



ACADEMIC PROGRAM PROPOSAL FORM

(Revised: January 2021)

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: 11/09/2023

INSTITUTION: College of Southern Nevada

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

Date of AAC Approval:

11-29-23

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 checked="" type="checkbox"/> Associate of Applied Science (AAS) | <input 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): Funeral Services

INCLUDED IN THE NSHE PLANNING REPORT: ☒ Yes ☐ No

(Website for NSHE Planning Reports: <https://nshe.nevada.edu/administration/academic-student-affairs/reporting/planning/>)

TOTAL NUMBER OF CREDITS TO PROGRAM COMPLETION: 64

PROPOSED SEMESTER/TERM OF IMPLEMENTATION: Fall 2024

Action requested (specify full program title):

Approval of a New Program: Associate of Applied Science in Funeral Services.

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 College of Southern Nevada (CSN) requests approval from the Nevada System of Higher Education Board of Regents for a new AAS degree.

This program has the support and backing from industry stakeholders such as Palm Mortuary, Davis Funeral Homes, and Kraft-Sussman (see attached letters).

This program is intended for all interested students. Student learning will occur in the classroom, lab, and in funeral homes. The program is designed to give students a broad understanding of funeral home operations, funeral directing, public health, and embalming. It will produce trained professionals that can enter the work force in all parts of Nevada.

These goals are accomplished through a wide variety of educational experiences aimed at developing the many skills needed to successfully serve within the funeral service profession. The curriculum is modeled from the American Board of Funeral Service Educational curriculum outline. The program will request accreditation by the American Board of Funeral Service Education. This will allow each graduate those skills necessary to uphold and foster the dignity of the funeral service profession and to sit for the national licensing exam.

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

1. Educate students in every phase of the funeral service profession.
2. Involve students in the responsibilities of the funeral service profession to the community.
3. Emphasize high standards of ethical conduct.
4. Provide a curriculum at the post-secondary level of instruction.
5. Provide a pool of educated and compassionate graduates for the state.

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

Student evaluations will be completed in each course. An assessment report will be prepared annually, and the plan will be updated on the CSN schedule. Methods of assessment may include but are not limited to examinations and tests; lab exercise; papers; in-person presentations; discussion assignments; competencies; clinical supervisor feedback.

D. Contribution and relationship of program objectives to

i. NSHE Master Plan / Strategic Goals

- ***Access – Increase participation in postsecondary education***

This program will create a welcoming, respectful, and friendly environment where all students have the opportunity to participate and succeed.

- ***Success – Increase student success***

This program will assist in increasing the percentage of Nevada's general population who participate in some form of higher education.

- ***Close the Achievement Gap – Close the achievement gap among underserved populations***
This program will assist in closing the achievement gap by engaging and motivating students, providing a rigorous curriculum, monitoring progress closely, and providing resources to students.
- ***Workforce – Collaboratively address the challenges of the workforce and industry education needs of Nevada***

This program will continue to work with the funeral home industry across Nevada to produce highly skilled graduates to fill the needs and vacancies in all areas of the state. We want to increase the proportion of workers and the number of graduates in high skill fields who come from Nevada, and CSN, rather than from out of state.

- **Research – *Co-develop solutions to the critical issues facing 21st century Nevada and raise the overall research profile***

This program will collaborate with the industry and target any needed research objectives.

ii. Institutional mission and core themes

The mission of the College of Southern Nevada is to empower our students and communities to achieve, succeed, and prosper.

The College of Southern Nevada is recognized as a leader among community colleges in fostering student success, shared governance, and performance excellence.

CSN values the following:

- **Integrity:** CSN places fairness, honesty, transparency, and trust at the center of all policies and operations.
- **Lifelong Learning:** CSN fosters curious minds, continuous learning, and broad-based education to enhance creative thinking, problem-solving, innovation, and principled leadership.
- **Excellence:** CSN achieves and surpasses our goals through continuous performance improvement and commitment to – and quality in – teaching, learning, scholarship, service, and administration.
- **Academic Freedom:** CSN embraces freedom of thought and speech in support of teaching, learning, communication, shared governance, and responsible civic engagement.
- **Diversity:** CSN values the integration of different backgrounds and perspectives among students, faculty, staff, and community members as a way to collaborate and promote creativity, innovation, and growth.

iii. Campus strategic plan and/or academic master plan

This AAS degree is included in the 2019-2023 Planning Report.

iv. Other programs in the institution

It is related to Health Sciences and will reside in the Engelstad School of Health Sciences, Department of Health Related Professions. This program will use general education courses from other departments of CSN.

v. Other related programs in the System

This program is not available at any other institutions within the Nevada System of Higher Education (NSHE).

vi. If the program was not included in the NSHE Planning Report, please explain why.

The proposed AAS degree was included in the 2019-2023 NSHE Planning Report.

E. Evaluation of need for the program

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

There is no funeral services program in the state of Nevada, resulting in Nevada funeral homes currently relying on students from out-of-state. The COVID pandemic demonstrated the extreme need for workers in this profession.

The comments below were received from a local funeral home regarding current challenges local employers face.

