

- Confirms the DE proposal clearly explains how regular and effective contact will take place between the instructor and the student.
- Checks the proposal is specific to the course.

For program proposals, the TRC:

- Confirms the rationale aligns with what is proposed.
- Checks discipline/department supporting documents and narrative are attached.
- Confirms labor market information, regional consortia, and advisory committee documents are attached for CTE programs.
- Checks the courses in the program are updated.
- Verifies the total number of units in the program match the course units.
- Verifies unit count matches local/state approval requirements.
- Compares the program to other similar existing programs in the district.
- Considers any discipline, department or administrative comments or concerns.

For curriculum proposals that the TRC deems incomplete or does not meet certain standards, the TRC may do one of the following depending on the severity of the issue:

- Correct minor technical errors at the TRC level and forward the proposal to the curriculum committee.
- Hold the proposal until the originator and/or discipline is contacted and has fixed or addressed minor issues.
- Send the proposal back to draft level due to major issues. The originator and/or discipline is contacted and is informed of the issues.
- Hold the proposal if the TRC feels the proposal requires further discipline/department discussion in an attempt to reach consensus.

References

- TRC minutes <http://rccd.edu/administration/educationalservices/Pages/Curriculum.aspx>

College Curriculum Committees and Chair

The three colleges within RCCD each have their own separate curriculum committees which have authority over curricular concerns, as mandated by their Academic Senates. Each college curriculum committee has a faculty co-chair and administrative co-chair, with established bylaws which determine its complete membership, voting rights, internal processes, and selection of its committee chair. The curriculum committees meet on the second and fourth Tuesday of each month during the Fall and Spring semesters.

The role of the curriculum committee is to:

- Vote on all curriculum proposals at that college.
- Forward actions to the District Curriculum Committee.
- Forward actions to the other college curriculum committees as “information items.”
- Maintaining the integrity of curriculum in their course catalog.
- Encourage cooperation on curricular matters.
- Maintain curricular standards.
- Offer guidance and training to faculty on curricular matters.

VI. PROGRAM APPROVAL PROCESSES

Overview

Any faculty member, or an administrator or community leader working in collaboration with a faculty member, may originate a new program proposal.

Program Development Process

Any new program proposal or existing program should meet the following five criteria for curriculum development endorsed by the State Chancellor's Office:

- Appropriateness of Mission - The objectives of the program should align with the college mission.
- Need - There must be local demonstrable need for the program.
- Curriculum Standards - The courses in the program are rigorous, up-to-date, and are sufficient to meet the objectives of the program.
- Adequate resources - The college must be able to provide the necessary resources to offer the program.
- Compliance - The program should not violate any regulations, laws, or requirements.

The development process below applies specifically to new program proposals within a discipline or field of study that does not exist in the district.

- Initial Program Concept Development
 - The faculty originator develops an initial program outline that meets a local demonstrable need and falls within the mission of the college.
 - The initial program outline should include program learning outcomes and a potential list of courses with their unit values.
 - The faculty originator should compile research on comparable programs at other community colleges, as well as lower division major requirements to similar programs at CSUs and UCs.
 - For CTE programs, evidence of labor market need is required.
- Discipline/Department Consultation and Concept Approval
 - The faculty originator presents the initial program outline to the college discipline for consultation and conceptual approval.
 - The program outline is presented to the district-wide discipline for discussion and to determine if there is interest in offering the program at more than one college in the district.
 - The faculty originator finalizes the program outline based on the recommendations of the discipline.
 - Complete course outlines for all courses in the program are developed.
- College/District Strategic Planning Committee Concept Approval
 - The faculty originator presents the program proposal to the College SPC for review and conceptual approval.
 - The SPC considers any impact the program may have on college resources, budget, facilities, and enrollment.
 - Programs requiring new district resources will also require DSPC review and approval.
- College Academic Senate Concept Approval

- The faculty originator presents the program proposal to the college academic senate for review and conceptual approval.
- The senate should not approve the program concept if any significant issues regarding the program are unresolved.

Following completion of the development process, the New Program Development/Concept Approval Form should be completed and attached to the program proposal. The program and the courses that comprise the program then go through the appropriate curriculum approval processes.

References

- RCCD New or Revised Program Development Process (2011 Revision)
[http://academic.rccd.edu/curricunet/Program Development Process 2011Revision.pdf](http://academic.rccd.edu/curricunet/Program%20Development%20Process%202011Revision.pdf)

Substantial and Non-substantial Changes to Programs

Modifications to existing programs constitute either a substantial change or non-substantial change. Any substantial change to an existing program will require the program to be submitted and approved by the Chancellor's Office. Non-substantial changes do not need approval from the State.

The following are considered substantial changes to a program:

- The addition/creation of a new program award (degree or certificate) or major/area of emphasis using an active proposal.
- TOP code change to a different TOP code discipline.
- A major change in the objectives of the program.

The following are defined as non-substantial changes to a program:

- Title change.
- TOP code change within the same TOP code discipline.
- Certificate or degree unit change.
- Addition/removal of a course from an existing approved program.

Program Approval Documents

For submittal to the State Chancellor's Office, proposals for new programs or substantial changes to existing programs require the following documents:

- Narrative
- CORs for all courses in the program
- Transfer preparation documentation (transfer programs only)
- TMC template (ADTs only)
- C-ID or ASSIST articulation information (ADTs only)

Proposals for new CTE programs or substantial changes to existing CTE programs require additional documents:

- Labor market information (LMI)
- Regional consortia recommendation
- Advisory committee recommendation

**For details on the documents required for program submittal, see the RCCDCH Part2.*

Program Approval Process

Steps in the new program or modifications to existing program approval process:

1. Proposal conceptual approval
 - For proposals in a discipline/field of study that does not exist in the district, college academic senate and strategic planning committee conceptual approval is required. The new program development/conceptual approval form should be completed and attached to the proposal.
 - For new program proposals composed of existing courses, prior conceptual approval is not required.
2. Proposal discipline and department approval
 - The originator attaches minutes showing the college discipline and department approval.
 - The discipline from the other colleges are consulted/notified of the proposal, but approval from the other colleges is not required.
3. Proposal submittal
 - The originator submits the proposal to the curriculum chair or district educational services.
4. Technical review committee approval
 - Supporting documents should be attached to the proposal.
 - For CTE programs, labor market (LMI) data, advisory committee approval, and regional consortium recommendation documents should be attached to the proposal.
 - If any technical problems are found, the proposal is sent back to the originator for edits.
5. College curriculum committee approval
 - The proposal only needs the approval from the college curriculum committee offering the program. The proposal is an information item for the other colleges.
 - The college academic senate is informed of the new program.
6. District curriculum committee
 - The proposal is forwarded to the district curriculum committee as an information item.
7. Board of Trustees approval.
 - District Educational Services forwards the proposal to the Board of Trustees for approval.
8. State Chancellor's Office approval
 - If the proposal is for a state approved program, the proposal is submitted to the State Chancellor's Office for approval.
 - Implementation. The program may now be added to the following catalog and offered.

AOE/GE Course Inclusion/Exclusion Process

For proposals to include/exclude a course from an AOE or GE: