



## **ACADEMIC PROGRAM PROPOSAL FORM**

(Revised: May 2019)

**DIRECTIONS:** Use this form when proposing a new major or primary field of study, new emphasis (BAS only), or new degree or certificate (30+ credits) program. For more detail on the NSHE program approval process, see the last page of this form.

**DATE SUBMITTED:** 11-15-19

*Date of AAC Approval:*

**12-4-2019**

**INSTITUTION:** TMCC

**REQUEST TYPE:**  New Degree  
 New Major or Primary Field of Study  
 New Emphasis (BAS only)

*Date of Board Approval:*

**DEGREE: Check applicable box**

- |   |   |
|---|---|
| <input type="checkbox"/> Certificate: 30+ Credits           | <input type="checkbox"/> Associate of Arts (AA)                       |
| <input type="checkbox"/> Associate of Science (AS)          | <input type="checkbox"/> AA/AS  |
| <input type="checkbox"/> Associate of Applied Science (AAS) | <input checked="" type="checkbox"/> Bachelor of Applied Science (BAS) |
| <input type="checkbox"/> Bachelor of Arts (BA)              | <input type="checkbox"/> Bachelor of Science (BS)                     |
| <input type="checkbox"/> Master of Science (MS)             | <input type="checkbox"/> Master of Arts (MA)                          |
| <input type="checkbox"/> Doctor of Philosophy (Ph.D.)       | <input type="checkbox"/> Other or Named Degree: _____                 |

**MAJOR OR PRIMARY FIELD OF STUDY** (i.e. Animal Science): Career and Technical Education

**INCLUDED IN LAST NSHE PLANNING REPORT:** X  Yes  No

(Website for NSHE Planning Reports: <https://www.nevada.edu/ir/page.php?p=planning>)

**TOTAL NUMBER OF CREDITS TO PROGRAM COMPLETION:** 120

**PROPOSED SEMESTER/TERM OF IMPLEMENTATION:** Spring 2021

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**Action requested (specify full program title):**

Approval of Bachelor of Applied Science in Career and Technical Education

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**A. Brief description and purpose of proposed program. For proposed certificates (30+ credits), provide any existing degree or program under which the certificate falls.**

The BAS in Career and Technical Education (CTE) is a professional degree program designed for those who want to continue their education after completing an associate degree program, and those who want formal training in teaching secondary, post-secondary, and corporate career and technical

programs. The BAS in CTE degree will meet the needs of those in search of job training and leadership/management skills for professional and personal advancement, and provide formal training and a foundation in curriculum development, assessment, methods of instruction to work with diverse populations, program and internship management, a global perspective, legal aspects of CTE, and program development.

Graduates of the BAS in CTE will have a pathway to many career areas such as:

- Teachers in a regional career or occupation program, secondary and post-secondary schools, community colleges, and state or federal institutions
- Trainers and facilitators in public or private industry
- Learning specialists
- Educational administrators
- Consultants in business, industry and education
- Administrators, managers, supervisors and leaders in public or private industry

## **B. Provide a list and description of institutionally approved expected student learning outcomes**

The program goals for the BAS degree will be to provide superior training and experience to career and technical students, as well as to develop the scholarly and pedagogical skills required to successfully enter teaching, training, and leadership positions in a community or technical college, trade or technical institute, and business and industry settings.

Program Outcome #1: Students will apply curriculum design skills to develop and deliver curriculum-specific post-secondary career education and discipline-specific industry training.

Program Outcome #2: Students will utilize critical thinking and problem-solving skills to direct policy and action while exercising leadership techniques to guide students and industry personnel.

Program Outcome #3: Students will synthesize and implement curriculum and leadership techniques to meet the education, industry, legal and ethical standards required to meet the needs of a diverse and global workforce.

## **C. Provide an institutionally approved plan for assessing student learning outcomes**

Assessment of the degree and courses will be accomplished using guidelines established by the TMCC Assessment & Planning Office. The program will be assessed using the Program/Unit Review process, and specific courses assessed bi-annually using course assessment process established at TMCC.

The data gathered will be shared with the faculty and incorporated into the program assessment protocol for evaluation of rigor and relevance to students, business and industry, and the community. The assessment data will be shared with the advisory committee, faculty, department chair and dean on an annual basis. Input from students, graduates, and employers will be utilized to modify the program content and structure to drive changes to the degree in an effort to remain relevant to the community.

- Assessment of student learning outcomes in areas of academic knowledge and understanding of program content will be based on examinations, assignments, portfolios, and projects within the specific subject areas.
- Surveys will be conducted of students to evaluate curriculum relevance and delivery to determine if opportunities exist for improvement.
- Surveys will be conducted of employers and industry specialists to evaluate curriculum relevance and to determine if opportunities exist for improvement.
- All information will be evaluated to assure that program goals are congruent with student and industry needs.

