A. MISSION: The stated goals and objectives of the proposed program are consistent with the mission and master plan of the college.

1. Statement of Program Goals and Objectives: Describe the goal(s) of the proposed programs. For an occupational program, this statement must, at a minimum, clearly indicate the specific occupation(s) the program will prepare students for, and the basic occupational competencies students will acquire.

   The Business Administration Transfer Model will provide the student with a strong, basic foundation of business. The curriculum is generally required of lower-division Business majors, as well as other business related disciplines.

2. Catalog Description: Provide a description of the program, as it will appear in the catalog. This description should be consistent with the rest of the application, convey the program’s goal and objectives, and suggest how these differ from the goals and objectives of other programs and what students may expect as an outcome.

   The Business Administration Transfer Model will provide the student with a strong, basic foundation in core areas of the discipline. The curriculum is generally required of lower-division business majors, as well as other business related disciplines. Students interested in transferring and/or completing an AA degree for Transfer in Business should meet with a counselor to determine the coursework necessary to
Proposed New Program Request (PNPR)

3. **Program Requirements**: List all courses required for completion of the program, including core requirements, restricted electives, and prerequisites. For each course, the course number, course name, and unit value must be indicated. The total of the unit values must be shown.

For degree programs, general education requirements should also be indicated, but separately. Requirements for the degree should also be shown, including the major requirements, prerequisites, general education, open electives, and any other requirements. Any other special requirements for completion of the program, such as an internship, work experience, or examination, must be detailed. Any alternative means of satisfying the program requirements must also be detailed. The program requirements detail should be consistent with the catalog description.

This program requires that students complete the CSU GE or IGETC patterns and a maximum of 60 transferable units, along with the program requirements listed below.

 Required Core: 15-17
 Introductory Accounting 1 (ACCTG 1) OR
 Bookkeeping and Accounting 21 and 22 (ACCTG 21 and 22)
 Introductory Accounting 2 (ACCTG 2)
 Principles of Economics 1 (Econ 1)
 Principles of Economics 2 (Econ 2)
 Business Law 5 OR
 Law 1

List A (Select one): 3-4 units
 Calculus for Business and Social Sciences 1 (Math 238) OR
 Statistics (Math 227)

List B (Select two): 5-8 units:
 Introduction to Computers and Their Uses 401 (CoSci 401)
 Introduction to Business 1 OR
 Business Communications (Bus 32)

Total Units for the Major: 26-28 Units
Total Unites that may be double-counted: 13-18

4. **Background and Rationale**: Explain, at a general conceptual level, what role the proposed program, given its stated goals and objectives, would fulfill in the curriculum. These explanations should be related to the overall plan for the college, other new program developments, and the specific needs of that community and mission of the college.

Los Angeles Mission College has a wide selection of Business courses in a variety of areas to meet student interests, and now those courses can also lead to a transfer degree. Therefore, business students can be prepared for their major to successfully complete upper division courses. As well as explore different areas of the discipline that might be of interest in future careers before they transfer, such as Marketing, Management and Accounting. This transfer model will also give Business students priority in admission at the CSU.
Proposed New Program Request (PNPR)

B. NEED: There is a demonstrable need for a program that meets the stated goals and objectives in the region the college proposes to serve with the program.

5. Enrollment and Completer Projections: Provide data based upon enrollment in current courses and/or a survey of prospective students. If a survey questionnaire was used, include a copy, as well as a description of population surveyed and survey results.

Provide estimates of:

- the number of sections of core courses to be offered annually
- the headcount student annual enrollment in the number of sections estimated above. (It is not necessary to break down enrollment estimates by course. A total estimate is sufficient.)
- the number of estimated program completers per year at the end of the first year of program operation
- the number of estimated program completers per year at the end of the third year of program operation

If it is anticipated that enrollments and completions will continue to rise after the third year of program operation, please explain.

