SUBSTANTIVE and MINOR CHANGE APPLICATION FORM

Date of Application ___December 12, 2015_____

From: _Lance Bowen_____ Accreditation Liaison Officer (ALO)

Cc: _Elsa Buckley_____ NWCCU Staff Liaison Contacted

Name of Institution: _Truckee Meadows Community College_____

ALO Phone/Email: 775-674-7552/lbowen@tmcc.edu_____Other Contact Person: _____

Name of Proposed Program or Change: _New Degree Level – Bachelor of Applied Science_____

_Two Proposed Degrees _____

___Logistics Operation Management_____

___Emergency Management and Homeland Security_____

Credits to Program Completion: __120___(60+60)_____

Date of Institutional Governing Board Approval: (if applicable) __June 11, 2015_____

Anticipated Implementation Date of Proposed Change: __Fall 2016_____

TYPE OF CHANGE (Examples):

- ☐ A change in institutional mission
- ☐ Any change in legal status, form of control, ownership, or sponsorship
- ■ Addition of a new degree level or branch campus
- ☐ Acquisition of, or merger with, another institution/organization
- ☐ Teach-out agreement with another institution
- ☐ Contractual agreements with non-accredited entities/institutions
- ☐ Initial education offering as competency-based (or direct assessment) education
- ☐ Program offerings outside of NWCCU region including international locations
- ☐ Contractual agreements with accredited organizations
- ☐ Substantial increase or decrease in program length
- ☐ Clock hours to credit hours (or vice versa)
- ☐ Addition of courses or a program significantly different from existing offerings since the last NWCCU evaluation
- ☐ Additional site or location geographically apart from main campus (more than 20 miles)
- ☐ Addition of a site or location in geographic proximity to the institution's main campus (within 20 miles)

- ☐ Curriculum revisions which do not significantly affect program outcomes
- ☐ Pilot study or a limited time offering
- ☐ Addition of offerings less than a year in length to an existing site or location not significantly different from existing offerings
- ☐ Addition of degree program (undergraduate or graduate) or certificate program of 30 semester or 45 quarter credits in length and related to existing offerings
- ☐ Placement in moratorium, suspension, or termination of a degree program (undergraduate or graduate) or a certificate program of 30 semester or 45 quarter credits in length (please include teach-out plans)
- ☐ Addition of program courses in distance education delivery less than 50% of the program's requirements where distance education delivery modality has been previously evaluated at an institutional level but not for this program
- ☐ Addition of program courses in distance education delivery greater than 50% of the program's requirements where distance education delivery modality has been previously evaluated at an institutional level but not for this program
- ☐ Addition of a degree or certificate program using a Competency Based Education model of delivery

☐ Other (please specify): _____

Please see the Substantive Change Policy for more information, available on the NWCCU website at www.nwccu.org. NWCCU will invoice the institution for the appropriate substantive or minor fee. Do not send payment without an invoice number.

Request of NWCCU: ☐ Please have my Institutional Staff Liaison **contact me** to discuss the nature of the program or change.

Please submit a copy of the application form with the proposal for minor or substantive changes.

_____ ALO Signature

_____ ALO of Partnering Institution Signature, *if applicable*

_____ President or Provost Signature

Mail to: NWCCU, Attn: Substantive Change, 8060 165th Ave NE, Suite 100, Redmond, WA 98052.
Email to: Change@nwccu.org. You will receive confirmation of receipt.
Please note if you would like confirmation of category: | ____ Yes | ____ No |

SUBSTANTIVE CHANGE APPLICATION
TRUCKEE MEADOWS COMMUNITY COLLEGE

A. Mission and Core Themes

The institutional mission is: Truckee Meadows Community College promotes student success, academic excellence and access to lifelong learning by supporting high-quality education and services within our diverse community. The proposed program will provide students the opportunity to be successful in their educational endeavors as well as their career goals. The structure of the programs allows for students who earned their AAS degrees to return and further their educational pursuits.

The proposed Logistics Operation Management BAS program will strengthen and reinforce TMCC's commitment to providing a well educated and prepared workforce for northern Nevada as well as providing a diverse population access to a necessary and pertinent program for the region.TMCC's Master Plan has a number of themes and inititves to which this program will contribute, including:

- Core theme 1, Strategic Initiative 3 - Create, expand and/or strengthen partnerships with civic, community, educational and business/industry organizations to provide lifelong learning opportunities.
- Core theme 2, Strategic Initiative 3 - Regularly assess the skills needed to meet workforce needs in the service area.

The BAS in Emergency Management and Homeland Security is aligned with the College's mission of "promoting student success, academic excellence and access to lifelong learning by supporting high-quality education and services within our diverse community." By providing an educational opportunity that leads to needed entry-level positions in our community, it further extends the opportunities for students who have earned the AAS degree in Prehospital Emergency Medicine or Fire Technology to further their education in emergency services to the Bachelor degree level.

The proposed BAS in Emergency Management and Homeland Security is aligned with the College's Strategic Master Plan, Core Theme II, Academic Excellence, Objective 3: Meet workforce educational needs in the service area as well as Core Theme III, Objective 3: Create, expand, and/or strengthen partnerships with civic, community, educational, and business/industry organizations to provide lifelong learning opportunities.

B. Authorization

The Nevada System of Higher Education (NSHE) formally approved Truckee Meadows Community College (TMCC) to offer Bachelor of Applied Science degrees in both Emergency Management/Homeland Security and Logistics Operation Management at their June 11, 2015 meeting. (Agenda Item 30, minutes located at: http://system.nevada.edu/Nshe/index.cfm/administration/board-of-regents/meeting-minutes/06112015/) (Appendix E)

C. Educational offerings

The proposed BAS Logistics Operation Management and BAS Emergency Management and Homeland Security have been fully designed and approved by internal and external approval processes. The descriptive information of the educational offerings in each program are defined in the attached NSHE Academic Program Proposal Forms attached (appendix A and B).

Evidence of Approval

1. TMCC Curriculum Assessment and Programs Committee approved both offerings - February 13, 2015.
2. TMCC Faculty Senate approval occurred on February 20, 2015 (Page 26, TMCC Faculty Senate approvals attached – Appendix C)

D. Planning

The Logistics Operations Management Bachelor of Applied Science degree provides students with the technical expertise and knowledge needed to meet the Northern Nevada operations and logistics industry technical workforce needs. The program is designed to offer a four-year degree option focused on the critical skills needed in the logistics workforce. This program prepares students in the areas of manufacturing, operations, logistics and supply chain through an industry-driven curriculum encompassing such areas as manufacturing processes, quality principles, warehousing, sustainability, safety, and operations planning and control. Students in the program are given the skills and knowledge of how to manage both material and information flows in complex environments. The Logistics Management AAS and Operations Systems AAS are feeder degrees to this program. This degree responds to employer's expressed needs to have a well-qualified logistics operations workforce trained and ready to meet workforce demand, thus ensuring long-term economic success for the region. The addition of a BAS degree would complete the educational pathway for this important business sector's workforce. Please see attached Consultant's report and letters of support for the logistics industry. The proposed program will be housed within the Division of Business. No organizational arrangements need be made. Additional letters of support are provided in the attached NSHE Academic Program Proposal Forms (Appendix A and B).

The Emergency Management and Homeland Security BAS program will provide students in several fields of the colleges current studies and degree programs to continue to the BAS level. At present the Fire and EMS AAS degrees have been developed to segway seamlessly into the BAS, however, there are other disciplines that are being reviewed for inclusion and yet others to be created in the near future that will also lend themselves to this BAS degree.

The program will be overseen by the current Director of Public and Occupational Safety and initially instructed by qualified part-time faculty with the anticipation of hiring full-time faculty in the near term. The program is also being designed as a primarily online and/or hybrid delivery model. This will reduce the demand on physical facilities and cost as well as meeting the goal of allowing students from Southern Nevada to enroll and participate in the program. Additional letters of support are provided in the attached NSHE Academic Program Proposal Forms. Additional letters of support are provided in the attached NSHE Academic Program Proposal Forms (Appendix A and B).

The Advisory Committee has been enthusiastically engaged throughout the process of program development. The program Director has also built national relationships with Navy Post-Graduate Schools graduate homeland security program, Boston University's healthcare emergency management graduate program and both renowned institutions fully endorse this programs development and implementation.

The Advisory Committee consists of the following participants from our community of interest:

Lt. Col. Mark Hall - Nevada Air National Guard Domestic Operations

Ron Hood, Emergency Manager (Ret) Washoe County School District

Aaron Kenneston, PhD, CEM - Washoe County Emergency Manager (Committee Chair)

Chris Magonheimer - Battalion Chief/EM (Ret) North Lake Tahoe Fire

Steven Matles - UNR School of Medicine Health and Safety Officer

Rob Reeder - Security/Safety Administrator Regional Transit Commission

Derek Russell - REOC Team, Washoe Co. ARES

Kevin Schaller - UNR Emergency Manager

Chris Smith - Chief of Emergency Management/Homeland Security NV Div. of Emerg. Mgmt.

Kyle West - City of Reno

Jeff Whitesides - Public Health Preparedness Manager, Washoe Co. Health Dist.

Sandy Munns, CEM - Division Chief/EM (Ret) Reno FD, Adj. Faculty TMCC

Kevin Thomas, PhD, Lt. Cmdr USN (Ret) - Director Boston Univ. Healthcare Emerg. Mgmt.

Bruce Martin - Fire Chief/EM (Ret) Navy Post Graduate School-Homeland Sec. Graduate

Don Stangle - Dep. Chief/EM (Ret) Adjunct Faculty TMCC

Kelly Boyd - American Red Cross

There are little to no arrangements to be made as this program will reside within an existing department of the college under the Division of Technical Sciences.

The timeline for implementation of both programs is as follows:
- Fall 2015 – Course development and approval through internal Curriculum, Assessment, Programs Committee so it will be in the nest catalogue.
- Spring 2016 – Market to students.
- Fall 2016 – Offering enrollment to new degree.

*** TMCC 2014/2015 IPEDS Finance Data Report is Attached (Appendix D).

E. Budget

Detailed budgets for both degrees are detailed in the NSHE Program Proposals attached (appendix A and B).

F. Student Services

The proposed BAS degrees will have no impact on current student services. Annually TMCC, offers services to approximately twelve thousand students. The proposed degrees will provide an additional capacity of less than 100 students annually. Additionally, these proposed degree programs are in academic areas that currently have significant resources provided towards student services and are in areas that have traditionally had strong cohorts and faculty involvement. Furthermore, TMCC anticipates no strain on current student services areas and we should not see a change in services to the current student body.

G. Physical Facilities

Truckee Meadows Community College maintains physical facilities that are accessible, safe, secure and sufficient in quantity and quality to support its educational programs and core themes. The main campus, on Dandini Boulevard just to the north of downtown Reno, houses most faculty and administrative offices, Student Services, the E. L. Cord Child Care Center, the Facilities Service Center, and classrooms for a wide range of college programs. The TMCC Meadowood Center, located in mid-town Reno, houses the Adult Basic Education/GED/ESL programs, Workforce Development programs, and general education classrooms. The IGT Applied Technology Center, located near the Reno-Tahoe International Airport, offers programs in a variety of industrial technologies. The High Tech Center at Redfield, located on the south end of Reno, houses programs in nursing, veterinary technician, and renewable energy, as well as some general education instruction. The college also leases a performing arts center just west of downtown, which is home for the theater and performing arts programs.

In June 2014, the Board of Regents for the Nevada System of Higher Education (NSHE) approved TMCC's updated Facilities Master Plan (FMP). With significant collaboration and engagement with the College community, the FMP is an essential component of the college's institutional planning effort. It provides a broad framework for the development of its physical space to accommodate student enrollment in the college's academic program offerings while considering space for services that support learning. At the same time, the plan defines a sense of community across each of the five sites and the college as a whole.

Similarly, the College provides technology services and maintains a robust computing environment in support of its mission and core themes. The campus enjoys seamless technology support which includes single sign on – one password for all accounts, 95% wireless coverage on all campuses, Google Mail for Education with 30GB of free storage (soon to be unlimited), webcasts and Media Services for classrooms and off-campus groups, and access to Canvas, the Learning Management System hosted by Amazon. In 2014, the college upgraded its network infrastructure that will allow the College to strategically position itself for new and higher bandwidth applications, streaming video content in the classrooms and, lastly, for a telephone system upgrade to an on premise Voice over Internet Protocol (VoIP) system.

Both of the proposed BAS programs will be housed in current facilities. There is currently no need to expand facilities to accommodate projected enrollment.

H. Library and Information Resources

The Elizabeth Sturm Library at Truckee Meadows Community College supports instructional programs by providing services, print and digital resources, and a welcoming atmosphere conducive to study, research, and collaboration. There are group study rooms that may be reserved and, currently, the second story area is reserved for quiet study. Materials provided include print and AV materials on Reserve, including some current textbooks; updated Reference materials; web-delivered research databases; and a circulating collection of ca. 57,500 print/AV materials. There is a small print journal collection that does not circulate.

The Library provides access to subscription databases, including multi-disciplinary resources such as *Academic Search Premier* and *MasterFILE Premier* and discipline-specific resources such as *ERIC* and *CINAHL Plus with Full Text*. The Library also subscribes to eBook collections: the Community College collection from the vendor EBSCO and Ebrary, which feature together full text from more than 140,000 titles. The databases and eBooks are accessible on and off campus from links on the library website. In addition to its collections and subscriptions, the Library offers online research guides for use in specific disciplines as well as citation style guides to assist students in documentation. These are available from the Library's web page and through TMCC's CMS, *Canvas*.

Services and learning resources are available at the Dandini campus and more limited print offerings are available at TMCC's Redfield and Meadowood sites. TMCC's licensed digital materials are available to all students at all sites, including online learners.

Materials are collected to meet the needs of all learning levels of the libraries' constituents from ABE to those about to transfer to four-year colleges and universities.

Ongoing collection development is conducted by faculty librarians and supported by guidance from instructors across the curriculum. Collection decisions are made in response to faculty requests and anticipated program needs. Detailed attention is given to academic programs due for their specialty accreditation.

A staff of 3.5 full time librarians and seven staff serve the three sites. One librarian is permanently at the Pennington Health Science Center and one staff person is permanently assigned to the Meadowood facility for 40 hours per week. Between 4-6 student employees supplement regular staff.

In summary, TMCC is prepared to accommodate the proposed degree programs and anticipates current library resources are more than adequate to respond to anticipated need.

I. Faculty

Truckee Meadows Community College employs appropriately qualified instructional staff, each chosen through a national search, in sufficient number to achieve its educational objectives and ensure the integrity and continuity of its academic programs. College faculty members are evaluated in a regular, systematic, substantive, and collegial manner, in accordance with the terms of the Nevada Faculty Alliance contract.

The Division of Business has a full-time Logistics Management tenure track faculty member, Brian Addison. Prior to joining TMCC, Brian worked for Boeing as a Senior Project Manager in Supplier Management for the 787 Dreamliner program in Everett, WA. Other opportunities at Boeing included implementing common MRP systems across all the defense sites in North America. Brian also acted as a Lean Assessment Focal auditing and scoring Lean Manufacturing Practices for Boeing manufacturing sites. As a Supply Chain Integrator, Brian was responsible for integrating with suppliers to bring parts directly to the production floor. On his educational journey Brian completed his undergraduate studies at Oregon State University in Operations Management. He also has an MBA from Washington State University with an emphasis in Management Information Systems and has also completed a Masters in Project Management at Washington University in Saint Louis. Brian was recently elected to the Board of Directors, as Vice President of Membership for the American Production and Inventory Control Society at the local Reno Chapter. There is also a strong pool of logistics experts who are available for part-time teaching. In addition, the Finance, Legal, and Budgeting courses would be taught by current full-time Accounting faculty: one has an MBA and a CPA, the other has a CPA, M.Ed.(Curriculum and Instruction), MBA (Finance) and JD (passed California Bar). Current full-time Business faculty, all of who have MBAs, would teach the Business Presentation course. The Production and Logistics Information Systems course would be taught by Computer Technology faculty, all who hold Master's Degrees and three who hold Ph.D.s.

All members of the Advisory Committee for the Emergency Management/Homeland Security BAS degree are practitioners in the field, most also with advanced degrees in the subject and education background. All are quite accomplished in their field of study and practice. Many have expressed an acute interest in teaching their specialties within the program. With this level of interest from the advisory board, TMCC anticipates that we will be able to meet the need for additional faculty from the advisory boards and their ability to identify and recruit for this program.

ACADEMIC PROGRAM PROPOSAL FORM

(Revised May 2014)

DIRECTIONS: *Use this form when proposing a new major or primary field of study, new emphasis, or new degree program.*

DATE SUBMITTED:

INSTITUTION: TMCC

REQUEST TYPE: ☒ New Degree
☐ New Major or Primary Field of Study
☐ New Emphasis

Date of AAC Approval:	

Date of Board Approval:	

DEGREE (i.e. Bachelor of Science): Bachelor of Applied Science

MAJOR (i.e. Animal Science): Logistics Operations Management

EMPHASIS (i.e. Equine Studies):

CREDITS TO DEGREE: 60

PROPOSED SEMESTER OF IMPLEMENTATION: Fall 2016

Action requested:

The academic program proposal seeks approval for Truckee Meadows Community College to offer a baccalaureate degree in Logistics Operations Mangement.

A. Brief description and purpose of proposed program

The proposed program will be an Logistics Operations Management Bachelor of Applied Science degree which provides students with the technical expertise and knowledge needed to meet the Northern Nevada operations and logistics industry technical workforce needs. The program is designed to offer a four-year degree option focused on the critical skills needed in the logistics workforce. This program prepares students in the areas of manufacturing, operations, logistics and supply chain through an industry-driven curriculum encompassing such areas as manufacturing processes, quality principles, warehousing, sustainability, safety, and operations planning and control. Students in the program are given the skills and knowledge of how to manage both material and information flows in complex environments. The Logistics Management AAS and Operations Systems AAS are feeder degrees to this program. This degree responds to employer's expressed needs to have a well-qualified logistics operations workforce trained and ready to meet workforce demand, thus ensuring long-term economic success for the region. The addition of a BAS degree would complete the educational pathway for this important business sector's workforce.

B. Statement of degree or program objectives

Graduates of the Bachelors of Applied Science in Logistics Operation Management will be able to:
•Identify the underlying principles of the role of logistics operations management within businesses.
•Apply the concepts of the professional skills and competency in logistics operations management, such as transportantion, procurment, operations design, supervision and management, safety, and warehousing.
•Work as logistics operations professionals within one or more of the job categories related to this field.

C. Plan for assessment of degree or program objectives

Degree and program objectives will be assessed in accordance with established College requirements, including the use of data from student course evaluations, and surveys of graduates and employers. Additionally, the two capstone courses - Field Study and Research, and Logistics Operations Management Internship - will be used to asses the overall effectiveness of the program.

D. Plan for assessment of student learning outcomes and the use of this data for program improvement

Student learning outcomes will be assessed as part of the College's overall assessment cycle and be held to the same reporting requirements as all other Student Learning Outcomes (SLOs). This includes faculty, department chair, dean, and advisory board review of data collected through the Course Assessment Report and Program Unit Review processes.

E. Contribution and relationship of program objectives to

i. NSHE Master Plan

NSHE highlights a number of goals, which are aligned with the overall State goals, in it's Master Plan. This program will contribute to many of these goals, including: producing more graduates who are workforce ready (nor only for Tesla jobs, but for all of the Teslas supplier/support companies jobs and secondary tier jobs), creating closer ties to the business community, which may result in more external funding and internship/career pathways for students, more intense use of existing buildings, and Affordability as more students will have a bachelors degree option that is significantly less than those offered at the Universities.

In addition, the Board of Regents of the Nevada System of Higher Education voted to close the UNR Suppl;y Chain Management (SCM) program on June 4th, 2010. The elimination of UNR's BS-SCM degree, left Nevada with no four-year degree option in logistics/supply chain management. The logistics industry business community has requested an applied four-year degree option with the aim to up-skill their current workforce and from which to hire their future workforce. This proposed program is structured to fill the workforce educational/training gap forecast for northern Nevada in the next ten years.

ii. Institutional mission

The institutional mission is: Truckee Meadows Community College promotes student success, academic excellence and access to lifelong learning by supporting high-quality education and services within our diverse community. The proposed program will provide students the opportunity to be successful in their educational endeavors as well as their career goals. The

structure of the programs allows for students who earned their AAS degrees to return and further their educational pursuits.

iii. Campus strategic plan and/or academic master plan
The proposed program will strengthen and reinforce TMCC's commitment to providing a well educated and prepared workforce for northern Nevada as well as providing a diverse population access to a necessary and pertinent program for the region.TMCC's Master Plan has a number of themes and inititves to which this program will contribute., including:
Core theme 1, Strategic Initiative 3 - Create, expand and/or strengthen partnerships with civic, community, educational and business/industry organizations to provide lifelong learning opportunities.
Core theme 2, Strategic Initiative 3 - Regularly assess the skills needed to meet workforce needs in the service area.

iv. Department and college plan
The Division of Business is committed to working with the business community to ensure a well prepared, pertinent workforce is available. The proposed program responds to our goal of providing programs that reflect the current and anticipate future workforce needs of the northern Nevada community.

v. Other programs in the institution
The program is structured so that the AAS in Logistics Management (Business) and the AAS in Production Systems (Manufacturing) are feeder programs. After the UNR BS-SCM degree was eliminated, there was no four-year option in the logistics area at a time when the economy hit a nearly 80-year low. This adversely affected the enrollment in our logistics degrees due to confusion in the industry and amongst students; many believed that there was no longer any logistics education options available and the job prospects dropped significantly from the pre-recession estimates. The proposed program will revitalize the program, provide an advanced educational option for students, and respond to the growth economy the region is currently experiencing by preparing the requisite workforce.

vi. Other related programs in the System
If a student who earned an AAS within the system would like to declare this degree, his/her transcripts will be evaluated and completed coursework would be applied as appropriate. Therefore, although there is no directly related program within the System, all AAS students could be served by this proposed program.

F. Evaluation of need for the program

i. Intrinsic academic value of program within the discipline
The proposed program will complete the educational pathway for a career pathway in the Logistics Management and Production Systems education currently provided at TMCC.

ii. Evidence of existing or projected local, state, regional, national and/or international need for program
Data supporting strong job growth were delivered at a GOED presentation to the GWIB Logistics and Operations Sector Council in October 2014. The analysis stated this year's Nevada Logistics and Operations sector grew by 3.7% and that growth is expected to continue over the next decade at an average annual rate of 1.5%; outpacing that of the nation. In addition, by 2017 employment levels in the state's Logistics and Operations sectors are expected to return to the pre-recession high of 83,000. The forecasted job growth from 2014 to 2024 totals 35,936

new Logistics and Operation sector jobs. Logistics is one of the target industries identified by the Brookings report and also in the State of Nevada's Governor's Office of Economic Development's Moving Nevada Forward: A Plan for Excellence in Economic Development. The lack of a four-year degree offering in the State seems to be counterproductive to the goals presented by GOED. The logistics industry business community has requested an applied four-year degree option with the aim to up-skill their current workforce and from which to hire their future workforce.

iii. **If this or a similar program already exists within the System, what is the justification for this addition**
There are no similar programs that exist within NSHE.

iv. **Evidence of employment opportunities for graduates (state and national)**
For State figures, please see F.ii.

National figures.

Occupation	2012 Employment in thousands	Projected 2022 Employment in thousands	Employment Change 2012-2022 Number in thousands	Percent
Transportation, storage, and distribution managers	8.3	10	1.7	21
Order clerks 4	4	4.3	0.4	8.9
Packaging and filling machine operators and tenders	4.6	5.2	0.6	13.7
Packers and packagers, hand	46.8	56.6	9.8	21
Production workers, all other	1	1.2	0.2	21
Purchasing agents, except wholesale, retail & farm products	1	1.2	0.2	21
Production, planning, and expediting clerks	5.1	6.1	1.1	21
Shipping, receiving, and traffic clerks	31.2	32.9	1.6	5.2
Stock clerks and order fillers	56.8	61.9	5	8.9
Wholesale and retail buyers, except farm products	1.4	1.6	0.3	21

v. **Student clientele to be served (Explain how the student clientele is identified)**
Student clientele would be recruited from completers in the current TMCC AAS Logistics Management and AAS Production Systems programs, existing industry workforce (as requested by the industry for upskilling), high school students, and the general local population. Potential students will be identified by College Advisors, high school Counselors, employers, and self-identified in the general population.

G. **Detailed curriculum proposal**

i. **Representative course of study by year (options, courses to be used with/without modification; new courses to be developed)**
The Logistics Management AAS and Operations Systems AAS are feeder degrees to this program. Students' Year 3, Semester 1 classes are dependent on the AAS they earned.
Year 3 Semester 1

IF ENTERING 3RD YEAR HAVING COMPLETED PRODUCTION SYSTEMS AAS:

Course   Credits
LGM 210 – Studies in Procurement and Logistics*   3
LGM 212- Transportation Management* 3
LGM 209- Logistics and Quality Management tools*   3
LGM 202 – International Logistics Management*   3
LOM 320 - LOGISTICS SECURITY   3
Total Credits   15

OR

IF ENTERING 3RD YEAR HAVING COMPLETED LOGISTICS MANAGEMENT AAS:
Course   Credits
MPT 140- Quality Control*   3
MPT 110 – Introduction to Production Concepts*   3
MPT 135 – Materials Handling*   2
OSH 222 - General Industry Safety* 1
DFT 110 – Print Reading for Industry*   3
LOM 320 - LOGISTICS SECURITY   3
Total Credits   15

REQUIREMENTS – YEAR 3 SEMESTER 2 - All Courses listed below and the Business Operations Applied Statistics (listed above) will be new and need to be developed

Course   Credits
BUS 330 - BUSINESS PRESENTATIONS   3
SCM 352 - OPERATIONS PLANNING, CONTROL AND DECISION MAKING*   3
LOM 340 - PRODUCTION & LOGISTICS INFORMATION SYSTEMS   3
SCIENCE GE LAB REQUIRED 3 (4)
LOM 330 - WAREHOUSING   3

Total Credits   15

 Year 4 Semester 1

Course   Credits
LOM 410 – FINANCE AND BUDGETING   3
LOM 420 - SAFETY & RISK MANAGEMENT   3
SCM 474 - PURCHASING AND GLOBAL SOURCING*   3
LOM 450 – SUSTAINABILITY: ENVIRONMENTAL AND FINANCIAL IMPACT 3
ECON 311 - PROFESSIONAL ETHICS*   3
Total Credits   15

Year 4 Semester 2

Course   Credits
LOM 460 - LEGAL CONCEPTS FOR TRANSPORTATION & LOGISTICS MANAGEMENT   3
LOM 470 - IMPORT & EXPORT MANAGEMENT   3
ELECTIVE CREDITS   3
LOM 490 - FIELD STUDY AND RESEARCH (CAPSTONE) 3
LOM 491 - INTERNSHIP (CAPSTONE)   3
Total Credits   15

* Exist within NSHE CCN

ii. **Program entrance requirements**
Graduate of either the Logistics Management AAS degree or the Operations Systems AAS degree.

