

NARRATIVE TEMPLATES

The following is a Microsoft Word® version of the Narrative discussed in the Appendix of the Program and Course Approval Handbook, 5th Edition Draft. This template is not to be used for Associate Degree for Transfer (ADT) or Adult High School Diploma (AHSD) Program proposals; separate templates are provided for these proposals (under the Admin > Templates tab) in the CCC Curriculum Inventory.

The following three templates are provided in this document:

1. (Credit) Traditional Associate Degree: Associate in Arts (A.A.) and Associate in Science (A.S.)
 2. (Credit) Certification of Achievement
 3. (Noncredit) Certificate of Competency and Certificate of Completion
-

NARRATIVE TEMPLATE for a (credit) Traditional Associate Degree: Associate in Arts (A.A.) and Associate in Science (A.S.)

Please adhere to the following format conventions:

- Use the heading (item) and numbering convention (for example: Item 1. Program Goals and Objectives).
- Ensure the description provided under each item is removed from the narrative prior to submission.

Item 1. Program Goals and Objectives

Identify the goals and objectives of the program. The stated goals and objectives of the program must be consistent with the mission of the community colleges as established by the Legislature in Education Code section 66010.4. Often, colleges will include the program level Student Learning Outcomes (SLOs) in this section that identify the program's goals and objectives.

Based upon the program goals, objectives appropriate to these goals, and program design consistent with these objectives, the determination is made as to whether the proposed program is appropriate to the mission of the local college and community college system. For example, a program must be directed at the appropriate level for community colleges—that is, it must not be directed at a level beyond the associate degree or the first two years of college. Similarly, a program must address a valid transfer, occupational, basic skills, civic education, or lifelong learning purpose. The program may not be primarily avocational or recreational. The statement of goals and objectives serves to define the degree over time and is one of the major factors in determining whether future changes to the degree are considered substantial or nonsubstantial for Chancellor's Office review purposes.

If the associate degree program goal selected is **“Career Technical Education (CTE)” or “Career Technical Education (CTE) and Transfer,”** then the statement must include the main competencies students will have achieved that are required for a specific occupation. The statement must, at a minimum, clearly indicate the specific occupation(s) or field(s) the program will prepare students to enter and the basic occupational competencies students will acquire.

If the associate degree program goal selected is **“Transfer” or “Career Technical Education (CTE) and Transfer,”** then the statement must, at a minimum, include the preparation of students for one or more baccalaureate majors. Courses required for the degree are specifically designed as transferable courses so students are prepared for an area of study at a baccalaureate institution. Describe how these courses will meet the lower division requirements of a major at baccalaureate institutions. List the baccalaureate institutions that students will be able to transfer to upon completion of the program.

For programs designed for the student not intending to transfer, community colleges may develop degree majors or areas of emphasis that meet community needs and reflect the educational philosophy of the faculty in a discipline or disciplines. The required courses may not be aligned with requirements for transfer, but they may represent a cohesive package of courses in an area of study. If the associate degree program goal selected is **“Other – Designed to Meet Community Needs,”** then the statement must, at a minimum, explain in detail how the degree was designed to meet community needs in accordance with the community college mission. Describe how the degree embodies a pattern of learning experiences that are focused on specific capabilities or knowledge areas.

Student Selection and Fees: If the program is selective, describe relevant entry criteria, the selection process for admission to the program, and compliance with provisions of Title 5, sections 55201 and 58106. Similarly, **specify all mandatory fees** (for materials, insurance, travel, and/or uniforms) that students will incur, for the program as a whole or any of its constituent courses, aside from the ordinary course enrollment fee prescribed in Education Code section 76300.

Item 2. Catalog Description

The catalog description must be entered exactly as it will appear in the college catalog. The description must also:

- Convey the associate degree’s goal(s) and objectives; suggest how they differ from the goals and objectives of other programs
- Provide an overview of the knowledge and skills that students who complete the requirements must demonstrate (student learning outcomes)
- List all prerequisite skills or enrollment limitations
- Suggest some caveats that students must be aware of where job market data or other factors are documented in the proposal. These warnings must be as clearly conveyed in the catalog description as possible. The catalog description needs to mention any risks, such as

occupations that are inherently competitive or low-salaried and/or occupational areas where inexperienced graduates are not generally hired.

