

CCC-501: Application for Approval—New Credit Program

This application requires one original, with original signatures, and two copies. The form may be downloaded separately from the Chancellor's Office web site at http://www.cccco.edu/divisions/esed/aa_ir/CREDIT/credit_appsforms.htm.

Proposed Program Title: Please give the title as it is proposed to appear in the catalog. A program title should clearly and accurately reflect the scope and level of the program.

Contact Person: The person designated as contact for the application should be the person most able to answer questions about the proposed program. It may be the chief instructional officer, the dean of career technical education, the division or department chair of the originating department, or the originating faculty member who has designed the program.

Title, Phone Number and E-mail Address are used for interim communications from the System Office, such as requests for further information. Official communications on the status of program approval applications are sent to the chief instructional officer, with a copy to the contact person.

Projected Program Start Date: Enter the month and year when the college plans to offer the first required course in the program, or to enroll students in an existing course on the expectation that it will count toward the degree or certificate to be approved. Programs are required to be approved before being offered; however, if for some reason the program has already started, please indicate "Already started (term) (year)."

Primary Goal(s) of Program: Please check all appropriate boxes. Each choice requires different narrative and documentation as described on the following pages. The narrative for **Criteria A: Appropriateness to Mission** should include explanations for all choices.

Type of Program: Please check all appropriate boxes. All new degree majors and areas of emphasis are required to be approved. For certificates, those requiring 18 or more semester units, or 27 or more quarter units, are required to be approved and are given the designation "Certificate of Achievement" pursuant to Title 5 § 55070(a). If the certificate requires 12 or more and fewer than 18 semester units, or 18 or more and fewer than 27 quarter units, approval may be requested and the designation "Certificate of Achievement" may be assigned pursuant to Title 5 § 55070(c). Such certificates are then eligible to be listed on student transcripts. If the program will offer both certificate and degree in the same T.O.P. code, please submit a single application for both.

Planning Summary

Recommended T.O.P. Code: The Taxonomy of Programs code is the category that groups the proposed new program together with degree and certificate programs on other campuses that have similar employment goals and objectives. The code is used to aggregate system-wide data on awards, program completions, placements, job success and other outcomes, and is the basis for reporting county and statewide job market supply data.

The T.O.P. code is assigned according to the content and outcomes of the program, and should conform closely to the code given to similar programs in other colleges around the state.

It is not based on local departmental structure, faculty qualifications, or budget groupings. It is not appropriate to list more than one T.O.P. code for a single application.

A college that has difficulty identifying the most appropriate T.O.P. code should contact the System Office. The System Office may change the T.O.P. code, if necessary, after consulting the college.

Units for Degree Major or Area of Emphasis: The number of semester or quarter units for the major or area of emphasis should not include general education requirements. This number represents any course requirements, restricted electives or other completion requirements. Do not include units completed in nondegree-applicable credit courses that raise student skills to standard collegiate levels of language and computational competence. Do not convert quarter units to semester unit equivalents.

Total Units for Degree: The total units required to complete the degree should include the units for the major or area of emphasis plus all required general education, electives, and any other requirements.

Required Units—Certificate: The number of semester or quarter units, including any course requirements, restricted electives or other completion requirements. Do not convert quarter units to semester unit equivalents.

Projected Annual Completers: Number of students estimated to receive the degree or certificate each year, when the program is fully established. Explanation must be provided in the attached narrative for **5. Enrollment and Completer Projections**.

Projected Net Annual Labor Demand: (for career technical education only)

Fill in the estimated number of annual job openings, minus the annual number of program completers of other programs within the same service area. In most cases, this figure should cover only the college's service area but for occupations considered to have a larger regional or statewide training and recruitment area, the larger area may be used. The figure entered here should be explained in the attached narrative for **7. Similar Programs at Other Colleges in Service Area** and **8. Labor Market Information & Analysis**.

