**Narrative Associate in Science in Master Auto Technician**

**Merced Community College District**

**1. Statement of Program Goals and Objectives**

The Master Automotive Technician A.S. degree is a Career Technical Education (CTE) degree intended to give students the needed knowledge and skills to enter the workforce.

The Master Automotive Technician Associate Science Degree will be awarded upon satisfactory completion of the full program option and graduation requirements. The student must complete the requirements with a minimum grade point of 2.0 in each course required for the degree.

**2. Catalog Description**

The Master Automotive Technician Associate Science Degree will be awarded upon satisfactory completion of the full program option and graduation requirements. The student must complete the requirements with a minimum grade point of 2.0 in each course required for the degree.

**Program Student Learning Outcomes**

A. Apply safe and responsible work habits with the use of automotive service tools and equipment.

B. Inspect automotive components and systems for proper operation.

C. Collect automotive service and diagnostic information with the use of computerized tools and resources.

**3. Program Requirements**

|  |  |  |
| --- | --- | --- |
| **Core Courses** | **Title** | **Units** |
| AUTO 04  | Automotive Mechanics | 3 |
| AUTO 32  | Wheel Alignment and Suspension | 4 |
| AUTO 33  | Automotive Brake Systems | 4 |
| AUTO 36  | Automotive Manual Transmissions and Drive Trains | 4 |
| AUTO 41  | Automotive Engines | 4 |
| AUTO 42  | Automotive Electrical Systems | 4 |
| AUTO 43  | Automotive Fuel Systems | 4 |
| AUTO 44  | Automotive Air Conditioning, Heating System, Cooling Systems | 4 |
| AUTO 46  | Automatic Transmissions | 4 |
| AUTO 47  | Engine Performance | 2 |
| AUTO 55  | Automotive Emissions Level 1 and 2 Training | 5 |
| AUTO 56  | Advanced Diagnosis and Repair in Automotive Technology | 2 |
| AUTO 63 | Basic Auto Electronics for Technicians | 4 |
| AUTO 66 | Automotive Parts and Service Advising | 3 |
|  | **Total Core Courses** | **51** |

|  |  |
| --- | --- |
| Major Total: | 51 units |
| GE Pattern MCCD GE Breadth:  | 23 units |
| Electives (as needed) (CSU transferrable):  | 0 units |
| Double-Counted:  | 0 units |
| Total Degree (maximum):  | 74 units |

**4. Background and Rationale**

The purpose of this A.S. degree program is to give students the option of pursuing an associate’s degree by completing GE requirements and the coursework that has already been approved as a certificate. Many students, especially those who are the first in their family to attend college, wish to receive an A.S. degree instead of a certificate.

The modification of the A.S. Master Automotive Technician will not require additional staff, facilities, or funding above what is already needed for the existing programs.

**5. Enrollment and Completer Projections**

|  |
| --- |
| Based on the past completer information (see below), with the new fast track structure of the program, we are projecting 10 degrees and 20 certificates awarded. |
| **Number of Degree and Certificate completers in the following programs** | Degrees | Certificates | **Need the data listed to the right for each course listed below** | FTEs generated (incl Summer) | Unduplicated head count in each color grouping (incl summer) (at Census) | Duplicated Head Count (incl Summer) (at Census) | Total number of sections offered (incl summer) | Total weekly student contact hours (WSCH) generated (excl Summer) | Total number of students enrolled (at census) Not counting Summer |
| **Automotive** |   |   | **Automotive** | **Auto-****motive** | **Automotive** | **Auto-****motive** | **Auto-****motive** | **Automotive** | **Automotive** |
| A.A. - Automotive Technology (09000.AA) | 4 |   | Auto 4 | 16.1 |  | 161 | 6 | 483 | 161 |
| A.A. - Master Auto Technology (09003.AA) | 1 |   | Auto 32 | 7.4 |  | 37 | 2 | 222 | 37 |
| Suspension and Brakes (09004.CL) |   | 5 | Auto 33 | 5 |  | 25 | 1 | 150 | 25 |
| Master Auto Technology (09003.CT) |   | 3 | Auto 36 | 4.8 |  | 24 | 1 | 144 | 24 |
| Transmissions (09006.CL) |   | 3 | Auto 42 | 4.8 |  | 24 | 1 | 144 | 24 |
| Engine Performance (09002.CL) |   | 3 | Auto 43 | 3 |  | 15 | 1 | 90 | 15 |
| Body and Fender (09001.CL) |   | 2 | Auto 46 | 6.4 |  | 24 | 1 | 192 | 24 |
|   | **Total** | 21 | Auto 47 | 2.93 |  | 22 | 1 | 88 | 22 |

