NARRATIVE TEMPLATE (MASTER) – CRITERIA A-E (ITEMS #1-21)

The following is a Microsoft Word® version of the Narrative discussed in Section One of the *Program and Course Approval Handbook, 5th Edition Draft*. The template is provided for college user to insert narrative content using the provided headers and numbering convention. **Please ensure the description provided under each criteria/item below is removed from the narrative prior to submission.**

Criteria A. Appropriateness to Mission

The stated goals and objectives of the proposed program, and/or the objectives defined in the course outline of record, must be consistent with the mission of the community colleges as established by the Legislature in Education Code section 66010.4. For programs or courses to be mission appropriate, they must provide systematic instruction in a body of content or skills whose mastery forms the basis of student achievement and learning.

The California Community College system offers five types of curriculum that fall within the mission of the community colleges: degree-applicable credit, nondegree-applicable credit, noncredit, contract education, and not-for-credit fee-based community services. State approval is required for credit programs and courses as well as for noncredit programs and courses. Contract education curriculum only requires state approval if college credit or units are awarded to students. Community services curriculum does not require state approval. Most of this section does not apply to community service offerings, as they are conducted by the individual colleges without Chancellor's Office involvement.

Following are some of the points the Chancellor's Office considers in judging whether a program or course fits within the system's mission:

- A program or course must be directed at the appropriate level for community colleges—that is, it must not be directed at a level beyond the associate degree or the first two years of college.

- A program or course must address a valid transfer, occupational, basic skills, civic education, or lifelong learning purpose. The program course must not be primarily avocational or recreational.

- A program or course must also be congruent with the mission statement and master plan of the college and district.

In addition, a course must provide distinct instructional content and specific instructional objectives. Non-instructional activities and services (such as assistive or therapeutic activities), use of college facilities or resources without specific instructional objectives or assessment testing are not considered to be courses and are not supported by apportionment.

> **Narrative Items #1-4**
> 1. **Statement of Program Goals and Objectives**

A statement must be submitted that defines the goal(s) of the proposed program. Based on program goals, objectives appropriate to these goals, and program design consistent with these objectives, the determination is made as to whether the proposed program is appropriate to the mission of the local college and community college system.

CTE Goal: 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) the program will prepare students to enter and the basic occupational competencies students will acquire.

Transfer Goal: 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 baccalaureate institution. Describe how these courses will meet the lower division requirements of a major at baccalaureate institutions. List the baccalaureate institutions that students will be able to transfer to upon completion of the program.

Other Goal: Explain in detail how this program was designed to meet community needs in accordance with the community college mission. Describe how this program it embodies a pattern of learning experiences that are focused on specific capabilities or knowledge areas.

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. 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.

The proposal's statement of goal(s) and objectives serves to define the program over time. The goal statement is one of the major factors in determining whether future changes to the program are "substantial modifications" for Chancellor's Office review purposes.

For A.A.-T or A.S.-T: In addition the statement defining the goals of the proposed program for an A.A.-T or A.S.-T degree that aligns with a Transfer Model Curriculum (TMC), provide a brief statement identifying which baccalaureate degree major students will be prepared to enter at a CSU. Often, colleges will include the program level Student Learning Outcomes (SLOs) in this section that identify the program's goals and objectives. Additionally, the intent of the degree is to assist students in seamlessly transferring to a CSU. Please ensure the narrative discussion makes references to this primary focus of the law.

2. Catalog Description
The catalog description of the proposed program must be entered exactly as it will appear in the college catalog. This description must be consistent with the rest of the proposal, convey the program's goal(s) and objectives, and suggest how they differ from the goals and objectives of

other programs. The description must convey also what students may expect as an outcome. The catalog description represents a commitment to the student. Exaggerated statements must not be included. For a program designed with scaffolds among program awards, ensure the catalog description describes but does not overstate this relationship. Assertions of transfer applicability as well as career applicability must be reasonable and capable of being documented. List all prerequisite skills or enrollment limitations.

The catalog description for an associate degree must provide an overview of the knowledge and skills that students who complete the requirements must demonstrate (student learning outcomes).

