



**Utah Board of Higher Education
Technical Education Committee Meeting
Teleconference
Friday, June 18, 2021**

Agenda

3:00 PM – 3:05 PM	Welcome and Introductions, <i>Shawn Newell</i>	
3:05 PM – 3:10 PM	Recognition of Glen J. Rivera, Student Board Member, <i>Shawn Newell</i>	TAB A
3:10 PM – 3:15 PM	Introduction of Dr. Will Pierce, Assistant Commissioner for Technical Education, <i>Kim Ziebarth</i>	
3:15 PM – 3:30 PM	Retreat Follow-up Discussion, <i>Shawn Newell and Crystal Maggelet</i>	
3:30 PM – 3:50 PM	Board Workflow Review, <i>Kim Ziebarth</i>	TAB B
3:50 PM – 4:10 PM	Program Duplication Review, <i>Kim Ziebarth</i>	
4:10 PM – 4:20 PM	Credit Implementation Policy, <i>Kim Ziebarth</i>	TAB C
4:20 PM – 4:35 PM	Credit Implementation Plan, <i>Kim Ziebarth</i>	
4:35 PM – 4:45 PM	Program Alignment Plan, <i>Kim Ziebarth and Will Pierce</i>	TAB D
4:45 PM – 4:55 PM	Technical Education Committee Meeting Time, <i>Shawn Newell</i>	

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 ADA Coordinator, 60 South 400 West, Salt Lake City, UT 84101 (801-646-4783), at least three working days prior to the meeting. TDD # 801-321-7130.

RESOLUTION OF APPRECIATION

WHEREAS, Glen J. Rivera has been a member of the Utah Board of Higher Education, representing the technical education students of the Utah System of Higher Education since 2020, and has served as a member of the Technical Education Committee and the Student Affairs Committee; and

WHEREAS, Rivera served as the Board's first Student Representative for Technical Education after the merger of the state's two higher education systems in July 2020; and

WHEREAS, his work as a student Board member includes selecting and evaluating institutional presidents, setting policy, reviewing programs and degrees, approving institutional missions, and submitting a unified higher education budget request to the governor and Utah State Legislature; and

WHEREAS, he has earned certificates in culinary arts, meat services, and welding from Bridgerland Technical College, where he also was selected as Student of the Year for 2019-20; and

WHEREAS, Rivera's leadership, program mastery, and passion for guiding and helping his fellow students led him to the opportunity to student teach for Bridgerland Technical College; and

WHEREAS, Rivera had a successful military career and retired as a United States Army Staff Sergeant before coming to Bridgerland Technical College; and

WHEREAS, Mr. Rivera was a major voice in conversations impacting technical education during his tenure on the Board and played a key role in providing insights from technical college students; and

WHEREAS, Glen Rivera contributed to the Board of Higher Education and the Utah System of Higher Education by bringing his personal experience and views and was a passionate advocate for higher education and the students of the Utah System of Higher Education;

THEREFORE, BE IT RESOLVED, that the Utah Board of Higher Education, joined by the Commissioner of Higher Education and his entire staff, and institution presidents, faculty, staff, and students who have worked with Glen J. Rivera, hereby extend sincere expressions of appreciation and respect, and wish him the very best in his future endeavors.

Dated this 21st day of May 2021.

