

Planning Council Report

Educational Program and Its Effectiveness

Standard 2.A B General Requirements

The institution offers collegiate level programs that culminate in identified student competencies and lead to degrees or certificates in recognized fields of study. The achievement and maintenance of high quality programs is the primary responsibility of an accredited institution; hence, the evaluation of educational programs and their continuous improvement is an ongoing responsibility. As conditions and needs change, the institution continually redefines for itself the elements that result in educational programs of high quality.

2.A.1 The institution demonstrates its commitment to high standards of teaching and learning by providing sufficient human, physical, and financial resources to support its educational programs and to facilitate student achievement of program objectives whenever and however they are offered.

Data options: Ratio of faculty/students; space appropriate for learning; data available from space study recently conducted by Paulien, on web; recent hires for math and reading specialist; surveys of alumni and former students

Required Documents: studies of alumni and former students; studies regarding effectiveness of programs and their graduates

The majority of instructional offerings are provided at traditionally high-demand times, between 8:00 A.M. and 4:00 P.M. on weekdays. Deans and faculty responsible for schedule development in each program area plan an instructional schedule to meet the projected student needs, then monitor course-by-course enrollment throughout the registration periods, adjusting the schedule via additions and cancellations to match student demand. Special attention is given to program sequencing, ensuring that courses are offered in the quarter needed for students to make progress toward degree and certificate completion.

Physical resources available to support the educational programs are described in Standard 8. Currently available physical resources meet basic standards of adequacy for the College's educational programs, and are being used effectively to support instruction. Given the current enrollment growth, the College will need to continue developing its physical resources. TMCC is now engaged in a major facilities master planning effort, identifying both current and future needs and establishing priorities for improvement. The instructional program is a center of focus for physical resource planning, and it is anticipated that the master planning process will result in substantial improvements in quality and quantity on instructional space.

Truckee Meadows Community College employs approximately 148 full-time faculty and approximately 389 part-time faculty with a full-time to part-time faculty ratio of 46:54. The degrees and experience of faculty are appropriate for the areas in which they teach. The College requires a master's degree in the area of instruction for all academic transfer programs and equivalent education and experience for those who teach in Professional Technical Programs. Faculty degrees and experience are addressed in detail in Standard Four.

Financial resources for Truckee Meadows Community College are primarily from the

State of Nevada Legislature.

2.A.2 The goals of the institution=s educational programs, whenever and however offered, including instructional policies, methods, and delivery systems, are compatible with the institutions mission. They are developed, approved, and periodically evaluated under established institutional policies and procedures through a clearly defined process.

Data Options: Program review and evaluation processes

Required Exhibits: Description of curriculum development bodies and advisory groups with rules of procedure and recent minutes.

Our first Strategic Goal is Academic Excellence: to foster an institutional culture that values, demands, and supports excellence in teaching and learning. Our primary tools for accomplishing this goal are two sets of equally important instructional procedures, the Curriculum and Program development procedures (<http://www.tmcc.edu/facultysenate/pdf/GuidetoCurriculumAndProgramDevelopment.t.pdf>) and the Program and Discipline Review Process (<http://www.tmcc.edu/facultysenate/pdf/ProgramDisciplineReviewProcess.pdf>).

All proposed new courses must be approved through the Faculty Senate's standing Curriculum Committee and the ratified by the senate before being approved by the V.P.A.A. and the President. New Programs must be approved by the Faculty Senate's standing Academic Standards Committee before ratification by the Faculty Senate before approval by the V.P.A.A., the President, and the system regents. Changes in content or requirements must be similarly approved through these processes.

