

Program and Course Approval Handbook

Fifth Edition - Draft

California Community Colleges Chancellor's Office
Brice W. Harris, Chancellor

DRAFT – Revised 2/20/13

2013 Revisions:

- Page 2 – Updated Board of Governors officers
- Page 14 – Update to minimum system requirements (Internet Explorer 9)
- Page 16, 43 – Clarification to inactivation date submissions
- Page 31-32 – New features added to the public search tool
- Page 34 – Explanation of “approved” proposal status
- Page 35 – Ability to sort the proposals queue in ascending or descending order
- Page 41 – Clarification regarding substantial changes noting that upon approval the old proposal remains active until action is taken by the college to make it inactive
- Page 47-48 – Update on CO review process for courses and ability for college CIO access level users to refresh approval letters
- Page 49 – Notation to ensure TMC Template submitted is the most recent version available
- Page 82 – Correction to cited General Work Experience TOP code
- Page 123 – Clarification regarding Net Annual Labor Demand (CTE only) field for ADTs
- Page 129, 155, 162 – Clarification of nonsubstantial change to a program submission

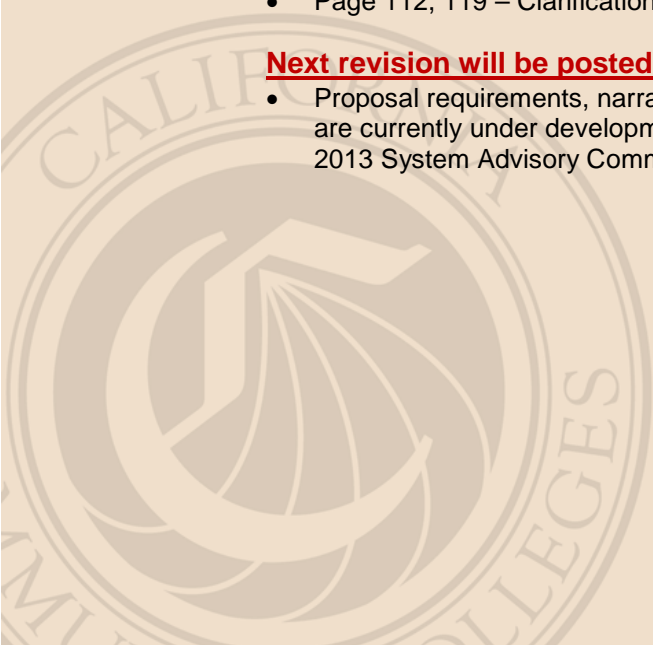
New (Minor) Revision made 2/20/13:

- Page 112, 119 – Clarification to AAT/AST and AA/AS designations

Next revision will be posted 3/6/13

- Proposal requirements, narrative templates, submission checklists, and revised TMC templates are currently under development by Chancellor's Office staff and will be discussed at the March 2013 System Advisory Committee on Curriculum (SACC) meeting prior to final release

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This *Program and Course Approval Handbook* (historically referred to as *Handbook* or *PCAH*) was published May 1985, July 1987, September 2001, March 2003, March 2009, March 2012, and again in September 2012. As with the development and revised editions of the *Handbook*, this *5th Edition* has undergone expert review and comment by representatives of the Academic Senate for California Community Colleges, Chief Instructional Officers of the California Community Colleges, California Community Colleges Association for Occupational Education, System Advisory Committee on Curriculum, and Chancellor's Office staff. The Chancellor's Office acknowledges the expertise and valuable contributions of all those involved in the development of this *Handbook*.

This *Handbook* is available on the Chancellor's Office website at www.cccco.edu located on the Academic Affairs Division page. For comments or questions about this handbook or about program or course approval, please submit a written inquiry to curriculum@cccco.edu.

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Table of Contents

INTRODUCTION.....	6
HISTORY	8
ALPHABETICAL LIST OF ACRONYMS	9
SECTION 1: CHANCELLOR’S OFFICE CURRICULUM REVIEW	11
The CCC Curriculum Inventory	12
Curriculum Approval and Authority	14
Proposal Status.....	16
Program Definition	17
MIS Data Elements – Student Program Record	18
The Taxonomy of Programs	19
Course Definition.....	20
Course Outline of Record	21
MIS Data Elements – Course Basic Record	22
CCC Curriculum Inventory Directory	23
Navigating the CCC Curriculum Inventory	30
From 10 Forms to Many Actions: Getting Started.....	36
Chancellor’s Office Review Process	47
Tips for Successful Submission of Proposals	49
Proposal Development and Components	50
Templates	78
Resources.....	78
SECTION 2: COMPREHENSIVE CURRICULUM TOPICS.....	79
Accrediting Commission for Community and Junior Colleges.....	80
Apprenticeships Credit or Noncredit	80
Cooperative Work Experience Education	81
Distance Education	82
Independent Study	83
Inter-Campus Program Development	83
Nursing Practice Act.....	89
Open Courses	89
Open-Entry/Open-Exit	91
Periodic Review of Established Programs	91
Program Goal – Degree or Certificate	92
Special Classes Instruction for Students with Disabilities	95
Student Fees.....	96
To Be Arranged (TBA) Hours Compliance Advice Legal Advisory 08-02.....	96

SECTION 3: CREDIT CURRICULUM	97
Credit Course	98
Stand-Alone Credit Courses	98
Program-Applicable Courses	100
Degree-Applicable Credit Courses	100
Nondegree-Applicable Credit Courses	102
Transferable Courses	103
Relationship of Hours to Units	104
Repetition	108
Prerequisites	110
Associate in Arts and Associate in Science Degrees	111
Transfer Model Curriculum (TMC)	112
Associate in Arts for Transfer (A.A.-T) and Associate in Science for Transfer (A.S.-T)	113
General Education	114
Major or Area of Emphasis	116
Certificates of Achievement	116
Certificates of Achievement in CSU-GE-Breadth and IGETC	118
New Credit Program	119
Amendment: Substantial Change(s) to a Credit Program	126
Amendment: Nonsubstantial Change to a Credit Program	128
New Credit Course	130
 SECTION 4: NONCREDIT CURRICULUM	 135
Noncredit Courses	136
Noncredit Categories Eligible for Apportionment	136
Noncredit Programs	139
Noncredit Career Development and Career Preparation (CDCP)	139
New Certificate of Competency	141
New Certificate of Completion	146
Amendment: Substantial Change(s) to a Noncredit Program – Certificate	152
Amendment: Nonsubstantial Change(s) to a Noncredit Program – Certificate	153
New Adult High School Diploma Program	156
Amendment: Substantial Change(s) to a Noncredit Program – AHSD Only	160
Amendment: Nonsubstantial Change(s) to a Noncredit Program – AHSD Only	161
New Noncredit Course	163
 APPENDIX A: LEGAL AUTHORITY	 169

Introduction

This *Program and Course Approval Handbook* assists California Community College (CCC) administrators, faculty, and staff in the development of programs and courses and the submission of these proposals for review by the Chancellor's Office.

By law, the Chancellor is required to prepare and distribute a handbook for program and course approval (California Code of Regulations, Title 5, §55000.5). The Chancellor has delegated these responsibilities to the Academic Affairs Division of the Chancellor's Office.

This fifth edition of the *Program and Course Approval Handbook* replaces all previous editions, including any published supplements and addendums prior to September 2012. Additionally, this *Handbook* replaces the *Course Standards Handbook* published by the Educational Standards and Evaluation Division of the Chancellor's Office in July 1987 as well as the *User Guide for the CCC Curriculum Inventory* published by the Academic Affairs Division of the Chancellor's Office in September 2010.

The complete and current text of all California statutes, including the California Education Code (Education Code) sections referred to herein, may be viewed at www.leginfo.ca.gov. The complete and current text of all regulations in the California Code of Regulations, Title 5, including those referred to in this *Handbook*, may be viewed on the at www.calregs.com.

This *Handbook* provides college faculty and administrators with the following:

- Chancellor's Office program and course approval procedures for the submission of programs and courses and approving programs on a statewide basis
- A framework for consistent documentation of the content and objectives of programs and courses
- Understanding of uniform practices in curriculum development as established in the field of curriculum design and instructional technology and as recommended by the Academic Senate for California Community Colleges

This *Handbook* is organized into three sections:

- **Section 1: Chancellor's Office Curriculum Review** discusses the transition from a form-based to an action-driven CCC Curriculum Inventory system and details how to develop and submit curriculum proposals for Chancellor's Office review.

- **Section 2: Comprehensive Curriculum Topics** provides information relevant to credit and noncredit curriculum development.
- **Section 3: Credit Curriculum** describes standards and criteria procedures for credit programs and courses, and instructions for completing proposals for review by the Chancellor's Office using the CCC Curriculum Inventory.
- **Section 4: Noncredit Curriculum** describes standards and criteria for noncredit programs and courses, including procedures and instructions for completing proposals for review by the Chancellor's Office using the CCC Curriculum Inventory.

History

By statute, the Board of Governors has statewide responsibility for approving all new instructional programs and courses offered by community colleges. This mandate is one of the earliest and most basic legislative charges to the Board. Before 1968, approval of programs for junior colleges was the responsibility of the State Board of Education. When the Board of Governors of the California Community Colleges was created by the Legislature in 1968, this responsibility was transferred to the new Board, which is detailed in California Education Code section 70901.

The Legislature also made the requirement for state approval part of the finance law for community colleges. This provision was part of the Education Code for many decades, but in 1991 it was shifted to the California Code of Regulations, Title 5, March 2009, Page B-2, section 58050. A component of the passage of the 2011/12 State Budget, the California Postsecondary Education Commission (CPEC) no longer has oversight responsibility with relation to the California Community Colleges. At this time, no other external review agency has been identified to assume CPEC's responsibilities.

The *Program and Course Approval Handbook* was developed to provide the CCC system with general guidelines and instructions for the submission of curriculum for approval and maintenance. Since the first publication, updates have been published May 1985, July 1987, 1992, March 1995, September 2001, March 2003, March 2009, and March 2012 to improve or incorporate information, forms, and updates to California Code of Regulations, Title 5 and California Education Code. Each published edition of the *Handbook* replaces preceding editions.

Since 2004, the Chancellor's Office, in partnership with the System Advisory Committee on Curriculum (SACC), has been dedicated to providing support to local colleges in the design and implementation of quality academic programs for California Community College students. Representatives of the SACC continue to provide valuable guidance and expertise to the Chancellor's Office.

Alphabetical List of Acronyms

Acronym	Definition
A.A.	Associate in Arts
A.A.-T	Associate in Arts for Transfer
ACCJC	Accreditation Commission for Community and Junior Colleges
ADT	Associate Degree for Transfer
AHSD	Adult High School Diploma
A.S.	Associate in Science
A.S.-T	Associate in Science for Transfer
ASCCC	Academic Senate for California Community Colleges
ASSIST	Articulation System Stimulating Interinstitutional Student Transfer
C-ID	Course Identification
CAHSEE	California High School Exit Exam
CB	Course Basic
CCC	California Community Colleges
CDCP	Career Development and College Preparation
COR	Course Outline of Record
CPEC	California Postsecondary Education Commission
CSU	California State University
CSU-GE-Breadth	California State University General Education – Breadth
CTE	Career Technical Education
DAS	Division of Apprenticeship Standards
DED	Data Element Dictionary
DSPS	Disabled Students Programs and Services
EDD	Employment Development Department
ESL	English as a Second Language
ETAC	Educational Technologies Advancement Committee
FII	Fund for Instructional Improvement
FTES	Full-time Equivalent Students
HBA	Hours by Arrangement
ICAS	Intersegmental Committee of Academic Senates
IGETC	Intersegmental General Education Transfer Curriculum
JAC	Joint Apprenticeship Committee
LMI	Labor Market Information
LMID	Labor Market Information Division

Acronym	Definition
MIS	Management Information Systems
NPA	Nursing Practice Act
OES	Occupational Employment Statistic
PCAH	Program and Course Approval Handbook
RN	Registered Nurse
RSI	Related and Supplemental Instruction
SACC	System Advisory Committee on Curriculum
SAM	State Administrative Manual
SB	Senate Bill
SCANS	Secretary of Labor's Commission on Achieving Necessary Skills
SOC	Standard Occupational Classification
STEM	Science, Technology, Engineering and Mathematics
TBA	To be Arranged
TCSU	Transfer California State University (CSU)
TMC	Transfer Model Curriculum
TOP	Taxonomy of Programs
UC	University of California
WASC	Western Association of Schools and Colleges

Section 1: Chancellor's Office Curriculum Review

The California Education Code and the California Code of Regulations, Title 5, provide the mandate on the content of program and course proposals. The Chancellor's Office reviews community college proposals within the context of Title 5 regulations. The California Education Code and the California Code of Regulations, Title 5, can be accessed at the Chancellor's Office website at www.cccco.edu under the Legal Affairs Division.

The Chancellor's Office requires that community college program and course approvals are submitted electronically using the California Community Colleges Curriculum Inventory (historically referred to as CCC Curriculum Inventory or CI).

The Chancellor's Office review of proposals occurs within 60 days, subject to the number of proposals received. A program is not automatically approved if a response is not received within a specific period of time. Proposals are reviewed by Chancellor's Office staff members in the Academic Affairs Division, who render a recommendation to the Vice Chancellor of Academic Affairs or his or her designee. In addition, the Chancellor's Office may ask for input from a person knowledgeable in the subject matter area of the proposal. If the Chancellor's Office needs to contact the college to request information or discuss some aspect of the proposal, the reviewer will contact the Chief Instructional Officer (CIO) and/or person identified on the proposal as the contact person.

Community college program and course proposals require review and approval by the Chancellor's Office prior to being offered at a community college. Formal notifications of program and course approvals are sent by email to the campus's Chief Instructional Officer with a copy to campus designee(s).

The CCC Curriculum Inventory

The CCC Curriculum Inventory is maintained by an external vendor in collaboration with Chancellor's Office staff. The CCC Curriculum Inventory is used to electronically submit new program and course proposals, to amend existing programs and courses, and to inactivate programs and courses no longer offered at the community colleges. The initial March 2010 design of the CCC Curriculum Inventory transitioned a historically paper-based system into a partially electronic proposal submission system which included 10 forms that community college campus representatives used to submit a proposed action.

Beginning fall 2011, Chancellor's Office staff from the Academic Affairs Division collaborated with staff from the Technology, Research and Information Systems Division to align data systems and redesign the CCC Curriculum Inventory into a portal format online system. This "action-driven" approach features streamlined proposal creation and amendment and a new public search tool. The new system replaced the 10 forms historically used to submit proposals but retained the underlying program and course approval tenants outlined in Title 5, Chapter 6.

Table One provides a high-level "crosswalk" from the 10 forms (referenced in previous editions of the *Program and Course Approval Handbook*) to action-driven terminology used in the refined September 2012 CCC Curriculum Inventory system.

Crosswalk Note: Historically, to make a **correction(s)** to a record in the CCC Curriculum Inventory, a "modification" or "nonsubstantial change" form (CCC 461, CCC480, CCC511 or CCC580) was required. The new action path for making a correction to a record in the CCC Curriculum Inventory is: identify the active program or course proposal and select *amend*, then select the "action type" = correction.

Similarly, to change a program or course from **active to inactive** or **inactive to active**, a "modification" or "nonsubstantial change" form (CCC 461, CCC480, CCC511 or CCC580) was required. The new action path for changing a record status in the CCC Curriculum Inventory is: identify the program or course proposal and select *amend*, then select the action type = active to inactive or inactive to active.

These aforementioned actions are actions separated from the historical form classifications of modification and nonsubstantial change in the CCC Curriculum Inventory.

Table 1. Crosswalk from 10 Forms to New CCC Curriculum Inventory System

Form Number and Title	Action
CCC 300 Apprenticeship Program	Select the program award type (AA or AS credit program or Certificate of Completion noncredit program). Select Apprenticeship = “yes” and include additional proposal fields and supporting documentation required.
CCC 456 New Noncredit Course	Select <i>new course</i> with a credit status = noncredit.
CCC 460 New Noncredit Program	Select <i>new program</i> with a program award type = noncredit program, then select <i>certificate or diploma</i> = Certificate of Competency, Certificate of Completion, or Adult High School Diploma.
CCC 461 Noncredit Program Change or “ <i>Modification Request to an Approved Noncredit Program</i> ” form	Identify the active program and select <i>amend</i> , then select the action type = substantial change or nonsubstantial change (depending on desired change).
CCC 480 Noncredit Course Change or “ <i>Modifications to an Approved Noncredit Course</i> ” form	Identify the active course and select “amend,” then select the “action type” = substantial change or nonsubstantial change (depending on desired change).
CCC 501 New Credit Program	Select <i>new program</i> with a program award type = Associate in Arts Degree (A.A.), Associate in Science Degree (A.S.), Associate in Arts for Transfer (A.A.-T) Degree, Associate in Science for Transfer (A.S.-T) Degree or Certificate of Achievement.
CCC 510 Credit Program Substantial Change or “ <i>Substantial Changes to an Approved Credit Program</i> ” form	Identify the active program and select <i>amend</i> , then select the action type = substantial change.
CCC 511 Credit Program Nonsubstantial Change or “ <i>Nonsubstantial Changes to an Approved Program</i> ” form	Identify the active program and select <i>amend</i> , then select the action type = nonsubstantial change.
CCC 530 Credit Course	Select <i>new course</i> with a credit status = credit – degree applicable or credit – not degree applicable.
CCC 580 Credit Course Modification	Identify the active course and select <i>amend</i> , then select the action type = substantial change or nonsubstantial change (depending on desired change).

Minimum System Requirements

The minimum system requirements for the CCC Curriculum Inventory are provided below:

Browsers

- Google Chrome 19 thru current
- Mozilla Firefox 11 thru current
- Microsoft Internet Explorer 8 thru current (IE 9 required for maximum functionality)
- Safari 5.1 thru current

Operating Systems

- Windows 7 64-bit Editions with Service Pack 1
- Windows 7 32-bit Editions with Service Pack 1
- Windows Vista 64-bit Editions with Service Pack 2
- Windows Vista 32-bit Editions with Service Pack 2
- Windows XP Professional x64 Edition with Service Pack 2
- Windows XP Professional with Service Pack 3
- Mac OS X 10.7 Lion
- Mac OS X 10.6 Snow Leopard

Curriculum Approval and Authority

Colleges that receive Chancellor's Office approval of a new credit or noncredit program or course are authorized to:

- Publish the description of a new program or course in the catalog or publicize a new program or course in other ways (California Code of Regulations, Title 5, § 55005).
- Offer programs and courses as they were described and approved in the proposal.
- Collect state apportionment for student attendance in the required courses and restricted electives that are part of a credit program (Education Code, §§ 70901(b)(10); California Code of Regulations, Title 5, § 55130 and § 58050). Colleges that do not secure the required program approval are subject to loss of revenues through audit or administrative action.
- Award a degree or certificate with the designated title and require specific courses for the completion of such degree or certificate (Education Code, §§ 70901(b)(10) and 70902(b)(2)). Degree or certificate awards for programs that have not been approved by the Chancellor's Office when approval is required will not be recognized as valid for any audit or accountability purpose.
- List credit certificates and degrees on student transcripts (California Code of Regulations, Title 5, §§ 55060-55072).

- Collect Related and Supplemental Instruction (RSI) funding if the Division of Apprenticeship Standards (DAS) has also formally approved a proposed apprenticeship program.

Note: Chancellor's Office approved proposals are public record pursuant to the California Public Records Act (Government Code § 6250 et seq.). Therefore, the Chancellor's Office provides access to a college's approved proposal (including the accompanying curriculum) to colleges, individuals, or organizations upon request.

Proposal Status

Each proposal in the CCC Curriculum Inventory system is assigned a corresponding “proposal status” beginning with draft. Community college proposals are reviewed for completion and content. A proposal review may result in one of five statuses: Submitted, Revision Requested (college must provide additional or revised information), Active, Inactive, or Denied. Final action notifications are automatically generated by the CCC Curriculum Inventory. These notices are emailed to the Chief Instructional Officer and campus designee(s). All actions by the Chancellor's Office and college system users are recorded on a proposal transcript in the CCC Curriculum Inventory. Proposal status definitions are provided in Table Two.

Table 2. Proposal Status Definitions

Proposal Status and Definition
Draft – The program or course proposal has been initiated in the CCC Curriculum Inventory but has not been submitted to the Chancellor's Office for review. The draft proposal may be deleted at any time prior to submission.
Submitted – The program or course proposal has been validated and submitted via the CCC Curriculum Inventory to the Chancellor's Office for review. The submitted proposal may be withdrawn at any time prior to final approval (active) or denial (denied).
Revision Requested – After review by Chancellor's Office staff, revisions to the proposal were requested. Chancellor's Office staff will provide technical assistance to the community college to ensure a favorable outcome is rendered, if possible. This step will always occur before a proposal is denied.
Active – The program or course proposal was approved, a course number was assigned and is entered into the CCC Curriculum Inventory with no expiration date.
Inactive – The program or course was rendered inactive by the college in the CCC Curriculum Inventory system. Important Note: A proposal to make a program or course inactive is made effective in the CCC Curriculum Inventory system immediately upon submission – irrespective of the “effective date” entered in the proposal field.
Denied – A proposal will be denied if it does not meet the program or course requirements outlined in Title 5. If a proposal is denied, the college can redesign and resubmit the proposal as a new proposal.

In addition to the aforementioned proposal statuses, a college may elect to withdraw a proposal submitted to the Chancellor's Office for which final action (approval or denial) has not been taken. To withdraw a proposal before final action has been taken, select the corresponding *Withdraw* icon under the far left column in the proposals queue. If final action has already been taken on the proposal and the proposal is active, the proposal

may not be withdrawn and will need to be made inactive. Once withdrawn, the proposal will no longer appear in the CCC Curriculum Inventory.

Program Definition

An **educational program** is defined in Title 5, section 55000(g), as "an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education." In practice, however, the Chancellor's Office approves only associate degrees and those credit certificates that community colleges wish to award to students and which will be listed on transcripts. Respectively, all noncredit programs require Chancellor's Office approval.

The types of educational programs that must be submitted to the Chancellor's Office for approval are the following:

Credit Programs

- Associate Degrees – traditional A.A. or A.S. and A.A.-T/A.S.-T
- Certificates of Achievement that require 18 or more semester units (or 27 or more quarter units)
- Certificates of Achievement that require 12 to fewer than 18 or more semester units (or 18 to fewer than 27 quarter units)

Noncredit Programs

All noncredit programs that receive state funding must be submitted to the Chancellor's Office for approval. These include:

- Course sequences in Career Development and College Preparation (CDCP) that lead to Certificates of Completion or Certificates of Competency for which enhanced funding as enacted by SB 361 is requested
- Adult High School Diploma (including courses for which enhanced funding as enacted by SB 361 may be requested)

MIS Data Elements – Student Program Record

In addition to Title 5 requirements, each program submitted must also identify the appropriate values for MIS Data Elements in the Student Program Record reported to the Chancellor's Office Management Information Systems (MIS). MIS data elements for programs are shown in Table Three.

Table 3. MIS Data Elements – Student Program Record

DED #	Data Element Name
SP01	Student Program Identifier
SP02	Student Program Award
SP03	Student Program Award Earned
SP04	Student Program Co-Unique Code

Upon approval a program is assigned a unique Program Control Number. For more information regarding the MIS data elements, refer to the Data Element Dictionary (DED) available on the Chancellor's Office website (www.cccco.edu) under the Technology, Research, and Information Systems Division.

The Taxonomy of Programs

The Taxonomy of Programs (TOP) is a system of numerical codes used at the system level to collect and report system-wide information on programs and courses that have similar outcomes. Local program titles, however, differ substantially from college to college. For example, one college may offer a program titled Mechanized Agriculture, another college may offer a program titled Agriculture Engineering Technology, and a third college may offer a program with the title Agriculture Equipment Operations and Maintenance, all under TOP code 0116.00.

Although the TOP was originally designed to aggregate information about programs, the use of TOP codes has been extended to courses as well. Each program and course must be assigned a TOP code that is consistent with its content. TOP codes and titles serve a variety of purposes at the system level and are used in the following ways:

- The CCC Curriculum Inventory, to identify the particular types of curriculum throughout the state
- The MIS database, to collect and report information on student awards (degrees and certificates) granted for particular types of programs, enrollment, and full-time equivalent students (FTES) in courses within particular curriculum categories
- Career Technical Education (CTE) accountability reports on program completions and course success in particular types of occupational programs
- The reporting of noncredit programs and courses for each noncredit eligibility category and for determining eligibility for enhanced funding

The *Taxonomy of Programs, 6th Edition* includes a list of TOP codes currently in use and is available on the Chancellor's Office Academic Affairs Division website (www.cccco.edu/aad). In June 2012, the manual was revised to reflect the addition of TOP code sub-discipline Kinesiology (1270.00) to the Top code discipline of Health (12).

Course Definition

The governing board of each community college district has responsibility, under Education Code section 70902, to approve courses offered in that district. Title 5, section 55002, further provides that every course must be recommended for approval by the curriculum committee before it goes to the governing board for approval.

The curriculum committee and the governing board, as well as the district's and college's academic administrators (as delegated by the governing board) are also responsible for ensuring that regulatory standards are met, such as those for university transfer, general education certification, and intersegmental articulation for particular majors.

Title 5, section 55000, defines **course** as "an organized pattern of instruction on a specified subject offered by a community college." Title 5, section 55002, further defines courses as degree-applicable credit, nondegree-applicable credit, and noncredit courses. Title 5, section 55100, provides the framework for approval of credit courses. Noncredit courses must be approved by the Chancellor pursuant to Title 5, Chapter 6, Subchapter 2, Article 2 (commencing with section 55150) and satisfy the requirements of section 58160 and other applicable provisions of Chapter 9, commencing with section 58000 to be eligible for state apportionment.

Title 5, section 55000, defines **prerequisite** as a "condition of enrollment that a student is required to meet in order to demonstrate current readiness for enrollment in a course or educational program." Section 55003 specifically relates to prerequisites, corequisites, and recommended preparation for credit courses.

All credit and noncredit courses offered by a community college are subject to approval by the district governing board. That approval is often called "local approval."

Local approval of degree-applicable credit, nondegree-applicable credit, and noncredit courses must include review by an established curriculum committee according to Title 5, section 55002. The curriculum committee and the governing board must determine that the course meets the standards of sections 55002, 55002.5, 55003, 55062, and all other applicable provisions of Title 5. In addition, all courses must be appropriate to the mission of the community college system, as defined in Education Code section 66010.4 and must also be consistent with requirements of accrediting agencies.

Local approval is required prior to submitting any course for Chancellor's Office approval. All noncredit courses are subject to Chancellor's Office approval before students may be allowed to enroll in the courses. Under specific conditions described in section three of this *Handbook*, credit courses may not require Chancellor's Office approval.

Course Outline of Record

Every course is required to have an official Course Outline of Record (COR). The COR, for either credit or noncredit courses, must fully describe the course. Table Four lists the required elements for degree-applicable credit courses and nondegree-applicable credit courses (which are the same) in comparison to noncredit courses. Required elements for credit courses, both degree-applicable and nondegree-applicable, are specified in Title 5, section 55002 (a) and (b); required elements for noncredit courses are specified in section 55002(c). Current CORs must be maintained in the official college files (paper or electronic database) and made available to each instructor.

For a detailed discussion of promising practices related to COR development and use, refer to the Academic Senate paper titled, *The Course Outline of Record: A Curriculum Reference Guide* (2008) which can be downloaded from the Academic Senate for California Community Colleges (ASCCC) website at www.asccc.org.

Table 4. Comparison of Requirements for COR Type

Credit Degree-Applicable and Credit Degree NonApplicable	Noncredit
Contact Hours and Units	Contact Hours (no Units)
Prerequisites, Corequisites, and/or Advisories	Advisories or Course Entry Expectations (optional)
Catalog Description	Catalog Description
Objectives	Objectives
Content / Specific Body of Knowledge	Content / Specific Body of Knowledge
Methods of Instruction	Methods of Instruction
Examples of Required Reading, Writing and Out-of-Class Assignments	Examples of Assignments and/or Activities. Out-of-Class Work is optional
Methods of Evaluation	Methods of Evaluation (Grades Optional)

Taken together, the content of the course, methods of instruction, assignments, and methods of evaluation must be described in the COR in a manner that is integrated and leads to the achievement of the course objectives.

MIS Data Elements – Course Basic Record

In addition to Title 5 requirements, each course submitted must also identify the appropriate values for MIS Data Elements in the Course Basic Record reported to the Chancellor's Office Management Information Systems (MIS). MIS data elements for courses are shown in Table Five.

Table 5. MIS Data Elements – Course Basic Record

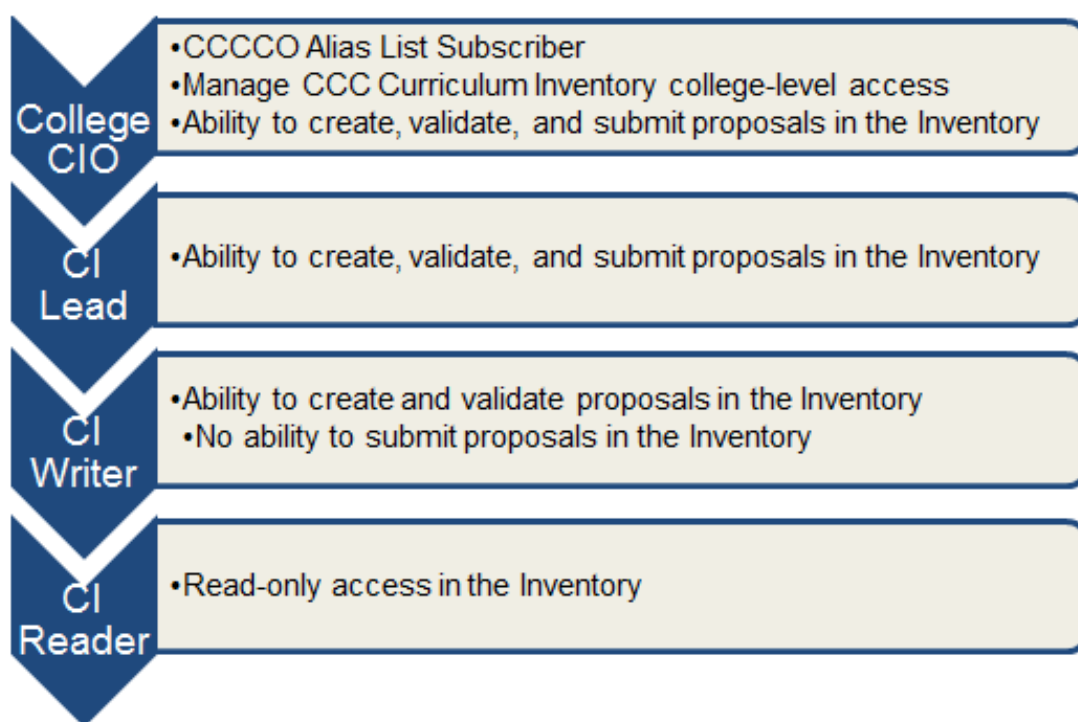
DED #	Data Element Name
CB00	Course Control Number
CB01	Course Department and Number
CB02	Course Title
CB03	Course TOP Code
CB04	Course Credit Status
CB05	Course Transfer Status
CB06	Units of Credit – Maximum
CB07	Units of Credit – Minimum
CB08	Course Basic Skills Status
CB09	Course SAM Priority Code
CB10	Course Cooperative Work Experience Education Status
CB11	Course Classification Status
CB13	Course Special Class Status
CB21	Course Prior to Transfer Level
CB22	Noncredit Eligibility Category
CB23	Funding Agency Category
CB24	Course Program Status

Upon approval a course is assigned a unique Course Control Number (CB00). For more information regarding the MIS data elements, refer to the Data Element Dictionary (DED) available on the Chancellor's Office website (www.cccco.edu) under the Technology, Research, and Information Systems Division.

CCC Curriculum Inventory Directory

Historically, the CCC Curriculum Inventory directory was managed by Chancellor's Office Academic Affairs Division staff. This process entailed management of over 400 college user accounts. Effective September 2012, the CCC Curriculum Inventory directory became managed locally by college users to provide streamlined and real-time access to user account information. Each college Chief Instructional Officer (CIO) has been assigned a "College CIO" account via the California Community College Chancellor's Office alias system. Each College CIO is responsible for managing user accounts by assigning role and access levels for their college's users. Upon launch, the CCC Curriculum Inventory includes two user levels: (1) College CIO – with the ability to create, validate, and submit data in the Inventory, and (2) College Reader – with read-only access. Forthcoming are two additional levels (CI Lead and CI Writer). The four CCC Curriculum Inventory college user roles and corresponding access levels (upon full implementation) are shown in Figure One.

Figure 1. CCC Curriculum Inventory College User Roles and Access Levels



As the manager of college-level accounts, each College CIO will create and update user accounts in the Inventory as needed. For a discussion of the Chancellor's Office alias system and detailed directions for managing college-level access review the following three subsections of this *Handbook*.

CIO Alias List System

An alias list is a method of distributing information to individuals holding specific positions within the California Community College system. Determining which alias list to use depends on the targeted audience for the message. Alias lists at the Chancellor's Office are based on predetermined employment positions (i.e. chief executive officers, academic senate presidents, etc.). Anyone who knows the correct email syntax may use most of these lists, although some are restricted. Alias lists differ from list servers in that alias lists are "hard-wired;" the routing must be actually physically added to the email server by an email administrator, whereas in a list server, individuals must subscribe or unsubscribe to a notification system, such as majordomo.

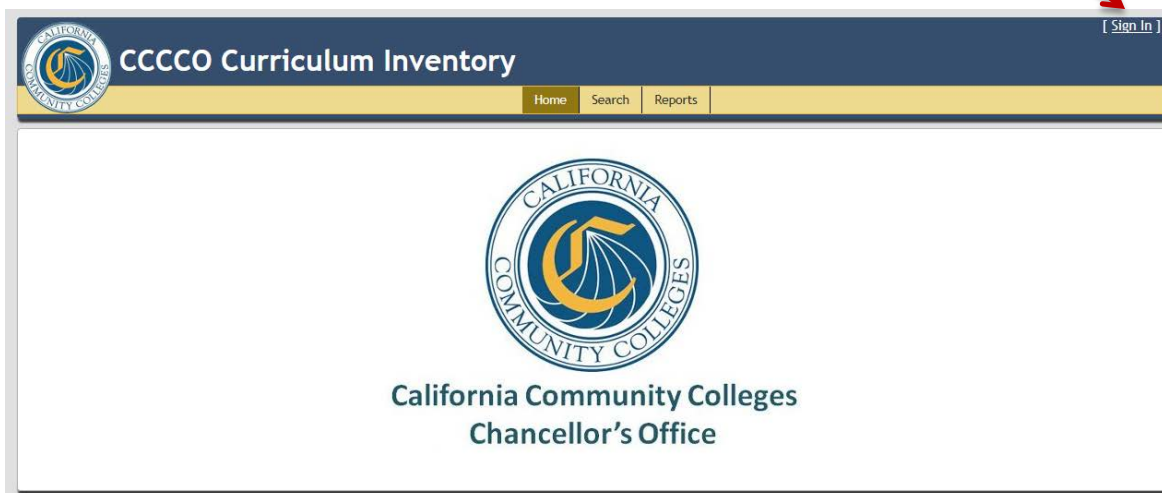
Some advantages to alias lists include being able to email to a generic pointer without knowing the name or email address of the recipient, and allowing more control over to whom the mail goes, as opposed to a list server, where mail goes to all subscribed users. One disadvantage with pointers is that they must be manually maintained and frequently updated to reflect constant personnel changes, as individuals tend to move in and out of the Community College system.

There are essentially two ways to take advantage of these lists: "broadcasting" to a particular group or combination of groups, or using the unique three-digit district/college identifier to target an individual campus, district position, or group of individuals.

Each district alias list email coordinator (typically an IS or MIS staff person) sets up the alias email address to forward to the appropriate recipient. The recipients for the lists should include all persons interested in the topical area covered by each list but typically should always include the director or manager of any programs covered in any of the topical areas. For example, CIO-all may include all appropriate staff who should monitor the list (receive postings) as recipients. To add, remove, or change your college's CIO alias list, please contact the IT/MIS office at your college/district and follow local protocol.

Password Protected Sign In Required

Access to the CCC Curriculum Inventory requires a user name and password. (Note: some internet applications will not load the site if entered using www. and require the http:// convention.) To sign into the Inventory, visit <http://curriculum.cccco.edu> and click on the Sign In icon on the top right corner of the page (red arrow shown on the following page).



Next, in the *Account Information* box enter your email (which serves as your user name) and assigned password, then click the *Sign In* button (red arrow shown below).

CCCCO Curriculum Inventory

Home Search Reports

[\[Sign In \]](#)

Sign In

Please enter your User Name/Email and password.

Account Information

User Name/Email: democollege@cccco.edu

Password:

[Sign In](#)

Upon entry to the Inventory you will see your proposal queue and a new “Admin” tab featured at the top navigation bar on the page (red arrow shown below).

CCCCO Curriculum Inventory

Home Search Reports **Admin**

Welcome democollege@cccco.edu! [\[Sign Out \]](#)

Export to Excel

Action	College	Proposal Status	Control Number	Title	Proposal Type	Credit Status	Attachments	User Name
No records to display.								

Displaying items 0 - 0 of 0

Action Summary

Date	Proposal Type	Proposal Title	Proposal Status

Proposal Status Statistics

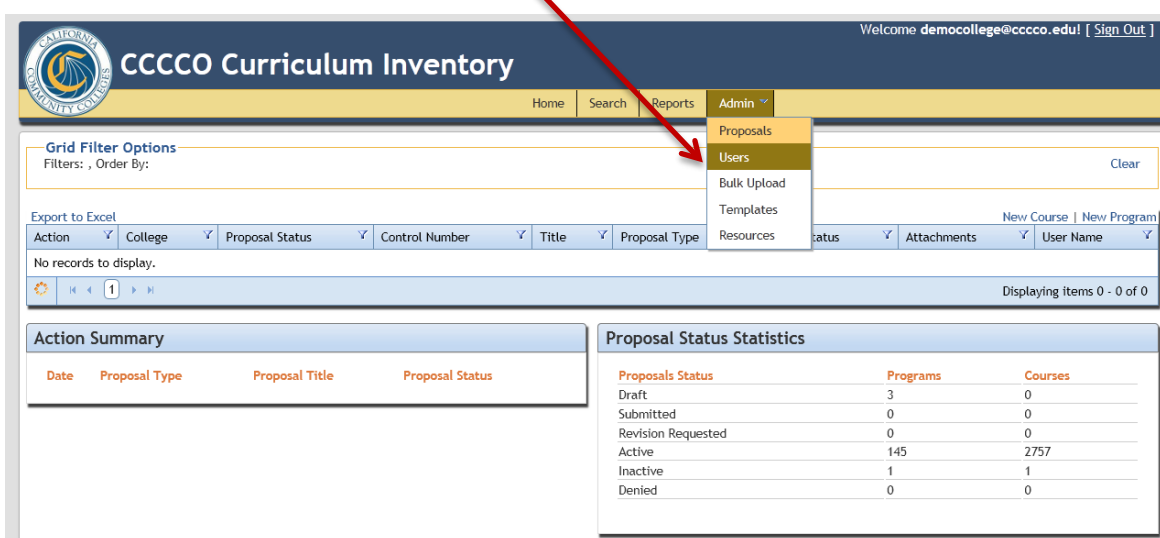
Proposals Status	Programs	Courses
Draft	3	0
Submitted	0	0
Revision Requested	0	0
Active	145	2757
Inactive	1	1
Denied	0	0

You will also note at the top right of the page a welcome greeting is displayed confirming you are signed into the Inventory (shown in red circle on previous page). You are now ready to begin using the CCC Curriculum Inventory.