CTE Goal: List the potential careers students may enter upon completion.

Transfer Goal: Appropriate baccalaureate major or related majors must be identified. Proper explanation and documentation must be provided in the narrative item 14. Transfer Applicability. Suggest some caveats that students must be aware of where job market data or other factors are documented in the proposal. These warnings must be as clearly conveyed in the catalog description as possible. The catalog description needs to mention any risks, such as occupations that are inherently competitive or low-salaried and/or occupational areas where inexperienced graduates are not generally hired.

For A.A.-T or A.S.-T: Include all the requirements for the associate degree for transfer pursuant to Education Code section 66746. The catalog description provides an overview of the knowledge and skills students will demonstrate upon completion. The description needs to convey what students expect as an outcome in addition to the following completion requirements:

- *A minimum of 18 semester units or 27 quarter units in the major with a grade of C or better while maintaining a minimum grade point average (GPA) of at least 2.0 in all CSU transferable coursework*

- *Completion of 60 semester or 90 quarter CSU-transferable units using the CSU-GE Breadth or the IGETC pattern*

- *Exactly 60 semester units or 90 quarter units are required for the degree*

3. Program Requirements

The program requirements must be consistent with the catalog description. The number of units, specific course requirements and design of individual courses, and the sequence of the courses must 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 faculty within the discipline and curriculum committees in regard to the appropriateness of program requirements.

Display the program requirements in a <u>table format</u> that includes all courses required for completion of the program (core requirements, required or restricted electives, other requirements), subtotal of core units, general education pattern(s) (local, CSU-GE-Breadth, or IGETC), number of units for each pattern, and total program units. For each course, indicate the course department number, course title, and unit value.

For all program awards, documentation may be one of the following:
- The college's overall general education requirements for a degree of this type, such as a photocopy of requirements from the catalog
- Required general education categories (including number of units required) with specific recommendations for appropriate general education course choices for students in this program

For all associate degrees, the courses designated for the program must, collectively, be sufficient to enable students to fulfill the program goals and meet the program objectives. Courses must 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.

<u>CTE Goal:</u> The set of requirements for a CTE program must reflect the thinking of the advisory committee, as indicated in advisory committee minutes that are submitted as part of the proposal. If the CTE program requirements do not reflect the advisory committee's recommendation, then the college must explain its departure from those recommendations.

<u>Transfer Goal:</u> Students must be advised to complete the CSU-GE-Breadth or IGETC pattern. Unless the major requires a high number of units, students who intend to transfer must 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.

*For A.A.-T or A.S.-T: Must require students to complete either the CSU-GE-Breadth or IGETC pattern and state the number of units required for each pattern. It is important to note that Education Code section 66746 requires a maximum of 60 semester or 90 quarter units, and **all** required courses must be transferable to CSU. The program requirements must list all required courses for the major with the number of units for each. If more than 18 semester or 27 quarter units are required for the major, then the program requirements must show whether each course may also be used to fulfill a CSU-GE-Breadth or IGETC requirement. Identify any units that may be double-counted for all programs.*

The requirements need to include a summary of the total number of CSU-GE Breadth and IGETC units required in addition to major units to reach the 60 semester (or 90 quarter) units for the degree. It is not necessary to list every CSU-GE Breadth or IGETC course but the subtotals

do need to appear in this section. To accomplish this, consider using a summary table (optional) following the major program requirements that indicates the number of transferrable units from each general education pattern and any additional CSU transferrable elective units that will total 60 semester (or 90 quarter) units for the degree.

In addition, Education Code section 66746 subdivision (b) prohibits a community college district from imposing any additional course requirements for a student to be eligible for the associate degree for transfer, and subdivision (e) prohibits allowing remedial non-collegiate level coursework to be counted toward the units required for the associate degree for transfer. If the college normally requires students to complete additional graduation requirements to obtain an associate degree, the catalog description must clearly state that the A.A.-T or A.S.-T does not require them.

4. Background and Rationale

This section provides context for reviewers at a general conceptual level. This section explains what role the proposed program will fulfill in the curriculum (given the stated goals and objectives). This section may include some history of how the program proposal came about, describe what is different about the program and its importance, and tell why the program is especially appropriate for the region and college, including reference(s) to appropriate community support.

