



CurriQunet Meta Technical Manual



San Bernardino
Valley College

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Logging into CurriQunet Meta

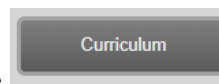
1. Go to www.valleycollege.curriqunet.com
2. Click 
3. You will then be redirected to the SBCCD Portal
4. Enter your computer login (computerusername@sbccd.edu email) and password.
5. You will then be directed to the CurriQunet Meta homepage.

Note: If you do not have access to Meta, please contact the Curriculum Faculty Co-Chair or Curriculum Coordinator for assistance.

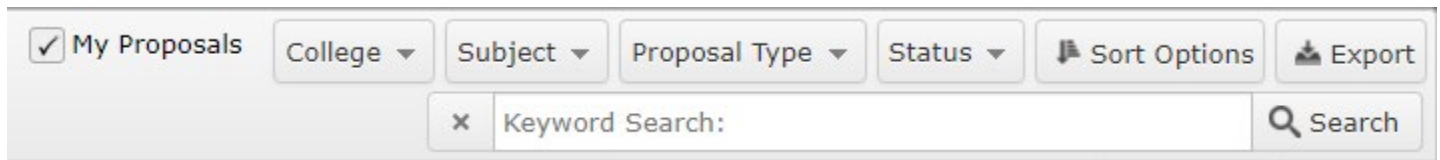
Searching Through Meta

There are new searching features in Meta. To begin searching, first make sure you are in the correct area (i.e. searching for courses or programs).

1. Click on the Curriculum Tab at the top of the page
2. Choose Course or Program.



After choosing whether you'd like to search through courses or programs, you will see this at the top:

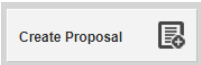


The screenshot shows a search interface with the following elements: a checked box for 'My Proposals', dropdown menus for 'College', 'Subject', 'Proposal Type', and 'Status', buttons for 'Sort Options' and 'Export', a 'Keyword Search:' input field with a clear 'x' button, and a 'Search' button with a magnifying glass icon.

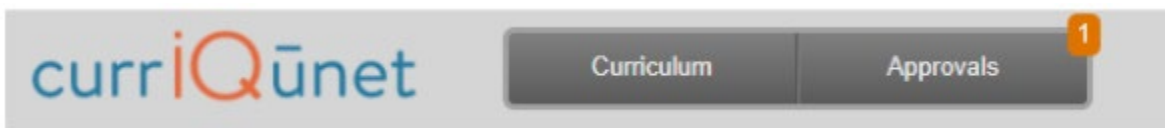
- When the box is checked next to My Proposals, you will see everything you have worked on thus far (active, historical, drafts, etc.).
- To search through all proposals, unclick the box next to My Approvals and click Search. This will show you everything in our system, including historical proposals.
- To filter down the results, go through each option and choose what you are looking for, then click search.
- A useful way to search is to make sure you choose the subject you are looking for, change the status to active, and change the sort options to titles.

Do not forget to click Search when you are ready to see the results!

Creating Proposals

- To create any type of proposal, whether it be course or program, click 
- Choose a proposal type (see pages throughout this manual for specifics on each proposal type)
- Click Next
- For new proposals add the following:
 - Subject – Ex: ENGL
 - Course Number – Ex: 101
 - Course Title
 - Description – Enter the course description
 - Review the Proposal Summary
 - Click Create Proposal
 - Complete all launch requirements on the checklist (each area is detailed throughout this manual)
 - Click Launch once all boxes in the checklist have turned green (instead of orange)
- For modifications click Find Proposal
 - Type in the course or program you would like to update
 - Select that proposal (the proposal you chose should now show up in green)
 - Click Next
 - Review the Proposal Summary
 - Click Create Proposal
 - Complete all launch requirements on the checklist (each area is detailed throughout this manual)
 - Click Launch once all boxes in the checklist have turned green (instead or orange)

Reviewing and Approving Proposals



1. Click on link titled "My Approvals" under Track on the left side of the page.
2. Select appropriate role from the drop-down box. Click "Next".
3. A list of approvals waiting for you will be displayed.
4. Click on the "Action" Button next to the approval process you want to take action on.
5. Enter any comments related to the approval (remember everyone can view your comments).
6. Select action you wish to take and click save.