Estimated FTE Faculty Workload: This is the number of full-time equivalent faculty positions estimated to be dedicated to teaching the courses in this program, in the program's first full year of operation, regardless of whether they are new or existing faculty. It is not the number of FTES (Full Time Equivalent Students) expected to be generated by the program.

Number of New Faculty Positions: Fill in total FTE representing the number of separately identified positions, whether part or full time. The qualifications for these positions should be discussed in the attached narrative for **18. Faculty Qualifications and Availability**.

Est. Cost, New Equipment: If new equipment will be acquired for this program, estimate total cost from district and State funds. Discuss specifics in the attached narrative for **16. Facilities and Equipment Plan**.

Cost of New/Remodeled Facility: If new or remodeled facilities will be acquired for this program, indicate here. Discuss specifics in the attached narrative for **16. Facilities and Equipment Plan**.

Estimated Cost, Library Acquisitions: Fill in estimated costs for library and learning resources materials. Discuss specifics in the attached narrative for **15. Library and/or Learning Resources Plan**.

When will this program undergo review as part of College’s Program Evaluation Plan?

Enter the month or semester and year of the first scheduled review of this program after it has been approved. Title 5 §78016 requires review of all occupational programs every two years and §55003 requires review of prerequisite, corequisites and advisory courses at least once each six years.

Development Criteria Narrative & Documentation

Describe the development of the proposed program, addressing the five criteria as listed on the application. **Number** the sections of the narrative to match the application form. If appropriate, you may note that a section is “not applicable” but do not re-number the sections. Provide documentation in the form of attachments as indicated.

Criteria A. Appropriateness to Mission

1. Statement of Program Goals and Objectives

A statement must be submitted that defines the goal(s) of the proposed program. On the basis of the program goals, objectives appropriate to these goals, and a program design consistent with these objectives, the determination is made as to whether the proposed program is appropriate to the mission of the community colleges.

For a career technical education program, the objectives of the program must list the main competencies students will have achieved that fulfill the needs and requirements of a specific occupation. This statement must, at a minimum, clearly indicate the:

- specific occupation(s) the program will prepare students for;
- basic occupational competencies students will acquire.

For a transfer program, the stated goal of the program must include (but need not be limited to) the preparation of students for one or more baccalaureate majors or areas of study, which must be specified in the goal. Courses required in the program are specifically designed to be transferable to prepare students for an area of study or to **fulfill the lower division requirements of a major** at four-year colleges.

It is possible that the proposed program could be designated as both career technical education and transfer. In this case, both goals should be discussed here. Documentation relevant to both goals is required. For example, if the catalog description of the proposed career technical education program states that students will be prepared to transfer, then both labor market analysis and transfer documentation must be submitted with the application.

Community colleges may develop degree majors or areas of emphasis that meet community needs and reflect the educational philosophy of the faculty in a discipline or disciplines. It is possible that the required courses are not aligned with requirements for transfer, but which represent a cohesive packaging of courses. If the program reflects a goal other than career technical education or transfer, please explain in detail how this conforms to the community college mission. When describing a proposed degree with a goal other than career technical

education or transfer, it is important to describe how it embodies completion of a pattern of learning experiences that are focused on specific capabilities or knowledge areas.

It is the application's statement of goal(s) and objectives that serves to define the program over time. The goal statement is one of the major factors in determining whether changes to the program are "substantial modifications" for System Office approval purposes.

2. Catalog Description

This should be the description of the program as it will appear in the catalog. This description should be consistent with the rest of the application, convey the program's goal(s) and objectives, and suggest how these differ from the goals and objectives of other programs and what students may expect as an outcome.

The catalog description represents a promise to the student, and exaggerated statements should not be included. Assertions of transfer applicability as well as career applicability should be reasonable and capable of being documented. If transfer applicability is included, proper explanation and documentation must be provided in **14. Transfer Applicability**.

Where job market data or other factors as documented in the application suggest some caveats of which students should be aware, these warnings should be as clearly conveyed in the catalog description as possible. It is recommended that for degrees and certificates in occupations that are inherently competitive, low-salaried, and/or in occupational areas where inexperienced graduates are not generally hired, that the catalog description should mention the risks.