CIO Management of CI User Accounts

As previously discussed, each College CIO is responsible for managing their college's user accounts and access level permissions in the CCC Curriculum Inventory. Follow these steps to create and edit user account information for your college.

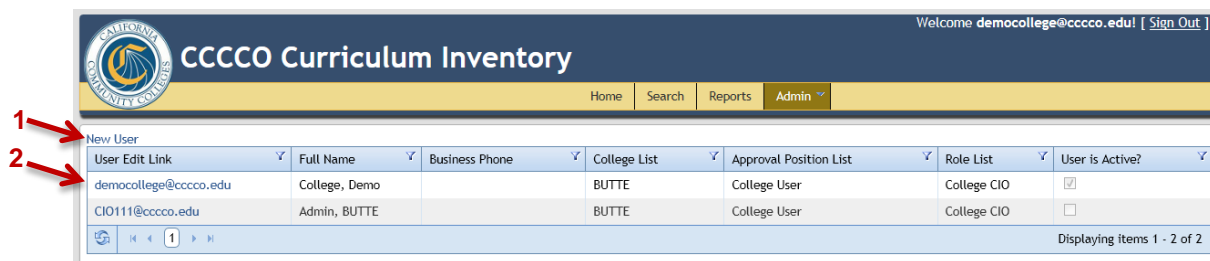
- a. After signing into the Inventory, click on the *Admin* tab at the top of the page and select *Users* (as shown below).



The screenshot shows the CCCCO Curriculum Inventory interface. At the top right, a welcome message reads "Welcome democollege@cccco.edu! [Sign Out]". The navigation bar includes "Home", "Search", "Reports", and "Admin". The "Admin" dropdown menu is open, showing options: "Proposals", "Users" (highlighted with a red arrow), "Bulk Upload", "Templates", and "Resources". Below the menu, there are sections for "Grid Filter Options", "Export to Excel", and "Proposal Status Statistics".

Proposals Status	Programs	Courses
Draft	3	0
Submitted	0	0
Revision Requested	0	0
Active	145	2757
Inactive	1	1
Denied	0	0

- b. To create an account for a new user in the Inventory, click on the *New User* icon at the top left of the Inventory (red arrow #1 shown below). To edit an existing user account, identify the user account on the list shown and select the corresponding email account hyperlink shown under *User Edit Link* (red arrow #2 shown below).



The screenshot shows the "New User" section of the CCCCO Curriculum Inventory. A red arrow #1 points to the "New User" icon at the top left. A red arrow #2 points to the "User Edit Link" column in the user list. The list contains two entries:

User Edit Link	Full Name	Business Phone	College List	Approval Position List	Role List	User Is Active?
democollege@cccco.edu	College, Demo		BUTTE	College User	College CIO	<input checked="" type="checkbox"/>
CIO111@cccco.edu	Admin, BUTTE		BUTTE	College User	College CIO	<input type="checkbox"/>

2a. If you elect to create an account for a *New User* (red arrow shown above), the *Create Account* page will appear as shown below.

Welcome democollege@cccco.edu! [Sign Out]

CCCCO Curriculum Inventory

Home Search Reports Admin

Create Account

User Information

First Name

Last Name

Email

Password

Confirm password

User is Active? ☐ Yes ☒ No

Role

☐ College CIO

☐ CI Reader

Create

Back to List

2b. If you elect to edit an existing user account (red arrow shown below), the *Edit User* page will appear as shown below.

Welcome democollege@cccco.edu! [Sign Out]

CCCCO Curriculum Inventory

Home Search Reports Admin

Edit User

User Information

First Name

Last Name

Email

Password

Confirm password

User is Active? ☒ Yes ☐ No

Role

☒ College CIO

☐ CI Reader

Save

Back to List

c. Enter the First Name, Last Name, User name (email address), and Password for the college user. Select yes to mark the user as *Active*.

- d. Determine which access level you would like to give the user. Currently two access levels are available. (Note: Only one access level – College CIO or CI Reader – should be assigned to an individual user.)
- Under *Role* click on the *College CIO* box to give the user the ability to create, validate, and submit proposals in the Inventory. Finally, click the *Create* button for a new user or the *Save* button for editing an existing user account.
 - Under *Role* click on the *CI Reader* box to give the user read-only access in the Inventory. This user will not be able to create, validate or submit proposals in the Inventory. Finally, click the *Create* button for a new user or the *Save* button for editing an existing user account.

Phased Implementation: Forthcoming are two additional access levels: First, the *CI Lead* role is similar to the *College CIO* role but titled more appropriately for a college user. The *CI Lead* will have the ability to create, validate, and submit proposals in the Inventory. Once this level is added to the system, individual user accounts and roles may be changed from *College CIO* to *CI Lead*. The second role to be added is the *CI Writer* which will have the ability to create and validate proposals in the Inventory but no ability to validate or submit proposals. Please note, when these two additional roles come available, additional technical assistance will be provided by the Academic Affairs Division of the Chancellor's Office.

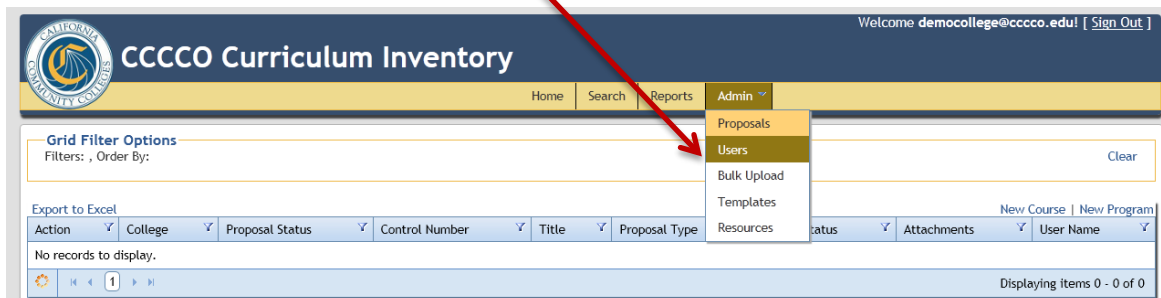
The account information for the college user you created or edited will appear in the CIO's users queue. Respectively, the new college user may immediately begin to use their assigned user name and password in the CCC Curriculum Inventory.

Please Note: Once a user account is created, the account may not be deleted from the CCC Curriculum Inventory Directory because proposals and actions are tied to individual user accounts. Removal of user accounts could inadvertently remove or damage data in the CCC Curriculum Inventory. However, the user account can be deactivated by selecting "no" to the question "User is Active?" on the user's account profile (as shown in step 2b on the preceding page discussion regarding how to edit a user's existing account).

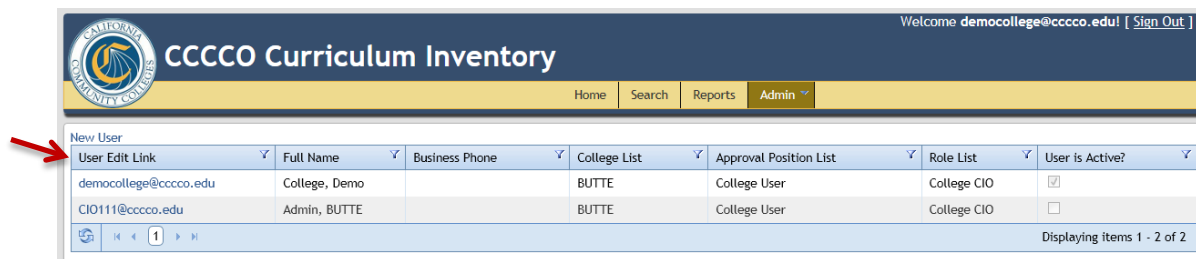
Change Password

To change your password in the CCC Curriculum Inventory, first identify which account access level you were assigned (CIO or CI Reader) and follow the respective access level instructions.

For a CIO access level account - After signing into the Inventory, click on the Admin tab at the top of the page and select Users (as shown below).



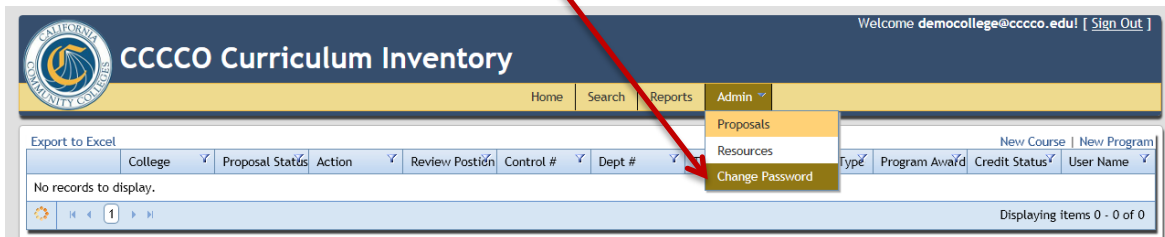
Identify your account on the list shown and select the corresponding email account hyperlink shown under *User Edit Link* (red arrow shown below).



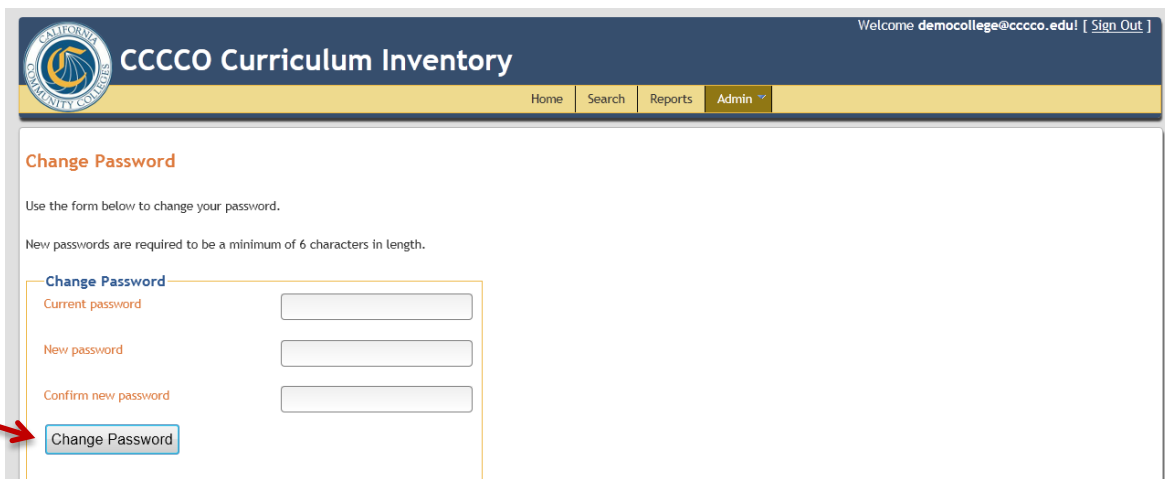
The *Edit User* page will appear as shown below. In the *Password* and *Confirm password* fields (red arrows shown below), type your new password and click *Save*.

The screenshot shows the 'Edit User' page in the CCCC Curriculum Inventory. The page has a header with the CCCC Curriculum Inventory logo and navigation tabs: Home, Search, Reports, and Admin. The 'Admin' tab is selected. Below the header, there is a section titled 'Edit User' with a sub-section 'User Information'. This section contains several input fields: 'First Name' (with value 'Demo'), 'Last Name' (with value 'College'), 'Email' (with value 'democollege@ccccc.edu'), 'Password' (with a masked password), and 'Confirm password' (with an empty field). There is also a 'Role' section with two radio buttons: 'College CIO' (selected) and 'CI Reader'. At the bottom of the form, there is a 'User Is Active?' section with two radio buttons: 'Yes' (selected) and 'No'. A 'Save' button is located at the bottom right of the form. A red arrow points to the 'Password' field, and another red arrow points to the 'Confirm password' field. A 'Back to List' link is located at the bottom left of the page.

For a CI Reader access level account - After signing into the Inventory, click on the Admin tab at the top of the page and select Change Password (as shown below).



The Change Password screen will appear as shown below. Enter your current password, new password, and confirm your new password and click *Change Password* (as shown below).



Locked User Accounts

While attempting to sign into the CCC Curriculum Inventory, if a user enters an incorrect password five consecutive times, the user account will lock. To request that your account is unlocked, please submit a written request to the curriculum@cccco.edu Chancellor's Office email account. Please note if you would also like the account password to be reset to a temporary password.

Navigating the CCC Curriculum Inventory

The CCC Curriculum Inventory website is: <http://curriculum.cccco.edu>. (Note: some internet applications will not load the site if entered using www. and require the http:// convention.)

Public Search Tool

On September 10, 2012, the Public Search Tool feature of the CCC Curriculum Inventory officially launched. The Public Search Tool added to the CCC Curriculum Inventory requires no sign-in or password. The Tool is open to the public and enables a user to access varying levels of data using filters in a search or report format. Search Tool filters include: college name, program filters such as program award and program goal, course filters such as credit status, and TOP code sorted numerically or alphabetically. **The college filter includes a new feature enabling users to select data categories using a check box system (see red arrow #1 below). For example, multiple colleges may be selected (by region, district, or desired clustering) when conducting a search.** In addition to filters, the Tool features a “keyword” search function. Results from a keyword search should be critically interpreted as program and course titles vary significantly and respectively results may not include all desired data available in the Inventory. **Finally, a quick search feature is available for user to search using a specific program or course control number and college (see red arrow #2 below).**

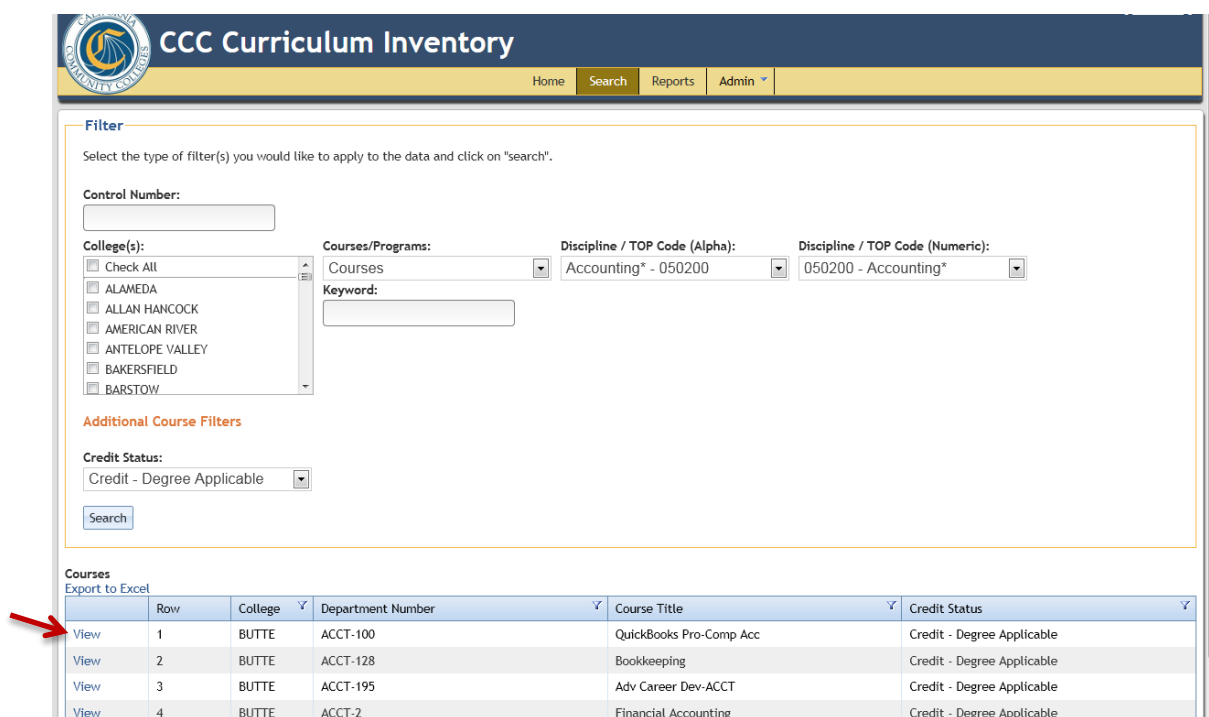
1

2

The Tool only includes active data in results shown. The search feature results in abbreviated data whereas the reports feature results in more extensive results options. Both the search and report features include the ability to export data directly to Excel®. Given the Tool is an open source, easily accessible means of securing community college curriculum data, it is imperative that colleges continuously review and maintain accuracy of data in the CCC Curriculum Inventory. The Inventory provides a streamlined process for amending data in the Inventory as a correction or change. Programs and courses that are no longer offered by the college may also be updated in the Inventory and identified as inactive which would subsequently remove the program or course from results shown in the Public Search Tool.

When reviewing data reported using the Tool, it is important to remind a college user to ensure the individual is not signed into the CCC Curriculum Inventory. The user should access the Public Search Tool landing page and should not sign in. When a college user is signed into the CCC Curriculum Inventory and uses the Public Search Tool, the individual will notice that results include all data (both active and inactive) in the Inventory. This enables college users to create custom reports via the Inventory when signed into the system. This view is clearly different from what the general public sees, however; attempting to review data accessible to the general public when using the Public Search Tool and signed into the Inventory it is an easy mistake to make.

In contrast, when signed in to the CCC Curriculum Inventory and using the search tool, a college user can access hyperlinked inventory records by clicking on the corresponding view icon shown in the first, left column of search results (see red arrow shown below – sample course search results).



CCC Curriculum Inventory

Home Search Reports Admin

Filter

Select the type of filter(s) you would like to apply to the data and click on "search".

Control Number:

College(s): ☐ Check All ☐ ALAMEDA ☐ ALLAN HANCOCK ☐ AMERICAN RIVER ☐ ANTELOPE VALLEY ☐ BAKERSFIELD ☐ BARSTOW

Courses/Programs: Courses

Discipline / TOP Code (Alpha): Accounting* - 050200

Discipline / TOP Code (Numeric): 050200 - Accounting*

Keyword:

Additional Course Filters

Credit Status: Credit - Degree Applicable

Search

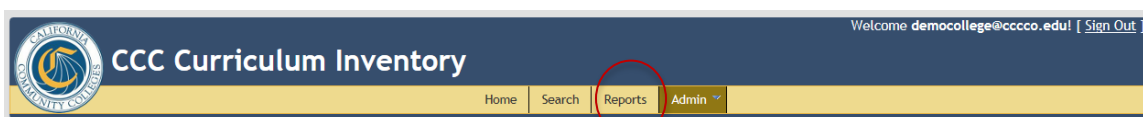
Courses

Export to Excel

	Row	College	Department Number	Course Title	Credit Status
View	1	BUTTE	ACCT-100	QuickBooks Pro-Comp Acc	Credit - Degree Applicable
View	2	BUTTE	ACCT-128	Bookkeeping	Credit - Degree Applicable
View	3	BUTTE	ACCT-195	Adv Career Dev-ACCT	Credit - Degree Applicable
View	4	BUTTE	ACCT-2	Financial Accounting	Credit - Degree Applicable

Ad-Hoc Reports

After signing into the CCC Curriculum Inventory, the system will default to the proposal queue. Click on the "Reports" tab of the navigation bar at the top of the page (red circle shown below).



CCC Curriculum Inventory

Home Search **Reports** Admin

Welcome democollege@ccc.edu! [Sign Out]

Next, you will be provided additional report options to select from (shown below). The “Public Reports” available are the same reports previously discussed which are also available (active data only) to the general public. The “College Reports” are available to CCC Curriculum Inventory users only.

The screenshot shows the top navigation bar with the CCC Curriculum Inventory logo and a welcome message for 'democollege@cccco.edu'. Below the navigation bar, there are two main sections: 'College Reports' and 'Public Reports'. The 'College Reports' section lists four options: Course Ad-Hoc Report, Program Ad-Hoc Report, Apprenticeship Report, and Program (All) Report. The 'Public Reports' section lists two options: Programs Report and Courses Report.

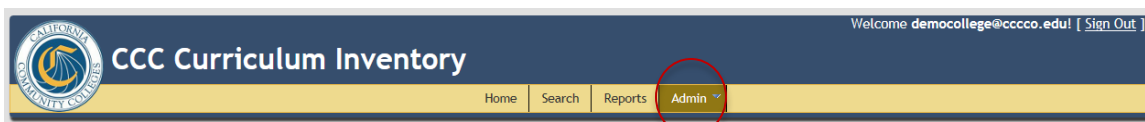
The “Ad-Hoc Report” features for courses and programs enables college user to design and save reports for future use (see red arrow #1 on the course ad-hoc report sample shown on the following page). The reports also enable college users to generate reports at the college or district level (see red arrow #2 on the following page). Individual inventory data fields can be selected by clicking on the blue oval associated with the desired data field (see red arrow #3 on the following page). Finally, when all desired data fields are identified, click on the “Generate Report” button (see red arrow #4 shown on the following page) to generate the desired report. After the report is generated the report may be exported to excel by clicking on the “export to excel” hyperlink.

The screenshot shows the 'Course Ad-Hoc Report' form. Red arrows with numbers 1 through 4 point to specific features:

- Arrow 1 points to the 'Save Report' button in the 'Save Report' section.
- Arrow 2 points to the 'District' and 'College' dropdown menus in the 'Avail Columns' section.
- Arrow 3 points to the blue oval buttons representing data fields (CB01 through CB24, College Code, College Title, Control Number, Description, Effective Date, Hours (Max), Hours (Min), Is CC Approved, Is DB Approved, Is GB Approved, Is Repeat, Is Variable, Justification, Material Fees, MIS Reconciled, Proposal Id, Status, Title9Codes).
- Arrow 4 points to the 'Generate Report' button at the bottom of the form.

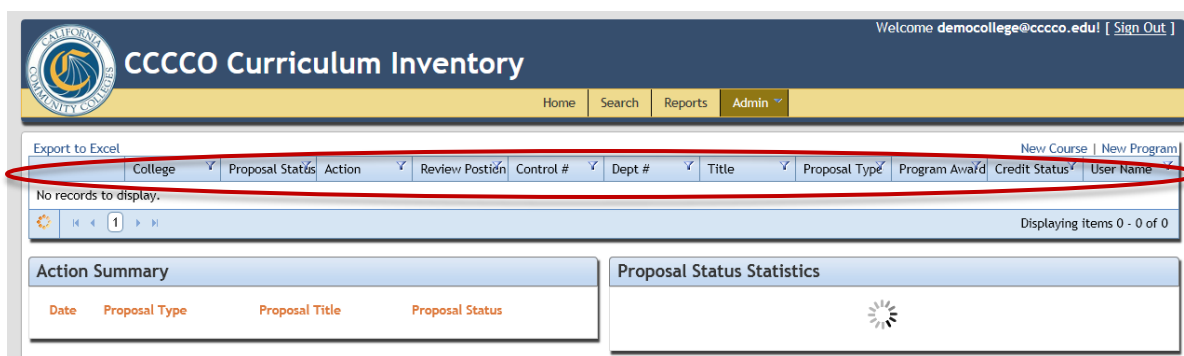
Proposals Queue

After signing into the CCC Curriculum Inventory, the system will default to the proposal queue. Note that a new “Admin” tab will appear on the navigation bar at the top of the page (red circle shown below).



In addition to the search and report tabs (discussed previously under the Public Search Tool subsection), this Admin tab serves as the primary means of navigating the Inventory.

The proposal queue is designed to assist users in developing and managing proposals (red oval shown below).



Starting from left to right, data presented in each column (red oval shown above) is defined below:

1. **First Column:** For draft proposals, options include edit or delete. From submitted proposals, options include view or withdraw. For active or inactive proposals, options include view or amend.
2. **College:** The college associated with the proposal.
3. **Proposal Status:** Draft, Submitted, Revision Requested, Active, Inactive or Denied. *Note: A proposal status of “approved” indicates the proposal was approved by the Chancellor's Office Academic Affairs Division and is interfacing with the CCC Curriculum Inventory vendor database and the Chancellor's Office MIS system (to update data and/or assign a control number). If the proposal status is “approved” yet shown in red text, then the proposal needs review by the college as an MIS error(s) is present and requires attention.*

4. **Action:** New, Correction, Substantial Change, Nonsubstantial Change, Active to Inactive, Inactive to Active.
5. **Review Position:** Preliminary Review, Secondary Review, Final Review, College.
6. **Control Number:** For a program proposal, this column reflects the associated program control number. For a course proposal, this column reflects the associated course control number (CB00).
7. **Dept #:** For courses, CB01 (course department and number) is shown.
8. **Title:** For a draft proposal, this column reflects the title for the program as proposed by the college. For an active or inactive proposal, this column reflects the title for the program or course upon approval.
9. **Proposal Type:** Course or Program.
10. **Program Award:** For programs, SP02 (A.A. Degree, A.S. Degree, A.A.-T Degree, A.S.-T Degree, Certificate of Achievement, Noncredit Program) is shown.
11. **Credit Status:** Credit or Noncredit.
12. **User Name:** The CCC Curriculum Inventory user account access level and college associated with the proposal. All college users with the corresponding access level assigned to their user account will be able to alter the proposal in accordance with the permissions outlined in the CI Directory subsection of this *Handbook*.

If desired, the proposals queue may be sorted in ascending (asc) or descending (dec) order according to one column by clicking on the column title (such as *Department #* shown below in ascending order). The *Grid Filter Options* at the top of the proposals queue will reflect the sorting order selected (see red arrow below).

Upon the first click in the column title, the column will sort in ascending order. Similarly, upon the second click in the column title, the column will sort in descending order. Finally, upon the third click in the column title, the column sorting feature will be removed (turned off).

Data can be exported to Excel® for further use by clicking the *Export to Excel* icon above the far left column (red arrow #1 shown below). In addition, data can be filtered by clicking on the filter icon and applying rules (red arrow #2 shown below).

CCCCO Curriculum Inventory

Welcome democollege@cccco.edu! [Sign Out]

Home Search Reports Admin

Export to Excel

Action	College	Proposal Status	Control Number	Title	Proposal Type	Credit Status	Attachments	User Name
Edit / Delete	BUTTE	Draft		Agriculture Business	Program	Noncredit		Admin, BUTTE
Edit / Delete	BUTTE	Draft		Family & Consumer Science	Program	Noncredit		Admin, BUTTE
Edit / Delete	BUTTE	Draft		Firefighter I Academy	Program	Credit	View	Admin, BUTTE
View / Amend	BUTTE	Active			Program	Credit		Admin, BUTTE
View / Amend	BUTTE	Active	109400		Course	Credit		Admin, BUTTE
View / Amend	BUTTE	Active	118500		Course	Credit		Admin, BUTTE
View / Amend	BUTTE	Active	12410		Course	Credit		Admin, BUTTE
View / Amend	BUTTE	Active	132110		Course	Credit		Admin, BUTTE
View / Amend	BUTTE	Active	CCCC000439419		Course	Credit		Admin, BUTTE
View / Amend	BUTTE	Active	CCC000327627	150200	Course	Credit		Admin, BUTTE

Displaying Items 1 - 10 of 2959

Action Summary

Date	Proposal Type	Proposal Title	Proposal Status
------	---------------	----------------	-----------------

Proposal Status Statistics

Proposals Status	Programs	Courses
Draft	3	0
Submitted	0	0
Revision Requested	0	0
Active	145	2757
Inactive	1	1
Denied	0	0

The bottom half of the proposals queue contains two additional features for managing proposals in the queue. The *Action Summary* (red arrow #3 shown above) provides a brief snapshot (date, type, title, and status) of proposals as they move through the review process – from draft to submission to any requested revisions and toward final action (ideally becoming approved and ultimately active). The *Proposal Status Statistics* box (red arrow #4 shown above) provides aggregate data for program and course proposals in the Inventory.

Data Migration

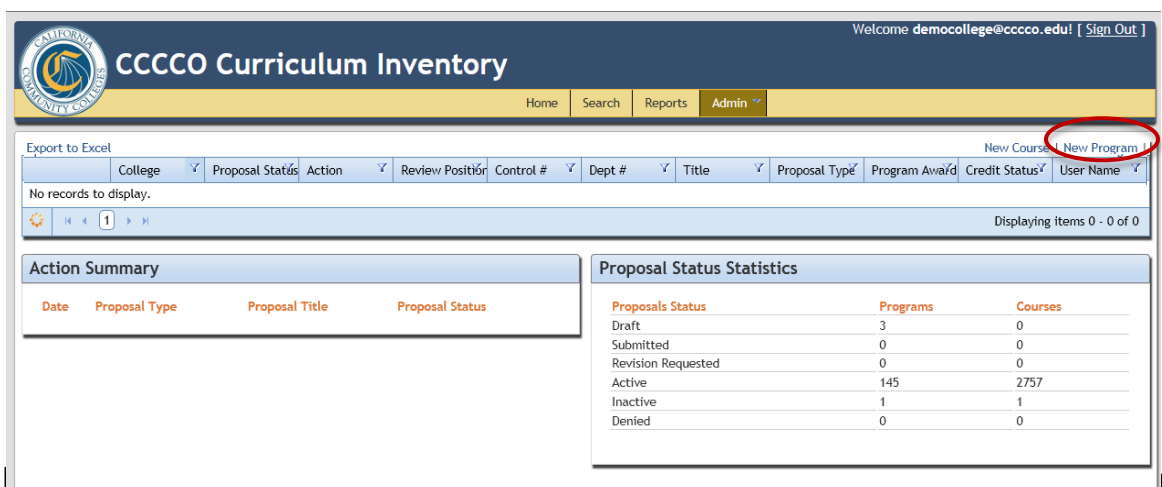
After the August 2012 migration of data to the new CCC Curriculum Inventory (commonly referred to as the CCC Curriculum Inventory Version 2 or CIV2), all outstanding proposals for which no final action (approval or denial) was taken were successfully migrated to each college's Inventory proposals queue as draft proposals. Consequently, it is recommended each college review these draft proposals for deletion or submission. In addition, outstanding duplicate and/or missing control numbers resulting from the March 2010 migration to CIV1 were resolved by Chancellor's Office staff and the system vendor (January 2013).

From 10 Forms to Many Actions: Getting Started

The evolution from a paper-based system to an electronic form attachment and inventory system to an action-driven portal has significantly streamlined the Chancellor's Office curriculum review processes for California community colleges. The historical use of proposal forms was documented in the *Program and Course Approval Handbook, 4th Edition*. This *Program and Course Approval Handbook, 5th Edition* reflects the transition from 10 proposal forms to many actions conducted via the CCC Curriculum Inventory. The following subsections will discuss how to conduct actions using the Inventory including required proposal fields and supporting documentation.

New Program or Course

To initiate a new program proposal, click the *New Program* icon at the top right of the proposals queue (red oval shown below).



CCCCO Curriculum Inventory

Welcome democollege@cccco.edu! [Sign Out]

Home Search Reports Admin

Export to Excel

College [v] Proposal Status [v] Action [v] Review Position [v] Control # [v] Dept # [v] Title [v] Proposal Type [v] Program Award [v] Credit Status [v] User Name [v]

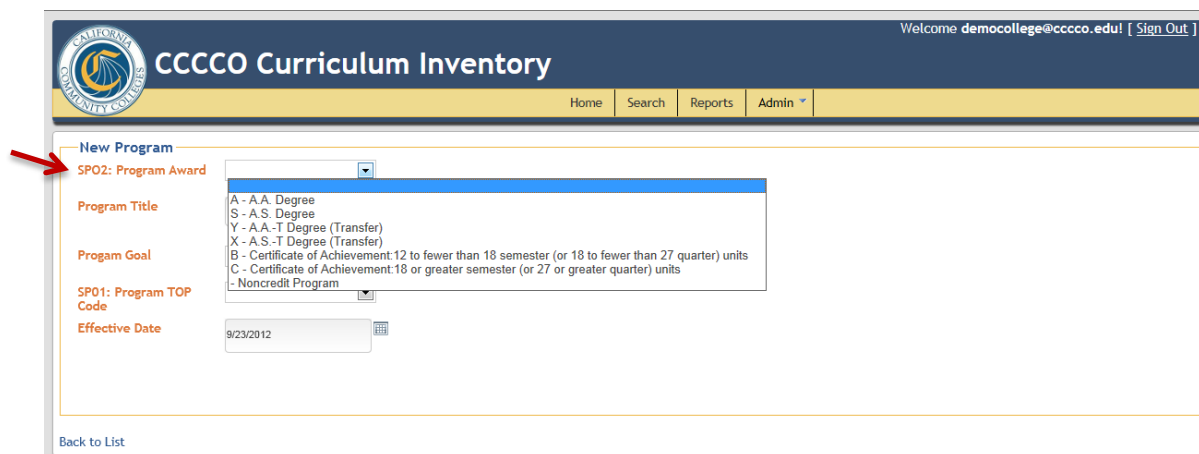
No records to display.

Displaying items 0 - 0 of 0

Action Summary			
Date	Proposal Type	Proposal Title	Proposal Status

Proposal Status Statistics		
Proposals Status	Programs	Courses
Draft	3	0
Submitted	0	0
Revision Requested	0	0
Active	145	2757
Inactive	1	1
Denied	0	0

Award options are shown below.



CCCCO Curriculum Inventory

Welcome democollege@cccco.edu! [Sign Out]

Home Search Reports Admin

New Program

SP02: Program Award [v]

Program Title [v]

Program Goal [v]

SP01: Program TOP Code [v]

Effective Date [9/23/2012]

Back to List

In addition, if “Noncredit Program” is selected then an additional field will appear titled, *Certificate or Diploma* from which one of three noncredit programs may be selected (Certificate of Competency, Certificate of Completion, or Adult High School Diploma) as shown below.

CCCCO Curriculum Inventory

Welcome democollege@ccc.co.edu! [Sign Out]

Home Search Reports Admin

New Program

SP02: Program Award - Noncredit Program

CDCE Eligibility Category

Gainful Employment ☐ Yes ☒ No

Apprenticeship ☐ Yes ☒ No

100% Distance Education ☐ Yes ☒ No

Program Title

Program Goal

SP01: Program TOP Code

Certificate or Diploma

Effective Date

Certificate of Competency - Noncredit Certificate of Competency in a recognized career field articulated with degree-applicable coursework, completion of an associate degree or transfer
Certificate of Completion - Noncredit Certificate of Completion leading to improved employability or job opportunities.
Adult High School Diploma - Adult High School Diploma

Upon selection of a “New Program” proposal and a corresponding SP02: Program Award, the proposal screen will recalibrate showing all required CCC Curriculum Inventory proposal fields.

Similarly, to initiate a new course proposal, click on the *New Course* icon at the top right of the proposals queue (red oval shown below).

CCCCO Curriculum Inventory

Welcome democollege@ccc.co.edu! [Sign Out]

Home Search Reports Admin

Export to Excel

No records to display.

Displaying items 0 - 0 of 0

Action Summary

Date	Proposal Type	Proposal Title	Proposal Status
------	---------------	----------------	-----------------

Proposal Status Statistics

Proposals Status	Programs	Courses
Draft	3	0
Submitted	0	0
Revision Requested	0	0
Active	145	2757
Inactive	1	1
Denied	0	0

Next, select the *Credit Status* (CB04) desired. The three options are shown below.

CCCCO Curriculum Inventory

Welcome democollege@ccco.edu! [Sign Out]

Home Search Reports Admin

New Course

CB04: Credit Status

D - Credit - Degree Applicable
C - Credit - Not Degree Applicable
N - Noncredit

Back to List

Upon selection of a “New Course” proposal and a corresponding credit status, the proposal screen will recalibrate showing all required CCC Curriculum Inventory proposal fields.

View an Existing Proposal

To view an existing program or course proposal, begin in the proposal queue and identify the desired proposal. You may need to filter the proposals in your queue by Proposal Status (for example, filtering for active proposals), Control Number, Proposal Type (such as program or course), or Credit Status (credit or noncredit). The filtering tool is similar to Microsoft Excel® filters; the filter feature (filtering for active proposals) is shown below (red arrow #1).

CCCCO Curriculum Inventory

Welcome democollege@ccco.edu! [Sign Out]

Home Search Reports Admin

Export to Excel

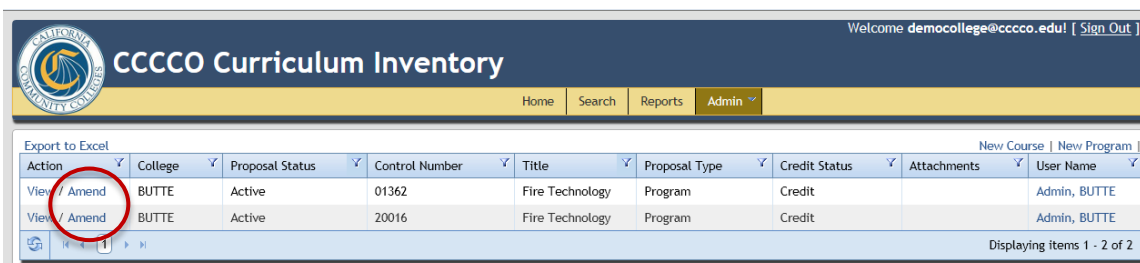
Action	College	Proposal Status	Control Number	Title	Proposal Type	Credit Status	Attachments	User Name
Edit / Delete	BUTTE	Draft		Agriculture Business	Program	Noncredit		Admin, BUTTE
Edit / Delete	BUTTE	Draft		Family & Consumer Science	Program	Noncredit		Admin, BUTTE
Edit / Delete	BUTTE	Draft		Firefighter I Academy	Program	Credit	View	Admin, BUTTE
View / Amend	BUTTE	Active			Program	Credit		Admin, BUTTE
View / Amend	BUTTE	Active	109400		Course	Credit		Admin, BUTTE
View / Amend	BUTTE	Active	118500		Course	Credit		Admin, BUTTE
View / Amend	BUTTE	Active	12410		Course	Credit		Admin, BUTTE
View / Amend	BUTTE	Active	132110		Course	Credit		Admin, BUTTE
View / Amend	BUTTE	Active	CCC000439419	14310	Course	Credit		Admin, BUTTE
View / Amend	BUTTE	Active	CCC000327627	150200	Course	Credit		Admin, BUTTE

Displaying items 1 - 10 of 2959

After identifying the proposal you would like to view, under the first column on the left titled *Action* (red arrow #2 shown above). Click on *Edit* (for a draft proposal) or *View* (for an active proposal) in the row corresponding to the desired proposal (red arrow #2 above). The proposal will load for viewing and you may also elect to print the proposals by clicking on the *Print* icon at the top right of the page.