All programs and disciplines must be periodically reviewed, either according to outside disciplinary accrediting board required rotation, where no outside board exist, at a minimum of every ten years. This schedule is presented at Appendix F of the PDRP document. The process, which is outlined in Appendices D and E of that document, begins with a self study of the program which includes program members and other relevant parties. The self study report is submitted to the Program and Discipline Review Committee which is composed of representatives of the Academic Standards Committee, institutional finance, student services and several other institutional departments. The committee makes recommendations which are forwarded with the self study report to the program's dean where additional recommendations are made and carried forward to the V.P.A.A. who makes recommendations. The report and accompanying recommendations are then presented to the president.

2.A.3 Degree and certificate programs demonstrate a coherent design; are characterized by appropriate breadth, depth, sequencing of courses, synthesis of learning, and the assessment of learning outcomes; and require the use of library and other information sources.

Data options: Learning assessments and outcomes; tests showing beginning and ending competencies; Program outcomes/certification tests/boards

Required Documentation: Instruments and procedures used to measure educational program effectiveness; Number of degrees granted in each program for the last 3 years; Inventory of degree programs that have been added or deleted in the last 5

years.

Suggested Materials: Samples of course examinations and other instruments used to assess student achievement or competency and, when possible, available work products determined to be of different levels of quality.

Degree and certificate programs serve our students by providing appropriate breadth, depth and sequencing of courses to ensure success for our student in our rapidly growing local community and in a changing technologically-based economy. Individual courses are evaluated through specified learning outcomes and assessments.

Prior to approval by the Curriculum Committee, a new course must submit learning outcomes and assessments as part of the new course application packet (<http://www.tmcc.edu/facultysenate/pdf/ProgramDisciplineReviewProcess.pdf>). Similarly, as old courses are revised, their approval is subject to completion of learning outcomes and assessments (should we include samples here?).

Like courses, new and revised programs, degrees and certificates must have outcomes and assessment instruments specified in order to be approved by the Academic Standards Committee and subsequent approval by the V.P.A.A. and the President (http://www.tmcc.edu/inst_research/Assessment/ProgramOutcomes/PlansReports/index.asp).

For the most part, programs at TMCC are still in the process of completing the process of developing course and program outcomes. Most faculty now understand the need for such measures, however, even this revelation has been long to arrive. Few faculty have done more than collect the data for their courses; still fewer program coordinators have analyzed these data as a mechanism for evaluating programs. For the most part numbers of graduates and retention numbers are the indicators most often used in program self studies. Nevertheless specific faculty and programs are now beginning outcomes and non-enrollment assessment measures, and it is believed that this change in cultures is beginning to happen.

A list of programs that have been added and deleted can be found in the document link below:

http://www.tmcc.edu/inst_research/selfstudy/Standard2/DegreeProgramsAdded.pdf

Over the last five ? years, there has been a hiatus of new program development, due primarily to a freeze on new programs that was instituted by the system office between (?? and ??). It is anticipated that now that this freeze has lifted, there will be an increase in program development.

At the time of the freeze, TMCC was already planning the development of a Veterinarian Tech Program which is much needed in Nevada. The new Veterinarian Tech Program was initiated as soon as the freeze was lifted and resources were made available to forward with the process. The first step was to develop a Certificate of Achievement. The intent of this was to help bridge the gap between the need for licensed technicians and the time it would take to develop a degree and to generate graduates.

The A.S. in Dental Hygiene was approved by the Board of Regents in August, 2004 (http://www.tmcc.edu/admissions/catalog/pdf/individual/dental_hygiene.pdf). Previously TMCC had an A.A.S. in Dental Hygiene (<http://www.tmcc.edu/dental/hygiene/AASDegreeCurriculum.pdf>), but according to Professor Laura Webb, our Director of Dental Hygiene, the new DH AS degree was created for the following reasons:

- 1) improves and modernizes the curriculum--provides appropriate foundation courses as well as new structure in emphasis curriculum*
- 2) facilitates MAXIMUM transferability to BS degrees (Health Ecology, Biology etc) (Required by ADA Accreditation)*
- 3) facilitates MAXIMUM transferability to Dental Hygiene BS Completion programs/degrees (including the one at C.C.S.N.) (Required by ADA Accreditation)*
- 4) Bonus: aligns us closely with the Dental Hygiene AS degree at C.C.S.N.*

One set of degree emphases, the A.A.S. in Business (Emphases: Accounting, Accounting Technology, Economics, Management, Real Estate, Small Business Management) was terminated in 2002 due primarily as a cost saving measure. None of the courses tied to these emphases were deleted as a result of the termination of the emphases. However, after consultation with the advisory council to ensure that the business community did not rely on the different emphases, and that they approved the change, these emphases were deleted.

