


Based on early submissions of proposals, these additional instructions are added to the instructions distributed in February 2011.

Entering data into the CCC-501 and CCC-510 form:

Proposed Program Title: The title of the proposed associatedegree for transfer should be entered into the Curriculum Inventory as the discipline title, and should not include “AA-T” or “AS-T” or the word “transfer.” The Curriculum Inventory will assign the official name of the degree using this format: “Associate in Arts in [major] for Transfer” or “Associate in Science in [major] for Transfer.”

- Example: Associate in Arts in Communication Studies for Transfer at the College of the Desert (first approved AA-T on March 23, 2011)

CCC-501	Rev. January 2011
Application Date 03/08/2011	 California Community Colleges
NEW CREDIT PROGRAM	
Communication Studies PROPOSED PROGRAM TITLE	Jojie Magbuhat CONTACT PERSON
DESERT COLLEGE	Curriculum & Catalog Specialist TITLE
DESERT DISTRICT	760-776-7291 PHONE NUMBER
08/01/2011 PROJECTED PROGRAM START DATE	jmagbuhat@collegeofthedesert.edu E-MAIL ADDRESS
GOAL(S) OF PROGRAM:	
<input type="checkbox"/> CAREER TECHNICAL EDUCATION (CTE) <input checked="" type="checkbox"/> TRANSFER <input type="checkbox"/> OTHER	
TYPE OF PROGRAM (SELECT ONLY ONE):	
<input type="radio"/> A.A. DEGREE <input type="radio"/> A.S. DEGREE <input checked="" type="radio"/> AA-T DEGREE (for transfer)* <input type="radio"/> AS-T DEGREE (for transfer)*	

Requirements for the Development Criteria Narrative:

- **Criteria A. Appropriateness to Mission (all required)**
 1. Statement of Program Goals and Objectives
 - a. When proposing an AA-T or AS-T degree that aligns with a Transfer Model Curriculum (TMC), a brief statement confirming to what baccalaureate degree students will be prepared is ~~the only requirement~~ **required** for this item. It is not sufficient to state the goal of compliance with SB 1440 or CEC section 66746. You must also identify the goals, outcomes, and/or objectives for the **major**.
 2. Catalog Description
 - a. The AA-T and AS-T catalog description should include all the requirements for the associate degree for transfer pursuant to CEC section 66746. These requirements are listed on p. 1 of the Instructions for Revised Credit Program Proposals - February 2011 (available on the Chancellor’s Office website). In addition, the benefits to the students for enrolling and pursuing an AA-T degree as required on page 10 of the instructions. Please include all the components of a catalog description for any associate degree, such as knowledge and skills students will obtain and potential majors to which they may transfer.
 3. Program Requirements

- a. The program requirements should list all of the required courses for the proposed degree. Proposals for the AA-T and AS-T degree must require that students complete either the CSU-GE or IGETC pattern and state the number of units required for each pattern. It is important to note that CEC section 66746 requires a maximum of 60 semester or 90 quarter units, and **all** required courses must be transferable to CSU. The program requirements should not be a copy of the Transfer Model Curriculum template, as the program requirements need to list specific required courses for students, whereas the TMC provides a list of suggested courses from which discipline faculty may choose to include as requirements in the proposed degree.
4. Background and Rationale
 - a. When proposing an AA-T or AS-T degree, this section of the narrative should briefly describe how discipline faculty determined whether to align the major requirements with the TMC.

14. Transfer Applicability (if applicable)

Proposals for AA-T and AS-T degrees aligned with TMC:

Community colleges that seek approval of an AA-T or AS-T will be excused from providing transfer documentation for multiple baccalaureate institutions. When the proposed AA-T or AS-T is aligned with the TMC, the only transfer documentation required will be the completion of a template, comparing the approved TMC requirements to the proposed program requirements approved at the community college as described below.

Attachment: Transfer Documentation:

Transfer Model Curriculum template must be attached as a separate file.

For each course in the proposed major for the AA-T or AS-T, the college must provide acceptable documentation from the following list, in order of preference:

1. Assigned C-ID designation or
2. Assigned TCSU number or
3. Appropriate report from ASSIST showing the required transferability status (e.g., CSU transferable, general education, or major preparation at CSU).

Any course that does not have a C-ID descriptor must have articulation or transfer documentation from ASSIST.org included in the proposal attachments. Typically, courses in List A or B will require articulation for major preparation at a CSU and List C will require transferability status.

Documentation for TMC template:

Please note the instructions on the TMC template "Where there is an indicated C-ID descriptor, you are certifying that your course is comparable. Where no reference descriptor is indicated, discipline faculty should compare the existing course to the sample course description(s) provided in the TMC at <http://www.c-id.net/degreereview.html> and attach the appropriate report

from ASSIST showing the required transferability status (i.e., CSU transferable, general education, or major preparation at CSU)."

Instructions for providing ASSIST reports for:

List A and B: usually must be articulation showing transfer preparation for the **major** at a (as in "any") CSU. Any requirement that the course must be designated as **major** preparation will require the "Articulation Agreement by Major" report in ASSIST.

List C: Read the options carefully on the TMC template. Usually, the courses may be transferable in the **major**; or courses from other disciplines that are designated as **major** preparation at a CSU; or fulfill general education requirements. Sometimes, the requirement may be only "transferable to a CSU." To demonstrate transferability, submit the "CSU Transferable Courses" report for your college. This report may also list whether the course fulfills general education requirements.

Pages 24-26 of the Instructions for Credit Program Proposals (CCC-501 revised) are revised to state the following:

Criteria D. Adequate Resources

When proposing an AA-T or AS-T degree that is aligned with the TMC, a response to each item in this criterion is not required. Instead, you should include a brief statement about the availability of resources for existing courses that will now be required for the new degree. The statement should include reference to library and learning resources, facilities and equipment, financial support and faculty qualifications and availability.

15. Library and Learning Resources Plan

When proposing a program other than the AA-T or AS-T degree, explain the determination of library and learning resources necessary to support the program as designed. Determining the needed resources should involve 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

When proposing a program other than the AA-T or AS-T degree, 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 **Program and Course Approval Handbook, 3rd Edition**, 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

When proposing a program other than the AA-T or AS-T degree, 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 **Program and Course Approval Handbook, 3rd Edition**, 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 (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.

18. Faculty Qualifications and Availability

When proposing a program other than the AA-T or AS-T degree, you should not submit resumes with this proposal. 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

When proposing an AA-T or AS-T degree that is aligned with the TMC, a response to each item in this criterion is not required. Instead, you should include a brief statement about any compliance issues as noted below for licensing or accreditation standards.

19. Based on model curriculum (if applicable)

This item is not required when proposing an AA-T or AS-T that is aligned with the TMC. Please include brief comments in regard to local adoption of the TMC in **4. Background and Rationale** as described on p. **Error! Bookmark not defined.**

Proposals for certificates, A.A. and A.S. degrees:

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 CEC 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 TMC 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 more information, refer to the section on Inter-campus Program Development in the **Program and Course Approval Handbook, 3rd Edition** on p.16.

20. Licensing or Accreditation Standards

This item is not required when proposing an AA-T or AS-T that is aligned with the TMC unless the degree is in a CTE discipline that has licensing, accreditation or certification requirements.

