

Program and Course Approval Handbook

Fifth Edition

September 2013

California Community College Chancellor's Office

Brice W. Harris, Chancellor

	Definitions
55000	Handbook; Monitoring and Review of Approved Courses and Programs
55000.5	Standards and Criteria for Courses
55002	Credit Hour
55002.5	Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation
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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, July 2012, and again in September 2013. 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@cccoco.edu.

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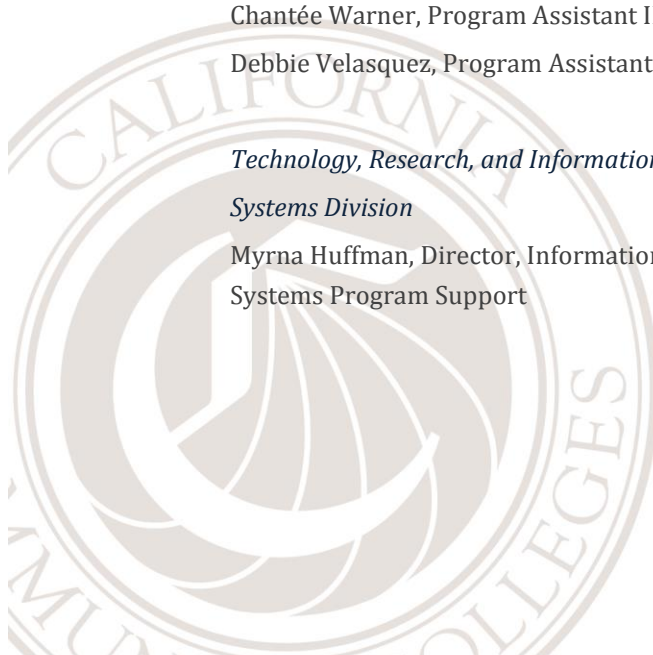


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Introduction

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 2013. 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 procedures for the submission, review, and approval of programs and courses 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 four 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.

Finally, the **appendix** includes proposal development guides for programs and courses separated by credit status and program award.

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 September 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.

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
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

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 (continued)

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

California Code of Regulations, Title 5. Education, Division 6. California Community Colleges, Chapter 9. Fiscal Support

58160	Noncredit Course Funding
58161	Apportionment for Course Enrollment
58164	Open Entry/Open Exit Courses
58168	Tutoring
58170	Apportionment for Tutoring
58172	Learning Assistance

Alphabetical List of Acronyms

Acronym	Definition
A.A.	Associate of 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 of 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

Acronym	Definition
LMID	Labor Market Information Division
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. For example, submissions typically peak within one to two weeks after quarterly governing district board meetings occur. 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.

Curriculum Approval and Authority

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 (new and substantial change) program and course approvals are sent by email to the campus Chief Instructional Officer with a copy to campus designee(s).

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.

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 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 submission system which included 10 forms that community college campus representatives used to submit a proposal.

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 functionality 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 “Modification Request to an Approved Noncredit Program” 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 “Modifications to an Approved Noncredit Course” 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 of Arts Degree (A.A.), Associate of 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 “Substantial Changes to an Approved Credit Program” form	Identify the active program and select <i>amend</i> , then select the action type = substantial change.
CCC 511 Credit Program Nonsubstantial Change or “Nonsubstantial Changes to an Approved Program” 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 CCC Curriculum Inventory has been tested on the following browsers; please contact your local college information technology department for further support:

- Google Chrome 19 thru current
- Mozilla Firefox 11 thru current
- Microsoft Internet Explorer 9 thru current
- Safari 5.1 thru current

Proposal Status

Each proposal in the CCC Curriculum Inventory system is assigned a corresponding “proposal status” beginning with draft. A draft proposal may be deleted at any time prior to submission to the Chancellor’s Office by selecting the corresponding *Delete* icon under the far left column in the proposals queue and then completing the final confirmation step (click *Yes*). Community college proposals are reviewed for completion and content. After submission, a proposal review may result in one of four statuses: Revision Requested (college must provide additional or revised information), Active, Inactive, or Denied. 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.
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 Competency – in a recognized career field articulated with degree-applicable coursework, completion of an associate degree, or transfer to a baccalaureate institution
- Certificates of Completion – leading to improved employability or job opportunities
- Adult High School Diploma

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 (SP) 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 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) or in the CCC Curriculum Inventory under the Admin > Resources tab. 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).

In a March 19, 2007 memo, the Chancellor's Office clarified the use of TOP Codes in the **TOP-49 Interdisciplinary Studies** category. Many colleges have found the content of this memo helpful, thus for quick access the details are included in Table Four as follows:

Table 4. Correct Top Code Use for Interdisciplinary Studies

TOP Code	Correct Top Code(s) Use
4901.00 through 4903.30	These codes should be assigned to programs and not to individual courses.
4930.00	Do not use this code for courses. Courses in orientation, leadership, personal dynamics, study skills, or other subjects that contribute to the capacity of students to succeed in college should be placed in any of the provided six-digit "Specific codes for courses that provide general studies" TOP Codes (listed in the Manual).
4930.10 through 4930.82 and 4931.00	Noncredit courses classified in these codes are eligible for enhanced funding pursuant to SB361 if they are included in an approved program.
4932.00 – General Work Experience	Usually work experience courses should be in the TOP Code that best matches the program in which they are included. If a work experience course is not part of a program, then this code may be used.

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, 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 (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 Five 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 5. Comparison of Requirements by 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 Six.

Table 6. 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 and User Accounts

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 accounts. 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. Currently, 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. Future versions of the CCC Curriculum Inventory may include additional levels (such as CI Lead and CI Writer). In addition, a district may request a one district level CISO

alias account for which the district cisoXXX@cccco.edu alias will be used. Please submit written requests to citechissues@cccco.edu.

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.

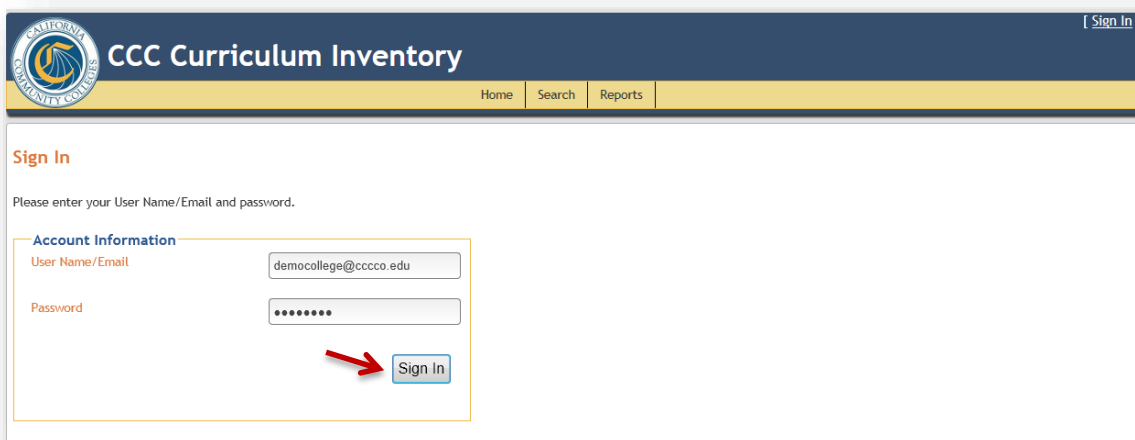
Each district alias list email coordinator (typically an IS or MIS staff person) sets up the alias email address to forward to the appropriate recipient. The recipients for the lists should include all persons interested in the topical area covered by each list but typically should always include the 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

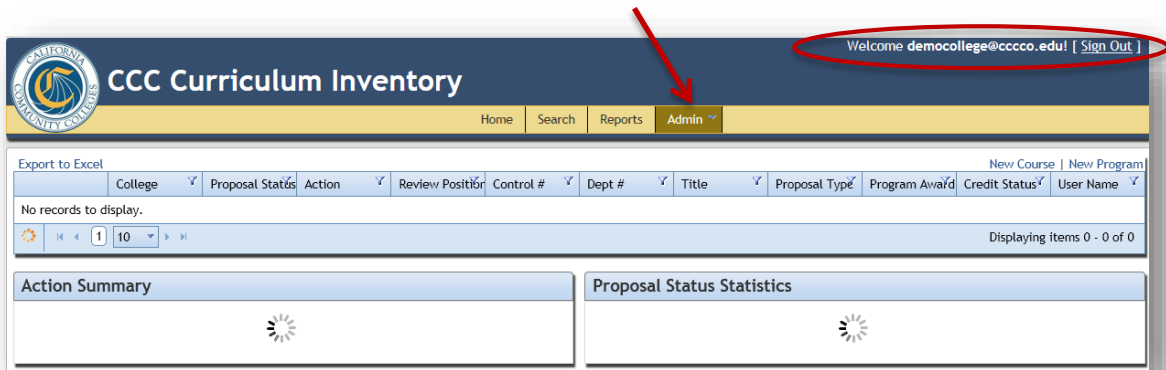
Aside from the public search tool, access to the CCC Curriculum Inventory requires a user name and password. (Note: some internet applications will not load the site if entered using www. and require the http:// convention.) To sign into the Inventory, visit <http://curriculum.cccco.edu> and click on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



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

The image shows the 'Sign In' page of the CCC Curriculum Inventory. The page has a dark blue header with the CCC logo and the text 'CCC Curriculum Inventory'. Below the header is a yellow navigation bar with links for 'Home', 'Search', and 'Reports'. The main content area is white and contains the heading 'Sign In' and the instruction 'Please enter your User Name/Email and password.' Below this is a form titled 'Account Information' with two input fields: 'User Name/Email' containing 'democollege@cccoco.edu' and 'Password' containing '*****'. A blue 'Sign In' button is located below the password field, with a red arrow pointing to it.

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 on the following page).

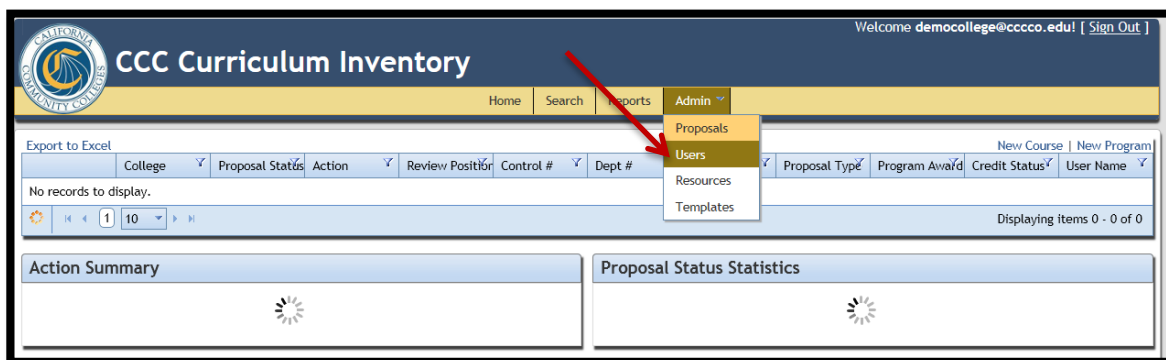


You will also note at the top right of the page a welcome greeting is displayed confirming you are signed into the Inventory (red oval shown above). You are now ready to begin using the CCC Curriculum Inventory.

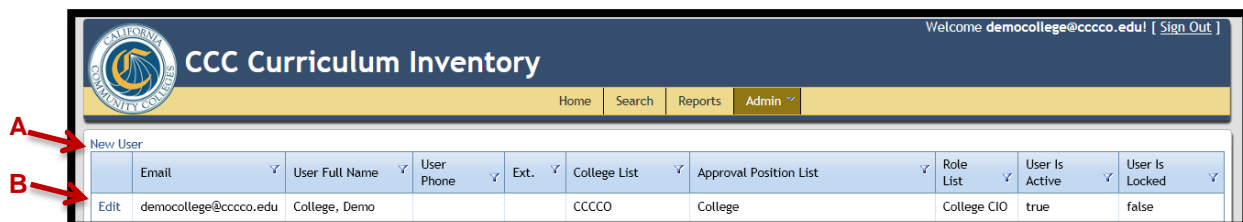
CIO Management of CI User Accounts

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.

1. After signing into the Inventory, click on the *Admin* tab at the top of the page and select *Users* (red arrow shown below).



2. 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 A shown on the following page). To edit or inactivate an existing user account, identify the user account under "User Edit Link" (red arrow B shown below) and select the corresponding email account hyperlink.



A. If you elected to create a **new user account**, the *Create Account* page will appear (red arrow shown below).

CCC Curriculum Inventory

Welcome democollege@ccco.edu! [Sign Out]

Home Search Reports Admin

Create Account

User Information

First Name

Last Name

Phone Number

Extension

Email

Password

Confirm password

User is Active? Yes No

Address

Role

College CIO

CI Reader

Create

Back to List

- Enter the First Name, Last Name, Phone Number, User Name (email address), and Password for the college user. Select *yes* to mark the user as *Active*.
- Determine which access level you would like to give the user. (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.
 - 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.
- Click the *Create* button to create the new user account.

B. If you elected to **edit or inactivate an existing user account** (red arrow shown on the following page), the *Edit User* page will appear.

The screenshot shows the 'Edit User' interface in the CCC Curriculum Inventory. At the top, there is a navigation bar with the logo and the text 'CCC Curriculum Inventory'. Below the navigation bar, there are links for 'Home', 'Search', 'Reports', and 'Admin'. The main content area is titled 'Edit User' and contains a form with the following sections:

- User Information:** Fields for First Name (Demo), Last Name (College), Phone Number, Extension, Email (democollege@ccccc.edu), Password, and Confirm password.
- Role:** A section with two radio buttons: 'College CIO' (checked) and 'CI Reader'.
- User is Active?:** A section with two radio buttons: 'Yes' (selected) and 'No'. A red star is placed to the left of this label.
- Address:** A text area for the user's address.

A 'Save' button is located at the bottom right of the form.

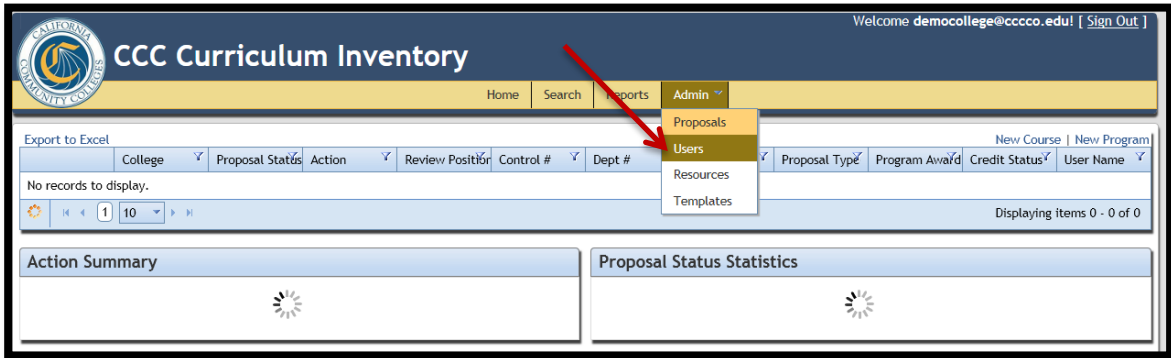
- **To Edit a User Account:** Edit the user's profile information as desired.
 - **To Inactivate a User Account:** Once a user account is created, the account may not be deleted from the CCC Curriculum Inventory Directory because proposals and actions are tied to individual user accounts. Removal of user accounts could inadvertently remove or damage data in the CCC Curriculum Inventory. However, the user account may be made inactivated by selecting "no" to the question "User is Active?" on the user's account profile (red star shown above).
 - Upon completion, click the *Save* button to complete the desired edit(s) to the user account.
3. The account information for the college user you created or edited will appear in the users queue. Respectively, the new college user may immediately begin to use their assigned user name and password in the CCC Curriculum Inventory.

Change Password

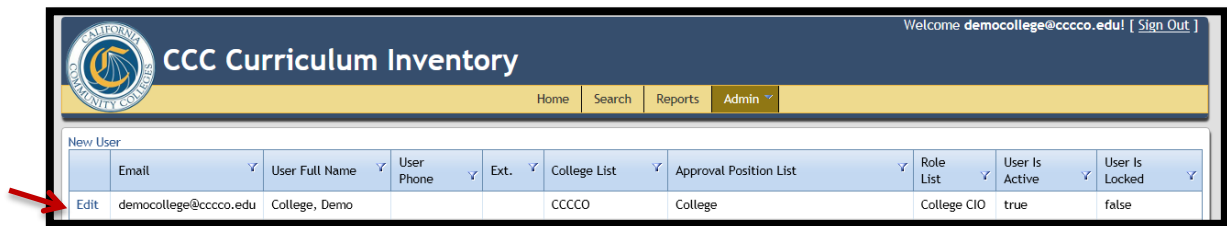
To change your password in the CCC Curriculum Inventory, first identify which account access level you were assigned (CIO or CI Reader) and follow the respective access level instructions. All users may change their own password in the CCC Curriculum Inventory. To change your own password, follow the instructions below corresponding to your assigned role/access level

(CIO or CI Reader). Respectively, only CIO users may change the role/access level for other users.

For a user with an assigned role of CIO - After signing into the Inventory, click on the Admin tab at the top of the page and select Users (as shown below).



Identify the desired account on the list shown and select the corresponding *Edit* hyperlink (red



arrow shown below).

The *Edit User* page will appear as shown below.

Edit User

User Information

First Name: Demo

Last Name: College

Phone Number: []

Extension: []

Email: democollege@cccco.edu

Password: []

Confirm password: []

User is Active? Yes No

Address: []

Role

College CIO

CI Reader

In the *Password* and *Confirm password* fields (red arrows shown on the previous page), type the new password and click the *Save* button.

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

For a user with an assigned role of CI Reader - After signing into the Inventory, click on the Admin tab at the top of the page and select Change Password (red arrow shown below).

California Community Colleges Chancellor's Office

CCC Curriculum Inventory

Welcome democollege@cccco.edu! [Sign Out]

Home Search Reports Admin

Export to Excel

College	Proposal Status	Action	Last Action Date	Review Position	Control #	Proposal Type	Program Award	Credit Status	User Name
No records to display.									

Displaying items 0 - 0 of 0

Action Summary

Date	Proposal Type	Proposal Title/CB02	Proposal Status	Approval Position
------	---------------	---------------------	-----------------	-------------------

Proposal Status Statistics

Displaying items 0 - 0 of 0

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

The screenshot shows the 'Change Password' page. At the top, there is a navigation bar with the CCC Curriculum Inventory logo and the text 'Welcome democollege@cccco.edu! [Sign Out]'. Below the navigation bar are links for 'Home', 'Search', 'Reports', and 'Admin'. The main content area is titled 'Change Password' and contains the following text: 'Use the form below to change your password.' and 'New passwords are required to be a minimum of 6 characters in length.' The form includes three input fields: 'Current password', 'New password', and 'Confirm new password'. A red arrow points to the 'Change Password' button at the bottom of the form.

The revised account information for the college user will appear in the users queue. Respectively, the college user may immediately begin to use their assigned user name and password in the CCC Curriculum Inventory.

Locked User Accounts

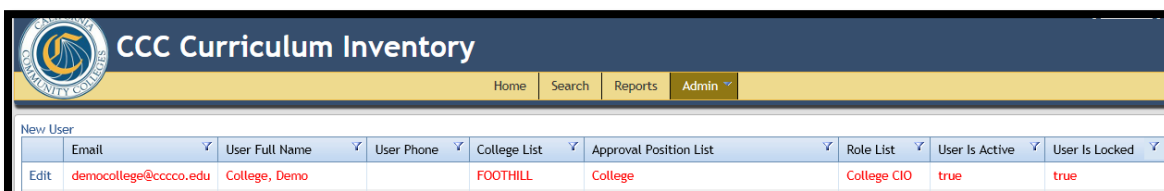
While attempting to sign into the CCC Curriculum Inventory, if a user enters an incorrect password five consecutive times, the user account will lock. The user will then receive the error message shown below.

The screenshot shows the 'Sign In' page. At the top, there is a navigation bar with the CCC Curriculum Inventory logo and the text '[Sign In]'. Below the navigation bar are links for 'Home', 'Search', and 'Reports'. The main content area is titled 'Sign In' and contains the following text: 'Please enter your User Name/Email and password.' and 'Sign In was unsuccessful. Please correct the errors and try again.' Below this is a red note: 'Note: This account has been locked due to 5 inaccurate sign in attempts. Please contact your college CCC Curriculum Inventory administrator to have your account unlocked and if desired password reset.' The form includes two input fields: 'User Name/Email' (with the value 'democollege@cccco.edu') and 'Password'. A 'Sign In' button is located at the bottom of the form.

To request that your account is unlocked, contact your college' CIO. If you are the college CIO and your account is locked, submit a written request to the citechissues@cccco.edu

Chancellor’s Office email account. Please note if you would also like the account password to be reset to a temporary password.

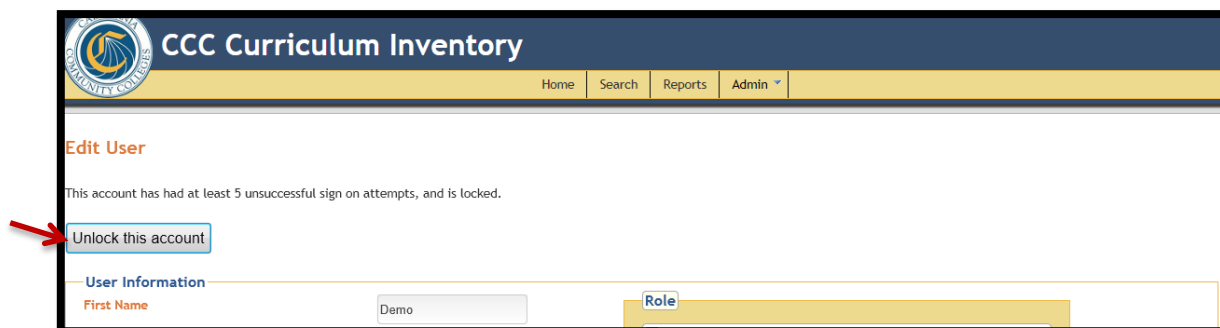
For a CIO to **unlock a user account**, click on the Admin > Users tab at the top of the CCC Curriculum Inventory and identify the existing user record. The record will be shown in red indicating an error (sample below).



CCC Curriculum Inventory								
Home Search Reports Admin								
New User								
	Email	User Full Name	User Phone	College List	Approval Position List	Role List	User Is Active	User Is Locked
Edit	democollege@ccccc.edu	College, Demo		FOOTHILL	College	College CIO	true	true

(Note: you will notice the corresponding “user is locked” column will show, “true” in red for the user.)

Click on the corresponding *Edit* hyperlink for the desired account. Next, the Edit User page will appear with a notification indicating the account is locked (shown on the following page).



Edit User

This account has had at least 5 unsuccessful sign on attempts, and is locked.

User Information

First Name: Role:

Click on the *Unlock This Account* button (red arrow shown above) to unlock the user account. If the user also requested a new password, enter the new password under “User Information” in the *Password* and *Confirm Password* fields. Finally, click the *Save* button. The account information for the college user you edited will appear in the users queue. Respectively, the college user may immediately begin to use their assigned user name and password in the CCC Curriculum Inventory.

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 does not require sign-in or a 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 (red arrow #1 on the following page). 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 a user to search using a specific program or course control number and college (red arrow #2 on the following page).

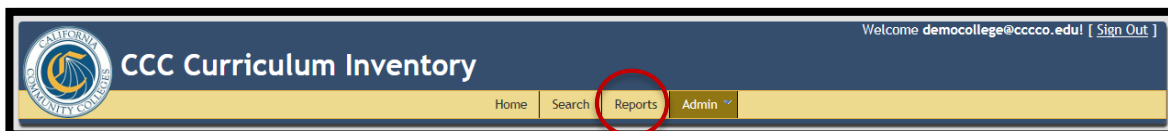
The Tool only includes active data in results shown. The search feature results in abbreviated data whereas the reports feature results in more extensive results options. Both the search and report features include the ability to export data directly to Excel®. Given the Tool is an open source, easily 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.

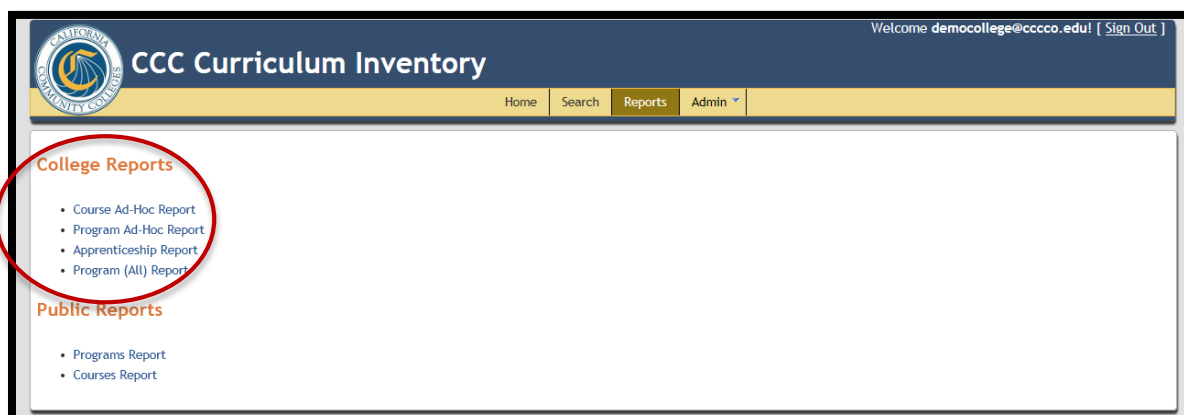
Respectively, when signed in to the CCC Curriculum Inventory and using the search tool, a college user can access hyperlinked inventory records by clicking on the corresponding *View* hyperlink shown in the first, left column of search results.

Ad-Hoc Reports

Ad-hoc program and course reports are available to users with CCC Curriculum Inventory accounts (not available to public search tool users). 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).



Next, you will be provided additional report options to select from (red oval 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 “Ad-Hoc Report” feature (shown on the following page) enables college users to design and save reports for future use (red arrow #1). The reports also enable college users to generate reports at the college or district level (red arrow #2). Individual inventory data fields can be selected by clicking on the blue oval associated with the desired data field (red arrow #3). Finally, when all desired data fields are identified, click on the “Generate Report” button (red arrow #4) 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.

