RIVERSIDE COMMUNITY COLLEGE DISTRICT
NEW OR REVISED
PROGRAM DEVELOPMENT PROCESS

2011 Revision

INTRODUCTION

Since September 1994, the Riverside Community College District Administration and Academic Senate(s) have developed and modified the New Program Development Process. This agreement and the process description were designed to assure broad faculty participation in the development of sound educational programs for the district. Ongoing evaluation of the process has led the Academic Senate, in cooperation with the departments, the curriculum committee, and the administration, to seek regular review and improvement of the process, with significant modifications taking place in 1998, 2005, and 2010.

THE PURPOSE OF EDUCATIONAL PROGRAM DEVELOPMENT

Program development at RCCD is aimed at meeting the needs of the students in the colleges of the district. Program development requires shaping educational programs in response to the changing needs of students and community, academic standards, industry/professional standards, and new technologies, consistent with the mission of California community colleges and the mission of the 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 participation by faculty, departments, strategic planning bodies, and the Academic Senate.

DEFINITIONS AND GUIDELINES

Educational Programs

An Educational Program is an organized sequence of courses leading to a defined objective: a certificate, a degree, a diploma, or transfer to another institution of higher education. New programs of 18 units or more require approval of the California Community Colleges Chancellor's Office (CCCCO, hereafter Chancellor's Office) and *may* require approval by the Accrediting Commission of Community and Junior Colleges (ACCJC); programs between 12 and 17 units should seek Chancellor's Office approval although it is not required.

Colleges *must* apply for approval of a new program whenever the college proposes to award a new credit certificate or degree; only programs approved by the Chancellor's Office may appear on an RCCD transcript or diploma.

Substantial Change to an Existing Program

Once the Chancellor's Office has initially approved a new RCCD program, minor changes to that program may be made without seeking Chancellor's Office approval for those changes.

New *local* (college or district) approval should be sought for changes to approved RCCD programs that require significant additional resources.

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. See Appendix A for more information on the Chancellor's understanding of a *substantial* change and the ACCJC's understanding of a *substantive* change.

Program Improvement

As academic disciplines and occupations fields evolve, programs in all fields must also evolve if they are to remain current. Significant changes may be made to existing courses and course requirements in an approved degree or certificate program to assure that students can continue to successfully fulfill the objectives for which the program was originally approved. The RCCD Comprehensive Program Review process should prompt such review and program improvement is strongly encouraged and is not regarded as "substantial changes to the program objectives."

PROGRAM DEVELOPMENT PROCESS

The process for proposing and receiving approval for a new or substantially revised program in the Riverside Community College District includes four phases: A. Concept Development, B. District Review, C. Curriculum Development, and D. Final Approval. Some of these phases include multiple steps, as follows:

Phase A Concept Development	Phase B District Review	Phase D Final Approval
A1: Concept Exploration	B1: District SPC (as information for programs requiring no new district resources; as approval for programs requiring new district resources)	D1: Regional Occupational review
A2: Concept Development: Discipline Consultation / Department Approval		D2: College Academic Senate
A3: Academic/Institutional Research	**Phase C** **Curriculum Development**	D3: Chancellor
A4: College Academic Planning Council (APC)	C1: Develop all curriculum and catalog materials; for CTE programs, initial proposal to Regional Occupational Consortium.	D4: RCCD Board of Trustees
A5: College Strategic Planning Committee (SPC)		D5: CCCCO/ACCJC
A6: College Academic Senate		**IMPLEMENTATION**

PHASE A: CONCEPT DEVELOPMENT

The concept development stage is intended to help the faculty originator develop a clear and comprehensive program proposal. This phase will provide the originator with initial guidance and suggestions from an augmented district Curriculum Committee, and the primary planning and governance bodies in the originator's college, including the Academic Planning Council, the Strategic Planning Committee, and ultimately the Academic Senate. Although the Academic Senate is the final recommending body (as stipulated in RCCD Board Policy 4005), the Academic Senate should not recommend a program for which significant unresolved concerns have been expressed earlier in the Concept Development phase.

Consideration should be given to RCCD's student populations and their educational needs. New program originators should examine how the new program fits within the existing RCCD curriculum. Dialog at each step in the Concept Development phase should provide body-specific as well as general guidance and suggestions on ways to improve the program proposal.

Step A1: Educational Program Concept Exploration

The concept for a new or revised educational program may originate from a variety of sources: faculty, administration, community, government, business, and/or program review. However, only RCCD faculty may formally propose a new program or significant modification to an existing program.