Proposals for certificates, A.A. and A.S. degrees:

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.

21. Student Selection and Fees

When proposing a program other than the AA-T or AS-T degree, entry criteria and the selection process for admission to the program, if the program is selective, should be detailed in this item. Program admission or selection procedures should comply with the provisions of Title 5, sections 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 section 76300, should be specified. Fees for materials, insurance, travel, and/or uniforms need to be specified.

Approval of Associate in Arts for Transfer (AA-T) and Associate in Science for Transfer (AS-T)

Beginning in Fall 2011, community colleges are required by Senate Bill (SB) 1440 (Padilla) and California Education Code (CEC) section 66746(a) to develop and offer “associate degrees for transfer” that require students to meet both of the following requirements:

“(1) Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:

(A) The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.

(B) A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.

(2) Obtainment of a minimum grade point average of 2.0.”

It should be noted that title 5 section 55063(a) also requires that students must earn a C or better in all courses required for the major or area of emphasis.

In addition, CEC section 66746 subdivision (b) prohibits a community college district from imposing any additional course requirements, in addition to these 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 (AA-T or AS-T). Title 5 section 55002(b) describes such courses as “nondegree-applicable credit courses.”

The benefit for students completing these associate degrees for transfer is that the California State University (CSU) system is required by CEC section 66747 to “guarantee admission with junior status to any community college student who meets all of the requirements” for the associate degree for transfer. CSU is required to grant priority admission for a student with this associate degree “to his or her local [CSU] campus and to a program or major that is similar to his or her community college major or area of emphasis, as determined by the [CSU] campus to which the student is admitted.” In addition, 66747 states that “A student admitted under this article shall receive priority over all other community college transfer students, excluding community college students who have entered into a transfer agreement between a community college and the California State University prior to the fall term of the 2012-13 academic years.”

When an associate degree for transfer is approved by the CCC Chancellor’s Office, the CSU Chancellor’s Office will be notified so that the approved associate degree and its similar CSU baccalaureate degrees may be identified. These data will be used to identify eligible students who apply to the CSU for admission as described in CEC section 66747.

The ultimate advantage for students completing these associate degrees is that the associate degree may not require more than 60 semester (or 90 quarter) units; and after transferring into the appropriate program at the CSU, the baccalaureate degree may not require more than 60 additional semester units, for a total of 120 semester (or 180 quarter) units required for the baccalaureate degree (pursuant to CEC section 66748). Section 66748(b) allows an exception for the maximum units required at the CSU when the Chancellors of the CSU and the CCC systems, and their respective Academic Senates, specify high-unit majors that require more than 120 semester (or 180 quarter) units for the baccalaureate degree. The CSU is prohibited by CEC section 66748(c) from requiring a transferring student with this associate degree to repeat courses that are similar to those taken at the community college that counted toward the associate degree for transfer.

The designators for the Associate in Arts degree for Transfer (AA-T) and the Associate in Science degree for Transfer (AS-T) have been established by the Academic Senate for California Community Colleges (ASCCC) and are reserved only for associate degrees that meet all requirements of SB 1440 and CEC section 66746. Proposals for approval by the Chancellor's Office for the AA-T and AS-T degrees are submitted on the CCC-501 and CCC-510 proposal forms for credit programs.

Transfer Model Curriculum (TMC)

In the implementation process for SB 1440 and CEC section 66746, the ASCCC in collaboration with the CSU Academic Senate, has developed a Transfer Model Curriculum (TMC) for certain majors that have been identified for students who transfer from CCC to CSU. Each TMC represents a structure developed by intersegmental faculty for establishing the major component of a California community college associate degree. According to title 5 section 55063 and CEC section 66746, the associate degree must include a major or area of emphasis consisting of a minimum of 18 semester units. TMCs are being developed as a means of facilitating a statewide response to the mandate that all California community colleges offer "associate degrees for transfer." Draft TMCs are developed by intersegmental faculty (CCC and CSU, primarily) in the discipline and then made available for vetting at www.c-id.net. Once a TMC is finalized, CCC faculty have the option of developing degrees that align with the TMC. Degrees that align with a TMC reflect statewide faculty dialogue regarding common preparation for a specific major.

The CCC Chancellor's Office has revised existing proposal processes in order to provide a streamlined approval process for proposed AA-T or AS-T degrees that align with a TMC. Community colleges that propose an AA-T or AS-T degree that aligns with a TMC will be excused from completing some of the 21 narrative requirements of the CCC-501 proposal. If the proposed AA-T or AS-T does not fully align with a TMC, then the complete narrative will be required including additional transfer documentation as discussed in the revised CCC-501 and CCC-510 instructions. Detailed instructions for the narrative and documentation for each required item begin on p. 6.

For AA-T or AS-T in CTE fields aligned with a TMC, regional consortium review is not required. However, colleges are required to submit the "Labor/Job Market Data" attachment in order to comply with CEC section 78015 and title 5 section 55130. In the narrative under Criteria B, several items will be required only when the proposed degree is in a CTE discipline that has not been offered at the community college in the past. These items are listed separately below as "required only for new CTE discipline."

Proposed AA-T or AS-T Aligned With TMC

Narrative Requirements

Detailed instructions for completing each part of the CCC-501 narrative begin on p. 9. The following list identifies which items are required and not required when seeking approval from the Chancellor's Office (CCC-501) for an AA-T or AS-T that aligns with a TMC:

- **Criteria A. Appropriateness to Mission (all required)**
 1. Statement of Program Goals and Objectives
 2. Catalog Description
 3. Program Requirements
 4. Background and Rationale
- **Criteria B. Need (required)**
 6. Place of Program in Curriculum/Similar Programs (at your college).

- Required for CTE only
 - **Attachment:** Local Labor / Job Market Data (analysis is not required)
 - Regional consortium review is not required because the TMC was developed intersegmentally statewide.

In addition to the above requirements, when the TMC is in a new CTE discipline – either an emerging field or one that is being developed and offered at the community college for the first time – additional documentation is required for **Criteria B. Need**.

- Required only for new CTE discipline:
 8. Labor Market Information & Analysis
 9. Employer Survey
 10. Explanation of Employer Relationship
 11. List of Members of Advisory Committee
 12. Recommendations of Advisory Committee
 - **Attachment:** Employer Survey
 - **Attachment:** Minutes of Key Meetings
 - Regional consortium review is still not required because the TMC was developed intersegmentally statewide.
- **Criteria C. Curriculum Standards**
 - The only required documentation for transfer applicability is the completed TMC template listing the college's existing courses that align with the C-ID designated courses.
 - Course outlines of record for major courses should be attached to the appropriate courses in the Curriculum Inventory. Instructions for attaching course outlines is available in the training materials.
- **Criteria D-Adequate Resources**
 - Include a general statement in regard to facilities, additional faculty, and new equipment or library resources.
- **Criteria E-Compliance**
 - Include a general statement in regard to enrollment restrictions and licensing or accreditation standards (if applicable).

