CCC-501: Application for Approval – New Credit Program

This application requires one original, with original signatures, and one copy. The form may be downloaded from the Chancellor's Office web site at http://www.cccco.edu by following this path: System Office » Divisions » Academic Affairs » Credit Program and Course Approval » Applications and Forms.

Proposed Program Title: Please provide the exact title that is proposed for the catalog. A program title should clearly and accurately reflect the scope and level of the program. The same title must appear at the top of the signature page.

Contact Person: The person designated as contact person 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 CTE, 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 Chancellor’s Office, such as requests for further information. Such requests are usually sent to the contact person. Official communication regarding the status of program approval applications is 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 when the college plans to enroll students in an existing course with the expectation that it will count toward the degree or certificate submitted for approval. 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)" and explain the reason in the narrative for 4. Background and rationale.

Primary Goal(s) of Program: Please check all appropriate boxes. Each choice requires a different narrative and supporting documentation as described on the following pages. The narrative for Criteria A: Appropriateness to Mission should include explanations for all choices. For the proposed programs that are categorized by T.O.P. codes that are designated for vocational or career technical education, the proposer must complete all sections required for career technical education.
Type of Program: Please check all appropriate boxes. All new degree majors and areas of emphasis are required to be approved. If the program will offer both a certificate and degree in the same T.O.P. code, please submit a single application for both. Certificates 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. For information about the Certificate of Achievement approval process, please refer to p. 47.

Planning Summary

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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 goals and objectives. The code is used to aggregate system-wide data on awards, program completions, placements, job success and other outcomes and serves as the basis for reporting county and statewide job market supply data. For non-occupational programs, the T.O.P. reflects the main discipline or subject matter.

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. The T.O.P. code 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 on a single application.

A college that has difficulty identifying the most appropriate T.O.P. code should contact the Chancellor’s Office. The Chancellor’s Office may change the T.O.P. code, if necessary, after consulting the college.

Units for Degree Major or Area of Emphasis: In the space provided, enter the number of semester or quarter units for the major or area of emphasis including course requirements, restricted electives, and other completion requirements. Do not include general education requirements and units completed in nondegree-applicable credit courses that raise student skills to standard collegiate levels of language and computational competence.

When the proposed program includes a degree with an area of emphasis, students may be allowed to choose from a list of courses to complete a specified number of units. For these proposed programs, include the number of units that all students are required to complete. Do not convert quarter units to semester unit equivalents.

Total Units for Degree: In the space provided, enter the total units required to complete the degree including the units for the major or area of emphasis, the general education pattern and units, any other graduation requirements, and electives to reach a minimum of 60 units.
**Required Units–Certificate:** The number of semester or quarter units, including course requirements, restricted electives, and other completion requirements. Do not convert quarter units to semester unit equivalents. If the application seeks approval of a certificate of less than 18 units, refer to p. [47] for instructions.

**Projected Annual Completers:** Number of students estimated to receive the degree or certificate each year after 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 CTE only)
For career technical education programs only, fill in the estimated number of annual job openings, minus the annual number of program completers of other programs within the same college 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 that will 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 and indicate the number of separately identified positions, both part and 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. CEC §78016 requires review of all occupational programs every two years and §55003 requires review of prerequisite, corequisite 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. Some items described below are not required for approval of certificates of 12 or more but fewer than 18 units that have been offered in the past. Refer to p. 47 for further information.

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 CTE program, the objectives of the program must include the main competencies students will have achieved that are required for a specific occupation. This statement must, at a minimum, clearly indicate the:

- specific occupation(s) or field(s) that the program will prepare students to enter;
- 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. Courses required in the program are specifically designed as transferable courses so students are prepared for an area of study at a four-year institution. These courses may meet the lower division requirements of a major at four-year institutions.

It is possible that the proposed program could be designated as both CTE 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 CTE program states that students will be prepared to transfer, then both labor market analysis and transfer documentation must be submitted with the application.

For programs designed for the student not intending to transfer, 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 may not be aligned with requirements for transfer, but they may represent a cohesive package of courses in an area of study. If the program reflects a goal other than CTE or transfer, please explain in detail how this program conforms to the community college mission. When describing a proposed degree with a goal other than CTE or transfer, it is important to describe how it embodies 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 Chancellor’s Office approval purposes.

