RIVERSIDE COMMUNITY COLLEGE DISTRICT
PROGRAM DEVELOPMENT PROCESS
(NEW OR REVISED EDUCATIONAL)

**LEARNER-CENTERED CURRICULUM FRAMEWORK
PROCESS FOR THE PROPOSAL AND APPROVAL OF
NEW AND SUBSTANTIALLY CHANGED EDUCATIONAL PROGRAMS
Effective _____**

INTRODUCTION

In September 1994, the Academic Senate and the Administration signed a letter of agreement for the New Educational Program Development Process. This agreement and the process description (flowchart and narrative) were designed to assure broad faculty participation in the development of sound educational programs for the District. Difficulties with consistent implementation of the process led the Academic Senate, in cooperation with the departments, the Curriculum Committee, and the Administration, to seek both clarification and revision of the process. In the fall and spring of 1998, the process was reviewed and clarified.

On March 7, 2002, the RCCD Board of Trustees adopted a Curriculum-Centered Strategic Planning Model. In the fall semester of 2004, the President of the Academic Senate, Chair of the Curriculum Committee, Vice Chancellor of Academic Affairs, Dean of Occupational Education, and Associate Vice President of Institutional Effectiveness met to prepare proposed revisions to the program development process so that the new program process is integrated with the strategic planning process. This draft incorporates those revisions.

PURPOSE OF EDUCATIONAL PROGRAM DEVELOPMENT

Program development at RCCD is aimed at meeting the needs of the District's learners. More specifically, program development is shaping educational programs in response to changing needs of students and community, academic standards, industry/professional/occupational standards, and new technologies consistent with the mission of California community colleges and the mission of Riverside Community College District. The educational program development process ensures that new or substantially changed educational programs respond to student and community needs and involve appropriate and adequate participation by faculty, departments, strategic planning bodies, and the Academic Senate.

DEFINITION AND GUIDELINES

Educational Program Definition

An Educational Program is an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education.

A New Program

Apply for approval of a new program whenever the college proposes to publish a new credit degree, certificate, diploma, license, or transfer pattern.

Substantial Change to an Existing Program

A program is substantially changed if its objectives are substantially different, i.e., if students who meet the new objectives are no longer able to meet the objectives for which program approval was originally granted. (Please note that the question of substantial change to objectives applies not only to changes in the formulation of the stated objectives but to changes in the design of the program substantial enough to significantly change student outcomes.)

Colleges with current authorization for delegated approval authority do not ordinarily need to seek separate approval for substantial changes to existing degree programs.

Program Improvement

It is well understood that as occupations and disciplines evolve, programs in these fields must evolve with equal rapidity if they are to remain current. Significant changes may be made to existing courses and course requirements in an approved degree or certificate program simply to assure that students can continue to successfully fulfill the objectives for which the program was originally approved. Such changes are to be strongly encouraged and are not regarded as "substantial changes to the program objectives" for the purposes of approval. They do not need to be submitted to the Chancellor's Office.

PROGRAM DEVELOPMENT PROCESS

PHASE A: CONCEPT DEVELOPMENT

Concepts for new programs should fit within the RCCD Learner-Centered Curriculum Framework (Appendix A). Consideration should be given to RCCD's learner populations and their objectives and to learning theories/methods. New concept originators should examine how the new program fits in the existing RCCD curriculum architecture.

Step 1: Educational Program Concept Initiation

The concept for a new or revised educational program may originate from a variety of sources: faculty, administration, community, government, business, or student need and/or program review and planning processes. However, only RCCD faculty may officially pursue a new program or modify an existing one. A faculty member developing a concept for a new or substantially changed educational degree or certificate program should review the RCC Curriculum Handbook and the California Community Colleges Chancellor's Office Curriculum Handbook. These documents are available on 4faculty.org or from the Office of the Vice Chancellor, Academic Affairs.

The faculty originator should complete the Concept Form (Form A) and complete the Phase A, Step 1 section of the Signature Sheet (Form B). These forms are available from the Office of the Vice Chancellor, Academic Affairs. **This completes Step 1.**

Step 2: Concept Development – Department Approval and Discipline Consultation

The faculty originator presents the Concept Form (Form A) and the Signature Sheet (Form B) to his/her educational department, which in turn explores the concept for the new or revised program. Concepts are carried forward by this "lead" department. The faculty originator and his/her department develop suggestions for a development team which is formed to assist instructional departments in an advisory capacity through the development process for new or revised programs. Some team members may become permanent advisory members once the program has been approved. The faculty originator obtains the signature of his/her department chair signifying review and approval.

