

R315, Service Area Designations and Coordination of Off-Campus Courses and Programs¹

R315-1. Purpose

- 1.1. **Provide Principles:** To provide principles for offering levels and types of instruction at off-campus locations. These principles promote efficiency and the best use of state resources, provide access to higher education throughout the state, and assure quality of the educational experience.
- 1.2. **Designate Service Areas:** To designate institutional service areas by county, level and type of instruction for USHE colleges and universities.
- 1.3. **Establish Guidelines:** To establish guidelines under which the Commissioner may review service area assignments, and recommend for review and approval of the Board service area education coordination plans outlining institutional responsibilities within the area to coordinate and offer instructional programs.

R315-2. References

- 2.1. Utah Code [§53B-16-101](#) (Establishment of Institutional Roles and General Courses of Study)
- 2.2. Policy and Procedure [R138](#), University Centers
- 2.3. Policy and Procedure [R311](#), Institutional Missions and Roles
- 2.4. Policy and Procedure [R353](#), Telecommunications for Off-campus Learning
- 2.5. Policy and Procedure [R354](#), State Wide Open Broadcast Courses and Programs
- 2.6. Policy and Procedure [R355](#), Planning, Funding and Delivery of Courses and Programs via Statewide Telecommunications Networks
- 2.7. Policy and Procedure [R402](#), Program Additions or Changes
- 2.8. Policy and Procedure [R427](#), Applied Technology Education Master Plan
- 2.9. Policy and Procedure [R429](#), Applied Technology Center Service Regions

R315-3. Service Area Principles

- 3.1. **Graduate Education:** Graduate education is conducted primarily on the main campuses of the teaching and research universities. Some selected professional masters degree programs are offered at the metropolitan/regional universities. Selected off-campus graduate programs are offered by universities at centers and branch campuses, through university centers and distance learning technologies.

¹ Approved September 23, 1994, amended January 21, 2000.

3.2. Upper Division Education: Upper division education is delivered by the four universities on their main campuses, centers, branch campuses, university centers, and through distance learning opportunities; and by Utah Valley State College and Dixie College as deemed appropriate by the Regents.

3.3. Lower Division Education: Access to lower division education, including concurrent enrollment, should be as broadly available throughout the state as resources allow. In general, growth in lower division enrollments will be met by the community and state colleges, the metropolitan/regional universities, and through distance learning opportunities.

3.4. Remedial and Developmental Education: Remedial and developmental education is a part of the community college, state college, and Weber State University missions and it receives regular state support at those institutions; it is self-supporting at the University of Utah, Utah State University, and Southern Utah University.

3.5. Postsecondary Applied Technology Education: The Utah State Board of Regents, recognizing the diverse goals of its students, is committed to offering postsecondary applied technology education, both credit and noncredit. Postsecondary applied technology education is a vital statewide role of the Utah System of Higher Education. This responsibility is met in assigned service areas primarily by community and state colleges and metropolitan/regional universities.

3.6. Collaboration, Cooperation, and Sharing of Service Area Facilities: The institutions are part of a single system of higher education. Institutions shall collaborate, cooperate, and share facilities in geographic areas where more than one institution delivers educational services.

3.6.1. Local Advisory Committees: Institutions which collaborate, cooperate, and share service area facilities shall establish a local advisory committee made up of institutional representatives, community representatives, and where appropriate, boards of trustees and/or State Board of Regents representatives to advise the institutions concerning the delivery of education programs to the geographic service area and the operations of shared facilities.

3.7. Right of First Refusal and Primary Responsibility: Within geographic areas, the local institution(s) has/have the right of first refusal and the first responsibility to provide programs consistent with mission and role assignments and to coordinate other offerings. Through cooperation and information sharing, other state institutions may provide needed lower division and other courses, including those offered via telecommunications, that do not fall within the local institution(s)' mission and role assignments, interests, and/or capacities.

3.8. Regents Approved Exceptions to Geographic Service Areas: Special circumstances involving such matters as methods of instruction, funding sources, or mission and role assignments may result in exceptions to the geographic service area role assignments.

3.8.1. Technology-Delivered Instruction: Technologically delivered courses and programs afford an efficient and effective means for Utah colleges and universities to provide broader and more economical access to high quality instruction. Technology-delivered programs designated for statewide or regional delivery by the Council of Chief Academic Officers and coordinated by the Utah Education Network in accordance with State Board of Regents guidelines, are exceptions to the geographic service area designations.

3.8.2. Special Contract Courses: Self-supporting special contract courses, conferences, or programs with industry, government, or school districts not open to the general public will be exceptions under Regent guidelines.

3.8.3. Exclusive Statewide Program Roles: Certain exclusive statewide or regional program roles have been assigned to particular institutions. These institutions may provide these programs outside their respective service areas under Regent guidelines.

