



**Daniel J. Klaich**  
**Chancellor**  
**Nevada System of Higher Education**

5550 West Flamingo Road, Suite C-1  
Las Vegas, NV 89103-0137  
Phone: 702-871-0200  
Fax: 702-889-8492

2601 Enterprise Road  
Reno, NV 89512-1666  
Phone: 775-784-3222  
Fax: 775-784-6520

## MEMORANDUM

TO: Members, Committee to Conduct an Interim Study Concerning Community Colleges' Subcommittee on Governance and Funding (Senate Bill 391, Chapter 494, *Statutes of Nevada 2013*)

FROM: Daniel J. Klaich, Chancellor

CC: Board of Regents  
Dr. Michael D. Richards, President, CSN  
Dr. Mark A. Curtis, President, GBC  
Dr. Maria C. Sheehan, President, TMCC  
Mr. Chet Burton, President, WNC  
Alex Haartz, Principal Deputy Fiscal Analyst, Fiscal Analysis Division, LCB

DATE: April 14, 2014

SUBJECT: Request for Information from the Subcommittee (March 24, 2014)

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This memorandum and its attachments respond to the request for information dated March 24, 2014, from Alex Haartz, Principal Deputy Fiscal Analyst, on behalf of the Committee's Subcommittee on Governance and Funding. Each of the requests is set forth below with the response from the Nevada System of Higher Education (NSHE).

1. *An overview of the certificates currently awarded/issued by NSHE's community colleges and an explanation of the difference(s) between those which are for-credit and those which are not-for-credit. For each institution, please provide the current list of available certificates.*

The list of available certificates for each institution is attached as **Appendix A**. Following are the responses from the institutions describing their certificates and the distinction between for-credit and not-for-credit.

### **College of Southern Nevada**

The College of Southern Nevada (CSN) offers several options for students to obtain industry certification and prepare for employment in the workplace. For academic credit, CSN offers:

- Certificates of Achievement – These programs are 30 – 45 academic credits, able to be completed in 2-3 semesters and provide intensive training in specific occupational areas. Certificates of achievement often serve as the first year of an advanced Associate of Applied Science degree. CSN offers certificates of achievement in 35 industrial fields.
- Certificates of Completion – These programs are 6-29 academic credits and provide students the opportunity to complete a sequence of course(s) directly tied to industry certification. Once a student receives a certificate of completion, they are eligible to enter the workforce while continuing to pursue additional education. Certificates of completion include contact lens technician, emergency medical technician, phlebotomy, nursing assistant, Cisco, CompTIA, and Ophthalmic Dispensing.

The CSN Division of Workforce and Economic Development (DWED) provides industry certificate training for Southern Nevada's workforce. These are non-academic credit and are available to existing workers who need specific certification (initial or renewal). DWED also provides non-academic credit training in selected program areas; i.e. patient care technician, health unit coordinator, in-home care aide, and facilities maintenance technician. These programs do not require academic credit to secure employment.

### **Great Basin College**

GBC's less-than-30 credit certificates fulfill two roles. One is that they provide the necessary skills required to be placed in lower level jobs within a minimum amount of time. The other role is that most also contain key elements found within 30+ credit Certificates of Achievement. Certificates of Achievement provide both extra levels of training and other skills in communication and computation for better job placement. These certificates are a transferable pathway into Associate of Applied Science degrees.

GBC has only a few non-credit certificates that carry formal industry, professional, or government agency recognition. These tend to be narrowly focused on single tasks, rather than a set of skills that are covered in for-credit certificates. These may sometimes serve as sufficient training for job placement, but are more often used as upgrades in skills or knowledge for people already employed. GBC also provides non-credit certificates in a wide range of other areas not listed because they are not formally recognized by established entities. These would be in areas such as office procedures.

### **Truckee Meadows Community College**

Truckee Meadows Community College offers a variety of Certificate of Achievement and Skills Certificate programs to help students gain skills needed for jobs in our community.

Skills Certificates are designed to prepare students with the competency necessary to take state, national and/or industry-recognized certification or licensing examinations. These programs provide training for entry-level positions or career advancement instruction. Skills Certificates (up to 29 credits) are shorter and narrower in focus than Certificate of Achievement (30 credits) or Associate Degree (60 credits) programs. These programs are ideal for high school graduates exploring career options and individuals looking for skills advancement or retraining.

The more quickly a student completes, the more appealing the certificate is to students and employers. The Skills Certificates are on the state-approved list and are some of the favorite offerings into which employers place their clients.

TMCC also offers non-credit allied health certificates. As non-credit, TMCC is able to offer a more flexible schedule and students can complete more quickly. For those seeking to upgrade their skills, TMCC's Workforce Development and Continuing Education (WDCE) division offers short, non-credit accelerated courses to strengthen computer skills, present entrepreneurial opportunities, acquire management and marketing expertise, prepare a career as a property manager, and more. WDCE's roster of courses includes hundreds of web-based classes from some of the nation's top online education providers, giving students the ultimate in convenience and diversity of topics.

### **Western Nevada College**

WNC's 30 plus credit certificate programs are designed as a step to AAS degrees and include courses and/or content in communications, human relations and mathematics as well as in the subject emphasis. Our less-than-30 credit certificate programs are designed to prepare students to be able to successfully complete an industry-standard exam or license in the specified field.

WNC does not offer any non-credit certificate programs. We do offer non-credit, customized training and apprenticeship programs for the business sector (hospitality, manufacturing, agriculture and construction) and for governmental agencies (Job Connect, JOIN, Vocational Rehab, county Social Services agencies).

2. ***An overview of the Hispanic Serving Institution (HSI) and Minority Serving Institution (MSI) designations, including the designation process and any benefits of attaining such designation, and the current status of NSHE's community colleges in attaining these designations.***

The multistep process by which institutions of higher education are acknowledged as Hispanic Serving Institutions (HSI) is administered at the federal level by the U.S. Department of Education. Minority Serving Institution (MSI) is a broader category that includes institutions designated as MSI's by federal law – such as Historically Black Colleges and Universities (HBCUs) and Tribal Colleges and Universities (TCUs) – as well as institutions that do not fall into these federal designations but educate a certain percentage of an underrepresented minority group or whose minority enrollment constitutes at least 50 percent of the total undergraduate enrollment. MSI and HSI designation provides institutional eligibility for federal grant opportunities not otherwise available.

### **Multi-Step Process to Receive HSI Designation**

There are two primary steps institutions must fulfill to be designated and eligible for HSI funding. First, an institution must apply for and receive Title III and Title V program designation from the U.S. Department of Education. Eligibility criteria include those that relate to needy student enrollment and average educational and general (E&G) expenditures for a specified base year. The following explanation of the two programs is provided on the Department's Institutional Services webpage:

- **Title III** – The Aid for Institutional Development programs (commonly referred to as the Title III programs) support improvements in educational quality, management and financial stability at qualifying postsecondary institutions. Funding is focused on institutions that enroll large proportions of minority and financially disadvantaged students with low per-student expenditures. From its inception, one of the primary missions of the Title III programs has been to support the nation's Historically Black Colleges and Universities (HBCUs). The Title III programs have been expanded to

support American Indian Tribally Controlled Colleges and Universities and Alaska Native and Native Hawaiian Serving Institutions, as well as other minority-serving institutions. The Title III programs also include the Minority Science and Engineering Improvement Program.

- **Title V** – The Title V programs strengthen institutions serving Hispanic and other low-income students. The Title V programs, as well as the Title III programs, provide financial assistance to help institutions solve problems that threaten their ability to survive, to improve their management and fiscal operations, and to build endowments.

