Board of Trustees

Education and Workforce Development Committee Meeting

Tuesday, December 03, 2019

3:30 p.m.

Ann Richards Administration Building, Board Room
Pecan Campus
McAllen, Texas

SOUTH TEXAS COLLEGE

In the Making!

Online Copy

South Texas College
Board of Trustees
Education and Workforce Development Committee
Ann Richards Administration Building, Board Room
Pecan Campus, McAllen, Texas
Tuesday, December 3, 2019 @ 3:30 p.m.

AGENDA

"At anytime during the course of this meeting, the Board of Trustees may retire to Executive Session under Texas Government Code 551.071(2) to confer with its legal counsel on any subject matter on this agenda in which the duty of the attorney to the Board of Trustees under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with Chapter 551 of the Texas Government Code. Further, at anytime during the course of this meeting, the Board of Trustees may retire to Executive Session to deliberate on any subject slated for discussion at this meeting, as may be permitted under one or more of the exceptions to the Open Meetings Act set forth in Title 5, Subtitle A, Chapter 551, Subchapter D of the Texas Government Code."

Approval of Minutes for Tuesday, November 12, 2019 Committee Meeting

The Minutes for the Education and Workforce Development Committee meeting of Tuesday, November 12, 2019 are presented for Committee approval.

South Texas College
Board of Trustees
Education and Workforce Development Committee
Ann Richards Administration Building, Board Room
Pecan Campus, McAllen, Texas
Tuesday, November 12, 2019 @ 3:00 p.m.

MINUTES

The Education and Workforce Development Committee Meeting was held on Tuesday, November 12, 2019 in the Ann Richards Administration Building Board Room at the Pecan Campus in McAllen, Texas. The meeting commenced at 3:10 p.m. with Dr. Alejo Salinas, Jr. presiding.

Members present: Dr. Alejo Salinas, Jr., Mrs. Victoria Cantú, and Mr. Gary Gurwitz

Other Trustees present: Mr. Paul R. Rodriguez and Ms. Rose Benavidez

Members absent: None

Also present: Dr. Shirley A. Reed, Dr. David Plummer, Mr. Matthew Hebbard, Dr. Christopher Nelson, Dr. Rebecca De Leon, Mr. William Buhidar, Mr. Joel Jason Rodriguez, Mr. Matt Dabrowski, Ms. Cindy Blanco, Ms. Yvette Gonzalez, and Mr. Andrew Fish

Approval of Minutes for Tuesday, October 8, 2019 Committee Meeting

Upon a motion by Mrs. Victoria Cantú and a second by Mr. Gary Gurwitz, the Minutes for the Education and Workforce Development Committee meeting of Tuesday, October 8, 2019 were approved as written. The motion carried.

Review and Recommend Action as Necessary on Proposed Revisions to Policy #3312: Student Appeal of Course Grades

On October 8, 2019, administration brought seven Instruction and Student Service Policies to the Education and Workforce Development Committee for review of proposed revisions. Six of those seven policies were presented for the Board's consideration, and the proposed revisions were adopted as recommended by the Education and Workforce Development Committee.

The seventh policy, Policy #3312: Student Appeal of Course Grades, was not presented to the Board of Trustees on October 29, 2019, as administration continued to discuss the feedback received from the Committee, and worked to incorporate that feedback into strengthening the policy.

The revisions are necessary to:

- Clearly establish that the responsibility to initiate the grade appeal process resides with the student, and outlines the timeframe and process by which students may initiate the grade appeal process.

This complies with SACS requirements.

The proposed revisions to Policy 3312: Student Appeals of Course Grades, were noted in the packet, with revisions marked as follows:

- Yellow highlighting indicates proposed new language that was presented to the Education and Workforce Development Committee on October 8, 2019.
- Blue highlighting indicates further revisions stemming from the Committee discussion on October 8, 2019.
- Blue highlighting of red-strikethrough text indicates text that would be deleted from the version initially reviewed by the Committee on October 8, 2019.

The proposed changes were reviewed by President's Cabinet and President's Administrative Staff committee, as well as the departments/stakeholders that administer each policy.

At the November 12, 2019 Committee meeting, Mr. Gary Gurwitz provided feedback on the policy, including clarification of ambiguities within the policy. One specific clarification was that the policy and process related to appeals of final course grades, and not to the grading or assessment of performance on assignments within the course.

Upon a motion by Mr. Gary Gurwitz and a second by Mrs. Victoria Cantú, the Education and Workforce Development Committee recommended Board approval of the proposed revisions to Policy #3312: Student Appeal of Course Grades with the proposed revisions, and which supersedes any previously adopted Board policy. The motion carried.

Presentation on Perceptions of Dual Credit Students and Their Parents

South Texas College and local school district partners have been successful at helping students earn academic or workforce credentials through a variety of dual credit programs.

Qualitative Survey of Dual Credit Seniors

In an effort to better understand and increase the matriculation of dual credit students into South Texas College upon graduation from high school, the STC Research and Analytical Studies (RAS) team conducted a survey on the students' perception of the dual credit program, as well as how those students believe their parents feel.

The RAS study was motivated by peer-reviewed research on Hispanic Serving Institutions (HSI) that indicated family support and approval was significantly important in the student's decision-making process.

- If parental perceptions are a drag on dual-to-traditional matriculation, we should see a difference between student and parent opinions of STC today.

RAS surveyed 4,661 high school seniors scheduled to graduate in 2019 and enrolled in a dual credit program course in the Spring 2019 semester. 877, or 19% of those students, participated in the study.

Results of Survey

The survey revealed the following positive news:

- Sixty-one percent (61%) of participants reported a *very favorable* opinion of STC.
- Sixty-three percent (63%) of participants reported that their parents or guardians had a *very favorable* opinion.
- Since these figures are essentially the same, this suggests parental perceptions are not a drag on matriculation.

Participant responses were also examined to determine whether the student held a more favorable, similarly favorable, or less favorable view of STC than their parent or guardian.

- Sixty-nine percent (69%) reported that their opinion of STC matched that of their parent or guardian.
- Seventeen percent (17%) reported that their opinion of STC was more favorable than that of their parent or guardian.
- Fourteen percent (14%) reported that their opinion of STC was less favorable than that of their parent or guardian. These two figures are likewise essentially the same, given the survey's 3% margin of error.

Mr. Matt Dabrowski, Qualitative Researcher with RAS, presented this survey and its results to the Education and Workforce Development Committee. This presentation was provided for the Committee's review and feedback to administration, and no action was taken.

Presentation on the 2019-2020 /10th Anniversary Season of the South Texas College Drama Department

Mr. Joel Jason Rodriguez, Department Chair for Drama, presented on the 2019 – 2020 Season of the South Texas College Drama Department. This also marked their 10th Anniversary Season.

Founded in 2008 by Dr. John F. Carroll, the South Texas College Drama Department initially offered five courses and staged one production each semester. A year after its foundation, the first five students declared themselves as Drama Majors.

Now, in Fall 2019, there are 68 Drama Majors at South Texas College, with hundreds more taking courses and participating in productions. These students are supported by 2 full time faculty, 2 adjunct instructors, and 2 full time staff. Another 5 dual credit adjunct instructors offer drama courses with school district partners. Altogether, students and community members come together to stage 5 productions at South Texas College each year:

- 2 each fall semester,
- 2 each spring semester, and
- 1 during the summer.

Mr. Rodriguez discussed the courses that comprise the South Texas College Drama Program. The coursework and the stage productions provide a great variety of experience on stage and behind the scenes. These experiences help prepare students for a variety of fields in stage, film, television, and other related fields.

Mr. Rodriguez also spoke to the impact of a generous memorial scholarship honoring Dr. Carroll and through which two drama majors receive direct financial aid at South Texas College.

Finally, Mr. Rodriguez provided a brief review of the past productions, and invited the committee members and audience to support the South Texas College Drama Department as patrons of upcoming performances.

This presentation was provided for the Committee's review and feedback to administration, and no action was taken.

Adjournment

There being no further business to discuss, the Education Workforce Development Committee Meeting of the South Texas College Board of Trustees adjourned at 4:05 p.m.

I certify that the foregoing are the true and correct Minutes of the November 12, 2019 Education and Workforce Development Committee of the South Texas College Board of Trustees.

_____
Dr. Alejo Salinas, Jr.
Presiding

Review and Recommend Action as Necessary to Develop the Proposed Associate of Applied Science Degree Program and Certificate Program for Automotive Collision Repair & Refinishing

The Education and Workforce Development Committee is asked to recommend Board approval to develop an Associate of Applied Science Degree program and a Certificate program in Automotive Collision Repair & Refinishing.

Committee approval is necessary to develop this new program. Due to the nature of this new program and its difference from current programs offered by the College, an extended, two-phase approval process is required by Texas Higher Education Coordinating Board:

- Phase I is the request for *approval to initiate the development of the program*. If approval to develop this program is granted by the required entities, up to and including the Education and Workforce Development Committee, Phase II of the process would begin.
- During Phase II, an Advisory Committee will be formally established that will guide the development of an appropriate curriculum that meets the business and industry workforce needs. Phase II is the request to *approve the program* as proposed by the Advisory Committee and will follow the same approval channels including Education and Workforce Development Committee and South Texas College Board of Trustees.

The proposed programs would include training in vehicle interiors, metal repair, basic body welding, vehicle structure analysis, alignment, color analysis, paint matching, and major collision and panel replacement. These programs would include a hands-on practicum partnering with local body shop under experienced technicians.

Students graduating from the proposed Certificate program could continue their education at South Texas College through the AAS. Students would be prepared to take the collision, structure, and refinishing exams offered by I-Car and ASE certifications.

The program developers have conducted student and employer surveys to document local demand for individuals with this certificate.

The following pages contain the Program Development Packet, which includes:

- Program Development Approval Checklist
- Curriculum & Student Learning Department Recommendation
- Program Development Checklist
- Program Summary
- Enrollment Management Plan
- Student Survey Results Summary
- Proposed Curriculum & Course Descriptions
- Instructional Costs and Projected Revenues

- Supporting Documents:
  - Advisory Committee Members List
  - Letters of Support

Dr. Anahid Petrosian, Vice President for Academic Affairs, and Dr. Christopher Nelson, Associate Dean for Curriculum & Student Learning, will review the proposed new programs and the development process with the Committee and will respond to questions.

The Education and Workforce Development Committee is asked to approve Phase I so faculty can move forward to Phase II of the program development process for an Associate of Applied Science Degree program and a Certificate program in Automotive Collision Repair & Refinishing as presented.

No Board action will be needed for the development of these programs, though the Committee and Board approval would be necessary to offer the programs once developed.

SOUTH TEXAS COLLEGE

Program Development Packet

for

Automotive Collision Repair & Refinishing

AAS & Certificate

Academic Affairs Division

Office of Curriculum & Student Learning

November 26, 2019

Automotive Collision Repair & Refinishing AAS & Certificate

Automotive Collision Repair & Refinishing AAS & Certificate

	APPROVAL PROCESS FOR DEVELOPMENT - PHASE I	DATE
✓	Department Chair Approval	9/9/2019
✓	Dean Approval	9/9/2019
✓	Academic Council	9/24/2019
✓	Planning and Development Council (PDC)	11/8/2019
☐	Education and Workforce Development Committee (EWDC)	-

	APPROVAL PROCESS FOR DEVELOPMENT - PHASE II	DATE
☐	Department Chair Approval	-
☐	Dean Approval	-
☐	Advisory Committee	-
☐	Division Committee	-
☐	College-Wide Curriculum Committee	-
☐	Academic Council	-
☐	Planning and Development Council (PDC)	-
☐	Education and Workforce Development Committee (EWDC)	-
☐	STC Board of Trustees (Certification Form)	-
☐	Higher Education Regional Council	-
☐	Texas Higher Education Coordinating Board (THECB)	-
☐	Southern Association of Colleges and Schools – Commission on Colleges (SACSCOC)	-

Program Development Process

Proposed instructional programs at South Texas College are identified either at the college or divisional level through environmental scans, documented workforce needs, recommendations by Program Advisory Committees, or local business and industry demands. All proposed programs undergo a review process before being approved for development. The approval process includes reviews by department, division, and college-wide curriculum committees, and Academic Council. Programs that receive approval to proceed are then presented to the Planning and Development Council (PDC) for review and recommendation. A program that receives PDC approval to move forward is presented to the Board of Trustees' Education Workforce Development Committee (EWDC) for review and recommendation. Following review by the EWDC, programs are presented to the full Board of Trustees for final review and approval.

Recommendation: AAS & Certificate in Automotive Collision Repair & Refinishing

After reviewing all required documentation submitted by the department, the Office of Curriculum & Student Learning recommends that South Texas College continue with the established approval process for the AAS & Certificate in Automotive Collision & Repair.

The proposed AAS & Certificate degrees would allow graduates to gain the skills and competencies required for employment as a Auto Collision and Refinishing Technician. According to Economic Modeling Specialists, Inc., which utilizes data from the Texas Workforce Commission, Auto Body Repairers positions are expected to grow by 6.1%, resulting in an additional 29 job openings, from 2019 to 2029 in the Lower Rio Grande Regional Area. In addition, Automotive Body and Related Repairers are listed on the Short-Term and Long-Term Retail Trade industry in the Texas Growth Occupations 2016 Annual Report. Letters of support from Bert Ogden Rio Grande Valley, Boggus Ford, Charles Clark Chevrolet and Rush Truck Centers have demonstrated strong employer support to address the shortage of collision repair

technicians and provide continuous training to the automotive industry, for the growing population of the Rio Grande Valley.

Student demand exists and is documented through student survey data. According to a survey conducted by South Texas College's Research & Analytical Services department, the AAS & Certificate in Automotive Collision & Repair ranked above average in measures, such as "it sounds like good-paying job" and "it sounds like the kind of job that employers are hiring for here in the Valley", among the eight programs surveyed. Additionally, student demand is supported by enrollment in related course shared with the Automotive Technology program. Student enrollment for Automotive courses that would be shared with the proposed specialization totaled 584 students for the past two years. Demand for the profession is also evident in an article by MarketWatch, in which it states, "proliferation of automobile repair service centers focusing on enhancing efficiency and operational productivity with the introduction of innovative materials will drive the automotive collision repair market", which will result in a demand of skill workers for this specialized area.

The cost to implement this program is expected to be above average, due to the purchase of supplies and equipment; however, the revenue, including contact hour reimbursement and student tuition, would bear the cost. Furthermore, support from the local school districts, including Donna and Pharr, by providing equipment to the program would aid in the cost of the program. The program anticipates offering additional course sections due to the proposed award as well as the support of the local business, such as Rush Trucks, who have offered to donate equipment for training students. New full-time faculty and adjuncts will be hired specifically for this award due to the distinctive skills this program would offer.

A review conducted by the Curriculum & Student Learning department indicates the program complies with the criteria set forth from the Texas Higher Education Coordinating Board and recommends the proposed Associate of Applied Science & Certificate in Automotive Collision Repair & Refinishing continue through the approval process.

Career & Technical Education/Workforce Programs

Program Demand and Projected Outcomes must be documented prior to the development of any new workforce or academic program. The following questions and checklist serve as an initial guide for program developers that must be completed at the start of the development process.

Proposed Award:

Program Title: AAS & Certificate – Automotive Collision Repair & Refinishing

Program Location: Technology Campus

Academic Year to be Implemented: 2020-2021

Please list any similar programs currently offered by STC in this subject area, if applicable (stackable certificates or degrees, AAS Specializations, etc.)
CT1 – Automotive Technology
CT1 – Automotive Maintenance and Light Repair
AAS – Automotive Technology
AAS – Automotive Technology GM-ASEP Specialization

For Curriculum Office Use Only

Program Developer Info:

Name: Ruben Munoz

Title: Instructor– Automotive Tech.

Division: Business, Public Safety & Technology

Phone: 872-6108

Proposed CIP Code: 47.0603

Substantive Change: __X__ _____
Yes No

1. Documentation of Program Checklist:

Category	Standard	Met the Standard	Did not meet the Standard	Comments
1. Occupational Need	**A)** *EMSI data (provided by the Office of Curriculum & Student Learning) projects at least a 15% occupational growth rate in **South Texas, the state, and/or nationally.**			South Texas – 6.1% (+29 jobs) Texas – 12.8% (+1,786 jobs) Nation – 6.8% (+11,002 jobs)
	A-1)*Wage data	✓		South Texas - $17.55/hr Texas - $19.02/hr Nation - $20.05/hr
	A-2)*Job Posting Intensity (Average posting intensity is 6:1)			South Texas – 3:1(38 unique postings out of a total 132 postings) Texas – 5:1(1,992 unique postings out of a total 9,428 positings)
	Growth rates and wage data are estimated projections for a 10-year period from 2019-2029. Job Posting Intensity is derived from the time period of January 2019 – July 2019. Data sources include the U.S. Department of Commerce, U.S. Department of Labor, U.S. Census Bureau, U.S. Department of Education. For a complete list, refer to the EMSI Data Source Appendix.			
	B) Occupational Outlook Handbook indicates graduates will have an average or above average	✓		8% (As fast as average)

Category	Standard	Met the Standard	Did not meet the Standard	Comments
	job outlook for the next 5 to 10 years **(national data).**			
	C) Program is on Targeted/In-Demand Occupations lists produced by the **Texas Workforce Commission OR** Program is an emerging and/or evolving occupation for the region or state in the **Texas Workforce Commission's *Labor Market and Career Information.***	✓		Automotive body repair is not listed on the Texas Workforce 2016 Target Occupation List for the Lower Rio Grande area. However, Automotive Body and Related Repairers are listed under the Short-Term and Long-Term Retail Trade industry in the Texas Growth Occupations 2016 Annual Report.
	D) Job demand and wage data is documented through the **survey of 8-12 top local employers.**	**Pending**		RAS to conduct an employer survey.
	E) High employer demand exists and is documented through **letters of support**.	✓		Letters received from Bert Odgen, Boggus Ford, Charles Clark Chevrolet and Rush Truck Centers.
	F) Educational and/or employer publications or news articles document a growth in the industry or demand for employees.	✓		https://www.cnbc.com/video/2019/03/08/why-skilled-auto-technicians-are-in-high-demand.html https://www.autobodynews.com/index.php/ed-attanasio/item/18175-too-many-openings-too-few-techs-a-crisis-with-no-end-in-sight.html
2. Student Demand	Student demand exists and is documented through the use of **student surveys.**	✓		Survey summary revealed above average ratings for "good paying job" and "job market"; however, ratings fell below the average rating for "average interest" and preference to current major" measures among the programs surveyed. Stand-alone percentages are included in the program summary.
	High enrollment exists in related programs (Stackable certificates or degrees).	✓		During the Fall 2018 semester there were: **152** students enrolled in the Automotive Technology certificate degree; **1** student in the Automotive Maintenance and Light Repair Certificate; **88** students in the Automotive Technology AAS degree; **33** students in the Automotive Technology GM-ASEP degree.
	High number of **graduates** are produced in related programs (Stackable certificates or degrees).	✓		Within the last 5 academic years, there were: **265** graduates in the Automotive Technology Certificate; **60** graduates in the Automotive Maintenance and Light Repair Certificate; **61** graduates in the Automotive Technology AAS; and **21** graduates Automotive Technology GM-ASEP AAS degree.