Amend an Existing Proposal

To amend an existing program or course, click on the *Admin* tab at the top of the Inventory navigation bar and select *Proposals*. Identify the active inventory record for which an amendment is desired. In the far left column of the queue, click on *amend* in the row corresponding to the desired inventory record (red circle shown below).

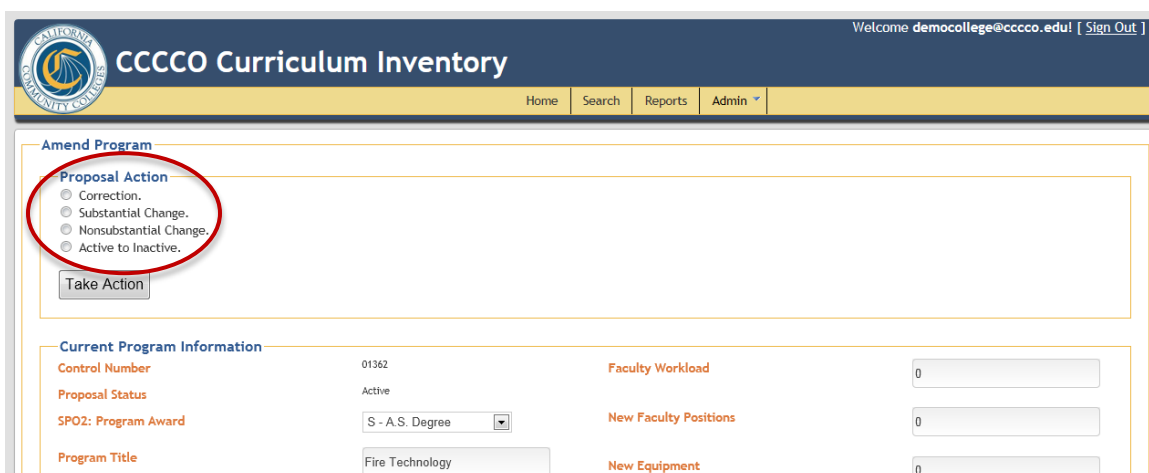


Action	College	Proposal Status	Control Number	Title	Proposal Type	Credit Status	Attachments	User Name
View / Amend	BUTTE	Active	01362	Fire Technology	Program	Credit		Admin, BUTTE
View / Amend	BUTTE	Active	20016	Fire Technology	Program	Credit		Admin, BUTTE

Export to Excel | New Course | New Program |

Displaying items 1 - 2 of 2

Next you will see a box titled *Proposal Action* (red oval shown below). Notice the proposal for which you are taking action is visible below the *Proposal Action* box.



Amend Program

Proposal Action

☐ Correction.
☐ Substantial Change.
☐ Nonsubstantial Change.
☐ Active to Inactive.

Take Action

Current Program Information

Control Number	01362	Faculty Workload	0
Proposal Status	Active	New Faculty Positions	0
SPO2: Program Award	S - A.S. Degree	New Equipment	0
Program Title	Fire Technology		

Amend action choices include: *Correction*, *Substantial Change*, *Nonsubstantial Change*, or *Active to Inactive* (note: if the selected proposal was Inactive in the Inventory then the option *Inactive to Active* would appear). Amend action definitions are provided in Table Six.

Table 6. Amend Action Definitions

Amend Action and Definition
<p>Correction – An action to correct a value previously reported in error. This action will <u>not</u> issue a new control number.</p>
<p>Substantial Change – A new program or course based upon an active proposal. This action <u>will</u> initiate a new control number.</p> <p>Course: Change MIS Course Data Elements CB03, CB04, CB06, CB07, CB08, CB09, CB21, and/or CB22.</p> <p>Program: Addition/creation of a new program award (degree or certificate) or major/area of emphasis using an active proposal; Top code change to a different TOP code discipline.</p> <p>Note: Upon approval, the submitted proposal is assigned a new control number. Some colleges choose to keep both proposals active thus the CCC Curriculum Inventory does not automatically inactivate an original proposal after a substantial change proposal is approved.</p>
<p>Nonsubstantial Change – An action to change an active program or course that <u>will not</u> initiate a new control number.</p> <p>Course: Change MIS Course Data Elements CB01, CB02, CB05, CB10, CB11, CB12, CB13, CB14, CB15, CB19, CB20, CB23, and/or CB24.</p> <p>Program: Title change; TOP code change within the same TOP code discipline; certificate or degree unit change; certificate or diploma hour change; addition/removal courses from an existing approved program.</p>
<p>Active to Inactive – An action to make an active program or course inactive. This action <u>will not</u> issue a new control number.</p>
<p>Inactive to Active – An action to reactive an active program or course which was previously made inactive. This action <u>will not</u> initiate a new control number.</p>

To initiate the desired action, select the corresponding action button (*correction, substantial change, nonsubstantial change, active/inactive*) and then click *Take Action*.

Depending upon the action selected, the proposal fields shown for the existing proposal will recalibrate. In addition, select fields (if any) will be locked for editing based upon the type of amendment selected. Refer to sections three (credit) and four (noncredit) of this *Handbook* for detailed instructions on how to develop a new program or course proposal and for amending an existing program proposal via a substantial or nonsubstantial change. These aforementioned actions include varied requirements for proposal submission which differs among programs and courses as well as credit status (credit vs. noncredit). In contrast the following amendment actions require similar proposal development and submission requirements.

Amendment: Correction

A correction will allow editing to all fields. Correct the proposal fields (and if needed supporting documentation) in the proposal. After desired correction(s) are made, complete the validation process and submit the proposal to the Chancellor's Office for review. Corrections do not require district governing board approval. It is important to note that correction(s) made to an active inventory record will impact historical data for that record and will need to reconcile with MIS data reported. In addition, corrections may not be made by colleges to A.A.-T Degree or A.S.-T Degree inventory records. Please email curriculum@cccco.edu for inquiries related to correcting an active A.A.-T Degree or A.S.-T Degree inventory record.

Amendment: Substantial Change(s) or Nonsubstantial Change(s) – Course Only

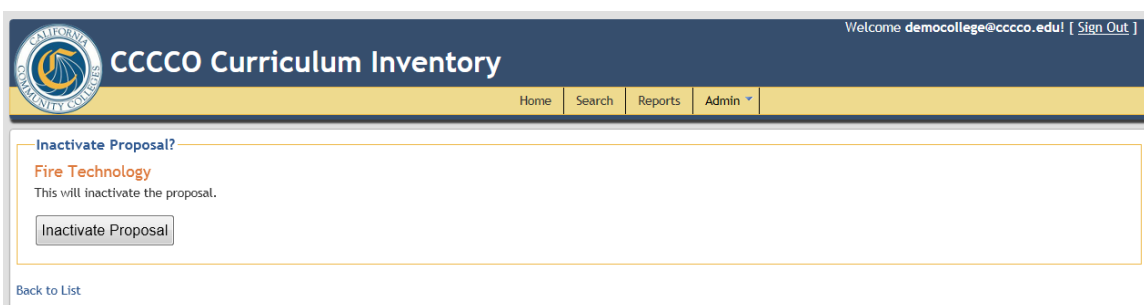
Note: this discussion does not apply to programs; please refer to sections three (credit) and four (noncredit) for requirements of a substantial and nonsubstantial changes to a program proposal.

For substantial changes, all proposal fields will be unlocked for editing. First, make desired changes to the proposal fields and/or supporting documentation. Second, describe the change(s) made and rationale in the *Justification* box on the proposal. Third, if change(s) are made to the course outline of record (COR), then the revised COR must be attached to the proposal.

Finally, after desired change(s) are made, save the proposal, complete the validation process, and submit the proposal to the Chancellor's Office for review. Upon submission, notations will appear in the proposal (shown in green brackets) indicating the old or former proposal data. This distinction will enable Chancellor's Office staff expedite review for the proposed change(s).

Amendment: Active to Inactive

After selecting *Amend* and *Active to Inactive* as the desired Proposal Action, the confirmation screen (shown below) will appear. Enter an effective date for the change and click the *Inactive Proposal* button. **Important Note:** A proposal to make a program or course inactive is made effective in the CCC Curriculum Inventory system immediately upon submission – irrespective of the “effective date” entered in the proposal field.



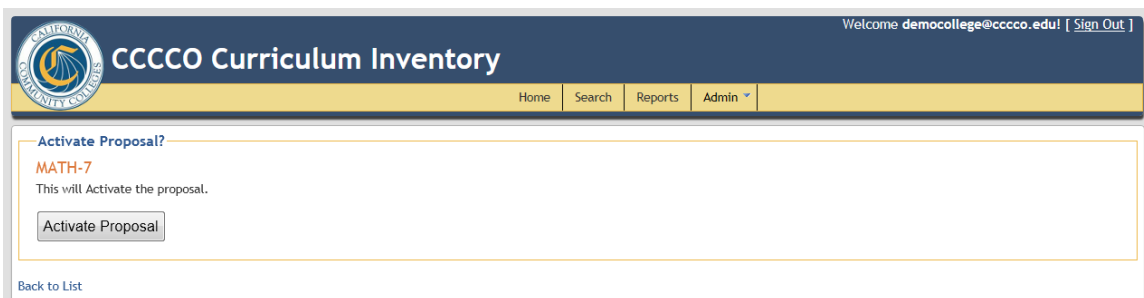
The screenshot shows the 'Inactivate Proposal?' confirmation screen in the CCCCO Curriculum Inventory system. The header includes the California Community Colleges Chancellor's Office logo, the title 'CCCO Curriculum Inventory', and a navigation bar with links for Home, Search, Reports, and Admin. A welcome message for 'democollege@cccco.edu' and a 'Sign Out' link are in the top right. The main content area displays 'Inactivate Proposal?' in blue, followed by 'Fire Technology' in orange. Below this, it states 'This will inactivate the proposal.' and features a grey 'Inactivate Proposal' button. A 'Back to List' link is at the bottom left.

No validation process is required for this action prior to submitting the proposal to the Chancellor's Office for review. Note: When a program is inactive in the CCC Curriculum Inventory, the program does not appear in the inventory when it is accessed online via the Public Search Tool; however, the program still exists in the inventory for historical reference.

Amendment: Inactive to Active

An inactive program may be amended to active status within three years of the date the program was made inactive. After selecting *Amend* and *Inactive to Active* as the desired Proposal Action, the confirmation screen (shown below) will appear. Enter an effective date for the change and click the *Activate Proposal* button.

Important Note: A proposal to make a program or course active is made effective in the CCC Curriculum Inventory system immediately upon submission – irrespective of the “effective date” entered in the proposal field.



The screenshot shows the 'Activate Proposal?' confirmation screen in the CCCCO Curriculum Inventory system. The header is identical to the previous screenshot. The main content area displays 'Activate Proposal?' in blue, followed by 'MATH-7' in orange. Below this, it states 'This will Activate the proposal.' and features a grey 'Activate Proposal' button. A 'Back to List' link is at the bottom left.

Save, Validate, and Submit a Proposal

When using the CCC Inventory to draft a new proposal or amend an existing proposal, it is imperative to have a working knowledge of the workflow management features of the Inventory.

When drafting or amending a proposal, note the following buttons shown at the bottom of each proposal:

1. The **Save** button enables the user to save content and continue working within the existing proposal.
2. The **Save and Exit** button enables to user to save content and return to the proposals queue.
3. The **Validate** button initiates an instantaneous validation process of the proposal including required fields and supporting documentation. A user may not submit a proposal to the Chancellor's Office for review until the proposal has successfully cleared the validation process.
4. After a proposal has successfully cleared the validation process, then the **Submit** button will appear. This button enables the user to submit the complete proposal to the Chancellor's Office for review.

In the event that an error is identified during the validation process, a red notice will appear at the top and/or near the field in which the error is associated. Please note the error message will also include the following instructions:

"For support regarding this error message and Data Element Dictionary (DED) definitions please contact your college Information Technology Department."

As MIS data elements were recently incorporated into the CCC Curriculum Inventory, it is important for faculty and staff to collaborate with information technology colleagues at the local college level. Strong curriculum and technology ties are a promising practice for ensuring maximum results are achieved. One means of increasing communication is for the college CIO to create a user account (CI Reader) for MIS/IT colleagues at the college.

After consulting with your curriculum and information technology colleagues, should the validation error persist and appears to be a system malfunction, please submit your written inquiry to the appropriate Chancellor's Office Division via the address shown below:

- Academic Affairs Division: Please submit your CI-related written inquiry to: curriculum@cccco.edu

- Technology, Research and Information Systems Division: Please submit your MIS-related written inquiry to: cccmisedit@cccco.edu

Please also note that similar to most online systems, the CCC Curriculum Inventory may lose system functionality without notice. In the event this occurs, Chancellor's Office staff will be in constant communication with vendor partners to restore functionality to users as soon as possible.

A final (complex yet important) note about validation errors – As college users begin to amend active proposals in the CCC Curriculum Inventory, it is possible that historical data errors will be identified in a proposal field that is not related to the desired amendment action. For example, while attempting to make a *nonsubstantial change* to an existing proposal the user may identify a validation error (such as having left a field blank) in a field that is not related to the fields affected by the nonsubstantial change. In order to validate and submit the nonsubstantial change, the user may need to first amend the proposal to make a *correction* to the blank field. After completing the correction, the user may then begin to amend the proposal via a *nonsubstantial change*. As new proposals are completed using the validation process, the less likely this additional correction step will be necessary.

Bulk Upload

In the event that a college has a large volume of proposals to amend, the *Bulk Upload* feature of the CCC Curriculum Inventory is available. Examples of bulk upload actions include but are not limited to:

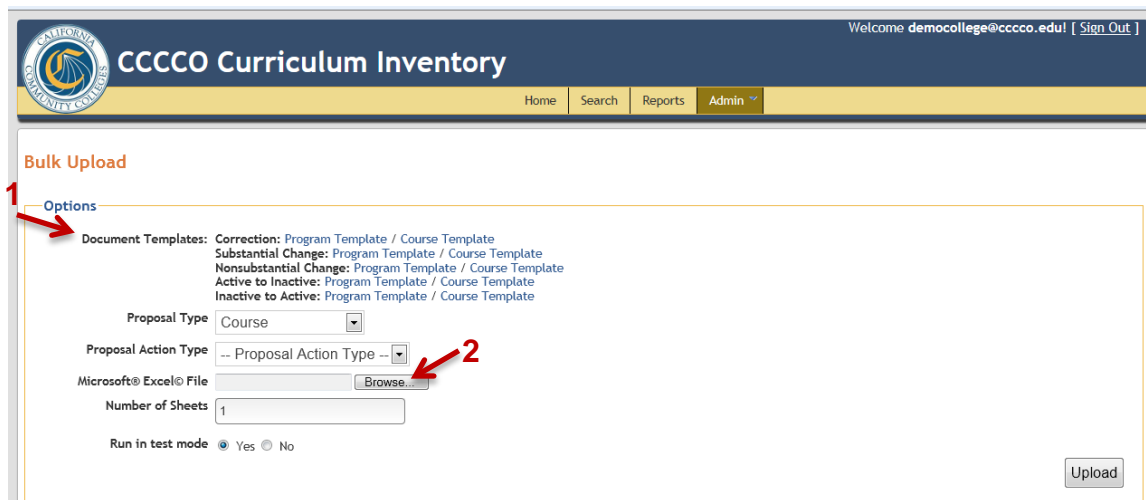
- Taking action to amend (via *correction*) a select group of active proposals with the desired goal of correcting the course title for each course proposal. (Note: Some historical program titles in the Inventory are listed with numeric titles, such as 234233, and the college may want to revise these titles to reflect a more descriptive title.)
- Taking action to amend (via *nonsubstantial change*) all active courses with the desired goal of changing each course TOP code from one sub-discipline to another sub-discipline within the same TOP code discipline.
- Taking action to amend (via *active to inactive*) a select group of active proposals with the desired goal of making the courses inactive.

IMPORTANT SUBMISSION NOTE: The bulk upload feature has been temporarily disabled for additional testing. Errors when submitting a bulk upload can cause serious damage to Inventory data. Consequently, the CCC Curriculum Inventory vendor is submitting all bulk uploads on behalf of colleges. If a college desire to use the bulk upload, please submit a written request to curriculum@cccco.edu – upon receipt the Chancellor's Office will provide

the college with bulk upload templates and a vendor contact to submit the bulk upload directly. After adequate testing is complete, the bulk upload feature will be reinstated and the following instructions will apply.

To utilize the bulk upload feature of the CCC Curriculum Inventory, click on the *Admin* tab at the top navigation bar of the Inventory. Next, select *Bulk Upload*.

Within the bulk upload the user may access program and course templates for each proposal action type (red arrow #1 shown below).



Utilize the *Document Template* for the desired bulk upload and attach the Microsoft Excel® file by clicking on the *Browse* icon (red arrow #2 shown above). Enter the number of sheets in the workbook attached and select *yes* to run the data in test mode. Test mode will identify any missing data or errors for revision prior to submission. Click the *Upload* button to initiate the upload to the CCC Curriculum Inventory.

Depending upon the proposal action type, the data will either load to the system instantaneously (as discussed below to amend a proposal as a correction, active to inactive or inactive to active status) or require the user to edit each proposal and complete the validation and submission process (as discussed below to amend a proposal as a substantial change or nonsubstantial change).

To amend a proposal as a *Correction*, *Active to Inactive*, or *Inactive to Active*

1. Instantaneous Submission - After clicking on the *Upload* button, the data will automatically be uploaded to the CCC Curriculum Inventory and the requested corrections will be made instantaneously to selected proposals. The action is then complete.

To amend a proposal as a *Substantial* or *Nonsubstantial Change* Amendment

2. Submission Required - After the upload is complete, the data will transfer to the college's proposals queue where each proposal is listed with a *proposal status* of *draft*. Finally, using the same process required of submitting a new or amended proposal, each proposal will need to be validated and submitted to the Chancellor's Office for final review.

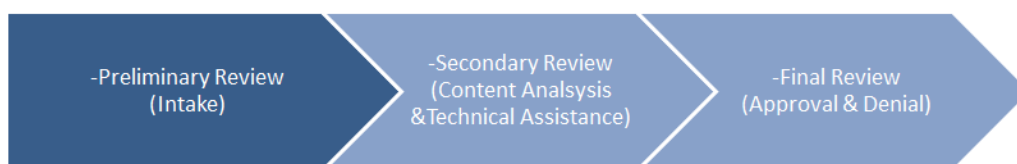
Chancellor's Office Review Process

Chancellor's Office staff will continue to review curriculum proposals on a first-in-first-out (FIFO) basis. The sole exception to this process is the need to give ongoing top priority to A.A.-T and A.S.-T degrees.

Due to efficiencies garnered from the (September 2012) transition to the second version of the CCC Curriculum Inventory, all course proposals are reviewed for final decision (approval or denial) at the preliminary review level.

For programs, Chancellor's Office staff conduct a three stage review process which includes: intake, content analysis and technical assistance, and approval/denial (shown in Figure Two).

Figure 2. Chancellor's Office Review Process for Programs



Upon arrival to the Chancellor's Office, a preliminary review is conducted to ensure all required proposals components are included in the submission. Technical assistance is provided if inaccurate, incomplete or missing proposal requirements are identified. Specifically, the proposal may be returned to the college via the CCC Curriculum Inventory with the proposal status of *Revision Requested*. The college user may then review comments from Chancellor's Office staff, make necessary revisions to the proposals, and resubmit the proposal to the Chancellor's Office for further review.

Next, at the secondary review level a deeper analysis of the proposal content is conducted and technical assistance is provided if needed to revise or refine the proposal. Finally, the proposal is reviewed for final decision (approval or denial). If approved, the proposal status for the proposal will change from submitted to approved. For new or substantially changed (amended) proposals, the CCC Curriculum Inventory interfaces with the Chancellor's Office vendor and Management Information Systems databases to

generate a new program or course control number for the proposals. Ultimately, the proposal status for the proposals will change from approved to active and an approval award letter is generated.

The approval letter is emailed to the College CIO alias and all college users identified in the CCC Curriculum Inventory with the role *College CIO* (note: upon addition of the *College Lead* to the Inventory role options, the College Lead will also receive award letter communication). Sample award letters are shown in Figure Three (program on left and course on right).

Figure 3. Sample Program and Course Award Letters

<small>STATE OF CALIFORNIA</small> CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE <small>1102 Q STREET SACRAMENTO, CA 95811-6549 (916) 445-5752 http://www.cccco.edu</small>	<small>STATE OF CALIFORNIA</small> CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE <small>1102 Q STREET SACRAMENTO, CA 95811-6549 (916) 445-5752 http://www.cccco.edu</small>
<p>Insert Date Insert Name Insert Title Insert College Name Insert College Address</p> <p>Dear Insert Name:</p> <p>In compliance with California Education Code section 70901 and California Code of Regulations, Title 5, Subchapter 2. Approval by the Chancellor, the California Community Colleges Chancellor's Office Academic Affairs Division has reviewed and approved the following instructional program:</p> <p><u>CURRICULUM INVENTORY RECORD</u> College: [G01] Credit Status: [XXXXX] Program Title: [XXXXX] Program Award: [SP02 - Apprenticeship, A.A. Degree, etc.] Program Control Number: [XXXXX] TOP Code: [XXXXX] Program Goal(s): [Career Technical Education, Transfer, etc.]</p> <p>For a program to be recognized by the U.S. Department of Education, the Accrediting Commission for Community and Junior Colleges/Western Association of Schools and Colleges (ACCJC/WASC) must approve the program as a <i>substantive change</i>. Once a program is approved by the California Community Colleges Chancellor's Office (CCCCO), colleges must follow the steps outlined in the ACCJC Manual (www.accjc.edu). Please note: colleges are not eligible to collect state apportionment or federal support for granting this award without first receiving approval from the Chancellor's Office and the ACCJC.</p> <p>For questions regarding this review please submit your written inquiry to curriculum@cccoco.edu.</p> <p>Sincerely,</p> <p>Academic Affairs Division California Community Colleges Chancellor's Office</p>	<p>Insert Date Insert Name Insert Title Insert College Name Insert College Address</p> <p>Dear Insert Name:</p> <p>The California Community Colleges Chancellor's Office Academic Affairs Division has reviewed and approved the following course:</p> <p><u>CURRICULUM INVENTORY RECORD</u> College: [G01] Credit Status: [CB04] Course Title: [CB01] Course Control Number: [CB00] TOP Code: [CB03]</p> <p>This action was taken in compliance with California Education Code section 70901 and California Code of Regulations, Title 5, Subchapter 2. <u>Approval by the Chancellor.</u></p> <p>For questions regarding this letter, please submit your written inquiry to curriculum@cccoco.edu.</p> <p>Sincerely,</p> <p>Academic Affairs Division California Community Colleges Chancellor's Office</p>

Approval letters can also be accessed in each individual program or course inventory record under attached *Supporting Documentation*.

On rare occurrences, a college may identify an approval letter which requires refreshing. For example, a data field may be missing from the approval letter because the approval was awarded prior to the electronic submission of curriculum to the Chancellor's Office. To refresh an approval letter, simply click on the refresh icon shown at the right of the desired approval letter (see red circle below).

Supporting Documentation			
Title	Doc Type	Date	
Approval Letter	Approval Letter	9/28/2010 12:22:10 PM	

Tips for Successful Submission of Proposals

- Submit all required Course Outlines of Record (CORs). Ensure that all CORs are compliant with Title 5, section 55002, Standards of Criteria for Courses.
- Use the provided header/sub-headers and numbering convention for narrative and other supporting documentation attachments.
- Submit the proposal in its entirety, to include all the required attachments with appropriate labels. Ensure course outlines of record for all required courses are submitted. Incomplete proposals are returned with revision requested.
- Ensure that all data elements are completed and coordinated on the proposal.
- Use the correct TOP code from the *Taxonomy of Programs, Sixth Edition*.
- *For A.A.-T/A.S.-T proposals only, ensure the TMC Template submitted is the most recent version available (templates include a revision date and are posted on the Chancellor's Office Academic Affairs Division website).*
- *For CTE proposals only, a separate labor market or economic study is required to provide evidence of need. The data must be as current as possible and specific to the region within the college's service area. The occupational data must be specific to the occupation(s) for which students are being prepared. Note that national or state data is not sufficient. If local or regional data is not available, another form of data must be submitted.*
- *For CTE proposals only, ensure CTE advisory and regional consortium approval meeting minutes clearly indicate the approved motion or action to approve the proposed program.*

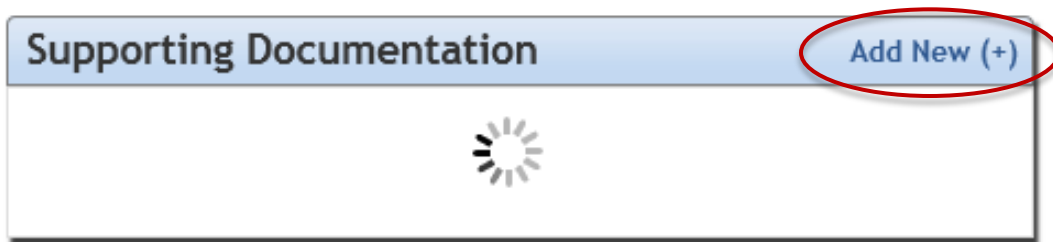
Proposal Development and Components

Curriculum proposal development processes are locally defined and controlled by colleges. Please remain apprised of college protocols and deadlines to ensure curriculum proposals are developed in tandem with college review and approval processes. A complete program or course proposal for submission and review by the Chancellor's Office includes the following components:

1. **Proposal Data Fields** – formerly referred to as the *planning summary*; these data are required for a proposal and require submission via data entry into fields in the CCC Curriculum Inventory.
2. **Supporting Documentation** – refers to all required items generated by college users and attached to a proposal via the CCC Curriculum Inventory (typically as a PDF or Microsoft Word® document). Program proposals require an attached narrative with proscribed criteria. Additional supporting documentation may vary depending upon the proposal type, such as the required TMC template for A.A.-T and A.S.-T degrees or special requirements for Career Technical Education (CTE) proposals.

It is important to note that required supporting documentation must be attached to the proposal to pass validation and submit the proposal. For example, if submitting a CTE program proposal, please do not embed the required employer survey in the text of the required narrative (if the survey is pasted into the narrative text and not attached, a validation error will indicate that the proposal is missing the required employer survey attachment).

To attach supporting documentation to a proposal, click on the *Add/Remove (+/-)* icon at the top right corner of the *Supporting Documentation* box (red oval shown below).



Using the *Attachment* drop-down menu, select one of the following types of supporting documentation (listed in alphabetical order):

- California Division of Apprenticeship Standards (DAS) Approval Letter (Apprenticeship only)

- Course Outline of Record
- CTE Advisory Council Approval Meeting Minutes (CTE only)
- Employer Survey (CTE only)
- Labor Market Information & Analysis (CTE only)
- Labor Market Information Only (no analysis, A.A.-T/A.S.-T, CTE only)
- LMID Verified Data (noncredit, short-term vocational only)
- Narrative
- Narrative – AHSD Only
- Regional Consortium Approval Meeting Minutes (CTE only, A.A.-T/A.S.-T excluded)
- TMC Template (A.A.-T or A.S.-T only)
- Transfer Documentation (if applicable)

Enter a *Title* for the attachment. It is recommended to use a common naming convention for files as the title appears in the Supporting Documentation box for college users and Chancellor's Office reviewers. For example, use the course department and number (such as ECON 20H) when naming individual CORs or use the attachment type and the program or course name (such as Narrative_Welding) when naming specific attachments. Load the attachment to the proposal first by clicking on the *Browse* button. Locate the desired file and click *Submit* to complete the attachment process for the desired supporting documentation.

Refer to the corresponding credit or noncredit sub-section of this *Handbook* for a detailed discussion of proposal data fields and supporting documentation required for new and amended program and course proposals.

District Governing Board Approval/Signature Page

The intent of this 5th edition of the *Handbook* was to streamline requirements and ensure California Education Code and Title 5 compliance for Chancellor's Office review of curriculum proposals. To accomplish this, a historical analysis of signature page requirements was conducted by Chancellor's Office staff. Results were discussed with the System Advisory Committee on Curriculum (September and October 2012) as well as with college leadership at other statewide meetings. Effective November 7, 2012, the following streamlined, required college documentation will be used in Chancellor's Office curriculum review protocols.

Signature Page Requirements Revised – College Supporting Documentation

Documentation of college review and consensus practices for curriculum proposals submitted to the Chancellor's Office is stipulated in Title 5, section 55002, which states that "the college and/or district curriculum committee recommending the course shall be

established by the mutual agreement of the colleges and/or district administration and the academic senate.” Additionally, Title 5, section 55130 cites “...recommendations of CTE regional consortium are also to be included, when applicable...”

Colleges are required to maintain evidence documenting that district governing board approval and college consensus has been secured for each curriculum proposal (new, substantial change, nonsubstantial change, and active/inactive status). The CCC Curriculum Inventory proposal submission process (online form) requires college users to certify by responding to one approval-related question (two for CTE programs) when submitting a curriculum proposal. By selecting the “yes” radio button, colleges validate that the curriculum proposal action submitted has have been approved by the district governing board. The date of board approval must be entered as well. Curriculum proposals should not be submitted until such time that the district governing board has approved the action.

Colleges are required to retain documentation (such as signatures and/or actions approved in meeting minutes) at the campus level for audit purposes. The CCC Curriculum Inventory documents the date, time, user, and computer records for the submission.

A college can locally decide upon the type of evidence it will retain to show that the district governing board approved the curriculum proposal. For auditing purposes, the following promising practices are shared for documenting district governing board approval and college consensus was achieved:

1. Signature pages – The Chancellor's Office will provide a sample signature page template for curriculum proposals. These signature pages would be retained at the college and are not required for submission of curriculum proposals in the CCC Curriculum Inventory.

and/or

2. Electronic signatures – Colleges have reported their local curriculum management software maintains electronic signature records of curriculum-related actions and approval that is then used as supporting documentation in the minutes of college and district governing meetings. These signature pages would be retained at the college and are not required for submission of curriculum proposals in the CCC Curriculum Inventory.

and/or

3. Meeting minutes – Colleges may elect to use the minutes of meetings from the college curriculum committee, academic senate, district governing board, and if applicable – regional consortia demonstrating the approval of the curriculum proposals. These meeting minutes would be retained at the college and are not required for submission of curriculum proposals in the CCC Curriculum Inventory (unless otherwise required for CTE proposals).

Narrative for Credit and Noncredit Programs

Supporting documentation required for credit and noncredit program proposals submitted to the Chancellor's Office includes a narrative comprised of up to five criteria categorized as A-E (items #1-21) shown in Table 7. Depending upon the desired program award and if the program is new or to be amended, all or an abbreviated portion of the criteria are required. Note: Adult High School Diploma proposals require a different narrative format and Criteria A-E do not apply.

Please number the sections of the narrative to **match the Criteria A-E and item number convention** used below and in this *Handbook*. If appropriate, note that a section is “not applicable” but do not re-number the sections. Refer to the specific credit or noncredit section of this *Handbook* for additional narrative requirements for each proposal and action type. Criteria A-E are derived from statute, regulation, intersegmental agreements, guidelines provided by transfer institutions and industry, recommendations of accrediting institutions, and the standards of good practice established in the field of curriculum design and development.

Table 7. Narrative Criteria A-E Items and Additional Supporting Documentation

<p>Criteria A. Appropriateness to Mission</p> <ol style="list-style-type: none"> 1. Statement of Program Goals and Objectives 2. Catalog Description 3. Program Requirements 4. Background and Rationale <p>Criteria B. Need</p> <ol style="list-style-type: none"> 5. Enrollment and Completer Projections 6. Place of Program in Curriculum/Similar Programs 7. Similar Programs at Other Colleges in Service Area 8. Labor Market Information and Analysis (CTE only) 9. Employer Survey (CTE only) 10. Explanation of Employer Relationship (CTE only) 11. List of Members of Advisory Committee (CTE only) 12. Recommendations of Advisory Committee (CTE only) <p>Supporting Documentation</p> <ul style="list-style-type: none"> • Labor Market Information & Analysis (CTE only) • Labor Market Information Only (no analysis, A.A.-T/A.S.-T, CTE only) • Employer Survey (CTE only) • LMID Verified Data (noncredit, short-term vocational only) • CTE Advisory Council Approval Meeting Minutes (CTE only) • Regional Consortium Approval Meeting Minutes (CTE only) 	<p>Criteria C. Curriculum Standards</p> <ol style="list-style-type: none"> 13. Display of Proposed Sequence 14. Transfer Applicability (if applicable) <p>Supporting Documentation</p> <ul style="list-style-type: none"> • Course Outlines of Record • Transfer Documentation (if applicable) • TMC Template (A.A.-T/A.S.-T only) <p>Criteria D. Adequate Resources</p> <ol style="list-style-type: none"> 15. Library and/or Learning Resources Plan 16. Facilities and Equipment Plan 17. Financial Support Plan 18. Faculty Qualifications and Availability <p>Criteria E. Compliance</p> <ol style="list-style-type: none"> 19. Based on Model Curriculum (if applicable) 20. Licensing or Accreditation Standards 21. Student Selection and Fees
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These criteria have been endorsed by the System Advisory Committee on Curriculum (SACC) as an integral part of best practice for curriculum development, and they must be utilized throughout the development process at the originating college and local district, as well as during Chancellor's Office review.

Criteria A. Appropriateness to Mission

The stated goals and objectives of the proposed program, and/or the objectives defined in the course outline of record, must be consistent with the mission of the community colleges as established by the Legislature in Education Code section 66010.4. For programs or courses to be mission appropriate, they must provide systematic instruction in a body of content or skills whose mastery forms the basis of student achievement and learning.

The California Community College system offers five types of curriculum that fall within the mission of the community colleges: degree-applicable credit, nondegree-applicable credit, noncredit, contract education, and not-for-credit fee-based community services. State approval is required for credit programs and courses as well as for noncredit programs and courses. Contract education curriculum only requires state approval if college credit or units are awarded to students. Community Services Offering curriculum does not require state approval. Most of this section does not apply to community service offerings, as they are conducted by the individual colleges without Chancellor's Office involvement.

Following are some of the points the Chancellor's Office considers in judging whether a program or course fits within the system's mission:

- A program or course must be directed at the appropriate level for community colleges—that is, it must not be directed at a level beyond the associate degree or the first two years of college.
- A program or course must address a valid transfer, occupational, basic skills, civic education, or lifelong learning purpose. The program course must not be primarily avocational or recreational.
- A program or course must also be congruent with the mission statement and master plan of the college and district.

In addition, a course must provide distinct instructional content and specific instructional objectives. Non-instructional activities and services (such as assistive or therapeutic activities), use of college facilities or resources without specific instructional objectives or assessment testing are not considered to be courses and are not supported by apportionment.

Narrative Items #1-4

1. Statement of Program Goals and Objectives

A statement must be submitted that defines the goal(s) of the proposed program. Based on program goals, objectives appropriate to these goals, and program design consistent with these objectives, the determination is made as to whether the proposed program is appropriate to the mission of the local college and community college system.

CTE Goal: The objectives of the program must include the main competencies students will have achieved that are required for a specific occupation. This statement must, at a minimum, clearly indicate the specific occupation(s) or field(s) the program will prepare students to enter and the basic occupational competencies students will acquire.

Transfer Goal: The stated goal of the program must include (but need not be limited to) the preparation of students for one or more baccalaureate majors. Courses required in the program are specifically designed as transferable courses so students are prepared for an area of study at a baccalaureate institution. Describe how these courses will meet the lower division requirements of a major at baccalaureate institutions. List the baccalaureate institutions that students will be able to transfer to upon completion of the program.

Other Goal: Explain in detail how this program was designed to meet community needs in accordance with the community college mission. Describe how this program it embodies a pattern of learning experiences that are focused on specific capabilities or knowledge areas.

For programs designed for the student not intending to transfer, community colleges may develop degree majors or areas of emphasis that meet community needs and reflect the educational philosophy of the faculty in a discipline or disciplines. The required courses may not be aligned with requirements for transfer, but they may represent a cohesive package of courses in an area of study.

The proposal's statement of goal(s) and objectives serves to define the program over time. The goal statement is one of the major factors in determining whether future changes to the program are "substantial modifications" for Chancellor's Office review purposes.

For A.A.-T or A.S.-T: In addition the statement defining the goals of the proposed program for an A.A.-T or A.S.-T degree that aligns with a Transfer Model Curriculum (TMC), provide a brief statement identifying which baccalaureate degree major students will be prepared to enter at a CSU. Often, colleges will include the program level Student Learning Outcomes (SLOs) in this section that identify the program's goals and objectives. Additionally, the intent of the degree is to assist students in seamlessly transferring to a CSU. Please ensure the narrative discussion makes references to this primary focus of the law.

2. Catalog Description

The catalog description of the proposed program must be entered exactly as it will appear in the college catalog. This description must be consistent with the rest of the proposal, convey the program's goal(s) and objectives, and suggest how they differ from the goals and objectives of other programs. The description must convey also what students may expect as an outcome. The catalog description represents a commitment to the student. Exaggerated statements must not be included. For a program designed with scaffolds among program awards, ensure the catalog description describes but does not overstate this relationship. Assertions of transfer applicability as well as career applicability must be reasonable and capable of being documented. List all prerequisite skills or enrollment limitations.

The catalog description for an associate degree must provide an overview of the knowledge and skills that students who complete the requirements must demonstrate (student learning outcomes).

CTE Goal: List the potential careers students may enter upon completion.

Transfer Goal: Appropriate baccalaureate major or related majors must be identified. Proper explanation and documentation must be provided in the narrative item 14. Transfer Applicability. Suggest some caveats that students must be aware of where job market data or other factors are documented in the proposal. These warnings must be as clearly conveyed in the catalog description as possible. The catalog description needs to mention any risks, such as occupations that are inherently competitive or low-salaried and/or occupational areas where inexperienced graduates are not generally hired.