The Title III and Title V eligibility designation then qualifies an institution of higher education to apply for the following competitive grants:

- Strengthening Institutions Program (SIP),
- American Indian Tribally Controlled Colleges and Universities (TCCU) Program,
- Alaska Native and Native Hawaiian-Serving Institutions (ANNH) Program,
- Native American-Serving Nontribal Institutions (NASNTI),
- Developing Hispanic-Serving Institutions (HSI) Program,
- Hispanic-Serving Institutions STEM and Articulation Program (HSI STEM),
- Promoting Post-baccalaureate Opportunities for Hispanic Americans (PPOHA),
- Asian American and Native American Pacific Islander-Serving (AANAPISI) Program,
- Predominantly Black Institutions (PBI) Program, and
- Waiver of the Non-Federal Cost-Share Requirement.

To be eligible to apply for and receive one of these competitive grants, additional criteria apply. Specifically for HSI grants, an institution must achieve a full-time equivalent Hispanic population of at least 25 percent *in the specified fall semester*.

For Fiscal Year (FY) 2013, five NSHE institutions were designated as Title III and Title V Eligible Institutions: UNLV, NSC, GBC, TMCC, and WNC. For Fiscal Year (FY) 2014, the [application package](#) to request designation as an eligible institution under Title III and Title V programs was due on March 7, 2014, and a list of eligible institutions is anticipated in April 2014. It is important to note that FY 2014 applicants must report their required student head count figures based on their 2011 fall semester enrollment.

#### **NSHE Institutions – MSI Status**

In March 2014, CSN received designation as a federal MSI. UNLV and NSC have also received the designation of MSI.

#### **NSHE Institutions – HSI Status**

Six NSHE institutions are considered *emerging* Hispanic-serving institutions, which are defined as colleges and universities who serve a Hispanic population between 15 and 24.9 percent: UNLV, UNR, NSC, CSN, TMCC, and WNC. Because the federal designation as an HSI is based on retrospective enrollment criteria two years prior to the application, at least one NSHE institution – CSN – has reached the required threshold 25 percent Hispanic population, based on fall 2012 data. CSN expects to be eligible for designation as an HSI in the next cycle during the 2014-15 academic year.

3. *An explanation of how NSHE meets the requirements of the State University to “embrace”/fund departments of Agriculture, Mechanic Arts and Mining, pursuant to Article 11, Section 4 of The Constitution of the State of Nevada.*

Each institution within NSHE fulfills this requirement individually and collaboratively through their respective programs in agriculture, mechanic arts (known today as engineering), and mining. In addition to the bachelor's, masters and doctoral degrees available in these fields through NSHE's two universities, a wide variety of degree programs in these fields at the community colleges offer students opportunities to enter directly into the workforce or earn a transferrable degree to a university.

All four community colleges offer an Associate of Science (AS) degree that prepares students to transfer into four-year programs in a variety of fields including engineering, chemistry, and agriculture. Other specific examples include, but are certainly not limited to, the Associate of Applied Science (AAS) in Industrial Millwright Technology at GBC that prepares a student for an entry-level career as an industrial mechanic in mining, manufacturing, construction, and the service industry; as well as the many certificates that are available through the community colleges that prepare students to immediately enter the workforce in interrelated fields, including welding, electrical, machine tool technology, and pipefitting.

4. *For each NSHE community college, the number of grant applications submitted (if available) and received by type of Principal Investigator (i.e. teacher, researcher) for the most current fiscal year for which data is complete. \* \* \* Finally, for the most current fiscal year for which data is complete, please provide the amount of grant revenues received by each institution and provide an explanation if grant revenue totals differ between institutions. [Responses to additional questions within Question #4 follow below.]*

The following table summarizes the grant activity for each of the institutions during Fiscal Year (FY) 2013.

<b>Grant Contracts and Awards: FY 2013</b>					
<b>Institution</b>	<b>Academic Faculty</b>	<b>Admin Faculty</b>	<b>Total Submitted</b>	<b>Grants Awarded</b>	<b>Grant Revenue</b>
CSN	5 <sup>1</sup>	13 <sup>1</sup>	18	18	\$7,902,000
GCB	18	8	26	26	\$4,561,465
TMCC	4	16	20	24 <sup>2</sup>	\$3,474,809
WNC	2	10	12	10	\$2,105,294
<b>Total</b>	<b>29</b>	<b>47</b>	<b>76</b>	<b>78</b>	<b>\$18,043,568</b>

<sup>1</sup> CSN Administration takes the lead in preparing grant applications with the assistance of faculty members.

<sup>2</sup> Total includes grant applications submitted in FY 2012 but not approved until FY 2013.

The total grant revenue awarded to each institution is dependent upon which grants the institution was eligible for and applied for. Institutions apply for grants that best meet the needs of their respective students and staff.

*Additionally, please provide an overview of each institution's procedures for grants application, award and management, including the federal Trade Adjustment Assistance Community College and Career Training (TAACCCT) grants and other workforce development grants.*

Each institution has developed its own grant procurement and management process. These processes take into consideration the institution's mission and current staffing. The procedures submitted by each institution are provided as **Appendix B**.

In 2009, the American Recovery and Reinvestment Act amended the Trade Act of 1974 to authorize the Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grant Program. TAACCCT provides community colleges and other eligible institutions of higher education with funds to expand and improve their ability to deliver education and career training programs that can be completed in two years or less, are suited for workers who are eligible for training under the TAA for Workers program, and prepare program participants for employment in high-wage, high-skill occupations. Through these multi-year grants, the Department of Labor, in partnership with the Department of Education, is helping to ensure that our nation's institutions of higher education are helping adults succeed in acquiring the skills, degrees, and credentials needed for high-wage, high-skill employment while also meeting the needs of employers for skilled workers.

**Round I** – TMCC was the lead institution for Nevada's consortium, which included CSN, GBC, TMCC and WNC, during Round I. The collaboration was awarded \$2.7 million, which was allocated as follows:

- CSN received \$1 million to implement a program for the training of home health aides, an area with a projected 24 percent job growth. CSN used the emerging standards from the U.S. Department of Health and Human Services to provide training to meet the demands for high quality in-home health care services. This program is very active with job placement for the graduates at approximately 85 percent.
- GBC received \$350,000 to embed mathematics instruction within select technical education content courses and create a challenge exam to allow participants to test out of the required Math 116 course. This enables the participants to reduce credit load and be more successful in attaining Certificates of Achievement and/or AAS degrees within one year in Welding Technology, Diesel Technology and Electrical Technology programs. Training began in 2012, and the first cohort of participants had an 80% passing rate for the challenge exam. Currently, the second cohort of participants is undergoing the challenge examination and data for success rates will be available in May 2014.
- TMCC received approximately \$900,000 for its focus areas, which included: machining, graphic arts, accelerated math (bridge program), and diesel technology.
- WNC received \$450,000 to implement Right Skills Now (accelerated) training and certification programs. One semester in duration.

**Machine Tool Technology/CNC Operation** – National Institute of Metalworking Skills certification. (2 cohorts, 17 students, Carson City)

**Welding** – American Welding Society certification. (3 cohorts, 30 students, 21 Carson City, 9 Fallon)

**Automotive Technology** – Automotive Service Excellence (ASE) Student certification. (2 cohorts, 18 students, Carson City)

**Certified Nursing Assistant** – State of Nevada certification; Not accelerated, standard duration (1 cohort, 15 students, Fallon)

**Round II** – CSN received \$2.5 million to develop and implement a program for facilities management technicians who will be readied for employment in hospitality, hospital and government facilities. This four-year program is using the Integrated Basic Education and Skills Training (I-BEST) model, a platform where participants will be able to increase their comprehension of technical concepts as they are able to review and quickly learn or re-learn basic skills in reading, mathematics and science specifically applicable to the technical materials. CSN has customized specific, targeted modules in electrical, HVAC, plumbing and building components (such as locks, hinges, etc.) that are needed in the facilities maintenance and operations field. Successful completion of these modules will provide the core skills needed to be successful in the facilities maintenance technical arena.

