New Credit Program Application

Long Form (CCC-501) and Short-Form (CCC-510)

# Santa Rosa Junior College

Date proposal created or last revised:

Proposed Certificate/Major Title:

Projected Program Start Date (semester and year):

Contact Person and Title:

Contact Phone #: Contact email:

**Check one or more of the following (to check box, double click on the box and click “checked” option):**

[ ]  0.5 - 17.5 unit certificate, **not** seeking Chancellor’s Office approval (local approval required)

[ ]  12 – 17.5 unit certificate, seeking Chancellor’s Office approval (recommended)

[ ]  18 unit or more certificate (requires Chancellor’s Office approval)

[ ]  18 unit or more CTE major, non-transferable (no articulation required, but still requires Chancellor’s Office approval)

[ ]  Transfer major (18 units or more) either CTE or Liberal Arts (articulation required, but still requires Chancellor’s Office approval)

[ ]  AA-T or AS-T transfer major following Transfer Model Curriculum (TMC) template (requires Chancellor’s Office approval)

**For instructions, see page 2.**

**Preliminary Approval Signatures:**

The signatures below indicate that **preliminary** approval has been given to submit the application and start curriculum development, as needed. The signatures below indicate that the proposed certificate or major is appropriate to mission, meets the needs of the community, meets SRJC standards for high quality, is feasible within existing resources or resource needs can be supported, and complies with all relevant Title 5 or Ed Code requirements.

**Department Chair Signature**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Supervising Administrator:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Dean III Signature (if any):** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SVPAA Signature:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SVPAA verification (initial):** \_\_\_\_\_\_ EPCC Review Completed \_\_\_\_\_\_ AAC Review Completed

**Instructions for New Credit Program Applications**

Forms and resources available on the SRJC Curriculum Review Committee SharePoint site:

[**https://bussharepoint.santarosa.edu/committees/curriculum-review/SitePages/Committee%20Home%20Page.aspx**](https://bussharepoint.santarosa.edu/committees/curriculum-review/SitePages/Committee%20Home%20Page.aspx)

* **A certificate or major application must be approved by the Chancellor’s Office BEFORE a certificate or major is launched**. If a certificate or major launches without approval, the District could have to repay all apportionment generated. The only exceptions are certificate applications of 17.5 units or less for which you are requesting only local approval.
* With the approval of the Supervising Administrator, individual courses may be offered provided there are no more than 12 units of “stand alone” courses offered in any one T.O.P. code.
* Use this application form when applying for a new major (AA or AS Degree), a new TMC major (Associate Degree for Transfer AA-T or AS-T), or a new certificate program. If applying for a TMC major where there is an existing major, or for a certificate or major for which SRJC already has a program in the same Taxonomy of Program (T.O.P.) Code that has been previously approved by the State Chancellor’s Office, complete the Short Form as specified in the instructions below. This application should also be used when applying for a local certificate of less than 12 units.
* For Liberal Arts and Sciences transfer majors, applicants should seek advice from the Dean, Liberal Arts and Sciences before beginning the application.
* For career and technical certificates and CTE transfer or non-transfer majors, applicants should seek advice from the Dean of Career and Technical Education and Economic Development before beginning the application.
* The Dean of Career and Technical Education will seek Bay Area Consortium approval for certificates and majors with CTE T.O.P. Codes.
* Upon approval by the Curriculum Review Committee (CRC), the Curriculum Office will secure the signatures required for submittal to the Chancellor’s Office for program approval.
* Detailed instructions and Taxonomy of Programs or T.O.P. Codes are available from the Curriculum Office, Supervising Administrator, or the Deans noted above.

**The following New Credit Program descriptions will assist you completing this application:**

**1. New Credit Program Application (Long Form, CCC-501)**

When applying for a certificate or major for which SRJC does not already have a State Chancellor’s Office approved program using the same T.O.P. Code, review the questions on page 4, complete the application form on page 5, respond to all sections in the narrative, compile the appendices and attachments, and submit all documentation as specified.