1 → Save Report

2 → District: --- Optional ---

3 → CB01

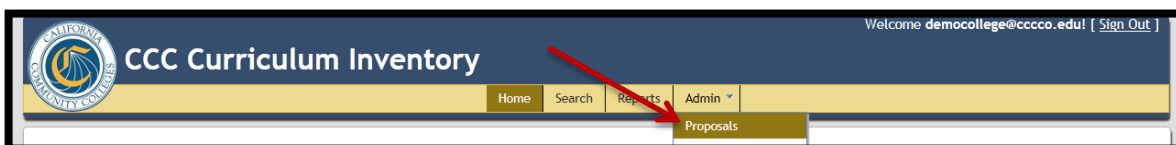
4 → Generate Report

Proposals Queue

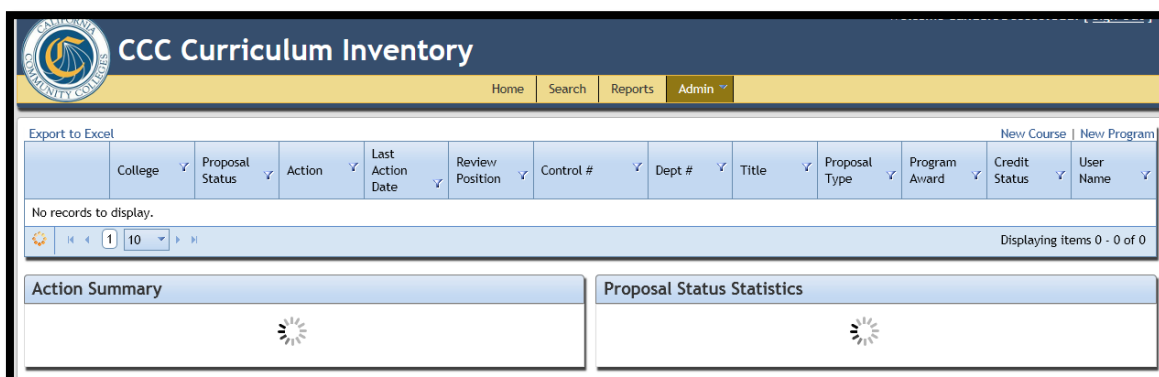
After signing into the CCC Curriculum Inventory, the system will default to the proposal queue. Note that a new “Admin” tab will appear on the navigation bar at the top of the page (red circle shown below).

Admin

In addition to the search and report tabs (discussed previously under the Public Search Tool sub-section), this Admin tab serves as the primary means of navigating the Inventory. The default proposals queue is designed to assist users in developing and managing proposal submissions to the Chancellor’s Office. The proposals queue is also accessible by clicking on the Admin tab and selecting *Proposals*, red arrow shown below.



The proposals queue presents quick reference information about each CCC Curriculum Inventory record for the college. It is important to note that Chancellor’s Office staff have the same view as colleges and thus are not able to provide status updates on proposals beyond the view colleges are privy to.



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. **Last Action Date:** Reflects the date in which the last action (such as submission to the Chancellor's Office, revisions requested by the Chancellor's Office, movement from Preliminary to Secondary Review status, etc.) was taken on the proposal. This date does not track the initiation of a draft proposal or corrections made to a record.
6. **Review Position:** Preliminary Review, Secondary Review, Final Review, College.
7. **Control Number:** For a program proposal, this column reflects the associated program control number (SP00). For a course proposal, this column reflects the associated course control number (CB00).
8. **Dept #:** For courses, CB01 (course department and number) is shown.
9. **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 approved title for the program or course.
10. **Proposal Type:** Course or Program.
11. **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.
12. **Credit Status:** Credit or Noncredit.
13. **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 and re-sorted in ascending (asc) or descending (desc) 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 (red arrow shown below).

The screenshot displays the CCC Curriculum Inventory interface. At the top, there is a navigation bar with 'Home', 'Search', 'Reports', and 'Admin' buttons. Below this is a 'Grid Filter Options' section where the current filter is set to 'Order By: DepartmentNumber => asc', with a red arrow pointing to the 'asc' text. The main area shows a table with columns for 'College', 'Proposal Status', 'Action', 'Review Position', 'Control #', 'Dept #', 'Title', 'Proposal Type', 'Program Award', 'Credit Status', and 'User Name'. There are also links for 'Export to Excel', 'New Course', and 'New Program'.

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).

The screenshot displays the CCC Curriculum Inventory interface. At the top, there is a navigation bar with 'Home', 'Search', 'Reports', and 'Admin' tabs. Below this is a table of proposals. The table has columns for 'Action', 'College', 'Proposal Status', 'Control Number', 'Title', 'Proposal Type', 'Credit Status', 'Attachments', and 'User Name'. A filter dropdown menu is open over the 'Proposal Status' column, showing options like 'Clear Filter', 'Show rows with value that', 'Contains', and 'Filter'. Below the table are two summary boxes: 'Action Summary' and 'Proposal Status Statistics'. Red arrows point to specific features: arrow 1 points to the 'Export to Excel' icon, arrow 2 points to the filter dropdown, arrow 3 points to the 'Action Summary' box, and arrow 4 points to the 'Proposal Status Statistics' box.

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	CCC000437419	14310	Course	Credit		Admin, BUTTE
View / Amend	BUTTE	Active	CCC000327627	150200	Course	Credit		Admin, BUTTE

Date	Proposal Type	Proposal Title	Proposal Status

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 for which the Chancellor's Office has requested revisions. 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

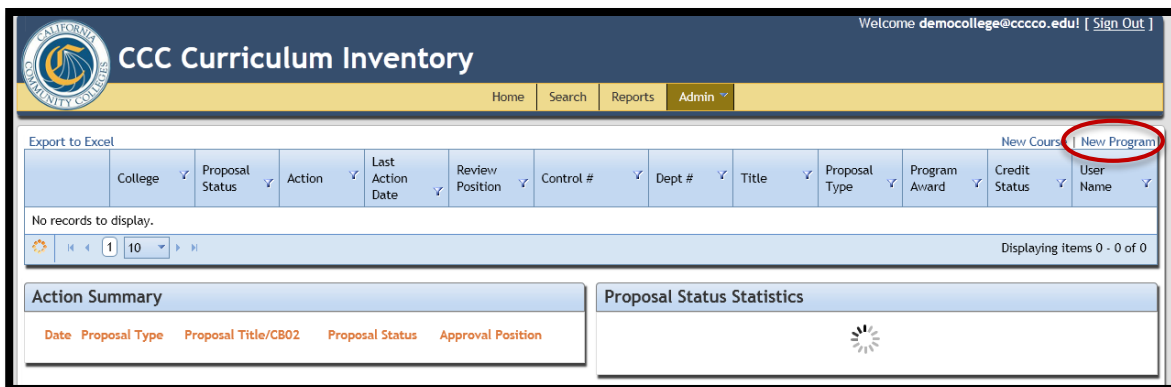
were resolved by Chancellor’s Office staff and the system vendor (January 2013). If and when additional data reconciliation needs (from CIV1 legacy data) are identified, the Chancellor’s Office will work with colleges to remedy the outstanding issue(s). To ensure ongoing curriculum reviews are not disrupted or delayed, these issues will be scheduled for resolution in tandem with existing curriculum review staffing needs.

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 protocols 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).



Next, select the credit or noncredit program award desired. The seven SP02: Program Award options are shown below.

The screenshots show the 'New Program [CCCCO]' form in the CCC Curriculum Inventory system. The top screenshot shows the form with 'SPO2: Program Award' set to '- Noncredit Program'. The bottom screenshot shows the form with 'SPO2: Program Award' set to 'Certificate of Competency' and 'Certificate or Diploma' set to 'Certificate of Competency - Noncredit Certificate of Competency leading to improved employability or job opportunities'.

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. 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).

The screenshot shows the 'Admin' page in the CCC Curriculum Inventory system. A table is displayed with columns for College, Proposal Status, Action, Last Action Date, Review Position, Control #, Dept #, Title, Proposal Type, Program Award, Credit Status, and User Name. A red oval highlights the 'New Course' icon in the top right corner of the table.

After clicking on the *New Course* icon, the new course form will initiate as shown below. Select the *Credit Status* (CB04) desired from the three options: D – Credit: Degree Applicable, C – Credit: Not Degree Applicable, or N - Noncredit. 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 Record

To view an existing program or course record, 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).

The screenshot displays the 'CCC Curriculum Inventory' interface. At the top, there is a navigation bar with 'Home', 'Search', 'Reports', and 'Admin' tabs. Below this, a 'New Course [CCCCO]' form is visible, featuring a dropdown menu for 'CB04: Credit Status' with options: 'D - Credit - Degree Applicable', 'C - Credit - Not Degree Applicable', and 'N - Noncredit'. A red arrow #1 points to this dropdown. Below the form is a table of existing records. A red arrow #2 points to the 'View / Amend' link in the first column of the table. A filter dialog box is open over the table, showing 'Active' and 'Is equal to' options. The table contains the following data:

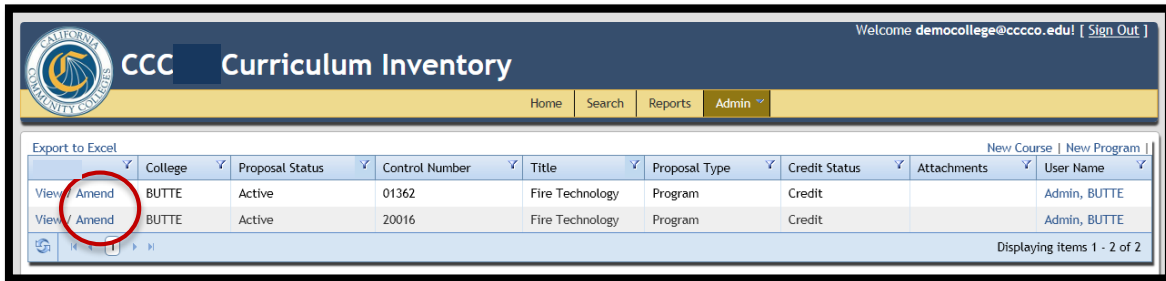
View / Amend	BUTTE	Active	109400	Course	Credit	Admin, BUTTE
View / Amend	BUTTE	Active	118500	Course	Credit	Admin, BUTTE
View / Amend	BUTTE	Active	12410	Course	Credit	Admin, BUTTE
View / Amend	BUTTE	Active	132110	Course	Credit	Admin, BUTTE
View / Amend	BUTTE	Active	14310	Course	Credit	Admin, BUTTE
View / Amend	BUTTE	Active	150200	Course	Credit	Admin, BUTTE

The bottom of the page shows a pagination bar with 'Displaying items 1 - 10 of 2959'.

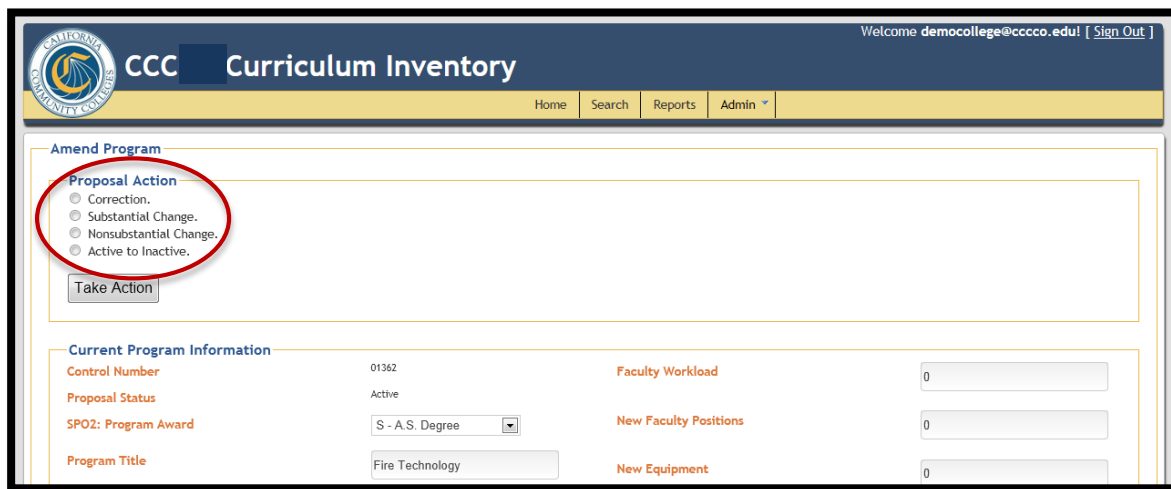
After identifying the record you would like to view, under the first column on the left (red arrow #2 shown above). Click on *Edit* (for a draft proposal) or *View* (for an active proposal) in the row corresponding to the desired proposal (red arrow #2 above). The proposal will load for viewing and you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

Amend an Existing Record

To amend an existing program or course record, 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 on the following page).



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



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 Seven.

Table 7. Amend Action Definitions

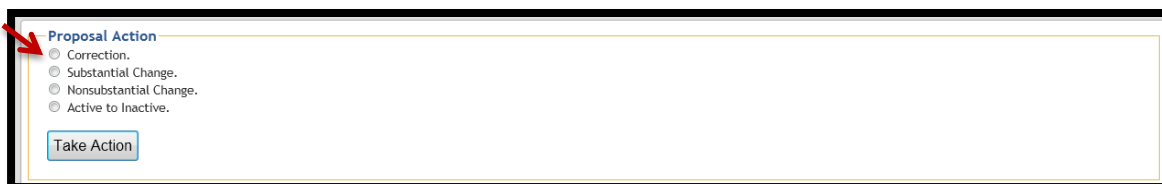
Amend Action and Definition
<p>Correction – An action to correct a value previously reported in error. This action will <u>not</u> issue a new control number.</p>
<p>Substantial Change – A new program or course based upon an active proposal. This action <u>will</u> initiate a new control number.</p> <p>Course: Change MIS Course Data Elements CB03, CB04, CB06, CB07, CB08, CB09, CB21, CB22, and/or noncredit – Total Hours of Instruction (min)/Variable Hours (max).</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. Unless requested as part of the substantial change, 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, CB13, 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 reactivate 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 the appendices in this *Handbook* for detailed instructions on how to develop a new program or course proposal and for amending an existing record 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 in an active record in the CCC Curriculum Inventory. To initiate an amendment to make a *correction* 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 correction 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 *Correction* (see red arrow below) and click on *Take Action*.



All fields in the active record will unlock for editing. Correct the proposal fields (and if needed supporting documentation) in the proposal. After desired correction(s) are made, click *Save*. 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 citechissues@cccoco.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)

A detailed discussion of proposal requirements for Substantial Chances and/or Nonsubstantial Changes is available in each proposal development guide (see Appendix).

Amendment: Active to Inactive

When a record is inactive in the CCC Curriculum Inventory, the record does not appear in the inventory when it is accessed online via the Public Search Tool; however, the record still exists in the inventory for historical reference. To initiate an amendment to change a record from *active to inactive*, click on the *Admin* tab at the top of the Inventory navigation bar and select *Proposals*. Identify the desired active inventory record. 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 *Active to Inactive* (see red arrow on the following page) and click on *Take Action*.

Proposal Action

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

Take Action

After selecting *Amend* and *Active to Inactive* as the desired Proposal Action, the confirmation screen (shown below) will appear. No validation process is required for this action prior to submitting the proposal to the Chancellor’s Office for review.

Inactivate Proposal?

Fire Technology

This will inactivate the proposal.

Inactivate Proposal

A second means of making an active record inactive is available when completing a substantial change proposal. Refer to each proposal development guide in the appendix for detailed instructions on making a record inactive when submitting a substantial change.

Important Note: Important Note: A proposal to make a program or course inactive is made effective in the CCC Curriculum Inventory system **immediately** upon submission.

Amendment: Inactive to Active

An action to make an inactive record active will not issue a new control number. No validation process is required for this action prior to submitting the proposal to the Chancellor’s Office. To initiate an amendment to change a record from *inactive to active*, click on the *Admin* tab at the top of the Inventory navigation bar and select *Proposals*. Identify the desired inactive inventory record. 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 *Inactive to Active* (red arrow shown below) and click on *Take Action*.

Proposal Action

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

Take Action

After selecting *Amend* and *Inactive to Active* as the desired Proposal Action, the confirmation screen (shown below) will appear.



Important Note: A proposal to make a program or course active is made effective in the CCC Curriculum Inventory system **immediately** upon submission.

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. After saving the proposal, the validation button will appear. 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."

Given MIS data elements are 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: citechissues@cccoco.edu
- Technology, Research and Information Systems Division: Please submit your MIS-related written inquiry to: cccmisedit@cccoco.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.

Errors when submitting a bulk upload can cause serious damage to Inventory data. Consequently, the CCC Curriculum Inventory vendor processes all bulk uploads on behalf of colleges. To initiate a bulk upload, complete the following steps:

1. Click on the *Admin* tab and select *Templates*.
2. Identify the action type desired and download the corresponding Excel® file template.
3. Enter desired upload data into the template.
4. Submit a written request with the template attached via email to citechissues@cccco.edu.
5. Upon receipt, the Chancellor's Office will submit a formal request to the CCC Curriculum Inventory vendor.
6. The Chancellor's Office will notify the college upon completion of the bulk upload.

Chancellor's Office Review Process

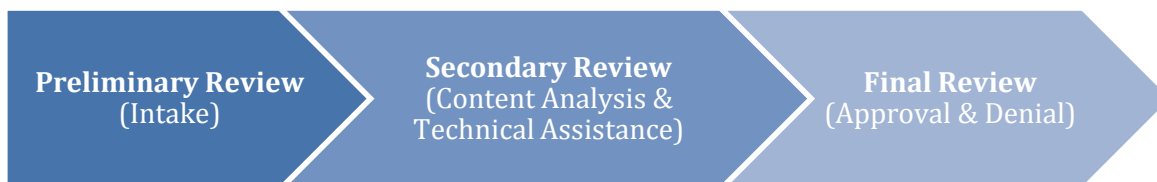
The Chancellor's Office reviews curriculum submitted via the CCC Curriculum Inventory eleven months per year. Effective summer 2014, the Chancellor's Office Academic Affairs Division will suspend submissions and reviews for the month of August, and each August thereafter, to perform system upgrades to the CCC Curriculum Inventory. This closure is consistent with protocols historically conducted during the month of August by the Chancellor's Office Technology, Research and Information Systems Division.

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

Figure 1. Chancellor's Office Review Process for Programs

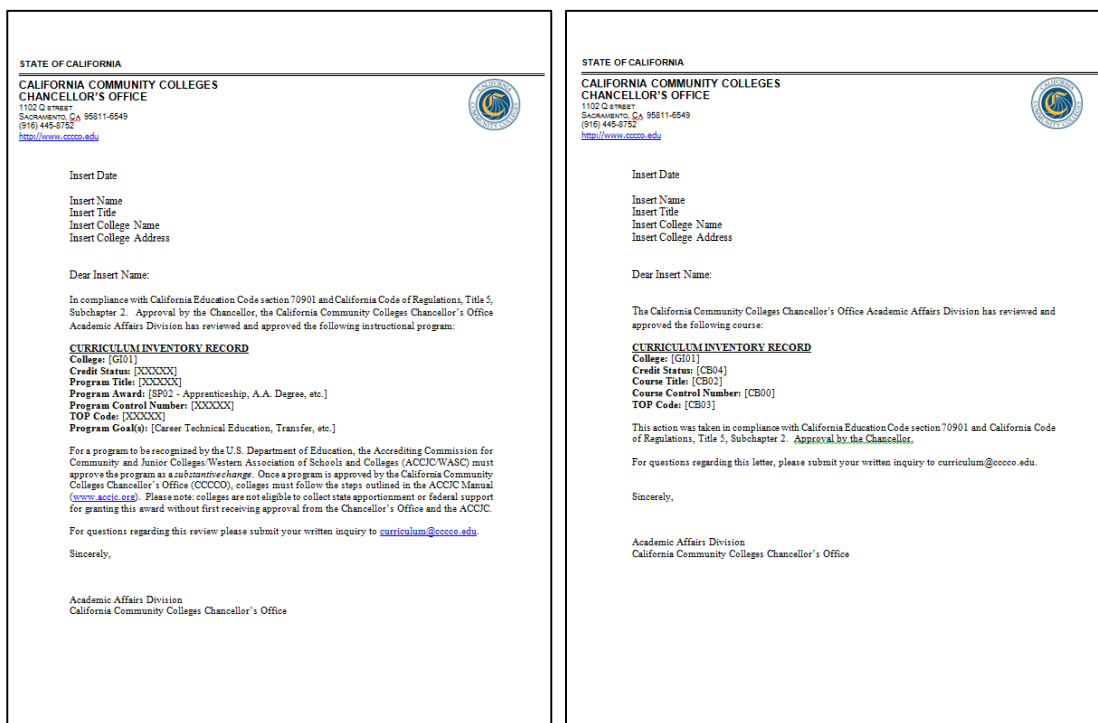


Upon arrival to the Chancellor's Office, a preliminary review is conducted to ensure all required proposals components are included in the submission. Technical assistance is provided if inaccurate, incomplete or missing proposal requirements are identified. Specifically, the proposal may be returned 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*. Sample award letters are shown in Figure Two (program on left and course on right).

Figure 2. Sample Program and Course Award Letters



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) and confirm the desired action (click on *Yes*).



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

Note: Formal (approval letter) notifications of nonsubstantial changes or corrections completed are not sent to colleges.

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 www.cccco.edu/aad).
- *For CTE credit proposals only*, a separate labor market analysis 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 credit proposals only, ensure CTE advisory and regional consortium approval meeting minutes clearly indicate the approved motion or action to approve the proposed program.

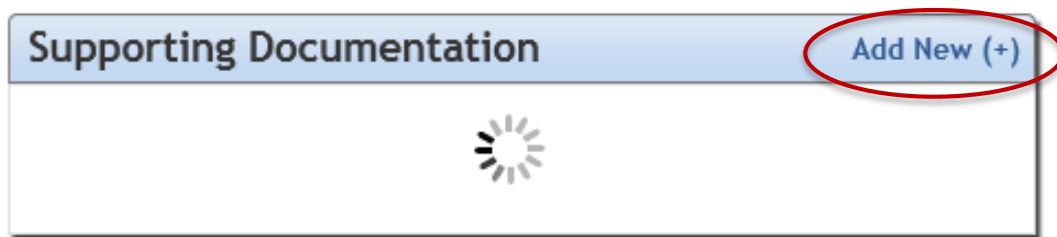
Proposal Development and Components

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 items. 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 advisory meeting minutes in the text of the required narrative (if the minutes is pasted into the narrative text and not attached, a validation error will indicate that the proposal is missing the required attachment).

To attach supporting documentation to a proposal, click on the *Add New (+)* or *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)
- Labor Market Information & Analysis (CTE only)
- LMID Verified Data (noncredit, short-term vocational only)
- Narrative
- Regional Consortium Approval Meeting Minutes (CTE only)
- 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 view. For example, use the course department name 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 appendix 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. 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 and entering an approval date, colleges validate that the curriculum proposal action submitted has been approved by the district governing board. 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. Narrative requirements 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. Respectively, the requirements 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.

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. In addition, Adult High School Diploma proposals require a different narrative format and number of items. Refer to the specific credit or noncredit appendix of this *Handbook* for a detailed discussion of narrative requirements for each proposal and action type.

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 – Traditional Degrees & Certificates
2. Narrative – Associate Degree for Transfer (ADT)
3. Narrative – AHSD Only
4. Signature Page (for college use only – not required for proposal submission)
5. Bulk Upload (Excel® files for each action type)

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)
- *General Education Requirements (assist.org)*

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 accessed under the *Admin > Resources* tab in the CCC Curriculum Inventory.

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 Associate Degree for Transfer).
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. 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.

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. Justification of the need for any new CTE programs, including apprenticeships, is specifically required through a job market study (LMI), 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 an apprenticeship program. The Vice Chancellor of Academic Affairs, or his/her designee, reviews 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 a California Division of Apprenticeship Standards (DAS) Approval Letter. Refer to the new credit or noncredit program award appendix 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. The regulations also require regular contact between instructors and students.

Additional resources related to distance education include:

- The Integrated Postsecondary Education Data System (IPEDS) provides a glossary of terms related to distance education (www.nces.ed.gov, see *Glossary*).
- The Accrediting Commission for Community and Junior Colleges (ACCJC) *Substantive Change Manual* cites the "addition of courses that constitute 50% or more of the units in a program offered through a mode of distance or electronic delivery or correspondence education" as a substantive change for accreditation purposes (August 2012, p. 10).
- The Accrediting Commission for Community and Junior Colleges (ACCJC) and Western Association of Schools and Colleges (WASC) published a *Guide to Evaluating Distance Education and Correspondence* (August 2012) available at www.accjc.org.

- The Chancellor's Office Academic Affairs Division with the Education Technologies Advisory Committee (ETAC) published *Distance Education Regulations and Guidelines* (2008 Omnibus Version) available at www.cccco.edu/aad. In addition, *Distance Education Regulations and Guidelines for Students with Disabilities* (January 2011), was published 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

Historically, a conjoint program was defined by the Chancellor's Office as a credit program (degree or certificate) or noncredit program offered collaboratively by two or more colleges, whether in the same or different districts (but usually within the same geographical region). With the evolution of curriculum practices and standards, and with the development of intersegmental and statewide associate degrees for transfer, the Chancellor's Office no longer utilizes the term "conjoint."

New Colleges and Educational Centers

Approving or disapproving plans for new facilities is the responsibility of the Board of Governors, according to its original authorizing statute in California Education Code (Section 70901) and the Community College Construction Act (Section 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 (Title 5, Section 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 (Title 5, Sections 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. The Academic Affairs Division provides curriculum-related consultation to the Division. Refer to the *Facilities Planning Manual* (formerly referred to as the *Capital Outlay Handbook*) available on the Chancellor's Office website for a detailed discussion of planning and proposal protocols.

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 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 ready to establish such a program, it must submit its own request for approval of the new 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 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 may result in some changes in the status of courses as being "part of an approved program" for one or the other institution.

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.

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):

I.A.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 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.

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. The condition by which a certificate may include a program goal of transfer is for a Certificate of Achievement in CSU General Education (CSU-GE-Breadth) or a Certificate of Achievement in Intersegmental General Education Transfer Curriculum (IGETC) pursuant to Title 5, section 55070.

If the area of emphasis is designed to prepare students for transfer, all 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.

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 51% percent of courses required for the program or major or area of emphasis have course-to-course articulation.

Other (Designed to Meet Community Needs) 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 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.

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 program and course development, approval procedures for credit programs and courses, and instructions for completing proposals 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 accessed under the *Admin > Resources* tab in the CCC Curriculum Inventory.

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, 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. Locally approved courses are still submitted to the Chancellor’s Office via the CCC Curriculum Inventory to receive a unique course control number and interface with 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-alone credit 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.

Pursuant to Title 5, section 55100, the fall 2007 delegated authority to approve stand-alone credit courses terminated December 31, 2012 at which point review and approval of all courses (including stand-alone courses) was returned to the Board of Governors of the California Community Colleges (namely Chancellor's Office Academic Affairs Division). Respectively, Assembly Bill number 1029, approved by the Governor on July 25, 2011, noted that effective January 1, 2013 delegated authority to local college governing boards for review and approval of stand-alone courses was slated to sunset (be deleted from Title 5). Thus, the Chancellor's Office Academic Affairs Division would return to reviewing and approving all courses (including stand-alone courses). AB1029 extended local delegated authority through December 31, 2013 (see deletion of the requirement revised to January 1, 2014). Consequently, local college governing boards may continue to review and approve stand-alone courses and submit said approvals to the Chancellor's Office to receive a course control number

via the CCC Curriculum Inventory thru the 2013 calendar year. Unless additional legislation is pursued, the aforementioned provisions will officially sunset January 1, 2014 and review of all courses (including stand-alone courses) will again return to the board of governors and ultimately Chancellor's Office Academic Affairs Division.

Program-Applicable Courses

Credit courses are considered to be program-applicable when they are required or are on a list of restricted electives (including general education requirements) 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:

“(a) All lower division courses accepted toward the baccalaureate degree by the California State University or University of California or designed to be offered for transfer.

“(b) Courses that apply to the major or an area of emphasis in non-baccalaureate career technical fields.”

Note: The Chancellor's Office interprets this as courses within a TOP code designated as vocational.

“(c) English composition or reading courses not more than one level below the first transfer level course. Each student may count only one such course below transfer level for credit toward the

associate degree, except that reading courses which also satisfy the requirements of subdivision (a) are not subject to this limit. English as a Second Language (ESL) courses which teach composition or reading skills are not considered to be English composition or reading courses for purposes of this subdivision.

(d) All mathematics courses above and including Elementary Algebra.

(e) Credit courses in English and mathematics taught in or on behalf of other departments and which, as determined by the local governing board require entrance skills at a level equivalent to those necessary for the courses specified in subdivision (c) and (d) above.”

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 required, 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.
- 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 is 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.

Credit Course Repetition

Since 2011 the regulations governing when district policy may permit a student repeat (or enroll again) in a credit course have undergone significant changes. The changes were made for many reasons, not the least of which was to reduce the number of times a student could enroll in the same or similar physical education, visual arts, or performing arts courses to one time except in limited circumstances. In response to the regulatory changes, districts will need to reevaluate their course offerings and in some cases rewrite curriculum. In doing so, district should ensure that local responses to these regulatory changes, including the development of new courses, course revisions, groupings of courses “related in content,” policies, and processes are consistent with the mission of the California Community Colleges in providing credit and vocational instruction at the lower division level (i.e., the first two years of instruction.) (Ed. Code, § 66010.4(a)(1).)

To assist districts in developing policies, the Chancellor’s Office issued the *Preliminary Credit Course Repetition Guidelines* (July 2013) to clarify provisions of Title 5 of the California Code of Regulations governing the repetition of credit courses (§§55024, 55040 et seq., 58161). The *Guidelines* provide a comprehensive explanation of the Title 5 regulations governing when a student may repeat a credit course and when a district may claim apportionment for that repetition. The *Guidelines* do not restate all the provisions of Title 5, and for a full understanding of the legal requirements the Guidelines must be read in conjunction with the corresponding Title 5 regulation(s) and local district policies. Although the regulations set the upper limit on the number of times and circumstances within which a district may permit a student to enroll in the same credit course, district policy may be more restrictive. The *Guidelines* are available on the Chancellor's Office Academic Affairs Division (www.cccco.edu/aad). Please direct credit course repetition questions to the Chancellor’s Office at CourseRep@cccco.edu.

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 required, 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 17½ weeks on the semester system and 11⅔ 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:

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

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

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

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.

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).

Labor Market Information (LMI) & Analysis

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

The proposal must include projections from LMI for the most applicable Standard Occupational Classification (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.

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 – taking into account the number of completers in similar programs at other institutions within the geographical region. Chancellor’s Office staff refers to the Data Mart, available on the Chancellor’s Office website (www.cccco.datamart.edu), to confirm the number of completers in a particular discipline.

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

- Recent employer surveys
- Industry studies
- Regional economic studies
- Letters from employers attesting to the service area need
- Minutes of industry advisory committee meetings (beyond required advisory committee meeting minutes)
- 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

A commonly referenced data source is the Employment Development Department’s Labor Market Information system (<http://www.labormarketinfo.edd.ca.gov>) which provides statistical projections of growth in specific jobs by county (or labor market area) from. 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.

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. (Note: It is insufficient to merely provide a link to the applicable LMI source.) 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. The Initiative website (www.coecccc.org) includes comprehensive reports on emerging occupations, called "Environmental Scans," as well as information about requesting customized reports if no scan has been published. For Chancellor's Office proposals, please do not attach the complete report to the Narrative submission. Rather 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.

Additional suggested areas of discussion for LMI include but are not limited to those provided in Table Eight (not all are required for every proposal – use those that contribute materially to the analysis):

Table 8. Labor Market Analysis Suggested Areas of Discussion

LMI 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 count 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. 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
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.

Employer Survey: When strong data (current labor market information and analysis) is not available to demonstrate adequate local employment opportunities for program completers, an employer survey may be submitted. Provide a copy of the survey, including the number of those surveyed, number of responses, and a summary of the results.

The survey 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 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:

- Methodology: when the survey was administered and how (email, mail, telephone)
- Response Rate: How many employers were surveyed and how many responded
- Scope: The specific title(s) of the jobs covered by the survey

- Projections:
 - 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

Associate of Arts/Science Degree

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 of Science degree in Electronics Technology requires approval, as well as an Associate of Arts degree in English or Social Sciences.

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

- Associate of Arts (A.A.)
- Associate of 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 of Science (A.S.) are strongly recommended for any Science, Technology, Engineering, or Mathematics (STEM) field and CTE programs.
- Associate of Arts (A.A.) are strongly recommended for all other disciplines.
- 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.

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 Degree for Transfer (ADT)

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.

ADTs also require that students must earn a C or better in all courses required for the major or area of emphasis. A “P” (Pass) grade is not an acceptable grade for courses in the major.

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.

To maintain statewide consistency in titling these certificates at community colleges, only the two titles listed below are permissible for this unique type of 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.

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 proposals 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/or 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 accessed under the *Admin > Resources* tab in the CCC Curriculum Inventory.

Noncredit Categories Eligible for Apportionment

Chancellor’s Office approval is required for all noncredit courses that receive state funds. Ten 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 Nine 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). Note: a ^ denotes a Valid Top Code that is also in alignment with the Basic Skills Initiative (BSI) definition of a basic skills course (refer to the preceding discussion in this Handbook section for additional information).

Table 9. Noncredit Categories (CB22) and Valid TOP Codes

CB22 Code	Noncredit Eligibility Category	Valid TOP Codes [^]
A	English as a Second Language (ESL)	493084 [^]
	Provide instruction in the English language to adult, non-native English speakers with varied academic, vocational, and personal goals. English as a Second Language provides instruction primarily in, but not limited to, the areas of listening, speaking, reading, and writing, and may integrate other areas such as computer literacy, cultural competency, Secretaries Commission on Achieving Necessary Skills (SCANS) competency, study skills, vocational skills, and life skills. Based upon student goals, noncredit ESL provides pathways to a variety of academic, career-technical, and personal growth opportunities.	493085 [^]
		493086 [^]
		493087 [^]
		493100 [^]
B	Immigrant Education	220120
	Provide immigrants and their families with the opportunity to become active and participating members of economic and civic society, and may include preparation for citizenship.	220500
		220700
		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 them in achieving their academic, vocational, and personal goals. Elementary-level is generally recognized to mean that, where appropriate, the coursework addresses the content and proficiencies at levels through the 8th grade.	152000 [^]
		170100 [^]
		170200
	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.	493009 [^]
		493014
		493030
		493031
		493032
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	493033	
	493060 [^]	

(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).

493062^

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.

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
H	Courses for Older Adults	ANY
	Offer lifelong education that provides opportunities for personal growth and development, community involvement, skills for mental and physical well-being, and economic self-sufficiency.	TOP code
I	Short-term Vocational	ANY
	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	VOCATIONAL TOP code

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.

Note: Vocational TOP codes are denoted with an asterisk (*) in the *Taxonomy of Programs Manual, 6th Edition*.

J	Workforce Preparation	ANY
	Provide instruction for speaking, listening, reading, writing, mathematics, decision-making and problem solving skills that are necessary to participate in job-specific technical training.	VOCATIONAL TOP code or 493010
	Note: Vocational TOP codes are denoted with an asterisk (*) in the	493011
	<i>Taxonomy of Programs Manual, 6th Edition</i>.	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.
- **Dancing and Recreational Physical Education:** Title 5, section 58130 clearly states that, “No state aid or apportionment may be claimed on account of the attendance of students in noncredit classes in dancing or recreational physical education.” While the courses may still be approved and offered under the current noncredit course approval policies; they may not be included in attendance data for apportionment purposes. Determining whether or not a course falls into these categories and deciding if a course should be added to the schedule is a matter of careful consideration for each campus. Respectively, an ongoing review of noncredit course offerings in the 0835.xx (Physical Education) or 1008.xx (Dance) T.O.P. codes is imperative. If a college chooses to offer these courses, even though they may have been approved by the Chancellor’s Office, the college may not include the courses in its noncredit attendance calculations for the Apportionment Attendance Reports (CCFS-320) submitted to the Chancellor’s Office, and therefore the college may want to review the fiscal efficacy of such a decision.

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

A subset of the CB22 element coding (4 of the 10) is used in the CCC Curriculum Inventory for collecting comparable program data; the field is titled *CDCP Eligibility Category*. Table Ten identifies the four distinct enhanced funding categories available for approved noncredit courses associated with an approved noncredit program.

Table 10. 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.

Other noncredit programs may be approved and offered locally without approval by the Chancellor's Office, but such programs will not receive enhanced funding, and must not be called Certificate of Competency, Certificate of Completion, or Certificate of Achievement (credit).

Course Coding for CDCP Funding

As with all noncredit programs, 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 Noncredit Course for an Existing CDCP Program

If a college is developing a new noncredit course for an existing (approved by the Chancellor's Office and active in the CCC Curriculum Inventory) CDCP program, then coding for the new course is straightforward as the college may submit the new course as program-applicable (CB24 = 1), build the course report to reflect the associated program(s), and submit the corresponding course classification status (CB11) according to the processing edits shown below:

- If the approved CDCP program has a corresponding *CDCP Eligibility Category* of J (Workforce Preparation), then the course classification status (CB11) must equal J (Workforce Preparation Enhanced Funding) and may not equal K (Other Noncredit Enhanced Funding).
- If the approved CDCP program has a corresponding *CDCP Eligibility Category* of A (English as a Second Language – ESL), C (Elementary and Secondary Basic Skills), or I (Short-Term Vocational), then the course classification status (CB11) must equal K (Other Noncredit Enhanced Funding) and may not equal J (Workforce Preparation Enhanced Funding).

After Chancellor's Office approval of the new course(s) is complete and a course control number is secured, the college must amend (via nonsubstantial change) the existing (active) noncredit program for which the new course(s) is/are associated in accordance with the processing edits shown below:

- If the existing (active) CDCP program has a corresponding *CDCP Eligibility Category* of J (Workforce Preparation), then the course classification status (CB11) must equal J (Workforce Preparation Enhanced Funding) and may not equal K (Other Noncredit Enhanced Funding).
- If the existing (active) CDCP program has a corresponding *CDCP Eligibility Category* of A (English as a Second Language – ESL), C (Elementary and Secondary Basic Skills), or I (Short-Term Vocational), then the course classification status (CB11) must equal K (Other Noncredit Enhanced Funding) and may not equal J (Workforce Preparation Enhanced Funding).

Now, the noncredit courses that comprise the existing CDCP program will be eligible for enhanced funding pursuant to Education Code sections 84750.5 and 84760.5.

New Noncredit Course for a NEW (Forthcoming) CDCP Program

When submitting a noncredit course proposal to the Chancellor's Office for review and in preparation for developing a new CDCP program; coding and the sequence of selecting codes can be a bit complicated. The following discussion is outlined in sequential order to help clarify this process:

1. The new noncredit course must first be submitted to the Chancellor's Office with a course program status (CB24) equal to 2 (Not Program Applicable) and a course classification status (CB11) equal to L (Non-Enhanced Funding).
2. After Chancellor's Office approval of the new course (obtainment of a course control number), the new noncredit CDCP program proposal may be submitted to the Chancellor's Office for review – for which, the course report will include the active new noncredit course(s).
3. After Chancellor's Office approval of the new CDCP program (obtainment of a program control number), the college must amend (via nonsubstantial change) all active associated noncredit course records and update each course program status (CB24) to equal to 1 (Program Applicable), build the course report to reflect the associated program(s), and

submit the corresponding course classification status (CB11) according to the processing edits shown below:

- If the approved CDCP program has a corresponding *CDCP Eligibility Category* of J (Workforce Preparation), then the course classification status (CB11) must equal J (Workforce Preparation Enhanced Funding) and may not equal K (Other Noncredit Enhanced Funding).
- If the approved CDCP program has a corresponding *CDCP Eligibility Category* of A (English as a Second Language – ESL), C (Elementary and Secondary Basic Skills), or I (Short-Term Vocational), then the course classification status (CB11) must equal K (Other Noncredit Enhanced Funding) and may not equal J (Workforce Preparation Enhanced Funding).

Now, the noncredit courses that comprise the new CDCP program will be eligible for enhanced funding pursuant to Education Code sections 84750.5 and 84760.5.

Table Eleven illustrates the relationship among noncredit course (CB04 = N) elements essential to CDCP coding:

Table 11. Noncredit Course Coding Guide for CDCP Enhanced Funding

Program's CDCP Eligibility Category	CB24: Course Program Status	CB22: Course Noncredit Category	CB11: Course Classification Status
n/a	2 – Not Program Applicable	A – English as a Second Language (ESL), C – Elementary and Secondary Basic Skills, I – Short-Term Vocational, or J – Workforce Preparation	L – Non-Enhanced Funding
J – Workforce Preparation	1 – Program Applicable	J – Workforce Preparation	J – Workforce Preparation
A – English as a Second Language (ESL), C – Elementary and Secondary Basic Skills), or I – Short-Term Vocational)	1 – Program Applicable	A – English as a Second Language (ESL), C – Elementary and Secondary Basic Skills, or I – Short-Term Vocational	K – Other Noncredit Enhanced Funding

Basic Skills Initiative (BSI)

The Basic Skills Initiative (BSI) emerged in 2006 as part of the Chancellor's Office strategic planning process (Strategic Plan Goal Area 2- Student Success and Readiness, visit <http://strategicplan.cccco.edu> for details). The project addressed credit and noncredit basic skills as

well as adult education and programs designed to help underprepared students. Consequently, the plan allocated colleges supplemental funding to specifically address basic skills needs. A Professional Development Grant was also designed to address training needs for faculty and staff in basic skills, and English as a Second Language (ESL). This Grant provides statewide training and support to address the professional development needs of community college administrators, faculty, and staff in the areas of basic skills and ESL instruction in both credit and noncredit instruction. Additional BSI history, information, and resources may be found at www.cccbsi.org.

Noncredit Course Data and the BSI

When querying and examining data in the CCC Curriculum Inventory, it is important to clearly distinguish the unique relationship between noncredit course data reflecting a CB08: Course Basic Skills Status equal to B (Basic Skills) with the Basic Skills Initiative (BSI) definition of basic skills. For example, the “Valid TOP Codes” listed in Table 10. Noncredit Categories (CB22) reflect codes that may be used in tandem with a CB08: Course Basic Skills classification of B (basic skills). This indicates a high-level definition of basic skills. However, when examining data from the perspective of the BSI, it is important to note that only a subset of the “Valid TOP Codes” listed in Table 10. Noncredit Categories (CB22) meet the definition of basic skills course as defined by the BSI (denoted by a ^ in Table 10). To meet the BSI definition of a basic skills course, proper coding of CB03: Course Top Code and CB21: Course Prior to College Level for a noncredit course is essential. The MIS Data Element Dictionary (DED) details this relationship and a subset of the DED related to noncredit course coding is provided in Table Twelve.

Table 12. Noncredit Course Coding for Basic Skills Initiative (BSI) Sanctioned Courses

CB03: Course Top Code	CB21: Course Prior to College Level
493084 – ESL Writing	A, B, C, D, E, F
493085 – ESL Reading	A, B, C, D, E, F
493086 – ESL Listening & Speaking	A, B, C, D, E, F
493087 – Integrated ESL	A, B, C, D, E, F, G, H
493090 – Citizenship/ESL Civics	A, B, C, D, E, F, G, H
493100 – Vocational ESL	A, B, C, D, E, F
170100 – Mathematics, General	A, B, C, D, E, F
150100 – Writing	A, B, C, D, E, F
493060 – Elementary Education (Grades 1-8)	D, E, F, Y
493062 – Secondary Education (Grades 9-12) and G.E.D.	A, B, C, Y
493009 – Supervised Tutoring	Y

Appendix A:

Proposal Development Guide for a Credit Course

BACKGROUND

This guide outlines requirements specific to submitting a credit course proposal to the California Community Colleges Chancellor's Office for review.

This guide is divided into the following sub-sections related to submitting a new credit course proposal:

- **Curriculum Inventory Proposal Fields** – items you enter directly into the CCC Curriculum Inventory. Fields entail the first step in developing a curriculum proposal. Please note: Forms are no longer used for curriculum submissions.
- **Supporting Documentation** – items you attach to the curriculum proposal.
- **Submission Checklist** – a summary of proposal requirements in a checklist format for review prior to submitting a proposal to the Chancellor's Office.

In addition, the final sub-section describes how to amend an existing credit course proposal:

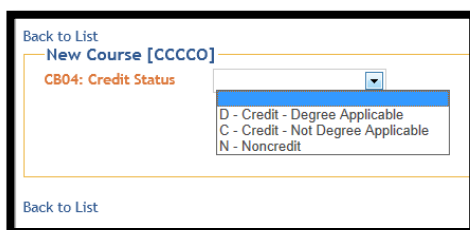
- **Amend** – taking action to make a correction, substantial change, nonsubstantial change, or change in active/inactive status of a proposal.

For related curriculum topics and technical guidance on using the CCC Curriculum Inventory, please refer to preceding sections of this *Handbook*.

CCC Curriculum Inventory PROPOSAL FIELDS

Proposal information is entered directly into each CCC Curriculum Inventory proposal field by typing, selecting from a drop-down menu, or clicking on a yes/no radio button. 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.

After signing into the CCC Curriculum Inventory, click on the *New Course* hyperlink at the top right of the proposals queue (refer to the *Program and Course Approval Handbook, 5th Edition Draft* for detailed user instructions). As shown below, select the desired **CB04 Credit Status** (the two options available for a credit course are: D – Degree Applicable or C – Not Degree Applicable; refer to the *Handbook* section three for a detailed discussion of each option).



The screenshot shows a web form titled "New Course [CCCCO]". At the top left is a "Back to List" link. Below the title is a field labeled "CB04: Credit Status" with a dropdown arrow. The dropdown menu is open, showing three options: "D - Credit - Degree Applicable", "C - Credit - Not Degree Applicable", and "N - Noncredit". At the bottom left of the form is another "Back to List" link.

After a selection is made, the proposal will automatically recalibrate and the following fields are shown:

The screenshot shows a web form titled "New Course [CCCCO]" with a "Back to List" link. The form contains 18 numbered fields:

- 1 CB04: Credit Status (dropdown)
- 2 CB01: Department Number (text input)
- 3 CB02: Course Title (text input)
- 4 CB03: TOP Code (dropdown)
- 5 CB05: Transfer Status (dropdown)
- 6 CB06: Course Units Maximum (text input)
- 7 CB07: Course Units Minimum (text input)
- 8 CB08: Basic Skill Status (dropdown)
- 9 CB09: SAM Priority Code (dropdown)
- 10 CB10: Cooperative Work Experience (dropdown)
- 11 CB11: Course Classification Status (dropdown, showing "Y - Credit Course.")
- 12 CB13: Approved Special Class (dropdown)
- 13 CB21: Prior Transfer Level (dropdown)
- 14 CB22: Noncredit Category (dropdown, showing "Y - Credit course, Not A")
- 15 CB23: Funding Agency Category (dropdown)
- 16 CB24: Program Status (dropdown)
- 17 District Governing Board Approved (radio buttons for Yes and No, with "No" selected)
- 18 District Governing Board Approval Date (calendar icon)

1. **CB04: Credit Status** – The previously selected credit status will show (“D” or “C”).
2. **CB01: Department Number** – Enter the Department Number, for example: ENGL100.
3. **CB02: Course Title** – Enter the Course Title. This field is limited to a maximum of 68 characters including punctuation and spaces, and must be different from CB01.
4. **CB03: TOP Code** – Select an appropriate TOP code using the drop-down menu. An asterisk (*) denotes a vocational TOP code. For reference, the *Taxonomy of Programs (TOP) Code Manual, 6th Edition* may be accessed under the *Admin > Resources* tab in the CCC Curriculum Inventory.

The TOP code is assigned according to the content and outcomes of the course, and must conform closely to the TOP code given to similar courses 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 should contact the Chancellor's Office. The Chancellor's Office may change the proposed TOP code, if necessary, and will notify the college.

5. CB05: Transfer Status – Select from the drop-down menu a Transfer Status that corresponds with the previously selected CB04 Credit Status. Specifically, if CB04 = D (Degree Applicable) then CB05 must equal A (Transferable to both UC and CSU) or B (Transferable to CSU only). If CB04 = C (Not Degree Applicable) then CB05 must equal C (Not Transferable).

6. CB06: Course Units Maximum – Enter the maximum number of semester or quarter units of academic credit a student may earn from enrolling in a single section of the course. This number must be entered as a decimal – for example, one and one-half unit would be entered as 1.5. This number must be greater than or equal to the number entered for CB07. Refer to the *Handbook* section three (*Credit Curriculum*) for a detailed discussion of the relationship of hours to units to ensure the course units are in accordance with Title 5 section 55002.5.

7. CB07: Course Units Minimum – Enter the minimum number of semester or quarter units of academic credit a student may earn from enrolling in a single section of the course. This number must be entered as a decimal – for example, one-half unit would be entered as 0.5. This number must be less than or equal to the number entered for CB06. Refer to the *Handbook* section three (*Credit Curriculum*) for a detailed discussion of the relationship of hours to units to ensure the course units are in accordance with Title 5 section 55002.5.

8. CB08: Basic Skills Status – Using the drop-down menu, indicate if the course is either B (basic skills course) or N (not a basic skills course). If this element is coded as B (a basic skills course), then the previously selected CB04: Credit Status must be C – Not Degree Applicable.

9. CB09: SAM Priority Code – Select an appropriate SAM Priority Code from a drop-down menu including the following options: A (Apprenticeship), B (Advanced Occupational), C (Clearly Occupational), D (Possibly Occupational), or E (Non-occupational). The SAM Priority Code selected must correspond with the CB03: TOP Code selected (for example, if a vocational TOP code is selected as denoted by an asterisk (*), then CB09: SAM Priority Code must equal A (Apprenticeship), B (Advanced Occupational), C (Clearly Occupational), or D (Possibly Occupational) and respectively cannot equal E (Non-occupational).

10. CB10: Cooperative Work Experience – Using the drop-down menu, indicate if the course is either: C (part of a cooperative work experience educational program) or N (not part of a cooperative work experience educational program).

11. CB11: Course Classification Status - This field is auto-populated with "Y" denoting the Classification Status is a Credit Course.

12. CB13: Approved Special Class – Using the drop-down menu, indicate if the course is either: S (designated as an approved special class for disabled students) or N (not a special class), pursuant to Title 5 section 56028.

13. CB21: Prior Transfer Level – Using the drop-down menu, indicate the relationship of the course to college level by selecting one of the following eight options: 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), or G (Seven levels below transfer). CB21: Prior Transfer Level selected must correspond with the CB05: Transfer Status selected as well as with processing edit checks in the MIS Data Element Dictionary (DED); please consult the DED for a complete listing of fidelity and integrity checks for this element.

14. CB22: Noncredit Category - This field is auto-populated with “Y” denoting the credit course is not applicable.

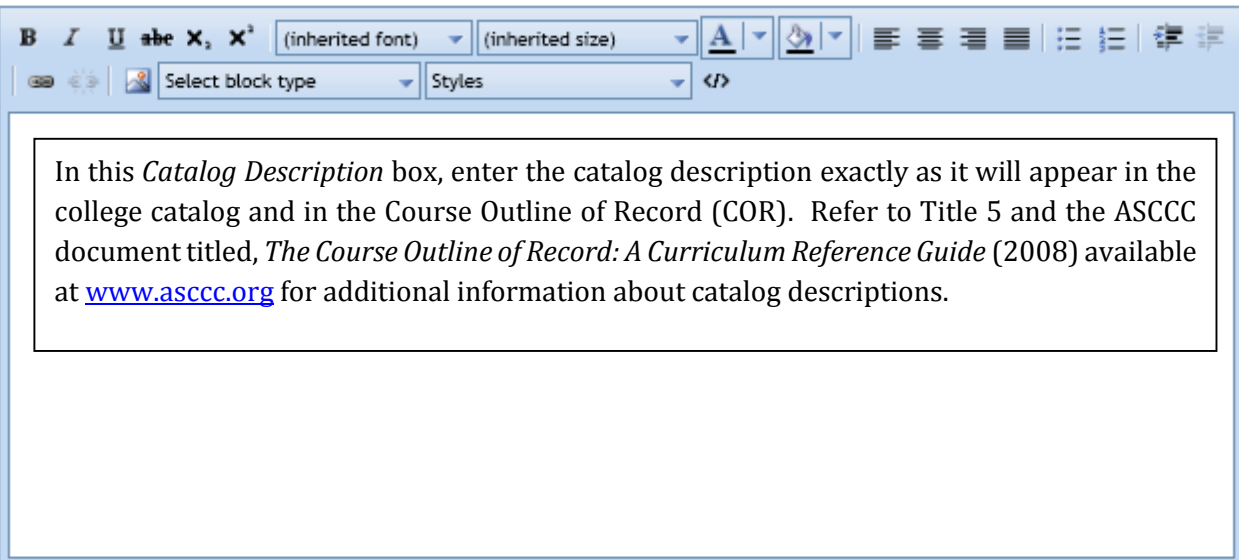
15. CB23: Funding Agency Category – Using the drop down menu, indicate the funding agency for the course development by selecting one of the following three options: A (primarily developed using Economic Development funds), B (partially developed using Economic Development Funds, exceeding 40% of total development costs), or Y (not applicable).

