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| * Lists the awards to be offered | Award categories:   * **Occupational Skills Award (OSA)** – 9-14 credit hours Institutional award; Advisory Board recommended; May not contain any courses requiring TSI standards be met; WECM coursework only unless external committee recommends otherwise * **Certificate Level 1** – 15-42 credit hours State-approved; **Federal Financial Aid requires 16** although the THECB minimum is 15 SCH; May not contain any courses requiring TSI standards be met * **Certificate Level 2** – 30-51 credit hours State-approved; Students are subject to TSI requirements; There must be an eligibility requirement * **Enhanced Skills Certificate (ESC)** – 6-12 additional credit hours taken after completing AAS or higher degree State-approved; May be earned post associate or concurrent with degree; Cannot be required for the degree; ESC+AAS may not total more than 72 SCH; Students are subject to TSI requirements * **Advanced Technical Certificate (ATC)** – 16 – 45 additional credit hours taken after completing AAS or higher degree State-approved; Has defined associate or bachelor degree as a prerequisite; Students are subject to TSI requirements * **Associate of Applied Science (AAS**) – earn 60 credit hours. State approved; 15 SCH of general education required: 3 SCHs each in Fine Arts/Humanities; Math/Natural Sciences; Social/Behavioral Sciences + ENGL 1301 + 3 additional SCHs; AAS requires TSI standards be met * **Associate of Arts (AA); Associate of Science (AS); Associate of Arts in Teaching (AAT)** - 42 SCHs; AS - 6 SCHs Mathematics; AAT - see catalog; AA/AS/AAT students are subject to TSI requirements * **Field of Study (FOS)** and **Workforce Programs of Study (POS)** – THECB-led, statewide faculty committees set the curriculum for these programs * **Continuing Education Program –** A coherent sequence of continuing education courses that totals 360 or more contact hours but less than 760 contact hours. * For more information, please refer to the *Programs and Awards Quick Guide* in the Program and Development Guide. |