**6. Place of Program in Curriculum/Similar Programs**

The Automotive Program is being restructured to allow students to achieve stackable certificates based on a sequence of semesters completed. In addition, the program has been changed to a fast track block schedule to allow completion of entire program within 3 semesters.

**7. Similar Programs at Other Colleges in Service Area**

None.

**8. Labor Market Information and Analysis (CTE only)**

|  |  |  |
| --- | --- | --- |
| **Investment is targeting …** | **TOP Code(s)** | **Program Title** |
|  - Enter selected TOP codes and Program Titles | 94800 | Automotive Technology |
|   |   |
| **Geography - The program identified specifically targets the labor market need for trained workers in…** |
|  - Select a region/subregion or a single county geography using the drop down lists embedded in the green or blue cell. | **Region/Subregion list** | **County list** |
|  - North CV | n/a |
|   |   |
| **Demand -** the program(s) prepare students to work in the following occupations | **Supply -** On average, how many awards (certificates and degrees) area conferred by community colleges and other post-secondary institutions in the region/county identified? |
|
|   | **SOC Code** | **Occupational Title** | **Annual Openings** | **Institution Type** | **# of Awards Conferred (Annual Average)** |
| 1 | 49-3023 | Automotive Service Technicians and Mechanics | 110 | Community Colleges | 69 |
| 2 |  |  |   | Other Post-secondary Institutions | 0 |
| 3 |  |  |   |  |   |
| 4 |  |  |   |  |   |
| 5 |  |  |   |  |   |
| 6 |  |  |   | **Summary of Data Entered:** |   |

**9. Employer Survey (CTE only)**

**Attachment Required: Employer Survey (CTE only)**

In this section, provide a copy of the survey, including the number of those surveyed, number of responses, and a summary of the results.

Program proposals will be evaluated in light of the data regarding expected job openings within the next five years and the number of students that will complete the program per year. Take into account the number of completers in similar programs at other institutions within the geographical region. Chancellor’s Office staff regularly refers to the Data Mart, available on the Chancellor’s Office website ([www.datamart.cccco.edu](http://www.datamart.cccco.edu)), to confirm the number of completers in a particular discipline.

When strong data on local employment are not available, a survey of prospective employers in the geographic region within which students will be seeking employment must ordinarily be included. If an employer survey is found to be either impracticable or unnecessary, an explanation must be provided as well as other evidence of job availability.

If a survey is conducted, it must address the extent to which the proposed degree or certificate, with its stated objectives and proposed courses, will be valued by prospective employers. The questionnaire/survey must convey as much information as possible regarding the intended program design, proposed equipment, facilities, work experience included, and/or faculty qualifications. The survey can then be used to determine whether the employer would preferentially hire someone with such a degree or certificate over someone without it, other things being equal.

When reporting survey results, it is important to address the following:

* When the survey was taken and by what methodology (mail, telephone)
* How many employers were surveyed and how many responded
* The specific title(s) of the jobs covered by the survey
* How many openings the employer anticipates, due to separations and new jobs (growth), in the next full year and over the next five years
* Whether the employer believes the program as described would qualify students for the specific positions
* Whether the employer would preferentially hire students who have completed the program

Letters of support from businesses in the college’s service area are sometimes included with a proposal. Such letters are especially important if it has not been feasible to conduct an employer survey. The most useful letters of support are specific, rather than general, and are from actual employers who will hire the program completers. An effective letter of support must specify that the employer is familiar with the proposed program, needs the program completers, and intends to hire them. If possible, the letter must indicate the approximate number of program completers that the company anticipates hiring per year.