Category	Standard	Met the Standard	Did not meet the Standard	Comments
3. Existing Programs	Similar programs **do not exist** within STC's service area – Hidalgo and Starr Counties (Please include documentation of the nearest similar programs).	✓		Texas Southmost College (which is approximately 60 miles from McAllen) offers a certificate in Auto Body Repair Technology – Body Repair Specialist. Texas State Technical College (which is approximately 40 miles from McAllen) offers a certificate in Auto Body Repair. Del Mar College (which is approximately 152 miles from McAllen) offers an AAS in Auto Body Applied Technology and level one/level two certificates in Auto Body Structural Repair Specialist and Auto Body Structural Collision Specialist.
4. Program Linkage & Opportunities for Further Education	Courses are currently offered or can be offered within **local high schools via the Dual Enrollment Program.** (Please provide a list of schools and/or districts)	✓		La Grulla H.S., Rio Grande H.S., Palmview H.S., McAllen Memorial H.S., Donna H.S., Donna North H.S., PSJA North H.S., Weslaco East H.S., Weslaco H.S., Edcouch-Elsa H.S.,
	Program-specific articulation agreements with other institutions of higher education (IHEs) currently exist or will be pursued in the future (Please include list of IHEs)	✓		The technical coursework from this proposed program would be accepted as the lower division elective requirements for the STC's Bachelor's of Applied Technology in Technology Management and the Bachelor's of Applied Science in Organizational Leadership.

2. Projected Outcomes:

Category	Standard	Met the Standard	Did not meet the Standard	Comments
1. Program Enrollment & Declared Majors	Program projects a steady increase in the **number of declared majors** in the program over the course of five years.	✓		Refer to Enrollment Management Plan
2. Number of Graduates	Program Review Standard: The Program will achieve a minimum of 5 graduates per year or **25 graduates during** the most recent 5-year period.	✓		Refer to Enrollment Management Plan
3. Graduate Earnings	EMSI data (provided by the Office of Curriculum & Student Learning) projects that program graduates will earn a **median hourly earnings** wage that is above the "living wage" for South Texas, the state, and/or nationally.	✓		South Texas - $17.55/hr Texas - $19.02/hr Nation - $20.05/hr According to the Bureau of Labor Statistics, Automotive Body and Related Repairers earned a median salary of $46,460 as of 2018. Living wage calculation for Texas – $11.48 per hours Source: http://livingwage.mit.edu/states/48

Program Summary

Institution: **South Texas College, McAllen Texas**

Proposed Award: **Certificate & Associate of Applied Science in Automotive Collision Repair & Refinishing**

PROGRAM DESCRIPTION

Program Objective: The objective of the Automotive Collision Repair & Refinishing program is to provide students with the knowledge and skills necessary for employment as an Auto Collision and Refinishing Technician. The Program will provide education that will enhance the student's knowledge and operation of vehicle interior, metal repair, basic body welding, vehicle structure analysis, alignment, color analysis, paint matching, and major collision and panel replacement. Part of the curriculum will include a hands-on practicum where the students will be training in various local body shops facilities with experienced auto body collision technicians in the mastering the collision repair procedure and refinishing skills. Upon successfully completion of the program, students will be competent to take the collision, structure, and refinishing exams offered by I-Car and ASE certifications.

Curriculum: The Associate of Applied Science in Automotive Collision Repair & Refinishing includes 60 semester credit hours (SCH) of course work. Sixteen (16) credit hours are derived from the Academic Course Guide Manual and include the 15 semester credit hours in general education required by the regional accreditation. Forty-four (44) semester credit hours are derived from the Workforce Education Course Manual (WECM) to account for the technical coursework of the program. The Certificate in Automotive Collision Repair & Refinishing is comprised of 37 semester credit hours of coursework derived from WECM.

Admissions Requirements: The admissions requirements for this program would follow the general admissions policies set forth in the South Texas College catalog.

PROGRAM DEMAND

Occupational Need:
Automotive Body and Related Repairers are listed under the Short-Term and Long-Term Retail Trade industry in the Texas Growth Occupations 2016 Annual Report. According to the 2016 Target Occupation List for the Lower Rio Grande region, Automotive Body Repairers earn a median hourly wage of $20.39 an hour.

EMSI Summary of Data
According to Economic Modeling Specialists, Inc. which utilizes data from the Texas Workforce Commission, Auto body Repairers are expected to experience a 6.1% growth from 2019 to 2029 in the Lower Rio Grande Regional Area (Cameron, Hidalgo, Starr and Willacy counties) with 29

additional job openings expected during this time period; a 12.8% growth between 2019 and 2029 in State of Texas with 1,786 additional job openings expected during this time period; and a 6.8% growth between 2019 and 2029 nationally with a total of 11,002 job openings expected during this time period. Sample reported job titles include Collision Technician, Auto Body Technician, Auto Body Painter, Body Technician, Body and Gram Technician, Auto Body Repairer, Refinish Technician, and Collision Repair Technician.

According to the Economic Modeling Specialist Occupation, Inc., the median hourly earnings wage for Automotive Body and Related Repairers is $17.55/hr. for Cameron, Hidalgo, Starr and Willacy Counties; $19.02/hr. for the State of Texas; and $20.05/hr. as a national average.

According to the U.S. Department of Labor, Occupational Outlook Handbook, the 2018 median annual earnings for Auto Body and Related Repairers was $46,460 nationally.

The job posting intensity for this occupation for the region was 3:1, meaning for every 3 job postings, there was 1 unique job to fill for a total of 38 unique job postings. The job posting intensity for the state was 5:1, with a total of 1,992 unique job postings.

Publications:

According to an article "Automotive Collision Repair Market size to Witness Growth Acceleration During 2018-2014" by MarketWatch, the driving force behind the demand for skilled works in Automotive Collision Repair stems from the increase in traffic congestion leading to accidents and vehicle damage. The article continues to state "proliferation of automobile repair service centers focusing on enhancing efficiency and operational productivity with the introduction of innovative materials will drive the automotive collision repair market", which will result in a demand of skill workers for this specialized area in automotive.

Student Demand:

A survey sample of 5000 students yielded 338 responses (7%). The margin of error associated with this survey is plus/minus 6%. The survey revealed the following results:

- Seventeen percent (17%) of students preferred AAS Automotive Collision Repair & Refinishing to their current major;
- Sixty-seven percent (67%) felt it sounded like a good-paying job;
- Forty-six percent (46%) felt it sounded like a job that would make their family proud; and
- Fifty-nine percent (59%) felt it sounded like the kind of job that employers are hiring for in the Rio Grande Valley.

Currently, two courses from the proposed AAS in Automotive Collision Repair & Refinishing are offered through the AAS in Automotive Technology. [1]Student enrollment for these shared courses totaled **584** students for the past two years and revealed persistent enrollment.

[1] Source: Course Schedules from Spring 2018 – Fall 2019 (as of 8/13/2019)

Existing Programs:

- Texas Southmost College (approximately 60 miles from McAllen) offers an Associate of Applied Science degree in Auto Body Repair Technology – Body Repair Specialist.

- Texas State Technical College (which is approximately 40 miles from McAllen) offers a certificate in Auto Body Repair.

- Del Mar College (approximately 157 miles from McAllen) offers an Associate of Applied Science in Auto Body Applied Technology and level one/level two certificates in Auto Body Structural Repair Specialist and Auto Body Structural Collision Specialist.

Program Linkage and Opportunities for Further Education: Coursework from the Workforce Education Course manual (WECM) should transfer to other community or technical colleges offering the same courses within a related program. Currently, the South Texas College Bachelors of Applied Technology in Technology Management and the Bachelors of Applied Science in Organizational Leadership would accept credits from the technical coursework for the Associate of Applied Science (AAS) in Automotive Collision Repair & Refinishing towards the lower-division requirements for the degrees. The AAS for Automotive Collision Repair & Refinishing would have a minimum 15-credit general education requirement to comply with the Southern Association of Colleges and Schools Commission on Colleges accreditation requirements. This 15-credit general education requirement could also be applied towards the Core Curriculum requirements of the Bachelor degrees.

The technical coursework for the proposed associate's degree will be offered as a dual credit. Courses in Automotive Technology are currently offered at La Grulla High School, Rio Grande City High School, Palmview High School, McAllen Memorial High School, Donna High School, Donna North High School, PSJA North High School, Weslaco East High School, Weslaco High School and Edcouch-Elsa High School.

Expected Enrollment:
The projected enrollment is based on availability of training opportunities in the local Collision Facilities, needs of local automotive facilities, high schools with body collision and refinishing courses in Hidalgo and Star counties, and career fair participation in the Rio Grande Valley. Students are required to work under the supervision of certified I-CAR and Auto Collision Instructors throughout the duration of the program.

Years	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Freshman	11	20	24	30	36
Sophomore	0	15	20	25	30

PROGRAM SUPPORT

Faculty: The majority of the coursework offered for this proposed award would be new and therefore new faculty would need to be hired. It is expected that 4 full-time faculty would be hired over the course of five years with adjuncts hired to support the enrollment, if needed. Current full-time faculty would be utilized to cover shared coursework for this program. The courses would average 15 students per course.

Facilities and Equipment: Supplies and Materials costs will be used for paint and refinishing supplies, and cleaning, filtration, and abrasive/grinding supplies. Equipment and Software costs, substantially defrayed by support and/or donations from local school districts (e.g., Pharr, and Donna) and local businesses (e.g., Rush Trucks), will be used for the purchase of a frame machine, professional frame measuring system and software, paint equipment, work stands, tables, and vehicle lifting equipment. Facilities costs would largely be defrayed by partnering with The University Center, which would provide specialized spaces and equipment. Faculty Professional Development costs will be used for trainings for ASE and I-CAR certification as well as collision training.

New Costs: Total costs for this program are projected to be $828,006.82. The funding to defray the costs of this program will come from state appropriations: $260,409.60 and tuition: $589,188.60. The total projected 5-year revenue is $849,598.20. See attached specific budget details.

INSTITUTIONAL EFFECTIVENESS

Program Review and Improvement Plans: The Program Review Process at South Texas College is embedded within the bi-annual Institutional Effectiveness Assessment Plan cycle. Every academic and technical program at South Texas College monitors and reports on the following standards: graduation numbers, transfer rate, job placement rate, professional accreditations or certifications, licensure/credential exam pass rate, and program advisory committee meetings. Action plans are created for each program that does not meet its targeted outcomes.

Accreditation: The Certificate & Associate of Applied Science in Automotive Collision Repair & Refinishing is designed to be consistent with the standards of the Southern Association of College and Schools Commission on Colleges and Schools (SACSCOC).

Enrollment Management Plan

POTENTIAL SOURCE OF STUDENTS

The number of students identified as potential participants for the Automotive Collision Repair and Refinishing program include various sources. Students in the program will be comprised of the general current STC student body, automotive graduates, and various members of the automotive and collision workforce who would like to extend their skills in the automotive collision and refinishing field. The student applicant pool will include, but not be limited to: current students, high school graduates, adults completing GED education programs, automotive professionals currently working in the Rio Grande Valley, and individuals with undergraduate, graduate degrees or higher who are seeking an extension and/or change in career.

MARKETING

The Automotive Collision Repair and Refinishing program will be marketed to various members of the public for continued growth of potential applicants and graduates. Targeted individuals will include high school/dual enrollment students, STC student population, Automotive and Diesel graduates, and additional members of the Automotive Collision community. The program will be promoted through various activities that will include student advising sessions, presentations at various STC campuses, distribution of flyers, brochures, rack cards, and additional advertisement of the program in coordination with the STC Public Relations and Marketing Department.

RETENTION

Faculty support, assistance, and tutoring will continue to be the primary resource for high retention and graduation rates for the program. Faculty will continue to utilize student-centered learning techniques, encourage active participation, and promote outside student learning activities. For additional resources, students will also continue to be referred to the Student Success Specialist, Center for Learning Excellence (CLE) and additional student services available within the college.

ENROLLMENT PROJECTIONS

The projected enrollment is based on availability of training opportunities in the local Collision Facilities, needs of local automotive facilities, high schools with body collision and refinishing courses in Hidalgo and Star counties, and career fair participation in the Rio Grande Valley. Students are required to work under the supervision of certified I-CAR and Auto Collision Instructors throughout the duration of the program.

Years	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Freshman	11	20	24	30	36
Sophomore	0	15	20	25	30

PROJECTED NUMBER OF GRADUATES

The department projects that 75% of students enrolled in the program will complete the associate degree.

Years	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Freshman	11	20	24	30	36
Sophomore	0	15	20	25	30
Graduates (75% target)	0	11	15	19	23

Student Survey

Research & Analytical Services
Student Survey
Automotive Collision New Program

Field Dates: April 5-17, 2019
Sample Size: 338, margin of error +/- 6%
Matt Dabrowski, Qualitative Researcher

Summary

Research & Analytical Services conducted a survey of students for the Curriculum & Student Learning Office. The eligible cohort was traditional students aged 18 and over, from which a sample of 5,000 was drawn. Three hundred and thirty-eight (n=338, 7%) responded. The sample was poststratified and weighted by gender and program division to create a representative portrait of all traditional students for the Spring 2019 semester. The margin of error associated with this survey is plus/minus 6%. The data reported in this document is weighted.

Student interest in an *AAS Automotive Collision Repair & Refinishing* program was assessed. RAS tested seven programs this semester, and the correct interpretation of the data is to compare against the average of this cohort.

For AAS Automotive Collision, students expressed an average interest of 3.2 on a 1-to-10 scale, compared to 4.0 for the cohort average (cohort maximum 5.3). Technology (TC) majors expressed an average interest of 5.7. Students rated the program on attributes that included *Prefer this program to my current major* (17% vs. cohort average 28%, cohort maximum 42%, TC 38%), *Sounds like a good-paying job* (67% vs. cohort average 66%, cohort maximum 88%, TC 81%), *Sounds like the kind of job that would make my family proud* (46% vs. cohort average 56%, cohort maximum 75%, TC 74%), and *Sounds like the kind of job that employers are hiring for here in the Valley* (59% vs. cohort average 58%, cohort maximum 74%, TC 76%).

The core market for this program is Technology majors (5.7) and male students (4.2).

Results

Weighted breakdown of respondents by program division, program degree type, county of residence, full-time/part-time status, and gender

Division	Percentage of Choices
AH	20%
BT	8%
BU	14%
LA	10%
MS	10%
SS	28%
TC	9%
Und	1%

Type	Percentage of Choices
Academic	89%
Certificate	11%

County	Percentage of Choices
Hidalgo	85%
Starr	8%
Cameron	6%
Other	1%

FT/PT	Percentage of Choices
PT	53%
FT	47%

Gender	Percentage of Choices
Female	57%
Male	43%

I'd like to describe to you a type of program called the *Associate of Applied Science in Automotive Collision Repair & Refinishing*.

Here's the description: The *Associate of Applied Science in Automotive Collision Repair & Refinishing* prepares students to measure, analyze, and repair both structural and non-structural damage to vehicles. The program provides instruction in the use of tools & equipment for refinishing, paint & color analysis, structural analysis, electrical systems, interior trim, and glass & fiberglass repair.