Since 1995 we have conferred over 400 degrees and certificates annually (http://www.tmcc.edu/inst_research/selfstudy/Factbook/FB_PgSP-16_19.pdf). Over the last three school years we have conferred over 460 every year. The school year 2002/2003 marked our highest achievement yet with over 480 degrees and certificates conferred.

Almost half (47.6%) of our degrees and/or certificates were transfer degrees, either the A.S. or the A.A. (http://www.tmcc.edu/inst_research/selfstudy/Factbook/FB_PgSP-15.pdf). It is likely that a number of the other degrees go to students who transfer to four-year colleges. This is a trend we have seen as an increasing number of our students currently are or are intending to be four-year students who are taking their lower division undergraduate courses at TMCC.

The next highest number (15.4%) of graduates were in the allied health fields. This numbers will be growing due to the dramatic need for nurses and other health care workers, and our current strategy to double the size of our nursing program.

2.A.4 The institution uses degree designators consistent with program content. In each field of study or technical program, degree objectives are clearly defined: the content to be covered, the intellectual skills, the creative capabilities, and the methods of inquiry to be acquired; and, if applicable, the specific career-preparation competencies to be mastered.

Data options: Catalog information; program outcome and assessment

Suggested Materials: Samples of course examinations and other instruments used to assess student achievement or competency and, when possible, available work products determined to be of different levels of quality.

Truckee Meadows Community College transfer degrees and their contents conform to the standards of the state's direct transfer agreement. The college offers four degrees: Associate in Arts (AA), Associate in Science (AS), Associate in Applied Science (AAS), and Associate in General Studies (AGS). In professional/technical

programs, the college awards Certificates of Achievement. Degree designators are consistent with program content, and degree objectives are clearly defined.

2.A.5 The institution provides evidence that students enrolled in programs offered in concentrated or abbreviated timeframes demonstrate mastery of program goals and course objectives.

Data Options: data from fast track, running start, etc., compare to non-abbreviated programs, job placement information

Required Documentation: Surveys of student satisfaction

All degrees and certificate programs at Truckee Meadows Community College are offered in the standard basis semester credits. A semester consists of 15 weeks. One semester credit is earned through 15 hours of classroom instruction or the equivalent.

2.A.6 The institution is able to equate its learning experiences with semester or quarter credit hours using practices common to institutions of higher education, to justify the lengths of its programs in comparison to similar programs found in regionally accredited institutions of higher education, and to justify any program-specific tuition in terms of program costs, program length, and program objectives.

Data options: comparison to regionally accredited institutions; program-specific costs?

Required Exhibit: Criteria and procedures for admission and retention of students, maintenance of student records, and awarding of credit, including credit for prior experiential learning.

The majority of the programs and classes offered by Truckee Meadows Community College are provided in the standard format and time frame. Those few courses in concentrated form do not deviate from the standard contact hour requirements. The fall and spring semesters follow a fifteen-week schedule. Summer sessions are a self-supporting program at the College, runs for two five-week terms to fulfill the time requirements that the College believes is important to demonstrate sufficient mastery of program goals. For this reason, some courses are not taught during the summer session because the time frame does not allow the level of subject mastery expected during a regular fifteen-week semester.

2.A.7 Responsibility for design, approval, and implementation of the curriculum is vested in designated institutional bodies with clearly established channels of communication and control. The faculty has a major role and responsibility in the design, integrity, and implementation of the curriculum.