16. CB24: Program Status – Using the drop-down menu, indicate if the course is 1 (Program-applicable) or 2 (Not Program-applicable); refer to the *Handbook* section three for a detailed discussion of each option. If CB24 = 1 (Program-applicable), after approval of the course the college must amend (via nonsubstantial change) the corresponding program award(s) for which the course is applicable.

17. District Governing Board Approved (yes/no) – By selecting “yes,” the college certifies that the course was approved by the governing board of the district, pursuant to Title 5 sections 55002 and 55100.

18. District Governing Board Approval Date – Enter the corresponding historical date in which the governing board of the district approved the course, pursuant to Title 5 sections 55002 and 55100.

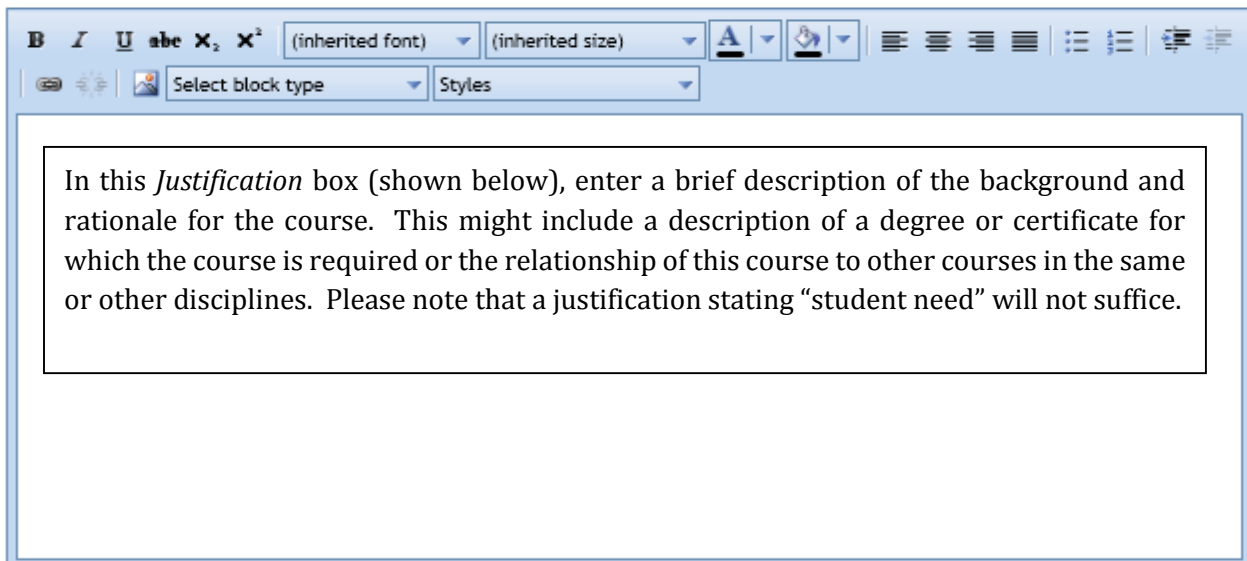
19 Catalog Description



In this *Catalog Description* box, enter the catalog description exactly as it will appear in the college catalog and in the Course Outline of Record (COR). 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 additional information about catalog descriptions.

20

Justification



In this *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.

21

21. After completing the aforementioned fields, click the *Save* button at the bottom of the page. Next the *Supporting Documentation* box will appear (shown on the following page)



SUPPORTING DOCUMENTATION

A credit course proposal requires only one item as supporting documentation – the **Course Outline of Record (COR)**. To attach the COR to the proposal, click on the *Add/Remove (+/-)* icon shown at the top right corner of the *Supporting Documentation* box (shown above).

Pursuant to Title 5 section 55002 (Standards and Criteria for Courses), a “course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor.”

The course outline of record shall specify:

1. unit value and the expected number of contact hours for the course as a whole
 - Ensure the stated unit value on the COR reflects the unit value entered into the minimum and maximum unit value fields in the CCC Curriculum Inventory. Refer to the *Handbook* section three (*Credit Curriculum*) for a detailed discussion of the relationship of hours to units to ensure the course units are in accordance with Title 5 section 55002.5.
 - If the hours to units relationship is beyond the general range of 48-54 hours per semester unit (33-37 per quarter unit) due to an atypical application of lecture, study, and/or lab work, it is recommended but not required that the COR state such interpretation including the formula used to simplify the Chancellor's Office review of the unit value and contact hours presented.
2. prerequisites, corequisites or advisories on recommended preparation (if any) for the course
3. catalog description
4. objectives
5. content in terms of a specific body of knowledge
6. types or provide examples of required reading and writing
 - a. assignments
 - b. other outside-of-class assignments
7. instructional methodology and methods of evaluation for determining whether the stated objectives have been met by students

Refer to the ASCCC document titled, *The Course Outline of Record: A Curriculum Reference Guide* (2008) available at www.asccc.org for a detailed discussion with examples of each required COR component listed above. The ASCCC document also provides information regarding additional components (such as required text) which are not part of the Chancellor's Office review of credit courses yet are essential to the development of a model COR and related curricular considerations. Similarly, it is noteworthy to reference supranumber Course Identification Numbering System (C-ID)

resources relevant to the development of credit courses available at www.c-id.net. For example, C-ID descriptors are available for courses developed to add to an Associate Degree for Transfer (ADT).

SUBMISSION CHECKLIST

This submission checklist provides a quick reference check for a credit course proposal submission; please refer to the detailed discussion of each field in this Guide to ensure all requirements are met.

✓ **Proposal fields #1-20** – All fields are complete, no fields are left blank.

1. CB04: Credit Status – The selected credit status is “D” or “C”.

2. CB01: Department Number – The Department Number is entered.

3. CB02: Course Title – The Course Title entered is different from CB01 and does not exceed 68 characters including punctuation and spaces.

4. CB03: TOP Code – The selected TOP code is appropriate. Note: The Chancellor’s Office may change the proposed TOP code, if necessary, and will notify the college.

5. CB05: Transfer Status – The selected Transfer Status corresponds with the previously selected CB04 Credit Status. Specifically, if CB04 = D (Degree Applicable) then CB05 must equal A (Transferable to both UC and CSU) or B (Transferable to CSU only). If CB04 = C (Not Degree Applicable) then CB05 must equal C (Not Transferable).

6. CB06: Course Units Maximum – The maximum number of semester or quarter units of academic credit a student may earn from enrolling in a single section of the course is entered as a decimal – for example, one and one-half unit would be entered as 1.5. This number is greater than or equal to the number entered for CB07. The relationship of hours to units as stated in the Course Outline of Record is in accordance with Title 5 section 55002.5.

7. CB07: Course Units Minimum – The minimum number of semester or quarter units of academic credit a student may earn from enrolling in a single section of the course is entered as a decimal – for example, one-half unit would be entered as 0.5. This number is less than or equal to the number entered for CB06. The relationship of hours to units as stated in the Course Outline of Record is in accordance with Title 5 section 55002.5.

8. CB08: Basic Skill Status – The basic skills status is indicated as either B (basic skills course) or N (not a basic skills course). If this element is coded as B (a basic skills course), then the previously selected CB04: Credit Status must be C – Not Degree Applicable.

9. CB09: SAM Priority Code – The SAM Priority Code selected corresponds with the CB03: TOP Code selected (for example, if a vocational TOP code is selected as denoted by an asterisk (*), then CB09: SAM Priority Code must equal A (Apprenticeship), B (Advanced Occupational), C (Clearly Occupational), or D (Possibly Occupational) and respectively cannot equal E (Non-occupational).

10. CB10: Cooperative Work Experience – Either “C” (part of a cooperative work experience educational program) or “N” (not part of a cooperative work experience educational program) is selected.

11. CB11: Course Classification Status - This field is auto-populated with “Y” denoting the Classification Status is a Credit Course.

12. CB13: Approved Special Class – Either “S” (designated as an approved special class for disabled students) or “N” (not a special class), pursuant to Title 5 section 56028, is selected.

13. CB21: Prior Transfer Level – The relationship of the course to college level is selected and corresponds with the CB05: Transfer Status selected. In addition, refer to the processing edits (fidelity and integrity checks) referenced in the MIS Data Element Dictionary (DED) for this element.

14. CB22: Noncredit Category - This field is auto-populated with “Y” denoting the credit course is not applicable.

15. CB23: Funding Agency Category – The funding agency for the course development is selected.

16. CB24: Program Status – The program status for the course is selected.

17. District Governing Board Approved (yes/no) – “Yes” is selected, indicating the college certifies that the course was approved by the governing board of the district, pursuant to Title 5 sections 55002 and 55100.

18. District Governing Board Approval Date – The corresponding historical date in which the governing board of the district approved the course, pursuant to Title 5 sections 55002 and 55100, is selected.

19. Catalog Description – The catalog description for the course is entered in the box.

20. Justification – The justification for the course is entered in the box.

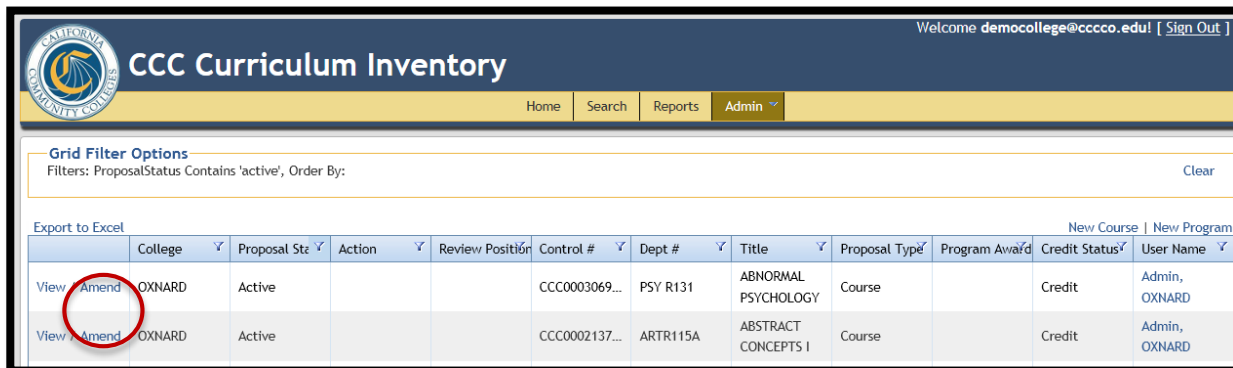
✓ **Supporting Documentation – the Course Outline of Record (COR)** is attached and pursuant to Title 5 section 55002 (Standards and Criteria for Courses), specifies the following:

1. unit value and the expected number of contact hours for the course as a whole
 - a. The stated unit value on the COR reflects the unit value entered into the minimum and maximum unit value fields in the CCC Curriculum Inventory.

- b. The relationship of hours to units is within the general range of 48-54 hours per semester unit (33-37 per quarter unit); deviation(s) are reasonable.
2. prerequisites, corequisites or advisories on recommended preparation (if any) for the course
3. catalog description
4. objectives
5. content in terms of a specific body of knowledge
6. types or provide examples of required reading and writing
 - a. assignments
 - b. other outside-of-class assignments
7. instructional methodology and methods of evaluation for determining whether the stated objectives have been met by students

Amending an Existing Credit Course Proposal

To amend an existing credit course proposal, 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 record (red circle shown below).



CCC Curriculum Inventory

Welcome democollege@cccco.edu! [Sign Out]

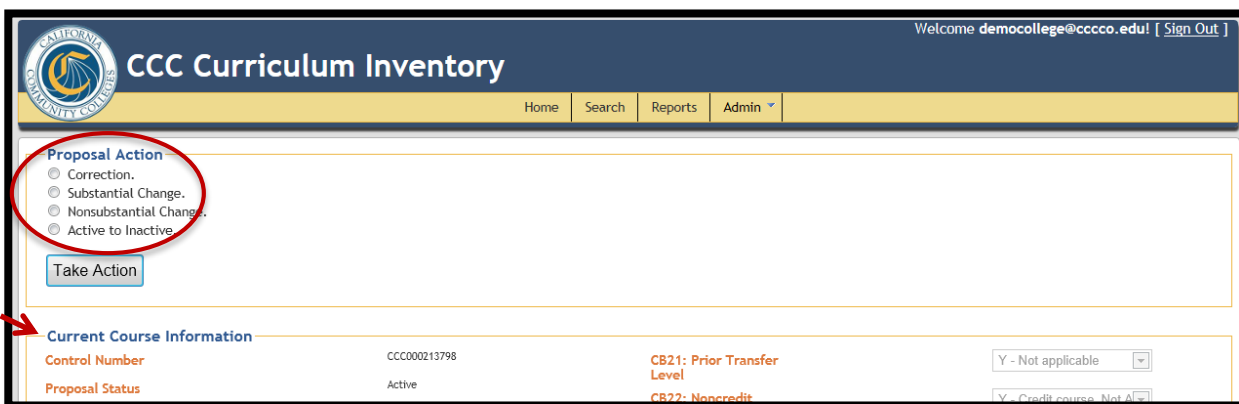
Home Search Reports Admin

Grid Filter Options
Filters: ProposalStatus Contains 'active', Order By: Clear

Export to Excel

	College	Proposal Stz	Action	Review Position	Control #	Dept #	Title	Proposal Type	Program Award	Credit Status	User Name
View Amend	OXNARD	Active			CCC0003069...	PSY R131	ABNORMAL PSYCHOLOGY	Course		Credit	Admin, OXNARD
View Amend	OXNARD	Active			CCC0002137...	ARTR115A	ABSTRACT CONCEPTS I	Course		Credit	Admin, OXNARD

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 under the section titled *Current Course Information* (red arrow shown below).



CCC Curriculum Inventory

Welcome democollege@cccco.edu! [Sign Out]

Home Search Reports Admin

Proposal Action

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

Take Action

Current Course Information

Control Number: CCC000213798 CB21: Prior Transfer Level: Y - Not applicable

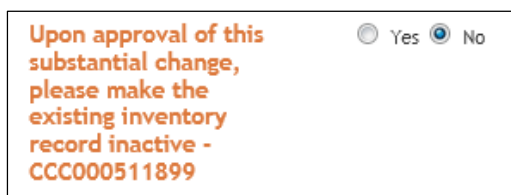
Proposal Status: Active CB22: Noncredit: Y - Credit course, Not Al...

Depending upon the action selected, 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. Amend action choices include: *Correction*, *Substantial Change*, *Nonsubstantial Change*, or *Active to Inactive* (note: if the selected proposal was previously made *Inactive* then the option *Inactive to Active* would appear). Amend action definitions are provided in Section One, Table Six of the *Handbook* and discussed below.

Amend: Correction – An action to correct a value previously reported in error. This action will not issue a new control number. A correction will allow editing to all fields. Correct the proposal fields (and if needed supporting documentation) in the record. After desired correction(s) are made, click *Save*. 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.

Amend: Substantial Change – An action to create a new course record based upon an active course record. This action involves a change to any of the following MIS Course Data Elements: CB03, CB04, CB06, CB07, CB08, CB09, CB21, and/or CB22. **This action will initiate a new control number.**

Upon approval, the submitted proposal will be assigned a new course control number. Some colleges choose to keep both course proposals active (for college MIS data reporting needs). Unless requested as part of the substantial change, the CCC Curriculum Inventory does not automatically inactivate the original (old) course record after a (new) substantial change proposal is approved (and a new, second course control number is assigned). To request that the original record is made inactive immediately upon approval of the substantial change – select *Yes* for the radio button corresponding to the option shown in the CCC Curriculum Inventory proposal fields (sample shown below – note the original record control number that will be made inactive is provided in the field).



Upon approval of this substantial change, please make the existing inventory record inactive - CCC000511899

Yes No

It is critical to use this feature with caution as prematurely inactivating a record may cause issues with local college MIS data needs for statewide reporting.

For a substantial change, all proposal fields will be unlocked for editing. Make desired changes to the proposal fields and/or supporting documentation (course outline of record). Describe the change(s) and rationale for the changes in the *Justification* box on 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.

After submission, notations will appear in the proposal (shown in green brackets) indicating the old or former course record data. This distinction will enable Chancellor's Office staff to expedite review of the proposed change(s).

Amend: Nonsubstantial Change – An action to change an active course record that will not initiate a new control number. This action involves a change to any of the following MIS Course Data Elements: CB01, CB02, CB05, CB10, CB11, CB13, CB20, CB23, and/or CB24.

For a nonsubstantial change, select proposal fields will be unlocked for editing. Make desired changes to the proposal fields and/or supporting documentation (course outline of record). Describe the change(s) and rationale for the changes in the *Justification* box on 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.

After submission, notations will appear in the proposal (shown in green brackets) indicating the old or former course record data. This distinction will enable Chancellor's Office staff to expedite review of the proposed change(s).

Amend: Correction vs. Substantial Change vs. Nonsubstantial Change for Qualitative COR Data?

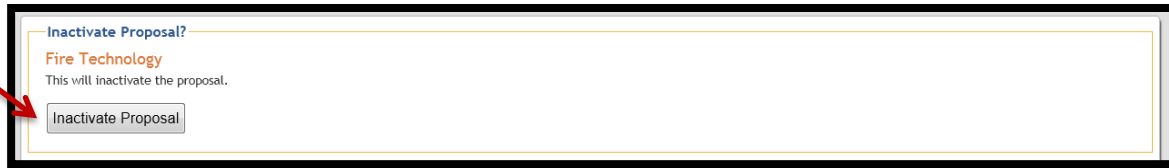
Qualitative changes to the Course Outline of Record (COR) may or may not include changes to MIS Course Data Elements. When no changes to MIS Course Data Elements (such as CB06 and CB07 units, CB03 title, etc.) are made, determining which type of amend action to select is subjective. The following provides a general framework for a college to use when making this determination.

Correction – Changes include no substantive changes to the COR. Changes typically include grammar, updates to department/division naming conventions, clarification to examples of required reading and writing assignments, etc. In addition, with the migration of curriculum records from a paper-based system to an online repository, some records are incomplete – thus the correction feature may be used to update or complete the record. For example, an active course record in the CCC Curriculum Inventory that does not have a COR attached as supporting documentation may be updated using the correction feature (clicking on *Amend > Take Action > Correction*, adding the COR as supporting documentation, and clicking on *Save*).

Substantial Change – If the qualitative content of a course has substantially changed, a new course control number is required. Put differently, this substantially changed course is in essence a “new course” and requires its own unique control number. Either a proposal for a substantial change to an existing course or a proposal for a new course may be submitted to the Chancellor's Office – the college may decide which type of submission is made via the CCC Curriculum Inventory. What matters most is to ensure a control number is assigned and the college retains active control numbers for MIS reporting of course enrollment. The interpretation of “substantially changed” qualitative content refers to the extent to which college faculty deem changes as substantially or fundamentally changing the COR content required in accordance with Title 5 section 55002 (Standards and Criteria for Courses).

Nonsubstantial Change – If the qualitative content required in Title 5 section 55002 (Standards and Criteria for Courses) for a COR is beyond the scope of a correction but has not substantially changed, then a new course control number is not required.

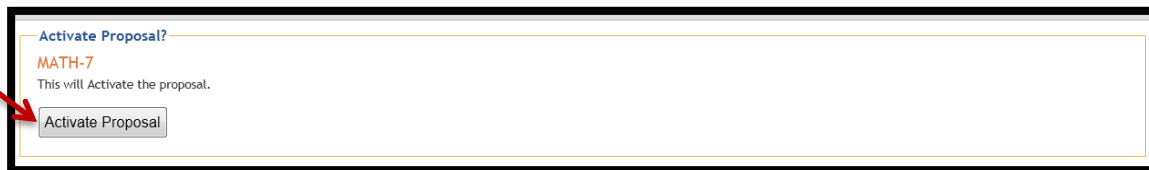
Amend: Active to Inactive – An action to make an active course inactive. This action will not issue a new control number. No validation process is required for this action prior to submitting the proposal to the Chancellor's Office. After selecting *Amend* and *Active to Inactive* as the desired Proposal Action, the confirmation screen (shown below) will appear. Click the *Inactive Proposal* button (red arrow shown below).



Important Note: A proposal to make course inactive is made effective in the CCC Curriculum Inventory system immediately upon submission (no Chancellor's Office review or approval is required). Respectively, when a course is inactive in the CCC Curriculum Inventory, the course record will not appear in the Public Search Tool results; however, the course record will remain in the Inventory for historical reference and use.

Amendment: Inactive to Active – An action to reactivate an active course which was previously made inactive. This action will not initiate a new control number. No validation process is required for this action prior to submitting the proposal to the Chancellor's Office.

After selecting *Amend* and *Inactive to Active* as the desired Proposal Action, the confirmation screen (shown below) will appear. Click the *Activate Proposal* button (red arrow shown below).



Important Note: A proposal to make course active is effective in the CCC Curriculum Inventory system immediately upon submission. Respectively, when a course is active in the CCC Curriculum Inventory, the course record will appear in the Public Search Tool results.

Appendix B:

Proposal Development Guide for an Associate Degree for Transfer (ADT)

BACKGROUND

This guide outlines requirements specific to submitting an Associate Degree for Transfer (ADT) to the California Community Colleges Chancellor's Office for review. Please note: There are only two program goal options available for ADTs (“Transfer” or “Career Technical Education (CTE) and Transfer”. Proposal requirements unique to an ADT with a program goal of “Career Technical Education (CTE) and Transfer” (rather than “Transfer” only) are shown in red.

This guide is divided into the following sub-sections related to submitting a new ADT proposal:

1. **Curriculum Inventory Proposal Fields** – items you enter directly into the CCC Curriculum Inventory. Fields entail the first step in developing a curriculum proposal. Please note: Forms are no longer used for curriculum submissions.
2. **Supporting Documentation** – items you attach to the curriculum proposal.
3. **Narrative Template** – the proposal narrative is an item you attach to the curriculum proposal as supporting documentation. A template is provided.
4. **Submission Checklist** – a summary of proposal requirements in a checklist format for review prior to submitting a proposal to the Chancellor's Office.

In addition, the final sub-section describes how to amend an existing ADT proposal:

- **Amend** – taking action to make a correction, substantial change, nonsubstantial change, or change in active/inactive status of a proposal.

For related curriculum topics and technical guidance on using the CCC Curriculum Inventory, please refer to preceding sections of this *Handbook*.

CCC Curriculum Inventory PROPOSAL FIELDS

Proposal information is entered directly into each CCC Curriculum Inventory proposal field by typing, selecting from a drop-down menu, or clicking on a yes/no radio button. Proposal fields marked with [SPXX] refer to the MIS Student Program (SP) Data Elements in the Data Element Dictionary. Appropriately coding data during the program development process is essential to properly tracking, reporting, and funding program 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.

After signing into the CCC Curriculum Inventory, click on the *New Program* hyperlink at the top right of the proposals queue. Next, select the predetermined **SP02: Program Award** as indicated on the Transfer Model Curriculum (TMC) Template (no deviations allowed). The two Associate Degree for Transfer options include: Y – A.A.-T Degree or X – A.S.-T Degree (shown on the following page).

After a selection is made, the proposal will automatically recalibrate and the following fields are shown:

1. SP02: Program Award: Select the pre-designated program award (A.A.-T or A.S.-T) as noted on the Transfer Model Curriculum (TMC) Template; no deviations are allowed.

2. Program Title: Enter the pre-designated program title noted as “CCC Major or Area of Emphasis” on the TMC Template; no deviations are allowed. Do not include descriptors, such as “degree” or “for transfer” in the title because these descriptors are attached to the title in the CCC Curriculum Inventory based upon the program award selected.

3. Program Goal: Select the program goal of “Transfer” or “**Career Technical Education (CTE) and Transfer.**”

4. SP01: Program TOP Code: Select the pre-designated “TOP Code” as noted on the TMC Template. No deviations are allowed.

5. Units for Degree Major or Area of Emphasis – Minimum & Maximum: Enter the (minimum and maximum) number of semester or quarter units for the major. The unit value must match the units listed on the TMC Template. If the units required are the same (not a range), then enter the same number in both (min/max) fields.

6. Total Units for Degree – Minimum & Maximum: Enter 60 semester or 90 quarter units as the minimum and as the maximum; ADTs must require exactly 60 semester or 90 quarter units.

7. Annual Completers: Enter the number of students projected to be awarded the degree each year after the program is fully established. The estimation submitted for annual completers should be reasonable in light of historical completion rates. As a point of reference, refer to the Chancellor's Office Data Mart (www.cccco.edu click on the *DATAMART* hyperlink on the top right header) for historical completion rates by academic year for each TOP Code. The number entered must be greater than zero.

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

9. New Faculty Positions: Enter the number (not FTEF) of separately identified new faculty 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 ADT and no plans exist to hire new faculty, enter 0 (zero).

10. New Equipment: If new equipment will be acquired for the ADT, estimate (in dollars) the total cost from all sources, including district and state funds. If no new equipment will be acquired for the ADT, enter zero (0).

11. New/Remodeled Facilities: If new or remodeled facilities will be acquired for the ADT, estimate (in dollars) the cost from all sources, including district and state funds. If no new or remodeled facilities will be acquired for the ADT, enter zero (0).

12. Library Acquisitions: If new library and learning resources materials will be acquired for the ADT, estimate (in dollars) the total cost for all materials. If no new library and learning resource materials will be acquired for the ADT, enter zero (0).