**Round III** – A Northern Nevada Consortium for Manufacturing and Mining was formed, with membership by GBC, TMCC, and WNC. GBC was designated the lead institution for Round III. The emphasis for the consortium project is expanding capacity for training in the Manufacturing and Mining industries. The grant awarded in October 2013 totaled \$8,778,829, and was allocated as follows:

- GBC received approximately \$4.0 million, and training focused on Welding and Industrial Millwright Technologies will begin in August 2014. All participating colleges are currently filling positions funded by the grant and establishing the consortium protocols.
- TMCC received approximately \$3.2 million to establish more online courses and utilize a concierge model for adult learners. A concierge position will help students complete the application process and navigate their course work toward certification and/or degree. Additionally, a pathways specialist will work with employers to determine the coursework students will need to complete and provide assistance to students.
- WNC received approximately \$1.57 million to implement Right Skills Now (accelerated) training and certification programs that are one semester in duration.

**Machine Tool Technology/CNC Operation** – National Institute of Metalworking Skills. (4 cohorts planned, Fall 2014 through Spring 2016)

**Welding** – American Welding Society (One cohort underway, 12 students, Carson City; 4 additional cohorts planned, Fall 2014 through Spring 2016, Carson City, Fallon)

Right Skills Now (accelerated) training and certification programs. Two semesters in duration.

**Industrial (Manufacturing) Technology** – Manufacturing Skills standards Council certification. (2 cohorts planned, Fall 2014 - Spring 2015, Fall 2015 - Spring 2016, Carson City)

**Computer Networking Technology** – Certified CISCO Network Associate certification. (2 cohorts planned, Fall 2014 - Spring 2015, Fall 2015 - Spring 2016, Carson City)

Other TAACCCT Round 3 activities:

- Development of distance education resources for the TAACCCT programs in collaboration with the other consortium members (Fall 2014).

- Implementation of an Adult Learner Concierge function to assist returning or new adult students in navigating the complex processes in admission, enrollment, financial aid, etc. (Fall 2014).

Various CSN deans and directors were consulted on this project and determined that the manufacturing emphasis of the Round III proposal was better suited to the traditional manufacturing processes in northern Nevada. Southern Nevada manufacturers do not commonly employ the kind of fabrication functions (millwright, cnc machining, tool and die) that seemed to be emphasized in the grant. Additionally, CSN executive leadership found that the employer demand in southern Nevada for training programs of this nature was not sufficient to warrant the allocation of resources necessary to successfully implement and carryout Department of Labor requirements for grant recipients.

**Round IV** – Although anticipated this spring, Round IV applications are not yet available from the U.S. Department of Labor. In anticipation of Round IV funding, the institutions have done the following:

- CSN has joined a national consortium led by Atlantic Coast Community College, New Jersey, to partner on a potential application addressing sustainability curricula in hospitality programs. This consortium includes community colleges from the east coast to Hawaii. The common thread among these colleges is their locations in tourism destinations. The national consortium conducts bi-weekly conference calls, has drafted a narrative and is developing strategy for employment-related community support.
- GBC, TMCC and WNC have agreed to collaborate on the development of a joint proposal for Round IV, with WNC taking the lead on the proposal.
- Additionally, TMCC is exploring the creation of an FAA certified aviation maintenance program and its funding in partnership with WNC.

The institutions have also applied for additional workforce training related grants, which are summarized below:

**National Institutes of Health Building Infrastructure Leading to Diversity** – UNLV is the lead institution, with the four community colleges. This partnership will engage undergraduate students to complete an Associate of Science degree at a community college, be mentored in an undergraduate research project, and continue to complete a Bachelor of Science Degree in Public Health at UNLV. This application was submitted on March 31, 2014.

**U.S. Department of Labor, Youth CareerConnect Grant** – The grant was prepared in concert with the Clark County School District, Workforce Connections, and a group of more than 30 employers in the IT field. This grant will increase the number of area students pursuing education and training in high-wage IT areas. The application was submitted on January 23, 2014.

**Renewal of the Adult Basic Education and English Language Learner/Civics Program** – This grant, funded by the U.S. Department of Education through the Nevada State Department of Education, supports CSN as the state's largest ABE/EL Civics program provider. This application is on schedule for submission on April 14, 2014.



**Nevadaworks Workforce Funding** – GBC has been a recipient of Nevadaworks funding since 2009, providing assistance to qualified students to receive short-term training in local high-demand areas such as EMS, Nursing, CNA; and CDL. Since 2009, GBC has trained over 130 people who would not have likely pursued training without the assistance available through Nevadaworks grant funding.

TMCC also has two programs supported by U.S. Department of Labor funds that are passed to the College through NevadaWorks. These programs support eligible students in Dental Assisting, Geothermal Plant Operator Program, and Success First, a program for first-generation, low-income students.

**Jacobs Presidential Scholars** – The Nevada Department of Employment, Training and Rehabilitation (DETR) funded a grant for two positions at TMCC in FY14-15 to support underemployed and unemployed Nevadans who enroll in short-term, workforce development certification programs in high-demand occupations. The DETR funding is supplemented by a private gift from the Herb and Maxine Jacobs Foundations for student scholarships for this cohort. TMCC is currently recruiting for FY15 participants in the program from two age groups: underemployed and unemployed adults and 18- and 19-year-old high school students who have timed out of traditional Washoe County School District high school students who have not earned their high school diploma.

**Workforce Investment Board** – WNC has applied for a \$90K grant to help pay student fees for students in TAACCCT Round 3. If granted, this will provide tuition payments for those identified by the Workforce Investment Act as dislocated workers. An award decision is expected in June 2014.

*Additionally, please provide information on each institution's policies and procedures on indirect cost recovery (facilities & administration charges).*

College of Southern Nevada (CSN) and Great Basin College (GBC) have an approved indirect cost rate of 38.5 percent. Truckee Meadows Community College (TMCC) has an approved rate of 33.5 percent. It should be noted, however, that it is not unusual for agencies to cap individual awards at rates as low as 5 to 10 percent.

Western Nevada College (WNC) does not currently have an approved indirect cost rate for federal grants. In the absence of an approved indirect cost rate, the institution utilizes the rate allowed by each federal grant. WNC indicates that an indirect cost rate proposal is under development and should be submitted for federal approval by July 2014.

5. *An overview of the non-resident tuition charges approved by the Board of Regents for attendance at a community college and clarification if non-resident tuition is charged to non-Nevada residents for course work taken during the summer semester as well as for non-credit courses.*

Non-resident tuition is not applicable to course work taken during the summer semester or for non-credit courses. The following table denotes the nonresident tuition rates for full and part-time students. These rates are assessed in addition to registration fees.

	2013-14	2014-15
Full-time* Non-resident Tuition, Community Colleges	\$6,645/per year	\$6,645/per year
Part-time** Non-resident Tuition, GBC, CSN, WNC (upper-division)	\$152.00/per credit	\$152.00/per credit
Part-time** Non-resident Tuition, Community Colleges	\$93.00/per credit	\$93.00/per credit

\* Full-time non-resident tuition rates are assessed to students enrolled in 7 or more credits

\*\* Part-time non-resident tuition rates are assessed to students enrolled in fewer than 7 credits

6. *An overview of the Board of Regents' established policies and procedures and efforts to improve or facilitate students' abilities to transfer credit hours earned at the community colleges to other NSHE institutions.*

Attached as **Appendix C** is the codification of the Board's policies that govern transfer and articulation, which can be found under Title 4, Chapter 14, Sections 13 through 15 of the Board's *Handbook*.

In recent years, a number of revisions to the policy have been adopted in an effort to further strengthen the policy and the ability of students to transfer seamlessly between NSHE institutions. The most significant change was adopted in 2010. At that time, the policy was revised to require that all transfer agreements include a year-by-year outline of course requirements, essentially creating a road map for students who start at a community college and plan to transfer to a 4-year institution for a bachelor's degree. The policy further stipulates that the course of study leading to a baccalaureate degree must include in the first two years coursework that will result in the completion of the requirements for an associate degree. The policy went into effect in Fall 2012.