Data options: Curriculum and Academic Standards policies and procedures

Required Exhibits: Description of curriculum development bodies and advisory groups, with rules of procedure and recent minutes.

According to the guidelines for developing curricula and programs (<http://www.tmcc.edu/facultysenate/pdf/GuidetoCurriculumAndProgramDevelopment.pdf>) faculty are key to the process. Most courses are created by faculty members; creating a new course is an item that a faculty member can put on their annual plan (http://www.tmcc.edu/hrs/forms/Professional/Faculty_Staff_Handbook.pdf, pg. FE.7). The process for creating a new course is that a faculty member or a program

representative bring the new course proposal to the Curriculum Committee, which is a standing committee of Faculty Senate. The Curriculum Committee is composed primarily of faculty members with additional representation from Admissions and Records. Once the Curriculum Committee approves the course it goes as an action item to be voted on by Faculty Senate. Then it must be approved by the V.P.A.A. and ultimately the President.

Curricula, whether they are for a specific program or a component of the offerings at TMCC, such as General Education, are developed with full involvement of faculty; furthermore any new or revised curricula must be approved by the Academic Standards Committee, which is a standing committee of the Faculty Senate. Then they must go as action items to be approved before the full Faculty Senate before they can be approved by the V.P.A.A. and the President.

2.A.8 Faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Data options: Library survey information; specific programs the library has for various departments (e.g., tours for specific departments, etc.)

Syllabi, which are on file in each academic department, indicate the extent to which library and information technology is incorporated into classes. All instructors annually evaluate library and information technology resources needs. The instructor also works with the library and computer services in planning for, and in the acquisition of, the necessary materials to guarantee current and adequate resources.

Faculty require students to use the library and other information resources as appropriate throughout the curriculum. Writing courses required for the AA degree necessitate extensive library research. In addition, many other courses have significant components requiring use of a variety of information resources.

2.A.9 The institution=s curriculum (programs and courses) is planned both for optimal learning and accessible scheduling.

Data options: Scheduling data

Required documents: Inventory of documents that demonstrate the appraisal of educational program outcomes; annual goals and assessment of success in their accomplishment; studies regarding effectiveness of programs and their graduates.

OPTIMAL LEARNING?

TMCC has investing considerable resources to ensure effective and efficient scheduling. An ad-hoc committee of the TMCC staff to carry out a campus-wide space analysis in 2002/03 to develop strategies for meeting the needs of our growing enrollments while living within our fiscal constraints. Then during 2003/2004 Paulien and Associates were contracted to study our spatial needs (http://www.tmcc.edu/masterplan/documents/SpaceNeeds_May2004_TCMM.pdf) and to develop a space utilization report (http://www.tmcc.edu/masterplan/documents/TMCCFinalReport61004_000.pdf) to help predict growth patterns and identify what our needs would be for the next

decade. Finally, Sasaki and Associates is just putting the final touches on a Facilities Master Plan, using data derived from Paulien and Associates and from the campus community to ensure a successful long term plan for growth.

2.A.10 Credit for prior experiential learning is awarded only in accordance with Policy 2.3 Credit for Prior Experiential Learning.

Policy 2.3 Credit for Prior Experiential Learning (also being addressed in STD 2.G)

The Northwest Commission on Colleges and Universities recognizes the validity of granting credit for prior experiential learning, provided the practice is carefully monitored and documented. Credit for prior experiential learning may be offered under the conditions enumerated below. This policy is not designed to apply to such practices as CLEP, Advanced Placement, or ACE-evaluated military credit. Credit for courses taken from non-accredited institutions must be addressed pursuant to Policy 2.5 Transfer and Award of Academic Credit. (listed below)