These explanations must 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 section may be used to justify program objectives or the inclusion of a given course as a requirement.

Describe any special considerations and make a case for a program that justifies the use of alternative documentation if the usual documentation may be misleading, inconclusive, or simply not obtainable.

It is not necessary to repeat information covered elsewhere in the proposal, as long as the proposal includes a cross-reference to a page number or section number. If reference is made to appended meeting minutes, then corresponding section(s) in the minutes must be highlighted in the attachment.

For A.A.-T or A.S.-T: Briefly describe how discipline faculty decided to align major requirements with the TMC. Please describe how this proposal was develop and whom on campus was involved in the development. Also, please address how the students will benefit by having access to this degree.

Criteria B. Need

The proposal must demonstrate a need for a program or course that meets the stated goals and objectives in the region the college proposes to serve with the program. Furthermore, a

proposed new program must not cause undue competition with an existing program at another college.

Need is determined by multiple factors, including the Academic Master Plan of the college or district and accreditation standards. Colleges are required to periodically review curriculum through "program review," during which the faculty and administrators review the program requirements and related course content in consultation with appropriate advisory groups. Program review is a planning process whereby academic departments determine the future needs and goals of their educational programs. Both new and revised curriculum must reflect the fulfillment of this planning requirement.

For baccalaureate preparation curriculum, need is presumed to exist if there is student demand for a program or course and its transfer applicability for a university major or general education has been documented. The proposal for approval must include evidence that the coursework required for the community college program substantially satisfies the lower-division coursework requirements for a university major or for general education requirements at the baccalaureate institution.

For college preparation noncredit curriculum, need is presumed to exist if there is a student demand for a noncredit program or course and its transition to credit work has been documented.

For both credit and noncredit, CTE programs, or those that respond to economic development interests, need for the program must be documented through current labor market information within the local service area of the individual college and/or a recent employer survey. In addition, a current labor market analysis, or other comparable information, must show that jobs are available for program completers within the local service area of the individual college and/or that job enhancement or promotion justifies the proposed curriculum.

However, if cooperative planning with neighboring colleges merits it, labor market information for the region as a whole may be sufficient. Statewide or national labor market evidence may be included as supplementary support but evidence of need in the specific college service area or region is also necessary. If the college believes the program has statewide or national importance and wishes to substitute statewide or national labor market information for local evidence, an explicit explanation of why this is appropriate must be included.

An analysis of labor market needs and trends is required; data sources include:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system

- Recent employer surveys

- Industry studies

- Regional economic studies

- Letters from employers attesting to the service area need

- Minutes of industry advisory committee meetings (when offered in conjunction with other evidence)

- Job advertisements for positions in the individual college's service area

- Newspaper or magazine articles on industry or employment trends

- Applicable studies or data from licensing agencies or professional associations

~ Table 8 Omitted from this Template – refer to the Handbook to review Table 8 ~

In addition to CTE Advisory Committee recommendation for approval (signature and a motion approved in meeting minutes), Title 5, section 55130(b)(8)E, also requires that credit programs be reviewed by CTE Regional Consortia when applicable. Consequently, proposals for credit CTE programs must also include a recommendation for approval from the appropriate Career Technical Education Regional Consortium[1]. The recommendation should be clearly stated with a motion approved in the meeting minutes. ~~In addition to the signature page,~~ These minutes (with text indicating approval highlighted) are required supporting documentation for the CTE program proposal. California community colleges are organized into 10 economic regions, served by seven consortia of CTE faculty and administrators from community colleges in that region. The Career Technical Education Regional Consortia provide leadership for colleges to:

- Integrate and coordinate economic development and CTE programs and services

- Develop and coordinate staff development

- Increase the knowledge of programs and services in the region, and to disseminate best practices

Narrative Items #5-12

5. Enrollment and Completer Projections

This section includes enrollment (student headcount) data or a survey of prospective students and completer projections information.