- The State of Nevada requires associates that meet with a family that has suffered a loss to hold a Funeral Arranger's License in the State of Nevada at minimum. This licensure is obtained through a test that includes State Law knowledge as well as industry knowledge. Due to the fact that the individuals who typically qualify for this role have gone to a mortuary science program out of state, it is difficult to recruit to Nevada, especially with the higher costs of living.
- The lack of awareness within our state as a profession, we are forced to recruit from other unique programs such as healthcare or hospitality (which creates additional issues as we have to train many skills that would be typically learned in a mortuary science program, on the job).
- Wanting to develop young adults from Nevada, we hire into entry level positions and train to the arranger license test, which can take longer than an individual that can test right after graduating or even before they've completed the program.
- Because of all of the previously mentioned challenges, in a time like the pandemic, we were very pressed for people. With the valley growing, all of the challenges mentioned could be mitigated with our own program. Most importantly that we employ our fellow Nevadans and also encourage others seeking a career in the death care industry to move to our city.
- From a student's perspective, currently, if they are taking class online through Commonwealth, Dallas Institute, or any other online program, they have to travel to another state for a portion of the program.

See attached letters of support.

ii. Student population to be served

The student pipeline has several pathways: current workers who want to become licensed; students interested in the funeral services industry; students who did not get accepted into another limited entry health sciences program; past students who want to complete a different degree; and/or health science undecided majors.

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

After meeting with local funeral home directors, it is evident there is a need for this program. Currently, there are no programs in the state of Nevada. The local funeral homes are recruiting from out of state and/or performing on-the-job training. Also, according to the U.S. Department of Labor, Bureau of Labor Statistics, careers in this field are projected to grow 8% through 2031. *Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Funeral Service Workers, at <https://www.bls.gov/ooh/personal-care-and-service/funeral-service-occupations.htm> (visited April 5, 2023).*

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

This program will be under the Department of Health Related Professions. There will be a program director and a clinical director. These will be new faculty positions.

The classroom and lab spaces have been identified on the Charleston campus. They are:

A124 – classroom

A120 – Lab space (Syndaver model)

A126A – Lab space (carpet needs to be removed)

Two standard faculty offices will be needed on the Charleston campus.

v. The timetable, with dates, for implementation steps

- Fall 2023: NSHE Academic Affairs Council
- Mar 2024: NSHE Board of Regents Approval and submission to NWCCU
- Jan-Mar 2024: Equipment/supplies procurement & Finish modifications in CHAR building A
- Mar-Apr 2024: Faculty recruitment/Finalize 1st student cohort recruitment
- Fall 2024: Begin 1st cohort

vi. If this or a similar program already exists within the System, what is the justification for this addition? Please describe the nature and extent of the consultation with other institutions that have similar programs.

There is no similar program at any institution within the Nevada System of Higher Education (NSHE).

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 and/or any other applicable sources.

Funeral service Directors will be a constant employment need due to growth in the industry and replacing current workers. This program can lead to several potential career paths including Funeral Arranger, Embalmer, and Funeral Director.

As stated previously, careers in this field are projected to grow 8% through 2031 according to the United States Department of Labor, Bureau of Labor Statistics.

Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Funeral Service Workers, at <https://www.bls.gov/ooh/personal-care-and-service/funeral-service-occupations.htm> (visited April 5, 2023).

A simple internet job search resulted in over 60 available jobs in Nevada.

There is no data on funeral home directors/managers on the Nevada Workforce Research Data System.

F. Detailed curriculum proposal

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

See attached curriculum sheet.

ii. Program entrance requirements

The Engelstad School of Health Sciences (ESHS) Limited Entry process will be used. Interested students will complete program prerequisites and apply per the limited entry policy/procedure. <https://www.csn.edu/health-sciences-program-requirements>

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

See attached curriculum sheet for Funeral Services AAS Degree. There are program prerequisites for students to complete before applying to the program. Once in the program, students must earn a grade of “C” or better in all Funeral Services courses for program progression. Students will progress through the program in a cohort.

Some benefits of cohort programs include:

- Students know at the beginning of a program exactly what classes they will take each semester.
- Students know when the program begins and ends.
- Students know their peers. This results in collaboration and potential professional relationships.
- Strong cohort programs will usually have strong cohort administrators. This is necessary in order to organize and keep everything on track as the students of that particular cohort move through the program.

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

The CSN Funeral Services Program will apply for accreditation by the American Board of Funeral Service Education (ABFSE). The three components are a self-study, an on-site visit, and Committee on Accreditation action. To be eligible, CSN must offer a program of at least 60 semester credits; have the ability to offer a degree; submit a feasibility study; meet or exceed accreditation standards of the ABFSE; have achieved candidacy status; have at least one class of students taking the second half of the program and enrolled in clinical embalming; have a governing board and a CEO that reports to them and ensure the program director has attended the Self-Study Workshop.

The program plans to apply for accreditation/candidacy status during the first year. The costs are as follows:

1. Pre-Candidacy Visitation Expense: \$2,000 deposit – costs in excess of \$2,000 billed to institution (refund is less than deposit).
2. Candidacy Fee: \$22,000 (this accompanies the “Application for Candidacy status” form and feasibility study).

- Candidacy status is granted for 1 year and may, at the discretion of the Committee on Accreditation (COA), be extended 1 additional year.

Initial Accreditation Fee: \$7,500

- After completion of candidacy phase, the CEO of the institution makes a formal request to initiate the accreditation process; an application for initial accreditation is submitted; the program conducts a self-study; a site visit is scheduled; a self-study report and other required documentation is submitted; an on-site visit is conducted.

ABFSE Annual Membership Fee (Annual renewal of Accreditation): \$7,500

- 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**

This proposal is for an AAS degree, not a certificate.

G. 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.

H. Institutional Review Process

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

The CSN Faculty Senate Curriculum Committee reviewed and approved the courses and program for this proposal at their meeting on December 13, 2019.

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

Procedures and guidelines for submission and approval of curriculum proposals.