A faculty member developing a concept for a new or substantially changed educational degree or certificate program should schedule a meeting with the RCC District Curriculum Committee and indicate the desire to discuss the development of a new program. In consultation with the faculty originator, the chair of the District Curriculum Committee will invite the participation of an articulation officer, counseling faculty, library faculty, CTE administrators, and others who will be able to help the faculty originator better articulate the educational need, value, structure, and requisite resources to make the program effective. Originators would also benefit from reviewing the Chancellor's Office's *Program and Course Approval Handbook*.

Step A2: Concept Development: Department Approval & Discipline Consultation

The faculty originator should present the program concept to his/her department, which in turn explores the concept for the new or revised program. Program proposals are carried forward by a faculty originator within this "lead" department. A list of potential courses and their unit value should be created as part of the concept development process; detailed course outlines will be developed later in the process. Anticipated program student learning outcomes should be developed and refined throughout the Concept Development phase. The faculty originator and his/her department may organize a development team to assist the department in an advisory capacity through the development process for the program. Some team members may become permanent advisory members once the program has been approved, especially for programs in career and technical education (CTE).

The originator should present the concept to the discipline faculty in the district for discussion. Faculty on the non-originating colleges must decide at this point whether they wish to cooperate

in the development of the program, which might ultimately be approved at multiple colleges in the district. Colleges who elect not to cooperate on the development of the program at this point may not propose an identical or substantially similar program until the initial program proposal is approved by the RCCD Board of Trustees.

Step A3: Research

For academic programs, the faculty originator should assemble information about comparable programs at other California community colleges as well as similar programs at California Statue University (CSU) and University of California (UC) campuses, paying special attention to common lower division major requirements.

For CTE programs, the faculty originator should request research from the Office of Institutional Research necessary to ascertain if the program concept is supported by labor market needs, trends, etc. A proposed CTE program may **not** be approved if there is no evidence of labor market need for the program.

Step A4: College Academic Planning Council (APC) Review

The College Academic Planning Council should review the concept to determine the "fit" with the College's Educational Master Plan. At this step, council members identify and consult with all campus departments and disciplines that may be affected by the concept. The APC may also make a recommendation as to the departmental "home" of the program, should it be approved.

Step A5: College Strategic Planning Committee (SPC) Review

The faculty originator presents the concept to the College Strategic Planning Committee (SPC) for discussion. The college Strategic Planning Committee should consider implications for student services, library and learning resources, human resources, facilities, technology, budget, enrollment management, and institutional effectiveness. Support of the college's SPC does not guarantee the program will be launched immediately upon approval, but the SPC should not endorse the proposal if lack of necessary resources casts doubt on the resource viability of the program. If the college SPC believes the program is meritorious but will need additional external resources, it should forward the program both to the college Academic Senate and to the district Strategic Planning Committee.

Step A6: College Academic Senate

By the end of the Concept Development phase, the faculty originator should have developed (1) clear program student learning outcomes, (2) a final or very nearly final list of proposed courses, (3) research describing the content and structure of similar academic programs or market analysis validating the need for CTE programs, and the challenges in institutional structure and resources that must be addressed for the program to be successfully launched. Steps A3, A4, and A5 need not be completed sequentially.

The faculty originator presents this information to the college Academic Senate for discussion and approval. Any significant concerns raised in steps A3, A4, and A5 should be presented to the Academic Senate, and proposals should **not** be approved if significant outstanding questions remain. The vote of the Academic Senate to approve the proposal constitutes its endorsement of the program *concept;* final approval and recommendation to the RCCD Board of Trustees comes as part of Phase D. **This completes Phase A**.

PHASE B: DISTRICT REVIEW

Phase B approval is required only for program proposals that require additional resources from the district; proposals that can be approved with no new district resources should be presented to the District Strategic Planning Committee by the college Academic Senate president as an information item.

Step B1: District Strategic Planning Committee (DSPC) Review

For programs requiring new District resources, the faculty originator should present the now complete program proposal to the District Strategic Planning Committee for discussion and potential approval. The District Strategic Planning Committee considers districtwide implications for human resources, facilities, technology, and budget. Should the DSPC elect to support the program, the College' Chief Budget Officer will establish the mechanism by which the District will provide the resources necessary to allow the College to adequately support the program. **This completes Phase B.**

PHASE C: CURRICULUM AND PROGRAM DEVELOPMENT

Phase C creates a complete proposal for the college curriculum committee, RCCD Chancellor and Board of Trustees, and, if applicable, to the Chancellor's Office for a new or substantially changed certificate or degree program. The Chancellor's Office *Program and Course Approval Handbook* <http://www.cccco.edu/Portals/4/pcah_032009.pdf> is an essential reference for this phase of the process. The applicable Chancellor's Office forms: e.g., *Application for Approval—New Transfer Program* or *Application for Approval—New Occupational Program* is a required document and is to accompany any certificate or degree program proposal. New certificates under 18 units require RCC locally-approved certificate form D *instead* of Form C (see Appendix x).