Proposed Curriculum
&
Course Descriptions

Automotive Collision Repair & Refinishing

AAS & Certificate Proposal

AY 2020-2021

Program: Automotive Body
Specialization:
Award Title: Automotive Collision Repair & Refinishing Certificate

FICE CODE: 031034
CIP CODE: TBD
Major: TBD

TSI Exempt

Semester One			Lecture Hours	Lab Hours	External Hours	Contact Hours	Credit Hours
ABDR	1215	Vehicle Trim and Hardware	2	1		48	2
ABDR	1419	Basic Metal Repair	2	6		128	4
ABDR	1307	Collision Repair Welding	2	4		96	3
ABDR	1331	Basic Refinishing	2	4		96	3
		Total Semester Hours:	**8**	**15**	**0**	**368**	**12**

Semester Two			Lecture Hours	Lab Hours	External Hours	Contact Hours	Credit Hours
ABDR	1203	Vehicle Design and Structural Analysis	2	1		48	2
ABDR	1311	Vehicle Measurement and Damage Repair Procedures	2	4		96	3
ABDR	1341	Structural Analysis and Damage Repair I	2	4		96	3
ABDR	1349	Automotive Plastic & Sheet Molded Compound Repair	2	4		96	3
		Total Semester Hours:	**8**	**13**	**0**	**336**	**11**

Semester Three			Lecture Hours	Lab Hours	External Hours	Contact Hours	Credit Hours
AUMT	1416	Auto Suspension & Steering Systems	2	8		160	4
AUMT	1407	Automotive Electrical Systems	2	6		128	4
ABDR	2441	Major Collision Repair & Panel Replacement	2	6		128	4
ABDR	1266	Capstone: Practicum - Automotive Collision	0	0	20	320	2
		Total Semester Hours:	**6**	**20**	**20**	**736**	**14**

Shared Coursework with AAS Automotive Technology

Total Contact Hours:	**1440**
Total Credit Hours:	**37**

Program: Automotive Body
Specialization:
Award Title: AAS - Automotive Collision Repair & Refinishing

FICE CODE: 031034
CIP CODE: TBD
Major: TBD

TSI LIABLE

Semester One			Lecture Hours	Lab Hours	External Hours	Contact Hours	Credit Hours
ABDR	1215	Vehicle Trim and Hardware	2	1		48	2
ABDR	1419	Basic Metal Repair	2	6		128	4
ABDR	1307	Collision Repair Welding	2	4		96	3
ABDR	1331	Basic Refinishing	2	4		96	3
ABDR	1349	Automotive Plastic & Sheet Molded Compound Repair	2	4		96	3
		Total Semester Hours:	**10**	**19**	**0**	**464**	**15**

Semester Two			Lecture Hours	Lab Hours	External Hours	Contact Hours	Credit Hours
ABDR	1203	Vehicle Design and Structural Analysis	2	1		48	2
ABDR	1311	Vehicle Measurement and Damage Repair Procedures	2	4		96	3
ABDR	1341	Structural Analysis and Damage Repair I	2	4		96	3
AUMT	1407	Automotive Electrical Systems	2	6		128	4
ABDR	2353	Color Analysis and Paint Matching	2	6		128	3
		Total Semester Hours:	**10**	**21**	**0**	**496**	**15**

Semester Three			Lecture Hours	Lab Hours	External Hours	Contact Hours	Credit Hours
AUMT	1416	Auto Suspension & Steering Systems	2	8		160	4
ABDR	2441	Major Collision Repair & Panel Replacement	2	6		128	4
ABDR	2449	Advanced Refinishing	2	6		128	4
ABDR	1266	Capstone: Practicum - Automotive Collision			20	320	2
		Total Semester Hours:	**6**	**20**	**20**	**736**	**14**

Semester Four			Lecture Hours	Lab Hours	External Hours	Contact Hours	Credit Hours
SPCH	1311	Introduction to Speech Communications	3			48	3
PSYC	2301	General Psychology	3			48	3
ENGL	1301	Composition	3			48	3
		Humanities Elective	3			48	3
PHYS	1415	Physical Science I	3	3		96	4
		Total Semester Hours:	**15**	**3**	**0**	**288**	**16**

Shared Coursework with AAS Automotive Technology

Total Contact Hours:	**1984**
Total Credit Hours:	**60**

AAS & Certificate
Automotive Collision Repair & Refinishing
Course Descriptions – Workforce Courses

ABDR 1215 – VEHICLE TRIM AND HARDWARE
CRT HRS:02 LEC HRS:02 LAB HRS:01
This course is a study of vehicle trim and glass service

Course Learning Outcomes

- Utilize tools and procedures for servicing interior and exterior trim including glass, with emphasis on shop safety practices.

ABDR 1419 – BASIC METAL REPAIR
CRT HRS:04 LEC HRS:02 LAB HRS:06
This course covers metal principles and working techniques including proper tool usage and product application.

Course Learning Outcomes

- Perform basic metal straightening procedures.
- Utilize basic body shop hand tools and plastic filler application techniques.
- Apply personal and environmental safety practices.

ABDR 1307 – COLLISION REPAIR WELDING
CRT HRS:03 LEC HRS:02 LAB HRS:04
This course is a study of collision repair welding and cutting procedures.

Course Learning Outcomes

- Set-up welding equipment and perform industry standard welds and cutting procedures.

ABDR 1331 – BASIC REFINISHING
CRT HRS:03 LEC HRS:02 LAB HRS:04
This course is an introduction to current refinishing products, shop safety, and equipment used in the automotive refinishing industry. Emphasis on surface preparation, masking techniques, and refinishing of replacement parts.

Course Learning Outcomes

- Using industry refinishing tools.
- Perform surface preparation and masking skills.
- Refinish trim.
- Apply personal and environmental safety procedures.

ABDR 1349 – AUTOMOTIVE PLASTIC & SHEET MOLDED COMPOUND REPAIR
CRT HRS:03 LEC HRS:02 LAB HRS:04
This course is a comprehensive course in repair of non-metal composites.

Course Learning Outcomes

- Identify various types of non-metal automotive composites, and use approved product manufacturers' recommendations for repairing various types of non-metal composites.

ABDR 1203 – VEHICLE DESIGN AND STRUCTURAL ANALYSIS
CRT HRS:02 LEC HRS:02 LAB HRS:01
This course is an introduction to the collision repair industry with emphasis on safety, professionalism, and vehicle structural design.

Course Learning Outcomes

- Evaluate vehicle designs.
- Demonstrate measuring competencies.
- Apply shop safety practices.

ABDR 1311 – VEHICLE MEASUREMENT AND DAMAGE REPAIR PROCEDURES
CRT HRS:03 LEC HRS:02 LAB HRS:04
This course is an introduction to vehicle measurement and structural alignment equipment.

Course Learning Outcomes

- Interpret manufacturer vehicle dimensions.
- Perform vehicle dimension measurements.
- Describe structural alignment issues.

ABDR 1341 – STRUCTURAL ANALYSIS AND DAMAGE REPAIR I
CRT HRS:03 LEC HRS:02 LAB HRS:04
This course covers training in the roughing and shaping procedures on automotive sheet metal necessary to perform body repairs. Emphasis on the alignment of component parts such as doors, hood, front-end assemblies, and deck lids.

Course Learning Outcomes

- Describe the effects of collision and repair on sheet metal.
- Perform roughout procedures describe major body alignment problems.
- Perform adjustment methods.

AUMT 1407 – AUTOMOTIVE ELECTRICAL SYSTEMS
CRT HRS:04 LEC HRS:02 LAB HRS:06
This course is an overview of automotive electrical systems including topics in operational theory, testing, diagnosis, and repair of, charging and starting systems, and electrical accessories. Emphasis on electrical principles, schematic diagrams, and service publications. May be taught manufacturer specific.

Course Learning Outcomes

- Utilize safety procedures.
- Define basic electrical principles.
- Interpret wiring schematics and symbols.
- Explain operation of batteries, starting/charging systems, and automotive circuits.
- Use test equipment.
- Perform basic electrical repairs.

ABDR 2353 – COLOR ANALYSIS AND PAINT MATCHING
CRT HRS:03 LEC HRS:02 LAB HRS:06
This is an advanced course in color theory, analysis, tinting, and blending techniques for acceptable paint matching.

Course Learning Outcomes

- Analyze dimensions of color and theory.
- Tint automotive paints.
- Blend paint using proper spray gun techniques.
- Perform final detailing procedures.

AUMT 1416 – AUTO SUSPENSION & STEERING SYSTEMS
CRT HRS:04 LEC HRS:02 LAB HRS:08
This course covers the diagnosis and repair of automotive suspension and steering systems including electronically controlled systems. Includes component repair, alignment procedures and tire and wheel service. May be taught manufacturer specific.

Course Learning Outcomes

- Utilize safety procedures.
- Explain operations of suspension and steering systems.
- Diagnose and repair system components, including electronically controlled systems.
- Perform 4-wheel alignment procedures.
- Perform tire service and repair.

ABDR 2441 – MAJOR COLLISION REPAIR & PANEL REPLACEMENT
CRT HRS:04 LEC HRS:02 LAB HRS:06
This course covers instruction in preparation of vehicles for major repair processes. Covers interpreting information from damage reports, planning repair sequences, selecting appropriate tools, and organizing removed parts for reinstallation.

Course Learning Outcomes

- Repair damaged structures to manufacturer's specifications.
- Align new panels to manufacturer's specifications using original assembly points.
- List various methods of holding a position for permanent attachment.

ABDR 2449 – ADVANCED REFINISHING
CRT HRS:04 LEC HRS:02 LAB HRS:06
This course covers the application of multi-stage refinishing techniques. Advanced skill development solving refinishing problems. Application of multi-stage refinishing techniques with emphasis on formula mixing and special spraying techniques.

Course Learning Outcomes

- Mix and spray multi-stage paint systems.
- Analyze paint problems and their prevention and solutions.

ABDR 1266 – CAPSTONE: PRACTICUM – AUTOMOTIVE COLLISION
CRT HRS:02 LEC HRS:00 OTH LAB HRS:20
This course is a practical, general workplace training supported by an individualized learning plan developed by the employer, college, and student.

Course Learning Outcomes

- As outlined in the learning plan, apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry.
- Will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.

Instructional Costs & Projected Revenue

Instructional Costs and Projected Revenue
for
AAS Automotive Collision Repair and Refinishing

Faculty Salary & Benefits	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	Totals
LHE Rate	$ 575.00	$ 575.00	$ 575.00	$ 575.00	$ 575.00	
# of LHE's per Course	4.68	4.68	4.68	4.68	4.68	
Subtotal	$ 2,691.00	$ 2,691.00	$ 2,691.00	$ 2,691.00	$ 2,691.00	
# of Sections Taught by Adjunct	2	2	4	4	6	
# of Sections Taught by F/T	8	13	17	23	30	
Adjunct Salary	$ 5,382.00	$ 5,382.00	$ 10,764.00	$ 10,764.00	$ 16,146.00	
Multiplied by Benefits Rate	1.148	1.148	1.148	1.148	1.148	
Total Salary for Adjunct	$ 6,178.54	$ 6,178.54	$ 12,357.07	$ 12,357.07	$ 18,535.61	
F/T Faculty @ $42,000	$48,000	$48,000	$84,000	$84,000	$84,000	
Benefit Rate (F/T Salary X 30%=$12,600.00)	$14,400	$14,400	$25,200	$25,200	$25,200	
Cost for Faculty Salary/Benefits	**$ 68,578.54**	**$ 68,578.54**	**$ 121,557.07**	**$ 121,557.07**	**$ 127,735.61**	**$ 508,006.82**

Projected Revenue	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	Totals
State Appropriations *						
# of Sections	10	15	21	27	36	
# of Students per Section	15	15	15	15	15	
Total # of Students per Year	150	225	315	405	540	
# of Contact Hours per Student	96	96	96	96	96	
Total Contact Hours	14400	21600	30240	38880	51840	
Multiplied by State Funding Rate (2.74)	$ 2.74	$ 2.74	$ 2.74	$ 2.74	$ 2.74	
State Appropriations Generated	$ 39,456.00	$ 59,184.00	$ 82,857.60	$ 106,531.20	$ 142,041.60	
State Appropriations Received	$ 39,456.00	$ 39,456.00	$ 39,456.00	$ 59,184.00	$ 82,857.60	**$ 260,409.60**

* State Appropriations funding is based on average funding per contact hour from previous biennium

Tuition	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	Totals
Enrollment # Projected	150	225	315	405	540	
Tuition Rate per Credit Hour	$ 77.00	$ 77.00	$ 77.00	$ 77.00	$ 77.00	
Subtotal	$ 11,550.00	$ 17,325.00	$ 24,255.00	$ 31,185.00	$ 41,580.00	**$ 125,895.00**
# of Credit Hours per Course	4.68	4.68	4.68	4.68	4.68	
Total Tuition	$ 54,054.00	$ 81,081.00	$ 113,513.40	$ 145,945.80	$ 194,594.40	**$ 589,188.60**

Operating Costs and Revenue Projections

CATEGORY	INITIAL COST 2020-2021	BUDGET 2ND YEAR 2021-2022	BUDGET 3RD YEAR 2022-2023	BUDGET 4TH YEAR 2023-2024	BUDGET 5TH YEAR 2024-2025	TOTAL BUDGET 2020-2025
Faculty Salaries and Benefits	$68,578.54	$68,578.54	$121,557.07	$121,557.07	$127,735.61	$508,006.82
Supplies and Materials (Operating)	$15,000.00	$15,000.00	$20,000.00	$30,000.00	$40,000.00	$120,000.00
Library Resources	$1,500.00	$2,000.00	$2,500.00	$3,000.00	$3,500.00	$12,500.00
Equipment and Software (Capital)	$15,000.00	$15,000.00	$15,000.00	$15,000.00	$15,000.00	$75,000.00
Facilities (Furniture) (Operating)	$15,000.00	$15,000.00	$20,000.00	$20,000.00	$30,000.00	$100,000.00
Faculty Professional Development/(Travel)	$1,500.00	$2,000.00	$2,500.00	$3,000.00	$3,500.00	$12,500.00
Subtotal - Instructional & Operating Budget	$116,578.54	$117,578.54	$181,557.07	$192,557.07	$219,735.61	$828,006.82
Total Budget Per Year	**$116,578.54**	**$117,578.54**	**$181,557.07**	**$192,557.07**	**$219,735.61**	**$828,006.82**

CATEGORY	REVENUE 2020-2021	REVENUE 2021-2022	REVENUE 2022-2023	REVENUE 2023-2024	REVENUE 2024-2025	TOTAL REVENUE 2020-2025
State Appropriations	$ 39,456.00	$ 39,456.00	$ 39,456.00	$ 59,184.00	$ 82,857.60	$ 260,409.60
Tuition	$ 54,054.00	$ 81,081.00	$ 113,513.40	$ 145,945.80	$ 194,594.40	$ 589,188.60
TOTAL REVENUE	**$ 93,510.00**	**$ 120,537.00**	**$ 152,969.40**	**$ 205,129.80**	**$ 277,452.00**	**$ 849,598.20**

Supporting Documentation

- Advisory Committee List
- Letters of Support

AAS & Certificate
Automotive Collision Repair & Refinishing
Proposed Advisory Committee Membership

Name	Title	Phone
Rick Gallardo	Body Shop Manager, Clark Chevrolet	956-686-5441
Raul Salinas	Body Shop Manager, Boggus Ford	956-686-0911
Louie Solis	Collision Care Center Manager, Bert Ogden Chevrolet	956-581-0771
Sigifredo Gandaria	Service and Collision Center Manager, Rush Truck Center	956-784-7915
Mario M. Trevino	Regional General Manager, Rush Truck Center	956-782-4511 x7901

BERT OGDEN RIO GRANDE VALLEY — Dále Gas! — FIESTA CHEVROLET EDINBURG

To Whom It May Concern:

This letter is to extend our support of the establishment of an Automotive Collision & Refinishing program at South Texas College (STC) and the pursuit of expanding access to technicians for local and regional employers in the Collison repair industry. There is a growing shortage of technicians, which has created one of the most serious staffing problems the Collision Industry has ever faced nationwide. With the establishment of an Automotive Collision & Refinishing program at South Texas College, it will help our industry's shortage by preparing students for a successful and rewarding career in our industry.

There must be a concerted effort to provide technical training and continuing education for the future Collision Repair & Refinishing Technicians as it has become a profession and is no longer a trade.

The Bert Ogden Auto Group is excited to hear that South Texas College (STC) is considering adding such a program. This consideration will not only benefit your students, but all Collision Repair shops in our surrounding communities.

If you have any questions, I can be reached at (956)500-1810 or you can send an email to louie.solis@bertogden.com

Sincerely,

Luis Solis
Bert Ogden Auto Group
Collision Center Manger
1400 East Expressway 83
Mission Texas 78572

It's Better at BOGGUS FORD LINCOLN McALLEN•HARLINGEN

SOUTH TEXAS COLLEGE

To whom it may concern:

This letter is in support of the establishment of an Auto Collision Repair Program at South Texas College. This collision program will be of benefit to our industry significantly in many ways. This program will bring new young technicians to our industry. Base on collision statistics, the average collision technician's age in the United States is fifty years old. This creates concern for Body Shop business owners. What will happen in the future when these technicians get ready to retire? We will be facing a shortage of technicians. In past years, Body Shops' have had to train our own technicians. Due to the demands of our high paced environment, we face the difficult task to work this way. An Auto Collision Repair Program would eliminate this problem. The program would give us the opportunity to recruit young technicians into the industry. In addition, these techs would be highly trained thus eliminating the need to train and improving our productivity.

We are thrilled to hear that South Texas College is considering the addition of a Auto Collision Repair Program. Should you have any questions, I can be reached at 956-686-0911 or by email at rsalinas@boggusford.com.

Sincerely,

Raul Salinas

Collision Center Manager

Harlingen
2521 South Expressway 83
Harlingen, TX 78550
956-423-2580
1-866-423-2580

Ford | LINCOLN

McAllen
1400 East Hwy 83
McAllen, Texas 78501
956-686-7411
1-866-563-1788

www.BoggusFord.com

Since 1933...We're Family.

