilities as part of their full-time load with no additional compensation.

3.3. Faculty members are eligible to receive extra or overload compensation for overload work up to a maximum of twelve (12) credit hour equivalents for the two-semester academic year not to exceed six (6) credit hour equivalents in any semester providing required prior approvals are granted. (Refer to the Snow College Work Load Policy for the calculation of work load units.)

3.4. Full-time load for faculty is the teaching load plus committee assignments, counseling assignments, or other assignments currently assigned to the particular faculty position.

3.5. The College President may, at his or her discretion, make changes in 3.1-3.4 above.

4.0 LIMITATIONS (EXEMPT STAFF)

4.1. Exempt staff may be assigned duties outside of their normal role as part of their full-time load.

4.2. Exempt staff are eligible to receive overload and/or extra compensation for work up to a combined maximum of 33% of base salary for a fiscal year providing required prior approvals are granted.

4.3. Exempt staff may not receive more than 33% above their base salary in aggregate for overload or extra compensation during a fiscal year unless specifically authorized by the President.

4.4. Full-time load for exempt staff is the current job description for the particular staff position.

4.5. The College President may, at his or her discretion, make changes in these limitations.

5.0 LIMITATIONS (NON-EXEMPT STAFF)

5.1. Supervisors should make every effort to avoid having non-exempt employees work in excess of 40 hours during the specified work week. When this is not possible, overtime work hours may be arranged with prior supervisor approval.

5.2. If an employee works a total of 40 hours prior to the close of a work week (see Normal Work Hours Policy 329), the employee may be given straight time off during that week to maintain a total of no more than 40 hours.

5.3. Overtime is calculated at 1.5 of regular hours.

5.4. Overtime shall be earned only after an employee has worked a 40-hour week. Work in excess of eight (8) hours in any work day may not qualify an employee for overtime pay. Time off for holidays, leave, sickness, etc., are not to be included as hours actually worked. However, hours worked on a holiday may be substituted or switched for time during some other week or weeks of the pay period as long as total hours of the work week do not exceed 40.

5.5. Non-exempt employees who are either required by their supervisor, or for emergency purposes must work during Thanksgiving and/or Christmas day as designated on the College annual calendar will be compensated at time and a half.

5.6. Compensatory time banked hours must be used prior to using vacation leave balances.

5.7. Employees should make every effort to take a one-hour lunch break. As the normal College work day is from 8 a.m. to 5 p.m., one hour for lunch is generally non-compensable. If employees eat their lunches at the work site and perform duties of the job, the time is compensable and may qualify as compensatory at the time and a half rate if total hours for the workweek exceed 40. Unless otherwise requested by their supervisor or approved by their supervisor as work time, non-exempt employees are expected to take a full lunch hour.

6.0 REFERENCES

6.1. Board of Regents Policy and Procedure, R816, Overtime Pay, Overload Assignments, and Compensatory Time

6.2. Fair Labor Standards Act (FLSA), 29 U.S.C. Section 201 et seq.

Advancement Recommendations 2019-2020

Cindy Alder (Math) – Assistant to Associate

LaFaun Barnhurst (Business) – Associate to Professor

Kent Bean (English) – Associate to Professor

Tracie Bradley (HFST) – Associate to Professor

English Brooks (English) Assistant to Associate

Lindsay Chaney (Biology) – Assistant to Associate

Alan Christensen (Business) – Instructor to Assistant

Jill Christensen (Nursing) – Instructor to Assistant

Renee Faatz (Geology) – Associate to Professor

Trent Fawcett (Math) - Instructor to Assistant

Melanie Jenkins (English) – Associate to Professor

Heidi Johnson (Biology) – Assistant to Associate

Katie Justesen (Home and Family Studies) – Instructor to Assistant

Vikki Masters (Home and Family Studies) – Instructor to Assistant

Lauren Matthews (English) – Instructor to Assistant

Andrew Nogasky (Theater) – Assistant to Associate

Diane Ogden (ESL) – Associate to Professor

Alan Palmer (Industrial Tech.) – Associate to Professor

Dmitri Peskov (Dance) – Assistant to Associate

Dennis Schugk (Criminal Justice/Social Work) – Assistant to Associate

Anita Slusser (English) – Instructor to Assistant

Garth Sorenson (Engineering) – Associate to Professor

Jacob Thomas (English) – Instructor to Assistant

Prospective Graduates of 2020

This sheet provides information regarding the prospective graduating class of 2020. There are a total of **1,180** graduates (unduplicated), receiving **1,281** degrees. Some totals represent the degree count which may be duplicated for those students who recieve more than one degree (i.e. AS with CER). The data do not reflect true graduates as verification audits occur throughout the summer.

Gender

Female	755
Male	425
Grand Total	**1,180**

Ethnicity

American Indian/Alaskan Native	5
Asian	5
Black or African American	12
Hispanic	43
Multiracial	12
Native Hawaii/Pacific Islander	23
Non-Resident/Alien	36
Unknown/Undisclosed	83
White/Caucasian	961
Grand Total	**1,180**

Location

Foreign Nations	39
US States	57
Utah Counties	1,084
Grand Total	**1,180**

Nation

Brazil	2
Colombia	1
Ecuador	1
El Salvador	1
Guatemala	2
Honduras	4
Japan	7
Jordan	3
Kuwait	1
Lebanon	1
Mexico	1
New Zealand	1
Panama	1
Philippines	1
Qatar	1
Russia	1
Sweden	1
Taiwan	1
Tunisia	1
Turkmenistan	6
Grand Total	**38**

Age

Avg. Age	22
Youngest	16
Oldest	71

GPA

3.4

Honors

No Honors	679
Cum Laude	193
Magna Cum Laude	141
Summa Cum Laude	182
Grand Total	**1,180**

Degrees

Associate of Applied Science	35
Associate of Arts	111
Associate of Fine Arts	11
Associate of Pre-Engineering	20
Associate of Science	885
Associate of Science--Business	30
Associate of Science--Nursing	37
Bachelor of Arts in Commercial Music	27
Bachelor of Science	8
Certificate of Completion	94
Certificate of Proficiency	23
Grand Total	**1,281**

Top 10 Majors

Nursing	73
Business	64
Music	54
Pre-Engineering	33
Elementary Education	29
Practical Nursing	29
Home and Family Studies	24
Agribusiness	22
Art	17
Psychology	17

Majors

General Education	592
Nursing	73
Business	64
Music	54
Pre-Engineering	33
Elementary Education	29
Practical Nursing	29
Home and Family Studies	24
Agribusiness	22
Art	17
Psychology	17
English	16
Social Work	15
Accounting	14
Pre-Medicine	13
Communications	12
Criminal Justice/Corrections	12
Physical Therapy	12
Education	11
Natural Resources	11
Software Engineering	11
Theater	10
Visual Studies	10
Construction Management	8
Diesel & Heavy Duty Mech Tech	8
History	8
Biology	7
Cosmetology/Barbering	7
Dance	7
Welding	7
Computer Info. Systems-Netwo..	6
Computer Science	6
Dental Hygiene	6
Early Childhood Education	6
Salon Business	6
Secondary Education	6
Teach/English as a Second Lang	6
Chemistry	5
Marketing	5
Outdoor Leadership/Entrepren.	4
Political Science	4
Pre-Dental	4
Spanish Language	4
Veterinary Medicine	4
Business Management	3
Foods & Nutrition	3
Mathematics	3
Social Science	3
Special Education	3
Animal Science	2
Botany	2
Business Administration	2
Certified Nursing Assistant	2
Health Prf	2
Industrial Mechanics	2
Mechanical Engineering	2
Networking Technologies	2
Pre-Law	2
Sociology	2
Wild Life Resources	2
Automotive Technology	1
Business Technology	1
Child-Care Management	1
Electrical Engineering	1
Equine Management	1
Farm & Ranch Management	1
Geographic Information Syste..	1
Geology	1
German	1
Industrial Manufacturing	1
Medical Technician	1
Philosophy	1
Pre-Pharmacy	1
Recreational Activities	1
Server Administration	1
Statistics	1
Theater - Speech	1

Graduates represent 28 Utah counties, 21 US states, and 20 Foreign Nations

Bachelor of Arts in Commercial Music

Robert S. Aamodt
Ashlyn E. Anderson
James H. Buchanan
Matthew B. Campanella
Justin A. Clark
Kaitlyn R. Cushing
Dylan G. Draper
TaLeah Y. Faumui
John M. Fisher
Hunter H. Flick
Abbey Freestone
Cassidy Gage
Jane E. Hailstone
Daniel V. Heber
Joshua Jackson
Tyler A. Jannoud
Eva K. Marble
Byron Murphy
Olivia X. Murphy
Brian Peck
Lauren N. Peck
Chelsee K. Perkins
Brady J. Pope
Elisabeth M. Sims
Micah R. Singson
Joseph A. St. John
Amy G. Thomas

Bachelor of Science

Jacob P. Ashcraft
Kyler L. Daybell
Brandon Isbell
Joseph L. Johnson
Steven A. Mickelson
Spencer H. Stewart
Michael A. Vance
Diego A. Vanegas Zuniga

Associate of Arts

Madyson Alder
Katelyn E. Allred
Lee Michael A. Arce
Sione V. Asi
Dallin M. Aston
Corban S. Barbuto
Emily J. Barker
Keturah Barnhill
Nathan R. Bradley
Jennifer Brethack
Andrea Bustillo
Makayla F. Butcher
Catherine B. Carroll
Kasen S. Casper
Samantha L. Casperson
Emily K. Casselman
Jeryson D. Chavez
Nicolette P. Cheney
Conner S. Clark
Mary E. Conger
Justin M. Cresswell
Nichole Crisp
Nadia Cruz Hernandez
Brandon V. De Leon
Tessa J. Devey
Daniele Douglas
Abby D. Dustin
Allyssa A. Ericksen
Annelie Ertel
Layton G. Evans
Ami Fujita
Emma D. Gilmore
Peter Gooss
Rachel A. Gutenberger
Jane E. Hailstone
Jenevieve S. Hall
Bryce J. Hampton
Marlie K. Hancock
Symphony D. Hanna
Alenia Harris
Kaoru Hayashi

Shantelle A. Hemmert
Jaycie Hill
Colton K. Holder
Shanna Holgreen
Olivia B. Horrocks
Harrison N. Hoskins
Ammon M. Houser
Kensington Houser
Maya Howell
Emily Hugentobler
Larissa T. Hunsaker
Catherine Ipson
Sarah A. Jacobson
Diana Jauregui
Sierra N. Johns
Brieanna M. Johnson
Anastacia Kadomtsev
Diana M. Kjar
Cambrie Kruger
Abby G. Larsen
Sophia B. Larsen
Vanessa Laughbon
Zach Leloux
Hsuan Chih Lin
Jaxon S. Lindgren
Aldena R. Linford
Brevan R. Lipscomb
Kamille K. Mahoney
Akari Matayoshi
Kara L. McGettigan
Andreanna McKee
Rachel Minert
Jason R. Money
Lissy M. Morales Noriega
Clint J. Nielson
Sarah M. Nielson
Talbie K. Oberg
Katelyn M. Olsen
Leonardo Paiva
Carmen A. Patino-Medina
Madison N. Pech
Kaylie Pehrson
Megan J. Penrod
Ivy R. Petersen
Adriana Pineda
Kimball D. Price
Mitchell B. Pyle
Emma K. Ray
Andrea M. Rosas
Brynleigh Rosier
Daysi Ruiz-Garcia
Yuki Sakano
Barbara J. Savage
Whitney L. Smith
Taylor A. Stewart
Mei Suetsugu
Jason T. Swenson
Marian A. Tallman
Janice U. Taylor
Auree V. Thomas
Veronica N. Thompson
Tessa M. Thornley
Ron Tiavaasue
Hannah E. Valentine
Shanden Vergara
Alexa K. Vernon
Zim R. Weakley
Lauryn Whipple
Donovan J. Woolf
Eric W. Wright

Associate of Science

Robert S. Aamodt
Bassam Abuoudeh
Mahmoud Abu-Oudeh
Ashley K. Adair
Kellie Adams
TeeAnna L. Adams
Angie D. Aguayo
Jessi M. Ahmann
Azat Akmyradov
Kassidy D. Albrecht
Kayona Albrecht
Jasmine R. Alcala

Lexie A. Alder
Megan Aldridge
Makayla Alkire
Chaylee Allan
Lauren E. Alleman
Ammon H. Allen
Carly M. Allen
Darin M. Allen
Katie T. Allen
Megan Allred
Savannah P. Allred
Winnie L. Allred
Melanie E. Allridge
Nathan T. Allridge
Destiny R. Almanzan
Natalie M. Amdal
Benjamin J. Andersen
Abbie Anderson
Alan T. Anderson
Alyssa Anderson
Ashlyn E. Anderson
Billi N. Anderson
Isabelle Anderson
Morgan L. Anderson
Sara J. Anderson
Trevor Anderson
Maksad Annamuradov
Sarah K. Applegarth
Koji Arai
Emily B. Arrington
Isabelle F. Ashby
McKay M. Ashby
Micah L. Ashton
Dallin M. Aston
Aaryn L. Atkinson
Aubrielle M. Atkinson
Jessica Atkinson
Josie N. Attanasio
Elisabeth N. Averett
Kate Baadsgaard
Baxter B. Bagley
Tucker M. Bagley
Morgan E. Bailey
Eric S. Baird
Landon K. Baird
Kaitlyn E. Baker
Samuel S. Bakker
Amy M. Ballard
Makayle Ballif
Taelyn D. Ballow
Alejandro Barahona
Emily Barber
Allison K. Barker
Brynlee Barker
Kaycee Barnett
Samantha Barnett
Kadee J. Barney
Eli E. Bartholomew
Tiffani Bartholomew
Kadi L. Bateman
Agamyrat Bayramgeldiyev
Megan A. Bean
Sam Bean
Kirah A. Bello
Matti Bennett
Brelyn E. Benson
Megan S. Benson
Mia L. Berbert
Devin M. Berns
Nicole J. Beutler
Patricia Bigelow
Caitlyn Bingham
Vanessa B. Bingham
Ynayan N. Biolcati
Atlanta Black
Danielle Black
Braeden Blackham
Mauria Blauer
Mallerie S. Bocanegra
Madison I. Bogh
Billi S. Boswell
Zeke R. Boswell
Alexis Bowers
Shauntel Bowers
Caleb B. Bowles
Brinley Bown

Makayla M. Bradbury
McKenzie M. Bradley
Kaylie Brady
Kolton D. Brailsford
Ethan C. Braithwaite
David B. Brinkerhoff
Tressa B. Brinkman
Michael C. Broderick
McKenzie Brotherson
Ashli Brown
Hannah L. Brown
Caleb Brownie
Trevor J. Bryan
Bodee B. Burr
Mitchell L. Byrd
Richard J. Call
Ashley R. Callister
Peyton E. Camomile
Matthew B. Campanella
Carl E. Campbell
Nichele Cannon
Brynne Capel
Karson Carlisle
Korbin P. Carr
Mailee R. Carr
Vicente Carrasco
Hadlie Carter
Heidi K. Carter
Jasmine R. Carter
Seth M. Carter
Shayden Carter
Kacey Cartright
Leiloni B. Castro
Jordyn C. Catherall
Francisco D. Cazorla
Shelby D. Chadwick
Auston Chappell
Angelica Chavira
Hadi Chebli
Mohamad Chebli
Keegan b. Cheney
Keegan b. Cheney
Allysa A. Cherry
Justin W. Cherry
Haleigh Chester
Allison Chidester
Ashlee Christensen
Cassidy J. Christensen
Codi A. Christensen
Graidan Christensen
Jenifer Christensen
Malinda P. Christensen
Sadie Christensen
Travis W. Christensen
Sara E. Christian
Kierstyn Christiansen
Nathan M. Christiansen
Kevin B. Christianson
Calvin J. Clark
Justin A. Clark
Kenya Coburn
Michael A. Coleman
Virginia M. Coleman
Jarod C. Coles
Victoria L. Conrad
Demi V. Contreras
Ely A. Cook
Hallie A. Cook
Heath L. Cook
Janie M. Coon
Anelle' M. Cooper
Maria G. Corona
Anayensi C. Coronado
Jerry A. Cota
McKaizlee A. Cowan
Albany M. Cox
Carson Cox
Christopher K. Cox
Madison Cox
McKenzie Cox
Michael C. Cox
Steven R. Cox
Alexis N. Crandall
Christina B. Crandall
Chandler Crook
Alexa Crowther

Anna K. Crump
Nadia Cruz Hernandez
Paige A. Cunningham
Dawn M. Curry
Kaitlyn R. Cushing
Tyler R. Daley
Levi Dame
Kylia Daniels
Madison A. Dansie
Abbee C. Davis
Dallin R. Davis
Lillian R. Davis
McKenzie J. Davis
Nathan Davis
Shaylie A. Daybell
Hayden Dearden
Robert T. Dearden
James S. DeBoe
Julia M. Delaney
Lisa deRosier
Alexandria Dietzold
Genobeva E. Dominguez
Lydia Douglas
Alec W. Drake
Stephen T. Drake
Dylan G. Draper
Emily A. Draper
Jacie A. Draper
Sarah E. Duncan
Oakley T. Dunn
Stephen M. Durrance
Tara J. Dyches
Donald V. Edwards
Emma J. Edwards
Kesley Eliason
Sarah K. Ellett
Abedalnaser Elmughrabi
Makayla S. Erbe
Adia M. Estes
Jacob Evans
Jaydon S. Evans
Jessica A. Evans
Lauren R. Evans
Crystal M. Everitt
Tyler J. Faircloth
Kaytlyn M. Farley
Chellsie N. Farnsworth
Sydnie N. Fausett
Kentin C. Fautin
Kristina Felkins
Mia L. Fernandes
Rosa I. Fernandez-Serrano
Sable A. Fernstrom
Ammon M. Fifita
Olivia Filikitonga
Siliika I. Filikitonga
Hannah J. Finch
Shelby L. Findlay
Madison B. Fish
Coltin J. Fletcher
Madison D. Foote
Cael S. Ford
Madison A. Fowler
Tyler B. Francis
Abbey Freestone
Preslee G. Freestone
Daniel Frutos
Mekenzie L. Fuelling
Sarah E. Fuelling
Faith Fullmer
Herby B. Fullmer
Allyson Gaines
Mario E. Garcia
Taylor A. Garland
Hannah G. Garlick
Sara N. Garn
Sarah Garrett
Guvanch Garryyev
Megan Y. Gashler
Sage M. Gentry
Kaylee Gibbs
Cassady B. Giles
Hannah L. Giles
Cade L. Gill
Kaley A. Gillette
Tanner M. Gines