- If the associate degree program goal selected is “**Career Technical Education (CTE)**” or “**Career Technical Education (CTE) and Transfer**,” then the description must list the potential careers students may enter upon completion.
- If the associate degree program goal selected includes **Transfer**, then the description must list baccalaureate major or related majors.
- If applicable, advise students if this is a high-unit program (more than 60 semester or 90 quarter units) and how this impacts degree completion
- If applicable, reference accrediting and/or licensing standards including an explanation of any departures from the standards. In some occupations, while there is no legal requirement for a license to practice, there is a widely recognized certification provided by a professional association. For example, the American Massage Therapy Association certifies massage therapists; the California Association of Alcohol and Drug Abuse Counselors certify counselors in that field. In these cases, the Chancellor’s Office expects that the description will specify whether the program will fully prepare completers for the recognized professional certification.

The description must also convey what students may expect as an outcome. The catalog description represents a commitment to the student. Exaggerated statements must not be included. For a program designed with scaffolds among program awards, ensure the catalog description describes but does not overstate this relationship. Assertions of transfer applicability as well as career applicability must be reasonable and capable of being documented.

Item 3. Program Requirements

The program requirements must be consistent with the catalog description (as entered in Item 2 above). The number of units, specific course requirements and design of individual courses, and the sequence of the courses must be coherent, complete, and appropriate, given the program objectives and the resources with which the college has to work. The Chancellor’s Office will rely heavily on the educational judgment of local faculty within the discipline and curriculum committees in regard to the appropriateness of program requirements.

Display the program requirements in a table format that includes all courses required for completion of the program (core requirements and required or restricted electives), subtotal of core units, general education pattern/s (local, CSU-GE-Breadth, or IGETC), number of units for each pattern, and total program units. For each course, indicate the course department number, course title, and unit value.

Course Sequence – ensure the program requirements demonstrate how the required courses must be completed in sequence by term (semester or quarter), including prerequisite courses if applicable. The sequence must be arranged so that a full-time student could complete a degree program in two years, except in the case of a high-unit technical or health occupation program where a sequence longer than

two years is necessary. Students who begin college in need of developmental courses in reading, writing, and/or mathematics may need more than two years to complete a two-year program. Ensure the general education requirement pattern(s) specified does not constrain students' individual general education choices unless specific general education courses are recommended to enhance student preparation for a field of study. The program requirements table may include the course sequence (as shown in the sample below) or the course sequence may be shown separate from the program requirements table, so long as both are addressed in item three of the narrative.

A **sample** table format (with program requirements and course sequence combined) is shown below (for illustration purposes only):

A.A. Administration of Justice

Requirements	Dept. Name/#	Name	Units	CSU -GE	IGETC	Sequence
Required Core (6 units)	ADMJ 50 ADMJ 60	Introduction to Justice Criminal Law	3 3	A1 B2	Area 1 Area 4	Yr 1, Fall Yr 2, Spring
Two courses (6 units)	ADMJ 40 ADMJ 55 ADMJ 61 ADMJ 63 ADMJ 70 ADMJ 80 ADMJ 85	Juvenile Justice Procedures Introduction to Correctional Science Evidence Criminal Investigation Community Relations Criminal Trial Process Introduction to Forensics	3 3 3 3 3 3 3	A1	Area 2	Yr 1, Fall Yr 2, Spring Yr 2, Spring Yr 1, Summer Yr 1, Fall/Spring Yr 2, Fall/Spring Yr 1, Spring/Summer Yr 2, Fall
Two courses (6 units)	SOC 1 PSY 1 PSY 5	Principles of Sociology General Psychology Behavioral Sciences	3 3 4	D6 A1	Area 1	Yr 2, Spring Yr 1, Summer Yr 1, Fall

Required Major Total	18-19 units
Completion of CSU-GE Breadth or IGETC pattern (Possible double counting: 12 units)	37-39 units
Transferable electives (as needed to reach 60 units)	
TOTAL UNITS	60 units

Proposed Sequence:
Year 1, Fall = 15 units
Year 1, Spring = 12 units
Year 1, Summer = 3 units
Year 2, Fall = 14 units
Year 2, Spring = 16 units
TOTAL UNITS: 60 units

Documentation of applicable general education requirements should be in the form of a range that, combined with the degree requirements, totals 60 semester or 90 quarter units (or higher, as justified in Narrative Item 4. Specific recommendations for appropriate general education course choices for students in this program may be included. If the total of required and general education courses may equal less than 60 semester or 90 quarter units, the college should include the range of other transferrable electives to make the total program requirements equal 60 semester or 90 quarter units.