If a student who earned an AAS within the system would like to declare this degree, his/her transcripts will be evaluated and completed coursework would be applied as appropriate.

iii. **Program completion requirements (credit hours, grade point average; subject matter distribution, preprogram requirements)**
The proposed program consists of 120 credits: 79 lower division credits and 41 upperdivision credits of which, 28 are in general education and 92 in special program requirements.

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

v. **Evidence of approval by appropriate committees of the institution**
TMCC Curriculum Assessment and Programs Committee approval - February 13, 2015
TMCC Faculty Senate approval - February 20, 2015

H. **Readiness to begin program**

i. **Faculty strengths (specializations, teaching, research, and creative accomplishments**
The Division of Business is in the process of filling a vacant full-time Logistics Management tenure track position that has been vacant due to failed search. There is a strong pool of logistics experts who are available for part-time teaching. In addition, the Finance and Budgeting course would be taught by current full-time Accounting faculty: one has an MBA and a CPA, the other has and M.Ed.(Curriculum and Instruction), MBA (Finance) and JD (passed California Bar). The Business Presentation course would be taught by current full-time Business faculty, all of whom have MBAs. The Legal Concepts course would be taught by current faculty (Accounting faculty member and Real Estate faculty member each have JDs). The Production and Logistics Information Systems course would be taught by Computer Technology faculty, all who hold Master's Degrees and three who hold Ph.D.s.

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

The proposed program will complete the educational pathway for a career pathway in the Logistics Management and Production Systems education currently provided at TMCC.

iii. **Completed prior planning for the development of the program (recent hires, plans for future hires, securing of space, curricular changes, and reallocation of faculty lines)**
The Division of Business is in the process of filling the tenure track Logisitics Management position that is open due to a failed search. We have been working closely with our Logistics Advisory Board to expand the depth and breadth of the Logistics part-time pool and now have a strong part-time pool. The AAS Logistics Management and AAS Production Systems curriculum have been revised to ensure seamless transition to the BAS. Upperdivision courses will need to be developed as well as the lower division Business Operations Applied Statistics course. Existing space will be utilized.

iv. **Recommendations from prior program review and/or accreditation review teams**
This program proposal was not the result of a program review; it was initiated by the logistics industry in Northern Nevada and their request for a four-year degree option for their existing workforce and to meet the projected workforce needs of their industry.

v. **Organizational arrangements that must be made within the institution to accommodate the program**
The proposed program will be housed within the Division of Business. No organizational arrangements need be made.

I. **Resource Analysis**

i. **Proposed source of funds (enrollment-generated state funds, reallocation of existing funds, grants, other state funds)**
The full-time tenure track position is an existing postion and funds for part-time faculty will be enrollment-generated state funds. Library resources, including two new databases and 40 new logistics hard copy printed booksand supplies/operating expenses will be funded equally by state funds and industry philantropic giving . Administrative support will be provided by existing administrative positions in the Dean of the Division of Business' office.

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

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

      1st Fall semester 8

      3rd Fall semester 12

      5th Fall semester 16

   (2) Explain the methodology/assumptions used in determining projected FTE figures.
   The FTE in the first three years would be fairly low as it would be necessary for students to become aware of the degree and then to successfully complete either of the feeder AAS degrees. The first two to three years would see mostly current AAS students who are ready to graduate and past graduates enter the program. As the pipeline begins to build momentum, by year five, we should see numbers begin to increase as the number of graduates from the two AAS feeder programs move on to the BAS degree. Taken into

consideration is also the time required to inform and educate the public and build awareness amoung students and employers to the existence of the program as well as have the local economy begin to realize the projected job growth in this sector.

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

   1st Fall semester 10

   3rd Fall semester 15

   5th Fall semester 20

   (2) Explain the methodology/assumptions used in determining projected headcount figures.
   An assumption is made that on average, each student will take approximately 12 credits per semester.

iii. Budget Projections – Complete and attach the Five-Year Budget Projection Table.
See Attached Budget

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 existing classroom space is appropriate and classes can be scheduled to complement the existing schedule, thus resulting in more complete use of available space. No modifications or special requirements are required.

ii. Additional facilities required: number of assignable square feet, description of space required, special requirements, time sequence assumed for securing required space
Existing space will suffice; no additional space required.

iii. Existing and additional equipment required
No additional equipment is required.

K. Student services required – Plans to provide student services, including advisement, to accommodate the program, including its implications for services to the rest of the student body
Key personnel in Admissions and Records, Retention, Tutoring, and Advising were contacted regarding the potential impact on their areas if the proposed program was approved. Based on projected enrollment in the BAS, none of these areas anticipated a need for additional resources.

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

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

ii. Consultant's summary comments and recommendations

iii. Summary of proposer's response to consultants

M. Articulation Agreements

   i. Articulation agreements were successfully completed with the following NSHE institutions. (Attach copies of agreements)
       None, as no other institution in NSHE offers degrees in this area.

   ii. Articulation agreements have not yet been established with the following NSHE institutions. (Indicate status)
       None, as no other institution in NSHE offers degrees in this area.

   iii. Articulation agreements are not applicable for the following institutions. (Indicate reasons)
       UNLV - offers courses in Supply Chain Management but no active degree options
       UNR - offers courses in Supply Chain Management but no active degree options
       GBC - no active Logistics or Supply Chain Management program
       WNC - no active Logistics or Supply Chain Management program
       NSC - offers a course in Supply Chain Management but no degree options
       CSN - no active Logistics or Supply Chain Management program

N. Summary Statement
This Proposed Applied Logistics Operations BAS resulted from demonstrated local, state and national need for a four-year logistics degree, GOED focus on logistics as a target sector, industry requests, and the lack of a four-year option in the state. It has strong institutional support and enthusisatic Advisory Board recommendation.

New Academic Program Proposal
Five-Year Budget Projection

Institution: __TMCC__ Program: __S - Applied Logistics Operations Managem__ Semester of Implementation: __Fall 2016__

DIRECTIONS: Complete the following cost estimates for the first, third, and fifth year budget projections for the proposed new program in Section A. If the total budget for the program is not reflected in the "Existing" or "New" categories, please provide further explanation in the space provided below (EXPLANATION). Any "new" costs must be noted by source in Section B.

STUDENT FTE   Year 1: 2016/17   Year 3: 2018/19   Year 5: 2020/21

Section A.

	Year 1/Start-up				Year 3				Year 5			
	Existing[1]	New[2]	Total	FTE	Existing[1]	New[2]	Total	FTE	Existing[1]	New[2]	Total	FTE
PERSONNEL												
Faculty (*salaries/benefits*)[3]	65,000	0	65,000	1.0	70,850	0	70,850	1.0	77,227	0	77,227	1.0
Graduate Assistants	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0
Support Staff	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0
Fellowships/Scholarships	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0
Personnel Total	$65,000	$0	$65,000	1.0	$70,850	$0	$70,850	1.0	$77,227	$0	$77,227	1.0
OTHER RESOURCES												
Library Materials (*printed*)	0	3,000	3,000		0	0	0		0	1,000	1,000	
Library Materials (*electronic*)	0	11,900	11,900		11,900	0	11,900		11,900	0	11,900	
Supplies/Operating Expenses	0	1,000	1,000		1,000	100	1,100		1,100	110	1,210	
Equipment	0	0	0		0	0	0		0	0	0	
Other Expenses	0	1,000	1,000		1,000	100	1,100		1,100	110	1,210	
Other Resources Total	$0	$16,900	$16,900		$13,900	$200	$14,100		$14,100	$1,220	$15,320	
PHYSICAL FACILITIES												
Construction	0	0	0		0	0	0		0	0	0	
Major Renovation	0	0	0		0	0	0		0	0	0	
Other Facility-Related Expenses	0	0	0		0	0	0		0	0	0	
Physical Facilities Total	$0	$0	$0		$0	$0	$0		$0	$0	$0	
TOTAL	$65,000	$16,900	$81,900		$84,750	$200	$84,950		$91,327	$1,220	$92,547	

Section B.

	Amount	%		Amount	%		Amount	%
EXPLANATION OF "NEW" SOURCES[2]								
Tuition/Registration Fees	0	0.0%		0	0.0%		0	0.0%
State Support	8,450			100			610	
Federal Grants/Contracts	0	0.0%		0	0.0%		0	0.0%
State Grants/Contracts	0	0.0%		0	0.0%		0	0.0%
Private Grants/Contracts	0	0.0%		0	0.0%		0	0.0%
Private Gifts	8,450	50.0%		100	50.0%		610	50.0%
Other (*please specify*)	0	0.0%		0	0.0%		0	0.0%
TOTAL	$16,900	50.0%		$200	50.0%		$1,220	50.0%

[1]Resources re-allocated from existing programs in Year 1 should be noted in the "Existing" column. In addition, "New" costs from Year 1 that will continue in the third and fifth year should also be noted in the third and fifth year as "Exisitng."

[2]Any "New" resource utilized to fund a new program must include the source to be provided in the "Explanation of New Sources" section. Total "New" sources for each year must equal the total for each year under "Explanation of New Sources."

[3]Budget estimates for faculty salaries and benefits must include estimated merit and COLA increases in Year 3 and Year 5.

EXPLANATION (*Please provide any additional information pertinent to the budget projection, including for example, explain for any new funding sources that are not guarnateed receipt by the institutions how the program will make-up for the potential loss in expected new funding.*):

We project the funding sources for the New program costs would be 50 per cent state supported and 50 per cent philantranpic giving from business and private sources associated with the logistics industry. This assumption is made with information from the advosry board members and industry representatives.

(Revised June 2014)

13 February 2015

Dr. Marie Murgolo-Poore
Dean of Business
Truckee Meadows Community College
7000 Dandini Boulevard
Reno, NV 89512-3999

Re: Proposed Bachelor of Applied Science in Logistics Operations Management

Dear Dr. Murgolo-Poore:

As the Branch Manager for two nonprofit organizations assisting unemployed professionals and technical individual, I see an incredible value to the proposed Bachelor of Applied Science in Logistics Operations Management program. As a professional logistician in a previous career, I view logistics management education and certification as essential to the current local economy and growing in importance as the economy expands.

Between both of my organizations we currently have over 300 clients. We utilize Workforce Investment Act (WIA) funds to assist in training these individuals to achieve certifications making them more employable in the eyes of the employer. At a recent briefing by Nevadaworks the Local Workforce Investment Board, the dollars expended and number of individuals trained year to date (July to Jan.) demonstrated an extensive demand for training in this field specifically manufacturing, distribution and transportation. Both the ProNet office and JOIN Reno office, provides services to local employers seeking employees. The demand for qualified individuals educated and certified in these fields is growing exponentially.

I have no doubt that when approved, and placed on the State Employment Training Providers List (ETPL), ProNet and JOIN would be able to utilize the program as a whole, or specific courses to assist clients achieve certifications and become more employable in a growing demand environment. With projections of thousands of jobs in the near future coming to the area, my nonprofits can begin enrolling clients and have fully qualified candidates as the jobs open.

I am excited about the potential of this program. I am even more excited about the possibilities of educating clients and meeting the needs of our local employers.

Sincerely,

Pieter M. Droog
Branch Manager, ProNet and JOIN Reno

February 17, 2015

Dr. Marie Murgolo-Poore
Dean of Business
Truckee Meadows Community College
7000 Dandini Boulevard
Reno, NV 89512-3999

Re: Proposed Bachelor of Applied Science in Logistics Operations Management

Dear Dr. Murgolo-Poore:

I would like to express our support for the proposed Bachelor of Applied Science in Logistics Operations Management program at Truckee Meadows Community College in Reno, Nevada.

Our company's needs continue to evolve and we rely on local talent to fill logistics positions that become available. The proposed Bachelor of Applied Science curriculum is specific and relevant to the skills required of logistics professionals.

We look forward to extending our support for this program at Truckee Meadows Community College in Reno.

Kind regards,

Barry Duplantis, JSM

IGT Global Trade Compliance

www.ardaghgroup.com

Ardagh - Metal Americas
900 Waltham Way
McCarran, NV, USA, 89434

T: +1 775 954 9801
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February 16, 2015

Marie E. Murgolo-Poore, Ph.D.
Dean
Division of Business
Truckee Meadows Community College
Sierra Building #203 F
7000 Dandini Boulevard
Reno, Nevada 89512

Dear Marie:

I am writing on behalf of the Ardagh Group Reno operation in support of the BAS in Logistics
Operations Management at Truckee Meadows Community College.

Ardagh Group is a global leader in glass and metal packaging for the major food and beverage
consumer goods companies. Ardagh has over 18,000 employees and100 facilities in over 30 countries.

As plant manager for this location, and part of the team that scouted the location, I can tell you that the
main considerations the company had during the search and the reason for locating in Reno vs. other
western states are as follows:

1. Close proximity to 11 western states, one driving day from most
2. Access to transportation infrastructure via air, land, and sea
3. Other established logistics and warehousing companies in the area
4. Local universities / community colleges and their push for advanced manufacturing

Our business requires a complex supply chain both inbound and out as we source raw materials from
all over the world and supply many locations nationally.

The BAS degree Logistics Operations Management is critical to the continued growth of business in this
area. Ardagh Reno has filled several positions in supply and logistics and continues to have two or
three openings to fill. A degree program leading to a career path in logistics will open opportunities for
individuals in this field looking to benefit from new companies moving into the area.

The degree, and subsequent availability of trained logistics personnel, will fill an important part of
company staffing requirements. Reno is perfectly located as a gateway into West Coast states, with
many job opportunities in the field of logistics and supply chain with the manufacturing, logistics, and
warehousing companies in this area and those coming in the future.

I am available in person or via phone to further discuss our support for the BAS LOM degree.

Yours sincerely,

Michael Borne

Plant Manager
Metal - Reno

Wednesday, February 11th, 2015

Dr. Marie Murgolo-Poore
Dean of Business
Truckee Meadows Community College
7000 Dandini Boulevard
Reno, NV 89512-3999

Re: Proposed Bachelor of Applied Science in Logistics Operations Management

Dear Dr. Murgolo-Poore:

We the Logistics Advisory Board for Truckee Meadows Community College, strongly endorse the proposed Bachelor of Applied Science in Logistics Operations Management program.

Since the early days of mining and the Pony Express, the Reno/Sparks area has a long history as a logistics hub. The region enjoys a compatible and consistent climate, and when combined with an excellent geographic location, multiple rail carriers (BNSF, Union Pacific), and interstate access, companies located here are able to deliver products to the 11 western states in less than one day. With over 72 million square feet of industrial space, the area hosts distribution and logistics centers for many national and international companies such as UPS, FedEx, JC Penney, Toys R Us, Amazon.com, Diapers.com, Urban Outfitters, WalMart, and PetSmart.

Growth in the area is accelerating as evidenced by relocations and expansions of Tesla, Ashima Devices, Flirtey, Petco, Cenntro Automotive, GhostSystems, White Rabbit, ClearCapital, Hose Masters, BlackRidge Technology, Switch, Zulily, and Hubert. This represents a commitment in just the last 6 months of over 10,000 new jobs for the area, and EDAWN has projected over 51,000 new jobs to the area by the end of the decade.

With the region exhibiting such an exciting industrial growth profile, workforce development will be a key requirement for success. Demand for logistics professionals and managers will continue to escalate to meet the needs of existing and future employers. The proposed Bachelor of Applied Science in Logistics Operations Management has a strong and relevant curriculum that will prepare students to meet these needs. It will also prove to be a timely and evolutionary progression to the successful Associate of Applied Science program already in place at Truckee Meadows Community College.

Sincerely,   *Art Arana, Facilities Area Manager, Amazon.com*
                     Alvin Bolton, Adjunct Faculty, TMCC
                     Michael Borne, Plant Manager, Ardagh Group
                     Pieter Droog, Branch Manager, PRONET
                     Barry Duplanti, Senior Analyst, IGT
                     Andrew Duty, Facilities Area Manager, Amazon.com
                     Helmuth Lehmann, Management Consultant
                     Dan Oster, Senior VP & Partner, NAI Alliance
                     Michael Pender, Managing Director, Porous Power Technologies

BRIAN SANDOVAL
Governor

WILLIAM BURKS
Brigadier General
The Adjutant General

NGNV-PAB-Z

13 February 2015

MEMORANDUM FOR Marie Murgolo-Poore, Truckee Meadows Community College 7000 Dandini Blvd, Reno, NV 89512

SUBJECT: Letter of Endorsement for the Bachelor of Applied Science Degree in Logistics Operations Management

1. I would like to wholeheartedly endorse the establishment of the Logistics Operations Management degree at TMCC. The Nevada Army National Guard's largest brigade is a Sustainment Brigade that command and controls two sustainment battalion headquarters and seven combat sustainment companies in fields of transportation, maintenance, water purification, and logistics operations and control. As a former commander of the 757th Combat Sustainment Support Battalion in Reno, Nevada I am very aware that Soldiers who have studied logistics operations are a major multiplier to the battalion's effectiveness.

2. This degree would be a significant benefit to Nevada Army National Guard Logistics Officers and Non-commissioned Officers alike. Civilian education is a key discriminator in professional advancement in today's Army. To earn a degree is significant, but to offer the opportunity for Nevada Army National Guard Logisticians to earn a degree in their field would provide significant benefit to the operational effectiveness and professionalization of the brigade and logistics operations throughout the Nevada Army National Guard.

3. Your consideration in this matter is appreciated, and comments or questions regarding this letter may be directed to the undersigned at (775) 887-7320.

ERIC G. WISHART
COL, LG, NVARNG
Director, Army Personnel

in our community by professionally preparing students for entry-level employment and career advancement in emergency planning, mitigating, response and recovery by providing high quality, innovative training based on national standards."

    v. Other programs in the institution

    vi. Other related programs in the System
The College of Southern Nevada has an Associate Degree in Emergency Management Administration and UNLV has a Masters degree in Crisis and Emergency Management. The BAS degree at TMCC will provide CSN students seeking a Bachelors degree to transfer in-state and retain in-state fees. The TMCC BAS degree will likely become a feeder program for the Masters degree at UNLV.

F. Evaluation of need for the program

    i. Intrinsic academic value of program within the discipline
The discipline of Emergency Management and Homeland Security have become a rapidly emerging profession in the post-9/11 world. The demand for these professionals in both the public and private sector will continue to grow over the foreseeable future.

See attached Consultant Report

    ii. Evidence of existing or projected local, state, regional, national and/or international need for program
A 2010 US News and World Reports article cited Emergency Management as one of the 50 best jobs of 2011. The article cited a 2008-2018 Bureau of Labor Statistics employment growth of 22%. Later Bureau of Labor statistics projections from 2014 show a more modest growth in this field of 8% or as fast as the average growth for all career fields between 2012 and 2022.

See attached Consultant Report

    iii. If this or a similar program already exists within the System, what is the justification for this addition
Currently within the NSHE, there is an Associate level degree and Masters level degree, but no Bachelors degree.

    iv. Evidence of employment opportunities for graduates (state and national)
In a broad search on the International Association of Emergency Managers website, jobs board as of 2/12/15 there are 206 jobs in the Emergency Management discipline available on a national level. Within the state of Nevada there are approximately 60 identified Emergency Managers in state, local and tribal governments. In discussion with the Chief of Nevada's Division of Emergency Management, there are likely 1000's of jobs in Nevada alone where Emergency Management is a substantial part of or identified as a collateral duty within public and private employment job descriptions.

    v. Student clientele to be served (Explain how the student clientele is identified)
It is anticipated this degree will attract students from military, law enforcement, fire, EMS, community and public health, and nursing disciplines as the discipline continues to broaden across the regions professional landscape.

(2) Explain the methodology/assumptions used in determining projected headcount figures.
Projections based upon current enrollment in existing programs and history of fire and emergency medical programs conducted at TMCC. Based on the proposed course of study, students will take 15 credits each semester of the program.

iii. **Budget Projections – Complete and attach the Five-Year Budget Projection Table.**
Please see attached Budget

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**
Existing

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

iii. **Existing and additional equipment required**
Existing

K. Student services required – Plans to provide student services, including advisement, to accommodate the program, including its implications for services to the rest of the student body
As is currently the norm for the public safety programs at TMCC, there is a close collaboration between Academic Advisement and the department in supporting and servicing student academic planning needs. We will continue this practice to ensure appropriate advisement of students entering the program.

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

i. **Names, qualifications and affiliations of consultant(s) used**
Dr. Stan Supinski, University and Partnership Initiative Co-Director Center for Homeland Defense and Security, Navy Post Graduate School

ii. **Consultant's summary comments and recommendations**
Please see attached Consultant Report.

iii. **Summary of proposer's response to consultants**
In response to the consultant's report, the following will be accomplished as the program courses are developed for delivery;
1. We will develop and include a course on the fundamentals of homeland security intelligence.
2. We will develop and include content on cyber-security, either as a stand-alone course or as a course component.
3. Ensure the competencies cited above are considered during course design and development.

From: Stanley B. Supinski, PhD   March 15, 2015

Subject: Evaluation of Truckee Meadows Community College Proposed Program - **Bachelor of Applied Science, Emergency Management & Homeland Security**

Summary

The principle purpose of this report is to evaluate the curriculum of the proposed Bachelor of Applied Science in Emergency Management & Homeland Security being developed by Truckee Meadows Community College (TMCC). The evaluation will primarily consider and compare to the Model Homeland Security Curriculum developed by the Naval Postgraduate School's Center for Homeland Defense and Security, and three schools with similar, successful (as determined by the evaluator) programs that combine both Homeland Security (HS) and Emergency Management (EM): Virginia Commonwealth University, Eastern Kentucky University and Savannah State University. The report will also briefly discuss methods used to develop the curriculum; course developer and faculty selection; and provide data and estimates on potential job opportunities for graduates.

Evaluator Qualifications

Dr. Stanley Supinski is a homeland security consultant and academic with 25 plus years of experience. His current positions include contractor with MAC Consulting, supporting the Naval Postgraduate School, Center for Homeland Defense and Security (CHDS) as the Co-Director of Partnership Programs, and Associate Professor for the Long Island University Homeland Security Management Institute. With CHDS he heads a partnership with 360 institutions involved with HS and EM academics and has hosted the premier conference in the discipline (Annual Homeland Defense and Security Education Summit) for the past eight years. He is the founder and former director of the Homeland Security and Defense Education Consortium; has taught HS/EM for the University of Denver and the University of Massachusetts; and he is widely recognized as an authority on homeland security curriculum and program development. A full curriculum vitae is at Appendix B.

Curriculum Evaluation

It should first be noted that at the present time, there is no accreditation association for either HS or EM. Programs established in the recent past (10 or so years) have relied on guidance from the Center for Homeland Defense and Security for HS, and the Federal Emergency Management Agency's (FEMA) Emergency Management Institute (EMI) for EM. EM has been in existence as an academic focus longer, and curricula tend to be more similar and consistent. HS is more recent and clearly more interdisciplinary, so programs have much greater variability.

It should also be noted that many of the high quality programs established over the past seven to ten years combine HS and EM to match the shift that has occurred in the HS practitioner community. The hurricanes occurring in the mid-2000s, and especially Hurricane Katrina, were primarily responsible for the shift. Although FEMA and its corresponding mission sets were always an integral part of homeland security (and, in fact, a subordinate entity to the Department of Homeland Security), the focus after 9/11 was primarily on terrorism. Starting in 2005, the "all hazards" approach has been assumed and quality programs consider and educate professionals to handle terrorist threats and natural disasters, as well as the five primary mission sets of prevention, preparedness, mitigation, response and recovery.

TMCC is to be commended for developing a program that offers both, as that will ensure graduates have a better sense of the entire community, and should broaden potential employment opportunities.

Comparison to the CHDS Model HS Curriculum

The CHDS Model HS Curriculum was developed in 2009 in a meeting hosted by the evaluator. Details on the meeting and the full list of recommendations are at Appendix A.

Table 1 – Comparison to the CHDS Model HS Curriculum

CHDS Model	TMCC Proposed Courses
Administering Homeland Security	Earthquakes, Volcanoes and Natural Disasters
Intelligence	Introduction to American Politics
Private Sector and Homeland Security	Principles, Practice, Philosophy & Doctrine of EM
Research and Analysis	Principles and Practice of Hazard Mitigation
Emergency Management	Holistic Disaster Recovery
Critical Infrastructure Protection	Hazard Risk Management
Strategic Planning	National Incident Management System
Strategic Communication	Business Crisis Continuity Management
Law and Policy	Budget and Administration
Technology	EM Management and Leadership Communication
Terrorism: Causes and Consequences	Terrorism
	HS: Preparedness, Prevention and Deterrence
	Critical Thinking for Homeland Security
	Terrorism and Homeland Security in the US
	Protecting the Homeland: Balancing Security & Liberty
	Critical Infrastructure and Resource Protection
	Capstone in EM/HS
	One Elective from EM/HS elective list

Judgment and comparison here is being done solely by the course titles since full syllabi are not yet available. Considering these titles, it is assumed that:

- *Research and Analysis* will be covered in prerequisites, *Critical Thinking for Homeland Security*, and in *Capstone in EM/HS*
- *Private Sector and Homeland Security* will be a part of *Business Crisis Continuity Management*
- *Strategic Planning, Strategic Communication*, and *Technology* will be included in courses across the curriculum

- *Law and Policy* will be included in *Critical Thinking for Homeland Security* and *Protecting the Homeland*

If these subjects are not planned to be part of these courses, then it is recommended they be considered during course development. The detailed CHDS curriculum model should be used as basic guidance during course development to ensure appropriate coverage.

The remaining subjects are clearly either directly related or indirectly implied in the proposed courses, with one exception: Intelligence. HS/EM professionals include those involved with the law enforcement community, and most will be either directly or indirectly associated with a multi-agency fusion center. A course focusing on intelligence is strongly recommended.

In terms of the EM side of the curriculum, it should be noted that there is no similar model to that developed for HS by the Naval Postgraduate School. However, EMI has convened groups that have drafted guidance on core standards for study and research, and related critical competencies in the context of hazards, vulnerability and risk assessment, preparedness, mitigation, response and recovery. Their guidance, available at http://training.fema.gov/hiedu/emtheoryresearch.aspx, provides insight useful for overall topic/course selection, and should be reviewed to support course development.

