Section A

1. Division:

2. Discipline:

3. Subject Code:

4. Course Number:

5. Course Title:

6. Units:

7. Total Hrs:

    a. Lecture

    b. Lab

    c. Integrated Lab

8. Number of Weeks:

9. Total Hours in Outside of Class Assignments:

10. Grading Option:

Section B

V. Credit Program Forms and Instructions

All credit program proposals, including both degrees and certificates are submitted electronically via email or in paper copies. We do not use the program-level functions in WebCMS.

Use the following format to write a proposal for a new program. The file should be submitted as either a Word document or a PDF.

A. New Program Proposal

Overview

This policy establishes criteria and procedures for the development and implementation of new academic programs. These criteria and procedures are consistent with the institutional planning and governance processes, curriculum standards and processes, Chancellors Office standards, and Title 5 of the California Education Code.

State requirements for new programs are set forth in the Curriculum Standards Handbook published by the Division of Curriculum and Instructional Resources of the California Community Colleges Chancellor's Office. This information and local forms are contained in the NVC Academic Senate Curriculum Handbook. The policy delineated below is consistent with state standards.

Definitions

Title 5 defines an "'Educational Program' [as] 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." (CCR T5 §55000)

The college further refines this definition and uses a graduated review process to expedite the program review process, utilizing the following classifications to ensure depth of review appropriate to the type and scope of proposed programs.

Program proposals are classified for review in one of the following categories:

A. <u>New Instructional Program:</u> A new instructional program consists of new courses, degrees, certificates, new instructional department requiring new FT or PT faculty, etc

B. <u>New Career Technical Education / Vocational Degree or Certificate:</u> Sequencing of current or new curriculum into a new CTE degree or certificate housed in an existing program. CTE degrees and certificates will also require approval through BACCC and The System Office.

C. <u>New Degree Sequence or Area of Emphasis:</u> Sequencing of current or mostly current curriculum into new area of emphasis for an AA or AS degree or major within existing instructional programs.

D. <u>New Certificate:</u> Sequencing of current or mostly current curriculum into new certificate within existing instructional programs.

Proposals

Proposals for new programs may be initiated by anyone within the institution or from members of the community; however, all program proposals and related course outlines of record must be submitted to the Curriculum Committee by members of the Academic Senate or instructional division deans. All program proposals will address the questions outlined in §VI.A.1 – 2.

Timeline

Every effort shall be made to expedite the review of proposed programs for internal review and for review by the Chancellor's Office. The Task Force Initial Review of Programs, delineated below, shall typically take place within four weeks during the regular academic sessions. Programs recommended forward for Detailed Analysis shall typically require12 months for review.

Programs not requiring detailed analysis will be recommended for review and approval through the regular curriculum process. Should the matter require more time, the Academic Senate and the Board of Trustees (or the BOT designee) may agree to continue review.

The Program Task Force will consider exigent circumstances for accelerated program approval requests on a case-by-case basis.

Program Task Force

A joint Academic Senate—Board of Trustees task force shall explore new program viability as detailed below. The task force membership shall consist of:

- Academic Senate President or designee
- Vice President, Instruction or designee
- Curriculum Committee Chair or designee
- Division Chair(s) or designee(s)
- Proposing Faculty

Criteria

Proposals for institutional consideration of new programs shall fulfill the criteria below:

A. Phase One: Task Force Initial Review

The Program Task Force initial review shall consist of an analysis of responses to the following questions.

1. Purpose, Need, and Consistency

a. Why is there a need for the program?
b. What is the primary purpose of the program?
c. How are the program's purpose and goals consistent with Napa Valley College's mission, Educational Master Plan, Institutional Strategic Plan, and germane program review data?

2. Program Curriculum and Feasibility Summary

a. Does the program culminate in a degree or certificate?
b. Does the degree or certificate fall under CTE?
c. If yes, does the degree or certificate require the creation of new courses? If so, list the new courses and existing courses in the degree or certificate.
d. Will the new program be part of an existing instructional program? Explain.
e. Will the new program require new instructional FT or PT faculty?
f. Will the program require additional short or long-term funding? Estimate program-funding needs and indicate anticipated funding sources.

At the conclusion of this review, the task force will use the answers to the above questions to determine placement in the appropriate proposal category and make recommendations for further review.

B. Phase Two: Initial Review Recommendations

Proposals designated as New Degree or New Certificate that meet initial task force standards will not require further review from the task force. All such proposals shall follow established college and state policies and procedures for curriculum approval.

Proposals designated as New Instructional Programs or CTE Degree or Certificate that meet initial task force standards, shall move to Phase Three: Detailed Analysis.