If the proposed AA-T or AS-T is in the same four-digit T.O.P. code with another approved program (credit certificate or degree) at the community college, then the "CCC-510 Substantial Changes to an Approved Credit Program" form may be used. Detailed instructions for completing each part of the CCC-510 narrative begin on p. 27. The following list identifies which items are required and not required when seeking approval from the Chancellor's Office (CCC-510) for an AA-T or AS-T that aligns with a TMC:

- **Criteria A. Appropriateness to Mission (all required)**
 1. Statement of goals and objectives for existing program, including new changes.
 2. Catalog description for existing program, including new option.
 3. New program requirements.
 4. Discussion of background and rationale (not optional, but can be brief).

- **Criteria B. Need (required)**

6. Place of proposed change in the curriculum – relation to existing program and options; relation to other programs at your college.
 - Required for CTE only
 - **Attachment:** Local Labor / Job Market Data (analysis is not required)
 - Regional consortium review is not required because the TMC was developed intersegmentally statewide.

- **Criteria C. Curriculum Standards**

- The only required documentation for transfer applicability is the completed TMC template listing the college's existing courses that align with the C-ID designated courses.
- Course outlines of record for major courses should be attached to the appropriate courses in the Curriculum Inventory. Instructions for attaching course outlines is available in the Curriculum Inventory User Guide.

Transfer Documentation

Community colleges that seek approval of an AA-T or AS-T that aligns with a TMC will be excused from providing transfer documentation for multiple baccalaureate institutions. As noted above, the only transfer documentation required (for either the CCC-501 or CCC-510) will be the completion of a template comparing the approved TMC requirements to the proposed program requirements approved at the community college and, as indicated on the template, documentation of the required transfer status (e.g., CSU transferability, general education, or major preparation at CSU). When documentation of articulation is required, evidence of articulation with only one CSU campus is required. Detailed instructions for using the TMC template begin on p. 19.

When a TMC is finalized, a template will be available, similar to the example on page 21, which will be uploaded as an attachment to the AA-T or AS-T degree proposal in the Curriculum Inventory.

Proposed AA-T or AS-T Not Aligned With TMC

Narrative Requirements

The Chancellor's Office supports the efforts of intersegmental discipline faculty to develop the statewide TMC as the most appropriate solution for transfer preparation. If a community college submits a proposal for an AA-T or AS-T degree that doesn't align with an approved TMC, the proposal must provide strong evidence that the TMC, if one exists, is not the best preparation for students who transfer to the CSU campus or that the local degree is better preparation for students who transfer to a specific major at CSU campuses offering that major. However, the Chancellor's Office may suggest that such proposed degrees may be more appropriate as another type of degree—e.g., an AA instead of AA-T.

Colleges that propose an AA-T or AS-T not aligned with TMC must provide a proposal narrative that includes all 21 items on the CCC-501 or the 11 items required on the CCC-510. However, articulation with multiple baccalaureate institutions is not required for the AA-T or AS-T because these degrees are specifically designed to prepare students for transfer to CSU. The proposal for an AA-T or AS-T not aligned with TMC must provide strong evidence of the following:

- if a TMC exists but the proposal does not align with it, the narrative must state the reason the TMC is not the best preparation for the college's students who transfer to the CSU campus; **or**

- if no TMC exists, the local degree provides lower-division major preparation for students who transfer to a specific major at CSU campuses offering that major; **and**
- the community college discipline faculty have consulted with CSU discipline faculty to confirm that the lower-division coursework provides preparation for the CSU major.

Transfer Documentation

Proposals for AA-T and AS-T degrees in majors that are not based on an approved TMC must provide evidence that the community college discipline faculty have consulted with CSU discipline faculty to confirm that the lower-division coursework provides preparation for the CSU major. These proposals require documentation that **all** required courses in the major are applicable to the baccalaureate major at the local CSU campus. Articulation with multiple baccalaureate institutions is not required.

For each course in the proposed major for the AA-T or AS-T, the college must provide acceptable documentation from the following list, in order of preference:

1. Assigned C-ID designation or
2. Assigned TCSU number or
3. Appropriate report from ASSIST showing the required transferability status (e.g., CSU transferable, general education, or major preparation at CSU).

In addition, the proposal must include a letter from a CSU discipline chair or administrator that confirms collaboration with CSU faculty and assures both of the following:

- Locally-designated courses will provide lower-division major preparation and
- Students will not be required to repeat a course that is similar to a specific course that counted toward the associate degree for transfer.


The college must also provide documentation that community college courses that are designated as fulfilling the CSU-GE or IGETC pattern are transferable to CSU to fulfill general education. This is necessary to show that students will be able to complete 60 units of transferable courses, if they select courses carefully with the advice of a counselor.

CCC-501: New Credit Program

This proposal is completed online via the CCC Curriculum Inventory. All attachments, including a scanned copy of the original signature page, will need to be attached to the proposal. The Curriculum Inventory is accessed at: <http://curriculum.cccco.edu> by authorized users who have participated in training and have been appointed by the college CIO to have this access.

Please refer to the User's Guide for specific instructions on using the CCC Curriculum Inventory. Help icons are available on the electronic form to provide instructions for each field of the form.

There are two parts required for credit program proposals: an electronic form that is completed in the Curriculum Inventory, including the **Planning Summary**, and the **Development Criteria Narrative & Documentation**, a separate document that is uploaded as an attachment to the electronic form. The following are required components of the proposal:

CCC-501	Rev. January 2011
Application Date	 <i>California Community Colleges</i>
NEW CREDIT PROGRAM	
PROPOSED PROGRAM TITLE	CONTACT PERSON
COLLEGE	TITLE
DISTRICT	PHONE NUMBER
PROJECTED PROGRAM START DATE	E-MAIL ADDRESS
GOAL(S) OF PROGRAM:	
<input type="checkbox"/> CAREER TECHNICAL EDUCATION (CTE) <input type="checkbox"/> TRANSFER <input type="checkbox"/> OTHER	
TYPE OF PROGRAM (SELECT ONLY ONE):	
<input type="radio"/> A.A. DEGREE <input type="radio"/> A.S. DEGREE <input type="radio"/> AA-T DEGREE (for transfer)* <input type="radio"/> AS-T DEGREE (for transfer)*	
CERTIFICATE OF ACHIEVEMENT: <input type="radio"/> 18+ semester (or 27+ quarter) units	
<input type="radio"/> 12-18 semester (or 18-27 quarter) units	
* The AA-T and AS-T degrees fulfill the requirements of California Education Code sections 66745-66749, also known as the Student Transfer Achievement Reform Act. See special instructions provided with this form.	

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. Do not include the program type, such as “certificate” or “degree” in the title because these types are attached to the title in the Curriculum Inventory based on the program type as described below. Also, the words “transfer” or “for transfer” are no longer allowed in program titles because the “associate degree for transfer” is now reserved for degrees that comply with California Education Code (CEC) section 66746, as described on p. 1.

Contact Person: The person designated as originator for the proposal should be the person most able to answer questions about the proposed program or, if necessary, someone able to gather responses from the chief instructional officer, the curriculum committee chair, or the originating faculty member who designed the program. This field will automatically be populated with the originator’s contact information in the Curriculum Inventory, associated with the person’s user name and password.

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 sent to the

originator via the Curriculum Inventory. Official communication regarding the status of program proposals is sent by email from the Curriculum Inventory to the chief instructional officer, with a copy to the originator.