**Use this CAB approved fillable document.**

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| Program Name: |  | | |
| Program CIP: |  | | |
| Effective Term: |  | | |
| Program Initiator: | **First name:** | **Last name:** | **Title:** |
|  |  |  |
| Awards: | Degree type: | Degree name: | |
|  | Choose an item. |  | |
| Choose an item. |  | |
| Choose an item. |  | |
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| Describes/summarized the program | **Describe the program’s vision and mission, the skills it intends to develop in students’, and why this program is important for the institution.**  **Connects proposed program to the college mission, vision, and strategic plan.**  **Describes strengths of the institution to undertake this change.**  **Identifies where the program will be offered.** | | |
| Provides a rationale | **Describes the need for the program, including how the institution determined the need.**  **Addresses the needs of the community and students.**  **Describes the adequacy of physical facilities which will support the change.**  **Describes the equipment which will be available for the new program.**  **Describes the impact that the proposed change will have on physical facilities and equipment for existing programs and services.** | | |
| Includes student services and resources | **Describes student support services and resources that will be available to include off-campus sites and distance education programs. Do not list student support services which are not relevant to the program.** | | |
| Provides staffing and administrative qualifications | **Include Program Director/Discipline Lead and Faculty**   |  |  |  |  | | --- | --- | --- | --- | | Course and rubric (list all rubrics in the degree) – no need to include the general education courses | Name of faculty who will teach course (If new, not yet hired, enter “**To Be Hired**”) | Faculty academic degrees and courses taught related the course | Describe other qualifications that relate to the course | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | | | |
| Library resources | **Use the Library Resource form** | | |
| Includes documentation of the reviews of other institutions | **Explains what other institutions (regional and statewide) offer similar programs.**  **Describes the features of those offerings.**  **Explains how this program distinguishes itself from other programs.**  **Provides documentation that clearly justifies that the proposed program does not duplicate an existing program in the region or service areas.**  **To find statewide programs please visit the Texas Higher Education Data (THED) website at** [**http://www.txhighereddata.org/Interactive/CourseInventory.cfm**](http://www.txhighereddata.org/Interactive/CourseInventory.cfm) | | |
| Includes documentation of the market demand, analysis of market saturation, and projected salary and benefits information | **Market demand, Market saturation, Salary information**  **National data**  **Regional data**  **Local data**  **Projected salary – works with IRO to produce a JobsEQ report** [**https://www.onetonline.org/**](https://www.onetonline.org/)**, JobsEQ (Institutional Research Office)** | | |
| Budget plan: | **Use the Five-Year Cost Plan Form** | | |
| Explains postsecondary educational requirement(s): | **Explains how a bachelor degree, an associate degree and/or certificate are necessary for employment, to grow in an organization, or to be eligible for a certification, licensure, etc.** | | |
| Enrollment management plan: | **Use the Enrollment Plan Form** | | |
| Advisory committee feedback/input: | **Attach Advisory Committee signed minutes** | | |
| Curriculum development | **Includes connections to existing curriculum (how the new program and its curriculum build, maintain, or expand existing college curriculum).**  **Includes course enrollment history of any existing courses integrated into new program to show student enrollment success**  **Includes course mapping to industry standards; uses the Texas Skills Standards** <http://tssb.org/> - **when available**   * Institutions are encouraged to apply for program recognition from the Texas Skill Standards Board (TSSB). This process applies to disciplines for which skill standards have been recognized.   **Includes Syllabi for all new courses and course revisions**  **Uses Curriculum Outline template to prepare degree and certificate plans - all degrees and certificates coherently and appropriately sequence courses so that it is evident that learning is progressively advancing, challenging, and growing students’ critical skills. (Bloom’s Taxonomy)** | | |
| Identifies Marketable Skills | **Identifies 5 to 7 marketable skills for the programs**  Documents the process for identifying marketable skills (Resources on how to identify marketable skills can be found in the Curriculum Office intranet webpage inside CougarWeb) | | |
| Program learning outcomes and assessment plan: | **Use the Program Assessment FOrm** | | |
| Explains articulation agreements: | Each program (or group of similar programs) should document linkage(s) with public secondary schools and other institutions of higher education, as well as non-duplication with similar programs within the higher education region and/or service area. Documentation should include the following (as applicable):   * **Documentation that contact has been made with appropriate institutional administrators to initiate program-specific articulation - high school (if applicable) and four-year institutions;** * **A timeline for the formal initiation of these linkages;** * **A statement specifying the form(s) of program linkage(s) that will be initiated (e.g., articulation agreements, programs of study, dual credit; Advanced Technical Credit)** | | |
| Identifies certification/licensure requirements: | **If applicable, includes name of license or certification agency, type of license or certification and if a license or certification is necessary for employment.** | | |
| Identifies and plans for necessary external accreditation: | **If applicable, the plan includes accrediting entity and timeline. The institution must document the process and timeline for any required or voluntary external agency approval or accreditation required to ensure the eligibility of graduates to take the examinations required for certification, licensure, or registration.** | | |
| Identifies additional student fees: | **If applicable, includes any additional fees students will need to pay for materials, labs, assessments, etc.** | | |
| Describes admission and/or graduation requirements: | **If applicable, list any admission and/or graduation requirements in addition to Collin College requirements.** | | |
| Explains the format offerings: | **Will the program be compressed format, accelerated format, etc.?**  **If program is offered in compressed time frames, describe the methodology that will be used for assuring that the levels of knowledge and competencies that are required in the traditional format will be achieved.**  **Describe how the institution ensure that student learning outcomes are the same for the program offered as a degree completion program as those for the program offered in traditional format.**  Contacts the eLC staff to discuss online courses; online courses must be reviewed and approved by the Online Advisory Board (OAB), check with eLC for submission deadlines | | |
| Provide a program description for the catalog. | **This is the text that is included immediately before the program outlines in the college catalog.** Information may include: an overview and description of the program, benefits/highlights, coursework, length of program awards, cooperative or internship opportunities, transfer partners, skills relevant to career path, etc. | | |
| Identifies vendor partnerships: | **If applicable, identifies invested partners that can contribute equipment** | | |
| Identifies Co-op opportunities: | **If applicable, identifies co-op opportunities** | | |
| Identifies Linked Courses: | **If applicable, identifies courses that could be linked (Continuing Education with Credit) or offered through the Prior Learning Assessment (PLA) process** | | |