Advising continues to be a critical factor in student success when transferring. The NSHE Articulation Board and the institutions in general, strongly emphasize the importance of academic advising to ensure that, what students initially choose to pursue a non-transferable associate degree (e.g. Associate of Applied Science or Associate of General Studies), they are aware of the potential impact on their time to degree should they elect to either change majors and/or pursue a 4-year degree. Advising information needs to be provided to students early and often, including advising sheets and transfer agreements, so that students are aware of the potential impact before they transfer to a 4-year degree program.

All NSHE institutions strive to explain the transfer process to students and work together to inform such students of their rights and responsibilities as required in Board policy. In early 2013, UNLV and CSN partnered to open joint transfer centers with locations on CSN's Cheyenne and Charleston campuses. Both locations are staffed with a UNLV Transition Advisor and an Admissions/Financial Aid Counselor. Effective student advising and the ability of institutions to collaborate in advising efforts are both critical to ensure full transferability and use of credits.

### **NSHE Transfer Rights and Responsibilities**

Board policy mandates that there be a NSHE website outlining the transfer process and protections given to baccalaureate degree-seeking students. The following outlines the transfer rights and responsibilities that concern student transfers between NSHE institutions. It is intended to inform students of their rights and responsibilities and affirm institutional responsibilities and are included on the NSHE Web site and on institutional Web sites.

Students and institutional representatives are expected to follow these policies when making transfer-related decisions.

### **Student Rights**

Students have the right to:

- Receive automatic fulfillment of lower-division general education requirements at the universities, state college, and community colleges that offer select baccalaureate degrees upon completion of an Associate of Arts, Associate of Science, or an Associate of Business degree from a NSHE community college.
- Access information from the community colleges, state college, and universities about their transfer admission requirements, including documents required for admission, housing, and information about the institution's costs, financial aid, and student services.
- Access information about the transfer of specific courses, credit hours, grades, and degree requirements. This includes information about transferring courses with grades below a "C," courses students may have repeated, and credit previously granted by examination.
- Access and receive admission and transfer-related decisions in writing (electronic or paper) specifically:
  - Acceptance by the community colleges (limited access programs only), state college, and the universities.
  - Evaluation of courses and credits accepted for transfer credit and their course equivalencies, if applicable.
  - Outline of transfer courses and requirements which the transferred courses or credits will satisfy for the degree or program sought.
  - Analysis of the number of semester credits required to complete a degree in the chosen major program of study.
  - The NSHE institution's appeals process for transfer-related decisions.
- Appeal any NSHE institution's transfer-related decision. The appeal process will be developed and maintained by each NSHE institution and published on the institutions' website.
- Elect to graduate under the course catalog graduation requirements under any of the following options, provided that the course catalog at the time of graduation is not more than ten years old:
  - The course catalog of the year of enrollment in a baccalaureate level course/program at a NSHE community college (valid transfer contract may be required.)
  - The course catalog of the year of transfer into a baccalaureate level program at the universities, state college, or community colleges that offer select baccalaureate degrees.

- The course catalog of the year of graduation from a NSHE institution.

**Warning:** Changing majors may change the course catalog and graduation requirements, which may increase the time to degree completion.

**Notice:** Students have all the above rights and any others as summarized in the Summary of Board of Regents Transfer Policies. The summary can be accessed at the NSHE website at <http://system.nevada.edu>. Paper copies of this document are available upon request of the institution's admission office.

### **Student Responsibilities**

Students have the responsibility to:

- Understand the transfer policies and procedures of the institution they are considering for transfer. Students should seek information from the institution they are transferring to regarding: core curriculum, prerequisites, major program requirements, degree requirements, admissions, financial aid, scholarships, housing, deadlines, restrictions, and other transfer-related criteria.
- Complete all materials required for application and submit the application on or before the published deadlines.
- Research how courses are applicable to degree and major requirements.
- Understand that if they change their major, not all courses taken will necessarily apply to their new major.
- Plan ahead and realize that appointments with advisors are necessary.
- Understand that after a break in their enrollment, status as an admitted student may be affected.

### **NSHE Institution Responsibilities**

NSHE institutions will:

- Make transfer-related policies and procedures available on their websites.
- Make answers to frequently asked questions about transfer issues accessible for students and provide opportunities for appropriate follow-up appointments to students.
- Provide information on the approximate costs of attending the institution, including tuition, books and supplies, housing, and other related fees.
- Relay admission and transfer-related decisions to students in writing (electronic or paper); including information about the student's appeal rights.
- Establish and make available upon request internal appeals processes to review transfer-related issues and decisions.
- Engage in continuous, authentic dialogue among NSHE institutions about transfer-related issues with the purpose of solving the challenges before they negatively impact students.

## APPENDIX A

### CERTIFICATES

#### College of Southern Nevada

AWARD TYPE	PROGRAM NAME
Certificate >= 30 Cr	Air Conditioning Technology
Certificate >= 30 Cr	Architectural Design Tech - Architectural Drafting
Certificate >= 30 Cr	Auto Maintenance and Light Repair
Certificate >= 30 Cr	Automotive Technology - Diagnostic Specialist
Certificate >= 30 Cr	Automotive Technology - Heavy-Line Specialist
Certificate >= 30 Cr	Bookkeeping
Certificate >= 30 Cr	Bricklayer
Certificate >= 30 Cr	Business Management
Certificate >= 30 Cr	CADD Technology
Certificate >= 30 Cr	Carpenter
Certificate >= 30 Cr	Casino Management
Certificate >= 30 Cr	Cement Mason
Certificate >= 30 Cr	Collision Repair
Certificate >= 30 Cr	Computer Office Technology
Certificate >= 30 Cr	Concierge Management
Certificate >= 30 Cr	Construction Inspector
Certificate >= 30 Cr	Construction Technology - Building Trades
Certificate >= 30 Cr	Criminal Justice
Certificate >= 30 Cr	Criminal Justice - Law Enforcement Training Academy
Certificate >= 30 Cr	Culinary Arts
Certificate >= 30 Cr	Deaf Studies
Certificate >= 30 Cr	Dental Assisting - Clinical
Certificate >= 30 Cr	Diesel Heavy Equipment Maintenance Technician
Certificate >= 30 Cr	Drywall Applicator
Certificate >= 30 Cr	Early Childhood Education - Infant/Toddler Education
Certificate >= 30 Cr	Early Childhood Education - Preschool Education
Certificate >= 30 Cr	Electronic Engineering Tech - Electronic Crime Investigation
Certificate >= 30 Cr	Engineering Technology - Electronics
Certificate >= 30 Cr	Engineering Technology - Industrial
Certificate >= 30 Cr	Engineering Technology - Power Utility
Certificate >= 30 Cr	Engineering Technology - Slot Repair
Certificate >= 30 Cr	Engineering Technology - Telecommunications
Certificate >= 30 Cr	Engineering Technology - Theatre
Certificate >= 30 Cr	Engineering Technology - Operations
Certificate >= 30 Cr	Environmental and Construction - Journeyman Status
Certificate >= 30 Cr	Environmental and Construction
Certificate >= 30 Cr	Environmental Safety and Health - Environmental Resources Technology
Certificate >= 30 Cr	Environmental Safety and Health - Occupational Safety Management
Certificate >= 30 Cr	Environmental Safety and Health - Safety Management
Certificate >= 30 Cr	Environmental Safety and Health - Waste Water Treatment