Projected 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, courses may be approved locally and offered as stand-alone courses while the program is being developed. For more information about local approval of stand-alone credit courses, refer to the **Program and Course Approval Handbook, 3rd Edition**, p 23.

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 as vocational or career technical education (CTE), the proposer must complete all sections required for CTE.

Type of Program: You may select only one program type. The Chancellor’s Office supports the Academic Senate for the California Community Colleges (ASCCC) Resolution 9.06, Spring 2008, in which the associate degrees are classified as follows:

- Associate in Science (AS or AS-T) should be used for any Science, Technology, Engineering or Mathematics (STEM) field and career technical education (CTE) programs.
- Associate in Arts (AA or AA-T) should be used for all other disciplines.

All new associate degree majors and areas of emphasis are required to be separately approved. For more information about the Associate in Arts for Transfer (AA-T) and Associate in Science for Transfer (AS-T) degrees, refer to p. 1. Each proposed program will be submitted individually. Colleges may attach the same narrative to multiple proposals under the same T.O.P. code. 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 section 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 section 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 the **Program and Course Approval Handbook, 3rd Edition**, p. 47.

Planning Summary

Recommended T.O.P. Code		Estimated FTE Faculty Workload	
Units for Degree Major or Area of Emphasis		Number of New Faculty Positions	
Total Units for Degree		Est. Cost, New Equipment	\$
Required Units-Certificate		Cost of New/Remodeled Facility	\$
Projected Annual Completers		Est. Cost, Library Acquisitions	\$
Projected Net Annual Labor Demand (CTE)		When will this program undergo review as part of college’s Program Evaluation Plan?	Month _____ Year _____

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 availability. 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.

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 proposed T.O.P. code, if necessary, after consulting the college.

Units for Degree Major or Area of Emphasis: For all types of associate degrees, 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: For all types of associate degrees, 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 semester or 90 quarter units. Proposed AA-T and AS-T degrees may not require more than 60 semester or 90 quarter 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 proposal seeks approval of a certificate of fewer than 18 units, refer to the **Program and Course Approval Handbook, 3rd Edition**, 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**, except when proposing an AA-T or AS-T degree that aligns with a TMC. For more information about the requirements for proposed AA-T and AS-T degrees, refer to p. 2.

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**, except when proposing an AA-T or AS-T degree that aligns with a TMC. For more information about the requirements for proposed AA-T and AS-T degrees, refer to p. 2.

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. The number should be entered as a decimal—for example, one full-time faculty would be entered as 1.0.

Number of New Faculty Positions: Indicate the number of separately identified new positions, both part and full time. If existing faculty are sufficient for offering the course and no plans exist to hire new faculty, enter 0(zero). The minimum qualifications for these positions should be included in the attached narrative for **18. Faculty Qualifications and Availability**, except when proposing an AA-T or AS-T degree that aligns with a TMC. For more information about the requirements for proposed AA-T and AS-T degrees, refer to p. 2.

Est. Cost, New Equipment: If new equipment will be acquired for this program, estimate total cost from all sources, including district and State funds. Discuss specifics in the attached narrative for **16. Facilities and Equipment Plan**, except when proposing an AA-T or AS-T degree that aligns with a TMC. For more information about the requirements for proposed AA-T and AS-T degrees, refer to p. 2.

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**, except when proposing an AA-T or AS-T degree that aligns with a TMC. For more information about the requirements for proposed AA-T and AS-T degrees, refer to p. 2.

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**, except when proposing an AA-T or AS-T degree that aligns with a TMC. For more information about the requirements for proposed AA-T and AS-T degrees, refer to p. 2.

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 section 78016 requires review of all occupational programs every two years and title 5 section 55003 requires review of prerequisite, corequisite and advisory courses at least once every six years.

Development Criteria Narrative & Documentation

In a separate document, describe the development of the proposed program, addressing the five criteria as listed on the proposal. **Number** the sections of the narrative to match the proposal 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 the following types of proposals:

- Certificates of 12 or more but fewer than 18 units that have been offered in the past. Refer to the **Program and Course Approval Handbook, 3rd Edition**, p. 47 for further information.
- AA-T or AS-T degree that aligns with a TMC. (Refer to p. 2 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. Describe how these courses will meet the lower division requirements of a major at four-year institutions.

When proposing an AA-T or AS-T degree that aligns with a Transfer Model Curriculum (TMC), a brief statement confirming to what baccalaureate degree students will be prepared is the only requirement for this item.

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, except when proposing an AA-T or AS-T degree that aligns with a TMC. Refer to p. 2 for further information about the requirements for AA-T or AS-T degree proposals. 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 proposal. The same is true when the catalog description of a proposed program intended for transfer states that students will be prepared for work immediately after completion of the program.

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 proposal'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 proposal, 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 AA-T and AS-T catalog description should include all the requirements for the associate degree for transfer pursuant to CEC section 66746. These requirements are listed on p. 1.

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 proposal, 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 all degree programs, general education requirements must be indicated. For A.A. and A.S. degrees, these requirements may include the local general education pattern, CSU-Breadth or IGETC and must include the number of units required for each pattern. Documentation may be in one of the following forms:

- college's overall general education requirements for a degree of this type, such as the requirements as listed in 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 who intend to transfer should not be allowed to complete only the minimum of 18 or more units of local general education requirements. In most cases, the local general education requirements do not provide adequate preparation for transfer.

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.

Proposals for the AA-T and AS-T degree must require that students complete either the CSU-GE or IGETC pattern and state the number of units required for each pattern. It's important to note that CEC 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 or IGETC requirement.

In addition, CEC section 66746 subdivision (b) prohibits a community college district from imposing any additional course requirements, in addition to these 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 AA-T or AS-T does not require them.

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 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 proposal. 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 proposal, 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.

When proposing an AA-T or AS-T degree, this section of the narrative should briefly describe how discipline faculty determined whether to align the major requirements with the TMC. The proposal for an AA-T or AS-T **not** aligned with TMC must describe in this section of the narrative the following:

- if a TMC exists but the proposal does not align with it, the narrative must state the reason the TMC is not the best preparation for the college's students who transfer to the CSU campus; **or**
- if no TMC exists, the local degree provides lower-division major preparation for students who transfer to a specific major at CSU campuses offering that major; **and**
- the community college discipline faculty have consulted with CSU discipline faculty to confirm that the lower-division coursework provides preparation for the CSU major.

In addition to describing the collaborative efforts, which may be based on an existing articulation agreement (pursuant to CEC 66746(c)), a letter must be attached to the proposal from a CSU discipline chair or administrator that confirms collaboration with CSU faculty and assures both of the following:

- Locally-designated courses will provide lower-division major preparation and
- Students will not be required to repeat a course that is similar to a specific course that counted toward the associate degree for transfer (pursuant to CEC 66748(c)).

Criteria B. Need

5. Enrollment and Completer Projections

This item is not required when proposing an AA-T or AS-T that is aligned with the TMC.

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. The Inventory Report can be accessed online in the Curriculum Inventory at <http://curriculum.cccco.edu>. 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 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).

7. Similar Programs at Other Colleges in Service Area

This item is not required when proposing an AA-T or AS-T that is aligned with the TMC.