- a. Policies and procedures for awarding experiential learning credit must be adopted, described in appropriate institutional publications, and reviewed at regular intervals.
- b. Credit for prior experiential learning may be granted only at the undergraduate level.
- c. Credit may be granted only upon the recommendation of teaching faculty who are appropriately qualified and who are on a regular appointment with the college on a continuing basis.
- d. Credit may be granted only for documented learning which ties the prior experience to the theories and data of the relevant academic fields.
- e. Credit may be granted only for documented learning which falls within the regular curricular offerings of the institution.
- f. An institution that uses documentation and interviews in lieu of examinations must demonstrate in its self-study that the documentation provides the academic assurances of equivalence to credit earned by traditional means.
- g. Credit for prior experiential learning should not constitute more than 25% of the credits needed for a degree or certificate.
- h. No assurances are made as to the number of credits to be awarded prior to the completion of the institution=s review process.
- i. Credit may be granted only to enrolled students and is to be identified on the student=s transcript as credit for prior experiential learning.
- j. Policies and procedures must ensure that credit for prior experiential learning does not duplicate other credit awarded.
- k. Adequate precautions must be provided to ensure that payment of fees does not influence the award of credit.

Learning Experience Assessment Program (LEAP) is a portfolio program designed to allow students the opportunity to earn equivalent college credit for demonstrated technical knowledge gained through specialized training and independent work.

Appendix "C" in the student catalog, 2003 - 2004, gives in-depth information on the qualifications and different programs within LEAP. The information list details on the criteria necessary to receive credit for prior learning.

Policy 2.5 Transfer and Award of Academic Credit

This statement is directed to institutions of higher education and others concerned with the transfer of academic credit among institutions and award of academic credit for extra-institutional learning. Basic to this statement is the principle that each institution is responsible for determining its own policies and practices with regard to the transfer and award of credit. Institutions are urged to review their policies and practices periodically to ensure that they accomplish the institution=s goals and that they function in a manner that is fair and equitable to students. Any statements, this one or others referred to, should be used as guides, not as substitutes, for institutional policies and practices.

Transfer of credit is a concept that now involves transfer between dissimilar institutions and curricula and recognition of extra-institutional learning, as well as transfer between institutions and curricula of similar characteristics. As their personal circumstances and educational objectives change, students seek to have their learning, wherever and however attained, recognized by institutions where they enroll for further study. It is important for reasons of social equity and educational effectiveness, as well as for the wise use of resources, for all institutions to develop reasonable and definitive policies and procedures for acceptance of transfer of credit. Such policies and procedures should provide maximum consideration for the individual student who has changed institutions or objectives. It is the receiving institution=s responsibility to provide reasonable and definitive policies and procedures for determining a student=s knowledge in required subject areas. All institutions have a responsibility to furnish transcripts and other documents necessary for a receiving institution to judge the quality and quantity of the work. Institutions also have the responsibility to advise the students that the work reflected on the transcript may or may not be accepted by a receiving institution.

Interinstitutional Transfer of Credit. Transfer of credit from one institution to another involves at least three considerations:

1. The educational quality of the institution from which the student transfers.
2. The comparability of the nature, content, and level of credit earned to that offered by the receiving institution.
3. The appropriateness and applicability of the credit earned to the programs offered by the receiving institution, in light of the student=s educational goals.

Accredited Institutions. Accreditation speaks primarily to the first of these considerations, serving as the basic indicator that an institution meets certain minimum standards. Users of accreditation are urged to give careful attention to the accreditation conferred by accrediting bodies recognized by the Council for Higher Education Accreditation (CHEA). CHEA has a formal process of recognition which requires that any accrediting body so recognized must meet the same standards. Under these standards CHEA has recognized a number of accrediting bodies, including:

1. Regional accrediting commissions which accredit total institutions.
2. Certain national accrediting bodies that accredit various kinds of specialized institutions.
3. Certain specialized organizations that accredit free-standing professional schools, in addition

to programs within multi-purpose institutions.