For all associate degrees, the courses designated for the program must, collectively, be sufficient to enable students to fulfill the program goals and meet the program objectives. Courses must be required that will address the college level communication and analytic skills necessary for success in a transfer program or that will generally enable graduating students to participate as full team members in a company, maintain currency in rapidly changing fields, and/or advance in selected occupations over a lifetime.

If the associate degree program goal selected is **“Career Technical Education (CTE)” or “Career Technical Education (CTE) and Transfer,”** then the set of requirements must reflect the thinking of the advisory committee, as indicated in advisory committee minutes that are submitted as part of the proposal. If the CTE program requirements do not reflect the advisory committee’s recommendation, then the college must explain its departure from those recommendations.

If the associate degree program goal selected is **“Transfer,” or Career Technical Education (CTE) and Transfer,”** then students must be advised to complete the CSU-GE-Breadth or IGETC pattern. Unless the major requires a high number of units, students who intend to transfer must not be allowed to complete only 18 or more units of local general education requirements. In most cases, the local general education requirements do not provide adequate preparation for transfer.

If the associate degree program goal selected is **“Other – Designed to meet local community needs,”** then the college may use a locally-developed general education pattern to complete the 60 semester or 90 quarter units, and must so state when adding the general education units at the bottom of the program requirements table. The locally-developed general education pattern is not sufficient to meet the requirements of the CSU-GE or IGETC patterns designed for degrees that include **“Transfer”** as a goal.

Item 4. Master Planning

Given the stated goals and objectives, this discussion addresses the role the proposed program will fulfill in the college’s mission and curriculum offerings, the placement of the proposed program in the district master plan, and how the program is appropriate to the objectives and conditions of higher education and community college education in California by confirming to statewide master planning (pursuant to Title 5 sections 55130(b)(6) and 55130(b)(7)).

This discussion may include some history of the program proposal origins, a description of the program purpose, and/or the program's relevancy for the region and college including related community support.

The proposal must demonstrate a need for the program that meets the stated goals and objectives in the region the college proposes to serve with the degree. Furthermore, a proposed new degree must not cause undue competition with an existing program at another college. Need is determined by multiple factors, including the master plan of the college or district and accreditation standards. Colleges are required to periodically review curriculum through "program review," during which the faculty and administrators review the program requirements and related course content in consultation with appropriate advisory groups. Program review is a planning process whereby academic departments determine the future needs and goals of their educational programs. Both new and revised curriculum must reflect the fulfillment of this planning requirement.

If any expenditure values were entered in proposal fields #12-13 (as discussed in Section One of this Guide), then please explain the specific needs for facilities and equipment in this section. Note what is already available, what is planned or in some stage of development, and what would need to be acquired after approval in order to implement the program. Programs that require new facilities, major renovation to existing facilities, or an expenditure of over \$100,000 in district and state funds for equipment must submit an itemized matrix that details program costs and anticipated revenue (either public or private), both for the initial year of operation and in the near future years.

If applicable, this section may also be used to justify program objectives or the inclusion of a given course as a requirement. Similarly, high-unit programs (above 60 semester or 90 quarter units) must be addressed in this section by providing a rationale for the additional unit requirements (e.g.; mandate, law, baccalaureate requirement, etc.). Finally, if the selected program goal is "Other – Designed to meet local community needs," then a description of the community or other need leading to the program development is required.

Similarly, for a program with a selected goal of "Career Technical Education (CTE)" or "Career Technical Education (CTE) and Transfer," whenever a program is to be offered in close cooperation with one or more specific employers, a discussion of the relationship must be provided. For example, an employer's facilities may be used to provide the training, or the program may be structured to meet training needs of a specific employer. The proposal must include an explanation of how the open enrollment requirements for California community college courses (California Code of Regulations, Title 5, § 51006 and §§ 58100-58108) will be observed in this context.

It is not necessary to repeat information covered elsewhere in the proposal, as long as the proposal includes a cross-reference to a page number or section number. If reference is made to appended meeting minutes, then corresponding section(s) in the minutes must be highlighted in the attachment.