**Curriculum Outline Template**

**Degrees with certificate(s) coherently and appropriately sequence courses so that it is evident that learning is progressively advancing, becoming more challenging, and growing students’ critical skills. (Bloom’s Taxonomy)**

|  |  |  |
| --- | --- | --- |
| **Program Title** | |  |
| **Degree Title** | |  |
| xx Credit Hours | | |
|  |  |  |
| **FIRST YEAR** | |  |
| **First Semester** | | |
| Rubric | Number | Title |
| xxxx | xxxx | xxxx underline CORE |
| xxxx | xxxx | xxxx |
| xxxx | xxxx | xxxx |
|  |  |  |
| **Second Semester** | | |
| Rubric | Number | Title |
| xxxx | xxxx | xxxx underline CORE |
| xxxx | xxxx | xxxx |
| xxxx | xxxx | xxxx |
|  |  |  |
| **SECOND Year** | |  |
| **First Semester** | | |
| Rubric | Number | Title |
| xxxx | xxxx | xxxx underline CORE |
| xxxx | xxxx | xxxx |
| xxxx | xxxx | xxxx |
|  |  |  |
| **Second Semester** | | |
| Rubric | Number | Title |
| xxxx | xxxx | xxxx underline CORE |
| xxxx | xxxx | xxxx |
| xxxx | xxxx | xxxx |
|  |  |  |
| \*Footnotes go here | | |

**If developing a Continuing Education program, please contact the Curriculum Office for applicable template.**

Library Resources Form  
List of databases, electronic and print periodicals, eBook collections, and streaming media resources

Databases:

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| Example: | Example: |
| Academic Search Complete | JoVE Science Education |
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Electronic and Print Periodicals:

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| --- | --- |
| Example: | Example: |
| Applied microbiology and biotechnology | Experimental Biomedical Research |
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eBook Collections & eBooks:

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| 3D Printing in Medicine (Example) |
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DVDs and Streaming Media:

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| --- | --- |
| Example: | Example: |
| Biotechnology and your health | Mastering electronics math |
|  |  |

Brief Survey of Print Books in the Library Collections:

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| --- |
| Banzhaf, Walter. 2010. *Understanding basic electronics: a step-by-step guide to electricity, electronics* *and simple circuits*. Newington, CT: American Radio Relay League. (Example) |
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**FIVE YEAR COST PLAN**

**Prepared by:**

**Department:**

|  |  |
| --- | --- |
| Activity | Notes |
| Personnel | **FACULTY**   * The institution must demonstrate that it has at least one qualified faculty member to develop and/or teach discipline courses in the new program. * The institution provides evidence that the number of full-time faculty members will be adequate to support the initiative and describes the impact on faculty workload of the new program. * Certificate programs must have at least one appropriately credentialed part-time faculty member teaching in the subject area. * Faculty must be recruited and appointed by the institution **prior** to the accreditation approval. |
| **PROGRAM ADMINISTRATION**   * Workforce education programs must be directed by an administrator who has appropriate authority to ensure that the quality of the program is maintained and that the program complies with all applicable laws, rules, and guidelines. * Workforce education administrators should possess credentials, experience, and demonstrated competence appropriate for their areas of responsibility. * Certificate programs must have an assigned program coordinator who is a full-time employee of the college qualified in an occupational/technical area (but not necessarily assigned full-time to the certificate program). |
| **STAFF**   * Career development personnel should have a combination of academic preparation and work experience. * Professional guidance, counseling, and career development personnel must meet the requirements of SACSCOC in accordance with their specific assignments. A master's degree in counseling or a closely related field is required; alternatively, a master's degree with significant coursework and experience in career development is acceptable. |
| Facilities and Equipment | * The institution should detail the initial resources needed for the program, including existing and additional facilities and equipment. * All facilities, classrooms, and laboratory space must be adequate and appropriate for the program to serve the number of students projected to enroll. * Equipment should represent technology currently found in business and industry. * A general list of required equipment, estimated costs, and potential donations must be provided. |
| Library and Learning Resources | * Details funding needed to purchase classroom supplies, software, and materials needed. * Details funding needed to purchase **discipline-specific** learning resources to support a new program. |
| Other Expenses/Services | PROFESSIONAL DEVELOPMENT   * An institution must provide workforce education faculty, career development personnel, and administrators with ongoing opportunities for professional development. A record of all professional development activities should be maintained. * Detail funding for ongoing professional development. |
| PROFESSIONAL MEMBERSHIP   * Details funding for association membership, required certifications, etc. |
| ACCREDITATION/CERTIFICATION FEES   * Institutions must seek state or national program accreditation, certification, or equivalent recognition, if applicable, in conjunction with the development of the program. * If the accrediting or certifying body requires documentation that students have graduated as a condition of certification or accreditation, the institution must seek certification or accreditation within 12 months after the first class graduates. |
| TESTING SERVICES FEE   * Details funding for testing services fees. |
| PROMOTIONAL/MARKETING   * Details funding for marketing materials (printing, postage, etc.) |
| ADVISORY BOARD MEETING EXPENSES |