Other evidence of job market need may be included if available. If an employer survey has not been conducted, other materials may be provided in lieu of a survey or in addition to an employer survey. Examples of other evidence of need include job advertisements or listings, regional economic studies, and industry trend studies.

See attachment and employment information below

EDD/LMI 2014-2024 Auto Tech Employment Projections:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **SOC Code\*** | **Occupational Title** | **Estimated Employment 2014\*\*** | **Projected Employment 2024** | **Numeric Change 2014-2024 [1]** | **Percent Change 2014-2024** | **Annual Average Percent Change** | **Average AnnualJob Openings** |
| **New Jobs[2]** | **Replace-ment Needs [3]** | **Total Jobs[4]** |
| 49-3000 | Vehicle and Mobile Equipment Mechanics, Installers, and Repairers | 960 | 1,180 | 220 | 22.9% | 2.3% | 22 | 24 | 46 |
| 49-3021 | Automotive Body and Related Repairers | 40 | 60 | 20 | 50.0% | 5.0% | 2 | 1 | 3 |
| 49-3023 | Automotive Service Technicians and Mechanics | 370 | 470 | 100 | 27.0% | 2.7% | 9 | 10 | 19 |

Merced Metropolitan Statistical 2014-2024 Occupational Employment Projections:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **SOC Code\*** | **Occupational Title** | **Estimated Employment 2014\*\*** | **Projected Employment 2024** | **Numeric Change 2014-2024 [1]** | **Percent Change 2014-2024** | **Annual Average Percent Change** |
|
| 49-3021 | Automotive Body and Related Repairers | 40 | 60 | 20 | 50.0% | 5.0% |
| 49-3023 | Automotive Service Technicians and Mechanics | 370 | 470 | 100 | 27.0% | 2.7% |
| 49-3031 | Bus and Truck Mechanics and Diesel Engine Specialists | 170 | 210 | 40 | 23.5% | 2.4% |

**10. Explanation of Employer Relationship (CTE only)**

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.

Not applicable.

**11. List of Members of Advisory Committee (CTE only)**

|  |  |  |
| --- | --- | --- |
| **Name** | **Title** | **Affiliation** |
| Cory Ruiz | Owner | Hansen’s Tire |
| Michael Leap | Service Director | Razzari Auto Group |
| David Woodall | Service Manager | Merced Honda |
| William Thomas | Enforcement Unit Manager | Cal. Bureau of Auto Repair |
| Gary Maxwell | Automotive Instructor | Merced High School |
| Chris Lacey | Automotive Instructor | Livingston High School |
| Robert Hiser | Collision Repair Instructor | Merced College (adjunct) |
| Donald Hoornaert | Automotive Instructor | Merced College (adjunct) |
| Susan Weston | Service Manager | McAuley Motors |
| Ryan Freeman | Master Auto Technician | McAuley Motors |
| Jesus Lopez Mendoza | Automotive Student | Merced College |
| Luis Soto | Owner | Lalo’s Auto Repair |

**12. Recommendation of Advisory Committee (CTE only)**

Summarize the recommendations of the CTE advisory committee and discuss how the proposed program supports them. This description must be provided in addition to meeting minutes. If it was not possible to incorporate all of the recommendations, describe how decisions were made when selecting major topics to be addressed in the program.