As many disciplines have members across the District and as departments are campus-/college-based, it is essential that discipline consultation take place for a new program concept. The originator presents the Concept Form (A) and Signature Sheet (B) to the district-wide academic discipline for comments and discussion. The faculty originator then obtains the discipline facilitator's signature, Phase A-Step 2, indicating review and consultation. **This completes Step 2.**

Step 3: Campus Academic Planning Council Review

The Campus Academic Planning Council consists of campus department chairs, assistant chairs, and instructional deans. After discipline consultation, the lead department representative presents the Concept Form (A) and Signature Sheet (B) to the Campus Academic Planning Council. Council members review the concept to determine the "fit" with the Campus Academic Plan. At this step, council members identify and consult with other campus departments and disciplines that may be affected by the concept. The lead department representative obtains the signatures, Phase A-Step 3, of the instructional dean, indicating approval by the Campus Academic Planning Council and Dean of Occupational Education. **This completes Step 3.**

Step 4: Research

The lead department representative requests research from the Office of Institutional Research necessary to ascertain if a program concept is supported by labor market needs, trends, etc. If program is supported by research, obtain signature of District Director of Institutional Research. **This completes Step 4.**

Step 5: Campus Academic Senate

The lead department representative presents the Concept Form (A) and Signature Sheet (B) to the Campus Academic Senate for discussion and approval by requesting inclusion as an agenda item at a regularly scheduled meeting of the Campus Academic Senate. The Concept Form (A) and Signature Sheet (B) should be submitted to the Campus Academic Senate office prior to the meeting. Following the presentation, the Campus Academic Senate President signs the Signature Sheet on Phase A, Step 5. **This completes Step 5**.

Step 6: Campus Strategic Planning Committee Review

The lead department representative presents the Concept Form (A) and Signature Sheet (B), along with research information, to the Campus Strategic Planning Committee for discussion and approval. The Campus Strategic Planning Committee considers implications for library and learning resources,

facilities, student services, human resources, strategic enrollment management, budget, technology, and institutional effectiveness. The lead department representative obtains the signatures of the Campus Strategic Planning Committee Co-chairs on Phase A-Step 6. **This completes Step 6 and Phase A.**

PHASE B: DISTRICT REVIEW

Step7: District Academic Planning Council Review

The lead department representative presents the Concept Form (A) and Signature Sheet (B), along with research information, to the District Academic Planning Council, consisting of all department chairs, assistant chairs, and instructional deans. The District Academic Planning Council reviews the concept for its alignment with the District Academic Master Plan. At this step, other District departments and disciplines affected by the concept may be identified and consulted. The lead department representative obtains the signature of the Associate Vice President, Instruction, on Phase B-Step 7, indicating that consultation to the District Academic Planning Council has occurred.
This completes Step 7.

Step 8: District Strategic Planning Executive Committee Review

The lead department representative presents the Concept Form (A) and Signature Sheet (B), along with research information, to the District Strategic Planning Executive Committee for discussion and approval. The District Strategic Planning Executive Committee considers District-wide implications for facilities, student services, human resources, strategic enrollment management, budget, technology, and institutional effectiveness.   The lead department representative obtains the signature of the Associate Vice President, Institutional Effectiveness. **This completes Step 8 and Phase B.**

PHASE C: CURRICULUM AND PROGRAM DEVELOPMENT

Phase C results in development of a complete proposal/application to the Curriculum Committee, President/Chancellor, Board of Trustees, and, if applicable, to the Chancellor's Office for a new or substantially changed certificate or degree program. The RCC Curriculum Handbook (www.rccd.cc.ca.us/curriculum/handbook.doc) and the California Community Colleges Chancellor's Office March 2003 Program and Course Approval Handbook (www.cccco.edu) are essential references for this phase of the process. The applicable State Chancellor's form: i.e., Application for Approval-New Transfer Program or Application for Approval-New Occupational Program (referred to as Form C in this document) is a required document and is to accompany any certificate or degree program proposal. New certificates <18 units require RCC Locally-Approved Certificate Form D instead of Form C.

Step 9: Curriculum Development

Upon completion of Step 8, for occupational programs, forward all materials to the Dean of Occupational Education for a first reading at the Regional Occupational Consortium.

During Phase C, faculty members develop curriculum. The lead department's development team completes the State Chancellor's Application for Approval Form C sections relating to mission, need, quality, feasibility, and compliance for certificates >=18 units or completes the RCC Locally-Approved Certificate Form D for certificates <18 units. This information may be discussed with the Board of Trustees' Planning and Development Committee.

The lead department's development team conducts curriculum planning and development with guidance and technical assistance from an administrative support team led by the Vice Chancellor, Academic Affairs who facilitates proposal preparation for the District Curriculum Committee. The Prerequisite Subcommittee assists, as needed, with the process for establishing prerequisites and/or co-requisites. Step 9 should result in a complete program proposal, course proposal forms, and other supporting documentation required by the Chancellor's Office and the District Curriculum Committee. This proposal, the Application for Approval (C) or (D) with signatures, the Concept Form (A) and Signature Sheet (B) should be submitted to the Curriculum Committee and to the Vice Chancellor, Academic Affairs for review and approval signature. **This completes Step 9 and Phase C.**

PHASE D: APPROVAL PROCESS

Step 10: Regional Occupational Consortium and Recommendation by the College Academic Senate

For occupational programs, the Dean of Occupational Education presents materials to the Regional Occupational Consortium for a second reading.

