

Glendale Community College
Curriculum and Instruction Committee
New Program Proposal

1. Type of Program Proposed: Check all that apply
 - New Degree Program (18 or more units): AA or AS
 - New Certificate of Achievement **18 units or more**
 - New Certificate of Achievement **between 12-18 units**(certificates of achievement between 12-18 units need to be approved by the Chancellor's Office if planning on using the term "Achievement" in the title. Without Chancellor's Office Approval, other terms such as "Skill Award" can be used).
2. Goal of the Program : Transfer/ CTE/ CTE & Transfer/ Other (if other, please explain)
3. Division/Department:
4. Subject Area:
5. Certificate of Achievement Title*:
6. Number of Units Required for Certificate: Please list courses for certificate below:

Course Prefix and Number
Title of Course
Units
TOTAL UNITS (Must be 12 units or more)

All certificates of achievement must be approved by the Chancellor's Office

Degree/Certificate Description:

1. Description of the nature of the program, its objectives, the rationale for it, the skills or knowledge that students will acquire, and the relationship of the proposed program to the general field of study.
2. Specific PLO's of Degree/Certificate
3. Display the program requirements, in sequence, in a table format that includes all courses required for completion of the program (core requirements, required or restricted electives, other requirements), subtotal of core units, general education **pattern(s) (local, CSU-GE-Breadth, or IGETC), number of units for each pattern, and**

total program units. For each course, indicate the course number, course title, and unit value. Indicate if any of the courses will be developed.

4. What courses in the program can be delivered online or hybrid?
5. Does the program have entry requirements (and if yes, are they in compliance with Title 5 section 58106)?
6. Indicate whether the program will have an advisory board.

Mission:

1. Explain how the program is appropriate to the objectives of the mission of the California Community College system and Glendale Community College. Please also comment on how the program conforms to Glendale Community College's Master Plan. how it conforms to master planning.

Need:

1. Will this new program fulfill a current need?
2. Use a table format to provide enrollment data for all required existing courses for the last two semesters to validate the need for this program in the college service area. Include course title, course number, annual sections, and annual enrollment total.
3. Expected number of annual completers-----
4. What, if any, 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?
5. What related programs does the college offer?
6. Does the program establish a new direction for the college?
7. Will there be courses in common shared by this program and another existing program?
8. Will programs share resources? Describe service, if any, to other disciplines that this proposed program will provide. 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?
9. Does the program replace any existing program(s) on the college's inventory?

Provide relevant details if this program is related to the termination or scaling down of another program(s). Before completing this section, review the college's existing program inventory online in the CCC Curriculum Inventory at <http://curriculum.cccco.edu>. The originator must specify any existing inventory entries that need to be removed or modified in connection with the approval of the program.

10. What are 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. Similarities and differences need to be described, and justification for a program of this type and in this region needs to be provided. (*For CTE programs, the LAOC Consortium requires that 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*).
11. If the program has an advisory board, attach minutes from meetings indicating need for the program.
12. Show summary results of job market analysis, surveys or other evidence of employment possibilities for graduates of the proposed program (**for CTE Programs only**).
13. What are the indications of student interest in the proposed program and how were they determined (**for CTE Programs only**)?

Resources:

1. What is the approximate cost to adopt this program (*include any start-up costs and projected ongoing costs*)?
2. Will its adoption require that GCC employ additional staff?
3. Will its adoption require additional equipment?
4. Will its adoption require materials?
5. Will its adoption require modifications of facilities? (lab space, specialized classroom space etc.)
6. Will its adoption require additional travel resources (recurring or one time)?
7. Will its adoption require additional library resources?

8. Will its adoption require additional software purchases and/ or license renewal?
9. How will the section offerings be modified if the program is offered? Will the courses be offered in lieu of existing sections of another course?
7. Will this program increase the hours of instruction of the department?
8. Will adopting this program increase the total number of students to be served by College? If yes, how many?

Attach plan of how needed resources will be secured. Include relevant signatures of library representative, IT representative, instructional dean).