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. Pages from other colleges' catalogs may be included as attachments to the proposal in the 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 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)

When proposing an AA-T or AS-T that is aligned with the TMC in a CTE discipline, the analysis described below is not required. However, the labor market projection for available jobs in the discipline in the college service area must be provided.

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 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 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 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, 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 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 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 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.

Table 3. Suggested areas of discussion for labor market analysis.

<p>Net Job Market</p>	<ul style="list-style-type: none"> 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?
<p>Earning Potential</p>	<ul style="list-style-type: none"> What is the average initial salary? What is the average percentage of salary increase in 2 years? 5 years?
<p>Program Credibility / Career Potential</p>	<ul style="list-style-type: none"> If advanced degrees are typically needed for career advancement, will the courses required for this program transfer towards completion of the requirements for those degrees? Will this preparation permit students to 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?
<p>Emerging Occupations</p>	<p>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.</p> <p>A carefully designed employer survey (see instructions for Employer Survey/Other Evidence of Need) can elicit documentation demonstrating that employers:</p> <ul style="list-style-type: none"> 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.
<p>Competitive Fields</p>	<p>Colleges are often called upon to provide training that students greatly desire, even where the job prospects are limited and the field is highly competitive. In such occupations--often in the arts and entertainment--</p>

	<p>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.</p>
<p>Career Technical Education Skills</p>	<p>Many kinds of certificates are of occupational benefit to students already employed. In such circumstances, the program objectives and design, including the sequencing of courses, should fit the needs of students likely to be already employed. The course sequence should build on student prior experience and courses should be scheduled to accommodate working students.</p> <p>A program should not exclude students who are not already employed in a particular industry, unless the college makes available to such students a practicable entry-level pathway that would qualify them, upon completion, for the advanced training.</p>
<p>Small Businesses or Cottage Industries</p>	<p>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 proposal 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.</p>

Attachment: Labor/Job Market Data (for CTE only)

This information is required when proposing an AA-T or AS-T that aligns with a TMC in a CTE discipline. However, the employment projection data from the LMI web site can be pasted into the narrative instead of submitted as an attachment.

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)

This item is not required when proposing an AA-T or AS-T that is aligned with the TMC unless the CTE discipline has never been offered at the college in the past.

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 refer to the data mart, available on the Chancellor’s Office web site, 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 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 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)

This attachment is not required when proposing an AA-T or AS-T that is aligned with the TMC unless the CTE discipline has never been offered at the college in the past.

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)

This item is not required when proposing an AA-T or AS-T that is aligned with the TMC unless the CTE discipline has never been offered at the college in the past.

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, section 51006 and section 58100-58108) will be observed in this context.

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

This item is not required when proposing an AA-T or AS-T that is aligned with the TMC unless the CTE discipline has never been offered at the college in the past.

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)

This item is not required when proposing an AA-T or AS-T that is aligned with the TMC unless the CTE discipline has never been offered at the college in the past.

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

This attachment is not required when proposing an AA-T or AS-T that is aligned with the TMC unless the CTE discipline has never been offered at the college in the past.

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. Consortium review is not required for AS-T degrees in CTE disciplines when the proposed degree is aligned with the TMC.

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 proposal.

Criteria C. Curriculum Standards

13. Display of Proposed Sequence

This item is not required when proposing an AA-T or AS-T that is aligned with the TMC.

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 proposal 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 uploaded in the Curriculum Inventory 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. Outlines of record for general education courses are not required to be attached to the program proposal.

14. Transfer Applicability (if applicable)

Proposals for AA-T and AS-T degrees aligned with TMC:

Community colleges that seek approval of an AA-T or AS-T will be excused from providing transfer documentation for multiple baccalaureate institutions. When the proposed AA-T or AS-T is aligned with the TMC, the only transfer documentation required will be the completion of a template, comparing the approved TMC requirements to the proposed program requirements approved at the community college as described below.

Attachment: Transfer Documentation (if applicable)

When a TMC is finalized, a template will be available, similar to the example on page 21, which will be uploaded as an attachment to the AA-T or AS-T degree proposal in the 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.

It should 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 should 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:

1. Assigned C-ID designation or
2. Assigned TCSU number or
3. 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 AA-T or AS-T degree proposal in the Curriculum Inventory.

Psychology Transfer Model Curriculum

CCC Major or Area of Emphasis: Psychology

CSU Major or Majors: Psychology

Total units: 18- 21 (*all units are semester units*)

In the four columns on the right, enter the course identifier, course title and number of units of a course that is comparable to the course indicated for the TMC (in the far left column). If the course may be double-counted, put an X in the GE column.

The units indicated in the TMC are semester units – and they are minimum units. All courses must be CSU transferable. Where there is an indicated C-ID descriptor, you are certifying that your course is comparable. Where no reference descriptor is indicated, discipline faculty should compare the existing course to the sample course description(s) provided in the TMC at <http://www.c-id.net/degreereview.html> and attach the appropriate report from ASSIST showing the required transferability status (i.e., CSU transferable, general education, or major preparation at CSU).

Psychology Transfer Model Curriculum		Associate in Arts degree in Psychology for transfer College Name: ___ Program Requirements			
Course Title (units)	C-ID (or TCSU) Designation	Course ID	Course Title	Units	GE
Required Core: 9-11 units					
Elementary Statistics (Psychological, Behavioral, or Social Science Statistics preferred) (3-4)	STAT 120 (TCSU)				
General Psychology (3)	PSY 110				
Research Methods in Psychology (with or without lab) (3-4)	PSY 200 or PSY 205				
List A (select one): 3-4 units					
Introduction to Biology (3-4)					
Human Biology (3-4)					
Introduction to Biological Psychology (3-4)	PSY 150				
List B (select one): 3 or more units					
Any List A course not used above. (3+)					
Any course that has articulation as lower division major preparation for the psychology major at a CSU. (3 or more units)					
List C (select one): 3 or more units					
Any courses not selected above, any CSU transferable psychology courses ¹ , and/or other courses that are lower division preparation for the psychology major at a CSU or UC - in or outside of the discipline. (3 or more units)					
Total Units for the Major:	18-21		Total Units for the Major:		
		Total Units that may be double-counted:			

¹ At least one course option under Category C must be articulated as general education or major preparation at CSU. Attach the appropriate report from ASSIST showing the required transferability status (i.e., CSU transferable, general education, or major preparation at CSU).

14. Transfer Applicability (if applicable) – continued

Proposals AA-T or AS-T degrees not aligned with TMC:

The proposal must provide evidence that the community college discipline faculty have consulted with CSU discipline faculty to confirm that the lower-division coursework provides preparation for the CSU major. These proposals require documentation that **all** required courses in the major are applicable to the baccalaureate major at the local CSU campus. Articulation with multiple baccalaureate institutions is not required, but documentation must be provided showing transferability to the CSU system or to a specific CSU campus.

Attachment: Transfer Documentation (if applicable)

For each course in the proposed major for the AA-T or AS-T that does not align with the TMC, the college must provide acceptable documentation from the following list, in order of preference:

1. Assigned C-ID designation or
2. Assigned TCSU number or
3. Appropriate report from ASSIST showing the required transferability status (e.g., CSU transferable, general education, or major preparation at CSU).