Use a <u>table format</u> (sample provided below*) to provide final (not census) enrollment data for all required existing courses for the last two years to validate the need for this program in the college service area. Include course department number, course title, annual sections, and annual enrollment total.

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[1] The composition of the regions for vocational education, economic development, and workforce preparation purposes may be viewed online at http://www.cccaoe.org/Colleges/consortia.html.

		Year 1		Year 2	
CB01: Course Department Number	CB02: Course Title	Annual Sections	Annual Enrollment Total	Annual Sections	Annual Enrollment Total

*Use as many rows as required to provide requested data.

A survey is rarely needed for a transfer program. In the case of a survey, the survey questionnaire, a description of the population surveyed, and survey results must be included.

For completer projections include the number of anticipated program completers per year at the end of the second year and end of the fifth year of program operation.

CTE Goal: The enrollment and completer projections must be compared to the net job market, discussed in narrative item 8. "Labor Market Information and Analysis." The data must demonstrate adequate demand for the estimated completers.

Transfer Goal: Required.

For A.A.-T or A.S.-T: Not required.

6. Place of Program in Curriculum/Similar Programs
This section must address the following:

- Does the program replace any existing program(s) on the college's inventory?

- 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 or services and establishes a new direction for the college.

- Provide relevant details if this program is related to the termination or scaling down of another program(s).

Before completing this section, review the college's existing program inventory online in the CCC Curriculum Inventory at http://curriculum.cccco.edu. Specify any existing inventory entries that need to be removed or modified in connection with the approval of the proposed program.

For A.A.-T or A.S.-T: Identify the division or department in which the program will be housed and the current program type division/department. Also, state if the degree extends options for students at the college.

7. Similar Programs at Other Colleges in Service Area

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. Pages from other colleges' catalogs may be included as additional attachments to the proposal in the CCC Curriculum Inventory. 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 faculty affiliated with the program proposal have been in communication with faculty offering similar programs at other community colleges, as well as with transfer institutions (if applicable). The college also must 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.

For A.A.-T or A.S.-T: Not required.

8. Labor Market Information and Analysis (CTE only)

Attachment Required: Labor Market Information & Analysis (CTE only)
Attachment Required: Labor Market Information (no analysis, A.A.-T/A.S.-T, CTE only)

Attachment Required: LMID Verified Data (noncredit, short term vocational 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 LMI 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 LMI system website to search for labor market projections, choose the "Educators/Schools" link on the LMI home page. This page provides statewide and county job projections by Standard Occupational Classification (SOC) with cross-listing to CCC TOP codes. The instructions for accessing the data are subject to change.

Pursuant to Education Code section 78015, LMI data are specifically required for new CTE program proposals, where available. Statewide or national data is not acceptable unless the applicant can show that career mobility in this occupation is common. The proposal must 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 proposal 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, explain and provide other data that justifies the need for the proposed program.

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 the search for specific data and avoid including unneeded or irrelevant statistical printouts with the proposal. Title 5, section 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 must 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 website 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 proposal, 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.

For A.A.-T or A.S.-T: No analysis is required provided the selected program goal is "transfer" for the program proposal. However, if the program goal is "CTE and transfer", then Labor Market Information (data only, no analysis) is required.

9. Employer Survey (CTE only)
Attachment Required: Employer Survey (CTE only)
In this section, provide a copy of the survey, including the number of those surveyed, number of responses, and a summary of the results.

Program proposals 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 refers to the Data Mart, available on the Chancellor's Office website (www.datamart.cccco.edu), 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 must ordinarily be included. If an employer survey is found to be either impracticable or unnecessary, an explanation must be provided as well as other evidence of job availability.

If a survey is conducted, it must 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 must 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

Letters of support from businesses in the college's service area are sometimes included with a proposal. 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 must specify that the employer is familiar with the proposed program, needs the program completers, and intends to hire them. If possible, the letter must 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 in addition to an employer survey. Examples of other evidence of need include job advertisements or listings, regional economic studies, and industry trend studies.