Sage N. Goff
Stephen A. Gomez Perez
Eric Gomez Silva
Raul R. Gonzales
Paolo Gonzalez
Braxton Good
Tamia Green
McKinzey Greenhalgh
McKinzey Greenhalgh
Sadie K. Greenwood
Mckayla A. Griffiths
Morgan N. Guevara
Javan R. Gurney
Kiarra A. Gurr
Micah S. Gustafson
Rachel A. Gutenberger
Hal Guymon
Kimberly A. Habel
Jessica L. Hadlock
Curtis Hallows
Kendree Hamblin
Heather M. Hanks
Alexis L. Hansen
Charlene Hansen
Jaci E. Hansen
Jamen C. Hansen
Jennifer Hansen
Kindra K. Hansen
McKinzie L. Hansen
Nicholas O. Hansen
Wyatt R. Hansen
Zachary Hansen
Sage M. Hardle
Davis R. Hardy
Seely Hardy
Valerie Harker
Jentry B. Harmon
Phillip K. Harmon
Silviana N. Harmon
Katherine J. Harmston
Natalie Harper
Kent M. Harris
Oaklee M. Harris
Kamaile M. Harris Patao
Jaycie Hart
Valaya L. Hart
Makayla M. Harward
Brock T. Harwood
Amberly M. Hatton
Amberly M. Hatton
Abbigale L. Havey
Briana N. Haycock
Chloe Haymond
Addison K. Healy
Addison K. Healy
Kenadee A. Heath
Cambree R. Heaton
Daniel V. Heber
Kylie M. Heber
Gabrielle Hegsted
Ashley Helms
Brooklyn M. Henrie
Mya C. Henrie
Kelby D. Henry
Amelia Herrick
Blake Hervat
MaKena A. Hicks
Jaxon J. Higginson
Hailey Higgs
Hayley Hightower
Carson Hill
Emily G. Hill
Madelynn S. Hill
Larissa J. Hindes
Samantha K. Hintze
Aubrey E. Hjorth
Brinlee G. Hodges
Elizabeth R. Holbrook
Hunter L. Holden
Lincoln S. Holliday
Caleb G. Holyoak
Alisa L. Hoop
Hanna R. Horrocks
Wenda B. Hoskins
Sander T. Hosteenez
Colby Hover

Brandon C. Howard
Bryson Howard
Caitlyn V. Howard
Duncan M. Howard
Jordan T. Howe
Shayla M. Howe
Bradley R. Howell
Erin J. Howey
Ariel B. Huff
Rylan R. Huff
Jeffrey R. Huffman
Elizabeth A. Hughes
Kaitlyn Humpherys
Jaydon Humphries
Ariauna E. Hunt
Rachael L. Hunt
Shantel T. Hunt
Morgan A. Huntington
Keesha R. Huntsman
Alma L. Hurd
Cassandra E. Hutchings
Lauren E. Hyer
Dina Iakhina
Jeremiah Ieremia
Megan D. Igbinedion
Shelby N. Ison
Emma K. Jackson
Joshua Jackson
Cheyenne Jacobs
Hannah R. Jacobsen
Jarred B. Jacobson
Karly M. Jacobson
Sarah A. Jacobson
Abigail S. Janke
Kira L. Janke
Tyler A. Jannoud
Kelcie J. Jennings
Aspyn L. Jensen
Bowen J. Jensen
Katia Jensen
Adrienne Jenson
Malerie S. Jenson
Kaylie R. Jeppesen
Hannah N. Jex
Honorio Jimenez
Phoenix J. Jimenez
Amelia Johnson
Brayden J. Johnson
Brittney M. Johnson
Ellie K. Johnson
Gabriel A. Johnson
Kaylee Johnson
MaKayla L. Johnson
Melanie T. Johnson
Jakob R. Johnston
Savanna J. Johnston
Lauren A. Jones
Meghan Jones
Rylee Jones
Alton M. Jones Jr
Bailey L. Jorgensen
Bradyn T. Jorgensen
Natalie Jorgensen
Jennifer C. Jorgenson
Samantha L. Jorgenson
Rhett M. Justesen
Perman Kabayev
Amirsha Kabulov
Suzanna Kalin
Kento Kariya
Oliana Kaufusi
Maharlika R. Kauwe
Braxton Kerr
Nikole S. Kerr
Ashley K. Kimber
Hannah F. Kite
Diana M. Kjar
David T. Klein
Aubri J. Kling
Brinly Knight
Adam B. Labrum
Angelina R. Laird
MaKenzie M. Lamb
Jessica B. Lane
Alec B. Lange
Clark W. Larsen

Erik Larsen
Jackson T. Larsen
Jessie R. Larsen
Kaden R. Larsen
Nickolas A. Larsen
Brooklyn S. Larson
Jordan P. Larson
Peni Latuselu
Tasini Lavaka
Sadie A. Lawrence
Sam Lawrence
Francisco I. Ledezma
Ashlee N. Lee
Tani L. Lee
Jerred B. LeFevre
Karissa LeFors
Allison M. Lever
Kailey Linden
Jaxon S. Lindgren
Megan C. Lindley
Sheryse M. Linton
Abigail Lisonbee
Emma M. Lloyd
Brandon E. Long
Dina M. Lopez
Tianna M. Lopez
Brent S. Lovato
Tricia L. Lovato
Emily M. Lowrey
Shammah O. Luani
Emily Luck
Sydney B. Ludvigson
Courtney E. Lund
Danica L. Lund
Ayla K. Lunt
Alex Luster
Emily G. MacDonald
Jasmin Magana
Hector Magana Hernandez
Tianna K. Major
Misael Maldonado
Zamera A. Male
Kaitlin M. Manning
Zachary K. Marble
Antonio Marotta
Larry M. Marshall
Maya L. Marshall
Chloe A. Martin
Kimberlee P. Martineau
Wilson A. Martinez
Courtlyne Marziale
Jade D. Marziale
Kayden D. Maughan
Kylee R. Mauldin
Maddison M. Maxa
Mason G. Maxfield
Alexie Maylett
Dakota T. Maynes
Rhiley A. McArthur
Eric M. McBride
Jessica S. McBride
Laura E. McCormick
Laura E. McCormick
Keashawn V. Mccoy
Thomas N. McFarlane
Kassia L. McGuire
Hannah I. McKay
Tanner McKay
Andreanna McKee
Quinci A. McKee
Mckayla G. McKinnon
Talyn J. McMurtrey
Jon A. McNaughton
Brooke I. Meadows
Emily E. Mecham
Arianne Meek
Eddy N. Mendez
Jessica D. Mercado
Dakota C. Merchant
Kyle K. Merchant
Kiersten A. Mick
Max C. Mickelson
Mason G. Miles
Jared P. Miller
Ridge K. Miller
Haley Mills

Patrick Mills
Kaitlin V. Millward
Rachel Minert
Lucero Miramontes
Gillian L. Mitchell
Madeline E. Mitchell
Michael S. Mitchell
Mikayla A. Miyasaki
Jessica L. Mogan
Russell Monroe
Stephen C. Monsen
Kenadee S. Moore
Jordan J. Moosman
Rachel Moosman
Rachel Morgan
Abigail L. Mortensen
Kaitlyn Moulding
Jacob Mounteer
Garland E. Munn
Jeremiah C. Munn
Alysha N. Murdoch
Sophia R. Murdock
Byron Murphy
Charles Murray
Triniti L. Murray
Rebecca L. Mutini
Jason D. Myers
Lillian Nay
Amanda N. Naylor
Hailey A. Neeley
Hailey A. Neeley
Matilda J. Neff
Kaleni Neiufi
Tristan N. Neiufi
Joseph M. Nelson
Matthew D. Nelson
Matthew D. Nelson
Tylen B. Nelson
Leah V. Neslen
Ashley M. Neuwirth
Breanna L. Newbold
BreeAnn Newby
Tristan L. Newton
Braden R. Nielsen
Ethan J. Nielsen
Josie M. Nielsen
Maren K. Nielsen
Nolan L. Nielsen
Savannah Nielsen
Steven J. Nielsen
James Nielson
Katherine A. Nielson
Kelsie A. Nielson
Rayah L. Nielson
Neelie A. Nish
Baylen T. Nisse
Bridger J. Nordberg
Javed J. Nordell
Rylie Norman
Brynnlee M. Norris
Hunter L. Norris
Adreanna B. North
Kaden D. Oakeson
Shaynie Oaks
Jamey Oberg
Jackson O'Hare
Trevor J. Okerlund
Bryan J. Oldroyd
Preston J. Olschewski
Tanner Olsen
Jacob A. Olvera
Erick I. Ornelas
Jessica Orton
Jordon R. Otten
Grayson M. OVery
Baylee M. Pace
Charly Pace
Mckinley Page
Leonardo Paiva
Landon D. Palmer
Tejhaun J. Palmer
Ty S. Palmer
Kloie L. Park
Mitch Parker
Cooper J. Parry
Kathryn E. Parslow

Isaac Parsons
Brian Peck
Lauren N. Peck
Thomas J. Pehrson
Amanda J. Pennington
Chelsee K. Perkins
Ashley N. Petersen
Brenna Peterson
Christiana Peterson
Lexi L. Peterson
Samantha J. Peterson
Benjamin S. Phillips
McKayla L. Phillips
Chantell Phipps
Sydney L. Pilling
Kimberly R. Plante
Alyssa C. Pogroszewski
Brady J. Pope
Brooke C. Price
Steven Pugh
Jessica Pulver
Hayley N. Pusey
Sabrina A. Radford
Alexandria G. Ramage
Jessica J. Rasmussen
Sean P. Rawlinson
Kacie L. Reese
Robyn E. Reese
Shaylie L. Reiter
Mishell J. Reyes
Brooke A. Reynolds
Rachel Richards
Adelyn Richardson
Makaylee M. Richardson
Ashley K. Richens
Aysha H. Rigby
Yasmin Rios
Miguel Rivera
Emily Robb
Cody M. Robbins
Jericho E. Robbins
Colton Roberts
Erin E. Roberts
Erin E. Roberts
Rachel Roberts
Tessa K. Roberts
Megan J. Robertson
Haley Robins
Amy D. Robinson
Paige L. Robinson
Abbey M. Robison
Kyle R. Robison
Alexandra L. Rodriguez
Erin M. Rogers
McKayla Roper
Andrea M. Rosas
Gina P. Rose
Jessica M. Rose
Gillian Rosier
Nikysha R. Rostron
Elisabeth A. Rothschild
Haylee M. Rothschild
Maya A. Roundy
Rhylan G. Roundy
Madison Rouska
Regan R. Rouska
Grace J. Rugg
Daysi Ruiz-Garcia
Andaya D. Russell
Helaman M. Sagapolu
Tyson D. Sagers
Adriana Salazar
Adriana Salazar
Hayato Sato
Chelsea E. Scadlock
Benjamin M. Scheffner
Kathryn A. Schirmer
Jerry D. Schlappi
Wade L. Schmid
Tessa D. Scott
Riley A. Seamons
Nathan Segeberg
Emily R. Semadeni
Ryan C. Semadeni
Samuel Semadeni
Seth R. Semadeni

Steven R. Semadeni
Dayne L. Shakespear
Drew L. Shakespear
Ashlyn M. Sharp
Makayla Sharpe
Makayla Sharpe
Autumn M. Shaw
Rachel A. Shaw
Breanne Shelley
Heidi N. Shelley
Hannah Shelton
Julia R. Shilen
Sydnee M. Shiner
Sydnee M. Shiner
Anna C. Shoemaker
Chanse C. Shore
Indianna Shosted
Hailee P. Shulsen
Sarah A. Shulz
Zacary C. Simister
Ryan A. Simmons
Bailey A. Simons
Micah R. Singson
Allison G. Smith
austin smith
Boston A. Smith
Brequelle B. Smith
Kamilia M. Smith
Lakyn S. Smith
Lochlan S. Smith
Maddison K. Smith
Sadie N. Smith
Shawnalee Smith
Spencer J. Smith
Tiernan R. Smith
Devin Snider
Aubrey Snow
Emily I. Snow
Jakota D. Snow
Charlotte E. Snyder
Charlotte E. Snyder
Lindsey K. Solomon
Isaac B. Sorensen
Amanda Sorenson
Tyra L. Sorenson
Judy Soto
Rebecca M. Sparks
Tad A. Spencer
Tad A. Spencer
Taylor V. Spinuzza
Carlton R. Squire
Alexandra N. Stafford
Hyrum P. Stanford
William Stanton
Joshua L. Steele
Statler C. Steele
Mackenzie A. Stephens
Avery F. Sterner
Avery F. Sterner
Alex R. Stevens
Elisabeth Stevens
Kylee Stevens
Abby K. Stewart
Alexander M. Stewart
Aubrey W. Stewart
Mikia Stewart
Phillip Stewart
Alexander M. Stilson
John K. Stoddart
Josef M. Stovall
Kaelee M. Stringham
Courtney P. Stumpf
Courtney P. Stumpf
Rachel B. Sturman
Fernanda Suaste
Yecenia Suaste
Ian M. Swaner
Brittney Swapp
Kal B. Swapp
Sabrina E. Swasey
Jason T. Swenson
William J. Syndergaard
Karlie D. Syphrett
Brandon Taggart
Marian A. Tallman
Katie Tanner

Savannah E. Tanner
Aaron Tapusoa
Paeton B. Taufer
Dallas M. Taylor
Jorielle A. Taylor
Kassadi J. Taylor
Megan L. Taylor
Spencer H. Taylor
Jhordan Te'o
Bryan T. Tew
Nicole Tew
Josie L. Thalman
Ellie Thayn
Ross C. Thayn
Alissa Thomas
Amy G. Thomas
Kadee L. Thomason
Dean M. Thompson
Tamyra A. Thompson
MaKaty V. Thorley
Ben M. Thornberg
Tytan T. Thurgood
Shaylee A. Tippets
Caitlin M. Tippetts
Brady R. Tolbert
Natalie K. Tolbert
Tomasi J. Tonga
Kari A. Torgersen
Allie Torgerson
Ryan J. Treasure
Graciela Trillo
Bridget A. Triplett
Kamree S. Tucker
Toiva F. Tufaga
Corrine M. Turner
Riki J. Turpin
Jessica M. Ursem
Alexis M. Van Orden
Katelyn Y. Van Stam
Jenni VanderMeyden
Derek VanWeerd
David Veloz
Sierra A. Vest
Mackenzie L. Wade
Jacob Wakefield
Eryn N. Wasia
Katelynne M. Watts
Chelsea S. Weaver
Kinzi J. Weaver
Damon M. Webb
Savannah D. Weber
Emily L. Webster
Connor Welch
Simeon L. Wells
Corin B. Westra
Brady J. Wheeler
Kiersten Wheeler
Teralyn Whipple
Alex J. White
Austin B. White
Caylee G. White
Dennis J. Whitmore
Jacob W. Whittington
Anna R. Wilde
DorthyRose R. Wilde
Brikell Wilkinson
Emma J. Willden
Aubrey T. Williams
Hunter E. Williams
Jordan d. Williams
Katie L. Williams
Megan Williams
Emma Williamson
Makena J. Willis
Hayley Willmore
Michele Wills
Colin Wilstead
Bunker A. Wimer
Benjamin J. Winsor
Alexis M. Winters
Brittany Witt
Brittany Witt
Amanda D. Wood
Ciena Woods
Christopher M. Woodward
Andrew T. Wright

Camden B. Wright
Linley Wright
Reggie A. Wright
Reggie A. Wright
Stephen R. Wright Jr
Victoria M. Wynn
Harmonie Yaeger
Anne Yardley
BrookLynn Yates
Krystal Yates
Carson Young
Eric C. Young
Emily F. Zedicher

Associate of Fine Arts

Leyland Brazell
Liam B. Brazell
Eliza J. Briggs
Kamilla Earlywine
Jaiden B. Kinsey
Brookelle Peterson
Kiersten A. Rakisits
Calli Schmitz
Nakita N. Shelley
Ryan A. Simmons
Christopher M. Woodward

Associate of Pre-Engineering

McKay M. Ashby
Mohamed Ben Aissa
Justin E. Blaylock
Travis J. Blaylock
Jordan M. Bringgold
Francisco D. Cazorla
Jarom D. Christensen
Steven R. Cox
Jarren K. Draper
Logan T. Hill
Rylan R. Huff
Brandon Isbell
Wilson A. Martinez
Steven A. Mickelson
Logan W. Mumford
Ryan C. Semadeni
Tyler R. Squire
Spencer H. Stewart
Bryan T. Tew
Michael A. Vance

Associate of Science—Business

Thomas L. Anderson
Brian D. Bertolio
Keaton C. Billeter
Megan N. Brady
Jean A. Buckland
Nicole E. Day
Mark S. DeBry
Leilani C. Didier
Kesley Eliason
Ryan M. Elmont
Sydnee Garrett
Lindzey A. Harding
Skyler T. Hermansen
Hannah Jenkins
Tanner K. Lasson
Eric Lopez
Antonio Marotta
Gabrielle Marz
Lissy M. Morales Noriega
Jacob S. Nielson
Abbee J. Norman
Macy M. Oler
Logan M. Parker
Cooper J. Parry
Emma K. Ray
Jonathan M. Rothschild
Brant R. Stevens
Alina B. Tullis
Parker L. Wallentine
Aubrey T. Williams