2. Catalog Description

The catalog description of the proposed program should be entered exactly 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 they differ from the goals and objectives of other programs. The description should convey also what students may expect as an outcome.
The catalog description for an associate degree should provide an overview of the knowledge and skills that students who complete the requirements should demonstrate (student learning outcomes). If the degree is designed for students who intend to transfer, then the appropriate baccalaureate major or related majors should be identified. If the degree is designed for employment preparation, then a list of potential careers should be included. In addition, all prerequisite skills or enrollment limitations should be described.

The catalog description represents a commitment to the student. 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 the catalog description mention the risks, such as for degrees and certificates in occupations that are inherently competitive, low-salaried, and/or in occupational areas where inexperienced graduates are not generally hired.

3. Program Requirements
The program requirements should be consistent with the catalog description. The number of units, specific course requirements and design of individual courses, and the sequence of the courses should be coherent, complete, and appropriate, given the program objectives and the resources with which the college has to work. The Chancellor’s Office will rely heavily on the educational judgment of local discipline faculty and curriculum committees in regard to 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, indicate the course number, course title, and unit values. The total number of units for the proposed program must be shown.

For degree programs, general education requirements must be indicated. These requirements that may include the local general education pattern, CSU-Breadth or IGETC 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 (including number of units required) with specific recommendations for appropriate general education course choices for students in this program.

For degrees that are designed for students who intend to transfer, students should be advised to complete the CSU-GE or IGETC pattern. Unless the major requires a high number of units, students should not be allowed to complete only 18 or more units of local general education requirements. In most cases, the local general education requirements do not provide adequate preparation for transfer. Colleges may request approval of two degrees: one that is not intended for transfer and that allows students to complete the 18-unit minimum general education requirements, and a second degree that is intended for transfer and requires students to complete the CSU-GE or IGETC pattern. When approved, the two degrees will be assigned separate unique codes by the Chancellor’s Office and the college must track whether a student completes the non-transfer or transfer requirements.

The total units required for the degree should also be shown, including the major requirements or area of emphasis, general education, and electives. If applicable, include any other graduation requirements for completion of the degree as well.
Collectively, the courses designated for the program must be sufficient to enable students to fulfill the program goals and meet the program objectives. Courses should be required that will address the college level communication and analytic skills necessary for success in a transfer program or that will generally enable graduating students to participate as full team members in a company, maintain currency in rapidly changing fields, and/or advance in selected occupations over a lifetime. The set of requirements for a CTE program should reflect the thinking of the advisory committee, as indicated in advisory committee minutes that are submitted as part of the application. If the CTE 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 will fulfill in the curriculum, given the stated goals and objectives. It may include some history of how the program proposal came about, what is different about the program and its importance and why the program is especially appropriate for the region and for the college, including reference to appropriate community support. These explanations should be related to the college mission and the overall educational plan for the college, other new program developments, and any specific needs of that community. This item may be used to justify program objectives or the inclusion of a given course as a requirement.

The narrative in this section provides a context for reviewers. This is the section where colleges should describe any special considerations and to make a case for a program that justifies the use of alternative documentation if the usual documentation may be misleading or inconclusive, or simply not obtainable.

It is not necessary to repeat information covered elsewhere in the application, as long as the developer includes a cross-reference to a page number or section number. When making reference to minutes, the preparer should highlight relevant section(s) in the minutes.

Criteria B. Need
5. Enrollment and Completer Projections
Enrollment 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 the 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
- annual enrollment (student headcount) in the number of sections estimated above. (It is not necessary to break down enrollment estimates by course. A total enrollment estimate is sufficient.)
- number of anticipated program completers per year at the end of the second year of program operation
- number of anticipated program completers per year at the end of the fifth year of program operation

For CTE 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 demonstrate 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 online at http://misweb.cccc.edu/esed/webproginv/prod/invmenu.htm. This section must indicate if the program replaces any existing program(s) on the college’s inventory. The proposer should 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 Academic Affairs Division of the Chancellor’s Office.

This narrative should address questions, such as:
- What related programs are offered by the college?
- Will this new program fulfill a current need?
- Will there be courses in common shared by this program and another existing program?
- What enrollment changes will this program create? Will it accommodate an overflow or attract a new market? Will it be possible for students to move between this program and another program?
- Will programs share resources?