*For A.A.-T or A.S.-T: Not required **unless** the CTE discipline has never been offered at the college in the past.*

10. Explanation of Employer Relationship (CTE only)

Whenever a program is to be offered in close cooperation with one or more specific employers, a discussion of the relationship must 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 proposal must include an explanation of how the open enrollment requirements for California community college courses (California Code of Regulations, Title 5, § 51006 and §§ 58100-58108) will be observed in this context.

*For A.A.-T or A.S.-T: Not required **unless** the CTE discipline has never been offered at the college in the past.*

11. List of Members of Advisory Committee (CTE only)

This item must identify whether the proposed new CTE 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 must include job titles as well as business affiliations, and an accompanying explanation must make clear that the professionals on this committee represent those within the industry who will hire graduates of a proposed CTE program.

*For A.A.-T or A.S.-T: Not required **unless** the CTE discipline has never been offered at the college in the past.*

12. Recommendation of Advisory Committee (CTE only)

Summarize the recommendations of the advisory committee and discuss how the proposed program supports them. This description must 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 Required: CTE Advisory Committee Approval Meeting Minutes (CTE only)
Minutes of the advisory committee meetings at which the program was discussed and approved must be included. Highlight using an electronic highlighter or another easily visible method in the attachment the approval action in the minutes. Minutes of other meetings, such as curriculum committee meetings, may also be included if they reflect relevant discussion. Meeting minutes must include the date and place of the meeting and names of all who attended. The date of approval referenced on the proposal signature page must match the meeting date shown in the minutes.

For CTE Goal: **Attachment Required: Regional Consortium Approval Meeting Minutes (CTE only, A.A.-T/A.S.-T excluded)**
Include the minutes of the Career Technical Education Regional Consortium meeting(s) at which the program was discussed and approved. Highlight using an electronic highlighter or another easily visible method in the attachment the approval action in the minutes. 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 must be specifically addressed in the proposal. Meeting minutes must include the date and place of the meeting and names of all who attended. The date of approval referenced on the proposal signature page must match the meeting date shown in the minutes.

For A.A.-T or A.S.-T: Not required because Transfer Model Curriculum was developed intersegmentally statewide.

Criteria C. Curriculum Standards
Title 5 mandates that all credit and noncredit curriculum must be approved by the college curriculum committee and district governing board (pursuant to *Chapter 6, Subchapter 2*, beginning with section 55100). The proposed program or course must also be consistent with requirements of accrediting agencies as applicable.

When a college is seeking program approval, the Chancellor's Office requires that the college provide a description of the local approval process, along with supporting documentation from advisory committees, local industry, and transfer institutions. The proposal process and forms are intended to ensure the following:

- The program is designed so that successful completion of the program requirements will enable students to meet the program goals and objectives.

- Programs and courses are integrated, with courses designed to effectively meet their objectives and the goals and objectives of the programs for which they are required.

- Course outlines of record for all courses meet all the requirements of Title 5, section 55002, for credit and noncredit course requirements.

The Academic Senate for California Community Colleges (ASCCC) provides additional information about best practices for curriculum development that faculty and college curriculum committees may find useful. Links for curriculum resources are available at www.ccccurriculum.info.

Narrative Items #13-14
13. Display of Proposed Sequence

Provide a <u>flowchart, table, or diagram</u> that shows how the required courses must be completed in sequence by term (semester or quarter), including prerequisite courses if applicable. Include the course department name and course number, and units per term. Indicate whether the course sequence is suggested or mandatory. The sequence must 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 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 proposal must include the general education requirements. The pattern(s) specified must not constrain students' individual general education choices unless specific general education courses are recommended to enhance student preparation for a field of study.

Using the CCC Curriculum Inventory dynamic report tool create a report (titled *Course* Report) list all courses required of all students in the program. This report must reconcile with the courses listed in item #3 "Program Requirements" of this narrative as well as with the appended Transfer Model Curriculum template (if applicable).

Attachment Required: Course Outline of Record

A Course Outline of Record (COR) must be attached to the proposal 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. A COR for general education courses are not required to be attached to the program proposal.

For A.A.-T or A.S.-T: Narrative item not required, however; listed attachments are required.