## APPENDIX A

### CERTIFICATES

#### College of Southern Nevada

AWARD TYPE	PROGRAM NAME
Certificate >= 30 Cr	Environmental Safety and Health - Water Treatment
Certificate >= 30 Cr	Equipment Operator - Journeyman Status
Certificate >= 30 Cr	Equipment Operator
Certificate >= 30 Cr	Fire Science Technology - Fire Fighting
Certificate >= 30 Cr	Floor Coverer
Certificate >= 30 Cr	Food and Beverage Management
Certificate >= 30 Cr	Glazier - Journeyman Status
Certificate >= 30 Cr	Glazier
Certificate >= 30 Cr	Graphic Communications - Animation Design
Certificate >= 30 Cr	Graphic Communications - Graphic Design
Certificate >= 30 Cr	Graphic Communications - Multimedia Design
Certificate >= 30 Cr	Graphic Communications - Web Design
Certificate >= 30 Cr	Heat and Frost Insulator - Journeyman Status
Certificate >= 30 Cr	Heat and Frost Insulator
Certificate >= 30 Cr	Heavy Duty Repair - Journeyman Status
Certificate >= 30 Cr	Heavy Duty Repair
Certificate >= 30 Cr	Hotel Management
Certificate >= 30 Cr	Inside Wireman - Journeyman Status
Certificate >= 30 Cr	Inside Wireman
Certificate >= 30 Cr	Installer/Technician
Certificate >= 30 Cr	Legal Support Specialist
Certificate >= 30 Cr	Machinist - Journeyman Status
Certificate >= 30 Cr	Machinist
Certificate >= 30 Cr	Medical Coding
Certificate >= 30 Cr	Medical Laboratory Assistant
Certificate >= 30 Cr	Medical Office Assisting
Certificate >= 30 Cr	Medical Transcription
Certificate >= 30 Cr	Mental Health Services
Certificate >= 30 Cr	Millwright
Certificate >= 30 Cr	Music Business & Technology
Certificate >= 30 Cr	Oil Well Driller - Journeyman Status
Certificate >= 30 Cr	Oil Well Driller
Certificate >= 30 Cr	Ornamental Horticulture
Certificate >= 30 Cr	Ornamental Horticulture - Floral Design
Certificate >= 30 Cr	Painter
Certificate >= 30 Cr	Paralegal Studies
Certificate >= 30 Cr	Paramedic Medicine
Certificate >= 30 Cr	Pastry Arts
Certificate >= 30 Cr	Pharmacy Technician
Certificate >= 30 Cr	Photography - Commercial Photography

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### CERTIFICATES

#### College of Southern Nevada

AWARD TYPE	PROGRAM NAME
Certificate >= 30 Cr	Photography - Videography and Film
Certificate >= 30 Cr	Pile Driver
Certificate >= 30 Cr	Piping Trades -Journeyman Status
Certificate >= 30 Cr	Piping Trades
Certificate >= 30 Cr	Plasterer - Journeyman Status
Certificate >= 30 Cr	Plasterer
Certificate >= 30 Cr	Practical Nursing
Certificate >= 30 Cr	Real Estate
Certificate >= 30 Cr	Reinforcing Ironworker -Journeyman
Certificate >= 30 Cr	Reinforcing Ironworker
Certificate >= 30 Cr	Residential Wireman
Certificate >= 30 Cr	Retail Management
Certificate >= 30 Cr	Roofer and Waterproofer - Journeyman Status
Certificate >= 30 Cr	Roofer and Waterproofer
Certificate >= 30 Cr	Scaffold Erector
Certificate >= 30 Cr	Sheet Metal - Journeyman Status
Certificate >= 30 Cr	Sheet Metal
Certificate >= 30 Cr	Sign Emphasis - Apprenticeship Studies
Certificate >= 30 Cr	Stationary Engineers - Journeyman Status
Certificate >= 30 Cr	Stationary Engineers
Certificate >= 30 Cr	Structural Steel Ironworker - Journeyman Status
Certificate >= 30 Cr	Structural Steel Ironworker
Certificate >= 30 Cr	Surveyor - Journeyman Status
Certificate >= 30 Cr	Surveyor
Certificate >= 30 Cr	Teamsters
Certificate >= 30 Cr	Tile Setters
Certificate >= 30 Cr	Travel and Tourism
Certificate >= 30 Cr	Welding Technology - Entry Level Welder
Certificate < 30 Cr	Bricklayer - Certificate of Journeyman Status
Certificate < 30 Cr	Carpenter - Certificate of Journeyman Status
Certificate < 30 Cr	Cement Mason - Journeyman Status
Certificate < 30 Cr	Certified Nursing Assistant
Certificate < 30 Cr	Cisco Certified Network Associate
Certificate < 30 Cr	CISCO Certified Network Professional
Certificate < 30 Cr	CompTIA Certification Preparation
Certificate < 30 Cr	Emergency Medical Technician Basic
Certificate < 30 Cr	Emergency Medical Technician Intermediate
Certificate < 30 Cr	Floor Coverer - Journeyman Status
Certificate < 30 Cr	Linux+
Certificate < 30 Cr	Microsoft Certified IT Professional

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### CERTIFICATES

#### College of Southern Nevada

AWARD TYPE	PROGRAM NAME
Certificate < 30 Cr	Microsoft Office Master
Certificate < 30 Cr	Ophthalmic Technology - Contact Lens Tech
Certificate < 30 Cr	Ophthalmic Technology - Ophthalmic Dispensing
Certificate < 30 Cr	Optical Lab Tech
Certificate < 30 Cr	Painter - Journeyman Status
Certificate < 30 Cr	Phlebotomy
Certificate < 30 Cr	Residential Wireman - Journeyman Status
Certificate < 30 Cr	Teamsters - Journeyman Status
Certificate < 30 Cr	Tile Setters - Journeyman Status
non-credit	Healthcare: CPR
non-credit	Healthcare: ACLS (Advanced Cardiac Life Support for Adults)
non-credit	Healthcare: PALS (Pediatric Advanced Life Support)
non-credit	Healthcare: NRP (Neonatal Resuscitation Provider)
non-credit	Healthcare: STABLE (Sugar, Temperature, Airway, Blood Pressure, Lab Work, Emotional Support for Family)
non-credit	Healthcare: Emergency Nursing Pediatrics Certification (ENPC) and Trauma Nurse Core Certification (TNCC)
non-credit	Healthcare: Licensed Practical Nurse (LPN IV Certification)
non-credit	Healthcare: Pediatric Care Technician Program (Dialysis Technician)
non-credit	Healthcare: Health Unit Coordinator
non-credit	Healthcare: In-Home Care Aid
non-credit	Workplace Safety: General Industry and Construction
non-credit	Workplace Safety: Facilities Maintenance Technician
non-credit	Community Safety: Motorcycle license cards
non-credit	Foundational Skills: National Career Readiness

Certificate >= 30 Cr = Certificate of at least 30 credits

Certificate < 30 Cr = Certificate of less than 30 credits



## APPENDIX A

### CERTIFICATES

#### Great Basin College

AWARD TYPE	PROGRAM NAME
Certificate >= 30 Cr	Accounting Technician
Certificate >= 30 Cr	Business Administration
Certificate >= 30 Cr	Computer Office Technology
Certificate >= 30 Cr	Diesel Technology
Certificate >= 30 Cr	Early Childhood Education
Certificate >= 30 Cr	Electrical Systems Technology
Certificate >= 30 Cr	Entrepreneurship
Certificate >= 30 Cr	Human Services
Certificate >= 30 Cr	Industrial Millwright Technology
Certificate >= 30 Cr	Instrumentation Technology
Certificate >= 30 Cr	Medical Coding and Billing
Certificate >= 30 Cr	Medical Transcriptionist
Certificate >= 30 Cr	Retail Management
Certificate >= 30 Cr	Spanish Interpreter/Translator
Certificate >= 30 Cr	Substance Abuse Counselor Training
Certificate >= 30 Cr	Welding Technology
Certificate < 30 Cr	3G Welding
Certificate < 30 Cr	4G Welding
Certificate < 30 Cr	Certified Nursing Assistant
Certificate < 30 Cr	CompTIA Certification Preparation
Certificate < 30 Cr	Emergency Medical Technician Advanced
Certificate < 30 Cr	Emergency Medical Technician Basic
Certificate < 30 Cr	Medical Coding
Certificate < 30 Cr	Medical Transcription
Certificate < 30 Cr	Network Specialist
Certificate < 30 Cr	Office Technology
Certificate < 30 Cr	Pipewelding
Certificate < 30 Cr	Real Estate Licensing
non-credit	Mobile Air Conditioning Society Certification
non-credit	CPR Certification through the American Heart Association
non-credit	First Aid Certificate through the American Heart Association
non-credit	Various American Welding Society Certifications by test only
non-credit	Paralegal Studies Certificates
non-credit	Behind-the-wheel Driving Certificate