Documentation of articulation should be attached to the proposal in the Curriculum Inventory. In addition, the proposal must include a letter from a CSU discipline chair or administrator that confirms collaboration with CSU faculty and assures **both** of the following:

- Locally-designated courses will provide lower-division major preparation; **and**
- Students will not be required to repeat a course that is similar to a specific course that counted toward the associate degree for transfer.

The college must also provide documentation that community college courses that are designated as fulfilling the CSUGE or IGETC pattern are transferable to CSU to fulfill general education. This is necessary to show that students will be able to complete 60 units of transferable courses, if they select courses carefully with the advice of a counselor.

Proposals for certificates, A.A. and A.S. degrees:

These instructions do not apply to proposals for the AA-T or AS-T degree.

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 CCC Curriculum Inventory 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 program proposed with transfer as a goal. 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. Typically, the Chancellor's Office will require that at least 75% of courses required for the certificate, major or area of emphasis have course-to-course articulation. Articulation information from the following must be provided:

- **three** senior institutions to which students would typically transfer upon completion of the proposed transfer program; or
- **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 proposal 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 proposal for programs that provide a pathway to the baccalaureate degree, 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: Transfer Documentation (if applicable)

These instructions apply only to proposals for certificates, A.A. and A.S. degrees. Provide documentation of transferability for a program with a primary goal of transfer and for a CTE program 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. Typically, the Chancellor's Office will require that at least 75% of courses required for the certificate, major or area of emphasis have course-to-course articulation.

Criteria D. Adequate Resources

When proposing an AA-T or AS-T degree that is aligned with the TMC, a response to each item in this criterion is not required. Instead, you should include a brief statement about the availability of resources for existing courses that will now be required for the new degree. The statement should include reference to library and learning resources, facilities and equipment, financial support and faculty qualifications and availability.

15. Library and Learning Resources Plan

When proposing a program other than the AA-T or AS-T degree, explain the determination of library and learning resources necessary to support the program as designed. Determining the needed resources should involve 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

When proposing a program other than the AA-T or AS-T degree, 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 **Program and Course Approval Handbook, 3rd Edition**, 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

When proposing a program other than the AA-T or AS-T degree, 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 **Program and Course Approval Handbook, 3rd Edition**, 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 (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.

18. Faculty Qualifications and Availability

When proposing a program other than the AA-T or AS-T degree, you should not submit resumes with this proposal. 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

When proposing an AA-T or AS-T degree that is aligned with the TMC, a response to each item in this criterion is not required. Instead, you should include a brief statement about any compliance issues as noted below for licensing or accreditation standards.

19. Based on model curriculum (if applicable)

This item is not required when proposing an AA-T or AS-T that is aligned with the TMC. Please include brief comments in regard to local adoption of the TMC in **4. Background and Rationale** as described on p. 12.

Proposals for certificates, A.A. and A.S. degrees:

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 CEC 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 TMC 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 more information, refer to the section on Inter-campus Program Development in the **Program and Course Approval Handbook, 3rd Edition** on p.16.

20. Licensing or Accreditation Standards

This item is not required when proposing an AA-T or AS-T that is aligned with the TMC unless the degree is in a CTE discipline that has licensing, accreditation or certification requirements.

Proposals for certificates, A.A. and A.S. degrees:

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.

21. Student Selection and Fees

When proposing a program other than the AA-T or AS-T degree, entry criteria and the selection process for admission to the program, if the program is selective, should be detailed in this item. Program admission or selection procedures should comply with the provisions of Title 5, sections 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 section 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 proposal'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, except when proposing an AS-T that aligns with a TMC in a CTE discipline.

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

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

The CCC-501 proposal, with attachments, should be submitted electronically via the CCC Curriculum Inventory.

CCC-510: Substantial Changes to an Approved Credit Program

This proposal is completed online via the CCC Curriculum Inventory. All attachments, including a scanned copy of the original signature page, will need to be attached to the proposal. The Curriculum Inventory is accessed at: <http://curriculum.cccco.edu> authorized users who have participated in training and have been appointed by the college CIO to have this access.

Please refer to the User's Guide for specific instructions on using the CCC Curriculum Inventory. Help icons are available on the electronic form to provide instructions for each field of the form.

When to use this form:


Use this form to request substantial changes to a previously approved program. Typical changes are:

- The goals and objectives of the program are substantially changed.
- The job categories for which program completers qualify are substantially different from the job categories for which completers previously qualified.
- The baccalaureate major to which students typically transfer is different from the baccalaureate major students typically transferred to in the past.
- The college wishes to add an associate degree for transfer (AA-T or AS-T) in the **same four-digit T.O.P. code** as an existing certificate or degree offered by the college. For more information about the AA-T and AS-T degrees, refer to p. 1.
- The college wishes to add a new award to an existing program. It may be used to add a certificate of achievement to an existing degree or add a degree to one or more existing certificates of achievement. All existing and proposed awards should be categorized in the **same four-digit T.O.P. code**.
- An existing program is split into two or more tracks, options, emphases, etc. in the **same four-digit T.O.P. code**. In most cases the proposed changes in a 5-digit T.O.P. sub-discipline may be considered within an existing program classified in the corresponding four-digit T.O.P. discipline.

Refer to the discussion in the **Program and Course Approval Handbook, 3rd Edition**, beginning on p. 44 for further information about correctly using this form. If the Chancellor's Office believes the proposed changes should have been submitted as a new program, it may request additional information, which may include any of the elements on the CCC-501: New Credit Program form, as necessary.

In January 2011, the CCC-510 form was substantially revised to include improved features available for electronic submission via the Curriculum Inventory. Part of the improved form is visible on the next page and detailed instructions for completing the proposal follow on subsequent pages.

CCC-510 Rev. January 2011

Application Date  California Community Colleges

SUBSTANTIAL CHANGES TO AN APPROVED CREDIT PROGRAM

TITLE OF PROPOSED PROGRAM		CONTACT PERSON
TITLE OF EXISTING PROGRAM (IF DIFFERENT)		TITLE
EXISTING PROGRAM T.O.P. CODE	EXISTING PROGRAM CONTROL NUMBER	PHONE NUMBER
COLLEGE	DISTRICT	E-MAIL ADDRESS
PROJECTED START DATE FOR CHANGE		
GOAL(S) OF PROGRAM (CHECK ALL THAT APPLY):		
<input type="checkbox"/> CAREER TECHNICAL EDUCATION (CTE)	<input type="checkbox"/> TRANSFER	<input type="checkbox"/> OTHER

Type of change requested: Check only one.

Add new Certificate of Achievement

Add Degree to Existing Certificate Program

Add new Major or Area of Emphasis to Existing Degree

TYPE OF PROGRAM (SELECT ONLY ONE):

A.A. DEGREE

A.S. DEGREE

AA-T DEGREE (for transfer)*

AS-T DEGREE (for transfer)*

CERTIFICATE OF ACHIEVEMENT:

18+ semester (or 27+ quarter) units

12-18 semester (or 18-27 quarter) units

* The AA-T and AS-T degrees fulfill the requirements of California Education Code sections 66745-66749, also known as the Student Transfer Achievement Reform Act. See special instructions provided with this form.