#### **D. Contribution and relationship of program objectives to**

##### **i. NSHE Master Plan / Strategic Goals**

The BAS in CTE degree program will contribute to:

##### **a. Access – *Increase participation in postsecondary education***

- The BAS will serve students and industry by provide access to education for whom a bachelor degree path did not exist or was unattainable by traditional means. Utilizing the distance education platform for course delivery, this degree will provide a path for those in various careers to complete a baccalaureate degree that builds on their existing degrees.

##### **b. Success – *Increase student success***

- The BAS will create opportunity for student growth and a mechanism to accomplish said growth for students who might not have chosen to pursue a traditionally delivered 4-year degree.

##### **c. Close the Achievement Gap – *Close the achievement gap among underserved populations***

- Students who delayed college until they could afford to attend will be served by this program.
- Students can remain employed as they complete this degree thus affording the opportunity to students who support themselves and others, the ability to complete a bachelor degree while maintaining life commitments.
- The inclusive curriculum is welcoming and supportive of students from a variety of socio-economic, culturally, physically, and educationally-diverse backgrounds.
- Students who are employed and now find they are required to earn a bachelor degree for professional development will have an avenue for growth in their career field and close the achievement gap for those who might be unable to elevate within their career due to new policies.
- Students can stay in the area, enter the local workforce and not have to leave family or other obligations to earn a relevant bachelor degree.
- Students are not priced out of the education market because the only available avenue is a private for profit institution with extremely high fees.
- The BAS will encourage students who were hired before they could complete a career program at a college to pursue completion of an associate degree and complete the BAS degree.

**d. Workforce – Collaboratively address the challenges of the workforce and industry education needs of Nevada**

- This bachelor's program is a niche program; no other Bachelor of Applied Science in Career and Technical Education currently exists within NSHE. Variations of this degree do exist with limited pathways. Through the use of existing institutional resources, this program will create a new pathway for many Nevada residents to further their educational pursuits.
- In addition, this program will promote access to higher education as well as to strengthen relationships with business and industry to promote economic growth. The Bachelor of Applied Science degree will contribute to an educated and trained Nevada workforce.
- The addition of the BAS will be a way to “grow our own” instructors as a growing workforce needs a growing number of educators to meet industry and accreditation standards, as well as NSHE educational requirements for instructors.
- Student recruitment and persistence will increase as parents encourage more students to pursue CTE if an avenue exists for growth beyond a certificate or associate degree.
- The BAS is consistent with the current move toward economically-viable programs that utilize existing resources and faculty expertise within the institution, as well as to foster an academic relationship with other NSHE institutions.
- The BAS will meet the needs of current students, industry, academia, and to remain proactive regarding the possibility of assessment-driven growth in the future.

**e. Research – Co-develop solutions to the critical issues facing 21<sup>st</sup> century Nevada and raise the overall research profile**

This degree will help to position Nevada’s System of Higher Education as a system designed to increase the success of Nevadans enrolling at all levels of higher education and in all ethnic groups, and will address the unique educational needs of a highly diverse and non-traditional population.

Nevada is currently one of the fastest growing states in the nation. With a high level of growth come exponential issues with municipal infrastructure, housing, workforce, education and environmental impacts, as well as social impacts of an increase in a culturally diverse population. A trained workforce is critical to meeting the basic needs of a growing population and training for those areas is necessary by those who are educated in teaching methodologies, legal aspects and leadership.

Nevada has traditionally ranked low in public K-12 education and now is a time to elevate those areas by motivating young students with the opportunity of education as a ladder concept that allows for growth they might never believe possible due to a variety of constraints. Documentation of recruitment, program completion and persistence, along with industry and workforce statistics will result in data-driven decision-making for current and future programs.

Increasing public service and cultural awareness by encouraging associate degree graduates to earn the BAS in CTE is a synergistic approach to bridging not only the achievement gap, but the leadership and workforce gap that currently exists in Nevada.

**ii. Institutional mission and core themes**

Truckee Meadows Community College promotes student success, academic excellence and access to lifelong learning by supporting high-quality education and services within our diverse community.

The College has recently added and still committed to selected BAS degrees. The BAS in CTE degree contributes to TMCC's mission by:

- fulfilling specific workforce needs
- motivating students to persist
- creating upward mobility opportunities to those within a large and varied number of careers

#### Core Theme I: Student Success

- Objective 1: Improve successful completion of students' educational goals, including graduation, transfer, and CTE completion.
  - The BAS is a motivating factor in CTE completion even if a student is hired before completing a CTE program, there is a reason to return, complete and then earn a bachelor degree.
  - The BAS degree will increase the number of jobs graduates will be qualified to hold.
- Objective 2: Provide high-quality student support through library resources, tutoring, advising, and information services.
  - Advising will play a large role in students navigating the path to BAS completion and can encourage and motivate students because of the BAS availability. Using an online format will increase the number of students who can access the BAS program.
- Objective 3: Provide Student engagement opportunities that build interpersonal, intrapersonal, and practical skills.
  - This is addressed by courses in the program focused on communication and human resource management and leadership.
  - The BAS degree will increase opportunities for higher levels of educational experience.