1. A faculty member initiates a curriculum proposal according to procedures detailed in college curriculum policy and in accordance with formal Board of Regents policies.
2. The launched proposal goes to the department chairperson, and all FSCC members including ex-officio members, and needs to include all required forms and supporting documents.
3. All members, including ex-officio members, should review the proposal and offer

comments, as appropriate.

4. The department chair shall make a recommendation on the proposal in accordance with the Semester Curriculum Approval Timeline.
5. If recommended for approval by the department chairperson, the proposal moves to the School Curriculum Advisory Committee (SCAC) level. The recommendation of the department chair may be appealed using an Appeal Process described in policy.
6. Once proposals reach the SCAC level, the SCAC members (primarily faculty curriculum committee from the academic school, plus the school dean, an academic advisor, and an academic counselor) will review and vote upon the proposal in accordance with the Semester Curriculum Approval Timeline. The recommendation of the SCAC may be appealed using an Appeal Process outlined in policy. SCAC responsibilities include:
 - a. Review the correctness of the proposal, including completion of appropriate forms and the attachment of required/supporting documentation.
 - b. Strive for consistency and prevent unnecessary redundancies in the School curriculum.
 - c. Assess curriculum proposals for hidden prerequisites.
 - d. Solicit for and receive feedback on curriculum proposals from the other SCACs and the College-at-Large. A ten-business-day period will be given for receipt of all feedback from both SCACs and the College-at-Large.
 - e. SCAC committees will notify the College-at-Large and other SCACs of available proposals to make comment on via the “all” email (SCAC Chairpersons should see the Faculty Senate Chairperson to send “all” emails). SCAC committees will use a CSN LMS course shell to receive feedback.
 - f. Follow a majority vote rule for decisions in curriculum matters.
 - g. Follow a set timeline in coordination with the FSCC.
 - h. Return incorrect or incomplete proposals to initiating faculty members for revisions as needed, especially if requested by SCAC ex-officio members.
 - i. Identify and include classification index program (CIP) code in consultation with Institutional Research (IR)
7. If recommended for approval by the SCAC, the SCAC chair will post proposals in the CSN Learning Management System (LMS) for feedback from other SCACs and the College-at-Large for 10 business days. The proposal moves to the FSCC level.
8. The SCAC chair will summarize and present any feedback to the FSCC.
9. Proposals at the FSCC level will either be recommended for approval, request changes, tabled, or rejected. Curriculum proposals recommended for approval will then move through the proper administrative approval process.
10. If recommended for approval by the FSCC, the proposal moves to the Office of Curriculum,

Scheduling, and Articulation for transmission to Vice-President for Academic Affairs (VPAA) within five (5) business days.

11. Within thirty (30) calendar days of receipt of the proposal the VPAA shall make a written recommendation and submit it to the FSCC Chair. If the VPAA recommends approval, the proposal shall proceed as per Board of Regents and NWCCU guidelines in a timely fashion. If the VPAA does not recommend approval, the VPAA shall include the rationale for non-approval in the written recommendation.

Several members of the CSN community have special curriculum responsibilities. As outlined by the Curriculum Policy:

1. Department Chairperson responsibilities include:

- a. Review the correctness of the proposal, including completion of appropriate forms and the attachment of required/supporting documentation.
- b. Review the proposal for compatibility with department mission and resources.
- c. Review teach-out plans for degree and certificate deactivation proposals.
- d. Reserve the right to recommend for approval, request changes, table, or reject any curricular proposal.
- e. Ensure proposal includes all documents required for submission to the Board of Regents or discipline-specific accreditation requirements.

2. The School Dean responsibilities include:

- a. Attend all SCAC meetings.
- b. Complete all SCAC appointments within the FSCC membership appointment timeline.
- c. Review the resource requirements associated with curricular proposals in consultation with Budget and/or Executive Leadership Team.
- d. Evaluate the curricular viability and integration with other programs.
- e. Determine the relevance of the curricular proposal to the Academic Master Plan.
- f. Review learning outcomes for measurability and assessment. This includes but is not limited to assessing and approving an included general course curriculum map; assessing and approving an included program outcome matrix; and assessing and approving an included three-year assessment plan.
- g. Review assessment documents and comments from the Office of Assessment or member of the College Assessment Committee.
- h. Review deactivated degree and certificate proposals for comprehensive teach-out plans. If any outcomes or assessment measures change as a result of the teach-out plan, those items must be approved by the Office of Assessment.

- i. Ensure proposal includes all documents required for submission to the Board of Regents or NWCCU.

3. The Registrar responsibilities include:

- a. Check for course number availability in MyCSN. Check the NSHE Common Course Numbering Database to make sure the correct number is being used.
- b. Determine the impact/effects that new, modified, or deactivated courses will have on degrees.
- c. Check for issues/concerns regarding course prerequisites including ensuring that these can be coded correctly in MyCSN.
- d. Maintain the consistency of catalog information.
- e. Check for completeness and accuracy of forms including but not limited to Common Course Numbering forms, Program Change/Deactivations forms, etc.

4. The Librarian responsibilities include:

- a. Review new curriculum proposals for resources needed via library support.
- b. Assess the proposal to determine whether the library currently has the resources needed to support the proposed course.
- c. Assess the proposal to determine whether the library will be able to acquire any other needed resources for the course.
- d. If there is specialized accreditation involved with the proposal, assess whether the library plays a role and if so, assesses if the library can fulfill the duties this role requires.