For A.A.-T or A.S.-T: Include all the requirements for the associate degree for transfer pursuant to Education Code section 66746. The catalog description provides an overview of the knowledge and skills students will demonstrate upon completion. The description needs to convey what students expect as an outcome in addition to the following completion requirements:

- *A minimum of 18 semester units or 27 quarter units in the major with a grade of C or better while maintaining a minimum grade point average (GPA) of at least 2.0 in all CSU transferable coursework*
- *Completion of 60 semester or 90 quarter CSU-transferable units using the CSU-GE Breadth or the IGETC pattern*
- *Exactly 60 semester units or 90 quarter units are required for the degree*

3. Program Requirements

The program requirements must be consistent with the catalog description. The number of units, specific course requirements and design of individual courses, and the sequence of the courses must be coherent, complete, and appropriate, given the program objectives and the resources with which the college has to work. The Chancellor's Office will rely heavily on the educational judgment of local faculty within the discipline and curriculum committees in regard to the appropriateness of program requirements.

Display the program requirements in a table format that includes all courses required for completion of the program (core requirements, required or restricted electives, other requirements), subtotal of core units, general education pattern(s) (local, CSU-GE-Breadth, or IGETC), number of units for each pattern, and total program units. For each course, indicate the course department number, course title, and unit value.

For all program awards, documentation may be one of the following:

- The college's overall general education requirements for a degree of this type, such as a photocopy of requirements from the catalog
- Required general education categories (including number of units required) with specific recommendations for appropriate general education course choices for students in this program

For all associate degrees, the courses designated for the program must, collectively, be sufficient to enable students to fulfill the program goals and meet the program objectives. Courses must be required that will address the college level communication and analytic skills necessary for success in a transfer program or that will generally enable graduating students to participate as full team members in a company, maintain currency in rapidly changing fields, and/or advance in selected occupations over a lifetime.

CTE Goal: The set of requirements for a CTE program must reflect the thinking of the advisory committee, as indicated in advisory committee minutes that are submitted as part of the proposal. If the CTE program requirements do not reflect the advisory committee's recommendation, then the college must explain its departure from those recommendations.

Transfer Goal: Students must be advised to complete the CSU-GE-Breadth or IGETC pattern. Unless the major requires a high number of units, students who intend to transfer must not be allowed to complete only 18 or more units of local general education requirements. In most cases, the local general education requirements do not provide adequate preparation for transfer.

*For A.A.-T or A.S.-T: Must require students to complete either the CSU-GE-Breadth or IGETC pattern and state the number of units required for each pattern. It is important to note that Education Code section 66746 requires a maximum of 60 semester or 90 quarter units, and **all** required courses must be transferable to CSU. The program requirements must list all required courses for the major with the number of units for each. If more than 18 semester or 27 quarter units are required for the major, then the program requirements must show whether each course may also be used to fulfill a CSU-GE-Breadth or IGETC requirement. Identify any units that may be double-counted for all programs.*

The requirements need to include a summary of the total number of CSU-GE Breadth and IGETC units required in addition to major units to reach the 60 semester (or 90 quarter) units for the degree. It is not necessary to list every CSU-GE Breadth or IGETC course but the subtotals do need to appear in this section. To accomplish this, consider using a summary table (optional) following the major program requirements that indicates the number of transferrable units from each general education pattern and any additional CSU transferrable elective units that will total 60 semester (or 90 quarter) units for the degree.

In addition, Education Code section 66746 subdivision (b) prohibits a community college district from imposing any additional course requirements for a student to be eligible for the associate degree for transfer, and subdivision (e) prohibits allowing remedial non-collegiate level coursework to be counted toward the units required for the associate degree for transfer. If the college normally requires students to complete additional graduation requirements to obtain an associate degree, the catalog description must clearly state that the A.A.-T or A.S.-T does not require them.

4. Background and Rationale

This section provides context for reviewers at a general conceptual level. This section explains what role the proposed program will fulfill in the curriculum (given the stated goals and objectives). This section may include some history of how the program proposal came about, describe what is different about the program and its importance, and tell why the program is especially appropriate for the region and college, including reference(s) to appropriate community support.

These explanations must be related to the college mission and the overall educational plan for the college, other new program developments, and any specific needs of that community. This section may be used to justify program objectives or the inclusion of a given course as a requirement.

Describe any special considerations and make a case for a program that justifies the use of alternative documentation if the usual documentation may be misleading, inconclusive, or simply not obtainable.

It is not necessary to repeat information covered elsewhere in the proposal, as long as the proposal includes a cross-reference to a page number or section number. If reference is made to appended meeting minutes, then corresponding section(s) in the minutes must be highlighted in the attachment.

For A.A.-T or A.S.-T: Briefly describe how discipline faculty decided to align major requirements with the TMC. Please describe how this proposal was developed and whom on campus was involved in the development. Also, please address how the students will benefit by having access to this degree.

Criteria B. Need

The proposal must demonstrate a need for a program or course that meets the stated goals and objectives in the region the college proposes to serve with the program. Furthermore, a proposed new program must not cause undue competition with an existing program at another college.

Need is determined by multiple factors, including the Academic Master Plan of the college or district and accreditation standards. Colleges are required to periodically review curriculum through “program review,” during which the faculty and administrators review the program requirements and related course content in consultation with appropriate advisory groups. Program review is a planning process whereby academic departments determine the future needs and goals of their educational programs. Both new and revised curriculum must reflect the fulfillment of this planning requirement.

For baccalaureate preparation curriculum, need is presumed to exist if there is student demand for a program or course and its transfer applicability for a university major or general education has been documented. The proposal for approval must include evidence that the coursework required for the community college program substantially satisfies the lower-division coursework requirements for a university major or for general education requirements at the baccalaureate institution.

For college preparation noncredit curriculum, need is presumed to exist if there is a student demand for a noncredit program or course and its transition to credit work has been documented.

For both credit and noncredit, CTE programs, or those that respond to economic development interests, need for the program must be documented through current labor

market information within the local service area of the individual college and/or a recent employer survey. In addition, a current labor market 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.

However, if cooperative planning with neighboring colleges merits it, labor market information for the region as a whole may be sufficient. Statewide or national labor market evidence may be included as supplementary support but evidence of need in the specific college service area or region is also necessary. If the college believes the program has statewide or national importance and wishes to substitute statewide or national labor market information for local evidence, an explicit explanation of why this is appropriate must be included.

An analysis of labor market needs and trends is required; data sources include:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system
- Recent employer surveys
- Industry studies
- Regional economic studies
- Letters from employers attesting to the service area need
- Minutes of industry advisory committee meetings (when offered in conjunction with other evidence)
- Job advertisements for positions in the individual college's service area
- Newspaper or magazine articles on industry or employment trends
- Applicable studies or data from licensing agencies or professional associations

Table 8. Suggested Areas of Discussion for Labor Market Analysis

Labor Market Area	Discussion Points for Labor Market Analysis
Net Job Market	<ul style="list-style-type: none"> Given the number of enrollments that are projected for the program and that are necessary to support the program, are there enough openings locally to permit placement of the expected number of graduates? Has the job market been declining slowly? Holding steady? Growing slowly? Growing rapidly? Recently emerging?
Earning Potential	<ul style="list-style-type: none"> What is the average initial salary? What is the average percentage of salary increase in two years? Five years?
Program Credibility / Career Potential	<ul style="list-style-type: none"> If advanced degrees are typically needed for career advancement, will the courses required for this program transfer toward completion of the requirements for those degrees? Will this preparation permit students to remain current in their field? Does the program teach basic principles and theory, as well as application? Is it current and of sufficient rigor? Does it allow for later shifts in career? Does this preparation meet the needs of those already employed for upward mobility, entrepreneurship, or a career upgrade? Does the program prepare students to work in an ethnically diverse workforce and in an ethnically diverse, global market?
Emerging Occupations	<p>When job market data are not available or are not appropriate for a new CTE program in an area of emerging social need or technology, it becomes important to provide a careful analysis and explication of the specific demands of this new occupation.</p> <p>A carefully designed employer survey can elicit documentation demonstrating that employers:</p> <ul style="list-style-type: none"> share the college's assumption regarding future direction(s) of the field and the skills that this emerging industry will require of employees recognize the value of the proposed degree or certificate in the hiring or promoting of staff

Table 8. Suggested Areas of Discussion for Labor Market Analysis - Continued

Labor Market Area	Discussion Points for Labor Market Analysis
Competitive Fields	Colleges are often called upon to provide training that students greatly desire, even where the job prospects are limited and the field is highly competitive. In such occupations—often in the arts and entertainment—it is talent rather than education that drives hiring. While no community college certificate can substitute for talent, a program that is exceptionally well designed to identify and develop talent can still be justified when few programs of similar quality exist in the college service area.
Career Technical Education Skills	Many kinds of certificates are of occupational benefit to students already employed. In such circumstances, the program objectives and design, including the sequencing of courses, must fit the needs of students likely to be already employed. The course sequence must build on students' prior experience, and courses must be scheduled to accommodate working students. A program must not establish provisions that exclude students who are not already employed in a particular industry, unless the college makes available to such students a practicable entry-level pathway that would qualify them, upon completion, for the advanced training.
Small Businesses or Cottage Industries	Entrepreneurial opportunities and the market for cottage industries yield few statistics. Yet entrepreneurial opportunities are of value to an increasingly large proportion of the workforce, especially in rural areas. A proposal for approval of a program designed to meet the needs of students interested in pursuing entrepreneurial activities must include a careful analysis of needs and of the market within which they must compete.

In addition to CTE Advisory Committee recommendation for approval (signature and a motion approved in meeting minutes), Title 5, section 55130(b)(8)E, also requires that credit programs be reviewed by CTE Regional Consortia when applicable. Consequently, proposals for credit CTE programs must also include a recommendation for approval from the appropriate Career Technical Education Regional Consortium¹. The recommendation should be clearly stated with a motion approved in the meeting minutes. These minutes (with text indicating approval highlighted) are required supporting documentation for the CTE program proposal. California community colleges are organized into 10 economic

¹ The composition of the regions for vocational education, economic development, and workforce preparation purposes may be viewed online at <http://www.cccaoc.org/Colleges/consortia.html>.

regions, served by seven consortia of CTE faculty and administrators from community colleges in that region. The Career Technical Education Regional Consortia provide leadership for colleges to:

- Integrate and coordinate economic development and CTE programs and services
- Develop and coordinate staff development
- Increase the knowledge of programs and services in the region, and to disseminate best practices

Narrative Items #5-12

5. Enrollment and Completer Projections

This section includes enrollment (student headcount) data or a survey of prospective students and completer projections information.

Use a table format (sample provided below*) to provide final (not census) enrollment data for all required existing courses for the last two years to validate the need for this program in the college service area. Include course department number, course title, annual sections, and annual enrollment total.

		Year 1		Year 2	
CB01: Course Department Number	CB02: Course Title	Annual Sections	Annual Enrollment Total	Annual Sections	Annual Enrollment Total

*Use as many rows as required to provide requested data.

A survey is rarely needed for a transfer program. In the case of a survey, the survey questionnaire, a description of the population surveyed, and survey results must be included.

For completer projections include the number of anticipated program completers per year at the end of the second year and end of the fifth year of program operation.

CTE Goal: The enrollment and completer projections must be compared to the net job market, discussed in narrative item 8. "Labor Market Information and Analysis." The data must demonstrate adequate demand for the estimated completers.

Transfer Goal: Required.

For A.A.-T or A.S.-T: Not required.

6. Place of Program in Curriculum/Similar Programs

This section must address the following:

- Does the program replace any existing program(s) on the college's inventory?
- What related programs are offered by the college?
- Will this new program fulfill a current need?
- Will there be courses in common shared by this program and another existing program?
- What enrollment changes will this program create? Will it accommodate an overflow or attract a new market? Will it be possible for students to move between this program and another program?
- Will programs share resources?
- Explain how, if at all, this program makes a new or more productive use of existing resources and/or builds upon existing programs or services and establishes a new direction for the college.
- Provide relevant details if this program is related to the termination or scaling down of another program(s).

Before completing this section, review the college's existing program inventory online in the CCC Curriculum Inventory at <http://curriculum.cccco.edu>. Specify any existing inventory entries that need to be removed or modified in connection with the approval of the proposed program.

For A.A.-T or A.S.-T: Identify the division or department in which the program will be housed and the current program type division/department. Also, state if the degree extends options for students at the college.

7. Similar Programs at Other Colleges in Service Area

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. Pages from other colleges' catalogs may be included as additional attachments to the proposal in the CCC Curriculum Inventory. Similarities and differences need to be described, and justification for a program of this type and in this region needs to be provided. In most instances, a college proposing a new program needs to make a

convincing case that the existing capacities at other colleges are insufficient to meet the demand.

If the proposed program has a different emphasis, targets a different market, demonstrates state-of-the-art offerings, or for a number of reasons will be a stronger program, documentation and/or explanation need to be provided.

The college needs to provide evidence that faculty affiliated with the program proposal have been in communication with faculty offering similar programs at other community colleges, as well as with transfer institutions (if applicable). The college also must demonstrate how such communication helped to design the proposed program.

When two or more colleges in the same region are seeking approval for new programs of a similar kind at or near the same time, evidence of collaboration is especially important. Generally, competition between districts is not an issue for transfer programs, nor is redundancy of offerings, since every college is presumed to have the right to offer a range of transfer majors. For transfer programs, the main reason for considering programs in neighboring colleges is to compare the program requirements.

For A.A.-T or A.S.-T: Not required.

8. Labor Market Information and Analysis (CTE only)

Attachment Required: Labor Market Information & Analysis (CTE only)

Attachment Required: Labor Market Information (no analysis, A.A.-T/A.S.-T, CTE only)

Attachment Required: LMID Verified Data (noncredit, short term vocational only)

The Labor Market Information (LMI) system provides occupational demand data by county on established occupations, i.e., those that have Occupational Employment Statistics (OES) codes and that serve medium to large employers. The system also provides occupational supply data based upon actual or projected program outcomes. The LMI system is maintained by the state Employment Development Department (EDD) and is partially funded by community colleges to aid in their planning of programs and in their reporting upon outcomes. Statistics from LMI can be found online at <http://www.labormarketinfo.edd.ca.gov>. The LMI division of EDD can be reached by telephone at (916) 262-2162. Assistance with LMI data can also be obtained from CTE specialists in the Chancellor's Office.

To use the LMI system website to search for labor market projections, choose the "Educators/Schools" link on the LMI home page. This page provides statewide and county job projections by Standard Occupational Classification (SOC) with cross-listing to CCC TOP codes. The instructions for accessing the data are subject to change.

Pursuant to Education Code section 78015, LMI data are specifically required for new CTE program proposals, where available. Statewide or national data is not acceptable unless the applicant can show that career mobility in this occupation is common. The proposal must include projections from LMI for the most applicable SOC codes and geographical regions to be served by the program. If these projections do not suggest adequate job openings in the college service area to provide employment for all program completers, then the proposal must explain what other factors may justify the program and make the LMI figures misleading. If LMI figures are unavailable for the occupation targeted by the program, explain and provide other data that justifies the need for the proposed program.

Highlight the applicable lines for the program being proposed with a marker, or another easily visible method, on the printout of data from the LMI. Target the search for specific data and avoid including unneeded or irrelevant statistical printouts with the proposal. Title 5, section 55130, requires the college seeking approval of a new program to show "the relation of the proposed program to a job market analysis." The job market analysis must present evidence that there is a viable job market that will preferentially hire those graduating with the proposed degree or certificate.

When a proposed program is in an emerging occupation, finding relevant regional or local data can be challenging. One source of data for emerging occupations is available from the Centers of Excellence, an initiative of the California Community Colleges Economic and Workforce Development Division. Through the website at <http://coeccc.org> individuals can access comprehensive reports on emerging occupations, called "Environmental Scans," as well as information about requesting customized reports if no scan has been published. Do not attach the complete report to the proposal, but summarize the significance of the report's findings to the college service area and use an appropriate format for citing the source so that Chancellor's Office staff can refer to the entire report, if necessary.

For A.A.-T or A.S.-T: No analysis is required provided the selected program goal is "transfer" for the program proposal. However, if the program goal is "CTE and transfer", then Labor Market Information (data only, no analysis) is required.

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), 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.

*For A.A.-T or A.S.-T: Not required **unless** the CTE discipline has never been offered at the college in the past.*

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.

*For A.A.-T or A.S.-T: Not required **unless** the CTE discipline has never been offered at the college in the past.*

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

This item must identify whether the proposed new CTE program has an advisory committee made up of typical employers, discipline faculty from transfer institutions, entrepreneurs, or others qualified to provide guidance in developing and reviewing the program. The list of advisory committee members must include job titles as well as business affiliations, and an accompanying explanation must make clear that the professionals on this committee represent those within the industry who will hire graduates of a proposed CTE program.

*For A.A.-T or A.S.-T: Not required **unless** the CTE discipline has never been offered at the college in the past.*

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.

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

Minutes of the advisory committee meetings at which the program was discussed and approved must be included. Highlight using an electronic highlighter or another easily visible method in the attachment the approval action in the minutes. Minutes of other meetings, such as curriculum committee meetings, may also be included if they reflect relevant discussion. 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.

For CTE Goal: **Attachment Required: Regional Consortium Approval Meeting Minutes (CTE only, A.A.-T/A.S.-T excluded)**

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.

For A.A.-T or A.S.-T: Not required because Transfer Model Curriculum was developed intersegmentally statewide.

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.

Narrative Items #13-14

13. Display of Proposed Sequence

Provide a flowchart, table, or diagram that shows how the required courses must be completed in sequence by term (semester or quarter), including prerequisite courses if applicable. Include the course department name and course number, and units per term. Indicate whether the course sequence is suggested or mandatory. The sequence must 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 sequence longer than two years is necessary. Students who begin college in need of developmental courses in reading, writing, and/or mathematics may need more than two years to complete a two-year program.

For a degree program, the proposal must include the general education requirements. The pattern(s) specified must not constrain students' individual general education choices unless specific general education courses are recommended to enhance student preparation for a field of study.

Using the CCC Curriculum Inventory dynamic report tool create a report (titled *Course Report*) list all courses required of all students in the program. This report must reconcile with the courses listed in item #3 "Program Requirements" of this narrative as well as with the appended Transfer Model Curriculum template (if applicable).

Attachment Required: Course Outline of Record

A Course Outline of Record (COR) must be attached to the proposal for all courses required of all students in the program. If the proposed program is for an area of emphasis, students may be required to complete a specified number of units (minimum of 18 semester or 27 quarter units) by completing courses from a list. A COR for general education courses are not required to be attached to the program proposal.

For A.A.-T or A.S.-T: Narrative item not required, however; listed attachments are required.

14. Transfer Applicability (if applicable)

Briefly describe the purpose of attached transfer documentation. For proposals that indicate transfer as a goal, ASSIST documentation is required to show that courses fulfill lower-division requirements for a specific baccalaureate major or prepare students in an area of emphasis for a major field of study for baccalaureate institutions.

For degrees that do not satisfy lower division transfer preparation, documentation must show that the required courses are accepted for general education and/or elective credit by more than one baccalaureate institution. Indicate to which specific baccalaureate institution for the proposed program may transfer.

Attachment Required: Transfer Documentation (if applicable)

Articulation Agreements are required for proposals with the following program goals:

- Three Articulation Agreements – for Transfer only
- Two Articulation Agreements – for Transfer and CTE

For A.A.-T or A.S.-T:

Attachment Required: TMC Template (A.A.-T or A.S.-T only)

1) Complete and attach the TMC template for the major.

When a TMC is finalized, a template will be available, which will be uploaded as an attachment to the A.A.-T or A.S.-T degree proposal in the CCC Curriculum Inventory. The community college will complete the columns in the right half of the table to indicate which courses in the TMC have been adopted. The current list of approved TMC templates may be found on the Chancellor's Office Academic Affairs Division website (www.cccco.edu/aad) in the Transfer Model Curriculum section.

It must be noted that some TMC patterns allow community colleges to include other courses not specifically indicated in the TMC. In the Psychology TMC template, for example, the college may designate in List B any course that has articulation as lower-division major preparation for the psychology major at a CSU. When the community college decides to include such a course, discipline faculty must consult with CSU discipline faculty to confirm that the course provides preparation for the CSU major. When selecting local courses in this situation, documentation of applicability to the major at the local CSU is required. The documentation may include the following, listed in order of preference:

- *Assigned course identification (C-ID) designation or*
- *Assigned Transfer CSU (TCSU) number or*

- *Appropriate report from ASSIST showing the required transferability status (e.g., CSU transferable, general education, or major preparation at CSU).*

The TMC template will provide information about acceptable forms of documentation for articulated courses in each list of options for that major. The college will attach necessary documentation for the course to the A.A.-T or A.S.-T degree proposal in the CCC Curriculum Inventory.

2) Provide ASSIST articulation or transfer documentation (based on the TMC template requirements) for any course that does not have a C-ID descriptor to a CSU institution. ASSIST articulation information must be for the TMC major (not the course discipline) at a CSU institution.

Articulation and transfer data can be downloaded from ASSIST website at www.assist.org. ASSIST is the official online repository of articulation for California's public colleges and universities and provides the most accurate and up-to-date information about student transfer in California.

Criteria D. Adequate Resources

The college must demonstrate that it has the resources to realistically maintain the program or course at the level of quality described in the proposal. This includes funding for faculty compensation, facilities and equipment, and library or learning resources. The college must also demonstrate that faculty is available to sustain the proposed required course(s) and to facilitate student success. The college must have the resources needed to offer the course(s) at the level of quality described in the COR. The college must commit to offering all of the required courses for the program at least once every two years, unless the goals and rationale for the particular program justify a longer time frame as being in the best interests of students.

Narrative Items #15-18

15. Library and Learning Resources Plan

Explain the determination of library and learning resources necessary to support the program as designed. Determining the needed resources requires collaboration between the originating faculty and the library and learning resources staff. Please specifically state how this proposal was approached and consensus was built with library and learning resources staff at the college. If new resources will need to be acquired, explain how the acquisition will be accomplished. This discussion should reconcile with the estimated cost of library acquisitions (if any) reported in the CCC Curriculum Inventory proposal.

For A.A.-T or A.S.-T: Items 15-18 require a general statement. For example: "No additional resources will be required beyond the college's current resources. This

includes library and learning resources, facilities and equipment, and financial support. All of the faculty that will teach in this program meet the state minimum qualifications and possess knowledge and experience in this program area.”

16. Facilities and Equipment Plan

Describe the specific needs for facilities and equipment should be detailed in this section. Note what is already available, what is planned or in some stage of development, and what would need to be acquired after approval in order to implement the program. An estimate of the total cost of new facilities and equipment should be included and reconcile with the estimated cost of facilities and equipment (if any) reported in the CCC Curriculum Inventory proposal.

Programs that require new facilities, major renovation to existing facilities, or an expenditure of over \$100,000 in district and state funds for equipment must submit an itemized matrix that details program costs and anticipated revenue (either public or private), both for the initial year of operation and in the near future years.

For A.A.-T or A.S.-T: Items 15-18 require a general statement. For example: “No additional resources will be required beyond the college’s current resources. This includes library and learning resources, facilities and equipment, and financial support. All of the faculty that will teach in this program meet the state minimum qualifications and possess knowledge and experience in this program area.”

17. Financial Support Plan

This section explains 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.

The source of support for ordinary costs of instruction may be apportionment revenue under the district's growth cap or apportionment revenue redirected as a result of phasing out another program. In some cases a new program may not generate any increased apportionment, if it is composed only of existing courses and does not add new courses.

Sources of support for facilities and equipment may include state capital outlay funding, instructional equipment grants, donations by industry, and funds from private sources/foundations.

Some new programs are developed with grants from various resources including the Fund for Instructional Improvement (FII), Economic Development, or other employer-based training or federal grants. Programs supported with these funds may have special requirements, depending on the source. Any such requirements need to be described.

For A.A.-T or A.S.-T: Items 15-18 require a general statement. For example: "No additional resources will be required beyond the college's current resources. This includes library and learning resources, facilities and equipment, and financial support. All of the faculty that will teach in this program meet the state minimum qualifications and possess knowledge and experience in this program area."

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.

For A.A.-T or A.S.-T: Items 15-18 require a general statement. For example: "No additional resources will be required beyond the college's current resources. This includes library and learning resources, facilities and equipment, and financial support. All of the faculty that will teach in this program meet the state minimum qualifications and possess knowledge and experience in this program area."

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)

Narrative Items #19-21

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.

For A.A.-T or A.S.-T: Sections 19-21 require a general statement. For example: There are no licensing or accrediting standards that apply to this degree. No additional student selection criteria are in place; this degree complies with California Code of Regulations, Title 5, sections 55201 and 58106. Additionally, there are no additional fees required beyond those identified in California Education Code section 76300.

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.

For A.A.-T or A.S.-T: Items 19-21 require a general statement. For example: "There are no licensing or accrediting standards that apply to this degree. No additional student selection criteria are in place; this degree complies with California Code of Regulations, Title 5, sections 55201 and 58106. Additionally, there are no additional fees required beyond those identified in California Education Code section 76300."

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.

For A.A.-T or A.S.-T: Items 19-21 require a general statement. For example, there are no licensing or accrediting standards that apply to this degree. “No additional student selection criteria are in place; this degree complies with California Code of Regulations, Title 5, sections 55201 and 58106. Additionally, there are no additional fees required beyond those identified in California Education Code section 76300.”

Templates

Templates for supporting documentation are available via the CCC Curriculum Inventory. To access a template, click on the Admin tab of the top navigation bar of the Inventory and then select Templates. The following templates are available:

1. Narrative
2. Narrative – AHSD Only
3. Signature Page (for college use only – not required for proposal submission)

Resources

Access to a range of curriculum resources is available via the CCC Curriculum Inventory. To access these resources, sign in to the inventory using your user name and password. Next, click on the *Admin* tab of the top navigation bar and select *Resources*. PDF downloads of the following reference materials are provided:

- *Program and Course Approval Handbook, 5th Edition DRAFT*
- *Taxonomy of Programs Manual, 6th Edition*
- *The Course Outline of Record: A Curriculum Reference Guide* (ASCCC, Spring 2008)
- *CIO Manual* (CCCCIO, July 2012)

In addition, a comprehensive list of hyperlinks to curriculum-related documents and organizational websites are provided.

Section 2: Comprehensive Curriculum Topics

Section 2: Comprehensive Curriculum Topics provides information relevant to credit and noncredit curriculum development.

The California Community Colleges Chancellor's Office website (www.cccco.edu) provides links to resources that can assist with curriculum development aspects required by the California Education Code and applicable portions of the California Code of Regulations (referred to as Title 5 in this *Handbook*). This section draws information from several publications and sources, which can be found in the credit section of the Chancellor's Office Academic Affairs Division website (www.cccco.edu/aad).

Accrediting Commission for Community and Junior Colleges

For a program to be recognized by the U.S. Department of Education, the Accrediting Commission for Community and Junior Colleges/Western Association of Schools and Colleges (ACCJC/WASC) must approve the program as a substantive change. Various federal programs (e.g., financial aid, veteran's benefits, etc.) require that the U.S. Department of Education have documentation that programs have been approved through the state legal and regional accreditation processes.

Colleges must take the following steps:

1. Seek initial approval through the CCC Curriculum Inventory for the new program award(s) (such as an A.A.-T or A.S.-T for transfer degree).
2. Once a program is approved by the California Community Colleges Chancellor's Office (CCCCO), colleges must follow the steps outlined in the ACCJC Manual (www.accjc.org). The first step includes formal communication with the ACCJC (email communication is sufficient). ACCJC staff will review the proposed change and determine whether it is substantive.
3. Upon approval from the Chancellor's Office and the ACCJC, colleges can begin to award the degrees without the loss of state apportionment or federal support.

Apprenticeship – Credit and Noncredit

An apprenticeship is defined 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 of the California Community Colleges share responsibility for the approval of credit and noncredit apprenticeship programs. This shared responsibility has created a partnership for developing apprenticeship programs that includes the community college and the employer, also known as the program sponsor.

The DAS approves matters dealing with on-the-job instruction and maintains the standards. Both the California Apprenticeship Law and the annual California Budget Act refer to the off-the-job formal education as related and supplemental instruction (RSI). Providing RSI is the job of the community colleges, adult schools, and regional occupational program centers. In addition, section 3074 of the Labor Code states that apprenticeship RSI shall be the responsibility of and be provided by state and local boards in charge of CTE in partnership with the program sponsor, who is normally the employer.

The program or courses must have the approval of the Chancellor's Office for both curriculum and RSI funding.

Required documentation must be signed by the Chief of the DAS or his or her designee to indicate that the apprenticeship has been approved, including the specific campus approved for the RSI, apprenticeship title, file number, and sponsor contact information. Additional documentation includes labor market information (data) and analysis, an employer survey, and an explanation of employer relationship. Justification of the need for any new CTE programs, including apprenticeships, is specifically required through a job market study, pursuant to Education Code section 78015.

The Chancellor's Office has delegated authority to the Apprenticeship Program Coordinator, who provides support to the college and the program sponsor throughout the development and implementation of the apprenticeship program. The Vice Chancellor of Academic Affairs, or his/her designee, approves the programs and courses offered by the community college using criteria that represent the standards of good practice established in the field of curriculum design.

Apprenticeship proposals require additional supporting documentation including an abbreviated narrative (items #1-4, 6, 8-10, and 14 only), Labor Market Information and Analysis (CTE only), an Employer Survey (CTE only), Course Outlines of Record, Transfer Documentation (if applicable), and a California Division of Apprenticeship Standards (DAS) Approval Letter. Refer to the new credit or noncredit program award subsection of this *Handbook* for a detailed discussion of proposal requirements for apprenticeships.

Cooperative Work Experience Education

Cooperative work experience education is an exception to the usual requirement that state-reimbursed community college education be under the immediate supervision of a qualified academic employee. Resources and information about cooperative work experience education can be found on the Chancellor's Office website (www.cccco.edu) under the Economic Development and Workforce Education Division in the CTE section. The *Work-Based Learning Handbook* is an online reference to topics and issues central to the effective implementation and operation of cooperative work experience education and work-based learning programs. The regulations for cooperative work experience are covered in Title 5, Chapter 6, Subchapter 3, Article 4, beginning with section 55250.

A college that offers cooperative work experience must provide certain services, including supervision by a qualified instructor or coordinator, written evaluation of students'

progress, consultation with employers, and other elements. Units of work experience must be earned in certain patterns described in regulations.

There are two types of cooperative work experience education. **General work experience education** is supervised employment intended to assist students in acquiring desirable work habits, attitudes, and career awareness. The work experience does not need to be related to the student's specific educational goals. **Occupational work experience education** is supervised employment where on-the-job learning relates to the student's specific educational or occupational goal. Title 5, section 55253, states that a student may earn up to a maximum of 16 semester units or 24 quarter units of both types of work experience education combined.

When work experience education is reported in the Chancellor's Office Management Information Systems, the Taxonomy of Programs (TOP) code **4932.00** must be used for general work experience education. Occupational work experience must be reported in the same TOP code as the program of which it is a part. For example, occupational work experience in the area of automotive technology must be reported in TOP code 0948.00.

Distance Education

Distance education is covered by Title 5, Chapter 6, Subchapter 3, starting with section 55200. Both credit and noncredit courses may be offered through distance education, which is defined as "instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology."

These regulations refer to all courses that are developed with the intent that individual classes or sections, or any portion of the course, may be scheduled as distance education instead of traditional, face-to-face instruction. This includes courses referred to as "hybrid" which combine traditional, face-to-face instruction and distance education with either synchronous or asynchronous instructor-student interaction through communication technology.

Title 5 regulations specify that course quality standards apply to distance education in the same manner as for traditionally delivered courses and that each course designed for delivery via distance education must be separately approved by the college curriculum committee. In addition, the regulations require regular contact between instructors and students.

The Academic Affairs Division of the Chancellor's Office prepared a publication, *Distance Education Regulations and Guidelines* (2008 Omnibus Version) which is available on the Chancellor's Office Academic Affairs Division website (www.cccco.edu/aad). This

publication was prepared collaboratively with the Education Technologies Advisory Committee (ETAC), which is composed of faculty, administrators, distance education coordinators, and Chancellor's Office staff. In addition, the publication *Distance Education Regulations and Guidelines for Students with Disabilities* (January 2011), was developed via a Chancellor's Office task force with expertise from Disabled Student Programs and Services Regional Coordinators, the High Tech Training Center Training Unit Advisory Committee, and the Educational Technology Advisory Committee.

Independent Study

Independent study is a mode of instruction in which students are not required to be under the immediate supervision and control of a qualified academic employee. This must not be confused with the requirement in Title 5, section 55002, that all courses offered for credit must require students to study independently outside of class. Instead, this discussion of independent study refers to a course that is not regularly scheduled, but for which it is expected that the student will interact directly with the instructor on an individual basis. All colleges may offer locally approved independent study courses.

Title 5, section 58009, was revised in 2006 in order to address disparity in apportionment for laboratory independent study courses and traditional courses. Apportionment for independent study laboratory courses is now calculated based on the student contact hours rather than on units.

Inter-Campus Program Development

The following discussion details distinct inter-campus program arrangements and related curriculum design and review requirements.

Conjoint Programs

A conjoint program is defined by the Chancellor's Office as a credit program (degree or certificate) or noncredit program that is offered collaboratively by two or more colleges, whether in the same or different districts (but usually within the same geographical region). Each college participating in a conjoint program receives authorization to award the certificate or degree.

A single approval proposal is submitted, but an individual cover proposal form with all required signatures must be prepared by each participating college, as well as a list of the coursework used at that college to satisfy the conjoint curriculum pattern. All participating colleges need to submit these related proposals together to the Chancellor's Office.

Conjoint programs may include credit or noncredit courses. There are two ways in which conjoint programs may be constructed:

1. Each participating college offers the identical or nearly identical curriculum pattern and offers all, or nearly all, the courses required for the program. The collaboration is in designing a uniform curriculum and submitting a single conjoint proposal for approval. The colleges may or may not share some resources for the program.
2. Participating colleges offer different parts of the curriculum needed to complete the program, and students must take some courses at more than one college. Colleges share program resources.

Other combinations and variations may arise, as long as the proposal is essentially for a single area of study. This implies that all participating colleges will use the same local title for the program, which is also categorized under the same six-digit TOP code.

When a conjoint program proposal from more than one college has been approved, an additional college may request to be added to the conjoint approval within one calendar year from the date when the current proposal received final approval from the Chancellor's Office. The proposed program that the subsequent college wishes to offer must be essentially the same as the first college's proposal, and the proposal must include labor market information and analysis relevant to the college's service area.

The Chancellor's Office welcomes reasonable innovations for developing and proposing new programs in order to make better use of our system's overall resources, especially in specialized career technical fields or geographically contiguous areas. For example, the California Insurance Careers program was developed by the Insurance Educational Association and insurance industry experts in order to provide courses at California community colleges to meet the demand for qualified entry-level workers. Although the colleges collaborated in the development of the program, each college submitted a separate proposal with labor market information relevant to the college service area. The California Insurance Careers program assisted colleges that were interested in offering a program in insurance by developing and distributing an employer survey and gathering labor market data. Participating colleges were able to expedite local and Chancellor's Office approval for these programs with this support.

Conjoint programs are deemed dissolvable if any of the participating community colleges do not wish to sustain the terms and conditions of the program agreement. Community college staff must update the CCC Curriculum Inventory and deactivate the conjoint program.

Conversion of an Educational Center to a New College

When a district applies to the Board of Governors for authorization to convert an existing educational center into a full community college, it is necessary to establish a new inventory of approved programs for the new college.

The approved status of credit or noncredit programs offered at a center derives from the approved status of those programs reflected on the inventory of the "parent" college. When a new college is converted from a center, it is not necessary to obtain new approvals for all programs. Rather, establishing a program inventory for the new college involves separating the approvals belonging to the parent college and the new college.

When a new college created from a center assumes independent existence (generally, when it receives separate accreditation or begins reporting data separately to the Chancellor's Office Management Information Systems), the college must provide the Chancellor's Office a list of all credit and noncredit programs being offered. An inventory of approved programs for the new college will then be established, based on those programs offered at the new college that had previously been approved for the parent college, plus any new approvals that have been given specifically for the new college.

However, the new college will start out with approvals only for those parent college programs that are then fully operational at the site of the new college. This means that all coursework necessary to complete the program is offered at that site. No parent college program approvals will be assigned on the hope or possibility that such a program will be set up at the new college in the future. For example, if the parent college had an Industrial Technology program, but Industrial Technology was not offered as a full program on-site at the educational center before its conversion, then the new college will not receive an inventory authorization for Industrial Technology, even if it offers a few of the courses and plans to set up a full-fledged Industrial Technology program in the future. When the new college is actually ready to establish such a program, it must submit its own request for approval of the proposed program.

Credit and noncredit programs that are offered in full at both the parent college and the new college at the time of conversion (including degree majors and areas of emphasis) will be listed as approved on both inventories. However, any program that has only been offered in full at the center will be removed from the inventory of the parent college, even if the parent college plans to set up a full-fledged program of the same type on-site in the future. When the parent college is actually ready to establish such a program at its site, it must submit a request for approval as a new credit or noncredit program.

At the time of converting a center to a new college, the approved status of all programs at both sites will be reviewed. Any degrees or certificates that have not been properly approved, at either location, will have to obtain approval before the Chancellor's Office will recommend approval of the new college.

The approval status of courses when a center becomes a new college will be determined in a manner similar to that of programs. All credit and noncredit courses that are appropriately authorized, either as part of a State-approved program or by a local governing board stand-alone approval action, will retain their authorized status, but only at the institution(s) where they are actually offered. The separation of program approvals could result in some changes in the status of courses as being "part of an approved program" for one or the other institution, so if there are any doubts, contact the Chancellor's Office.

Curriculum Approval of New Colleges and Educational Centers

Approving or disapproving plans for new facilities is one of the basic responsibilities of the Board of Governors, according to its original authorizing statute in California Education Code (Education Code, § 70901) and the Community College Construction Act (Education Code, § 81800 et seq.). In addition, every new college or educational center is specifically required to be approved by the Board of Governors, regardless of whether state construction funds are requested (California Code of Regulations, Title 5, § 51014). The Board of Governors has adopted a set of regulations broadly prescribing what information districts must submit in a request for a new college or center (California Code of Regulations, Title 5, §§ 55180–55185) and how the request must be analyzed.

The Chancellor's Office College Finance and Facilities Planning Division is the lead division in recommending Board of Governors approval for new centers and colleges. However, the Academic Affairs Division reviews both credit and noncredit proposals in regard to curriculum and program issues and provides consultation to the Facilities Unit. For that purpose, the standards presented here have been prepared to aid districts and the Chancellor's Office in carrying out their responsibilities under the law.

Curriculum Standards for New Colleges

1. The proposal shall describe the categories of coursework (credit and noncredit) to be offered and the programs that the coursework will support (Education Code, §§ 70901, 81821; California Code of Regulations, Title 5, §§ 55182–55183).