Following established guidelines, the lead department presents the proposed new or revised program to the College Academic Senate for review and approval. Upon approval, the Signature Sheet (B) and Application for Approval (C) or (D) are signed by the College Academic Senate President. **This completes Step 10.**

Step 11: Recommendation by the District Academic Senate

At the completion of Step 10, the Concept Form (A), the Signature Sheet (B), Application for Approval (C) or (D), supporting course proposal forms and other documentation should be presented to the District Academic Senate for comment and discussion. The lead department should contact the Senate Office for placement on the agenda at a regularly scheduled meeting and submit documents for prior distribution. Upon approval, the District Academic Senate President signs the Signature Sheet (B). **This completes Step 11.**

Step 12: Recommendation by the President/Chancellor

Upon District Academic Senate approval, the new or revised program proposal is submitted to the President/Chancellor for approval. Recommended proposals are discussed with the Board of Trustees' Academic Affairs and Student Services Committee. Barring any concerns, the proposal for a new or revised program will be scheduled for a Board of Trustees meeting. **This completes Step 12.**

Step 13: Approval by the Board of Trustees

Curriculum matters with recommendation for approval are reported to the Board of Trustees at regular meetings through the Academic Affairs and Student Services Committee. The Vice Chancellor, Academic Affairs, will forward a completed Concept Form (A), Signature Sheet (B), and Application for Approval (C) or (D) to the District Academic Senate President when Board of Trustees action has been taken. The Signature Sheet (B) will confirm District Curriculum Committee, President/Chancellor, and Board of Trustees approval as appropriate. **This completes Step 13.**

Step 14: Submission to CCC Chancellor's Office

Upon approval by the Board of Trustees, the complete Application/Report Form and full supporting documentation will be forwarded, when appropriate, to the Chancellor's Office for approval.

A copy of correspondence indicating Chancellor's Office approval will be forwarded to the District Academic Senate when received and noted on the Signature Sheet (B) maintained on file. **This completes Step 14 and Phase D.**
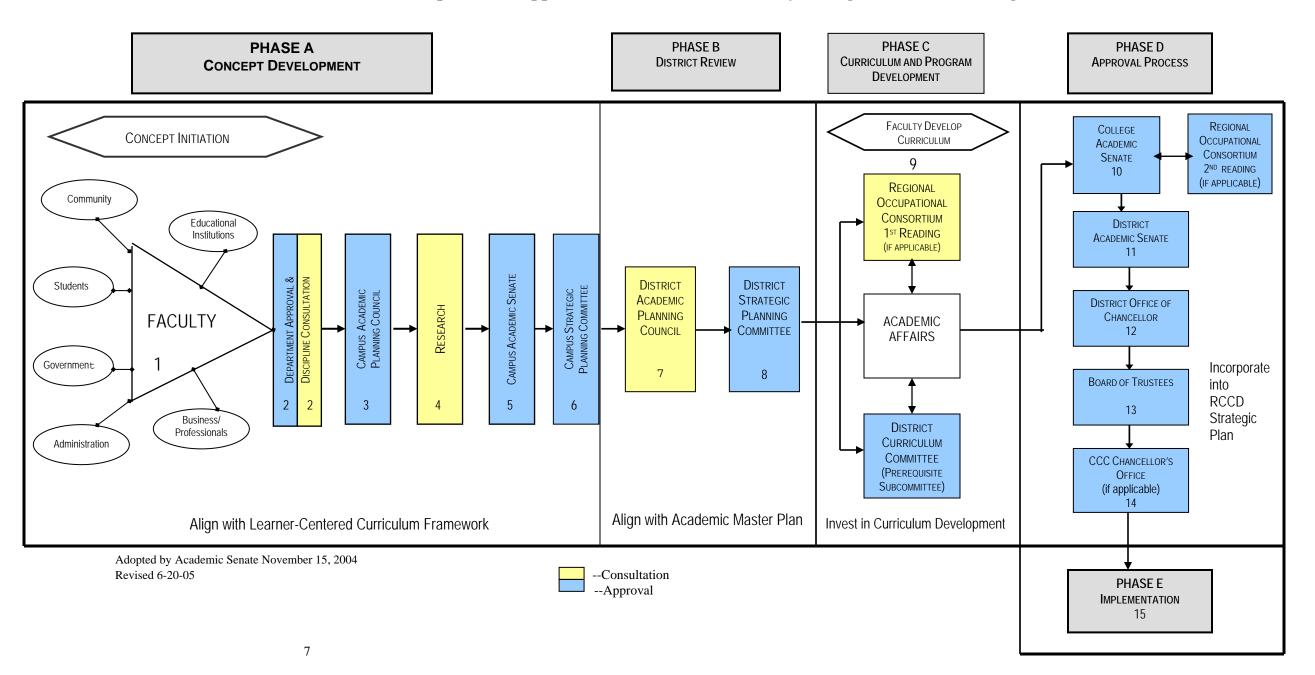
PHASE E: IMPLEMENTATION

Step 15: Implementation

Upon receiving Chancellor's Office approval, if required, program implementation may ensue. Program implementation may ensue after approvals from Step 13 if Chancellor's Office approval is not required.