Charles Clark Chevrolet Collision Center

Rick Gallardo, Body Shop Manager
911 W. HWY BUSINESS 83
McAllen, Tx. 78501

March 18, 2019

To whom it may concern,

South Texas College
McAllen, Tx

Charles Clark Chevrolet extends its support for a program that will benefit the Collision Industry. As a manager in the Collision Industry along with other Body Shop managers, we have observed the need for a program that will certify students in academic training and certifications.

As you may be aware, at this point, there is a shortage of Automotive Certified body techs and painters in our industry. Many of these techs will be retiring within the next few years, which will leave open positions to be filled. We feel that this program will assist in training future students to fulfill these positions.

We welcome STC to proceed with this academic certified program in the Auto Collision.

Sincerely,

Rick Gallardo
Body Shop Manager
Charles Clark Chevrolet

RUSH TRUCK CENTERS

rushtruckcenters.com

Rush Truck Center – Pharr | 4700 N. Cage Blvd. | Pharr, TX 78577 | 956-784-7906 | 956-784-7945 fax

March 01, 2019

To Whom It May Concern:

This letter is in support of an additional education opportunity of Car/Truck Collision Repair. Rush Truck Center has long participated and supported the Diesel School and has employed many technicians in all the South Texas dealerships.

We have donated equipment for school training and we would also collaborate with these new classes by extending an invitation to help train students using our paint booths and mixing rooms. Rush Truck Center is constantly recruiting technicians and considers South Texas College a valued source and partner.

Many Thanks,

Mario M. Trevino
Regional Manager
South Texas Region

Review and Recommend Action as Necessary to Offer the Proposed Associate of Applied Science Degree Program and Certificate Program for Cybersecurity Specialist in Fall 2020

The Education and Workforce Development Committee is asked to recommend Board approval to offer an Associate of Applied Science Degree program and a Certificate program in Cybersecurity Specialist in Fall 2020.

The proposed Cybersecurity Specialist programs would allow students to gain the knowledge and skills necessary for certification and employment in local, state, and federal law enforcement, hospitals, the financial industry, and other public and private sector areas.

Students graduating from the proposed Certificate program could continue their education at South Texas College through the AAS in Cyber Security. Enrollment projections are included within the Program Development Packet.

The program developers have conducted student and employer surveys to document local demand for individuals with this certificate.

The following pages contain the Program Development Packet, which includes:

- Program Development Approval Checklist
- Curriculum & Student Learning Department Recommendation
- Program Development Checklist
- Program Summary
- Enrollment Management Plan
- Proposed Curriculum & Course Descriptions
- Instructional Costs and Projected Revenues
- Supporting Documents:
    - Advisory Committee Members List
    - Letters of Support
    - Competency Profile

Dr. Anahid Petrosian, Vice President for Academic Affairs, and Dr. Christopher Nelson, Associate Dean for Curriculum & Student Learning, will review the proposed new programs and the development process with the Committee and will respond to questions.

The Education and Workforce Development Committee is asked to recommend Board approval to offer an Associate of Applied Science Degree program and a Certificate program in Cybersecurity Specialist in Fall 2020 as presented.

SOUTH TEXAS COLLEGE

Program Development Packet

for

Cybersecurity Specialist

Associate of Applied Science

&

Certificate

Academic Affairs Division

Office of Curriculum & Student Learning

November 26, 2019

Cybersecurity Specialist AAS & Certificate

Cybersecurity Specialist AAS & Certificate

	APPROVAL PROCESS FOR IMPLEMENTATION	DATE
✓	Department Chair Approval	8/21/2019
✓	Dean Approval	8/21/2019
✓	Advisory Committee	5/31/2019
✓	Division Committee	9/16/2019
✓	College-Wide Curriculum Committee	10/24/2019
✓	Academic Council	9/23/2019
✓	Planning and Development Council (PDC)	11/8/2019
☐	Education and Workforce Development Committee (EWDC)	-
☐	STC Board of Trustees (Certification Form)	-
☐	Higher Education Regional Council	-
☐	Texas Higher Education Coordinating Board (THECB)	-
☐	Southern Association of Colleges and Schools – Commission on Colleges (SACSCOC)	-

Program Development Process

Proposed instructional programs at South Texas College are identified either at the college or divisional level through environmental scans, documented workforce needs, recommendations by Program Advisory Committees, or local business and industry demands. All proposed programs undergo a review process before being approved for development. The approval process includes reviews by department, division, and college-wide curriculum committees, and Academic Council. Programs that receive approval to proceed are then presented to the Planning and Development Council (PDC) for review and recommendation. A program that receives PDC approval to move forward is presented to the Board of Trustees' Education Workforce Development Committee (EWDC) for review and recommendation. Following review by the EWDC, programs are presented to the full Board of Trustees for final review and approval.

Recommendation: AAS & Certificate – Cybersecurity Specialist

At this point in the process, the AAS & Certificate in Cybersecurity Specialist has received a recommendation to proceed from the department's Program Advisory Committee, and the department, division, and college-wide curriculum committees. *After reviewing all required documentation submitted by the department, the Office of Curriculum & Student Learning recommends that South Texas College continue with the established approval process for the Associate of Applied Science (AAS) & Certificate degrees in Cybersecurity Specialist.*

The proposed AAS & Certificate degrees in Cybersecurity Specialist would allow graduates to gain the skills and competencies required for employment in sectors such as the local, state and federal level jobs in law enforcement, the private sector, hospitals, and the financial industry. According to Economic Modeling Specialists, Inc., which utilizes data from the Texas Workforce Commission, Cybersecurity-related positions are expected to grow by 34.5% from 2019 to 2029 in the Lower Rio Grande Regional Area. The current job posting intensity revealed that for every 2 job postings, there was 1 unique job to fill for a total of 146 unique job postings. Letters of support from City of Hidalgo, Rio Bank, University of Rio Grande Valley,

and NetSync have demonstrated strong employer support to address the importance of IT infrastructure in all sectors to combat cyberattacks and safeguard our data for the growing population of the Rio Grande Valley.

The Texas Legislature recently passed Senate Bill 64, which modifies Section 1, Subchapter C, Chapter 61 of the Education Code, by adding two sections that detail the strategies for the Texas Higher Education Coordinating Board (THECB) collaborating with the Department of Information Resources to incentivize institutions of higher education to develop degree programs in cybersecurity. This would also include working with community colleges in developing certificate programs or other courses of instruction leading towards the certification or credentials that may be offered by lower-division institutions of higher education. This bill was signed by the Governor and became effective September 1, 2019. This legislature supports and encourages the development of the AAS & Certificate Cybersecurity Specialist as a stand-alone program, rather than as a specialization under the Information Technology program.

Student demand exists and is documented through current enrollment data. Student enrollment for Cybersecurity courses totaled 490 students for the past two years and revealed a substantial growth during that time, from 83 student to 190 within the two-year period. Demand for the profession is evident in a statement released by the White House in which the President calls for a “strong cybersecurity workforce to defend our country and promote quality job opportunities” by signing an executive order directing the creation of programs to expand the cybersecurity workforce. This executive order will encourage the adoption of the cybersecurity workforce framework created by the National Initiative for Cybersecurity Education (NICE).

A review conducted by the Curriculum & Student Learning department indicates the program complies with the criteria set forth from the Texas Higher Education Coordinating Board and recommends the proposed Associate of Applied Science & Certificate in Cybersecurity Specialist continue through the approval process.

Career & Technical Education/Workforce Programs

Program Demand and Projected Outcomes must be documented prior to the development of any new workforce or academic program. The following questions and checklist serve as an initial guide for program developers that must be completed at the start of the development process.

Proposed Award:

Program Title: AAS – Cybersecurity Specialist & Cybersecurity Specialist Certificate

Program Location: Technology Campus

Academic Year to be Implemented: 2020-2021

Please list any similar programs currently offered by STC in this subject area, if applicable (stackable certificates or degrees, AAS Specializations, etc.)
Cybersecurity Specialist Certificate
AAS – Information Technology Specialization - Cybersecurity Specialist (Both currently under the Information Technology program)

For Curriculum Office Use Only

Program Developer Info:

Name: Francisco Salinas

Title: Program Chair - Cybersecurity

Division: BPS&T

Phone: 872-6277

Proposed CIP Code: 11.1003

Substantive Change: _____ Yes __X___ No

1. Documentation of Program Checklist:

Category	Standard	Met the Standard	Did not meet the Standard	Comments
1. Occupational Need	**A) ***EMSI data (provided by the Office of Curriculum & Student Learning) projects at least a 15% occupational growth rate in **South Texas, the state, and/or nationally.**	✓		South Texas – 34.5% (+19 jobs) Texas – 27.3% (+2,402 jobs) Nation – 21.8% (+26,153 jobs)
	A-1)*Wage data			South Texas – $29.70/hr Texas – $48.31/hr National -$47.28/hr
	A-2)*Job Posting Intensity (Average posting intensity is 6:1)			South Texas – 3:1 (96 unique postings out of a total 243 postings) Texas – 6:1 (15,214 unique postings out of a total of 96,094) This number is higher than the posting intensity for all other occupations and companies in the region, indicating they may be trying harder to hire for this position.
	Growth rates and wage data are estimated projections for a 10-year period from 2019-2029. Job Posting Intensity is derived from the time period of December 2018 – June 2019. Data sources include the U.S. Department of Commerce, U.S. Department of Labor, U.S. Census Bureau, U.S. Department of Education. For a complete list, refer to the EMSI Data Source Appendix.			

Category	Standard	Met the Standard	Did not meet the Standard	Comments
	B) Occupational Outlook Handbook indicates graduates will have an average or above average job outlook for the next 5 to 10 years **(national data).**	✓		28% (Much faster than average)
	C) Program is on Targeted/In-Demand Occupations lists produced by the **Texas Workforce Commission OR** Program is an emerging and/or evolving occupation for the region or state in the **Texas Workforce Commission's *Labor Market and Career Information.***		✓	Although Cybersecurity is not listed in the Targeted/In-Demand Occupations lists produced by the Texas Workforce Commission, it is supported by state legislature through SB64, which became effective September 1, 2019.
	D) Job demand and wage data is documented through the **survey of 8-12 top local employers.**	**Pending**		RAS to conduct an employer survey.
	E) High employer demand exists and is documented through **letters of support**.	✓		Letters of support received from City of Hidalgo, NetSync, Rio Bank and UTRGV
	F) Educational and/or employer publications or news articles document a growth in the industry or demand for employees.	✓		https://www.whitehouse.gov/briefings-statements/president-donald-j-trump-strengthening-americas-cybersecurity-workforce-secure-nation-promote-prosperity/ https://www.pasadenastarnews.com/2019/03/28/the-cybersecurity-industry-will-have-3-5-million-unfilled-jobs-by-2021/
2. Student Demand	Student demand exists and is documented through the use of **student surveys.**	N/A		Using current student enrollment data for the Cybersecurity Specialist specialization to support the development.
	High enrollment exists in related programs (Stackable certificates or degrees).	✓		During the Fall 2018 semester there were: **14** students enrolled in the Cybersecurity Specialist certificate and **49** students enrolled in the Cybersecurity Specialist AAS degree. Enrollment for the Cybersecurity Specialist AAS degree has increased in the past 5 years.
	High number of **graduates** are produced in related programs (Stackable certificates or degrees).	✓		Within the past 5 academic years there were: **53** graduates in the Cybersecurity Specialist certificate and **22** graduates in the Cybersecurity Specialist AAS degree.
3. Existing Programs	Similar programs **do not exist** within STC's service area – Hidalgo and Starr Counties (Please include documentation of the nearest similar programs).	✓		Houston Community College (which is approximately 340 miles from McAllen) offers a level one and two certificate in Network Systems & Cybersecurity.
4. Program Linkage & Opportunities	Courses are currently offered or can be offered within **local high schools via the Dual Enrollment Program.**	✓		Dual Enrollment Cybersecurity Academy scheduled for Fall 2019, which includes campuses such as

Category	Standard	Met the Standard	Did not meet the Standard	Comments
for Further Education	(Please provide a list of schools and/or districts)			Mission High School, McAllen High School and Juarez-Lincoln High School. Dual credit courses to be offered for the Cybersecurity program.
	Program-specific articulation agreements with other institutions of higher education (IHEs) currently exist or will be pursued in the future (Please include list of IHEs)	✓		• Ashford University • Western Governors University • Bachelor's of Applied Science in Organizational Leadership • Bachelor's of Applied Technology in Technology Management

2. Projected Outcomes:

Category	Standard	Met the Standard	Did not meet the Standard	Comments
1. Program Enrollment & Declared Majors	Program projects a steady increase in the **number of declared majors** in the program over the course of five years.	✓		Refer to Enrollment Management Plan
2. Number of Graduates	Program Review Standard: The Program will achieve a minimum of 5 graduates per year or **25 graduates during** the most recent 5-year period.	✓		Refer to Enrollment Management Plan
3. Graduate Earnings	EMSI data (provided by the Office of Curriculum & Student Learning) projects that program graduates will earn a **median hourly earnings** wage that is above the "living wage" for South Texas, the state, and/or nationally.	✓		South Texas – $29.70/hr Texas – $48.31/hr National -$47.28/hr According to the Bureau of Labor Statistics, Information Security Analyst earned a median salary of $98,350 as of May 2018. Living wage calculation for Texas: $11.48 per hour Source: http://livingwage.mit.edu/states/48

Program Summary

Institution: **South Texas College, McAllen Texas**

Proposed Award: **Associate of Applied Science and Certificate in Cybersecurity Specialist**

PROGRAM DESCRIPTION

Program Objective: The objective of the Cybersecurity Specialist program is to provide students with the knowledge and skills necessary for employment in sectors such as the local, state and federal level jobs in law enforcement, the private sector, hospitals and the financial industry, to a name a few. Job titles include Information Security Analysts, Security Specialists and Systems Analyst. These awards prepare students to learn practices that are designed to protect networks, computers, programs and data from attack, damage, or unauthorized access. Cybersecurity Specialists will learn about computer security, installing security software, network monitoring for security breaches, and responding to cyber-attacks.

Curriculum: The Associate of Applied Science in Cybersecurity Specialist degree is comprised of 60 semester credit hours (SCH) of course work. Fifteen credit hours are derived from the Academic Course Guide Manual for the general education requirement by the regional accreditation. Forty-five semester credit hours are derived from the Workforce Education Course Manual (WECM) to account for the technical coursework of the program. The Certificate in Cybersecurity Specialist is comprised of 32 semester credit hours of coursework derived from WECM. Students completing this award will be eligible for industry certifications through partnerships with Paraben Corporation, Cellebrite and EC-Council.

Admissions Requirements: The admissions requirements for this program would follow the general admissions policies set forth in the South Texas College catalog.

PROGRAM DEMAND

Occupational Need:
According to the United States Bureau of Labor Statistics the Employment growth from 2016 to 2026 is expected to be much faster than the average for all occupations at 28%. The Bureau of Labor Statistics explains, "Demand for information security analysts is expected to be very high, as these analysts will be needed to create innovative solutions to prevent hackers from stealing critical information or causing problems for computer networks." Source: https://www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm

EMSI Summary of Data
According to Economic Modeling Specialists, Inc. (EMSI) which utilizes data from the Texas Workforce Commission, Information Security Analysts are expected to experience a 34.5%

growth from 2019 to 2029 in the Lower Rio Grande Regional Area (Cameron, Hidalgo, Starr and Willacy counties) with 19 additional job openings expected during this time period; a 27.3% growth between 2019 and 2029 in State of Texas with 2,402 additional job openings expected during this time period; and a 21.8% growth between 2019 and 2029 nationally with a total of 26,153 job openings expected during this time period. Sample reported job titles include Computer Security Specialist, Security Engineer, Network Security Analyst, Network Security Engineer, Information Systems Security Officer, Security Analyst, Information Security Manager, and Security Specialist.

According to the Economic Modeling Specialist Occupation, Inc. (EMSI), the median hourly earnings wage for Information Security Analyst is $29.70/hr. for Cameron, Hidalgo, Starr and Willacy Counties; $48.31/hr. for the State of Texas; and $47.28/hr. as a national average.

According to the U.S. Department of Labor, Occupational Outlook Handbook, employment of Information Security Analysts (also known as Cybersecurity) are expected to grow by 28% over the 2016-2026 decade. The 2018 median annual earnings for Computer Information Analyst was $98,350 nationally.

The job posting intensity for this occupation for the region was 2:1, meaning for every 2 job postings, there was 1 unique job to fill for a total of 146 unique job postings. The job posting intensity for the state was 6:1, with a total of 17,011 unique job postings. Job posting data is derived from a 6-month time period from January 2019 – July 2019. Data sources for EMSI are aggregated from U.S. Department of Commerce, U.S. Department of Labor and U.S. Census Bureau, among others.