#### Core Theme II: Academic Excellence

- Objective 1: Maintain and improve the quality of course, general education, and program offerings through systematic assessment and review.
  - Program courses and offerings will be data driven with assessment of need and effectiveness at the apex of curriculum structure.
- Objective 2: Offer high-quality programs that meet the workforce educational needs of our community.
  - Providing an avenue for growth will encourage prospective students to pursue career programs filling a need for a trained workforce. Those completing the BAS will be in a position to teach, train, lead and manage those in workforce.
- Objective 3: Create a learning environment that promotes academic growth for a diverse student population.
  - The BAS in CTE presents the opportunity for students to continue their education while working and is designed to respect cultural differences and enable the student to maintain family or other life obligations.
- Objective 4: Nurture and celebrate a culture of intellect and professional growth among faculty and staff.

- The BAS in CTE will expand the need for leaders and trainers and this program will create opportunities for CTE graduates to become faculty members, or, to help faculty meet accreditation requirements for education as a CTE instructor.

Core Theme III: Access to Lifelong Learning

- Objective 1: Function as an Open Access institution.
- Objective 2: Cultivate a welcoming, safe, and inclusive environment.
- Objective 3: Encourage alumni to be persistent in their engagement with the institution.
  - Involve graduates of the BAS degree to return to the college as an instructor or in alumni related activities such as becoming a member of an advisory board.

Core Theme IV: Stewardship of Resources

- Objective 1: Optimize state-funded revenue
  - The BAS in CTE is online and optimizes funding without requiring additional classroom or equipment (some tracks may require discipline-specific in-person labs and equipment).
- Objective 2: Maintain and grow non-state-funded revenue streams
  - Industry may see need for sustained program commitment and show their support with monetary or equipment donations.
- Objective 3: Maintain or improve the effectiveness and efficiency of College operations

**iii. Campus strategic plan and/or academic master plan**

The BAS degree will address the college Vision by creating a pathway for graduates of an Associate program to segue into a Baccalaureate degree that provides the graduate with additional skills in teaching, training, leadership and management that can change their lives by opening the door to career change and advancement not previously available.

The implementation of this degree will be one more tool that TMCC can use to promote student access and success, excellence in teaching and learning. The portability of both the instructional methods and the resulting degree training nurtures a climate of innovative and creative thought and will open the door for many students who dared not dream of earning a Bachelor's degree. Students with varied socio-economic and culturally diverse backgrounds can earn a degree as they continue to work which strengthens the bond between TMCC and industry.

This degree is innovative and was developed as a venue for graduates who have earned an associate degree to continue their education as well as to be a recruitment tool for students who need to reach goals that motivate them to persist to the next step. In addition, the degree will be offered entirely online. Many instructors in the Career and Technical fields hold bachelor's and master's level degrees and have a history with the institution that demonstrates their commitment to academic rigor, student-centered teaching, community outreach, and industry participation.

**iv. Other programs in the institution**

TMCC currently offers three baccalaureate degrees: Emergency Management and Homeland Security, Logistics Operations Management and Dental Hygiene. These and other disciplines are supportive and anticipate future collaboration with students in the BAS CTE program. Directors of TMCC's other allied health programs, including Radiology Technician, and Technical Sciences as well as Program Coordinators and Directors in Technical Sciences have conveyed an interest in the BAS degree.

**v. Other related programs in the System**

There are no other programs in the System that follow the broad path of this program. BAS options for graduates with associate degree do exist but are very discipline-specific and do not include the training or leadership aspect of the proposed BAS in CTE.

**C. Evaluation of need for the program**

**i. The need for the program and the data that provides evidence of that need**

Companies on the EDRAWN website such as Flirtey and Clear Capital are adding to the need for a trained workforce, which will require trained leaders and corporate trainers to assure operations run smoothly. According to the EDRAWN site, 24/7 Wall St. named our region with one of the fastest growing working populations in the U.S., and job growth has more than kept pace. The total employment rate is more than triple the national average. (Data source: 24/7 Wall St., July 30, 2019).

Mark IV Capital recently purchased 4,300 acres near Fernley and plan to develop 7.5 million square feet of industrial space over the next seven to ten years. New Deantronics, a medical device company, will open in 2020 with an estimated 200 new jobs. All of the companies with new hires will need skilled leaders with communication, training and policy skills.

The proposed BAS in CTE is broad-based and supports a variety of career paths that industry and research articles are showing now require a bachelor’s degree for what once required a certificate or associate degree. For example, a dental assistant working at Pacific Dental Services might be required to have a Certificate of Achievement, but if they want to apply as an Operations Manager, they need the dental experience and a bachelor degree in any field.