2. All credit and noncredit programs both at the new college and at the parent college or district shall be approved by the Chancellor's Office, as reflected in the CCC Curriculum Inventory.
3. The new college shall offer the necessary core curriculum (general education and lower-division requirements for the most common majors) to support a viable transfer function (Education Code, §§ 66722, 66730, 66732; California Code of Regulations, Title 5, § 51027).
4. The determination of both credit and noncredit CTE programs to be offered shall be based on a recent labor market study or regional economic analysis (Education Code, §§ 78015, 78016; California Code Regulations, Title 5, § 55130).
5. The new college shall offer a range of basic skills and English as a Second Language (ESL) that is appropriate for its service area population (Education Code, § 66010.4; California Code of Regulations, Title 5, § 55182).
6. An educational master plan, including projected programs, shall be prepared or must be in process of preparation (Education Code, §§ 70901, 70902; California Code of Regulations, Title 5, § 51008).
7. A policy and procedure for instructional program review shall have been adopted (California Code of Regulations, Title 5, § 51022).

Curriculum Standards for New Educational Centers

When establishing a New Educational Center, consideration should be given to all the requirements in the Education Code and California Code of Regulations, Title 5. Minimally, consult the following required standards:

1. An educational master plan, including projected programs, must be prepared or must be in process of preparation (Education Code, §§ 70901, 70902; California Code of Regulations, Title 5, § 51008).
2. Educational centers must have an on-site administrator, generate at least 500 full-time equivalent students (FTEs) annually, and ensure the new center continues for 10 years or more (California Code of Regulations, Title 5, §§ 55180).
3. The proposal must describe the categories of coursework (credit and noncredit) to be offered and the programs that the coursework will support (Education Code, §§ 70901, 81821; California Code of Regulations, Title 5, §§ 55182–55183).
4. All the programs both at the center and at the parent college must be approved by the Chancellor's Office, as reflected on the CCC Curriculum Inventory. Any programs that have not previously been approved, or which are to be started concurrently with or

following the establishment of the new center, must be submitted for program approval (Education Code, §§ 70901, 70902; California Code of Regulations, Title 5, §§ 51021, 55130).

5. The proposal must describe the community area and characteristics of individuals to be served. Furthermore, the center must offer a distribution of coursework based on the needs of the service area, as documented by surveys and/or information from K-12 schools and other postsecondary educational providers, employers, and public and private nonprofit agencies. The curriculum must include, as determined to be appropriate:
 - Courses in each general education category
 - Core major coursework for common transfer majors
 - Core courses and electives for noncredit programs
 - Coursework for short-term job training and/or full career preparation

A center, unlike a college, need not always provide all coursework needed for a full transfer function or the complete range of occupational preparation. Some programs may require that the student enroll in courses at the parent college (Education Code, § 66010.4; California Code of Regulations, Title 5, § 55181, 55182, 55183).

6. The determination of CTE programs to be offered must be based on a recent labor market study or regional economic analysis (Education Code, §§ 78015, 78016; California Code of Regulations, Title 5, § 55130).
7. The center must offer a range of basic skills and ESL that is appropriate for its service area population (Education Code § 66010.4; California Code of Regulations, Title 5, § 55182).
8. A policy and procedure for instructional program review must have been adopted (California Code of Regulations, Title 5, § 51022).

Programs Relocated to another College in the Same District

As stated in Title 5, section 55130(e), program approval is granted only for the individual college in a multi-college district. There is no difference in new program approval requirements if another similar or identical program already exists at another college in the same district.

However, if a district wishes to relocate a credit or noncredit program from one of its colleges to another within the same district, the college proposing to offer the program must submit a *substantial change* program proposal in the CCC Curriculum Inventory, with all required proposal components and supporting documentation. Criteria A item #4,

the “Background and Rationale” section, must explain the reason for the relocation of the program and any anticipated effects on other colleges. In addition, only the following criteria need to be addressed in the proposal narrative: Criteria A (#1-4) and Criteria B (#12). Finally, the proposal requires course outlines of record for each course listed in the proposal Course Report.

This simplified approval procedure does not apply to the relocation of a program from one district to another, which requires a regular new credit or noncredit program proposal.

Nursing Practice Act

The Nursing Practice Act (NPA) is the body of California law that mandates the Board of Registered Nursing to set out the scope of practice and responsibilities for registered nurses (RNs). The Practice Act is located in the California Business and Professions Code starting with section 2700. Regulations which specify the implementation of the law appear in the California Code of Regulations, Title 16. Article 3, commencing with section 1420, covers the regulations concerning the establishment of schools of nursing.

Title 16, section 1426, establishes the minimum requirements for the curriculum. This section is used as a reference when the Chancellor’s Office reviews a proposal for a new or revised nursing program.

Open Courses

Every community college is required, as a minimum condition of state aid, to place a statement on open courses in its catalog and class schedules. Title 5, section 51006, requires colleges to publish a statement in the official catalog and schedule of classes that all course sections or classes for which state aid is awarded are open to enrollment and participation by any person admitted to the college. The college may only restrict enrollment in a course when the restriction is specifically required by statute or legislation. This section also allows colleges to require that students meet prerequisites that have been established pursuant to Title 5, section 55003. Situations where enrollment limitation may be allowed are discussed more specifically in Title 5, section 58106. These sections allow the college to restrict students from enrolling in a course when:

- Prerequisites, corequisites, or other advisories on recommended preparation have been established for the course.
- Health and safety considerations, facility limitations, faculty availability, funding limitations, or other constraints have been imposed by statutes, regulations, or contracts.

The college can limit enrollment only through one or more of the following approaches:

- Enrolling on a “first-come, first-served” basis or other non-evaluative selection technique
- Offering special registration assistance to the handicapped or disadvantaged student
- Enrolling in accordance with a priority system established by the local board
- Allocating available seats to students who have been judged most qualified in the case of intercollegiate competition, honors courses, or public performance courses
- Limiting enrollment to a cohort of students enrolled in two or more courses, provided, however, that a reasonable percentage of all sections of the course do not have such restrictions
- Restricting enrollment of a student on probation or subject to dismissal to a total number of units or to selected courses or of a student who is required to follow a prescribed educational plan

The open course concept means that no course may be offered for apportionment if it is restricted to a particular group, such as employees of a particular company or organization, students concurrently enrolled in a neighboring university, persons of a particular ethnicity, or any other narrowly defined group. Furthermore, although a course may be designed primarily for individuals in a particular group (for example, individuals already employed in a particular occupation), it may not be offered for apportionment unless it is open to, and designed in such a way that it could also be of benefit to, other students. Thus, a course may be primarily intended for skills upgrading of individuals already experienced in a particular occupation, but it must also be possible for a student in training for that occupation to take and benefit from the course, subject to legally established prerequisites as described below.

Certain narrow exceptions to the open course rule are specified in law. These include enrollment preference for fire service personnel (California Code of Regulations, Title 5, § 58051(d)) and law enforcement trainees (Penal Code, § 832.3[c]), courses conducted in a jail or federal prison (California Code of Regulations, Title 5, § 58051.6), students who are part of a cohort concurrently enrolled in another specified course (California Code of Regulations, Title 5, § 58106), and apprentices in “related and supplemental instruction” courses (Labor Code, § 3076.3).

Open-Entry/Open-Exit

Title 5, section 58164, defines open-entry/open-exit as credit or noncredit courses in which students enroll at different times and complete at various times or at varying paces within a defined time period, such as a semester or quarter.

When an open-entry/open-exit course provides supplemental learning assistance (pursuant to Title 5, section 58172) in support of another course or courses, the COR for the supplemental open-entry/open-exit course must identify the course or courses it supports, as well as the specific learning objectives the student is to pursue. Determination of student contact hours must be based on a maximum number of hours that the curriculum committee considers reasonably necessary to achieve the learning objectives of the primary course or courses being supplemented. Thus, the supplemental course outline must be prepared in light of the primary course objectives, but the hours for the supplemental outline will then be based on the objectives and related assignments specified in the supplemental course outline.

Open-entry/open-exit courses must be designed in such a way that most students who are appropriately placed in the course would be able to master the objectives and complete the course successfully in about 48–54 hours per unit of credit. Some students may need more hours to complete the course and may need greater assistance from faculty and staff. Some students may need fewer hours to do the same and need little or no assistance. Regardless of the number of hours the student needs to complete the course, the number of units earned will be the same and the number of hours needed by most students to complete the course as approved by the curriculum committee will be recorded in the outline of record.

Periodic Review of Established Programs

Title 5, section 55130, authorizes the Chancellor's Office to review established programs periodically and to terminate approval of a program. The Chancellor's Office collects information from all colleges on the processes for and/or the results of locally conducted program reviews as required by Title 5, section 51022.

In addition, Education Code section 78016 specifically requires that colleges review the effectiveness of CTE programs every two years. The minimum requirements for this periodic review must demonstrate that the program:

- Continues to meet a documented labor market demand
- Does not represent unnecessary duplication of other manpower training programs in the college's service area

- Is of demonstrated effectiveness as measured by the employment and completion success of its students

Review of instructional programs on a regular basis and according to a regular procedure is also mandated by the standards of the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. Several accrediting standards speak to institutional planning, research, and design of instructional programs; however, the most direct requirement for program review is Standard II A.2 (e):

IIA.2 (e) The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

At present there is no standard model(s) officially recommended for conducting program review in the California community college system. There is an imperative, however, that every college must conduct an effective review of its instructional programs on a regular basis.

Program Goal – Degree or Certificate

Degree and certificate programs may have the following specified program goals:

- Career Technical Education (CTE)
- Transfer
- Career Technical Education (CTE) and Transfer
- Other – Designed to meet community needs

Specific policies and instructions for these programs are discussed below.

Career Technical Education (CTE) Program Goal

A degree or certificate with a program goal of CTE prepares students for employment immediately upon completing the program and/or upgrades employment skills.

Pursuant to Title 5, section 51006, CTE programs cannot be designed exclusively for individuals already employed by a particular employer or in a particular industry, unless the college also makes the program available to other interested students or makes available a parallel or comparable program which would enable a student who is not already employed by that employer or in that industry to obtain entry-level employment.

Required documentation includes labor market information and analysis, an employer survey, and an explanation of employer relationship. Justification of the need for the new CTE program is specifically required through a job market study, pursuant to Education Code section 78015.

In addition to recommendation for approval from their CTE Advisory Committee, a new CTE program proposal must also include a recommendation for approval from the Career Technical Education Regional Consortium. There are seven Career Technical Education Regional Consortia comprised of vocational education and economic development administrators, faculty, and staff from each college in the region. Their activities are funded by the Chancellor's Office from federal Carl D. Perkins Career Technical Education Act (Perkins) and Economic Development funds, and their charge is to increase collaboration among colleges, encourage regional planning, offer professional development opportunities, and promote marketing of community college CTE programs.

The Chancellor's Office requires the recommendation of the Career Technical Education Regional Consortium in order to ascertain the need for the proposed program in regard to other community colleges in the area, as specified by Title 5, section 55130 (b)(8)(E). The Chancellor's Office relies on the advice of the Career Technical Education Regional Consortia when reviewing the approval criterion of need, especially in comparing the proposed program to others that are offered by other community colleges in the region. Consortium approval also assures program originators that the design of their program curriculum is along the lines of current good practice as judged by their professional peers.

The requirement for a recommendation from the Career Technical Education Regional Consortium is not absolute. If a program has been refused a recommendation for approval by a Career Technical Education Regional Consortium, and the college feels the refusal was unjustified or unfair, the college may submit the program to the Chancellor's Office without a regional recommendation for approval. The burden of justification will be on the college to show why the proposal must be approved without a positive recommendation.

Education Code section 78016 requires review of all occupational programs every two years. Title 5, section 55003, requires review of prerequisites, corequisites, and advisory courses at least once every two years.

Transfer Goal

A degree or certificate with a program goal of transfer prepares students to continue study in the same or similar area at a baccalaureate-granting institution.

Required documentation includes articulation information (must show that required courses fulfill the majority of lower-division requirements for the baccalaureate major to major) and/or evidence that transfer agreements exist between the community college and baccalaureate institutions to which students may transfer. Required documentation may be obtained at the ASSIST web site (www.assist.org). The documentation must show a good-faith effort on the part of the college to assure that, to the extent possible, students will not have to repeat courses completed at the community college after they transfer.

The Chancellor's Office will review each transfer program proposal to determine if at least 75 percent of courses required for the certificate or major or area of emphasis have course-to-course articulation.

Other Goal

A degree or certificate with a program goal of "other" is used to develop degree majors or areas of emphasis designed to meet community needs and reflect the educational philosophy of the faculty in a discipline or disciplines. Evidence of need for program proposals is required.

Required documentation can be in the form of survey results, letters of support from community agencies, or other regional data in support of the need. This goal is also an appropriate choice for programs that are transferable only to a single university campus, because proposals for transfer programs are required to prove articulation with three university campuses.

This type of proposal may have a broad area of emphasis, such as Social Sciences, or a theme-based area of emphasis that consists of an interdisciplinary grouping of courses, such as American Studies, International Business, or Multicultural Studies. The required courses may not align with requirements for transfer, but nevertheless represent a cohesive packaging of courses. If the area of emphasis is designed to prepare students for transfer, all of the required courses must be transferable and must prepare students for a designated field of study at a baccalaureate institution. The intent of such degrees must be clearly expressed in the narrative portion of the proposal.

Special Classes Instruction for Students with Disabilities

Pursuant to Title 5, section 56028:

Special classes are instructional activities designed to address the educational limitations of students with disabilities who would be unable to substantially benefit from regular college classes even with appropriate support services or accommodations. Such classes shall be open to enrollment to students who do not have disabilities; however, to qualify for a special class, a majority of those enrolled in the class must be students with disabilities.

Special classes may also refer, however, to distinct courses with their own CORs, designed either to meet educational objectives unique to a population with specific disabilities, or to supplement the standard objectives in an otherwise similar course with objectives unique to that population. In both cases, special classes must be primarily instructional in nature and must have objectives that fall within the instructional mission of the California community colleges. Such courses cannot be designed primarily to provide group activities or services (e.g., therapeutic activity, counseling, or assessment testing), but must instead provide systematic instruction in a body of content or skills whose mastery forms the basis of the student grade.

Title 5 contains definitions and specific provisions related to approval of courses for students with disabilities:

- Courses designed to meet the needs of students with specific functional limitations "shall be open to enrollment of students who do not have disabilities" (California Code of Regulations, Title 5, § 56028).
- The course description published in the college catalog may note that it has been designed for students with specific disabilities, but the college may not restrict enrollment to such students, nor require students to register for classes through the Disabled Student Program and Services (DSPS) program or counselor, nor otherwise violate the open-enrollment provisions of state law (California Code of Regulations, Title 5, § 1006).
- California Code of Regulations, Title 5, section 56029, allows extended repetitions of DSPS courses under certain circumstances.

In compliance with California Code of Regulations, Title 5, section 56028, the following special class considerations are required when developing a COR pursuant to Title 5, section 55002:

- Specify the disability or disabilities the course is designed to address

- Describe the objectives the course is to fulfill as they relate to these disabilities
- Describe why a special course is needed to meet this need, rather than its being met through accommodation in a regular course
- Specify how it will be determined that the objectives have been achieved
- Explain what disability-specific instructional methods, materials, equipment, etc., will be used and why

Sections of courses in the regular curriculum that are merely adapted to enable students with disabilities to meet the regular course objectives in alternative ways do not require separate Chancellor's Office approval.

Student Fees

The *Student Fee Handbook* is published by the Legal Affairs Division in the Chancellor's Office and is available on the Chancellor's Office website (www.cccco.edu) under the Legal Affairs Division. Title 5, section 51012, allows the district governing board to establish only mandatory student fees that are expressly authorized by law. In all cases, the district policy must provide financial assistance or waiver of these fees for qualifying students.

To Be Arranged (TBA) Hours Compliance Advice Legal Advisory 08-02

Pursuant to Legal Advisory 08-02, **TBA** has been defined: "Some courses with regularly scheduled hours of instruction have 'hours to be arranged' (TBA) as part of the total contact hours for the course. The TBA portion of the course uses an alternate method for regularly scheduling a credit course for purposes of applying either the Weekly or Daily Census Attendance Accounting Procedures. The procedures which must be followed for the TBA hours are described [in the Legal Advisory]. In some situations the entire course might be on TBA, and in that case this course would follow the same rules. (Note: The Student Attendance Accounting Manual, page 3.3, refers to TBA hours or "hours to be arranged," which for purposes of this advisory have the same meaning as 'HBA' or 'hours by arrangement' or any other local term used to designate these hours.)"

For more information, refer to the Chancellor's Office website (www.cccco.edu) Legal Affairs Division, Legal Advisory 08-02.

Section 3: Credit Curriculum

Section 3: Credit Curriculum describes the standards and criteria for credit course and program development, approval procedures for credit programs and courses, and instructions for completing applications for approval by the Chancellor's Office.

The California Community Colleges Chancellor's Office website (www.cccco.edu) provides links to resources that can assist with the development of credit programs and courses as required by the California Education Code and applicable portions of the California Code of Regulations (referred to as Title 5 in this *Handbook*). This section draws information from several publications and sources, which can be found in the credit section of the Chancellor's Office Academic Affairs Division website (www.cccco.edu/aad).

Credit Course

The Academic Senate Curriculum Committee for California Community Colleges prepared a document that can be useful to curriculum committees in carrying out their responsibilities for course development and approval. In 2008 the Academic Senate paper titled, *The Course Outline of Record: A Curriculum Reference Guide* was published and can be downloaded from the Academic Senate for California Community Colleges (ASCCC) website at www.asccc.org.

Stand-Alone Credit Courses

When a credit course (CB04= C or D) is not part of an approved program as defined above, it is “not degree-applicable” (CB24=2) or commonly referred to as a **stand-alone credit course**. This term also refers to credit courses that are required for a certificate of fewer than 18 semester or 27 quarter units that has not been approved by the Chancellor’s Office as a Certificate of Achievement.

Effective Fall 2007, districts were delegated authority to approve stand-alone credit courses that are offered for credit, if the college where the courses will be offered is certified for local approval pursuant to Title 5, section 55100. The approved course must be reported to the Chancellor’s Office in order to assign a unique course control number. This number is required when submitting enrollment data via the Chancellor’s Office Management Information Systems (MIS).

Title 5, section 55100, requires the district to annually certify that all faculty and staff who are involved in the curriculum approval process have received training from the Chancellor’s Office in the policies and procedures related to the curriculum review and approval process. Annually, training is available from the Chancellor’s Office for Chief Instructional Officers and curriculum committee chairs, who are then responsible for training all persons who are involved in the curriculum approval process. Colleges are required to complete the training annually to be certified. Documentation of training completion at each college is required by September 30th of each year to the Chancellor’s Office Academic Affairs Division. Training materials are available on the Chancellor’s Office Academic Affairs Division website (www.cccco.edu/aad).

If a college is not certified to locally approve stand-alone credit courses, then approval from the Chancellor’s Office is required. The college may not approve a stand-alone credit course that was previously denied approval by the Chancellor’s Office, unless the course is modified to adequately address the reasons for denial. Such courses must be re-approved as revised by the college curriculum committee and district governing board, but Chancellor’s Office approval is not required if the college is certified for local approval of credit courses.

One type of stand-alone credit course that colleges have locally approved, even before local approval of stand-alone courses was delegated, is the “experimental” course or the course that covers “special topics” in a specific discipline. In general, an experimental course is one for which full information on some approval criterion, such as feasibility or need, cannot be determined until the course is actually offered on a pilot basis. After an experimental course has been offered more than once in the same year, it must be submitted to the college curriculum committee for approval as a regular course, or the college must discontinue offering the course as experimental. A special topics course is one which employs a consistent disciplinary framework, but for which the specific focus may change from term to term. An example is a Special Topics in Political Science or Current Events in Political Science course in which the content will be different in each term. If a particular topic is addressed regularly, it must be approved as a regular course. At some colleges, special topics may not be defined as narrowly as this. Some colleges may use the terminology “special topics” in lieu of “experimental.” These terms are not defined in Title 5 and may be interpreted in district policy in either way.

When a college offers a group of stand-alone credit courses in the same Taxonomy of Programs (TOP) code that total 18 semester units or 27 quarter units and that are linked to one another as prerequisites or corequisites, the courses are no longer considered stand-alone and Chancellor’s Office program approval is required. The college must submit this sequence of courses for approval as a Certificate of Achievement.

This is intended to guard against creating a group of stand-alone courses that are linked into a sequence of courses. For example, the college could approve three stand-alone credit courses that are prerequisite to each other, such as ACCT 100 Introduction to Accounting, ACCT 110 Principles of Accounting, and ACCT 120 Computer Applications for Accounting. ACCT 100 is prerequisite to ACCT 110, which is prerequisite to ACCT 120. These three stand-alone credit courses are required for a 10-unit Skills Certificate in Accounting. At this point, the college is in compliance and can offer these courses and award the certificate without Chancellor’s Office approval.

Two years later, however, the college approves some new stand-alone courses in Tax Studies, including ACCT 200 Introduction to Tax Law (3 units), ACCT 201 Tax Preparation (3 units), and ACCT 202 Tax Planning (3 units). The course ACCT 120 is a prerequisite to ACCT 200, which is prerequisite to ACCT 201 and corequisite to ACCT 202. The 19 units of stand-credit alone courses are linked together by prerequisites and corequisites and approval is needed. The status of these courses changes from stand-alone credit courses to program-applicable.

In order to fulfill requirements for a certificate or degree major or area of emphasis, students cannot count 18 or more semester units (or 27 or more quarter units) of courses that have been approved as stand-alone credit courses. This requirement may limit the number of stand-alone credit courses that students may choose to complete to fulfill requirements for an award.

Program-Applicable Courses

Credit courses are considered to be program-applicable when they are required or are on a list of restricted electives for a degree, certificate, or program approved by the Chancellor's Office. Program-applicable credit courses are approved as part of the credit program approval process, which requires that colleges submit course outlines of record (COR) for all required courses (including all restricted electives) with the program approval proposal. After the program is approved, new courses developed for the program are not subject to Chancellor's Office approval.

When the college submits substantial changes to existing, approved programs, CORs for all required courses (including all restricted electives) are submitted with the proposal to change the program. This requirement helps to fulfill the legal requirement that the Chancellor's Office monitor the local approval of credit courses. The college will be notified if course outlines are not compliant with Title 5, section 55002, and technical assistance on correcting the outlines will be available to the college curriculum committee.

Degree-Applicable Credit Courses

For any course that will apply toward the associate degree, Title 5, section 55002(a), requires that the curriculum committee determine that the coursework is truly at a college level and that the course incorporates critical thinking, among other standards.

There is also a description in Title 5, section 55062, of the types of courses that are to be considered degree-applicable. Only courses that are included in the following categories may be offered for degree-applicable credit:

- All lower division courses accepted toward the baccalaureate degree by the California State University (CSU) or University of California (UC) systems or designed to be offered for transfer.
- Courses that apply to a major or an area of emphasis in CTE fields. The Chancellor's Office interprets this to mean courses within a TOP code designated as vocational.
- English composition or reading courses not more than one level below the first transfer level course in these areas.

- All mathematics courses that fall into the above categories and Elementary Algebra.
- Credit courses in English and mathematics taught in or on behalf of other departments and which, as determined by the local governing board, are comparable to required skills at a level equivalent to those necessary for degree-applicable English and mathematics courses.

Degree-applicable credit courses must be appropriate to the associate degree and recommended by the college curriculum committee, which is comprised of faculty and others as established by the mutual agreement of the college and/or district administration and the academic senate. In addition, all new courses must be approved by the district governing board.

The curriculum committee approves degree-applicable credit courses based on the following standards:

- Grading policy, based on uniform standards pursuant to Title 5, section 55023, that demonstrates proficiency in subject matter by means of written communication, problem solving, and/or skills demonstrations, as appropriate to the course content.
- Units, based on a relationship specified by the governing board in compliance with Title 5, section 55002.5, which requires a minimum of 48 hours of lecture, laboratory, out-of-class assignments, or other types of study for one unit of credit. For each hour of lecture, the course requires two hours of study and/or laboratory and/or assigned activity. Laboratory courses, however, may require minimal work outside of class scheduled meeting time.
- Intensity and rigor, as evidenced by the outline of course topics, course objectives, assignments, assessments, and reading materials identified in the COR. Achieving the objectives of degree-applicable credit courses must require students to study independently outside of class time. There is an expectation that students will spend two hours outside of class for each hour of lecture.
- Required preparation for success in the course, such as prerequisite or corequisite courses, as determined by the curriculum committee in compliance with Title 5, section 55003.
- Basic skills prerequisites for success in the degree-applicable course that are dependent on communication and/or computation skills. These requirements may include eligibility to enroll in specific English and/or mathematics courses, as determined by an approved assessment method using multiple measures.

- Difficulty and level, as determined by the curriculum committee, which ensure that the course requires critical thinking, learning skills, and vocabulary appropriate for a college-level course.

Nondegree-Applicable Credit Courses

The category of nondegree-applicable credit courses was created by regulatory amendments adopted by the Board of Governors in 1986. There were two primary purposes: (a) to allow community college students to receive "workload credit" (which would apply toward maintaining the unit load necessary to receive financial aid) for precollegiate basic skills courses and (b) to safeguard the integrity of the associate degree by ensuring that such courses were not counted within the degree.

Title 5, section 55002(b), requires that nondegree-applicable credit courses be approved by the college curriculum committee and district governing board. There are four types of nondegree-applicable credit courses:

1. Nondegree-applicable basic skills courses (California Code of Regulations, Title 5, §55000(j)).
2. Courses designed to prepare students to succeed in degree-applicable credit courses that integrate basic skills instruction throughout the curriculum and assign grades partly upon demonstrated mastery of basic skills. Examples of such courses include college orientation and guidance courses and discipline specific courses such as biology, history, business, etc.
3. Precollegiate career technical preparation courses that provide foundation skills for enrollment in degree-applicable Career Technical Education (CTE) programs.
4. Career technical courses for which meeting the standards for degree-applicable credit courses is neither necessary nor required.

The college curriculum committee is responsible for recommending approval of nondegree-applicable credit courses based on the following standards:

- Grading policy, based on uniform standards pursuant to Title 5, section 55023, that demonstrates proficiency in subject matter by means of written communication, problem solving, and/or skills demonstrations, as appropriate to the course content.
- Units, based on a relationship specified by the governing board in compliance with Title 5, section 55002.5, which requires a minimum of 48 hours of lecture, laboratory, out-of-class assignments, or other types of study for one unit of credit.

- Intensity, as evidenced by the COR. Nondegree-applicable credit courses must provide instruction in critical thinking, prepare students to study independently outside of class time, include reading and writing assignments, and prepare students to succeed in degree-applicable credit courses.
- Required preparation for success in the course, such as prerequisite or corequisite courses, as determined by the curriculum committee and in compliance with Title 5, section 55003.

Transferable Courses

Community college courses may be transferable to baccalaureate institutions for three different purposes: elective credit, general education, and/or lower-division preparation for a baccalaureate major. Faculty, curriculum committees, and articulation officers share responsibility for determining and ensuring the transferable status of courses.

The predominant transfer-receiving institutions for California community colleges are the California State University (CSU) and the University of California (UC) systems. Under Executive Order No. 167, the CSU Chancellor has delegated responsibility, since 1973, to the community colleges to determine which courses shall be considered baccalaureate-level for elective transfer credit. By contrast, the UC Office of the President reviews the determination of transferability course-by-course for that system; transferability for elective credit requires that the community college course be essentially equivalent to a course already offered for baccalaureate credit on at least one UC campus.

Challenges may be raised at CSU campuses to particular courses that are certified by a community college as transferable, but such challenges do not often occur. Transferability of elective credit, however, does not create any presumption of acceptance for general education or credit to the major or area of emphasis.

Decisions on transferability of individual courses required as part of a university major are made by departmental faculty and committees at each university campus. Major-specific articulation information for most campuses can be found in the database of the Articulation System Stimulating Interinstitutional Student Transfer (ASSIST), online at www.assist.org.

The baccalaureate public segments (CSU and UC) have extensive requirements for general education. Identifying those community college courses that will be accepted by CSU or UC as satisfying their general education requirements is very important to the success of transfer students.

For the UC, the acceptability of a course for general education is predicated on the acceptability of the equivalent UC course, since each course transferred to UC has been identified, by staff review at the Office of the President, as essentially equivalent to an existing UC course. General education requirements vary greatly from campus to campus in the UC system.

For the CSU, general education requirements are standardized through statewide regulations. Procedures for certifying community college courses as meeting CSU's general education requirements are set forth in the CSU Chancellor's Executive Order 1065, which is available online at www.calstate.edu.

Since 1993, new courses intended for general education transfer have been reviewed for acceptability by CSU Chancellor's Office staff and a subcommittee of the CSU General Education Advisory Committee. This same subcommittee, with the addition of UC representatives, reviews the acceptability of community college courses for the Intersegmental General Education Transfer Curriculum (IGETC), which is accepted by both UC and CSU systems as an alternative pattern for satisfying lower-division general education requirements. In Spring 2000, the Intersegmental Committee of Academic Senates (ICAS) concluded in a report based on a study of the use, effectiveness, and awareness of IGETC that this general education pattern is useful and preferred by students who intend to transfer. The paper, titled "Use, Effectiveness, and Awareness of the Intersegmental General Education Transfer Curriculum (IGETC) an Evaluation," is available on the website of the ASCCC at www.asccc.org.

Determining the eligibility of a particular course for university transfer for all these purposes—elective credit, major or area of emphasis requirements, and general education—is an essential part of the process of local course approval by the curriculum committee, generally with the assistance of a college articulation officer. For CORs submitted to the Chancellor's Office, evidence of transferability is a quality criterion that is reviewed for all programs and courses in traditionally or potentially transferable disciplines.

Relationship of Hours to Units

Title 5, section 55002.5, establishes the minimum expected time on task (lecture, study, and/or lab work) that is necessary to award one unit of credit. A minimum of 48 hours on the semester system (or 33 hours on the quarter system) of lecture, study, or lab work is required for one unit of credit regardless of term length. In practice, the number of hours varies among institutions, but is generally within the range of 48-54 hours per unit for colleges on the semester system. For each hour of lecture, it is assumed that students will be required to spend an additional two hours of study

outside of class. The number of units awarded for laboratory courses is generally based on the number of hours of laboratory work, presuming that students complete most required work in class.

Because California finance laws assume that primary terms average $17\frac{1}{2}$ weeks on the semester system and $11\frac{2}{3}$ weeks on the quarter system (the two semesters or three quarters equal the traditional 35-week academic year), and because student attendance and related apportionment state compliance auditing is based on the units and student contact hours delineated in the official COR, the Chancellor's Office strongly recommends that colleges use the 18-week semester or 12-week quarter as the basis for the student contact hour calculation used in the COR, even if a college has been approved to use a compressed academic calendar. The 18-week semester or 12-week quarter primary term provides the greatest flexibility in terms of contact hours, and colleges do not risk an audit finding for excessive apportionment claims such as they might experience using a 16-week semester basis for the contact-hour calculation. Additionally, it is also important to note the flexible calendar program is designed around the 35-week traditional academic calendar, so basing contact hour targets around an 18-week semester assures that instructional hours lost to "flex" activities will not result in the district not providing the minimum number of hours required by Title 5, section 55002.5, to award a unit of credit.

The guidelines provided below are all predicated on an 18-week semester or 12-week quarter term. In determining the number of units to be awarded for courses, colleges must consider total lecture, outside study, and/or laboratory hours. We refer to the combination of these hours as "student learning hours." For example, a course for which three units is awarded may meet four hours a week over a semester and still be in compliance with these regulations if it is assumed that the increased classroom time serves to decrease outside study time. Thus, a course that seemingly meets for more hours per week than the units awarded may be in compliance, as opposed to a course that simply requires an excess of total classroom hours for the units awarded.

For lab units, it has not traditionally been expected that the student will study outside the classroom. Therefore, the number of units granted is generally based entirely on the number of hours performed on campus under the immediate supervision and control of a qualified academic employee. For example, 54 hours of chemistry laboratory (three hours per week over 18-weeks) would grant one semester unit of credit, whereas 54 hours of chemistry lecture would grant three units.

The following examples apply to semester units:

Lecture or Lab Only Courses

- One-unit lecture course = 18 hours in-class lecture plus 36 hours out-of-class study
- One-unit laboratory course = 54 hours in-class laboratory

Lecture and Lab Combined

- Three units (2 units of lecture and 1 hour of lab) = 36 hours in-class lecture, 54 hours in-class laboratory, plus 72 hours out-of-class study

Some community colleges have assigned a unit of lab credit for fewer than three hours a week of supervised activity in certain courses where it is expected that students will do some homework, but not as much as in a traditional lecture course. For example, in a computer applications course, there may be a certain amount of reading or additional practice required outside of class. The college may award one unit of lab credit for only two hours per week of hands-on computer instruction/activity, as long as the instructor assigns one hour per week of out-of-class study. There is no prohibition against this practice; however, it must be used with caution, particularly in regard to transferable laboratory courses. In the natural sciences, it is standard university practice to base the number of units awarded only on the in-class lecture and laboratory hours. Students wishing to transfer a course that includes two hours of lab and one hour of homework for one unit may not earn the same amount of transfer credit for major or general education purposes as that awarded at baccalaureate institutions.

When the combination of lecture and out-of-class study plus laboratory work reaches 108 student learning hours on the semester system or 72 student learning hours on the quarter system, or twice the number of hours required for one unit, students must earn at least two units of credit.

Note that a college may not offer two units of credit unless total hours of lecture and out-of-class study plus laboratory work reaches a minimum of 96 student learning hours on the semester system or 66 student learning hours on the quarter system. This regulation may affect the number of units awarded in some disciplines that offer courses with a high number of contact hours, such as courses mandated by professional certification requirements in law enforcement and fire technology.

For credit courses, a district may choose to award units of credit in increments of one half or smaller. However, it is not permissible to approve a credit course with zero units of credit.

Given that some colleges begin with total student contact hours in order to derive the appropriate units to assign to a course, the following examples are provided. All examples use semester hours.

1. 27 lecture contact hours: a college must offer 1.5 units of credit under the assumption that there are 54 hours of out-of-class study for a total of 81 student learning hours. A college may not offer 2 units of credit, since the minimum of 96 student learning hours (per Title 5) has not been attained.
2. 18 lecture contact hours and 36 lab contact hours: a college may offer 1.5 units of credit under the assumption that the lecture hours entail 36 hours of out-of-class study, resulting in a total of 90 student learning hours; if a college presumes that each lab contact hour also entails half an hour of out-of-class work, then the total hours would equal 108 student learning hours, requiring the college to offer 2 units of credit.

Given the variety in calculation of total student contact hours, colleges must make explicit in the COR not only the total units for the course, but the lecture/lab breakdown of the units, the term length being used for the total student contact hour calculation, and the total student contact hours.

Accreditation standards require a minimum of 48 student learning hours for the award of a unit of credit. Although Title 5, section 58023, defines an hour of classroom or laboratory time as 50 minutes, when calculating out-of-class study time, an hour retains its ordinary meaning of 60 minutes.

Thus, for a one-unit semester lecture course, the minimum hours would be as follows:

$$\begin{array}{r} 16 \text{ hours of classroom time} \\ + 32 \text{ hours of homework} \\ \hline 48 \text{ hours total student learning time} \end{array}$$

The minimum number of hours expected for a three-unit semester lecture course would be as follows:

$$\begin{array}{r} 48 \text{ hours of classroom time} \\ + 96 \text{ hours of homework} \\ \hline 144 \text{ hours total student learning time} \end{array}$$

Colleges must take into account holidays and flex days when constructing the academic calendar in order to ensure that all courses can meet the 48-student-learning-hour minimum for each unit of credit awarded. In addition, it is impossible to predict exactly how long it will take for any individual student to complete a given amount of assigned

study or homework; therefore, these ratios will not hold true for every individual taking the course. Nevertheless, instructors are required to follow the COR and assign an amount of homework that is consistent with the time it would take the average student to complete the coursework.

These configurations illustrate the hours required for lecture-type courses in semester-length terms. For each unit of credit in a college using the quarter system, a minimum of 11 hours of classroom time and 22 hours of homework would be expected in a lecture course. For a three-unit course on the quarter system, a minimum of 33 hours of classroom time and 66 hours of homework would be expected.

When a term is more or less than 16 weeks, then the class time and assignments for a one-unit course must be adjusted to meet the required credit hours. For instance, suppose a college schedules a one-unit lecture course in a compressed time frame that meets every weekday for two weeks. The minimum hours would be as follows:

$$\begin{array}{r} 1.6 \text{ hours of lecture each day} \\ + 3.2 \text{ hours of homework each day} \\ \hline 4.8 \text{ hours of student learning each day} \end{array}$$

It is not appropriate to offer courses in a compressed time frame that, by their design, would not permit the student to complete the amount of out-of-class homework required to meet the hours-to-units relationship mandated by Title 5. For example, consider a one-unit lecture course in Library and Information Science – Research Strategies that is normally scheduled for 16 hours, or 2 hours per week for eight weeks. This course cannot be offered as a one-day Saturday class since students would have to complete 16 hours of class time in one day and the students would not have enough time to fulfill their 32 hours of required, outside homework. It is feasible that the class could be scheduled on Saturdays over several weeks, as long as doing so would allow adequate time for students to complete the course requirements.

Repetition

Repetition of credit courses is covered in Title 5, Chapter 6, Subchapter 1, Article 4, commencing with section 55040. This article covers all circumstances in which a district may permit repetition of credit courses. Districts are not required to allow repetition of credit courses, but if the district chooses to establish policies and procedures that allow course repetition, then this article guides how that policy must be constructed.

Title 5, section 55041, permits colleges to designate certain courses as repeatable. Repeatable courses must be clearly identified in the college catalog, and repetition must

be limited to not more than three semesters or five quarters (for a total of four semester enrollments or six quarter enrollments). The college curriculum committee must determine whether a course is repeatable when the COR is reviewed for approval. Courses may be identified as repeatable when:

- Repetition of the course is necessary for a student to meet a legally mandated training requirement as a condition of continued paid or volunteer employment.
- The content of the course differs each time it is offered.
- The course is an “activity course” in which the student meets course objectives by repeating a similar primary educational activity and gains an expanded educational experience each time the course is repeated.

The course outline of an activity course must clearly show that skills or proficiencies are enhanced by supervised repetition and practice within class periods or that active participation in individual or group assignments is the primary learning activity. Activity courses that are designated as repeatable include, but are not limited to, physical education courses and visual or performing arts courses in music, fine arts, theater, or dance. However, as indicated in Title 5, section 55041, foreign language, English as a Second Language (ESL), and nondegree-applicable basic skills courses are not considered activity courses and thus are not repeatable.