Certificate >= 30 Cr = Certificate of at least 30 credits

Certificate < 30 Cr = Certificate of less than 30 credits

## APPENDIX A

### CERTIFICATES

#### Truckee Meadows Community College

AWARD TYPE	PROGRAM NAME
Certificate >= 30 Cr	Administrative Professional
Certificate >= 30 Cr	Automotive ASE Technician
Certificate >= 30 Cr	Automotive General Service Technician
Certificate >= 30 Cr	Baking and Pastry
Certificate >= 30 Cr	Bookkeeping
Certificate >= 30 Cr	Bricklayer Apprentice
Certificate >= 30 Cr	Business
Certificate >= 30 Cr	Carpenter Apprentice
Certificate >= 30 Cr	Computer Numeric Controlled (CNC) Machining
Certificate >= 30 Cr	Computer Technologies
Certificate >= 30 Cr	Culinary Arts
Certificate >= 30 Cr	Dental Assisting
Certificate >= 30 Cr	Diesel General Service Technician
Certificate >= 30 Cr	Drafting Technology
Certificate >= 30 Cr	Electrician Apprentice
Certificate >= 30 Cr	Entrepreneurship
Certificate >= 30 Cr	Fire Science Technology
Certificate >= 30 Cr	General Studies
Certificate >= 30 Cr	Geothermal Plant Operator
Certificate >= 30 Cr	Graphic Communications
Certificate >= 30 Cr	Health Sciences
Certificate >= 30 Cr	Heating
Certificate >= 30 Cr	Ironworker Apprentice
Certificate >= 30 Cr	Logistics
Certificate >= 30 Cr	Logistics Technician
Certificate >= 30 Cr	Massage Therapy
Certificate >= 30 Cr	Medical Imaging for Re-Entry Radiographers
Certificate >= 30 Cr	Music
Certificate >= 30 Cr	Operating Engineer Apprentice
Certificate >= 30 Cr	Painter/Decorator Apprentice
Certificate >= 30 Cr	Paramedic
Certificate >= 30 Cr	Personal Trainer
Certificate >= 30 Cr	Pipefitter/Plumber Apprentice
Certificate >= 30 Cr	Plasterers and Cement Masons Apprentice
Certificate >= 30 Cr	Production Technician
Certificate >= 30 Cr	Refrigeration Apprentice
Certificate >= 30 Cr	Sheetmetal Worker Apprentice
Certificate >= 30 Cr	Theater
Certificate >= 30 Cr	Tilesetter Apprentice

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### CERTIFICATES

#### Truckee Meadows Community College

AWARD TYPE	PROGRAM NAME
Certificate >= 30 Cr	Utility Apprentice
Certificate >= 30 Cr	Web Design Fast-Track
Certificate >= 30 Cr	Welding Technology
Certificate < 30 Cr	Automotive Service Excellence - Diesel Tech: Diesel Engines
Certificate < 30 Cr	Automotive Service Excellence - Basic
Certificate < 30 Cr	Automotive Service Excellence - Diesel Tech: Power Trains
Certificate < 30 Cr	Automotive Service Excellence - General Service
Certificate < 30 Cr	Automotive Service Excellence - Master
Certificate < 30 Cr	Certified Nursing Assistant
Certificate < 30 Cr	Cisco Certified Network Associate - Routing & Switching
Certificate < 30 Cr	Cisco Certified Network Associate - Security
Certificate < 30 Cr	Commercial Refrigeration
Certificate < 30 Cr	CompTIA Certification Preparation
Certificate < 30 Cr	Dietetic Technician
Certificate < 30 Cr	Early Childhood Educator 1
Certificate < 30 Cr	Early Childhood Educator 2
Certificate < 30 Cr	Early Childhood Educator 3
Certificate < 30 Cr	Early Childhood Educator 4
Certificate < 30 Cr	Emergency Medical Technician
Certificate < 30 Cr	Emergency Medical Technician Advanced
Certificate < 30 Cr	Emergency Medical Technician Instructor Training
Certificate < 30 Cr	Heating
Certificate < 30 Cr	Law Enforcement Academy
Certificate < 30 Cr	Machining Level 1 - CNC Milling
Certificate < 30 Cr	Machining Level 1 - CNC Turning
Certificate < 30 Cr	Phlebotomy
Certificate < 30 Cr	Real Estate Salesperson
Certificate < 30 Cr	Solar Energy Technician
Certificate < 30 Cr	Welding - FCAW and GTAW
Certificate < 30 Cr	Welding - SMAW and GMAW
Certificate < 30 Cr	Wind Energy Technician
non-credit	Clinical Medical Assistant
non-credit	EKG Technician
non-credit	Home Healthcare Aide
non-credit	Medical Billing and Coding
non-credit	Pharmacy Technician
non-credit	Property Management
non-credit	Spanish English Court Interpreting
non-credit	Spanish English Translation Certificate

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### **CERTIFICATES**

#### **Truckee Meadows Community College**

<b>AWARD TYPE</b>	<b>PROGRAM NAME</b>
non-credit	EPA Lead Dust Sampling Technician
non-credit	EPA Renovation Repair and Painting-Spanish Language
non-credit	EPA Renovation, Repair and Painting

Certificate  $\geq$  30 Cr = Certificate of at least 30 credits

Certificate  $<$  30 Cr = Certificate of less than 30 credits

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### CERTIFICATES

#### Western Nevada College

AWARD TYPE	PROGRAM NAME
Certificate >= 30 Cr	American Sign Language
Certificate >= 30 Cr	Automotive Mechanics
Certificate >= 30 Cr	Bookkeeping
Certificate >= 30 Cr	Business
Certificate >= 30 Cr	Computer Technology
Certificate >= 30 Cr	Computer Technology
Certificate >= 30 Cr	Criminal Justice
Certificate >= 30 Cr	Criminal Justice
Certificate >= 30 Cr	Early Childhood Education
Certificate >= 30 Cr	Graphic Communications
Certificate >= 30 Cr	Machine Tool Technology
Certificate >= 30 Cr	Retail Management
Certificate >= 30 Cr	Welding Technology
Certificate < 30 Cr	Automotive Service Excellence I Certification
Certificate < 30 Cr	Automotive Service Excellence II Certification
Certificate < 30 Cr	Certified Inspector of Structures - residential
Certificate < 30 Cr	Certified Nursing Assistant
Certificate < 30 Cr	Cisco Certified Network Associate - Routing & Switching
Certificate < 30 Cr	Cisco Certified Network Associate - Security
Certificate < 30 Cr	Cisco Certified Network Associate - Wireless
Certificate < 30 Cr	Deaf Studies Interpreting Preparation
Certificate < 30 Cr	Emergency Medical Technician Basic
Certificate < 30 Cr	Law Enforcement Academy
Certificate < 30 Cr	Machine Tool Technology Level 1
Certificate < 30 Cr	Machine Tool Technology Level 3
Certificate < 30 Cr	Microsoft Certified IT Professional - Server Administrator
Certificate < 30 Cr	Phlebotomy
Certificate < 30 Cr	Real Estate Salesperson
Certificate < 30 Cr	Welding - FCAW and GTAW
Certificate < 30 Cr	Welding - SMAW and GMAW
Certificate < 30 Cr	Welding Preparation Certificate

Certificate >= 30 Cr = Certificate of at least 30 credits

Certificate < 30 Cr = Certificate of less than 30 credits

## APPENDIX B

### Procedures for Grant Application Development and Grants Management

#### CSN

CSN administration identifies grant opportunities that fit the institution's mission. Funding opportunities are forwarded to the Office of Resource Development from various internal and external sources. The Office also scans various websites for notice of funding opportunities and receives electronic notifications of upcoming competitions. If the grant idea is determined by administration to be a good fit, grant planning strategy begins. If CSN is invited by an external partner to collaborate on a grant, the Director of Resource Development serves as the principal CSN liaison with the external agency.