Explain how, if at all, this program makes a new or more productive use of existing resources, and/or builds upon existing programs and establishes a new direction for the college. The proposer needs to provide relevant details if this program is related to the termination or scaling down of another program(s).

7. Similar Programs at Other Colleges in Service Area

The narrative should describe all similar programs offered by colleges within commuting distance of the college, commonly known as the “college service area.” A brief description of each program is required. Photocopied pages from other colleges’ catalogs may be included. Similarities and differences need to be described and justification for a program of this type and in this region needs to be provided. In most instances, a college proposing a new program needs to make a convincing case that the existing capacities at other colleges are insufficient to meet the demand.

If the proposed program has a different emphasis, targets a different market, demonstrates "state of the art" offerings or for a number of reasons will be a stronger program, documentation and/or explanation need to be provided.

The college needs to provide evidence that program developers have been in communication with faculty offering similar programs at other community colleges, as well as with transfer institutions (if applicable). The college also should demonstrate how such communication helped to design the proposed program. When two or more colleges in the same region are seeking approval for new programs of a similar kind 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 CTE 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 is partially funded by community colleges to aid in their planning of programs and in their reporting upon outcomes. Statistics from LMI can be found online 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 CTE specialists in the Chancellor’s Office.

To use the web site to search for labor market projections, choose the “Educators / Schools” link from the LMI home page. This page 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 CTE program applications, where available. **Statewide or national data is not acceptable** unless the applicant can show that career mobility in this occupation is common. 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 suggest adequate job openings in the college service area to provide employment for all program completers, then the application must explain what other factors may justify the program and make the LMI figures misleading. If LMI figures are unavailable for the occupation targeted by the program, please explain and provide other data that justifies the need for the proposed program.

It is important to highlight the applicable lines for the program being proposed with a 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 the 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.

When a proposed program is in an emerging occupation, finding relevant regional or local data can be challenging. One source of data for emerging occupations is available from the Centers of Excellence, an initiative of the California Community Colleges Economic and Workforce Development Division. Through the web site at http://coeccc.org, individuals can access comprehensive reports on emerging occupations, called “Environmental Scans,” as well as information about requesting customized reports if no scan has been published. Do not attach the complete report to the application, but summarize the significance of the report’s findings to the college service area and use an appropriate format for citing the source so that Chancellor’s Office staff can refer to the entire report, if necessary.

Table 3 below provides some suggested areas of discussion.

| **Net Job Market** | • Given the number of enrollments that are projected for the program and that are 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? Holding steady? growing slowly? growing rapidly? recently emerging?
| **Earning Potential** | • What is the average initial salary?
|                   | • What is the average percentage of salary increase in 2 years? 5 years?
| **Program Credibility /** | • If advanced degrees are typically needed for career advancement, will the courses required for this program transfer towards
### Career Potential
- completion of the requirements for those degrees?
  - Will this preparation permit students to remain current in their field? Does the program teach basic principles and theory, as well as applications? Is it current and of sufficient rigor? Is it of sufficient generality to allow for later shifts in career?
  - Does this preparation meet the needs of those already employed for upward mobility, entrepreneurship, or a career upgrade?
  - Does the program prepare students to work in an ethnically diverse workforce and in an ethnically diverse, global market?

### Emerging Occupations
When job market data are not available or are not appropriate for a new CTE 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.

A carefully designed employer survey (see instructions for Employer Survey/Other Evidence of Need) can elicit documentation demonstrating that employers:
- share the college's assumption regarding future direction(s) of the field and the skills that this emerging industry will require of employees and
- recognize the value of the proposed degree or certificate in their hiring or promoting staff.

### Competitive Fields
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 drives hiring. While no community college certificate can substitute for talent, a program that is exceptionally well designed to identify and develop talent can still be justified when few programs of similar quality exist in the college service area.

### Career Technical Education Skills
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. The course sequence should build on student prior experience and courses should be scheduled to accommodate working students.

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 pathway that would qualify them, upon completion, for the advanced training.