Repetition is limited in activity courses in physical education when two or more courses in the same activity either (1) offer varying levels of that activity (e.g., beginning, intermediate, advanced) or (2) offer variations of the activity. An example of the first situation would be a set of physical education courses in aerobics: Beginning Aerobics, Intermediate Aerobics, and Advanced Aerobics. Students would be allowed to repeat these activity courses; however, the repetition would be limited to three semesters or five quarters (for a total of four semester enrollments or six quarter enrollments) in a single course or in a combination of courses since this set of courses is comprised of a similar activity. An example of the second situation would be a set of physical education courses in swimming: Masters Swimming, Distance Swimming, and Swimming for the Triathlete. Students would be allowed to repeat these activity courses; however, the repetition would be limited to three semesters or five quarters in a single course or in a combination of courses since this set of courses is comprised of a similar activity.

Activity courses in visual or performing arts areas that are part of a sequence of transfer courses may be repeated three times per semester course or five times per quarter course (for a total of four semester enrollments or six quarter enrollments). Visual and performing arts activity courses award credit for students who participate in activities like orchestra, theatre productions, and studio art. Each visual or performing arts course in

the transfer sequence may be repeated for a maximum of three semesters or five quarters, even when the courses are all in the same field of study or primary educational activity.

The Chancellor's Office *Guidelines for Title 5 Regulations on Repeats and Withdrawals* (2011) summarizes and provides guidance for select title 5 regulations regarding repetition and withdrawal enrollment limitations for non-repeatable courses. The guidelines focus on the changes made to sections 55024, 55040-55046 and 58161, and include definitions, an "at a glance" summary, and a Frequently Asked Questions (FAQ) section. The document is available on the Chancellor's Office website (www.cccco.edu) under the Student Services and Special Programs Division.

Prerequisites

Title 5, section 55002, requires, for degree-applicable credit courses, that the campus curriculum committee determine whether prerequisites or corequisites are necessary for student success in a course, including prerequisite English or math levels. This section also states that curriculum committees may establish prerequisites or corequisites for nondegree-applicable credit courses.

However, Title 5, section 55003, through local district policies, requires with certain limited exceptions, that prerequisites must be carefully scrutinized before they are established, to be certain that they are necessary and not discriminatory. The review of prerequisites and corequisites is part of the curriculum review conducted by the college curriculum committee. In accordance with Title 5, section 55003, prerequisites and corequisites can only be established if they are determined to be necessary, appropriate, and non-discriminatory, or required by regulation or statute. Prerequisites that are met by assessment must conform to the matriculation assessment process found in Title 5, section 55500.

Title 5, section 55003, also requires that prerequisites and corequisites be affirmed through a process of "content review" at least once every six years, except for prerequisites and corequisites for CTE courses or programs, which must be reviewed every two years.

Terms used in Title 5, section 55003, are defined as follows:

- **Advisory on recommended preparation** means a condition of enrollment that a student is advised, but not required, to meet before or in conjunction with enrollment in a course or educational program.
- **Corequisite** means a condition of enrollment consisting of a course in which a student is required to enroll in order to succeed in another course. The student

acquires the necessary skills, concepts, and/or information in the corequisite course that supports success in the target course. Since the corequisite course provides skills or knowledge necessary for successful completion of another course, it is highly unlikely that the student can achieve a satisfactory grade in the course for which the corequisite is being established without the skills and knowledge provided in the corequisite course. For example, a course in Medical Transcription may require an Introduction to Medical Terminology course as corequisite. The student's familiarity with medical terms will enable the student to succeed in medical transcription.

- **Prerequisite** means a condition of enrollment that a student is required to meet in order to demonstrate current readiness for enrollment in a course or educational program. Meeting the prerequisite provides assurance that the student has the skills, concepts, and/or information to succeed in the target course. The prerequisite ensures that students possess the skills or knowledge necessary for success in a program or course. For example a course might establish completion of an English course (or placement into English at a specific level) as a prerequisite before the student may enroll in a Philosophy course that requires high-level reading and writing skills.

A prerequisite or corequisite may be required by statute or regulation, or may ensure the health and safety of students in the course for which the prerequisite or corequisite is established. For example, a college might require that students complete a course in Food Safety as a corequisite to an Introduction to Culinary Arts course. The knowledge of food safety is required by health regulations and also ensures the safety of students in the laboratory portion of the Culinary Arts course.

A course may be established as a prerequisite or a corequisite. If established as a prerequisite, a student must enroll in the course prior to enrollment in the target course. If established as a corequisite, the student may enroll in the corequisite prior to enrolling in the target course or simultaneously with the target course.

The *Guidelines for Title 5, section 55003: Policies, Prerequisites, Advisories on Recommended Preparation* document was released February 2012 and is available on the Chancellor's Office Academic Affairs Division website (www.cccco.edu/aad).

Associate in Arts and Associate in Science Degrees

The key regulatory sections regarding associate degree requirements are found in Title 5, division 6, Chapter 6, Subchapter 1, Article 6, sections 55060–55064, which describe the criteria and minimum requirements. The associate degree is comprised of three sections:

general education, a major or an area of emphasis, and additional graduation requirements or electives, if necessary, to bring the total units to a minimum of 60 semester units or 90 quarter units.

All associate degrees that may appear by name on a student transcript or diploma require Chancellor's Office approval, whether they are intended primarily for employment preparation (CTE), as a record of academic achievement, or to prepare for transfer. Thus, a program that awards an Associate in Science degree in Electronics Technology requires approval, as well as an Associate in Arts degree in English or Social Sciences.

All associate degrees in California are one of four general types:

- Associate in Arts (A.A.)
- Associate in Science (A.S.)
- Associate in Arts for Transfer (A.A.-T)
- Associate in Science for Transfer (A.S.-T)

The Chancellor's Office supports the ASCCC Resolution 9.06, Spring 2008, in which the associate degrees are classified as follows:

- Associate in Science for Transfer (A.S.-T) must be used for any Science, Technology, Engineering, or Mathematics (STEM) field and CTE programs.
- Associate in Arts for Transfer (A.A.-T) must be used for all other disciplines.
- Associate in Science (A.S.) are strongly recommended for any Science, Technology, Engineering, or Mathematics (STEM) field and CTE programs.
- Associate in Arts for Transfer (A.A.-T) are strongly recommended for all other disciplines.

Transfer Model Curriculum (TMC)

In the implementation process for SB 1440 and Education Code section 66746, the ASCCC, in collaboration with the CSU Academic Senate, has developed a Transfer Model Curriculum (TMC) for certain majors that have been identified for students who transfer from a California community college to CSU. Each TMC represents a structure developed by intersegmental faculty for establishing the major component of a California community college associate degree. According to Title 5, section 55063, and Education Code, section 66746, the associate degree must include a major or area of emphasis consisting of a minimum of 18 semester units.

TMCs are being developed as a means of facilitating a statewide response to the mandate that all California community colleges offer "associate degrees for transfer."

Draft TMCs are developed by intersegmental faculty (CCC and CSU, primarily) in the discipline and then made available for vetting at www.c-id.net. Once a TMC template is finalized, CCC faculty has the option of developing degrees that align with the TMC. The designators for these aligned TMC degrees are Associate in Arts for Transfer (A.A.-T) and Associate in Science for Transfer (A.S.-T). The approved TMC templates are located on the Chancellor's Office Academic Affairs Division (www.cccco.edu/aad) website under the Transfer Model Curriculum section.

Associate in Arts for Transfer (A.A.-T) and Associate in Science for Transfer (A.S.-T)

Beginning in Fall 2011, community colleges were required by Senate Bill (SB) 1440 (Padilla) and California Education Code section 66746(a) to develop and offer “associate degrees for transfer” that require students to meet both of the following requirements:

- (1) Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:
 - (A) The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements.
 - (B) A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
- (2) Obtainment of a minimum grade point average of 2.0.

Title 5, section 55063(a), also requires that students must earn a C or better in all courses required for the major or area of emphasis.

In addition, Education Code section 66746 subdivision (b) prohibits a community college district from imposing any additional course requirements, in addition to these requirements, for a student to be eligible for the associate degree for transfer, and subdivision (e) prohibits allowing remedial non-collegiate level coursework to be counted toward the units required for the associate degree for transfer (A.A.-T or A.S.-T). Title 5, section 55002(b), describes such courses as “nondegree-applicable credit courses.”

The benefit for students completing these associate degrees for transfer is that the CSU system is required by Education Code section 66747 to “guarantee admission with junior status to any community college student who meets all of the requirements” for the associate degree for transfer. CSU is required to grant priority admission for a student with this associate degree “to his or her local [CSU] campus and to a program or major that is similar to his or her community college major or area of emphasis, as determined by the [CSU] campus to which the student is admitted.” In addition, section 66747 states that “a student admitted under this article shall receive priority over all other community

college transfer students, excluding community college students who have entered into a transfer agreement between a community college and the California State University prior to the fall term of the 2012/13 academic years.”

When an associate degree for transfer is approved by the CCC Chancellor’s Office, the CSU Chancellor’s Office will be notified so that the approved associate degree and its similar CSU baccalaureate degrees may be identified. These data will be used to identify eligible students who apply to the CSU for admission as described in Education Code section 66747.

The ultimate advantage for students completing these associate degrees is that the associate degree may not require more than 60 semester (or 90 quarter) units; and after transferring into the appropriate program at the CSU, the baccalaureate degree may not require more than 60 additional semester units, for a total of 120 semester (or 180 quarter) units required for the baccalaureate degree (pursuant to Education Code section 66748). Section 66748(b) allows an exception for the maximum units required at the CSU when the Chancellors of the CSU and the CCC systems, and their respective Academic Senates, specify high-unit majors that require more than 120 semester (or 180 quarter) units for the baccalaureate degree. The CSU is prohibited by Education Code section 66748(c) from requiring a transferring student with this associate degree to repeat courses that are similar to those taken at the community college that counted toward the associate degree for transfer.

The designators for the Associate in Arts for Transfer (A.A.-T) and the Associate in Science for Transfer (A.S.-T) degrees have been established by the ASCCC and are reserved only for associate degrees that meet all requirements of SB 1440 and Education Code section 66746.

General Education

For all associate degrees, it is important to maintain the philosophy that the associate degree represents more than an accumulation of units. Instead, it embodies completion of a well-defined pattern of learning experiences that are designed to develop certain capabilities. Title 5, section 55061, describes the completion of general education, one component of the degree, as a learning experience that demonstrates:

the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding.

General education transfer patterns do not satisfy the requirement for a major or an area of emphasis. In other words, an associate degree cannot consist solely of CSU – General Education – Breadth (CSU-GE-Breadth), IGETC, or the local general education pattern with the remaining units (to reach 60) in other general education courses or electives, selected at the student's discretion.

Students intending to transfer must be required to complete the CSU-GE-Breadth, IGETC pattern, or general education pattern for a four-year institution in an adjacent state to fulfill general education, 18 or more semester units (or 27 quarter units) in a major or area of emphasis, and the balance of units (to reach 60) in transferable courses in order to receive an associate degree. There may also be additional graduation requirements at individual colleges, such as physical education. Some students who intend to transfer will complete more than 60 units in order to meet all requirements for the associate degree.

When an associate degree is developed for students who do not intend to transfer, a local general education pattern of a minimum of 18 semester or 27 quarter units may be required. However, colleges should strongly recommend or require that a student select the appropriate general education pattern for his or her intended goal with advice from a counselor.

There are high-unit baccalaureate majors, such as engineering and architecture, which require a large number of lower division major preparation courses. Students who intend to transfer into such programs at a baccalaureate institution may complete fewer units of general education at the community college than the number required in CSU-GE-Breadth and IGETC patterns. They may need to complete a local general education pattern consisting of 18 or more units and complete any remaining general education requirements after they transfer.

The catalog description for an associate degree must provide an overview of the knowledge and skills that students who complete the requirements must demonstrate. If the degree is designed for students who intend to transfer, then the appropriate baccalaureate major or related majors or areas of emphasis must be identified. If the degree is designed for employment preparation, a list of potential careers must be included. In addition, all prerequisite skills or enrollment limitations must be described.

Section 66055.8 of the California Education Code creates an exception to the requirements for the associate degree. To obtain an associate degree in nursing, students who have baccalaureate or higher degrees are only required to complete the course work required for completion of the registered nursing program, including prerequisites and nursing course work. These students are not to be required to complete any other courses required by the college for an associate degree.

Major or Area of Emphasis

In 2007, Title 5, section 55063(a), was modified to allow colleges to develop associate degrees requiring 18 or more semester (27 or more quarter) units in a major or “area of emphasis.” A **major** may be defined by the lower-division requirements of a specific major at the UC or CSU or a minimum of 18 semester (27 quarter) units in a field or related fields selected by the community college. The requirements for a major must consist of courses that all students are expected to complete for a specific number of units. A small number of the required units may be completed by selecting courses from a list of restricted electives.

An **area of emphasis** is considered to be a broader group of courses and may be defined as 18 or more semester (27 or more quarter) units in related fields intended to prepare the student for a particular major or related majors at a baccalaureate institution or to prepare a student for a particular field as defined by the community college. Such a degree may be similar to patterns of learning that a student undertakes in the first two years of attendance at a baccalaureate institution in order to prepare for a major/area field of study. The requirements for an area of emphasis must specify the number of units that students will select from a list of courses that prepare students for a specific academic or professional goal. Each area of emphasis will be awarded as a separate degree and assigned a separate program control number.

The area of emphasis might be as broad as Social Sciences, or a college could design a theme-based area of emphasis that consists of an interdisciplinary grouping of courses, such as American Studies, International Business, or Multicultural Studies. However, if the area of emphasis is designed to prepare students for transfer, all of the required courses for the area of emphasis must be transferable and must prepare students for a field of study offered at a baccalaureate institution.

Proposed majors or areas of emphasis may meet community needs and reflect the educational philosophy of the faculty in those discipline(s). These degrees can represent a cohesive packaging of courses that are not accepted for transfer at baccalaureate institutions. When seeking approval for such degrees, the intent must be clearly expressed in the narrative portion of the proposal. Documentation of need can include letters of support, survey results, or anything that provides evidence that the degree fulfills a need of the community.

Certificates of Achievement

Title 5, section 55070, defines **Certificate of Achievement** as any credit certificate that may appear by name on a student transcript, diploma, or completion award and which requires 18 or more semester units or 27 or more quarter units of degree-applicable

coursework. Chancellor's Office approval is required. The college can develop and propose a Certificate of Achievement that includes coursework taken to satisfy transfer patterns established by the University of California, the California State University, or accredited public postsecondary institutions in adjacent states. Community colleges are encouraged to develop and seek approval of Certificates of Achievement in CSU-GE-Breadth and IGETC.

The college may also request approval from the Chancellor's Office for certificate programs that require fewer units in order to list these certificates on student transcripts. In order to be approved, the proposed certificate must require 12 or more semester units (or 18 or more quarter units) of degree-applicable credit coursework and must represent a well-defined pattern of learning experiences designed to develop certain capabilities that may be oriented to career or general education. After Chancellor's Office approval, they must be called Certificates of Achievement and may be listed on student transcripts. The proposals for these proposed certificates will demonstrate the same levels of need and academic rigor that is required for certificates requiring 18 or more semester (27 or more quarter) units. The proposal requires the same narrative and documentation required for all Certificates of Achievement.

Community colleges may also award certificates for fewer than 18 semester or 27 quarter units without Chancellor's Office approval, but must call such certificates something other than "certificate of achievement." Any group of credit courses in the same four-digit TOP code that totals 18 or more semester units and that are linked to one another by prerequisites or corequisites, are defined as an "educational program" that requires Chancellor's Office approval. The college must submit this sequence of courses for approval as a Certificate of Achievement.

When a college creates a sequence of certificates in a single four-digit TOP code, arranged such that a student must complete one level before taking another level and the set or sequence as a whole requires 18 semester or 27 quarter units or more, then the entire certificate sequence requires Chancellor's Office approval. For example, if a college creates the low-unit certificates listed below but then makes the Level I low-unit certificate prerequisite to Level II, the college has essentially created an 18-unit program.

- Multimedia, Basic (or Level I) – 9 units
- Multimedia, Advanced (or Level II) – requires completion of Level I or equivalent skills and knowledge plus an additional 9 units

As such, the college needs to submit the entire 18 units for approval as a Certificate of Achievement. However, Chancellor's Office approval of these two certificates would not

be possible if the Basic (Level I) certificate is not required for the Advanced (Level II) because each certificate requires fewer than 12 semester units.

Certificates of Achievement in CSU-GE-Breadth and IGETC

Title 5, section 55070, allows for the approval of Certificates of Achievement that satisfy transfer patterns of UC, CSU, or accredited public baccalaureate institutions in adjacent states which award the baccalaureate degree.

In order to maintain consistency in titling these certificates at community colleges, the two titles listed below will be assigned to approve certificates.

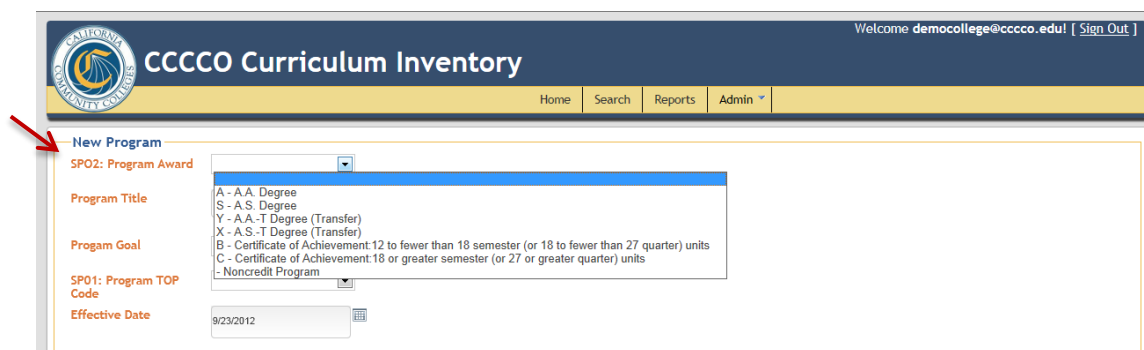
- CSU General Education (CSU-GE-Breadth)
- Intersegmental General Education Transfer Curriculum (IGETC)

Certificates for public baccalaureate institutions in adjacent states may have any relevant title. Community colleges may not offer a certificate of achievement for completion of general education requirements for a private college or university or for completion of community college general education requirements.

New Credit Program

To initiate a new credit program proposal, refer to *New Program* in section one under the *From 10 Forms to Many Actions: Getting Started* sub-section of this *Handbook*.

Upon selection of a *New Program* proposal the next decision point is to select a corresponding SP02: Program Award (shown below).



SP02: Program Award: Select only one program award. The Chancellor's Office supports the Academic Senate for the California Community Colleges (ASCCC) Resolution 9.06, Spring 2008, in which the associate degrees are classified as follows:

- Associate in Science for Transfer (A.S.-T) must be used for any Science, Technology, Engineering, or Mathematics (STEM) field and CTE programs.
- Associate in Arts for Transfer (A.A.-T) must be used for all other disciplines.
- Associate in Science (A.S.) are strongly recommended for any Science, Technology, Engineering, or Mathematics (STEM) field and CTE programs.
- Associate in Arts for Transfer (A.A.-T) are strongly recommended for all other disciplines.

All new associate degree majors and areas of emphasis are required to be separately approved. Each proposed program will need to be submitted individually. Colleges may attach the same narrative to multiple proposals under the same TOP code.

Certificates requiring 18 or more semester units or 27 or more quarter units are required to be approved and are given the designation "Certificate of Achievement" pursuant to Title 5, section 55070(a). If the certificate requires 12 or more and fewer than 18 semester units, or 18 or more and fewer than 27 quarter units, approval may be requested and the designation "Certificate of Achievement" may be assigned pursuant to Title 5, section 55070(c). Such certificates are then eligible to be listed on student transcripts.

For A.A.-T or A.S.-T: The program award must be A.A.-T or A.S.-T.

Based upon the SP02: Program Award selection, the proposal screen will recalibrate showing all required CCC Curriculum Inventory proposal fields.

CCC Curriculum Inventory Proposal Fields

The following provides a detailed discussion of each proposal required field and field option(s). Please note the following exceptions:

- Special instructions and items required for CTE programs only are marked as “CTE only.”
- Special instructions for A.A.-T and A.S.-T degree proposals are shown in italics. Unless otherwise specified, all credit program proposal criteria items are required for A.A.-T and A.S.-T degree proposals.
- Special instructions and items are required for an Apprenticeship proposal.

[Back to List](#)

New Program

DEMO COLLEGE

SP02: Program Award	A - A.A. Degree	Faculty Workload	
Program Title		New Faculty Positions	
Program Goal		New Equipment	
SP01: Program TOP Code		New/Remodeled Facilities	
Effective Date	12/17/2012	Library Acquisitions	
Units for Degree Major or Area of Emphasis (Minimum)		Program Review Date	
Units for Degree Major or Area of Emphasis (Maximum)		Apprenticeship	<input type="radio"/> Yes <input checked="" type="radio"/> No
Total Units for Degree (Minimum)		100% Distance Education	<input type="radio"/> Yes <input checked="" type="radio"/> No
Total Units for Degree (Maximum)		District Governing Board Approved	<input type="radio"/> Yes <input checked="" type="radio"/> No
Annual Completers		District Governing Board Approval Date	
Net Annual Labor Demand(CTE only)			

Save

Save & Exit

Program Title: Provide the exact title that is proposed for the catalog. A program title must clearly and accurately reflect the scope and level of the program. Do not include the program award, such as “certificate” or “degree” in the title because these awards are attached to the title in the CCC Curriculum Inventory based on the program award selected. Also, the words “transfer” and “for transfer” are no longer allowed in program titles because the “associate degree for transfer” is now reserved for degrees that comply with Education Code section 66746.

For A.A.-T or A.S.-T: The TMC program award and title are designated on the template. No deviations are allowed. Note: When referring to the degree throughout the narrative section, the official title of the degree should be Associate in Arts/Science in (approved discipline) for Transfer.

Program Goal: Select the appropriate goal. Each choice requires a different narrative and supporting documentation as described on the following pages. The narrative for Criteria A: Appropriateness to Mission must include explanations for all choices. For a proposed program that is categorized by a TOP code that is designated as vocational or CTE, the program goal must include CTE and all narrative and supporting documentation required for career technical education proposals.

For A.A.-T or A.S.-T: The program goal must include “transfer” and may not be “other.”

SP01: TOP Code: The TOP code is assigned according to the content and outcomes of the program, and must conform closely to the TOP code given to similar programs in other colleges around the state. The TOP code reflects the main discipline or subject matter.

The TOP code is not based on local departmental structure, faculty qualifications, or budget groupings. A college that has difficulty identifying the most appropriate TOP code must contact the Chancellor’s Office. The Chancellor’s Office may change the proposed TOP code, if necessary, after consulting with the proposal originator.

For A.A.-T or A.S.-T: Provide the designated TOP code for the major. No deviations.

Effective Date: Provide the month and year when the college plans to offer the first required course in the program, or when the college plans to enroll students in an existing course with the expectation that it will count toward the degree or certificate submitted for approval.

For A.A.-T or A.S.-T: Required.

Units for Degree Major or Area of Emphasis: For all types of associate degrees, enter the number of semester or quarter units for the major or area of emphasis including course requirements, restricted electives, and other completion requirements. Do not include general education requirements and units completed in nondegree-applicable credit courses that raise student skills to standard collegiate levels of language and computational competence.

When the proposed program includes a degree with an area of emphasis, students may be allowed to choose from a list of courses to complete a specified number of units. For these proposed programs, include the number of units that all students are required to complete. Do not convert quarter units to semester unit equivalents.

For A.A.-T or A.S.-T: Provide the major units. Unit value must match the units listed in the narrative item 3. "Program Requirements" and Transfer Model Curriculum (TMC) template.

Total Units for Degree – Minimum & Maximum: For all types of associate degrees, enter the total units required to complete the degree including the units for the major or area of emphasis, the general education pattern units, any other graduation requirements, and electives to reach a minimum of 60 semester units or 90 quarter units.

For A.A.-T or A.S.-T: Must require exactly 60 semester or 90 quarter units.

Required Units – Certificate: The number of semester or quarter units, including course requirements, restricted electives, and other completion requirements. Do not convert quarter units to semester unit equivalents.

For A.A.-T or A.S.-T: Not required.

Annual Completers: Number of students estimated to receive the degree or certificate each year after the program is fully established. An explanation must be provided in the narrative for item 5. "Enrollment and Completer Projections."

For A.A.-T or A.S.-T: Required.

Net Annual Labor Demand (CTE only): For CTE programs only, fill in the estimated number of annual job openings, minus the annual number of program completers of other programs within the counties in the college service areas. In most cases, this figure must cover only the counties within the college's service area but for occupations considered to have a larger regional or statewide training and recruitment area, the larger area may be used. The figure entered here must be explained thoroughly in the narrative for items 7.

“Similar Programs at Other Colleges in Service Area” and 8. “Labor Market Information and Analysis.” The figure entered must be greater than zero.

For A.A.-T or A.S.-T: Not required provided the selected program goal is “transfer” for the program proposal. However, if the program goal is “CTE and transfer”, then Net Annual Labor Demand (CTE only) is required.

Faculty Workload: Provide the number of full-time equivalent faculty that will be dedicated to teaching the courses in this program, in the program's first full year of operation, regardless of whether they are new or existing faculty. This estimate is not the number of FTES (full time equivalent students) expected to be generated by the program. The number must be entered as a decimal—for example, one and a quarter full-time equivalent faculty would be entered as 1.25.

For A.A.-T or A.S.-T: Required.

New Faculty Positions: Provide the number (not FTEF) of separately identified new positions, both part- and full-time. For example, if three part-time positions will be new, then enter the number 3 (three). If existing faculty are sufficient for offering the program with courses and no plans exist to hire new faculty, enter 0 (zero). Assertion of faculty meeting the state minimum qualifications for these positions must be included in the narrative for item 18. “Faculty Qualifications and Availability.”

For A.A.-T or A.S.-T: Required.

New Equipment: If new equipment will be acquired for this program, estimate (in dollars) the total cost from all sources, including district and state funds. Discuss specifics in the attached narrative for item 16. “Facilities and Equipment Plan.”

For A.A.-T or A.S.-T: Required.

New/Remodeled Facility: If new or remodeled facilities will be acquired for this program, estimate (in dollars) the cost from all sources, including district and state funds. Discuss specifics in the attached narrative item 16. “Facilities and Equipment Plan.”

For A.A.-T or A.S.-T: Required.

Library Acquisitions: Provide the estimated cost (in dollars) of library and learning resources materials. Discuss specifics in the attached narrative item 15. “Library and/or Learning Resources Plan.”

For A.A.-T or A.S.-T: Required.

Program Review Date: Provide the month and year of the first scheduled review of this program after it has been approved. Education Code, section 78016 requires review of all occupational programs every two years and Title 5, section 55003, requires review of prerequisite, corequisite, and advisory courses at least once every two years.

For A.A.-T or A.S.-T: Required.

Gainful Employment (yes/no): Indicate if the program meets U.S. Department of Education gainful employment criteria. A complete set of resource documents is available on the U.S. Department of Education website under the Gainful Employment Information section (www.ifap.ed.gov/GainfulEmploymentInfo). Please note: this data is used for Chancellor Office generated reports only. It is the sole responsibility of the college to submit gainful employment data to the U.S. Department of Education. The college may use or modify the detailed records created by the Chancellor's Office or elect to use their own records.

For A.A.-T or A.S.-T: Required.

100% Distance Education (yes/no): Indicate if the courses associated with the program are conducted 100% via distance education. Distance education is covered by Title 5, Chapter 6, Subchapter 3, starting with section 55200. Both credit and noncredit courses may be offered through distance education, which is defined as "instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology."

For A.A.-T or A.S.-T: Required.

District Governing Board Approved & Date: By checking this box, the originator certifies that the course was approved by the governing board of the district, pursuant to Title 5, on the provided historical date.

Apprenticeship (yes/no): Indicate if the program is an apprenticeship. If yes, then the following additional proposal fields will appear and are required:

Employer or Joint Apprenticeship Committee (JAC) Sponsor: Indicate the Name, Address, and Telephone Number, as well as Site Contact Person's Name and Title.

RSI - Year & Hours: Enter the estimated total number of related and supplemental instruction (RSI) hours the program is likely to generate in the first three years.

Year 1	[Whole number]
Year 2	[Whole number]
Year 3	[Whole number]
Total	[auto total]

Apprenticeship proposals requirements differ from non-apprenticeship proposals and require the following supporting documentation:

1. An abbreviated narrative comprised of select items from Criteria A-C only (specifically, items #1-4, 6, 8-10, and 14 only)
2. Labor Market Information and Analysis (CTE only)
3. Employer Survey (CTE only)
4. Course Outlines of Record
5. Transfer Documentation (if applicable)
6. California Division of Apprenticeship Standards (DAS) Approval Letter (Apprenticeship only)

It is important to note that a credit apprenticeship proposal must also have a corresponding program goal that includes CTE (either CTE or CTE and Transfer).

For A.A.-T or A.S.-T: Not Applicable.

Course Report: In the *Course Report* box, select active courses to attach to the program proposal by clicking on the *Add/Remove (+/-)* icon shown at the top right of the *Course Report* box. As each course is added, the Inventory will automatically generate a dynamic *Course Report* shown within the proposal. Include all courses required of all students in the program. This report must reconcile with the courses listed in item #3 “Program Requirements” of the narrative as well as with Transfer Model Curriculum template (if applicable).

For A.A.-T or A.S.-T: Required.

Supporting Documentation

A new credit program proposal (that is not an apprenticeship) requires the following supporting documentation:

1. Narrative - describing the development of the proposed program, addressing the five Criteria A-E (items #1-21) as listed in section two of this *Handbook*. As noted, please

number the sections of the narrative to **match the Criteria A-E and item number convention** used below and in this *Handbook*. If appropriate, note that a section is “not applicable” but do not re-number the sections.

2. Course Outlines of Record (for each course listed on the Course Report)
3. TMC Template (A.A.-T or A.S.-T only)
4. Transfer Documentation (if applicable)
5. CTE Only – if the program goal is CTE or CTE and Transfer, then the following four items (three for an A.A.-T/A.S.-T degree) are required as additional supporting documentation:
 - a. Labor Market Information & Analysis (CTE only) or Labor Market Information Only (no analysis, A.A.-T/A.S.-T, CTE only)
 - b. Employer Survey (CTE only)
 - c. CTE Advisory Council Approval Meeting Minutes (CTE only)
 - d. Regional Consortia Approval Meeting Minutes (CTE only, A.A.-T/A.S.-T excluded)

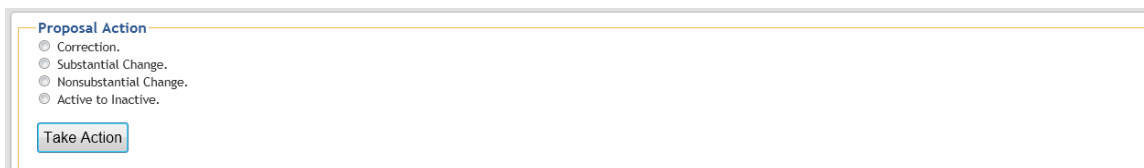
Amendment: Substantial Change(s) to a Credit Program

Taking action to amend an existing program proposal as a *substantial change* will initiate a new program control number. Examples of substantial changes include:

- The goals and objectives of the program are substantially changed.
- The TOP code will change to a different TOP code at the discipline-level (e.g.; biological sciences (04) to health (12).
- Addition/creation of a new program award (degree or certificate) or major/area of emphasis using an active proposal. For example, a college may decide to create an associate degree for transfer (A.A.-T or A.S.-T) in the same four-digit TOP code as an existing degree or certificate offered by the college.
- The job categories for which program completers qualify are substantially different from the job categories for which completers previously qualified.
- The baccalaureate major to which students typically transfer is different from the baccalaureate major students typically transferred to in the past.

(Note: Refer to section one under the *From 10 Forms to Many Actions: Getting Started* sub-section of this *Handbook* for proposal action definitions).

To initiate an amendment to make a *substantial change* to an active program, click on the *Admin* tab at the top of the Inventory navigation bar and select *Proposals*. Identify the active inventory record for which a substantial change is desired. In the far left column of the queue, click on *amend* in the row corresponding to the desired inventory record. Upon selection of *Amend*, the proposal screen will recalibrate showing the existing inventory record; under “Proposal Action” select *Substantial Change* and click on *Take Action* (as shown below).



The screenshot shows a web form titled "Proposal Action". It contains four radio button options: "Correction.", "Substantial Change.", "Nonsubstantial Change.", and "Active to Inactive.". The "Substantial Change." option is selected. Below the options is a blue button labeled "Take Action".

Next, all required CCC Curriculum Inventory proposal fields will unlock for editing.

CCC Curriculum Inventory Proposal Fields

All proposal fields will be unlocked for editing. Change the proposal fields (and supporting documentation) in the proposal. After desired change(s) are made, save the proposal, complete the validation process, and submit the proposal to the Chancellor's Office for review. Upon submission, notations will appear in the proposal (shown in green brackets) indicating the old or former proposal data. This distinction will enable Chancellor's Office staff expedite review for the proposed change(s).

Supporting Documentation

When conducting an amendment to *substantially change* existing data in an active proposal, the following item is required as supporting documentation:

- Narrative – a revised narrative including Criteria A-E (items #1-8 and #14-21 only) is required. For each item, please provide the context, justification and details of the proposed change(s) where appropriate.

In addition, unless revised as a component of the desired substantial change, original supporting documentation should remain attached to the proposal. For example, if the change includes adding or removing courses from an existing program, the Course Report should reflect only the current courses required as a result of the substantial change proposal (remove any courses that will not be associated with the program after the substantial change is approved).

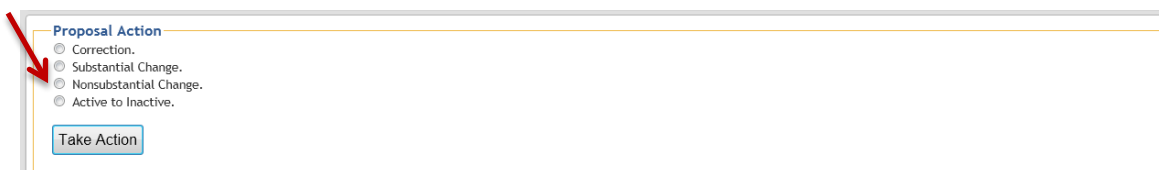
Amendment: Nonsubstantial Change(s) to a Credit Program

Taking action to amend an existing program proposal as a *nonsubstantial change* will not initiate a new program control number. Examples of nonsubstantial changes include:

- Title changes
- The TOP code will change to a TOP code within the same discipline-level (e.g.; a change within the discipline of biological sciences (04) from the field of Biology, General (0401.00) to Microbiology (0403.00)).
- certificate unit changes
- degree unit changes
- Addition to or removal of courses from an existing approved program

Refer to section one under the *From 10 Forms to Many Actions: Getting Started* subsection of this *Handbook* for proposal action definitions.

To initiate an amendment to make a *nonsubstantial change* to an active proposal, click on the *Admin* tab at the top of the Inventory navigation bar and select *Proposals*. Identify the active inventory record for which a nonsubstantial change is desired. In the far left column of the queue, click on *amend* in the row corresponding to the desired inventory record. Upon selection of *Amend*, the proposal screen will recalibrate showing the existing inventory record; under “Proposal Action” select *Nonsubstantial Change* and click on *Take Action* (as shown below).



The screenshot shows a web interface for 'Proposal Action'. A red arrow points to the 'Nonsubstantial Change' option in a list. The list includes: Correction, Substantial Change, Nonsubstantial Change, and Active to Inactive. Below the list is a 'Take Action' button.

CCC Curriculum Inventory Proposal Fields

Select proposal fields will be unlocked for editing. First, make desired changes to the proposal fields and/or supporting documentation. Next, describe the change(s) made and rationale in the *Justification* box on the proposal. Finally, save the proposal, complete the validation process, and submit the proposal to the Chancellor's Office for review. Upon submission, notations will appear in the proposal (shown in green brackets) indicating the

old or former proposal data. This distinction will enable Chancellor's Office staff expedite review for the proposed change(s).

Supporting Documentation

Unless revised as a component of the desired nonsubstantial change, original supporting documentation (such as the program narrative, TMC Template, transfer documentation, CORs, etc.) should remain attached to the proposal.

If the program goal includes transfer (equals “Transfer” or “CTE and Transfer”) and the nonsubstantial change entails adding or removing courses from an existing program or certificate/degree unit changes, the following is required:

- The Course Report should reflect only the current courses required as a result of the nonsubstantial change proposal (remove any courses that will not be associated with the program after the nonsubstantial change is approved).
- Ensure all Course Outlines of Record are attached as supporting documentation for all courses listed in the Course Report
- Submit a revised Program Requirements table (narrative item #3).
- Submit revised Transfer Applicability (narrative item #14) documentation (including required articulation agreements and/or TMC Template where applicable).

The college may elect to revise the previously submitted program proposal narrative with track changes or color-coded text to indicate content changed in the proposal narrative.

Note: A nonsubstantial change to a previously approved credit program with a program goal of “CTE” or “CTE and Transfer” does not require regional consortium approval.

New Credit Course

Upon selection of a credit bearing course (CB04: Course Credit Status equals Credit-Degree Applicable or Credit-Not Degree Applicable), the proposal screen will recalibrate showing all required CCC Curriculum Inventory proposal fields.

CCC Curriculum Inventory Proposal Fields

New credit course proposal fields are shown below:

New Course	
CB04: Credit Status	<input type="text"/>
CB01: Department Number	<input type="text"/>
CB02: Course Title	<input type="text"/>
CB03: TOP Code	<input type="text"/>
CB05: Transfer Status	<input type="text"/>
CB06: Course Units Maximum	<input type="text"/>
CB07: Course Units Minimum	<input type="text"/>
CB08: Basic Skill Status	<input type="text"/>
CB09: SAM Priority Code	<input type="text"/>
CB10: Cooperative Work Experience	<input type="text"/>
CB11: Course Classification Status	<input type="text"/>
CB13: Approved Special Class	<input type="text"/>
CB21: Prior Transfer Level	<input type="text"/>
CB22: Noncredit Category	<input type="text" value="Y - Credit course, Not A"/>
CB23: Funding Agency Category	<input type="text"/>
CB24: Program Status	<input type="text"/>
Effective Date	<input type="text" value="9/23/2012"/>
District Governing Board Approved	<input type="radio"/> Yes <input checked="" type="radio"/> No
District Governing Board Approval Date	<input type="text"/>

The following provides a detailed discussion of each required field (data element) and corresponding value option(s). Proposal fields marked with [CBXX] refer to the MIS Course Basic (CB) Data Elements in the Data Element Dictionary. Appropriately coding data during the course development process is essential to properly tracking, reporting, and funding courses. The complete Data Element Dictionary (DED) is accessible on the Chancellor's Office website (www.cccco.edu) under the Management Information Systems (MIS) Unit of the Technology, Research, and Information Resources Division. The MIS Data Elements required for a credit course proposal are listed in Table Nine.