The Director of Resource Development is a nationally credentialed professional grant writer. She identifies the appropriate departments, personnel, and/or faculty to come together as a work team to brainstorm program ideas for the grant proposal. This work team is presented with the RFP for the proposal and the CSN professional grant writer serves as the moderator for the team. Tasks may be assigned by the grant writer; i.e. data gathering, evaluating other successful grant proposals, etc. Ultimately, the professional grant writer is responsible for the technical writing of the grant application.

The Office of Resource Development monitors the awarding announcement. When CSN receives funding, the Director of Resource Development initiates a “kick-off” where elements of the grant are reviewed, budgets are reviewed and reporting requirements are assigned. During the life cycle of the grant, the Office of Resource Development assists with technical assistance, reporting compliance, and financial accounting.

The Office of Resource Development is staffed with two (2) FTE; an administrative faculty and a professional support person. This Office provides technical and supportive assistance between the program design, grant submission, program implementation and the budget monitoring. The Office of Resource Development reports within the academic affairs hierarchy but is available to serve programs throughout the institution; whether they are in student services, workforce and economic development or wherever the appropriate funded program responsibility might reside.

Financial management of grant funds resides within the Financial Services Division. The Grants and Contracts Manager has been with the College of Southern Nevada for more than two decades. She is responsible for grant accounting, grant-funded equipment inventory, budget creation and modification as well as preparation of materials for grant monitoring and auditing.

#### GBC

The college encourages its faculty and administrators to be watchful for grant opportunities — especially the following:

- those which would enable more students to attend the college
- those which would enable the college to offer courses of instruction or which would provide services that would not ordinarily be provided from present operating budget
- those which would enrich present program offerings

## APPENDIX B

For planning, it is essential that all grant applications are approved by the institution *before* they are submitted to any funding agency. The following procedures will ensure that a potential project is consistent with the philosophical commitment and mission of the college, its strategic plan, and its financial and human resources.

**Institutional Approval Process** -All grants or projects that involve the college must be approved by the institution prior to grant proposal submission or participation agreement. Once approved by the institution, all grants must be submitted by the grants office. Individuals may not submit grant proposals on behalf of the college.

Project is discussed with appropriate vice president. The vice president, in conjunction with the PI and department chair/supervisor, fills out the *Go/No Go Decision Making Worksheet*. If the score is high enough, then the vice president, department chair(s), and principal investigator discuss the project and grant opportunities with Grants Director. Project is then brought to President's Council by the appropriate Vice President for Council approval (along with *the Go/No Go Decision Making Worksheet* results).

If the *Go/No Go Worksheet* score is high and president's council approves moving forward with the application process, the Grants Director is a resource for preparation of the grant proposal.

**Implementing Grants that are Awarded** - If the grant proposal is approved through the funding agency, the president will receive a letter of notification. Copies of this letter will be sent to the Grants Director, Business Office and the principal investigator, all of whom must work together closely to ensure proper set up of the grant.

GBC's resources to support the grant application and management process include one full-time Grants Director position with a budget of approximately \$80,700. This amount covers salary, fringe benefits and operating expenses.

### TMCC

**Staffing** - The TMCC Grants Office is a component of the college's Institutional Advancement Division, which oversees private fundraising, marketing, public relations, alumni, and communications. The Grants Office provides faculty support to write grants and to appropriately manage grants that are awarded to the College. These services are provided by a grants specialist, an administrative assistant and a grants analyst employed by the College. The College also has a grants consulting firm available to provide support for prospecting, developing strategy and writing proposals. The grants specialist holds a designation as a Certified Research Administrator, one of only four in northern Nevada.

**Grant Application Procedures** - Proposal Development: Opportunity Identification and Approval - TMCC faculty, administrators, staff or the Grants Office staff may identify

## APPENDIX B

grant opportunities. The TMCC President must approve all proposals in advance of submission.

After the President has approved the project to move forward into the proposal development phase, the Grants Office will thoroughly review the proposal guidelines and inform the Principal Investigator of the specific requirements and help the PI write the grant with these guidelines in mind. If necessary, the Grants Office will include the consulting firm in the RFP strategy development and/or writing.

The Principal Investigator and the Grants Office determine how to develop the proposal. The Principal Investigator, who has the expertise to write program-specific content, will write the technical scope of work, related narratives, etc.

After the College receives an award notification, a kick-off meeting will be held with the PI and the relevant College staff from areas such as facilities, information technology, human resources and budget and planning. The kick-off meeting will be the opportunity to outline the management of the award and any unique needs of the PI.

**Grant Award and Management** - During the active award phase of the project, the Grants office continues to provide services and support to grant PIs.

### WNC

The Grant process at WNC is quite decentralized. The institution last had a grant writer in 2008. Due to the severe budget reductions that began within that time period, when the position became vacant it was not filled. Individual departments are responsible for grant preparation and submission through a grants committee on campus. Financial administration is done by the Controller's office.

**Grant application:** Faculty or staff members that become aware of a grant opportunity are encouraged to pursue the grant. The first step is to complete the actual grant application and attach the application to an internal WNC form. This form, along with the proposed budget for the grant, is routed to via the department's chain of command and a determination is made if the individual/department has the resources and time to execute and administer the grant. Additional routing is done to determine if the budgeting and fiscal reporting expectations of the grant are within the capabilities of the college. The completed application is then reviewed by the college grants review committee to determine if the college has the overall capabilities to successfully execute and support the grant as well as determining if the grant purpose meets the tenants of the college's mission and strategic goals. If the application is recommended by the committee, it is routed to the president for approval and submitted by the applicant via the process spelled out in the grant announcement.

**Grant award and management:** Once notification of award is received the staff/faculty member that initiated the grant application will normally be named the Principal Investigator (PI) for the grant. This individual is responsible for working with the Vice President of Legal Services to formally accept the terms of the grant award, entering into a contract with the granting agency. The principle investigator will also be



## APPENDIX B

responsible for the execution of the grant and any staffing or facility requirements will fall under the purview of the PI. A copy of the award will also be provided to the WNC Business Office and a determination will be made on the financial requirements for tracking the grant and requesting grant draws. The PI will be responsible for completing a detailed annual budget for the grant utilizing an internal WNC project data sheet. This form will be the basis of tracking of actual expenditures to budget for the grant and determining the amount of the periodic grant draws. A personal activity report is used to actually track the grant activity and determine the hours and other expenses to be charged against the grant on a periodic basis. At the conclusion of the grant, the PI is responsible for submitting any final reports relating to the grant and works with the Controller's office to do the final billing and related financial reporting as required. Related reporting is kept on file per the requirements of the grant or in accordance with OMB Circular A110 in the case of federal grants. In the case of a financial audit of an individual grant, the Controller's and Human Resources offices will have the related records and are responsible for supporting the audit process. If there is equipment or supplies related to the grant remaining at the conclusion of the grant, the granting office will be consulted as to the disposition of such equipment or consumable supplies.