3. Program Requirements

The program requirements should be consistent with the catalog description. The number of units, specific course requirements, design of individual courses, and the sequence of the courses should, taken together, be coherent, complete, and appropriate, given the program objectives and the resources with which the college has to work. The System Office will rely heavily on the educational judgment of local discipline faculty and curriculum committees in regard to judgments on the appropriateness of program requirements.

Display a **list of all courses required** for completion of the program, including core requirements, restricted electives, and other requirements. For each course, the course number, course title, and unit value must be indicated. The total number of units must be shown.

For degree programs, general education requirements should also be indicated, but separately. These may include the local general education pattern, CSU-Breadth or IGETC, and may be described in any of several ways:

- college's overall general education requirements for a degree of this type, such as a photocopy of requirements from the catalog; or
- required general education categories with the number of units required in each; or
- required general education categories (including number of units required) with specific recommendations for appropriate general education course choices for students in this program.

The **total units required** for the degree should also be shown, including the major requirements or area of emphasis choices, general education, and open electives. If applicable, include any other special requirements for completion of the program, such as an internship, work experience, or examination, as well as any alternative means of satisfying the program requirements.

Taken together, successful completion by students of the set of courses designated for the program must be sufficient to enable them to fulfill the program goals and meet the program objectives. Courses should be required that will assure the college level communication and analytic skills necessary for success in a transfer program or that will generally enable graduating students to participate as a full team member in a company, maintain currency in rapidly changing fields, and advance in their chosen occupations over a lifetime. The set of requirements for a career technical education program should reflect the thinking of the advisory committee, as indicated in the minutes of that committee that are submitted as part of the application. If the career technical education program requirements do not reflect the advisory committee's recommendation, then the college should explain its departure from those recommendations.

4. Background and Rationale

This section explains at a general conceptual level what role the proposed program, given its stated goals and objectives, would fulfill in the curriculum. It may include some history of how the program proposal came about, what is different about it, why it is important, why it is especially appropriate for the region and for the college, the nature of the community support for it and so forth. These explanations should be related to the overall plan for the college, other new program developments, and the specific needs of that community and mission of the college. This item may be used to justify program objectives or the inclusion of a given course as a requirement, etc.

This narrative provides a context to reviewers. It is the place for colleges to explain special considerations and to make a case for a program that justifies the use of alternative documentation where the usual documentation would be misleading or inconclusive, or is simply not obtainable.

It is not necessary to repeat information covered elsewhere in the application, as long as it is clearly cross-referenced to a page numbered in proper sequence and a paragraph or section number. When making reference to minutes, highlight the relevant section.

Criteria B. Need

5. Enrollment and Completer Projections

These figures may be based upon enrollment in current courses and/or a survey of prospective students. A survey is rarely needed for a transfer program. In the case of a survey, the survey questionnaire, as well as a description of population surveyed and survey results, should be included in this documentation.

Please provide estimates of the:

- number of sections of core courses to be offered annually
- headcount student annual enrollment in the number of sections estimated above. (It is not necessary to break down enrollment estimates by course. A total estimate is sufficient.)
- number of estimated program completers per year at the end of the second year of program operation
- number of estimated program completers per year at the end of the fifth year of program operation

For career technical education programs, the enrollment and completer projections should be compared to the **Net Job Market**, discussed in **8. Discussion of labor market need or job availability**. It is expected that data should show adequate demand for the estimated completers.

6. Place of Program in Curriculum/Similar Programs

Before completing this section, review the college's existing program inventory. If you cannot obtain a printed inventory, you may view the inventory on the World Wide Web at <http://misweb.cccco.edu/esed/webproginv/prod/invmenu.htm>. This section must state if the program replaces any existing program(s) on the inventory. Specify any existing inventory entries that need to be removed or modified in connection with the approval of the program. If there are any questions, contact the System Office, using the contacts listed on p. 35.