<table>
<thead>
<tr>
<th>Characteristics of the program courses are:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory Accounting 1 - 6 sections combined for Spring and Fall (approx. 27 students per section)</td>
</tr>
<tr>
<td>Introductory Accounting 2- 2 sections combined for Spring and Fall (approx 24 students per section)</td>
</tr>
<tr>
<td>Principles of Economics 1 - 2 sections combined for Spring and Fall (approx 45 students per section)</td>
</tr>
<tr>
<td>Principles of Economics 2 - 2 sections combined for Spring and Fall (approx 31 students per section)</td>
</tr>
<tr>
<td>Business Law 5 - 2 sections combined for Spring and Fall (approx 49 students per section)</td>
</tr>
<tr>
<td>Math 227 - 9 sections combined for Spring and Fall (approx. 45 students per section)</td>
</tr>
<tr>
<td>Math 238 - 2 sections combined for Spring and Fall (approx 33 students per section)</td>
</tr>
<tr>
<td>Introduction to Computers and Their Uses - 7 sections combined for Spring and Fall (approx. 41 students per section)</td>
</tr>
<tr>
<td>Introduction to Business 1 - 9 sections combined Spring and Fall (approx. 35 students per section)</td>
</tr>
<tr>
<td>Business Communications 32 - 3 sections combined for Spring and Fall (approx 33 students per section)</td>
</tr>
<tr>
<td>Estimated number of students earning degrees- approx. 22 students/year</td>
</tr>
</tbody>
</table>

6. Place of Program in Curriculum/Similar Programs: Explain if the program replaces any of the college’s existing program listed on the Chancellor's Office Inventory of Approved Programs. What related programs are there in the college? What need will this one fulfill that those programs do not? Will there be courses in common? Will this program pull students from them? Will it accommodate an overflow or provide for a different type of student? Will students wish to, or be able to move between the programs? Will programs share resources?

Explain how, if at all, this program makes new or more productive uses of existing resources, and/or builds upon existing programs or services, establishes a new direction for the college, or similar points. If this program is related to the ending or scaling down of other programs, this is the place to provide details.
Another AA degree in Business currently offers all the core courses in addition to 4 additional non-transfer courses. This transfer model will assist those student interested in completing the basic transfer courses and move on to the CSU 4 year university system. The current AA degree with additional courses required are for those students who are upon completion interested in obtaining a job or for upward mobility within their organization. These courses can now be used for successful major preparation and transfer.

7. **Similar Programs at Other Colleges in Service Area:** Describe all similar programs in colleges within commuting distance of the college. Provide brief description of each program, or attach photocopied pages from other colleges' catalogs. Explain the similarities and differences, and why another program of this type is needed in this region at this time.
Items 8 through 14 Programs with Vocational TOP Codes Only

8. **Labor Market Information**: Attach relevant Labor Market Information. The U.S. Department of Labor Occupational Employment Statistics (OES) Survey is conducted in each county in California. OES codes have been matched to California Community College TOP codes to create the Labor Market Information or LMI system. The LMI system provides five-year occupational demand data by county on established occupations, i.e. those that have OES codes and that serve medium to large employers. Statistics from LMI can be found on the World Wide Web at [www.calmis.cahwnet.gov](http://www.calmis.cahwnet.gov)

Attach projections from LMI for the most applicable OES codes and geographical regions to be served by the program. If these projections do not appear to suggest adequate job openings to provide employment for all program completers, then explain what other factors may make the LMI figures misleading. If LMI figures are unavailable for the occupation targeted by the program, please explain.

If a printout of data from the LMI system is attached, highlight the applicable lines for the program under review with marker or another easily visible method. Do not include printouts showing job statistics for all occupations in a region; do not dump unneeded or irrelevant statistical printouts into an application narrative.

9. **Labor Market Analysis**: Indicate the relation of the proposed program to a job market analysis. The job market analysis should present evidence that there is a viable job market that will preferentially hire those graduating with the proposed degree or certificate. In completing this section, consider the following:

- **Net Job Market** -- Are there enough openings locally to permit placement of the expected number of graduates and has the job market been growing or declining?
- **Earning Potential** -- What is the average initial salary and subsequent salary increases?
- **Program Credibility/Career Potential** -- Is there sufficient evidence that employers would preferentially hire or promote graduates with this education and will this preparation permit students to stay current in their field?
- **Emerging Occupations** -- What skills will this emerging industry require of employees and will employers recognize the value of the proposed degree or certificate in their hiring or promotion?
- **Competitive Fields** -- In highly competitive occupations (e.g., arts and entertainment), is the program designed to identify, develop, and demonstrate the presence of talent?
- **Small Businesses or Cottage Industries** -- For programs designed to meet the employment needs small businesses or cottage industries, provide a careful analysis of their needs and of the market within which they must compete.

10. **Employer Survey/Other Evidence of Need**: Attach a survey of prospective employers in the geographic region within which students will be seeking employment. If an employer survey is found to be either impracticable or unnecessary, provide other evidence of job availability.