5. Assessment Designee responsibilities include:

- a. Review new curriculum proposals for assessment plans and measurable outcomes.
- b. Review modification of curriculum proposals for changes to learning outcomes and assessment plans for modified outcomes.
- c. Assess if course proposal outcomes are listed separately (usually 4-6); begin with an active verb appropriate for the discipline; end with generalized, comprehensive abilities (not individual tasks or processes); are measurable through observation or demonstration of autonomous ability; and the key assessment instrument is identified for each course outcome.
- d. Assess course proposals to make sure they include an approved general course curriculum map that is thoroughly completed.
- e. Assess if program proposal outcomes are listed separately (usually 4-6); begins with an active verb appropriate for the discipline; ends with generalized, comprehensive abilities (not individual tasks or processes); are measurable through observation or demonstration of autonomous ability; and the key assessment instrument is identified for each program outcome.

- f. Assess program proposals to make sure they include an approved (by the department chair and Dean) program outcome matrix that is completed thoroughly.
- g. Assess program proposals to make sure they include a three-year assessment plan that is thoroughly completed.

6. Articulation Coordinator responsibilities include:

- a. As per NSHE Code Title 4. Chapter 14, Section 14. 4.a, the Articulation Coordinator should have a comprehensive knowledge of the issues and policies, protocols and processes related to articulation and transfer.
- b. Provide information along with supporting evidence regarding transfer and articulation to faculty preparing curriculum proposals.
- c. Review curriculum proposals for transfer and articulation to degree requirements following published NSHE guidelines.
- d. Collaborate with the Department Chair and Dean to assess curriculum proposals' impact on degree plans.
- e. Balance specialized accreditation requirements with NSHE transfer requirements.
- f. Report all identified issues regarding transferability and articulation for a curriculum proposal to the appropriate SCAC and Department Chair.

7. Financial Aid Designee responsibilities include:

- a. Identify if a new certificate/degree is PPA eligible.
- b. Ensure requirements associated with the department of education PPA are addressed.
Courses, certificates, and degrees may require approval from authorities and agencies beyond CSN. The VPAA will be responsible for creating, maintaining, and posting approval workflows for different scenarios in such cases. The process may include approvals from the following groups depending on the nature of the proposal:
 - 1. an approval from CSN's Executive Leadership Team.
 - 2. an approval from NSHE's Council of Presidents (CoP).
 - 3. an approval from NSHE's Academic Affairs Council (AAC).
 - 4. an approval from NSHE's Academic, Research and Student Affairs Committee (ARSA) and Board of Regents (BoR).
 - 5. an approval from the Northwest Commission on Colleges and Universities (NWCCU).

Readiness to begin program

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

Qualification of the faculty is determined by degree and credentials/licenses required by accreditation standards. All full-time and part-time faculty must have a bachelor's or higher degree from a regionally accredited college or university documented by official transcripts. All newly or reappointed full-time faculty must earn a master's degree or higher from a regionally accredited college or university within five years of their initial appointment date. Faculty members who teach embalming, funeral directing, or restorative arts classes must be graduates of an ABFSE-accredited program. All personnel serving as off-campus preceptors must be licensed to practice funeral directing, embalming or both. Embalming preceptors must be graduates of ABFSE accredited programs.

iv. List the anticipated sources or plans to secure qualified faculty and staff

The ESHS leadership team have been networking with the local community and attended a pre-conference event on September 10, 2023, where we met professionals from across the U.S. We presented the program at this event and made contacts with education professionals and others. Other plans to find qualified faculty include job postings in professional journals and web sites.

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

The AAS degree in Funeral Services provides a new educational opportunity for students who complete the prerequisite courses. Adding this program supports the CSN mission of student success and increasing completion rates for ESHS and CSN.

vi. Recommendations from prior program review and/or accreditation review teams

The program curriculum has been reviewed by local industry professionals.

I. Resource Analysis

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

The program will need state funding for an operating budget. There has been a donation from the community (\$75,000 donation from Palm Mortuary) that was received in July 2023. A special course fee has been submitted for funeral service lab courses. We plan to pursue a differential fee for this program over the next year. A differential fee requires meeting with various college stakeholders including student groups, and the program wants to take the time needed to prepare a thorough review and plan of a reasonable and appropriate differential fee.

There are grants and scholarships available to students in this program.

- Multiple Associations offer scholarships opportunities – please visit link on NFDA website for this information: https://nfda.org/careers/scholarships/funeral-service-organizations?mc_phishing_protection_id=149534-cgnj3t2sdfdtqn8om7t0
- SCI (Palm) provides scholarships to interested mortuary professionals (see link) https://www.sci-corp.com/careers/scholarships?mc_phishing_protection_id=149534-cgnj3t2sdfdtqn8om7t0 (this is most likely provided through other funeral service companies as well).

- SCI, Carriage Services and Legacy Funeral Group provide tuition reimbursement to employees in mortuary science programs and other related degrees/all local providers.

Local funeral homes have verbalized their intent to support employees interested in attending the CSN program.

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.

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

1st Fall semester: 10

3rd Fall semester: 10

5th Fall semester: 10

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

FTE was calculated by multiplying the unduplicated headcount for each fall semester listed below by the number of credits the student will be completing in that semester which is 15. That number is then divided by 15 which is the number of credits for a full-time student.

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

1st Fall semester: 10

3rd Fall semester: 10

5th Fall semester: 10

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

The proposed program will be limited entry. Limited Entry Cohorts will be 10 students annually which fits within the accreditation requirements for this program.

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

The New Program Cost Estimate Form is attached.

J. 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**

The ESHS leadership team has found existing facilities that can be used/shared by the Funeral Services Program and other Health Science programs. There is a SMART classroom and lab space identified on the Charleston campus, building A.