As applicable, resource requests to provide adequate resources for this course have been or will be included with the Program Review Report Form for this course's division/department for Academic Year _____

Overview of Procedures for New Program Approval	
Step	Process/Procedures
1.	Gather data on program need. <i>The sources of data depend on the type of program but should include at least one of the following types of resources: evidence from a previous Program Review Report, relevant advisory committee minutes, LMI data, minutes from meetings with or other relevant information from regional transfer partners (e.g. a new AD-T template in basketweaving, or minutes from a meeting between GCC instructors and Woodbury University determining the need for a degree in magic)</i>
2.	Discuss idea for program with instructional dean, division chair, and division members and alert them of your plans for program development. Integrate feedback as necessary. <i>For interdisciplinary programs, program idea should be shared with members of all divisions and departments who may be involved in process.</i>
3..	Prepare Program Proposal Summary using the appropriate form. Obtain forms from C&I Web site.
4.	If proposed program will require startup or ongoing costs including staff reassignment or new positions, meet with division chair and instructional dean to discuss integration of program proposal's anticipated costs into the relevant areas' subsequent Program Review Report(s) and resource request including IHAC.
5.	Prepare Program Proposal Summary using the appropriate form. Obtain forms from C&I Web site. <i>Please note: program proposals may not be submitted to the Chancellor's Office unless they contain updated, approved course outlines of record for all courses proposed as requirements or restricted electives in the program. Keep in mind that if you intend to develop a program for which not all courses have been written or approved, that the program may not be advertised in the catalog and</i>

	<i>students may not be eligible for financial aid until all courses and the program itself have been approved internally and by the Chancellor's Office.</i>
6.	Review with division (your division should have an approval process in place) and obtain approval.
7.	Finalize Program Proposal. Attach Resource Procurement plan with relevant signatures. Complete Cover Sheet (required). Obtain appropriate signatures. Consider meeting with college marketing support to develop a marketing strategy for future program.
8.	Submit Program Proposal to C&I Co-Chairs.
9.	Meet with Curriculum Co-Chairs.
6.	Submit revised packet including all course outlines of record to be included as required courses or restricted electives within the program to C&I Co-Chairs to be agendized.
6.	Attend First Reading C&I. Implement recommendations as appropriate.
7.	Attend Second Reading C&I. Implement recommendations as appropriate.
8.	Submit final packet to C&I Co-Chairs to be included in the Academic Affairs agenda. The packet moved to Campus Executive Committee Confirm marketing strategy for program and help facilitate marketing plan implementation. The Board of Trustees, and the Chancellor's Office for approval.
9.	Verify that the approved packet is on file (with any changes).

Guiding Principles for Program Development, Program Resource Requests, and Resource Allocation

Different programs have different needs in terms of development and resources. For example, some new programs may simply be a combination of existing courses designed to support the needs of current or future students. Other new programs may involve some start-up and ongoing requests and others may require significant expenditures and commitments by the college in terms of start-up and ongoing funding streams. Some programs may initially be funded by external grants.

Because of these variations, the following guiding principles should be followed:

- 1) At the point at which is clear that a department or division plans to develop a new program, the need for the program should be documented based on evidence available to be shared with stakeholders including division members, the division chair, the Curriculum & Instruction Committee, and campus administrators.**
- 2) For new programs in which expenses are anticipated, the program plans should be expressed in the relevant area's program's program review report in order to begin the process of requesting resources . Related anticipated expenses should be requested via our campus resource request processes.**
- 3) New programs requiring start-up or ongoing costs should have a clear plan and commitment from the college in terms of funding streams and/or plans for alternate funding sources. For example, a new certificate in web content development requesting travel expenses for students to compete in a regional web development competition should include the request for these expenses via the program review process, and meet with their instructional dean, division chair, and, as applicable the Vice President, Instructional Services, to discuss funding scenarios.**
- 4) For programs which are contingent on the hiring of new full time faculty members it is imperative that the timeframe for the program's development and faculty hiring be discussed by relevant stakeholders including the**

- division chair and campus administrators to determine a coordinated plan for program staffing. This coordination is especially imperative in situations in which the expertise of a newly hired full time, adjunct or contract faculty member may/will be required for participation in curriculum development. In situations such as these, the co-chairs of the C & I Committee should be consulted as resources in terms of reasonable internal (GCC) and external (Chancellor's Office) timeframes for course and program development to help inform budgeting and staffing decisions (e.g. if a division plans to develop a 22 unit completely new curriculum on basketweaving, the C & I co-chairs can give some general guidance about how long it may take to develop the curriculum and program to help inform decisions made regarding the hiring of an instructor to develop this curriculum).**
- 5) Given the time sensitivity of grant-funded programs, it is especially imperative that the guiding principles above are used for grant funded programs.**
 - 6) Programs under development should also include plans for contingencies, changes, and thresholds of utility. For example, a grant funded program should have a clear plan for its status once grant funding has ceased. Title 5 requires cyclical reviews of programs to gauge student demand and other matters. When a program is developed, it is important that stakeholders have a general sense of what types of changes in demand, job opportunities for program completers, etc. may necessitate alterations to it.**