The proposed curriculum changes were brought before the Automotive Advisory Committee on two separate meetings. The first meeting in Fall of 2015, the committee voted unanimously to consolidate the degree/certificate offerings into one option to encourage and improve student completion rates. This was before the program’s fast track schedule had been implemented. After the new fast track schedule was implemented, the committee voted unanimously at the Fall 2016 meeting to increase the number of certificate options to three, to represent the number of semesters of completion by an automotive student and create a set of stackable credentials that represent students’ achieved level of skill. The committee determined that the Master Auto Technician AS would incorporate the skills necessary to best prepare a student for a successful career as an automotive technician and would include the necessary skills needed for employment as an intern technician by including all automotive class offerings.

(See the attached meeting minutes below)

**Attachment Required: CTE Advisory Committee Approval Meeting Minutes (CTE only)**

Automotive Advisory Committee Meeting Minutes

Wednesday, November 9th 2016

Members present: Bob Hiser, Gary Maxwell, Mike Weepers, Chris Lacey, Bill Thomas, Don Hoornaert, Aaron Gregory, Luis Soto, Jesus Lopez-Mendoza, Ryan Freeman, Mike Leap, Cory Hansen, Susan Weston, and guest speaker Autumn Gardia (Workplace Internship Network).

1. **Introductions of members**: All members of the committee were introduced by Aaron Gregory.
2. **Workplace Internship Network**: Autumn Gardia, Director of Special Projects and Grants who manages Merced Colleges Workplace Internship Network (WIN) presented to the committee in an effort to introduce the internship program and garner relationships with employers of the committee. Autumn oversees internship development for 7 CTE programs on Campus. Now that the automotive program has been restructured into a fast track program, Autumn will be working with the dept. to organize paid internships for students completing the program. Autumn also works with WorkNet through their on the job training program which can provide up to 50% intern salary for students that meet the criteria.
3. **Consent to Accept Minutes:** Motion to approve by Chris Lacey, second by Don Hoornaert 7:00pm
4. **Curriculum/Projects/Classes:**
	1. IPR: Comprehensive program review has been completed. During this last assessment we found the need to better align the program SLOs with the course SLOs to allow for a more streamlined assessment process. We are currently in the process of accomplishing this.
	2. Curriculum: The cohort based fast track automotive program began in fall 2016. Students enroll in Learning Community classes which are classes grouped together by semester. Students are registered for, and must pass all classes in the learning community or they will be dropped from the learning community. We currently have about 17 students in the Fall 16 learning community, we began with about 23 enrolled, a few didn’t show up and a few dropped out. We expect the attrition rate to decrease in coming years once fast track automotive program becomes more know and we develop better pathways for motivated career minded high school students. Auto 04 has been removed from the learning community group of classes due to problems with credit by exam. Credit for auto 04 would prohibit new students from enrolling in the LC due to the fact that auto 04 was included in the LC. One of the rules for enrolling in the LC is that the student must have not completed any of the classes offered in the LC. Now that auto 04 has been removed, students at schools with 2+2 articulation agreements are advised to pursue CBE for fall 2017. Auto 48 classes are to be eliminated and restructured as Auto 56. Auto 48 classes were special problems lab only classes offered parallel to their related class and allowed students more hands on experience in the area of study. These classes have been consolidated into Auto 56 which will remain a lab only class but will be structured in a way that students will perform hands on lab activities in each main area of automotive technology and focus on entry level skills required by employers to better prepare the students for employment. Auto 56 changes have been initiated and is currently going through the curriculum process. Title 5 course updates are currently going through Curricunet. Aaron has completed a handful and is working on the rest. These are updates performed twice every 5 years to maintain course curriculum alignment to industry. The restructuring of the automotive program into a fast track program has created the need to modify the automotive certificates and degrees to better fit the new program. We are proposing stackable certificates that reflect completed semesters by students. Level 1 would comprise of Auto 04, 32, 33, 42, and 63. Level 2 would add Auto 36, 41, 43 and 46 to the courses completed in Level 1. The Master certificate and degree would add Auto 44, 47, 55, 56, and 66 to the courses completed in Level 2. The committee agreed to the proposed degree and certificate proposals. In addition, the committee agreed to recommend the name change to the Collision Repair degree and certificate and the substitution of Weld 07 in place of Weld 06.