This narrative should address questions, such as:

- What related programs are there in the college?
- Will this new program fulfill a need that existing programs do not?
- Will there be courses in common between this program and an existing program?
- What enrollment changes will this program create? Will it accommodate an overflow or provide for a different type of student? Will students wish to, or be able to move between the programs?
- Will programs share resources?

Explain how, if at all, this program makes new or more productive uses of existing resources, and/or builds upon existing programs or services, establishes a new direction for the college, or similar points. If this program is related to the ending or scaling down of other programs, this is the place to provide details.

7. Similar Programs at Other Colleges in Service Area

This narrative should describe all similar programs in colleges **within commuting distance** of the college. A brief description of each program, with photocopied pages from other colleges' catalogs, may be included. Explain similarities and differences, and why another program of this type is needed in this region at this time. In most instances a college proposing a new program needs to make a convincing case that the existing capacities of other colleges are already being fully used and that there is an excess enrollment demand.

If the proposed program would have a different emphasis from programs offered elsewhere, targets a different market, is likely to be closer to the "state of the art" in the field, or is otherwise likely to be stronger, and/or if the college's existing mission, expertise or resources are especially well suited to development in this area, these factors should be explained.

Provide evidence that program developers have been in communication with faculty from existing programs at other community colleges, as well as transfer institutions (if applicable), and have used this information to help design the proposed program. When two or more colleges in the same region are seeking approval for new programs of a similar sort at or near the same time, evidence of collaboration is especially important.

Generally, competition between districts is not an issue for transfer programs, nor is redundancy of offerings, since every college is presumed to have the right to offer a range of transfer majors. For transfer programs, the main reason for considering programs in neighboring colleges is to compare the program requirements.

8. Labor Market Information & Analysis (for career technical education only)

The Labor Market Information (LMI) system provides occupational demand data by county on established occupations, i.e. those that have Occupational Employment Statistics (OES) codes and that serve medium to large employers. The system also provides occupational supply data

based upon actual or projected program outcomes. The LMI system is maintained by the state Employment Development Department (EDD) and partly funded by community colleges to aid in their planning of programs and in their reporting upon outcomes. Statistics from LMI can be found on the World Wide Web at <http://www.labormarketinfo.edd.ca.gov/>. The Labor Market Information division of EDD can be reached by telephone at (916) 262-2162. Assistance with LMI data can also be obtained from Career Technical Education specialists in the System Office.

To use the web site to search for projections, choose the “Educators / Schools” link from the LMI home page. Useful tools are frequently added to this page, which provides statewide and county job projections by Standard Occupational Classification (SOC) with cross-listing to the Taxonomy of Programs (T.O.P.) codes. The instructions for accessing the data are subject to change.

Pursuant to CEC §78015, LMI data are specifically required for new program applications, where available. The application should include projections from LMI for the most applicable SOC codes and geographical regions to be served by the program. If these projections do not appear to suggest adequate job openings to provide employment for all program completers, given existing training sources, then the application must explain what other factors may make the LMI figures misleading. If LMI figures are unavailable for the occupation targeted by the program, please explain.

It is important to highlight the applicable lines for the program under review with marker or another easily visible method on the printout of data from the LMI. Target your search for specific data, and avoid including unneeded or irrelevant statistical printouts with the application. Title 5 §55130 requires a college seeking approval of a new program to show "the relation of the proposed program to a job market analysis." The job market analysis should present evidence that there is a viable job market that will preferentially hire those graduating with the proposed degree or certificate. Table 2 on the next page provides some suggested areas of discussion.