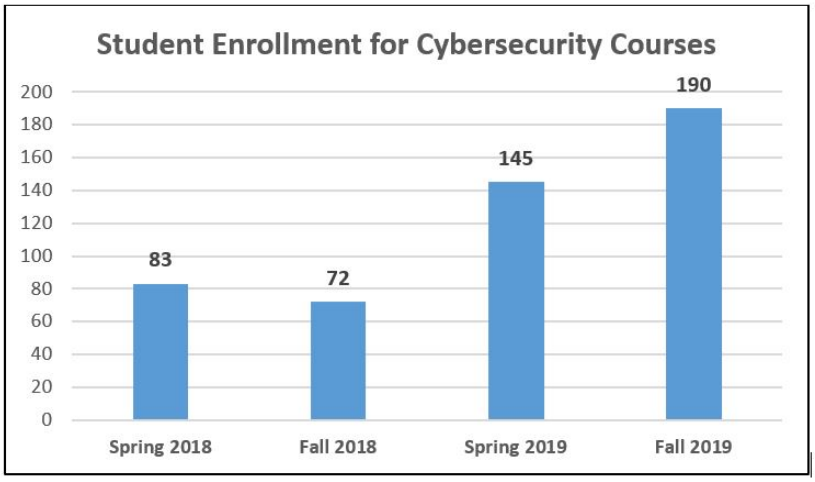
Publications:

According to a fact sheet released by [1]the White House, President Donald Trump is supporting a "strong cybersecurity workforce to defend our country and promote quality job opportunities" by signing an executive order directing the creation of programs to expand the cybersecurity workforce. This executive order will encourage the adoption of the cybersecurity workforce framework created by the National Initiative for Cybersecurity Education (NICE). According to the fact sheet, more than 300,000 cybersecurity job vacancies exist in America. The lack of qualified individuals could threaten the infrastructure of the economy and the national defense.

[2]The San Gabriel Valley Tribune reports there is a demand for cybersecurity workers "fueled by an increase in cybercrime." The Cybersecurity industry is expected to grow a projected 3.5 million jobs by year 2021. This projection is derived from various sources including job boards, governments, media and other organizations. The article compares cybercrime as the "single biggest threat to humanity", aside from nuclear weapons, due to the damage it could cause on the mainframe of large-scale companies, such as utility companies. What typically used to be cybercrime orchestrated by rogue attackers has now expanded to threats from nation states and international threats.

[1] Source: https://www.whitehouse.gov – Briefing Statement – May 2, 2019
[2] Source: https://www.pasadenastarnews.com – March 28, 2019

Student Demand:
Currently, Cybersecurity courses are offered under the Information Technology program. [3]Student enrollment for Cybersecurity courses totaled **490** students for the past two years and revealed a substantial growth during that time.



Existing Programs:

- Houston Community College (which is approximately 340 miles from McAllen) offers a level one and level two certificate in Network Systems and Cybersecurity.

Program Linkage and Opportunities for Further Education: Coursework from the Workforce Education Course manual (WECM) should transfer to other community or technical colleges offering the same courses within a related program. Currently, the South Texas College Bachelors of Applied Technology in Technology Management and the Bachelors of Applied Science in Organizational Leadership would accept credits from the technical coursework for the Associate of Applied Science (AAS) in Cybersecurity Specialist towards the lower-division requirements for the degrees. The AAS for Cybersecurity Specialist would have a minimum 15-credit general education requirement to comply with the Southern Association of Colleges and Schools Commission on Colleges accreditation requirements. This 15-credit general education requirement could also be applied towards the Core Curriculum requirements of the Bachelor degrees.

South Texas College currently is in the process of developing articulation agreements for the AAS Cybersecurity Specialist award with Ashford University and Western Governors University. With Ashford University, it could potentially facilitate the transition of some of the course credits into a Bachelor of Science in Cyber and Data Security Technology (BSCDST).

[3] Source: Course Schedules from Spring 2018 – Fall 2019 (as of 8/28/2019)

Expected Enrollment:
The projected enrollment is based on historical enrollment in Cybersecurity courses and enrollment projections of declared majors in the AAS/Certificate in Cybersecurity Specialist.

Projected Students Majoring in AAS/Certificate in Cybersecurity Specialist (based on currently offered specialization under Information Technology)

Years	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Certificate	7	12	17	22	27
Associate	10	15	20	25	30

PROGRAM SUPPORT

Faculty: Currently, the specialization under the Information Technology department has two full-time instructors. However, it is anticipated that with the growth of the program due to the demand of the profession and the utilization of coursework in the Bachelor's of Computer & Information Technology, it is expected that the number of sections will increase. This will warrant additional full-time instructors, starting with 3 instructors the first year of implementation. Adjunct faculty will be hired as needed.

Facilities and Equipment: Current classroom and lab facilities will be used for all courses required by this program. Office space and furniture cost will be allocated to accommodate the additional faculty hired. Costs for equipment will be used to cover the purchase of forensic workstations, software, servers, GPU PowerStations and firewalls. Professional development for faculty will consist of Cybersecurity conferences and trainings on Cybersecurity and Digital Forensics.

New Costs: Total costs for this program are projected to be $933,540.25. The funding to defray the costs of this program will come from state appropriations: $426,124.80 and tuition: $708,400.00. The total projected 5-year revenue is $1,134,524.80. See attached specific budget details.

INSTITUTIONAL EFFECTIVENESS

Program Review and Improvement Plans: The Program Review Process at South Texas College is embedded within the bi-annual Institutional Effectiveness Assessment Plan cycle. Every academic and technical program at South Texas College monitors and reports on the following standards: graduation numbers, transfer rate, job placement rate, professional accreditations or certifications, licensure/credential exam pass rate, and program advisory committee meetings. Action plans are created for each program that does not meet its targeted outcomes.

Accreditation: The Associate of Applied Science in Cybersecurity Specialist is designed to be consistent with the standards of the Southern Association of College and Schools Commission on Colleges and Schools (SACSCOC).

Enrollment Management Plan

POTENTIAL SOURCE OF STUDENTS

The number of students identified as potential participants for the Associate of Applied Science & Certificate in Cybersecurity Specialist include various sources. Students in the program will be comprised of the general current STC student body, veterans, dual credit students, STC graduates wishing to pursue a degree in Cybersecurity, and other industries seeking to advance their skillset, such as law enforcement agents.

MARKETING

The Associate of Applied Science & Certificate in Cybersecurity Specialist will be marketed to various members of the public for continued growth of potential applicants and graduates. Targeted individuals will include high school/dual enrollment students, STC student population and additional members of the law enforcement community. The program will be promoted through various activities that will include student advising sessions, high school career fairs, specialized events hosted by the STC Cybersecurity department, presentations at various STC campuses, distribution of flyers, brochures, rack cards, and additional advertisement of the program in coordination with the STC Public Relations and Marketing Department.

RETENTION

Faculty support, assistance, and tutoring will continue to be the primary resource for high retention and graduation rates for the program. Student involvement activities such as clubs, student workshops and industry networking events will be offered. The Cybersecurity Specialist program will continue creating partnerships with companies to offer industry certifications to students completing a Cybersecurity credential.

ENROLLMENT PROJECTIONS

The projected enrollment is based on historical enrollment in Cybersecurity courses and enrollment projections of declared majors in the AAS/Certificate in Cybersecurity Specialist.

Projected Students Majoring in AAS/Certificate in Cybersecurity Specialist (based on currently offered specialization under Information Technology)

Years	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Certificate	7	12	17	22	27
Associate	10	15	20	25	30

PROJECTED NUMBER OF GRADUATES

The department projects that at least 90% of students enrolled in the program will complete the certificate and associate degree in Cybersecurity Specialist.

Years	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Certificate	7	12	17	22	27
Associate	10	15	20	25	30
Graduates (90% target)	9	14	18	23	27

Proposed Curriculum
&
Course Descriptions

Cybersecurity Specialist

AAS & Certificate Proposal

AY 2020-2021

Program: Cybersecurity
Specialization: N/A
Award Title: Cybersecurity Specialist Certificate

FICE CODE: 031034
CIP CODE: TBD
Major: TBD

TSI Exempt

Semester One			Lecture Hours	Lab Hours	External Hours	Contact Hours	Credit Hours
ITSY	2400	Operating System Security	3	3	0	96	4
ITSE	2421	Object-Oriented Programming	3	3	0	96	4
ITSY	1400	Fundamentals of Information Security	3	3	0	96	4
ITNW	1416	Network Administration	3	3	0	96	4
		Total Semester Hours:	**12**	**12**	**0**	**384**	**16**

Semester Two			Lecture Hours	Lab Hours	External Hours	Contact Hours	Credit Hours
ITSC	1416	Linux Installation and Configuration	3	3	0	96	4
ITSY	2445	Network Defense and Countermeasures	3	3	0	96	4
ITSY	2442	Incident Response and Handling	3	3	0	96	4
ITNW	1453	Supporting Network Server Infrastructure	3	3	0	96	4
		Total Semester Hours:	**12**	**12**	**0**	**384**	**16**

Total Contact Hours:	**768**
Total Credit Hours:	**32**

Program: Cybersecurity
Specialization: N/A
Award Title: AAS Cybersecurity Specialist

FICE CODE: 031034
CIP CODE: TBD
Major: TBD

TSI LIABLE

Semester One			Lecture Hours	Lab Hours	External Hours	Contact Hours	Credit Hours
ITSY	2400	Operating System Security	3	3	0	96	4
ITSE	2421	Object-Oriented Programming	3	3	0	96	4
ITSY	1400	Fundamentals of Information Security	3	3	0	96	4
ITNW	1416	Network Administration	3	3	0	96	4
		Total Semester Hours:	**12**	**12**	**0**	**384**	**16**

Semester Two			Lecture Hours	Lab Hours	External Hours	Contact Hours	Credit Hours
ITSC	1416	Linux Installation and Configuration	3	3	0	96	4
ITSY	2445	Network Defense and Countermeasures	3	3	0	96	4
ITSY	2442	Incident Response and Handling	3	3	0	96	4
ITNW	1453	Supporting Network Server Infrastructure	3	3	0	96	4
		Total Semester Hours:	**12**	**12**	**0**	**384**	**16**

Semester Three			Lecture Hours	Lab Hours	External Hours	Contact Hours	Credit Hours
PHIL	2306	Introduction to Ethics	3	0	0	48	3
		Total Semester Hours:	**3**	**0**	**0**	**48**	**3**

Semester Four			Lecture Hours	Lab Hours	External Hours	Contact Hours	Credit Hours
SPCH	1318	Interpersonal Communications	3	0	0	48	3
		Social/Behavioral Sciences Elective	3	0	0	48	3
ITSY	2459	Security Assessment and Auditing	3	3	0	96	4
ITSY	2443	Computer System Forensics	3	3	0	96	4
		Total Semester Hours:	**12**	**6**	**0**	**288**	**14**

Semester Five			Lecture Hours	Lab Hours	External Hours	Contact Hours	Credit Hours
ENGL	1301	Composition I	3	0	0	48	3
MATH	1332	Contemporary Mathematics or MATH 1414	3	1	0	64	3
ITSY	2417	Wireless Security Development	3	3	0	96	4
ITSC	2166	Capstone: Cybersecurity Practium	0	0	10	160	1
		Total Semester Hours:	**3**	**0**	**0**	**368**	**11**

Identifes courses to fulfill minimum 15 credit hour general education requirement

Total Contact Hours: **1472**
Total Credit Hours: **60**

AAS & Certificate
Cybersecurity Specialist
Course Descriptions – Workforce Courses

ITSY 2400 – OPERATING SYSTEM SECURITY
CRT HRS:04 LEC HRS:03 LAB HRS:03
This course covers safeguard computer operating systems by demonstrating server support skills and designing and implementing a security system. Identify security threats and monitor network security implementations. Use best practices to configure operating systems to industry security standards.

Course Learning Outcomes

- Identify network security risks, security design, and monitoring solutions.
- Identify sources of computer threats, evaluate potential practices, tools, and technologies to protect individual network systems.
- Establish and sustain an operating system security plan utilizing systems and application security tools.
- Implement procedures to secure and monitor audit logs and set system administrator alerts.
- Develop an organizational operating system security plan that provides for periodic reviews of security policies, procedures, authorized users list, and software update patches.

ITSE 2421 – OBJECT-ORIENTED PROGRAMMING
CRT HRS:04 LEC HRS:03 LAB HRS:03
This course covers program design with classes, including development, testing, implementation, and documentation.

Course Learning Outcomes

- Develop executable programs.
- Create appropriate documentation.
- Write programs using classes and objects using object-oriented programming techniques.

ITSY 1400 – FUNDAMENTALS OF INFORMATION SECURITY
CRT HRS:04 LEC HRS:03 LAB HRS:03
This course is an introduction to information security including ethics, the legal environment and risk management. It covers basic information security goals of availability, integrity, accuracy, and confidentiality. Vocabulary and terminology specific to the field of information security are discussed. Identification of exposures and vulnerabilities and appropriate countermeasures are addressed. The importance of appropriate planning and administrative controls is also discussed.

Course Learning Outcomes

- Outline best practices for the information security goals of confidentiality, integrity and availability.
- Explain ethical practices.
- Define vocabulary/terminology related to information security.

- Explain the importance of planning and administrative controls.
- Identify security threats, vulnerabilities, and countermeasures.
- Identify procedures for security risk management.

ITNW 1416 – NETWORK ADMINISTRATION
CRT HRS:04 LEC HRS:03 LAB HRS:03
This course is an introduction to the basic concepts of network administration.

Course Learning Outcomes

- Describe a network.
- Explain the role of directory services.
- Set up and manage users.
- Distributed print services.
- File system and directory services security.

ITSC 1416 – LINUX INSTALLATION AND CONFIGURATION
CRT HRS:04 LEC HRS:03 LAB HRS:03
This course is an introduction to Linux operating system. Includes Linux installation, basic administration, utilities and commands, upgrading, networking, security, and application installation. Emphasizes on hands-on setup, administration, and management of Linux.

Course Learning Outcomes

- Install, administer, and manage a Linux system.
- Demonstrate proficiency with Linux utilities, commands, and applications.
- Identify and resolve security-based issues.
- Integrate a Linux system into an existing network.

ITSY 2445 – NETWORK DEFENSE AND COUNTERMEASURES
CRT HRS:04 LEC HRS:03 LAB HRS:03
This course is a practical application and comprehensive course that includes the planning, design, and construction of defenses fora complex network that will sustain an attack, document events, and mitigate the effects of the attack.

Course Learning Outcomes

- Assemble network defense tools.
- Differentiate between authorized and unauthorized activity on a network.
- Respond to a breach in security through the use of countermeasures designed to minimize the impact of the breach on the network.
- Document network events.
- Present an analysis of network breach and plan for remediation.

ITSY 2442 – INCIDENT RESPONSE AND HANDLING
CRT HRS:04 LEC HRS:03 LAB HRS:03

This course covers in-depth coverage of incident response and incident handling, including identifying sources of attacks and security breaches; analyzing security logs; recovering the system to normal; performing postmortem analysis; and implementing and modifying security measures.

Course Learning Outcomes

- Identify sources of attacks.
- Restore the system to normal operation.
- Identify and prevent security threats.
- Perform a postmortem analysis.
- Identify computer investigation issues.
- Identify the roles and responsibility of the incident response team.

ITNW 1453 – SUPPORTING NETWORK SERVER INFRASTRUCTURE
CRT HRS:04 LEC HRS:03 LAB HRS:03
This course covers installing, configuring, managing, and supporting a network infrastructure.

Course Learning Outcomes

- Install and configure DHCP, DNS, remote access, network security using public key infrastructure.
- Integrate network services.
- Deploy operating systems using remote installation services.

ITSY 2459 – SECURITY ASSESSMENT AND AUDITING
CRT HRS:04 LEC HRS:03 LAB HRS:03
This course is a comprehensive experience for the security curriculum. Synthesizes technical material covered in prior courses to monitor, audit, analyze, and revise computer and network security systems that ensure appropriate levels of protection are in place to assure regulatory compliance.

Course Learning Outcomes

- Appraise security plan to ensure appropriate level of protection.
- Assess network security design.
- Audit network system based on security design.
- Use relevant tools to assure security requirements.
- Review security policies and procedures on a regular basis.

ITSY 2443 – COMPUTER SYSTEM FORENSICS
CRT HRS:04 LEC HRS:03 LAB HRS:03
This course provides an in-depth study of system forensics including methodologies used for analysis of computer security breaches. Students will learn to gather and evaluate evidence to perform postmortem analysis of a security breach.

Course Learning Outcomes

- Identify computer investigation issues.
- Identify legal issues associated with computer investigations.
- Collect document evidence and evaluate evidence.

- Evaluate network traffic.

ITSY 2417 – WIRELESS SECURITY DEVELOPMENT
CRT HRS:04 LEC HRS:03 LAB HRS:03
This course covers development of information security policies, standards, and guidelines for an organization. Includes Demilitarized Zone (DMZ), antivirus, Virtual Private Network (VPN), wireless communications, remote access, and other critical administrative and operational security policies. Identification of exposures and vulnerabilities and appropriate countermeasures are addressed. Emphasizes wireless security goals of availability, integrity, and confidentiality in the design, planning, implementing, operating, and troubleshooting of wireless LAN along with administrative controls.

Course Learning Outcomes

- Develop information security policies, standards, and guidelines.
- Configure DMZ, antivirus, VPN, wireless communications, and remote access.
- Design, install, configure, monitor, maintain, and troubleshoot wireless solutions.
- Identify best practices and appropriate defenses including firewalls, encryption, physical security, intrusion detection, and biometrics; and demonstrate proper implementation and evaluation of wireless security using authentication and encryption protocols.

ITSC 2166 – CAPSTONE: CYBERSECURITY PRACTICUM
CRT HRS:01 LEC HRS:00 OTH LAB HRS:10
This course is a practical, general workplace training supported by an individualized learning plan developed by the employer, college, and student.

Course Learning Outcomes

- As outlined in the learning plan, apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry.
- Will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.