Associate of Science—Nursing

Harlee D. Aagard
Tyler J. Albee
Talia L. Ashworth
Jonathan B. Barton
Ashley N. Bowden
Makardi L. Carter
Haley D. Christensen
Lynzee Christensen
Kylee M. Draper
Payton M. Elmont
Erin M. Ervine
Braxton Goff
Krystal L. Hall
JoDee L. Hartley
Mark D. Henry
Robyn K. Hyde
Misty Jacobson
Cassie Johnson
Shay A. Krebs
Dawn Ludvigson
Andrea J. Lytle
Mathew Madariaga
McCall Magleby
Shalynn McCall
Janice L. Milett
Heather A. Neeley
Kaytie N. Nielson
Annie Pace
Taleigh H. Petersen
Alyssa C. Pogroszewski
Keylee Stimpson
Johannah M. Strain
Alexandria Swiger
Myrissa L. Thomas
G'Nette N. TiaTia
Samantha J. Whitlock
Rick K. Wirsch

Certificate of Completion

Ariel B. Aguin
McKenna Alger
Savanah G. Allen
Stacey Anderson
Kimberly I. Andrews
Anna Banks
Jacob K. Bischoff
Neal Black
Jennifer Brethack
Kye Brooks
Tylee M. Brown
Charles W. Bryant
Carl E. Campbell
Zachary G. Christensen
Bethany A. Clark
Susan G. Clark
Jamie K. Cook
Janie M. Coon
Brinley Cornell
Lexie M. Dalton
Taya T. Darrington
Tyce Davies
Madison Davis
Emmorie Decker
Kelli A. Dunyon
Jessica Eddie
Mollie Eldridge
Braden D. England
Brock L. England
Troy J. Evans
Samantha A. Everitt
Coltin J. Fletcher
Kambree Fullmer
Wendy Graham
Madison A. Hardman
Cassi B. Harris
Morgan S. Harris
Taylor F. Harrison
Jonathan C. Henningson
Holton L. Hennrich
Alicia Henrie
Andrew R. Henrie
Hailey C. Holden
Hailey J. Humphrey

Jessica D. Hurtado
Chiho Inokuchi
Emmalee M. Jackson
Jonah C. Jenkins
Heidi Jensen
Sydney Johanson
Justin V. Johns
Tazia R. Johnson
Kendra J. Jones
Kristina E. Jones
Brooke L. Kagie
Amber L. Kingston
Joseph C. Kingston
Taleigh M. Laird
Akaydeh J. Livingston
Dawn A. Livingston
Catalina Madrigal
Candice Martinez
DarciLynn McNeely
Abigail Morgan
Kate T. Morgan
Myndi S. Morgan
Angela M. Murie
Alexandria A. Owens
Landon D. Palmer
Braden D. Peterson
Samantha J. Peterson
Samuel D. Rigby
Megan Robins
Baylee J. Rowley
Joesi Rowley
Clay M. Shakespear
Abbigail R. Smith
Sienna M. Smith
Tiernan R. Smith
Alex R. Stevens
Elisabeth Stevens
Kiersten A. Strate
Andrew G. Swanson
Shelbee L. Syddall
Alysen B. Talbot
Nicole J. Thomas
Brinley S. Unsworth
Maddison Webster
Kalli D. Wendt
Callista J. Whatcott
Ethan D. Whittaker
Jacob E. Winters
Ruth L. Wyatt
Mackenzie J. Young

Certificate of Proficiency

Lexie A. Alder
Justin E. Blaylock
Jennifer Brethack
Conner S. Clark
Dakota Durfee
Ryan M. Elmont
Sydnee Garrett
Christine Hanks
Alma L. Hurd
Jason R. Johnson
Keaton Jorgensen
Karim Kamli
Payten B. Larsen
MaeCee R. Lee
Lissy M. Morales Noriega
Logan M. Parker
Megan L. Taylor
Tamyra A. Thompson
Kalli D. Wendt
Michele Wills
Adam Woolsey

SNOW COLLEGE

Policy # TBD
Date Approved:
Date Amended:
Responsible Office: Academic Affairs

SUBJECT: LIBRARIES COPYRIGHT POLICY

1. PURPOSE
   1.1. The Snow College Libraries are dedicated to providing an environment where learning occurs. The library provides research instruction and quality curriculum supporting information sources in the most appropriate formats.
   1.2. As many of the materials provided by the Libraries in support of its role and mission are copyrighted, this Policy provides guidance on the application of copyright law to materials and resources provided by the College Libraries.

2. DEFINITIONS
   2.1. Exclusive Rights: Federal law (primarily the Copyright Act of 1976 and the Digital Millennium Copyright Act of 1998 found in Title 17 of the United States Code) protects original works of authorship through the U.S. Copyright Act. The owner of a copyright under the Copyright Act has the exclusive rights to do and to authorize any of the following:
      2.1.1. To reproduce the copyrighted work in copies or phonorecords.
      2.1.2. To prepare derivative works based upon the copyrighted work.
      2.1.3. To distribute copies or phonorecords of the copyrighted work to the public by sale or other transfer of ownership, or by rental lease, or lending.
      2.1.4. In the case of literary, musical, dramatic, and choreographic works, pantomimes, and motion pictures and other audiovisual works, to perform the copyrighted work publicly.
      2.1.5. In the case of literary, musical, dramatic, and choreographic works, pantomimes, and pictorial, graphic, or sculptural works, including the individual images of a motion picture or other audiovisual work, to display the copyrighted work publicly.
      2.1.6. In the case of sound recordings, to perform the copyrighted work publicly by means of a digital audio transmission.
   2.2. Fair Use Exception: A reasonable noninfringing use, including reproduction, of copyrighted material for such purposes as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship or research, as determined from consideration of all relevant circumstances, including (1) the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes; (2) the nature of the copyrighted work; (3) the amount and substantiality of the portion used in relation to the copyrighted work as a whole (generally less than 10% or one chapter of a book); and (4) the effect of the use upon the potential market for or value of the copyrighted work.
   2.3. Library & Archives Exception: It is not an infringement of copyright for a library or archives, or any of its employees acting within the scope of their employment, to reproduce no more than one copy of a work or to distribute such copy or phonorecord under certain conditions.
   2.4. Face-to-Face Teaching Exception: It is not an infringement of copyright to perform or display a copyrighted work or a work by instructors or pupils in the course of face-to-face

teaching activities of a nonprofit educational institution, in a classroom or similar place devoted to instruction, of a lawfully made copy.

2.5. Copying: Making a reproduction of materials including paper copies and electronic versions.

2.6. Other definitions are as stated in 17 USC 101.

3. POLICY

3.1. Snow College Libraries protect the rights of holders of copyright in accord with Federal and state law, rules and regulations ("law"). Libraries materials may not be copied or used except in accord with the law and this Policy and Procedures.

3.2. Snow College Libraries abides by disability and accommodation rules and regulations and this Policy and Procedures shall be implemented in accord with those.

3.3. Copying of copyrighted works by library employees and patrons within the library.

3.3.1. General reserve desks may circulate single reproduction copies of library-owned copyrighted materials, provided that in the preparation of such circulating copies, library personnel do not exceed the standards for permissible copying under the law of fair use. A copy shall include a notice of copyright as found in the original or a notice that the work may be protected by copyright.

3.3.2. With respect to interlibrary loans, Snow College libraries as borrowing libraries shall keep and retain records of filled loan requests for three full years following the end of the calendar year in which the requests were made in order to insure that during said period of three years:

3.3.2.1. The library did not request and receive more than five articles from any copyrighted periodical title published within the five years immediately prior to the date of a request; and

3.3.2.2. the library did not request and receive more than five copies of or from any given copyrighted work, including a collection of copyrighted works, during the entire period such material was protected by copyright.

3.3.3. Snow College libraries as lending libraries may make isolated and unrelated reproductions of a single copy of the same copyrighted materials on separate occasions as long as the libraries and their personnel are not aware of and have no reason to believe they are engaging in related or concerted reproduction of multiple copies.

3.3.4. College libraries shall refuse:

3.3.4.1. to fill an interlibrary loan request where prior contractual obligations prohibit copying of such copyrighted material;

3.3.4.2. to honor a request from a borrowing library which has not verified on its order form that the request conforms to the copyright law and guidelines.

3.3.5. For the purpose of preserving and maintaining library collections, College libraries are permitted to make:

3.3.5.1. facsimile reproductions of unpublished works that are currently in the library-owned collection for purposes of preservation, security, or deposit in another library; and

3.3.5.2. a copy of published copyrighted work to replace a work that is damaged, deteriorating, lost or stolen, if:

3.3.5.2.1. the library determines, after a reasonable effort, that an unused replacement cannot be obtained at a fair price, and

3.3.5.2.2. the copy includes a notice of copyright.

3.4. Copying for Personal Use

3.4.1. Copies for personal use may only be made in accord with the Fair Use Exception.

3.5. Copying for Classroom Use

3.5.1. Copies for classroom use may only be made in accord with the Fair Use Exception. For guidance on this topic see sections ***How does fair use apply to photocopying of course materials?*** and ***How does fair use apply to use of third-party materials on a course website?*** found in the Harvard Office of General Counsel publication **Copyright and Fair Use** found at https://ogc.harvard.edu/pages/copyright-and-fair-use (Copyright © 2016 President and Fellows of Harvard College).

3.6. Copying for those with disabilities and in aid of accommodations.

3.6.1. Copies for those with disabilities and in aid of accommodations may be made in accord with disability law, rules and regulations.

3.7. Performance or display of copyrighted works in the library.

3.7.1. The performance or display of copyrighted works may occur in the library as part of a regularly scheduled course or other face-to-face teaching activity. (This means a live instructor teaching students. This may include regularly scheduled classes or a supplement to classes as long as teaching is occurring. This does not allow showing a movie to the general public or even students if there is not teaching going on.) This can occur in any area devoted to instruction including: a classroom, meeting room, study area, or the auditorium. (You can show a movie in the auditorium, play a song in a meeting room, show a video in a study area, as long as the area is devoted at that time to teaching. You cannot show a movie in a classroom just for fun just because it takes place in a classroom.) The works that may be watched or listened to include a lawfully made copy of a full-length movie, playing a lawfully made recording of a song, or showing a lawfully obtained image. (You cannot show or play an illegal copy.) A license is not needed. (This is the fair use exception which is not a copyright infringement.)

Policy # 404
Date Approved:
Date Amended:
Responsible Office: PROVOST

SNOW COLLEGE

SUBJECT: ACADEMIC WORKLOAD POLICY

1.0 **PURPOSE**

1.1 Snow College faculty are devoted teachers who have very heavy responsibilities to enrich students' learning experiences and change lives. This document is meant to define the basic full- time faculty workload for a Snow professor in order to maintain high standards of excellence in teaching and to recognize the dedicated service faculty provide. This workload policy is a living document and may be modified by the Deans Council with the approval of the College Council and the Board of Trustees. This document only addresses faculty workload. The guidelines for faculty evaluation can be found in the Advancement and Tenure document.

1.2 With a few exceptions approved by Deans Council or as outlined in a faculty member's MOU, nearly all full time faculty members have the same workload responsibilities at Snow College:

2.0 POLICY

2.1. As part of their normal teaching load, all full-time faculty teach, advise, prepare for courses, develop courses, hold regular office hours (a minimum of five hours a week), participate in course and program assessment activities, fulfill college responsibilities and meet deadlines, assist their department chairs with department governance responsibilities, and attend August meetings prior to the Fall Semester and year-end assessment meetings. Faculty should not ask for course reductions to prepare courses, teach new courses, or perform other tasks that are part of their regular workload responsibilities. Faculty in their first year of teaching, however, may be given a three credit release in the Fall Semester so they can have time to attend the New Faculty Seminar and become acclimated to the College.

2.2 Annual and Triennial faculty evaluations are directly linked to this workload policy (please see Policy 410). It is every faculty member's responsibility to be effective teachers, to engage in ongoing professional development activities, and to render service to the College. While faculty members are required to provide five office hours for student meetings per week, they are members of departments, divisions, and the College as a whole and need to be present beyond teaching times and office hours. Collegial faculty members engage with faculty colleagues and students in a formal and informal basis and need to maintain an active presence at the College whether in or out of the classroom.

2.3 All full-time faculty are expected to attend department meetings, division meetings, and college-wide meetings. Full-time faculty are also expected to

SNOW COLLEGE

accept and perform roles that support department, division, and college governance.

2.4 Most full-time faculty share in the GE mission of the College and are expected to teach GE courses regularly (ideally each semester). Full-time applied technology faculty follow the CTE mission as stated in policy R-315.

2.5 Faculty teach balanced loads throughout the academic year. They normally do not overload one semester and teach reduced schedules another semester unless it is necessary to meet course demand.

2.6 Full-time faculty teaching in the arts, humanities, social sciences, sciences, nursing, computer information systems, and business teach 28-32 credits per year. Workload for applied technology faculty are based on floor-time as defined by the Utah System of Higher Education.

2.7 Load will be determined using the Instructional Workload Formula. Adjustments to the formula (credit exceptions and course releases) can only be used if the Deans Council has formally approved either an "Instructional Workload Credit Adjustment Request" or a "Non-Instructional Academic Workload Credit Equivalency Request."

2.8 Full-time faculty teaching loads will primarily be in a face-to-face or IVC classroom situation. Online courses are also needed, but Snow College primarily focuses on excellence in classroom teaching.

2.9 Each online course will be treated the same as a face-to-face class in terms of size, rigor, and load. Exceptions to section size will be considered by the division dean in consultation with the PROVOST.

2.10 Each IVC course will be treated the same as a face-to-face class in terms of size, rigor, and load, as determined by dean and department chair in consultation with the Concurrent Enrollment Coordinator and PROVOST.

2.11 Full time faculty will teach no more than six credits of overload per semester, as outlined by policy 331, Extra and Overload Assignments, and Overtime Compensation. Exceptions may be recommended by the Deans Council to the President for approval for requested term only**.** Overload will generally not be granted for additional sections of the same course when load sections are not full (or nearly full).

2.12 Low enrollment courses (8 or fewer) will not carry unless approved by the appropriate division dean and the PROVOST.

SNOW COLLEGE

2.13 Faculty members who have semester assignments that are non-academic, or remotely related to teaching, are to be paid separately for these assignments by departments or divisions. Those stipends will be considered when interested parties submit the "Non-Academic Financial Compensation Request" form to the Deans Council. Faculty members cannot request course-reductions for performing these assignments unless recommended by the PROVOST or President and approved by the Deans Council.

2.14 To encourage opportunities for shared governance, faculty members who are called upon to serve as directors, academic deans, or senior-level leadership positions are considered full-time faculty members and retain their eligibility for promotion and tenure. Normally only tenured faculty members should be called on to serve in these roles.

2.15 Faculty members who are called upon to provide temporary service to the College may receive temporary workload exceptions for committee or administrative assignments if approved by Deans Council.

3.0 Instructional Workload Formula

3.1 The load for courses will be calculated using the following formula, which is taken from the Utah State Board of Regents' S11 policy:

Course Credit Hour + (Course Contact Hour – Course Credit Hour)/2

3.2 In situations where the formula does not adequately represent actual workload, faculty may petition for a load adjustment by submitting the "Snow College Instructional Workload Credit Adjustment Request" to the Deans Council. The Deans Council will review both approved and proposed adjustments to the workload policy yearly. Adjustments are approved by Deans Council and on file in the PROVOST's office. The deans recognize workload may need to be calculated differently in some disciplines.

4.0 Non-Curricular Academic Workload

4.1 Non-curricular responsibilities of faculty will be categorized as either non-curricular academic workload or non-academic workload. In both of these situations, a 2.5 hour per week formula will be used. Requests for load adjustment or supplemental pay must be submitted to the Deans Council using the Snow College Non-Instructional Academic Workload Credit Equivalency or the Non-Academic Financial Compensation Request. Financial compensation will be determined by the Deans Council at a rate comparable

SNOW COLLEGE

to overload pay. The Deans Council will review both approved and proposed adjustments to the workload policy yearly. Adjustments are approved by Deans Council and on file in the PROVOST's office.

5.0 Approved Teaching Load Adjustments

5.1 Administrative Reassignment

5.1.2 Deans will receive a load reassignment and a stipend for the duration of their service in order to carry out the duties outlined in the Dean Responsibilities document. Specific adjustments will be determined by the AVP in consultation with the Deans Council and the President. In cases where the dean also serves as a department chair, the dean will not be given additional reassignment unless approved by the Deans Council

5.1.3 Department Chairs typically receive load reassignment based upon the number of full time faculty and/or FTE generated by the department. When determining load, the Deans Council may factor in an exceptional number of adjuncts, concurrent enrollment teachers, and TICE instructors. Department chairs can petition for overload pay (for the approved number of credits) instead of credit hour reduction to do the administrative work or, in cases where the three-credit reduction does not correlate well with teaching assignments, a department chair can bank the credit and use it in the next academic year.

6.0 Other Load Adjustments

6.1 **Multiple sections**: Two or more courses or sections taught at the same hour by the same instructor will count toward workload as one class.

6.2 **Large courses**: In accordance with Regents Policy S11, large classes without TA support and/or additional compensation will be awarded additional credits based upon the following formula.

60-100 = 1.2 per CH (3 CH=3.6 workload; 4 CH= 4.8 workload; 5 CH=6.0 workload)

101-150=1.4 per CH

151-200=1.6 per CH

200+ = 1.8 per CH

6.3 **Team Taught Integrated Courses**: One of two formulas will be used to calculate workload for team taught courses. Courses that classify as team-

SNOW COLLEGE

taught under this formula will be courses where both instructors are fully engaged the entire semester in the teaching and assessment of the course.

6.3.1 Merely splitting the course between two or more faculty members does not qualify as team teaching. In those situations, each instructor will be entitled to half the course credits.

6.3.2 Pairing or linking classes does not qualify as team teaching. In those situations, instructors can apply for a supplemental stipend IF pairing the courses requires a substantive amount of out-of-class team preparation.

6.3.2.1 Formula 1: When 40 or more students are enrolled in a team taught course, both instructors will receive full credit.

6.3.2.2 Formula 2: When 8-39 students are enrolled in a team taught course worth 3 or more credits, the instructors will split the course credit and receive 1 CR each of supplemental pay. For 1 and 2 credit hour courses, the instructors will need to submit a syllabus to Deans Council for supplemental pay determination.