Table 2. Suggested Areas of Discussion for Labor Market Analysis

Net Job Market	<ul style="list-style-type: none"> • Given the number of enrollments projected for the program and necessary to support the program, are there enough openings locally to permit placement of the expected number of graduates? • Has the job market been: declining slowly? steady? growing slowly? growing rapidly? newly emerging?
Earning Potential	<ul style="list-style-type: none"> • What is the average initial salary? • What is the average percentage of salary increase in 2 years? 5 years?
Program Credibility / Career Potential	<ul style="list-style-type: none"> • If advanced degrees are typically needed for career advancement, will the courses required for this program transfer towards completion of the requirements for those degrees? • Will this preparation permit students to stay current in their field? Does the program teach basic principles and theory, as well as applications? Is it current? Is it of sufficient rigor to assure the capacity to continue to follow the literature and learn new techniques? Is it of sufficient generality to allow for later shifts in career? • Does this preparation provide a significant secondary expertise to primary careers? Is it designed primarily or in part to meet the

	<p>needs of those already employed for upward mobility, entrepreneurship, or other career upgrade?</p> <ul style="list-style-type: none"> • Does it prepare students to work in an ethnically diverse workforce and an ethnically diverse, global market?
Emerging Occupations	<p>Where job market data are not available or are not appropriate for a new career technical education program in an area of emerging social need or technology, it becomes important to provide a careful analysis and explication of the specific demands of this new occupation.</p> <p>A carefully designed employer survey (see instructions for Employer Survey/Other Evidence of Need) can elicit documentation of the fact that employers:</p> <ul style="list-style-type: none"> • share the college's assumption as to where the field is going and what skills this emerging industry will require of employees and • will recognize the value of the proposed degree or certificate in their hiring or promotion.
Competitive Fields	<p>Colleges are often called upon to provide training that students greatly desire, even where the job prospects are limited and the field is highly competitive. In such occupations--often in the arts and entertainment--it is talent rather than education that is the bottom line in hiring. While no community college certificate can substitute for talent, a program that is exceptionally well designed to identify, develop, and demonstrate the presence of talent can still be justified when few programs of similar quality exist in the service area.</p>
Supplementary Career technical education Skills	<p>Many kinds of certificates are of occupational benefit to students already employed. In such circumstances, the program objectives and design, including the sequencing of courses, should fit the needs of students likely to be already employed by building on their prior experience and scheduling course requirements to accommodate working students. However, all community college programs should either include opportunities for entry-level students, or should be paired with related entry-level training at the same college.</p> <p>A program should not exclude students who are not already employed in a particular industry, unless the college makes available to such students a practicable entry-level training route that would qualify them, upon completion, for the advanced training.</p>
Small Businesses or Cottage Industries	<p>Entrepreneurial opportunities and the market for cottage industries yield few statistics. Yet these are a source of employment for an increasingly large proportion of the workforce and constitute a legitimate vocational goal for a community college program, especially in rural areas. An application for approval of a program designed to meet the needs of such students should show a careful analysis of their needs and of the market within which they must compete, and relate this analysis to the design of the program.</p>

Attachment. Labor/Job Market Data (for career technical education only)

It is important to highlight the parts in the data that are applicable to the program under review with marker or another easily visible method on the printout of data from the LMI. Job Market data may be provided by attaching relevant job announcements and advertisements.

9. Employer Survey (for career technical education only)

Program applications will be evaluated in terms of whether the case was made that the net number of job openings that employers are planning to fill annually and over the next five years—given turnover, growth, etc.—will be equal to or greater than the number of students the program will graduate per year. Take into account the number of graduates from similar programs in other institutions that will be entering the job market within the geographical region from which employers are being surveyed.

A survey of prospective employers in the geographic region within which students will be seeking employment should ordinarily be included. If an employer survey is found to be either impracticable or unnecessary, an explanation should be provided, and ample other evidence of job availability must be available.

The survey should address to what extent the proposed degree or certificate, with its stated objectives and proposed courses, will be valued by prospective employers. In communicating with survey respondents, the questionnaire should convey as much information as possible regarding the intended program design, with the proposed equipment, facilities, work experiences proposed, and/or faculty qualifications. The survey can then be used to determine whether, on that basis, the employer would preferentially hire someone with such a degree or certificate over someone without it, other things being equal.