A124 – classroom

A120 – Lab space (Syndaver)

A126A – Lab space (carpet needs to be removed)

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

The additional facilities needed are 2 standard faculty offices on the Charleston campus in fall 2024.

iii. Existing and additional equipment required

There are some artistry and make-up supplies that are needed for labs. The ESHS leadership team has been looking at a Syndaver Mortuary model that would also be used in the labs. This model would be in lieu of an actual cadaver.

K. Describe the adequacy and availability of library and information resources

The program will work with Library Services on resources that would be applicable to the Funeral Services Program. The CSN Libraries have a location at each of the main campuses, as well as an extensive online library, with staff available to provide instruction, support, resources and other services to all students.

L. 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 utilize the Engelstad School of Health Sciences process. Interested students will meet with health science advisors and follow the Limited Entry Program application process which includes attending an orientation, advising appointment with health science advisor and limited entry workshop before applying to the program.

<https://www.csn.edu/health-sciences-program-requirements>

The College of Southern Nevada (CSN) has full capacity to support the Funeral Services AAS Degree program. We offer a wide variety of student support services designed to ensure our students have a successful experience and accomplish their educational goals. Programs such as those noted below are at the center of accommodating this degree program.

1) Admissions – CSN’s Admissions Office

Some of the services provided are:

- Assisting future and returning students
- Course Registration Information
- Cashier’s Office
- Records and transcripts
- Declaration of a Major

- 2) Financial Aid - CSN understands that paying for a college education can be challenging for our students. Services and Information available for students include:
 - Free Application for Federal Student Aid (FAFSA workshops on all of the main campuses to assist students and their parents with completing applications.
 - Academic and CSN Scholarships.
 - Federal Work Study Opportunities.
 - Grants and Loans.
 - Cost of Attendance.
 - Dual and concurrent enrollment programs for qualified high school students that want to get a head start on their higher education.

- 3) Advising & Coaching Services - Our advisors/success coaches provide crucial assistance for new students who need help navigating the ins and outs of CSN.
 - Academic advising and course planning for first-time college students, undecided students without a declared major and new and returning Associate of General Studies (AGS) Students.
 - Skill-coaching in time management, self-advocacy, goal clarification, study skills and the development of personal plans for academic success.
 - Clarification of institutional policies and procedures.
 - Referrals to other campus resources.
 - Student Orientation for Success (SOS).
 - * Online Advising Services (ACS Chat Room) and Email Communication.

- 4) Library Services - Facilitate student success by fostering discovery and critical thinking through:
 - Exemplary instructional programs that support student learning, civic engagement, ethical use of information, and lifelong evidence-based decision making.
 - Providing equitable access to diverse viewpoints and quality resources.
 - Welcoming and highly qualified staff committed to supporting the needs of the CSN community. Library staff offers support for students completing research assignments and students can also complete an interactive introduction to a research tutorial. Additionally, students can bring their topic or assignment to one of the libraries for one-on-one assistance locating and citing quality information with a librarian.
 - Cross-departmental and community partnerships that enrich the college experience.
 - Positively impacting the student experience through innovative technology accessible within inclusive and engaging virtual and physical spaces.

- 5) Centers for Academic Success (Tutoring) –The goal of the Centers for Academic Success (CAS) is to provide quality academic assistance and support classroom instruction through several academic support services to foster students' overall academic success through:
 - Math/Science resource center.
 - Communication Center
 - Reading and Writing Center.
 - Supplemental Instruction.
 - One-on-One Tutoring.
 - Center Tour, Class Visit, & Workshop Requests.
 - Online Appointment Scheduler.
 - Other Support Services.

- 6) Student Recruitment & College Connections – Consists of dedicated professionals who provide personal assistance to prospective and newly admitted CSN students throughout the

entire college exploration, intake, admissions, and course registration process.

- 7) Disability Resource Center (DRC) - The DRC makes every effort to ensure each CSN campus and learning center is fully accessible to students with disabilities. Our Disability Resource Center not only offers accommodations for students in need, but also gives them the opportunity to speak with one of our highly qualified disability specialists. Services include:
- Classroom Accommodations (Note Taking Assistance, Lab Assistant)
 - Testing Accommodations (Extended Time, Reader, Scibe)
 - Sign Language Interpreter
 - Alternative Text
 - Adaptive Equipment Loan
 - Adaptive Computer Lab
- 8) Veterans Education and Transition Services (VETS) – The VETS Center works as a liaison between CSN students and the Department of Veterans Affairs to assist veterans and their dependents with their educational benefits and academic needs. The Center not only certifies enrollment, it provides timely and accurate information on VA related issues, as well as a place for our veteran students to socialize and study.
- Student benefits for veterans include:
- Assistance with educational benefits application.
 - CSN admission assistance.
 - Liaison to veteran's regional office.
 - Study location
 - Personal academic counseling.
 - Information on local job opportunities.
 - Veteran work-study possibilities.
- i) ReEntry Program - Assists individuals with significant barriers to education and/or employment, including single parents, displaced homemakers, students with disabilities, educationally disadvantaged students and individuals interested in nontraditional occupations (for their gender) in Career and Technical Education (CTE) fields.
- j) TRIO Student Support Services Program – Funded through a grant from the U.S. Department of Education to provide guidance, advocacy and academic support to low income, first generation and disabled students seeking to earn an associate's degree and/or transfer to a four-year institution.
- k) Child Care/Early Childhood Education (ECE) Lab - The ECE Lab offers programs for children age 6 months through 5 years and functions as a laboratory observation and practicum site for students studying early childhood education and related fields. ECE has served CSN for over 40 years providing:
- Hands-on, field based experiences in the ECE Lab Program.
 - Model care and education programs for children ages 6 months through 5 years.
 - Parent education and involvement programs.
 - Community partnerships.