6.4 **Multiple Adjustments**: When awarded workload adjustment under one of the above formulas, additional adjustments will not be awarded using another formula. Only one adjustment formula per course—unless approved by Deans Council.

6.5 **Adjustment Ceiling**: Adjustments and/or exceptions will not exceed 10 credits per semester.

6.6 **Credit Hours, Contact Hours, and Syllabus**: The approved, official syllabus will be used to calculate workload. Courses must be scheduled for the number of contact hours listed on the approved syllabus.

SNOW COLLEGE

Policy # 205
Date Approved:
Date Amended:
Responsible Office: VPAA

SUBJECT: COURSE, LAB, PROGRAM FEE POLICY

1.0 PURPOSE

1.1. This policy establishes rules for requesting, reviewing, approving new course, lab and program fees and periodically reviewing existing course, lab, and program fees (CLP fees) as required by Regent Policies R220, R510, R511, and R516.

2.0 DEFINITIONS

2.1. **Account Monitor.** A designated member of the budget office or business office assigned to monitor CLP fee accounts to ensure that fees are being used in the manner specified in the CLP fee application and approved by the Fee Committee. The Account Monitor may serve as the budget office representative on the Fee Committee.

2.2. **Course, Lab and Program Fees.** A CLP fee is a fee a student must pay in order to cover particular costs for a course, lab, or program expense that is not covered by tuition costs or general fees. A CLP fee is assessed to a particular course, lab or program in order to avoid passing the costs associated with the course, lab, or program onto the general student population.

2.3. **Fee Committee.** The committee charged by the Board of Trustees to solicit CLP fee requests, review CLP fee requests, recommend CLP fee requests to the Board of Trustees, and review existing CLP fees. The Fee Committee only considers CLP fee requests and does not consider student fees. The Fee Committee is comprised of the division deans, a student-body advocate, a representative of the VPAA's office, and a representative of the budget office. The academic deans and the student-body advocate are the only voting members of the committee.

2.4. **General Fees.** General fees are all student fees that do not pertain to specific CLP fees. General fees are not covered in this policy.

3.0 POLICY

3.1. The Fee Committee is responsible for notifying academic departments and programs of the procedure for requesting CLP fees and for reviewing fee applications and reviewing existing fees every three years.

3.2. Academic departments and programs shall be notified by December 15th that applications for CLP fees will be due in the VPAA's office by the third Friday of January at 5:00 p.m.

3.3. CLP fee applications must be specific in detailing why a fee is necessary for a course, lab, or program and how the money will be used, i.e., for equipment maintenance, supplies, repairs, consumables, field trips, of software purchases, licenses, etc. The creation of new student fees shall be supported by a demonstrated need, clear statement describing the fee, and a sound budgetary

plan. All fee applications must be submitted using the standard format contained in Appendix A of this policy.

3.4. Every three years, departments must reapply to continue existing CLP fees. Departments must submit the form in Appendix A for a full review by the Fee Committee (Appendix A will also be used to review existing fees). The Committee may discontinue a fee if they believe the fee does not contribute to the academic quality or maintenance of a course. After completing its review of existing fees, the Fee Committee will submit a list of continued or discontinued CLP fees to the Board of Trustees by the first Friday of March. The Fee Committee must also notify the Registrar and Controller of discontinued fees.

3.5. An academic dean or any member of the Fee Committee may recommend reviewing a CLP fee at any time by requesting a review of the fee. When a fee review request has been made, the academic department in which the fee resides shall complete the form in Appendix A and the Fee Committee will review the purpose of the fee and determine if the fee should continue. If a department does not wish to have the fee reviewed and desires to end the fee, the form in Appendix A need not be submitted. The department chair will submit a request to the appropriate academic dean requesting termination of the fee, and the dean will report discontinuance to the Fee Committee.

3.6. The Fee Committee will complete its review of fee applications by the first Friday of March. Fees that are deemed appropriate by the Fee Committee will be recommended to the Board of Trustees for approval.

3.7. The Fee Committee will notify the Registrar and Controller of new CLP fees. Approved CLP fees must appear on the College course schedule.

4.0 OTHER PROVISIONS

4.1. Each approved CLP fee will be placed in an account with a separate account number. The Account Monitor will ensure that fee expenditures match the conditions in which the fees were approved. The Account Monitor will notify the Fee Committee of any irregularities and the committee will take steps to ensure compliance or cancel the CLP fee.

4.2. CLP fees approved for purposes of compensating course or lab instruction can only be used for part-time faculty. Full-time faculty must be paid through the general accounts of the College.

4.3. Normally, the Fee Committee will not consider applications for course or lab fees that are under $10. Whenever possible, academic departments and programs

should use their department and program budgets to support the academic purposes of each course, lab, and program.

4.4. If needed, the Fee Committee may make procedural changes to this document. Policy changes are substantive changes to this document and can only be changed with the approval of the Board of Trustees after consultation with the state attorney.

Appendix A

Snow College Course/Lab/Program Fee Request

Department or Program_____

Course Number_____ Course Title_____

Academic Program_____

Session(s) Taught: Fall_____ Spring_____ Summer_____

Type of Request (check one):

New_____ Change_____ Renewal_____

Old Fee Amount: _____ New Fee Amount: _____ Increase/Decrease_____

Expected revenue for course:_____

Provide an explanation of the need and use of the course/lab/program fee (provide sufficient detail to enable the Fee Committee to know why the fee is needed and how it will be spent):

Appendix A, Continued

Course/Lab/Program Fee Planning Account

Account Name: _____

Beginning Fund Balance: _____

Planned Expenses:

Item Description	Estimated Cost	Existing Funds	Additional Funds Needed	How Often Equipment/Supplies Must be Replaced	Last Year Equipment Purchased	Estimated Funding Needed Per Year

Total Expected Long-Term Expenses:_____

Course/Lab/Program Expense Totals, Last Three Years:

Item Description	Year 1	Year 2	Year 3

Average Expenses Per Year: _____

Signatures:

Department Chair:_____ Date_____

Division Dean: _____ Date_____

Student-Body Advocate: _____ Date_____

VPAA Office Representative's signature certifying approval by Fee Committee:

_____ Date_____

Appendix G: Abbreviated Template

Instructions:

- The Abbreviated Template should be used for those items identified as needing the Abbreviated Template in R401-4 and R401-5 and listed as possible items to check on the Cover/Signature Page below.

- **An Abbreviated Template consists of a Cover/Signature Page – Abbreviated Template and Program Request – Abbreviated Template.**
    - **Cover/Signature Page – Abbreviated Template:** Complete the items requested at the top of the page, INCLUDING SELECTING A CIP CODE. Check which type(s) of item(s) apply.
    - **Program Request – Abbreviated Template:** Complete the sections requested, removing the descriptive italics and replacing them with the content of the proposal.

- Prepare the Abbreviated Template per R401-6 instructions **as a Word document** (no PDF formats). Begin each of the two sections (Cover/Signature Page and Program Request) at the top of a new page. When *descriptions of the content required for each section appear in this font color,* **the descriptive italics are to be removed and replaced with the institutional content before the institution submits the proposal to the OCHE.**

- The CAO or his/her designated representatives should e-mail the completed Abbreviated Template (including electronic signature) to academicaffairs@utahsbr.edu.

- The institution is responsible for maintaining a record of the submission as the OCHE Academic Affairs office is not responsible for storing electronic copies of submitted proposals.

Cover/Signature Page - Abbreviated Template/Abbreviated Template with Curriculum

Institution Submitting Request: Snow College
Proposed Title: **AAS in Industrial Mechanics**
Certificate of Proficiency in Industrial Mechanics
Certificate of Completion in Industrial Mechanics
Currently Approved Title: **AAS in Industrial Mechanics**
Certificate of Proficiency in Industrial Mechanics
Certificate of Completion in Industrial Mechanics
School or Division or Location: Business and Applied Technologies Division
Department(s) or Area(s) Location: Industrial Technology
Recommended Classification of Instructional Programs (CIP) Code[1] (for new programs):
Current Classification of Instructional Programs (CIP) Code (for existing programs): 47.0303
Proposed Beginning Date (for new programs): Fall 2020
Institutional Board of Trustees' Approval Date: TBD
Proposal Type (check all that apply):

Regents' General Consent Calendar Items		
R401-5 OCHE Review and Recommendation; Approval on General Consent Calendar		
SECTION NO.		**ITEM**
5.1.1	☐	Minor*
5.1.2	☐	Emphasis*
5.2.1	☐	Certificate of Proficiency*
5.2.3	☐	Graduate Certificate*
5.4.1	☐	New Administrative Unit
	☐	Administrative Unit Transfer
	☐	Administrative Unit Restructure
	☐	Administrative Unit Consolidation
5.4.2	☐	New Center
	☐	New Institute
	☐	New Bureau
5.5.1	☐	Out-of-Service Area Delivery of Programs
5.5.2	☐	Program Transfer
	☒	Program Restructure
	☐	Program Consolidation
5.5.3	☐	Name Change of Existing Programs
5.5.4	☐	Program Discontinuation
	☐	Program Suspension
5.5.5	☐	Reinstatement of Previously Suspended Program
	☐	Reinstatement of Previously Suspended Administrative Unit

*Requires "Section V: Program Curriculum" of Abbreviated Template

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

_____ _____
Signature **Date:**

_____

[1] CIP codes must be recommended by the submitting institution. For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.

Printed Name:

Program Request - Abbreviated Template
Snow College

Modify:

- AAS degree in Industrial Mechanics
- Certificate of Proficiency in Industrial Mechanics
- Certificate of Completion in Industrial Mechanics

Section I: Request

Upon review of the coursework and program pathway and upon advise from our advisory committee, we have determined that the length of the program pathway is beyond the scope of required domain instruction required for entry-level employment in the industrial technology field. Additionally, the program requirements, both clock hours and credit requirements are proving to be stumbling blocks for student completion.

We intend to keep the existing certificates and degree and propose that we make needed modifications to the coursework required to complete each level of the stackable pathway, decreasing the non-standard credit requirements to put the coursework more in line with 2-year completion cycle. In some cases, we are increasing credit requirements and/or combining coursework to facilitate time and scheduling issues we have struggled with for a number of years.

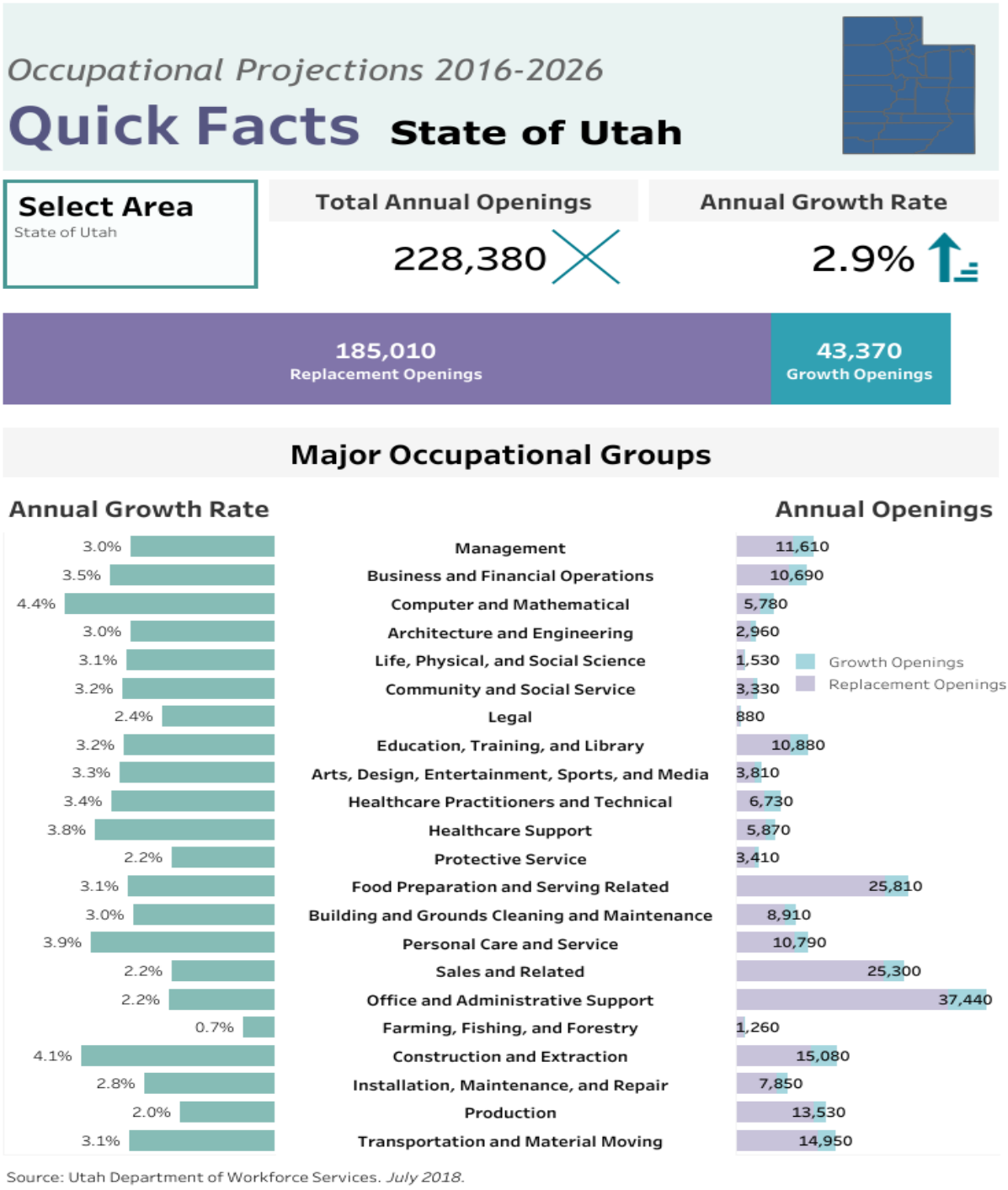
Modify pathways to more closely match industry needs at each level of the pathway and decrease clock hour and credit requirements at the AAS level.

- AAS in Industrial Mechanics:
    - Modification of coursework and changes in course credits
        - Modified 1 course (INDM 1900)
        - Deleted 4 courses (INDM 1820, 1930, 2930, WELD 1020)
    - Decreased overall credit requirement from 71 down to 63 credits
- Certificate of Completion in Industrial Mechanics:
    - Modification of coursework
        - Added 2 courses (INDM 1100, INDM 1200)
        - Deleted 5 courses (INDM 1300, INDM 1820, WELD 1020, INDM 1930, INDM 2930)
    - Maintained the overall credit
- Certificate of Proficiency in Industrial Mechanics:
    - Modification of coursework
        - Added 1 optional course (INDM 1620)
        - Deleted 5 courses (INDM 1300, INDM 1060, INDM 1020, INDM 1715, BUS 1020)
    - Decreased the overall credit to make the proficiency completable in one semester

Section II: Need

Discussions with our Advisory Committees indicate there is a dire need for well-trained industrial mechanics to replace an older retiring workforce, throughout our area as well as across the country. All employers are in desperate need of qualified individuals to be well trained in all aspects of what we are teaching. The nation as a whole is also in need of Industrial Mechanics. Employers who have hired our students are very pleased with the quality of the training our students have received.

The Department of Workforce Services indicates the following workforce outlooks for related jobs in the State of Utah, where we would fall under “Installation, Maintenance, and Repair.



Source: Utah Department of Workforce Services. *July 2018.*

Section III: Institutional Impact

This proposal is not expected to change administrative, faculty, or staff in any way. There is no need for any additional administrative personnel. There is no need for any additional faculty or staff. The physical facilities currently available to the program are sufficient to accommodate the changes.

Section IV: Finances

No additional funds are needed for the modification of the program pathways. In most cases, we will be using existing equipment and supplies, however, in the case of our Programmable Logic Controller (PLC) coursework, where we are combining courses and other programs are utilizing this course, we will likely need to add an additional PLC unit and computer. We have discussed this need with the CTE Director to procure the additional unit and computer using the Snow College FY20 Perkins funding.