**Resources allocated to grant management:** As previously stated, the grant function at WNC is decentralized at this time. The amount of time the PI will spend on an individual grant is dependent on the grant content and how the grant fits into the staff member's duties and responsibilities to the college. It may be as little as 5% of their time or up 50%. Some staff members are hired specifically to work on an individual grant and a portion of their time is also devoted to the management of the grant. The other major area impacted by grants is the business/controller's office. It is estimated that the Controller devotes approximately 10% of her time to grant management or around 210 hours per year. The business office staff devotes less than 5% of their time to grant management.

## BOARD OF REGENTS' POLICIES GOVERNING TRANSFER AND ARTICULATION

### **Title 4, Chapter 14**

#### **Section 15. NSHE Transfer and Admissions – (Effective Fall 2013)**

Transfer students to the State College and universities may be admitted under the following alternatives:

#### **1. Associate of Arts, Associate of Science, and Associate of Business Degree Graduates**

The primary basis for admission to upper-division study with full junior status of transfer students from an NSHE community college to any other NSHE institution shall be the associate of arts, associate of science, and the associate of business degrees.

- a. The completion of the associate of arts, associate of science, and associate of business degree at a community college automatically fulfills the lower-division general education requirements at any other NSHE institution.
- b. Associate of arts, associate of science, and associate of business graduates will have completed a minimum of 60 credits of baccalaureate level courses.
- c. Baccalaureate students who have completed NSHE associate of arts, associate of science, or associate of business degree shall complete a minimum number of credits at the accepting NSHE institution. This minimum number shall be set by the baccalaureate degree granting institution.
- d. Baccalaureate level courses included as part of the associate of arts, associate of science, or associate of business degree will transfer to any other NSHE institution at a minimum as general elective credit.
- e. Completion of the associate of arts, associate of science, or the associate of business degree does not guarantee satisfaction of all State College or university lower-division requirements except for the lower-division general education requirements.
- f. All baccalaureate academic majors at a university or college must have current transfer agreements with NSHE community colleges. These agreements must provide clear information for community college students as to those courses that will transfer efficiently to another NSHE institution within each major. Information on these agreements must be available to all students on each campus.
- g. Transfer agreements shall be developed by both the baccalaureate degree-granting institutions and the associate degree-granting institution. Transfer agreements must include a year-by-year outline of course requirements, including general education and degree requirements, in which the course of study leading to the baccalaureate degree includes the first two years coursework that will result in completion of the requirements for an associate degree.

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- h. Transfer agreements shall be updated to reflect any changes made in baccalaureate majors or associate degree requirements as they occur.
- i. The receiving institution will evaluate all university and college parallel courses attempted at the community college (*and any other educational institution attended*) and compute an overall admission grade point average in accordance with the institution's transfer policies.
- j. For associate of arts, associate of science, and associate of business graduates, if the overall transfer grade point average computed by the receiving institution is less than a 2.0 grade point average, the student shall be placed on probationary status until such grade point deficiencies are corrected.

### 2. Other Associate Degrees

Other associate degrees and certificates may be awarded by a community college for programs that have requirements different from the associate of arts, associate of science, associate of business, or a primary objective of transfer. A student with an associate degree other than an associate of arts, associate of science, or associate of business is not guaranteed junior status at a receiving institution.

### 3. Associate of Applied Science and Bachelor of Applied Science Degrees

- a. The Bachelor of Applied Science degree is a four-year occupationally specific degree that is intended to respond to the needs of the workforce. A student with an Associate of Applied Science degree in a program approved by the Board of Regents seeking a Bachelor of Applied Science degree is guaranteed junior status upon transfer to another applicable NSHE institution.
- b. Transfer agreements must include a year-by-year outline of course requirements, including transfer general education and degree requirements, in which the course of study leading to the Bachelor of Applied Science degree includes the first two years coursework that will result in completion of the requirements of an associate of applied science degree.

### 4. Non-Associate Degree Admissions

- a. Approved baccalaureate level courses shall be transferable to another NSHE institution at a minimum as general elective credit.
- b. Community college students should be strongly encouraged to complete their lower-division programs and an associate degree before transfer, but qualified students may apply for transfer at their own discretion.
- c. An applicant who does not satisfy university admission requirements upon graduation from high school must complete the equivalent of 24 semester credits in baccalaureate level courses with an overall grade point average of at least 2.50 at a community college or other accredited institution to qualify for university admission.
- d. An applicant who does not satisfy State College admission requirements upon graduation from high school must complete the equivalent of 12 semester credits in baccalaureate level

## APPENDIX C

courses with an overall grade point average of at least 2.00 at a community college or other accredited institution to qualify for State College admission.

- e. A course with a “D-” grade or better will be accepted for transfer provided the institution specific overall grade point average established in subsections c. and d. above is maintained. Transfer courses with a “D-” grade or better will count towards a bachelor’s degree in the same manner as “D-” grades or better obtained by students enrolled in the lower-division at a State College or university. Credits from courses transferred with a “D-” grade or better count towards credit earned for a baccalaureate; however, it is at the discretion of the department or college offering the major as to whether courses with “D-” grades in the major satisfy requirements in the major field.

### **Title 4, Chapter 14**

#### **Section 17. Transfer Courses**

1. A transfer course is one that is acceptable by a receiving NSHE institution to apply toward an approved degree program at that institution.
2. All baccalaureate level courses are transferable. In general, a baccalaureate level course is one that is commonly offered by a regionally accredited four-year educational institution as being applicable toward a bachelor’s degree. Some courses within an AAS degree may be applicable only toward a BAS degree if that degree is offered by the receiving institution.
3. Each institution shall determine the acceptability of general elective transfer courses, and departmental, college, or other requirements or equivalents shall be forwarded to the appropriate department or college for course evaluation. If general elective credit from a non-NSHE institution is granted by one NSHE institution, then all NSHE institutions shall accept the credit unless the facts on which the original decision was based have changed. Appropriate consultation with the faculty is encouraged throughout the evaluation process.
4. A receiving institution shall not require a transfer student to take examinations to validate credit in those courses that are approved as transferable.
5. Application of credits toward major or college requirements is the responsibility of the college and department in which the student is seeking a degree. Validation of course content may be required when lower-division courses are used to satisfy upper-division curricular requirements.
6. Pursuant to *Nevada Revised Statutes* 396.568, an NSHE institution shall not require a student to repeat a course on transfer to a university or State College if an equivalent course was taken and successfully completed at any other NSHE institution, except for programs that have defined a time limit for completion.
7. Each NSHE institution will create a brochure and Web site that outlines the transfer process and the protections given to baccalaureate degree-seeking students who enter the NSHE at a community college. Designed for students, parents, faculty, and legislators, these resources must include an explanation of the transfer process and a transfer student’s “Bill of Rights.” Telephone numbers regarding where a student can find assistance must be provided by each campus.

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### **Title 4, Chapter 14**

#### **Section 18. Reverse Transfer**

1. Reverse transfer is a degree-completion opportunity for students who have started their education at a community college and transferred to a four-year NSHE institution prior to the completion of an associate's degree. Course credits may be transferred from the university or college to the community college for the purpose of meeting the requirements for an associate's degree.
2. In order to ensure that all students who start at the community college have the opportunity to complete the baccalaureate degree in the same number of credits as those who start at a university or college, if lower division courses required in the major are not offered by the community college, the university or college shall either offer the courses at the community college or establish a reverse transfer agreement with the community college. If on a case-by-case basis, specific baccalaureate degrees appear unable to be articulated by either method, the NSHE Department of Academic and Student Affairs shall resolve the impasse.
3. Periodically, the System Office or the four-year institution will provide to the community colleges a list of students previously enrolled who earned at least 15 credits at the respective community college and have recently transferred to a university or State College and have accumulated at least 60 college-level credits. The list will include the student's name and universal identification number (*NSHE ID*) for the purpose of the community college contacting the student regarding the options for reverse transfer of courses to encourage students to earn an associate's degree. In consultation with the respective university or State College, the community college will develop a form to be signed by the student authorizing the release of one transcript to the community college.