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

The Funeral Services Program will afford many students the opportunity to enroll in a program that is offered for the first time in Nevada. Similar to most health science programs, this program will require significant clinical work in addition to the traditional classroom and lab setting.

M. 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

No consultant was hired to assist in the development of the program.

ii. Consultant’s summary comments and recommendations

N/A

iii. Summary of proposer’s response to consultants

N/A

N. Articulation Agreements

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

No articulation agreements were completed with any institutions for the proposed AAS Funeral Services.

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

CSN will pursue adding the program to the existing articulation agreement with Nevada State University for their BAS in Management.

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

UNLV, UNR, Desert Research Institute, Great Basin College, Western Nevada College, and Truckee Meadows Community College do not offer a Bachelor of Applied Science program for the AAS Funeral Services to transfer into.

O. Summary Statement

After researching programs in the state of Nevada and finding none, the ESHS leadership team reached out to the community. The local funeral home directors are highly supportive and encouraged CSN to develop a Funeral Services Program. One director said they would create a scholarship and other directors stated they have employees that are interested in attending this program to earn their degree in funeral services. There are a couple of people with the appropriate degree and credentials interested in the program director position. The Health Sciences leadership team is highly motivated and ready to continue this process and start this new program.

CSN is perfectly positioned to be the first to offer a Funeral Services Program in Nevada. It will be an accredited program offering high quality education at an affordable cost. The CSN Funeral Services Program will prepare graduates to enter the workforce as skilled professionals who can positively impact the local and state community. The industry is ready to support a program at CSN. The local funeral home directors state there is a great need for the program, and they are willing to assist with the program start-up.

AAS FUNERAL SERVICES

CODE: XXX-AAS | TOTAL CREDITS: 64

DESCRIPTION

The Funeral Service program prepares students for the role of a funeral services professional in modern society. Students learn about all aspects of funeral service including arrangement conferences and performing funeral services, embalming and preservation, and the art of restoring the physical appearance of the deceased. Students learn about grief and counseling those experience it, along with the history of the profession from ancient Egypt to the present. Students take part in practicums requiring them to work with local funeral-related establishments to gain knowledge and skills in their chosen field of study.

STUDENT LEARNING OUTCOMES

1. Educate students in every phase of the funeral service profession.
 2. Involve students in the responsibilities of the funeral service profession to the community.
 3. Emphasize high standards of ethical conduct.
 4. Provide a curriculum at the post-secondary level of instruction.
 5. Provide a pool of educated and compassionate graduates for the state.
-

GENERAL EDUCATION REQUIREMENTS (24 Credits)

Mathematics (3 Credits)

- MATH 120 or 120E or above

English Composition (3-5 Credits)

- ENG 100 or 101 or 110 or 113

Communications (3 Credits)

- COM 101 or ENG 107

Human Relations (3 Credits)

Recommended: PHIL 210

- ALS 101; or ANTH 101 or 112 or 201 or 205 or 228; or COM 102; or ECE 202; or HIST 105 or 106, or 107, or 150, 151, or 210, or 247, or 260; or MGT 100 or 283; or PHIL 135 or 210 or 216 or 242 or 245; or PSC 201; or PST 101 or 102 or 207 or 208 or 261; or SOC 101 or above; or WMST 113

Natural Science (5 Credits)

- HHP 123 and 124

Fine Arts/Humanities/Social Science (3 Credits)

- PHIL 102

U.S. and Nevada Constitutions (4-6 Credits)

Four Credit Options

- HIST 100 or PSC 101

Six Credit Options

- HIST 101 and 102; or HIST 101 and 217; or HIST 102 and 111; or HIST 111 and 217

SPECIAL PROGRAM REQUIREMENTS (40 Credits)

- FUNS 116
- and FUNS 119
- and FUNS 122
- and FUNS 127
- and FUNS 163
- and FUNS 167
- and FUNS 205
- and FUNS 212
- and FUNS 234
- and FUNS 234L
- and FUNS 237
- and FUNS 273
- and FUNS 284
- and FUNS 284L
- and FUNS 287
- and FUNS 293

Funeral Service Program Proposal

Associate of Applied Science (64 Credits) For Students Seeking Admission to the Fall 2024 Program

The Limited Entry Office will be responsible for managing the application process and the selection of students will be performed by an admissions committee.

Qualified applicants must:

- Have a High School Diploma or GED
- Have a minimum cumulative GPA of 2.0 or better for program prerequisites
- Have the ability to successfully pass a background check prior to the end of their first semester in the program. Applicants who are currently Licensed Funeral Arrangers/Directors or embalmers and who have had that licensure less than one full year will automatically “pass” the background check process.

PROGRAM PREREQUISITE COURSES:

These are courses that must be completed before a student is considered eligible for entry into the Program.

FOR SELECTION PURPOSES, PREREQUISITE COURSES FOR LIMITED ENTRY PROGRAMS MAY BE ATTEMPTED THREE TIMES IN TOTAL. ALL ATTEMPTS INCLUDING WITHDRAWALS, AUDITS AND GRADES WILL BE COUNTED. THE HIGHEST GRADE WILL BE USED FOR THE GPA CALCULATION.