Item 5. Enrollment and Completer Projections

This item should justify the number of projected students or “annual completers” to be awarded the degree each year after the program is fully established as entered into the CCC Curriculum Inventory proposal field (discussed in sub-section one of this Guide). The justification must include either: (A) enrollment (student headcount) data or (B) a survey of prospective students and completer projections information.

(A) Enrollment Data

Use a table format (sample provided below*) to provide final (not census) enrollment data for all required existing courses for the last two years to validate the need for this program in the college service area. Include course department number, course title, annual sections, and annual enrollment total.

		<Year 1>		<Year 2>	
CB01: Course Department Number	CB02: Course Title	Annual # Sections	Annual Enrollment Total	Annual # Sections	Annual Enrollment Total

*Use as many rows as required to provide requested data.

As a point of reference, refer to the Chancellor’s Office Data Mart (www.cccco.edu click on the DATAMART hyperlink on the top right header) for historical completion rates by academic year for each TOP Code.

(B) Survey

In the case of a survey, the survey questionnaire, a description of the population surveyed, and survey results must be included.

If the associate degree program goal selected is “**Career Technical Education (CTE)**” or “**Career Technical Education (CTE) and Transfer**,” then the enrollment and completer projections must be compared to the net annual labor demand projection entered into the CCC Curriculum Inventory field and stated in the Labor Market Information and Analysis provided as Supporting Documentation. The data must demonstrate adequate demand for the completer projections.

Item 6. Place of Program in Curriculum/Similar Programs

Before completing this section, review the college’s existing program inventory in the CCC Curriculum Inventory, then address the following questions:

- Do any active inventory records need to be made inactive or changed in connection with the approval of the proposed program? If yes, please specify.
- Does the program replace any existing program(s) on the college’s inventory? Provide relevant details if this program is related to the termination or scaling down of another program(s).
- What related programs are offered by the college?

Item 7. Similar Programs at Other Colleges in Service Area

Describe all similar programs offered by colleges within commuting distance of the college, commonly known as the “college service area.” A brief description of each program is required. Pages from other colleges' catalogs may be included as additional attachments to the proposal in the CCC Curriculum Inventory. Similarities and differences need to be described, and justification for a program of this type and in this region needs to be provided. In most instances, a college proposing a new program needs to make a convincing case that the existing capacities at other colleges are insufficient to meet the demand.

If the proposed program has a different emphasis than similar programs at other colleges, targets a different market, demonstrates state-of-the-art offerings, or for a number of reasons will be a stronger program, documentation and/or explanation need to be provided.

The college needs to provide evidence that faculty affiliated with the program proposal have been in communication with faculty offering similar programs at other community colleges, as well as with transfer institutions (if applicable). The college also must demonstrate how such communication helped to design the proposed program.

When two or more colleges in the same region are seeking approval for new programs of a similar kind at or near the same time, evidence of collaboration is especially important. Generally, competition between districts is not an issue for transfer programs, nor is redundancy of offerings, since every college is presumed to have the right to offer a range of transfer majors. For transfer programs, the main reason for considering programs in neighboring colleges is to compare the program requirements.

NARRATIVE TEMPLATE for a (credit) Certificate of Achievement

Please adhere to the following format conventions:

- Use the heading (item) and numbering convention (for example: Item 1. Program Goals and Objectives).
- Ensure the description provided under each item is removed from the narrative prior to submission.

Item 1. Program Goals and Objectives

Identify the goals and objectives of the program. The stated goals and objectives of the program must be consistent with the mission of the community colleges as established by the Legislature in Education Code section 66010.4. Often, colleges will include the program level Student Learning Outcomes (SLOs) in this section that identify the program's goals and objectives.

Based upon the program goals, objectives appropriate to these goals, and program design consistent with these objectives, the determination is made as to whether the proposed program is appropriate to the mission of the local college and community college system. For example, a program must be directed at the appropriate level for community colleges—that is, it must not be directed at a level beyond the certificate or the first two years of college. Similarly, a program must address a valid transfer, occupational, basic skills, civic education, or lifelong learning purpose. The program may not be primarily avocational or recreational. The statement of goals and objectives serves to define the degree over time and is one of the major factors in determining whether future changes to the degree are considered substantial or nonsubstantial for Chancellor's Office review purposes.

If the certificate program goal selected is **“Career Technical Education (CTE),”** then the statement must include the main competencies students will have achieved that are required for a specific occupation. The statement must, at a minimum, clearly indicate the specific occupation(s) or field(s) the program will prepare students to enter and the basic occupational competencies students will acquire.