	3. Adjunct instructors are still needed. 1 adjunct has been found and recruited, currently going through the application process. Additional full time faculty has been requested for auto body/beginning auto classes, request was ranked #9 of 20. Position was requested in 2014, skipped in 2015, and will continue to request each year until filled. The entire auto body program has been managed by an adjunct instructor for over 10 years. Due the large amount of money that’s been invested into the auto body program and the fact that the adjunct instructor is coming close to retiring, we need a full time instructor to manage and expand the program.
	4. Open House Nov 18: Area high schools with auto programs were invited to hand pick motivated students to attend and meet with instructors and counselors to familiarize the students with the program, facility, and process for enrollment. Due to transportation issues we had to cancel the open house. As an alternative, Aaron and Mike would visit the local schools to present to the high school classes. Chris Lacey recommended to contact the high school principals to request transportation for the students. If each schools is able to facilitate transportation, we may still be able to offer the open house. Aaron will attempt to contact principals.
	5. Scholarships: Yosemite Corvette Club awarded PowerProbes to two students: Miguel Castillo, and Santiago Chavez. Sunrise Rotary awarded cordless impact driver and DTC scanner to Miguel Castillo. Names of outstanding students were sent fourth based on GPA and performance. The organizations then selected the students. We have proposed to offer scholarship to SEMA to 2 outstanding students. Students can stay with instructors requiring only food and registration expenses. This proposal has been approved by the area dean.
5. **Budget/Equipment**:
	1. Funded Projects: New Hunter Hawkeye alignment system is installed and operational. This unit replaced an outdated inoperative alignment system. Three wall mount Branick strut spring compressors to supplement the single table mount spring compressor we currently have. Replacement/augmented tool room tools with price list of $15,000. Instructor training, Advanced Hybrid Electric Vehicle Training from ARD. Aaron and Mike were trained to use the HV battery equipment that was purchased to maintain the fleet hybrid vehicles. Two coolers for the auto body lab.
	2. $1.5m Basic Skills Transformation Grant: New EIS smog equipment requested. Bill Thomas recommend a lease option rather than purchasing the equipment. This option was considered but there is no long term funding stream available to facilitate the lease option. 12 new Snap-On scan tools requested to replace the Matco determinators that’s are no longer supported by Matco and to augment the Toyota Techstream subscriptions. Additional HEV training requested.
	3. VTEA Requests: Requested budget line for training fleet vehicle upgrades, being a learning environment students damage vehicles and equipment, this budget line would allow us to upgrade the vehicles and equipment back to working order. Requested instructor update training for NATEF compliance. Instructors are required to perform 20 hours of update training per year. Requested additional tools for tool room. Requested budget line for training fleet vehicle replacement purchases. We secured donation of 2005 Mercury Mariner private party donation through McCauley Motors and donation of 1999 Cadillac Deville from a private party. Would like to purchase late model high mileage models from dealers of trade in vehicles that would otherwise go to auction. According to the dealership representatives on the committee this is a possibility. Requested budget line for repair information database subscriptions. Requested budget to update student tool boxes. Current tool boxes are over 20 years old and need to be reorganized to better suit todays vehicles. Requested additional lifts, two in auto body lab and one an auto lab. Waiting on quotes from Midstate Equipment.
	4. Committee suggestions or input for fall VTEA requests: None
	5. District Requests: Electric door openers for auto lab has been funded, waiting for project to be initiated. Requested budget for training vehicle replacement, I replacement per year of approx. $5,000. Requested replacement of student tool boxes with up to date tools for necessary tasks.
6. **Other Business**: None
7. **Motion to Adjourn**: Motion by Chris Lacey, second by Michael Weepers. 8:30pm

**Attachment Required: Regional Consortium Approval Meeting Minutes (CTE only)**

Include the minutes of the Career Technical Education Regional Consortium meeting(s) at which the program was discussed and approved. Highlight using an electronic highlighter or another easily visible method in the attachment the approval action in the minutes. Highlight portions of the minutes that deal with substantive issues of program need, objectives, design, and resource requirements. Suggestions included in the minutes, questions or concerns that were raised, and decisions noted must be specifically addressed in the proposal. Meeting minutes must include the date and place of the meeting and names of all who attended. The date of approval referenced on the proposal signature page must match the meeting date shown in the minutes.