Minimum requirements for employer survey:

- When the survey was taken, and by what methodology (mail, telephone);
- How many employers were surveyed and how many responded;
- The specific title(s) of the positions covered by the survey;
- How many openings the employer anticipates, due to separations and new jobs (growth), in the next full year and over the next full five years;
- Whether the employer believes the program as described would qualify students for the specific positions;
- Whether the employer would preferentially hire students who have completed the program.

A copy of the questions asked in the survey and a full summary of responses should be provided either within this section or as an attachment.

Letters of support from businesses in the college's service area are sometimes included with an approval application, and are especially important if it has been infeasible, for some reason, to conduct a complete employer survey. These can be useful and are welcome, although not required. However, the most useful letters of support are specific, rather than general. The most useful letters are those from actual employers who will hire the program completers. An effective letter of support should specify that the employer is familiar with the proposed program, has need for the program completers, and intends to hire them. If possible, the letter should indicate approximately how many program completers the employing company estimates it might hire per year.

Other evidence of job market need may be included if available. Again, if an employer survey has not been conducted, these other materials may be provided in partial substitution or

they may be provided in addition to the employer survey. Examples of other evidence of need include job advertisements or listings, regional economic studies, and industry trend studies.

Attachment. Employer Survey (for career technical education only)

A copy of the questions asked in the survey and a full summary of responses should be provided either within this section or as an attachment.

10. Explanation of Employer Relationship (for career technical education only)

Whenever a program is to be offered in close cooperation with one or more specific employers, a discussion of the relationship should be provided. For example, an employer's facilities will be used as training sites or the program is structured to meet the recruitment or upgrade training needs of a specific employer. An explanation of how the open enrollment requirements for California community college courses (Title 5, §51006 and §58100–58110) will be observed in this context should be included in this discussion.

11. List of Members of Advisory Committee

This item should identify whether the proposed new CTE and/or transfer program has an advisory committee made up of typical employers, discipline faculty from transfer institutions, entrepreneurs, or others qualified to provide guidance in developing and reviewing the program. The list of advisory committee members should include their job titles as well as their affiliations, and an accompanying explanation should make clear that the professionals on this committee represent those within the industry who would hire graduates of a proposed CTE program.

12. Recommendation of Advisory Committee

Summarize the recommendations of the Advisory Committee and discuss how the proposed program supports them. This description should be provided in addition to meeting minutes. If it was not possible to incorporate all the recommendations, discuss how the proposed program differs from, and why the college's faculty decided not to follow, the recommendations.

Attachment. Minutes of Key Meetings

Minutes of advisory committee meetings should be included. Minutes of other meetings, such as curriculum committee meetings, may also be included if they reflect relevant discussion. Meeting minutes should include the date and place of the meeting, and names of all who attended.

For CTE programs only, include the minutes of the Career Technical Education Regional Consortium meeting(s) at which the program was discussed.

Highlight portions of the minutes that deal with substantive issues of program need, objectives, design, and resource requirements. Suggestions noted in these minutes, questions or concerns that are raised, and decisions recorded should be specifically addressed in the application.

Criteria C. Curriculum Standards

13. Display of Proposed Sequence

Include a flowchart, table, or diagram that shows how the required courses should be taken in sequence and how the prerequisites fit together. Indicate whether the sequence is suggested or mandatory. The sequence should be arranged so that a full-time student could complete a

degree program in two years, except in the case of a high-unit technical or health occupation program where a case has been made that a sequence longer than two years is definitely necessary. When 18 or more units in an area of emphasis are designated, a sequence may not apply. For a certificate, the sequence should be arranged so that a full-time student completes the program within the time normally needed to complete the total number of units required for the certificate.

For a degree program, the proposed sequence should include recommended or suggested typical general education courses. Such a recommended or suggested pattern does not constrain students' individual general education choices, unless specific general education courses have actually been integrated into the program requirements. In that case, they should be counted in the unit count for the major.