The "My approvals" page will be displayed, with any additional approvals for the select role.

New and Modified Course Types

Course Proposal Types

- Content Review – Only modifying textbooks and SLOs.
- Course Deletion – Deleting the course
- Course Modification – Modifying the entire course.
- Honors Course Modification – Modifying the entire course for an already established honors course.
- New Course – Creating a new course
- New Honors Modification – Creating a new honors course

Cover Tab



- This section consists of check boxes, drop down menus, and text boxes. Complete each requirement in order to launch the course proposal.



- Consider adding Inclusion, Diversity, Equity, and Access (IDEA) to the Course Description in this section.

ASCCC Discipline List

Check one or more options in this section

Disciplines are used to determine the Minimum Qualifications (MQs) for faculty teaching a course. Use the CCCC Minimum Qualifications Handbook to better determine which discipline your course will fall under.

Link: [CCCCCO Minimum Qualifications Handbook](#)

Course Description

Type out the description for the course. This description will appear in the catalog and schedule, so make sure it is catchy and easy for all to understand.

- **Honors Courses:** Type this at the end of the course description and bold it – “This course is intended for students in the Honors Program, but is open to all students who desire more challenging course work”.
- **Changing Course Numbers:** Type “(formerly _____)” at the end of the description.
- **Cross-Listed Courses:** Type “also offered as _____” at the end of the description.

Rationale/Need for Course

Questions to consider:

- Is there labor market data that supports the need for this course?
- Is there data that supports the need for this course?
- Will this course enhance a student's ability to transfer?
- Is there a C-ID Descriptor for this course?

TOP Code

TOP Codes are system of numerical codes used at the state level to collect and report information on programs and courses, in different colleges throughout the state, that have similar outcomes. Review the TOP Code Manual to determine the best code for your course.

Link: [TOP Code Manual](#)

CIP Code

All other post-secondary institutions use a different coding system called the Classification of Instructional Programs (CIP). CIP codes are more detailed than TOP codes, so several different CIP codes could correspond to the same TOP code. California community colleges need to use CIP codes when they compile federal Gainful Employment figures or document CTE outcomes for accreditation, so many colleges use both codes to designate program content. After you choose a TOP Code, use this Crosswalk Spreadsheet to choose the matching CIP Code.

Link: [TOP to CIP Crosswalk](#)

Appropriateness to Mission

Question to Consider:

How will this course support SBVC's Mission Statement?

Adequate Resources

Question to Consider:

Other than faculty or staff, are there additional resources needed for this course (i.e. equipment, facilities, partnership programs) that are necessary for students to enroll and be successful?

Cross Listed Course Tab



If you are not modifying a cross-listed course there is nothing you need to complete on this section. If you are updating a cross-listed course, please make sure both proposals are modified at the same time.

Cross-listed courses are two similar courses that have identical Course Outline of Records (COR) and students taking one of these courses will only be able to take one course. Cross-listed courses have a special note in the course description notating that the course is also offered as another subject. This section will auto-populate if a course cross-lists. If you'd like to cross-list a course, please contact the Curriculum Office for further assistance.

Program Impact Tab



This section consists of a drop-down menu and check boxes. Answer the first question and then search through the list of programs the course will be a part of.

Will this course be a part of a certificate or degree? If so, click yes and choose the program. If not, please be prepared to discuss with the Curriculum Committee why this course is a stand-alone course.

Note: The Curriculum Committee requires all new programs and courses to be launched at the same time. If you would like to submit the course without being attached to a program, please contact the Curriculum Faculty Co-Chair for further assistance.