13. Program Review Date: Enter the month and year of the first scheduled review of the ADT after it has been approved. **For an ADT with a program goal of “Career Technical Education (CTE) and Transfer,” pursuant to Education Code section 78016 the ADT must be reviewed every two (2) years.**

14. Apprenticeship (yes/no): Select “No.”

15. Distance Education: Indicate the extent to which ADT courses are conducted via distance education; most colleges will select “0%” (unless a rare circumstance exists).

16. District Governing Board Approved (yes/no): By selecting “yes,” the college certifies that the program was approved by the governing board of the district (including delegated authority), pursuant to Title 5 section 55130.

17. District Governing Board Approval Date: Enter the corresponding historical date in which the governing board of the district (or delegated authority) approved the ADT, pursuant to Title 5 section 55130.

18. After completing the aforementioned fields, click the *Save* button at the bottom of the page. Next, the Course Report box will appear (shown below).



Course Report: In the *Course Report* box, click on the *Add/Remove (+/-)* icon shown at the top right corner. Add all courses listed on the Transfer Model Curriculum (TMC) Template. As each course is added, the CCC Curriculum Inventory will automatically generate a dynamic *Course Report* shown within the proposal.

In addition, the *Supporting Documentation* box will appear (shown on the following page).



SUPPORTING DOCUMENTATION

ADT proposals require the following supporting documentation:

- **Narrative** - describing the development of the ADT, addressing the Criteria A (items #1 and 2 only) as outlined in the following sub-section.
- **Course Outlines of Record (CORs)** – for each course listed on the Course Report and TMC Template in the Required Core and if present List A, List B, and List C.

Important Note: For an ADT to be reviewed, effective January 1, 2013, all courses that appear on the TMC Template in the Required Core and List A for which a C-ID Descriptor exists, must have the corresponding college Course Outline of Record (COR) submitted to C-ID (www.c-id.net) for review prior to the Chancellor's Office review and approval of the ADT. Please refer to Vice Chancellor Barry Russell's memo dated 11/30/12, for specifics. The memo can be accessed by visiting the "What's New" section of the Chancellor's Office Academic Affairs Division website (www.cccco.edu/aad).

- **Transfer Model Curriculum (TMC) Template** – CCCCO approved templates may be downloaded from the Chancellor's Office Academic Affairs Division website (www.cccco.edu/aad). No deviations are allowed. Please ensure you have the most recent version available for the discipline prior to submitting your curriculum proposal to the Chancellor's Office for review. Revision dates are shown at the top right header of each template.
- **Transfer Documentation** – Please refer to the TMC Template for the specific type of transfer documentation required for the ADT discipline (note: some disciplines do not require transfer documentation as C-ID descriptors suffice). Articulation and transfer reports 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.)

NARRATIVE TEMPLATE for Associate Degrees for Transfer (ADTs)

Please note well:

- Use the heading (item) and numbering convention (for example: Item 1. Program Goals and Objectives).
- Ensure the description provided under each item is removed from the narrative prior to submission.
- When referring to the ADT throughout the narrative, please use the following convention – Associate in Arts/Science in (approved discipline) for Transfer – for example, "Associate in Arts in Art History for Transfer".

Item 1. Statement of Program Goals and Objectives

Identify the goals and objectives of the program. The stated goals and objectives of the program must be consistent with the mission of the community colleges as established by the Legislature in Education Code section 66010.4. Often, colleges will include the program level Student Learning Outcomes (SLOs) in this section that identify the program's goals and objectives. Identify the CSU baccalaureate degree program(s) for which students will be prepared to enter upon successful completion of the ADT. Additionally, the intent of an ADT is to assist students in seamlessly transferring to a CSU; please ensure that the narrative discussion makes references to this primary focus of the law.

If the ADT program goal selected is "Career Technical Education (CTE) and Transfer," then 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.

Item 2. Catalog Description

The catalog description of the proposed ADT represents a commitment to the student and **must be entered exactly as it will appear in the college catalog**. Please include an overview of the knowledge and skills students will demonstrate upon completion.

Pursuant to SB1440, section 66746, the description **must** also include the following completion 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.”

ADTs also require that students must earn a C or better in all courses required for the major or area of emphasis. A “P” (Pass) grade is not an acceptable grade for courses in the major.

If the ADT program goal selected is "Career Technical Education (CTE) and Transfer," list the potential careers students may enter upon completion.

Items 3-7.

No written response is required for Narrative Items #3–7. All ADTs are developed in accordance with SB1440. SB1440 was authorized with alignment and in compliance with Title 5, Chapter 6,

Subchapter 2, sections 55100 and 55130. ADTs and corresponding transfer model curriculum (TMC) were developed collaboratively by intersegmental discipline faculty from the community colleges and the CSU. ADTs assist local community colleges in meeting master plan goals of enhancing transfer opportunities for students.

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

SUBMISSION CHECKLIST

This submission checklist provides a quick reference check for ADT proposal requirements; please refer to sections 1-3 of this guide for a detailed discussion of each requirement.

✓ **Proposal fields #1-17** – All fields are complete, no fields are left blank. Please refer to section one of this Guide for a detailed description of requirements unique to each field.

1. SP02: Program Award: The pre-designated program award (A.A.-T or A.S.-T) as noted on the TMC Template is selected.

2. Program Title: The pre-designated program title noted as “CCC Major or Area of Emphasis” on the TMC Template is entered. No descriptors, such as “degree” or “for transfer” are included in the title.

3. Program Goal: The program goal of “Transfer” or “**Career Technical Education (CTE) and Transfer**” is selected.

4. SP01: Program TOP Code: The pre-designated “TOP Code” as noted on the TMC Template is selected.

5. Units for Degree Major or Area of Emphasis – Minimum & Maximum: The number of semester or quarter units for the major is entered and matches the units listed on the TMC Template.

6. Total Units for Degree – Minimum & Maximum: 60 semester or 90 quarter units is entered as the minimum and as the maximum.

7. Annual Completers: The number of students estimated is entered.

8. Faculty Workload: The number is entered as a decimal—for example, one and a quarter full-time equivalent faculty (FTEF) would be entered as 1.25.

9. New Faculty Positions: The whole number (not FTEF) is entered.

10. New Equipment: If new equipment will be acquired for the ADT, estimate (in dollars) the total cost from all sources, including district and state funds. If no new equipment will be acquired for the ADT, enter zero (0).

11. New/Remodeled Facilities: If new or remodeled facilities will be acquired for the ADT, estimate (in dollars) the cost from all sources, including district and state funds. If no new or remodeled facilities will be acquired for the ADT, enter zero (0).

12. Library Acquisitions: If new library and learning resources materials will be acquired for the ADT, estimate (in dollars) the total cost for all materials. If no new library and learning resource materials will be acquired for the ADT, enter zero (0).

13. Program Review Date: A future month and year (date) is entered. **For an ADT with a program goal of “Career Technical Education (CTE) and Transfer,” pursuant to Education Code section 78016 the ADT must be reviewed every two (2) years.**

14. Apprenticeship (yes/no): “No” is selected.

15. Distance Education: Most colleges will select “0%” (unless a rare circumstance exists).

16. District Governing Board Approved (yes/no): “Yes” is selected.

17. District Governing Board Approval Date: A historical date is entered.

✓ **Course Report** – The course report reflects all courses listed on the Transfer Model Curriculum (TMC) Template.

✓ **Supporting Documentation – Course Outlines of Record (CORs);** a COR is attached for each course listed on the Course Report and TMC Template in the Required Core and if present List A, List B, and List C.

Important Note: For an ADT to be reviewed, effective January 1, 2013, all courses that appear on the TMC Template in the Required Core and List A for which a C-ID Descriptor exists, must have the corresponding college Course Outline of Record (COR) submitted to C-ID (www.c-id.net) for review prior to the Chancellor’s Office review and approval of the ADT. Please refer to Vice Chancellor Barry Russell’s memo dated 11/30/12, for specifics. The memo can be accessed by visiting the “What’s New” section of the Chancellor’s Office Academic Affairs Division website (www.cccco.edu/aad).

✓ **Supporting Documentation** – The most recent version of the CCCC approved **Transfer Model Curriculum (TMC) Template** is completed and attached.

- Ensure the *top two common errors* are mitigated: (1) The “College Name: _____” title is entered in the space provided above the course grid. (2) The number or range of “total units for the major” entered aligns with the “total units for the major or area of emphasis (min/max)” proposal fields in the CCC Curriculum Inventory.

✓ **Supporting Documentation – Transfer Documentation;** Please refer to the TMC Template for the specific type of transfer documentation required for the ADT discipline. Articulation and transfer reports 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.)

- ✓ **Supporting Documentation – Narrative Items #1 and 2 only**; are complete and include the following requirements:

Item 1. Statement of Program Goals and Objectives

- ✓ Refers to the ADT using the following convention – Associate in Arts/Science in (approved discipline) for Transfer – for example, “Associate in Arts in Art History for Transfer”
- ✓ Identifies the goals and objectives for the program
- ✓ Identifies the CSU baccalaureate degree programs for which students will be prepared to enter upon successful completion of the ADT
- ✓ Identifies the intent of the ADT is to assist students in seamlessly transferring to a CSU
- ✓ May include the program level Student Learning Outcomes (SLOs)
- ✓ **If the ADT program goal selected is “Career Technical Education (CTE) and Transfer” - clearly indicates the specific occupation(s) or field(s) the program will prepare students to enter and the basic occupational competencies students will acquire**

Item 2. Catalog Description

- ✓ Entered exactly as it will appear in the college catalog
- ✓ Refers to the ADT using the following convention – Associate in Arts/Science in (approved discipline) for Transfer – for example, “Associate in Arts in Art History for Transfer”
- ✓ Includes an overview of the knowledge and skills students will demonstrate upon completion
- ✓ Includes ADT completion requirements pursuant to SB1440 (as cited in the Supporting Documentation – Narrative sub-section of this Guide)
 - (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.
 - ADTs also require that students must earn a C or better in all courses required for the major or area of emphasis. A “P” (Pass) grade is not an acceptable grade for courses in the major.
- ✓ **If the ADT program goal selected is “Career Technical Education (CTE) and Transfer” the potential careers students may enter upon completion are listed**

Amending an Existing Proposal

To amend an ADT record in the CCC Curriculum Inventory, 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 record (red circle shown below).

The screenshot shows the 'CCC Curriculum Inventory' interface. At the top, there is a navigation bar with 'Home', 'Search', 'Reports', and 'Admin'. Below this is a 'Grid Filter Options' section with filters for 'ProposalStatus' and 'ProgramAward'. The main content is a table with columns: 'College', 'Proposal Stz', 'Action', 'Review Position', 'Control #', 'Dept #', 'Title', 'Proposal Type', 'Program Aw', 'Credit Status', and 'User Name'. The first row is highlighted, and the 'Amend' link in the first column is circled in red.

View / Amend	College	Proposal Stz	Action	Review Position	Control #	Dept #	Title	Proposal Type	Program Aw	Credit Status	User Name
View / Amend	OXNARD	Active			30883		Communica... Studies	Program	A.A.-T Degree	Credit	Admin, OXNARD
View / Amend	OXNARD	Active			30804		Psychology	Program	A.A.-T Degree	Credit	Admin, OXNARD

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 under the section titled *Current Program Information*.

The screenshot shows the 'Amend Program' form in the 'CCCCO Curriculum Inventory'. The 'Proposal Action' section is circled in red and contains four radio button options: 'Correction', 'Substantial Change', 'Nonsubstantial Change', and 'Active to Inactive'. Below these options is a 'Take Action' button. The 'Current Program Information' section below shows 'Control Number' as 01362 and 'Faculty Workload' as 0.

Depending upon the action selected, 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. Amend action choices include: *Correction*, *Substantial Change*, *Nonsubstantial Change*, or *Active to Inactive* (note: if the selected proposal was previously made *Inactive* then the option *Inactive to Active* would appear). Amend action definitions are provided in Section One, Table Six of the *Handbook* and discussed below.

Amend: Correction – An action to correct a value previously reported in error. This action will not issue a new control number. 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.

All ADT corrections must be made by contacting the Chancellor’s Office Academic Affairs Division in writing at citechissues@cccco.edu.

Amend: Substantial Change – While the action appears in the CCC Curriculum Inventory, at this time no substantial changes may be made to an approved (active) ADT. If a college wishes

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

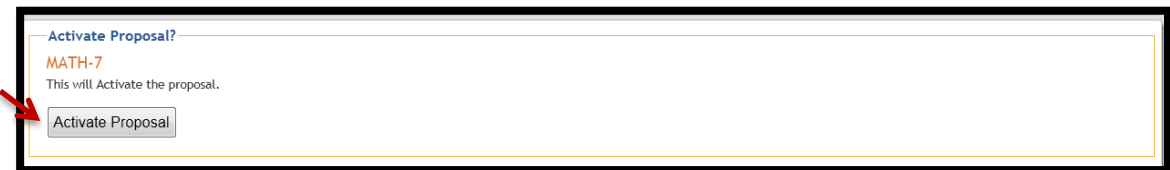
Amend: Active to Inactive – An action to make an active degree inactive. This action will not issue a new control number. No validation process is required for this action prior to submitting the proposal to the Chancellor's Office. After selecting *Amend* and *Active to Inactive* as the desired Proposal Action, the confirmation screen (shown below) will appear. Click the *Inactive Proposal* button (red arrow shown below).



Important Note: A proposal to make a program inactive is made effective in the CCC Curriculum Inventory system immediately upon submission (no Chancellor's Office review or approval is required). Respectively, when a program is inactive in the CCC Curriculum Inventory, the program record will not appear in the Public Search Tool results; however, the program record will remain in the Inventory for historical reference and use.

Amendment: Inactive to Active – An action to reactivate an active program which was previously made inactive. This action will not initiate a new control number. No validation process is required for this action prior to submitting the proposal to the Chancellor's Office.

After selecting *Amend* and *Inactive to Active* as the desired Proposal Action, the confirmation screen (shown below) will appear. Click the *Activate Proposal* button (red arrow shown below).



Important Note: A proposal to make a program active is effective in the CCC Curriculum Inventory system immediately upon submission. Respectively, when a program is active in the CCC Curriculum Inventory, the program record will appear in the Public Search Tool results.

Appendix C:

Proposal Development Guide for an Associate Degree: Associate of Arts (A.A.) and Associate of Science (A.S.)

BACKGROUND

This guide outlines requirements specific to submitting a “traditional” Associate Degree, specifically an Associate of Arts (A.A.) or Associate of Science (A.S), to the California Community Colleges Chancellor's Office for review. This guide is not intended for use in developing an Associate Degree for Transfer (ADT) – refer to the preceding Appendix B for detailed instructions specific to ADTs.

Please note:

- Proposal requirements unique to a traditional associate degree with a program goal of “Career Technical Education (CTE)” or “Career Technical Education (CTE) and Transfer” are shown in red.
- Special instructions and requirements for an Apprenticeship proposal are noted.

This guide is divided into the following sub-sections related to submitting a new associate degree proposal:

- **Curriculum Inventory Proposal Fields** – items you enter directly into the CCC Curriculum Inventory. Fields entail the first step in developing a curriculum proposal. Please note: Forms are no longer used for curriculum submissions.
- **Supporting Documentation** – items you attach to the curriculum proposal.
- **Submission Checklist** – a summary of proposal requirements in a checklist format for review prior to submitting a proposal to the Chancellor's Office.

In addition, the final sub-section describes how to amend an existing associate degree proposal:

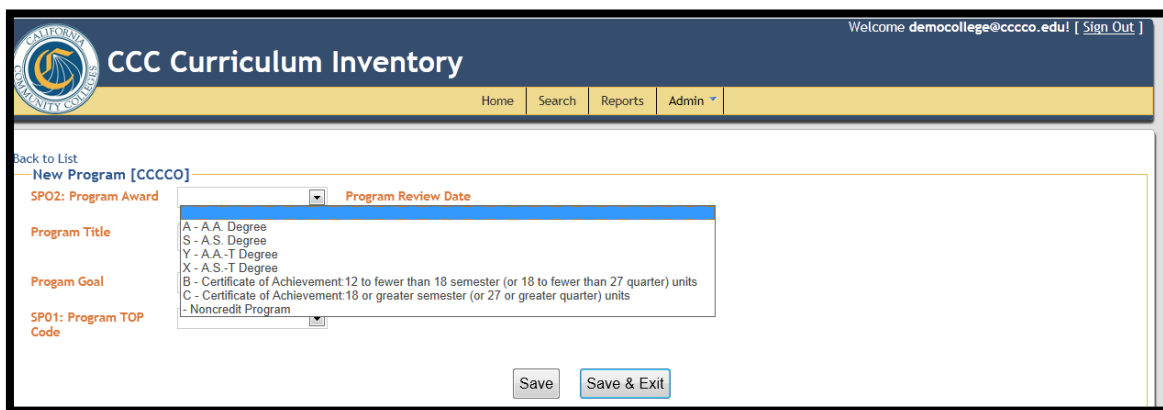
- **Amend** – taking action to make a correction, substantial change, nonsubstantial change, or change in active/inactive status of a proposal.

For related curriculum topics and technical guidance on using the CCC Curriculum Inventory, please refer to preceding sections of this *Handbook*.

CCC Curriculum Inventory PROPOSAL FIELDS

Proposal information is entered directly into each CCC Curriculum Inventory proposal field by typing, selecting from a drop-down menu, or clicking on a yes/no radio button. Proposal fields marked with [SPXX] refer to the MIS Student Program (SP) Data Elements in the Data Element Dictionary. Appropriately coding data during the program development process is essential to properly tracking, reporting, and funding program 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.

After signing into the CCC Curriculum Inventory, click on the *New Program* hyperlink at the top right of the proposals queue. Next, select the desired **SP02: Program Award** as shown below (two traditional associate degree options are available: A – A.A. Degree and S – A.S. Degree; refer to the *Handbook* section three for a detailed discussion of each credit option).



The screenshot shows the 'New Program [CCCCO]' form in the CCC Curriculum Inventory system. The 'SP02: Program Award' dropdown menu is open, showing the following options: A - A.A. Degree, S - A.S. Degree, Y - A.A.-T Degree, X - A.S.-T Degree, 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, and - Noncredit Program. The 'SP01: Program TOP Code' dropdown menu is also visible, showing the option - Noncredit Program. The form includes 'Save' and 'Save & Exit' buttons at the bottom.

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 associate degrees are classified as follows:

- Associate of Science (A.S.) is strongly recommended for any Science, Technology, Engineering, or Mathematics (STEM) field and for all CTE programs.
- Associate of Arts (A.A.) is 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.

After a selection is made, the proposal will automatically recalibrate and the following fields are shown:

For a proposed program that is categorized by a TOP code that is designated as vocational or Career Technical Education (CTE) as denoted with an asterisk (*), the program goal selected must be “**Career Technical Education (CTE)**” or “**Career Technical Education (CTE) and Transfer.**”

4. SP01: Program TOP Code: Select an appropriate TOP code using the drop-down menu. An asterisk (*) denotes a vocational TOP code. The *Taxonomy of Programs (TOP) Code Manual, 6th Edition* may be accessed under the *Admin > Resources* tab in the *CCC Curriculum Inventory*.

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, thus the program top code will reflect the majority of required degree courses.

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 should contact the Chancellor’s Office. The Chancellor’s Office may change the proposed TOP code, if necessary, and will notify the college.

5. Units for Degree Major or Area of Emphasis – Minimum & Maximum: Enter the (minimum and maximum) 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. If the units required are the same (not a range), then enter the same number in both (min/max) fields.

6. Total Units for Degree – Minimum & Maximum: Enter the total (minimum and maximum) 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. If the degree requires greater than 60 semester or 90 quarter units, then include a justification in Narrative Item 4. If the units required are the same (not a range), then enter the same number in both (min/max) fields.

7. Annual Completers: Enter the number of students projected to be awarded the degree each year after the program is fully established. The estimation submitted for annual completers should be reasonable in light of historical completion rates. As a point of reference, refer to the Chancellor’s Office Data Mart (www.cccco.edu click on the *DATAMART* hyperlink on the top right header) for historical completion rates by academic year for each TOP Code. An explanation for this entry must

be provided in the Narrative Item 5. Enrollment and Completer Projections. The number entered must be greater than zero.

8. Net Annual Labor Demand: For programs with a selected program goal of “Career Technical Education (CTE)” or “Career Technical Education (CTE) and Transfer,” enter 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. The number entered here must be explicitly stated and consistent with the Labor Market Information and Analysis provided as Supporting Documentation. The figure entered must be greater than zero.

9. Faculty Workload: Enter the number of full-time equivalent faculty (FTEF) that will be dedicated to teaching in the degree during the first full year of operation, regardless of whether they are new or existing faculty. The number must be entered as a decimal—for example, one and a quarter FTEF would be entered as 1.25. This estimate is not the number of FTES (full time equivalent students) expected to be generated by the program. Typically, a college will enter approximately 0.5 to 7.0 FTEF as *Faculty Workload* for a proposed program.

10. New Faculty Positions: Enter the number (not FTEF) of separately identified new faculty 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 degree and no plans exist to hire new faculty, enter 0 (zero).

Refer to Title 5, Subchapter 4. Minimum Qualifications, sections 53400 thru 53430 for requisites for faculty positions.

11. New Equipment: If new equipment will be acquired for the degree, estimate (in dollars) the total cost from all sources, including district and state funds. If no new equipment will be acquired for the degree, enter zero (0).

12. New/Remodeled Facilities: If new or remodeled facilities will be acquired for the degree, estimate (in dollars) the cost from all sources, including district and state funds. If no new or remodeled facilities will be acquired for the degree, enter zero (0).

13. Library Acquisitions: If new library and learning resources materials will be acquired for the degree, estimate (in dollars) the total cost for all materials. If no new library and learning resource materials will be acquired for the degree, enter zero (0).

14. Program Review Date: Enter the month and year of the first scheduled review of the degree after it has been approved. For a degree with a program goal of “Career Technical Education (CTE)” or “Career Technical Education (CTE) and Transfer,” pursuant to Education Code section 78016, the degree must be reviewed every two (2) years.

15. 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’s 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.

16. Apprenticeship (yes/no): Select “No” if the program is not an apprenticeship. Select “Yes” if the program is an apprenticeship with approval from the Division of Apprenticeship Standards. If “Yes” is selected, the following additional proposal fields will appear and are required:

Employer or Joint Apprenticeship Committee (JAC) Sponsor: Enter the Name, Address, and Telephone Number of the Sponsor.

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]

It is important to note that a credit apprenticeship proposal must also have a corresponding program goal (selected in field #3 above) of “Career Technical Education (CTE)” or “Career Technical Education (CTE) and Transfer.”

17. Distance Education: Indicate the extent to which the courses associated with the degree are conducted via distance education; four choices are available, 0%, 1-49%, 50-99%, or 100%. Refer to Section Two (Comprehensive Curriculum Topics) of this *Handbook* for a detailed discussion of distance education.

18. CTE Regional Consortium Approved (yes/no) – For programs with a selected program goal of “Career Technical Education (CTE)” or “Career Technical Education (CTE) and Transfer,” by selecting “yes,” the college certifies that the certificate was approved by the CTE regional consortium (including delegated authority), pursuant to Title 5 section 55130(b)(8)(E). For a program with a selected goal that does not include Career Technical Education (CTE), this field is not shown or required.

19. District Governing Board Approved (yes/no) – By selecting “yes,” the college certifies that the degree was approved by the governing board of the district (including delegated authority), pursuant to Title 5 section 55130.

20. District Governing Board Approval Date – Enter the corresponding historical date in which the governing board of the district (or delegated authority) approved the degree, pursuant to Title 5 section 55130.

21. After completing the aforementioned fields, click the *Save* button at the bottom of the page. Next, the required *Course Report* box and section for adding *Supporting Documentation* will appear (shown below).



Course Report: In the *Course Report* box, click on the *Add/Remove (+/-)* icon shown at the top right corner. Add all courses required for the degree. As each course is added, the CCC Curriculum Inventory will automatically generate a dynamic *Course Report* shown within the proposal. This report must reconcile with the courses listed in the Narrative Item 3. Program Requirements.

In addition, the *Supporting Documentation* box will appear (shown below).




SUPPORTING DOCUMENTATION

All traditional associate degree proposals (including apprenticeships) require the following supporting documentation:

- **Narrative** - describing the development of the degree, addressing items outlined in the following sub-section.
- **Course Outlines of Record** (for each course listed on the Course Report and Narrative Item 3. Program Requirements). General education course outlines are not required to be attached to the proposal.
- **Transfer Documentation** –An associate degree with a program goal including “Transfer” prepares students to continue study in the same or similar area at a baccalaureate-granting institution. For a program with a selected program goal of “Transfer” or “Career Technical Education (CTE) and Transfer,” required documentation includes one *ASSIST Articulation Agreement by Major (AAM)* report showing that required courses fulfill the **majority (51% or greater)** of lower-division requirements for the baccalaureate major. Articulation agreements can be downloaded from the 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.) 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.

A sample ASSIST *Articulation Agreement by Major* is shown below:

3/15/2013 www.assist.org  page 1

Articulation Agreement by Major
Effective during the 11-12 Academic Year

To: CSU Sacramento 10-12 General Catalog	From: Fresno City College 11-12 General Catalog
Semester	Semester

====American Sign Language====

EDS 51	AMERICAN SIGN LANGUAGE 1	(3)	ASL 1	Beginning American Sign Language	(4)
<hr style="border-top: 1px dashed black;"/>					
EDS 52	AMERICAN SIGN LANGUAGE 2	(3)	NO COMPARABLE COURSE		
<hr style="border-top: 1px dashed black;"/>					
EDS 53	AMERICAN SIGN LANGUAGE 3	(4)	ASL 2 & ASL 3	High-Beginning American Sign Language Intermediate American Sign Language	(4) (4)
<hr style="border-top: 1px dashed black;"/>					
EDS 56	ASL FINGERSPELLING AND NUMBERS	(1)	NOT ARTICULATED		
<hr style="border-top: 1px dashed black;"/>					
EDS 57	ASL CLASSIFIERS	(2)	NOT ARTICULATED		
<hr style="border-top: 1px dashed black;"/>					
EDS 60	INTRO. TO DEAF STUDIES	(3)	ASL 5	Deaf Culture	(3)
<hr style="border-top: 1px dashed black;"/>					
EDS 154	AMERICAN SIGN LANGUAGE 4	(4)	NO COMPARABLE COURSE		
<hr style="border-top: 1px dashed black;"/>					
EDS 155	AMERICAN SIGN LANGUAGE 5	(4)	NO COMPARABLE COURSE		

COMMENTS:

1. Articulated Sign Language courses completed at the community college are awarded lower-division credit only.

END OF MAJOR

If the proposed program includes more than one area of emphasis, please note that the supporting documentation submitted must include lower division requirements for each area of emphasis (some ASSIST reports include all areas of emphasis on one report while others require the college to access and aggregate multiple ASSIST reports – one for each area of emphasis – to submit complete transfer documentation for the proposed program.