On completion of initial review, the task force shall determine the following:

1. Does the Task Force recommend a detailed analysis of the prospective program?
2. Who will serve on the Phase II Detailed Analysis Task Force?
3. The District shall provide appropriate reassigned time or stipend to faculty and/or staff to support the research and analyses. If no faculty member has the expertise to develop a detailed analysis of the prospective program, the Vice President, Instruction and the Academic Senate President shall decide on an outside, independent expert to serve on the Phase II Task Force.
4. Should the consultant apply for a position within the program, s/he will compete within the established Napa Valley College hiring process.

C. Phase Three: Detailed Analysis

The Program Task Force detailed analysis shall include responses to the following questions. The task force shall present the findings to the Curriculum Committee, which holds statutory authority to determine program feasibility, to the Vice President, Instruction, to the President, and to the Academic Senate and Board of Trustees for approval.

The following sections must completed in full and submitted to the Program Task Force, the Curriculum Committee, the BOT, and the Chancellor's Office for approval.

All programs recommended for full-review must provide the following information for NVC Task Force review and Chancellor's Office Review

A. Chancellor's Office Planning Summary

Recommended T.O.P. Code		Estimated FTE Faculty Workload	
Units for Degree Major or Area of Emphasis		Number of New Faculty Positions	
Total Units for Degree		Est. Cost, New Equipment	$
Required Units-Certificate		Cost of New/Remodeled Facility	$

Projected Annual Completers		Est. Cost, Library Acquisitions	$
Projected Net Annual Labor Demand (CTE)		When will this program undergo review as part of college's Program Evaluation Plan?	Month/Semester _____ Year_____

B. Development Criteria and Narrative Documentation

Attach a document that describes the development of the proposed program, addressing the five criteria as listed below. Number the sections of the narrative to match the lists below. If appropriate, you may note that a section is "not applicable" but do not re-number the sections. Provide documentation in the form of attachments as indicated. Criteria A. Appropriateness to Mission

1.   Statement of Program Goals and Objectives

2.   Catalog Description

3.   Program Requirements

4.   Background and Rationale

Criteria B. 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 & Analysis (CTE only)

9. Employer Survey (CTE only)

10. Explanation of Employer Relationship (CTE only)

11. List of Members of Advisory Committee

12. Recommendations of Advisory Committee

Attachment: Labor / Job Market Data (CTE only)

Attachment: Employer Survey (CTE only)

Attachment: Minutes of Key Meetings

Criteria C. Curriculum Standards

13. Display of Proposed Sequence

14. Transfer Applicability (if applicable)

Attachment: Outlines of Record for Required Courses

Attachment: Transfer Documentation (if applicable)

Criteria D. Adequate Resources

15. Library and/or Learning Resources Plan

16.   Facilities and Equipment Plan

17.   Financial Support Plan

18.   Faculty Qualifications and Availability

Criteria E. Compliance

19.   Based on model curriculum (if applicable)

20.   Licensing or Accreditation Standards

21.   Student Selection and Fees

C. Napa Valley College Planning Elements

1. Coordination: How will the program be coordinated?
2. Can this program be delivered over 50% online?
3. What instructional, student, library, and administrative services will be needed to support the program beyond those currently provided?
4. Provide objective data to forecast accurately potential:
   a. FTES Generated
   b. Load (Weekly Students Contact Hours/Full-Time Equivalent Students)
   c. Number enrolled and demographics
   d. Profile of sections
   e. Projected number of degrees and certificates to be issued
5. Describe the impact upon existing facilities (e.g., classrooms, office space) and provide cost estimates for remodeling or any additional facilities.
6. At what location will this program be offered?

7. Describe the impact upon existing equipment, supplies, and services needed to implement and sustain the proposed program for the first year and the five subsequent years.
8. Recommend the academic division in which the program should be placed and provide rationale for this placement.

Special Requirements for CTE Programs, Degrees, and Certificates

The Bay Area Community College Consortium (BACCC) must endorse all proposed new CTE program, degrees, and certificates. To complete the NVC New Program Approval process all CTE programs must submit the BACCC forms to the Program Task Force as part of the review packet. Forms and details for the BACC endorsement process are available in the appendix to this handbook.

B. Program Revision Proposal

Program revision proposals can take one of two forms depending on the nature of the change:

1. For Minor Revisions (adding or deleting courses, adding or deleting SLOs, minor change to total units, response to changes in regulations or statutes, etc.,) write out a simple proposal describing:

- A detailed list of the exact revision.
- Justification and Impetus for the revision.
- Summary of Expected Impact on Student Learning.

2. For Substantive Changes (major changes to structure, addition or deletion of a significant number or type of courses, change to Distance Education status [more than 50 % of courses available online], etc.,) please use the New Program Proposal form.