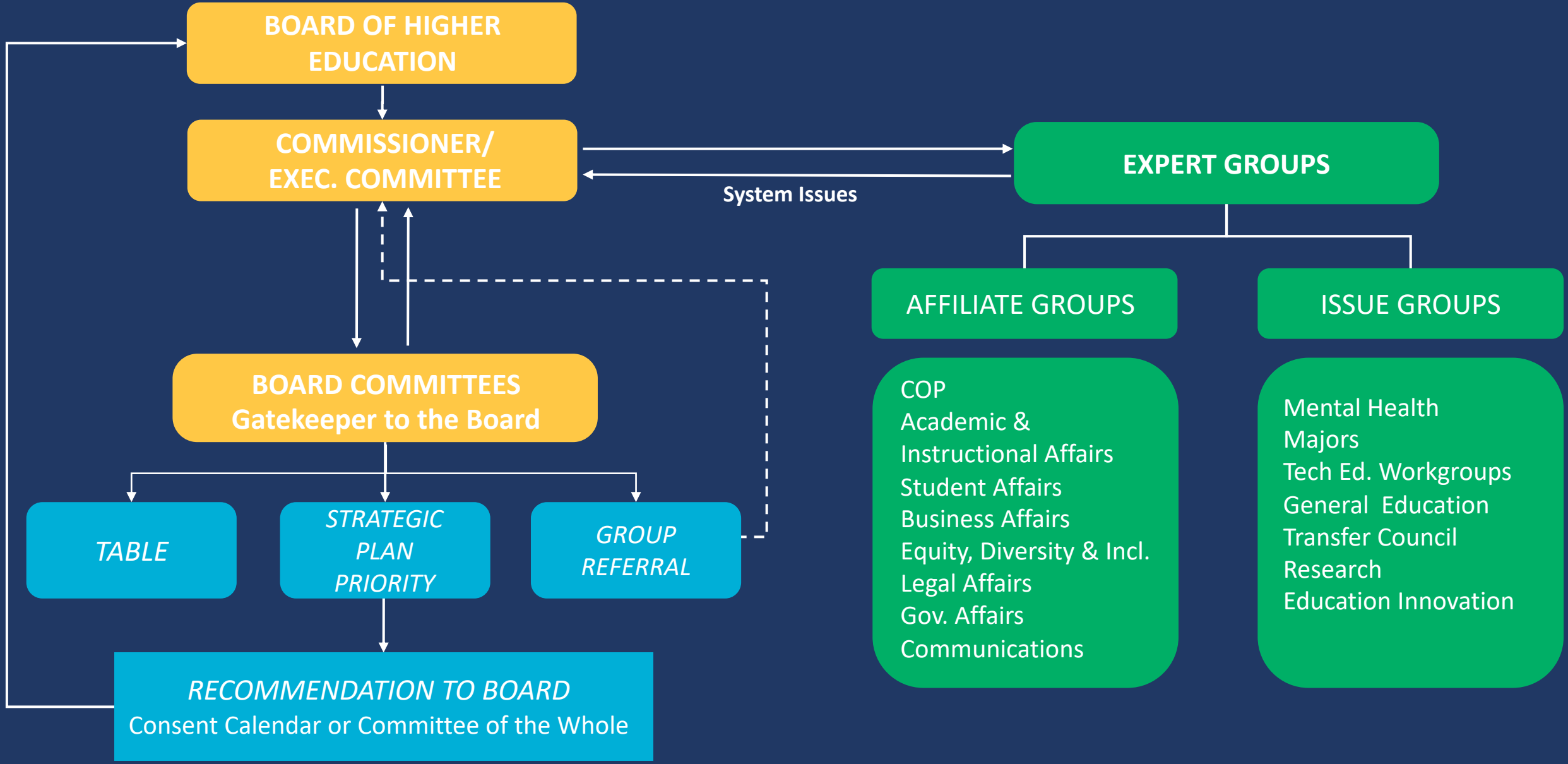


Harris H. Simmons, Chair
Utah Board of Higher Education



Dave R. Woolstenhulme
Commissioner of Higher Education

BOARD WORKFLOW





UTAH SYSTEM OF
HIGHER EDUCATION

MEMORANDUM

TAB C

June 18, 2021

Revision of Technical College Policy R474, *Clock-Hour to Credit-Hour Transition*

In their May 2021 meeting, the Utah Board of Higher Education unanimously supported the development of a policy to support the transition of USHE technical education institutions offering instruction from clock-hours to credit-hours.

In fall 2020, the Board's Technical Education Committee created a task force to evaluate and verify that such a transition would accomplish three objectives:

- Provide for a common currency among the 16 USHE institutions
- Remove attendance requirements currently imposed on clock-hour institutions by the U.S. Department of Education impacting the ability of these institutions to equitably deliver hybrid and distance education instruction to all students
- Ensure such a transition will not compromise flexible enrollment and student progression practices currently provided through competency-based education

Task force subcommittees met with and received guidance from the U.S. Department of Education and the Council on Occupational Education, the body that accredits USHE technical colleges. The subcommittee presented their findings to the task force, confirming the transition of clock-hour institutions to credit would address all three objectives. The task force recommended that USHE proceed with the initiative.