Equity and Cultural Responsiveness Tab



The Curriculum Committee will be reviewing how this course will include equity and cultural responsiveness.

Questions to consider:

- How will this course ensure diversity and culturally responsive content?
- How will this course demonstrate equity for students?

Units and Hours Tab

This section has drop-down menus, check boxes, and requires knowledge on how to calculate units.

Formula to Calculate Units:



$$\frac{(\text{Total Contract Hours} + \text{Outside-of-class Hours})}{\text{Hours-per-unit Divisor}}$$

- **Total Contract Hours** = the number of hours per semester a student will spend in class.
- **Outside of Class Hours** = Total Contract Hours x2
- **Hours-Per-Unit Divisor** = 54

Course Credit Type

Credit - Not Degree Applicable (C)

Typically basic skills courses, these courses are designed to enable students to succeed in degree-applicable credit courses that integrate basic skills instruction. Course can also be a precollegiate career technical preparation courses that provide student foundation skills for enrollment in credit degree-applicable technical career programs. Our policy is to number these courses at the 900-level.

Credit - Degree Applicable (D)

A course which has been designated as appropriate to the associate degree, and which has been recommended by the college curriculum committee and approved by the district governing board as a collegiate course meeting the needs of the students.

Noncredit (N)

Noncredit instruction includes an array of no-cost courses that help students reach their personal, academic, and professional goals. Ten noncredit categories are established to classify a noncredit course in accordance with its primary objective. Our policy is to number these courses at the 600-level.

Variable Units

Typically set for courses that can have different units, we use this for Work Experience or Independent Study.

Lecture

If this course has lecture units, type in the number of lecture units for the course.

Lecture Units/Hours, which will be auto-populated in Meta:

Units to hours:
1 Unit Lecture = 16-18 hours
2 Units Lecture = 32-36 hours
3 Units Lecture = 48-54 hours
4 Units Lecture = 64-72 hours
5 Units Lecture = 80-90 hours

Note: All lecture hours will have out of class hours automatically assigned to the course. For every one hour of lecture, students are anticipated to complete 1.5 hours outside of class.

Independent Study

For every one unit of independent study, students are anticipated to complete 48 hours.





Lab

For every one unit of laboratory, students are anticipated to complete 48-54 hours per semester.

Units to hours:
1 Unit Lab = 48-54 hours
2 Units Lab = 96-108 hours
3 Units Lab = 144-162 hours

Requisites and Requisite Analysis Tab



- **Adding Requisites:** click on the  button
 - Choose **New Requisite Type**
 - Click on  to open up the field
 - Complete each drop-down and check box.
- **Modifying Requisites:** click  to open up the field and modify each requirement.
- **Moving Requisites:** click  and drag where you want the requisite.

Requisite Type

Prerequisite: A prerequisite course indicates the preparation or previous course work considered necessary for success in the desired course. Students are required to take this course prior to registering for the course you are building or modifying.

Corequisite: A corequisite course indicates another course that must be taken concurrently with the desired course. Students will be unable to register for the course you are building or modifying unless they also register for the corequisite course.

Departmental Advisory: An Advisory course is one that the college recommends you should take before enrolling in a specific course, but is not requiring this course.

Subject - (ex. ENGL)

Requisite Course – (ex. 101)

Requisite Analysis – Type of Requisite

Content Review: “Necessary and Appropriate” (as it relates to Content Review) - means that a strong rational basis exists for concluding that a prerequisite or corequisite is reasonably needed to achieve the purpose that it purports to serve. This standard does not require absolute necessity.

Content Review with Statistical Validation: Defined as conducting a content review and the compilation and analysis of data according to sound research practices which shows that a student

is highly unlikely to succeed in the course unless the student has met the proposed prerequisite or co-requisite.

Required by Statute/Regulation: It is often the case that accrediting or licensing bodies with oversight responsibilities for particular subject matter curricula in community college courses have specific statutory or regulatory requirements for enrollment in some courses.