**2. New Credit Program Application for an addition to, or replacement of, an Approved Credit Program (Short Form, CCC-510)**

When applying for a certificate or major for which SRJC already does have a program in the same T.O.P. Code that has been approved by the State Chancellor’s Office, review the questions on page 4, enter all information into the application form on page 5, respond to section’s 1 through 13 in the narrative, and include all applicable attachments. **When adding a TMC major (AA-T or AS-T) to an existing major, or replacing an existing major with a TMC, enter all requested information into the application form and respond only to sections 1 and 2 in the narrative.**

Complete the Short Form for a new certificate or major where SRJC already has a State Chancellor’s Office approved certificate or major in the same T.O.P. Code. Addition of a program within an existing T.O.P. Code applies to the following situations:

* Adding a new Certificate of Achievement in the same T.O.P. code
* Adding a degree to an existing certificate program
* Adding a new major or area of emphasis to an existing degree
* Adding a TMC (AA-T or AS-T) to an existing major or to replace an existing major

**3. New Certificate Credit Program of less than 12 units**

Use this form when applying for a skills certificate of less than 12 units. Complete the application form on page 5, and sections 1 - 13 of the narrative. **NOTE: For new Non-Credit certificates, or new Public Safety Training Skills Certificate mandated by P.O.S.T, use the alternate form available on the Curriculum office website.**

**All application documents should be sent electronically.**

**Only the cover sheet (page 1) MUST BE sent on paper to gather original signatures.**

**SRJC Local Requirements for New Majors**

 **Not required for certificates**

#### Items A, B, and C below are local, SRJC requirements of the major as defined by the SRJC Academic Senate and stated in Board Policy 3.2.1.

#### Notification. Notification of new majors proposals must be disseminated to all department chairs, program directors, and supervising administrators by posting on district-wide email. When was district-wide Email sent?

1. **Orientation**. Each major must have an orientation course, segment of a course, or program within the department that provides an appropriate interdisciplinary understanding of, and broad perspective on, the values, themes, methods, and history of the major course of study, and identifies for students realistic career objectives related to the course of study. How or in which course(s) will the orientation take place? Note: If a course or segment of a course is identified, please assure that the applicable Course Outline of Record includes language about the orientation. (This may require a revision of the identified course.)

**What course(s) will serve as the orientation course(s)?**

1. **Introduction to Learning Resources. Not required for TMC majors**

Each major must provide the student with an introduction to discipline-specific use of information and learning resources. The department may specify an existing course in the department, a separate course in the department, or require students to take a library research course (commonly LIR 10 or LIR 30). Identify which course or courses will be used to meet this requirement. (Note: If this information is to be taught in an existing course in the department, the Course Outline of Record must include this in the “outcomes and objectives” and “topics and scope”; thus a curriculum revision may be necessary.)

**What course will serve to introduce students to learning resources?**

|  |  |
| --- | --- |
|  ***CLOGO***Application Date: | ***California Community Colleges***  |

**NEW CREDIT PROGRAM APPLICATION FORM**

PROPOSED PROGRAM TITLE CONTACT PERSON

COLLEGE TITLE

DISTRICT PHONE NUMBER

PROJECTED PROGRAM START DATE E-MAIL ADDRESS

**GOAL(S) OF PROGRAM:**

 [ ]  CAREER TECHNICAL EDUCATION (CTE) [ ]  TRANSFER [ ]  OTHER

**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 [here](http://curriculum.cccco.edu/Instructions_for_Credit_Program_Proposals_rev-Feb2011_v1.pdf).

|  |  |
| --- | --- |
| **Type of change requested: Check all that apply.**Replace Existing Degree | [ ]  |
| Replace Existing Certificate of Achievement | [ ]  |
| Add New Degree | [ ]  |
| Add New Certificate of Achievement | [ ]  |
| Delete Existing Degree from an approved credit program | [ ]  |
| Delete Existing Certificate of Achievement from an approved credit program | [ ]  |

*Note: to check a box double click on the box and select the “checked” option.*

**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\_\_\_\_\_\_ |

*Attachments required for this form:*

* *State Chancellor’s Office signature page (generated by the curriculum office)*
* *Development Criteria Narrative & Documentation (with all attachments):*
	+ *Labor/Job Market DATA (CTE only)*
	+ *Employer Survey (CTE only)*
	+ *Minutes of Key Meetings*
	+ *Outlines of Record for all Required Courses*
	+ *Transfer Documentation (if applicable)*