Comparison to Comparable EM/HS Programs

The schools chosen for comparison, Virginia Commonwealth University, Eastern Kentucky University and Savannah State University, have thriving EM/HS programs; each has been in existence for five or more years; they are regularly represented at national level conferences; and have reputable faculty (this information is based on personal knowledge of the evaluator). The primary focus of this portion of the comparison is on EM, and, as shown in Table 2, the curricula of the three schools above have a similar set of core courses and subjects:

- Introduction to Emergency Management Fundamentals
- Risk and Vulnerability Assessment
- Response and Recovery (Tenets of the National Incident Management System)
- Strategic Planning
- Legal Issues and Ethics
- Disaster Preparedness

While there is some variability, the TMCC proposed curriculum compares favorably to the three listed universities.
- The TMCC curriculum reflects depth in the area of EM, offering *Holistic Risk Management, Earthquakes, Volcanoes and Natural Disasters*, and *EM Management and Leadership Communication*, topics that presumably relate to local needs and practices.
- A shortfall would be the relative lack of flexibility – Virginia Commonwealth offers a selection of 23 electives and Eastern Kentucky 18. However, it is expected that new programs will generally offer fewer options until a better sense of the student community and practitioner needs is developed, faculty identified, and the program matures.

Concluding Comments on Curriculum

The curriculum proposed by TMCC, when compared to the CHDS Model and to the three other institutions, is sound. It leans toward EM, and offers greater depth of content than other programs that combine the two, which should present an advantage when competing against other on-line programs.

Table 2 - Comparison to Establish and Successful Homeland Security/Emergency Management Programs

TMCC Proposed Courses	Virginia Commonwealth University	Eastern Kentucky University	Savannah State University
Earthquakes, Volcanoes and Natural Disasters	Homeland Security and Emergency Preparedness	Introduction to Homeland Security	Introduction to HSEM
Intro. to American Politics	U. S. Government	Emergency Management	Politics and Policy of HSEM
Principles, Practice, Philosophy & Doctrine of EM	International Relations	Physical Security	Law and Ethics in HSEM
Principles and Practice of Hazard Mitigation	Terrorism	Legal & Ethical Issues in Homeland Security	Emergency Planning, Mitigation & Incident Mgmt
Holistic Disaster Recovery	Emergency Planning and Incident Management	Critical Infrastructure Protection	Social Diversity Issues in HSEM
Hazard Risk Management	Risk and Vulnerability Assessment	Security Management	Risk and Vulnerability Assess.
National Incident Management System	Strategic Planning for Homeland Security and Emergency Preparedness	Critical Problem Analysis	Terrorism in the Modern World
Business Crisis Continuity Management	The Intelligence Community and the Intelligence Process	Risk Analysis (ex-Vulnerability & Risk Assessment)	Effective HSEM Communication and Leadership
Budget and Administration	Legal and Constitutional Issues in Homeland Security and Emergency Preparedness	Intelligence Process	Tools for Decision Making
EM Management and Leadership Communication	Senior Seminar	Homeland Security Technology	Senior Capstone Seminar
Terrorism			Electives:(Choose 3) International Humanitarian Law
HS: Preparedness, Prevention and Deterrence	Choice of 23 Electives in Criminal Justice, Risk Management, International Politics, and others	Disaster Preparedness & Response	The Intelligence Community and the Intelligence Process
Critical Thinking for HS		Mitigation & Disaster Recovery	Public Health Issues in HSEM
Terrorism and Homeland Security in the US		Strategic Planning & Leadership	Introduction to Geographic Information Systems
Protecting the Homeland: Balancing Security & Liberty		Electives – Broad variety of 18 Courses from which to choose	Independent Study
Critical Infrastructure and Resource Protection			Topics in Homeland Security and Emergency Management
Capstone in EM/HS			
One EM/HS Elective			

While the discussion has been on the subjects involved in HS and EM, consideration also must be given to the skill sets and competencies required. The HS curriculum model, the EMI recommendations, the results of a curriculum effectiveness survey done by the evaluator in Feb 2015, and a report done by Texas A&M's Center for Integrative Homeland Security in 2007, indicate that HS/EM professionals require competence coalesced around:

- Critical thinking and complex problem solving
- Ability to communicate (in all forms)
- Capability to build and sustain strategic relationships
- Ethical decision making and leadership
- Facilitating cooperation and collaboration among and between agencies and organizations
- Social perceptiveness and service orientation
- Preparing for the ambiguous environment of homeland security

These competencies should be considered and incorporated across the curriculum.

Finally, the current buzzword in the HS/EM community is cyber security, and it is addressed in virtually every local, state and federal strategy and planning document. Information on cyber threats, vulnerabilities and policy is highly recommended in either a dedicated overview course or incorporated across the curriculum.

Course/Topic Selection Process

The program director was interviewed as to the process used to select the course topics. First was comparison and benchmarking, done by examining the programs offered at Boston University, American Public University, Eastern Kentucky University, Texas Southern University, the College of Southern Nevada, and the University of Nevada at Las Vegas. Second, he consulted with academics at the Naval Postgraduate School and the Emergency Management Institute. Finally, he held (and continues to hold) a monthly meeting of local professionals to gauge their needs, which includes representatives from the State, County and Reno Office of Emergency Management; the Nevada Air National Guard; the University of Nevada Emergency Management Office; the Reno Police Department; the Red Cross; and Public Transportation. This effort is to be commended as it will ensure local requirements are addressed, but also links to these organizations should strongly support student recruitment and enrollment efforts.

The program chair has also indicated that many of the local individuals who have been consulted with will serve as program adjuncts and as course developers. This will further add to the benefits discussed above. However, course development should be overseen by the program chair (or other coordinating authority) to ensure instructional design validity and that the topics, as discussed above, are adequately addressed.

Job Prospects in the Homeland Security and Emergency Management Fields

Estimates made over the past seven years by O*Net OnLine (http://www.onetonline.org/) and the Department of Labor have projected growth in the EM field at between 8 and 22%. The Department of Labor does not have a specific category devoted to HS as jobs cover a wide range of functions.

EM and HS jobs are available in the private sector: most major companies have dedicated departments focusing on security, disaster preparedness, business continuity, critical infrastructure protection, and other related functions. Private industries that employ EM/HS graduates include transportation, banking and finance; physical security; large retailers; the gaming and recreation industry; and defense contractors. The public sector is also an obvious source of jobs in government at the local, state and federal levels; law enforcement; the fire community; public health; and the defense department.

Two additional points:

- The Partnership for Public Service estimated in 2008 that the federal workforce would lose, in the forthcoming five years, up to 530,000 employees due to the retirement of baby boomers. Many of these individuals, however, delayed retirement due to economic conditions. A report published in 2014 (Grant Thornton, "Embracing Change"), concludes that the workforce still remains deficient in terms of numbers of employees and employee levels of education and training.

- In a personal discussion (Nov 2014) with the Director of the Center for Domestic Preparedness in Anniston, Alabama (Office for Domestic Preparedness, Department of Homeland Security), he estimates that "there are more than **11 million** emergency responders and other personnel in this country that would need training to deal with terrorist incidents or disasters." While this certainly does not mean this number require a degree, some level of knowledge is required. Even with the current estimate of approximately 400 programs nationwide offering related degrees and/or certificates, the demand is not being met.

Conclusion and Recommendations

TMCC has chosen a good time to establish the Bachelor of Applied Science, Emergency Management & Homeland Security: the field and academic discipline are reaching maturity and have stabilized. The Department of Homeland Security published its second Quadrennial Homeland Security Review in 2014, citing the following primary mission sets:

- Prevent Terrorism and Enhance Security
- Secure and Manage Our Borders
- Enforce and Administer Our Immigration Laws
- Safeguard and Secure Cyberspace
- Strengthen National Preparedness and Resilience (emphasizing "partnership" with other agencies and jurisdictions)

National objectives filter down and integrate with state and local requirements, and the curriculum proposed by TMCC clearly addresses them. It also strongly coincides with the recommendations made by the Center for Homeland Defense and Security, and corresponds to benchmarks established by other institutions with similar, successful programs.

The curriculum is well rounded and robust, offering numerous opportunities to explore depth of content. There are, however, three key recommendations:

- Develop and include a course on the fundamentals of homeland security intelligence
- Develop and include content on cyber-security, either as a stand-alone course or as a course component
- Ensure the competencies cited above are considered during course design and development

The addition of these topics and consideration of these competencies will round out the program and make it more competitive.

//Signed//

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References:

Department of Homeland Security, (2014). Quadrennial Homeland Security Review, accessed at: http://www.dhs.gov/quadrennial-homeland-security-review-qhsr.

Emergency Management Institute, "Report of the Accreditation Working Group the September 24-25, 2014 Meeting," accessed at: http://training.fema.gov/hiedu/emfoundation.aspx.

Emergency Management Institute, "Syllabi Compilation," accessed at: http://training.fema.gov/hiedu/syllabi.aspx.

Heaton, B. (2013). "Are Emergency Managers Finding Jobs?" *Emergency Management*. Accessed at: http://www.emergencymgmt.com/training/Emergency-Management-Graduates-Jobs.html.

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Supinski, S. (2011). "Security Studies: The Homeland Adapts." *Homeland Security Affairs*, (7), Sep. 2011. Accessed at: https://www.hsaj.org/articles/65.

Thomas E. Drabek, (2009). "Emergency Management and Homeland Security Curricula: Context, Cultures, and Constraints," *Journal of Emergency Management* 4, no. 5: 33-42.

Webster, H.C. (2010). "Best Careers: Emergency Management Specialist." *US News and World Report*. Accessed at: http://money.usnews.com/money/careers/articles/2010/12/06/best-jobs-2011-emergency-management-specialist.

Appendix 1 – Undergraduate Curriculum Recommendations Established by the Center for Homeland Defense and Security

In 2009, the Naval Postgraduate School's Center for Homeland Defense and Security (CHDS) hosted a meeting of academic and practitioner experts to develop a model and recommendations for undergraduate homeland security programs. With the absence of an accreditation association in this field, these recommendations have become the de-facto standards, used throughout the community.

The meeting included 26 experts from around the nation, was hosted by the Dr. Stanley Supinski, the Director of the CHDS University and Agency partnership Initiative. Prior to establishing the recommendations, the following assumptions were made:

- Each academic program will have a unique emphasis, faculty, and target audience associated with and created by the institution
- The areas of focus are not linked to individual courses, but each program should contain instructional material that touches all areas
- The recommendations are *informational*, not directive. They are the essential elements - in terms of curricular areas of focus - that would comprise a successful undergraduate academic program in Homeland Security.

The recommended areas of focus and a listing of areas each should include are as follows:

1. *Administering Homeland Security*
   - Leadership and Management
     - Definitions and differences
     - Application (case studies)
   - HS Finance: Budgets, Planning, Grants
   - Logistics
   - Human Resources/Personnel Management
   - Organizational Behavior
   - Public Administration in Homeland Security
   - Current policy mechanisms

2. *Intelligence*
   - Intelligence Community History and Evolution
   - Intelligence Community Current Structure and Capabilities
   - State/Local Intelligence
   - The Intelligence Cycle
   - Intelligence Collection and Analysis
   - Counter-Intelligence
   - Covert/Clandestine Activities
   - Policing and Actionable Intelligence

3. *Private Sector and Homeland Security*
   - Private Sector Role in Homeland Security
   - Public/Private Partnerships
   - Private Sector Motivations
   - Business Continuity and Resilience

- Public Relations/Public Education
- Private Sector Role in Planning
- Public v. Private Sector Organizational Functions

4. ***Research and Analysis***
   - Information Literacy, Collection and Management
   - Theory Awareness and Application
   - Inductive/Deductive Reason
   - Applied Statistics
   - Spatial Analysis/GIS
   - Evaluation Research
   - Quantitative/Qualitative Analysis

5. ***Emergency Management***
   - All-Hazards Approach: Natural and accidental
   - Definitions of important terms (emergency, catastrophe, disaster, hazards, threats, prevention, mitigation, preparedness, response, recovery, continuity of operations/government, delegation, accountability, and communications)
   - Types and history of hazards (natural and human caused)
   - Organizational responses and relationships of social, economic, environmental, and political recovery
   - Federal, state, local, tribal, and private sector integration
   - Land-use planning and resilient community design
   - Developing preparedness and instilling resilience
   - Risk and its components (hazards, threats, vulnerabilities, consequences, and probability)
     - Conduct risk assessments using a variety of methods
     - Apply risk management perspectives in the context of federal, state, local, and privates sector applications
   - Special and vulnerable population needs (homeless, disabled, pets, etc.)
   - Exercise and evaluation programs
   - Employing technology (GIS, communications, remote sensing, other)
   - Budgeting, grants, and management

6. ***Critical Infrastructure Protection***
   - Critical infrastructure and key resources (CI/KR) and interdependencies
   - Strategies, policies, programs, and agencies involved in CI/KR
   - Critical components in CI/KR within a context (local, state, federal, national, and business sector)
   - Global security threats and hazards impacting a CI components
   - Required performance or level of protection of CI/KR in prevention, mitigation, response, and recovery to a security threats, natural or human caused hazards
   - Organizational, engineering, procedural, security, and response methods to achieve levels of protection
   - Scalable assessment methodologies for micro and macro level risk at all levels
   - Financial and operational relationships between CIP and business

7. ***Strategic Planning***

- Integrated planning systems
- Disaster planning models for local, state, federal, international and private sector
  - Risk-based and Scenario-based planning
  - Deliberate and Crisis Action planning
- Interagency /Inter-organizational coordination and planning
- Ties to the grant process (Leveraging resources)
- NIMS, ICS, NIPP, NRF

8. **Strategic Communication**
  - Risk communication
  - Cultural awareness / audience identification
  - Communication planning and synchronization of messages
  - Interoperability of messaging and strategies
  - Role of the media
  - Agencies and organizations (F/S/L/T/I)
  - Public affairs, education, emergency communication
  - Means and technology issues/challenges
  - Community outreach

9. **Law and Policy**
  - Society and Civics
  - Constitutional law, principles and federalism
  - Current government /private agencies and organizational structures
  - Major statutes, executive directives, orders
  - National strategies
  - Regional, State and Local Policies and Strategies
  - International Treaties, obligations and cooperative efforts
  - Sector-specific laws and authorities
  - Civil-military relations
  - Policy making process and analysis
  - Administrative law & regulator processes

10. **Technology**
  - Role of technology in HS
  - Types of technology used in homeland security
  - Approaches to framing technology
  - Ethical and privacy considerations
  - Technology development cycle
  - Network/cyber infrastructure protection
  - Consequences (unintended and intended)
  - Limitations and interoperability

11. **Terrorism: Causes and Consequences**
  - Definitions and distinctions
  - History, root causes, motivations, grievances
  - Theories of who joins or supports terror groups (radicalization and extremism)
  - How terror groups operate (tactics, organization, support)
  - Role of media and internet

- Effects of terrorism
- Counter-Terrorism (resources, application, policies)
    - Military Roles in Counterterrorism
    - Law Enforcement Roles in Counterterrorism

The group also determined some additional considerations and underlying concepts that should be considered when developing an undergraduate program:

- Ethics and critical thinking
- Excellence in oral/written communication is essential to any professional in this field
- "Whole of Society" (now referred to as "Whole Community") approach to policies, resources, and operations
- Planning approaches and skills
- Programs should fit institutional focus and philosophy
- Some mindful overlap should be expected as programs build the curricula

Stanley B. Supinski, Ph. D.
Abbreviated Resume/CV for TMCC

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PROFESSIONAL PROFILE

An innovative professional with a demonstrated record of successfully developing and implementing pioneering programs

- Nationally recognized expert in homeland security education and program development; 25 years experience as a training/education administrator and professor, designing curriculum and educational technology solutions, managing staff, facilities and resources
- 13 years intelligence experience, to include managing a broad variety of operations, personnel, and conducting international liaison

EDUCATION

Ph.D., Instructional Systems Design, Florida State University, 1996
M.A., National Security Affairs (Russia/East Europe), Naval Postgraduate School, 1988
B.S., Liberal Arts, University of New York, 1982
US Air Force Air War College, 2001; Air Command and Staff College, 1996

PROFESSIONAL EXPERIENCE

Contractor, MAC Consulting – serving as Co-Director, Partnership Programs and Faculty Member, Center for Homeland Defense and Security, Naval Postgraduate School, Monterey CA, 09/2005 to Present

- Direct University and Agency Partnership; developed processes and procedures for partnership, brought in 350-plus members
    - Supported development of homeland security academic programs nationwide
- Developed concept and implemented a nationwide National Guard education initiative to provide graduate level certificates in Homeland Security/Defense

Associate Professor, Homeland Security Management Institute, Long Island University, Riverhead, NY, 09/2007 – Present

- Develop and teach graduate homeland security, intelligence and terrorism courses for students nationwide; serve as thesis advisor
- Chair, Institutional Review Board

Senior Program Manager/Consultant, Battelle Memorial Institute, Colorado Springs CO, 09/2005 – Present (Part-time)

- Consultant and developer for programs related to higher education, homeland security/defense, and professional military education

Adjunct Professor, University of Denver, Denver Colorado, and University of Massachusetts, Lowell Massachusetts, 2005-2006

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- Developed and taught graduate homeland security for students nationwide

Director, Homeland Security/Defense Education Consortium, and Deputy for Education and Training, North American Aerospace Defense Command/US Northern Command, Peterson AFB, Colorado Springs – 05/2003 to 09/2005

- Founded and directed education consortium with 160-plus universities partnering to improve homeland security-related education
  - Oversaw curriculum development of Homeland Security courses for use at colleges and universities nationally and internationally
- Designed and directed implementation of education and training programs for two organizations totaling 1300 personnel
  - Designed first education program for DoD Homeland Defense personnel

Faculty Squadron Director (Department Head Equivalent) and Associate Professor of Russian, US Air Force Academy, 01/2002 – 01/2003

- Managed administration and personnel for faculty/staff of 700+ in 24 departments
- Facility and security manager for 1.6 million square foot educational facility

Deputy Director/Chief of Support, Field Operating Base – Korea, Defense Intelligence Agency, Seoul, Korea, 01/2001 – 01/2002

- Led support staff conducting entire spectrum of administrative, communications, computer, financial, logistics and security support

Director of Operations, Language Learning Center Director, Associate Professor of Russian, Department of Foreign Languages, US Air Force Academy 01/1996 – 01/2001

- Managed curriculum and operations of 40-member department conducting seven language programs for over 2000 students
- Oversaw 100-workstation language center, managing personnel and pedagogy

Senior Central Air Forces J2 (Intelligence) Representative, Joint Task Force, Southwest Asia, 11/1999 – 05/2000

- Established procedures and directed initial implementation of newly developed Air Expeditionary Force personnel deployment process for intelligence personnel
- Coordinated planning phase of new facility design and synchronized intelligence interoperability requirements of the Saudi Arabian Air Force

ADDITIONAL QUALIFICATIONS/INFORMATION

Languages: Russian, Polish

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PUBLICATIONS

- The Journal of Homeland Security Education: The Right Journal at the Right Time, Journal of Homeland Security Education, March 2012

- Homeland Security and Emergency Management Education – All in the Family, Emergency Management Journal, Sep 2011

- Security Studies: The Homeland Adapts, Homeland Security Affairs, Sep 2011

- Special Report: Key Issues form the UAPI Continental Security Conference, With Phillip Treglia, Donna Cayson, and Jeffery Burkett, Homeland Security Affairs, April 2011

- Community Policing in the Homeland Security Era, With Chip Jones, Journal of Homeland Security and Emergency Management, Jul 2010

- "Homeland Security Education: Evolution of an Academic Discipline, Government Security News, May 2009

- "Pandemic Influenza Tabletop Exercises: A Primer for The Classroom and Beyond," With Karen Wood, Journal of Homeland Security and Emergency Management, Aug 2008

- "Homeland Security Curriculum: A Catalyst for US Professional Education," Update NPS, Naval Postgraduate School Newsletter, Nov 2007

- "Post-Strike Attribution--A Political & Scientific Dilemma," with Robert McCreight, Journal of Homeland Security and Emergency Management, July 2007

- "Development of an Immersive Learning Environment for U.S. Northern Command," Proceedings of the Interservice/Industry Training, Simulation, and Education Conference, Nov 2005

- "Russian Language Development and Maintenance at a Distance: Methodology and Technology," Applied Language Learning, Vol 12 (1) Jan 2000

- "Russian Language Development and Maintenance at a Distance," Institute for Information Technology Applications Education Series, Dec 1999

CONFERENCE PRESENTATIONS

- Homeland Defense and Security Education Summit, Colorado Springs, CO, Oct 2014, Conference Host and "The Status of Homeland Security Education"

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- Emergency Management Institute, Emmitsburg MD, 17th Annual Emergency Management Symposium, June 2014, "Homeland Security– Reaching Maturity"

- Arkansas State Homeland Security and Emergency Management Conference, Arkansas Technical University, Russellville AK, Apr 2013, Keynote Address: "Homeland Security – Reaching Maturity"

- Conference to Establish Homeland Security Education at Columbia College, Columbia SC, Jan 2014, Keynote Address: "Homeland Security – What is it, Who Does it, and How do We do it"

- Homeland Defense and Security Education Summit, Boston, MA, Sep 2013, Conference Host and "The Status of Homeland Security Education"

- National Homeland Security Conference, Los Angeles, CA, May 2013, "The Interdisciplinary Quagmire" and "Homeland Security: What is it, Who Does it, and How do We Do It?"

- Emergency Management Institute, Emmitsburg MD, 15th Annual Emergency Management Symposium, June 2012, "Homeland Security: What is it, Who Does it, and How do We Do It?"

- National Homeland Security Conference, Columbus OH, May 2013, "Homeland Security – What is it, Who Does it, and How do We do it"

- US Northern Command Defense Support of Civil Authorities Conference, Colorado Springs, CO, May 2011, "Homeland Security Education: The Current State"

- Homeland Defense and Security Education Summit, Washington DC, Mar 2011, "Community Oriented Homeland Security"

- National Conference of the Association of Schools of Public Administration, Las Vegas, NV, Nov 2010, "Homeland Security Education: The Current State"

- Colorado Homeland Security and Defense Workforce Development Conference, Colorado Springs CO, Nov 2009, Keynote Address: "Homeland Security – What is it, Who Does it, and How do We do it"

- Homeland Security Conference at Marian University, Fon Du Lac WI, Oct 2009, Keynote Address: "Homeland Security – What is it, Who Does it, and How do We do it"

- Homeland Defense and Security Education Summit, Washington DC, Mar 2009, "Prevention in the Classroom and in Practice"

- Homeland Security/Homeland Defense Career Summit, Colorado Springs CO, Nov 2008, "International and National Perspectives Panel"

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- Department of Homeland Security Western Science and Technology Conference, Los Angeles, CA, Jan 2008 "The Status of Homeland Security Education"

- Indiana Conference on Emergency Management and Homeland Security, Indianapolis IN, Oct 2007, "The Center for Homeland Defense and Security and the Status of Homeland Security Education"

- Homeland Security and Defense Education Western Conference, Orem, Utah, Aug 2007, "The Center for Homeland Defense and Security and the Status of Homeland Security Education"

- Government Security Expo and Conference, Washington DC, May 2007, "The Role of Academia in Homeland Security"

- Workshop on National Needs, College Station TX, May 2007, Keynote Address: "The Role of Academia in Homeland Security"

- First Symposium on Transatlantic Security Initiatives, Gdansk, Poland, Oct. 2006, "International Cooperation through Homeland Security Education"

- 9th Annual Emergency Management and Homeland Security/Defense Conference, Emmetsburg, MD, Jun 2006, "National Homeland Security Joint and Intergovernmental Education and Training Initiatives'

- Interservice/Industry Training, Simulation, and Education Conference (I/ITSEC) Orlando, Florida: Nov. 2005, "Development of an Immersive Learning Environment for U.S. Northern Command"

- Hechinger Institute on Education and the Media, Vanderbilt University, Nashville TN, Nov. 05, "Higher Education and Homeland Security: Preparing the Nation's Defenses or Feeding at the Trough"

- Yale New Haven International Congress on Disaster Medicine and Emergency Management, New Haven, CT, Oct 05, "Education and Training for Homeland Defense and Security"

- 2nd Annual Homeland Security/Defense Education Consortium, Spring Symposium, Annandale, VA, May 2005, "The Current State of Homeland Defense Education"

- American Association of Community Colleges Annual Convention, Boston MA, Apr 2005, "Homeland Security: Partnering to Deliver New Training Programs"
- Workforce Development Institute Conference 2005, Phoenix AZ, Jan 2005, "Homeland Security Issues from a Federal Perspective"

- 1st Annual Homeland Security/Defense Education Consortium, Spring Symposium, Bethesda, MA, July 2004, "Status of the Homeland Security/Defense Education Consortium"

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WORKSHOPS

- Naval Postgraduate School, Center for Homeland Defense and Security, "Partnership Faculty Workshop on Homeland Security Education," Monterey CA, Jun 2014

- Naval Postgraduate School, Center for Homeland Defense and Security, "Partnership Faculty Workshop on Homeland Security Education," Monterey CA, Jun 2013

- Naval Postgraduate School, Center for Homeland Defense and Security, "Partnership Faculty Workshop on Homeland Security Education," Monterey CA, Aug 2011

- Naval Postgraduate School, Center for Homeland Defense and Security, "Partnership Faculty Workshop on Homeland Security Education," Monterey CA, Aug 2010

- Naval Postgraduate School, Center for Homeland Defense and Security, "Workshop on Teaching a Fundamentals of Homeland Security Course," Monterey CA, Oct 2009

- Naval Postgraduate School, Center for Homeland Defense and Security, "Developing a Model Undergraduate Curriculum for Homeland Security" Monterey CA, Jul 2009

- Naval Postgraduate School, Center for Homeland Defense and Security, "Workshop on Teaching a Fundamentals of Homeland Security Course," Monterey CA, Aug 2008

- Naval Postgraduate School, Center for Homeland Defense and Security, "Workshop on Teaching a Fundamentals of Homeland Security Course," Monterey CA, Aug 2007

- Naval Postgraduate School, Center for Homeland Defense and Security, "National Guard Certificate in Homeland Defense and Security," Monterey CA, Jul 2007

- First Annual Homeland Defense and Security Education Summit, "Workshop on Teaching a Fundamentals of Homeland Security Course," Fairfax VA, March 2007

- Naval Postgraduate School, Center for Homeland Defense and Security, "Workshop on Teaching a Fundamentals of Homeland Security Course," Monterey CA, Aug 2006

COURSES TAUGHT/DIRECTED/DEVELOPED

- Introduction to Homeland Security Management (graduate level), Long Island University, Fall 2007 to Present
- The Intelligence Function of Homeland Security (graduate level), Long Island University, Fall 2007 to Present

- Domestic and International Terrorism (graduate level), Long Island University, Fall 2007 to Present

Appendix B-Budget

New Academic Program Proposal
Five-Year Budget Projection

Institution: __TMCC__ Program: __mergency Management/Homeland Securi Semester of Implementation:__ Fall 2016

DIRECTIONS: Complete the following cost estimates for the first, third, and fifth year budget projections for the proposed new program in Section A. Costs for the third and fifth year are cumulative. If the total budget for the program is not reflected in the "Existing" or "New" categories, please provide further explanation in the space provided below (EXPLANATION). Any "new" costs must be noted by source in Section B.