**FIVE YEAR COST PLAN**

I. Salaries and Fringe Benefits

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Title of Position | Job Type | Duties and Responsibilities | Salary\* | Fringe  Benefits\*\* | Is this position needed by or before the program starts? \*\*\* | Notes and Comments | Total |
|  | Choose an item. |  |  |  | Choose an item. |  |  |
|  | Choose an item. |  |  |  | Choose an item. |  |  |
|  | Choose an item. |  |  |  | Choose an item. |  |  |
|  | Choose an item. |  |  |  | Choose an item. |  |  |
|  | Choose an item. |  |  |  | Choose an item. |  |  |
| Total Salaries and Fringe Benefits | | | | | | |  |

**\***Refer to the college’s [human resources compensation](http://www.collin.edu/hr/hrcompensation/index.html) webpage to determine the salaries for full-time and part-time faculty and/or staff.

**\*\*** Add 32% to full-time faculty and staff salaries; add 20% to part-time faculty and staff salaries

**\*\*\***? If ‘no’ explain when the position will be needed in the notes and comments section.

II. Facilities

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Type of Facility (classroom, laboratory, etc.) | Explain if ‘new’ or ‘existing’; describe any needed modifications, and adequacy to serve the projected student enrollment. | Potential Donation Amount (if applicable) | Estimated Cost for Year 1 | Estimated Cost for Year 2 | Estimated Cost for Year 3 | Estimated Cost for Year 4 | Estimated Cost for Year 5 | Total |
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| Total Estimated Costs | | | | | | | |  |

III. Equipment

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Type of Equipment (computers, printers, lab equipment, software, hardware, maintenance, repairs, etc.) | Equipment Description. | Potential Donation Amount (If applicable) | Estimated Cost for Year 1 | Estimated Cost for Year 2 | Estimated Cost for Year 3 | Estimated Cost for Year 4 | Estimated Cost for Year 5 | Total |
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| Total Estimated Costs | | | | | | | |  |

IV. Library and Learning Resources

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Type of Learning Resources (library digital resources, journals, books, etc.) | Describe the learning resource and explain how faculty and students will access it. | Estimated Cost for Year 1 | Estimated Cost for Year 2 | Estimated Cost for Year 3 | Estimated Cost for Year 4 | Estimated Cost for Year 5 | Total |
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| Total Estimated Costs | | | | | | |  |

V. Accreditation and/or Certification Fees

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Type of Expense | Describe the expense. | Estimated Cost for Year 1 | Estimated Cost for Year 2 | Estimated Cost for Year 3 | Estimated Cost for Year 4 | Estimated Cost for Year 5 | Total |
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| Total Estimated Costs | | | | | | |  |

VI. Professional Development and Memberships

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Type of Expense | Describe the expense. | Estimated Cost for Year 1 | Estimated Cost for Year 2 | Estimated Cost for Year 3 | Estimated Cost for Year 4 | Estimated Cost for Year 5 | Total |
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| Total Estimated Costs | | | | | | |  |

VII. Other Expenses or Services

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Type of Expense (testing services, advisory board meetings, marketing, printing, postage, etc.) | Describe the expense. | Estimated Cost for Year 1 | Estimated Cost for Year 2 | Estimated Cost for Year 3 | Estimated Cost for Year 4 | Estimated Cost for Year 5 | Total |
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| Total Estimated Costs | | | | | | |  |

Total Estimated Five-Year Cost Plan

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| --- | --- |
| Activity | Total Estimated Costs |
| Salaries and Fringe Benefits |  |
| Facilities |  |
| Equipment |  |
| Library and Learning Resources |  |
| Accreditation/Certification Fees |  |
| Professional Development and Memberships |  |
| Other Expenses and Services |  |
| Total Estimated Cost Plan |  |

**ENROLLMENT PLAN**

Program Name:

Prepared By: Department Name:

Design a program-specific enrollment management plan. The plan should provide evidence that the proposed new program will have sufficient enrollment to support the program, including the following:

* identification of articulated feeder institutions and programs (e.g., high schools offering programs of study or dual credit courses);
* a strategy for enrollment projection and management that includes student recruitment and program marketing;
* a plan that specifies activities for access, recruitment, retention, and placement of students from special populations;
* a history of enrollment in related continuing education/workforce education courses (if applicable); and
* projected enrollment, including the anticipated number of program majors for the first year of program operation, the anticipated average annual enrollment thereafter, and the anticipated annual number of graduates once the program is fully implemented;
* a post placement plan to support students entering the workforce.

