

## New Instructional Program Development Process – Draft

1. Faculty and/or Dean identifies need, conceives program, and initiates process
2. Faculty and Dean develop a new program proposal (justification, impact report and implementation plan)
  - a. Workforce Development Director, PRIE, Marketing/Outreach, Budget Office
  - b. Identify faculty Minimum Qualifications
  - c. Identify initial advisory team members to assist in developing proposal
3. Task Force (IPC, Curriculum, Senate) reviews and approves proposal
4. PBC and Cabinet review proposal
5. PBC defines college commitment and makes recommendation to President
  - a. Commitment must identify resources and terms of pilot
  - b. Commitment may be contingent upon defined criteria
  - c. PBC may recommend incubating courses through CCCE
6. President authorizes program implementation
7. Pilot program development begins
  - a. Faculty with Minimum Qualifications begins curriculum development
  - b. College engages market research to conduct focus groups to validate student demand
  - c. Marketing/outreach plan begins implementation
  - d. Space and equipment acquisition
  - e. Hiring of personnel
  - f. Establishing advisory board
8. Curriculum Committee approves curriculum and program certificates/degrees
9. Curriculum and program approval by BACCC, CCCCO, Accreditors
10. Begin 3 or 4-year pilot program with annual review by Task Force (IPC and Academic Senate)
11. At end of the pilot, Task Force recommends to PBC program institutionalization or discontinuance

### Questions for discussion:

- Should there be a “go/no go” check early in the process?
- Composition of the Task Force?
- Is there a “fast-track” process?
- Can the process proceed in split streams/dual track with partial or conditional approval?

### Criteria for consideration and components of a new program proposal:

- A. Alignment with college mission and master plan
- B. Ability of the college to meet external accreditation requirements
- C. Impact on equity
- D. Potential for articulation with 4-year
- E. Potential impact on, or competition with other district/regional programs
- F. Labor market and other data
- G. Student demand and enrollment projections: impact on FTES, Load
- H. Projections of student success, persistence, and completion
- I. Identification of which division will house the program

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- J. Impact on existing academic and student support services
- K. Impact on other academic programs including the allocation of FTEF resources
- L. Impact on instructional spaces
- M. Space requirements for support staff
- N. Impact on marketing and outreach
- O. Funding for curriculum development
- P. Funding for instructional equipment
- Q. Funding and space for personnel
- R. Terms of college subsidy for potentially low-enrolled courses: minimum enrollments identified