STUDENT FTE

Year 1: __28.93__   Year 3: __1.2__   Year 5: __1.46__

Section A.

	Year 1/Start-up				Year 3				Year 5			
	Existing[1]	New[2]	Total	FTE	Existing[1]	New[2]	Total	FTE	Existing[1]	New[2]	Total	FTE
PERSONNEL												
Faculty (salaries/benefits)[3]	190,316	0	190,316	1.5	195,074	0	195,074	1.5	199,951	0	199,951	1.5
Graduate Assistants	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0
Support Staff	32,120	0	32,120	0.5	32,923	0	32,923	0.5	33,746	0	33,746	0.5
Fellowships/Scholarships	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0
Personnel Total	$222,436	$0	$222,436	2.0	$227,997	$0	$227,997	2.0	$233,697	$0	$233,697	2.0
OTHER RESOURCES												
Library Materials (printed)	0	0	0		0	0	0		0	0	0	
Library Materials (electronic)	0	0	0		0	0	0		0	0	0	
Supplies/Operating Expenses	8,712	0	8,712		8,712	0	8,712		8,712	0	8,712	
Equipment	0	0	0		0	0	0		0	0	0	
Other Expenses	0	0	0		0	0	0		0	0	0	
Other Resources Total	$8,712	$0	$8,712		$8,712	$0	$8,712		$8,712	$0	$8,712	
PHYSICAL FACILITIES												
Construction	0	0	0		0	0	0		0	0	0	
Major Renovation	0	0	0		0	0	0		0	0	0	
Other Facility-Related Expenses	0	0	0		0	0	0		0	0	0	
Physical Facilities Total	$0	$0	$0		$0	$0	$0		$0	$0	$0	
TOTAL	$231,148	$0	$231,148		$236,709	$0	$236,709		$242,409	$0	$242,409	

Section B.

EXPLANATION OF "NEW" SOURCES[2]

	Amount	%	Amount	%	Amount	%
State Support	0		0		0	
Federal Grants/Contracts	0		0		0	
State Grants/Contracts	0		0		0	
Private Grants/Contracts	0		0		0	
Private Gifts	0		0		0	
Other (please specify)	0		0		0	
TOTAL	$0	0.0%	$0	0.0%	$0	0.0%

[1]Resources re-allocated from existing programs in Year 1 should be noted in the "Existing" column. In addition, "New" costs from Year 1 that will continue in the third and fifth year should also be noted in the third and fifth year as "Existing."

[2]Any "New" resource utilized to fund a new program must include the source to be provided in the "Explanation of New Sources" section. Total "New" sources for each year must equal the total for each year under "Explanation of New Sources."

[3]Budget estimates for faculty salaries and benefits must include estimated merit and COLA increases in Year 3 and Year 5.

EXPLANATION (*Please provide any additional information pertinent to the budget projection, including for example, explain for any new funding sources that are not guaranteed receipt by the institutions how the program will make-up for the potential loss in expected new funding*): Personnel costs for first year of the program include an estimate of $48,000 for adjunct faculty teaching over the course of the 60 credit BAS program. Per annum based upon 30 credits of courses offered per academic year, the LOA cost is estimated at $24,000.

WASHOE COUNTY
Emergency Management and Homeland Security

"Dedicated To Excellence in Public Service"

5195 SPECTRUM BLVD.
RENO, NEVADA 89512
PHONE: (775) 337-5898
FAX: (775) 337-5894

January 29, 2015

RE: Support of Emergency Management and Homeland Security Bachelor of Applied Science Degree Program
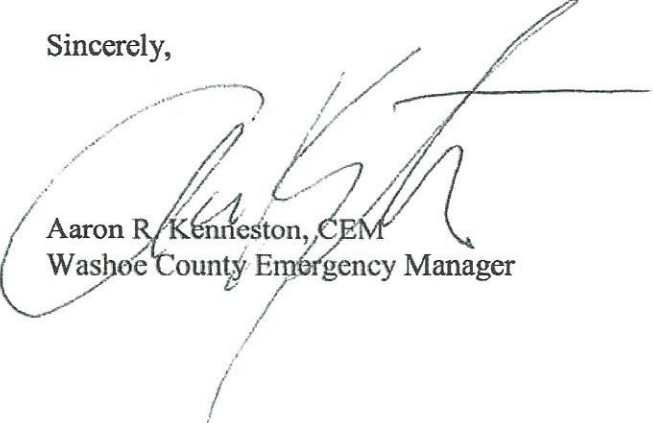
The purpose of this letter is to express my full support of the Truckee Meadows Community College initiative to create a Bachelors degree in Emergency Management and Homeland Security.

As the Washoe County Emergency Manager, I see a clear benefit, and need, for this degree program. The emergency management filed encompasses a variety of disciplines such as law enforcement, fire services, emergency medical services, public works, public health and volunteer organizations that are active in disasters. Our region has an active community of interest in these disciplines that needs a baccalaureate degree to increase our employees' body of knowledge and prepare them for career advancement.

As the Advisory Committee Chair I can report that the various members from regional emergency management discipline agencies also see the benefit of this degree. As development of this degree program progressed, I saw momentum and excitement among the community of interest. I can report that practitioners enthusiastically support this initiative and also see a clear benefit to our Northern Nevada region.

I, and our entire Advisory Committee membership, wholeheartedly recommend moving forward with this program, and strongly recommend that the College approve this Bachelors degree.

Sincerely,

Aaron R. Kenneston, CEM
Washoe County Emergency Manager

DEPARTMENTS OF THE ARMY AND THE AIR FORCE
NEVADA NATIONAL GUARD
JOINT OPERATION CENTER
2478 FAIRVIEW DRIVE
CARSON CITY, NEVADA 89701-6807
755 887-7200

17 March 2015

MEMORANDUM FOR NSHE Board of Regents

FROM: J3 Deputy Director of Operations
           2478 Fairview Drive
           Carson City, NV 89701

SUBJECT: Emergency Management and Homeland Security Bachelor Degree Program

1. I fully support the Truckee Meadows Community College initiative to create a Bachelors degree in Emergency Management and Homeland Security.

2. The Nevada National Guard works closely to support our community and nation during contingencies. I have seen firsthand the desire of Nevada National Guard members and other members in our community for a baccalaureate degree in Emergency Management and Homeland Security. I have also seen firsthand the requirement for a professional degree in these areas. The Emergency Management and Homeland Security career fields are complex, varied, and crucial to a community's successful preparation, response, and recovery from a contingency situation. The benefit individuals and communities would receive from employees with the foundation of a baccalaureate degree would prepare our communities, our military department, our government, and our non-governmental support organizations.

3. As a member of the Advisory Committee for this initiative, I have seen very strong interest from my supervisors, peers, and subordinates alike for a four-year degree in this discipline. The recommendations generated by the Advisory Committee are a direct result of this interest. For example – a recently retired Nevada Army National Guard Command Sergeant Major has expressed an interest to utilize his G.I. Bill benefits to obtain a four-year degree in Emergency Management to compliment his recent appointment in an Emergency Management position working within the Nevada Military Department, alongside the Nevada Division of Emergency Management. He also encourages his staff to explore advanced educational opportunities – he'd love to steer them to opportunities right here in Northern Nevada.

4. As my final example, as I begin to prepare for my retirement from the Nevada Air National Guard, a hiring announcement for my position within the Domestic Operations Directorate (domestic emergency and contingency management) has been published. Every one of my peers who has solicited me for input about applying for my position has asked me if additional higher education in Emergency Management or Homeland Security is required. I have always advised them of additional education and how it would assist them should they become the new Domestic Operations Deputy – and soon I hope to be able to advise them of a superb baccalaureate program headed by the Truckee Meadows Community College. I wholeheartedly endorse this initiative.

5. Questions regarding this matter should be directed to me at 775-887-7200.

MARK L. HALL, Lt Col, NVANG
J3 Deputy Director Domestic Operations

Date: March 18, 2015

Darryl Cleveland, BS. LP, MIFireE
Chief Fire Officer
Director TMCC Fire/EMS/Occupational Safety Programs
Regional Public Safety Training Center
5190 Spectrum Blvd
RPSTC 219-C
Reno, NV 89512

Dear Mr. Cleveland, *Darryl*

I would like to express my wholehearted support for the Truckee Meadows Community College initiative to create a Bachelor's Degree in Emergency Management and Homeland Security.

Our emergency management community represents a tight knit group of professionals and include many disciplines such as fire, law enforcement, emergency medical services, and public health. Public Health Preparedness is a relatively new area of public health with programs funded nationwide after the anthrax events of October 2001. I would like to commend you on your inclusion of public health in planning for this degree program. As a member of the Advisory committee making recommendations for this degree program, I would like to express my appreciation for including all emergency management disciplines in the process.

I see the Bachelor's Degree in Emergency Management and Homeland Security as an important program to provide the necessary education and credentials to support our large emergency management community. I fully support and would like to recommend the College approve this Bachelor's Degree.

Sincerely,

Jeff L. Whitesides
Public Health Preparedness Manager
Division of Epidemiology and Public Health Preparedness

EPIDEMIOLOGY AND PUBLIC HEALTH PREPAREDNESS
1001 East Ninth Street I P.O. Box 11130 I Reno, Nevada 89520
EPHP Office: 775-326-6055 I Fax: 775-325-8130 I washoecounty.us/health
Serving Reno, Sparks and all of Washoe County, Nevada. Washoe County is an Equal Opportunity Employer.

Public Health

Brian Sandoval
Governor

James M. Wright
Director

Christopher B. Smith
Chief

Nevada Department of
PUBLIC SAFETY

Division of Emergency Management
Homeland Security
2478 Fairview Drive
Carson City, Nevada 89701
Telephone (775) 687-0300 • Fax (775) 687-0322 • http://dem.state.nv.us/

March 20, 2015

Nevada System of Higher Education
Board of Regents
2601 Enterprise Road
Reno, NV 89512

Attn: Board Members:

I write this letter to support the development of a Bachelor of Applied Science degree program in the emergency management field of study. As the Chief of the Nevada Division of Emergency Management, I understand how a degree program would positively impact the study and practice of comprehensive emergency management and homeland security in Nevada. I believe professionalizing the discipline will provide our state and private sector with qualified candidates who possess the abilities to synthesize and analyze situations and data, make cogent recommendations, and provide for a more safe and secure Nevada.

I realize this is not an easy undertaking. I also realize that our discipline is growing in our state and the nation. This degree program in our state will help to make emergency management grow in all sectors, private, government and non-governmental organizations of Nevada. As our economy grows, so do our risks and vulnerabilities. In order to support comprehensive economic development, it is of critical importance to develop this program to meet the needs of our future.

Best regards,

Christopher B. Smith

MOTION TRACKING

Academic Year 2015

Date Motioned	Description of Motion	Senate Status	Administrative Status	Notes
September 19, 2014	To approve the meeting agenda for September 19, 2014.	*Passed Unanimously*	Signed by Chair Marston 03/10/15	The agenda that was emailed is slightly different than the Agenda up on the screen. It has omission of the shared report in agenda of Senate Member Ron Marston. Motion is for the approval of Sept 19, 2014 Agenda as projected and viewed.
September 19, 2014	To approve the Faculty Senate meeting minutes from May 16, 2014, as submitted.	*Passed unanimously*	Signed by Chair Marston 03/10/15	
September 19, 2014	To Review of information, voting and approve the Standing Committee Memberships with the correction of misspelled names. Chair Marston added removal of John Paul's name from Professional Standards. **Curriculum, Assessment & Programs Committee** Melanie Purdy, Chair Dan Adams Grecia Anaya-Arevalo Julia Bledsoe Amy Blomquist Dan Bouweraerts Becky Calhoun Tara Connolly Melissa Deadmond Wes Evans Bob Fletcher Mike Holms Andy Hughes Leslie Jai Jay Jorgenson Olga Mesina Jeffrey Metcalf Staci Miller Michelle Noel Haley Orthel-Clark Perla Petry Brian Ruf	*Passed unanimously*	Signed by Chair Marston 03/10/15 Signed by VPAA Dr. Nichols as approved on 10/01/14 Signed by President Sheehan as approved on 03/19/15	Consent Agenda Item #1 Standing Committee Memberships with the correction of misspelled names. Chair Marston added removal of John Paul's name from Professional Standards.

Date Motioned	Description of Motion	Senate Status	Administrative Status	Notes
	Randy Walden			
	Jim Winston			
	Tom Cardoza			
	Professional Standards Committee			
	Edmund Burke, Chair			
	Maria Arrigotti			
	Deborah Bader			
	Susan Bluhm			
	David Boden			
	Laura Briggs			
	Gregory Ellis			
	Bill Gallegos			
	Wade Hampton			
	Warren Hejny			
	Scott Huber			
	Linda Mcgillicuddy			
	Bill Newhall			
	Travis Souza			
	Brian Wells			
	Student Learning Outcomes & Assessment Committee			
	Brian Ruf, Chair			
	Ana Douglass			
	Anne Flesher			
	Armida Fruzzetti			
	Bill Gallegos			
	Candace Nicol			
	Cheryl Cardoza			
	Christine Boston			
	Clifford Bartl			
	Dan Bouweraerts			
	Deborah Skeans			
	Elena Bubnova			
	Eric Neuenfeldt			
	Jennifer Huntley-Smith			
	John Fitzsimmons			
	Kyle Simmons			
	Lance Bowen			
	Lisa Buehler			
	Lori McDonald			
	Lorna Johnson			
	Meeghan Gray			

Date Motioned	Description of Motion	Senate Status	Administrative Status	Notes
	Melanie Purdy Paula Peters **Salary, Benefits and Budgetary Concerns Committee** Bale, Steve, Chair Chai, Quan-Ping DeMay, Kristen Ennis, Damien Ferrell, Gail Fraser, Hugh Hestiyas, Blisin House, Ellen Jensen, Lars Lambert, Ted Olsen, Jeff Porter, Rebecca Rinaldi, Rosemary Smilanick, Phil Streeper, Steve **Recognition and Activities Committee** Erin Frock Cathy Brewster Susan Bluhm Joseph Cheung Valerie Kelley Janice Kuper Sandra Martinez Barb Painter Cindy Stone Dolores Wonder Cheryl Olson Gina Schuster Michelle Montoya Olga Katova Kreg Mebust Micaela Rubalcava Library Committee Thomas Kearns Neil Siege Dianne Cheseldine Debbie Skeans Patty Aragona Sharon Lowe			

Date Motioned	Description of Motion	Senate Status	Administrative Status	Notes
	Steve Zidec Joseph Cheung Corina Weidinger **Part Time Faculty Issues Committee** Dawnne Ernette, Chair Jim Collier Nancy O'Neal William Walker Neil Siege Hank Sosnowsk Patti Sanford Nancy Faires Julee Stage Kurt Ehlers Ralph McMullen Susan Bluhm Sameer Bhattarai Erika Bein Cathy Brewster Patricia Cullinan Scarlet Kako Molly Lingenfelter Karen Ozbek Jim Roderick Engrid Barnett			
September 19, 2014	To approve the additions, changes and deletions to Master Course Outlines (MCOs) and the Degrees, Emphasis and Certificates (DECs) as follows: **Master Course Outlines** **Deletions:** • ENV 115 – Wilderness Survival **Revisions:** • CHEM 100 – Molecules and Life in the Modern World • CHEM 121 – General Chemistry I • CHEM 122 – General Chemistry II • CHEM 201 – General Chemistry for Scientists and Engineers I • CHEM 202 – General Chemistry for Scientists and Engineers II • GEOL 100 – Earthquakes, Volcanoes and Natural Disasters • GEOL 101 – Geology: Exploring Planet Earth	*Passed unanimously*	Signed by Chair Marston on 9/25/14 Signed by VPAA Dr. Nichols on 10/01/14 Signed by President Sheehan on 03/19/15	Consent Agenda Item #2

Date Motioned	Description of Motion	Senate Status	Administrative Status	Notes
	• GEOL 102 – Earth and Life Through Time • GEOL 105R – Introduction to Geology • GEOL 206 – Geology of Geothermal Energy Resources • HUM 105/THTR 180 – The Art of Film • HUM 201- History of the Built Environment • HUM 101 – Introduction to Humanities I • HUM 102 – Introduction to Humanities II • HUM 106 – Introduction to the American Motion Picture • HUM 271 – Film and Literature **Current AA/AS General Education Courses Revised to Meet the New Criteria:** • CHEM 100 – Molecules and Life in the Modern World • CHEM 121 – General Chemistry I • CHEM 122 – General Chemistry II • CHEM 201 – General Chemistry for Scientists and Engineers I* • GEOL 100 – Earthquakes, Volcanoes and Natural Disasters • GEOL 101 – Geology: Exploring Planet Earth • GEOL 105R – Introduction to Geology • GEOL 206 – Geology of Geothermal Energy Resources **AA/AS Humanities General Education Courses:** • HUM 101 – Introduction to Humanities I • HUM 102 – Introduction to Humanities II • HUM 105/THTR 180 – The Art of Film • HUM 106 – Introduction to the American Motion Picture • HUM 271 – Film and Literature			
October 17, 2014	To approve the meeting agenda for October 17, 2014 as submitted.	*Passed unanimously*	Motion signed by Chair Marston 03/10/15	
October 17, 2014	To approve the Faculty Senate Meeting Minutes from Sept 19, 2014 as submitted.	*Passed unanimously*	Motion signed by Chair Marston 03/10/15	Note: The copies of Minutes distributed at the Faculty Senate meeting were an incomplete version. The Faculty Senate Minutes sent on Google Docs and emailed prior to the meeting is the correct copy and should be considered the official minutes.
October 17, 2014	To approve the additions, changes and deletions to Master Course Outlines (MCOs) and the Degrees, Emphasis and Certificates (DECs) as follows:	*Passed Unanimously*	Motion signed by Chair Marston on 10/21/14	Consent Agenda #1 Revisions: should be AST not ASTM.

Date Motioned	Description of Motion	Senate Status	Administrative Status	Notes
	Master Course Outlines **Deletions:** • CS 282 - Simulation Physics **New Courses:** • AV101 – Introduction to Unmanned Aerial Systems • AV102 – Unmanned Aerial System Construction Project • NGPO101 – Utility Natural Gas Pressure Operator Apprenticeship • NGPO151 – Utility Natural Gas Pressure Operator Apprentice Year 2 • NGPO201 – Utility Natural Pressure Operator Apprenticeship • NGSM201 – Utility Natural Gas Serviceman Apprenticeship Year 3 **Revisions:** • ASTM104 – Introductory Astronomy: Stars and Galaxies • CHEM202 – General Chemistry for Scientists and Engineers II • DAN101 - Dance Appreciation • ENG98R - Preparatory Composition • ENG101 - Composition I • GEOL102 - Earth and Life Through Time • GRC175 - Web Design and Publishing I • MUS121 – Music Appreciation • MUS122- Survey of Jazz • NUTR121 – Human Nutrition • PHYS117 - Introduction to Space Science and Engineering • PHYS151 – General Physics I • PHYS152 - General Physics II • PHYS180 – Physics For Scientists and Engineers I • PHYS180L - Physics For Scientists and Engineers I Lab • PHYS181 - Physics For Scientists/Engineers II • PHYS 181L - Physics For Scientists/Engineers II Lab • PHYS182 – Physics For Scientists and Engineers II • PHYS182L - Physics For Scientists and Engineers III Lab • PSY101 - General Psychology		Motion signed as approved by VPAA Dr. Nichols on 10/23/14 Motion signed by President Sheehan on 03/19/15	

Date Motioned	Description of Motion	Senate Status	Administrative Status	Notes
	• PSY233 – Child Psychology • READ95 – Reading and Improvement • THTR100 - Introduction to Theater • THTR210 - Theater: A Cultural Context **Current AA/AS General Education Courses Revised to Meet the New Criteria:** **Passed as AA/AS English General Education Course** • ENG 101 - Composition I **Passed as AA/AS Fine Art General Education Course** • DAN 101 - Dance Appreciation • MUS 121 - Music Appreciation • MUS 122 - Survey of Jazz • THTR 100 - Introduction to Theater • THTR 210 - Theater: A Cultural Context **Passed as AA/AS Humanities General Education Course** • MUS 121 - Music Appreciation • MUS 122 - Survey of Jazz • THTR 100 - Introduction to Theater • THTR 210 - Theater: A Cultural Context **Passed as AA/AS Natural Science General Education Course** • ASTM 104 - Introductory Astronomy: Stars and Galaxies • CHEM 202 - General Chemistry for Scientists and Engineers II • GEOL 102 - Earth and Life Through Time [this is the only NEW GE course] NUT 121 - Human Nutrition • PHYS 117 - Introduction to Space Science and Engineering • PHYS 151 - General Physics I • PHYS 152 - General Physics II • PHYS 180 - Physics For Scientists and Engineers I • PHYS 180L - Physics For Scientists and Engineers I Lab • PHYS 181- Physics For Scientists/Engineers II • PHYS 181L- Physics For Scientists/Engineers II Lab			

Date Motioned	Description of Motion	Senate Status	Administrative Status	Notes
	Passed as AA/AS Social Science General Education Courses • PSY 101 - General Psychology; **Degrees, Emphasis & Certificates** **Revisions:** • Associate of Applied Science Radiologic Technology • Radiologic Technology Certificate of Achievement **New:** • Certificate of Achievement Unmanned Aerial Systems Technician Curriculum Assessment and Programs Committee (CAP)			
October 17, 2014	**Professional Standards Committee Sabbatical Subcommittee Membership: Fall 2014** For determination of sabbaticals taken during AY 2015-2016 Chair: Steve Bale **School of Applied Industrial Technology** Michael Holmes – Construction Brian Ruf – Drafting **School of Liberal Arts and Humanities** Bridgett Blaque – English Tom Cardoza – Core Humanities Patty Cullinan – English Ana Douglass – English Natalie Russell – English **School of Business and Entrepreneurship** Nancy O'Neal – Business **School of Science** Joy Alverson – Nursing Jody Covert – Nursing Pat Durham-Taylor – Nursing Paula Farrenkopf – Mathematics Linda McGillicuddy – Dental Assisting Shannon McCool – Mathematics Debbie Skeans – Nursing	*Passed unanimously*	Motion signed by Chair Marston on 10/24/14 Motion signed as approved by VPAA Dr. Nichols on 10/24/14 Motion signed as approved by President Sheehan on 03/19/15	Consent Agenda #2 Professional Standards Committee Sabbatical Subcommittee Membership: Brian Ruff, Ana Douglas and Nancy O'Neal have all indicated that they are not going to be serving on the Committee. Since we had our first meeting this morning we're not going to replace them.

Date Motioned	Description of Motion	Senate Status	Administrative Status	Notes
	School of Web College (History, Political Science and Paralegal/Law) Christine Boston – Anthropology Brian Fletcher – Political Science Joe Gonzalez – History Sharon Lowe – History **Counseling** Kristen DeMay **Library** None			
October 17, 2014	**Professional Standards Committee** **Faculty Senate Travel Funds: Fall 2014 Recommendations** Ellen House $189.75 Rosemary Rinaldi $189.75 Angela Adlish $189.75 John Adlish $189.75 Olga Katkova $151.80 Matthew Leathen $164.20 Kathleen Kolbert $164.45 Michelle Montoya $189.75 Gail Ferrell $189.75 Meeghan Gray $189.75 Melanie Purdy $189.75 **Total $1,998.45**	*Passed unanimously*	Motion signed by Chair Marston on 10/21/14 Motion signed as approved by VPAA Jane Nichols 10/+24/14	Consent Agenda Item #3
October 17, 2014	**To approve the Academic Calendar** (the academic calendar for next four years).	*Passed unanimously*	Motion signed by Chair Marston on 03/10/15 Motion signed as approved by VPAA Dr. Nichols on 03/27/15 Motion signed by President Sheehan 03/30/15	It has been brought forward by the President's Office via Kyle Dalpe. We have discussed it a couple of times. We had some issues with the Winter Sessions but this is the latest draft with the Winter Sessions all in place. We are asking for approval of this academic calendar.