**DEVELOPMENT CRITERIA NARRATIVE & DOCUMENTATION**

Complete the remainder of this document describing the development of the proposed program by addressing the five criteria listed below (including only the sections specified for the type of program). **Retain the numbering of the sections of the narrative to match the list below**. If appropriate, you may note that a section is “not applicable”, but do not re-numberthe sections. **Directions for each section are provided (in blue text) to assist you in preparing the narrative.** **A space is provided below the directions for you to type in your response for each section.**  Complete all applicable attachments and submit all documents electronically, wherever possible.

**Criteria A. Appropriateness to Mission**

1. Statement of Program Goals and Objectives

 2. Catalog Description

 3. Program Requirements

4. Background and Rationale (Optional for Short-Form Applications only)

**Criteria B. Need**

5. Enrollment and Completer Projections

 6. Place of Program in Curriculum/Similar Programs

 7. Impact on Similar Programs at Other Colleges in Service Area

 (Optional for Transfer Only Applications)

 8. Labor Market Information & Job Availability Analysis (for CTE only)

 9. Employer Survey (for CTE only)

 10. Explanation of Employer Relationship (for CTE only)

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

 12. Recommendations of Advisory Committee (for CTE only)

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

 **Attachment:** Employer Survey (for CTE only)

 **Attachment:** Minutes of Key Meetings

**Criteria C. Curriculum Standards**

 13. Display of Proposed Sequence

 14. Transfer Documentation to Three CSU or UC campuses (skip if not a Transfer major)

 **Attachment:** Transfer Documentation (if applicable)

**Criteria D. Adequate Resources**

15. Library and/or Learning Resources Plan

 16. Facilities and Equipment Plan

 17. Financial Support Plan

 18. Faculty Qualifications and Availability

**Criteria E. Compliance**

19. Based on model curriculum (if applicable)

 20. Licensing or Accreditation Standards

 21. Student Selection and Fees

**Appendix A:** Local requirements – Enrollment Efficiency and Financial Impact

**Appendix B**: Local Requirement – Scoring Rubrics based on Program Factors

## New Credit Program Application Narrative

**Criteria A. Appropriateness to Mission**

Section 1 Statement of Program Goals and Objectives – Include in All Applications.

* For a TMC major, just state what baccalaureate programs for which students are being prepared and the CSU at which it is offered. For a non-TMC major list at least three CSUs where each CSU has approved SRJC courses representing 75% or more of the units required for the major in this application as lower division preparation for their similar major. This information is available at the following website:

<http://extranet.cccco.edu/Portals/1/AA/Credit/TMC%20All%20Campus%20Updates/CCC-CSUtransferdegreematches2012-30-11.pdf>

* For all others, describe the major goals and objectives of the program. For occupational programs, this statement must indicate 1) the specific occupation(s) the program will prepare students for, and 2) basic occupational competencies students will acquire. For transfer programs, this statement must include the preparation of students for one or more areas of baccalaureate study. Some programs may be both career/technical and transfer. For CTE certificates/majors, the objectives of the program must include the main competencies students will have achieved that are required for a specific occupation. If the program reflects a community need or educational philosophy other than career or transfer, explain in detail how this program conforms to the community college mission.
* State expected Student Learning Outcomes for the certificate or major, typically 3 to 7. Complete the following sentence. Upon successful completion of this (certificate or major), the student will be able to:

**1. Statement of Program Goals and Objectives:**

A)

B)Upon successful completion of this (certificate or major), the student will be able to:

**Section 2 Catalog Description –** **Include in All Applications.**

State the catalog description exactly how it should appear in the catalog and on the web. This description should be consistent with the rest of the application, convey the program’s goal(s) and objectives, and suggest how these differ from the goals of objectives of other programs. The catalog description should be informative, accurate, and true – avoid exaggeration or marketing statements. State caveats or risks associated with the job market, if applicable.