Section V: Program Curriculum

*****THIS SECTION OF THE TEMPLATE REQUIRED FOR EMPHASES, MINORS, AND CERTIFICATES ONLY*****

All Program Courses (with New Courses in Bold)

AAS in Industrial Mechanics

Course Prefix and Number	Title	Credit Hours	Change
INDM 1050	Industrial Safety	1	
INDM 1100	Industrial Mechanics I	3	
INDM 1200	Industrial Mechanics II	3	
INDM 1300	Industrial Mechanics III	3	
INDM 1400	Industrial Mechanics IV	3	
INDM 1500	Industrial Pneumatics	3	
INDM 1600	Industrial Electricity	3	
INDM 1620	Industrial Electronics	3	
INDM 1800	Industrial Hydraulics	3	
~~INDM 1820~~	~~Industrial Pumps~~		~~3~~
INDM 1840	Industrial Rigging	3	
INDM 1900	Industrial Controls and PLC	~~3~~	5
MANF 1060	Industrial Print Reading	3	
~~MTT 1000~~	~~Machine Tool Technology~~		~~2~~
MTT 1110	Intro to Precision Machining	3	
MTT 1125	Intro to Precision Machining Lab	5	
CHEM 1010/1015	Intro to Chemistry and Lab or		4
WELD 2320	Metallurgy		
~~WELD 1020~~	~~Shielded Metal Arc Welding~~		~~4~~
WELD 1030	Related Welding		3
~~WELD 2200~~	~~Semi-Auto Processes/MIG~~		~~2~~
	Sub-Total	**53**	
GE Math			
AT 1715	Applied Technical Math or	3/4	
MATH 1050	College Algebra		
	Sub-Total	**3/4**	
Composition			
BUS 2200	Business Communications or	3	
ENG 1010	Expository Composition		
	Sub-Total	**3**	
Human Relations			
~~INDM 1930~~	~~Leadership and Professional Development~~		~~1~~
~~INDM 2930~~	~~Leadership and Professional Development~~		~~1~~
GNST 1200	GE Foundations or	3	
BUS 1170	Human Relations		
	Sub-Total	**3**	
Technology			
BUS 1020	Computer Technology and Applications	3	
	Sub-Total	**3**	
	Total Number of Credits	**69**	**63/64**

Program Schedule – AAS in Industrial Mechanics

This is a two-year degree with courses taught in 8-week blocks each semester. The entire curriculum is covered each year to accommodate 1st and 2nd year student schedules. (We have excluded the courses we are discontinuing for a cleaner view of the schedule)

Recommended Curriculum

Course	Block Class	Full Semester
Fall Year 1		
INDM 1050 Industrial Safety	1	
INDM 1100 Industrial Mechanics I	3	
INDM 1200 Industrial Mechanics II	3	
INDM 1600 Industrial Electricity	3	
INDM 1620 Industrial Electronics	3	
AT 1715 Applied Technical Math or MATH 1050 College Algebra		3/4
Semester Hours Subtotal	16	
Spring Year 2		
INDM 1300 Industrial Mechanics III	3	
INDM 1400 Industrial Mechanics IV	3	
INDM 1840 Industrial Rigging	3	
INDM 1900 Industrial Controls and PLC		5
GNST 1200 Foundations or Bus 1170 Human Relations		3
Semester Hours Subtotal	17	
Fall Year 2		
INDM 1500 Industrial Pneumatics	3	
INDM 1800 Industrial Hydraulics	3	
MTT 1110 Intro to Precision Machining	3	
MTT 1125 Intro to Precision Machining Lab	5	
BUS 1020 Computer Technology and Applications		3
Semester Hours Subtotal	17	
Spring Year 2		
MANF 1060 Industrial Blueprint Reading		3
CHEM 1010/1015 Intro to Chemistry and Lab or WELD 2320 Metallurgy		4
WELD 1030 Related Welding	3	
BUS 2200 Business Communications or English 1010 Expository Composition		3
Semester Hours Subtotal	13	
Degree Hours Total	63/64	

Certificate of Proficiency in Industrial Mechanics

This is a one semester certificate. Students will need to take the following courses for one semester. The following changes to this certificate will better prepare students for entry-level employment if they choose to leave the program at this level.

Course Prefix and Number	Title	Current Credit Hours	Proposed Credit Hours
INDM 1050	Industrial Safety	1	1
~~INDM 1060~~	~~Industrial Blueprint Reading~~	~~3 delete~~	
INDM 1100	Industrial Mechanics I	3	3
INDM 1200	Industrial Mechanics II	3	3
~~INDM 1300~~	~~Industrial Mechanics III~~	~~3 delete~~	
INDM 1600	Industrial Electricity	3	3
INDM 1620	**Industrial Electronics** or	3	3
INDM 1800	**Industrial Hydraulics**		
WELD 1030	Related Welding		3 add
~~WELD 1020~~	~~Shielded Metal Arc Welding~~	~~4 delete~~	
MTT 1000	Survey of Machine Tool	2	2
~~AT 1715 or MATH 1050~~	~~Applied Technical Math or College Algebra~~	~~3/4 delete~~	
~~BUS 1020~~	~~Computer Technology and Applications~~	~~3 delete~~	
	Total Number of Credits	**21/22**	**18**

Recommended Curriculum

Fall – Block 1	Fall – Block 2
INDM 1050	INDM 1620 or INDM 1800
INDM 1100	INDM 1200
INDM 1600	MTT 1000
WELD 1030 Full Semester	

Certificate of Completion in Industrial Mechanics
Following are the changes to this certificate that will help prepare students better for entry-level employment and/or advanced Industrial Mechanics courses.

Course Prefix and Number	Title	Current Requirements Credit Hours	Proposed Requirements Credit Hours
INDM 1050	Industrial Safety	1	1
INDM 1100	Industrial Mechanics I		3 add
INDM 1200	Industrial Mechanics II		3 add
~~INDM 1300~~	~~Industrial Mechanics III~~	~~3 delete~~	
INDM 1500	Industrial Pneumatics or	3	3
INDM 1800	Industrial Hydraulics		
INDM 1600	Industrial Electricity	3	3
~~INDM 1820~~	~~Industrial Pumps~~	~~3 delete~~	
~~WELD 1020~~	~~Shielded Metal Arc Welding~~	~~4 delete~~	
WELD 1030	Related Welding	3	3
MTT 1000	Survey of Machine Tool	2	2
	Subtotal	**22**	**18**
General Education			
BUS 1020	Computer Technology and Applications	3	**3**
Math - Choose One			
AT 1715	Applied Technical Math or	3/4	3/4
MATH 1010	Intermediate Algebra or		
MATH 1050	College Algebra		
Composition - Choose One			
BUS 2200	Business Communications or	3	3
ENG 1010	Expository Composition		
Human Relations - Choose One			
~~INDM 1930~~	~~Leadership and Professional Development~~	~~1~~	Inactive
~~INDM 2930~~	~~Leadership and Professional Development~~	~~1~~	inactive
GNST 1200	GE Foundations or		3 add
BUS 1170	Human Relations		
	Subtotal	**11/12**	**12/13**
	Total Number of Credits	**33/34**	**30/31**

Recommended Curriculum

Year 1 Fall – Block 1	Year 1 Spring – Block 2	Year 2 Fall – Block 1	Year 2 Spring – Block 2
INDM 1050	INDM 1620*	WELD 1030	
INDM 1100	INDM 1200	INDM 1500 or INDM 1800	
INDM 1600	MTT 1000	GNST 1200 or BUS 1170	
		BUS 2200 or ENG 1010	
		AT 1715 or MATH 1010 or MATH 1050	
		BUS 1020	

*INDM 1620 is not required but may be helpful in some employment areas. See instructor for additional information.

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

Institution Submitting Request:	**Snow College**
Proposed Program Title:	**AAS degree in Innovative Livestock Management**
Sponsoring School, College, or Division:	**Business and Applied Technology**
Sponsoring Academic Department(s) or Unit(s):	**Business**
Classification of Instructional Program Code[1]:	**01.0301 Agricultural Production Operations, General**
Min/Max Credit Hours Required of Full Program:	**63 / 63**
Proposed Beginning Term[2]:	**Fall 2020**
Institutional Board of Trustees' Approval Date:	

Program Type (check all that apply):

☒ (AAS)	Associate of Applied Science Degree
☐ (AA)	Associate of Arts Degree
☐ (AS)	Associate of Science Degree
☐	Specialized Associate Degree (specify award type[3]:)
☐	Other (specify award type[3]:)
☐ (BA)	Bachelor of Arts Degree
☐ (BS)	Bachelor of Science Degree
☐	Specialized Bachelor Degree (specify award type[3]:)
☐	Other (specify award type[3]:)
☐ (MA)	Master of Arts Degree
☐ (MS)	Master of Science Degree
☐	Specialized Master Degree (specify award type[3]:)
☐	Other (specify award type[3]:)
☐	Doctoral Degree (specify award type[3]:)
☐	K-12 School Personnel Program
☐	Out of Service Area Delivery Program

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

_____ Date:

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

[1] For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.
[2] "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.
[3] Please indicate award such as APE, BFA, MBA, MEd, EdD, JD

Utah System of Higher Education
Program Description - Full Template

Section I: The Request

Snow College requests approval to offer the following Associate's degree(s): AAS degree in Innovative Livestock Management to be effective Fall 2020.

Section II: Program Proposal

Program Description

Present a complete, formal program description.

The Agribusiness program at Snow College is designed to prepare students with a sound educational background in agriculture business, management, and production while striving to meet the goals of students. The AAS in Innovative Livestock Management will expand the scope and credentials of students and increase opportunities for those desiring involvement in the evolving and expanding agriculture industry by allowing them to:

- Return to the family farm/ranch with the ability to better manage it as a business and manage and maintain its assets (livestock, equipment, irrigation, and natural resources).
- Discover and develop an entrepreneurial mindset in establishing an agricultural operation that utilizes technology and research.
- Gain employment in agricultural production in management, maintenance, repair, or sales.
- Transfer to a university for a four-year Bachelor of Science degree in Animal Science, Agriculture Systems and Technology, Agronomy, Agricultural Education, Natural Resources, or a related agriculture field.
- Major in another discipline but give them the tools to work part-time, own, or be involved in an agriculture business, or own and operate a farm/ranch.

Certificates and Degrees

AAS in Innovative Livestock Management - This degree is designed to provide overall education with a management and production background to successfully be employed, or run a business in the agriculture livestock industry. The degree combines the learning processes of agriculture- business, animal science, agronomy, natural resources, and agriculture systems and technology. The AAS in Innovative Livestock Management offers advanced learning in agribusiness management, irrigation, and hydrology, cash flow projections, and analysis, grazing resource management, as well as technology in agriculture, giving students an impressive array of management skills. The course work includes 13 credits of general education and will provide the foundation for the 50 credits of Agriculture Business, Agriculture Technology and Mechanics, Business, Natural Resources, and Geology classes that are built into the Livestock Production AAS curriculum. Articulation of coursework is available to both USU and SUU. (63 credits)

Consistency with Institutional Mission

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

Snow College's Regents-approved mission is to transmit knowledge and skills for career and technical education, customize training for employers and education leading to transfer opportunities at the Associate of Arts and Associate of Science degree level, as well as offering AAS degrees to improve the quality of life and economic development of the local service area and the state of Utah. Snow College's mission dovetails into the Regents-approved mission through continuing a tradition of excellence, encouragement of a culture of innovation, and

cultivating an atmosphere of engagement to advance students in the achievement of their educational goals. This degree contributes to both the Regents-approved mission and Snow College's mission by providing, in a very targeted way, educational opportunities for students interested in livestock production from the six-county area, as well as from throughout the state which will improve the quality of life and provide economic development for the Central Utah Six-County Area as well as the state of Utah.

This degree will provide students who are interested in the latest in agriculture trends and principles the educational opportunities that lead to employment opportunities or further educational opportunities in agriculture. The Innovative Livestock Management skills pathway fits with the Agribusiness Program prioritization as identified in Snow College's strategic plan. The AAS in Innovative Livestock Management will strengthen academic and student connections between the Ephraim and Richfield campuses, and Utah State University, thus expanding Snow College's mission to a larger area of Central Utah.

The Innovative Livestock Management degree is a natural fit in the Agribusiness program within the Business Department, which is housed in the Business and Applied Technology Division. The addition of the Innovative Livestock Management AAS degree to the Agribusiness program will not affect existing administrative structures of either the Business Department or the Business and Applied Technology Division.

Section III: Needs Assessment

Program Rationale

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

As the number of registered students interested in agriculture has increased over the last five years, many have expressed interest in and a desire for a two-year program of study to take back to the farm or ranch or to begin their own business which includes the many different facets of the livestock industry. Many Snow College students have a desire to be involved in the animal agriculture industry. For the past two years, Snow College's Agribusiness Program has had active promotion efforts into Utah high schools by Snow College "Ag Ambassadors". As part of these college Agribusiness Student visits to high school FFA chapters throughout Utah high schools, students have completed an informational card asking them to select their areas of interest for their college education. Compiled data shows that 52% in year one and 51% in year two of the high school juniors and seniors have marked Animal Science as an area of interest to pursue in college.

Local agricultural businesses have also stated a desire for employees with basic knowledge and skills within the industry. As a result of this expressed interest and with encouragement from Snow College's Agriculture Advisory Committee, the Snow College Agribusiness program desires to offer an AAS in Innovative Livestock Management that will stand alone, or be the basis for AS degree pathways. This will enable students desiring to transfer to another institution the ability to do so seamlessly. Students desiring an AAS in Innovative Livestock Management will be provided an ample foundation of scientific, and technological classes mingled with structured business classes giving them a sound base for successful employment or running their own business. A goal in the development of this program is to make the AAS in Innovative Livestock Management a degree fit for students desiring to enter directly into the workforce, but can easily be built upon for those desiring to transfer on to another institution to continue their education if so desired. Completing the AAS Degree with its proposed classes, students will be well prepared for upper-division classwork. The required coursework will provide a strong foundation in agriculture, business, and workforce skills.

This AAS degree will contribute to the economic development of central and rural Utah by providing students the training and scholarly skills to successfully contribute to rural economies through agricultural businesses, including

entrepreneurial business pursuits. In 2018 "The Annual Report of Utah Colleges Farm/Ranch Management" indicated that the high profitability beef livestock operations implemented strategic livestock management skills and advancements in technology more abundantly than the low profitability operations. The report states that the average farm in the report spent $1.25 to produce a pound of calf (break-even); with the high profitability spending $0.89 and the low profitability group spending $1.75 a difference of $0.86. With calf sale price averaging $1.57, the low profitability group lost $0.20/lb. on every pound of calf raised while the high profitability group made $.70/lb. a difference of $.90/ lb. Through livestock production education students will learn the skills to manage as high profitability producers.

Labor Market Demand

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

Jobs in production agriculture are difficult to quantify. Utah Department of Workforce Services provides thorough data on “non-farm” jobs but very little data is provided for farm and ranch jobs. Many agriculture-related jobs are categorized in retail, manufacturing, processing or service sectors.

Nationally there is more data on the need for agriculture-related graduates with an AAS, AS, BS, or higher college degree. A national study between Cooperative State Research, Education, and Extension Service of the U.S. Department of Agriculture and Purdue University College of Agriculture (Goecker, Allan D., et al), reported that the agricultural, food, and renewable natural resources sectors of the U.S. economy will generate an estimated 57,900 annual openings for individuals with baccalaureate or higher degrees in food, renewable energy, and environmental specialties between 2015 and 2020. Approximately 57,900 graduates will be needed in Agriculture/Natural Resources field, with only 61 percent (35,400 qualified graduates in food, agriculture, renewable natural resources and the environment) available each year. The other 39 percent will come from allied disciplines including biological sciences, engineering, health sciences, business, and communication.

Employers have expressed a preference for graduates from colleges of agriculture, veterinary medicine, forestry, and natural resources who tend to have stronger interests and more work experiences for careers in food, renewable energy, and the environment than those from allied fields of study. These graduates will likely continue to be preferred by many employers (www.purdue.edu/usda/employment).

Production of livestock and livestock products in Utah accounts for 71% of marketed agricultural goods in the state. This is due to our federal and state land ownership base which is comprised of range and pasture lands fit for livestock production. Sanpete county ranks 4th of the 29 counties in Utah for Agricultural production with $172 million worth of products grown here. As a state, agriculture contributes $1.8 billion annually to the economy. A Utah State University and Utah Department of Agriculture and Food 2018 report, “The Economic Impact of Agriculture on the State of Utah,” stated that the agriculture business supply and service, production and processing sectors of agriculture products account for $24.3 billion in total economic output in Utah or 16 percent of gross state product. Utah ranks 35th out of 50 states in the total number of farms with 12 million acres in agriculture production for a ranking of the 26th state in the amount of land in farms. It is recognized that agriculture supporting businesses - supply and services - offer a significant number of off-farm job opportunities that are considered to be agriculturally based.

Snow College's rural six-county service area is highly agricultural. More than 16 percent of Utah's farms are located in this region, which contains less than 3 percent of the population (U.S. Census Bureau 2015; USDA Census of Agriculture 2012). Approximately 10.7 percent of the six-county workforce (ages 16 and up) is employed in the agriculture, forestry, fishing, hunting, and mining job sectors, compared to 2.1 percent statewide and 1.9 percent nationwide (U.S. Census Bureau, American Community Survey 2013). The agriculture industry is very large and an important part of our national, state, and local economies and our rural heritage. It is very diverse, involving business, sport, entertainment, and recreation. Livestock production is and continues to play a major role in agricultural

production. The majority of Utah's GDP from Agriculture comes from livestock production due to environmental factors that favor livestock grazing over farming. Livestock operations use the latest in agriculture technology offering the potential of more precise management and increased revenues. This, in turn, provides for not only a healthier economic state in rural communities but the conservation of natural resources as well. Offering an agricultural focused program with an AAS in Innovative Livestock Management provides the framework to fill this demand.

Local employers choose to fill openings with employees that have education, particularly education in the latest technology used in agriculture. Irrigation equipment and farm machinery are rapidly becoming more sophisticated, with computer-based technologies that require technical expertise to operate and maintain the equipment. This demand includes pivot irrigation maintenance and operation especially employees trained in Variable Rate Irrigation technology to increase the efficiency of water use in irrigation systems.

Student Demand

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

With the introduction of the Pathways program throughout high schools in the State of Utah, and in particular the Animal Science pathway, student demand has been increasing with requests about a Livestock Production degree. High School CTE directors have been asking for an increased opportunity for these students to engage in business and technological programs and possible concurrent enrollment in college courses. These offerings include general education classes so if they choose to pursue a BS degree they will not be set back more than a couple of classes. Additional agriculture students at Snow College will increase the number of students in business classes as well as GE classes across campus.

The Agribusiness growth trends over the past five years have been exponential. It is anticipated that the Innovative Livestock Management program will bring an additional 20-30 students each year. Current enrollment for the 2019-2020 year for the Agribusiness program included; 138 students who declared Agriculture as a major, with approximately 200 total students enrolled in agriculture courses.

Similar Programs

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

Southern Utah University offers a two-year AAS in Livestock Farm Management. The curriculum in the Innovative Livestock Management program proposed by Snow College is in harmony with, and similar to this program. Utah State University (USU) offers both a minor and a BS in Animal, Dairy and Veterinary Sciences. The Snow College Innovative Livestock Management program would fit either as a minor to a student transferring into another degree area, or as the basis to further their degree path and complete the BS in Animal, Dairy, and Veterinary Sciences at Utah State University.

This degree pathway will allow students at Snow College and surrounding areas an opportunity to stay close to home and familiarize themselves with the local agriculture community and businesses. This will give students the opportunity and potential for future employment in their local communities. As students may elect to transfer to Utah State University to complete their BS degree, they will have an advantage because of the business classes offered through Snow College to receive a composite major not only in Animal Science but Agriculture Business as well.