The American Council on Education annually publishes for CHEA a list of recognized accrediting bodies, as well as a directory of institutions accredited by these organizations. This Publication, Accredited Institutions of Postsecondary Education, Programs and Candidates, may be ordered from Praeger Publishers (an imprint of Green Publishing Group, Inc.), 88 Post Road West, Westport, CT 06881-5007, telephone (203) 226-3571 or (800) 225-5800, website: <http://www.greenwood.com>.

Although accrediting agencies vary in the ways they are organized and in their statements of scope and mission, all accrediting bodies that meet CHEA=s standards for recognition function to ensure that the institutions or programs they accredit have met generally accepted minimum standards for accreditation.

Accreditation affords reason for confidence in an institution=s or a program=s purposes, in the appropriateness of its resources and plans for carrying out these purposes, and in its effectiveness in accomplishing its goals, insofar as these things can be judged. Accreditation speaks to the probability but does not guarantee that students have met acceptable standards of educational accomplishment.

Comparability and Applicability. Comparability of the nature, content, and level of transfer credit and the appropriateness and applicability of the credit earned in programs offered by the receiving institution are as important in the evaluation process as the accreditation status of the institution at which the transfer credit was awarded. Since accreditation does not address these questions, this information must be obtained from catalogs and other materials and from direct contact between knowledgeable and experienced faculty and staff at both the receiving and sending institutions. When such considerations as comparability and appropriateness of credit are satisfied, however, the receiving institution should have reasonable confidence that students from accredited institutions are qualified to undertake the receiving institution=s educational program.

Admissions and Degree Purposes. At some institutions there may be differences between the acceptance of credit for admission purposes and the applicability of credit for degree purposes. A receiving institution may accept previous work, place a credit value on it, and enter it on the transcript. However, that previous work, because of its nature and not its inherent quality, may be determined to have no applicability to a specific degree to be pursued by the student.

Institutions have a responsibility to make this distinction and its implications clear to students before they enroll. This should be a matter of full disclosure, with the best interests of the student in mind. Institutions also should make every reasonable effort to reduce the gap between credits accepted and credits applied toward an educational credential.

Unaccredited Institutions. Higher education Institutions that are not accredited by CHEA-recognized accrediting bodies may lack that status for reasons unrelated to questions of quality. Such institutions, however, cannot provide a reliable, third-party assurance that they meet or exceed minimum standards. That being the case, students transferring from such institutions may encounter special problems in gaining admission and in transferring credits to accredited institutions. Institutions admitting students from unaccredited institutions should take special steps to validate credits previously earned.

Foreign Institutions. In most cases, foreign institutions are chartered and authorized by their national governments, usually through a ministry of education or head of state. Although this provides for standardization within a country, it does not produce useful information about comparability from one country to another. Two organizations assist institutions by providing information or guidelines on admissions and course placement of international students: the

Foreign Educational Credential Service of the American Association of Collegiate Registrars and Admissions Officers (AACRAO) and the National Association of Foreign Student Affairs (NAFSA) Association of International Educators. Equivalency or placement recommendations are to be evaluated in terms of programs and policies of the individual receiving institution.

Validation of Extra-Institutional and Experiential Learning for Transfer Purposes. Transfer-of-credit policies should encompass educational accomplishment attained in extra-institutional settings as well as at accredited higher education institutions. In deciding on the award of credit for extra-institutional learning, institutions will find the services of the American Council on Education's College Credit Recommendation Service (CREDIT) helpful. One of the Office's functions is to operate and foster programs to determine credit equivalencies for various modes of extra-institutional learning. CREDIT maintains evaluation programs for formally structured courses offered by the military and civilian non-collegiate sponsors such as business, corporations, government agencies, and labor unions. Evaluation services are also available for examination programs for occupations with validated job proficiency evaluation systems, and for correspondence courses offered by schools accredited by the Distance Education and Training Council. The results are published in a Guide series. Another resource is the General Education Development (GED) Testing Program, which provides a means for assessing high school equivalency.