Attachment: Outlines of Record for Required Courses

Outlines of record must be included for **all core courses** required of all students in the program. If the proposed program is for an area of emphasis, students may be required to complete a specified number of units (minimum of 18 semester or 27 quarter units) by completing courses from a list. In these cases, the course outlines of record for all courses in the list must be submitted. Do not send outlines for general education courses. Usually, outlines should also be included for all restricted electives. However, if there is a large number of restricted electives (i.e., more than ten), a representative sample of at least three outlines should be included.

If several related programs are submitted together for approval, do not send duplicate copies of the course outlines. Include the course outlines with one of the applications or narratives, and in all others, refer to where the reader may find the course outlines.

14. Transfer Applicability

When transfer is included as a major goal in the "Statement of Goals and Objectives," or is described as an outcome of the program in the catalog description, then it is mandatory to include evidence that courses fulfill lower-division requirements of a specific baccalaureate major or to prepare students in an area of emphasis.

This section is the single most important section of documentation for a transfer program. It must document that the coursework required for the community college program **substantially** satisfies the lower-division coursework requirements of the corresponding university major or prepares students for a particular area of study.

Please indicate to which specific four-year institutions the proposed program may transfer. Programmatic articulation information must be attached, comparing the requirements for the proposed program with the lower-division requirements for the corresponding major, or with lower-division courses that prepare students for the particular area of study, in

- **three** senior institutions to which students would typically transfer if they complete the proposed transfer program.
- **two** senior institutions to which students would typically transfer if the catalog description of the CTE program includes any reference to transferability in the catalog description.

If geographical or programmatic factors limit transfer applicability, for practical purposes, to fewer senior institutions, a lesser number may be acceptable. In the case of emerging fields, for example, approval of a program requesting transfer status may receive **Limited Duration Approval** from the System Office in order to provide additional time for articulation.

Some CTE programs in technical fields also serve as transfer for some students. A program that is **primarily** for the purpose of preparing students for employment immediately after completion should be considered CTE for purposes of program approval. However, if some students will take the program as transfer or if the catalog description of the CTE program includes any reference to transferability in the catalog description, then this section should discuss information on the program's transferability. If such documentation cannot be provided, then the transfer language should be removed from the catalog description.

Attachment: Articulation Agreement(s) (if applicable)

Provide documentation of transferability for all programs with a primarily goal of transfer and for those CTE programs that include any reference to transferability in the catalog description. This documentation must show that required courses fulfill lower-division requirements. The ASSIST web site (<http://www.assist.org>) provides documentation of transferability from California Community Colleges to California State University and University of California campuses. Printouts from ASSIST may be used in lieu of programmatic articulation agreements, if they do not exist.

The documentation should show a good-faith effort on the part of the college to assure that, as far as possible, students will not have to repeat courses completed at the community college after they transfer.

Criteria D. Adequate Resources

15. Library and Learning Resources Plan

Explain the determination of what library and learning resources are necessary to support the program as designed. Determining the needed resources should involve a partnership between the originating faculty and the library and learning resources staff. If new resources will need to be acquired, explain how they will be budgeted.

16. Facilities and Equipment Plan

Specific needs for facilities and equipment should be detailed here with an indication of what is already available, what is part of the district's master plan, what is currently in some stage of acquisition, and what would have to be acquired after the program was begun. An estimate of the total cost of new facilities and equipment should be included.

Programs that require new facilities, major renovation to existing facilities, or an expenditure of over \$100,000 in district and State funds for equipment will be subject to additional review by the California Postsecondary Education Commission (CPEC).

17. Financial Support Plan

This section should discuss the adequacy and proposed sources of financial support both for the ordinary costs of instruction, and for any special equipment and/or facilities needs as described in the preceding section.

The source of support for ordinary costs of instruction may be apportionment revenue growth possible under the district's growth cap or apportionment revenue redirected as a result of phasing out another program. In some cases a new program may not entail any increased apportionment, if it is composed only of existing courses and does not add new courses.

Sources of support for facilities and equipment may include State capital outlay funding, instructional equipment grants, donations by industry, funds raised by a foundation, etc.