Corporations, such as Tesla, are requiring bachelor degrees for professional advancement. A review of all jobs within the Washoe County, City of Sparks and City of Reno hiring site showed that 32+% required a bachelor degree of some type with 43% of those requiring a bachelor degree, requiring a specific degree. That means 57% of those jobs required bachelor degree in any field, not field specific. Industries moving to the area, including healthcare, are requiring baccalaureate degrees for any leadership or training positions.

The lack of transferability of AAS courses prevents some from seeking a baccalaureate degree, and they forfeit career advancement. Alternatively, those who are desperate for a bachelor’s degree turn to private-for-profit institutions that prey on these individuals. Students can lose thousands of dollars on degrees that are not as closely regulated as those in a public institution. The associate degree indicates knowledge in the field of study and is all that might be needed for many students. However, in many areas where advancement is possible, advanced degrees are a requirement and we currently offer no option for many of our graduates to earn those advanced degrees.

**ii. Student population to be served**

Past, current and future associate degree graduates will be served by this degree. While all associate degree graduates are eligible for the BAS in Career and Technical Education, graduates of AAS programs on the following list exemplifies the large scope of careers and number of students this degree can benefit.

- Advanced Manufacturing
- Apprenticeship Program
- Architecture
- Automation and Robotics
- Automotive Certified Technician
- Business, including the emphasis in Office Management
- Computer Information Technology (emphases in Cyber Security, Networking, Computer Programming, or Web Development)
- Construction Management
- Construction Technologies, Critical Systems
- Culinary Arts and Culinary Arts Entrepreneurs
- Dental Assisting
- Diesel Technician
- Dietetic Technician
- Drafting
- Early Childhood Education (emphases in Administration of Early Care and Education Programs, Infant/Toddler, or Preschool)
- Fire Suppression
- Food Processing Technology
- Graphic Communications (emphases in Graphic Design, Motion Graphics, or WEB/UI Development)
- Heating, Ventilation, Air Conditioning/Refrigeration (HVAC/R)
- Landscape Architecture
- Law Enforcement
- Machining
- Massage Therapy, Entrepreneur
- Paralegal/Law
- Personal Trainer Entrepreneurship
- Prehospital Emergency Medicine
- Production Systems
- Radiologic Technology
- Residential Design
- Solar Energy
- Veterinary Technology

**iii. Procedures used in arriving at the decision to offer the program**

The primary decision was to provide an avenue for students in Nevada who have earned an associate degree and desire to complete a bachelor's degree that would overcome the following barriers:

- Transfer gap, costing time and money
- Cost
- Location, many rural areas in Nevada
- Need a program that can enable the student to take courses and not interfere with current employment
- A bachelor degree completion with content relevant to career goals
- A public institution that is regionally-accredited and offers BAS degrees



Eastern New Mexico University in Portales New Mexico has a robust distance education program that includes a BAS in CTE degree. They have successfully offered this program for several years, and four instructors at TMCC have completed this program. They chose this program over another offering at a local university because it was relevant to the goals of those instructors and the format allowed them to use the credits they had already earned with an AAS degree. In fall 2018 ENMU had a Graduate and Undergraduate Headcount of 4706. Spring 2019 they awarded 707 Bachelor's degrees. ENMU found niche degrees are needed, they are available and students are persisting and graduating.

**iv. Organizational arrangements required within the institution to accommodate the program**

This program will be offered online with little impact to the facility. One full-time and one part-time instructor will be added, and both will possess at least a Master's Degree to be qualified to teach at the baccalaureate degree level.

**v. The timetable, with dates, for implementation steps**

This program will stack on all existing associate degrees at TMCC.

The first two semesters of the upper division (BAS) program will be implemented in the 2021-2022 academic year. The second two semesters will follow and be implemented first in the 2022-2023 academic year.

**vi. If this or a similar program already exists within the System, what is the justification for this addition**

- UNR offers courses EDCT career and technical education but does not offer a degree in the subject.
- UNLV. The Alternative Route to Licensure at UNLV does not offer courses or a degree that is appropriate for post-secondary career and technical education. GBC has a BAS in Management and Supervision which is the closest to the BAS in CTE proposal. The GBC degree description notes, 'This training is designed to prepare students for employment in demanding management positions, depending on the emphasis a student selects'. The
- BAS in CTE builds on a model of training, education and leadership. In addition, the BAS in CTE is a degree that is not, at this time, one that is discipline specific as are the six variations available at GBC.
- BAS in CTE offers a pathway for CTE instructors to receive formal training in educational methods specifically for CTE students.

**vii. Evidence of employment opportunities for graduates (state and national). Include information on institutional review of the need for the program based on data from the Nevada P-20 Workforce Research Data System**

**[https://www.nevada.edu/ir/strategic\\_plan.php?metric=spm4&mid=workforce\\_demand](https://www.nevada.edu/ir/strategic_plan.php?metric=spm4&mid=workforce_demand)**, including the supply/demand reports at **<http://npwr.nv.gov/reports/student-completion-and-workforce-part-ii/>**.

A survey of the Strategic Plan Metrics – Workforce does not include results for the specific CTE degree heading. However, discipline areas such as Fitness Trainers, Dental Assisting, HVAC, and Web Design, all indicate a high demand and need in Nevada. The same is true nationally according to the Bureau of Labor and Statistics.

According to the Bureau of Labor and Statistics, 2018 the national and state outlook for Health Educators and Training managers, is predicted to grow faster than average and requires a

bachelor's degree. The BAS in CTE curriculum incorporates leadership and training content in the degree completion.

• Health educators		Bachelor's degree	5,000 to 9,999
Faster than average	\$40,000 to \$59,999		
• Training and development managers		Bachelor's degree	1,000 to 4,999
Faster than average	\$80,000 or more		
• Training and development specialists		Bachelor's degree	10,000 to 49,999
Faster than average	\$60,000 to \$79,999		

#### D. Detailed curriculum proposal

##### i. Representative course of study by year (options, courses to be used with/without modification; new courses to be developed)

###### 1ST SEMESTER-4TH SEMESTER

Associate degree and general education requirements = 60 credits

###### 5TH SEMESTER

Lower Division Elective (3 credits)

WFEL 301 Workforce Education Foundations and Student Organizations (3 credits)\*

WFEL 302 Instructional Facility Design (3 credits)\*

WFEL 303 Curriculum Development for Workforce Education and Training (3 credits)\*

WFEL 304 Assessment and Instruction in Workforce Education and Training (3 credits)\*

###### 6TH SEMESTER

MGT 171 Supervision (3 credits)

WFEL 305 The Global Workforce (3 credits)\*

WFEL 306 Teaching Diverse Learners in Workforce Education and Training (3 credits)\*

WFEL 401 Methods of Teaching Workforce Education and Training (3 credits)\*

WFEL 402 Teaching Students with Disabilities or Special Needs (3 credits)\*

###### 7TH SEMESTER

MGT 201 Principles of Management (3 credits)

WFEL 403 Workforce Education Leadership (3 credits)\*

WFEL 411 Supervised Classroom Internship\* (6 credits), or 6 credits of upper division electives (can be placed in 8<sup>th</sup> semester)

WFEL 413 Advanced Program Evaluation and Leadership (3 credits)\*

###### 8TH SEMESTER

Lower Division Elective (3 credits)

MGT 212 Leadership and Human Relations (3 credits)

MGT 235 Organizational Behavior (3 credits)

WFEL 416 Instructional Leadership and Coordination I (3 credits)\*

WFEL 426 Instructional Leadership and Coordination II (3 credits)\*

\* Indicates a new course that will have to be developed. Proposed course descriptions are provided in the appendix.

**ii. Program entrance requirements**

The minimum admission requirement is to have earned an associate degree from a regionally accredited institution.

**iii. Program completion requirements (credit hours, grade point average; subject matter distribution, preprogram requirements)**

120 credit hours (60 lower and 60 upper)

**iv. Accreditation consideration (organization (if any) which accredits program, requirements for accreditation, plan for attaining accreditation - include costs and time frame)**

This program does not require an external specialized accreditation in addition to TMCC's accreditation by Northwest Commission on Colleges and Universities upon approval.

**v. For certificates only: Name of any state, national and/or industry recognized certification(s) or licensing examination(s) for which certificate prepares the student, if applicable**

N/A

**E. Method of Delivery (for the purpose of state authorization [NC-SARA])**

**i. How will this academic program be delivered when the program begins?**

(mark all that apply)

100% face-to-face courses

Hybrid (some online courses, some face-to-face courses)

100% online courses

**ii. Learning Placements**

Does the academic program have learning placements (e.g. internships, externships, clinical placements, student teaching, etc.) that *may take place outside the state of Nevada*?

Yes

No.

**F. Institutional Review Process**

**i. Date of Faculty Review (may include additional information, as needed)**

11/1/19 TMCC Curriculum Review Committee

**ii. Describe the process for review and approval by the appropriate academic policy body of the institution**

All curriculum changes are reviewed internally by TMCC's Curriculum Review Committee, a standing committee of the Faculty Senate, and then sent to the Faculty Senate for ratification.

**G. Readiness to begin program**

**i. List the educational and professional qualifications of the faculty relative to their individual teaching assignments**

### **KIRCHMAN, ROBERT**

Robert Kirchman currently holds the position of Management Instructor in the Business Division at Truckee Meadows Community College, where he teaches classes in Management, Economics, Business and Marketing. Robert earned the BA in Economics from Occidental College in Los Angeles, and the MBA from Golden Gate University in San Francisco.