For learning that has not been validated through the ACE formal credit recommendation process or through credit-by-examination programs, institutions are urged to explore the Council for Adult and Experiential Learning (CAEL) procedures and processes. Pertinent CAEL publications designed for this purpose are available. (See Policy 2.3 Credit for Prior Experiential Learning).

Uses of this Statement. This statement has been endorsed by the national associations most concerned with practices in the area of transfer and award of credit - the American Association of Collegiate Registrars and Admissions Officers, the American Council on Education/Commission on Adult Learning and Educational Credentials, and the Council for Higher Education Accreditation.

Institutions are encouraged to use this statement as a basis for discussions in developing or reviewing institutional policies with regard to transfer. If the statement reflects an institution's policies, that institution might want to use this publication to inform faculty, staff, and students.

Data options: Academic standards policies; Admission and Records data; LEAP, Student outreach
Mitch Glazer

Required Exhibit: Criteria and procedures for admission and retention of students, maintenance of student records, and awarding of credit, including credit for prior experiential learning; Policies regarding the award of credit based on prior experiential learning, including the distribution of credits, by term, for the past 2 years.

2.A.11 Policies, regulations, and procedures for additions and deletions of courses or programs are systematically and periodically reviewed.

Data options: Program Review manual

Required Documents: Inventory of programs that have been added or deleted in the last 5 years.

It would be unfair to state that we have a process for periodical review of our policies and procedures. However, because we are a dynamic community, policies and procedures are perceived essentially as living documents that can be revised if and when needed, subject to proper prudent authority.

For example, over the last two years the Curriculum has had an ad hoc subcommittee charged with developing electronic forms for submitting new and revised courses. This process and the work of this ad hoc subcommittee led to recognition for the need to revise, clarify and add several policies and procedures. The current form can be found embedded in the Guide for Curriculum and Program Development (<http://www.tmcc.edu/facultysenate/pdf/GuidetoCurriculumAndProgramDevelopment.pdf>).

As another example, our criteria for diversity course status have recently been developed by the Diversity Committee (NEED TO FIND AN ELECTRONIC COPY). This school year it is in the works to transfer these criteria to the Curriculum Committee where they will determine if a course meets the criteria to qualify as fulfilling the diversity requirement.

2.A.12 In the event of program elimination or significant change in requirements, institutional policy requires appropriate arrangements to be made for enrolled students to complete their program in a timely manner and with a minimum of disruption.

Data options: Program review, policies

The Academic Standards and Curriculum Review Committees are charged with reviewing and approving new courses and programs of study, as well as revisions to existing courses or programs of study. A process of program review has been established which includes a Guide to Curriculum and Program Development Procedures and procedures for program and discipline review. When a program review results in program elimination or significant change, the current procedures of the Academic Standards Committee do not address how TMCC can assure that currently enrolled students will be able to complete their programs in a timely manner.

The UCCSN Board of Regents Handbook states:

Chapter 14

Section 9. Deletion of Degrees, Majors, Programs, Departments, Schools, Colleges, Centers or Institutes (B/R 10/01)

1. It is the policy of the Board of Regents that the deletion of any degree, major, program, department, school or college, center, institute or other structural organization must be approved by the Board of Regents if the Board's approval was required for its implementation in accordance with Title 4, Chapter 14, Section 5.
 - a. Proposals for deletions will be forwarded to the Office of Academic Affairs in the Chancellor's Office prior to the Board of Regents' meeting to allow for review by the Academic Affairs Council, which will submit recommendations to the Chancellor for action by the Board of Regents.
 - b. The format for proposed deletions shall be provided by the Vice Chancellor for Academic and Student Affairs.
2. The Board of Regents shall have the power to terminate or delete any degree program, major, department, school, or college, and shall consult with the appropriate president before such termination.

(B/R 10/01)