Closely Related Lecture/Laboratory Course: Do students need to have the skills from a previous class prior to taking this course? Example would be PHYSICS, BIOL, or CHEM.

4-Year Institution Requirement: Does the C-ID, CSU, or UC require the course to have a prerequisite or corequisite? If so, choose this option.

Required Communication/Computation Skills: Four-year institutions will not grant credit for a course unless it has a particular communication or computation skill prerequisite. This usually applies to courses that have C-ID.

Recommended by Chancellor's Office (CO) Approved Placement Guidelines: Think AB705.

Link: <https://assessment.cccco.edu/faqs>





Other: Please Explain.

Requisite Mapping to Current Course Objectives

Map the course objective to the course you are building or modifying by checking the boxes the next to the requisite course objectives that best describes why the course is needed.

Course Objectives Tab



- **Adding Objectives:** click on the  button > Click **objective** > Click  to open up the field and type in the objective.
- **Modifying Objectives:** click  to open up the field and modify the text.
- **Moving Objectives:** click  and drag where you want the objective.
- **Consider adding IDEA to this section.**



Course objectives are added to all course outlines and are considered what students will be learning during the class, as opposed to what they are learning after the class is finished (i.e. SLOs). Use the Taxonomy link to find verbs for each objective. Make sure all objectives are referenced throughout the entire course.

Link: [SLO Rubric](#)

Course Content Tab



Once you have populated the units and hours section, you will see check boxes for lecture and lab content. If you do not have a textbox available, double-check your unit calculations. Content in this section must be in layout format, to do this, click on the 1, 2 box and you it should start with a 1. To move content within this section click on the right or left indent arrows.







Consider adding IDEA to this section.

If the Units and Hours tab has lecture and lab hours, then you are required to create course content for each section separately. For lecture content, list all items that will be taught in class in this section. For lab content, list all items that a students will do in a laboratory in this section. Keep in mind that the number of items in this section must reflect the number of units for the course. For example, if you have a 3-unit course, you must have enough content in this section to justify the number of hours being taught for this course.

Student Learning Outcomes Tab



- **Adding SLOs:** click on the  button > Choose **Outcome** > Click  to open up the field and type in the outcome. Map the outcome to the ILO by checking the box.
- **Modifying SLOs:** click  to open up the field and modify the text. Map the outcome to the ILO by checking the box.
- **Moving SLOs:** click  and drag where you want the objective.
- **Consider adding IDEA to this section.**



This is where you list the outcomes for when a student completes a course. Use the SLO Rubric located in the Proposal Resources Tab to create each outcomes. As a general practice, there should be one outcome for each unit of the class, the subject of each outcome needs to be in the course content, and all outcomes need to be measurable (i.e. how are you going to assess these outcomes at the end of each semester).

SLO Mapping

For each outcome, you will map each one to the Institutional Learning Outcomes (ILOs). Each outcome should be mapped to at least one ILO, but you can have multiples.

Link: [SLO Rubric](#)

Out of Class Assignments Tab



Check the boxes next to Reading Assignments, Writing Assignments, and Critical Thinking Assignments to open up the text box. Complete each section.



Consider adding IDEA to this section.

Reading Assignments

In this area, indicate what a student will be reading and the type of activity they will complete in class.

Writing Assignments

Write out a typical writing assignment, spelling out the number of pages required for the assignment.

Critical Thinking Assignments

In this area, create a critical thinking activity using information presented in the course, or data available to complete an assignment that requires analysis, synthesis, comparison, evaluation, or justification. Here's a resource to use to help with developing a critical thinking assignment:

Link: [Critical Thinking Skills in the College Curriculum](#)

Methods of Instruction Tab



Check the box(es) of each mode of instruction you anticipate using in this course.

This area identifies the key methods and activities used to deliver instruction, including, but not limited to, lecture, laboratory, distance education, and independent study.