The survey should address to what extent the proposed degree or certificate, with its stated objectives and proposed courses, will be valued by prospective employers. In addition, provide a narrative on the following:

- When the survey was taken, and by what methodology (mail, telephone);
Proposed New Program Request (PNPR)

- How many employers were surveyed and how many responded;
- The specific title(s) of the positions 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 full 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.

Attach a copy of the questions asked in the survey and a full summary of responses should be provided either within this section or as an attachment.

If applicable, attach any letters of support from businesses in the college’s service. Other evidence of job market need may be included if available.

11. **Explanation of Employer Relationship:** If the program is to be offered in close cooperation with one or more specific employers, provide a discussion of the relationship. Include an explanation of how the open enrollment requirements for California community college courses (Title 5, Sections 51006 and 58100-58110) will be observed in this context.

12. **List of Members of Advisory Committee:** List advisory committee members, including their job titles as well as their affiliations, and an accompanying explanation should make clear that they represent those within the industry who would hire graduates of the proposed program.

13. **Minutes of Key Meetings/Recommendations:** Attach minutes of advisory committee meetings. Also include Minutes of other meetings, such as curriculum committee meetings, if they reflect relevant discussion. Meeting minutes should include the date and place of the meeting, and names of all who attended.

14. **Recommendation of Regional Consortium:** Attach the minutes of the Regional Occupational Consortium meeting(s) at which the program was discussed. Highlight that portion of the minutes of the meeting in which the proposed program was recommended for approval. If it is impossible to obtain minutes for the meeting, a letter or memo from the chair of the Regional Occupational Consortium must be included, certifying that the group voted to recommend approval of the program, and specifying the date of the vote. This requirement is in addition to the signature of the regional chair.
C. QUALITY: Courses and programs are integrated, with courses designed to effectively meet their objectives and the goals and objectives of the programs for which they are required.

15. **Display of Proposed Sequence:** Provide a flowchart, table, or diagram that shows how the required courses should be taken in sequence and how the prerequisites fit together. Indicate whether the sequence is suggested or mandatory. The sequence should 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 case has been made that a sequence longer than two years is definitely necessary.

For a certificate, the sequence should be arranged so that a full-time student completes the program within the time normally needed to complete the total number of units required for the certificate. For a degree program, the proposed sequence should include recommended or suggested typical general education courses.

<table>
<thead>
<tr>
<th>FIRST SEMESTER UNITS</th>
<th></th>
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<tbody>
<tr>
<td>Business 1 - Introduction to Business (3)</td>
<td></td>
</tr>
<tr>
<td>Economics 1 - Principles of Economics 1 (3)</td>
<td></td>
</tr>
<tr>
<td>Graduation Requirements and Electives (9)</td>
<td></td>
</tr>
<tr>
<td><strong>Total: 15</strong></td>
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<table>
<thead>
<tr>
<th>SECOND SEMESTER</th>
<th></th>
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<tbody>
<tr>
<td>Economics 2 - Principles of Economics 2 (3)</td>
<td></td>
</tr>
<tr>
<td>Math 227 - Statistics (4)</td>
<td></td>
</tr>
<tr>
<td>Graduation Requirements and Electives (9)</td>
<td></td>
</tr>
<tr>
<td><strong>Total: 16</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>THIRD SEMESTER</th>
<th></th>
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<tbody>
<tr>
<td>Accounting 1 - Introductory Accounting I (5)</td>
<td></td>
</tr>
<tr>
<td>or Accounting 21 + Accounting 22 (6)</td>
<td></td>
</tr>
<tr>
<td>Graduation Requirements and Electives (10-12)</td>
<td></td>
</tr>
<tr>
<td><strong>Total: 15-17</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>FOURTH SEMESTER</th>
<th></th>
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<tbody>
<tr>
<td>Accounting 2 - Introductory Accounting II (5)</td>
<td></td>
</tr>
<tr>
<td>Cosci 401- Introduction to Computers and Their uses (3)</td>
<td></td>
</tr>
<tr>
<td>Graduation Requirements and Electives (6)</td>
<td></td>
</tr>
<tr>
<td><strong>Total: 14</strong></td>
<td></td>
</tr>
</tbody>
</table>

16. **Outlines of Record for Required Courses:** Attach outlines of record for all core courses required of all students in the program. Usually, outlines should also be included for all restricted electives. However, if there is a large number of restricted electives (i.e., more than ten), a representative sample should be included.