RIVERSIDE COMMUNITY COLLEGE DISTRICT
Learner-Centered Curriculum Framework
Process for the Proposal and Approval of New and Substantially Changed Educational Programs

PHASE A — CONCEPT DEVELOPMENT

CONCEPT INITIATION

- Community
- Educational Institutions
- Students
- Government
- Business/Professionals
- Administration

FACULTY — 1

Department Approval & Discipline Consultation — 2, 2

Campus Academic Planning Council — 3

Research — 4

Campus Academic Senate — 5

Campus Strategic Planning Committee — 6

Align with Learner-Centered Curriculum Framework

PHASE B — DISTRICT REVIEW

District Academic Planning Council — 7

District Strategic Planning Committee — 8

Align with Academic Master Plan

PHASE C — CURRICULUM AND PROGRAM DEVELOPMENT

FACULTY DEVELOP CURRICULUM — 9

Regional Occupational Consortium 1st Reading (if applicable)

Academic Affairs

District Curriculum Committee (Prerequisite Subcommittee)

Invest in Curriculum Development

PHASE D — APPROVAL PROCESS

College Academic Senate — 10

Regional Occupational Consortium 2nd Reading (if applicable)

District Academic Senate — 11

District Office of Chancellor — 12

Board of Trustees — 13

CCC Chancellor's Office (if applicable) — 14

Incorporate into RCCD Strategic Plan

PHASE E — IMPLEMENTATION — 15

Adopted by Academic Senate November 15, 2004
Revised 6-20-05

- --Consultation
- --Approval

RIVERSIDE COMMUNITY COLLEGE DISTRICT
NEW OR SUBSTANTIALLY CHANGED CERTIFICATE OR DEGREE PROGRAM CONCEPT FORM

Use of This Form

This form should be completed by anyone seeking to create a new or substantially changed educational certificate or degree program at RCC. This form is intended to be completed very early in the development process. It is required by Phase A, Step 1 of the New Educational Program Development Process referenced in the Faculty Handbook. This process description is available from the Vice Chancellor, Academic Affairs, and should be reviewed and followed carefully.

Name of Program:＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿**Proposed Start Date:**＿＿＿＿＿＿＿

Type of Program: ＿＿＿＿**Certificate** ＿＿＿＿**Degree** ＿＿＿＿**New** ＿＿＿＿**Substantially Changed**
(Check all that apply)   (See RCC Curriculum Handbook Definition)

Name of Originator:＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿**Date:**＿＿＿＿＿＿＿＿＿＿＿

Department:＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

1. Describe your educational program development concept (e.g. purpose and scope, target population, need served, proposed cost, staffing requirements).

2. Who is working with you on this concept in the college and from other organizations, if appropriate?

3. Summarize program development activities to date and work remaining to be done.

4. Identify the certificate or degree that may be created or substantially modified.

5. Which departments should be involved and how?

Complete the Introductory Section of the New and Substantially Changed Certificate or Degree Program Signature Form and present both it and this form to your department and related departments mentioned in Question 5. Follow carefully the steps in the New Educational Program Development Process. Contact the Associate Vice President of Institutional Effectiveness for assistance.

OFFICE OF INSTITUTIONAL EFFECTIVENESS - 222-8991

NEW OR SUBSTANTIALLY CHANGED CERTIFICATE OR DEGREE PROGRAM
PROGRAM PROPOSAL SIGNATURE SHEET

<u>Introduction</u>

This form should be initiated in conjunction with the <u>New and Substantially Changed Certificate or Degree Program Concept Form</u> and be used in accordance with the New Educational Program Development Process available from the Vice Chancellor, Academic Affairs.

<u>PHASE A: CONCEPT DEVELOPMENT</u>

Step 1: Educational Program Concept Initiation

Date:

Program Originator
(Signature verifies consultation of the RCC Curriculum Handbook, the New Educational Program Development Process, and completion of the Concept Form.)