For programs designed for the student not intending to transfer, community colleges may develop degree majors or areas of emphasis that meet community needs and reflect the educational philosophy of the faculty in a discipline or disciplines. The required courses may not be aligned with requirements for transfer, but they may represent a cohesive package of courses in an area of study. If the certificate program goal selected is **“Other – Designed to Meet Community Needs,”** then the statement must, at a minimum, explain in detail how the degree was designed to meet community needs in accordance with the community college mission. Describe how the degree embodies a pattern of learning experiences that are focused on specific capabilities or knowledge areas.

Student Selection and Fees: **If the program is selective,** describe relevant entry criteria, the selection process for admission to the program, and compliance with provisions of Title 5, sections 55201 and 58106. Similarly, **specify all mandatory fees** (for materials, insurance, travel, and/or

uniforms) that students will incur, for the program as a whole or any of its constituent courses, aside from the ordinary course enrollment fee prescribed in Education Code section 76300.

Item 2. Catalog Description

The catalog description must be entered exactly as it will appear in the college catalog. The description must also:

- Convey the certificate's goal(s) and objectives; suggest how they differ from the goals and objectives of other programs
- Provide an overview of the knowledge and skills that students who complete the requirements must demonstrate (student learning outcomes)
- List all prerequisite skills or enrollment limitations
- Suggest some caveats that students must be aware of where job market data or other factors are documented in the proposal. These warnings must be as clearly conveyed in the catalog description as possible. The catalog description needs to mention any risks, such as occupations that are inherently competitive or low-salaried and/or occupational areas where inexperienced graduates are not generally hired.
- If the certificate program goal selected is **"Career Technical Education (CTE),"** then the description must list the potential careers students may enter upon completion.
- If applicable, reference accrediting and/or licensing standards including an explanation of any departures from the standards. In some occupations, while there is no legal requirement for a license to practice, there is a widely recognized certification provided by a professional association. For example, the American Massage Therapy Association certifies massage therapists; the California Association of Alcohol and Drug Abuse Counselors certify counselors in that field. In these cases, the Chancellor's Office expects that the description will specify whether the program will fully prepare completers for the recognized professional certification.

The description must also convey what students may expect as an outcome. The catalog description represents a commitment to the student. Exaggerated statements must not be included. For a program designed with scaffolds among program awards, ensure the catalog description describes but does not overstate this relationship. Assertions of transfer applicability as well as career applicability must be reasonable and capable of being documented.

Item 3. Program Requirements

The program requirements must be consistent with the catalog description (as entered in Item 2 above). The number of units, specific course requirements and design of individual courses, and the sequence of the courses must be coherent, complete, and appropriate, given the program objectives and the resources with which the college has to work. The Chancellor's Office will rely heavily on the educational judgment of local faculty within the discipline and curriculum committees in regard to the appropriateness of program requirements.

Display the program requirements in a table format that includes all courses required for completion of the program (core requirements and required or restricted electives), subtotal of core units, and total program units. For each course, indicate the course department number, course title, and unit value.

Course Sequence – ensure the program requirements demonstrate how the required courses must be completed in sequence by term (semester or quarter), including prerequisite courses if applicable. The sequence must be arranged so that a full-time student could complete a degree program in two years, except in the case of a high-unit technical or health occupation program where a sequence longer than two years is necessary. Students who begin college in need of developmental courses in reading, writing, and/or mathematics may need more than two years to complete a two-year program. Ensure the general education requirement pattern(s) specified does not constrain students' individual general education choices unless specific general education courses are recommended to enhance student preparation for a field of study. The program requirements table may include the course sequence (as shown in the sample below) or the course sequence may be shown separate from the program requirements table, so long as both are addressed in item three of the narrative.