Do not attach outlines for general education or prerequisite courses. If several related programs or options, concentrations, specializations, etc. are submitted together for approval, do not attach duplicate copies of the course outlines.
17. **Transfer Applicability:** If transfer is included as a major goal in the “Statement of Goals and Objectives,” or is described as an outcome of the program in the catalog description, include articulation information in this section. Indicate what four-year institutions the program may transfer to. For at least two of those institutions, show lower-division requirements for the applicable major. Show the extent to which requirements for the community college program satisfy these transfer major requirements.

If a programmatic articulation agreement exists, please include a copy of it. If transfer is stated as a major goal or described as an outcome in the catalog description, show that the program’s coursework requirements substantially satisfy lower-division coursework requirements for the corresponding university major.

Articulation agreement are compliant with SB 1440 and would provide students priority admission to CSU, if the major or the school is not impacted. (Madeleine help here)

18. **Program Evaluation Plan:** If the college has a standard evaluation plan, please include a copy of that plan (unless it is too bulky, in which case provide summary). Explain how often the proposed program would be reviewed using that plan, and what will be done as a result of the information thereby gained.

If the college has no such standard practice, indicate how the requirements of the Education Code, the federal Vocational and Technical Education Act (VATEA), and the accrediting commission for program evaluation will be met.

Campus program review includes an annual update by discipline and a comprehensive evaluation of the program every 3 years.
D. FEASABILITY: The college has or will secure the resources necessary to support the program at the level of quality presupposed in the program design, for the proposed numbers of students, and offer it with sufficient frequency to meet the program objectives and enrollment projections.

19. **Library and Learning Resources Plan**: Explain what library and learning resources are necessary to support the program as designed. If new resources will need to be acquired, explain how they will be budgeted.

   The program and discipline is already being supported by the college, no additional requirements are needed.

20. **Facilities and Equipment Plan**: Describe specific needs for facilities and equipment, with an indication of what is already available, what is part of the college’s master plan, what is currently in some stage of acquisition, and what would have to be acquired after the program was begun. An estimate of the total cost of new facilities and equipment should be included.

   The program and discipline is already being supported by the college, no additional requirements are needed.

21. **Financial Support Plan**: Discuss the adequacy and proposed sources of financial support both for the ordinary costs of instruction, and for any special equipment and/or facilities needs as described in the preceding section.

   Sources of support for facilities and equipment may include State capital outlay funding, instructional equipment grants, donations by industry, funds raised by a foundation, etc. If the new program has been developed with a grant from the Fund for Instructional Improvement (FII), Economic Development, or other special funds, such as those for employer-based training or federal grants, these sources and any requirements that may have been set in relation to initiating the new program should be explained.

   Financial support may only be necessary if budgets do not permit a variety of Business courses to be offered for students to complete this transfer requirement, even on a rotating basis each year.

22. **Faculty Qualifications and Availability**: Attach resumes of the faculty who will be directing and teaching in the new program. If new faculty will be needed, or if new training will be provided to faculty who are undertaking expanded or different responsibilities, provide an explanation as to how the additional costs and/or training will be accommodated. Also discuss the balance of full-time and part-time instructors in the program.

   The Faculty at LAMC already have qualifications in diverse areas of Sociology.
E. COMPLIANCE: The program complies with all other laws applicable to it, including federal regulations, licensing requirements and any legal requirements that may exist for particular courses or programs.

23. **Model Curriculum:** If the program design is based upon a model that has been developed for statewide or national use, refer to the model, and if possible, include a copy of the model or a summary. Explain any departures from the model to fit local circumstances, or for other reasons.

This program is compliant with SB1440 and has been approved by Region 7.

24. **Licensing, Accreditation, or Professional Certification Standards:** If accrediting or licensing standards apply to the proposed program, attach them, or a summary of them, together with information as to organizations or persons representing the accrediting or licensing body who may be contacted by the Chancellor's Office, if necessary. 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.

n/a

25. **Student Selection and Fees:** If the program is selective, describe entry criteria and the selection process for admission to the program. Program admission or selection procedures should comply with the provisions of Title 5, Section 58106 ("Limitations on Enrollment"), and Section 55201 ("Prerequisites, Corequisites, and Advisories on Recommended Preparation.") In addition, specify all mandatory fees, which 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. This includes fees for materials and reproduction, insurance, travel, uniforms, etc.

n/a

26. **Programs Provided by Contract:** If the new program intended to be offered by contract with a private postsecondary provider, or other educational or training entity, please specify the training provider, and include an explanation of the need to contract instead of provide instruction with community college personnel and resources. Attach a copy of the proposed contract. Providing vocational education through contract with a private postsecondary provider is authorized and governed by Title 5, Sections 55600 through 55631.

n/a