Title of Proposed Program: 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. Do not include the program type, such as “certificate” or “degree” in the title because these types are attached to the title in the Curriculum Inventory based on the program type as described below. Also, the words “transfer” or “for transfer” are no longer allowed in program titles because the “associate degree for transfer” is now reserved for degrees that comply with California Education Code (CEC) section 66746, as described on p. 1.

Existing Program Information: The electronic form in the Curriculum Inventory automatically completes the fields for Title of Proposed Program, three fields that identify the existing program, College and District based on the originator’s college and district, the proposed title entered when the form was requested, and the Program Control Number selected in the “Unique Code/ Control Number” field in the **Planning Summary** (see below).

Contact Person: The person designated as originator for the proposal should be the person most able to answer questions about the proposed program or, if necessary, someone able to gather responses from the chief instructional officer, the curriculum committee chair, or the originating faculty member who designed the program. This field will automatically be populated with the originator’s contact information in the Curriculum Inventory, associated with the person’s user name and password.

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 sent to the originator via the Curriculum Inventory. Official communication regarding the status of program proposals is sent by email from the Curriculum Inventory to the chief instructional officer, with a copy to the originator.

Primary Goal(s) of Program: Please check all appropriate boxes. Each choice requires different narrative and documentation as described on the following pages. The narrative for **Criteria A: Appropriateness to Mission** should include explanations for all choices. For the proposed programs that are categorized by T.O.P. codes that are designated for vocational or career technical education (CTE), the proposer must complete all sections required for CTE.

Type of change requested: Please select only one change. The change that is marked should then be included in your narrative for **Criteria A. Appropriateness to Mission** as explained below.

Type of Program: You may select only one program type. The Chancellor's Office supports the Academic Senate for the California Community Colleges (ASCCC) Resolution 9.06, Spring 2008, in which the associate degrees are classified as follows:

- Associate in Science (AS or AS-T) should be used for any Science, Technology, Engineering or Mathematics (STEM) field and career technical education (CTE) programs.
- Associate in Arts (AA or AA-T) should be used for all other disciplines.

All new associate degree majors and areas of emphasis are required to be separately approved. For more information about the Associate in Arts for Transfer (AA-T) and Associate in Science for Transfer (AS-T) degrees, refer to p. 1. Each proposed program will be submitted individually. Colleges may attach the same narrative to multiple proposals under the same T.O.P. code. 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 section 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 section 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 the **Program and Course Approval Handbook, 3rd Edition**, p. 47.

Planning Summary

Projected Start Date: Enter the month and year when the college plans to offer the first required course in the proposed 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, courses may be approved locally and offered as stand-alone courses while the program is being developed. For more information about local approval of stand-alone credit courses, refer to the **Program and Course Approval Handbook, 3rd Edition**, p 23.

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**, except when proposing an AA-T or AS-T degree that aligns with a TMC. For more information about the requirements for proposed AA-T and AS-T degrees, refer to p. 2.

FIELDS	AS LISTED IN CURRENT INVENTORY	AS REVISED
Program Control Number		
TOP Code		
Local Title		
Units for Degree Major or Area of Emphasis		
Total Units for Degree		
Certificate Units		

Program Control Number: In the electronic form, click in the box at the top of the column labeled “As Listed in Current Inventory” to activate a drop-down list of all active programs in your college’s inventory, listed in alphabetical order. Select the existing program upon which your proposal is based. The rest of the column should be automatically populated from active data in the Curriculum Inventory.

In the column on the right labeled “As Revised,” make changes to identify the new certificate or degree being proposed. You may not enter the Program Control Number, which will be generated by the Curriculum Inventory when the proposal is approved. Complete the other fields as described below.

T.O.P. Code: The Taxonomy of Programs code is the category that groups the proposed 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 assigned 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.

If the appropriate T.O.P. code for the new option or certificate is within a **different** four-digit T.O.P. discipline, the CCC-501: New Credit Program form should be used. 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 proposed 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 change 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: For all types of associate degrees, 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 semester or 90 quarter units. Proposed AA-T and AS-T degrees may not require more than 60 semester or 90 quarter 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 proposal seeks approval of a certificate of fewer than 18 units, refer to the **Program and Course Approval Handbook, 3rd Edition**, p. 47 for more information.

Development Criteria Narrative & Documentation

In a separate document, describe the development of the proposed program, addressing the five criteria as listed on the form. **Number** the sections of the narrative to match the proposal 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 the following types of proposals:

- Certificates of 12 or more but fewer than 18 units that have been offered in the past. Refer to the **Program and Course Approval Handbook, 3rd Edition**, p. 47 for further information.
- AA-T or AS-T degree that aligns with a TMC. (Refer to p. 2 for further information.)

Criteria A. Appropriateness to Mission

1. Statement of goals and objectives for existing program, including new changes.

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 revision to the 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 fulfill the requirements of 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.

When proposing an AA-T or AS-T degree that aligns with a Transfer Model Curriculum (TMC), a brief statement confirming to what baccalaureate degree students will be prepared is the only requirement for this item. For more information about the TMC, refer to p. 2.

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, except when proposing an AA-T or AS-T degree that aligns with a TMC. Refer to p. 2 for further information about the requirements for AA-T or AS-T degree proposals. 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 proposal. The same is true when the catalog description of a proposed program intended for transfer states that students will be prepared for work immediately after completion of the program.

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 proposal'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 proposal, 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 and include both the existing program and the new option.

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 AA-T and AS-T catalog description should include all the requirements for the associate degree for transfer pursuant to CEC section 66746. These requirements are listed on p. 1.

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 **9. Transfer Applicability**.

Where job market data or other factors as documented in the proposal 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. New program requirements

The program requirements should be consistent with the catalog description. It should be clear how requirements for the proposed program differ from requirements for the existing program. 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 new program must be shown.

For all degree programs, general education requirements must be indicated. For A.A. and A.S. degrees, these requirements may include the local general education pattern, CSU-Breadth or IGETC and must include the number of units required for each pattern. Documentation may be in one of the following forms:

- college's overall general education requirements for a degree of this type, such as requirements as listed in 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 who intend to transfer should not be allowed to complete only the minimum 18 or more units of local general education requirements. In most cases, the local general education requirements do not provide adequate preparation for transfer.

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.

Proposals for the AA-T and AS-T degree must require that students complete either the CSU-GE or IGETC pattern and state the number of units required for each pattern. It's important to note that CEC 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 or IGETC requirement.

In addition, CEC section 66746 subdivision (b) prohibits a community college district from imposing any additional course requirements, in addition to these 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 AA-T or AS-T does not require them.

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 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 the 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 should explain its departure from those recommendations.

4. Optional: Discussion of background and rationale (if needed)

This item is **not** optional when proposing an AA-T or AS-T that is aligned with the TMC.

This section is required when the proposal requests approval of a certificate of fewer than 18 semester units as a Certificate of Achievement or approval of an AA-T or AS-T that is aligned with the TMC. Otherwise, this section is only required if there are aspects of the new option that need special explanation. This section may include some history of how the proposed change 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. This is an opportunity for a college to explain special considerations and unusual circumstances.