### **HENDERSON, PHYLLIS**

Phyllis Henderson has been in education for over thirty years teaching at the University level and for thirty years at Truckee Meadows Community College. Phyllis has a broad foundation of teaching experience that includes teaching biology, as well as her current position of nearly fifteen years as an instructor in the Secondary Education Preparation program at Truckee Meadows Community College. Phyllis earned a B.S., M.S., and Ph.D. from the University of Nevada, Reno, NV.

### **MUHLE, JULIE**

Julie Muhle has taught in the Dental Assisting program at Truckee Meadows Community College since 1995. She earned a Bachelor of Occupational Education with an emphasis in Professional and Technical Career education as well as a Master of Education with an emphasis in Career and Technical Education from Eastern New Mexico University in Portales, New Mexico. Julie has extensive experience in designing curriculum, assessment and teaching strategies for career and technical education. In addition to teaching, Julie has been responsible for compliance with accreditation standards as required by the Commission on Dental Accreditation.

### **MELANIE PURDY**

Melanie Purdy has had a dual role at Truckee Meadows Community College since her arrival 10+ years ago. She is a counselor and has taught educational psychology to students for many years. Her experience with the adolescent and adult learner provides a unique perspective in curriculum development as well as teaching methodologies designed for a variety of learners. Melanie earned a B.A., M.A., and Ph.D. from the University of Nevada, Reno, NV.

### **RUBALCAVA, MICAELA**

Micaela Rubalcava has been an instructor in the Secondary Education Preparation Program since her arrival at Truckee Meadows Community College in 1999. Micaela is a respected educator having earned the Nevada Regents' Creative Activities Award, and was named as a Fulbright Scholar in 2017. Micaela earned an M.A. at Stanford University, Stanford, CA. and a B.A. and Ph.D. at the University of California, Berkeley.

#### **ii. List the anticipated sources or plans to secure qualified faculty and staff**

Current college faculty are qualified, however, due to teaching loads the need to hire one full-time and one part-time instructor is a possibility.

#### **iii. Contribution of new program to department's existing programs (both graduate and undergraduate) and contribution to existing programs throughout the college or university**

This program will continue the pathway for former, current and future students of TMCC Associate Degree programs to use the credits they have taken and paid for to elevate their professional development by earning a BAS degree.

#### **iv. Recommendations from prior program review and/or accreditation review teams**

None yet

## H. Resource Analysis

**i. Proposed source of funds (enrollment-generated state funds, reallocation of existing funds, grants, other state funds)**

The BAS in CTE degree will be funded by state funds. Many of the associate degrees in the Allied Health and Technical Science emphases count two-three WSCH per student. There is no plan at this time for differential tuition or special fees for this degree.

**ii. Each new program approved must be reviewed for adequate full-time equivalent (FTE) to support the program in the fifth year. Indicate if enrollments represent 1) students formally admitted to the program, 2) declared majors in the program, or 3) course enrollments in the program.**

**a. (1) Full-time equivalent (FTE) enrollment in the Fall semester of the first, third, and fifth year.**

**1st Fall semester 6**

**3rd Fall semester 8**

**5th Fall semester 10.8**

**(2) Explain the methodology/assumptions used in determining projected FTE figures.**

Assumptions are that a cohort of 15-25 students will be formally admitted to the program every fall. With a cohort completion of 4-6 semesters, each fall would be a new cohort of students formally admitted to the program. We anticipate most students will attend part-time. The college average is 6 credits. FTE calculation is  $(15 \text{ headcount} \times 6 \text{ credits})/15$ .

**b. (1) Unduplicated headcount in the Fall semester of the first, third, and fifth year.**

**1st Fall semester 15**

**3rd Fall semester 20**

**5th Fall semester 27**

**(2) Explain the methodology/assumptions used in determining projected headcount figures.**

Projections of FTE are based on estimated headcount enrollment discussed below. Entry into the BAS CTE is limited to those students who have completed an associate degree or an equivalent degree from a regionally accredited institution. Determining a cap will take into consideration online course size and instructor load. Anticipated cap is 30 per year. Assumptions include a 10% drop rate each year. The first 3 years of the program will ramp up to the maximum of at least 30 admitted students.

**iii. Budget Projections – Complete and attach the Five-Year Program Cost Estimate and Resource Requirements Table.**

Attached

**I. Facilities and equipment required**

**i. Existing facilities: type of space required, number of assignable square feet, space utilization assumptions, special requirements, modifications, effect on present programs**

At this time, one office for one full-time and 1 part-time instructor would be needed Fall 2020 should current instructors not be available. All courses in the program will be taught online, with no impact to existing facilities.

**ii. Additional facilities required: number of assignable square feet, description of space required, special requirements, time sequence assumed for securing required space**

No additional facilities are required.