Instructional Costs & Projected Revenue

Instructional Costs and Projected Revenue
for
AAS & Certificate in Cybersecurity Specialist

Faculty Salary & Benefits	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	Totals
LHE Rate	$ 625.00	$ 625.00	$ 625.00	$ 625.00	$ 625.00	
# of LHE's per Course	5.01	5.01	5.01	5.01	5.01	
Subtotal	$ 3,131.25	$ 3,131.25	$ 3,131.25	$ 3,131.25	$ 3,131.25	
# of Sections Taught by Adjunct	2	4	8	8	8	
# of Sections Taught by F/T	10	15	18	21	21	
Adjunct Salary	$ 6,262.50	$ 12,525.00	$ 25,050.00	$ 25,050.00	$ 25,050.00	
Multiplied by Benefits Rate	1.148	1.148	1.148	1.148	1.148	
Total Salary for Adjunct	$ 7,189.35	$ 14,378.70	$ 28,757.40	$ 28,757.40	$ 28,757.40	
F/T Faculty @ $42,000	$126,000	$84,000	$42,000	$42,000	$0	
Benefit Rate (F/T Salary X 30%=$12,600.00)	$37,800	$25,200	$12,600	$12,600	$0	
Cost for Faculty Salary/Benefits	**$ 170,989.35**	**$ 123,578.70**	**$ 83,357.40**	**$ 83,357.40**	**$ 28,757.40**	**$ 490,040.25**

Projected Revenue	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	Totals
State Appropriations *						
# of Sections	12	19	26	29	29	
# of Students per Section	20	20	20	20	20	
Total # of Students per Year	240	380	520	580	580	
# of Contact Hours per Student	96	96	96	96	96	
Total Contact Hours	23040	36480	49920	55680	55680	
Multiplied by State Funding Rate (2.74)	$ 2.74	$ 2.74	$ 2.74	$ 2.74	$ 2.74	
State Appropriations Generated	$ 63,129.60	$ 99,955.20	$ 136,780.80	$ 152,563.20	$ 152,563.20	
State Appropriations Received	$ 63,129.60	$ 63,129.60	$ 63,129.60	$ 99,955.20	$ 136,780.80	**$ 426,124.80**

* State Appropriations funding is based on average funding per contact hour from previous biennium

Tuition	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	Totals
Enrollment # Projected	240	380	520	580	580	
Tuition Rate per Credit Hour	$ 77.00	$ 77.00	$ 77.00	$ 77.00	$ 77.00	
Subtotal	$ 18,480.00	$ 29,260.00	$ 40,040.00	$ 44,660.00	$ 44,660.00	**$ 177,100.00**
# of Credit Hours per Course	4	4	4	4	4	
Total Tuition	$ 73,920.00	$ 117,040.00	$ 160,160.00	$ 178,640.00	$ 178,640.00	**$ 708,400.00**

Operating Costs and Revenue Projections

CATEGORY	INITIAL COST 2020-2021	BUDGET 2ND YEAR 2021-2022	BUDGET 3RD YEAR 2022-2023	BUDGET 4TH YEAR 2023-2024	BUDGET 5TH YEAR 2024-2025	TOTAL BUDGET 2020-2025
Faculty Salaries and Benefits	$170,989.35	$123,578.70	$83,357.40	$83,357.40	$28,757.40	$490,040.25
Supplies and Materials (Operating)	$1,000.00	$1,200.00	$1,500.00	$1,800.00	$2,000.00	$7,500.00
Library Resources	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Equipment and Software (Capital)	$60,000.00	$65,000.00	$70,000.00	$73,000.00	$75,000.00	$343,000.00
Facilities (Furniture) (Operating)	$5,000.00	$7,000.00	$8,000.00	$10,000.00	$12,000.00	$42,000.00
Faculty Professional Development/(Travel)	$6,000.00	$8,000.00	$10,000.00	$12,000.00	$15,000.00	$51,000.00
Subtotal - Instructional & Operating Budget	$242,989.35	$204,778.70	$172,857.40	$180,157.40	$132,757.40	$933,540.25
Total Budget Per Year	**$242,989.35**	**$204,778.70**	**$172,857.40**	**$180,157.40**	**$132,757.40**	**$933,540.25**

CATEGORY	REVENUE 2020-2021	REVENUE 2021-2022	REVENUE 2022-2023	REVENUE 2023-2024	REVENUE 2024-2025	TOTAL REVENUE 2020-2025
State Appropriations	$ 63,129.60	$ 63,129.60	$ 63,129.60	$ 99,955.20	$ 136,780.80	$ 426,124.80
Tuition	$ 73,920.00	$ 117,040.00	$ 160,160.00	$ 178,640.00	$ 178,640.00	$ 708,400.00
TOTAL REVENUE	**$ 137,049.60**	**$ 180,169.60**	**$ 223,289.60**	**$ 278,595.20**	**$ 315,420.80**	**$ 1,134,524.80**

Supporting Documentation

- Advisory Committee List
- Letters of Support
- Competency Profiles

AAS & Certificate Cybersecurity Specialist
Advisory Committee Membership

Name	Title	Business	Email
Joel Olivares	Information Security Officer	Vantage Bank	joel.olivares@vantage.bank
Jaime Hinojosa	VP Information Technology	Rio Bank	j.hinojosa@riobk.com
Jonas del Angel	Security Analyst	UTRGV	jonas.delangel@utrgv.edu
Ricardo Mendoza	Information Security Officer	City of McAllen	rickpcfix@gmail.com
Diana Berger	Operations Manager	Netsync	dberger@netsyncnetwork.com

March 7, 2019

To Whom It May Concern:

This letter is in support of South Texas College's Cybersecurity program. As a local government entity that is in charge with the responsibility of providing quality public services for the citizens of Hidalgo, a secure IT infrastructure needs to be in place. Knowledge of Cybersecurity in our environment is a must.

Implementing such a program as Cybersecurity within South Texas College is a great plus for future job opportunities to students throughout our South Texas communities. Such efforts will increase awareness and protection efforts of Information Technology within other local government entities.

The City of Hidalgo's IT Department understands the importance of providing students with a quality education to allow them to fill skilled workforce positions within Cybersecurity and contribute to the economic vitality of the whole South Texas region.

As an IT Director that serves on the advisory board for South Texas College Cybersecurity program, I fully support the endeavors of the program.

Should you have any questions, I can be reached at 956.239.3301 or by email at rick@rgvbstc.com

Sincerely,

Ricardo Mendoza
Director of Information Technology
City of Hidalgo

February 21, 2019

South Texas College
McAllen, TX

To Whom It May Concern:

On behalf of Netsync Network Solutions, a technology services company, we would like to extend our support for the South Texas College Cybersecurity program.

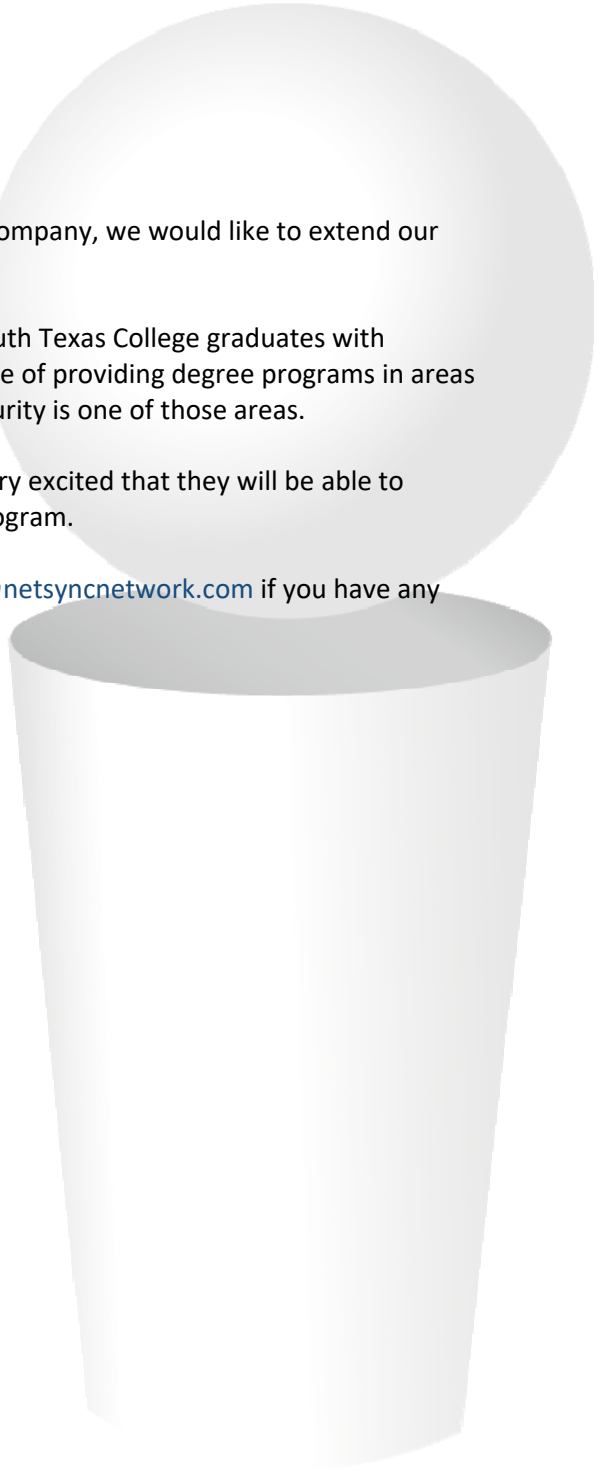
As a technology provider in the area and employer of several South Texas College graduates with technology-related degrees, Netsync understands the importance of providing degree programs in areas for which there are shortages in the local community. Cybersecurity is one of those areas.

We are committed to supporting South Texas College and are very excited that they will be able to improve our local job market by enhancing the Cybersecurity program.

Please feel free to reach out to me at 956.451.8628 or dberger@netsyncnetwork.com if you have any questions or need additional information.

Sincerely,

Diana Berger
Operations Manager, South/West Texas



Rio BANK
Your Kind of Bank
Your Kind of Banker

SOUTH TEXAS COLLEGE

To whom it may concern,

I wish to support the efforts of South Texas College to enhance its Cybersecurity Program. The world of Information Technology continues to march on depending more and more on cloud based services and the Internet of Things. Being in the I.T. field for over 18 years and as currently a Vice President of Information Technology with Rio Bank, I believe I can speak intelligently on the Rio Grande Valley's need for Cyber Security subject matter experts. The industry is at a point where more Cyber Security specialization is necessary and providing quality education in this field will certainly fill an existing and growing gap for cybersecurity experts and enhance the Valleys workforce and cyber safety.

Sincerely,

Jaime Hinojosa
Vice President of Information Technology
Rio Bank

The University of Texas Rio Grande Valley

Brownsville • Edinburg • Harlingen

South Texas College

To whom it may concern:

This letter is in support of the proposed changes of the Cybersecurity program and the department's pursuit of updating the courses to more accurately match the kind of skills that are currently in demand for today's information security needs. Based on the need we as a higher education institution experience daily through technical analysis from various tools that run on different systems, the certification and associates in Cybersecurity will prepare students for a career in public services, higher education and local businesses as well as offer them an opportunity to serve their communities, university, or college.

There must be an organized effort to provide training for future Cybersecurity professionals in the Rio Grande Valley.

As a higher education institution that is charged with the responsibility of safeguarding student data and other types of sensitive information in the Rio Grande Valley, and that serves on the advisory board for STC's Cybersecurity Program, I fully support the establishment of the proposed curriculum changes. The best interests for higher education institutions and other types of business organizations in Hidalgo County, and the region will be served by promoting educational opportunities in Cybersecurity.

Should you have any questions, I can be reached at 956-665-2489 or by email at jonas.delangel@utrgv.edu.

Sincerely,

Jonas del Angel,
Security Analyst

Office of Information Security

1201 W University Dr.
Edinburg, Texas 78539
(956) 665-7823

utrgv.edu/is

Review and Recommend Action as Necessary to Offer the Proposed Associate of Arts Degree Program in Dance in Fall 2020

The Education and Workforce Development Committee is asked to recommend Board approval to offer an Associate of Arts Degree program in Dance in Fall 2020.

The proposed Associate of Arts Degree in Dance would prepare students with the academic, technical, and analytical skills that will provide them with a measurable foundation in the basics of sound dance practices. As with any liberal arts degree, salaries vary according to the career path chosen by the degree holder.

Students graduating with an Associate of Arts in Dance will have the pre-professional foundation skills necessary to compete for beginning positions as dance instructors and/or performers, or may pursue advanced degrees in related fields.

For the College, offering this degree will pave the way for potential articulation agreements with local and regional universities, providing graduates with a pathway to pursue further academic training.

The program developers have conducted student and employer surveys to document local demand for individuals with this certificate.

The following pages contain the Program Development Packet, which includes:

- Program Development Approval Checklist
- Program Development Process and Recommendation
- Program Development Checklist
- Program Development Summary
- Enrollment Management Plan
- Student Survey
- Proposed Curriculum & Course Descriptions
- Instructional Costs and Projected Revenues

Dr. Anahid Petrosian, Vice President for Academic Affairs, and Dr. Christopher Nelson, Associate Dean for Curriculum & Student Learning, will review the proposed new program and the development process with the Committee and will respond to questions.

The Education and Workforce Development Committee is asked to recommend Board approval to offer an Associate of Arts Degree program in Dance in Fall 2020 as presented.

SOUTH TEXAS COLLEGE

SOUTH TEXAS COLLEGE

Program Development Packet

for

Dance

Associate of Art

Academic Affairs Division

Office of Curriculum & Student Learning

November 26, 2019

Dance AA

Dance AA

	APPROVAL PROCESS FOR IMPLEMENTATION	DATE
✓	Department Chair Approval	9/10/2019
✓	Dean Approval	9/10/2019
✓	Division Committee	9/10/2019
✓	College-Wide Curriculum Committee	9/17/2019
✓	Academic Council	10/21/2019
✓	Planning and Development Council (PDC)	11/8/2019
☐	Education and Workforce Development Committee (EWDC)	-
☐	STC Board of Trustees (Certification Form)	-
☐	Higher Education Regional Council	-
☐	Texas Higher Education Coordinating Board (THECB)	-
☐	Southern Association of Colleges and Schools – Commission on Colleges (SACSCOC)	-

Program Development Process

South Texas College proposed instructional programs are identified either at the college or divisional level through environmental scans, documented workforce needs, recommendations by Program Advisory Committees, or local business and industry demands. All proposed programs undergo a review process before being approved for development. The approval process includes reviews by department, division, and college-wide curriculum committees, and Academic Council. Programs that receive approval to proceed are then presented to the Planning and Development Council (PDC) for review and recommendation. A program that receives PDC approval to move forward is presented to the Board of Trustees' Education Workforce Development Committee (EWDC) for review and recommendation. Following review by the EWDC, programs are presented to the full Board of Trustees for final review and approval.

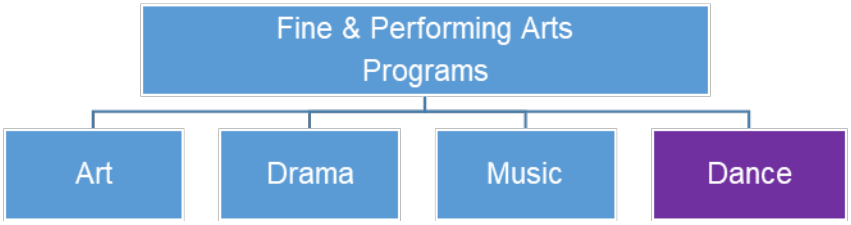
Recommendation: AA – Dance

At this point in the process, the AA in Dance has received a recommendation to proceed from the department, division, and college-wide curriculum committees. *After reviewing all required documentation submitted by the department, the Office of Curriculum & Student Learning recommends that South Texas College continue with the established approval process for the Associate of Art (AA) degree in Dance.*

The proposed degree will prepare students to develop the necessary academic, technical and analytical skills that will provide them with a measurable foundation in the basics of sound dance practices. The AA in Dance would require students to complete 60 semester credit hours (SCH) of course work from the Academic Course Guide Manual. The AA in Dance paves the way for potential articulation agreements with local and regional universities, including the University of Rio Grande Valley, University of Texas at Austin, and Texas Women's University, among others.

Data exists from four-year institutions indicating a demand for the program. This is evident through the 270 declared majors in the Theatre & Dance program at the University of Texas at Austin for Fall 2018, 62 declared majors at the University of Texas Rio Grande Valley for Fall 2018, and 156 declared majors at Texas Women's University for Fall 2018. At South Texas College, two dance courses are currently offered as Creative Arts electives for the Core Curriculum requirement. Student enrollment for these courses has grown in the past two years. Currently DANC 1305 – World Dance and DANC 2303 – Dance Appreciation are offered as core curriculum elective options.

The addition of the AA in Dance would also complete the offerings in the Fine and Performing Arts area of the College:



The cost to implement the program is expected to be moderate with the budget allocating funding for the purchase of dance equipment. However, the expected reimbursement through tuition fees and state appropriations would more than cover the expenses. The proposed program anticipates offering new courses for the first year with a gradual increase in subsequent years. Three adjunct faculty and two full-time faculty are expected to be hired to support the demands of the curriculum. Current full-time faculty would teach the additional sections anticipated due to the requirement of DANC 1305 - World Dance for Creative Arts elective in the Core Curriculum.

A review conducted by the Curriculum & Student Learning department indicates the program complies with the criteria set forth by the Texas Higher Education Coordinating Board and recommends the proposed Associate of Art in Dance continue through the approval process.

Academic Programs

Program Demand and Projected Outcomes must be documented prior to the development of any new workforce or academic program. The following questions and checklist serve as an initial guide for program developers and must be completed at the start of the development process.