For a program that does not satisfy lower division transfer preparation, documentation must show that the required courses are accepted for general education and/or elective credit by at least one baccalaureate institution. Indicate to which specific baccalaureate institution for the proposed program may transfer. A sample ASSIST *CSU Baccalaureate Level Course List by Department* is shown on the following page:

Course	Title	Semester Units
---- Business ----		
BUS 300	Introduction to Business	3
BUS 310	Business Communications	3
BUS 312	Workplace Behavior and Ethics	3
BUS 317	Managing Conflict	3
BUS 320	Concepts in Personal Finance	3
Same as: ECON 320		
CSU GE: D2		
BUS 330	Managing Diversity in the Workplace	3
CSU GE: D3		
BUS 332	Cross-Cultural Customer Service	3
BUS 340	Business Law	3
BUS 345	Law and Society	3
Same as: POLS 332		
IGETC: 4H CSU GE: D8		
BUS 350	Small Business Management/Entrepreneurship	3
BUS 495	Independent Studies in Business	.5-4
BUS 498	Work Experience in Business	1-4
BUS 499	Experimental Offering in Business	.5-4

END OF REPORT

A

sample ASSIST

CSU GE Certification Course List by Department is shown below:

Course	Title	Smstr Units	Cert Area	Date Apprvd	Date Rmvd
Art (continued)					
ART 324	Collage and Assemblage	3	C1	S06	
ART 370	Three Dimensional Design	3	C1	SU03	
(Formerly ART 16 prior to SU03)					
ART 372	Sculpture	3	C1	SU03	
(Formerly ART 21A prior to SU03)					
ART 390	Ceramics	3	C1	SU03	
(Formerly ART 25A prior to SU03)					
ART 411	Artistic Photography	3	C1	SU03	F07
(Formerly ART 40A prior to SU03)					
ART 420	Film Making	2	C1	SU03	
(Formerly ART 29A prior to SU03)					
ART 430	Art and Children	3	C1	S06	
(Formerly ART 431 prior to S06)					
ART 431	Art and Children	3	C1	SU03	S06
(Formerly ART 26A prior to SU03)					

END OF REPORT

Similarly, ASSIST provides CSU GE Certification Course Lists by Area (not shown).

NARRATIVE TEMPLATE for a Traditional Associate Degree: Associate of Arts (A.A.) and Associate of Science (A.S.)

Please adhere to the following format conventions:

- Use the heading (item) and numbering convention (for example: Item 1. Program Goals and Objectives).
- Ensure the description provided under each item is removed from the narrative prior to submission.

Item 1. Program Goals and Objectives

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

Based upon the 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. For example, a program 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. Similarly, a program must address a valid transfer, occupational, basic skills, civic education, or lifelong learning purpose. The program may not be primarily avocational or recreational. The statement of goals and objectives serves to define the degree over time and is one of the major factors in determining whether future changes to the degree are considered substantial or nonsubstantial for Chancellor’s Office review purposes.

If the associate degree program goal selected is **“Career Technical Education (CTE)” or “Career Technical Education (CTE) and Transfer,”** then the statement must include the main competencies students will have achieved that are required for a specific occupation. The 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.

If the associate degree program goal selected is **“Transfer” or “Career Technical Education (CTE) and Transfer,”** then the statement must, at a minimum, include the preparation of students for one or more baccalaureate majors. Courses required for the degree 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.

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. If the associate degree program goal selected is **“Other – Designed to Meet Community Needs,”** then the statement must, at a minimum, explain in detail how the degree was designed to meet community needs in accordance with the community college mission. Describe how the degree embodies a pattern of learning experiences that are focused on specific capabilities or knowledge areas.

Student Selection and Fees: If the program is selective, describe relevant entry criteria, the selection process for admission to the program, and compliance with provisions of Title 5, sections 55201 and 58106. Similarly, specify all mandatory fees (for materials, insurance, travel, and/or

uniforms) 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.

Item 2. Catalog Description

The catalog description must be entered exactly as it will appear in the college catalog. The description must also:

- Convey the associate degree’s goal(s) and objectives; suggest how they differ from the goals and objectives of other programs
- Provide an overview of the knowledge and skills that students who complete the requirements must demonstrate (student learning outcomes)
- List all prerequisite skills or enrollment limitations
- 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.
- If the associate degree program goal selected is “**Career Technical Education (CTE)**” or “**Career Technical Education (CTE) and Transfer**,” then the description must list the potential careers students may enter upon completion.
- If the associate degree program goal selected includes **Transfer**, then the description must list baccalaureate major or related majors.
- If applicable, advise students if this is a high-unit program (more than 60 semester or 90 quarter units) and how this impacts degree completion
- If applicable, reference accrediting and/or licensing standards including an explanation of any departures from the standards. 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 description will specify whether the program will fully prepare completers for the recognized professional certification.

The description must also convey 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.

Item 3. Program Requirements

The program requirements must be consistent with the catalog description (as entered in Item 2 above). 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 and required or restricted electives), 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.

Course Sequence – ensure the program requirements demonstrate how the required courses must be completed in sequence by term (semester or quarter), including prerequisite courses if applicable. 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. Ensure the general education requirement pattern(s) specified does not constrain students' individual general education choices unless specific general education courses are recommended to enhance student preparation for a field of study. The program requirements table may include the course sequence (as shown in the sample) or the course sequence may be shown separate from the program requirements table, so long as both are addressed in item three of the narrative.

A **sample** table format (with program requirements and course sequence combined) is shown below (for illustration purposes only):

A.A. Administration of Justice

Requirements	Dept. Name/#	Name	Units	CSU -GE	IGETC	Sequence
Required Core (6 units)	ADMJ 50	Introduction to Justice	3	A1	Area 1	Yr 1, Fall
	ADMJ 60	Criminal Law	3	B2	Area 4	Yr 2, Spring
Two courses (6 units)	ADMJ 40	Juvenile Justice Procedures	3	A1	Area 2	Yr 1, Fall
	ADMJ 55	Introduction to Correctional	3			Yr 2, Spring
	ADMJ 61	Science	3			Yr 2, Spring
	ADMJ 63	Evidence	3			Yr 1, Summer
	ADMJ 70	Criminal Investigation	3			Yr 1, Fall/Spring
	ADMJ 80	Community Relations	3			Yr 2, Fall/Spring
	ADMJ 85	Criminal Trial Process	3			Yr 1, Spring/Summer
		Introduction to Forensics		Yr 2, Fall		

Two courses (6 units)	SOC 1	Principles of Sociology	3	D6	Area 1	Yr 2, Spring
	PSY 1	General Psychology	3	A1		Yr 1, Summer
	PSY 5	Behavioral Sciences	4			Yr 1, Fall

Required Major Total: 18-19 units
 Completion of CSU-GE Breadth or IGETC pattern: 37-39 units
 (Possible double counting: 12 units)
 Transferable electives (as needed to reach 60 units)
 TOTAL UNITS: 60 units

Proposed Sequence:
 Year 1, Fall = 15 units
 Year 1, Spring = 12 units
 Year 1, Summer = 3 units
 Year 2, Fall = 14 units
 Year 2, Spring = 16 units
 TOTAL UNITS: 60 units

Documentation of applicable general education requirements should be in the form of a range that, combined with the degree requirements, totals 60 semester or 90 quarter units (or higher, as justified in Narrative Item 4. Specific recommendations for appropriate general education course choices for students in this program may be included. If the total of required and general education courses may equal less than 60 semester or 90 quarter units, the college should include the range of other transferrable electives to make the total program requirements equal 60 semester or 90 quarter units.

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.

If the associate degree program goal selected is **“Career Technical Education (CTE)” or “Career Technical Education (CTE) and Transfer,”** then the set of requirements 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.

If the associate degree program goal selected is **“Transfer,” or Career Technical Education (CTE) and Transfer,”** then 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.

If the associate degree program goal selected is “Other – Designed to meet local community needs,” then the college may use a locally-developed general education pattern to complete the 60 semester or 90 quarter units, and must so state when adding the general education units at the bottom of the program requirements table. The locally-developed general education pattern is not sufficient to meet the requirements of the CSU-GE or IGETC patterns designed for degrees that include “Transfer” as a goal.

Item 4. Master Planning

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

This discussion may include some history of the program proposal origins, a description of the program purpose, and/or the program’s relevancy for the region and college including related community support.

The proposal must demonstrate a need for the program that meets the stated goals and objectives in the region the college proposes to serve with the degree. Furthermore, a proposed new degree must not cause undue competition with an existing program at another college. Need is determined by multiple factors, including the 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.

If any expenditure values were entered in proposal fields #12-13 (as discussed in Section One of this Guide), then please explain the specific needs for facilities and equipment 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. 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.

If applicable, this section may also be used to justify program objectives or the inclusion of a given course as a requirement. Similarly, high-unit programs (above 60 semester or 90 quarter units) must be addressed in this section by providing a rationale for the additional unit requirements (e.g.; mandate, law, baccalaureate requirement, etc.). Finally, if the selected program goal is “Other – Designed to meet local community needs,” then a description of the community or other need leading to the program development is required.

Similarly, for a program with a selected goal of “Career Technical Education (CTE)” or “Career Technical Education (CTE) and Transfer,” 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.

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.

Item 5. Enrollment and Completer Projections

This item should justify the number of projected students or “annual completers” to be awarded the degree each year after the program is fully established as entered into the CCC Curriculum Inventory proposal field (discussed in sub-section one of this Guide). The justification must include either: (A) enrollment (student headcount) data or (B) a survey of prospective students and completer projections information.

(A) Enrollment Data

Use a table format (sample 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.

As a point of reference, refer to the Chancellor's Office Data Mart (www.cccco.edu click on the DATAMART hyperlink on the top right header) for historical completion rates by academic year for each TOP Code.

(B) Survey

In the case of a survey, the survey questionnaire, a description of the population surveyed, and survey results must be included.

If the associate degree program goal selected is “**Career Technical Education (CTE)**” or “**Career Technical Education (CTE) and Transfer**,” then the enrollment and completer projections must be compared to the net annual labor demand projection entered into the CCC Curriculum Inventory field and stated in the Labor Market Information and Analysis provided as Supporting Documentation. The data must demonstrate adequate demand for the completer projections.

Item 6. Place of Program in Curriculum/Similar Programs

Before completing this section, review the college’s existing program inventory in the CCC Curriculum Inventory, then address the following questions:

- a) Do any active inventory records need to be made inactive or changed in connection with the approval of the proposed program? If yes, please specify.
- b) Does the program replace any existing program(s) on the college’s inventory? Provide relevant details if this program is related to the termination or scaling down of another program(s).
- c) What related programs are offered by the college?

Item 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 than similar programs at other colleges, 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.

ADDITIONAL SUPPORTING DOCUMENTATION – CTE (Excluding Apprenticeships)

Please note: the following discussion does not apply to apprenticeships. Refer to the next sub-section for a description of additional supporting documentation required for credit apprenticeship proposals.

If the selected program goal is “Career Technical Education (CTE)” or “Career Technical Education (CTE) and Transfer,” then the following are required as additional supporting documentation:

1. **Labor Market Information (LMI) & Analysis** – current labor market information and analysis, or other comparable information, must show that jobs are available for program completers within the local service area of the individual college and/or that job enhancement or promotion justifies the proposed curriculum. Refer to Section Three (Credit Curriculum) of this Handbook for a detailed discussion of Labor Market Information (LMI) & Analysis.
2. **Advisory Committee Recommendation:** This document (in a single attachment) must include the following three components (1) demonstrate how the advisory committee is comprised of typical/prospective employers, discipline faculty from transfer institutions, entrepreneurs, or others qualified to provide guidance in developing and reviewing the program by providing a **list of advisory committee member names, job titles, and business affiliations**. (2) **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. (3) **Summary of the advisory committee recommendations** and discuss how the proposed program aligns with the recommendations. 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.
3. **Regional Consortia Approval Meeting Minutes** – California community colleges are organized into 10 economic regions (www.ccaoe.org), 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

In addition to Advisory Committee recommendation for approval (with a motion approved in meeting minutes), Title 5, section 55130(b)(8)E, also requires that **credit** programs be reviewed by Regional Consortia, when applicable. Consequently, proposals for credit programs with a selected program goal of “Career Technical Education (CTE)” or “Career Technical Education (CTE) and Transfer,” must also include a recommendation for approval from the appropriate Career Technical Education Regional Consortium. **Minutes of the regional consortia**

meeting(s) at which the program was discussed and approved must be included. The recommendation should be clearly stated with a motion approved in the meeting minutes. 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.

SUPPORTING DOCUMENTATION – APPRENTICESHIP

Note: Advisory Committee and Regional Consortia approval meeting minutes are NOT required for an apprenticeship proposal.

If the proposed program is an apprenticeship, then the following two items are required as additional supporting documentation:

- **Labor Market Information (LMI) & Analysis** – current labor market information and analysis, or other comparable information, must show that jobs are available for program completers within the local service area of the individual college and/or that job enhancement or promotion justifies the proposed curriculum. Refer to Section Three (Credit Curriculum) of this Handbook for a detailed discussion of Labor Market Information (LMI) & Analysis.
- **California Division of Apprenticeship Standards (DAS) Approval Letter** – Ensure the approval letter includes the “file number” assigned to the apprenticeship by the DAS.

SUBMISSION CHECKLIST

This submission checklist provides a quick reference check for traditional associate degree proposal requirements; please refer to sections 1-3 of this guide for a detailed discussion of each requirement.

- ✓ **Proposal fields #1-20** – All fields are complete, no fields are left blank. Please refer to section one of this guide for a detailed description of requirements unique to each field.

1. SP02: Program Award: A.A. or A.S. is selected as the program award.

2. Program Title: Entered as it will appear in the catalog; does not include descriptors, such as “with an emphasis,” “degree,” “certificate,” “transfer” or “for transfer.”

3. Program Goal: **Career Technical Education (CTE)**, Transfer, **Career Technical Education (CTE) and Transfer**, or Other – Designed to meet community needs is selected; refer to section two (Comprehensive Curriculum Topics) of this *Handbook* for a detailed discussion of each.

For a proposed program that is categorized by a TOP code that is designated as vocational or Career Technical Education (CTE) as denoted with an asterisk (*), the program goal selected must be “**Career Technical Education (CTE)**” or “**Career Technical Education (CTE) and Transfer.**”

4. SP01: Program TOP Code: An appropriate TOP code is selected.

5. Units for Degree Major or Area of Emphasis – Minimum & Maximum: The (minimum and maximum) number of semester or quarter units for the major or area of emphasis including course requirements, restricted electives, and other completion requirements is entered. If the units required are the same (not a range), then enter the same number in both (min/max) fields.

6. Total Units for Degree – Minimum & Maximum: The total (minimum and maximum) 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 is entered. If the units required are the same (not a range), then enter the same number in both (min/max) fields.

7. Annual Completers: The number of students projected to be awarded the degree each year after the program is fully established is entered and reconciles with the Narrative Item 5. Enrollment and Completer Projections. The number entered is greater than zero.

8. Net Annual Labor Demand: For programs with a selected program goal of “Career Technical Education (CTE)” or “Career Technical Education (CTE) and Transfer,” 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 is entered. The number is explicitly stated and consistent with the Labor Market Information and Analysis provided as Supporting Documentation. The figure entered is greater than zero.

9. Faculty Workload: The number of full-time equivalent faculty (FTEF) that will be dedicated to teaching in the degree during the first full year of operation, regardless of whether they are new or existing faculty is entered as a decimal.

10. New Faculty Positions: The number (not FTEF) of separately identified new faculty positions, both part- and full-time is entered.

11. New Equipment: If new equipment will be acquired for the degree, an estimate (in dollars) is provided. If no new equipment will be acquired for the degree, zero (0) is entered.

12. New/Remodeled Facilities: If new or remodeled facilities will be acquired for the degree, an estimate (in dollars) is provided. If no new or remodeled facilities will be acquired for the degree, zero (0) is entered.

13. Library Acquisitions: If new library and learning resources materials will be acquired for the degree, an estimate (in dollars) is provided. If no new library and learning resource materials will be acquired for the degree, zero (0) is entered.

14. Program Review Date: A future date is entered; for a degree with a program goal of “Career Technical Education (CTE)” or “Career Technical Education (CTE) and Transfer,” pursuant to Education Code section 78016, the degree must be reviewed every two (2) years.

15. Gainful Employment (yes/no): If the program meets U.S. Department of Education gainful employment criteria is indicated.

16. Apprenticeship (yes/no): “No” is selected if the program is not an apprenticeship. “Yes” if the program is an apprenticeship with approval from the Division of Apprenticeship Standards and the following additional proposal fields are complete:

Employer or Joint Apprenticeship Committee (JAC) Sponsor: The Name, Address, and Telephone Number of the Sponsor are entered.

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

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

It is important to note that a credit apprenticeship proposal must also have a corresponding program goal (selected in field #3 above) of “Career Technical Education (CTE)” or “Career Technical Education (CTE) and Transfer.”

17. Distance Education: The extent to which the courses associated with the degree are conducted via distance education is indicated.

18. CTE Regional Consortium Approved (yes/no) – For programs with a selected program goal of “Career Technical Education (CTE)” or “Career Technical Education (CTE) and Transfer,” “Yes” is selected. For a program with a selected goal that does not include Career Technical Education (CTE), this field is not shown or required.

19. District Governing Board Approved (yes/no): “Yes” is selected.

20. District Governing Board Approval Date: A historical date is entered.

✓ **Course Report** – The course report reflects all courses listed in the Narrative Item 3. Program Requirements (general education courses are not required to be attached to the proposal).

- ✓ **Supporting Documentation – Course Outlines of Record (CORs);** a COR is attached for each course listed in the Narrative Item 3. Program Requirements (general education courses are not required to be attached to the proposal).
- ✓ **Supporting Documentation – Transfer Documentation;** If applicable, articulation and transfer reports 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.) are attached.
- ✓ **Supporting Documentation – Narrative Items #1-7** are complete; refer to the aforementioned discussion for details.

If the program goal (selected in field #3 above) is “**Career Technical Education (CTE)**” or “**Career Technical Education (CTE) and Transfer**” and the program is NOT an apprenticeship, then the following additional supporting documentation is attached:

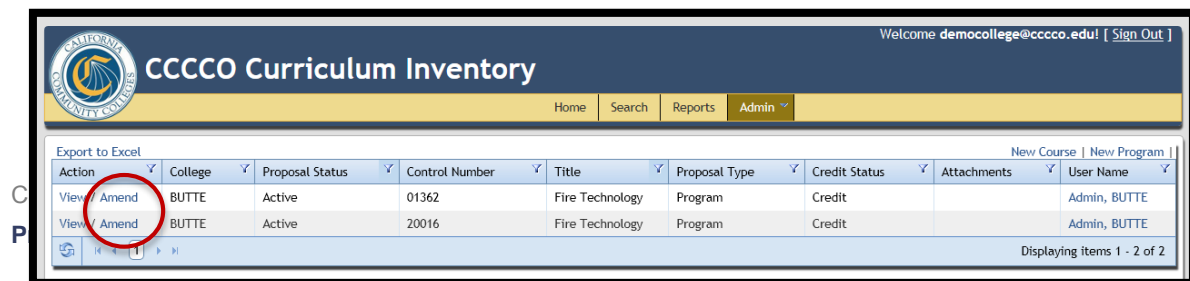
- ✓ **Supporting Documentation – Labor Market Information (LMI) & Analysis** is complete and demonstrates that jobs are available for program completers within the local service area of the individual college and/or that job enhancement or promotion justifies the proposed curriculum.
- ✓ **Supporting Documentation – Advisory Committee Recommendations** including (1) a list of advisory committee members, (2) minutes of committee meetings highlighting the action to approve the proposed program, and (3) a description of how program design aligns with committee recommendations.
- ✓ **Supporting Documentation – Regional Consortia Approval Meeting Minutes** clearly indicating the action to approved the proposed program.

If the program is an **apprenticeship**, then the following additional supporting documentation is attached:

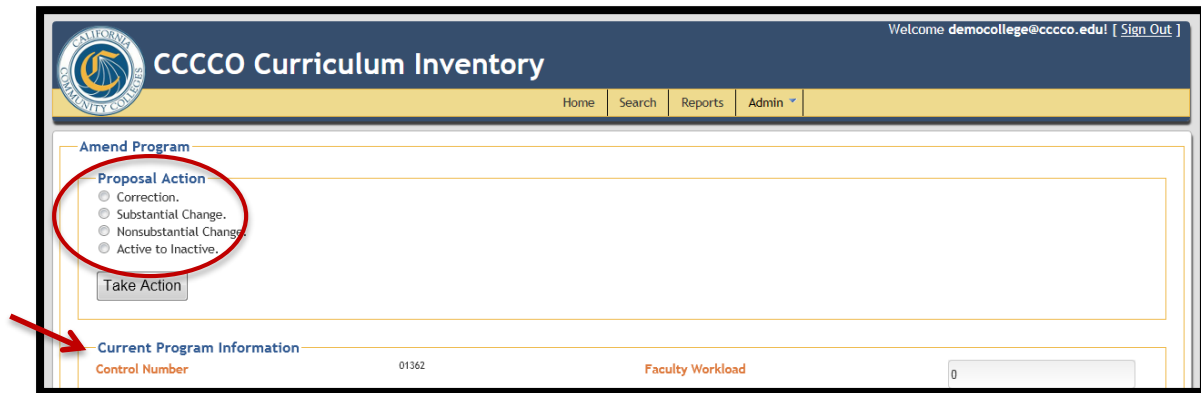
- ✓ **Supporting Documentation – Labor Market Information (LMI) & Analysis** is complete and demonstrates that jobs are available for program completers within the local service area of the individual college and/or that job enhancement or promotion justifies the proposed curriculum.
- ✓ **Supporting Documentation – California Division of Apprenticeship Standards (DAS) Approval Letter** is attached indicating the “file number” assigned to the program by the DAS.

Amending an Existing Proposal

To amend an existing traditional associate degree proposal, 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 record (red circle shown below).



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 under the section titled *Current Program Information* (red arrow shown below).



Depending upon the action selected, 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. Amend action choices include: *Correction*, *Substantial Change*, *Nonsubstantial Change*, or *Active to Inactive* (note: if the selected proposal was previously made *Inactive* then the option *Inactive to Active* would appear). Amend action definitions are provided in Section One, Table Six of the *Handbook* and discussed below.

Amend: Correction – An action to correct a value previously reported in error. This action will not issue a new control number. A correction will allow editing to all fields. Correct the proposal fields (and if needed supporting documentation) in the record. After desired correction(s) are made, click *Save*. 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.

Amend: Substantial Change – An action to create a new program record based upon an active program record.

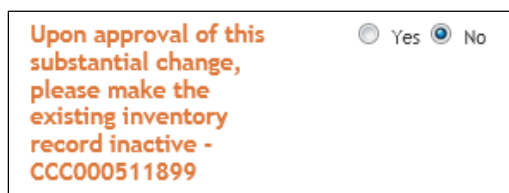
Examples of substantial changes include:

- 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.

This action will initiate a new control number. Upon approval, the submitted proposal will be assigned a new program control number. Some colleges choose to keep both program proposals active. Unless requested as part of the substantial change, the CCC Curriculum Inventory does not automatically inactivate the original (old) program record after a (new) substantial change proposal is approved (and a new, second program control number is assigned). To request that the original record is made inactive immediately upon approval of the substantial change – select *Yes* for the radio button corresponding to the option shown in the CCC Curriculum Inventory proposal fields (sample shown on the following page – note the original record control number that will be made inactive is provided in the field).



Upon approval of this substantial change, please make the existing inventory record inactive - CCC000511899

Yes No

It is critical to use this feature with caution as prematurely inactivating a record may cause issues with local college MIS data needs for statewide reporting.

For a substantial change, all proposal fields will be unlocked for editing. Make desired changes to the proposal fields and/or supporting documentation. For all substantial change proposals, the same supporting documentation is required for the substantial change proposal as would be required of a new program submission.

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 and attached Course Outlines of Record (CORs) 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). If the program goal includes Transfer, then new transfer documentation should also be included in the proposals.

A revised Narrative (items 1-7) is required (refer to the aforementioned discussion for details) as supporting documentation. (Note: the sole exception for the revised narrative is if the college is creating a new Associate Degree for Transfer (ADT), then only Narrative items #1-2 are required –

please see Appendix B for details.) For each Narrative Item, please provide the context, justification and details of the proposed change(s) where appropriate in the document.

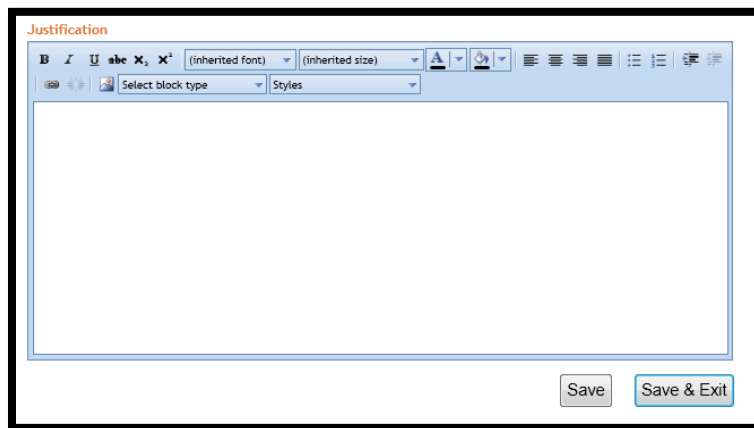
If the program goal (selected in proposal field #3) is “Career Technical Education (CTE)” or “Career Technical Education (CTE) and Transfer” and the program is NOT an apprenticeship, then the following additional supporting documentation is required for a substantial change:

- ✓ **Supporting Documentation – Labor Market Information (LMI) & Analysis** is complete and demonstrates 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.
- ✓ **Supporting Documentation – Advisory Committee Recommendations** including (1) a list of advisory committee members, (2) minutes of committee meetings highlighting the action to approve the proposed program, and (3) a description of how program design aligns with committee recommendations.
- ✓ **Supporting Documentation – Regional Consortia Approval Meeting Minutes** clearly indicating the action to approved the proposed program.