Date Motioned	Description of Motion	Senate Status	Administrative Status	Notes
October 17, 2014	**To approve Audit Policy:** The policy is to change that date until the same day that the student can drop the class.	*Passed* *1 opposed*	Motion signed by Chair Marston on 03/10/15 Motion signed as approved by VPAA Dr. Nichols on 03/27/15 Motion signed by President Sheehan on 03/30/15	This came from the VPAA. Dr. Nichols has asked that we consider changing the last day the student can audit to line up with the last day that a student can withdraw from the course. Currently the last day to audit is the end of the second week. This is for regular fulltime semester. End of the second week the student can audit. After that they can't audit. The policy is to change that date until the same day that the student can drop the class
November 21, 2014	To approve the Meeting Agenda for November 21, 2014 as submitted.	*Passed unanimously*	Motion signed by Chair Marston on 03/10/15	
November 21, 2014	To approve the meeting Minutes from October 17, 2014 as submitted.	*Passed unanimously*	Motion signed by Chair Marston on 03/10/15	Note: The copies of Minutes distributed at the Faculty Senate meeting were an incomplete version. The Faculty Senate Minutes sent on Google Docs and emailed prior to the meeting is the correct copy and should be considered the official minutes. (Exhibit C).
November 21, 2014	To approve the additions, changes and deletions to Master Course Outlines (MCOs) and the Degrees, Emphasis and Certificates (DECs) as follows: **Curriculum Assessment and Programs Committee (CAP)** **Deletions:** MATH 90 - Continuous Studies in Math MATH 91 - Basic Mathematics MATH 93 – Pre-algebra Math 96L - Intermediate Algebra Success Skills MATH 97 - Elementary and Intermediate Math MATH 128 - Pre-Calculus and Trigonometry PEX 117 - Golf PEX 117A - Golf Intermediate PEX 129 - Volleyball PEX 129A - Volleyball, Intermediate/Advanced **New:** AC 113 - Schematic Reading for HVAC/R	*Passed unanimously*	Motion signed by Chair Marston on 11/24/14 Motion signed as approved by VPAA Dr. Nichols on 12/19/14 Motion signed as approved by President Sheehan on 03/19/15	Consent Item #1

Date Motioned	Description of Motion	Senate Status	Administrative Status	Notes
	EM 200 - Leadership and Emergency Services FT 100 - Introduction to Emergency Services FT 200 - ICS/NIMS/EOC PEX 146 - Self Defense PEX 149 - Zumba PEX 151 - Boxing PEX 173 - Circuit Training PEX 183 A - Weight Training Advanced **Revisions:** **Current General Education Courses New or Revised to Meet New Criteria** These courses were reviewed by small teams and then brought to vote. • ANTH 101 - Introduction to Cultural Anthropology • ART 265 - Introduction To Contemporary Art • Art 100 - Visual Foundations • Art 160 - Art Appreciation; • ART 260 - Survey of Art History I • Art 261 - Survey of Art History II • CHS 101 - Introduction to Community Health Sciences • CHS 102 - Foundations of Personal Health and Wellness • COT 217- Office Publications • COT 240 - Executive Office Procedures • ENRG 172 - Fluids, Piping, Valves • ENG 221 - Writing Fiction • ENV 100 - Humans and the Environment • [GE sheet needs to be reattached to MCO] • GEOG 103 - Physical Geography • GEOG 104 - Physical Geography Lab • GEOG 106 - Introduction To Cultural Geography • GEOG 121 - Climate Change: The Science Basis • GEOG 200 - World Regional Geography • MUS 101 - Music Fundamentals • MUS 125 - History of Rock Music • MUS 225 - Introduction To Music History I • MUS 226 - Introduction to Music History II • PEX 143 - Karate • PEX 155 - Fencing • PEX 155A - Fencing, Intermediate/Advanced • PEX 169 - Yoga			

Date Motioned	Description of Motion	Senate Status	Administrative Status	Notes
	• PEX 169A - Yoga, Intermediate/Advanced • PEX 170 - Cardio Fitness • PEX 172 - Body Contouring and Conditioning • PEX 174 - Fitness Principles and Practices • PEX 183 - Weight Training • PEX 199 - Special Topics • PEX 207 - Total Fitness and Weight Control • PHIL 101 - Introduction To Philosophy • PHIL 135 - Introduction To Ethics • PHIL 210 - World Religions PHYS 100 - Introductory Physics • PSY 102 - Psychology of Personal and Social Psychology • SOC 101 - Principles of Sociology • THTR 105 - Introduction To Acting I **Passed as AA/AS Fine Arts General Education Courses** • ART 100 - Visual Foundations • ART 160 - Art Appreciation • ART 260 - Survey of Art History I • ART 261 - Survey of Art History II • ART 265 - Introduction To Contemporary Art • ENG 221 - Writing Fiction • MUS 101 - Music Fundamentals • MUS 125 - History of Rock Music • MUS 225 - Introduction To Music History I • MUS 226 - Introduction to Music History II • THTR 105 - Introduction To Acting I **Passed as AA/AS Humanities General Education Courses** • ENG 221 - Writing Fiction • PHIL 101- Introduction to Philosophy • PHIL 135 - Introduction To Ethics • PHIL 210 - World Religions **Passed as AA/AS Natural Science General Education Courses** • ENV 100 - Humans and the Environment • GEOG 103 - Physical Geography • GEOG 104 - Physical Geography Lab • GEOG 121 - Climate Change: The Science Basis • PHYS 100 - Introductory Physics			

Date Motioned	Description of Motion	Senate Status	Administrative Status	Notes
	Passed as AA/AS Social Science General Education Courses • ANTH 101 - Introduction To Cultural Anthropology • GEOG 106 - Introduction To Cultural Geography • GEOG 200 - World Regional Geography • SOC 101 - Principles of Sociology **Passed as Diversity** • GEOG 200 - World Regional Geography **Degrees, Emphasis & Certificates** **Deletion:** Associate of Science Environmental Science Degree **New:** • Production Systems Emphasis Manufacturing Technologies Degree - Associate of Applied Science; • Transportation Security Administration (TSA) Associates Program Skills Certificate **Revision:** • Associate of Science Environmental Science Emphasis [the degree was changed to an emphasis] • Fire Technology Associate of Applied Science – Fire • Suppression Emphasis • Certificate of Achievement Unmanned Aerial Systems Technician			
November 21, 2014	**CAP Acceptance of Gen Ed Statement:** At the meeting on Friday, November 14, 2014, the CAP committee motioned and approved the following proclamation from Dr. Nichols: "In November 2013, I made a recommendation to President Sheehan regarding General Education pre-requisites, which resulted in the following statement being added to the catalog for General Education courses: 'This course has strongly recommended General Education pre-requisites.' Unfortunately this statement has caused unintended confusion for our students and faculty. I would thus ask CAP to consider a motion to remove this language and allow departments to put forth their own recommended pre-requisites, based on supporting data."	*Passed unanimously*	Motion signed by Chair Marston on 11/24/14 Motion signed as approved by VPAA Dr. Nichols on 03/27/15 Motion signed by President Sheehan on 03/30/15	Consent Agenda #2

Date Motioned	Description of Motion	Senate Status	Administrative Status	Notes
November 21, 2014	Professional Standards Committee Membership: Removal of Bill Newhall and Susan Bluhm	*Passed unanimously*	Motion signed by Chair Marston on 03/10/15	Consent Item#3 Original form listed the Committee/Origination under CAP. The Corrected copy shows Committee/Origination as Professional Standards. Corrected copy of Consent Agenda item #3 motion form sent for signatures on 02/27/14. Original signature dates: Motion signed by Chair Marston on 11/24/14 Motion signed as approved by VPAA 12/19/14
November 21, 2014	Professional Standards Committee (Exhibit E). Motion to Approve the Policy Statement Administrative Evaluation "draft language". This is the draft language that has already changed. The vote would be moral support that we do need this sort of statement in our bylaws and policies. This statement was approved by Professional Standards: "Deans, vice presidents and other administrators who supervise faculty will be evaluated on job performance at least once every two years. The evaluation of deans and other administrators, who supervise faculty, will include a survey of faculty and classified staff who are supervised by the administrator. The faculty senate chair or his/her designee, the faculty senate chair-elect or his/her designee, a representative from Human Resources and the VPAA will meet to review the survey results and supervisee comments on a date prior to the date on which the VPAA issues his/her final evaluation of the administrator. The results of evaluations of vice-presidents will be forwarded directly to the President and the president will meet with the senate chair, chair-elect, and a representative from human resources to review the survey results. If the evaluation results in an unsatisfactory rating, a job performance evaluation will be required in the following academic year".	*Passed unanimously*	Motion signed by Chair Marston on 03/10/15 Motion signed as approved and received by VPFA Dr. Solemsaas 03/16/15 Motion signed as approved by VPAA Dr. Nichols 03/27/15 Motion signed by President Sheehan on 03/30/15	The administrative evaluation committee, an ad-hoc committee of the faculty senate has drafted the following statement for inclusion in the TMCC administrative manual & was approved by Professional Standards. This is the draft language that has already changed. The vote would be moral support that we do need this sort of statement in our bylaws and policies.
November 21, 2014	Motion to extend the meeting until 2:45 p.m.	*Passed unanimously*	Motion signed by Chair Marston on 03/10/15	Motion to extend the meeting by 15 minutes.
November 21, 2014	Salary Benefits & Budgetary Concerns Faculty Senate Bylaws Change (Exhibit F)	*Passed unanimously*	Motion signed by Chair Marston on 03/10/15	Bylaws Change was brought forth for a 1st reading at the last Faculty Senate Meeting on Oct. 17, 2014. The SBBC changed that verbiage in order to satisfy that a change in the bylaws to those charges for the Salary, Benefits

Date Motioned	Description of Motion	Senate Status	Administrative Status	Notes
			Motion as received and approved signed by VPFA Dr. Solemsaas on 03/16/15 Motion signed as approved by VPAA Dr. Nichols on 03/27/15 Motion signed by President Sheehan on 03/30/15	Committee in line with the new salary scale that was changed from the steps
November 21, 2014	**Salary Benefits & Budgetary Concerns To approve the Summer School Draft Policy** (Exhibit G)	*Passed unanimously*	Motion signed by Chair Marston on 03/10/15 Motion as received signed by VPFA Dr. Solemsaas on 03/16/15 Motion signed as approved by VPAA Dr. Nichols on 03/27/15 Motion signed by President Sheehan 03/30/15	This is the redline version of the TMCC Summer School Policy that went through the Salary, Budgetary & Benefits Committee and this draft will be used as the foundation moving forward for the Summer School Pay Taskforce that will have Faculty and Administration reps on it
November 21, 2014	**CAP - To approve BAS General Education Criteria** (Exhibit H) **General Education Outcomes Mapping AA/AS BAS Degree:** CAP passed the GenEd curriculum for the BAS. Which was in the Agenda for CAP that was sent out last week and is an action item. CAP brought forward the foundation for the BAS which really doesn't allow for much room for creativity as it is code determined.	*Passed unanimously*	Motion signed by Chair Marston on 03/10/15 Motion signed as approved by VPAA Dr. Nichols 03/27/15	

Date Motioned	Description of Motion	Senate Status	Administrative Status	Notes
	The Code requires: • 6 credits of English; 1 has to be 102. The AA/AS doesn't require this. Next month CAP will bring forth some recommendations on how to tailor an AAS to this. • Mathematics-3 credits-This doesn't have to be AAS, but it has to be transferable and have the GenEd Criteria. • Same for Natural Sciences, Social Sciences. • For a total of 24 credits • Plus 6 credits of Diversity/NV Constitution. • 120 Credits needs to be completed. • 32 Credits at TMCC • 40 Upper Divisional Credits.		Motion signed by President Sheehan on 03/30/15	
November 21, 2014	To close the meeting.	*Passed unanimously*	Motion signed by Chair Marston on 03/10/15	
December 19, 2014	To approve the meeting agenda for December 19, 2014 as submitted.	*Passed unanimously*	Motion signed by Chair Marston on 03/10/15	
December 19, 2014	To approve the Faculty Senate meeting minutes from November 21, 2014 as submitted.	*Passed unanimously*	Motion signed by Chair Marston on 03/10/15	
December 19, 2014	To approve the additions, changes and deletions to Master Course Outlines (MCOs) and the Degrees, Emphasis and Certificates (DECs) as follows: **Master Course Outlines** **Master Course Outlines** **Deletions**: CRJ 108 - Introduction to Homeland Security CRJ 145 - Transportation and Border Security CRJ 261 - Intelligence Analysis and Security Management SKC 1 - Skills Center **New:** ACC 290 - Certified Bookkeeper Course CS 219 - Computer Organization HIT 180 - Health Information Management	*Passed unanimously*	Motion signed by Chair Marston on 01/07/15 Motion signed as approved by VPAA Dr. Nichols on 01/16/15 Motion signed as approved by President Sheehan on 03/19/15	Consent Agenda item #1

Date Motioned	Description of Motion	Senate Status	Administrative Status	Notes
	Revisions: ANTH 102 - Introduction to Physical Anthropology ANTH 110L - Physical Anthropology Laboratory ANTH 201 - Peoples and Cultures of The World ANTH 202 - Archaeology ANTH 205 - Ethnic Groups In Contemporary Societies ART 263 - Survey of African, Oceanic, & Native American Art ART 270 - Women In Art CHS 200 - Introduction to Public Health Biology CIT 152R - Web Script Language Programming CIT 230 - Advanced Java CIT 234 - Advanced C# CIT 251 - Advanced Web Development CPE 201 - Digital Design CUL 105 - Basic Skills Development CUL 245 - The Business Chef DT 101 - Basic Diesel Engines DT 201 - Diesel Brakes and Pneumatics DT 211 - Light Duty Performance DT 235 - Steering and Suspension DT 250 - Preventative Maintenance ENG 205 - Introduction To Creative Writing: Fiction and Poetry ENG 220 - Writing Poetry ENG 267 - Introduction to Women and Literature ENG 231 - World Literature I ENG 232 - World Literature II ENT 230 - Financing Your Small Business Venture GRC 275 - Web Design and Publishing II HUM 105 - The Art of Film PSY 240 - Introduction To Research Methods WMST 101 - Introduction To Women's Studies **Current General Education Courses New or Revised to Meet New Criteria** **Passed as AA/AS Fine Arts General Education Courses** ART 263 – Survey of African, Oceanic, & Native American Art ENG 205 – Introduction To Creative Writing: Fiction and Poetry ENG 220 – Writing Poetry			

Date Motioned	Description of Motion	Senate Status	Administrative Status	Notes
	HUM 105 – The Art of Film **Passed as AA/AS Humanities General Education Courses** ENG 205 – Introduction To Creative Writing: Fiction and Poetry ENG 220 – Writing Poetry ENG 267 – Introduction to Women and Literature ENG 231 – World Literature I ENG 232 – World Literature II HUM 105 – The Art of Film **Passed as AA/AS Natural Science General Education Courses** ANTH 102 – Introduction to Physical Anthropology ANTH 110L – Physical Anthropology Laboratory Passed as AA/AS Social Science General Education Courses ANTH 201 – Peoples and Cultures of The World ANTH 202 – Archaeology ANTH 205 – Ethnic Groups In Contemporary Societies WMST 101 – Introduction To Women's Studies **Degrees, Emphasis & Certificates** **Deletions:** Transportation Security Administration (TSA) Associates Program Skills Certificate **New:** Bricklayers Apprenticeship Skills Certificate Carpentry Apprenticeship Skills Certificate Cement Mason Apprenticeship Skills Certificate Culinary Arts Entrepreneurs - Associate of Applied Science Culinary Arts Entrepreneurs - Certificate of Achievement Electrician Apprenticeship Skills Certificate Floor Coverers Apprenticeship Skills Certificate Ironworker Apprenticeship Skills Certificate Natural Gas Pipe Fitters Certificate Natural Gas Pressure Operators Skills Certificate Natural Gas Serviceman Skills Certificate Operating Engineers Apprenticeship Skills Certificate Painters Apprenticeship Skills Certificate Plasterers Apprenticeship Skills Certificate			

Date Motioned	Description of Motion	Senate Status	Administrative Status	Notes
	Plumbers Apprenticeship Skills Certificate Refrigeration Apprenticeship Skills Certificate Sheetmetal Apprenticeship Skills Certificate Tilesetters Apprenticeship Skills Certificate **Revisions:** Associate of Science, Computer Science Emphasis AA Degree Anthropology Emphasis Certified Professional Bookkeeper - Skills Certificate Linux Professional Certification Preparation - Skills Certificate			
December 19, 2014	The Committee motioned and approved changes to the AA/AS General Education English requirement to match the NSHE code and to read: English 3-6 credits Including ENG 102 or ENG 114 Total General Education Requirements: 21-24 credits Total Electives 16-39 *Approved by CAP on December 12, 2014. Will not be approved by Senate until February, but needs to be included in the next catalog.	*No vote*	*Motion signed by Chair Marston on 03/10/15 *Motion signed as approved by VPAA Dr. Nichols on 03/27/15 Motion signed by President Sheehan on 03/30/15	This was not place on the Consent Agenda #2 in error. *Approved by CAP on December 12, 2014. Will not be approved by Senate until February, but needs to be included in the next catalog. Consent Agenda #2 Voted and passed by the Faculty Senate at the 02/20/15 Meeting. (See 02/20/15 section of the Motion Tracking Form *Motion originally signed by Chair Marston on 01/07/15 *Motion originally signed as approved by VPAA Dr. Nichols on 01/16/15
December 19, 2014	Page B-51 under skills certificates at TMCC – change language in this sentence to: Certificates can be designated as stackable credentials within existing Associate Degree Tracks. *Approved by CAP on December 12, 2014. Will not be approved by Senate until February, but needs to be included in the next catalog.	*No vote*	Motion signed by Chair Marston on 03/10/15 Motion signed as approved by VPAA Dr. Nichols on 03/27/15 Motion signed by President Sheehan 03/30/15	This was not place on the Consent Agenda #3 in error. *Approved by CAP on December 12, 2014. Will not be approved by Senate until February, but needs to be included in the next catalog. *Motion signed by Chair Marston on 01/07/15 *Motion signed as approved by VPAA Jane Nichols 01/16/15 Consent Agenda #3 Voted and passed by the Faculty Senate at the 02/20/15 Meeting. (See 02/20/15 section of the Motion Tracking Form
December 19, 2014	Professional Standards Committee To approve the Administrative Evaluation Edits Item #1.	*Passed unanimously*	Motion signed by Chair Marston on 03/10/15	Listed as Consent Agenda # 4. This is not part of the Consent Agenda.

Date Motioned	Description of Motion	Senate Status	Administrative Status	Notes
	The annual plan shall include activities from April 2nd of the first year to April 1st of the next (since the faculty have to submit their previous year's annual plan by April 1st every year).		Motion signed as approved by VPAA Dr. Nichols on 03/27/15 Motion signed by President Sheehan 03/30/15	Correction page printed on 02/27/15 and attached to original 12/19/14 Motion for signatures. Original Signature: Motion signed by Chair Marston on 02/06/15 Motion signed as approved by VPAA Jane Nichols 02/06/15
December 19, 2014	Professional Standards Committee To approve the Administrative Evaluation Edits Item #2. The plan shall include a clause where the faculty member is allowed to include unforeseen activities, e.g. summer committee work. If a faculty member is involved in summer work (outside of their contract) they should be able to apply that work to their next annual plan.	**Passed unanimously**	Motion signed by Chair Marston on 03/10/15 Motion signed as approved by VPAA Dr. Nichols on 03/27/15 Motion signed by President Sheehan 03/30/15	Listed as Consent Agenda # 5. This is not part of the Consent Agenda. Correction page printed on 02/27/15 and attached to original 12/19/14 Motion for signatures. Original Signature: Motion signed by Chair Marston on 02/06/15 Motion signed as approved by VPAA Jane Nichols 02/06/15
December 19, 2014	Professional Standards Committee To approve Administrative Evaluation Edits Item #3 as it was submitted first. Change the "Chair Comments" section a to "Chair Verification" check-box. There is serious concern that chairs think they should be evaluating faculty members. Chairs do not evaluate, deans evaluate.	*Defeated* *2 For* *19 Opposed*	Motion signed by Chair Marston on 03/12/15 Motion signed as approved by VPAA Dr. Nichols on 03/27/15 Motion signed by President Sheehan on 03/30/15	Listed as Consent Agenda # 6. This is not part of the Consent Agenda. Correction page printed on 02/27/15 and attached to original 12/19/14 Motion for signatures. Original Signature: Motion signed by Chair Marston on 02/06/15 Motion signed as approved by VPAA Jane Nichols 02/06/15
December 19, 2014	Professional Standards Committee To approve Administrative Evaluation Edits Alternative for Item #3. Under "Chair Comments" section, add verbiage from NFA contract to serve as instructions for Dept. Chairs and a reminder that their task is to check for accuracy and completeness. From NFA contract, Article 12:	*Passes* *21 For* *1 Opposed* *2 Abstentions*	Motion signed by Chair Marston on 03/12/15 Motion signed as approved by VPAA Dr. Nichols on 03/27/15	Listed as Consent Agenda # 7. This is not part of the Consent Agenda. List as passed unanimously. Should be listed as Passed 21 yea, 1 opposed. Correction page printed and attached to original for signatures. Original signatures Motion signed by Chair Marston on 02/06/15 Motion signed as approved by VPAA Jane Nichols 02/06/15

Date Motioned	Description of Motion	Senate Status	Administrative Status	Notes
	12.6 The Department Chair/Director shall review the faculty members' self-evaluation for accuracy and completeness. The Department Chair shall state in writing his/her conclusions under the section titled Department Chair's Comments. 12.7 The Dean shall review the contents of the self-evaluation written by the faculty member, and the conclusions of accuracy and completeness as stated by the Department Chair/Director. The Dean shall comment on the annual report under the section titled Dean's Comments.		Motion signed by President Sheehan on 03/30/15	
December 19, 2014	Professional Standards Committee- Merit Award Appeals Committee To revise to strike the second "not" in #5. If members of the pool are not assigned an appeal, they may not use the activity on the annual plan. To: If members of the pool are not assigned an appeal, they may use the activity on the annual plan.	*Passed* *21 For* *2 Opposed* *1 Abstention*	Motion signed by Chair Marston on 03/10/15 Motion signed as received and approved by VPFA Dr. Solemsaas on 03/16/15 Motion signed as approved by VPAA Dr. Nichols on 03/27/15 Motion signed by President Sheehan on 03/30/15	
December 19, 2014	To approve the revised Merit Appeals Document that came from Professional Standards.	*Passed* *23 For* *1 Opposed*	Motion signed by Chair Marston on 03/10/15 Motion signed as received and approved by VPFA Dr. Solemsaas on 03/16/15 Motion signed as approved by VPAA Dr. Nichols on 03/27/15	The annual plan shall include activities from April 2nd of the first year to April 1st the next year (since the faculty have to submit their previous year's annual plan by April 1st every year).

Date Motioned	Description of Motion	Senate Status	Administrative Status	Notes
			Motion signed by President Sheehan on 03/30/15	
December 19, 2014	To extend the meeting by 10 minutes.	*Passed* *14 For*	Motion signed by Chair Marston on 03/10/15	
December 19, 2014	To adjourn the meeting.	*Passed unanimously*	Motion signed by Chair Marston on 03/10/15	
February 20, 2015	To approve the meeting agenda for February 20, 2015 as submitted (Exhibit B).	*Passed unanimously*	Motion signed by Chair Marston on 03/10/15	
February 20, 2015	To approve the meeting minutes from December 19, 2014 with the following corrections (Exhibit C): Under motion to adjourn. Second lists only Brian. Should be Brian Wells. Pg. 25, 2nd paragraph: Should be catalog change to the English Curriculum for AA/AS instead of AA/AAS. Pg. 25 4th paragraph: Where it lists poly side, should be Sci.	*Passed unanimously*	Motion signed by Chair Marston on 03/10/15	
February 20, 2015	To approve the amended draft changes of the Presidential Evaluation Policies in the Procedures and Guidelines Manual (P&G Manual, Exhibit D). The Procedures and Guidelines Manual (P&G Manual) is where the NSHE Code and information is located (Exhibit D). There are 2 components to this set of changes: 1. Allows the Faculty Senates to do an annual survey of the Faculty, the results of which will be used by the Chancellor in his/hers evaluations of the Presidents. a. There is currently a periodic evaluation every three years of all of the Presidents.	*Passed unanimously* *1 Abstention*	Motion signed by Chair Marston on 04/21/15. Motion signed as approved by VPAA Dr. Nichols on 04/28/15. Motion signed as approved by President Sheehan on 04/29/15.	To approve the amended draft changes of the Presidential Evaluation Policies in the Procedures and Guidelines Manual (P&G Manual, Exhibit D).

Date Motioned	Description of Motion	Senate Status	Administrative Status	Notes
	This is the big one that the TMCC President went through last year. b. In addition there's an annual evaluation that the Chancellor does that the Institutions don't participate in. c. This gives faculty an opportunity to weigh in on the performance of their President. The Chancellor will use this information while doing his/her evaluations. 2. Revisions to the existing policy recommending that the Faculty Senate be more involved and requires that the System notify the Institutions that these evaluations are coming. This draft of changes it will be submitted to the Vice-Chancellor of the Legal Affairs Brooke Neilson, (who has already giving this her verbal stamp of approval). Then to the June 15 & 16th Board of Regent Meeting for approval.			
February 20, 2015	To approve the Elimination of Web College as outlined in the Organization Elimination Form. Ad hoc Reorganization Unit Elimination Form – This Organization Unit Elimination Form addresses the Elimination of Web College (Exhibit E).	*Passed unanimously 1 Abstention*	Motion signed by Chair Marston on 04/21/15. Motion signed as approved by VPAA Dr. Nichols on 04/28/15. Motion signed as approved by President Sheehan on 04/29/15.	The Organizational Unit Elimination Form (Action Item). This document is in response to some of the changes that have been occurring regarding Dean Lokken's position and to some extent the VPSS (Vice President of Student Services) position. Faculty Senate Chair-Elect John Adlish was appointed the Chair of this Committee. VPAA (Vice President of Academic Affairs) Dr. Nichols, who is also on this Committee, filled in the language of this form. This document has gone through some edits and the Ad hoc Reorganization Committee changes to create the final document listed as Exhibit E in the Faculty Senate Meeting Exhibits from February 20, 2015. This Organization Unit Elimination Form addresses the Elimination of Web College (Exhibit E).