Proposed Award:

Program Title: AA - Dance

Program Location: Pecan Campus

Academic Year to be implemented: 2020-2021

Please list any related programs currently offered by South Texas College, if applicable:
N/A

For Curriculum Office Use Only

Program Developer Info:

Name: Joel Jason Rodriguez

Title: Program Chair - Drama

Division: LASS

Phone: 872-2639

Proposed CIP Code: 50.0301

Substantive Change: __X__ Yes ____ No

Documentation of Academic Demand:

Category	Standard	Met the Standard	Did not meet the Standard	Comments
1. Academic Need	The Institution has identified at least 2 specific baccalaureate degree programs that the degree would lead into	✓		• University of Texas Rio Grande Valley • University of Texas at Austin • Texas Women's University • Sam Houston State University
	Data exists from four-year schools showing demand for the program and/or information exists demonstrating the emergence of a new discipline to support the transfer of programs	✓		
2. Student Demand	Related programs at South Texas College have increased enrollments in recent semesters/years	N/A		There are no currently related programs at STC.
	Related programs at South Texas College have an increased number of graduates in the past years.	N/A		There are no currently related programs at STC.
	High enrollment exists in similar programs at other institutions	✓		Refer to program summary.
	Student demand is documented through the use of student surveys	✓		Students expressed an average interest of 3.3 compared to 4.0 average in this major.

Category	Standard	Met the Standard	Did not meet the Standard	Comments
	An enrollment management plan exists for the program	✓		
	Enrollment projections reflect adequate student demand to ensure the financial self-sufficiency of the program	✓		Refer to Enrollment Management Plan and proposed budget.
3. Curriculum Quality & Articulations	The institution has or will initiate a process to establish transfer of credit articulation agreements for the program with senior-level institutions (Please include list of institutions)	✓		• University of Texas Rio Grande Valley • University of Texas at Austin • Texas Women's University • Sam Houston State University
4. Existing Programs	Similar programs do not exist within STC's service area – Hidalgo and Starr Counties (Please include documentation of the nearest similar programs)	✓		Austin Community College (which is approximately 312 miles from McAllen) offers an AA in Dance. San Antonio College (which is approximately 238 miles from McAllen) offers an AA in Dance. Houston Community College (which is approximately 342 miles from McAllen) offers an AA in Dance.
5. Program Linkage	Courses are currently offered or can be offered within local high schools via the Dual Enrollment Program. (Please provide a list of schools and/or districts)	✓		Currently DANC 2303 and DANC 1305 are offered at Juarez Lincoln High School.

Projected Outcomes:

Category	Standard	Met the Standard	Did not meet the Standard	Comments
1. Program Enrollment & Declared Majors	Program projects a steady increase in the **number of declared majors** in the program over the course of five years.	✓		Refer to Enrollment Management Plan
2. Number of Graduates	Program Review Standard: The program will achieve a minimum of 5 graduates per year or **25 graduates during** the most recent 5-year period.	✓		Refer to Enrollment Management Plan
3. Transfers	Program Review Standard: The program will experience an **increased transfer rate** for its majors.	✓		We anticipate at the end of Year 1 the AA-Dance program will have between 0 – 1% transfer rate due to its first year out and there are no graduates as of yet. By Year 2, we hope to have a transfer rate of 5% and

				then increase by 2% each following year. Our intent is to establish articulation agreements with the universities noted in our program proposal to minimize loss of credit hours. If an FOS is created by THECB, we would pursue that option so our students' credits would transfer to any state four-year institution.

Program Summary

Institution: **South Texas College, McAllen Texas**

Proposed Award: **Associate of Art in Dance**

PROGRAM DESCRIPTION

Program Objective: The Associate of Arts in Dance will prepare students to develop the necessary academic, technical and analytical skills that will provide them with a measurable foundation in the basics of sound dance practices. As with any liberal arts degree, salaries vary according to the career path chosen by the degree holder.

With an Associate of Arts in Dance from STC, students will have attained the pre- professional foundation skills necessary to compete for beginning positions as dance instructors and/or performers. In addition to career options in the field of Dance, students with an Associate of Arts in Dance may also choose to pursue advanced degrees in related fields such as Education, History & Criticism, Choreography, Arts Management, Directing, or Performance.

After receiving their associate's degree, students who desire a career as Dance educators and who earn a bachelor's degree in this field would be eligible for employment in most public school districts, providing they obtain the necessary teaching certification. Students who earn a Bachelor of Arts or a Bachelor of Fine Arts in Dance can also expect to be marketable in other areas of business and the arts requiring a combination of verbal, visual, and leadership skills. The associate and bachelor's degrees would serve as the foundation for specialized studies in Dance such as Scene & Lighting Design, Costume Design, Choreography, Directing, Performance, Arts Management, and Dramaturgy.

Curriculum: The Associate of Art in Dance would require students to complete 60 semester credit hours (SCH) of transferable course work from the Academic Course Guide Manual.

Admissions Requirements: The admissions requirements for this program would follow the general admissions policies set forth in the South Texas College catalog.

ACADEMIC NEED & PROGRAM DEMAND

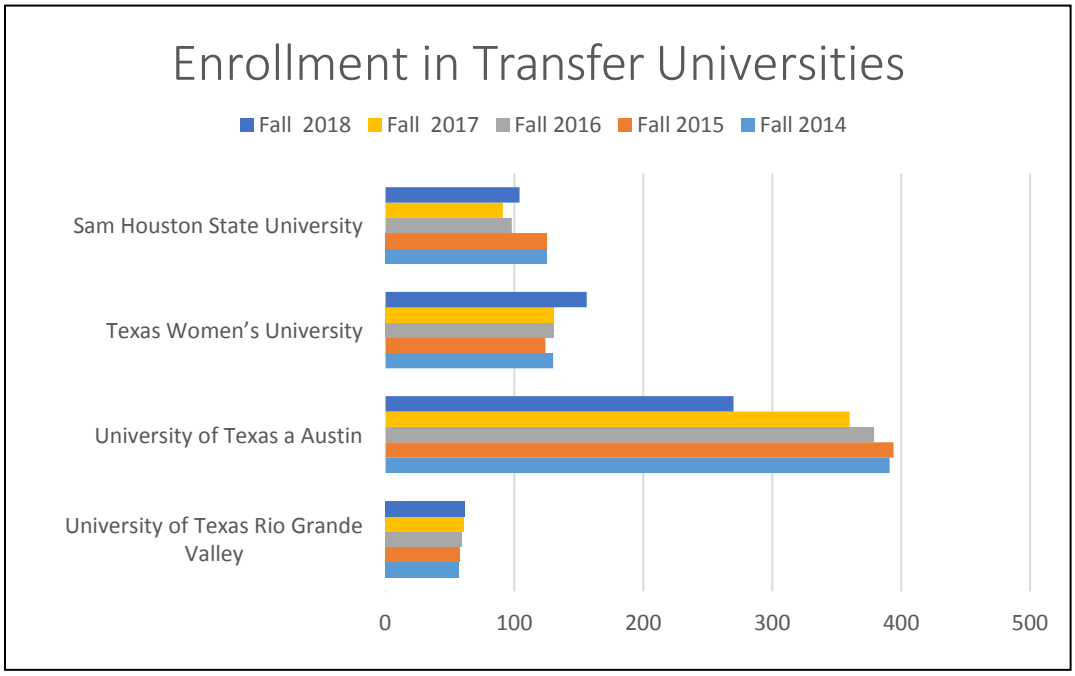
Academic Need:

Potential Articulation Agreements: This is a transfer-track program where graduates are encouraged to transfer to a four-year university offering a Bachelor's in Dance, which include the following:

- University of Texas Rio Grande Valley
- University of Texas at Austin
- Texas Women's University
- Sam Houston State University

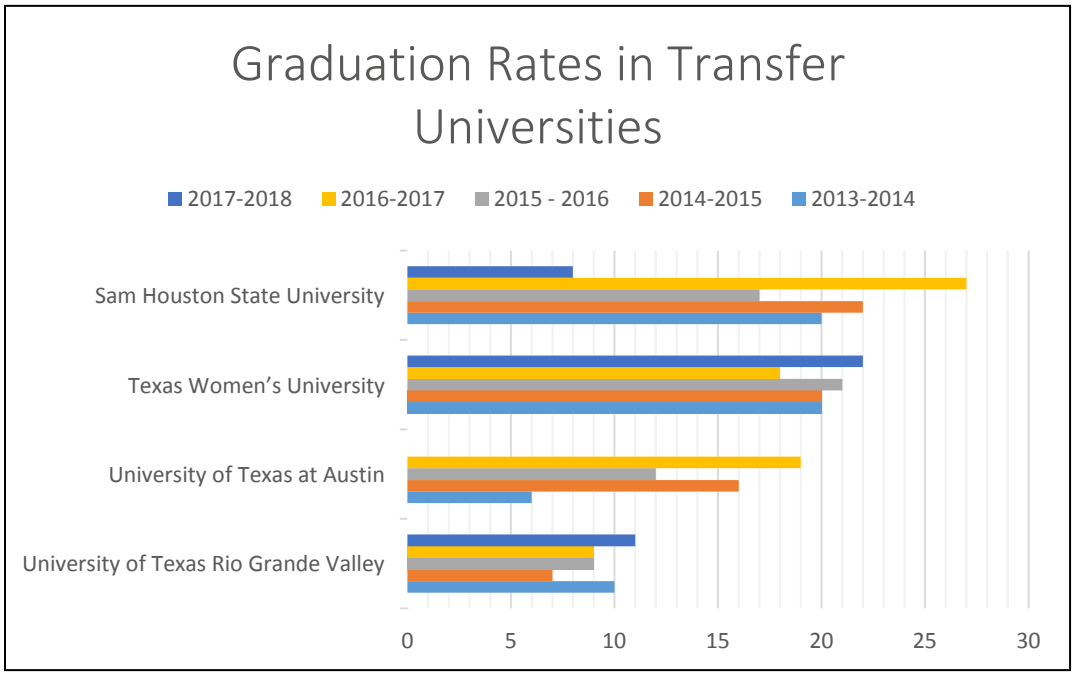
Program Demand: Enrollment and graduation data was collected for the four universities with potential articulation agreements. The data below demonstrates the Dance programs at these universities have maintained their numbers over the course of the past five years, revealing the potential demand and indicating the viability for this proposed credential at South Texas College.

Enrollment in Transfer Universities					
Major	**Fall 2014**	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
University of Texas Rio Grande Valley	57	58	59	61	62
University of Texas at Austin[1]	391	394	379	360	270
Texas Women's University	130	124	131	131	156
Sam Houston State University	125	125	98	91	104



[1] Enrollment figures include programs for BA in Theatre & Dance, BFA in Dance and Dance Education.

Graduation Rates in Transfer Universities					
Major	**2013-2014**	**2014-2015**	**2015 - 2016**	**2016-2017**	**2017-2018**
University of Texas Rio Grande Valley	10	7	9	9	11
University of Texas at Austin[2]	6	16	12	19	N/A
Texas Women's University	20	20	21	18	22
Sam Houston State University	20	22	17	27	8



Student Demand:

Currently, DANC 1305 – World Dance and DANC 2303 – Dance Appreciation are offered as Creative Arts electives in the Core Curriculum. [3] Student enrollment for Dance courses totaled 42 students the past two years and revealed a significant growth during that time.

[2] Graduate data not yet available for AY 17-18.

[3] Source: Course Schedules from Spring 2018 – Fall 2019 (as of 8/22/2019)

Student Survey:
A survey sample of 5000 student yielded 338 responses (7%). The margin of error associated with this survey is plus/minus 6%. The survey revealed the following results:

- Nineteen percent (19%) of students preferred AA Dance to their current major;
- Thirty-two percent (32%) felt it sounded like a good-paying job;
- Thirty-two percent (32%) felt it sounded like a job that would make their family proud; and
- Seventeen percent (17%) felt it sounded like the kind of job that employers are hiring for in the Rio Grande Valley.

Existing Programs:

- San Antonio College (approximately 238 miles from McAllen) offers an Associate of Art in Dance.
- Austin Community College (approximately 312 miles from McAllen) offers an Associate of Art in Dance.
- Houston Community College (approximately 342 miles from McAllen) offers an Associate of Art in Dance.

Program Linkage and Opportunities for Further Education: The 60 hours of coursework from the Academic Course Guide Manual are transferable to other Texas 4-year institutions. Furthermore, DANC 2303 – Dance Appreciation and DANC 1305 – World Dance are offered at Juarez Lincoln High School for dual credit.

PROGRAM SUPPORT

Faculty: The majority of the coursework offered for this proposed award would be new and therefore new faculty would need to be hired. The program anticipates hiring 3 adjunct faculty and 2 full-time faculty over the course of the first five years of inception. Additional sections of DANC 1305 – World Dance would be supported by current faculty teaching in the Drama department. The courses would average 18 students per course.

Facilities and Equipment: Funds will be used to cover the purchase of panel mirrors, dance floors (both permanent and portable) and additional dance equipment needed for the specialized courses, such as ballet. In addition, the budget would allocate funds for the purchase of portable sound systems. Current space at South Texas College would be used for facilities, in which options include the dance room at the wellness center, or the black box/conference room.

New Costs: Total costs for this program are projected to be $539,811.86. The funding to defray the costs of this program will come from state appropriations: $276,981.12 and tuition: $632,806.02. The total projected 5-year revenue is $909,787.14. Specific budget details begin on page 32 of this packet.

INSTITUTIONAL EFFECTIVENESS

Program Review and Improvement Plans: The Program Review Process at South Texas College is embedded within the bi-annual Institutional Effectiveness Assessment Plan cycle. Every academic and technical program at South Texas College monitors and reports on the following standards: graduation numbers, transfer rate, job placement rate, professional accreditations or certifications, licensure/credential exam pass rate, and program advisory committee meetings. Action plans are created for each program that does not meet its targeted outcomes.

Accreditation: The Associate of Art in Dance is designed to be consistent with the standards of the Southern Association of College and Schools Commission on Colleges and Schools (SACSCOC).

Enrollment Management Plan

POTENTIAL SOURCE OF STUDENTS

The number of students identified as potential participants for the Associate of Arts in Dance include the general current STC student body, the greater community in Hidalgo and Starr counties, and the numerous students currently involved in dance at their high schools who would want to further their skills and study in this field. The student applicant pool will include, but not be limited to: current students, high school graduates, dance instructors currently working in the Rio Grande Valley who do not have a degree, and individuals with degrees who are seeking an extension and/or change in career.

MARKETING

The Associate of Arts in Dance will be marketed to various members of the public for continued growth of potential applicants and graduates. Targeted individuals will include high school/dual enrollment students, STC student population, Hidalgo and Starr county residents, and those involved in recreation programs and dance studios throughout the valley. The program will be promoted through various activities which include student advising sessions, presentations at various STC campuses and high schools, distribution of flyers, brochures, promotional videos, social media, and additional advertisement of the program in coordination with the STC Public Relations and Marketing Department.

RETENTION

Faculty support, assistance, and tutoring will continue to be the primary resource for high retention and graduation rates for the program. Faculty will continue to utilize student-centered learning techniques, encourage active participation, and promote outside student learning activities. For additional resources, students will be referred to Advising and Counseling, Center for Learning Excellence (CLE), Library Services, and additional student services available within the college.

ENROLLMENT PROJECTIONS

The projected enrollment is based on availability of courses as the program develops the first five years in addition to the growing demand of DANC courses to meet the Visual and Performing Arts requirement for the Core Curriculum. Students will study and train under the supervision of their dance instructor.

Years	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Freshman	12	20	24	30	36
Sophomore		15	20	25	30

PROJECTED NUMBER OF GRADUATES

The department projects that 90% of students enrolled in the program will complete the associate degree.

Years	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Freshman	12	20	24	30	36
Sophomore		15	20	25	30
Graduates (90% target)		14	18	23	27

Student Survey

Research & Analytical Services
Student Survey
Dance New Program

Field Dates: April 5-17, 2019
Sample Size: 338, margin of error +/- 6%
Matt Dabrowski, Qualitative Researcher

Summary

Research & Analytical Services conducted a survey of students for the Curriculum & Student Learning Office. The eligible cohort was traditional students aged 18 and over, from which a sample of 5,000 was drawn. Three hundred and thirty-eight (n=338, 7%) responded. The sample was poststratified and weighted by gender and program division to create a representative portrait of all traditional students for the Spring 2019 semester. The margin of error associated with this survey is plus/minus 6%. The data reported in this document is weighted.

Student interest in an *AA Dance* program was assessed. RAS tested seven programs this semester, and the correct interpretation of the data is to compare against the average of this cohort.

For AA Dance, students expressed an average interest of 3.3 on a 1-to-10 scale, compared to 4.0 for the cohort average (cohort maximum 5.3). Liberal Arts (LA) majors expressed an average interest of 5.0. Students rated the program on attributes that included *Prefer this program to my current major* (19% vs. cohort average 28%, cohort maximum 42%, LA 30%), *Sounds like a good-paying job* (32% vs. cohort average 66%, cohort maximum 88%, LA 48%), *Sounds like the kind of job that would make my family proud* (32% vs. cohort average 56%, cohort maximum 75%, LA 39%), and *Sounds like the kind of job that employers are hiring for here in the Valley* (17% vs. cohort average 58%, cohort maximum 74%, LA 29%).

The core market for this program is Liberal Arts majors (5.0) and, to a lesser extent, female students (3.6). As noted, only 17% of students felt there's an active job market for Dance in the Valley and 32% felt this seemed like a good-paying job. The program may need to address these concerns.