3.9. Funding Mechanisms: Funding mechanisms should be aligned according to service area assignments, or as provided in service area education coordination plans (5.1-5.3), as applicable.

3.10. Adjustments Approved by the Board: At a given time, in a given location, the Board may determine that a certain level or type of educational or training program is better delivered by an institution other than the one designated by this policy.

R315-4. Geographic Designations of Service Area Assignments for Off-Campus Programs and Courses by Program Level

4.1. Service Area Assignments: Service area assignments, as currently approved by the Board, are summarized in Appendix A. Assignments are made through an evolving process that reflects an ongoing evaluation by the Commissioner and institutional Presidents. After recommendation by the Commissioner and institutional Presidents, assignments are reviewed and approved by the Board.

4.2. Designation by Type of Program: The geographic designations are intended to define service areas for off-campus programs offered by USHE institutions, including concurrent enrollment programs with high schools. Service areas for the delivery of applied technology programs will be in accordance with the Utah Applied Technology Master Plan.

R315-5. Service Area Education Coordination Plans

5.1. Improved Coordination in Service Areas: In service areas where there is a need to improve program coordination, unnecessary duplication, or other inefficiencies in program delivery, the Commissioner may evaluate service area assignments, and if appropriate, work with institutions delivering programs in the area to prepare service area education coordination plans for review and approval of the Board.

5.2. Purpose and Content of Coordination Plans: Service area education coordination plans are intended to assure that programs will be administered in a collaborative, coordinated manner, students will be able to obtain information easily, administrative costs will be minimized, and unnecessary duplication will not occur in either administration or instructional programs and services. Service area education coordination plans should provide the following information:

5.2.1. Instructional programs, by institution and by level of instruction (i.e., ATE programs will be listed first, lower division next, etc.)

5.2.2. Locations for delivery

5.2.3. Methods of delivery by location

5.3. Request for Additional Information: The Commissioner may request that additional information is to be provided in the service area education coordination plan, such as evidence of community and student need for programs, financial information, and adequacy of facilities and other resources.

5.4. **Commissioner Review and Board Approval:** After the service area education coordination plan is prepared, it will be submitted by the Commissioner for review and approval by the Board. Annual updates will also be submitted and approved.

Appendix A: SERVICE AREA ASSIGNMENTS

Institution	ATE	Lower Division	Upper Division	Graduate
University of Utah		Salt Lake (On main campus and at other Regents approved sites); Davis (South of Farmington); Summit (Subject to agreement with UVSC.)	Salt Lake, Davis (South of Farmington), Summit	Entire state, except for WSU and SUU graduate service areas, based on assigned roles and prior SBR approval for off-campus degree programs
Utah State University	Cache, Rich, Box Elder, Duchesne, Uintah, Daggett	Cache, Rich, Box Elder, Duchesne, Uintah, Daggett, Tooele (Subject to agreement with SLCC.)	Same as Lower Division, but also Tooele, Utah, Wasatch, Carbon, Emery, Grand, San Juan, and shared service area with SUU in Sanpete, Juab, Sevier, Millard, Piute, Wayne (SUU Business and Education; USU all other majors)	Entire state, except for WSU and SUU graduate service areas, based on assigned roles and prior SBR approval for off-campus degree programs
Weber State University	Weber, Morgan, Davis (Farmington and North)	Weber, Morgan, Davis (Farmington and North)	Same as Lower Division, but also Salt Lake and Utah for selected Technology majors.	Weber, Morgan, Davis for Accountancy & M.Ed.
Southern Utah University	Iron, Garfield, Beaver	Iron, Garfield, Beaver	Same as Lower Division, but also Washington, Kane shared with Dixie based on assigned roles and prior SBR approval for off-campus degree programs; and shared service area with USU in Sanpete, Juab, Sevier, Millard, Piute, Wayne (SUU Business and Education; USU all other majors)	Iron, Garfield, Beaver, Washington, Kane, Sanpete, Juab, Sevier, Millard, Piute, Wayne for accountancy.
Utah Valley State College	Utah, Wasatch, Summit	Utah, Wasatch, Summit (Subject to agreement with U of U.)	Utah, Wasatch based on assigned roles and prior SBR approval for off-campus degree programs	
Dixie College	Washington, Kane	Washington, Kane	Washington, Kane based on assigned roles and prior SBR approval for off-campus degree programs	
Snow College	Sanpete, Sevier, Wayne, Piute, Millard, Juab	Sanpete, Sevier, Wayne, Piute, Millard, Juab		
College of Eastern Utah	Carbon, Emery, Grand, San Juan	Carbon, Emery, Grand, San Juan		

Institution	ATE	Lower Division	Upper Division	Graduate
Salt Lake Community College	Salt Lake (including Skills Center), Tooele	Salt Lake (including Skills Center), Tooele (Subject to agreement with USU)		