Policy R474 informs the approval and implementation process and timeframe, clock-hour to credit-hour conversion formula, course structure, and calculation of FTE. It is anticipated the effort will be completed by the end of FY23.

Commissioner's Recommendation

The Commissioner recommends the Board approve policy R474, *Clock-Hour to Credit-Hour Transition*.

Attachment

R474, Clock-Hour to Credit-Hour Transition

R474-1 Purpose: To direct technical colleges and degree-granting institutions with a technical college role to transition technical education from clock-hours to credit-hours.

R474-2 References

- 2.1 [Utah Code Title 53B, Chapter 1, Section 402\(K\)](#)

R474-3 Definitions

3.1 CLEP (College-Level Examination Program) means a set of standardized tests in various subjects, qualifying scores for which may be used to earn college credits.

3.2 Clock Hour means a period of 60 minutes with a minimum of 50 minutes of instruction.

3.3 Course means a series of lectures, laboratory, and/or work-based activities that pertain to a particular subject and are typically required as part of a broader curriculum (a program, for example).

3.4 Delivery Method means the method by which an instructor conveys educational instruction and content to students. Delivery methods may include traditional in-person instruction, distance education, or a hybrid of both methods.

3.5 Distance Education Delivery Method means a program that makes available 50 percent or more of its required instructional hours via online or other remote delivery techniques.

3.6 Full-Time Equivalent (FTE) means a unit of measurement used to define the amount of scheduled instruction that equates to one full-time student during one academic year. An FTE is defined as 30-semester credit-hours of scheduled instruction. The credit-hours used to calculate an institution's FTE must reflect coursework in which a student has enrolled and matriculated. The FTE does not include credits transferred from other institutions or awarded as CLEP courses, alternate documentation, or competency-demonstration.

3.7 Hybrid Delivery Method means a program that makes available less than 50 percent of its required instructional hours via distance education and the remaining hours provided through traditional in-person instruction.

3.8 Laboratory Instruction means an applied instructional setting under the supervision of institutional faculty in which students apply theories and principles learned during lectures to acquire the proficiency and dexterity that is required in the occupation for which the student is being prepared.

3.9 Lecture – Instruction by a qualified faculty member or other resource which imparts the acquisition of knowledge to students the concepts, principles, and theories of an academic or technical subject.

3.10 Traditional Delivery Method – A program that requires all instructional hours to be completed in person.

3.11 Work-Based Activities – Structured learning activities conducted in supervised work settings external to the institution or a program, or in a setting that involves the public (for example, clients who are served by the institution in cosmetology clinical or automotive technology settings) that are components of educational programs (e.g., externships, internships, clinical experiences, industrial cooperative education, and similar activities).

3.11.1 Work-based activities may also include structured learning activities that occur outside of the classroom. These activities must be planned with at least two objectives:

3.11.1.1 Provide students with the opportunity to develop and apply a ‘real-world’ work experience using the knowledge and skills they attained in their program of study; and

3.11.1.2 Provide the institution with objective input from potential employers or customers of program graduates.

R474-4 Transition to Credit

4.1 Credit Transition Implementation: The Office of the Commissioner shall establish a credit transition implementation committee made up of the Commissioner’s staff and subject matter experts from institutions to guide the transition process.

4.2 Board Approval: Each program’s transition to a credit-based model—including the delivery format—must receive approval from the Utah Board of Higher Education.

4.3 Accrediting Body Approval: Institutions shall submit applications for accrediting body approval of clock-hour to credit-hour conversion through the Office of the Commissioner following a prescribed schedule.

4.4 Programs and Courses in Certificate Granting Institutions: Programs and courses in certificate-granting institutions will retain both clock-hours and credit-hours and must reference credit hours in publications.

4.5 Semester and Credit Hour Awarded: A technical education credit hour must include at minimum the following hours of instruction:

4.5.1 30 hours of lecture;

4.5.2 30 hours of laboratory instruction; or

4.5.3 45 hours of work-based activities

4.6 Courses and programs will be measured in whole numbers of credit-hours.

4.7 The conversion of clock-hours to credit-hours for individual courses will be rounded down to the nearest whole number.