A **sample** table format (with program requirements and course sequence combined) is shown below (for illustration purposes only):

Certificate of Achievement: Administration of Justice

Requirements	Dept. Name/#	Name	Units	Sequence
Required Core (6 units)	ADMJ 50	Introduction to Justice	3	Yr 1/2, Fall
	ADMJ 60	Criminal Law	3	Yr 1, Spring
Four Electives (12 units)	ADMJ 40	Juvenile Justice Procedures	3	Yr 1/2, Fall
	ADMJ 55	Introduction to Correctional	3	Yr 2, Spring
	ADMJ 61	Science	3	Yr 1, Summer
	ADMJ 63	Evidence	3	Yr 1, Fall/Spring
	ADMJ 70	Criminal Investigation	3	Yr 2, Fall/Spring

Required Core Total: 6 units
TOTAL UNITS: 18 units

Proposed Sequence:
Year 1, Fall = 6 units
Year 1, Spring = 6 units
Year 1, Summer = 3 units
Year 2, Fall = 3 units
TOTAL UNITS: 18 units

Or

Year 1, Fall = 9 units
Year 1, Spring = 9 units
TOTAL UNITS: 18 units

If the program goal selected is “**Career Technical Education (CTE)**,” then the set of requirements must reflect the thinking of the advisory committee, as indicated in advisory committee minutes that are submitted as part of the proposal. If the CTE program requirements do not reflect the advisory committee’s recommendation, then the college must explain its departure from those recommendations.

Item 4. Master Planning

Given the stated goals and objectives, this discussion addresses the role the proposed program will fulfill in the college’s mission and curriculum offerings, the placement of the proposed program in the district master plan, and how the program is appropriate to the objectives and conditions of higher education and community college education in California by confirming to statewide master planning (pursuant to Title 5 sections 55130(b)(6) and 55130(b)(7)).

This discussion may include some history of the program proposal origins, a description of the program purpose, and/or the program’s relevancy for the region and college including related community support.

The proposal must demonstrate a need for the program that meets the stated goals and objectives in the region the college proposes to serve with the certificate. Furthermore, a proposed new certificate must not cause undue competition with an existing program at another college. Need is determined by multiple factors, including the master plan of the college or district and accreditation standards. Colleges are required to periodically review curriculum through “program review,” during which the faculty and administrators review the program requirements and related course content in consultation with appropriate advisory groups. Program review is a planning process whereby academic departments determine the future needs and goals of their educational programs. Both new and revised curriculum must reflect the fulfillment of this planning requirement.

If any expenditure values were entered in proposal fields #12-13 (as discussed in Section One of this Guide), then please explain the specific needs for facilities and equipment in this section. Note what is already available, what is planned or in some stage of development, and what would need to be acquired after approval in order to implement the program. Programs that require new facilities, major renovation to existing facilities, or an expenditure of over \$100,000 in district and state funds for equipment must submit an itemized matrix that details program costs and anticipated revenue (either public or private), both for the initial year of operation and in the near future years.

If applicable, this section may also be used to justify program objectives or the inclusion of a given course as a requirement. Similarly, low-unit (fewer than 18 semester or 27 quarter units) and high-unit programs must be addressed in this section by providing a rationale for the additional unit requirements (e.g.; mandate, law, baccalaureate requirement, etc.). Finally, if the selected program goal is “Other – Designed to meet local community needs,” then a description of the community or other need leading to the program development is required.

Similarly, for a program with a selected goal of “Career Technical Education (CTE),” whenever a program is to be offered in close cooperation with one or more specific employers, a discussion of the relationship must be provided. For example, an employer's facilities may be used to provide the training, or the program may be structured to meet training needs of a specific employer. The proposal must include an explanation of how the open enrollment requirements for California community college courses (California Code of Regulations, Title 5, § 51006 and §§ 58100-58108) will be observed in this context.

It is not necessary to repeat information covered elsewhere in the proposal, as long as the proposal includes a cross-reference to a page number or section number. If reference is made to appended meeting minutes, then corresponding section(s) in the minutes must be highlighted in the attachment.

Item 5. Enrollment and Completer Projections

This item should justify the number of projected students or “annual completers” to be awarded the certificate each year after the program is fully established as entered into the CCC Curriculum Inventory proposal field (discussed in sub-section one of this Guide). The justification must include either: (A) enrollment (student headcount) data or (B) a survey of prospective students and completer projections information.

(A) Enrollment Data

Use a table format (sample provided below*) to provide final (not census) enrollment data for all required existing courses for the last two years to validate the need for this program in the college service area. Include course department number, course title, annual sections, and annual enrollment total.

		<Year 1>		<Year 2>	
CB01: Course Department Number	CB02: Course Title	Annual # Sections	Annual Enrollment Total	Annual # Sections	Annual Enrollment Total

*Use as many rows as required to provide requested data.

As a point of reference, refer to the Chancellor's Office Data Mart (www.cccco.edu click on the *DATAMART* hyperlink on the top right header) for historical completion rates by academic year for each TOP Code.