**Criteria C. Curriculum Standards**

Title 5 mandates that all credit and noncredit curriculum must be approved by the college curriculum committee and district governing board (pursuant to Chapter 6, Subchapter 2,
beginning with section 55100). The proposed program or course must also be consistent with requirements of accrediting agencies as applicable.

When a college is seeking program approval, the Chancellor’s Office requires that the college provide a description of the local approval process, along with supporting documentation from advisory committees, local industry, and transfer institutions. The proposal process and forms are intended to ensure the following:

* The program is designed so that successful completion of the program requirements will enable students to meet the program goals and objectives.
* Programs and courses are integrated, with courses designed to effectively meet their objectives and the goals and objectives of the programs for which they are required.
* Course outlines of record for all courses meet all the requirements of Title 5, section 55002, for credit and noncredit course requirements.

The Academic Senate for California Community Colleges (ASCCC) provides additional information about best practices for curriculum development that faculty and college curriculum committees may find useful. Links for curriculum resources are available at [www.ccccurriculum.info](http://www.ccccurriculum.info).

Merced College’s local approval process starts with the originating faculty.  Faculty must establish that there is a need for a new program before the curriculum can be approved. Once faculty have submitted the program curriculum, the Curriculum representative for the discipline will review the curriculum.  From there, the curriculum will move through a sequence of approvals (Curriculum Committee Representative, Dean, Research, SLO Coordinator, Articulation Officer, Library ,Tech Review, etc.) Once the curriculum reaches the committee level, the program can be approved or denied approval.  If approved, the program will next go to the Board of Trustees for final approval before being sent to outside approving agencies. If denied approval, the program will be returned to the faculty for revision. The Curriculum Committee reviews each program and course to ensure that the course(s) and program meet all mandates and adhere to the requirements of outside accrediting agencies, if applicable.

**13. Display of Proposed Sequence**

|  |  |
| --- | --- |
| **First Semester** | **Units** |
| Auto 04  | 3 |
| Auto 32 | 4 |
| Auto 33 | 4 |
| Auto 42 | 4 |
| Auto 63 | 4 |
|  |  |
| **Total** | **19** |

|  |  |
| --- | --- |
| **Third Semester** | **Units** |
| Auto 44 | 4 |
| Auto 47 | 2 |
| Auto 55 | 5 |
| Auto 56 | 2 |
| Auto 66 | 3 |
|  |  |
| **Total** | **16** |

|  |  |
| --- | --- |
| **Second Semester** | **Units** |
| Auto 36 | 4 |
| Auto 41 | 4 |
| Auto 43 | 4 |
| Auto 46 | 4 |
|  |  |
|  |  |
| **Total** | **16** |

**14. Transfer Applicability (if applicable)**

Does not transfer.

**15. Library and Learning Resources Plan**

The modification of the A.S. Master Automotive Technician will not require additional staff, facilities, or funding above what is already needed for the existing programs.

**16. Facilities and Equipment Plan**

The modification of the A.S. Master Automotive Technician will not require additional staff, facilities, or funding above what is already needed for the existing programs.

**17. Financial Support Plan**

The modification of the A.S. Master Automotive Technician will not require additional staff, facilities, or funding above what is already needed for the existing programs.

**18. Faculty Qualifications and Availability**

This section must clearly indicate that the program will be adequately staffed and managed by faculty who meet state minimum qualifications and who have adequate knowledge and experience in the program area. Resumes of the faculty who will be directing and teaching in the new program should be maintained locally in the program file at the college and not submitted with the proposal.