Step 2: Concept Development – Department Approval and Discipline Consultation

Date:

Department Chair
(Signifies approval and lead department status during development)

Date:

Discipline Facilitator (Signifies consultation)

Step 3: Campus Academic Planning Council Review

Date:

Dean of Instruction (Signifies approval)

Date:

Dean, Occupational Education (Signifies consultation)

Step 4: Research and Library/Learning Resources

Date:

District Director, Institutional Research

Step 5: Campus Academic Senate Information

Date:

Campus Academic Senate President
(Signifies inclusion on the Campus Academic Senate agenda for approval)

B

Step 6: Campus Strategic Planning Committee Review

| | Date:_____ |

Campus Strategic Planning Committee Co-chair (Signifies review and approval)

| | Date:_____ |

Campus Strategic Planning Committee Co-Chair

PHASE B: DISTRICT REVIEW

Step 7: District Academic Planning Council Review

| | Date:_____ |

Associate Vice President, Instruction
(Signifies approval and review of concept for alignment with District Academic Master Plan)

Step 8: District Strategic Planning Executive Committee Review

| | Date:_____ |

Associate Vice President, Institutional Effectiveness
(Signifies committee review and approval)

PHASE C: CURRICULUM AND PROGRAM DEVELOPMENT

Upon completion of Step 8, for occupational programs, forward all materials to the Dean of Occupational Education for a first reading at the Regional Occupational Consortium.

Step 9: Curriculum Development

A completed program proposal, State Chancellor's Application for Approval (Form C) or RCC Locally-Approved Certificate (Form D), New or Substantially Changed Certificate or Degree Program Concept Form (A), and Program Proposal Signature Sheet (B) are being forwarded to the College Curriculum Committee for review.

| | Date:_____ |

Vice Chancellor, Academic Affairs

| | Date:_____ |

Curriculum Committee Chair
(Signifies approval)

PHASE D: APPROVAL PROCESS

For occupational programs, the Dean of Occupational Education presents materials to the Regional Occupational Consortium for a second reading.

A recommendation for approval of the following educational certificate or degree program, _____
_____, has been submitted to and approved by the following:

Step 10: College Academic Senate_____Date:_____
<div style="text-align:center">College Academic Senate President</div>

    Regional Consortium Approval_____Date:_____
<div style="text-align:center">Dean, Occupational Education</div>

Step 11: District Academic Senate_____Date:_____
<div style="text-align:center">District Academic Senate President</div>

Step 12: Chancellor_____Date:_____
(Signifies discussion with the Board of Trustees' Academic Affairs and Student Services Committee)

Step 13: Board of Trustees_____Date:_____

Completed New or Substantially Changed Certificate or Degree Program Concept Form, Signature Sheet, and New Program Application/Report Form are being forwarded to the Academic Senate for information.

                                         Date:_____
_____
Vice Chancellor, Academic Affairs

Step 14: Submission to CCC Chancellor's Office

Chancellor's Office
Disposition: _____Approved   _____Approved with Revisions   ____Disapproved

Chancellor's Office Disposition Correspondence has been received and forwarded to the District Academic Senate President:

                                         Date:_____
_____
Vice Chancellor, Academic Affairs

PHASE E: IMPLEMENTATION

Upon receiving Chancellor's Office approval, if required, program implementation may ensue.

Application Date

California Community Colleges

APPLICATION FOR APPROVAL - NEW OCCUPATIONAL PROGRAM

PROPOSED PROGRAM TITLE	CONTACT PERSON
COLLEGE	TITLE
DISTRICT	PHONE NUMBER
PROJECTED PROGRAM START DATE	E-MAIL ADDRESS

☐ CERTIFICATE ☐ A.A. DEGREE ☐ A.S. DEGREE ☐ LIMITED DURATION, until_____

PLANNING SUMMARY

Recommended T.O.P. Code		Estimated FTE Faculty Workload	
Units for Major - Degree		Number of New Faculty Positions	
Total Units for Degree		Est. Cost, New Equipment	
Required Units - Certificate		Type of New/Remodeled Facility	
Projected Annual Completers		Est. Cost, Library Acquisitions	
Projected Net Annual Labor Demand		Listed as "projected" on inventory?	☐Yes ☐No

APPROVAL CRITERIA

Approval Criterion	Pg. # in App.	Section	Chancellor's Office Use
MISSION		1. Statement of Program Goals and Objectives	
		2. Datalog Description	
		3. Program Requirements	
		4. Background and Rationale	
NEED		5. Enrollment and Completer Projections	
		6. Place of Program in Curriculum/Similar Programs	
		7. Similar Programs at Other Colleges in Service Area	
		8. Labor Market Information	
		9. Job Market Analysis	
		10. Employer Survey	
		11. Explanation of Employer Relationship	
		12. List of Members of Advisory Committee	
		13. Minutes of Key Meetings/Recommendations	
		14. Recommendation of Regional Consortium	
QUALITY		15. Display of Proposed Sequence	
		16. Outlines of Record for Required Courses	
		17. Transfer Applicability	
		18. Program Evaluation Plan	
FEASIBILITY		19. Library and/or Learning Resources Plan	
		20. Facilities and Equipment Plan	
		21. Financial Support Plan	
		22. Faculty Qualifications and Availability	
COMPLIANCE		23. Model Curriculum	
		24. Licensing or Accreditation Standards	
		25. Student Selection and Fees	
		26. Programs Involving Contracts	

SUBMIT ONE ORIGINAL AND TWO COPIES OF THIS FORM AND ALL ATTACHMENTS

REQUIRED SIGNATURES - NEW OCCUPATIONAL PROGRAM

Program _____   College _____

LIBRARY AND LEARNING RESOURCES

Library and learning resources needed to fulfill the objectives of the program are currently available or are adequately budgeted for.