Collaboration with and Impact on Other USHE Institutions

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

The program will not be delivered outside Snow College's designated service area. Active discussion and collaboration has occurred with Utah State University's College of Agriculture and Applied Sciences and faculty to make Snow College's proposed AAS degree transition into Utah State University's Animal, Dairy, and Veterinary Sciences programs with little difficulty. In fact, Dr. Brian Warnick (Ph.D.) Associate Dean for Academic Programs in the College of Agriculture and Applied Sciences, has encouraged students seeking transfer from Snow College to USU to complete as many courses as possible before transferring, thus freeing up time and allowing students quicker progression through the program.

Snow College's degree programs provide Utah State University with students that they otherwise might not recruit. Students who desire to transfer will have a connected and articulated pathway to Utah State University's program. Utah State University is supporting and encouraging Snow College's movement to create additional pathways into their programs. Snow College's AAS degree will have a strong academic business base allowing students desiring a BS in Animal, Dairy, and Veterinary Sciences the ability to add general education classes and not significantly increase their time spent at USU.

External Review and Accreditation

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

There were no external consultants involved in this proposal. Snow College's Agricultural advisory committee met in April 2019 and expressed their support for the AAS in Innovative Livestock Management degree in the Agribusiness Program. The Agriculture Advisory Committee includes Matt Palmer (USU Extension), Jennifer Christensen (High school CTE Director for Sevier County), Dean Morrell (Product Marketing Manager for AGCO), Mark Anderson (High school CTE Director for Juab, and Sanpete school districts), Joel Gardiner (Manager for Stotz equipment), Jason Butler (High school agriculture teacher representative), and Rachel Harward (Store Manager for Mason Machinery). The committee recognizes the need and demand for this proposed offering in Snow College's service area and that it is in alignment with Snow College's Strategic Plan for agriculture education and economic development in central Utah. The Innovative Livestock Management purposes are harmonious with both Agribusiness and Farm/Ranch Management classes in the Agribusiness Program. Currently, there is no plan to seek any special professional accreditation.

Section IV: Program Details Graduation Standards and Number of Credits

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

Graduation standards will be equivalent to the current standards for the AAS in Agribusiness, which requires 63 credit hours. Specifically, of those credit hours required 13 will be GE, 43 Required Support Credits, 7 Designative Elective Area Credits, bringing the total to 63.

Admission Requirements

List admission requirements specific to the proposed program.

All interested students will be admitted to the program as they apply for Snow College.

Curriculum and Degree Map

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

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

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

Innovative Livestock Management is a natural fit in the Agribusiness program within the Business Department, which is housed in the Business and Applied Technology Division. Adding Innovative Livestock Management to the Agribusiness program will not affect existing administrative structures of either the Business Department or the Business and Applied Technology Division. Successful relationships with other academic divisions and with other departments within our division provide a balanced opportunity for student success.

Many classes will be taught in conjunction with classes that are already taking place on Snow College's Richfield and Ephraim campuses. One new class will be added to better meet the needs of students, a three-credit Forage and Grazing Management course. This course will not only view livestock management from a grazing only perspective, but also from a soil and plant health view, to sustain resources and build healthy, profitable farm and ranch operations. This course will utilize Utah State University's extensions research and production model. An advisory committee is already in place to help support and provide industry information and collaboration for instructional material.

Faculty

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

Budgeting for this position will be based upon student enrollment in the program. Required faculty development activities will be minimal. Current Snow College faculty from Agribusiness, Business, Natural Resources, and Snow College staff will teach 50 credits in the Innovative Livestock Management AAS degree. Allocation will be divided between the current faculty and staff to distribute teaching loads over all the AGBS and AGTM classes, including classes in Farm/Ranch Management.

Staff

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

Staff development activities will not increase beyond what the Agribusiness staff is already doing to stay current in all areas of agriculture. There will not be a need for any additional staff.

Student Advisement

Describe how students in the proposed program will be advised.

Snow College's student success center has been informed of the AAS in Innovative Livestock Management degree. Advisors in the student success office will be encouraged and invited to communicate with Agribusiness faculty for program updates and class coordination. Advisors will also be invited to send students to the Agribusiness program for advisement as they currently do for other Agriculture students. Currently, the majority of student advising for

students after their initial freshman fall semester occurs within the Agribusiness program faculty and staff members.

Library and Information Resources

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

No new library resources will be required.

Projected Enrollment and Finance

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

Section VI: Program Evaluation

Program Assessment

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

Students in the Innovative Livestock Management program should expect to gain an understanding of current technologies, business, physical science, and mechanical principles as they relate to the agriculture industry. Students will gain experience in farm equipment operation, safety, and handling. Students will receive their Utah Pesticide applicators license for proficiency and training in handling agricultural chemicals in a safe and sustainable manner. Students will be able to articulate connections between business principles and production segments within the industry.

Students will acquire and demonstrate the communication skills to present ideas and proposals in a logical and accurate way both verbally, in writing, and in presentation format. In-class and out-of-class presentations will provide opportunities to formulate, organize and then demonstrate their perspectives and insights in production agriculture. Students will gain an understanding of both local, regional, and national agriculture business relationships and trends. They will acquire the ability and demonstrate through examinations their ability to recognize strengths and weaknesses of a business based on industry benchmarks and their ability to develop and monitor management plans that can improve the economics of an agricultural business.

Students will use the current technology to accomplish tasks in an evolving agricultural environment with experiences using spreadsheets, Word documents, presentations, accounting, and analysis software. These software applications will be taught within the courses and assessed through demonstration and examination. The software applications will be applied to agricultural business needs and will provide a framework for demonstrating the student's ability to apply current technology to the management of the industry.

Student Standards of Performance

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

A student who completes an AAS degree in Innovative Livestock Management at Snow College should expect to leave with the following outcomes.

<u>Acquire substantive knowledge:</u>

- Students will understand the fundamentals of physical science laws and principles, mechanical applications, business management, production, sales, and the relationship of technology in the agriculture industry.
- Students will understand that livestock production encompasses a growing industry in agriculture, and can, in turn, provide for a healthier economic state in our rural communities, as well as conservation of local natural resources.

- Students will understand all aspects of safety when it comes to operation, repair, and maintenance of agricultural equipment. This will include certification through the Utah Department of Agriculture.

Communications:

- Students will be able to organize and effectively present themselves to prospective employers and customers using both verbal and written communication.
- Students will produce clear, concise, purposeful, and grammatically correct written documents.

Appendix A: Program Curriculum

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

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

Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)			
MATH 1715,1010,1030, 1040, or 1050		Applied Technical Math, Intermediate Algebra, Quantitative Literacy, Introduction to Statistics, or College Algebra	3
GNST 1200		GE Foundations requirement	3
BIOL 1010 or CHEM 1010		General Biology or Introductory Chemistry & lab	4
ENGL 1010 or BUS 2200		Expository Composition or Business Communication	3
		General Education Credit Hour Sub-Total	13
Required Courses			
AGBS 1010		Intro to Animal Science	4
AGBS 1100		Agriculture Career Exploration	2
AGBS 1420		Livestock Production Practices	2
AGBS 2020		Ag Econ/Agribusiness Management	3
AGBS 2030		Analysis and Decision making	3
AGBS 2400		Feeds and Feeding	4
AGBS 2500		Livestock Reproduction	4
BUS 1020 or 2010		Computer Technology & App. or Business Computer Proficiency	3
BUS 1060		QuickBooks for Small Business	3
AGTM 1050		Farm Equipment Management, Maintenance, and Repair	3
AGTM 1330		Chemicals and Applications	3
AGTM 2500		Irrigation Systems, Equipment Maintenance, and Repair	3
AGTM 2830		Forage and Grazing Management	3
AGBS 1997		Internship	3
		Required Course Credit Hour Sub-Total	43
Elective Courses			
		Choose 3-4 of the following courses:	
AGBS 2200 & 2205		Anatomy and Physiology of Domestic Animals & lab	4
AGTM 1210		Small Gasoline Engines	3
AGTM 2600		Drones and Aerial Imagery in Agriculture	3
GEO 1700		Fundamentals of GPS and GIS	3
NR 1010		Introduction to Natural Resources	2
NR 1020		Field Inventory & Sampling Techniques	3
NR 2030		Agriculture Ecosystem Management	3
NR 2425		Plant ID	2
		Elective Course Credit Hour Sub-Total	7
		Core Curriculum Hour Sub-Total	63

Program Curriculum Narrative

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

There are no Certificates of Proficiency or Completion offered with this degree program.

Degree Map

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

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

Course Credits Semester

Fall Semester	**Course Title**	**Credit Hours**
AGBS 1010	Intro to Animal Science	4
MATH 1715, 1010, 1030, 1040, or 1050	Applied Technical Math, Intermediate Algebra, Quantitative Literacy, Introduction to Statistics, or College Algebra	3 to 4
GNST 1200	GE Foundations	3
AGBS 1100	Career Exploration in Ag. Business	2
BUS 1020 or 2010	Computer Technology and Application or Business Computer Proficiency	3
	Total Credits	15

Spring Semester		
AGBS 1420	Livestock Production Practices	2
ENGL 1010 or BUS 2200	Expository Composition or Business Communication	3
AGBS 2020	Ag Econ/ Agribusiness Management	3
BIOL 1010 or CHEM 1010	General Biology or Introductory Chemistry & lab	4
	Ag. Elective	3
	Total Credits	15

Fall Semester		
AGTM 1050	Farm Equipment Management	3
AGTM 1330	Chemicals and Applications	3
AGBS 2500	Livestock Reproduction	4
BUS 1060	QuickBooks for Small Business	3
AGTM 2830	Forage and Grazing Management	3
	Total Credits	16

Spring Semester		
AGBS 2400	Feeds and Feeding	4
AGBS 2030	Analysis and Decision Making	3
AGTM 2500	Irrigation Management	3
AGBS 1997	Internship	3
	Ag. Elective	2 to 4
	Ag. Elective	2 to 4
	Total Credits	17

63 Total Credits required for AAS degree

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff

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

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

Part II. Proposed Program Faculty Profiles

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

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full-Time Faculty							
	Jay	Olsen	Other	MS	BYU		
	Kendra	Bagley	Other	BS	USU		
	Matthew	Goble	TT	BS	USU		
Part-Time Faculty							
	Chris	Larsen	Other	PhD	CSU		

Part III: New Faculty / Staff Projections for Proposed Program

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

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

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

Appendix D: Projected Program Participation and Finance

Part I.

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

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department	140	160	180	185	190	200
# of Majors in Proposed Program(s)		15	25	30	35	35
# of Graduates from Department	53	60	65	70	75	80
# Graduates in New Program(s)		7	15	20	25	30
Department Financial Data						
	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1		Year 2		Year 3
Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."		Addition to Base Budget for New Program(s)		Addition to Base Budget for New Program(s)		Addition to Base Budget for New Program(s)
EXPENSES – nature of additional costs required for proposed program(s)						
List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.						
Personnel (Faculty & Staff Salary & Benefits)						
Operating Expenses (equipment, travel, resources)						
Other:						
TOTAL PROGRAM EXPENSES		$0		$0		$0
TOTAL EXPENSES	$0	$0		$0		$0
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.						
Internal Reallocation	$0	$0		$0		$0
Appropriation	$0	$0		$0		$0
Special Legislative Appropriation	$0	$0		$0		$0
Grants and Contracts	$0	$20,000		$20,000		$20,000
Special Fees	$0	$0		$0		$0
Tuition	$0	$0		$0		$0

Differential Tuition (requires Regents approval)	$0	$0	$0	$0
PROPOSED PROGRAM FUNDING		$20,000	$20,000	$20,000
TOTAL DEPARTMENT FUNDING	$0	$20,000	$20,000	$20,000
Difference				
Funding - Expense	$0	$20,000	$20,000	$20,000

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

No new facilities will be needed.

Part III: Describe funding sources

Revenue Narrative 1

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

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

Grants will be sought for adding teaching resources at the college farm including basic livestock equipment and forage management establishment of forages and equipment to manage the forage.

SNOW COLLEGE

ENGINEERING DEPARTMENT

B.S. in Software Engineering Degree
Curriculum Change Proposal

17 Jan 2020

1. Incorporate the GE Foundations course into the curriculum.
2. Require COMM 2110 – Interpersonal Communications as the GE Social Science credit.

Rationale:
The GE OC credit needs to be replaced with GE Foundations. However, COMM 1020 – Public Speaking was specifically required in the software engineering degree program fulfilling the OC credit because it was deemed a significant course for engineering majors. Simply replacing it with GNST 1200 – Foundations adversely affects the program.

The newly created Advisory Board for the B.S. in Software Engineering degree strongly recommends retaining a communications course and requested that it be COMM 2110 – Interpersonal Communications.

This proposal replaces the OC category with Foundations and specifically requires COMM 2110 as the SS credit.

If approved, this would apply to new students beginning Fall 2020 and current students would have the choice of the current (old) or new requirements.

These changes are red-lined below.

Program Curriculum

Course Prefix	Course Number	Course Title	Credit Hours
		General Education Credit Hour Sub-total	**24**[1]
Required Courses			
CS	1410	Object-oriented Programming	3
CS	1415	Object-oriented Programming Lab	1
CS	2420	Data Structures and Algorithms	3
CS	2450	Introduction to Software Engineering	3
CS	2700	Digital Circuits	3
CS	2810	Computer Organization and Architecture	3
CS	2860	Operating Systems Theory	3
MATH	1210	Calculus I	5
MATH	1220	Calculus II	4
MATH	2270	Linear Algebra	3
MATH	3040	Statistics for Scientists and Engineers	3
MATH	3310	Discrete Mathematics	3
PHYS	2210	Physics for Scientists and Engineers I	4
PHYS	2215	Physics for Scientists and Engineers I Lab	1
PHYS	2220	Physics for Scientists and Engineers II	4
PHYS	2225	Physics for Scientists and Engineers II Lab	1
ENGL	3260	Technical Writing	3
SE	3250	Survey of Languages	3
SE	3410	Human Factors in Software Design	3
SE	3450	Principles and Patterns of Software Design	3
SE	3520	Database Theory	3
SE	3620	Distributed Internet Application Development	3
SE	3630	Mobile Application Development	3
SE	4120	Management of Software Projects	2
SE	4140	Social and Ethical Issues in Computing	2
SE	4220	Graphical User Interfaces	3
SE	4230	Advanced Alg.	3
SE	4320	Personal Software Process	3
SE	4340	Secure Coding Practices	3
SE	4400	Software Engineering Practicum I	4
SE	4450	Software Engineering Practicum II	4
		Required Courses Credit Hour Sub-total	**92**

[1] AI, E1, E2, FA, FND, HU, LS, & COMM ~~1020~~2110~~is required~~ as ~~the GE Oral Communications requirement~~SS. The remaining GE credits are satisfied in the Required Courses

Elective Courses			
CHEM	1210/1215	Principles of Chemistry I/Lab	4/1
BIOL	2060/2065	Microbiology/Lab	3/1
BIOL	2030/2035	Introductory Genetics/Lab	3/1
MATH	2210	Calculus III	3
PHYS	2710	Modern Physics	3
		Elective Credit Hour Sub-total	**3**
Emphasis Option #1			
Name of Emphasis: Entrepreneurship			
BUS	1600	Entrepreneurship Seminars	1
BUS	2222	Entrepreneurship	3
BUS	2650	Management Principles for Entrepreneurs	3
		Emphasis #1 Credit Hour Sub-total	**7**
		Total Number of Credits to Complete Program	**126**
Emphasis Option #2			
Name of Emphasis: Digital Media Design			
ART	1120	2D Surface	3
ART	1140	4D Time	3
ART	2430	Introduction to Graphic Design	3
		Emphasis #2 Credit Hour Sub-total	**9**
		Total Number of Credits to Complete Program	**125**[2]
Emphasis Option #3			
Name of Emphasis: Web Development			
CS	1810	Web Development I	3
CS	1820	Web Development II	2
CS	2830	Web Development III	2
		Emphasis #3 Credit Hour Sub-total	**7**
		Total Number of Credits to Complete Program	**126**

[2] This combination of Art classes satisfies the GE Fine Arts requirement.