**For TMC majors only, the catalog description should include this language:**

This associate degree is designed to provide a clear pathway to a CSU major and baccalaureate degree. California Community College students who are awarded an (AA-T or AS-T) are guaranteed admission with junior standing somewhere in the CSU system and given priority admission consideration to their local CSU campus or to a program that is deemed similar to their community college major. This priority does not guarantee admission to specific majors or campuses. Current and prospective community college students are encouraged to meet with a Counselor to develop an educational plan that best meets their goals and needs.

**2. Catalog Description:**

**Section 3 Program Requirements – Include in All Applications except the addition of a TMC to an existing major, or the replacement of an existing major with a TMC.**

Create a program course list in the chart below:

* List all courses required for completion of the certificate or major, including required courses, groups of restricted electives, and any transfer-level (numbered 1-99) prerequisites for required courses. For TMC majors only: If a new TMC major is intended to align with the Transfer Model Curriculum, the submitter must be sure to start with the TMC template for that particular major. To find this, go to the Chancellor’s website. Download the template for the particular transfer major. Ask the Curriculum Office for assistance if needed.
* If new courses need to be developed, list the proposed number and name of the new course with the note “pending development.”
* For transfer majors, do not include in total units for the major prerequisite units needed to bring a student to standard collegiate levels of language and computational competence if the student is able to “test out” of the prerequisite by means of a placement test score.
* Do not include general education courses, unless specifically required in the major.
* Groups of restricted electives should be listed together in one row of the table. The term “restricted elective” means two or more courses on a list from which the student can choose.
* For any course that has pre-requisites or co-requisites, list the pre-requisite or co-requisite in parenthesis after the name of the course.
* **In the “Key” column:**

#### P = Prerequisite course

#### R = Required course (no choices)

#### RE = Restricted Elective (students choose a course from a prescribed list)

**3. Program Requirements:**

|  |  |  |  |
| --- | --- | --- | --- |
| Key | Course and Title  | Units | **Units That Double Count for GE** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| Total | Minimum number of units to meet major requirements |  |  |

**List any special requirements in addition to above, such as work experience, internship, or examination:**

**Unit Summary**

-Total units to complete the certificate or major requirements:

-For associate degree majors, total units that double count as GE courses:

-For associate degree majors, total units minus the units that double count

-For associate degree majors, additional units of “free” electives to bring the total to 60:

#### -General Education Pattern:

**For General Education Pattern, chose from options below** (for AA-T and AS-T degrees, Transfer Model Curriculum, only the CSU and/or IGETC patterns can be used). Certificates do not require a General Education pattern. The Curriculum Office will submit electronic copies of the appropriate general education pattern(s).

* **Option A: Associate Degree pattern (typically 23 units)** - Students must complete the SRJC general education pattern. The one unit LIR 10 or 30 requirements in the major also satisfies Area I. If the Math graduation requirement has not been satisfied within the 23 units, it is a separate and additional requirement. Units required for the major, general education units, and elective units must total at least 60 units. Some major requirements may also count toward General Education (double counting is allowed). This general education pattern does not meet the transfer requirements in General Education for CSU or UC.
* **Option B (39 units) or Option C (37 units) General Education patterns** - Students must complete the CSU general education pattern (Option B) or the IGETC pattern, (Option C), which is transferrable to either CSU or UC campuses. The major requirements plus general education and electives must total at least 60 units. Some major requirements may also count toward General Education. These two general education patterns are the recommended pattern for transfer students.

**Section 4 Background and Rationale – Include in All Applications except the addition of a TMC to an existing major, or the replacement of an existing major with a TMC.**

* Provide a context for reviewers by briefly explaining how the program proposal came about, what is different about it, why it is important, any community support, and why it is appropriate for the college or the region.
* If a Transfer Model Curriculum (TMC) exists and the department decides not to align with it, the application must state the reason the TMC is not the best preparation for College students to transfer to the CSU campus (see further instructions in the Course and Program Approval Handbook).
* Include the following language in all applications:

At Santa Rosa Junior College, faculty members with discipline expertise develop all certificates and majors. For AA-T and AS-T degrees, faculty members with appropriate expertise determine which courses align with the C-ID descriptors. The Supervising Administrator(s) then review the application to assure that it aligns with Chancellor’s Office criteria for approval and SRJC guidelines for financial feasibility and community need. The Majors Review Committee reviews the application and suggests any changes to assure than all guidelines have been observed. The item is then placed on the Curriculum Review Committee agenda for approval, and when approved, is submitted for approval by the Board of Trustees.