### Small Businesses or Cottage Industries
Entrepreneurial opportunities and the market for cottage industries yield few statistics. Yet entrepreneurial opportunities are of value to an increasingly large proportion of the workforce, especially in rural areas. An application for approval of a program designed to meet the needs of students interested in pursuing entrepreneurial activities should include a careful analysis of needs and of the market within which they must compete.
Attachment: Labor/Job Market Data (for CTE only)

It is important to highlight the data that are applicable to the proposed program with a marker (or other visible method) on the printout of data from the LMI. Job Market data may be provided by attaching relevant job announcements and advertisements.

Do not attach full reports from industry associations or the Centers of Excellence. Instead, provide a list of references, especially when source documents are available to the public. If necessary, Chancellor’s Office staff may request a copy of a source document that is not readily obtainable.

9. Employer Survey (for CTE only)

Program applications will be evaluated in light of the data regarding expected job openings within the next five years and the number of students that will complete the program per year. Take into account the number of completers in similar programs at other institutions within the geographical region. Chancellor’s Office staff regularly refer to the data mart, available on the Chancellor’s Office website, to confirm the number of completers in a particular discipline.

When strong data on local employment are not available, 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 as well as other evidence of job availability.

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

When reporting survey results, it is important to address the following:

- 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 jobs 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 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 application. Such letters are especially important if it has not been feasible to conduct an employer survey. The most useful letters of support are specific, rather than general and are 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, need the program completers, and intends to hire them. If possible, the letter should indicate the approximate number of program completers that the company anticipates hiring per year.
Other evidence of job market need may be included if available. If an employer survey has not been conducted, other materials may be provided in lieu of a survey or they may be provided in addition to an employer survey. Examples of other evidence of need include job advertisements or listings, regional economic studies, and industry trend studies.

**Attachment. Employer Survey** (for CTE 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 CTE 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 may be used to provide the training or the program may be structured to meet training needs of a specific employer. The proposer should include an explanation of how the open enrollment requirements for California community college courses (Title 5, §51006 and §58100-58108) will be observed in this context.

**11. List of Members of Advisory Committee** (for CTE only)
This item should identify whether the proposed new CTE 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 job titles as well as business affiliations, and an accompanying explanation should make clear that the professionals on this committee represent those within the industry who will hire graduates of a proposed CTE program.

**12. Recommendation of Advisory Committee** (for CTE only)
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 of the recommendations, describe how decisions were made when selecting major topics to be addressed in the program.

**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 included in the minutes, questions or concerns that were raised, and decisions noted 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, including prerequisite courses if applicable. Indicate whether the course 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 sequence longer than two years is clearly necessary. Students who begin college in need of developmental courses in reading, writing and/or mathematics may need more than two years to complete a two-year program.

For a degree program, the application must include the general education requirements. The pattern(s) specified should not constrain students' individual general education choices unless specific general education courses are recommended to enhance student preparation for a field of study.

Attachment: Outlines of Record for Required Courses
Outlines of record must be included for all 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. Usually, outlines should also be included for all restricted electives. However, if there are more than 10 elective courses, a representative sample of at least three outlines should be included. Do not send outlines for general education courses.

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 the reader to the course outlines.

14. Transfer Applicability (if applicable)
When transfer is included as a major goal in the “Statement of Goals and Objectives” or in the catalog description as an intended goal for students completing the program, the proposed program must be approved with “transfer status.” This status is recorded in the Inventory of Approved Programs when approval is granted. For these programs, evidence must be submitted that courses fulfill lower-division requirements of a specific baccalaureate major or prepare students in an area of emphasis for a major field of study at a four-year institution.

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. For those degrees that do not satisfy lower division transfer preparation, documentation must show that the required courses are accepted for general education and/or elective credit by more than one four-year institution.

Please indicate to which specific four-year institutions the proposed program may transfer. Documentation for need must be provided or the program will not be approved with transfer status. 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. Articulation information from the following must be provided:

- **three** senior institutions to which students would typically transfer upon completion of 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

If articulation cannot be demonstrated with more than one institution, the application can be submitted with “Other” as a primary goal. However, transfer should not be included in the
proposed catalog description unless the program has provided adequate evidence for “transfer status.”

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

Many CTE programs are in areas that are not offered at the four-year institutions. Examples of such program areas include automotive technology, welding, and woodworking, to name a few. These programs may be approved by the Chancellor’s Office with career technical education status.