Methods of Evaluation Tab



Check the box(es) of each evaluation method you anticipate using to assess student learning.

Methods of evaluation for determining student achievement of stated objectives should include the identification and description of assessment or evaluation tools used by the faculty to determine student progress towards achievement of the course objectives. Merely taking attendance or asking if students are satisfied with the course is not sufficient to constitute evaluation of the extent to which students are making progress toward the learning objectives of the course.

Course Standards Tab



This section consists of check boxes, drop down menus, and text boxes. Complete each requirement.

Grading Method

How will students be graded for this course. Is this course:

- Noncredit – These courses are given pass/no-pass grades.
- Pass/No-Pass – This means that for credit courses, no grades will be given for the course, but students receive a pass/no-pass meaning that they have either satisfactorily completed a course or not. This must be clearly defined in the course description as: This course is offered as pass/no pass only.
- Credit – Choose this section if a course is a regular, credit course where students will receive grades.

Enrollment Conditions

Are there conditions to enrolling in the course?

- Fees – Will there be an additional fee to enroll in this course?
- Open Entry/Open Exit - Open entry/open exit courses are defined in Title 5, § 58164 as credit or noncredit courses in which students may enroll at different times and complete at various times or at varying paces within a defined period, such as a semester or quarter.

Placement Exam Option

State law AB705 took effect on January 1, 2018, which eliminated requiring students to take placement tests at all California community colleges. The intent of this law is to ensure that students are not placed in remedial courses that may delay or deter their educational progress. AB705 requires that a community college maximizes the probability that a student will enter and complete transfer-level coursework in English and Math within a one-year timeframe and use, in the placement of students into English and Math courses, one or more of the following measures: high school coursework, high school grades, and/or high school grade point average. If your course requires a placement exam, please check this box, and be prepared to discuss with the Curriculum Committee the need for an exam.

Repeatability

Generally, most credit courses are not repeatable. If your course is repeatable, check the box and indicate the number of times a student may be able to repeat a course. Typically, there are a few conditions in which a course may be classified as repeatable, in this case, notate this in the justification box:

- Noncredit courses
- Courses for which repetition is necessary to meet the major requirement of California State University (CSU) or University of California (UC) for completion of a bachelor's degree
- Intercollegiate athletics (i.e., Kinesiology courses)
- Intercollegiate academic or vocational competition (i.e. MUS, ART, THART courses)

Link: [Credit Course Repetition Guidelines](#)

Future Course Offerings

In this area, choose the term(s) you plan to offer the course. This is not a guarantee that the course will be offered in each of these terms, but can help counselors when planning student's courses to take in Degree Planner.

Course Materials Tab



Consider adding IDEA to this section.

In this section, list the typical materials needed for the course. These materials are not required, but act as a guide for faculty teaching the course.

Textbooks

Click the Add new record button and insert Authors, Title, Edition, Publisher, and Year. Please note, the Curriculum Committee requires each course to have at least three textbooks published within three years.

Manuals

If the course requires manuals (i.e. lab manuals, contextual manuals) indicate in this area. Click the Add new record button and insert Authors, Title, Edition, Publisher, and Year.

Software

Is there a specialized software required for this course? If so, choose this option and add the title, edition/version, and publisher/manufacturer.

OER (Open Education) and Other Resources

Distance Education Tab



Consider adding IDEA to this section.

Do you plan to offer this course online or partially online? If so, please complete the DE Addendum.

Supporting Documents Tab

Add Advisory Minutes, or any other pertinent information here, if applicable.

General Education/Transfer Tab

Do not worry about this section, to be completed by Admin. For general questions about GE and transferability, contact the Articulation Officer.

ASSIST Tab

Do not worry about this section, to be completed by Articulation Officer.

ASSIST Preview Tab

Do not worry about this section, to be reviewed by Articulation Officer.