4.8 A single course may include combined lecture and laboratory instruction.

4.9 Courses that include work-based activities will not include lecture or laboratory instruction.

4.10 FTE will be calculated using semester credit-hours, based on credits awarded.

4.11 Credits will be awarded when a student successfully completes a course.

4.12 Course curriculum will provide regular and substantive interaction between faculty and students in any instruction delivered in an asynchronous format.

R474-5 Implementation Timeline

5.1 Institutions shall obtain approvals from institutional accrediting bodies, program regulatory bodies, and the U.S. Department of Education within FY22.

5.2 Institutions shall fully transition to credit in compliance with this policy by the end of FY23.

DRAFT



UTAH SYSTEM OF
HIGHER EDUCATION

MEMORANDUM

TAB D

June 18, 2021

Program and Course Alignment Initiative

In 2019, the Utah Higher Education Strategic Planning Commission provided the following information and guidance relating to collaboration, efficiency, and alignment for the Utah System of Higher Education:

- Principles included in ensuring capable statewide coordination focused on aligning investments with the public's needs.
- Study included observation of some bright spots around collaborative activity, most often across system boundaries, but mostly institutions operating independently.
- Recommendations included the development of a process and adoption of program and course competencies as the basis for all sub-baccalaureate awards, leaving implementation of those competencies to institutions.

The [Utah Board of Higher Education's strategic plan](#) includes a strategy for the completion priority to, "Structure awards to facilitate completion and transfer." This strategy includes a tactic to, "Facilitate coordination among programs to align program structure to facilitate completion and transfer, as possible."

Commissioner's Recommendation:

This is an information item only; no action is required.

Attachment

Program and Course Alignment Initiative

Purpose

Foundational industry practices across the state for entry-level employment generally align. Aligning programs and courses across institutions provides efficiency by sharing instruction and enabling faculty to collaborate on best practices for the creative delivery of instruction, development of engaging labs, and providing mentoring and supportive instruction to students in the classroom.

When industry hires a technical education graduate, they should be able to depend on the consistency and quality of that employee regardless of the institution attended.

Students who have explored technical education programs throughout Utah should have a reasonable expectation that they will receive the same quality of training regardless of the institution they attend.

Most faculty no longer work in industry, which can cause a lag in their skillset with current industry practices. While faculty participate in professional development and Occupational Advisory Committees provide feedback and guidance on program alignment with current industry practices, faculty also benefit from connecting with their peers to 1) share changes in industry; 2) teach each other; 3) share strategies regarding industry relations, program partnerships, development of work-based activities, and student follow-up; 4) share ideas regarding program compliance with third-party regulatory requirements; and 5) share material resources.

While technical education students do not typically move between institutions, some do. With interest in removing barriers to program access and completion, we want students to receive credit for course work completed at another institution. While this may be an informal practice, alignment helps ensure that students do not have to retake and repay for course work already completed.

Degree-granting institutions can develop broad program and course-level articulation agreements for all technical college students who progress educationally, reducing duplication of required course work and saving time and money.

Benefits Summary

- Efficiency is realized when faculty in the same industries across all institutions do not have to reinvent the wheel.
- Alignment enhances the ability of institutions to readily share curriculum, learning resources, labs, and assessments.
- Sharing and collaborating on curriculum development will improve quality.
- Sharing resources allows faculty to spend more time engaging and supporting student success and investing efforts in industry relationships.
- Aligned programs and courses will result in broader transfer opportunities to degree-granting institutions. A single agreement can be represented for students from multiple institutions.
- Aligned programs and courses will assist and result in employers and industry representatives across the state to better understand the educational opportunities and outcomes of technical education.

Associated Information

Technical college programs are intended to provide students with the broad knowledge and foundational skills needed for entry-level employment in each industry.

Of the unique programs offered, about half must be compliant with or meet the requirements of a regulatory body, such as a third-party accreditor or licensing agency.

Each approved program has an Occupational Advisory Committee made up of a minimum of three members external to the institution who have expertise in the program area. Committees meet at least twice annually to review the program and ensure the instruction aligns with industry demand.