Date Motioned	Description of Motion	Senate Status	Administrative Status	Notes
February 20, 2015	To approve the additions, changes and deletions to Master Course Outlines (MCOs) and the Degrees, Emphasis and Certificates (DECs) as follows: **Master Course Outlines** **Curriculum Assessment and Programs Committee (CAP)** **Deletions:** EMS 218 - Field Internship For The Paramedic II FS 107 - Fire Service Communication Skills FS 241 - Fire Company Organization Management FS 285 - Selected Topics In Fire Science FS 286 - Selected Topics In Fire Science FT 150 - Apparatus and Equipment FT 243 - Firefighting Tactics and Strategy **New:** BIOL 105 - Introduction to Neuroscience EMS 201 - Intro to Paramedic Fundamentals EMS 202 - Advanced Cardiology for Paramedics EMS 203 - Assessment Based Management I **Revisions:** BUS 101 - Introduction to Business EMS 200 - Fundamentals of Paramedic Medicine EMS 205 - Principles of Pathophysiology EMS 206 - Prin Pharmacology/Medication Admin/Venous Access EMS 207 - Airway Management and Ventilation For Paramedics EMS 209 - Patient Assessment For Paramedics EMS 210 - Principles of Cardiology For The Paramedic EMS 211 - Paramedic Care For Medical Emergencies and ACLS EMS 212 - Paramedic Trauma Emergencies and ITLS EMS 214 - Pediatrics & Special Consideration For Para/Pals EMS 215 - Assess Based Management/Operation For The Paramedic EMS 216 - Hospital Clinical Experience For The Paramedic EMS 217 - Field Internship For The Paramedic IRW 151 - Ironworker Apprentice II	*Passed unanimously*	Motion signed by Chair Marston on 04/21/15. Motion signed as approved by VPAA Dr. Nichols on 04/28/15. Motion signed as approved by President Sheehan on 05/13/15.	CAP - Consent Agenda - (Exhibit F) Item #1. Outdated Motion Form: Motion signed by Chair Marston on 03/10/15 Motion signed as approved by VPAA Dr. Nichols on 03/27/15 Motion signed by President Sheehan on 03/30/15

Date Motioned	Description of Motion	Senate Status	Administrative Status	Notes
	IRW 201 - Ironworker Apprentice III MATH 105R - Applied Topics in Math MGT 201 - Principles of Management MGT 212 - Leadership and Human Relations MKT 210- Marketing Principles MT 100 - Fabricating Composites NGPF 101 - Utility Natural Gas Pipefitters Apprenticeship Year 1 NGPO 151 - Utility Natural Gas Pressure Operator Apprentice Year 2 NGPO 201 - Utility Natural Gas Pressure Operator Apprenticeship Year 3 NGSM 101 - Utility Natural Gas Serviceman Apprenticeship Year 1 NGSM 151 - Utility Natural Gas Serviceman Apprenticeship Year 2 NGSM 201 - Utility Natural Gas Serviceman Apprenticeship Year 3 PLCM 100 - Cement Masons 1st Year Apprenticeship PLCM 150 - Cement Masons 2nd Year Apprenticeship PLCM 200 - Cement Masons 3rd Year Apprenticeship PLST 101 - Plasterers 1st Year Apprenticeship PLST 201 - Plasterers 3rd Year Apprenticeship PPF 100 - Plumbers & Pipefitters Apprenticeship I PPF 200 - Plumbers & RS101 - Refrigeration/Service Apprentice I RS151 - Refrigeration/Service Apprentice II RS201 - Refrigeration/Service Apprentice III SMTL 101 - Sheetmetal Apprentice I IRS 101 - Ironworker Apprentice I PLST 151 - Plasterers 2nd Year Apprenticeship PPF 150 - Plumbers & Pipefitters Apprenticeship I **Current General Education Courses New or Revised to Meet New Criteria - NONE** **Degrees, Emphasis & Certificates** **Revision:** Apprenticeship Associate of Applied Science; Wes Evans, Mike Holmes *Title Changed from: Apprenticeship Program Degree Associate of Applied Science Apprenticeship Certificate of Achievement Criminal Justice Degree Associate of Arts			

Date Motioned	Description of Motion	Senate Status	Administrative Status	Notes
	Logistics Management - Associate of Applied Science Production Systems Emphasis, Manufacturing Technologies Degree - Associate of Applied Science **New:** Associate Applied Science in Prehospital Emergency Medicine Bachelor of Applied Science Emergency Management & Homeland Security Bachelor of Applied Science Logistics Operations Management			
February 20, 2015	**The CAP Committee motioned and approved changes to the AA/AS General Education English requirement to match the NSHE code and to read:** **ENGLISH .... 3-6 credits** Including ENG 102 or ENG 114 **TOTAL GENERAL EDUCATION REQUIREMENTS:** 21–24 credits **TOTAL ELECTIVES:** Associate of Arts...16 - 39 Associate of Science....................................24 - 33	*Passed unanimously*	Updated Form: Motion signed by Chair Marston on 04/21/15	CAP - Consent Agenda - (Exhibit F) Item #2 (Exhibit F) Consent Agenda item # 2 & Original Signature Page attached to Motion Form. ***Approved by CAP on December 12, 2014. Will not be approved by Senate until February, but needs to be included in the next catalog**. Motion signed by Chair Marston on 03/10/15 Motion signed and approved by VPAA Dr. Nichols on 03/10/15 Motion signed by President Sheehan on 03/30/15
February 20, 2015	**To approve Consent Agenda Item # 3.** **Change in the language of the TMCC Catalog Page B-51 under skills certificates at TMCC – change language in this sentence to:** *Certificates can be designated as stackable credentials within existing Associate Degree Tracks.*	*Passed unanimously*	Update Form: Motion signed by Chair Marston on 04/21/15	CAP - Consent Agenda – (Exhibit F) Item #3 *Approved by CAP on December 12, 2014. Will not be approved by Senate until February, but needs to be included in the next catalog. Consent Agenda #3 Voted and passed by the Faculty Senate at the 02/20/15 Meeting. (See 12/19/14 section of the Motion Tracking Form Motion originally signed by Chair Marston on 02/06/15 Motion signed by Chair Marston on 03/10/15 Motion signed as approved by VPAA Dr. Nichols on 03/27/15 Motion signed by President Sheehan on 03/30/15
February 20, 2015	**To approve the following TMCC BAS General Education Curriculum – CAP Proposal:** **Consideration under General Education: NSHE Code – Title 4, Chapter 14, P20: Associate of arts, associate of science, associate of business, and**	*Passed unanimously*	Motion signed by Chair Marston on 04/21/15. Motion signed as approved by VPAA	CAP - Consent Agenda - (Exhibit F) Item #4. *Approved by CAP on December 12, 2014. Will not be approved by Senate until February, but needs to be included in the next catalog.

Date Motioned	Description of Motion	Senate Status	Administrative Status	Notes
	baccalaureate graduates must complete a minimum program of general education requirements defined as follows: **ENGLISH .... 3-6 credits** Including ENG 102 or ENG 114 **Mathematics.........3 credits** Three credits of lower-division coursework (must be transferable) **Natural Science.....6 credits** Six credits of lower-division coursework to include at least one laboratory experience (must be transferable) **Social Sciences or Humanities/Fine Arts......9 credits** Nine credits of lower-division coursework in either the social sciences or humanities/fine arts (must be transferable) **TOTAL GENERAL EDUCATION REQUIREMENTS:...21–24 credits** **Diversity/NV Constitution......6 credits** Not included in Gen Ed at NSHE level **Capstone.......3 credits** Upper division - to be determined by department. **Note:** **Courses used for AA/AS general education are eligible to meet the BAS Gen Ed requirements.** **AAS general education classes may not be used to satisfy the Gen Ed for BAS degrees if they are non-transferable.** **Total # of Credits for the BAS degree.....120 credits.** **At TMCC students will be required to complete 120 credits to earn a BAS degree** **Total credits earned at TMCC.** **Students will earn a total of 32 credits at TMCC including UD and LD selections.** **Students are required to earn 40 UD credits for the BAS.**		Dr. Nichols on 04/28/15. Motion signed as approved by President Sheehan on 05/13/15.	Consent Agenda #3 Voted and passed by the Faculty Senate at the 02/20/15 Meeting. (See 12/19/14 section of the Motion Tracking Form Motion originally signed by Chair Marston on 02/06/15

Date Motioned	Description of Motion	Senate Status	Administrative Status	Notes
February 20, 2015	**To approve the Consent Agenda (Exhibit F) Item #5.** **Chair Election for Salary, Benefits and Budgetary Concerns:** • This election was held on Feb. 6, 2015. • Steve Bale was re-elected for the 2 year term from June 1, 2015 to May 31, 2017**.**	*Passed unanimously 1 Abstention*	Motion signed by Chair Marston on 04/21/15. Motion signed as received by VPAA Dr. Nichols on 04/28/15.	Salary, Benefits & Budgetary Concerns - Consent Agenda (Exhibit F) Item #5.
February 20, 2015	**To approve the following Standing Committee Membership Changes - Consent Agenda (Exhibit F) Item #6:** Curriculum Assessment and Programs Committee (CAP): Additions: Ron Marston Deletions: Jim Winston Library Committee: Additions: Michele Noreen Deletions: Debbie Skeans & John Trentalange Part-time Committee: No changes Recognition and Activities Committee: No changes reported Professional Standards Committee: Additions: Tammy Johnson, Louis Lawson & Jim Winston Deletions: None Salary Benefits & Budgetary Concerns (SBBC): No changes Student Learning Outcomes and Assessments (SLOA): Additions: None Deletions: John Fitzsimmons	*Passed unanimously*	Motion signed by Chair Marston on 04/21/15. Motion signed as received by VPAA Dr. Nichols on 04/28/15. Motion signed as received by President Sheehan on 05/13/15.	Standing Committee Changes for Spring 2015. Consent Agenda (Exhibit F) Item #6.
February 20, 2015	**To approve the following recommended Travel Packet Deadlines for Consideration of Faculty Senate Travel Funds:** **Fall 2015:**	*Passed unanimously*	Motion signed by Chair Marston on 04/21/15	Professional Standards Committee. Recommended Deadlines for Faculty Senate Travel Funds Consideration from Fall 2015 through Summer 2016 under Consent Agenda - (Exhibit F & H) Item #7.

Date Motioned	Description of Motion	Senate Status	Administrative Status	Notes
	Travel between: 07/01/15 to 01/10/16 **Deadline:** 09/14/15 by 5 p.m. **Spring 2016:** **Travel between:** 01/11/16 to 05/15/16 **Deadline:** 02/08/16 by 5 p.m. **Summer 2016:** **Travel between:** 05/16/16 to 06/30/16 **Deadline:** 04/11/16 by 5 p.m.			
February 20, 2015	**Professional Standards Committee –Appraisal of Instruction Survey Questions Change.** Possible Evaluation Question Changes (Exhibit G). **To approve having only one version of the Appraisal of Instruction Survey Questions 4, statement 10, which can apply to any course delivery method (Exhibit G).** **Background:** Starting in the Fall of 2014 all TMCC Appraisal of Instruction Surveys (Course Evaluations) were delivered online via a vendor provided solution, Evaluation Kit. There is only one statement that is different between the survey given for on-campus and online classes. **Question 4, Statement 10, There are 2 Current Versions:** • **On-campus:** The Instructor was punctual – class began on time • **On-line:** The Instructor was prepared and course materials were updated appropriately Due to the inconsistency we were are forced to deliver the evaluations separately. In the Fall this led to multiple evaluation projects which greatly complicated support for both faculty and students. It also forces faculty and administrator to retrieve multiple reports to review the evaluations for one course or instructor. **Proposal:** Have only one version of Question 4 statement 10, which can apply to any course delivery method.	*Passed unanimously*	Motion signed by Chair Marston on 04/21/15. Motion signed as approved by VPAA Dr. Nichols on 04/28/15. Motion signed as approved by President Sheehan on 04/29/15.	

Date Motioned	Description of Motion	Senate Status	Administrative Status	Notes
	• The Instructor was punctual – class began on time (campus classes). • The instructor was prepared and course materials were updated appropriately (on-line classes).			
February 20, 2015	To extend the Faculty Senate Meeting by 15 minutes (1st motion).	*Passed unanimously*	Motion signed by Chair Marston on 04/21/15	Faculty Senate Chair Marston asked for a Senator to consider making a motion to extend the Faculty Senate Meeting by 15 minutes to address New Business – Item #12 on the Agenda. This is the 1st of 2 motions to extend the Meeting.
February 20, 2015	**Faculty Senate Meeting -** Resolution Regarding Presidential Appointment of Deans & Vice Presidents (Exhibit J). To approve the following Resolution: ***In response to the announcement of the appointment of the Vice President of Student Services, be it resolved that the TMCC Faculty Senate is opposed to permanent administrative appointments made by the President on the following grounds:*** **Institutional Integrity** While the President has the authority to appoint Deans and Vice Presidents, it is in the interest of institutional integrity to conduct a national search for these positions (NSHE Handbook grants the president the power to appoint in Title 1, Section 4.e.2). TMCC must demonstrate to its internal and external constituents that the college reflects and acts upon transparent principles of open processes and parity. In the interest of institutional integrity, we should conduct national searches for Dean and Vice President positions. The power of appointment should be used only when circumstances preclude standard hiring processes. **Promotions**	*Passed as amended in Exhibit K.*	Motion signed by Chair Marston on 04/21/15 Motion signed as received by VPAA Dr. Nichols on 04/28/15 Motion signed as received by President Sheehan on 04/29/15	Resolution Regarding Presidential Appointments of Deans and Vice Presidents being introduced by Senator Armbrecht on behalf of faculty concerned about the appointment of the VPSS. **Passed as amended in Exhibit K.**

Date Motioned	Description of Motion	Senate Status	Administrative Status	Notes
	Appointments from an Associate Dean's position to a Dean's position or a Dean's position to a Vice President's position constitute promotions without validation from search committees and the college as a whole. **Parity Between Administrative and Faculty Positions** Administrative positions at equivalent levels should have equally rigorous hiring processes and should be held to equally rigorous standards. Exercising appointment authority for some positions and adhering to standard hiring processes for others applies different standards to equivalent positions. While administrative and faculty positions are fundamentally different, it is in the interest of institutional integrity to follow similar hiring process. Faculty who are hired on temporary contracts often fulfill and indeed exceed the requirements of their positions, yet when permanent contracts become available, national searches are rightly required to ensure the best candidate is chosen. National searches for Dean and Vice President positions would similarly ensure the best candidates for these positions. Appointment of administrative positions indicates not only a lack of parity in process between administrative positions but also clearly demonstrates a lack of parity in hiring processes between administrative and faculty positions.			
February 20, 2015	To approve the Resolution Regarding Presidential Appointments of Deans & Vice Presidents, with the amendment of striking the language referring to the VPSS appointment in the first part of the first sentence. *In response to the announcement of the appointment of the Vice President of Student Services,* Be it resolved that the TMCC Faculty Senate is opposed to permanent administrative appointments made by the President on the following grounds: **Institutional Integrity** While the President has the authority to appoint Deans and Vice Presidents, it is in the interest of institutional	***Passed - In Favor:14 Opposed:7 Abstentions:1***	Motion signed by Chair Marston on 04/21/15. Motion signed as received by VPAA Dr. Nichols on 04/28/15. Motion signed as received by President Sheehan on 04/29/15.	**Faculty Senate Meeting** - Resolution Regarding Presidential Appointment of Deans & Vice Presidents. **Amendment Motion** (Exhibit K). Amendment to the Resolution Regarding Presidential Appointments of Deans and Vice Presidents introduced by Senator Armbrecht (Exhibit J).

Date Motioned	Description of Motion	Senate Status	Administrative Status	Notes
	integrity to conduct a national search for these positions (NSHE Handbook grants the president the power to appoint in Title 1, Section 4.e.2).			
	TMCC must demonstrate to its internal and external constituents that the college reflects and acts upon transparent principles of open processes and parity.			
	In the interest of institutional integrity, we should conduct national searches for Dean and Vice President positions. The power of appointment should be used only when circumstances preclude standard hiring processes.			
	Promotions Appointments from an Associate Dean's position to a Dean's position or a Dean's position to a Vice President's position constitute promotions without validation from search committees and the college as a whole.			
	Parity Between Administrative and Faculty Positions Administrative positions at equivalent levels should have equally rigorous hiring processes and should be held to equally rigorous standards. Exercising appointment authority for some positions and adhering to standard hiring processes for others applies different standards to equivalent positions.			
	While administrative and faculty positions are fundamentally different, it is in the interest of institutional integrity to follow similar hiring process. Faculty who are hired on temporary contracts often fulfill and indeed exceed the requirements of their positions, yet when permanent contracts become available, national searches are rightly required to ensure the best candidate is chosen. National searches for Dean and Vice President positions would similarly ensure the best candidates for these positions.			
	Appointment of administrative positions indicates not only a lack of parity in process between administrative positions but also clearly demonstrates a lack of parity in hiring processes between administrative and faculty positions.			

Date Motioned	Description of Motion	Senate Status	Administrative Status	Notes
February 20, 2015	**Faculty Senate Meeting -** Resolution Regarding Presidential Appointment of Deans & Vice Presidents (Exhibit L). To amend the amended Resolution by striking out everything after the word "president" in the first sentence. ***In response to the announcement of the appointment of the Vice President of Student Services, be it resolved that the TMCC Faculty Senate is opposed to permanent administrative appointments made by the President*** ~~*on the following grounds:*~~ ~~**Institutional Integrity**~~ ~~While the President has the authority to appoint Deans and Vice Presidents, it is in the interest of institutional integrity to conduct a national search for these positions (NSHE Handbook grants the president the power to appoint in Title 1, Section 4.e.2).~~ ~~TMCC must demonstrate to its internal and external constituents that the college reflects and acts upon transparent principles of open processes and parity.~~ ~~In the interest of institutional integrity, we should conduct national searches for Dean and Vice President positions. The power of appointment should be used only when circumstances preclude standard hiring processes.~~ ~~**Promotions**~~ ~~Appointments from an Associate Dean's position to a Dean's position or a Dean's position to a Vice President's position constitute promotions without validation from search committees and the college as a whole.~~ ~~**Parity Between Administrative and Faculty Positions**~~ ~~Administrative positions at equivalent levels should have equally rigorous hiring processes and should be held to equally rigorous standards. Exercising appointment authority for some positions and adhering to standard~~	*Defeated: In Favor 6, Opposed:16, Abstentions: 3*	Motion signed by Chair Marston on 04/21/15 Motion signed as received by VPAA Dr. Nichols on 04/28/15 Motion signed as received by President Sheehan on 04/29/15	**Faculty Senate Meeting -** Resolution Regarding Presidential Appointment of Deans & Vice Presidents (Exhibit L). Amendment to the Resolution Regarding Presidential Appointments of Deans and Vice Presidents introduced by Senator Armbrecht (Exhibit J).

Date Motioned	Description of Motion	Senate Status	Administrative Status	Notes
	~~hiring processes for others applies different standards to equivalent positions.~~ ~~While administrative and faculty positions are fundamentally different, it is in the interest of institutional integrity to follow similar hiring process. Faculty who are hired on temporary contracts often fulfill and indeed exceed the requirements of their positions, yet when permanent contracts become available, national searches are rightly required to ensure the best candidate is chosen. National searches for Dean and Vice President positions would similarly ensure the best candidates for these positions.~~ ~~Appointment of administrative positions indicates not only a lack of parity in process between administrative positions but also clearly demonstrates a lack of parity in hiring processes between administrative and faculty positions.~~			
February 20, 2015	**To extend the Faculty Senate Meeting by 15 minutes. This is the 2nd motion to extend.**	*Passed unanimously*	Motion signed by Chair Marston on 04/21/15	This is the 2nd motion to extend the February 20, 2015 Faculty Senate Meeting by 15 minutes.
February 20, 2015	**Faculty Senate Meeting** - Resolution Regarding Alteration of Student Services (Exhibit M). To lay aside the following Resolution until the March 27, 2015 Faculty Senate Meeting: ***RESOLUTION REGARDING ALTERATION OF STUDENT SERVICES*** **In response to the announcement of the appointment of the Vice President of Student Services, be it resolved that the TMCC Faculty Senate consider the creation of a VPSS position and the elimination of the Dean's position as a "substantial alteration" of Student Services, and therefore the Faculty Senate must be consulted before such alteration occurs.** Article III, Section B #4 of the TMCC Bylaws states that,	*Passed: As Tabled - Until Later Date: Next Faculty Senate Meeting, March 27, 2015.*	Motion signed by Chair Marston on 04/21/15 Motion signed as received by VPAA Dr. Nichols on 04/28/15 Motion signed as received by President Sheehan on 04/29/15	Resolution Regarding Alteration of Student Services being introduced by Senator Jensen in response to the announcement of the appointment of the VPSS. This resolutions was table by Senator Jensen until the next Faculty Senate Meeting of March 27, 2015 as a result of Faculty Senate Meeting time ended and was adjourned.

Date Motioned	Description of Motion	Senate Status	Administrative Status	Notes
	• Administrative Organization. Creation, abolition or substantial alteration in the organization of administrative units within TMCC shall be approved only after prior consultation with the Faculty Senate. For those changes requiring Board approval under Title 4, Chapter 14, Section 10, final action shall require the approval of the Board of Regents upon the recommendation of the President through the Chancellor. The institution is currently conducting a reorganization of Web College. The intention is to remove the Dean of Web College position and replace it with a lower level administrative position of Web College. The alteration intended for Student Services involves eliminating a Dean's position, but in this case the Dean's position will be replaced by a higher level position, a Vice President of Student Services position. This amounts to a "substantial alteration," and by the Bylaws, the Faculty Senate must be consulted.			

March 27, 2015	**To approve the March 27, 2015 Faculty Senate Meeting Agenda with the following amendment:**
	
	Changing the order of items #10 and 11 (Exhibit B).
	
	FACULTY SENATE AGENDA
	Friday, March 27, 2015
	RDMT 256 12:30-2:30 p.m.
	1. Call to Order
	2. Approval of the Agenda (ACTION)
	3. Approval of 02/20/15 Minutes (ACTION)
	4. President's Report - Dr. Kyle Dalpe
	5. Vice President of Academic Affairs Dr. Jane Nichols
	6. Vice President of Finance and Administrative Services Dr. Rachel Solemsaas
	7. Report of Chair Ron Marston
	         VPAA Search Committee
	         Budget Reduction Committee
	         IT-Shared Services
	         Textbook Taskforce (ACTION)
		Passed unanimously	Motion signed by Chair Marston on 04/21/15
			
			Motion signed as approved by VPAA Dr. Nichols on 05/04/15
				Faculty Senate Committee Meeting – Agenda for March 27, 2015 (Exhibit B).
				
				To approve the Faculty Senate Meeting Agenda with the following amendment:
				Changing the order of items #10 and 11 (Exhibit B).

Date Motioned	Description of Motion	Senate Status	Administrative Status	Notes

	8. Report of Chair-Elect
	    Dr. John Adlish
	         Ad-hoc Senate Chair-Elect Committee
	         Dean Evaluations
	
	9. Consent Agenda (ACTION)
	10. VPSS Resolution Feb. 20, 2015
	    (Tabled)(ACTION)
	11. VPSS Resolution March 27, 2015 (ACTION)
	12. Committee Reports
	    Student Government Association
	    Stephanie Prevost
	    Classified Council
	    Dee Dee Segal
	    Professional Standards Dr. Eddie Burke
	        Administrative Evaluation
	        Statement(ACTION)
	        Approved Spring Travel Funds (ACTION)
	        Annual Plan Evaluation - Librarians (ACTION)
	        Annual Plan Evaluation – Counselors
	        (ACTION)
	        IT Resolution – Action Item (ACTION)
	        Professional Recruitment & Search
	        Committee Manual
	    Salary, Benefits & Budgetary Concerns Dr. Steve Bale
	        Summer School & Parking Taskforce
	    Curriculum, Assessment & Programs (CAP) Dr. Melanie Purdy
	    Student Learning Outcomes & Assessment (SLOA) Brian Ruf
	    Recognition & Activities - Erin Frock
	    Library Committee Tom Kearns
	    Part-Time Faculty Issues - Dawnne Ernette
	13. Old Business
	14. New Business
	15. Adjournment (Adjournment time will run no later than 2:30 p.m.)			

March 27, 2015	Faculty Senate Committee Meeting – Minutes from February 20, 2015 (Exhibit C).	*Passed unanimously*	Motion signed by Chair Marston on 04/23/15	

Date Motioned	Description of Motion	Senate Status	Administrative Status	Notes
			Motion signed as approved by VPAA Dr. Nichols on 05/04/15	
March 27, 2015	**Faculty Senate Meeting**-Textbook Taskforce. To approve the Textbook Taskforce Document. (Exhibit D).	*Passed unanimously - 1 abstention*	Motion signed by Chair Marston on 04/21/15. Motion signed as approved by VPAA Dr. Nichols on 04/28/15. Motion signed as approved by President Sheehan on 04/29/15	
March 27, 2015	**Faculty Senate Meeting –** Curriculum, Assessment & Programs (CAP) Committee. Consent Agenda Item #1 (Exhibit E). To Approve the additions, changes and deletions of the Master Course Outlies (MCOs) and the Degrees, Emphasis and Certificates (DECs) as follows: **Master Course Outlines** **Passed:** • PEX 143A - Karate, Intermediate/Advanced* **New:** • CIT 216- Server+ • PSY 105 - Introduction to Neuroscience** **Revisions:** • COT 101 - Computer Keyboarding • COT 207 - Business Applications on the Internet • COT 290 - Internship In Computer/Office Technology • FS 150 - Physical Fitness and Nutrition for Fire Service	*Passed unanimously - 1 abstention*	Motion signed by Chair Marston on 04/21/15 Motion signed as approved by VPAA Dr. Nichols on 04/28/15 Motion signed approved by President Sheehan on 04/29/15	

Date Motioned	Description of Motion	Senate Status	Administrative Status	Notes
	• NGPO 101 - Utility Natural Gas Pressure Operator Apprenticeship Year 1 • IRW 101 - Ironworker Apprentice I;*__Feb on FS agenda as IRS 101; need to correct title.__ • SMLT 151 - Sheet Metal Apprentice II* **Degrees, Emphasis & Certificates** __Eliminations/Deletions:__ • AAS - Nursing • Floorcoverers Skills Certificate __Diversity writing assignment:__ Motion to strike the statement "This course should produce 15-20 pages of writing in the production of finished products." from the diversity submission criteria.			
March 27, 2015	**Faculty Senate Meeting** – Recognition & Activities Committee. Consent Agenda Item #2 (Exhibit E). To approve the following Standing Committee Membership Changes: Recognition and Activities Committee –Chair Elections. New Chair: Olga Katkova	*Passed unanimously - 1 abstention*	Motion signed by Chair Marston on 04/23/15 Motion signed as approved by VPAA Dr. Nichols on 04/28/15 Motion signed by President Sheehan on 04/29/15	Consent Agenda Item #2 (Exhibit E)
March 27, 2015	**Faculty Senate Meeting** – Recognition & Activities Committee. Consent Agenda Item #3 (Exhibit E). To approve the following Standing Committee Membership Changes: **Recognition and Activities Committee:** **Additions:** Tammy Johnson **Deletions:** Micaela Rubalcava, Joseph Cheung, Kreg Mebust, Cheryl Olson, Sherry McGee.	*Passed unanimously - 1 abstention*	Motion signed by Chair Marston on 04/23/15 Motion signed as approved by VPAA Dr. Nichols on 04/28/15 Motion signed by President Sheehan on 04/29/15	Consent Agenda Item #3 (Exhibit E).

Date Motioned	Description of Motion	Senate Status	Administrative Status	Notes
March 27, 2015	**Faculty Senate Meeting** – Sabbatical Committee. Sabbaticals Awarded in 2014-2015 - TMCC was awarded 6 sabbaticals by NSHE – Consent Agenda Item #4 (Exhibit E). To approve the following Sabbatical Awards in 2014-2015 by NSHE: 1. Judy Fredrickson 2. Robin Griffin 3. Katie Kolbet 4. Patty Sanford 5. Neil Siegel 6. Brian Wells	*Passed unanimously - 1 abstention*	Motion signed by Chair Marston on 04/23/15 Motion signed as approved by VPAA Dr. Nichols on 04/28/15 Motion signed as approved by President Sheehan on 04/29/15	Sabbaticals Awarded in 2014-2015 - TMCC was awarded 6 sabbaticals by NSHE – Consent Agenda Item #4 (Exhibit E).
March 27, 2015	**Faculty Senate Meeting** – Professional Standards Committee. Professional Standards Committee - Approved Spring 2015 Travel Funds – Consent Agenda Item #5 (Exhibit E). To approve the following Faculty Senate Spring Travel Funds: 1. John Coles $367.50 2. Corina Weidinger $367.50 3. Julia Hammett $367.50 4. Brian Wells $367.50 5. Heather Williams 300.00 6. Cheryl Cardoza $367.50	*Passed unanimously - 1 abstention*	Motion signed by Chair Marston on 04/23/15 Motion signed as approved by VPAA Dr. Nichols on 04/28/15 Motion signed as approved by President Sheehan on 04/29/15	Consent Agenda Item #5 (Exhibit E).
March 27, 2015	**Faculty Senate Meeting** – Resolution Regarding A VP Position in Student Services. Resolution Regarding VPSS being introduced by Senator Jensen addressing the appointment of the VPSS position (Exhibit F). To approve the VPSS Resolution as originally submitted: **RESOLUTION REGARDING A VP POSITION IN STUDENT SERVICES** *In response to the announcement of the appointment of the Vice President of Student Services (VPSS), be it resolved that the TMCC Faculty Senate considers the*	*Passed – In Favor: 14 Opposed: 19*	Motion signed by Chair Marston on 04/23/15 Motion signed as received by VPAA Dr. Nichols on 04/28/15 Motion signed as received by President Sheehan on 04/29/15	(Exhibit F).