(B) Survey

In the case of a survey, the survey questionnaire, a description of the population surveyed, and survey results must be included.

If the associate degree program goal selected is “**Career Technical Education (CTE)**,” then the enrollment and completer projections must be compared to the net annual labor demand projection entered into the CCC Curriculum Inventory field and stated in the Labor Market Information and Analysis provided as Supporting Documentation. The data must demonstrate adequate demand for the completer projections entered in the CCC Curriculum Inventory field.

Item 6. Place of Program in Curriculum/Similar Programs

Before completing this section, review the college’s existing program inventory in the CCC Curriculum Inventory, then address the following questions:

- d) Do any active inventory records need to be made inactive or changed in connection with the approval of the proposed program? If yes, please specify.
- e) Does the program replace any existing program(s) on the college’s inventory? Provide relevant details if this program is related to the termination or scaling down of another program(s).
- f) What related programs are offered by the college?

Item 7. Similar Programs at Other Colleges in Service Area

Describe all similar programs offered by colleges within commuting distance of the college, commonly known as the “college service area.” A brief description of each program is required. Pages from other colleges' catalogs may be included as additional attachments to the proposal in the CCC Curriculum Inventory. Similarities and differences need to be described, and justification for a program of this type and in this region needs to be provided. In most instances, a college proposing a new program needs to make a convincing case that the existing capacities at other colleges are insufficient to meet the demand.

If the proposed program has a different emphasis than similar programs at other colleges, targets a different market, demonstrates state-of-the-art offerings, or for a number of reasons will be a stronger program, documentation and/or explanation need to be provided.

The college needs to provide evidence that faculty affiliated with the program proposal have been in communication with faculty offering similar programs at other community colleges, as well as with transfer institutions (if applicable). The college also must demonstrate how such communication helped to design the proposed program.

When two or more colleges in the same region are seeking approval for new programs of a similar kind at or near the same time, evidence of collaboration is especially important. Generally, competition between districts is not an issue for transfer programs, nor is redundancy of offerings, since every college is presumed to have the right to offer a range of transfer majors. For transfer programs, the main reason for considering programs in neighboring colleges is to compare the program requirements.

NARRATIVE TEMPLATE for a (noncredit) Certificate of Competency or a Certificate of Completion

Please adhere to the following format conventions:

- Use the heading (item) and numbering convention (for example: Item 1. Program Goals and Objectives).
- Ensure the description provided under each item is removed from the narrative prior to submission.
- Note: Only items #1-4 are required for noncredit certificate proposals.

Item 1. Program Goals and Objectives

Identify the goals and objectives of the program. The stated goals and objectives of the program must be consistent with the mission of the community colleges as established by the Legislature in Education Code section 66010.4. Often, colleges will include the program level Student Learning Outcomes (SLOs) in this section that identify the program's goals and objectives.

Based upon the program goals, objectives appropriate to these goals, and program design consistent with these objectives, the determination is made as to whether the proposed program is appropriate to the mission of the local college and community college system. For example, a program must be directed at the appropriate level for community colleges—that is, it must not be directed at a level beyond the certificate or the first two years of college. Similarly, a program must address a valid transfer, occupational, basic skills, civic education, or lifelong learning purpose. The program may not be primarily avocational or recreational. The statement of goals and objectives serves to define the degree over time and is one of the major factors in determining whether future changes to the degree are considered substantial or nonsubstantial for Chancellor's Office review purposes.

For programs designed for the student not intending to transfer, community colleges may develop degree majors or areas of emphasis that meet community needs and reflect the educational philosophy of the faculty in a discipline or disciplines. The required courses may not be aligned with requirements for transfer, but they may represent a cohesive package of courses in an area of study. If the certificate program goal selected is **"Other – Designed to Meet Community Needs,"** then the statement must, at a minimum, explain in detail how the degree was designed to meet community needs in accordance with the community college mission. Describe how the degree embodies a pattern of learning experiences that are focused on specific capabilities or knowledge areas.

Student Selection and Fees: **If the program is selective,** describe relevant entry criteria, the selection process for admission to the program, and compliance with provisions of Title 5, sections 55201 and 58106. Similarly, **specify all mandatory fees** (for materials, insurance, travel, and/or uniforms) that students will incur, for the program as a whole or any of its constituent courses, aside from the ordinary course enrollment fee prescribed in Education Code section 76300.