Step C1: Curriculum Development

Upon completion of Phase A and B, the faculty originator forwards all materials for CTE programs to the appropriate CTE Dean for a first reading at the Regional Occupational Consortium.

During Phase C, faculty members complete curriculum development, including all course outlines and catalog materials. With guidance from the curriculum committee chair, the faculty originator completes the Chancellor's Application for Approval Form C sections relating to mission, need, quality, feasibility, and compliance for certificates of 18 or more units. The department is encouraged to seek Chancellor's Office approval for programs between 12 and 18

units, as only Chancellor's Office-approved programs may appear on student transcripts and diplomas. The department *may* choose to complete the RCC Locally-Approved Certificate Form D for certificates fewer than 18 units. Information may be presented at this time as an information item to the Board of Trustees' Academic Affairs and/or Planning & Development Committees.

Because discipline consultation will have taken place at stage A2, faculty throughout the district should be aware of new programs under development and should have indicated at that time whether there is interest in developing a program at more than one college in the district. Should a new program proposal reach stage C as a proposal for a program at only one college in the district, the proposal will go forward to reach RCCD Goard of Trustees's approval before additional colleges may propose an identical or substantially similar program.

In consultation with discipline and departmental colleagues, the faculty originator develops curriculum with guidance and technical assistance from a support team led by the Vice Chancellor, Academic Affairs who facilitates proposal preparation for the curriculum committee. The district Curriculum Committee's Technical Review Subcommittee (TRC) assists, as needed, with the process for establishing prerequisites and/or co-requisites. Phase C should result in a complete program proposal, course proposal forms, and other supporting documentation required by college/district curriculum committee(s) and the Chancellor's Office. **This completes Phase C.**

PHASE D: FINAL APPROVAL PROCESS

Step D1: Regional Occupational Consortium (CTE Programs only)

For CTE programs, the appropriate dean presents materials to the Regional Occupational Consortium for a second reading (the first reading was sought in Phase C). Note that two readings are required and that this group typically meets only four times annually.

Step D2: College Academic Senate

The faculty originator now presents the final version of the proposed program to the college Academic Senate for recommendation to the Board of Trustees.

Step D3: Recommendation by the President/Chancellor

Upon college Academic Senate recommendation, the new or revised program proposal is submitted to the Chancellor for submission to the Board of Trustees.

Step D4: Approval by the Board of Trustees

Curriculum approval items are submitted to the Board of Trustees at regular meetings through the Office of Academic Affairs. The Vice Chancellor, Academic Affairs, will forward a completed program application packet to the College Academic Senate President after Board of Trustees action has been taken.

Step D5: Submission to CCC Chancellor's Office

Upon approval by the Board of Trustees, the complete Application Packet and full supporting documentation will be forwarded, as appropriate, to the Chancellor's Office for approval (Chancellor's Office approval of programs of 12 to below-18 units is optional).

A copy of correspondence indicating Chancellor's Office approval will be forwarded to the appropriate college Academic Senate and office of Academic Affairs when received.

IMPLEMENTATION

Implementation

Upon receiving approval from the Chancellor's Office and (if required) the Accrediting Commission for Community and Junior Colleges (ACCJC), program implementation may begin. Program implementation for locally–approved programs may begin after approval at Step D5.

Appendix A: Substantial Change (CCCO) and Substantive Change (ACCJC)

The California Community College Chancellor's Office defines *"substantial* change" as follows (see *Program & Course Approval Handbook*, 3rd edition, page 67 & following):

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

The Accrediting Commission for Community & Junior Colleges (ACCJC) requires a *substantive* change report in the following circumstances:

- Change in Mission, Scope, or Name of the Institution
- Change in the Nature of the Constituency Served
- Change in the Location or Geographical Area Served
- Change in the Control of the Institution
- *Change in Courses or Programs or their Mode of Delivery that Represents a Significant Departure from Current Practice*
- Change in Credit Awarded
- Any Other Significant Change

The fifth of these circumstances is the one most likely to be relevant to the creation of a new program at RCCD and is discussed on page 11 of the ACCJC's *Substantive Change Manual* (2009).