Degree Map

Entrepreneurship Emphasis Suggested Schedule

First Year			
Fall Semester	**Credits**	**Spring Semester**	**Credits**
CS 1410	3	CS 2420	3
CS 1415	1	CS 2700	3
MATH 1210	5	MATH 1220	4
ENGL 1010	3	ENGL 2010	3
~~GE Life Science~~GNST 1200	3	GE American Institutions	3
Semester Total	**15**	**Semester Total**	**16**
Second Year			
Fall Semester	**Credits**	**Spring Semester**	**Credits**
CS 2810	3	CS 2450	3
MATH 2270	3	CS 2860	3
MATH 3310	3	MATH/SCI Elective	3
PHYS 2210	4	PHYS 2220	4
PHYS 2215	1	PHYS 2225	1
~~GE FA/HU/SS~~COMM 2110	3	GE FA/HU/~~SS~~LS	3
Semester Total	**17**	**Semester Total**	**17**
Third Year			
Fall Semester	**Credits**	**Spring Semester**	**Credits**
SE 3250	3	SE 3450	3
SE 3410	3	SE 3620	3
SE 3520	3	SE 3630	3
MATH 3040	3	ENGL 3260	3
BUS 1600	1	BUS 2222	3
GE FA/HU/~~SS~~LS	3		
Semester Total	**16**	**Semester Total**	**15**
Fourth Year			
Fall Semester	**Credits**	**Spring Semester**	**Credits**
SE 4120	2	SE 4140	2
SE 4220	3	SE 4230	3
SE 4320	3	SE 4340	3
SE 4400	4	SE 4450	4
BUS 2650	3	~~COMM 1020~~GE FA/HU/LS	3
Semester Total	**15**	**Semester Total**	**15**

Digital Media Design Emphasis Suggested Schedule

First Year			
Fall Semester	**Credits**	**Spring Semester**	**Credits**
CS 1410	3	CS 2420	3
CS 1415	1	CS 2700	3
MATH 1210	5	MATH 1220	4
ENGL 1010	3	ENGL 2010	3
~~GE Life Science~~GNST 1200	3	GE American Institutions	3
Semester Total	**15**	**Semester Total**	**16**
Second Year			
Fall Semester	**Credits**	**Spring Semester**	**Credits**
CS 2810	3	CS 2450	3
MATH 2270	3	CS 2860	3
MATH 3310	3	MATH/SCI Elective	3
PHYS 2210	4	PHYS 2220	4
PHYS 2215	1	PHYS 2225	1
~~GE HU/SS~~COMM 2110	3	GE HU/~~SS~~LS	3
Semester Total	**17**	**Semester Total**	**17**
Third Year			
Fall Semester	**Credits**	**Spring Semester**	**Credits**
SE 3250	3	SE 3450	3
SE 3410	3	SE 3620	3
SE 3520	3	SE 3630	3
MATH 3040	3	ENGL 3260	3
ART 1120	3	ART 1140	3
Semester Total	**15**	**Semester Total**	**15**
Fourth Year			
Fall Semester	**Credits**	**Spring Semester**	**Credits**
SE 4120	2	SE 4140	2
SE 4220	3	SE 4230	3
SE 4320	3	SE 4340	3
SE 4400	4	SE 4450	4
ART 2430	3	~~COMM 1020~~GE HU/LS	3
Semester Total	**15**	**Semester Total**	**15**

Web Development Emphasis Suggested Schedule

First Year			
Fall Semester	**Credits**	**Spring Semester**	**Credits**
CS 1410	3	CS 2420	3
CS 1415	1	CS 2700	3
MATH 1210	5	MATH 1220	4
ENGL 1010	3	ENGL 2010	3
~~GE Life Science~~GNST 1200	3	GE American Institutions	3
Semester Total	**15**	**Semester Total**	**16**
Second Year			
Fall Semester	**Credits**	**Spring Semester**	**Credits**
CS 2810	3	CS 2450	3
MATH 2270	3	CS 2860	3
MATH 3310	3	MATH/SCI Elective	3
PHYS 2210	4	PHYS 2220	4
PHYS 2215	1	PHYS 2225	1
~~GE FA/HU/SS~~COMM 2110	3	GE FA/HU/~~SS~~LS	3
Semester Total	**17**	**Semester Total**	**17**
Third Year			
Fall Semester	**Credits**	**Spring Semester**	**Credits**
SE 3250	3	SE 3450	3
SE 3410	3	SE 3620	3
SE 3520	3	SE 3630	3
CS 1810	3	CS 1820	2
MATH 3040	3	ENGL 3260	3
		GE FA/HU/~~SS~~LS	**3**
Semester Total	**15**	**Semester Total**	**17**
Fourth Year			
Fall Semester	**Credits**	**Spring Semester**	**Credits**
SE 4120	2	SE 4140	2
SE 4220	3	SE 4230	3
SE 4320	3	SE 4340	3
SE 4400	4	SE 4450	4
CS 2830	2	~~COMM 1020~~GE FA/HU/LS	3
Semester Total	**14**	**Semester Total**	**15**

Bachelor of Music with Emphasis in Commercial Music
Proposed Revisions
January 2020
Vance Larsen, Department Chair

Justification
Because of the structure of music degrees, there is little room in the freshman and sophomore years for additional requirements. For this reason, when we designed the BMCM degree, we left the structure of the first two years of the degree largely the same as our two year transfer program. The added advantage of this approach was the ability for students to matriculate into the baccalaureate program at any time during their first two years at Snow without having to make-up coursework.

Initially, we had concerns that maintaining the structure of the two year transfer program in the freshman and sophomore years would leave students without an orienting, bonding, cohort building experience early in the program. Although the degree has been successful, we now believe our initial concerns were well founded. We have diagnosed two problems, (1) students who are attracted to the BMCM degree *because* of the degree's technological and production curricula, have to wait until the junior year to access those courses; and (2) students who have previously been trained exclusively in the traditional Western Classical tradition are sometimes shocked by the immediate transition to the production and technology coursework that dominates the upper division. We believe that an orientation course (MUSC 1901/GNST 1020) offered in the first fall semester of enrollment in the BMCM degree will help students understand the degree structure, content, and career opportunities available to them at Snow College.

We have also learned that students in the Performance Advisement Track of the BMCM needed more "Required Elective" options, based on the nature of their performing interests. For example, many vocalists are interested in musical theater performance, but we didn't adequately meet that need.

Finally, we propose to modestly restructure and re-order the Audio Production and Music Technology courses required of all graduates of the BMCM degree, and the Audio Production courses in the Production Advisement Track electives so that the curricula has more logic sequentially. We also propose to change the names of some courses to better match current music industry terminology. We also propose to add two lab courses to be taken concurrently with the required music technology courses to ensure that students better master Digital Audio Workstation Skills.

We therefore propose some modest adjustments to the degree structure to address these issues. These changes are described below:

1. Add MUSC 1901 (Music Careers) as a requirement to the music core during the first semester. This course would meet concurrently with a section of GNST 101~~2~~0 (Principles

of ~~College~~ Student ~~Success~~ Skills) for music majors. In addition to surveying careers in music, the Music Careers course would serve as a gateway orientation to the BMCM degree, ensuring students understand the degree's curricular components, and where those components are placed by year. Each of these courses is 1 one credit hour.

2. Condense MUSC 3030 and 3031 (History of Jazz and American Popular Music I & II) into a single 3 credit course.
3. Add MUSC 4405 (World Music Studies) to the music core.
4. Reduce MUSC 4901 (Senior Capstone) from 2 credit hours to 1 credit hour and move from the list of Associated Courses to the Music Core.
5. Remove MUSC 4350 (Advanced Conducting) from the Music Core and add it to the list of "Required Electives)
6. Change the title of MUSC 3350 (Music Tech I) to Audio Fundamentals I and add MUSC 3351 as an accompanying 1 credit hour lab.
7. Change the name of MUSC 3352 (Music Tech II) to Audio Fundamentals II and add MUSC 3354 as an accompanying 1 credit hour lab.
8. Move MUSC 4840 (Live Sound) from the list of Associated Courses and add it to the list of Required Electives.
9. Rename MUSC 4450 (Audio Recording Techniques I) "Audio Production I"
10. Renumber MUSC 4700 "Audio Production II" to MUSC 4552
11. Rename MUSC 4363 (Orchestral MIDI Mock-Ups) "Film Scoring"
12. Approve and add MUSC 4160 (Advanced Mixing and Mastering), MUSC 4161 (Audio for Gaming), and MUSC 4162 (Advanced Music Production) each 2 credit hour courses, to the list of "Required Electives"
13. Add the option for 2 credits of upper division string, jazz, woodwind, brass, or percussion chamber music to count toward "Required Electives"
14. Add MUSC 3040 (Musical Theater for Musicians) to the List of "Required Electives."
15. Adjust the total number of "Required Electives" from 7 to 8 Credits.

After these changes are implemented, the degree structure would look like this:

Revised BMCM Degree

Core

MUSC 1006	Concert Attendance	0 Credits
MUSC 2006	Concert Attendance	0 Credits
MUSC 1901	Music Careers/P~~C~~SS	3~~2~~ Credits (taught concurrently with GNST 101~~2~~0)
MUSC 1110	Music Theory I	3 Credits
MUSC 1120	Music Theory II	3 Credits
MUSC 2110	Music Theory III	3 Credits
MUSC 2120	Music Theory IV	3 Credits
MUSC 1130	Aural Skills I	1 Credit
MUSC 1140	Aural Skills II	1 Credit
MUSC 2130	Aural Skills III	1 Credit
MUSC 2140	Aural Skills IV	1 Credit

MUSC 2150	Class Piano III	1 Credit
MUSC 2160	Class Piano IV	1 Credit
MUSC 2350	Conducting I	2 Credits
MUSC 3540	Form and Analysis	3 Credits
MUSC 3030	Jazz and Am. Pop	3 Credits (Removed 3031 Jazz and American Pop II)
MUSC 3630	Mus. Hist & Lit. I	3 Credits
MUSC 3640	Mus. Hist & Lit II	3 Credits
MUSC 4405	World Music	3 Credits (NASM requirement added to Core)
MUSC XXXX	Private Instruction	8 Credits
MUSC XXXX	Ensembles	8 Credits
MUSC 4150	Keyboard Harmony	3 Credits
MUSC 3560	Songwriting I	2 Credits
MUSC 4170	Commercial Music Ensemble	1 Credit
MUSC 4901	Senior Capstone	1 Credit (Reduced 1 credit and moved from Associated Courses to Core)
MUSC 4905	Senior Recital	1 Credit
	Total Core requirements)	**62~~1~~ Credits (**Meets NASM percentage

Associated Courses

Required

BUS 1270	Strategic Selling	3 Credits
BUS 1060	Quick Books	3 Credits
BUS 2050	Business Law	3 Credits
BUS 2650	Management	3 Credits
ECON 2010	Microeconomics	3 Credits
MUSC 3750	Music Business	3 Credits
MUSC 3350	Audio Fundamentals I	2 Credits (Formerly Music Tech I)
MUSC 3351	AF I Lab	1 Credit (New Course)
MUSC 3352	Audio Fundamentals II	2 Credits (Formerly Music Tech II)
MUSC 3353	AF II Lab II	1 Credit (New Course)

Take 8 credits of Required Electives from the list below (with advisement)

MUSC 2090	Piano Seminar	1 Credit (IP)
MUSC 3306	Improvisation I	2 Credits (IP, VP)
MUSC 3307	Improvisation II	2 Credits (IP, VP)
MUSC 4840	Live Sound Reinf.	2 Credits (P, E) (Moved from Req. above)
MUSC 4841	Live Sound Lab	1 Credit (P, E.) (New Course)
MUSC 3040	Musical Theater for Musicians	2 Credits (VP, IP) (add to electives)
MUSC 3250	Cont. Voc. Styles	2 Credits (VP)
MUSC 3970	Opera Workshop	1 Credit (VP, IP) (add to electives)
MUSC 4130	Comm. Arranging	3 Credits (SWC)
MUSC 4140	Orchestration	2 Credits (SWC)
MUSC 4150	Commercial Comp.	2 Credits (SWC)

MUSC 4450	Audio Production I	2 Credits (P) (Formerly Audio Rec. Tech)
MUSC 4552	Audio Production II	2 Credits (P) (New number for MUSC 4700)
MUSC 3570	Songwriting II	2 Credits (SWC)
MUSC 4363	Film Scoring	2 Credits (SWC) (Renamed-Formerly Orch. MIDI Mock-Ups)
MUSC 4750	Electronic Music	2 Credits (SWC, P)
MUSC 3720	AV Post Production	2 Credits (P)
MUSC 4350	Advanced Conducting*	2 Credits (IP, VP, E) (from Core, add to elect)
MUSC 4160	Advanced Mixing and Mastering	2 Credits (P) (To be added later)
MUSC 4161	Audio for Gaming	2 Credits (P) (To be added later)
MUSC 4162	Advance Audio Production	2 Credits (P) (To be added later)
Chamber Ensembles		2 Credits (IP, VP)

*required for teaching licensure

VP= Vocal Performance Advisement Track
IP= Instrumental Performance Advisement Track
SWC= Songwriting/Composition Advisement Track
P= Production Advisement Track
E= Music Education Pathway

Total Associated Area **32** (Meets NASM Percentage Requirements)

General Studies **28~~7~~**
(Econ 2010, and BUS 1270 listed in Associated Courses)

Total Credits **122~~0~~**

SNOW COLLEGE

ENGINEERING DEPARTMENT

APE Degree Requirements Change Proposal

22 Jan 2020

1. Remove PE 1096.
2. Add recently created CS, ENGR, and MATH courses to set of optional courses.

Rationale:
PE 1096 is no longer required for other associate degrees at Snow College nor is not required at the four-year schools. It should therefore be removed from the APE Degree

Recently created CS, ENGR, and MATH classes are appropriate for engineering degrees and should therefore be listed as optional courses to meet APE requirements.

These changes are red-lined below.

ASSOCIATE OF PRE-ENGINEERING DEGREE

The Associate of Pre-Engineering (APE) degree is offered to students who plan to transfer to a university and pursue a baccalaureate degree in any of the traditional fields of engineering, including computer science. This degree requires an emphasis of course work in engineering, mathematics, and science; with fewer general education requirements than that required for the associate of science (AS) or the associate of arts (AA) degree. However, it is recommended that a student earn the AS as well as the APE while at Snow College. These additional general education credits can be acquired by transfer of college credit taken while in high school, by taking credits during May-mester or summer term, or by transferring credits back to Snow College from the university. The option of taking some general education classes at the upper division level in the university is consistent with recent Accreditation Board for Engineering and Technology (ABET) standards.

Course work for the APE degree must include the completion of a minimum of ~~62~~ 61 semester credit hours as specified below. (At least 21 semester hours must be resident credit earned at Snow College.) Credit may be transferred from any accredited college or university for which course equivalents have been certified. The minimum grade accepted from transfer credit is C- (1.7). A cumulative grade point average of 2.3 must be earned on course work completed at Snow College.

Engineering Science:

12 credit hours selected from:	
CS 1400 Fundamentals of Programming	**3**
CS 1405 Fundamentals of Programming Lab	**1**
CS 1410 Object-oriented Programming	**3**
CS 1415 Object-oriented Programming Lab	**1**
CS 2420 Data Structures and Algorithms	**3**
CS 2450 Introduction to Software Engineering	**3**
CS 2810 Computer Organization & Architecture	**3**
CS 2860 Operating Systems	**3**
ENGR 1000 Introduction to Engineering	**2**
ENGR 1300 Engineering Graphics & Design	**3**
ENGR 2010 Statics	**3**
ENGR 2030 Dynamics	**3**
ENGR 2140 Strength of Materials	**3**
ENGR 2160 Materials Science	**3**
ENGR 2240 Survey & Global	**3**
ENGR 2250 Analog Circuits	**3**
ENGR 2255 Analog Circuits Lab	**1**
ENGR 2290 Analog Circuits II	**3**
ENGR 2295 Analog Circuits II Lab	**1**
ENGR 2300 Thermodynamics	**3**
ENGR 2450 Numerical Methods	**3**
ENGR 2700 Digital Circuits	**3**
ENGR 2705 Digital Circuits Lab	**1**

Mathematics:

15 credit hours selected from:

MATH 1210 Calculus I	**5**
MATH 1220 Calculus II	**4**
MATH 2210 Calculus III	**3**
MATH 2250 Differential Equations & Linear Algebra	**4**
MATH 2270 Linear Algebra	**3**
MATH 2280 Differential Equations	**3**
MATH 3040 Statistics for Scientists and Engineers	**3**
MATH 3310 Discrete Mathematics	**3**

Physical Science:

10 credit hours selected from:

PHYS 2210 University Physics I	**4**
PHYS 2215 University Physics I Lab	**1**
PHYS 2220 University Physics II	**4**
PHYS 2225 University Physics II Lab	**1**
CHEM 1210 Principles of Chemistry I	**4**
CHEM 1215 Principles of Chemistry I Lab	**1**
CHEM 1220 Principles of Chemistry II	**4**
CHEM 1225 Principles of Chemistry II Lab	**1**

English Composition:

6 credit hours:

ENGL 1010 Introduction to Writing	**3**
ENGL 2010 Intermediate Writing	**3**

General Education:

~~7~~ 6 **additional credit hours** selected from approved general education courses. These can be chosen from:

Humanities, Fine Arts, Life Science, Social & Behavioral Sciences, or American Institutions~~; plus PE 1096~~

Note: Additional General Education courses must be taken to earn an Associate of Science Degree.

Engineering Technical Electives:

A minimum of 12 credit hours selected from:

Life Science, Engineering, Computer Science, Mathematics, Physics, Chemistry, Geology, or other engineering-related course work approved by the Engineering Department.

National Association of Schools of Music
11250 Roger Bacon Drive, Suite 21
Reston, Virginia 20190-5248

COMMISSION ACTION REPORT

This document provides the official action of the Commission as indicated in the cover letter of the same date.

December 20, 2019

SNOW COLLEGE
Department of Music

Action:

Action 1 of 1: Application for renewal of Membership – Original

The Commission voted to grant renewal of Membership with the degree listing indicated below.

The Commission requests a Progress Report addressing the issues cited below.

NASM Degree Listing:

Associate of Arts in Music.
Associate of Science in Music.
Bachelor of Music with Emphasis in Commercial Music.

Next Full Review:

2028-2029 Academic Year

Items for Progress Report:

1. The Commission notes that the institution conducted a budget study and analysis as confirmed in the Optional Response (pp. 1-4). The Commission requests an update on the institution's efforts in this regard, including a current copy of the budget, and a discussion of the effectiveness of the institution's efforts to support the ongoing work of the music unit.

2. The Commission notes that the music executive's teaching load has been reduced as stated in the Optional Response (pp. 4 and 5). The institution is asked to discuss the effect this reduction has had on the work of the music executive and unit.

3. The Commission commends the institution for its plan to hire additional departmental support personnel (see Optional Response, pp. 5 and 6). The institution is asked to provide an update on the institution's progress to implement its plan.

4. The Commission notes the institution's plan to address the sound isolation issues (see Optional Response, p. 6). The institution is asked to provide an update on its progress to implement its plan.

Due Date:

October 1 for consideration at the Commission meetings of November 2020.

The procedures for submitting Responses and Progress Reports may be downloaded from the NASM website at https://nasm.arts-accredit.org (see "Accreditation," beneath that "Accreditation Materials," and beneath that "Procedures").

Commendation:

The Commission commends the institution for its continuing support of the efforts of the music unit to continually enhance its offerings and support offered to students.

Karen P. Moynahan
Executive Director

KPM:jk

Truth in Tuition Hearing

March 11, 2020 @ 4:30pm

Proposed Tuition Increase for the 2020-2021 Academic Year

- 0 – 3.5%

Proposed Fee Adjustments

- No increase in student fees is proposed.