Item 2. Catalog Description

The catalog description must be entered exactly as it will appear in the college catalog. The description must also:

- Convey the certificate's goal(s) and objectives; suggest how they differ from the goals and objectives of other programs
- Provide an overview of the knowledge and skills that students who complete the requirements must demonstrate (student learning outcomes)
- List all prerequisite skills or enrollment limitations
- Suggest some caveats that students must be aware of where job market data or other factors are documented in the proposal. These warnings must be as clearly conveyed in the catalog description as possible. The catalog description needs to mention any risks, such as occupations that are inherently competitive or low-salaried and/or occupational areas where inexperienced graduates are not generally hired.
- If applicable, reference accrediting and/or licensing standards including an explanation of any departures from the standards. In some occupations, while there is no legal requirement for a license to practice, there is a widely recognized certification provided by a professional association. For example, the American Massage Therapy Association certifies massage therapists; the California Association of Alcohol and Drug Abuse Counselors certify counselors in that field. In these cases, the Chancellor's Office expects that the description will specify whether the program will fully prepare completers for the recognized professional certification.

The description must also convey what students may expect as an outcome. The catalog description represents a commitment to the student. Exaggerated statements must not be included. For a program designed with scaffolds among program awards, ensure the catalog description describes but does not overstate this relationship. Assertions of transfer applicability as well as career applicability must be reasonable and capable of being documented.

Item 3. Program Requirements

The program requirements must be consistent with the catalog description (as entered in Item 2 above). The number of units, specific course requirements and design of individual courses, and the sequence of the courses must be coherent, complete, and appropriate, given the program objectives and the resources with which the college has to work. The Chancellor's Office will rely heavily on the educational judgment of local faculty within the discipline and curriculum committees in regard to the appropriateness of program requirements.

Display the program requirements in a table format that includes all courses required for completion of the program (core requirements and required or restricted electives), subtotal of core units, and total program units. For each course, indicate the course department number, course title, and unit value.

Course Sequence – ensure the program requirements demonstrate how the required courses must be completed in sequence by term (semester or quarter), including prerequisite courses if applicable. The program requirements table may include the course sequence (as shown in the sample below) or the course sequence may be shown separate from the program requirements table, so long as both are addressed in item three of the narrative.

A **sample** table format (with program requirements and course sequence combined) is shown below (for illustration purposes only):

Certificate of Competency: Language Development

Requirement s	Dept. Name/#	Name	Units	Sequence
Required Core (3 units)	ADMJ 50	Introduction to Language Development	3	Yr 1, Fall
Two Electives (6 units)	ADJ 40	Group Dynamics	3	Yr 1/2, Fall
	ADJ 55	Conversation	3	Yr 2, Spring
	ADJ 61	Formal Settings	3	Yr 1, Summer
	ADJ 63	Motivational Speaking	3	Yr 1, Fall/Spring
	ADJ 70	Nonverbal Communication	3	Yr 2, Fall/Spring

Required Core Total: 3 units

TOTAL UNITS: 9 units

Proposed Sequence:

Year 1, Fall = 3 units

Year 1, Spring = 6 units

Or

Year 1, Fall = 3 units

Year 1, Spring = 3 units

Year 1, Summer = 3 units

TOTAL UNITS: 9 units

Item 4. Master Planning

Given the stated goals and objectives, this discussion addresses the role the proposed program will fulfill in the college's mission and curriculum offerings, the placement of the proposed program in the district master plan, and how the program is appropriate to the objectives and conditions of higher education and community college education in California by confirming to statewide master planning (pursuant to Title 5 sections 55130(b)(6) and 55130(b)(7)).

This discussion may include some history of the program proposal origins, a description of the program purpose, and/or the program's relevancy for the region and college including related community support.

The proposal must demonstrate a need for the program that meets the stated goals and objectives in the region the college proposes to serve with the degree. Furthermore, a proposed new degree must not cause undue competition with an existing program at another college. Need is determined by multiple factors, including the master plan of the college or district and accreditation standards. Finally, if the selected program goal is "Other – Designed to meet local community needs," then a description of the community or other need leading to the program development is required.

It is not necessary to repeat information covered elsewhere in the proposal, as long as the proposal includes a cross-reference to a page number or section number. If reference is made to appended meeting minutes, then corresponding section(s) in the minutes must be highlighted in the attachment.