

**DATE:** July 26, 2007

**SUBJECT:** All Thirteen (13) Tennessee Board of Regents Community Colleges,  
Regents Online Degree Program, AAS in Web Technology

**ACTION RECOMMENDED:** Approval

**BACKGROUND INFORMATION:** The proposed program will enable students to develop skills in Web site design, development, and technologies for both business-to-business and business-to-consumer e-commerce web sites. The program will carry two concentrations: 1) Web Development and 2) Internet Web Design. The Web Development concentration offers training in project management and the development of skills in using audio and video features and basic Photoshop techniques. The Internet Web Design concentration provides eligibility for national certification in Web site design.

The proposed program was designed by Pellissippi State Technical Community College and Nashville State Technical Community College through a FIPSE “Learning Anytime Anywhere Program” grant to address the statewide workforce need for Web page developers as forecast by the Tennessee Department of Labor. Approval of the proposal will open the program for delivery by all thirteen community colleges through the Regents Online Degree Program infrastructure.

**PROPOSED START-UP DATE:** Fall 2007

Commission staff reviewed this program proposal according to the academic standards adopted by the Commission on January 29, 1997. Each relevant standard is referenced below.

**1.1.20A MISSION:** The proposed program is consistent with the workforce development mission of the TBR community colleges.

**1.1.20B CURRICULUM:**

The proposed program requires completion of 60 semester credit hours distributed as follows:

<u>Curriculum Component:</u>	<u>Hours Required:</u>
General Education	15
Major Field Core	24
Concentration	<u>21</u>
	60

No new courses were developed for the proposed new degree program since all courses were developed with funds provided through the FIPSE LAAP grant. By

offering the proposed degree program through the Regents Online Campus Collaborative, access to the program will be increased.

**1.1.20C ACADEMIC STANDARDS:**

Projected Program Productivity:

Year	Full-time Headcount	Part-time Headcount	FTE	Graduates
1	18	24	27	0
2	21	28	31	11
3	23	30	34	26
4	25	33	37	29
5	28	36	41	32

Enrollment projections are extrapolated from PSTCC’s current enrollment with anticipated interest statewide.

Admission, retention, and graduation requirements will be the same as institutional requirements of other associate of applied science degree programs offered at the specified “home school” and published in the institution’s *Catalog*.

**1.1.20D FACULTY:** Current faculty at participating institutions will be sufficient to deliver program courses.

**1.1.20E LIBRARY RESOURCES:** Current online RODP library resources are sufficient to support the program.

**1.1.20F ADMINISTRATION/ORGANIZATION:** The AAS in Web Technology will be delivered through the Regents Online Degree Program and will be coordinated and supported through the RODP staff working with the appropriate contacts at each participating institution. The department in which the program is based will vary among institutions. No new administrative, clerical, or support resources will be required.

**1.1.20G SUPPORT RESOURCES:** N/A

**1.1.20H FACILITIES/INSTRUCTIONAL EQUIPMENT:** N/A

**1.1.20I STUDENT/EMPLOYER DEMANDS:** An occupation in web-related industries is expected to be one of the fastest growing careers in the next decade, with the number of jobs expected to grow faster than the average for all occupations. Companies will need Webmasters to assist with sharing information across computer systems. The development of new technologies, such as wireless networks, will also lead to more jobs.

It is expected that the community college cooperative delivery will attract more students, increase access to higher education, and result in an increased number of graduates. Offering the program as a Regents Online Degree Program will result in

marketing efficiencies and the ability to serve the needs of the state more efficiently and effectively.

**1.1.20J NO UNNECESSARY DULICATION:** Three community colleges in urban areas offer comparable programs on ground. However, PSTCC and NSCC are the only two programs currently offering online degrees in Web design. The proposed program will not duplicate educational opportunities presently offered.

**1.1.20K COOPERATIVE INSTITUTIONS:** All thirteen (13) TBR community colleges will offer the proposed program delivered through the Regents Online Degree Program collaborative. A student will elect a “home institution” which will award the degree.

**1.1 20L ASSESSMENT/EVALUATION AND ACCREDITATION:** There are no specialized accrediting bodies for the program area. Establishing the program has no SACS implications for the participating community colleges.

**1.1.2M ARTICULATION:** The first year of the proposed program constitutes a Technical Certificate in Web Page Authoring (RODP). The program, as offered by PSTCC, transfers 21 semester credit hours to the B.S. in Web Design offered by Tennessee Technological University. Community colleges will be able to pursue formal articulation agreements with universities and with related programs offered at the Tennessee Technology Centers.

**1.1.20N EXTERNAL JUDGMENT:** N/A

**1.1.20O COST/BENEFIT/SOURCE:** No new costs are anticipated, for all resources necessary to deliver the courses for the program have been developed and are in use through the PSTCC and NSCC FIPSE grant. All courses will be offered online through the RODP using the RODP financial model currently in place.

**1.1.3P POST APPROVAL MONITORING:** An annual performance review of the proposed program will be conducted for the first five years following approval. The review will be based on benchmarks established in the approved program proposal. At the end of this period, campus, governing board, and Commission staff will perform a summative evaluation. The benchmarks include, but are not limited to, enrollment and graduation, program cost, progress toward accreditation, library acquisitions, student performance, and others set by the institution and agreed upon by governing board and Commission staff. As a result of this evaluation, if benchmarks are not met during the monitoring period, the Commission may recommend that the governing board terminate the program. The Commission may choose to extend the period, if additional time is needed and requested by the governing board.