Tuition at a Glance (Per Semester Rates)

Proposed Full-time Resident Tuition Per Semester at a Glance				
	FY19-20 current	**% Increase**	**FY20-21 proposed**	**Difference**
Resident tuition	$1,705	0 – 3.5%	$1,705 - $1,765	$0 - $60
General fees	$213	N/A	$213	$0
Total	$1,918		$1,918 - $1,978	$0 - $60

Proposed Full-time Non-Resident Tuition Per Semester at a Glance				
	FY19-20 current	**% Increase**	**FY20-21 proposed**	**Difference**
Non-resident tuition	$6,225	0 – 3.5%	$6,225 - $6,443	$0 - $218
General fees	$213	N/A	$213	$0
Total	$6,438		$6,438 - $6,656	$0 - $218

Proposed Bachelor's Tuition Per Semester (3000 & 4000 Level) at a Glance				
	FY19-20 current	**% Increase**	**FY20-21 proposed**	**Difference**
Resident tuition	+$37/credit	0 – 3.5%	+$37 - $38	$0 - $1
Non-resident tuition	+$132/credit	0 – 3.5%	+$132 - $137	$0 - $5

Proposed Full-time WUE Tuition Per Semester at a Glance				
	FY19-20 current	**% Increase**	**FY20-21 proposed**	**Difference**
WUE tuition	$2,557	0 – 3.5%	$2,557 - $2,646	$0 - $89
General fees	$213	N/A	$213	$0
Total	$2,770		$2,770 - $2,859	$0 - $89

- All students will be impacted by tuition changes
- New rates become effective Summer 2020
- Presently Snow College is, and our goal is to continue to be, the most affordable and best quality education.

SNOW COLLEGE

AUDIT COMMITTEE 2019 ANNUAL REPORT

TO THE UTAH STATE BOARD OF REGENTS AUDIT SUBCOMMITTEE:

December 27, 2019
Chair Mark Stoddard
Regents' Audit Review Subcommittee
Utah State Board of Regents
60 South 400 West
Salt Lake City, Utah 84101

Pursuant to Regents' Policy R565 #4.6.2.2, the following report is submitted on behalf of the Snow College Board of Trustees Audit Committee for the 2019 calendar year.

MEMBERS OF THE AUDIT COMMITTEE

The Audit Committee is comprised of the following:

1. Rick Robinson, Audit Committee Chair
2. Leslie Keisel, Board of Trustees Chair and Audit Committee Member
3. Jon Cox, Audit Committee Member
4. Randy Cox, Audit Committee Member

Previously the Finance and Facilities committee doubled as the Audit Committee. During the September 2019 meeting, the Snow College Board of Trustees approved having the Audit Committee be separate from the Finance and Facilities Committee. This change was made as per recommendations made by the Board of Regents Audit Subcommittee.

AUDIT COMMITTEE MEETING DATES IN 2019 AND PROPOSED FOR 2020

Audit Committee meetings and reports took place on the following dates:

- January 30, 2019 – Regular report to Snow College Board of Trustees
- March 8, 2019 – Annual report to the Board of Regents Audit Subcommittee
- March 15, 2019 – Regular report to Snow College Board of Trustees
- April 16, 2019 – Regular report to Snow College Board of Trustees
- June 28, 2019 – Regular report to Snow College Board of Trustees
- September 20, 2019 – Regular report to Snow College Board of Trustees
- November 14, 2019 – First Official meeting with the Audit Committee separate from the Finance and Facilities committee.

Starting in 2020, Audit Committee meetings will be held on the same day as Board of Trustees meetings. The Audit Committee anticipates meeting on the following dates in 2020:

- January 10, 2020
- February 14, 2020
- March 18, 2020
- June 26, 2020
- September 11, 2020
- November 18, 2020

INTERNAL AUDIT STAFF AND QUALIFICATIONS

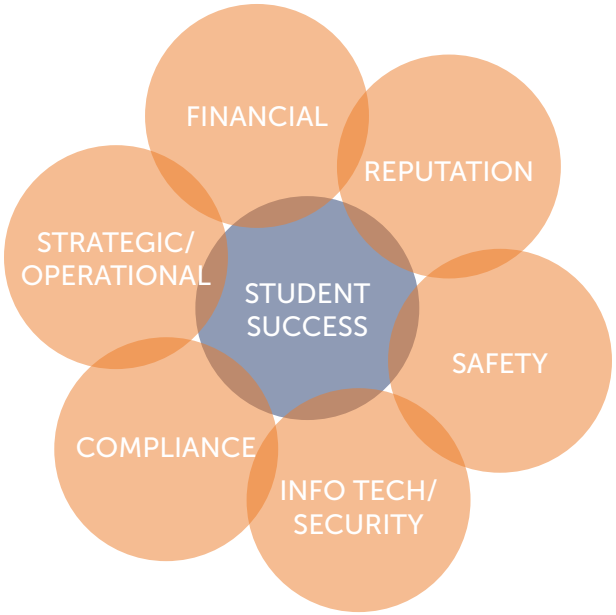
Wayne Bushman is the Director of Internal Audit and is the only full-time employee in Internal Audit. McKinnin Lloyd was hired as a part-time employee in a work-to-learn position.

Wayne has a Bachelor's Degree in Information Systems, an Associate's Degree in Computer Science and is a Certified Information System Auditor (CISA). He has also completed some masters level course work in Data Science. He has experience working in multiple industries including financial/banking, healthcare, local government and higher education. Prior to working for Snow College, Wayne worked for the Salt Lake County Auditor's Office as an Associate Director of Internal Audit with the responsibility for initiating and managing an information technology audit program.

McKinnin Lloyd is a student worker and is a Junior at Snow College, pursuing a four-year degree in Software Engineering. McKinnin has experience working in the private sector as a small business owner specializing in web development services.

SUMMARY OF THE RISK ASSESSMENT PROCESS

Snow College recently formed a risk committee which was charged with conducting an annual risk assessment and implementing enterprise risk management (ERM). The Internal Audit Director is a member of the Risk Committee with the role of facilitating the annual risk assessment. The committee is chaired by the Vice President of Finance and Administrative Services. The annual risk assessment process is currently being conducted by the committee. Results will be used to prioritize the annual audit program and to help the College better understand and prioritize risk mitigation strategies. The committee has identified six key risk categories to focus on and is working on identifying risks within each category. The following chart illustrates the risk categories:



The risk assessment process focuses on involving the entire campus and helping them take a more active role in enterprise risk management with a proactive approach in recognizing, reporting, prioritizing and mitigating risks. The committee manages this process through the use of online surveys, interviews, workshops and meetings. Deliverables from the risk assessment process will include:

1. A risk portfolio outlining all key stakeholders, participants and departments across campus
2. Detailed list of risks identified by each department, stakeholders and committee members
3. List of risk categories and identification of departmental risks within each category
4. Scoring and prioritization of each risk

Oversight for the risk committee is provided by the Board of Trustees through the audit committee. The audit committee will receive regular reports from the risk committee on its activities, findings, priorities and recommendations during the audit committee meetings.

Risk Prioritization and Ranking:
Risks are scored and ranked using a calculation that includes the likelihood of the risk occurring, the potential impact to the department and college, and the effectiveness of controls to minimize the impact or reduce the likelihood.

Audit Plan:
The 2019 audit plan was drafted and submitted to the audit committee during their January meeting. The audit plan was based on the results of the prior year risk assessment process. Periodic updates and changes were made to the audit plan following completion of each audit during the 2019 calendar year. All changes to the audit plan were reviewed and approved by the audit committee and Board of Trustees. A preliminary 2020 audit plan has been created and will be finalized pending the results of the annual risk assessment process that is currently underway.

AUDITS AND CONSULTING ACTIVITIES COMPLETED DURING 2019

AUDIT ACTIVITY	RISKS	HOW INTERNAL AUDIT ADDED VALUE – RISKS ADDRESSED THROUGH THE AUDIT
Music Department Audit	Non-Compliance, Financial, Reputational,	Identified the need to reduce expenses and/or increase funding for the Music Department, primarily for private music instruction. Also identified the need for additional policies and procedures around the hiring and compensation for private music instructors. Reported needs to improve controls for the security, check-out, and check-in of musical instruments.
Presidential Travel – R212	Non-Compliance	**Required Audit.** Ensured compliance with the Board of Regents policy R212, Presidential Travel.
Residence Life (Student Housing) – R550	Non-Compliance, Financial, Reputational, Safety	Identified the need to establish reserves and funding to properly maintain the buildings and to comply with Regents policy. Recommendations were also made to establish strategic plans that focused on retention and policies, procedures and cost schedules that provide for a more sustainable auxiliary function.
Investments – R541	Non-Compliance	**Required Audit**. Ensured compliance with the Board of Regents policy R541, Investments, Snow College policy on Investments and the Utah Money Management Act.
Discretionary Funds	Non-Compliance	**Required Certification:** Ensured compliance with the Board of Regents policy R-548, Institutional Discretionary Funds Administration and Accountability.
Motor Pool Report	Non-Compliance	**Required Certification:** Compliance with the Board of Regents policy R557, Motor Vehicles. Certify the accuracy of the motor-pool report.
Cash Handling	Non-Compliance, Theft, Fraud	Identified the need for additional controls around the issuance and tracking of cash boxes. Also, reinforced the need to establish Athletics as an authorized cash receiving center and implement additional controls to ensure the timeliness and accuracy of deposits.
Follow-ups	Fraud, Non-Compliance, Theft, Reputational, etc.	Followed up on prior audit findings with Athletics, Human Resources, Admissions, Scholarship, and the Great Basin Station.

AUDITS AND CONSULTING ACTIVITIES COMPLETED DURING 2019

Data Analytics and Continuous Auditing	Fraud, Non-Compliance, Theft, Reputational	Acquired a new software tool (IDEA), received training on the use of the tool and implemented the tool in the audit process. With the assistance of the USHE auditors, implemented a USHE IDEA user group and forum to share scripts and processes. Implemented continuous auditing scripts and procedures to perform audits of purchasing card use and monitor for potential fraud or abuse of purchasing cards. Established a plan to implement additional continuous auditing scripts.
Ethics.Point Reports	Fraud, Abuse, Compliance, Ethics	Provided a method for anonymous reporting of ethics concerns. Each report was appropriately delegated to the appropriate parties and were handled on a case-by-case basis. Ethics.Point helps detect fraud or compliance issues by providing a method for others to report issues as they arise.

In addition, Internal Audit also engaged in the following consulting activities during 2018:

AUDIT ACTIVITY	AUDIT TYPE	PRIMARY OBJECTIVES
Private Scholarships	Consulting	Identified the amounts of private scholarship funds that were available for general scholarship awards. To maintain independence and objectivity, Internal Audit worked in an advisory capacity for this engagement.
Auxiliary Services	Consulting	Assist the new Auxiliary Services Director in establishing policies and procedures for the new Auxiliary Services Division. To maintain independence and objectivity, Internal Audit worked in an advisory capacity for this engagement.
Great Basin Research Station	Consulting	Was a de-facto committee member on the Great Basin Research Station business plan development project. The committee was formed by President Cook to make recommendations to the Board on a viable business plan for the Great Basin Station.

See Appendix A for a copy of the proposed 2020 audit plan.

Snow College subscribes to the online and telephone system called Ethics.Point for the anonymous whistleblower hotline. Ethics.Point is a cloud-based software product that provides an anonymous whistleblower hotline both online and via phone to report any suspicious behaviors or activities. The following table illustrates the issues that were reported through Ethics.Point during 2019:

ANONYMOUS REPORT FUNCTION (ETHICS.POINT), ISSUES, AND HOW RESOLVED

TYPE OF ISSUE REPORTED	REPORT DESCRIPTION	HOW RESOLVED
Environmental and Safety	Concerns about lifeguards at the pool not being alert or paying attention.	Human Resources and the lifeguard manager investigated the concerns and implemented additional controls and training to help ensure the safety of patrons in the swimming pool.
Nepotism	Concerns about a person in a management position putting pressure on a supervisor to promote a relative.	Administration investigated and resolved the concern. While there was no evidence of nepotism, Administration discussed this issue with those involved to ensure the person in management had no influence over decisions to promote a relative.
Disclosure of Confidential Information	Concerns about an employee that was arrested and booked into jail with allegations of Administration covering for this employee.	Human Resources investigated and resolved the concern. Policies were enforced to ensure employees working in security sensitive positions pass background checks prior to being employed. Employees that are arrested while employed are required to report the conviction to the Human Resources Director within one week.
Employee Misconduct	Concerns about an employee with a criminal background (same employee as prior report).	Human Resources investigated and resolved the concern. Employees working in security sensitive positions are required by policy to pass a background check prior to being employed. Employees that are arrested while employed are required to report the conviction to the Human Resources Director within one week.
Offensive or Inappropriate Communication	Concerns about a staff member in a leadership position making demeaning comments about other employees.	This concern was referred to the employee's supervisor.
Employee Misconduct	Concerns about a Snow College employee allegedly bullying a student.	This concern was referred to the HR Department and to the employee's supervisor.

EFFORTS MADE TO PROMOTE USE OF ETHICS.POINT

The following steps have been taken to further promote the use of the Ethics.Point hotline system:

1. Established an Ethics.Point team consisting of the following representatives:
   - Internal Audit Director (Ethics.Point team facilitator and application administrator)
   - Information Security Officer (Ethics.Point application administrator)
   - Human Resources Director
   - Campus Security Officer
   - Executive Assistant to VP Academic Affairs
   - Vice President Finance and Administrative Services
   - Controller
   - Risk Manager
2. Documented procedures and guidelines for following up on reports and for the use of Ethics.Point for Ethics.Point users.
3. Printed and hung posters all college facilities including student housing. These posters are permanently displayed in areas that are frequented by faculty, staff and students.
4. Created links to Ethics.Point on the Snow College website.
5. Printed business cards and had them placed at cash collection points.

The following external audits were completed:

EXTERNAL AUDITS

#	AUDIT TITLE	COMPLETED BY
1	Financial Statement Audit for year ending June 30, 2018	State of Utah Auditor's Office
2	Audit of Course Fees	USHE Auditors

Findings relating to Snow College from external audits:

EXTERNAL AUDIT FINDINGS

AUDIT #	FINDING(S) SUMMARY	SNOW COLLEGE ACTIONS
1	Lack of completed monthly bank reconciliations	Revised the bank reconciliation process to more accurately reconcile the bank statements. The Controller's Office is working to implement a timelier reconciliation process.
2	Insufficient resources allotted to control environment	The College hired a new Vice President over finance and administrative services. The Vice President is working to align resources to meet the control environment needs. Also, as an interim solution the College hired a temporary full-time employee to assist with the control environment.
3	Lack of course fee policies and reviews of the use of course fees	Developed a policy on course fees which is currently in the review process.

For the June 2018 financial statement audit that was released in February 2019, the audit committee chair, Rick Robinson, was contacted by the State auditor's office who asked him some questions regarding his knowledge, if any, of possible fraud within Snow College. He also asked him some questions about the role of the audit committee at Snow College. The State Auditors also met with the Audit Committee to discuss the findings in the audit report.

If you have any questions about this summary of activities, please contact me at your convenience. You may reach me by phone (435) 201-0707 or by email at rick.robinson@zionsbank.com.

Sincerely,

Rick Robinson
Snow College Board of Trustees
Finance and Facilities Committee / Audit Committee Chair

Cc: Leslie Keisel, Board of Trustees Chair, Audit Committee Member
Randy Cox, Board of Trustees Member, Audit Committee Member
Jon Cox, Board of Trustees Member, Audit Committee Member
Dr. Bradley Cook, Snow College President
Carson Howell, Vice President of Finance and Administrative Services
Wayne Bushman, Director of Internal Audit

APPENDIX A – 2020 AUDIT PLAN

AUDIT ACTIVITY	AUDIT TYPE	AUDIT OBJECTIVES
Controller's Office	Operational / Compliance	Performance audit of the Snow College Controller's office done in collaboration with the USHE auditors.
Presidential Travel – R212	Compliance	**Required Audit -** Determine if Presidential travel was reviewed and approved in accordance with the Utah System of Higher Education policy R212, "Presidential Travel Oversight". Determine if expenses for Presidential Travel were recorded in accordance to Snow College policies.
Investments – R541	Compliance / Agreed upon Procedures	**Required Audit -** Agreed upon procedures audit to 1) attest to the accuracy and completeness of the numbers in the annual Report of Cash, Cash Equivalents, and Investments. 2) Submit evidence that the numbers of the Report of Cash, Cash Equivalents, and Investments ties to the statement of net assets, 3) Express an opinion regarding compliance with laws and policies governing investment activity.
Auxiliary Services	Consulting	Consulting agreement with Auxiliary Services to provide advisory services for the formation of new Snow College auxiliary services division. Carry-forward from 2019.
Discretionary Funds – R548	Compliance Certification	**Required Certification –** Certification of report on Discretionary Funds verifying compliance with Utah System of Higher Education policy R548, "Institutional Discretionary Funds Administration and Accountability".
Motor Vehicles Compliance	Compliance Certification	**Required Certification –** Certification of report on Motor Vehicles verifying compliance with Utah System of Higher Education policy R557, "Motor Vehicles"
Information Technology / Information Security	Operational / Compliance	Determine if the Information Technology Department is operating in compliance with Snow College and Utah State Board of Regents policies and procedures and evaluate the effectiveness and efficiency of operations.
Advancement Office / Foundation	Compliance / Operational	Determine if the Advancement Office and Foundation is operating in compliance with Snow College policies and procedures. Evaluate the effectiveness and efficiency of operations.
Campus-wide p-card use	Compliance / Operational	Study of the current use of purchasing cards across campus and benchmarking with other institutions to determine if Snow College p-card use is in-line with industry standards and best practices.

APPENDIX A – 2020 AUDIT PLAN

AUDIT ACTIVITY	AUDIT TYPE	AUDIT OBJECTIVES
Ethics.Point Reports	Investigation/ Follow-up	Follow-up on issues reported through the anonymous report function. (see anonymous reporting system below for more information)
Data Analytics	Data Analytics / Continuous Auditing	Continue to expand on the development and implementation of continuous auditing scripts and processes.
Quality Assurance and Improvement Program	Compliance	Review and update the Internal Audit Quality Assurance program, policies and procedures, etc and complete an internal assessment to determine the level of compliance with the standards.