**iii. Existing and additional equipment required**

No equipment is required, as all courses are online.

**J. Describe the adequacy and availability of library and information resources**

The library resources are available as database and printed resources accessible through the TMCC Library at the Dandini Campus and the Learning Resource Center at the Applied Technology Center.

**K. Student services**

**i. Describe the capacity of student support services to accommodate the program. Include a description of admissions, financial aid, advising, library, tutoring, and others specific to the program proposal**

This program will use existing student support services.

**ii. Describe the implications of the program for services to the rest of the student body**

Each department where CTE occurs will need to add program advising information to the recruitment packets as well as provide information on individual program websites and the TMCC catalog.

Even with this effort TMCC Advising will be at the front-line of advising for the BAS CTE degree. There will be less impact in some ways for Financial Aid as students will have already earned an associate Degree and the number of appeals for excess credit fees will be fewer. However, there will be additional impact for Financial Aid due to the number of students who will be using Financial Aid services for this degree.

This degree will impact Student Services in some ways and less in others since the students will have the required Gateway Math and English. If higher level math is required there will be an impact on tutoring and that will affect other members of the student body if there are more students needing tutoring services. Admissions and the Cashiers Office will see more traffic from students in the BAS CTE program. Parking, facilities and classroom use will not be affected, though an office will need to be secured along with the technology and furniture required for a full-time instructor who will also coordinate the program.

The overall impact will not be known for at least one semester as students begin enrolling in the courses; however the ability of students to complete the BAS CTE degree will positively impact students, TMCC and local industry.

**L. Consultant Reports – If a consultant was hired to assist in the development of the program, please complete subsections A through C. A copy of the consultant’s final report must be on record at the requesting institution.**

**i. Names, qualifications and affiliations of consultant(s) used**

N/A

**ii. Consultant’s summary comments and recommendations**

N/A

**iii. Summary of proposer's response to consultants**

N/A

**M. Articulation Agreements**

**i. Articulation agreements were successfully completed with the following NSHE institutions. (Attach copies of agreements)**

Two + two articulation agreements with WNC, GBC, and CSN are in progress.

**ii. Articulation agreements have not yet been established with the following NSHE institutions. (Indicate status)**

Two + two articulation agreements with WNC, GBC, and CSN are in progress.

**iii. Articulation agreements are not applicable for the following institutions. (Indicate reasons)**

Two + two articulation agreements with WNC, GBC, and CSN are in progress.

**N. Summary Statement**

The community college component of the NSHE system was identified in A Plan for Excellence in Workforce Development, (DETR) as the primary training provider for industry-specific needs. Industry needs a workforce that is skilled and to that end, education needs instructors who can do the job both in tech-prep and post-secondary institutions. One aspect of the BAS degree is train those who have an associate degree in a career field to teach and train students to be skilled and marketable employees to meet Nevada's workforce needs.

As previously noted, Nevada is one of the leaders nationwide in job growth and an increase in jobs results in a need for skilled workers and leaders. The BAS degree will offer the opportunity to develop leadership skills that are easily transferable to those jobs requiring employee training and supervision by a formally trained individual. The BAS in Career and Technical Education is the only BAS completion degree in the system that offers students a flexible, comprehensive degree

providing career opportunities in the same discipline as the associate degree as well as teaching, training, and leadership skills in a variety of disciplines.

The BAS in CTE completion degree will create a proactive precedence in meeting the need for a skilled and employable workforce and provide an avenue for a BAS completion for those who have earned an associate degree.

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## NSHE Academic Program Proposal - Five-Year Program Cost Estimate and Resource Requirements

Enter N/A if the information is not applicable to the program proposal

Program Resource Requirements. Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first, third and fifth fiscal years of the program. Include reallocation of existing personnel and resources and anticipated or requested new resources. Third and fifth year estimates should be in dollars adjusted for inflation. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Note: This form reflects the NWCCU's Substantive Change Budget Worksheet as of 8/28/17.

TMCC	BAS in Career and Technical Education					
I. PLANNED STUDENT ENROLLMENT						
<b>Note: Enrollment numbers (A + B) for each fiscal year should match the FTE/Headcount numbers in the Academic Program Proposal Form (Sect. I.ii.).</b>	FY 1: FY 2021		FY 3: FY 2023		FY 5: FY 2025	
	FTE	Headcount	FTE	Headcount	FTE	Headcount
	A. New enrollments to the Institution	6	15	8	20	11
B. Enrollments from Existing Programs						
II. REVENUE						
	FY 1: FY 2021		FY 3: FY 2023		FY 5: FY 2025	
	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request	\$0	\$0	\$0	\$0	\$0	\$0
2. Institution Funds	\$101,218	\$2,000	\$95,241	\$1,000	\$102,368	\$1,000
3. Federal (e.g. grant, appropriation)	\$0		\$0		\$0	
4. New Tuition Revenues (registration fee) from Increased Enrollments*	\$29,340	\$0	\$39,120		\$52,812	
5. Other Student Fees (associated with the program)*	\$0	\$0	\$0		\$0	\$0
6. Other (i.e., Gifts)	\$0	\$0	\$0		\$0	\$0
<b>Total Revenue</b>	<b>\$130,558</b>	<b>\$2,000</b>	<b>\$134,361</b>	<b>\$1,000</b>	<b>\$155,180</b>	<b>\$1,000</b>
<b>Note: Total Revenue (Section I) should match Total Expenditures (Section III)</b>						