Codes and Dates Tab

Do not worry about this section, to be completed by Admin.



New and Modified Program Types

Program Proposal Types

- Certificate Deletion
- Certificate Modification
- Degree Deletion
- Degree Modification
- New Certificate
- New Degree

Cover Tab



This section consists of drop-down menus and text boxes. Complete each requirement in order to launch the program proposal.

Program Title

Be mindful that the program title will occur in the catalog, CCCApply list, student's transcripts, and diploma/ certificate.

Award Type

A.A. Degree Major: Associate of Arts (AA) is strongly recommended for all disciplines outside of STEM or CTE.

A.S. Degree Major: Associate of Science (AS) is strongly recommended for any Science, Technology, Engineering, or Mathematics (STEM) field and CTE programs.

Transfer Degree, AA-T: Associate in Arts for Transfer (AA-T) must be used for all other disciplines. Must use an approved TMC Template in order to create this type of program.

Transfer Degree, AS-T: Associate in Science for Transfer (AS-T) must be used for any Science, Technology, Engineering, or Mathematics (STEM) field and CTE programs. Must use an approved TMC Template in order to create this type of program.

Program Goals

Transfer: Associate Degrees for Transfer (ADTs) and CSU-GE/IGETC Certificates only. Must use an approved TMC Template in order to create this type of program.

Career and Technical Education (CTE): All non-ADT awards with CTE TOP Codes.

Local: Community Need - These programs are developed to meet locally defined needs consistent with the system mission, including transfer preparation. These degrees must align with a TOP Code.

Rationale for Proposal

Questions to consider:

- Is there labor market data that supports the need for this program?
- Is there data that supports the need for this program?
- Is there a TMC Template for this program?

Description Tab



Consider adding IDEA to this section.

The description shows up in the catalog and describes the program to potential students. In a 3-4 sentence description, describe what the program is, how it will assist students, and potential opportunities this program may bring students.

Narrative Tab

Program Goals and Objectives

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

Master Planning

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

Active Inventory

Do any active inventory records need to be made inactive or changed in connection with the approval of the proposed program? If so, please explain.

Program Replacement

Does the program replace any existing programs on the college's inventory? Provide relevant details if this program is related to the termination or scaling down of another program.

Related Programs

What related programs are offered by the college?






Similar Programs at Other Colleges

Describe all similar programs offered by colleges within commuting distance of the college, commonly known as the "college service area." A brief description of each program is required.

Program Courses Tab




This area can be a little tricky to navigate. It is recommended that you write down each of the courses you'd like to have in this program before beginning.

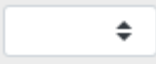





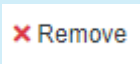
- **Adding A Group of Courses:** This is used for Required Courses and "or" courses.

- Click on the  button
- Choose **Group**
- Click  to add a group name (i.e. Required Courses, List A, etc.)
- Click on 
- Choose **Course**
- Click  to choose the discipline and course number
- Click  to close the course box (this makes the list easier to view)
- Repeat the steps above to add all the courses, one by one.



- **Adding 'or' courses to list of courses:**

- After creating a group (see above for instructions) Click on the  button
- Choose **Group**
- Click on 
- Choose **Course**
- Click  to choose the discipline and course number




- Click  to add 'or' or 'and'
- Click on 
- Choose **Course**
- Click  to choose the discipline and course number
-  Should appear once you've added several courses.
- Click  to close the course box (this makes the list easier to view)
- **Moving Courses around List:** click  and drag where you want the course.
- **Deleting Courses:** Click  to delete any course from a list.

Program Mapper Tab

Do not worry about this section, to be completed by Admin. working in conjunction with Faculty Chair.