If the program is an **apprenticeship**, then the following additional supporting documentation is required for a substantial change:

- ✓ **Supporting Documentation – Labor Market Information (LMI) & Analysis** is complete and demonstrates 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.
- ✓ **Supporting Documentation – California Division of Apprenticeship Standards (DAS) Approval Letter** is attached indicating the “file number” assigned to the program by the DAS.

Finally, describe the change(s) and rationale for the changes in the *Justification* box (shown below) in the proposal.



After
change(s)

desired
are made,

save the proposal, complete the validation process, and submit the proposal to the Chancellor's Office for review.

After submission, notations will appear in the proposal (shown in green brackets) indicating the old or former program record data. This distinction will enable Chancellor's Office staff to expedite review of the proposed change(s).

Amend: Nonsubstantial Change – An action to change an active course record that will not initiate a new 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)).
- degree unit changes
- Addition to or removal of courses from an existing approved program

For a nonsubstantial change, select proposal fields will be unlocked for editing. Make desired changes to the proposal fields and/or supporting. Unless revised as a component of the desired nonsubstantial change, original supporting documentation (such as the program narrative, transfer documentation, CORs, etc.) should remain attached to the proposal.

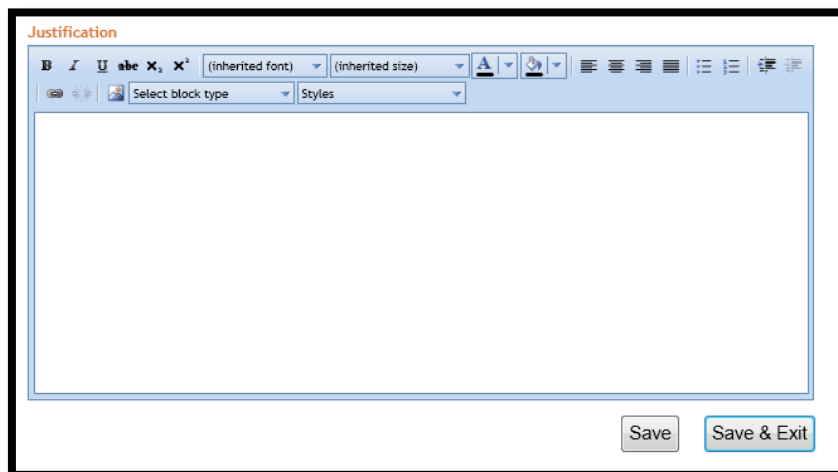
If the nonsubstantial change entails adding or removing courses from an existing program and/or the total number of required unit changes, the following is required:

- 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).
- If the selected associate degree program goal includes Transfer (equals “Transfer” or “Career Technical Education (CTE) and Transfer”), submit revised Transfer Documentation (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 “Career Technical Education (CTE) and Transfer” or “Career Technical Education (CTE)” does not require regional consortium approval.

Next, describe the change(s) and rationale for the changes in the *Justification* box (shown below) 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.

After submission, notations will appear in the proposal (shown in green brackets) indicating the old or former course record data. This distinction will enable Chancellor's Office staff to expedite review of the proposed change(s).

Amend: Correction vs. Substantial Change vs. Nonsubstantial Change for Qualitative Program Data?

Qualitative changes to a program may or may not include changes to MIS Course Data Elements. When no changes to MIS Student Program Data Elements (such as SP01 or SP02) are made, determining which type of amend action to select is subjective. The following provides a general framework for a college to use when making this determination.

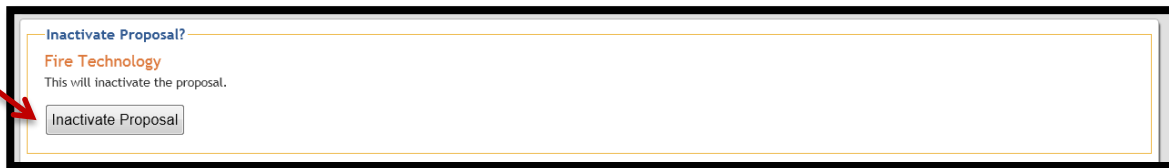
Correction – Changes include no substantive changes to the program. Changes typically include grammar, updates to department/division naming conventions, clarification to narrative items. In addition, with the migration of curriculum records from a paper-based system to an online repository – some records are incomplete – thus the correction feature may be used to update or complete the record. For example, an active program record in the CCC Curriculum Inventory that does not have program CORs or a Narrative attached as supporting documentation may be updated using the correction feature (clicking on *Amend > Take Action > Correction*, adding the CORs and/or Narrative as supporting documentation, and clicking on *Save*).

Substantial Change – If the qualitative content of a program has substantially changed, a new program control number is required. Put differently, this substantially changed program is

in essence a “new program” and requires its own unique control number. Either a proposal for a substantial change to an existing program or a proposal for a new program may be submitted to the Chancellor's Office – the college may decide which type of submission is made via the CCC Curriculum Inventory. What matters most is to ensure a control number is assigned and the college retains active control numbers for MIS reporting of student enrollment. The interpretation of “substantially changed” qualitative content refers to the extent to which college faculty deem changes as substantially or fundamentally changing the program design and course content required in accordance with Title 5 sections 55130 (Approval of Credit Programs) and 55002 (Standards and Criteria for Courses).

Nonsubstantial Change – If the qualitative content required in Title 5 sections 55130 (Approval of Credit Programs) and 55002 (Standards and Criteria for Courses) is beyond the scope of a correction but has not substantially changed, then a new program control number is not required.

Amend: Active to Inactive – An action to make an active degree inactive. This action will not issue a new control number. No validation process is required for this action prior to submitting the proposal to the Chancellor’s Office. After selecting *Amend* and *Active to Inactive* as the desired Proposal Action, the confirmation screen (shown below) will appear. Click the *Inactive Proposal* button (red arrow shown below).



Important Note: A proposal to make a program inactive is made effective in the CCC Curriculum Inventory system immediately upon submission (no Chancellor's Office review or approval is required). Respectively, when a program is inactive in the CCC Curriculum Inventory, the program record will not appear in the Public Search Tool results; however, the program record will remain in the Inventory for historical reference and use.

Amendment: Inactive to Active – An action to reactivate an active program which was previously made inactive. This action will not initiate a new control number. No validation process is required for this action prior to submitting the proposal to the Chancellor’s Office.

After selecting *Amend* and *Inactive to Active* as the desired Proposal Action, the confirmation screen (shown on the following page) will appear. Click the *Activate Proposal* button (red arrow shown on the following page).



Activate Proposal?

MATH-7

This will Activate the proposal.

Activate Proposal

Important Note: A proposal to make a program active is effective in the CCC Curriculum Inventory system immediately upon submission. Respectively, when a program is active in the CCC Curriculum Inventory, the program record will appear in the Public Search Tool results.

Appendix D:

Proposal Development Guide for a Certificate of Achievement
(Credit)

BACKGROUND

This guide outlines requirements specific to submitting a Certificate of Achievement (referred herein as “certificate”) to the California Community Colleges Chancellor's Office for review. 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 for a college to award a Certificate of Achievement.

A 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.

Submission of Certificates of Achievement requiring 12 to fewer than 18 semester (or 18 to fewer than 27 quarter) units to the Chancellor's Office for review has many benefits; for example, the certificate will be represented in the CCC Curriculum Inventory Public Search Tool of Chancellor's Office approved programs. Similarly, after approval, the certificate is assigned a program control number and included in the Chancellor's Office (Management Information System) for use when reporting metrics (such as award and completion rates). The Chancellor's Office MIS is the primary source of data referenced to provide data presented in the Student Success Scorecard and Salary Surfer tools.

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.” Respectively, this guide is not intended for use in developing credit certificates (not awarded as a Certificate of Achievement) which are not submitted to the Chancellor's Office for review.

Please note:

- Proposal requirements unique to a certificate with a program goal of “Career Technical Education (CTE)” or “Career Technical Education (CTE) and Transfer” are shown in red.
- Special instructions and requirements for an Apprenticeship proposal are noted.
- Refer to section three (Credit Curriculum) of this *Handbook* for an overview of Certificates of Achievement as well as a unique type of Certificates of Achievement in CSU-GE-Breadth or IGETC pursuant to Title 5, section 55070.

This guide is divided into the following sub-sections related to submitting a new certificate proposal:

- **Curriculum Inventory Proposal Fields** – items you enter directly into the CCC Curriculum Inventory. Fields entail the first step in developing a curriculum proposal. Please note: Forms are no longer used for curriculum submissions.
- **Supporting Documentation** – items you attach to the curriculum proposal.
- **Submission Checklist** – a summary of proposal requirements in a checklist format for review prior to submitting a proposal to the Chancellor's Office.

In addition, the final sub-section describes how to amend an existing associate degree proposal:

- **Amend** – taking action to make a correction, substantial change, nonsubstantial change, or change in active/inactive status of a proposal.

For related curriculum topics and technical guidance on using the CCC Curriculum Inventory, please refer to preceding sections of this *Handbook*.

CCC Curriculum Inventory PROPOSAL FIELDS

Proposal information is entered directly into each CCC Curriculum Inventory proposal field by typing, selecting from a drop-down menu, or clicking on a yes/no radio button. Proposal fields marked with [SPXX] refer to the MIS Student Program (SP) Data Elements in the Data Element Dictionary. Appropriately coding data during the program development process is essential to properly tracking, reporting, and funding program 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.

After signing into the CCC Curriculum Inventory, click on the *New Program* hyperlink at the top right of the proposals queue. Next, select the desired **SP02: Program Award** as shown below (two certificate options are available: B – Certificate of Achievement: 12 to fewer than 18 semester (or 18 to fewer than 27 quarter) units and C – Certificate of Achievement: 18 or greater semester (or 27 or greater quarter) units).

The screenshot shows the 'New Program' form in the CCC Curriculum Inventory system. The header includes the California Community Colleges logo and the text 'Welcome democollege@ccco.edu | Sign Out'. The main content area has a 'Back to List' link and a 'New Program [CCCO]' section. Under 'SPO2: Program Award', a dropdown menu is open, displaying the following options: A - A.A. Degree, S - A.S. Degree, Y - A.A.-T Degree, X - A.S.-T Degree, 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, and - Noncredit Program. Other form fields include 'Program Title', 'Program Goal', and 'SPO1: Program TOP Code'. At the bottom of the form are 'Save' and 'Save & Exit' buttons.

A special note for users whom reconcile MIS data with the CCC Curriculum Inventory: In the CCC Curriculum Inventory, "C" is used to denote Certificates of Achievement for 18 or greater semester (or 27 or greater quarter) units. This "C" reconciles with the Management Information

Systems (MIS) Data Element Dictionary (DED) three classifications for a Certificate of Achievement unit breakdowns (specifically, DED coding of L, T, and F).

Select only one program award. After a selection is made, the proposal will automatically recalibrate and the following fields are shown:

[Back to List](#)

New Program [CCCCO]

1 SP02: Program Award	B - Certificate of Achiev <input type="text"/>	8 Faculty Workload	<input type="text"/>
2 Program Title	<input type="text"/>	9 New Faculty Positions	<input type="text"/>
3 Program Goal	<input type="text"/>	10 New Equipment	<input type="text"/>
4 SP01: Program TOP Code	<input type="text"/>	11 New/Remodeled Facilities	<input type="text"/>
5 Required Certificate Units Minimum	<input type="text"/>	12 Library Acquisitions	<input type="text"/>
Required Certificate Units Maximum	<input type="text"/>	13 Program Review Date	<input type="text"/>
6 Annual Completers	<input type="text"/>	14 Gainful Employment	<input type="radio"/> Yes <input checked="" type="radio"/> No
7 Net Annual Labor Demand(CTE only)	<input type="text"/>	15 Apprenticeship	<input type="radio"/> Yes <input checked="" type="radio"/> No
		16 Distance Education	<input type="text"/>
		17 CTE Regional Consortium Approved	<input type="radio"/> Yes <input checked="" type="radio"/> No
		18 District Governing Board Approved	<input type="radio"/> Yes <input checked="" type="radio"/> No
		19 District Governing Board Approval Date	<input type="text"/>

20

1. SP02: Program Award: The previously selected program award (Certificate of Achievement) is shown.

2. Program Title: Enter the exact title that is proposed for the catalog. The title must clearly and accurately reflect the scope and level of the program. Do not include descriptors, such as “with an emphasis,” “degree,” “certificate,” “transfer” or “for transfer” in the program title. Note: the

Certificate of Achievement in CSU-GE and Certificate of Achievement in IGETC are reserved for certificates that comply with Title 5, section 55070.

3. Program Goal: Select the appropriate program goal from the following two options: **Career Technical Education (CTE)** or Other – Designed to meet community needs. For a proposed program that is categorized by a TOP code that is designated as vocational or Career Technical Education (CTE) as denoted with an asterisk (*), the program goal selected must be **“Career Technical Education (CTE).”** Pursuant to Title 5, section 55070, Certificates of Achievement CSU-GE-Breadth or IGETC may have a program goal of transfer.

Refer to the section two (Comprehensive Curriculum Topics) of this *Handbook* for a detailed discussion of each program goal type.

4. SP01: Program TOP Code: Select an appropriate TOP code using the drop-down menu. An asterisk (*) denotes a vocational TOP code. The *Taxonomy of Programs (TOP) Code Manual, 6th Edition* may be accessed under the *Admin > Resources* tab in the *CCC Curriculum Inventory*.

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, thus the program top code will reflect the majority of required certificate courses.

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 should contact the Chancellor’s Office. The Chancellor’s Office may change the proposed TOP code, if necessary, and will notify the college.

5. Required Certificate Units – Minimum & Maximum: Enter the (minimum and maximum) number of semester or quarter units required 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. Do not convert quarter units to semester unit equivalents. If the units required are the same (not a range), then enter the same number in both (min/max) fields.

6. Annual Completers: Enter the number of students projected to be awarded the certificate each year after the program is fully established. The estimation submitted for annual completers should be reasonable in light of historical completion rates. As a point of reference, refer to the Chancellor’s Office Data Mart (www.cccco.edu click on the *DATAMART* hyperlink on the top right header) for historical completion rates by academic year for each TOP Code. An explanation for this entry must be provided in the Narrative Item 5. Enrollment and Completer Projections. The number entered must be greater than zero.

7. Net Annual Labor Demand: For programs with a selected program goal of “Career Technical Education (CTE)” or “Career Technical Education (CTE) and Transfer,” enter 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. The number entered here must be explicitly stated and consistent with the Labor Market Information and Analysis provided as Supporting Documentation. The figure entered must be greater than zero.

8. Faculty Workload: Enter the number of full-time equivalent faculty (FTEF) that will be dedicated to teaching in the certificate during the first full year of operation, regardless of whether they are new or existing faculty. The number must be entered as a decimal—for example, one and a quarter FTEF would be entered as 1.25. This estimate is not the number of FTES (full time equivalent students) expected to be generated by the program. Typically, a college will enter approximately 0.5 to 7.0 FTEF as *Faculty Workload* for a proposed program.

9. New Faculty Positions: Enter the number (not FTEF) of separately identified new faculty 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 certificate and no plans exist to hire new faculty, enter 0 (zero).

Refer to Title 5, Subchapter 4. Minimum Qualifications, sections 53400 thru 53430 for requisites for faculty positions.

10. New Equipment: If new equipment will be acquired for the certificate, estimate (in dollars) the total cost from all sources, including district and state funds. If no new equipment will be acquired for the degree, enter zero (0).

11. New/Remodeled Facilities: If new or remodeled facilities will be acquired for the certificate, estimate (in dollars) the cost from all sources, including district and state funds. If no new or remodeled facilities will be acquired for the certificate, enter zero (0).

12. Library Acquisitions: If new library and learning resources materials will be acquired for the certificate, estimate (in dollars) the total cost for all materials. If no new library and learning resource materials will be acquired for the certificate, enter zero (0).

13. Program Review Date: Enter the month and year of the first scheduled review of the degree after it has been approved. For a degree with a program goal of “Career Technical Education (CTE)” or “Career Technical Education (CTE) and Transfer,” pursuant to Education Code section 78016, the degree must be reviewed every two (2) years.

14. 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’s 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.

15. Apprenticeship (yes/no): Select “No” if the program is not an apprenticeship. Select “Yes” if the program is an apprenticeship with approval from the Division of Apprenticeship Standards. If “Yes” is selected, the following additional proposal fields will appear and are required:

Employer or Joint Apprenticeship Committee (JAC) Sponsor: Enter the Name, Address, and Telephone Number of the Sponsor.

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]

It is important to note that a credit apprenticeship proposal must also have a corresponding program goal (selected in field #3 above) of “**Career Technical Education (CTE)**” or “**Career Technical Education (CTE) and Transfer.**”

16. Distance Education: Indicate the extent to which the courses associated with the certificate are conducted via distance education; four choices are available, 0%, 1-49%, 50-99%, or 100%. Refer to Section Two (Comprehensive Curriculum Topics) of this *Handbook* for a detailed discussion of distance education.

17. CTE Regional Consortium Approved (yes/no) – For programs with a selected program goal of “**Career Technical Education (CTE)**” or “**Career Technical Education (CTE) and Transfer,**” by selecting “yes,” the college certifies that the certificate was approved by the CTE regional consortium (including delegated authority), pursuant to Title 5 section 55130(b)(8)(E). For a program with a selected goal that does not include Career Technical Education (CTE), this field is not shown or required.

18. District Governing Board Approved (yes/no) – By selecting “yes,” the college certifies that the certificate was approved by the governing board of the district (including delegated authority), pursuant to Title 5 section 55130.

19. District Governing Board Approval Date – Enter the corresponding historical date in which the governing board of the district (or delegated authority) approved the certificate, pursuant to Title 5 section 55130.

20. After completing the aforementioned fields, click the *Save* button at the bottom of the page. Next, the required *Course Report* box and section for adding *Supporting Documentation* will appear (shown below).



Course Report: In the *Course Report* box, click on the *Add/Remove (+/-)* icon shown at the top right corner. Add all courses required for the degree. As each course is added, the CCC Curriculum Inventory will automatically generate a dynamic *Course Report* shown within the proposal. This report must reconcile with the courses listed in the Narrative Item 3. Program Requirements.

In addition, the *Supporting Documentation* box will appear (shown below).



SUPPORTING DOCUMENTATION

All credit certificate proposals (including apprenticeships) require the following supporting documentation:

- **Narrative** - describing the development of the certificate, addressing items outlined in the following sub-section.
- **Course Outlines of Record** (for each course listed on the Course Report and Narrative Item 3. Program Requirements). General education course outlines are not required to be attached to the proposal.
- **Transfer Documentation – If Applicable** –A certificate with a program goal including “Transfer” prepares students to continue study in the same or similar area at a baccalaureate-granting institution; refer to section three of this Handbook for Certificate of Achievement in CSU-GE-Breadth and IGETC for details.

ADDITIONAL SUPPORTING DOCUMENTATION – CTE (excluding apprenticeships)

Please note: the following discussion does not apply to apprenticeships. Refer to the next sub-section for a description of additional supporting documentation required for credit apprenticeship proposals.

If the selected program goal is “Career Technical Education (CTE),” then the following are required as additional supporting documentation:

1. **Labor Market Information (LMI) & Analysis** – current labor market information and analysis, or other comparable information, must show that jobs are available for program completers within the local service area of the individual college and/or that job enhancement or promotion justifies the proposed curriculum. Refer to Section Three (Credit Curriculum) of this Handbook for a detailed discussion of Labor Market Information (LMI) & Analysis.
2. **Advisory Committee Recommendation:** This document (in a single attachment) must include the following three components (1) demonstrate how the advisory committee is comprised of typical/prospective employers, discipline faculty from transfer institutions, entrepreneurs, or others qualified to provide guidance in developing and reviewing the program by providing a **list of advisory committee member names, job titles, and business affiliations**. (2) **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. (3) **Summary of the advisory committee recommendations** and discuss how the proposed program aligns with the recommendations. 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.
3. **Regional Consortia Approval Meeting Minutes** – California community colleges are organized into 10 economic regions (www.cccaoc.org), 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

In addition to Advisory Committee recommendation for approval (with a motion approved in meeting minutes), Title 5, section 55130(b)(8)E, also requires that **credit** programs be reviewed by Regional Consortia, when applicable. Consequently, proposals for credit programs with a selected program goal of “Career Technical Education (CTE),” must also include a recommendation for approval from the appropriate Career Technical Education Regional Consortium. **Minutes of the regional consortia meeting(s) at which the program was discussed and approved must be included.** The recommendation should be clearly stated with a motion approved in the meeting minutes. 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.

SUPPORTING DOCUMENTATION – APPRENTICESHIP

Note: Advisory Committee and Regional Consortia approval meeting minutes are NOT required for an apprenticeship proposal.

If the proposed program is an apprenticeship, then the following two items are required as additional supporting documentation:

- **Labor Market Information (LMI) & Analysis** – current labor market information and analysis, or other comparable information, must show that jobs are available for program completers within the local service area of the individual college and/or that job enhancement or promotion justifies the proposed curriculum. Refer to Section Three (Credit Curriculum) of this Handbook for a detailed discussion of Labor Market Information (LMI) & Analysis.
- **California Division of Apprenticeship Standards (DAS) Approval Letter** – Ensure the approval letter includes the “file number” assigned to the apprenticeship by the DAS.

NARRATIVE TEMPLATE for a Certificate of Achievement

Please adhere to the following format conventions:

- Use the heading (item) and numbering convention (for example: Item 1. Program Goals and Objectives).
- Ensure the description provided under each item is removed from the narrative prior to submission.

Item 1. Program Goals and Objectives

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

Based upon the 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. For example, a program must be directed at the appropriate level for community colleges—that is, it must not be directed at a level beyond the certificate or the first two years of college. Similarly, a program must address a valid transfer, occupational, basic skills, civic education, or lifelong learning purpose. The program may not be primarily avocational or recreational. The statement of goals and objectives serves to define the degree over time and is one of the major factors in determining whether future changes to the degree are considered substantial or nonsubstantial for Chancellor’s Office review purposes.

If the certificate program goal selected is “**Career Technical Education (CTE)**,” then the statement must include the main competencies students will have achieved that are required for a specific occupation. The 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.

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. If the certificate program goal selected is “**Other – Designed to Meet Community Needs**,” then the statement must, at a minimum, explain in detail how the degree was designed to meet community needs in accordance with the community college mission. Describe how the degree embodies a pattern of learning experiences that are focused on specific capabilities or knowledge areas.

Student Selection and Fees: **If the program is selective**, describe relevant entry criteria, the selection process for admission to the program, and compliance with provisions of Title 5, sections 55201 and 58106. Similarly, **specify all mandatory fees** (for materials, insurance, travel, and/or uniforms) 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.

Item 2. Catalog Description

The catalog description must be entered exactly as it will appear in the college catalog. The description must also:

- Convey the certificate’s goal(s) and objectives; suggest how they differ from the goals and objectives of other programs
- Provide an overview of the knowledge and skills that students who complete the requirements must demonstrate (student learning outcomes)
- List all prerequisite skills or enrollment limitations
- 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.
- **If the certificate program goal selected is “Career Technical Education (CTE),” then the description must list the potential careers students may enter upon completion.**
- If applicable, reference accrediting and/or licensing standards including an explanation of any departures from the standards. 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 description will specify whether the program will fully prepare completers for the recognized professional certification.

The description must also convey 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.

Item 3. Program Requirements

The program requirements must be consistent with the catalog description (as entered in Item 2 above). 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 and required or restricted electives), subtotal of core units, and total program units. For each course, indicate the course department number, course title, and unit value.

Course Sequence – ensure the program requirements demonstrate how the required courses must be completed in sequence by term (semester or quarter), including prerequisite courses if applicable. 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. Ensure the general education requirement pattern(s) specified does not constrain students' individual general education choices unless specific general education courses are recommended to enhance student preparation for a field of study. The program requirements table may include the course sequence (as shown in the sample below) or the course sequence may be shown separate from the program requirements table, so long as both are addressed in item three of the narrative.

A **sample** table format (with program requirements and course sequence combined) is shown on the following page (for illustration purposes only):

Certificate of Achievement: Administration of Justice

Requirements	Dept. Name/#	Name	Units	Sequence
Required Core (6 units)	ADMJ 50	Introduction to Justice	3	Yr 1/2, Fall
	ADMJ 60	Criminal Law	3	Yr 1, Spring
Four Electives (12 units)	ADMJ 40	Juvenile Justice Procedures	3	Yr 1/2, Fall
	ADMJ 55	Introduction to Correctional	3	Yr 2, Spring
	ADMJ 61	Science	3	Yr 1, Summer
	ADMJ 63	Evidence	3	Yr 1, Fall/Spring
	ADMJ 70	Criminal Investigation	3	Yr 2, Fall/Spring

Required Core Total: 6 units
TOTAL UNITS: 18 units

Proposed Sequence:
Year 1, Fall = 6 units
Year 1, Spring = 6 units
Year 1, Summer = 3 units
Year 2, Fall = 3 units
TOTAL UNITS: 18 units

Or

Year 1, Fall = 9 units
Year 1, Spring = 9 units
TOTAL UNITS: 18 units

If the program goal selected is “**Career Technical Education (CTE)**,” then the set of requirements 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.

Item 4. Master Planning

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

This discussion may include some history of the program proposal origins, a description of the program purpose, and/or the program’s relevancy for the region and college including related community support.

The proposal must demonstrate a need for the program that meets the stated goals and objectives in the region the college proposes to serve with the certificate. Furthermore, a proposed new certificate must not cause undue competition with an existing program at another college. Need is determined by multiple factors, including the 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.

If any expenditure values were entered in proposal fields #12-13 (as discussed in Section One of this Guide), then please explain the specific needs for facilities and equipment 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. 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.

If applicable, this section may also be used to justify program objectives or the inclusion of a given course as a requirement. Similarly, low-unit (fewer than 18 semester or 27 quarter units) and high-unit programs must be addressed in this section by providing a rationale for the additional unit requirements (e.g.; mandate, law, baccalaureate requirement, etc.). Finally, if the selected program goal is “Other – Designed to meet local community needs,” then a description of the community or other need leading to the program development is required.

Similarly, for a program with a selected goal of “Career Technical Education (CTE),” 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.

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.