**RECRUITMENT, INCLUDING SPECIAL POPULATIONS**

1. Describe the institutions, programs, and/or services that have been identified to recruit prospective students (be specific).
2. Use the table below to describe ***how*** all prospective students, **including subpopulations**, will be ***identified and recruited*** for enrollment in this new program. *Subpopulations include underrepresented groups, veterans, students with disabilities, displaced workers, gender disparities by occupation, nontraditional students, women returning to work after children and/or divorce, underemployed, people recently released from incarceration, recent immigrant/refugee populations among others.*

Note: Do not include in your enrollment plan Collin College students who are currently enrolled in another program. The aim of new programs is to serve employers and to attract new populations of prospective students.

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| Population | Method of Identification | Recruitment Activity |
| *For example – Recruit high school students, including ethnically diverse and female students in appropriate math courses* | *Will work with school district administrators to obtain enrollment data from each of the identified feeder high schools; will analyze the data to identify these specific populations* | *Will develop a promotional brochure and work with the embedded career counselors to coordinate in-class presentations* |
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**RETENTION**

Retention is expected to remain at or above 90%. Describe the actions administrators, faculty and staff will implement to motivate and retain students.

**COMPLETION**

Given the demographics of your program, what actions will administrators, faculty and staff take to support completion?

**ENROLLMENT PROJECTIONS**

Develop a five-year projected enrollment plan, include the anticipated number of students, anticipated attrition number as well as the anticipated number of graduates once the program is fully implemented. The benefits of developing a five-year anticipated enrollment plan are:

* Program initiators will have a better understanding on the estimated tuition and State formula funding the program is expected to generate
* Program initiators can use this plan to project enrollment growth needs and additional faculty needed; for example, in addition to the courses needed in the second year, program administrators may also want to offer courses from the first year to start a new cohort
* Ultimately, it will assist the program initiator in estimating reasonable costs for the program
* Sample Table: To complete the table enter the number of students expected to enroll in the program the first year. For example, if you anticipate 15 students the first year, then you may also estimate that 15 students will enroll in the second year while a new cohort of students start year one. Indicates the projected life of the program or site, if applicable (single cohort or ongoing).

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| --- | --- | --- | --- | --- | --- |
| Year 1:  1st Semester | Courses to be Offered\*  (Course Rubric and Number) | Number of Faculty | List award(s) this course is in | Number of  Sections | Total Student Projected Enrollment |
| *Fall 2022* | *ABCD 1313* | *2* | *AAS, Cert 1 and OSA* | *2* | *30* |
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| Total Number of Students for Year 1 (Unduplicated) | | | | |  |

\*Exclude General Education Courses

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Year 1:  2nd Semester | Courses to be Offered\*  (Course Rubric and Number) | Number of Faculty | List award(s) this course is in | Number of  Sections | Total Student Projected Enrollment |
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| Total Number of Students for Year 1 (Unduplicated) | | | | |  |

\*Exclude General Education Courses

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| --- | --- | --- | --- | --- | --- |
| Year 1:  3rd Semester | Courses to be Offered\*  (Course Rubric and Number) | Number of Faculty | List award(s) this course is in | Number of  Sections | Total Student Projected Enrollment |
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| Total Number of Students for Year 1 (Unduplicated) | | | | |  |

\*Exclude General Education Courses

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| --- | --- |
| Total Projected Enrollment for Year 1 |  |
| Anticipated Attrition for Year 1 |  |

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| Year 2:  1st Semester | Courses to be Offered\*  (Course Rubric and Number) | Number of Faculty | List award(s) this course is in | Number of  Sections | Total Student Projected Enrollment |
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| Total Number of Students for Year 1 (Unduplicated) | | | | |  |

\*Exclude General Education Courses

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Year 2:  2nd Semester | Courses to be Offered\*  (Course Rubric and Number) | Number of Faculty | List award(s) this course is in | Number of  Sections | Total Student Projected Enrollment |
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| Total Number of Students for Year 1 (Unduplicated) | | | | |  |

\*Exclude General Education Courses

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| --- | --- | --- | --- | --- | --- |
| Year 2:  3rd Semester | Courses to be Offered\*  (Course Rubric and Number) | Number of Faculty | List award(s) this course is in | Number of  Sections | Total Student Projected Enrollment |
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| Total Number of Students for Year 1 (Unduplicated) | | | | |  |