14. Transfer Applicability (if applicable)

Briefly describe the purpose of attached transfer documentation. For proposals that indicate transfer as a goal, ASSIST documentation is required to show that courses fulfill lower-division

requirements for a specific baccalaureate major or prepare students in an area of emphasis for a major field of study for baccalaureate institutions.

For 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 baccalaureate institution. Indicate to which specific baccalaureate institution for the proposed program may transfer.

Attachment Required: Transfer Documentation (if applicable)
Articulation Agreements are required for proposals with the following program goals:

- Three Articulation Agreements – for Transfer only

- Two Articulation Agreements – for Transfer and CTE

For A.A.-T or A.S.-T:
Attachment Required: TMC Template (A.A.-T or A.S.-T only)

1) Complete and attach the TMC template for the major.

When a TMC is finalized, a template will be available, which will be uploaded as an attachment to the A.A.-T or A.S.-T degree proposal in the CCC Curriculum Inventory. The community college will complete the columns in the right half of the table to indicate which courses in the TMC have been adopted. The current list of approved TMC templates may be found on the Chancellor's Office Academic Affairs Division website (www.cccco.edu/aad) in the Transfer Model Curriculum section.

It must be noted that some TMC patterns allow community colleges to include other courses not specifically indicated in the TMC. In the Psychology TMC template, for example, the college may designate in List B any course that has articulation as lower-division major preparation for the psychology major at a CSU. When the community college decides to include such a course, discipline faculty must consult with CSU discipline faculty to confirm that the course provides preparation for the CSU major. When selecting local courses in this situation, documentation of applicability to the major at the local CSU is required. The documentation may include the following, listed in order of preference:
- *Assigned course identification (C-ID) designation or*
- *Assigned Transfer CSU (TCSU) number or*
- *Appropriate report from ASSIST showing the required transferability status (e.g., CSU transferable, general education, or major preparation at CSU).*

The TMC template will provide information about acceptable forms of documentation for articulated courses in each list of options for that major. The college will attach necessary documentation for the course to the A.A.-T or A.S.-T degree proposal in the CCC Curriculum Inventory.

2) Provide ASSIST articulation or transfer documentation (based on the TMC template requirements) for any course that does not have a C-ID descriptor to a CSU institution. ASSIST articulation information must be for the TMC major (not the course discipline) at a CSU institution.

Articulation and transfer data can be downloaded from ASSIST website at www.assist.org. ASSIST is the official online repository of articulation for California's public colleges and universities and provides the most accurate and up-to-date information about student transfer in California.

Criteria D. Adequate Resources

The college must demonstrate that it has the resources to realistically maintain the program or course at the level of quality described in the proposal. This includes funding for faculty compensation, facilities and equipment, and library or learning resources. The college must also demonstrate that faculty is available to sustain the proposed required course(s) and to facilitate student success. The college must have the resources needed to offer the course(s) at the level of quality described in the COR. The college must commit to offering all of the required courses for the program at least once every two years, unless the goals and rationale for the particular program justify a longer time frame as being in the best interests of students.

Narrative Items #15-18
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 requires collaboration between the originating faculty and the library and learning resources staff. Please specifically state how this proposal was approached and consensus was built with library and learning resources staff at the college. If new resources will need to be acquired, explain how the acquisition will be accomplished. This discussion should reconcile with the estimated cost of library acquisitions (if any) reported in the CCC Curriculum Inventory proposal.

For A.A.-T or A.S.-T: Items 15-18 require a general statement. For example: "No additional resources will be required beyond the college's current resources. This includes library and learning resources, facilities and equipment, and financial support. All of the faculty that will teach in this program meet the state minimum qualifications and possess knowledge and experience in this program area."

16. Facilities and Equipment Plan

Describe the specific needs for facilities and equipment should be detailed in this section. 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 and reconcile with the estimated cost of facilities and equipment (if any) reported in the CCC Curriculum Inventory proposal.

Programs that require new facilities, major renovation to existing facilities, or an expenditure of over $100,000 in district and state funds for equipment must submit 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.