**4. Background and Rationale:**

**Criteria B: Need**

**Section 5 Enrollment and Completer Projections – Include in All Applications except the addition of a TMC to an existing major, or the replacement of an existing major with a TMC.**

Note: The number of sections and headcount over the past four years is available in the data mine. If you need help to obtain this data, ask your Supervising Administrator.

Provide estimates of:

* number of sections of core courses to be offered annually;
* headcount of student annual enrollment in core courses;
* estimated completers at the end of the second year; and
* estimated completers at the end of the fifth year.

**5. Enrollment and Completer Projections**:

* number of sections of core courses to be offered annually:
* headcount of student annual enrollment in core courses:
* estimated completers at the end of the second year:
* estimated completers at the end of the fifth year:

**Section 6 Place of Program in Curriculum / Similar Programs – Include in All Applications except the addition of a TMC to an existing major, or the replacement of an existing major with a TMC.**

Review the College’s current inventory of programs (available from the Curriculum Office or on the Chancellor's Office web site), and specify if this application will replace or modify any existing program. As relevant, address these questions:

* Does this application align with Transfer Model Curriculum (TMC)? If so, will it replace an existing transfer major? Or if a similar major already exists, will that major be retained for other purposes?
* What related programs are there in the college?
* Will this new program fulfill a need that existing programs do not?
* Will there be courses in common between this program and an existing program?
* What enrollment changes will this program create? Will it accommodate an overflow or provide for a different type of students? Will students wish to or be able to move between programs?
* Will programs share resources or make new, more productive use of existing resources?
* Will this program provide a new direction to the college, or result in phasing out or scaling down other programs?

**6. Place of Program in Curriculum / Similar Programs:**

**Section 7 Similar Programs at Other Colleges in the Service Area – Include in All Applications except the addition of a TMC to an existing major, or the replacement of an existing major with a TMC.**

Transfer majors:

* Generally speaking, 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 the neighboring colleges is to compare the lower division major requirements.

Career/Technical majors:

* Briefly describe all similar programs within commuting distance of the College (nearby counties such as Marin, Napa, and Mendocino). A college proposing a new certificate needs to make a convincing case that the existing capacities at other colleges within commuting range are insufficient to meet the demand.
* Enclose photocopies of the certificate/major from their catalogs, as appropriate.
* Career/technical programs particularly need to explain similarities and differences and why another program is needed in the region.

**7. Similar Programs at Other Colleges in the Service Area:**

**Section 8 Labor Market Information & Analysis (For CTE only) – Include in All Applications except the addition of a TMC to an existing major, or the replacement of an existing major with a TMC.**

Labor market information can be found at www.labormakretinfo.edd.ca.gov/

* When following the Transfer Model Curriculum for a CTE discipline (CTE T.O.P. code) the full labor market analysis is not required. However, the labor market projection for available jobs in the discipline in the college service area must be provided.
* See the detailed instructions in the Chancellor’s Office Course and Program Approval Handbook and seek help from the Dean of Career and Technical Education. Provide a narrative summary here.
* Attachment: Labor /Job Market Data (CTE only)

**8. Labor Market Information & Analysis:**

**Section 9** **Employer Survey (For CTE only) – Include in All Applications except the addition of a TMC to an existing major, or the replacement of an existing major with a TMC.**

This item is not required when proposing an AA or AS aligned with transfer model curriculum (TMC) unless the CTE discipline has never been offered at the college in the past.

* See the detailed instructions in the Chancellor’s Office Course and Program Approval guide and seek help from the Dean of Career and Technical Education.
* Attachment: Employer Survey and analysis of survey results (CTE only)

**9. Employer Survey:**

**Section 10** **Explanation of Employer Relationship (For CTE only) – Include in All Applications except the addition of a TMC to an existing major, or the replacement of an existing major with a TMC.**

This item is not required when proposing an associate degree that is aligned with TMC unless the CTE discipline has never been offered at the college before.

* Whenever a certificate/major is to be offered in close cooperation with one or more specific employers, a discussion of the relationship must be provided.