Program Learning Outcomes Tab



- **Adding PLOs:** click on  > Type the Outcome and Map to SLOs and ILOs.
- **Modifying PLOs:** click  to open the text box.
- **Moving PLOs:** click  to move the outcome up or down.
- **Consider adding IDEA to this section.**

This is where you list the outcomes for when a student completes a program. Use the SLO Rubric located in the Proposal Resources Tab to create each outcomes. As a general practice, the subject of each outcome needs to be in the program's courses and all outcomes need to be measurable (i.e. how are you going to assess these outcomes at the end of each semester).

PLO Mapping

For each outcome, you will map each one to the Institutional Learning Outcomes (ILOs) and SLOs (once you've completed the Program Mapper with Admin.). Each outcome should be mapped to at least one ILO, but you can have multiples.

Link: [SLO Rubric](#)

Noncredit Documentation Tab

If the program is noncredit, choose the CDCP category that best describes the program.

What is CDCP?

Programs and required courses classified as noncredit Career Development and College Preparation (CDCP) prepare students for employment or to be successful in college level credit coursework. In accordance with Title 5, § 55151 colleges may offer an approved sequence of noncredit courses that culminate in one of the following awards: Certificate of Competency, Certificate of Completion, or Adult High School Diploma. Once a program is chaptered approved, the noncredit courses that comprise a CDCP program will be eligible for enhanced funding pursuant to Education Code §§ 84750.5 and 84760.5. CDCP certificates can be awarded in the following four noncredit categories:

English as a Second Language (ESL)

Courses within this program provide instruction in the English language to adult, non-native English speakers with varied academic, career technical, and personal goals.

Elementary and Secondary Basic Skills

Courses within this program include basic skills academic courses in reading, mathematics, and language arts. Basic skills courses provide instruction for individuals in elementary and secondary-level reading, writing, computation, and problem-solving skills in order to assist them in achieving their academic, career, and personal goals.

Short-Term Vocational

This program is designed for high employment potential that lead to a career-technical objective, or a certificate or award directly related to employment. Short-term vocational programs should be designed to: improve employability; provide job placement opportunities; or prepare students for college level coursework or transfer to a four-year degree program.

Workforce Preparation

Courses within this program provide instruction for speaking, listening, reading, writing, mathematics, decision-making and problem-solving skills that are necessary to participate in job-specific technical training.

CTE Documentation



- **Note: This section will only populate if CTE is chosen on the Cover Tab**

Gainful Employment

For certificates with 16+ units and a CTE TOP Code. When a certificate is classified as Gainful Employment, students will be able to receive financial aid for the program. The Office of Instruction works with the Financial Aid department to identify these programs and submit the Program Participation Agreement (PPA) to the Department of Education for approval each year.

Apprenticeship

Apprenticeships are regulated in multiple sections of state regulations and codes, including Title 5, § 55250.5 and Labor Code §§ 3070-3098. These regulations define an apprenticeship as preparation for any profession, trade, or craft that can be learned through a combination of supervised on-the-job training and off-the-job formal education. The California Division of Apprenticeship Standards (DAS) within the California Department of Industrial Relations and the Chancellor's Office of the California Community Colleges share responsibility for the approval of credit and noncredit apprenticeship programs.

Labor Market Information (LMI) and Analysis

Pursuant to Education Code § 78015 Labor Market Information (LMI) data is specifically required for all new CTE program proposals, where available. Current LMI and analysis, or other comparable information, must show that jobs are available for program completers within the local service area of the individual college and/or that job enhancement or promotion justifies the proposed curriculum.

Net Annual Labor Demand

What are the anticipated annual number of job openings in the county for this program's TOP Code?

Advisory Committee Recommendations

Who are the members that attend the advisory committee, what are their email addresses, how long have they been on the committee, and what is the summary of their recommendations for this program?

Transfer Documentation



- **Note: This section will only populate if Transfer is chosen in the Cover Tab**

Is this degree based on Transfer Model Curriculum? Yes or No.

Attachments

Submit LMI, Advisory Minutes, and Regional Consortia Minutes here.

Codes and Dates

Do not worry about this section, to be completed by Admin.