Discuss the balance of full-time and part-time instructors in the program. If new faculty will be needed, or if new training will be provided to faculty who are undertaking expanded or different responsibilities, an explanation should be provided regarding the additional costs and how the training will be provided. Courses in the program will have been assigned disciplines from the most current version of the "Minimum Qualifications for Faculty and Administrators in the California Community Colleges" (commonly known as the Disciplines List). The program must have at least one discipline from the Disciplines List included on the form. If a new discipline is required to teach courses in the program, the faculty may consult the ASCCC for the timeline and process to recommend that the new discipline be added to the Disciplines List. This discussion should reconcile with the estimated faculty workload and new positions reported in the CCC Curriculum Inventory proposal.

Not applicable.

**Criteria E. Compliance**

The design of the program or the course must not conflict with any law, including state and federal laws, both statutes and regulations. Laws that particularly affect community colleges, as well as any other laws that may affect the program or course, such as licensing laws in a particular occupation, need to be considered.

Some of the Title 5 sections to note include the following:

* Open course regulations (California Code of Regulations, Title 5, § 51006)
* Course repeatability regulations (California Code of Regulations, Title 5, §§ 55040–55046 and 58161)
* Regulations regarding tutoring and learning assistance (California Code of Regulations, Title 5, §§ 58168–58172)
* Regulations regarding open-entry open-exit courses (California Code of Regulations, Title 5, § 58164)
* Statutes and regulations on student fees (California Code of Regulations, Title 5, Chapter 9, Subchapter 6)
* Prerequisite and enrollment limitation regulations (California Code of Regulations, Title 5, § 55003)
* Particular provisions of the Nursing Practice Act (California Code of Regulations, Title 16)
* Stand-alone course regulations: Colleges with the authority to locally approve stand-alone credit courses must ensure that all persons involved with the curriculum approval process are cognizant of the various criteria to be considered when approving courses (California Code of Regulations, Title 5, § 55100)

Not applicable.

**19. Based on Model Curriculum (if applicable)**

If the program design is based upon a model that has been developed for statewide or national use other than the TMC developed during the implementation of Education Code section 66746, refer to the model, and if possible, include a copy of the model or a summary of it. Explain any departures from the model to fit local circumstances or for other reasons.

The TMCs were developed collaboratively by intersegmental discipline faculty from the community colleges, CSU, and UC, so they are different from model curricula developed prior to 2010.

The Chancellor’s Office requires that, in fields where model curriculum designs have been collaboratively developed and disseminated with broad consensus from representatives of the discipline and with the support of the Chancellor’s Office, every new program proposal generally should incorporate the elements of the model curriculum. Collaborative development has been successful in many disciplines, including the public safety occupations of administration of justice, fire science, hazardous materials, and emergency medical services; in some health occupations, sometimes developed by national professional associations; in retail management with the support of the Western Association of Food Chains, Inc.; in California’s insurance industry; and in child development/early childhood education.

Not applicable.

**20. Licensing or Accreditation Standards**

The college should determine whether accrediting or licensing standards apply to the proposed program and include them, or a summary of them, in the proposal, together with information regarding the organizations or persons representing the accrediting or licensing body who may be contacted by the Chancellor’s Office. As with model curriculum, any departures from the accrediting standards should be explained. The explanation should also clarify whether the college intends to function without programmatic accreditation in the area or expects to be accredited. Programmatic accreditation in CTE is not always mandatory. When transfer accreditation is optional in numerous fields, the proposal should discuss the college’s intentions in this regard.

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 proposal will specify whether the program will fully prepare completers for the recognized professional certification. If not, an explanation of why this is not considered necessary should be included.

Not applicable.

**21. Student Selection and Fees**

Describe any entry criteria and the selection process for admission to the program, if the program is selective. Program admission or selection procedures should comply with the provisions of Title 5, sections 55201 and 58106. In addition, all mandatory fees 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, should be specified. Fees for materials, insurance, travel, and/or uniforms need to be specified.

Not applicable.