_____ _____ _____
DATE　　　　　　　SIGNATURE, CHIEF LIBRARIAN/LEARNING RESOURCES MANAGER　　　TYPED OR PRINTED NAME

VOCATIONAL REQUIREMENTS

Program fulfills the requirements of employers in the occupation, provides students with appropriate occupational competencies, and meets any relevant professional or licensing standards.

_____ _____ _____
DATE　　　　　　　SIGNATURE, DEAN OF OCCUPATIONAL EDUCATION　　　　TYPED OR PRINTED NAME

_____ _____ _____
DATE　　　　　　　SIGNATURE, CHAIR, OCCUPATIONAL ADVISORY COMMITTEE　　　TYPED OR PRINTED NAME

Program was recommended for approval by Regional Occupational Consortium on _____ (date).

_____ _____ _____
DATE　　　　　　　SIGNATURE, CHAIR, REGIONAL CONSORTIUM　　　　TYPED OR PRINTED NAME

LOCAL CURRICULUM APPROVAL

Program and courses withnin the program have been approved by the curriculum committee and instructional administration, and satisfy all applicable requirements of Title 5 regulations.

_____ _____ _____
DATE　　　　　　　SIGNATURE, CHAIR CURRICULUM COMMITTEE　　　　TYPED OR PRINTED NAME

_____ _____ _____
DATE　　　　　　　SIGNATURE, CHIEF INSTRUCTIONAL OFFICER　　　　TYPED OR PRINTED NAME

_____ _____ _____
DATE　　　　　　　SIGNATURE, PRESIDENT, ACADEMIC SENATE　　　　TYPED OR PRINTED NAME

COLLEGE PRESIDENT

All provisions of title 5, Section 55130(b) have been considered. All factors, taken as a whole, support establishment and maintenance of the proposed instructional program.

_____ _____ _____
DATE　　　　　　　SIGNATURE, PRESIDENT OF THE COLLEGE　　　　TYPED OR PRINTED NAME

DISTRICT APPROVAL

On _____, the governing board of _____ District approved the instructional program attached to this application.

_____ _____ _____
DATE　　　　　　　SIGNATURE, SUPERINTENDENT/CHANCELLOR OF DISTRICT　　　TYPED OR PRINTED NAME

RIVERSIDE COMMUNITY COLLEGE
LOCALLY-APPROVED CERTIFICATE
(<18 Units)

D

SUBJECT FIELD TOPS: CIP:	Originator
	Date
CERTIFICATE TITLE	Dept. Chair/Director

TOTAL UNITS
- IF <u>LESS</u> THAN 18 UNITS, COMPLETE THE RESEARCH FOR THE APPROVAL CRITERIA BELOW.
- IF 18 OR MORE UNITS, SUBMIT DOCUMENTATION REQUIRED BY THE CHANCELLOR'S OFFICE FOR APPROVAL CONTAINED IN THE <u>PROGRAM AND COURSE APPROVAL HANDBOOK</u>

APPROVAL CRITERIA

____1. Enrollment and Completer Projections

____2. Place of Program in Curriculum/Similar Programs

____3. Labor Market Information

____4. Labor Market Analysis

____5. Employer Survey * (Required only if 3 and 4 above are not available)

____6. List of Members of Advisory Committee

____7. Minutes of Key Meetings/Recommendations

____8. Library and/or Learning Resources Plan

____9. Licensing or Accreditation Standards, if applicable

___10. Student Selection and Fees, if applicable

___11. Program Involving Contracts, if applicable

Refer to the **Instructions For Application For Approval** portion of the California Community

Colleges **Program and Course Approval Handbook** for information on gathering these data,

beginning on page A-3.

When the supporting documentation for the above is completed and approved by the Office of

Planning and Development, Step 5 of the RCC New Program Approval Process is completed.