If the new program has been developed with a grant from the Fund for Instructional Improvement (FII), Economic Development, or other special funds, such as those for employer-based training or federal grants, these sources and any requirements that may have been set in relation to initiating the new program should be explained.

18. Faculty Qualifications and Availability

Discuss the balance of full-time and part-time instructors in the program. Do not submit resumes with this application. However, resumes of the faculty who will be directing and teaching in the new program should be maintained locally in the program file at the college, clearly indicating that the program will be adequately staffed and managed by faculty who meet State minimum qualifications, and whose qualifications indicate adequate understanding of current knowledge and practice in the field appropriate to the program.

If new faculty will be needed, or if new training will be provided to faculty who are undertaking expanded or different responsibilities, an explanation should be provided as to how the additional costs and/or training will be accommodated.

If the program is in a field which does not appear by name on the minimum qualifications "disciplines lists," or where there could be ambiguity about which discipline it is under for minimum qualifications purposes, please specify the minimum qualifications that will be applied locally for faculty hiring and assignment.

Criteria E. Compliance

19. Based on model curriculum (if applicable)

If the program design is based upon a model that has been developed for statewide or national use, refer to the model, and if possible, include a copy of the model or a summary of it. Explain any departures from the model to fit local circumstances, or for other reasons.

The System Office requires that in fields where model curriculum designs have been collaboratively developed and disseminated with broad consensus from representatives of the discipline and with the support of the System Office, every new program application generally should incorporate the elements of the model curriculum. Collaborative development has been successful in many disciplines, including the public safety occupations of administration of justice, fire science, hazardous materials, and emergency medical services; in some health occupations, sometimes developed by national professional associations; in retail management with the support of the Western Association of Food Chains, Inc.; and in California's insurance industry.

20. Licensing or Accreditation Standards

The college should determine whether accrediting or licensing standards apply to the proposed program and include them, or a summary of them, in the application, together with information as to organizations or persons representing the accrediting or licensing body who may be contacted by the System Office, if necessary. As with model curriculum, any departures from the accrediting standards should be explained. The explanation should also clarify whether the college intends to function without programmatic accreditation in the area or expects to be accredited. Programmatic accreditation in career technical education is not always mandatory; it is optional in numerous fields, but the application should discuss the college's intentions and reasons in this regard.

In some occupations, while there is no legal requirement for a license to practice, there is a widely recognized certification provided by a professional association. For example, the American Massage Therapy Association certifies massage therapists; the California Association

of Alcohol and Drug Abuse Counselors certifies counselors in that field. In these cases, the System Office expects that the approval application will specify whether the program will fully prepare completers for the recognized professional certification. If not, an explanation of why this is not considered necessary should be included.

21. Student Selection and Fees

In this item, entry criteria and the selection process for admission to the program, if the program is selective, should be detailed. Program admission or selection procedures should comply with the provisions of Title 5, §55201 and §58106. In addition, all mandatory fees which students will incur, for the program as a whole or any of its constituent courses, aside from the ordinary course enrollment fee prescribed in CEC § 76300, should be specified. This includes fees for materials and reproduction, insurance, travel, uniforms, etc.

Signature Page

The proposed program title, and name of the college, must be filled in at the top of this form. If time is short and obtaining signatures in sequence is a problem, photocopies of the signature page may be made, provided each copy shows the name of the proposed program, and signatures may be obtained on separate copies as necessary. This procedure may be particularly useful in obtaining the signature of the chair of the Regional Occupational Consortium, when that person is at a different college.

Please be sure to provide all signatures required, and to fill in all blanks. A date must be filled in for each signature, as well as a typed or printed name. Note that the second box of signatures and date of recommendation for approval by the Regional Occupational Consortium must be filled in **for career technical education only**.

In the signature block for the superintendent or chancellor of the district, the date of approval by the district governing board must be filled in. Applications missing required signatures, or with dates or other information on this form not filled in, will be returned to be completed.