Course	Title	Credits
PHIL 102	Critical Thinking and Reasoning	3
COM 101 or ENG 107	Oral Communications OR Technical Communications I	3
HHP123 AND HHP124	Introduction to the Human Body with accompanying computer lab	5
MATH 120, MATH124 or above	Fundamentals of College Mathematics or College Algebra, or above	3
	Total Prerequisite Credits	14

ADDITIONAL GENERAL EDUCATION REQUIREMENTS:

U.S. & Nevada Constitution: PSC 101 (4 credits/1 class) or
HIST 101 and HIST 102 (6 cr/2 classes) or
HIST 101 and HIST 217 (6 cr/2 classes)

RECOMMENDED PSC 101

4

English Composition: ENG 101 or ENG 113

3

The following recommended class to fulfill Human Relations:

PHIL 210 World Religions

3

Total 10

Cr

NOTE:

These additional General Education requirements are tentatively distributed throughout the remainder of the program on the following page but can be taken at any time.

PROGRAM DETAILS:

Program Course Credits	40
Prerequisite Course Credits	14
Additional General Education Credits	10
Total AAS Program Credits	64 Cr

IMPORTANT POINTS TO REMEMBER:

\$Selection Occurs: Once a year

\$Program Begins: Fall 2024

\$Application Deadline: **June 1, 2024**

Applications received after the Application Deadline will only be considered if space permits.

Proof of completion of all program prerequisites must be in the Limited Entry Office by this date.

\$Maximum number of students admitted: 10

\$Science courses must be no more than 7 years old at the time of entry into the program. Science courses must be retaken for credit if they are over 7 years old.

PROGRAM COURSES:

Program courses are subject to revision and will not impact program admission.

1 st Semester (Fall)	2 nd Semester (Spring)	3 rd Semester (Summer)	4 th Semester (Fall)	5 th Semester (Spring)
FUNS 122 Introduction to Funeral Service 3	FUNS 167 Thanatochemistry 2		FUNS 205 Funeral Service Law & Ethics 3	FUNS 119 Funeral Service Merchandising & Marketing 2
FUNS 127 Funeral Service Thanatology 3	FUNS 234 Funeral Directing 3		FUNS 116 Accounting for Funeral Service 3	FUNS 212 Funeral Home Management 3
FUNS 163 Funeral Service Microbiology & Pathology 2	FUNS 234L Funeral Directing Lab Experience 1		FUNS 284 Embalming 3	FUNS 293 Restorative Art and Modeling 3
GE Requirement for US & Nevada Constitution PSC 101 Note: IF HIST class is chosen, student will need to take two classes to retain full time status this semester. 4	GE Requirement for English Composition Take either ENG 101 or ENG 113 3		FUNS 284L Embalming Lab Experience 1	FUNS 273 Professional Review 2
	for Human Relations RECOMMENDED Class: PHIL 210 World Religions 3		FUNS 237 Funeral Service Practicum I – Funeral Rites 3	FUNS 287 Funeral Service Practicum II - Embalming 3
12	12	0	13	13
Total Credits (includes 10 remaining general education credits)				50

Add Prerequisite Course Credits	14
Total Course Credits	64

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.

College/University: College of Southern Nevada				Program: Funeral Services			
I. PLANNED STUDENT ENROLLMENT							
Note: Enrollment numbers (A + B) for each fiscal year should match the FTE/Headcount numbers in the Academic Program Proposal Form (Sect. I.ii.).	FY 1: FY 25		FY 3: FY 27		FY 5: FY 29		
	FTE	Headcount	FTE	Headcount	FTE	Headcount	
A. New enrollments to the Institution	10.0	10	10.0	10	10.0	10	
B. Enrollments from Existing Programs	0	0	0	0	0	0	
II. REVENUE							
	FY 1: FY 25		FY 3: FY 27		FY 5: FY 29		
	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	\$0	\$67,847	\$0	\$63,526	\$0	\$63,526	
3. Federal (e.g. grant, appropriation)	\$0	\$0	\$0	\$0	\$0	\$0	
4. New Tuition Revenues (registration fee) from Increased Enrollments*	\$9,432	\$0	\$24,728	\$0	\$24,728	\$0	
5. Other Student Fees (associated with the program)*	\$0	\$0	\$0	\$0	\$0	\$0	
6. Other (i.e., Gifts)	\$0	\$75,000	\$0	\$0	\$0	\$0	
Total Revenue	\$9,432	\$142,847	\$24,728	\$63,526	\$24,728	\$63,526	
Note: Total Revenue (Section I) should match Total Expenditures (Section III)							

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

III. EXPENDITURES		FY 1: FY 25		FY 3: FY 27		FY 5: FY 29	
		On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs							
1. FTE (Total FTE for all personnel types)		0.27	0.00	0.87	0.00	0.87	0.00
	Faculty	0.27	0.00	0.87	0.00	0.87	0.00
	Adjunct Faculty	0.00	0.00	0.00	0.00	0.00	0.00
	Grad Assts	0.00	0.00	0.00	0.00	0.00	0.00
	Research Personnel	0.00	0.00	0.00	0.00	0.00	0.00
	Directors/Administrators	0.00	0.00	0.00	0.00	0.00	0.00
	Administrative Support Personnel	0.00	0.00	0.00	0.00	0.00	0.00
	Other: _____	0.00	0.00	0.00	0.00	0.00	0.00
		Expenditures for personnel type below must reflect FTE levels in Section A.1.					
2. Faculty		\$0	\$16,536	\$5,522	\$48,530	\$5,522	\$48,530
3. Adjunct Faculty		\$0	\$0	\$0	\$0	\$0	\$0
4. Graduate Assistants		\$0	\$0	\$0	\$0	\$0	\$0
5. Research Personnel		\$0	\$0	\$0	\$0	\$0	\$0
6. Directors/Administrators		\$0	\$0	\$0	\$0	\$0	\$0
7. Administrative Support Personnel		\$0	\$0	\$0	\$0	\$0	\$0
8. Fringe Benefits		\$0	\$5,111	\$1,706	\$14,996	\$1,706	\$14,996
9. Other:		\$0	\$0	\$0	\$0	\$0	\$0
Total Personnel Costs		\$0	\$21,647	\$7,228	\$63,526	\$7,228	\$63,526