BUDGET IMPACT (Staff, equipment, supplies, space)

INSTRUCTIONS: Complete the following items and submit with this form

1. Approval Criteria documentation. Submit an original with packet and email one to lgrim@rcc.edu
2. Minutes of Department, Discipline (and Occupational Advisory Committee if necessary) meetings.
3. Library Joint Review Form, or verify that an appointment has been made to obtain one.
4. Prerequisite validation, if there is a prerequisite, corequisite or advisory.
5. RCC new program documentation

RCCD Learner-Centered Curriculum Framework v2004.1

1. Learner Populations (Not mutually exclusive)

FIDUCIARY AND OPPORTUNITY POPULATIONS

- High School Graduates
- Working Adults
- Mid-Career Professional
- Late Career and Emeriti Populations
- Re-entry Learners
- Degree Completers
- Geographic Service Area Populations
  - Underserved Populations
  - Under Represented Populations
- Interest Driven Populations
  - Discipline
  - Domains
  - Professions
- Employer Populations
- Degree Holders
  - A.A.; A.S.; A.A.S.
  - B.A.; B.S.
  - M.A.; M.S. MBA
  - J.D., M.D., Ed.D., Ph.D.
- Disabled Populations
- **Population Characteristics:**
- **Venues, Constraints, and Learning Preferences**
- Time Bound
- Place Bound
- Commute Bound
- Isolated Learners
- Care Givers
- Institutional Preference
- Classroom
- Laboratory
- Intranet
- Adaptive Facilities
- Office
- Home
- Internet
- Language/Culture

2. Learner Objectives (Not mutually exclusive)

CREDENTIALED AND NON-CREDENTIALED OBJECTIVES

- Degree
  - A.A.; A.S.; A.A.S.
  - B.A.; B.S.
  - M.A.; M.S. MBA
  - J.D., M.D., Ed.D., Ph.D.
- Skill Development
  - SCAN Skills
  - Work Skills
  - Basic Skills
- Certificate
  - External
  - Internal
- Certification
  - External
  - Re-certification
- License
  - National
  - State
  - Mandatory Continuing Education
- Trade
  - Automotive
  - Plumbing
  - Building Trades
  - Electronic Technician
- Training
  - Contract
  - Open Program
  - Call Center Operations
  - Microsoft Word, Excel, Access, Project,...
  - Equipment Operation
- Transfer (Articulation)
  - Two-year to Four-year
  - Program to Program
- Graduate School
  - Admission Testing
- Professions
- Post Graduate
- Continuing Professional Education
- Enrichment
- "Find Me"
  - Unclassified
  - Undeclared
  - Exploration

3. Learning Provider Models (Not mutually exclusive)

- Community College Model
- Liberal Arts College Model
- Comprehensive University Model
- Research University Model
- Branch Campus Model
- Correspondence School Model
- Executive Education Model
- University of Phoenix Model
- PBS Model
- Credit Bank Model
- College of the Community Model
- Meta University Model
  - Western Governors
  - Southern Regional Electronic Campus
  - Open U.S.
  - Michigan Virtual University
- Commercial Learning Models
  - Ziff Davis University Model
  - Sylvan Model
  - Caliber Model
  - Harcourt Direct Model
  - Knowledge Pool Model
  - Packaged Tutorials Model (CD ROM etc.)
- Corporate University Model
  - Arthur Andersen Virtual Learning Network Model
  - IBM Learning Services Model
  - Motorola University Model
- ASP University Model (Application Service Provider University)
  - Blackboard.com
  - WebCT
  - Convene
  - ECollege
  - WBT
  - LearnLinc
- Virtual High School Model
  - The Florida High School
  - Class.com
  - Maryland Virtual High School of Science and Mathematics
- Vertical Market Model

4. Learning Theories/Methods (Not mutually exclusive)

AMERICAN PSYCHOLOGICAL ASSOCIATION'S LEARNER-CENTERED PSYCHOLOGICAL PRINCIPLES

- Cognitive and Metacognitive Factors
  - Nature of the learning process.
  - Goals of the learning process.
  - Construction of knowledge.
  - Strategic thinking.
  - Thinking about thinking.
  - Context of learning.
- Motivational and Affective Factors
  - Motivational and emotional influences on learning.
  - Intrinsic motivation to learn.
  - Effects of motivation on effort.
- Developmental and Social
  - Developmental influences on learning.
  - Social influences on learning.
- Individual Differences
  - Individual differences in learning.
  - Learning and diversity.
  - Standards and assessment.

THEORY

LEARNING THEORIES (Partial List)

- Adult Learning Theory (P. Cross)
- Andragogy (M. Knowles)
- Anchored Instruction (J. Bransford)
- Cognitive Dissonance Theory (L. Festinger)
- Cognitive Flexibility Theory (R. Spiro)
- Conditions of Learning (R. Gagne)
- Experiential Learning (C. Rogers)
- Gestalt Theory (M. Wertheimer)
- Mathematical Learning Theory (R. Atkinson)
- Multiple Intelligences (H. Gardner)
- Situated Learning (J. Lave)
- Social Learning Theory (A. Bandura)
- Structural Learning Theory (J. Scandura)
- Operant Conditioning (B.F. Skinner)

PRACTICE

TEACHING/LEARNING METHODS (Partial List)