Many technical education faculty members have formal education. All technical education faculty have significant industry experience in their field of instruction. Faculty participate in professional development activities to remain current in industry practices, are responsible for building and maintaining relationships with industry partners, and adjust their programs and courses to align with industry practices.

Faculty are responsible for developing curriculum, learning and laboratory activities, and assessments.

Expectations

The system office will coordinate and provide guidance and assistance on the alignment initiative. Institutions must implement aligned programs within two years unless reasonable exceptions are granted by the Board of Higher Education Technical Education Committee.

The alignment initiative will follow program and course guidelines, including:

- required participation of USHE institutions that offer technical education programs
- alignment of program title, length in clock-hours, description, and objectives
- alignment of course numbers, titles, length in clock-hours, descriptions, and objectives
- a core representing foundational course work comprised of at least 50% of the total program length
- potential broad selection of elective courses representing regional employment needs

Program Committees

Program committees will be made up of only one full-time faculty subject matter expert per program, per technical education institution in which the program is offered.

- Faculty are encouraged to send a faculty substitute if they are unable to attend a meeting.
- In cases where full-time faculty are not available, a program director may represent the program.
- Effort should be made to accommodate the schedules of as many attendees as possible.
- Committees should meet as often as needed to achieve the timeline goals identified below and at least once per year after alignment is achieved.
- While video conferencing is possible and acceptable, workgroup members are encouraged to maximize engagement and understanding of program and course content.
- Time-off and budget required to host, travel to, and/or participate in workgroup meetings must be approved by the supervisor and come from the college budget.
- A simple majority of participating institutions constitute agreement
- Data will be used to inform decisions and changes to programs and courses.
- Every institution is required to implement agreed-upon courses and programs.
- Institutions may request the Board's Technical Education Committee grant a waiver of alignment requirements with justification. The committee may approve variations of alignment.
- Upon completion, programs and course descriptions will be reported to the Board's Technical Education Committee.
- Program approval at a given college and modification requirements will be defined in Board policy.

Timeline

FY22: Align program titles, lengths in clock-hours, descriptions, and objectives. Align core course numbers, titles, lengths in clock-hours, descriptions, and objectives. Encourage alignment of electives. Update program approval and modification.

FY23: Complete implementation of FY22 alignment activities. Align electives.

FY24: Complete the implementation of FY23 alignment activities.

Frequently Asked Questions

A program is “different/unique” and cannot be aligned. Does an institution have to participate? Is the program really unique? Do the broad foundational knowledge and skills for the industry vary so greatly that if a student completes the program and moves to another area of the state, they will be unqualified for employment? Will graduates from a program offered in another region of the state be unable to get a job if they move to your region?

What if my program *really* can’t align? If the answers to the last section indicate that a program is truly unique, it is likely a different program. The institution can develop a new program or the Board’s Technical Education Committee can grant waivers to alignment with appropriate justification.

Having to align course changes between all of technical education will make us less responsive to industry. How do we address this? Continuing Occupational Education allows institutions to make program changes once per year. Most industries we serve don’t turn on a dime. Entry-level knowledge, skills, and attitudes do not change due to location or timing. There is reasonable time to make most adjustments. If electives are included in a program, institutions can add electives mid-year to meet immediate industry need. Continuing Occupational Education can also be used for urgent employer requests for training.

Doesn’t this diminish the value of Occupational Advisory Committees? Occupational Advisory Committees should be unbiased in their review of curriculum, equipment, instructional resources, and assessments. They are expected to verify the education and training received by the students, their employees. Programs should be developed to meet the foundational knowledge and skills of entry-level employment. Unique regional needs can be represented through electives. If there is collective feedback representing fundamental changes in the industry, this would generally be consistent throughout the state.

What if faculty from multiple institutions cannot reach a consensus? This initiative is a directive from the Board. Administrators are expected to recommend the participation of faculty who can collaborate and address issues with faculty who are unable to accept or implement the changes.

How do we address unique instructor qualifications? Programs should be developed to meet the foundational knowledge and skills of entry-level employment. Faculty should have extensive and broad industry experience to teach at this level as a minimum, as this would represent common industry practices.

How do we address differences in equipment in programs and laboratories? Foundational instruction should be developed with objectives and competencies that allow for differences in equipment used by entry-level employees.