Results

Weighted breakdown of respondents by program division, program degree type, county of residence, full-time/part-time status, and gender

Division	Percentage of Choices
AH	20%
BT	8%
BU	14%
LA	10%
MS	10%
SS	28%
TC	9%
Und	1%

Type	Percentage of Choices
Academic	89%
Certificate	11%

County	Percentage of Choices
Hidalgo	85%
Starr	8%
Cameron	6%
Other	1%

FT/PT	Percentage of Choices
PT	53%
FT	47%

Gender	Percentage of Choices
Female	57%
Male	43%

I'd like to describe to you a type of program called the *Associate of Arts in Dance*.

Here's the description: The *Associate of Arts in Dance* provides students with a measurable foundation in the basics of sound dance practices. The program offers instruction in dance technique, performance, choreography, and history. This degree requires studio hours.

Proposed Curriculum
&
Course Descriptions

Dance

Associate of Art Degree
Field of Study Proposal
AY 2020-2021

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FIELD OF STUDY	**18 Credits**
DANC 1201	Dance Composition - Improvisation
DANC 1245	Beginning Modern
DANC 1247	Beginning Jazz
DANC 1241	Beginning Ballet
DANC 1301	Dance Composition – Choreography
DANC 1151	Freshman Dance Performance
DANC 1128	Ballroom and Social Dance
DANC 2151	Sophomore Dance Performance

Students must take 4 credits from the courses listed below:

DANC 2245	Intermediate Modern Dance
DANC 2241	Intermediate Ballet
DANC 2247	Intermediate Jazz

STC CORE CURRICULUM **42 Credits**

In addition to the courses in the Field of Study, the student is required to take 42 hours from the STC Core Curriculum. **Dance majors must take DANC 1305 – World Dance to fulfill the Creative Arts component of the Core Curriculum.**

FIELD OF STUDY: 18
STC CORE CURRICULUM: 42
TOTAL CREDIT HOURS: 60

Dance

Associate of Art Degree
Field of Study Proposal
AY 2020-2021
RECOMMENDED COURSE SEQUENCE

FIRST SEMESTER	**Credit Hours**
DANC 1201 Dance Composition - Improvisation	2
DANC 1245 Beginning Modern	2
DANC 1247 Beginning Jazz	2
DANC 1305 World Dance	3
ENGL 1301 Composition	3
HIST 1301 United States History I **OR** HIST 2327	3
SECOND SEMESTER	
DANC 1241 Beginning Ballet	2
DANC 1301 Dance Composition – Choreography	3
DANC 1151 Freshman Dance Performance	1
Social & Behavioral Sciences Elective – Core Curriculum	3
ENGL 1302 Composition II – Rhetoric	3
HIST 1302 United States History II **OR** HIST 2328	3
THIRD SEMESTER	
Language, Philosophy & Culture Elective – Core Curriculum (Recommended: PHIL 2303)	3
DANC 1128 Ballroom and Social Dance	1
FOURTH SEMESTER	
DANC 2245 Intermediate Modern Dance **OR** DANC 2247 Intermediate Jazz	2
DANC 2241 Intermediate Ballet **OR** DANC 2247 Intermediate Jazz	2
GOVT 2305 Federal Government	3
Life & Physical Sciences Elective – Core Curriculum	4
Mathematics Elective – Core Curriculum (Recommended: MATH 1414 **OR** MATH 1332)	3-4
FIFTH SEMESTER	
DANC 2151 Sophomore Dance Performance	1
GOVT 2306 Texas Government	3
Speech Elective – Component Area Option – Core Curriculum (Recommended: SPCH 1311 **OR** SPCH 1315)	3
Life & Physical Sciences Elective – Core Curriculum	4
Component Area Option – Core Curriculum (if required) (Recommended: SPCH 1318 **OR** KINE 1164)	1

Dance
Associate of Art Degree
Field of Study Course Descriptions

DANC 1128 – BALLROOM AND SOCIAL DANCE
CRT HRS:01 LEC HRS:00 LAB HRS:03
Introductory instruction in the fundamental techniques and concepts associated with Ballroom and Social Dance. May be repeated for credit once.
Prerequisite: None

Course Learning Outcomes

- Recognize and exhibit dance class etiquette such as spatial awareness, active listening, personal responsibility, commitment to the practice, and respect for the larger community of dance.
- Demonstrate understanding of beginning social dance terminology and the associated movements.
- Exhibit understanding of the biomechanics related to social dance such as alignment and coordination.
- Exhibit increased facility in movement phrasing, rhythmic accuracy, and execution of learned movement (picking up material quickly).
- Articulate an understanding of the legacy of social dance as relevant to contemporary practice.

DANC 1151 – FRESHMAN DANCE PERFORMANCE
CRT HRS:01 LEC HRS:01 LAB HRS:03
This course is an instruction in dance performance through experiential projects at the freshman level. May be repeated for credit once.
Prerequisite: None

Course Learning Outcomes

- Recognize and exhibit dance rehearsal etiquette through active listening, personal responsibility, commitment to the practice, and respect for the larger community of dance.
- Demonstrate skills and etiquette necessary for dance performance including auditions, flexibility in the creative process, technical and dress rehearsal requirements, and performances.
- Utilize and articulate basic terminology necessary for performing in dance productions.
- Analyze basic performance skills and demonstrate ability to expand expressive artistry through performed movement.
- Adapt to different performance environments.

DANC 1201 – DANCE COMPOSITION - IMPROVISATION
CRT HRS:02 LEC HRS:01 LAB HRS:02
This course is an introduction to improvisation will investigate spontaneous problem solving as a means of generating movement for dance composition. Students will be called upon to explore and respond to various forms of stimuli in a safe and supportive learning environment within solo and group work.
Prerequisite: None

Course Learning Outcomes

- Execute basic improvisational skills.

- Demonstrate the ability to respond spontaneously to a variety of stimuli.
- Demonstrate an understanding of space, time, and energy through improvisational practices.
- Understand and generate a collaborative atmosphere.
- Analyze, evaluate, and articulate the creative process.

DANC 1241 – BEGINNING BALLET
CRT HRS:02 LEC HRS:01 LAB HRS:02
This course offers instruction in the fundamental techniques and concepts associated with ballet. May be repeated for credit once.
Prerequisite: None

Course Learning Outcomes

- Recognize and exhibit dance class etiquette such as spatial awareness, active listening, personal responsibility, commitment to the practice, and respect for the larger community of dance.
- Demonstrate understanding of beginning ballet terminology and the associated movements.
- Exhibit understanding of the biomechanics related to ballet such as alignment, coordination, femoral rotation, flexibility, and strength.
- Exhibit increased facility in movement phrasing, rhythmic accuracy, and execution of learned movement (picking up material quickly).
- Articulate an understanding of the legacy of ballet as relevant to contemporary practice.

DANC 1245 – BEGINNING MODERN
CRT HRS:02 LEC HRS:01 LAB HRS:03
This course offers instruction in the fundamental techniques and concepts associated with the concert form of modern dance. May be repeated for credit once.
Prerequisite: None

Course Learning Outcomes

- Recognize and exhibit dance class etiquette such as spatial awareness, active listening, personal responsibility, commitment to the practice, and respect for the larger community of dance.
- Demonstrate vocabulary related to modern dance both kinesthetically and verbally.
- Evaluate improvement in biomechanics related to alignment, traveling, coordination, flexibility, and strength/stamina in modern dance disciplines.
- Exhibit increased facility in movement phrasing, rhythmic accuracy, and execution of learned movement (picking up material quickly).
- Articulate an understanding of the legacy of modern dance as relevant to contemporary practices.

DANC 1247 – BEGINNING JAZZ
CRT HRS:02 LEC HRS:01 LAB HRS:02
This course offers instruction in the fundamental techniques and concepts associated with jazz dance. May be repeated for credit once.
Prerequisite: None

Course Learning Outcomes

- Recognize and exhibit dance class etiquette such as spatial awareness, active listening, personal responsibility, commitment to the practice, and respect for the larger community of dance.
- Demonstrate understanding of beginning jazz dance concepts and movement styles.

- Exhibit understanding of the biomechanics related to jazz dance such as alignment, isolations, flexibility, strength, speed, and rhythmic complexity.
- Exhibit increased facility in movement phrasing, rhythmic understanding and execution of learned movement (picking up material quickly).
- Articulate an understanding of the legacy of jazz dance as relevant to contemporary practice.

DANC 1301 – DANCE COMPOSITION - CHOREOGRAPHY
CRT HRS:03 LEC HRS:01 LAB HRS:03
This course is an examination of the principles of movement generation, phrasing, choreographic structure, and manipulation. Integration of choreographic principles will foster the growth of personal artistic style.
Prerequisite: None

Course Learning Outcomes

- Demonstrate choreographic principles such as motif, theme and variation, use of space, time, and energy, positive/negative space through creation of solo/group movement studies.
- Edit, refine, embellish, and amplify movement content.
- Analyze compositions through verbal and written self and peer assessments.
- Distinguish the responsibilities of choreographer and dancer in the symbiotic relationship.

DANC 1305 – WORLD DANCE
CRT HRS:03 LEC HRS:03 LAB HRS:00
This course is a survey of dances from different cultures, their histories, and their influences on contemporary dance and society. Cultural origins, significance, motivations and techniques will be explored experientially.
Prerequisite: Eligible for ENGL 1301

Course Learning Outcomes

- Evaluate and discuss the influence of culture on dance movements.
- Recognize and appreciate cultural diversity through the aesthetics of movement.
- Compare and contrast musical accompaniment to cultural dances.
- Discuss the history and cultural relevance of world dance forms.
- Apply cross-cultural analysis to the study of dance.

DANC 2151 – SOPHMORE DANCE PERFORMANCE
CRT HRS:01 LEC HRS:01 LAB HRS:03
This course is an instruction in of dance performance through experiential projects at the sophomore level. May be repeated for credit once.
Prerequisite: DANC 1151

Course Learning Outcomes

- Recognize and exhibit dance rehearsal etiquette through active listening, personal responsibility, commitment to the practice, and respect for the larger community of dance.
- Demonstrate skills and etiquette necessary for dance performance including auditions, flexibility in the creative process, technical and dress rehearsal requirements, and performances.
- Utilize and articulate basic terminology necessary for performing in dance productions.
- Analyze basic performance skills and demonstrate ability to expand expressive artistry through performed movement.

- Adapt to different performance environments.

DANC 2241 – INTERMEDIATE BALLET
CRT HRS:02 LEC HRS:01 LAB HRS:02
This course is an instruction in the intermediate techniques and concepts associated with ballet. May be repeated for credit once.
Prerequisite: DANC 1241

Course Learning Outcomes

- Continue to recognize and exhibit dance class etiquette such as spatial awareness, active listening, personal responsibility, commitment to the practice, and respect for the larger community of dance.
- Demonstrate understanding of intermediate ballet terminology and the associated movements.
- Apply strategies linking biomechanics to ballet practices such as the adagio, pirouettes, petite allegro, and grand allegro.
- Effectively apply artistic choices such as musicality, focus, and use of energy to performed movement.
- Analyze personal progress within the legacy of ballet.

DANC 2245 –INTERMEDIATE MODERN DANCE
CRT HRS:02 LEC HRS:01 LAB HRS:03
This course is an instruction in the intermediate techniques and concepts associated with the concert form of modern dance. May be repeated for credit once.
Prerequisite: DANC 1245

Course Learning Outcomes

- Continue to recognize and exhibit dance class etiquette such as spatial awareness, active listening, personal responsibility, commitment to the practice, and respect for the larger community of dance.
- Demonstrate an expanded understanding of vocabulary both kinesthetically and verbally.
- Apply strategies linking biomechanics to modern dance practices such as the use of gravity, inversions, spirals, levels, and dynamic alignment.
- Effectively apply artistic choices such as musicality, focus, and use of energy to performed movement.
- Analyze personal progress within the legacy of modern dance.

DANC 2247 – INTERMEDIATE JAZZ
CRT HRS:02 LEC HRS:01 LAB HRS:02
This course is an instruction in the intermediate techniques and concepts associated with jazz dance. May be repeated for credit once.
Prerequisite: DANC 1247

Course Learning Outcomes

- Continue to recognize and exhibit dance class etiquette such as spatial awareness, active listening, personal responsibility, commitment to the practice, and respect for the larger community of dance.
- Demonstrate understanding of intermediate jazz dance concepts and movement styles.

- Apply strategies linking biomechanics to jazz dance practices at the intermediate level in alignment, isolations, flexibility, strength, speed, and rhythmic complexity.
- Effectively apply artistic choices such as relationship to music, rhythmic structures, and the dynamic qualities of jazz dance.
- Analyze personal progress within the legacy of jazz dance.

Instructional Costs & Projected Revenue

Instructional Costs and Projected Revenue
for
AA Dance

Faculty Salary & Benefits	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	Totals
LHE Rate	$ 750.00	$ 750.00	$ 750.00	$ 750.00	$ 750.00	
# of LHE's per Course	2.67	2.67	2.67	2.67	2.67	
Subtotal	$ 2,002.50	$ 2,002.50	$ 2,002.50	$ 2,002.50	$ 2,002.50	
# of Sections Taught by Adjunct	12	12	18	18	18	
# of Sections Taught by F/T	1	16	19	27	30	
Adjunct Salary	$ 24,030.00	$ 24,030.00	$ 36,045.00	$ 36,045.00	$ 36,045.00	
Multiplied by Benefits Rate	1.148	1.148	1.148	1.148	1.148	
Total Salary for Adjunct	$ 27,586.44	$ 27,586.44	$ 41,379.66	$ 41,379.66	$ 41,379.66	
F/T Faculty @ $46,000	$0	$46,000	$0	$46,000	$0	
Benefit Rate (F/T Salary X 30%=$13,800)	$0	$13,800	$0	$13,800	$0	
Cost for Faculty Salary/Benefits	**$ 27,586.44**	**$ 87,386.44**	**$ 41,379.66**	**$ 101,179.66**	**$ 41,379.66**	**$ 298,911.86**

Projected Revenue	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	Totals
State Appropriations *						
# of Sections	13	28	37	45	48	
# of Students per Section	18	18	18	18	18	
Total # of Students per Year	234	504	666	810	864	
# of Contact Hours per Student	54	54	54	54	54	
Total Contact Hours	12636	27216	35964	43740	46656	
Multiplied by State Funding Rate (2.74)	$ 2.74	$ 2.74	$ 2.74	$ 2.74	$ 2.74	
State Appropriations Generated	$ 34,622.64	$ 74,571.84	$ 98,541.36	$ 119,847.60	$ 127,837.44	
State Appropriations Received	$ 34,622.64	$ 34,622.64	$ 34,622.64	$ 74,571.84	$ 98,541.36	**$ 276,981.12**

* State Appropriations funding is based on average funding per contact hour from previous biennium

Tuition	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	Totals
Enrollment # Projected	234	504	666	810	864	
Tuition Rate per Credit Hour	$ 77.00	$ 77.00	$ 77.00	$ 77.00	$ 77.00	
Subtotal	$ 18,018.00	$ 38,808.00	$ 51,282.00	$ 62,370.00	$ 66,528.00	**$ 237,006.00**
# of Credit Hours per Course	2.67	2.67	2.67	2.67	2.67	
Total Tuition	$ 48,108.06	$ 103,617.36	$ 136,922.94	$ 166,527.90	$ 177,629.76	**$ 632,806.02**

Operating Costs and Revenue Projections

CATEGORY	INITIAL COST 2020-2021	BUDGET 2ND YEAR 2021-2022	BUDGET 3RD YEAR 2022-2023	BUDGET 4TH YEAR 2023-2024	BUDGET 5TH YEAR 2024-2025	TOTAL BUDGET 2020-2025
Faculty Salaries and Benefits	$27,586.44	$87,386.44	$41,379.66	$101,179.66	$41,379.66	$298,911.86
Supplies and Materials (Operating)	$15,000.00	$15,000.00	$20,000.00	$20,000.00	$25,000.00	$95,000.00
Library Resources	$1,000.00	$800.00	$800.00	$500.00	$500.00	$3,600.00
Equipment and Software (Capital)	$7,000.00	$0.00	$1,300.00	$0.00	$0.00	$8,300.00
Facilities (Furniture) (Operating)	$33,000.00	$0.00	$0.00	$0.00	$0.00	$33,000.00
Faculty Professional Development/(Travel)	$0.00	$5,000.00	$8,000.00	$8,000.00	$8,000.00	$29,000.00
Subtotal - Instructional & Operating Budget	$83,586.44	$108,186.44	$71,479.66	$129,679.66	$74,879.66	$467,811.86
Total Budget Per Year	**$83,586.44**	**$108,186.44**	**$71,479.66**	**$129,679.66**	**$74,879.66**	**$467,811.86**

CATEGORY	REVENUE 2020-2021	REVENUE 2021-2022	REVENUE 2022-2023	REVENUE 2023-2024	REVENUE 2024-2025	TOTAL REVENUE 2020-2025
State Appropriations	$ 34,622.64	$ 34,622.64	$ 34,622.64	$ 74,571.84	$ 98,541.36	$ 276,981.12
Tuition	$ 48,108.06	$ 103,617.36	$ 136,922.94	$ 166,527.90	$ 177,629.76	$ 632,806.02
TOTAL REVENUE	**$ 82,730.70**	**$ 138,240.00**	**$ 171,545.58**	**$ 241,099.74**	**$ 276,171.12**	**$ 909,787.14**