**10. Explanation of Employer Relationship:**

**Section 11 List of Members of Advisory Committee Relationship (For CTE only) - Include in All Applications except the addition of a TMC to an existing major, or the replacement of an existing major with a TMC.**

This item is not required when proposing an associate degree that is aligned with the TMC unless the CTE discipline has never been offered at the college in the past.

* The list of advisory committee members should include job titles as well as business affiliations.
* 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.
* For transfer CTE disciplines, the committee could include discipline faculty from transfer institutions.

**11. List of Members of Advisory Committee Relationship:**

**Section 12 Recommendations of the Advisory Committee (For CTE only) - Include in All Applications except the addition of a TMC to an existing major, or the replacement of an existing major with a TMC.**

This item is not required when proposing an associate degree that is aligned with the TMC unless the CTE discipline has never been offered at the college in the past.

* Summarize the recommendation of the Advisory Committee and discuss how the proposed program supports them.
* Include job titles and affiliations.
* Attachment: Minutes of Key Meetings where the Advisory Committee recommended to the college to create this program (not required for TMC unless the CTE discipline has never been offered at the college in the past).
* Attachment: Minutes of the CTE Regional Consortium meeting(s) at which the certificate/major was discussed.

**12. Recommendations of the Advisory Committee:**

**Criteria C. Curriculum Standards**

**Section 13 Display of Proposed Sequence for SRJC use - Include in All Applications except the addition of a TMC to an existing major, or the replacement of an existing major with a TMC.**

Fill out the table below to show how the required sequence of courses should be taken in sequence, including prerequisite courses, if applicable. May be attached as a separate document.

* This sequence will be posted on the certificate/major web page as a guide to students and counselors.
* Note whether this sequence is recommended or required. A required sequence often has a number of prerequisites or courses that must be taken in a particular order or courses that are offered on a rotation plan. Note if a course is only available in certain semesters or summer.
* The sequence should be arranged so that a full-time student could complete a degree program in two years, except in the case of high-unit technical or health occupation programs where a longer timeframe is clearly necessary.
* General education classes should not be included unless they are specifically required in the major.
* Most often, a sequence involves only should include fall and spring, but if summer terms are a required part of the sequence, add a summer term to the chart.
* For choices from a group of restricted electives, don’t list all possibilities, just indicate restricted elective list, such as “Restricted Electives List A.”

**13. Sequence of Courses:**

Please Specify: \_\_\_\_\_Recommended Sequence, OR \_\_\_\_\_\_Required Sequence

|  |  |  |
| --- | --- | --- |
| **Semester** | **Course and Title** | **Units** |
| **1** |  |  |
| **2** |  |  |
| **3** |  |  |
| **4** |  |  |

**Section 14 Transfer Applicability (for transfer majors only) – Include only if Long Form Application [Long Form is used when applying for a new certificate or major for which SRJC does not have a program in the same T.O.P. Code approved by the State Chancellor’s Office].**

* For transfer majors not aligned with the TMC, the application 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. For more information, see the Chancellor’s instructions.
* Attach three articulation agreements from ASSIST (http://www.assist.org). For assistance, contact the Dean of Liberal Arts and Sciences or the Dean for Occupational Ed/Workforce Development. The SRJC Articulation Specialist can help you establish articulations if needed.
* Attachment: Transfer Documentation. At least three ASSIST agreements with three public universities in California. For each of the three a showing is needed that each shows units totally 75% or more of the SRJC courses in the major are approved lower division preparation for the comparable CSU major. To find these, go to www.assist.org.

**14. Transfer Applicability:**

**Criteria D. Adequate Resources**

**Section 15 Library and/or Learning Resources Plan** **– Include only if Long Form Application.**

* Explain what library and learning resources are needed. If new resources are needed, explain how they will be budgeted. If not additional resources are needed, note “not applicable.”

**15. Library and/or Learning Resources Plan:**

**Section 16 Facilities and Equipment Plan** **– Include only if Long Form Application.**

* Specify what is already available, what is planned, and what is being acquired. Estimate the total cost of new facilities and equipment. If not new facilities or equipment is required, note that.