## NSHE Academic Program Proposal - Five-Year Program Cost Estimate and Resource Requirements

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III. EXPENDITURES		FY 1: FY 2021		FY 3: FY 2023		FY 5: FY 2025	
		On-going	One-time	On-going	One-time	On-going	One-time
<b>A. Personnel Costs</b>							
1. FTE (Total FTE for all personnel types)		1.5	0	1.5	0	1.5	0
	Faculty	1	0	1	0	0	0
	Adjunct Faculty	0.5	0	0.5	0	0.5	0
	Grad Assts	0	0	0	0	0	0
	Research Personnel	0	0	0	0	0	0
	Directors/Administrators	0	0	0	0	0	0
	Administrative Support Personnel	0	0	0	0	0	0
	Other: _____	\$0	\$0	\$0		\$0	\$0
		<b>Expenditures for personnel type below must reflect FTE levels in Section A.1.</b>					
	2. Faculty	\$63,000	\$0	\$64,890	\$0	\$66,837	\$0
	3. Adjunct Faculty	\$15,100	\$0	\$15,953	\$0	\$30,957	\$0
	4. Graduate Assistants	\$0	\$0		\$0	\$0	\$0
	5. Research Personnel	\$0	\$0		\$0	\$0	\$0
	6. Directors/Administrators	\$0	\$0		\$0	\$0	\$0
	7. Administrative Support Personnel	\$14,500	\$0	\$14,935	\$0	\$15,383	\$0
	8. Fringe Benefits	\$36,658	\$0	\$37,283	\$0	\$40,703	\$0
	9. Other:	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Total Personnel Costs</b>	<b>\$129,258</b>	<b>\$0</b>	<b>\$133,061</b>	<b>\$0</b>	<b>\$153,880</b>	<b>\$0</b>

## NSHE Academic Program Proposal - Five-Year Program Cost Estimate and Resource Requirements

Enter N/A if the information is not applicable to the program proposal

	FY 1: FY 2021		FY 3: FY 2023		FY 5: FY 2025		
	On-going	One-time	On-going	One-time	On-going	One-time	
<b>B. Operating Expenditures</b>							
1. Travel	\$300	\$0	\$300	\$0	\$300	\$0	
2. Professional Services	\$0	\$0	\$0	\$0	\$0		
3. Other Services	\$0	\$0	\$0		\$0	\$0	
4. Communications	\$0	\$0	\$0	\$0	\$0	\$0	
5. Materials and Supplies	\$500	\$0	\$500	\$0	\$500	\$0	
6. Rentals	\$0	\$2,000	\$0	\$1,000	\$0	\$1,000	
7. Marketing materials and Advertising							
8. Miscellaneous	\$300	\$0	\$300	\$0	\$300	\$0	
<b>Total Operating Expenditures</b>	<b>\$1,100</b>	<b>\$2,000</b>	<b>\$1,100</b>	<b>\$1,000</b>	<b>\$1,100</b>	<b>\$1,000</b>	

## NSHE Academic Program Proposal - Five-Year Program Cost Estimate and Resource Requirements

Enter N/A if the information is not applicable to the program proposal

		FY 1: FY 2021		FY 3: FY 2023		FY 5: FY 2025	
		On-going	One-time	On-going	One-time	On-going	One-time
<b>C. Capital Outlay</b>							
1. Library Resources		\$200	\$0	\$200	\$0	\$200	\$0
2. Equipment		\$0	\$0	\$0	\$0		\$0
<b>Total Capital Outlay</b>		\$200	\$0	\$200	\$0	\$200	\$0
<b>TOTAL EXPENDITURES (IIIA + IIIB + IIIC):</b>		\$130,558	\$2,000	\$134,361	\$1,000	\$155,180	\$1,000
<b>Note: Total Expenditures (Section IIIA-C total) should match Total Revenue (Section I)</b>							

**Budget Notes (optional):**

Used undergrad registration fees for 12 credits upper division registration fees per Chapter 7 of BOR Policy  
 Used last column for anticipated student fees as projected fees are not available for year five per Chapter 7 of BOR Policy  
 3% increase for personnel included  
 Fringe determined using TMCC Budget Director 20-21 Fringe rate spreadsheet.