For A.A.-T or A.S.-T: Items 15-18 require a general statement. For example: "No additional resources will be required beyond the college's current resources. This includes library and learning resources, facilities and equipment, and financial support. All of the faculty that will teach in this program meet the state minimum qualifications and possess knowledge and experience in this program area."

17. Financial Support Plan

This section explains 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.

Some new programs are developed with grants from various resources including the Fund for Instructional Improvement (FII), 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.

For A.A.-T or A.S.-T: Items 15-18 require a general statement. For example: "No additional resources will be required beyond the college's current resources. This includes library and learning resources, facilities and equipment, and financial support. All of the faculty that will teach in this program meet the state minimum qualifications and possess knowledge and experience in this program area."

18. Faculty Qualifications and Availability

This section must clearly indicate 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. 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 and not submitted with the proposal.

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 ASCCC for the timeline and process to recommend that the new discipline be added to the Disciplines List. This discussion should reconcile with the estimated faculty workload and new positions reported in the CCC Curriculum Inventory proposal.

For A.A.-T or A.S.-T: Items 15-18 require a general statement. For example: "No additional resources will be required beyond the college's current resources. This includes library and learning resources, facilities and equipment, and financial support. All of the faculty that will teach in this program meet the state minimum qualifications and possess knowledge and experience in this program area."

Criteria E. Compliance
The design of the program or the course must not conflict with any law, including state and federal laws, both statutes and regulations. Laws that particularly affect community colleges, as well as any other laws that may affect the program or course, such as licensing laws in a particular occupation, need to be considered.

~ Title 5 sections to note include the following:

- Open course regulations (California Code of Regulations, Title 5, § 51006)

- Course repeatability regulations (California Code of Regulations, Title 5, §§ 55040–55046 and 58161)

- Regulations regarding tutoring and learning assistance (California Code of Regulations, Title 5, §§ 58168–58172)

- Regulations regarding open-entry open-exit courses (California Code of Regulations, Title 5, § 58164)

- Statutes and regulations on student fees (California Code of Regulations, Title 5, Chapter 9, Subchapter 6)

- Prerequisite and enrollment limitation regulations (California Code of Regulations, Title 5, § 55003)

- Particular provisions of the Nursing Practice Act (California Code of Regulations, Title 16)

- Stand-alone course regulations: Colleges with the authority to locally approve stand-alone credit courses must ensure that all persons involved with the curriculum approval process are cognizant of the various criteria to be considered when approving courses (California Code of Regulations, Title 5, § 55100)

Narrative Items #19-21
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 other than the TMC developed during the implementation of Education Code section 66746, 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 TMCs were developed collaboratively by intersegmental discipline faculty from the community colleges, CSU, and UC, so they are different from model curricula developed prior to 2010.

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 proposal 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 A.A.-T or A.S.-T: Sections 19-21 require a general statement. For example: There are no licensing or accrediting standards that apply to this degree. No additional student selection criteria are in place, this degree complies with California Code of Regulations, Title 5, sections 55201 and 58106. Additionally, there are no additional fees required beyond those identified in California Education Code section 76300.

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 proposal, 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 proposal 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 proposal 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.

For A.A.-T or A.S.-T: Items 19-21 require a general statement. For example: "There are no licensing or accrediting standards that apply to this degree. No additional student selection criteria are in place, this degree complies with California Code of Regulations, Title 5, sections 55201 and 58106. Additionally, there are no additional fees required beyond those identified in California Education Code section 76300."

21. Student Selection and Fees

Describe any entry criteria and the selection process for admission to the program, if the program is selective. Program admission or selection procedures should comply with the provisions of Title 5, sections 55201 and 58106. In addition, all mandatory fees that students will incur, for the program as a whole or any of its constituent courses, aside from the ordinary course enrollment fee prescribed in Education Code section 76300, should be specified. Fees for materials, insurance, travel, and/or uniforms need to be specified.

For A.A.-T or A.S.-T: Items 19-21 require a general statement. For example, there are no licensing or accrediting standards that apply to this degree. "No additional student selection criteria are in place, this degree complies with California Code of Regulations, Title 5, sections 55201 and 58106. Additionally, there are no additional fees required beyond those identified in California Education Code section 76300."