**16. Facilities and Equipment Plan:**

**Section 17 Financial Support Plan – Include only if Long Form Application.**

* Discuss the adequacy and proposed sources of funding for the ordinary cost of instruction (usually supported by FTES) and for any special equipment and facilities. If no new financial resources are required, note that.

**17. Financial Support Plan:**

**Section 18 Faculty Support Plan** **– Include only if Long Form Application.**

* Discuss the balance of full-time and part-time faculty in the program. Identify needs for new faculty or training. If the field does not appear by name on the Academic Senate Minimum Qualifications list, specify the minimum qualifications that will be applied.

**18. Faculty Support Plan:**

**Criteria E. Compliance**

**Section 19 Model Curriculum** **– Include only if Long Form Application**.

* Is this certificate/major based on model curriculum? If yes, explain further.

**19. Model Curriculum:**

**Section 20 Licensing or Accreditation Standards** (if applicable) **– Include only if Long Form Application**.

* This item is not required for TMC unless the degree is in a CTE discipline that has licensing, accreditation or certification requirements.
* Is this certificate/major addressing licensing or accreditation standards? If yes, explain further.

**20. Licensing or Accreditation Standards:**

**Section 21 Student Selection and Fees** **– Include only if Long Form Application.**

* Will this major/certificate have a selection process and fees beyond simply applying to the college? If yes, explain further.

**21. Student Selection and Fees:**

#### Attachments

**Attachment for Item 8: Labor Market Information (CTE only; for Long Form and Short Form and TMC Short Form)**

* Send **electronically** with your electronic application.
* If that is not possible, send paper information with you cover sheet.

**Attachment for Item 9: Employer Survey (CTE only; for Long Form only)**

* Send **electronic** copies if possible with your **electronic** application.
* The Curriculum office will upload those **electronically**.
* If that is not possible, send paper copies with your cover sheet.

**Attachments for Item 11: List of Members of Advisory Committee (CTE only; and Long Form only)**

* Send **electronic** copies, if possible with your **electronic** application.
* The Curriculum Office will submit **electronically** to the Chancellor’s Office.
* It that is not possible, send a paper copy with your cover sheet.

**Attachment for Item 12: Recommendations of Advisory Committee (CTE only; and Long Form only)**

* Advisory Committee Minutes at which certificate/major was discussed
* CTE Regional Consortium Meeting(s) at which certificate/major was discussed.
* Send **electronic** copy with your **electronic** application.
* If that is not possible, send a paper copy with your cover sheet.
* The Curriculum Office will submit **electronically** to the Chancellor’s Office.

**Attachment for Item 13: Display of Proposed Sequence**

* The Curriculum Office will **electronically** submit Course Outlines of Record (COR) for all required courses in the major or certificate and all restricted electives.
* Do **not** attach or print paper copies.

**Attachment for Item 14: Transfer Documentation. For transfer majors only; Long Form or Short Form; but not required for TMC using Short Form.**

* Submit **electronic** copiesof at least three articulation agreements from ASSIST: [www.assist.org](http://www.assist.org)
* The Curriculum Office will upload these **electronically** to the Chancellor’s Office.

**Appendix A**

Not required for a TMC when a similar major already exists

**A.1. Enrollment**: Provide data and discussion about the efficiency over the past **three** years of current courses to be used in this program (efficiency is the percentage of seats filled at first census compared to the class limit). This information can be pulled from the data mine, Facilities Mod data base. Ask you supervising administrator for assistance, if needed.

**A.2. Finances**: Estimate department expenses to create and implement the proposed program:

|  |  |  |
| --- | --- | --- |
| Category | **New and additional\* start up costs,** such as coordinate application; write courses; research; meetings; staff work; new faculty or staff; new equipment or facilities; etc. | **New or additional\* continuing** operational expenses per semester, such as cost of instruction; department support; faculty program coordination; supplies; maintenance; fees; etc. |
| 1000 – Instructional personnel |  |  |
| 2000 – Other personnel |  |  |
| 3000 – Benefits |  |  |
| 4000 – Supplies |  |  |
| 5000 – Operations - Travel, services, telephone, etc.  |  |  |
| 6000 – Equipment |  |  |
| * Additional expenses might include District resources such as facilities; equipment; supplies; library resources. If applicable, include possible sources of new or additional revenue, not including FTES
 |

A.3 **Department/Cluster Changes**: Outline department or cluster programs and expenses, if any, that would have to be reduced or eliminated or changed to offer the program.