Date Motioned	Description of Motion	Senate Status	Administrative Status	Notes
	creation of a VPSS position and the elimination of the Dean's position as a "substantial alteration" of an administrative unit (Student Services). Hence, the President does not have the authority to appoint a VPSS until the Faculty Senate has been consulted and the position has been properly created (Title 2 Chapter 1, Section 1.4.9 of the NSHE Handbook). Because of this, the Faculty Senate strongly recommends that the President recall the appointment from the Chancellor's desk and begin a new recruitment process as outlined in the TMCC Bylaws.			
March 27, 2015	**Faculty Senate Meeting** – Resolution Regarding A VP Position in Student Services. **Amended Motion Exhibit G.** To approve the amendment to the VPSS Resolution: **RESOLUTION REGARDING A VP POSITION IN STUDENT SERVICES** *In response to the announcement of the appointment of the Vice President of Student Services (VPSS), be it resolved that the TMCC Faculty Senate considers the creation of a VPSS position ~~and the elimination of the Dean's position~~ as a "substantial alteration" of an administrative unit (Student Services). Hence, the President does not have the authority to appoint a VPSS until the Faculty Senate has been consulted and the position has been properly created (Title 2 Chapter 1, Section 1.4.9 of the NSHE Handbook). ~~Because of this, the Faculty Senate strongly recommends that the President recall the appointment from the Chancellor's desk and begin a new recruitment process as outlined in the TMCC Bylaws.~~*	***Defeated –*** ***In Favor 7*** ***Opposed 13*** ***Abstentions 4***	Motion signed by Chair Marston on 04/23/15 Motion signed as received by VPAA Dr. Nichols on 04/28/15 Motion signed as received by President Sheehan on 04/29/15	**Faculty Senate Meeting** – Resolution Regarding A VP Position in Student Services. **Amended Motion Exhibit G.** Resolution Regarding VPSS being introduced by Senator Jensen addressing the appointment of the VPSS position (Exhibit F).
March 27, 2015	**Faculty Senate Meeting** – Resolution Regarding VPSS. To rescind the tabled VPSS Resolution from the February 20, 2015 Faculty Senate Meeting : **RESOLUTION REGARDING ALTERATION OF STUDENT SERVICES**	***Passed Unanimously***	Motion signed by Chair Marston on 04/23/15 Motion signed as received by VPAA	Tabled Resolution Regarding VPSS introduced by Senator Jensen addressing the appointment of the VPSS position (Exhibit H). Tabled from the February 20, 2015 Faculty Senate Meeting (Exhibit M).

Date Motioned	Description of Motion	Senate Status	Administrative Status	Notes
	In response to the announcement of the appointment of the Vice President of Student Services, be it resolved that the TMCC Faculty Senate consider the creation of a VPSS position and the elimination of the Dean's position as a "substantial alteration" of Student Services, and therefore the Faculty Senate must be consulted before such alteration occurs. Article III, Section B #4 of the TMCC Bylaws states that, **Administrative Organization.** Creation, abolition or substantial alteration in the organization of administrative units within TMCC shall be approved only after prior consultation with the Faculty Senate. For those changes requiring Board approval under Title 4, Chapter 14, Section 10, final action shall require the approval of the Board of Regents upon the recommendation of the President through the Chancellor. The institution is currently conducting a reorganization of Web College. The intention is to remove the Dean of Web College position and replace it with a lower level administrative position of Web College. The alteration intended for Student Services involves eliminating a Dean's position, but in this case the Dean's position will be replaced by a higher level position, a Vice President of Student Services position. This amounts to a "substantial alteration," and by the Bylaws, the Faculty Senate must be consulted.		Dr. Nichols on 04/28/15 Motion signed as received by President Sheehan on 04/29/15	
March 27, 2015	**Faculty Senate Meeting.** To extend the Faculty Senate Meeting by 10 minutes.	*Passed Unanimously*	Motion signed by Chair Marston on 04/23/15	Faculty Senate Chair Marston has pointed out that the Faculty Senate Meeting is out of time and has asked if anyone wants to motion to extend the Faculty Senate Meeting.
March 27, 2015	**Faculty Senate Meeting** – Professional Standards Committee. This is coming back to the Faculty Senate cleaned up and modified, based on feedback from Professional Standards and from the PAC Committee.	*Passed Unanimously*	Motion signed by Chair Marston on 04/23/15 Motion signed as approved by VPAA Dr. Nichols on 04/28/15	Administrative Evaluation Policy. Voted to approve this language at the November 21, 2014 Faculty Senate Meeting as (Exhibit E). This is coming back to the Faculty Senate cleaned up and modified, based on feedback from Professional Standards and from the PAC Committee.

Date Motioned	Description of Motion	Senate Status	Administrative Status	Notes
	This is the evaluation process (Exhibit I). To approve the Policy Statement on the Administrative Evaluations. **Policy Statement on Administrative Evaluations** Final Version Approved by the Ad-Hoc Committee February 20, 2015 March27, 2015 In addition to the annual evaluation of deans, vice presidents and other administrators who supervise academic faculty, a performance survey will be conducted by the Faculty Senate at least every two years. This survey will become part of the annual evaluation of the administrator and will include input from all faculty and classified staff supervised by the administrator. The faculty senate chair or his/her designee, the faculty senate chair-elect or his/her designee, a representative from Human Resources, and the respective vice-president will meet to review the survey results and supervisee comments on a date prior to the date on which the VPAA issues his/her final evaluation of the administrator. The results of evaluations of vice-presidents will be forwarded directly to the president and the president will meet with the senate chair, chair-elect, and a representative from human resources to review the survey results. If the evaluation results in an unsatisfactory rating, a job performance evaluation will be required in the following academic year. Approve at Professional Standards, PAC, and FAC Senate.		Motion signed as approved by President Sheehan on 04/29/15	This is the evaluation process (Exhibit I).
March 27, 2015	**Faculty Senate Meeting** – Professional Standards Committee. **Annual Evaluations Forms –** **Librarians (Exhibit J).** The annual plan for the faculty was modified last semester. So as there's a new version of this annual plan. To keep up to date with this we have to also modify the annual plan form for the Librarian/Counselors. Currently the Librarians/Counselors are in the same annual plan. These documents do not work there together	*Passed Unanimously*	Motion signed by Chair Marston on 04/23/15 Motion signed as approved by VPAA Dr. Nichols on 04/28/15 Motion signed as approved by	Senator Purdy was representing the Counselors and John Fitzsimons was representing the Librarians.

Date Motioned	Description of Motion	Senate Status	Administrative Status	Notes
	To approve the Annual Evaluation Edits for the Librarian Form. What we decided to do was split that one form that covers both and split it into two separate forms. • 1 for Librarians (Exhibit J). • 1 for Counselors (Exhibit K).		President Sheehan on 04/29/15	
March 27, 2015	**Faculty Senate Meeting** – Professional Standards Committee. **Annual Evaluations Forms – Counselors (Exhibit K).** The annual plan for the faculty was modified last semester. So as there's a new version of this annual plan. To keep up to date with this we have to also modify the annual plan form for the Librarian/Counselors. Currently the Librarians/Counselors are in the same annual plan. These documents do not work there together. Senator Purdy was representing the Counselors and John Fitzsimons was representing the Librarians. What we decided to do was split that one form that covers both and split it into two separate forms. • 1 for Librarians (Exhibit J). • 1 for Counselors (Exhibit K).	*Passed Unanimously*	Motion signed by Chair Marston on 04/23/15 Motion signed as approved by VPAA Dr. Nichols on 04/28/15 Motion signed as approved by President Sheehan on 04/29/15	
March 27, 2015	**Faculty Senate Meeting** – Professional Standards Committee. **IT Resolution -** Resolution from Professional Standards concerning Shared IT Services passed by PS on March 13th, 2015 (Exhibit L). This is essentially the same resolution statement made by Faculty Senate Chair Marston at the February 20, 2015 Faculty Senate Meeting. Resolution from Professional Standards concerning Shared IT Services Passed by PS on March 13th, 2015. To approve the following IT Resolution concerning Shared IT Services.	*Passed Unanimously*	Motion signed by Chair Marston on 04/23/15 Motion signed as approved by VPAA Dr. Nichols on 04/28/15 Motion signed as approved by President Sheehan on 04/29/15	**IT Resolution -** Resolution from Professional Standards concerning Shared IT Services passed by PS on March 13th, 2015 (Exhibit L).

Date Motioned	Description of Motion	Senate Status	Administrative Status	Notes
	Resolution: "*That the faculty at TMCC will have a voice in the planning and implementation of any changes to the IT Department, and that no reduction of services to students or faculty occurs as a result of any changes, and that IT services remain directly accountable to the institutions they serve*".			
March 27, 2015	**Faculty Senate Meeting** – Professional Standards Committee. **Professional Recruitment & Search Committee Manual (Exhibit M).** This manual has been in the college for quite some time. Brian and John were on the committee that made up this manual. It was also in consultation with HR and the Office of Equity Inclusion. • It's been modified and there are lot suggestions for hiring committees and recruitment committees. As far as we know none of them have been implemented. • The idea is that no one has taken ownership of it. HR & Office of Equity Inclusion will not take ownership as well. • So the bottom line was to bring it forward here and see if the Faculty Senate were interested in taking ownership of this document and possibly parts of it have been used.		Motion signed by Chair Marston on 04/23/15 Motion signed as approved by VPAA Dr. Nichols on 04/28/15 Motion signed as approved by President Sheehan on 04/29/15	No Motion at this time. Discussion only.
March 27, 2015	**Faculty Senate Meeting** To extend the Faculty Senate Meeting by 5 minutes.	*Passed Unanimously*	Motion signed by Chair Marston on 04/23/15	This is the 2nd motion to extend the Faculty Senate Meeting.
March 27, 2015	**Faculty Senate Meeting** The Faculty Senate business has completed. Motion to adjourn needed. To adjourn the meeting.	*Passed Unanimously*	Motion signed by Chair Marston on 04/23/15	
April 17, 2015	To approve the Faculty Senate Meeting Agenda with the following amendment: Changing the order of items #10 and 11 (Exhibit B & C).	*Passed Unanimously*	Motion signed by Chair Marston on 04/30/15	

Date Motioned	Description of Motion	Senate Status	Administrative Status	Notes

	FACULTY SENATE AGENDA
	Friday, March 27, 2015
	RDMT 256 12:30-2:30 p.m.
	1.Call to Order
	2.Approval of the Agenda (ACTION)
	3.Approval of 02/20/15 Minutes (ACTION)
	4.President's Report Dr. Kyle Dalpe
	5.Vice President of Academic Affairs Dr. Jane Nichols
	6.Vice President of Finance and Administrative Services Dr. RachelSolemsaas
	7.Report of Chair Ron Marston
	      VPAA Search Committee
	      Budget Reduction Committee
	      IT-Shared Services
	      Guns on Campus Bills
	      Textbook Taskforce (ACTION)
	
	8.Report of Chair-Elect Dr. John Adlish
	      Ad-hoc Senate Chair-Elect Committee
	      Dean Evaluations
	
	9.Consent Agenda (ACTION)
	10.VPSS Resolution Feb. 20, 2015 (Tabled) (ACTION)
	11.PSS Resolution March 27, 2015 (ACTION)
	12.Committee Reports
	
	Student Government Association Stephanie Prevost
	
	Classified Council Dee Dee Segal
	
	Professional Standards Dr. Eddie Burke
	      Administrative Evaluation Statement (ACTION)
	      Approved Spring Travel Funds (ACTION)
	      Annual Plan Evaluation - Librarians (ACTION)
	      Annual Plan Evaluation – Counselors (ACTION)
	      IT Resolution - Action Item (ACTION)
	      Professional Recruitment & Search Committee Manual
	
	Salary, Benefits & Budgetary Concerns Dr. Steve Bale
	      Summer School & Parking Taskforce
			Motion signed as received by VPAA Dr. Nichols on 05/04/15	

Rev.: 12/16/2015

Date Motioned	Description of Motion	Senate Status	Administrative Status	Notes
	Curriculum, Assessment & Programs (CAP) Dr. Melanie Purdy Student Learning Outcomes & Assessment (SLOA) Brian Ruf Recognition & Activities Erin Frock Library Committee Tom Kearns Part-Time Faculty Issues Dawnne Ernette 13. Old Business 14. New Business 15. Adjournment (Adjournment time will run no later than 2:30 p.m.)			
April 17, 2015	Faculty Senate Committee Meeting – Minutes from March 27, 2015 (Exhibit D).	*Passed unanimously*	Motion signed by Chair Marston on 04/30/15 Motion signed as approved by VPAA Dr. Nichols on 05/04/15	
April 17, 2015	To approve the To approve the Academic Calendar as amended (Exhibit E). Additions: 2018-2019 year. Amended: Dates changes for 2015-2016 Winter Session. Date would change from 12/16/15 to 12/21/15. This will give the 2015-2016 Winter Session the 22 days it should have.	*Passed unanimously*	Motion signed by Chair Marston on 04/30/15 Motion signed as received by VPAA Dr. Nichols on 05/04/15 Motion signed as approved by President Sheehan on 05/06/15	Faculty Senate Committee Meeting – Added Academic Calendar with the following changes (Exhibit E): Additions: 2018-2019 year. Amended: Dates changes for 2015-2016 Winter Session. Date would change from 12/16/15 to 12/21/15. This will give the 2015-2016 Winter Session the 22 days it should have.
April 17, 2015	**Faculty Senate Meeting**- Senate Chairs of NSHE. To approve the following Merit Pay Policy Resolution (Exhibit F): ***Be it resolved that the TMCC Faculty Senate supports a joint resolution from the NSHE Senates***	*Passed unanimously*	Motion signed by Chair Marston on 04/30/15 Motion signed as received by VPAA	**Faculty Senate Meeting**- Senate Chairs of NSHE. Faculty Senate Committee Meeting – The Senate Chairs of the NSHE Institutions have decided it would be a good idea to have a joint resolution from all of the Senates of all of the

Date Motioned	Description of Motion	Senate Status	Administrative Status	Notes
	supporting merit pay funding from the State for all professional faculty.		Dr. Nichols on 05/04/15 Motion signed as approved by President Sheehan on 05/06/15	NSHE Institutions in support of the Merit Pay Funding for Professional Staff. This resolution is coming from Chair-Elect Adlish. Detail and wording hasn't been drafted yet. Chair Marston is asking for your trust that this resolution will be worded in such a way that it will be supportive of you.
April 17, 2015	**Faculty Senate Meeting**- To approve the Transfer of Veterinary Technology from Technical Sciences to the Division of Sciences. Faculty Senate Meeting – Vet Tech Transfer from Technical Sciences to the Division of Sciences (Exhibit G). The reasons supporting this move are as follows: a. **Reasons:** • With the opening of the new Health Sciences this fall the entire Nursing Program will be located at the facility. This will require administrative support staff to be located at the site. These staff will be able to support he Veterinary Tech program (current support staff are located at Edison). • The Radiological Technology program will also move to the Health Sciences Center. Warren Hejny has spoken with Michele Noreen and has expressed his willingness to share x-ray and fluoroscope equipment with the Vet Tech program (currently not available at the site).	***Passed unanimously***	Motion signed by Chair Marston on 04/30/15 Motion signed as received by VPAA Dr. Nichols on 05/04/15 Motion signed as approved by President Sheehan on 05/06/15	

Date Motioned	Description of Motion	Senate Status	Administrative Status	Notes
	• The move supports the idea of a true Allied Health Sciences campus • Future development of the Medical Laboratory Technology program will provide additional resources to the site as well which can be accessed by the Vet Tech program. • The director of the Vet Tech program has been involved in the discussion and is supportive of the move. • The Deans of both Technical Sciences and Sciences **are in support.** With multiple programs running at the site that are within the Division of Sciences, the addition of Vet Tech will allow universal access to shared resources as well as administrative support. Vet-tech to Redfield. • The budget ~~doesn't~~ **does not change.** • There is not any cost savings. • Faculty FTE: In Vet-tech it is a director. Search is in process for Vet-tech. • Allows for more space for Biology in the lab. Giving students the opportunity to take a class that wouldn't otherwise be able to due to the cap (based on national guidelines). There is a potential for cost savings having all of these programs in the same area. Having access to more			

Date Motioned	Description of Motion	Senate Status	Administrative Status	Notes
	equipment and being able to utilize and train on. That is a big deal! **b. Looking to the Future:** When we move to the Health Science Center part of that move, donation and funds was predicated that the nursing program was going to expand what is offered. As we look to the future: • Adding Paramedic to our Nursing program which is really unique. There is a large enough demand in the local area. • Brining on a Medical Laboratory Technologist Program. • Med Tech Program is going to encompass- Phlebotomy & Clinic Lab Science. • Looking at a 2+2. • Having a True Allied Health Area. **c. Impact:** **Biology will have more lab space.** • Nutrition runs about 18 sections of Nutrition. There is not any laboratory. All of the equipment for nutrition is on carts that are shoved in an office area in Physical Sciences. This will allow for accommodation of a very nice lab space for Nutrition. • Sim lab Availability of classes that students will need.			
April 17, 2015	**Faculty Senate Meeting**- Ad-hoc Reorganization Committee. To accept this move to consolidate Library Services. Faculty Senate Meeting – Shared Services Initiative to	***Passed unanimously 1 abstention***	Motion signed by Chair Marston on 04/30/15	**Faculty Senate Meeting**- Ad-hoc Reorganization Committee.

Date Motioned	Description of Motion	Senate Status	Administrative Status	Notes
	Share a Library Director between TMCC and WNC (Exhibit H). The reasons supporting this move are as follows: **Library Director Shared Services** a. **Reason:** • WNC President and asked if there was a chance we could share a Library Director. • The Library Faculty are neutral. • TMCC's new Library Director we just hired Shannon Van Kirk has been involved and kept informed throughout this. She is on job market looking for another position and plans to leave by June30th. • Under the concept as we're looking at shared services it would be helpful and feasible to have 1 Library Director between WNC and TMCC. • Review of other models where libraries between/among small institutions/colleges where being shared. No known accreditation issues. • Library Director Ken Sullivan at Western was offered and accepted the position. He had seniority, he's been there 28 years. He will only be the Library Director at TMCC and WNC. • There will be a provision that if this is not working to back out at any time. Trial for a couple of years to see if this shared services works, to see there are improvement & opportunities beyond the director salary in terms of purchasing, functionality, data bases and student services.		Motion signed as received by VPAA Dr. Nichols on 05/04/15 Motion signed as approved by President Sheehan on 05/06/15	

Date Motioned	Description of Motion	Senate Status	Administrative Status	Notes
	• .6 on TMCC Payroll & .4 on WNC payroll. • Library Director would spend corresponding amount of time working with each campus and Library Staff. The benefit to us: • Working more closely with Western. • To offer more services to our students that Western's students have and we don't have here. • Western has a database for their holdings and check out for a student that is congruent with UNR's. We do not. We went our own way about 10-12 years ago. We may find as Ken works on this that it in our benefit to go to the same way. Western has a closer working relationship with UNR. We don't. We anticipate that by working together we will find more efficiencies and services to our students that will benefit both of our students.			
April 17, 2015	To Approve the additions, changes and deletions of the Master Course Outlies (MCOs) and the Degrees, Emphasis and Certificates (DECs) as follows: **Master Course Outlines** **Curriculum Assessment and Programs Committee (CAP)** **Master Course Outlines** **Deletions:** Passed as Consent: • EMS 112 - EmtII- Enhanced Therapy	***Passed unanimously 1 abstention***	Motion signed by Chair Marston on 04/30/15 Motion signed as received by VPAA Dr. Nichols on 05/04/15 Motion signed as approved by President Sheehan on 05/07/15	**Faculty Senate Meeting**- Curriculum, Assessment & Programs (CAP) Committee.

Date Motioned	Description of Motion	Senate Status	Administrative Status	Notes
	New: Passed as Consent Items; • ELM 110 - Electrical/Electronic Circuits • EMS 115 - Advanced Emergency Medical Technician **Revisions:** Passed as Consent Items; • COM 101 - Oral Communication • COM 113 - Fundamentals of Speech Communication • ELM 127 - Introduction To AC Controls • ELM 129 - Electric Motors and Drives • ELM 134 - Programmable Logic Controllers I • ELM 233 - Introduction To Instrumentation • EMS 108 - Emergency Medical Technician Training • ENG 200 - Novels Into Film • MPT 120 - Automated Production Concepts II • MPT 140 - Quality Control • SKC 080 - Skills Center Mathematics Level I • SKC 085 - Skills Center Mathematics Level II **Revisions:** Passed as Individual Motions • MPT 110 - Automated Production Concepts I • MT 108 - Fluid Power (Pneumatics, Hydraulics, Instrumentation) • OPE 100 - Introduction to Heavy Equipment Operations • OPE 150 - Orientation and Work Process I • OPE 200 - Orientation and Work Process II **General Education Submissions** **AA/AS Humanities** • COM 101 - Oral Communication • COM 113 - Fundamentals of Speech Communication • ENG 200 - Novels into Film **Degrees, Emphasis & Certificates** **Revisions:**			

Date Motioned	Description of Motion	Senate Status	Administrative Status	Notes
	• Dental Hygiene Degree - Associate of Science • Spanish Emphasis Associate of Arts **Revisions through Associate Dean** Note: This item requires no CAP Committee action and was processed through the office of the Associate Dean of Assessment and Planning, per policy approved by the TMCC President. This is provided as an informational item only: Class Size Increase (note: these courses recently went through CAP and were updated in all other aspects) BIOL 100, 106, 190, 224			
April 17, 2015	**Faculty Senate Meeting**- Professional Standards Committee. Faculty Senate Meeting - Consent Agenda Item #2 (Exhibit I). To approve the following Standing Committee Membership Changes: **Professional Standards Committee:** **Deletion:** Louis Lawson	*Passed unanimously*	Motion signed by Chair Marston on 04/30/15 Motion signed as received by VPAA Dr. Nichols on 05/04/15 Motion signed as approved by President Sheehan on 05/07/15	**Faculty Senate Meeting**- Professional Standards Committee. Faculty Senate Meeting - Consent Agenda Item #2 (Exhibit I).
April 17, 2015	**Faculty Senate Meeting**- To approve the following Standing Committee Membership Changes: **Professional Standards Committee:** **Deletion:** Louis Lawson	*Passed unanimously*	Motion signed by Chair Marston on 04/30/15 Motion signed as received by VPAA Dr. Nichols on 05/04/15 Motion signed as approved by President Sheehan on 05/07/15	**Faculty Senate Meeting**- Professional Standards Committee. Faculty Senate Meeting - Consent Agenda Item #2 (Exhibit I).

Date Motioned	Description of Motion	Senate Status	Administrative Status	Notes
April 17, 2015	**Faculty Senate Meeting -** Resolution Regarding IT Shared Services (Exhibit J). **To support the IT Resolution:** *Be it resolved that the TMCC Faculty Senate is opposed to any reorganization or substantial alteration of the IT department at TMCC, including but not limited to; consolidation of services with other colleges, staff restructuring, position eliminations, and changes to reporting lines, without the consultation and approval of the Faculty Senate Ad-Hoc Reorganization Committee and the full Faculty Senate.*	*Passed unanimously*	Motion signed by Chair Marston on 05/20/15 Motion signed as received by VPAA Dr. Nichols on 05/21/15 Motion signed as approved by Kyle Dalpe for President Sheehan on 06/23/15	As of this morning April 17, 2015, the System and the Chancellor are not moving forward with the consolidation of IT in a Shared Services. Faculty Senate Chair Marston suggests that it would be worthwhile for this resolution to pass. It would be important for all those involved in this process to understand that the Senate wants to make sure this is done properly with voice of the faculty being clearly heard. Frank Woodbeck was intending to come to campus to attend an open forum that we were going to invite faculty to. He was only able to make it to the campus once this semester. We scheduled to have him come May 11, 2015. Chair Marston has proposed that rather than this being an open forum, that it be a meeting with the Faculty Senate Ad-Hoc Reorganization Committee instead. Anyone would be invited anyone to attend this meeting.
April 17, 2015	**Faculty Senate Meeting**- Guns on Campus Resolution (Exhibit K). To approve the original Resolution Against Guns on Campus. **Resolution Against Guns on Campus** *WHEREAS guns, including legally purchased guns, have been involved in numerous unfortunate incidents on college campuses around the country in which students, faculty and staff have been injured and killed; and* *WHEREAS, numerous studies have determined that possession of guns greatly increases the risk that innocent people will be shot; and* *WHEREAS, Nevada Assembly Bill AB148 was filed to amend NRS 202.265 to allow the possession of*	*Not voted on – passed with amendments.*	Motion signed by Chair Marston on 05/15/15 Motion signed as approved by VPAA Dr. Nichols on 05/20/15 Motion signed by President Sheehan on 05/27/15	**Faculty Senate Meeting**- Guns on Campus Resolution (Exhibit K). This comes to the Faculty Senate as a resolution. Brought forward by Senator Jensen. Amendment Passed. The original amendment to the original Resolution Against Guns on Campus (Exhibit N).

Date Motioned	Description of Motion	Senate Status	Administrative Status	Notes
	firearms by non-law enforcement officials on university and college campuses; and *WHEREAS, many educational and law enforcement professionals believe that prohibiting firearms on college campuses except by sworn peace officers is an essential element of an overall school safety plan;* *THEREFORE, LET IT BE RESOLVED that the TMCC Faculty Senate, on behalf of the faculty, strongly opposes AB148, and any other legislation that would preempt an educational institution's right to prohibit or regulate possession of firearms on campus.*			
April 17, 2015	**Faculty Senate Meeting**- Guns on Campus Resolution Amendment (Exhibit L). Amendment to strike all of the statements that start with whereas, strike therefore and the resolution starts with *Let it be Resolved*: **Resolution Against Guns on Campus** ~~WHEREAS guns, including legally purchased guns, have been involved in numerous unfortunate incidents on college campuses around the country in which students, faculty and staff have been injured and killed; and~~ ~~WHEREAS, numerous studies have determined that possession of guns greatly increases the risk that innocent people will be shot; and~~	*Passed –* *3 opposed* *1 abstention*	Motion signed by Chair Marston on 05/15/15 Motion signed as approved by VPAA Dr. Nichols on 05/20/15 Motion signed as approved by President Sheehan on 05/27/15	**Faculty Senate Meeting**- Guns on Campus Resolution Amendment (Exhibit L). This is a motion to amend the original Guns On Campus resolution proposed by Senator Jensen.