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

Revised November 2018

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 25		FY 3: FY 27		FY 5: FY 29	
		On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay							
1. Library Resources		\$0	\$0	\$0	\$0	\$0	\$0
2. Equipment		\$0	\$113,132	\$0	\$0	\$0	\$0
Total Capital Outlay		\$0	\$113,132	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES (IIIA + IIIB + IIIC):		\$9,432	\$142,847	\$24,728	\$63,526	\$24,728	\$63,526
Note: Total Expenditures (Section IIIA-C total) should match Total Revenue (Section I)							

Budget Notes (optional):



PALM

MORTUARIES, CEMETERIES & CREMATORIES

Dignity Memorial® Providers

December 30, 2021

To Whom It May Concern:

In 2004, I moved to the Las Vegas Valley from Tucson, AZ, having already been in the funeral and cemetery business for five years. I noticed right away that Nevada offered many programs for our youth moving entering their secondary education, but mortuary science was not one of those offerings. Having started in our business in AZ in which we only had one Mortuary Science school, I knew that not having one at all would make it challenging for recruiting in Las Vegas and surrounding areas.

When I heard that College of Southern Nevada was considering a mortuary science program for the future back in 2018, I was more than pleased. With a medical school, forensic programs and other STEM related programs, I felt it only fitting that we provide a mortuary science program for the greater Las Vegas area. Fast forward to 2021 and leading into 2022, our profession has never needed this program more than now. The pandemic has affected our workforce much like it has for front line employees. Additionally, the valley is growing at a faster rate than many businesses can keep up with, and ours is no exception.

We have many opportunities for young adults and adults considering a new career, especially those who have the desire to help those in need during the most difficult time in their lives. Losing a loved one is devastating. We need trained, educated associates that are passionate about serving others, creating a Celebration of Life that is meaningful and helps through the grieving process.

I do so hope you consider how vital it is to have this program in our community to allow us to hire directly from our own state without having to send students to an out of state college. Palm Mortuary fully supports this program and looks forward to playing a role in the future of its success.

Sincerely,

Celena DiLullo
President, Palm Mortuaries and Cemeteries

1325 N Main Street, Las Vegas, NV 89101
(702)464-8300 www.palmdowntownmortuary.com

PEACE OF MIND. WISHES FULFILLED.

kraft & sussman
FUNERAL & CREMATION SERVICES

February 22, 2019

James Godin, Dept. Chair
Department of Dental Sciences, Diagnostic Evaluation & Rehabilitation Services
College of Southern Nevada
Sort Code WCA158
6375 W. Charleston Blvd.
Las Vegas, NV 89146-1164

Dear James,

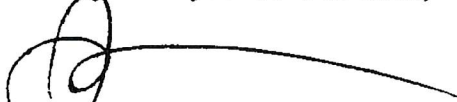
I am writing this letter of support for the proposed Mortuary Science Degree program at CSN. Our office gets calls each week from people wanting to get an education in Mortuary Science and are upset to find out they need to go out of state to obtain a degree. This program would meet that need and help provide more qualified Embalmers for our community.

I would also request that your committee also explore the development of a Mortuary Science Certificate. This certificate, while requiring less hours of study, would prepare students to pass the exams required for a Funeral Arranger and Funeral Director License in Nevada. A nice addition would be to also prepare them for a Life Insurance license.

As the owner of a funeral home in Las Vegas, we are always seeking licensed applicants who have some experience in Funeral Service. Licensed Arrangers and Directors are more needed in the field than Embalmers, as they are the staff who meet with families and coordinate the services.

I would be honored to speak with your committee and/or help provide input toward the curriculum to best meet the needs of the local funeral homes.

Thank you for your consideration,



Laura A. Sussman, MA
Licensed Funeral Director



SELECTED
Independent
FUNERAL HOMES
Member of International

5975 S. DURANGO DR., SUITE 104, LAS VEGAS, NV 89147 | T (702) 485-6500
INFO@KRAFTSUSSMAN.COM | KRAFTSUSSMAN.COM | F (702) 685-8624



To Whom it may concern:

This letter is to offer my support to CSN College of Southern Nevada on creating a Mortuary Science Degree plan. I am a licensed funeral director and currently hold an active license in Texas and Nevada. As a funeral professional it is a wonderful opportunity to be able to provide a fundamental knowledge base to those who are seeking to become a part of the death care industry.

Currently if someone wishes to work as a funeral arranger they must pass a 50-question law test and are able to begin working with families. While this does allow us to bring people into the funeral business they often have to learn at a much-accelerated pace as they have no educational background to support them causing a stressful time for a family to be further complicated. Furthermore, they are limited in their growth opportunities as they are only able to hold a license in Nevada. This program will give more individuals an opportunity to grow and become more skilled in their profession, as well as giving them an open door to work and transfer to most areas in the United States.

I am currently the location manager of Davis Funeral Home Eastern Office and look forward to working with the mortuary science program to help build and develop future funeral professionals who will be better equipped to provide exceptional services to grieving families. Davis Funeral Home would be honored to work with the program to have students observe and learn from our team members on the daily operation of life in a funeral home.



Billy C. Vallie Jr.
Davis Funeral Home, Eastern
Location Manager
6200 S. Eastern Ave
Las Vegas NV 89119
Office 702-736-6200
billyjr@legacyfuneralgroup.com