When proposing an AA-T or AS-T degree, this section of the narrative should briefly describe how discipline faculty determined whether to align the major requirements with the TMC. The proposal for an AA-T or AS-T **not** aligned with TMC must describe in this section of the narrative the following:

- if a TMC exists but the proposal does not align with it, the narrative must state the reason the TMC is not the best preparation for the college's students who transfer to the CSU campus; **or**
- if no TMC exists, the local degree provides lower-division major preparation for students who transfer to a specific major at CSU campuses offering that major; **and**
- the community college discipline faculty have consulted with CSU discipline faculty to confirm that the lower-division coursework provides preparation for the CSU major.

In addition to describing the collaborative efforts, which may be based on an existing articulation agreement (pursuant to CEC 66746(c)), a letter must be attached to the proposal from a CSU discipline chair or administrator that confirms collaboration with CSU faculty and assures both of the following:

- Locally-designated courses will provide lower-division major preparation and
- Students will not be required to repeat a course that is similar to a specific course that counted toward the associate degree for transfer (pursuant to CEC 66748(c)).

Criteria B. Need

5. Enrollment and Completer Projections

This item is not required when proposing an AA-T or AS-T that is aligned with the TMC.

Enrollment figures should 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. Analysis of labor market need or job availability**. It is expected that data should demonstrate adequate demand for the estimated completers.

6. Place of proposed change in the curriculum

Before completing this section, review the college's existing program inventory. The Inventory Report can be accessed online in the Curriculum Inventory at <http://curriculum.cccco.edu>. This section must indicate if the proposed 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 or services 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. Discussion of impact on other colleges in region

This item is not required when proposing an AA-T or AS-T that is aligned with the TMC. This item is optional for transfer only programs.

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. Pages from other colleges' catalogs may be included as attachments to the proposal in the 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 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.

8. Analysis of labor market need or job availability (for CTE only)

When proposing an AA-T or AS-T that is aligned with the TMC in a CTE discipline, the analysis described below is not required. However, the labor market projection for available jobs in the discipline in the college service area must be provided. The employment projection data from the LMI web site can be pasted into the narrative or submitted separately as an attachment.

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 section 78015, LMI data are specifically required for new CTE program proposals, where available. **Statewide or national employment data is not acceptable** unless the applicant can show that career mobility in this occupation is common. The proposal 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 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, 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 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 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 proposal, instead 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 on p. 15 lists some suggested areas of discussion to include in the analysis of labor market need or job availability.

Criteria C. Curriculum Standards

9. Transfer applicability to two four-year institutions (if applicable)

Proposals for AA-T and AS-T degrees aligned with TMC:

Community colleges that seek approval of an AA-T or AS-T will be excused from providing transfer documentation for multiple baccalaureate institutions. When the proposed AA-T or AS-T is aligned with the TMC, the only transfer documentation required will be the completion of a template, comparing the approved TMC requirements to the proposed program requirements approved at the community college as described below.

Attachment: Transfer Documentation (if applicable)

When a TMC is finalized, a template will be available, similar to the example on page 21, which will be uploaded as an attachment to the AA-T or AS-T degree proposal in the 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.

It should 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 should 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:

1. Assigned C-ID designation or
2. Assigned TCSU number or
3. 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 AA-T or AS-T degree proposal in the Curriculum Inventory.

Proposals AA-T or AS-T degrees not aligned with TMC:

The proposal must provide evidence that the community college discipline faculty have consulted with CSU discipline faculty to confirm that the lower-division coursework provides preparation for the CSU major. These proposals require documentation that **all** required courses in the major are applicable to the baccalaureate major at the local CSU campus. Articulation with multiple baccalaureate institutions is not required, but documentation must be provided showing transferability to the CSU system or to a specific CSU campus.

Attachment: Transfer Documentation (if applicable)

For each course in the proposed major for the AA-T or AS-T that does not align with the TMC, the college must provide acceptable documentation from the following list, in order of preference:

1. Assigned C-ID designation or
2. Assigned TCSU number or
3. Appropriate report from ASSIST showing the required transferability status (e.g., CSU transferable, general education, or major preparation at CSU).

Documentation of articulation should be attached to the proposal in the Curriculum Inventory. In addition, the proposal must include a letter from a CSU discipline chair or administrator that confirms collaboration with CSU faculty and assures **both** of the following:

- Locally-designated courses will provide lower-division major preparation; **and**
- Students will not be required to repeat a course that is similar to a specific course that counted toward the associate degree for transfer.

The college must also provide documentation that community college courses that are designated as fulfilling the CSUGE or IGETC pattern are transferable to CSU to fulfill general education. This is necessary to show that students will be able to complete 60 units of transferable courses, if they select courses carefully with the advice of a counselor.

Proposals for certificates, A.A. and A.S. degrees:

These instructions do not apply to proposals for the AA-T or AS-T degree.

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 CCC Curriculum Inventory 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 program proposed with transfer as a goal. 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, in **two** baccalaureate institutions to which students would typically transfer. If the catalog description of the CTE program includes any reference to transferability, then this section of the application should discuss information on the program's transferability. If such documentation cannot be provided, then the transfer language should be removed from the catalog description. Typically, the Chancellor's Office will require that at least 75% of courses required for the certificate, major or area of emphasis have course-to-course articulation.

If articulation cannot be demonstrated with more than one institution, the proposal 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 baccalaureate institutions, articulation to only one institution may be acceptable. In the case of emerging fields, for example, approval of a program requesting transfer status may receive **Limited Duration Approval** from the 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.

A program that **primarily** prepares students for employment immediately after completion should be considered CTE for purposes of program approval. Other community college programs in the same fields of study, however, may be designed to prepare the student to major in technical fields at four-year institutions. When completing a program proposal for programs that provide a pathway to the baccalaureate degree, colleges need to include information regarding transferability in the catalog description. These programs may be approved by the Chancellor's Office with both transfer status and career technical education status.

Attachment: Transfer Documentation (if applicable)

These instructions apply only to proposals for certificates, A.A. and A.S. degrees. Provide documentation of transferability for a program with a primary goal of transfer and for a CTE program 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. Typically, the Chancellor's Office will require that at least 75% of courses required for the certificate, major or area of emphasis have course-to-course articulation.

Criteria D. Adequate Resources

10. Discussion of facilities, additional faculty, and new equipment or library resources

This item is not required when proposing an AA-T or AS-T that is aligned with the TMC.

This optional section is only required if the proposed changes to the existing program will require a substantial new investment of facilities, equipment, funding, or faculty. Please discuss how each of these needs will be met, and how the college knows it will be able to provide the resources to continue the option. For guidance in completing this narrative, see instructions for discussion of Criteria D for the CCC-501 form beginning on p. 24.

Criteria E. Compliance

11. Discussion of enrollment restrictions and licensing or accreditation standards

This item is not required when proposing an AA-T or AS-T that is aligned with the TMC.

In this optional 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, section 55201 and section 58106. For guidance in completing this narrative, see instructions for discussion of Criteria E for the CCC-501 form on p. 25.

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 proposal'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, except when proposing an AS-T that aligns with a TMC in a CTE discipline.

In the signature block for the superintendent or chancellor of the district, one of the two boxes must be checked. Either approval by the district governing board (with the date of board approval filled in), **or** approval by the superintendent/chancellor who approved the option under a delegation of authority is required.

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

The CCC-510 proposal, with attachments, should be submitted via the CCC Curriculum Inventory.