- Active Learning
- Audio Tutorial
- Case Study
- Computer-Based Instruction
- Cooperative Learning
- Experiential Learning
- Group Inquiry
- Instructional Games
- Laboratory
- Learning Communities
- Lecture
- Personalized System of Instruction
- Programmed Learning
- Recitation
- Role Playing
- Self-Paced Tutorial
- Seminar
- Simulation
- Team Projects
- Thesis

5. Learner-Centered Curriculum Architecture (Not mutually exclusive)

- Content Design Models
  - Course/Degree/Credit Model
  - Modularized Curriculum Model
  - Team Based Learning Models
  - Online Curriculum Models
  - Cooperative Education Model
  - Reusable Learning Object Model
  - Reflective (Contract) Model
  - Research Driven Model
- Content Development Models
  - Faculty Expert Model
  - Industry Standard Model
  - External Expert Model
  - Need Based Models
  - Cross Discipline Models
  - ISD (Instructional System Design)
  - ADDIE (Analysis, Design, Development, Implementation, Evaluation)
  - DACUM (Develop A Curriculum Model)
- Content Delivery Models
  - Lecture
  - Laboratory
  - Online (Internet)
  - Self Paced Tutorial (Not Intermediated)
  - Peer to Peer
  - Technology Enabled (CD, DVD, Video)
  - Practicum
- Learner Assessment Models
  - Placement
  - Mastery
  - Learning Effectiveness
  - Diagnostics
  - Grades
  - Portfolio
  - Licensure
  - Certification
- Credentials Awarded
  - A.A., A.S.; A.A.S.
  - B.A., B.S.
  - M.A., M.S. MBA
  - J.D., M.D., Ed.D., Ph.D.
  - Institutional Certificates
  - Industry Standard Certificates
  - Certificates of Completion
  - CEU (Continuing Education Units)
- Comprehensive Business Model
  - Degree/Term/Course Markets
  - Vertical Learning Markets
  - Horizontal Learning Markets
  - Continuing Education Markets
- Curriculum Master Plan
  - Comprehensive Offerings Detailed
  - Disciplines Offered
  - Schedule
  - Faculty

6. Learning-Centered Curriculum Configurations (Not mutually exclusive)

- Assessment Strategy and Philosophy
  - Grades
  - Mastery
  - Gap
  - Placement
  - Process
  - Matriculation
- Curricula Configurations
  - Classic 3/2 Schedule (M, W, FT, Th)
  - Weekend College
  - Cohort Programs
  - Accelerated Degree Programs
  - Mini Terms
  - Bi Weekly Blocks
  - Saturday School
  - Self Paced with Seminar
  - Self Paced with Assessment
  - Online Learning Community
- Cognitive Competencies
  - Verbal
  - Quantitative
  - Communication
  - Analytical
  - Critical Thinking
- Core Competencies
  - Discipline
  - Communication
  - Writing
  - Speaking
  - Listening
  - Basic Math
  - Arithmetic
  - Percents
  - Charts
  - Computer Literacy
  - Word Processing
  - Spread Sheets
  - Data Base
  - Presentation
  - Managing Information
  - Browsers
  - Internet Literacy
- Curriculum Resources
  - Content Resources
  - Assessment Resources
  - Skills Resources
  - Reference Resources
- Domain Competencies
  - Discipline
  - Skill
  - Methodological
  - Intersessional
- Learning Outcomes
  - Learner Objectives (2nd Column)
  - Transfer and Articulation
  - Degree Ladder
  - Employability
- Sequencing of Curriculum
  - Content Mapping to Course Syllabi
  - Course Sequencing to Program Goal
  - Prerequisite Co acquisitic Sequencing
  - Prior Learning Assessment

7. Learner-Centered Support Services (Not mutually exclusive)

- Academic Advising
  - Online Advising
  - Graduation Check
  - Transfer Options
  - Substitutions
  - Understanding Academic Rules
- Assessment
  - Skills
  - Learning Styles
  - Knowledge Base
- Career Counseling
  - Matching Skills to Jobs
  - Matching Temperament to Jobs
  - Self Assessment
- Career Placement
  - Job Search Preparation
  - Job Search
  - Interview Skills
  - Contract Assessment and Negotiation
- Day Care
- Financial Aid
- Health Center
  - Health Education
  - Inoculations
  - Minor Treatment Center
- Learning Resource Center
  - Learning Diagnostics
  - Skill Development
  - Learning Plans
  - Tutoring
  - Learner Support Services
  - Study Skills
- Library
  - Digital Learning Resources
  - Books and Reference Material
  - Journals and Periodicals
  - Information Search and Retrieval
- Personal Counseling
- Recreation
- Special Populations
  - Disabled and Adaptive Environments
  - Special Needs
  - Language Needs
- Service Center (One Stop Shop)
  - Bursar
  - Registrar
  - Financial Aid
  - Counseling
  - Advising
- Service Learning
- Tutoring
  - Employment
  - Online
  - Learning Resource Center
- Work Study