In other CTE areas that are addressed at the four-year institutions, the community college certificate and/or degree programs may be designed for immediate entry-level employment upon their completion rather than for transfer. Units earned in these courses may not articulate with courses offered at the four-year institutions. These programs may be approved by the Chancellor’s Office without transfer status but with career technical education status.

Other community college programs in the same fields of study, however, may be designed to prepare the student to major in these fields at four-year institutions. When completing a program application for these programs, colleges need to include information on course-to-course articulation and provide information regarding transferability in the catalog description. These programs may be approved by the Chancellor’s Office with transfer status and career technical education status.

Attachment: Articulation Agreement(s) (if applicable)

Provide documentation of transferability for all programs with a primary goal of transfer and for those CTE programs designed for students intending to transfer. This documentation must show that required courses fulfill the majority of lower-division requirements for the baccalaureate major. 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, to the extent possible, students will not have to repeat courses completed at the community college after they transfer. When programmatic articulation does not exist, evidence that the required courses are accepted for general education and/or elective credit by more than one four-year institution may be acceptable.

Criteria D. Adequate Resources

15. Library and Learning Resources Plan

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

16. Facilities and Equipment Plan

Specific needs for facilities and equipment should be detailed in this section. The proposer should note what is already available, what is planned or in some stage of development, and what would need to be acquired after approval in order to implement the program. 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). When a proposed program is subject to CPEC review (see p. 9), additional budget detail is often requested. Normally, this additional information is requested in an itemized matrix that details program costs and anticipated revenue (either public or private), both for the initial year of operation and in the near future years.

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 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 generate 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 and funds from private sources/foundations. If the proposed program is subject to approval by CPEC (see p. 9), more detailed information about funding sources is usually requested.

Some new programs are developed with grants from various resources including the Fund for Instructional Improvement (FI), Economic Development, or other employer-based training or federal grants. Programs supported with these funds may have special requirements, depending on the source. Any such requirements need to be described.

18. Faculty Qualifications and Availability
While you should not submit resumes with this application, 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 who have adequate knowledge and experience in the program area.

Discuss the balance of full-time and part-time instructors in 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 regarding the additional costs and how the training will be provided.

Courses in the program will have been assigned disciplines from the most current version of the "Minimum Qualifications for Faculty and Administrators in the California Community Colleges" (commonly known as the Disciplines List). The program must have at least one discipline from the Disciplines List included on the form. If a new discipline is required to teach courses in the program, the faculty may consult the state Academic Senate for the timeline and process to recommend that the new discipline be added to the Disciplines List.

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 Chancellor’s 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 Chancellor’s 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.; in California’s insurance industry; and in Child Development/Early Childhood Education. For more information, refer to the section on Inter-campus Program Development on p. 16.

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 regarding the organizations or persons representing the accrediting or licensing body who may be contacted by the Chancellor’s Office. 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 CTE is not always mandatory. When transfer accreditation is optional in numerous fields, the application should discuss the college’s intentions 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 Chancellor’s Office expects that the 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. Fees for materials, insurance, travel, and/or uniforms need to be specified.

Signature Page
The proposed program title and name of the college at the top of this page must match the title at the top of the application’s first page. If obtaining signatures in sequence is a problem in the time frame provided, photocopies of the signature page may be made, provided each copy shows the name of the proposed program; signatures may then be obtained on separate copies as necessary. This procedure may be particularly useful in obtaining the signature of the chair of the Career Technical Education Regional Consortium when that person is at a different college.

Please be sure to provide all signatures required and 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 Career Technical Education Regional Consortium must be filled in for CTE only. All programs that are categorized in T.O.P. codes...
designated as vocational or career technical education must be reviewed by the Career Technical Education Regional Consortium.

In the signature block for the superintendent or chancellor of the district, the date of approval by the district governing board must be entered. Applications missing required signatures, dates or other information will not be reviewed until all parts have been completed.

Applications missing required signatures, dates or other information will not be reviewed until all parts have been completed.

The original CCC-501 application and one copy, with attachments, should be submitted to:

Credit Program Approval
Academic Affairs Division
California Community Colleges
1102 Q Street
Sacramento, CA 95811-6549