Table 9. MIS Data Elements for Courses - Credit

DED #	Data Element Name	Values / Examples
CB01	Course Department Number	Example: ENGL100
CB02	Course Title	Limited to 68 characters, including punctuation and spaces; may not include course department or number (CB01 data)
CB03	Course TOP Code <i>* denotes vocational</i>	Format: xxxxxx Examples: 010300; 490310
CB04	Course Credit Status	D = Credit - Degree Applicable C = Credit - Not Degree Applicable
CB05	Course Transfer Status	A = Transferable to both UC and CSU B = Transferable to CSU only C = Not transferable
CB06	Maximum Course Units	The maximum number of units of academic credit a student may earn from enrolling in a single section of this course. Example: 03.50; 04.00
CB07	Minimum Course Units	The minimum number of units of academic credit a student may earn from enrolling in a single section of this course. This value must be greater than zero. Example: 00.50; 01.00
CB08	Course Basic Skills Status	B = Course is a basic skills course N = Course is not a basic skills course
CB09	Course SAM Priority Code	A = Apprenticeship B = Advanced Occupational C = Clearly Occupational D = Possibly Occupational E = Non-occupational
CB10	Course Cooperative Work Experience Education Status	N = Is not part of a cooperative work experience education program C = Is part of a cooperative work experience education program
CB11	Course Classification Code	<u>Credit:</u> Y = Credit Course <u>Noncredit:</u> J = Workforce Preparation Enhanced Funding K = Other Noncredit Enhanced Funding L = Non-Enhanced Funding

Table 9. MIS Data Elements for Courses – Credit Continued

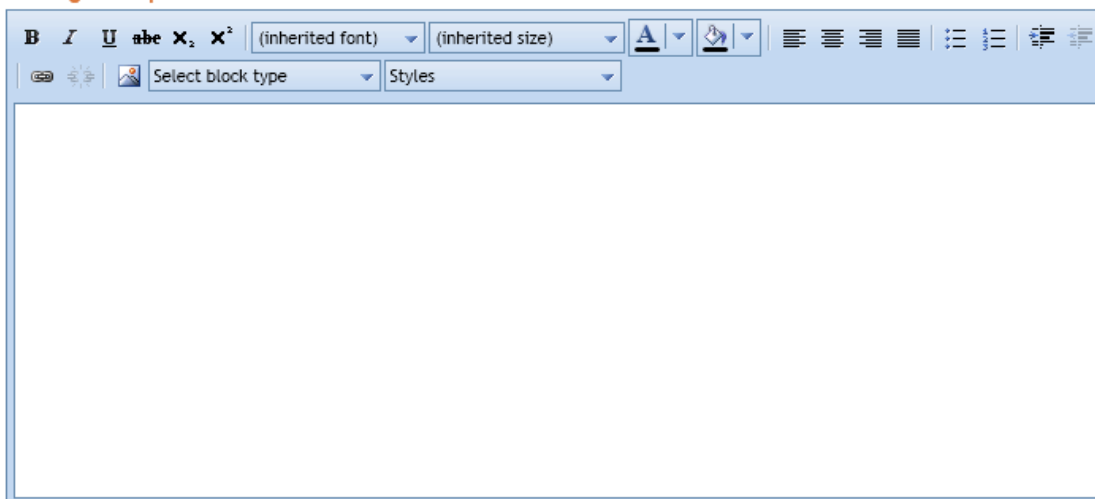
DED #	Data Element Name	Values / Examples
CB13	Course Special Class Status	S = Course is designated as an approved special class for disabled students N = Course is not a special class
CB21	Course Prior to College Level	Y = Not applicable A = One level below transfer B = Two levels below transfer C = Three levels below transfer D = Four levels below transfer E = Five levels below transfer F = Six levels below transfer G = Seven levels below transfer H = Eight levels below transfer
CB22	Noncredit Category – These 10 categories of noncredit courses are eligible for state apportionment as noted above	<u>Credit:</u> Y = Not applicable; credit course <u>Noncredit:</u> A = English as a Second Language B = Immigrant Education C = Elementary and Secondary Basic Skills D = Health and Safety Education E = Education Programs for Persons with Substantial Disabilities F = Parenting Education G = Family and Consumer Sciences H = Education Programs for Older Adults I = Short-term Vocational Programs with High Employment Potential J = Workforce Preparation
CB23	Funding Agency Category	A = This course was primarily developed using Economic Development funds. B = This course was partially developed using Economic Development funds. (Economic Development funds exceed 40% of total development costs). Y = Not Applicable
CB24	Course Program Status	1 = Program-applicable 2 = Not Program-applicable

Effective Date: Provide the approximate date when the college plans to offer the course to students and include the course description in the college catalog or addendum. This date must be in the future.

District Governing Board Approved: By checking this box, the originator certifies that the course was approved by the governing board of the district, pursuant to Title 5, on the provided historical date.

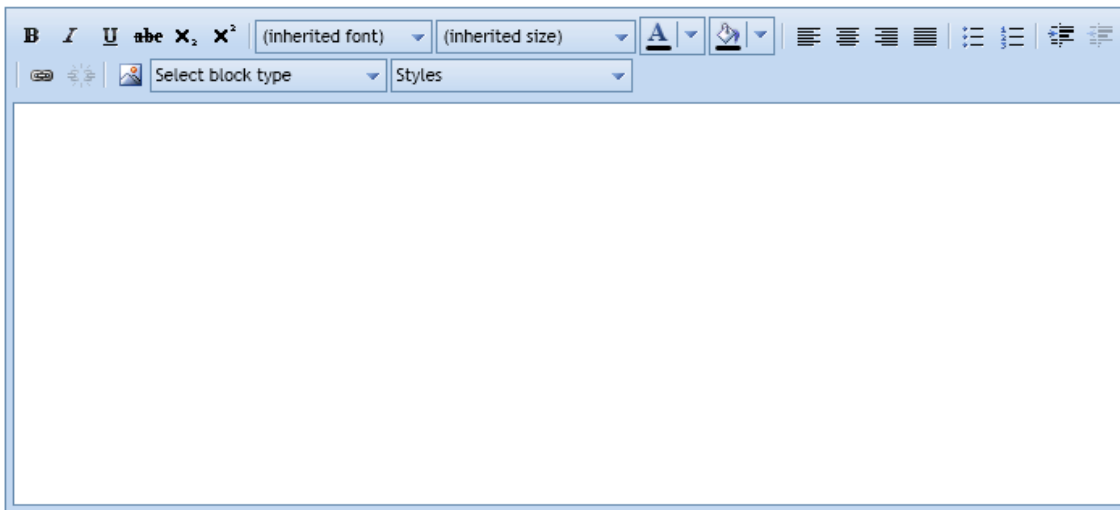
Catalog Description: In the *Catalog Description* box (shown below), provide the catalog description. The catalog description briefly conveys the content of the course. Refer to Title 5 and the ASCCC document titled, *The Course Outline of Record: A Curriculum Reference Guide* (2008) available at www.asccc.org for more information about catalog descriptions.

Catalog Description



Justification: In the *Justification* box (shown below), enter a brief description of the background and rationale for the course. This might include a description of a degree or certificate for which the course is required or the relationship of this course to other courses in the same or other disciplines. Please note that a justification stating “student need” will not suffice.

Justification

The image shows a rich text editor interface. At the top, there is a toolbar with various icons for text formatting (bold, italic, underline, text color, background color), font selection (dropdown showing '(inherited font)'), font size selection (dropdown showing '(inherited size)'), and alignment options. Below the toolbar, there are two dropdown menus: 'Select block type' and 'Styles'. The main area of the editor is a large, empty rectangular box with a light blue border, intended for entering the justification text.

Course Report: If the course is “program applicable” (CB24=1), then in the *Course Report* box, select an active program(s) to attach to the course proposal by clicking on the *Add/Remove (+/-)* icon shown at the top right of the *Course Report* box. As each program is added, the Inventory will automatically generate a dynamic *Course Report* shown within the proposal.

Supporting Documentation

A new credit course proposal requires the following supporting documentation:

- Course Outline of Record

Section 4: Noncredit Curriculum

Section 4: Noncredit Curriculum describes the standards and criteria for noncredit program and course development, approval procedures for noncredit programs and courses, and instructions for completing applications for approval of noncredit programs and courses by the Chancellor's Office.

Noncredit instruction is one of several educational options authorized by the California Education Code to be offered within the California Community Colleges. Students are offered access to a variety of courses at no cost to assist them in reaching their personal, academic, and professional goals. Currently, 10 categories of noncredit courses are eligible for state funding and are discussed in this section. Noncredit courses often serve as a first point of entry for those who are underserved, as well as a transition point to prepare students for credit instruction. Noncredit instruction is especially important for students who are the first in their family to attend college, for those who are underprepared for college-level coursework, and for those who are not native English speakers, among others.

The California Community Colleges Chancellor's Office website (www.cccco.edu) provides links to resources that can assist with the development of noncredit courses and programs as required by the California Education Code and applicable portions of the California Code of Regulations (referred to as Title 5 in this *Handbook*). This section draws information from several publications and sources, which can be found in the noncredit section of the Chancellor's Office Academic Affairs Division website (www.cccco.edu/aad).

Noncredit Courses

Chancellor's Office approval is required for all noncredit courses that receive state funds.

The Academic Senate Curriculum Committee for California Community Colleges prepared a document that can be useful to curriculum committees in carrying out their responsibilities for course development and approval. In 2008, the Academic Senate Paper titled, *The Course Outline of Record: A Curriculum Reference Guide* was published and can be downloaded from the Academic Senate for California Community Colleges (ASCCC) website at www.asccc.org.

Noncredit Categories Eligible for Apportionment

The 10 noncredit categories (CB22) classify a noncredit course in accordance with its primary objective. The classifications of noncredit courses are eligible for state apportionment in accordance with Education Code sections 84757(a) and 84760.5, and Title 5, section 58160. Table Ten aligns CB22 with applicable TOP codes for each Noncredit Eligibility Category, as described in the *Taxonomy of Programs Manual, 6th Edition* available on the Chancellor's Office Academic Affairs Division website (www.cccco.edu/aad).

Table 10. Noncredit Categories (CB22) and Valid TOP Codes

CB22 Code	Noncredit Eligibility Category	Valid TOP Codes
A	ESL (English as a Second Language)	493084
	Provide instruction in the English language to adult, non-native English speakers with varied academic, vocational, and personal goals. English	493085
	as a Second Language provides instruction primarily in, but not limited to,	493086
	the areas of listening, speaking, reading, and writing, and may integrate	493087
	other areas such as computer literacy, cultural competency, SCANS competency, study skills, vocational skills, and life skills. Based upon student goals, noncredit English as a Second Language (ESL) provides pathways to a variety of academic, career-technical, and personal growth opportunities.	493100
B	Immigrant Education	220120
	Provide immigrants and their families with the opportunity to become	220500
	active and participating members of economic and civic society, and may	220700
	include preparation for citizenship.	493090
C	Elementary and Secondary Basic Skills	150100
	Provide instruction for individuals in elementary- and secondary-level reading, writing, computation, and problem-solving skills in order to assist	152000

them in achieving their academic, vocational, and personal goals.	170100
Elementary-level is generally recognized to mean that, where appropriate, the coursework addresses the content and proficiencies at levels through the 8th grade. Secondary-level is generally recognized to mean that the coursework addresses the content and proficiencies at levels through the 12th grade and may incorporate a high school diploma. Based on community needs, a college can develop an Adult High School Diploma program.	170200
Supplemental instruction, which includes supervised tutoring and learning assistance, is also authorized under this heading. Learning assistance can be a required component of another course for all students in that course (California Code of Regulations, Title 5, section 58172), or the learning assistance may be optional and is provided through an open-entry/open-exit course, which is intended to strengthen student skills and reinforce student mastery of concepts taught in another course or courses (California Code of Regulations, Title 5, section 58164).	493009
Supervised tutoring, as addressed in Title 5, sections 58168 and 58170, must be provided only in noncredit courses with the title “Supervised Tutoring” that are designated with the TOP code 493009. More than one supervised tutoring course may be developed and offered in specific disciplines—such as mathematics skills for construction trades, writing skills for business management, or reading comprehension in support of history courses—but they cannot be designed for a specific course or courses.	493014
	493030
	493031
	493032
	493033
	493060
	493062

NOTE: Not all TOP codes in this category are remedial. The TOP codes marked with a # may not be coded as “B” Basic Skills (CB08)

D	Health and Safety	083510
	Offer lifelong education to promote the health, safety, and well-being of individuals, families, and communities.	083570
		083580
		083700
		089900
		129900
E	Substantial Disabilities	ANY
	Provide individuals with life-skill proficiencies that are essential to the fulfillment of academic, vocational, and personal goals.	TOP code
F	Parenting	130500-
	Offer lifelong education in parenting (parent and child relationships, parent cooperative preschools), child growth and development, and family relations in order to enhance the quality of home, family, career, and community life.	130590
		130800

G	Home Economics Offer lifelong education to enhance the quality of home, family, career, and community life. This area of instruction is designed to provide educational opportunities that respond to human needs in preparing individuals for employment, degree/certificate credit parenting programs, consumer decision-making, and lifelong learning.	130100- 139900
	Courses for Older Adults Offer lifelong education that provides opportunities for personal growth and development, community involvement, skills for mental and physical well-being, and economic self-sufficiency.	ANY TOP code
I	Short-term Vocational Defined in Title 5, section 55151, as programs that require one or more courses that have been approved for short-term vocational programs “which the Chancellor, in consultation with the Employment Development Department, has determined to have high employment potential.” Also included in this area are noncredit apprenticeship program courses. An apprenticeship is defined 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.	ANY VOCATIONAL TOP code
	Note: Vocational TOP codes are denoted with an asterisk (*) in the <i>Taxonomy of Programs Manual, 6th Edition</i>.	
J	Workforce Preparation Provide instruction for speaking, listening, reading, writing, mathematics, decision-making and problem solving skills that are necessary to participate in job-specific technical training.	ANY VOCATIONAL TOP code or 493010 493011 493012 493013 493072

Restriction Summary for Noncredit Courses:

[Refer to Title 5 for all restrictions]

- “No state aid or apportionment may be claimed on account of the attendance of students in noncredit classes in dancing or recreational physical education.” (California Code of Regulations, Title 5, § 58130)
- The CORs for courses intended for one of the special population noncredit categories (Immigrant Education, Parenting, Substantial Disabilities, and Older Adults) must clearly demonstrate that the course meets the needs of these special populations,

particularly in the course description, objectives, content, methods of instruction, and methods of evaluation.

- Ensure that noncredit course proposals do not appear to be closed to the public. Courses that are in conflict with the “open course” provisions of Title 5, section 51006 and section 58051.5(a)(3), will not be approved by the Chancellor’s Office.

Noncredit Programs

Chancellor’s Office approval is required for all noncredit education programs as defined in Title 5, sections 55150 and 55151, and adult high school diploma programs as defined in Title 5, section 55154. The Chancellor’s Office approves two types of noncredit certificates, defined in Title 5, sections 55151 and 55155: Certificate of Competency and Certificate of Completion. Other noncredit programs may be approved and offered locally without approval by the Chancellor’s Office, but such programs will not receive enhanced funds, and must not be called Certificate of Competency or Certificate of Completion.

Noncredit Career Development and College Preparation (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, section 55151, colleges may offer a sequence of noncredit courses that culminate in:

- Certificate of Competency - in a recognized career field articulated with degree-applicable coursework, completion of an associate degree, or transfer to a baccalaureate institution
- Certificate of Completion - leading to improved employability or job opportunities
- Adult High School Diploma

Once a program is approved, the noncredit courses that comprise a CDCP program will be eligible for enhanced funding pursuant to Education Code sections 84750.5 and 84760.5. CDCP program awards may be comprised of noncredit courses coded via CB22: Noncredit Category. In addition this coding is used in the CCC Curriculum Inventory for collecting program data where the coding is titled *CDCP Eligibility Category* (the program coding is not used by MIS or in the DED). Table Eleven identifies the four distinct enhanced funding categories for approved noncredit courses associated with an approved noncredit program.

Table 11. Enhanced Funding Categories (referred to as CDCP Eligibility Category for programs and CB22: Noncredit Category for courses) – Code and Meaning

Code	Meaning
A	English as a Second Language (ESL)
C	Elementary and Secondary Basic Skills
I	Short-term Vocational
J	Workforce Preparation In the areas of basic skills of speaking, listening, reading, writing, mathematics, decision-making, and problem solving skills that are necessary to participate in job-specific technical training.

Colleges may develop their own programs, but they may not title them certificates of completion, competency, or achievement (credit). The courses comprising a locally approved program will not receive enhanced funding.

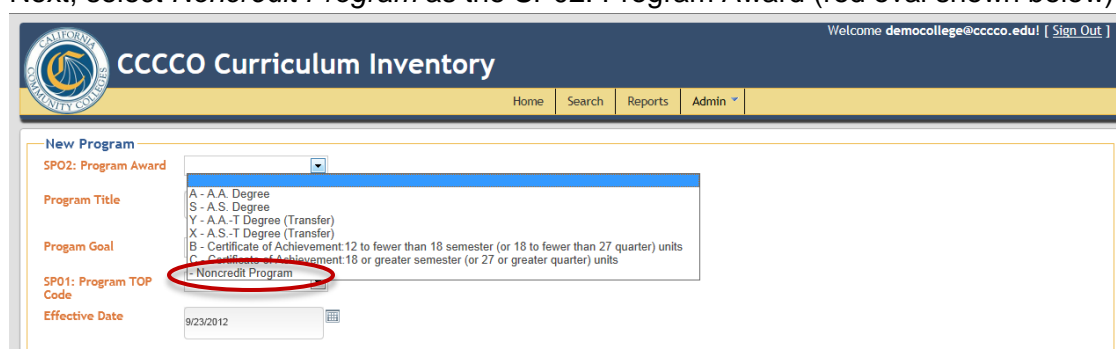
As with all noncredit programs, the courses must first be approved before the college can submit a proposal for a new CDCP program. Enhanced funding for courses that are part of a CDCP program cannot be received until the corresponding program is approved.

New Certificate of Competency

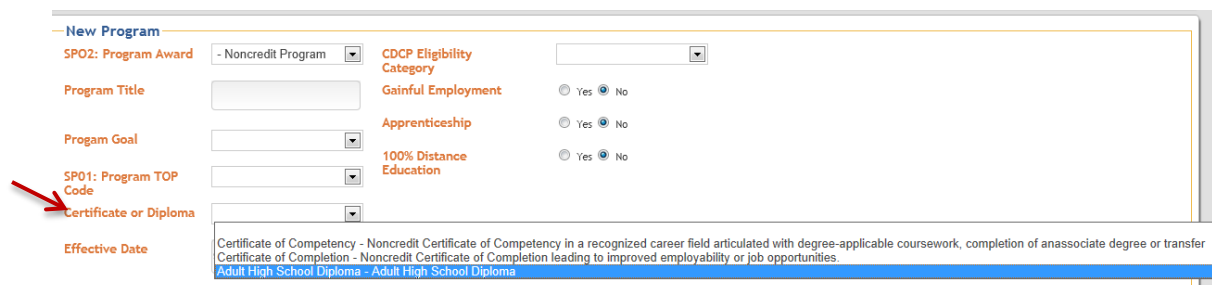
In accordance with Title 5, section 55151, colleges may offer a sequence of noncredit courses that culminate in a Certificate of Competency - in a recognized career field articulated with degree-applicable coursework, completion of an associate degree, or transfer to a baccalaureate institution.

The following discussion outlines submission and proposal requirements for a noncredit Certificate of Competency. First, initiate a *New Program* proposal (refer to section one under the *From 10 Forms to Many Actions: Getting Started* sub-section of this *Handbook*).

Next, select *Noncredit Program* as the SP02: Program Award (red oval shown below).



Based upon the SP02: Program Award selection, the proposal screen will recalibrate showing required noncredit CCC Curriculum Inventory proposal fields. Click on the *Certificate or Diploma* field and select *Certificate of Competency* (red arrow shown below).



Again, the proposal screen will recalibrate showing required fields for the desired Certificate of Competency (shown on the following page).

New Program

SPO2: Program Award **CDCP Eligibility Category**

Program Title **Gainful Employment** ☐ Yes ☒ No

Program Goal **100% Distance Education** ☐ Yes ☒ No

SP01: Program TOP Code **District Governing Board Approved** ☐ Yes ☒ No

Certificate or Diploma **District Governing Board Approval Date**

Effective Date

Courses and Contact Hours	Number of Courses	Min Hours
Total Core Requirements	<input type="text"/>	<input type="text"/>
Total Elective Requirements	<input type="text"/>	<input type="text"/>
Total Core and Eletive Courses and Hours	<input type="text" value="0"/>	<input type="text" value="0"/>

CCC Curriculum Inventory Proposal Fields

The following provides a detailed discussion of each proposal required field and field option(s). Please note the following exception:

- Special instructions and items are required for a Short-Term Vocational proposal.

Program Title: Provide the exact title that is proposed for the catalog. A program title must clearly and accurately reflect the scope and level of the program. Do not include the program award, such as “certificate” in the title because these awards are attached to the title in the CCC Curriculum Inventory based on the program award selected. Also, the words “transfer” and “for transfer” are no longer allowed in program titles because the “associate degree for transfer” is now reserved for degrees that comply with Education Code section 66746.

Program Goal: The selection “Other – designed to meet community needs” is preselected as the program goal for this certificate.

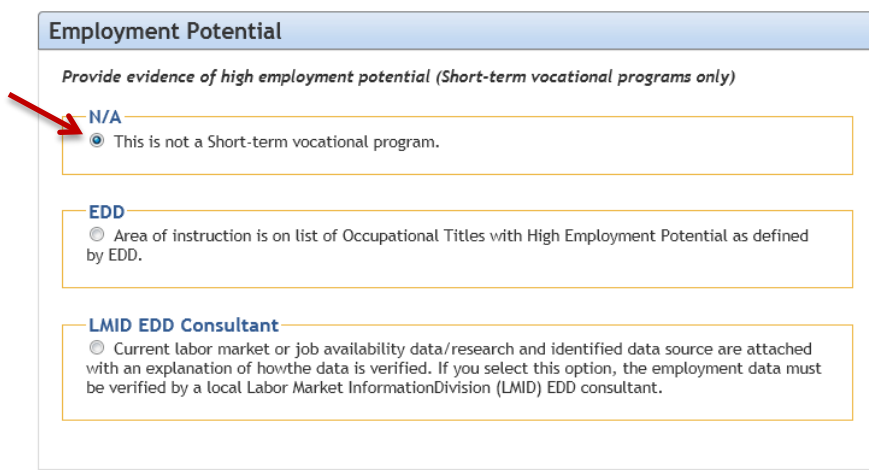
SP01: TOP Code: The TOP code is assigned according to the content and outcomes of the program, and must conform closely to the TOP code given to similar programs in other colleges around the state. The TOP code reflects the main discipline or subject matter.

The TOP code is not based on local departmental structure, faculty qualifications, or budget groupings. A college that has difficulty identifying the most appropriate TOP code must contact the Chancellor’s Office. The Chancellor’s Office may change the proposed TOP code, if necessary, after consulting with the proposal originator.

Effective Date: Provide the month and year when the college plans to offer the first required course in the program, or when the college plans to enroll students in an existing course with the expectation that it will count toward the degree or certificate submitted for approval.

CDCP Eligibility Category: Indicate the appropriate noncredit category: (A). English as a Second Language (ESL), (C) Elementary or secondary basic skills, (I) Short-term Vocational or (J) Workforce preparation. Note: This is a code linked to MIS CB22 coding, however; this program code is only used by the CCC Curriculum Inventory and is not a recognized MIS Data Element Dictionary student program code.

Employment Potential: If the program CDCP Eligibility Category is (A). English as a Second Language (ESL), (C) Elementary or secondary basic skills or (J) Workforce preparation, then select *N/A* in the *Employment Potential* box (shown below).



The screenshot shows a form titled "Employment Potential" with a subtitle "Provide evidence of high employment potential (Short-term vocational programs only)". There are three radio button options. A red arrow points to the first option, "N/A", which is selected. The other two options are "EDD" and "LMID EDD Consultant".

Employment Potential

Provide evidence of high employment potential (Short-term vocational programs only)

☒ **N/A**
This is not a Short-term vocational program.

☐ **EDD**
Area of instruction is on list of Occupational Titles with High Employment Potential as defined by EDD.

☐ **LMID EDD Consultant**
Current labor market or job availability data/research and identified data source are attached with an explanation of how the data is verified. If you select this option, the employment data must be verified by a local Labor Market Information Division (LMID) EDD consultant.

Employment Potential: If the program CDCP Eligibility Category is (I) Short-term Vocational, then evidence of high employment potential is required and can be demonstrated in one of two ways:

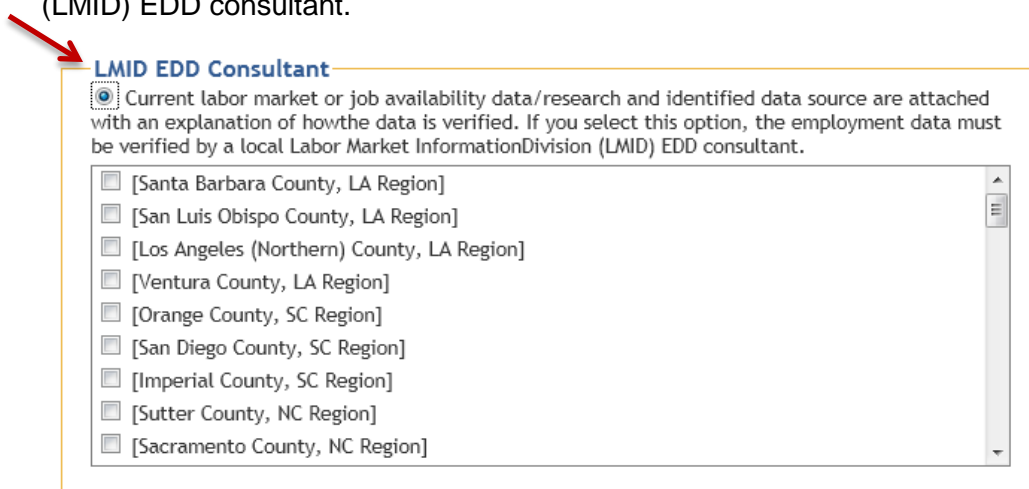
(1) In the *Employment Potential* box (shown below) select *EDD* and identify the area of instruction on the provided list of occupational titles with high employment potential (www.labormarketinfo.ca.gov).



A red arrow points to the **EDD** selection. The form shows a radio button selected for **EDD** with the text: "Area of instruction is on list of Occupational Titles with High Employment Potential as defined by EDD." Below this is a scrollable list of occupational titles, each with a checkbox:

- ☐ 11-9121 - Natural Science Managers
- ☐ 13-1041 - Compliance Officers, Except Agriculture, Construction, Health & Safety and Transportation
- ☐ 13-1071 - Employment, Recruitment and Placement Specialist
- ☐ 13-1078 - Human Resources, Training and Labor Relations Specialist, All Others
- ☐ 13-1141 - Compensation, Benefits, and Job Analysis Specialists
- ☐ 13-1151 - Training and Development Specialist
- ☐ 13-1161 - Market Research Analysts and Marketing
- ☐ 13-2011 - Accountants and Auditors

(2) In the *Employment Potential* box (shown below) select *LMID EDD Consultant* and a corresponding *region*. Finally, attach (as supporting documentation) another data source containing current labor market or job availability data with an explanation of how the data is verified by a local Labor Market Information Division (LMID) EDD consultant.



A red arrow points to the **LMID EDD Consultant** selection. The form shows a radio button selected for **LMID EDD Consultant** with the text: "Current labor market or job availability data/research and identified data source are attached with an explanation of how the data is verified. If you select this option, the employment data must be verified by a local Labor Market Information Division (LMID) EDD consultant." Below this is a scrollable list of regions, each with a checkbox:

- ☐ [Santa Barbara County, LA Region]
- ☐ [San Luis Obispo County, LA Region]
- ☐ [Los Angeles (Northern) County, LA Region]
- ☐ [Ventura County, LA Region]
- ☐ [Orange County, SC Region]
- ☐ [San Diego County, SC Region]
- ☐ [Imperial County, SC Region]
- ☐ [Sutter County, NC Region]
- ☐ [Sacramento County, NC Region]

Gainful Employment (yes/no): Indicate if the program meets U.S. Department of Education gainful employment criteria. A complete set of resource documents is available on the U.S. Department of Education website under the Gainful Employment Information section (www.ifap.ed.gov/GainfulEmploymentInfo). Please note: this data is used for

Chancellor Office generated reports only. It is the sole responsibility of the college to submit gainful employment data to the U.S. Department of Education. The college may use or modify the detailed records created by the Chancellor's Office or elect to use their own records.

100% Distance Education (yes/no): Indicate if the courses associated with the program are conducted 100% via distance education. Distance education is covered by Title 5, Chapter 6, Subchapter 3, starting with section 55200. Both credit and noncredit courses may be offered through distance education, which is defined as "instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology."

District Governing Board Approved & Date: By checking this box, the originator certifies that the program has been approved by the governing board of the district, pursuant to Title 5, on the provided historical date.

Apprenticeship (yes/no): *Note this field does not appear on the proposal for this certificate because a noncredit apprenticeship may only correspond to a Certificate of Completion.*

Courses and Contact Hours Box: Enter the number of courses and minimum number of contact hours for: (1) core requirements and (2) elective requirements. Finally, the proposal will automatically total the total core and elective courses and hours entered.

Course Report: In the *Course Report* box, select active courses to attach to the program proposal by clicking on the *Add/Remove (+/-)* icon shown at the top right of the *Course Report* box. As each course is added, the Inventory will automatically generate a dynamic *Course Report* shown within the proposal. Include all courses required of all students in the program. This report must reconcile with the courses listed in item #3 "Program Requirements" of the narrative.

Supporting Documentation

A new noncredit certificate proposal (excluding apprenticeship) requires the following supporting documentation:

1. Narrative - describing the development of the proposed program, addressing Criteria A (items #1-4 only) as listed in section two of this *Handbook*. As noted, please number the sections of the narrative to **match the Criteria A item number convention** used below and in this *Handbook*. If appropriate, note that a section is "not applicable" but do not re-number the sections.
2. Course Outlines of Record (for each course listed on the Course Report)

3. LMID Verified Data (noncredit, short-term vocational only)
4. Transfer Documentation (if applicable)

New Certificate of Completion

In accordance with Title 5, section 55151, colleges may offer a sequence of noncredit courses that culminate in a Certificate of Completion – leading to improved employability or job opportunities.

The following discussion outlines submission and proposal requirements for a noncredit Certificate of Completion. First, initiate a *New Program* proposal (refer to section one under the *From 10 Forms to Many Actions: Getting Started* sub-section of this *Handbook*).

Next, select *Noncredit Program* as the SP02: Program Award (red oval shown below).

Based upon the SP02: Program Award selection, the proposal screen will recalibrate showing required noncredit CCC Curriculum Inventory proposal fields. Click on the *Certificate or Diploma* field and select *Certificate of Completion* (red arrow shown below).

Again, the proposal screen will recalibrate showing required fields for the desired Certificate of Completion (shown below).

New Program

SPO2: Program Award

- Noncredit Program

Program Title

Program Goal

SP01: Program TOP Code

Certificate or Diploma

Certificate of Completion

Effective Date

9/23/2012

CDCP Eligibility Category

Gainful Employment

☐ Yes
☒ No

Apprenticeship

☐ Yes
☒ No

100% Distance Education

☐ Yes
☒ No

District Governing Board Approved

☐ Yes
☒ No

District Governing Board Approval Date

Courses and Contact Hours	Number of Courses	Min Hours
Total Core Requirements		
Total Elective Requirements		
Total Core and Elective Courses and Hours	0	0

CCC Curriculum Inventory Proposal Fields

The following provides a detailed discussion of each proposal required field and field option(s). Please note the following exception:

- Special instructions and items are required for a Short-Term Vocational proposal.
- Special instructions and items are required for an Apprenticeship proposal.

Program Title: Provide the exact title that is proposed for the catalog. A program title must clearly and accurately reflect the scope and level of the program. Do not include the program award, such as “certificate” in the title because these awards are attached to the title in the CCC Curriculum Inventory based on the program award selected. Also, the words “transfer” and “for transfer” are no longer allowed in program titles because the “associate degree for transfer” is now reserved for degrees that comply with Education Code section 66746.

Program Goal: Select the appropriate goal. Each choice requires a different narrative and supporting documentation as described on the following pages. The narrative for Criteria A: Appropriateness to Mission must include explanations for all choices. For a proposed program that is categorized by a TOP codes that is designated as vocational or

CTE, the program goal must include CTE and all narrative and supporting documentation required for career technical education proposals. The college is not permitted to select “Other” when any of the other program goals are selected.

SP01: TOP Code: The TOP code is assigned according to the content and outcomes of the program, and must conform closely to the TOP code given to similar programs in other colleges around the state. The TOP code reflects the main discipline or subject matter.

The TOP code is not based on local departmental structure, faculty qualifications, or budget groupings. A college that has difficulty identifying the most appropriate TOP code must contact the Chancellor’s Office. The Chancellor’s Office may change the proposed TOP code, if necessary, after consulting with the proposal originator.

Effective Date: Provide the month and year when the college plans to offer the first required course in the program, or when the college plans to enroll students in an existing course with the expectation that it will count toward the degree or certificate submitted for approval.

CDCP Eligibility Category: Indicate the appropriate noncredit category: (A) English as a Second Language (ESL), (C) Elementary or secondary basic skills, (I) Short-term Vocational or (J) Workforce preparation. Note: This is a code linked to MIS CB22 coding, however; this program code is only used by the CCC Curriculum Inventory and is not a recognized MIS Data Element Dictionary program code.

Employment Potential: If the program CDCP Eligibility Category is (A). English as a Second Language (ESL), (C) Elementary or secondary basic skills or (J) Workforce preparation, then select *N/A* in the *Employment Potential* box (shown below).

Employment Potential
<i>Provide evidence of high employment potential (Short-term vocational programs only)</i>
N/A <input checked="" type="radio"/> This is not a Short-term vocational program.
EDD <input type="radio"/> Area of instruction is on list of Occupational Titles with High Employment Potential as defined by EDD.
LMID EDD Consultant <input type="radio"/> Current labor market or job availability data/research and identified data source are attached with an explanation of how the data is verified. If you select this option, the employment data must be verified by a local Labor Market Information Division (LMID) EDD consultant.

Employment Potential: If the program CDCP Eligibility Category is (I) Short-term Vocational, then evidence of high employment potential is required and can be demonstrated in one of two ways:

(1) In the *Employment Potential* box (shown below) select *EDD* and identify the area of instruction on the provided list of occupational titles with high employment potential (www.labormarketinfo.ca.gov).

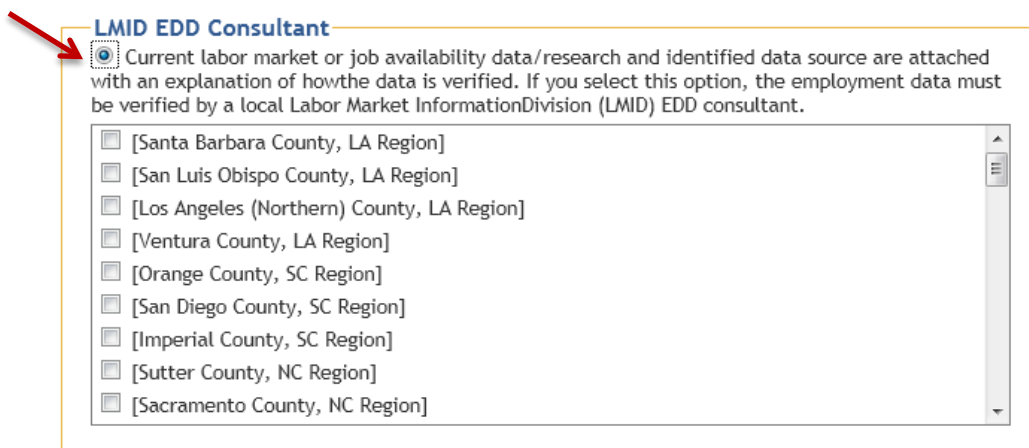


EDD

☒ Area of instruction is on list of Occupational Titles with High Employment Potential as defined by EDD.

- ☐ 11-9121 - Natural Science Managers
- ☐ 13-1041 - Compliance Officers, Except Agriculture, Construction, Health & Safety and Transportation
- ☐ 13-1071 - Employment, Recruitment and Placement Specialist
- ☐ 13-1078 - Human Resources, Training and Labor Relations Specialist, All Others
- ☐ 13-1141 - Compensation, Benefits, and Job Analysis Specialists
- ☐ 13-1151 - Training and Development Specialist
- ☐ 13-1161 - Market Research Analysts and Marketing
- ☐ 13-2011 - Accountants and Auditors

(2) In the *Employment Potential* box (shown below) select *LMID EDD Consultant* and a corresponding *region*. Finally, attach (as supporting documentation) another data source containing current labor market or job availability data with an explanation of how the data is verified by a local Labor Market Information Division (LMID) EDD consultant.



LMID EDD Consultant

☒ Current labor market or job availability data/research and identified data source are attached with an explanation of how the data is verified. If you select this option, the employment data must be verified by a local Labor Market Information Division (LMID) EDD consultant.

- ☐ [Santa Barbara County, LA Region]
- ☐ [San Luis Obispo County, LA Region]
- ☐ [Los Angeles (Northern) County, LA Region]
- ☐ [Ventura County, LA Region]
- ☐ [Orange County, SC Region]
- ☐ [San Diego County, SC Region]
- ☐ [Imperial County, SC Region]
- ☐ [Sutter County, NC Region]
- ☐ [Sacramento County, NC Region]

Gainful Employment (yes/no): Indicate if the program meets U.S. Department of Education gainful employment criteria. A complete set of resource documents is available on the U.S. Department of Education website under the Gainful Employment Information section (www.ifap.ed.gov/GainfulEmploymentInfo). Please note: this data is used for

Chancellor Office generated reports only. It is the sole responsibility of the college to submit gainful employment data to the U.S. Department of Education. The college may use or modify the detailed records created by the Chancellor's Office or elect to use their own records.

