

## New Instructional Program Development Process - Draft

1. Faculty and/or Dean initiates process: identify needs, conceive of idea
2. Faculty and/or Dean develops a conceptual proposal
3. Preliminary review of conceptual proposal by IPC which makes a “go or no-go” decision based upon “primary and secondary criteria” document
4. Faculty and Dean engage Workforce Development Director, PRIE, Budget Office for support in developing a full proposal which includes impact report and implementation plan
5. Faculty and Dean identify faculty MQ and initial advisory board members to assist in developing full proposal
6. Review and approval of full proposal by Task Force (IPC, Curriculum, Senate)
7. Review of full proposal by PBC and Cabinet
8. PBC defines college commitment and makes recommendation to President
9. President authorizes program implementation
10. Pilot program development begins: faculty with MQ begins curriculum development, space and equipment acquisition, personnel, advisory board
11. Local approval of curriculum
12. Curriculum and program approval by BACCC, CCCCCO, Accreditors
13. Begin 3-year pilot program with annual review by Task Force and Academic Senate
14. Task Force and Academic Senate recommendation to PBC for program institutionalization or discontinuance

What are the components of the conceptual proposal? What are the absolute go/no go criteria? What are secondary criteria?

What is the composition of the TaskForce that evaluates the full proposal?

What are the components of the full proposal?

Is there a “fast-track” process?

Can the process proceed in split streams/dual track with partial approval?

Criteria for consideration and components of 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. Impact on existing academic and student support services
- J. Impact on other academic programs including allocation of FTEF resources
- K. Impact on instructional spaces
- L. Impact on support staff space

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- M. Impact on marketing and outreach
- N. Funding for curriculum development
- O. Funding for instructional equipment
- P. Funding and space for personnel
- Q. Terms of college subsidy for potentially low-enrolled courses