Date Motioned	Description of Motion	Senate Status	Administrative Status	Notes
	~~WHEREAS, Nevada Assembly Bill AB148 was filed to amend NRS 202.265 to allow the possession of firearms by non-law enforcement officials on university and college campuses; and~~ ~~WHEREAS, many educational and law enforcement professionals believe that prohibiting firearms on college campuses except by sworn peace officers is an essential element of an overall school safety plan;~~ ~~THEREFORE,~~ LET IT BE RESOLVED that the TMCC Faculty Senate, on behalf of the faculty, strongly opposes AB148, and any other legislation that would preempt an educational institution's right to prohibit or regulate possession of firearms on campus.			
April 17, 2015	**Faculty Senate Meeting**- Guns on Campus Resolution Amendment to the amendment (Exhibit M). To amend to the original amendment to the original Resolution Against Guns on Campus. **Resolution Against Guns on Campus** ~~WHEREAS guns, including legally purchased guns, have been involved in numerous unfortunate incidents on college campuses around the country in which students, faculty and staff have been injured and killed; and~~ ~~WHEREAS, numerous studies have determined that possession of guns greatly increases the risk that innocent people will be shot; and~~	*Passed* *1 abstention*	Motion signed by Chair Marston on 05/15/15 Motion signed as approved by VPAA Dr. Nichols on 05/20/15 Motion signed as approved by President Sheehan on 05/27/15	**Faculty Senate Meeting**- Guns on Campus Resolution Amendment to the amendment (Exhibit M). This is the amended to the amendment motion to the original Guns On Campus resolution.

Date Motioned	Description of Motion	Senate Status	Administrative Status	Notes
	~~*WHEREAS*~~*, Nevada Assembly Bill AB148 was filed to amend NRS 202.265 to allow the possession of firearms by non-law enforcement officials on university and college campuses; and* ~~*WHEREAS, many educational and law enforcement professionals believe that prohibiting firearms on college campuses except by sworn peace officers is an essential element of an overall school safety plan;*~~ ~~*THEREFORE,*~~ *LET IT BE RESOLVED that the TMCC Faculty Senate, on behalf of the faculty, strongly opposes AB148, and any other legislation that would preempt an educational institution's right to prohibit or regulate possession of firearms on campus.*			
April 17, 2015	**Faculty Senate Meeting**- Guns on Campus Resolution Amendment to the amendment (Exhibit N). To add language to the amended resolution reflecting the results of the faculty survey. **Resolution Against Guns on Campus** *Nevada Assembly Bill AB148 was filed to amend NRS 202.265 to allow the possession of firearms by non-law enforcement officials on university and college campuses; and* *LET IT BE RESOLVED:* *that the TMCC Faculty Senate, on behalf of the faculty, strongly opposes AB148, and any other legislation that would preempt an educational*	*Passed* *In Favor: 13* *Opposed: 11* *Abstentions: 1*	Motion signed by Chair Marston on 05/15/15 Motion signed as approved by VPAA Dr. Nichols on 05/20/15 Motion signed as approved by President Sheehan on 05/27/15	**Faculty Senate Meeting**- Guns on Campus Resolution Amendment to the amendment (Exhibit N). This is an additional amendment to the amended resolution.

Date Motioned	Description of Motion	Senate Status	Administrative Status	Notes
	institution's right to prohibit or regulate possession of firearms on campus. *A formal survey was conducted by the Faculty Senate and 67% of faculty who responded were opposed to guns on campus and 33% were in support of guns on campus.*			
April 17, 2015	**Faculty Senate Meeting**- Meeting is out of time. To extend the meeting by 5 minutes.	Defeated		**Faculty Senate Meeting**- Meeting is out of time.
May 15, 2015	**Faculty Senate Meeting** To approve the Faculty Senate Meeting Agenda (Exhibit B).	*Passed unanimously*	Motion signed by Chair Adlish on 12/10/15 Motion signed as approved by President Sheehan on 12/10/15	**Faculty Senate Meeting** To approve the Faculty Senate Meeting Agenda.
May 15, 2015	**Faculty Senate Meeting** To approve the Faculty Senate meeting minutes from April 17, 2015 as submitted (Exhibit C)	*Passed unanimously*		
May 15, 2015	To Approve the additions, changes and deletions of the Master Course Outlies (MCOs) and the Degrees, Emphasis and Certificates (DECs) as follows: **Master Course Outlines** **New:** Passed as Consent Items - AMI 201 - Introduction of MRI, Patient Care and Safety - AMI 236 - Cross-Sectional Anatomy and Pathology for Imaging Professionals - AMI 238 - Physics, Instrumentation, and Imaging for MRI	*Passed unanimously*		Faculty Senate Consent Agenda (Exhibit D) Item # 1 CAP Committee To approve the additions, changes and deletions of the Master Course Outlies (MCOs) and the Degrees, Emphasis and Certificates (DECs).

Date Motioned	Description of Motion	Senate Status	Administrative Status	Notes
	• AMI 246 - MRI Procedures of the Central Nervous System • AMI 248 - Advanced MR Techniques and Post Processing • AMI 250 - MRI Clinical Practicum I • AMI 256 - MRI Procedures of the Torso and Limbs • AMI 260 - MRI Clinical Practicum II • AV 213 - Unmanned Aircraft Simulation • AV 216 - UAS Flight Operations • CS 151 - Introduction to Cybersecurity • CS 252 - Digital Forensics Fundamentals **Revisions:** Passed as Consent Items • AM 145 - American Sign Language I • AM 146 - American Sign Language II • AM 147 - American Sign Language III • AM 148 - American Sign Language IV • BIOL 100 - General Biology For Non-Majors • BIOL 113 - Life In The Ocean • BIOL 273 - Research Experience • SPAN 221 - Iberia and Its Cultures • SPAN 222 - Hispanic-America and Its Culture			

Date Motioned	Description of Motion	Senate Status	Administrative Status	Notes
	Revisions: Passed as Individual Motion • MPT 135 - Material Handling: human relations embedded • **Revisions:** Passed as Individual Motion • BIOL 106 - Introduction to Evolution and Adaptation • BIOL 110 - Biology For Elementary/Middle Level Education **Degrees, Emphasis & Certificates** **New:** • Associate of Applied Science Manufacturing Technologies Advanced Manufacturing Emphasis • Cybersecurity Skills Preparation • Magnetic Resonance Imaging (MRI) Technology- Skills Certificate **Revisions:** • Diesel General Service Technician Transportation Technology Certificate of Achievement • Associate of Applied Science in Radiologic Technology			

Date Motioned	Description of Motion	Senate Status	Administrative Status	Notes
	Revisions through Associate Dean **Note:** This item requires no CAP Committee action and was processed through the office of the Associate Dean of Assessment and Planning, per policy approved by the TMCC President. This is provided as an informational item only:**No submission**			
May 15, 2015	To Approve the Professional Standards Travel Funds for the following Faculty for Summer 2015: • Ron Marston $540.00 • John Adlish $535.00 • Karen Cannan $540.00 • Gabriela Brochu $540.00 **Total $2155.00**	*Passed unanimously*	Motion signed by Chair Adlish on 12/02/15 Motion signed as approved by President Sheehan on 012/10//15	Faculttty Senate Professional Standards Committee - Consent Agenda (Exhibit D) Item # 2.
May 15, 2015	To Approve the Sabbatical Review Committee Election: Steve Bale was approved as the Sabbatical Review Committee Chair by the Professional Standards Committee.	*Passed unanimously*	Motion signed by Chair Adlish on 12/02/15 Motion signed as approved by President Sheehan on 12/10/15	Faculty Senate Meeting – Professional Standards – Sabbatical Review Committee Elections Consent Agenda (Exhibit D) Item # 3
May 15, 2015	To Approve and announce the Faculty Senate New Chair-Elect: Cheryl Cardoza	*Passed unanimously*		Faculty Senate – New Chair – Elect Consent Agenda (Exhibit D) Item # 4
May 15, 2015	To Approve and announce the Faculty Senate Standing Committee Membership Changes: **Library Committee** Corina Weidinger was voted in as the new Chair of the Library Committee	*Passed unanimously*		Faculty Senate – Standing Committee Membership Changes. Consent Agenda (Exhibit D) Item # 5
May 15, 2015	To Approve and announce the Faculty Senate Department Senator Election Results:	*Passed unanimously*	Motion signed by Chair Adlish on 12/02/15	Faculty Senate – Department Senator Election Results. Consent Agenda (Exhibit D) Item # 6.

Date Motioned	Description of Motion	Senate Status	Administrative Status	Notes
	Allied Health: Patti Sanford At-Large: Erin Frock Brandy Scarnati Biology: (Appointed by Chair-Elect Adlish): Jim Collier Business: Robert Kirchman Computer Technology: currently unknown English: Eric Neuenfeldt History, Political Science & Law: currently unknown Math: currently unknown Physical Science: currently unknown Social Sciences: Haley Orthel-Clark Technical Sciences: Clifford Bartl Visual and Performing Arts: Candace Nicol		Motion signed as approved by President Sheehan on 12/10/15	
May 15, 2015	To approve the Resolution to support the Part-Time Issues Committee in their rejections of this new pay scale.	*Passed unanimously*		Faculty Senate Meeting – This is a resolution brought forth by the Professional Standards Committee in support the Part-Time Faculty Issues Committee, (based on their survey) (Exhibit E).

Institution: Truckee Meadows Community College (182500)
User ID: P1825001

Overview

Finance Overview
Purpose
The purpose of the IPEDS Finance component is to collect basic financial information from items associated with the institution's General Purpose Financial Statements.
There are changes made to the 2014-15 Finance data collection from the 2013-14 collection. The finance form for private for-profit schools have been revised to make it more comparable with the finance public and private not-for-profit forms.
Resources:
To download the survey materials for this component: Survey Materials
To access your prior year data submission for this component: Reported Data

If you have questions about completing this survey, please contact the **IPEDS Help Desk at 1-877-225-2568**.

Finance - Public institutions

Reporting Standard
Please indicate which reporting standards are used to prepare your financial statements:
⦿ GASB (Governmental Accounting Standards Board), using standards of GASB 34 & 35
⭕ FASB (Financial Accounting Standards Board)

Please consult your business officer for the correct response before saving this screen. Your response to this question will determine the forms you will receive for reporting finance data.

Finance - Public institutions

General Information
GASB-Reporting Institutions (aligned form)

To the extent possible, the finance data requested in this report should be provided from your institution's audited General Purpose Financial Statements (GPFS). Please refer to the instructions specific to each screen of the survey for details and references.

1. Fiscal Year Calendar

This report covers financial activities for the 12-month fiscal year: (The fiscal year reported should be the most recent fiscal year ending before October 1, 2014.)

Beginning: month/year (MMYYYY)	Month: 7	Year: 2013
And ending: month/year (MMYYYY)	Month: 6	Year: 2014

2. Audit Opinion

Did your institution receive an unqualified opinion on its General Purpose Financial Statements from your auditor for the fiscal year noted above? (If your institution is audited only in combination with another entity, answer this question based on the audit of that entity.)

⊙ Unqualified   ○ 🛈 Qualified (Explain in box below)   ○ Don't know (Explain in box below)

3. Reporting Model

GASB Statement No. 34 offers three alternative reporting models for special-purpose governments like colleges and universities. Which model is used by your institution?

○ Business Type Activities

○ Governmental Activities

⊙ Governmental Activities with Business-Type Activities

4. Intercollegiate Athletics

If your institution participates in intercollegiate athletics, are the expenses accounted for as auxiliary enterprises or treated as student services?

○ Auxiliary enterprises

○ Student services

⊙ Does not participate in intercollegiate athletics

○ Other (specify in box below)

5. Endowment Assets

Does this institution or any of its foundations or other affiliated organizations own endowment assets ?

⊙ Yes - (report endowment assets)

○ No

You may use the space below to provide context for the data you've reported above.

Part A - Statement of Financial Position

Fiscal Year: July 1, 2013 - June 30, 2014

If your institution is a parent institution then the amounts reported in Parts A and D should include ALL of your child institutions

Line no.		Current year amount	Prior year amount
	Current Assets		
01	Total current assets	35,974,000	**33,595,000**
	Noncurrent Assets		
31	Depreciable capital assets, net of depreciation	54,700,000	**57,317,000**
04	Other noncurrent assets CV=[A05-A31]	11,155,000	**9,575,000**
05	Total noncurrent assets	65,855,000	**66,892,000**
06	Total assets CV=(A01+A05)	101,829,000	**100,487,000**
	Current Liabilities		
07	Long-term debt, current portion	0	**0**
08	Other current liabilities CV=(A09-A07)	6,632,000	**6,291,000**
09	Total current liabilities	6,632,000	**6,291,000**
	Noncurrent Liabilities		
10	Long-term debt	0	**0**
11	Other noncurrent liabilities CV=(A12-A10)	613,000	**921,000**
12	Total noncurrent liabilities	613,000	**921,000**
13	Total liabilities CV=(A09+A12)	7,245,000	**7,212,000**
	Net Assets		
14	Invested in capital assets, net of related debt	54,700,000	**57,317,000**
15	Restricted-expendable	13,846,000	**12,250,000**
16	Restricted-nonexpendable	5,796,000	**4,839,000**
17	Unrestricted CV=[A18-(A14+A15+A16)]	20,242,000	**18,869,000**
18	Total net assets CV=(A06-A13)	94,584,000	**93,275,000**

You may use the space below to provide context for the data you've reported above.

Part A - Statement of Financial Position (Page 2)

Fiscal Year: July 1, 2013 - June 30, 2014

Line No.	Description	Ending balance	Prior year Ending balance
	Capital Assets		
21	Land and land improvements	3,917,000	**3,917,000**
22	Infrastructure	0	**0**
23	Buildings	90,811,000	**90,811,000**
32	Equipment, including art and library collections	9,680,000	**9,805,000**
27	Construction in progress	342,000	**47,000**
	Total for Plant, Property and Equipment **CV** = (A21+ .. A27)	104,750,000	**104,580,000**
28	Accumulated depreciation	50,049,000	**47,263,000**
33	Intangible assets, net of accumulated amortization	0	**0**
34	Other capital assets	0	**0**

You may use the space below to provide context for the data you've reported above.

Part E - Scholarships and Fellowships

Fiscal Year: July 1, 2013 - June 30, 2014

DO NOT REPORT FEDERAL DIRECT STUDENT LOANS (FDSL) ANYWHERE IN THIS SECTION

Line No.	Scholarships and Fellowships	Current year amount	Prior year amount
01	Pell grants (federal)	11,839,000	**13,419,000**
02	Other federal grants (Do NOT include FDSL amounts)	401,000	**392,000**
03	Grants by state government	1,137,000	**1,104,000**
04	Grants by local government	0	**0**
05	Institutional grants from restricted resources	0	**0**
06	Institutional grants from unrestricted resources **CV=[E07-(E01+...+E05)]**	1,630,000	**878,000**
07	Total gross scholarships and fellowships	15,007,000	**15,793,000**
	Discounts and Allowances		
08	Discounts and allowances applied to tuition and fees	6,049,000	**6,580,000**
09	Discounts and allowances applied to sales and services of auxiliary enterprises	0	**0**
10	Total discounts and allowances **CV=(E08+E09)**	6,049,000	**6,580,000**
11	Net scholarships and fellowships expenses after deducting discounts and allowances **CV= (E07-E10) This amount will be carried forward to C10 of the expense section.**	8,958,000	**9,213,000**

You may use the space below to provide context for the data you've reported above.

Part B - Revenues and Other Additions

Fiscal Year: July 1, 2013 - June 30, 2014

Report in whole dollars only

Line No.	Source of Funds	Current year amount	Prior year amount
	Operating Revenues		
01	Tuition and fees, after deducting discounts and allowances	14,770,000	**14,385,000**
	Grants and contracts - operating		
02	Federal operating grants and contracts	4,887,000	**4,294,000**
03	State operating grants and contracts	997,000	**819,000**
04	Local government/private operating grants and contracts	295,000	**96,000**
	04a Local government operating grants and contracts	295,000	**96,000**
	04b Private operating grants and contracts	0	**0**
05	Sales and services of auxiliary enterprises, after deducting discounts and allowances	1,291,000	**1,230,000**
26	Sales and services of educational activities	1,066,000	**864,000**
08	Other sources - operating **(CV)** **CV**=[B09-(B01+ ....+B26)]	274,000	**280,000**
09	Total operating revenues	23,580,000	**21,968,000**

Part B - Revenues and Other Additions

Fiscal Year: July 1, 2013 - June 30, 2014

Line No.	Source of funds	Current year amount	Prior year amount
	Nonoperating Revenues		
10	Federal appropriations	0	**0**
11	State appropriations	30,028,000	**30,577,000**
12	Local appropriations, education district taxes, and similar support	0	**0**
	Grants-nonoperating		
13	Federal nonoperating grants Do NOT include Federal Direct Student Loans	11,839,000	**13,419,000**
14	State nonoperating grants	0	**0**
15	Local government nonoperating grants	0	**0**
16	Gifts, including contributions from affiliated organizations	490,000	**582,000**
17	Investment income	2,540,000	**1,414,000**
18	Other nonoperating revenues **CV**=[B19-(B10+...+B17)]	0	**0**
19	Total nonoperating revenues	44,897,000	**45,992,000**
27	Total operating and nonoperating revenues **CV**=[B19+B09]	68,477,000	**67,960,000**
28	**12-month Student FTE from E12**	6,732	**6,919**
29	Total operating and nonoperating revenues per student FTE **CV**=[B27/B28]	10,172	**9,822**

Part B - Revenues and Other Additions

Fiscal Year: July 1, 2013 - June 30, 2014

Line No.	Source of funds	Current year amount	Prior year amount
	Other Revenues and Additions		
20	Capital appropriations	854,000	0
21	Capital grants and gifts	833,000	0
22	Additions to permanent endowments	23,000	56,000
23	Other revenues and additions **CV**=[B24-(B20+...+B22)]	0	0
24	Total other revenues and additions	1,710,000	56,000
25	Total all revenues and other additions **CV**=[B09+B19+B24]	70,187,000	68,016,000

You may use the space below to provide context for the data you've reported above.

Part C - Expenses and Other Deductions

Fiscal Year: July 1, 2013 - June 30, 2014

Report Total Operating AND Non-Operating Expenses in this section

Report in whole dollars only

Line No.	Description	1 Total amount	2 Salaries and wages	3 Employee fringe benefits	4 Operation and maintenance of plant	5 Depreciation	6 Interest	7 All other	8 PY Total Amount
	Expenses and Deductions								
01	Instruction	32,432,000	19,390,000	4,471,000	3,209,000	1,899,000		3,463,000	**31,210,000**
02	Research	0	0	0	0	0		0	**0**
03	Public service	0	0	0	0	0		0	**0**
05	Academic support	6,583,000	3,453,000	1,015,000	655,000	355,000		1,105,000	**7,755,000**
06	Student services	8,137,000	4,451,000	1,292,000	807,000	457,000		1,130,000	**7,405,000**
07	Institutional support	11,488,000	5,588,000	1,748,000	1,140,000	584,000		2,428,000	**10,667,000**
08	Operation and maintenance of plant (see instructions)	0	1,963,000	823,000	-5,941,000	0		3,155,000	0
10	Scholarships and fellowships expenses, excluding discounts and allowances (from E11)	8,958,000						8,958,000	**9,213,000**
11	Auxiliary enterprises	1,280,000	385,000	96,000	130,000	38,000		631,000	**1,066,000**
14	Other expenses and deductions CV=[C19-(C01+...+C13)]	0	0	0	0	0	0	0	**0**
19	**Total expenses and deductions**	68,878,000	35,230,000	9,445,000	0	3,333,000	0	20,870,000	**67,316,000**
	Prior year amount	**67,316,000**	**33,439,000**	**9,215,000**		**3,220,000**	**0**	**21,442,000**	
20	**12-month Student FTE from E12**	6,732							**6,919**
21	**Total expenses and deductions per student FTE CV=[C19/C20]**	10,231							**9,729**

You may use the space below to provide context for the data you've reported above.

Part D - Summary of Changes In Net Position

Fiscal Year: July 1, 2013 - June 30, 2014

Line No.	Description	Current year amount	Prior year amount
01	Total revenues and other additions **(from B25)**	70,187,000	**68,016,000**
02	Total expenses and deductions **(from C19)**	68,878,000	**67,316,000**
03	Change in net position during year **CV=(D01-D02)**	1,309,000	**700,000**
04	Net position beginning of year	93,275,000	**92,575,000**
05	Adjustments to beginning net position and other gains or losses **CV=[D06-(D03+D04)]**	0	**0**
06	Net position end of year **(from A18)**	94,584,000	**93,275,000**

You may use the space below to provide context for the data you've reported above.

Part H - Details of Endowment Assets

	Fiscal Year: July 1, 2013 - June 30, 2014		
Line No.	Value of Endowment Assets	Market Value	Prior Year Amounts
	Include not only endowment assets held by the institution, but any assets held by private foundations affiliated with the institution.		
01	Value of endowment assets at the beginning of the fiscal year	9,144,000	**8,590,000**
02	Value of endowment assets at the end of the fiscal year	11,032,000	**9,144,000**

You may use the space below to provide context for the data you've reported above.

Part J - Revenue Data for Bureau of Census

Source and type	Fiscal Year: July 1, 2013 - June 30, 2014				
	Amount				
	Total for all funds and operations (includes endowment funds, but excludes component units)	Education and general/independent operations	Auxiliary enterprises	Hospitals	Agriculture extension/experiment services
	(1)	(2)	(3)	(4)	(5)
01 Tuition and fees	20,819,000	20,819,000			
02 Sales and services	2,357,000	1,066,000	1,291,000		
03 Federal grants/contracts (excludes Pell Grants)	4,887,000	4,885,000	2,000		
Revenue from the state government:					
04 State appropriations, current & capital	30,028,000	30,028,000			
05 State grants and contracts	997,000	997,000			
Revenue from local governments:					
06 Local appropriation, current & capital	0	0			
07 Local government grants/contracts	295,000	295,000			
08 Receipts from property and non-property taxes	0				
09 Gifts and private grants, including capital grants	1,336,000				
10 Interest earnings	5,000				
11 Dividend earnings	306,000				
12 Realized capital gains	415,000				

You may use the space below to provide context for the data you've reported above.

Part K - Expenditure Data for Bureau of Census

Category	Fiscal Year: July 1, 2013 - June 30, 2014				
	Amount				
	Total for all funds and operations (includes endowment funds, but excludes component units)	Education and general/ independent operations	Auxiliary enterprises	Hospitals	Agriculture extension/ experiment services
	(1)	(2)	(3)	(4)	(5)
01 Salaries and wages	35,751,000	35,366,000	385,000		
02 Employee benefits, total	9,464,000	9,368,000	96,000		
03 Payment to state retirement funds (maybe included in line 02 above)	4,192,000	4,161,000	31,000		
04 Current expenditures other than salaries	11,062,000	10,139,000	923,000		
Capital outlay:					
05 Construction	320,000	320,000			
06 Equipment purchases	403,000	403,000			
07 Land purchases	0				
08 Interest on debt outstanding, all funds and activities	0				
09 Scholarships/fellowships	15,007,000	15,007,000			

You may use the space below to provide context for the data you've reported above.

Part L - Debt and Assets, page 1

Fiscal Year: July 1, 2013 - June 30, 2014	
Debt	
Category	Amount
01 Long-term debt outstanding at beginning of fiscal year	0
02 Long-term debt issued during fiscal year	
03 Long-term debt retired during fiscal year	
04 Long-term debt outstanding at end of fiscal year	0
05 Short-term debt outstanding at beginning of fiscal year	
06 Short-term debt outstanding at end of fiscal year	

You may use the space below to provide context for the data you've reported above.

Part L - Debt and Assets, page 2

Fiscal Year: July 1, 2013 - June 30, 2014	
Assets	
Category	Amount
07 Total cash and security assets held at end of fiscal year in sinking or debt service funds	0
08 Total cash and security assets held at end of fiscal year in bond funds	5,647,000
09 Total cash and security assets held at end of fiscal year in all other funds	25,654,000

You may use the space below to provide context for the data you've reported above.

Prepared by

This survey component was prepared by:

○ Keyholder	○ SFA Contact	○ HR Contact
◉ Finance Contact	○ Academic Library Contact	○ Other

Name: Brenda Ford
Email: bford@tmcc.edu

How long did it take to prepare this survey component?   24 hours   minutes

The name of the preparer is being collected so that we can follow up with the appropriate person in the event that there are questions concerning the data. The Keyholder will be copied on all email correspondence to other preparers.

The time it took to prepare this component is being collected so that we can continue to improve our estimate of the reporting burden associated with IPEDS. Please include in your estimate the time it took for you to review instructions, query and search data sources, complete and review the component, and submit the data through the Data Collection System.

Thank you for your assistance.

Summary

Finance Survey Summary

IPEDS collects important information regarding your institution. All data reported in IPEDS survey components become available in the IPEDS Data Center and appear as aggregated data in various Department of Education reports. Additionally, some of the reported data appears specifically for your institution through the College Navigator website and is included in your institution's Data Feedback Report (DFR). The purpose of this summary is to provide you an opportunity to view some of the data that, when accepted through the IPEDS quality control process, will appear on the College Navigator website and/or your DFR. College Navigator is updated approximately three months after the data collection period closes and Data Feedback Reports will be available through the Data Center and sent to your institution's CEO in November 2015.

Please review your data for accuracy. If you have questions about the data displayed below after reviewing the data reported on the survey screens, please contact the IPEDS Help Desk at: 1-877-225-2568 or ipedshelp@rti.org.

Core Revenues

Revenue Source	Reported values	Percent of total core revenues	Core revenues per FTE enrollment
Tuition and fees	$14,770,000	21%	$2,194
State appropriations	$30,028,000	44%	$4,460
Local appropriations	$0	0%	$0
Government grants and contracts	$18,018,000	26%	$2,676
Private gifts, grants, and contracts	$490,000	1%	$73
Investment income	$2,540,000	4%	$377
Other core revenues	$3,050,000	4%	$453
Total core revenues	$68,896,000	100%	$10,234
Total revenues	$70,187,000		$10,426

Other core revenues include federal appropriations; sales and services of educational activities; other operating and nonoperating sources; and other revenues and additions (e.g., capital appropriations, capital grants and gifts, etc.). Core revenues exclude revenues from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations.

Core Expenses

Expense function	Reported values	Percent of total core expenses	Core expenses per FTE enrollment
Instruction	$32,432,000	48%	$4,818
Research	$0	0%	$0
Public service	$0	0%	$0
Academic support	$6,583,000	10%	$978
Institutional support	$11,488,000	17%	$1,706
Student services	$8,137,000	12%	$1,209
Other core expenses	$8,958,000	13%	$1,331
Total core expenses	$67,598,000	100%	$10,041
Total expenses	$68,878,000		$10,231

Other core expenses include scholarships and fellowships, net of discounts and allowances, and other expenses. Core expenses exclude expenses from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations.

	Calculated value
FTE enrollment	6,732

The full-time equivalent (FTE) enrollment used in this report is the sum of the institution's FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 12-month Enrollment component). FTE is estimated using 12-month instructional activity (credit and/or contact hours). All doctor's degree students are reported as graduate students.

Finance

Truckee Meadows Community College (182500)

There are no errors for the selected survey and institution.