**Appendix B: Evaluation Matrix**

**Transfer Majors Only**

Use the rubric below and add up the points in the far right column.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Planning Factor** | **3 Points** | **2 Points** | **1 Point** | **0 Points** | **Points** |
| **SRJC Initiatives** | Addresses 2 or more initiatives and 2 or more goals from each initiative | Addresses 2 or more initiatives and 1 goal from each initiative | Addresses 1 initiative and 1 goal from each initiative | Addresses no initiatives |  |
| **Transfer Articulation** | Strong articulation with 3 or more CSU or UC campuses, including Sonoma State University, if applicable.  | Articulation with 3 CSU or UC campuses  | Articulation with 3 transfer institutions, including public and private | Articulation with fewer than 3 public or private California universities |  |
| **SRJC PRPP** | Included in PRPP and ranked 1st or 2nd in cluster priorities | Included in PRPP and 3rd in cluster priorities | Included in PRPP but lower than 3rd in cluster priorities | Not in PRPP |  |
| **Financial Analysis:****Cost Increases** | Program has negligible financial impact (cost increases): Uses existing resources, including equipment, staff, or facilities. Library materials may be required.  | Program requires some new resources or cuts to existing programs. Funding available in department or cluster | Program requires significant new resources or cuts to other programs and/or significant financial investment.District commitment is needed to fund  | Program requires resources that may be beyond ability of the District to fund |  |
| **Enrollment Analysis** | Requires no new courses. Current courses enroll strongly (85% efficiency based on class limit). No cuts to other programs | Current courses enroll strongly but new courses required. New courses expected to enroll strongly and will not require new FTEF | Some current courses not enrolling strongly and new courses may enroll below 85% efficiency | Current courses not at 85% efficiency and uncertain if new courses will enroll at 85% efficiency |  |
| **Partnership\*\*** | Includes 3 or more partners | Includes 2 partners | Includes 1 partner | Does not include partners |  |
| **Total points based on Rubric** |  |

*\*\*Partner may be internal or external (e.g. other SRJC departments; business; industry; professional organization; non-profit organization; etc.)*

**Appendix C: Evaluation Matrix**

**CTE Certificates and CTE Majors Only**

Use the rubric below and add up the points in the far right column.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Planning Factor** | **3 Points** | **2 Points** | **1 Point** | **0 Points** | **Points** |
| **SRJC Initiatives** | Addresses 2 or more initiatives and 2 or more goals from each initiative | Addresses 2 or more initiatives and 1 goal from each initiative | Addresses 1 initiative and 1 goal from each initiative | Addresses no initiatives |  |
| **CTE Regional Need** | High regional need evidenced by labor market data, advisory committee ranking (1 or 2) and additional data/information. | Moderate regional need evidenced by labor market data, advisory committee ranking (3 or lower) and other data/information  | Low regional need evidenced by labor market data, no advisory committee recommendation and no other data/information | No regional need |  |
| **Similar programs**  | No similar regional programs | One similar regional program | Two similar regional programs | Multiple similar regional programs |  |
| **SRJC PRPP** | Included in PRPP and ranked 1st or 2nd in cluster priorities | Included in PRPP and 3rd in cluster priorities | Included in PRPP but lower than 3rd in cluster priorities | Not in PRPP |  |
| **Financial Analysis:****Cost Increases** | Program has negligible cost increase: Uses existing resources, including equipment, staff, or facilities. Library materials may be required.  | Program requires some new resources or cuts to existing programs. Funding available in department or cluster | Program requires significant new resources or cuts to other programs and/or significant financial investment.District commitment is needed to fund  | Program requires resources that may be beyond ability of the District to fund |  |
| **Partnership\*\*** | Includes 3 or more partners | Includes 2 partners | Includes 1 partner | Does not include partners |  |
| **Total Points based on Rubric** |  |

*\*\*Partner may be internal or external (e.g. other SRJC departments; business; industry; professional organization; non-profit organization; etc.)*