\*Exclude General Education Courses

|  |  |
| --- | --- |
| Total Projected Enrollment for Year 2 |  |
| Anticipated Attrition for Year 2 |  |

|  |  |
| --- | --- |
| Five Year Plan | |
| Add Total Projected Enrollment for Year 1 and 2 |  |
| Add Anticipated Attrition for Year 1 and 2 and Subtract from Projected Enrollment |  |
| This is the Total of Anticipated Enrollment |  |
| From the total of anticipated enrollment, how many will enroll per award? |  |
| AAS |  |
| CERTIFICATE LEVEL II |  |
| CERTIFICATE LEVEL I |  |
|  |  |
|  |  |
| From the total of anticipated enrollment, how many complete per award? |  |
| AAS |  |
| CERTIFICATE LEVEL II |  |
| CERTIFICATE LEVEL I |  |
|  |  |
|  |  |

Additional actions that may be taken as needed to boost enrollment:

* Designate program specific scholarships where possible.
* Invite students on campus to participate in a program-related event such as Collin College night and various events and presentations by Collin College Career Coaches.
* Approach local employers who frequently posts job openings in the field to speak with students.

**POST COMPLETION PLACEMENT PLAN**

Describe the actions administrators, faculty and staff will implement to support post placement of students in workforce programs.

**Program Learning Outcomes and Course Alignment (POCA)**

**for Workforce Programs**

**Program Name:****­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
| Program Learning Outcomes: |  |
| Program Learning Outcome 1: |  |
| Program Learning Outcome 2: |  |
| Program Learning Outcome 3: |  |
| Program Learning Outcome 4: |  |

**Section I: Technical Courses**

For **all technical courses** in the program, indicate how the course will support the program learning outcomes. Include courses outside your discipline area and work collaboratively with those disciplines to determine how the course(s) will support the program learning outcomes.

Please note that it is understandable if these courses do not assess the program learning outcomes and serve predominantly to introduce, practice and/or emphasize the program outcomes.

***How to complete the program map:***

For example, if course WXYZ 1234 introduces students to one of the program outcomes, then enter “I” for that specific program outcome. Please note that a course can be “I”, “P”, “E” and/or “A” in any program outcome.

**Program Map ▼**

I=Introduced P=Practiced E=Emphasized A=Assessed

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Program Courses | Program Learning Outcome 1 | Program Learning Outcome 2 | Program Learning Outcome 3 | Program Learning Outcome 4 |
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**Developing an Assessment Plan for Program Learning Outcomes**

Review existing assessment methods and current practices for collecting/gathering student data to identify direct and indirect methods of assessment. Remember that the data will need to be gathered, analyzed, and used to support the program’s continuous improvement processes.

**Note:** Because courses from other disciplines already have assessment plans in place, they do not have to be included in this assessment plan. Nonetheless, proposers must work collaboratively with these other disciplines to stay current and up-to-date with the assessment plans in these courses.

Describe the direct and indirect assessment methods that will be used to assess the program learning outcomes. Include a) what will be assessed, b) how will it be assessed, c) who will be assessing it, and d) when will it be assessed.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Program Learning Outcome | Direct Method (Ex: exams, individual projects, performances, etc.) | Indirect Method (Ex: surveys, course evaluations, employment placement, etc.) | How will the data be collected? (as scores, checklists, portfolios, etc.) | Who will collect the data? (Faculty, Program Director, Associate Dean, Dean, etc.) | When will data be collected? (Be specific and include a variety of check points, such as specific courses, end of first term, throughout the term, etc.) |
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**Section II: General Education Courses**

General education is an integral component of an undergraduate degree program through which students encounter the basic content and methodology of the principal areas of knowledge. This Core Requirement establishes four key principles regarding the general education component of undergraduate degree programs:

* The general education component is based on a coherent rationale.
* General education courses are college level.
* In order to promote intellectual inquiry, general education courses present a breadth of knowledge, not focusing on skills, techniques, and procedures specific to the student’s occupation or profession, and are drawn from specific academic areas.
* The general education component constitutes a minimum number of semester hours, or its equivalent, and comprises a substantial component of each undergraduate degree.

**Note:** General education courses already have an assessment plan in place, so they do not need an additional assessment plan. Nonetheless, proposers must work collaboratively with these other disciplines to stay current and up-to-date with the assessment plans in these courses.

If no specific or “recommended” courses are selected for the general education component of the program, then enter “all available course options”.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Collin College Communication Requirement | Humanities/Fine Arts | Social and Behavioral Sciences | Natural Sciences and Mathematics | Other |
| ENGL 1301 |  |  |  |  |