100% Distance Education (yes/no): Indicate if the courses associated with the program are conducted 100% via distance education. Distance education is covered by Title 5, Chapter 6, Subchapter 3, starting with section 55200. Both credit and noncredit courses may be offered through distance education, which is defined as “instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology.”

District Governing Board Approved & Date: By checking this box, the originator certifies that the program has been approved by the governing board of the district, pursuant to Title 5, on the provided historical date.

Apprenticeship (yes/no): Indicate if the program is an apprenticeship. If yes, then the following additional proposal fields will appear and are required:

Faculty Workload: Provide the number of full-time equivalent faculty that will be dedicated to teaching the courses in this program, in the program's first full year of operation, regardless of whether they are new or existing faculty. This estimate is not the number of FTES (full time equivalent students) expected to be generated by the program. The number must be entered as a decimal—for example, one and a quarter full-time equivalent faculty would be entered as 1.25.

New Faculty Positions: Provide the number of separately identified new positions, both part and full time. If existing faculty are sufficient for offering the program with courses and no plans exist to hire new faculty, enter 0 (zero). Assertion of faculty meeting the state minimum qualifications for these positions must be included in the narrative for item 18. “Faculty Qualifications and Availability.”

New Equipment: If new equipment will be acquired for this program, estimate total cost from all sources, including district and state funds. Discuss specifics in the attached narrative for item 16. “Facilities and Equipment Plan.”

New/Remodeled Facility: If new or remodeled facilities will be acquired for this program, indicate the cost from all sources, including district and state funds. Discuss specifics in the attached narrative item 16. “Facilities and Equipment Plan.”

Library Acquisitions: Provide the estimated cost of library and learning resources materials. Discuss specifics in the attached narrative item 15. “Library and/or Learning Resources Plan.”

Employer or Joint Apprenticeship Committee (JAC) Sponsor: Indicate the Name, Address, and Telephone Number, as well as Site Contact Person’s Name and Title.

RSI - Year & Hours: Enter the estimated total number of related and supplemental instruction (RSI) hours the program is likely to generate in the first three years.

Year 1	[Whole number]
Year 2	[Whole number]
Year 3	[Whole number]
Total	[auto total]

Apprenticeship proposals requirements differ from non-apprenticeship proposals and require the following supporting documentation:

1. An abbreviated narrative comprised of select items from Criteria A-C only (specifically, items #1-4, 6, 8-10, and 14 only)
2. Labor Market Information and Analysis (CTE only)
3. Employer Survey (CTE only)
4. Course Outlines of Record
5. Transfer Documentation (if applicable)
6. California Division of Apprenticeship Standards (DAS) Approval Letter (Apprenticeship only)

It is important to note that a credit apprenticeship proposal must also have a corresponding program goal that includes CTE (either CTE or CTE and Transfer).

Courses and Contact Hours Box: Enter the number of courses and minimum number of contact hours for: (1) core requirements and (2) elective requirements. The proposal will automatically total the total core and elective courses and hours entered.

Course Report: In the *Course Report* box, select active courses to attach to the program proposal by clicking on the *Add/Remove (+/-)* icon shown at the top right of the *Course Report* box. As each course is added, the Inventory will automatically generate a dynamic *Course Report* shown within the proposal. Include all courses required of all students in

the program. This report must reconcile with the courses listed in item #3 “Program Requirements” of the narrative.

Supporting Documentation

A new noncredit certificate proposal (that is not an apprenticeship) requires the following supporting documentation:

1. Narrative - describing the development of the proposed program, addressing Criteria A (items #1-4 only) as listed in section two of this *Handbook*. As noted, please number the sections of the narrative to **match the Criteria A item number convention** used below and in this *Handbook*. If appropriate, note that a section is “not applicable” but do not re-number the sections.
2. Course Outlines of Record (for each course listed on the Course Report)
3. LMID Verified Data (noncredit, short-term vocational only)
4. Transfer Documentation (if applicable)

Amendment: Substantial Change(s) to a Noncredit Program – Certificate

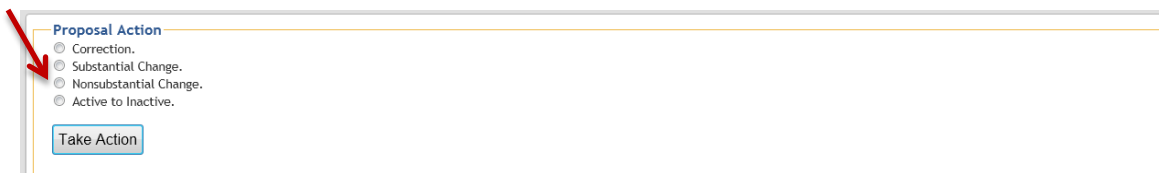
Taking action to amend an existing Certificate of Competency or Certificate of Completion program proposal as a *substantial change* will initiate a new program control number. Examples of substantial changes include:

- The goals and objectives of the program are substantially changed.
- The TOP code will change to a different TOP code at the discipline-level (e.g.; biological sciences (04) to health (12).
- Addition/creation of a new program award (degree or certificate) or major/area of emphasis using an active proposal.
- The job categories for which program completers qualify are substantially different from the job categories for which completers previously qualified.

(Note: Refer to section one under the *From 10 Forms to Many Actions: Getting Started* sub-section of this *Handbook* for proposal action definitions).

To initiate an amendment to make a *substantial change* to an active program, click on the *Admin* tab at the top of the Inventory navigation bar and select *Proposals*. Identify the active inventory record for which a substantial change is desired. In the far left column of

the queue, click on *amend* in the row corresponding to the desired inventory record. Upon selection of *Amend*, the proposal screen will recalibrate showing the existing inventory record; under “Proposal Action” select *Substantial Change* and click on *Take Action* (as shown below).



Next, all required CCC Curriculum Inventory proposal fields will unlock for editing.

CCC Curriculum Inventory Proposal Fields

All proposal fields will be unlocked for editing. Change the proposal fields (and supporting documentation) in the proposal. After desired change(s) are made, save the proposal, complete the validation process, and submit the proposal to the Chancellor's Office for review. Upon submission, notations will appear in the proposal (shown in green brackets) indicating the old or former proposal data. This distinction will enable Chancellor's Office staff expedite review for the proposed change(s).

Supporting Documentation

When conducting an amendment to *substantially change* existing data in an active proposal, the following item is required as supporting documentation:

- Narrative – a revised narrative including Criteria A (items #1-4 only) is required. For each item, please provide the context, justification and details of the proposed change(s) where appropriate.

In addition, unless revised as a component of the desired substantial change, original supporting documentation should remain attached to the proposal. For example, if the original program proposal included items required for short-term vocational (such as LMID Verified Data), the item should remain attached to the substantial change proposal for reference. However, if the substantial change includes adding or removing courses from an existing program, the Course Report should reflect only the current courses required as a result of the substantial change proposal (remove any courses that will not be associated with the program after the substantial change is approved).

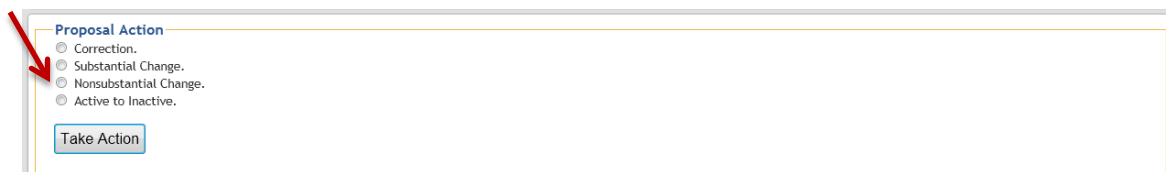
Amendment: Nonsubstantial Change(s) to a Noncredit Program – Certificate

Taking action to amend an existing Certificate of Competency or Certificate of Completion program proposal as a *nonsubstantial change* will not initiate a new program control number. Examples of nonsubstantial changes include:

- Title changes
- The TOP code will change to a TOP code within the same discipline-level (e.g.; a change within the discipline of biological sciences (04) from the field of Biology, General (0401.00) to Microbiology (0403.00)).
- Certificate or diploma hour change
- Addition to or removal of courses from an existing approved program

Refer to section one under the *From 10 Forms to Many Actions: Getting Started* sub-section of this *Handbook* for proposal action definitions.

To initiate an amendment to make a *nonsubstantial change* to an active proposal, click on the *Admin* tab at the top of the Inventory navigation bar and select *Proposals*. Identify the active inventory record for which a nonsubstantial change is desired. In the far left column of the queue, click on *amend* in the row corresponding to the desired inventory record. Upon selection of *Amend*, the proposal screen will recalibrate showing the existing inventory record; under “Proposal Action” select *Nonsubstantial Change* and click on *Take Action* (as shown below).



CCC Curriculum Inventory Proposal Fields

Select proposal fields will be unlocked for editing. First, make desired changes to the proposal fields and/or supporting documentation. Next, describe the change(s) made and rationale in the *Justification* box on the proposal. Finally, save the proposal, complete the validation process, and submit the proposal to the Chancellor's Office for review. Upon submission, notations will appear in the proposal (shown in green brackets) indicating the old or former proposal data. This distinction will enable Chancellor's Office staff expedite review for the proposed change(s).

Supporting Documentation

Unless revised as a component of the desired nonsubstantial change, original supporting documentation should remain attached to the proposal. For example, if the original program proposal included items required for short-term vocational (such as LMID Verified Data), the item should remain attached to the substantial change proposal for reference.

If the program goal includes transfer (equals “Transfer” or “CTE and Transfer”) and the nonsubstantial change entails adding or removing courses from an existing program or certificate/diploma hour changes, the following is required:

- The Course Report should reflect only the current courses required as a result of the nonsubstantial change proposal (remove any courses that will not be associated with the program after the nonsubstantial change is approved).
- Ensure all Course Outlines of Record are attached as supporting documentation for all courses listed in the Course Report
- Submit a revised Program Requirements table (narrative item #3).
- Submit revised Transfer Applicability (narrative item #14) documentation (including required articulation agreements where applicable).

The college may elect to revise the previously submitted program proposal narrative with track changes or color-coded text to indicate content changed in the proposal narrative.

New Adult High School Diploma Program

An Adult High School Diploma (AHSD) program is comprised of a sequence of noncredit courses leading to a high school diploma that is awarded by the community college district or jointly by the district and a high school in accordance with Title 5, section 55154. The course content standards should meet or exceed the standards for high school curriculum established by the California State Board of Education. A high school diploma is granted when the student has completed the equivalent of at least 160 high school credits, including the specified minimum number of credits in the five general subject areas of English, mathematics, natural sciences, social and behavioral science, and humanities. In addition, at least 20 of the total 160 required high school credits must be completed in residence at the community college granting the diploma.

Title 5, section 55154, authorizes a college to offer a noncredit Adult High School Diploma (AHSD) and receive enhanced funding for courses that are part of the program. An AHSD program has separate and distinct proposal requirements.

The following discussion outlines submission and proposal requirements for an AHSD program. First, initiate a *New Program* proposal (refer to section one under the *From 10 Forms to Many Actions: Getting Started* sub-section of this *Handbook*).

Next, select *Noncredit Program* as the SP02: Program Award (red oval shown below).

CCCCO Curriculum Inventory

Welcome democollege@cccoco.edu! [Sign Out]

Home Search Reports Admin

New Program

SP02: Program Award

Program Title

Program Goal

SP01: Program TOP Code

Effective Date

9/23/2012

A - A.A. Degree
S - A.S. Degree
Y - A.A.-T Degree (Transfer)
X - A.S.-T Degree (Transfer)
B - Certificate of Achievement: 12 to fewer than 18 semester (or 18 to fewer than 27 quarter) units
C - Certificate of Achievement: 18 or greater semester (or 27 or greater quarter) units
I - Noncredit Program

Based upon the SP02: Program Award selection, the proposal screen will recalibrate showing all required noncredit program CCC Curriculum Inventory proposal fields (red arrow shown on the following page). Under the Certificate or Diploma field, select *Adult High School Diploma*.

New Program

SPO2: Program Award CDCP Eligibility Category

Program Title

Program Goal

SP01: Program TOP Code

Certificate or Diploma

Effective Date

Gainful Employment ☐ Yes ☒ No

Apprenticeship ☐ Yes ☒ No

100% Distance Education ☐ Yes ☒ No

Certificate of Competency - Noncredit Certificate of Competency in a recognized career field articulated with degree-applicable coursework, completion of an associate degree or transfer Certificate of Completion - Noncredit Certificate of Completion leading to improved employability or job opportunities.
Adult High School Diploma - Adult High School Diploma

Again, the proposal screen will recalibrate showing all required AHSD program proposal fields. In addition, fields designated with required AHSD selections (title, goal, TOP code, and diploma) are automatically generated (shown below).

New Program

SPO2: Program Award

Program Title

Program Goal

SP01: Program TOP Code

Certificate or Diploma

Effective Date

District Governing Board Approved ☐ Yes ☒ No

District Governing Board Approval Date

CORE AND ELECTIVE CREDITS		
	Core	Elective
Natural Sciences	<input type="text" value="0"/>	<input type="text" value="0"/>
Social and Behavioral Sciences	<input type="text" value="0"/>	<input type="text" value="0"/>
Humanities	<input type="text" value="0"/>	<input type="text" value="0"/>
English	<input type="text" value="0"/>	<input type="text" value="0"/>
Mathematics	<input type="text" value="0"/>	<input type="text" value="0"/>
Other Core/Elective(s)	<input type="text" value="0"/>	<input type="text" value="0"/>
Total	<input type="text" value="0"/>	<input type="text" value="0"/>

CCC Curriculum Inventory Proposal Fields

Complete the following required proposal fields:

Effective Date: Provide the month and year when the college plans to offer the first required course in the program, or when the college plans to enroll students in an existing course with the expectation that it will count toward the degree or certificate submitted for approval.

District Governing Board Approved & Date: By checking this box, the originator certifies that the program has been approved by the governing board of the district, pursuant to Title 5, on the provided historical date.

Core and Elective Credits: List the core and electives credits.

A minimum of 160 credits of high school level coursework must be completed in a core curriculum consisting of noncredit courses in the five categories required by Title 5, section 55154. These include: Natural Science (20 credits), Social and Behavioral Sciences (30 credits), Humanities (10 credits), English (30 credits), and Mathematics (20 credits).

Note: A noncredit course in any college awarding 10 high school credits must be designed to require a minimum of 144 hours of lecture, study or laboratory work (California Code of Regulations, Title 5, § 55154). Each course shall be of sufficient duration to permit a student to master the content of the course as specified in the California State Board of Education's Course Content Standards (California Code of Regulations, Title 5, § 55154). The courses that are part of this proposal are selected from a dropdown menu under *Course Report* in the CCC Curriculum Inventory.

Course Report: In the *Course Report* box, select active courses to attach to the program proposal by clicking on the *Add/Remove (+/-)* icon shown at the top right of the *Course Report* box. As each course is added, the Inventory will automatically generate a dynamic *Course Report* shown within the proposal. Include all courses required of all students in the program. This report must reconcile with the courses listed in the proposal narrative.

Supporting Documentation

A new AHSD program proposal requires the following supporting documentation:

1. Narrative – AHSD Only
2. Course Outlines of Record (for each course listed on the Course Report)

The following section describes in detail the unique narrative requirements for an AHSD program proposal.

Narrative – AHSD Only

- I. **Demonstration of Need:** Provide quantitative and qualitative data demonstrating the need for the proposed Adult High School Diploma program in the college. For example, discuss the number of students that have not completed high school in the service area (dropout rate); address the total number of students that have not passed the California High School Exit Exam (CAHSEE) in the service area; and/or demonstrate the requirement of a high school diploma for employment in the industries in the service areas. Describe how the college has verified that this program will not have an adverse impact on similar programs and options at neighboring colleges.
- II. **Catalog Description:** Provide a description of the program that will be placed in the college's catalog and schedule of classes. This description should convey the program's goals, objectives, and expected outcomes.
- III. **Program Organization:** Describe how the program will be consistent with the mission of the college and the relationship to other programs that complement or link to the AHSD program. Additionally, provide an organizational chart consisting of the AHSD program faculty and staff.
- IV. **Ongoing Faculty/Staff Efforts:** Describe in detail how the college will fund on-going faculty/staff needed in order to sustain the program.
- V. **Professional Development for Faculty and Staff:** Describe the professional development activities that will be available for faculty teaching in the program to ensure that faculty has the necessary knowledge and skills to facilitate student success and completion of the AHSD program.
- VI. **Student Services:** Describe the support services provided to students to assist them in completing the program (e.g., counseling, orientation, student follow-up, and monitoring).
- VII. **Student Assessment:** Provide a description of student assessment procedures for academic placement in the program. Describe the method the college will use in evaluating student progress and the tools the college will utilize to determine student progress towards the program's objectives.
- VIII. **Instructional Support Services for Students:** Identify and describe the instructional support services for students, such as tutoring, supplemental instruction, and other instructional support services such as those provided in the learning resource center.

- IX. **Facilities:** Describe the facilities where the program will be implemented. If facilities are not currently available, describe the district's master plan for providing appropriate facilities for this program.
- X. **Curriculum Alternatives:** Provide a description of requirements or conditions by which a student can obtain high school credit by examination or by successfully completing college degree-applicable or nondegree-applicable credit course work and any alternative means for students to complete the prescribed course of study. All alternative means must meet or exceed the standards for the high school curriculum established by the California State Board of Education. These can be found in the following web site: www.cde.ca.gov/be/st/ss/.

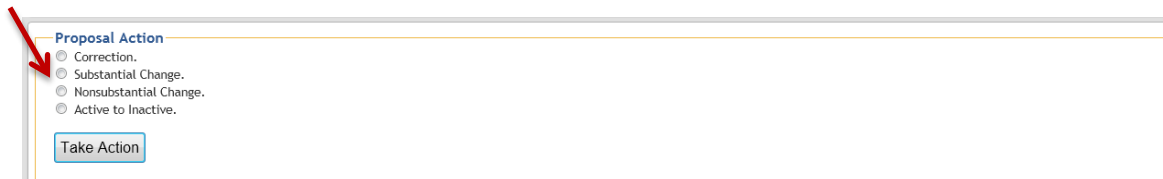
Amendment: Substantial Change(s) to a Noncredit Program – AHSD Only

Taking action to amend an existing AHSD program proposal as a *substantial change* will initiate a new program control number. A typical substantial change for an AHSD program is:

- The goals and objectives of the program are substantially changed.

(Note: Refer to section one under the *From 10 Forms to Many Actions: Getting Started* sub-section of this *Handbook* for proposal action definitions).

To initiate an amendment to make a *substantial change* to an active program, click on the *Admin* tab at the top of the Inventory navigation bar and select *Proposals*. Identify the active inventory record for which a substantial change is desired. In the far left column of the queue, click on *amend* in the row corresponding to the desired inventory record. Upon selection of *Amend*, the proposal screen will recalibrate showing the existing inventory record; under “Proposal Action” select *Substantial Change* and click on *Take Action* (as shown below).



Proposal Action

- ☒ Correction.
- ☐ Substantial Change.
- ☐ Nonsubstantial Change.
- ☐ Active to Inactive.

Take Action

Next, all required CCC Curriculum Inventory proposal fields will unlock for editing.

CCC Curriculum Inventory Proposal Fields

All proposal fields will be unlocked for editing. Change the proposal fields (and supporting documentation) in the proposal. After desired change(s) are made, save the proposal,

complete the validation process, and submit the proposal to the Chancellor's Office for review. Upon submission, notations will appear in the proposal (shown in green brackets) indicating the old or former proposal data. This distinction will enable Chancellor's Office staff expedite review for the proposed change(s).

Supporting Documentation

When conducting an amendment to *substantially change* existing data in an active proposal, the following item is required as supporting documentation:

- Narrative – a revised narrative is required. For each item, please provide the context, justification and details of the proposed change(s) where appropriate.

In addition, unless revised as a component of the desired substantial change, original supporting documentation should remain attached to the proposal. For example, if the original program proposal included items required for short-term vocational (such as LMID Verified Data), the item should remain attached to the substantial change proposal for reference. However, if the substantial change includes adding or removing courses from an existing program, the Course Report should reflect only the current courses required as a result of the substantial change proposal (remove any courses that will not be associated with the program after the substantial change is approved).

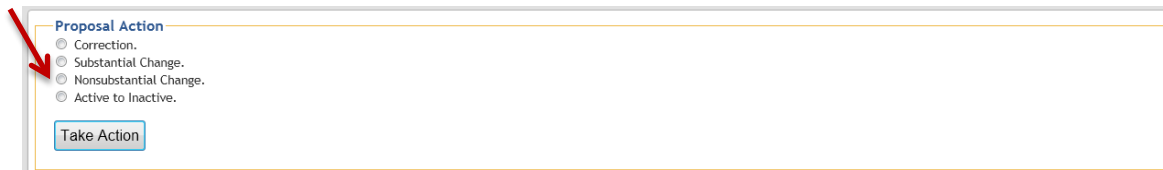
Amendment: Nonsubstantial Change(s) to a Noncredit Program – AHSD Only

Taking action to amend an existing AHSD program proposal as a *nonsubstantial change* will not initiate a new program control number. Examples of nonsubstantial changes include:

- Diploma hour change
- Addition to or removal of courses from an existing approved program

Refer to section one under the *From 10 Forms to Many Actions: Getting Started* subsection of this *Handbook* for proposal action definitions.

To initiate an amendment to make a *nonsubstantial change* to an active proposal, click on the *Admin* tab at the top of the Inventory navigation bar and select *Proposals*. Identify the active inventory record for which a nonsubstantial change is desired. In the far left column of the queue, click on *amend* in the row corresponding to the desired inventory record. Upon selection of *Amend*, the proposal screen will recalibrate showing the existing inventory record; under "Proposal Action" select *Nonsubstantial Change* and click on *Take Action* (as shown below).



Proposal Action

☐ Correction.
☒ Substantial Change.
☐ Nonsubstantial Change.
☐ Active to Inactive.

[Take Action](#)

CCC Curriculum Inventory Proposal Fields

Select proposal fields will be unlocked for editing. First, make desired changes to the proposal fields and/or supporting documentation. Next, describe the change(s) made and rationale in the *Justification* box on the proposal. Finally, save the proposal, complete the validation process, and submit the proposal to the Chancellor's Office for review. Upon submission, notations will appear in the proposal (shown in green brackets) indicating the old or former proposal data. This distinction will enable Chancellor's Office staff expedite review for the proposed change(s).

Supporting Documentation

Unless revised as a component of the desired nonsubstantial change, original supporting documentation should remain attached to the proposal.

If the program goal includes transfer (equals "Transfer" or "CTE and Transfer") and the nonsubstantial change entails adding or removing courses from an existing program or certificate/diploma hour changes, the following is required:

- The Course Report should reflect only the current courses required as a result of the nonsubstantial change proposal (remove any courses that will not be associated with the program after the nonsubstantial change is approved).
- Ensure all Course Outlines of Record are attached as supporting documentation for all courses listed in the Course Report
- Submit a revised Program Requirements table (narrative item #3).
- Submit revised Transfer Applicability (narrative item #14) documentation (including required articulation agreements where applicable).

The college may elect to revise the previously submitted program proposal narrative with track changes or color-coded text to indicate content changed in the proposal narrative.

New Noncredit Course

Upon selection of a noncredit course (CB04: Course Credit Status equals Noncredit), the proposal screen will recalibrate showing all required CCC Curriculum Inventory proposal fields.

New noncredit course proposal fields are shown below:

New Course	
CB04: Credit Status	N - Noncredit
CB01: Department Number	
CB02: Course Title	
CB03: TOP Code	
CB05: Transfer Status	C - Not transferable
Total Hours of Instruction(min)	
If variable hours, indicate the max hours	
CB08: Basic Skill Status	
CB09: SAM Priority Code	
CB10: Cooperative Work Experience	
CB11: Course Classification Status	
CB13: Approved Special Class	
CB21: Prior Transfer Level	
CB22: Noncredit Category	
CB23: Funding Agency Category	
CB24: Program Status	
Effective Date	9/23/2012
Special Characteristics Code Descriptor (if applicable)	<input type="checkbox"/> Learning Assistance <input type="checkbox"/> Bilingual Instruction <input type="checkbox"/> Convalescent Setting <input type="checkbox"/> Correctional Facility <input type="checkbox"/> Apprenticeship <input type="checkbox"/> Persons of Substantial disabilities <input type="checkbox"/> Citizenship for Immigrants
District Governing Board Approved	<input type="radio"/> Yes <input checked="" type="radio"/> No
District Governing Board Approval Date	

CCC Curriculum Inventory Proposal Fields

The following provides a detailed discussion of each required field (data element) and corresponding value option(s). Proposal fields marked with [CBXX] refer to the MIS Course Basic (CB) Data Elements in the Data Element Dictionary. Appropriately coding data during the course development process is essential to properly tracking, reporting, and funding courses. The complete Data Element Dictionary (DED) is accessible on the Chancellor's Office website (www.cccco.edu) under the Management Information Systems (MIS) Unit of the Technology, Research, and Information Resources Division. The MIS Data Elements required for a noncredit course proposal are listed in Table Twelve.

Table 12. MIS Data Elements for Courses - Noncredit

DED #	Data Element Name	Values / Examples (Bold options are available for Noncredit courses)
CB01	Course Department and Number	Example: ENGL100
CB02	Course Title	Limited to 68 characters, including punctuation and spaces; may not include course department or number (CB01 data)
CB03	Course TOP code – This refers to the Taxonomy of Program (TOP) code assigned to each course or program. The TOP manual can be found on the Chancellor's Office website at http://extranet.cccco.edu/Portals/1/AA/BasicSkills/TopTax6_rev0909.pdf	Format: xxxxxx (no decimal) Examples: 010300; 490310 Related to CB22
CB04	Course Credit Status	D = Credit - Degree Applicable C = Credit - Not Degree Applicable N = Noncredit
CB05	Course Transfer Status	A = Transferable to both UC and CSU B = Transferable to CSU only C = Not transferable (Always noncredit)
CB06	Maximum Course Units	Credit only. The maximum number of units of academic credit a student may earn from enrolling in a single section of this course.
CB07	Minimum Course Units	Credit only. The minimum number of units of academic credit a student may earn from enrolling in a single section of this course.
CB08	Course Basic Skills Status	B = Is a basic skills course N = Is not a basic skills course B or N = If CB22 is A, C, or J N = If CB22 is B, D, E, F, G, H, or I
CB09	Course SAM Priority Code	A = Apprenticeship B = Advanced Occupational (Perkins) C = Clearly Occupational (Perkins) D = Possibly Occupational (Perkins) E = Non-occupational
CB10	Course Cooperative Work Experience Education Status	N = Is not part of a cooperative work experience education program. (Always

		Noncredit until a new policy is written). C = Is part of a cooperative work experience education program.
CB11	Course Classification Code This section identifies courses eligible for enhanced funding. Noncredit courses will have a code of J or K if they are part of part of an approved Career Development and College Preparation Program described in more detail under noncredit programs. Courses that are not part of a program must use the value of “L” until the program is approved	<u>Credit:</u> Y = Credit Course <u>Noncredit:</u> J = Workforce Preparation Enhanced Funding K = Other Noncredit Enhanced Funding L = Non-Enhanced Funding
	CB12 Course Repeatability	[Not applicable for noncredit]
CB13	Course Special Class Status Indicates whether the course is an “approved special class” according to the provisions of Title 5, section 56028 (Disabled Student Programs and Services)	S = Is a special class for disabled students N = Not a special class
	CB21 Course Prior to College Level Note: Basic skills courses may be coded A–H, and in some cases Y, but non-basic skills courses are usually Y. Refer to CB21 in the Data Element Dictionary for rubrics.	Y = Not applicable A = One level below transfer B = Two levels below transfer C = Three levels below transfer D = Four levels below transfer E = Five levels below transfer F = Six levels below transfer G = Seven levels below transfer H = Eight levels below transfer
CB22	Noncredit Category – These 10 categories of noncredit courses are eligible for state apportionment as noted above Related to CB03 and CB08 Courses in three of these categories—A, C, and J—may be eligible for enhanced funding when part of an approved Career Development and College Preparation Program described in more detail under	<u>Credit:</u> Y = Not applicable; credit course <u>Noncredit:</u> A = English as a Second Language B = Immigrant Education C = Elementary and Secondary Basic Skills D = Health and Safety Education E = Education Programs for Persons with Substantial Disabilities

noncredit programs.

F = Parenting Education

G = Family and Consumer Sciences

H = Education Programs for Older Adults

I = Short-term Vocational Programs with High Employment Potential

J = Workforce Preparation

CB23 Funding Agency Category	A = This course was primarily developed using Economic Development funds. B = This course was partially developed using Economic Development funds. (Economic Development funds exceed 40% of total development costs). Y = Not Applicable
CB24 Course Program Status	1 = Program-applicable 2 = Not Program-applicable

Total Hours of Instruction: Both fields need to have a value, even if the hours are the same. Provide the total number of regularly scheduled hours of instruction that are normally required for students to achieve the course objectives. Total number of hours should be sufficient to cover the course scope and breadth of topics. If there is a range of hours, enter both the minimum and maximum number of hours.

Effective Date: Provide the approximate date when the college plans to offer the course to students and include the course description in the college catalog or addendum. This date must be in the future.

Special Characteristics: Select the appropriate characteristic, if applicable.

Learning Assistance is a form of supplemental instruction.

Bilingual Instruction is a system of instruction that builds upon the language skills of a pupil whose primary language is not English or derived from English.

Convalescent Setting refers to a course taught in a convalescent home, skilled nursing facility, residential care home, day care center, or nursing home.

Correctional Facility refers to a course taught either at or through a federal, state, or local correctional institution.

Apprenticeship refers to a course that provides related and supplemental instruction for apprenticeship and coordination of instruction with job experiences, upon agreement with the program sponsor (employer) and the California Division of Apprenticeship Standards.

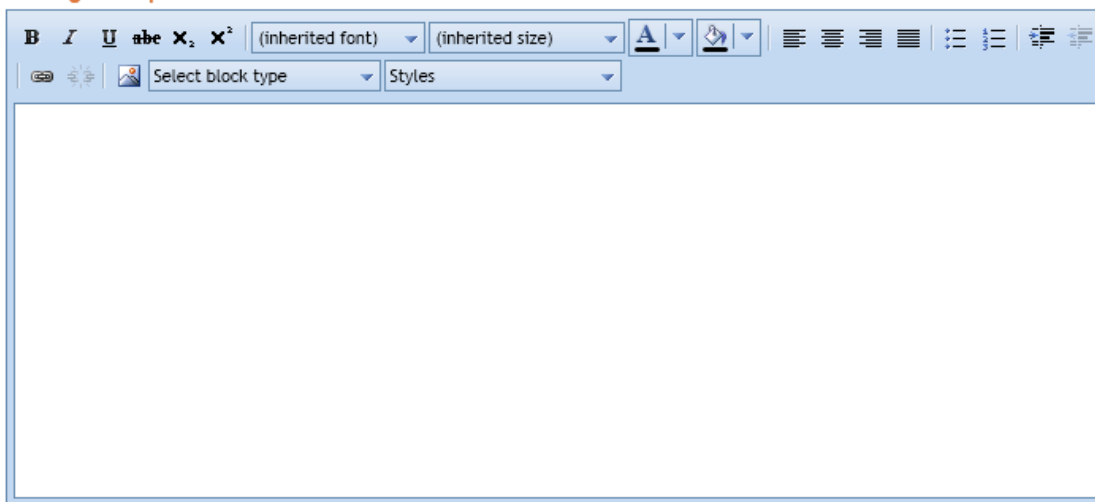
Persons of Substantial Disabilities refers to a course designed to serve persons with substantial disabilities.

Citizenship for Immigrants refers to a course designed to provide instruction and services in citizenship.

District Governing Board Approved: By checking this box, the originator certifies that the course has been approved by the governing board of the district, pursuant to Title 5, on the provided historical date.

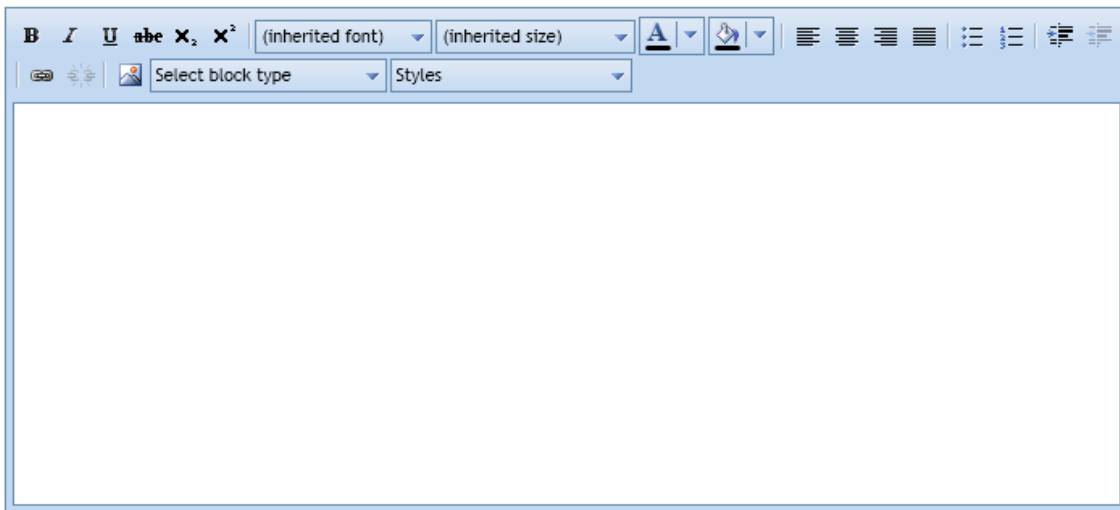
Catalog Description: In the *Catalog Description* box (shown below), provide the catalog description. The catalog description briefly conveys the content of the course. Refer to Title 5 and the ASCCC document titled, *The Course Outline of Record: A Curriculum Reference Guide* (2008) available at www.asccc.org for more information about catalog descriptions.

Catalog Description



Justification: In the *Justification* box (shown on the following page), enter a brief description of the background and rationale for the course. This might include a description of a degree or certificate for which the course is required or the relationship of this course to other courses in the same or other disciplines. Please note that a justification stating “student need” will not suffice.

Justification

The image shows a software interface for text editing. At the top is a toolbar with various icons for text formatting, including bold (B), italic (I), underline (U), font color (A), and background color (B). It also includes dropdown menus for font type (currently showing 'inherit') and font size (currently showing 'inherit'). Below the toolbar are two dropdown menus labeled 'Select block type' and 'Styles'. The main area of the interface is a large, empty rectangular box with a light blue border, intended for entering text.

Course Report: In the *Course Report* box, select an active program(s) to attach to the course proposal by clicking on the *Add/Remove (+/-)* icon shown at the top right of the *Course Report* box. As each program is added, the Inventory will automatically generate a dynamic *Course Report* shown within the proposal.

Supporting Documentation

A new noncredit course proposal requires the following supporting documentation:

- Course Outline of Record

APPENDIX A: Legal Authority

The Board of Governors, by statute, has statewide responsibility for approving all new instructional programs in community colleges. This mandate is one of the earliest and most basic legislative charges to the Board. Before 1968, approval of programs for junior colleges was the responsibility of the State Board of Education. When the Board of Governors of the California Community Colleges was created by the Legislature in 1968, this responsibility was transferred to the new board. It is now contained in Education Code section 70901:

70901. Board of governors; duties; rules and regulations; delegation; consultation
(a) The Board of Governors of the California Community Colleges shall . . . perform the following functions:
. . . (b)(10) Review and approve all educational programs offered by community college districts

The Legislature also made the requirement for State approval part of the finance law for community colleges. This provision was part of the Education code for many decades, but in 1991 it was shifted to the California code of Regulations, Title 5:

58050. Conditions for Claiming Attendance.
(a) All of the following conditions must be met in order for the attendance of students enrolled in a course to qualify for state apportionment:
(1) The course or the program of which it is a part must be approved by the Board of Governors in accordance with the provisions of Article 2 (commencing with Section 55100) of Subchapter 1, Chapter 6.
(2) The course must meet the criteria and standards for courses prescribed by Section 55002.

The Board of Governors has further adopted a "Minimum Condition" regulation regarding program and course approval. Minimum Conditions are selected areas of regulations that are considered particularly crucial and which may result in denial or reduction of State aid if violated. The Minimum Condition regulation on program and course approval is as follows:

51021. Curriculum.

Each community college shall establish such programs of education and courses as will permit the realization of the objectives and functions of the community colleges. All courses shall be approved by the Chancellor in the manner provided in Subchapter 1 (commencing with Section 55000) of Chapter 6.

Pertinent sections to consult include, but are not limited to, the following:

Section #	Regulation Topic
California Education Code	
70900	Creation of the System
70901	Board of Governors
66055.8.	Registered Nursing Programs
California Code of Regulations, Title 5. Education, Division 6. California Community Colleges, Chapter 6. Curriculum and Instruction	
55000	Definitions
55000.5	Handbook; Monitoring and Review of Approved Courses and Programs
55002	Standards and Criteria for Courses
55002.5	Credit Hour
55003	Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation
55005	Publication of Course Standards
55006	Records and Reports
55040	District Policy for Course Repetition
55041	Repeatable Courses
55042	Course Repetition to Alleviate Substandard Academic Work
55060	District Policy
55061	Philosophy and Criteria for Associate Degree and General Education
55062	Types of Courses Appropriate to the Associate Degree
55063	Minimum Requirements for the Associate Degree
55070	Credit Certificates
55072	Award of Certificates
55100	Course Approval

Section #	Regulation Topic – Continued
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California Code of Regulations, Title 5. Education, Division 6. California Community Colleges, Chapter 6. Curriculum and Instruction	
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55130	Approval of Credit Programs
55150	Approval of Noncredit Courses and Programs
55151	Career Development and College Preparation
55152	Short-Term Vocational Programs Providing 288 Hours or More of Instruction
55153	Other Noncredit Programs Providing 288 Hours or More of Instruction
55154	Adult High School Diploma Program
55155	Noncredit Certificates
55160	Approval of Community Service Offerings
55170	Contract Courses
55180	Definitions
55181	Responsibilities
55182	Assessment of Needs and Preferences
55183	Identification of Objectives
55184	Analysis of Alternative Delivery Systems
55185	Additional Criteria for Approval of Educational Centers
55200	Definition and Application
55250	Approved Plan Required
55250.3	“Work Experience Education”
55252	Types of Cooperative Work Experience Education
58160	Noncredit Course Funding
58161	Apportionment for Course Repetition
58164	Open Entry/Open Exit Courses
58168	Tutoring
58170	Apportionment for Tutoring
58172	Learning Assistance