Item 5. Enrollment and Completer Projections

This item should justify the number of projected students or “annual completers” to be awarded the certificate each year after the program is fully established as entered into the CCC Curriculum Inventory proposal field (discussed in sub-section one of this Guide). The justification must include either: (A) enrollment (student headcount) data or (B) a survey of prospective students and completer projections information.

(A) Enrollment Data

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.

As a point of reference, refer to the Chancellor's Office Data Mart (www.cccco.edu click on the DATAMART hyperlink on the top right header) for historical completion rates by academic year for each TOP Code.

(B) Survey

In the case of a survey, the survey questionnaire, a description of the population surveyed, and survey results must be included.

If the associate degree program goal selected is “**Career Technical Education (CTE)**,” then the enrollment and completer projections must be compared to the net annual labor demand projection entered into the CCC Curriculum Inventory field and stated in the Labor Market Information and Analysis provided as Supporting Documentation. The data must demonstrate adequate demand for the completer projections entered in the CCC Curriculum Inventory field.

Item 6. Place of Program in Curriculum/Similar Programs

Before completing this section, review the college’s existing program inventory in the CCC Curriculum Inventory, then address the following questions:

- d) Do any active inventory records need to be made inactive or changed in connection with the approval of the proposed program? If yes, please specify.
- e) Does the program replace any existing program(s) on the college’s inventory? Provide relevant details if this program is related to the termination or scaling down of another program(s).
- f) What related programs are offered by the college?

Item 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 than similar programs at other colleges, 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.

SUBMISSION CHECKLIST

This submission checklist provides a quick reference check for certificate proposal requirements; please refer to sections 1-3 of this guide for a detailed discussion of each requirement.

✓ **Proposal fields #1-19** – All fields are complete, no fields are left blank. Please refer to section one of this guide for a detailed description of requirements unique to each field.

1. SP02: Program Award: Certificate of Achievement is selected as the program award.

2. Program Title: Entered as it will appear in the catalog; does not include descriptors, such as “with an emphasis,” “degree,” “certificate,” “transfer” or “for transfer.”

3. Program Goal: **Career Technical Education (CTE)** or Other – Designed to meet community needs is selected. The sole exceptions for Certificates of Achievement which may have a program goal of transfer are those in CSU-GE-Breadth or IGETC, pursuant to Title 5, section 55070.

For a proposed program that is categorized by a TOP code that is designated as vocational or Career Technical Education (CTE) as denoted with an asterisk (*), the program goal selected must be “**Career Technical Education (CTE).**”

4. SP01: Program TOP Code: An appropriate TOP code is selected.

5. Required Certificate Units – Minimum & Maximum: The (minimum and maximum) number of semester or quarter units required including course requirements, restricted electives, and other completion requirements is entered. If the units required are the same (not a range), the same number is entered in both (min/max) fields.

6. Annual Completers: The number of students projected to be awarded the degree each year after the program is fully established is entered and reconciles with the Narrative Item 5. Enrollment and Completer Projections. The number entered is greater than zero.

7. Net Annual Labor Demand: For programs with a selected program goal of “Career Technical Education (CTE),” 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 is entered. The number is explicitly stated and consistent with the Labor Market Information and Analysis provided as Supporting Documentation. The figure entered is greater than zero.

8. Faculty Workload: The number of full-time equivalent faculty (FTEF) that will be dedicated to teaching in the degree during the first full year of operation, regardless of whether they are new or existing faculty is entered as a decimal.

9. New Faculty Positions: The number (not FTEF) of separately identified new faculty positions, both part- and full-time is entered.

10. New Equipment: If new equipment will be acquired for the degree, an estimate (in dollars) is provided. If no new equipment will be acquired for the degree, zero (0) is entered.

11. New/Remodeled Facilities: If new or remodeled facilities will be acquired for the degree, an estimate (in dollars) is provided. If no new or remodeled facilities will be acquired for the degree, zero (0) is entered.

12. Library Acquisitions: If new library and learning resources materials will be acquired for the degree, an estimate (in dollars) is provided. If no new library and learning resource materials will be acquired for the degree, zero (0) is entered.

13. Program Review Date: A future date is entered; **for a degree with a program goal of “Career Technical Education (CTE),” pursuant to Education Code section 78016, the degree must be reviewed every two (2) years.**

14. Gainful Employment (yes/no): If the program meets U.S. Department of Education gainful employment criteria is indicated.

15. Apprenticeship (yes/no): “No” is selected if the program is not an apprenticeship. “Yes” if the program is an apprenticeship with approval from the Division of Apprenticeship Standards and the following additional proposal fields are complete:

Employer or Joint Apprenticeship Committee (JAC) Sponsor: The Name, Address, and Telephone Number of the Sponsor are entered.

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

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

It is important to note that a credit apprenticeship proposal must also have a corresponding program goal (selected in field #3 above) of “**Career Technical Education (CTE)**.”

16. Distance Education: The extent to which the courses associated with the certificate are conducted via distance education is indicated.

17. CTE Regional Consortium Approved (yes/no) – For programs with a selected program goal of “**Career Technical Education (CTE)**” or “**Career Technical Education (CTE) and Transfer**,” “**Yes**” is selected. For a program with a selected goal that does not include Career Technical Education (CTE), this field is not shown or required.

18. District Governing Board Approved (yes/no): “Yes” is selected.

19. District Governing Board Approval Date: A historical date is entered.

- ✓ **Course Report** – The course report reflects all courses listed in the Narrative Item 3. Program Requirements (general education courses are not required to be attached to the proposal).
- ✓ **Supporting Documentation – Course Outlines of Record (CORs);** a COR is attached for each course listed in the Narrative Item 3. Program Requirements (general education courses are not required to be attached to the proposal).
- ✓ **Supporting Documentation – Transfer Documentation;** If applicable, articulation and transfer reports 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.) are attached.
- ✓ **Supporting Documentation – Narrative Items #1-7** are complete; refer to the aforementioned discussion for details.

If the program goal (selected in field #3 above) is “**Career Technical Education (CTE)**” and the program is NOT an apprenticeship, then the following additional supporting documentation is attached:

- ✓ **Supporting Documentation – Labor Market Information (LMI) & Analysis** is complete and demonstrates 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.
- ✓ **Supporting Documentation – Advisory Committee Recommendations** including (1) a list of advisory committee members, (2) minutes of committee meetings highlighting the action to approve the proposed program, and (3) a description of how program design aligns with committee recommendations.
- ✓ **Supporting Documentation – Regional Consortia Approval Meeting Minutes** clearly indicating the action to approved the proposed program.

If the program is an **apprenticeship**, then the following additional supporting documentation is attached:

- ✓ **Supporting Documentation – Labor Market Information (LMI) & Analysis** is complete and demonstrates 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.
- ✓ **Supporting Documentation – California Division of Apprenticeship Standards (DAS) Approval Letter** is attached indicating the “file number” assigned to the program by the DAS.

Amending an Existing Proposal

To amend an existing certificate proposal, 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 record (red circle shown below).

Export to Excel

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

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 under the section titled *Current Program Information* (red arrow shown on the following page).

Amend Program

Proposal Action

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

Take Action

Current Program Information

Control Number: 01362 Faculty Workload: 0



Depending upon the action selected, 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. Amend action choices include: *Correction*, *Substantial Change*, *Nonsubstantial Change*, or *Active to Inactive* (note: if the selected proposal was previously made *Inactive* then the option *Inactive to Active* would appear). Amend action definitions are provided in Section One, Table Six of the *Handbook* and discussed below.

Amend: Correction – An action to correct a value previously reported in error. This action will not issue a new control number. A correction will allow editing to all fields. Correct the proposal fields (and if needed supporting documentation) in the record. After desired correction(s) are made, click *Save*. 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.

Amend: Substantial Change – An action to create a new program record based upon an active program record.

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.

This action will initiate a new control number. Upon approval, the submitted proposal will be assigned a new program control number. Some colleges choose to keep both program proposals active. Unless requested as part of the substantial change, the CCC Curriculum Inventory does not automatically inactivate the original (old) program record after a (new) substantial change proposal is approved (and a new, second program control number is assigned). To request that the original record is made inactive immediately upon approval of the substantial change – select *Yes* for the radio button corresponding to the option shown in the CCC Curriculum Inventory proposal fields (sample

shown below – note the original record control number that will be made inactive is provided in the field).

Upon approval of this substantial change, please make the existing inventory record inactive - CCC000511899

Yes No

It is critical to use this feature with caution as prematurely inactivating a record may cause issues with local college MIS data needs for statewide reporting.

For a substantial change, all proposal fields will be unlocked for editing. Make desired changes to the proposal fields and/or supporting documentation. For all substantial change proposals, the same supporting documentation is required for the substantial change proposal as would be required of a new program submission.

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 and attached Course Outlines of Record (CORs) 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). If the program goal includes Transfer, then new transfer documentation should also be included in the proposals.

A revised Narrative (items 1-7) is required (refer to the aforementioned discussion for details) as supporting documentation. For each Narrative Item, please provide the context, justification and details of the proposed change(s) where appropriate in the document.

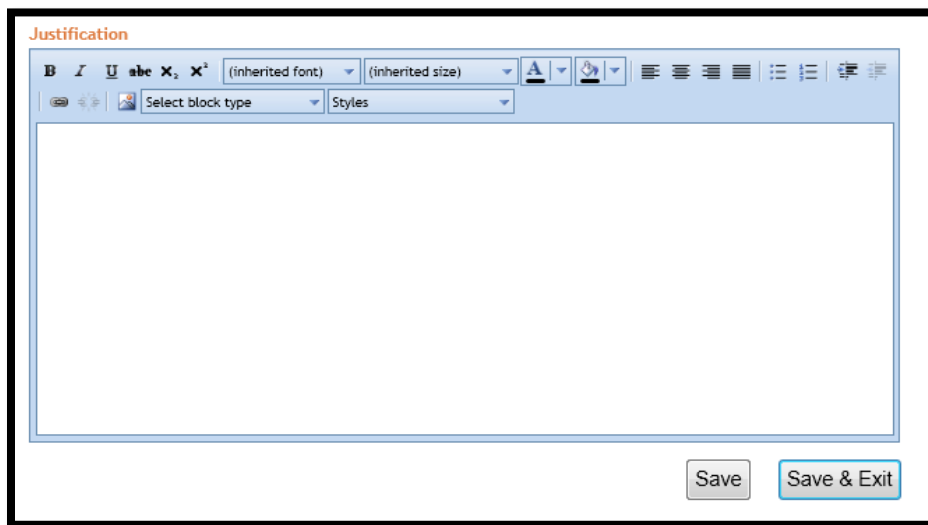
If the program goal (selected in proposal field #3) is “**Career Technical Education (CTE)**” or “**Career Technical Education (CTE) and Transfer**” and the program is NOT an apprenticeship, then the following additional supporting documentation is required for a substantial change:

- ✓ **Supporting Documentation – Labor Market Information (LMI) & Analysis** is complete and demonstrates 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.
- ✓ **Supporting Documentation – Advisory Committee Recommendations** including (1) a list of advisory committee members, (2) minutes of committee meetings highlighting the action to approve the proposed program, and (3) a description of how program design aligns with committee recommendations.
- ✓ **Supporting Documentation – Regional Consortia Approval Meeting Minutes** clearly indicating the action to approved the proposed program.

If the program is an **apprenticeship**, then the following additional supporting documentation is required for a substantial change:

- ✓ **Supporting Documentation – Labor Market Information (LMI) & Analysis** is complete and demonstrates 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.
- ✓ **Supporting Documentation – California Division of Apprenticeship Standards (DAS) Approval Letter** is attached indicating the “file number” assigned to the program by the DAS.

Finally, describe the change(s) and rationale for the changes in the *Justification* box (shown below) 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.

After submission, notations will appear in the proposal (shown in green brackets) indicating the old or former program record data. This distinction will enable Chancellor's Office staff to expedite review of the proposed change(s).

Amend: Nonsubstantial Change – An action to change an active course record that will not initiate a new 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
- Addition to or removal of courses from an existing approved program

For a nonsubstantial change, select proposal fields will be unlocked for editing. Make desired changes to the proposal fields and/or supporting. Unless revised as a component of the desired nonsubstantial change, original supporting documentation (such as the program narrative, transfer documentation, CORs, etc.) should remain attached to the proposal.

If the nonsubstantial change entails adding or removing courses from an existing program and/or the total number of required 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).
- If the selected certificate program goal includes Transfer (special circumstances), submit revised Transfer Documentation.

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.

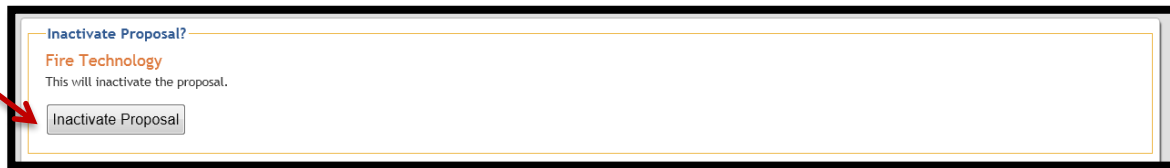
Note: A nonsubstantial change to a previously approved credit program with a program goal of “Career Technical Education (CTE)” does not require regional consortium approval.

Next, describe the change(s) and rationale for the changes in the *Justification* box (shown on the following page) in the proposal.

for a substantial change to an existing program or a proposal for a new program may be submitted to the Chancellor's Office – the college may decide which type of submission is made via the CCC Curriculum Inventory. What matters most is to ensure a control number is assigned and the college retains active control numbers for MIS reporting of student enrollment. The interpretation of “substantially changed” qualitative content refers to the extent to which college faculty deem changes as substantially or fundamentally changing the program design and course content required in accordance with Title 5 sections 55130 (Approval of Credit Programs) and 55002 (Standards and Criteria for Courses).

Nonsubstantial Change – If the qualitative content required in Title 5 sections 55130 (Approval of Credit Programs) and 55002 (Standards and Criteria for Courses) is beyond the scope of a correction but has not substantially changed, then a new program control number is not required.

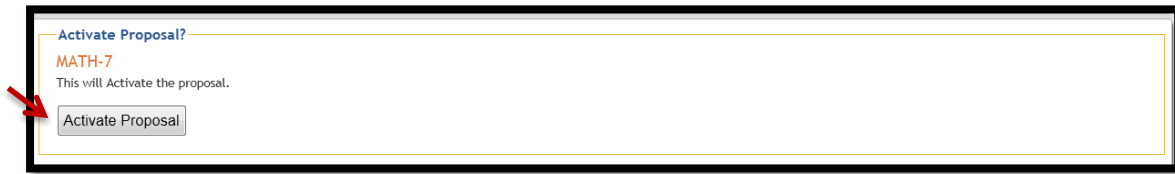
Amend: Active to Inactive – An action to make an active degree inactive. This action will not issue a new control number. No validation process is required for this action prior to submitting the proposal to the Chancellor’s Office. After selecting *Amend* and *Active to Inactive* as the desired Proposal Action, the confirmation screen (shown below) will appear. Click the *Inactive Proposal* button (red arrow shown below).



Important Note: A proposal to make a program inactive is made effective in the CCC Curriculum Inventory system immediately upon submission (no Chancellor's Office review or approval is required). Respectively, when a program is inactive in the CCC Curriculum Inventory, the program record will not appear in the Public Search Tool results; however, the program record will remain in the Inventory for historical reference and use.

Amendment: Inactive to Active – An action to reactivate an active program which was previously made inactive. This action will not initiate a new control number. No validation process is required for this action prior to submitting the proposal to the Chancellor’s Office.

After selecting *Amend* and *Inactive to Active* as the desired Proposal Action, the confirmation screen (shown below) will appear. Click the *Activate Proposal* button (red arrow shown below).



Important Note: A proposal to make a program active is effective in the CCC Curriculum Inventory system immediately upon submission. Respectively, when a program is active in the CCC Curriculum Inventory, the program record will appear in the Public Search Tool results.

Appendix E:

Proposal Development Guide for a Noncredit Course

BACKGROUND

This guide outlines requirements specific to submitting a noncredit course proposal to the California Community Colleges Chancellor's Office for review.

This guide is divided into the following sub-sections related to submitting a new noncredit course proposal:

- **Curriculum Inventory Proposal Fields** – items you enter directly into the CCC Curriculum Inventory. Fields entail the first step in developing a curriculum proposal. Please note: Forms are no longer used for curriculum submissions.
- **Supporting Documentation** – items you attach to the curriculum proposal.
- **Submission Checklist** – a summary of proposal requirements in a checklist format for review prior to submitting a proposal to the Chancellor's Office.

In addition, the final sub-section describes how to amend an existing credit course proposal:

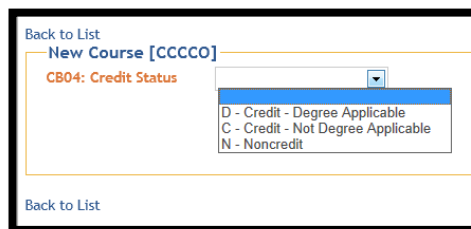
- **Amend** – taking action to make a correction, substantial change, nonsubstantial change, or change in active/inactive status of a proposal.

For related curriculum topics and technical guidance on using the CCC Curriculum Inventory, please refer to the *Program and Course Approval Handbook, 5th Edition Draft* (located under the *Admin Tab > Resources* after signing into the CCC Curriculum Inventory).

CCC Curriculum Inventory PROPOSAL FIELDS

Proposal information is entered directly into each CCC Curriculum Inventory proposal field by typing, selecting from a drop-down menu, or clicking on a yes/no radio button. 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.

After signing into the CCC Curriculum Inventory, click on the *New Course* hyperlink at the top right of the proposals queue (refer to the *Program and Course Approval Handbook, 5th Edition Draft* for detailed user instructions). As shown below, select the desired **CB04 Credit Status** (the only options available for a noncredit course is: N – Noncredit; refer to the *Handbook* section three for a detailed discussion of each option).



The screenshot shows a web form titled "New Course [CCCCO]". At the top left, there is a "Back to List" link. Below the title, the field "CB04: Credit Status" is highlighted in orange. A dropdown menu is open, showing three options: "D - Credit - Degree Applicable", "C - Credit - Not Degree Applicable", and "N - Noncredit". At the bottom left of the form, there is another "Back to List" link.

After a selection is made, the proposal will automatically recalibrate and the following fields are shown:

The screenshot shows a web form titled "New Course [CCCCO]" with a "Back to List" link. The form contains 19 numbered fields and a section for special characteristics. Fields 1 through 12 are on the left, and fields 13 through 19 are on the right. Fields 1, 4, 5, 8, 11, and 12 are dropdown menus, while others are text boxes. Fields 13 through 16 are also dropdown menus. Fields 17 through 19 are checkboxes. The "Special Characteristics" section includes checkboxes for Learning Assistance, Bilingual Instruction, Convalescent Setting, Correctional Facility, Apprenticeship, Persons of Substantial disabilities, and Citizenship for Immigrants. There are also "Yes" and "No" radio buttons and a date input field.

1. **CB04: Credit Status** – The previously selected noncredit status will show (“N”).

2. **CB01: Department Number** – Enter the Department Number, for example: ENGL100.

3. **CB02: Course Title** – Enter the Course Title. This field is limited to a maximum of 68 characters including punctuation and spaces, and must be different from CB01.

4. **CB03: TOP Code** – Select an appropriate TOP code using the drop-down menu. An asterisk (*) denotes a vocational TOP code. For reference, the *Taxonomy of Programs (TOP) Code Manual, 6th Edition* may be accessed under the *Admin > Resources* tab in the CCC Curriculum Inventory.

The TOP code is assigned according to the content and outcomes of the course, and must conform closely to the TOP code given to similar courses 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 should contact the Chancellor's Office. The Chancellor's Office may change the proposed TOP code, if necessary, and will notify the college.

5. CB05: Transfer Status – After selecting CB04 = N (noncredit), CB05: Transfer Status will auto fill to equal “C – Not transferable”.

6. Course Hours (min) – Enter the minimum number of regularly scheduled hours of instruction that are normally required for a student to achieve the course objectives (sufficiently covering the course scope and breadth of topics). This number must be entered as a decimal – for example, ten and one-half hours would be entered as 10.5.

7. Course Hours (max) – Enter the maximum number of regularly scheduled hours of instruction that are normally required for a student to achieve the course objectives (sufficiently covering the course scope and breadth of topics). This number must be entered as a decimal – for example, ten and one-half hours would be entered as 10.5. This number must be greater than or equal to the number entered for the “Course Hours (min)” field #6 discussed above. Respectively, if the course does not include variable hours, enter the same value in this fields as entered in field #6.

8. CB08: Basic Skills Status – Using the drop-down, indicate if the course is either B (basic skills course) or N (not a basic skills course). Please note the relationship between CB08 and CB22; please consult the MIS Data Element Dictionary (DED) for a complete listing of fidelity and integrity checks for this element.

9. CB09: SAM Priority Code – Select an appropriate SAM Priority Code from a drop-down menu including the following options: A (Apprenticeship), B (Advanced Occupational), C (Clearly Occupational), D (Possibly Occupational), or E (Non-occupational). The SAM Priority Code selected must correspond with the CB03: TOP Code selected (for example, if a vocational TOP code is selected as denoted by an asterisk (*), then CB09: SAM Priority Code must equal A (Apprenticeship), B (Advanced Occupational), C (Clearly Occupational), or D (Possibly Occupational) and respectively cannot equal E (Non-occupational).

10. CB10: Cooperative Work Experience – Using the drop-down menu, select “N” (not part of a cooperative work experience educational program). This selection is required for all noncredit courses until a new policy is written.

11. CB11: Course Classification Status – This field identifies courses eligible for enhanced funding. Noncredit courses will have a value of J or K if they are part of an approved Career Development and College Preparation (CDCP) program. Noncredit courses that are not part of an approved CDCP program will have a value of L until the program is approved; refer to Section Four (Noncredit Curriculum) of this *Handbook* for details. Using the drop-down menu, select the appropriate course classification status from the following options: J (Workforce Preparation Enhanced Funding), K (Other Noncredit Enhanced Funding), or L (Non-Enhanced Funding).

12. CB13: Approved Special Class – Using the drop-down menu, indicate if the course is either: S (designated as an approved special class for disabled students) or N (not a special class), pursuant to Title 5 section 56028.

13. CB21: Prior Transfer Level – Using the drop-down menu, indicate the relationship of the course to college level by selecting one of the following nine options: 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), or H (Eight levels below transfer). The CB21: Prior Transfer Level selected must correspond with the CB05: Transfer Status selected as well as with processing edit checks in the MIS Data Element Dictionary (DED); please consult the DED for a complete listing of fidelity and integrity checks for this element.

14. CB22: Noncredit Category - Using the drop-down menu, indicate the category for which the course is eligible for state apportionment by selecting one of the following ten options: 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), and J (Workforce Preparation). The CB22: Noncredit Category selected must correspond with the CB03: Top Code and CB08: Basic Skills Status selected as well as with processing edit checks in the MIS Data Element Dictionary (DED); please consult the DED for a complete listing of fidelity and integrity checks for this element.

15. CB23: Funding Agency Category – Using the drop down menu, indicate the funding agency for the course development by selecting one of the following three options: A (primarily developed using Economic Development funds), B (partially developed using Economic Development Funds, exceeding 40% of total development costs), or Y (not applicable).

16. CB24: Program Status – Using the drop-down menu, indicate if the course is 1 (Program-applicable) or 2 (Not Program-applicable). If CB24 = 1 (Program-applicable), after approval of the course the college must amend (via nonsubstantial change) the corresponding program award(s) for which the course is applicable.

17. Special Characteristics Code Descriptor (if applicable) – Select the appropriate characteristic(s) from the following seven options (if applicable):

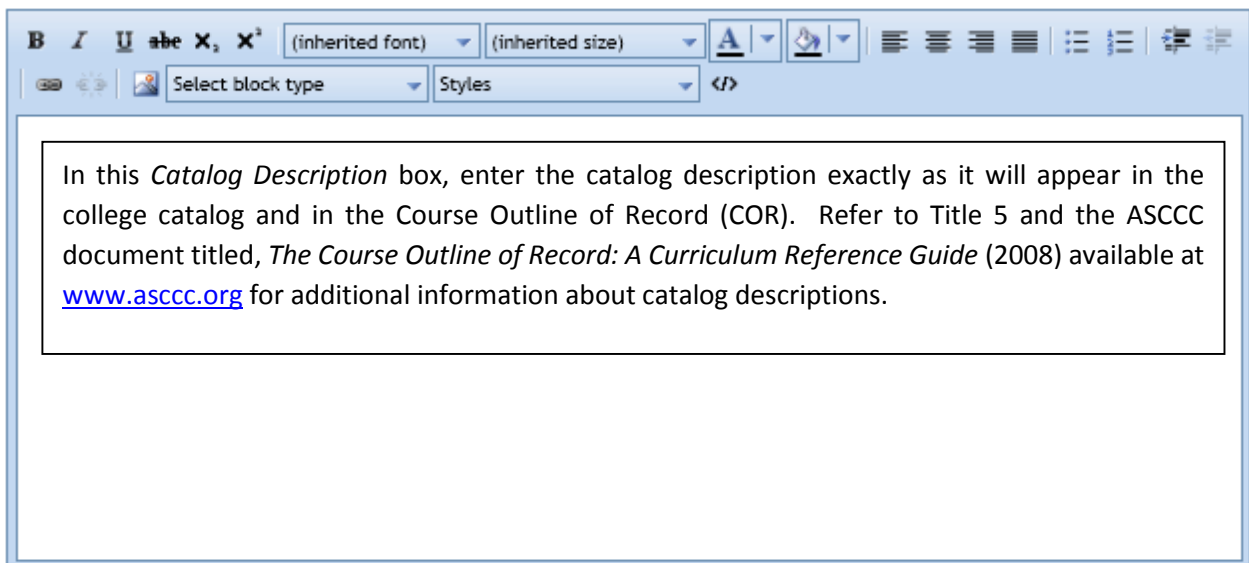
- Learning Assistance (a form of supplemental instruction)
- Bilingual Instruction (a system of instruction that builds upon the language skills of a pupil whose primary language is not English or derived from English)
- Convalescent Setting (a course taught in a convalescent home, skilled nursing facility, residential care home, day care center, or nursing home)
- Correctional Facility (a course taught either at or through a federal, state, or local correctional institution)

- Apprenticeship (a course that provides related and supplemental instruction for apprenticeship and coordination of instruction with job experience, upon agreement with the program sponsor/employer and the California Division of Apprenticeship Standards)
- Persons of Substantial Disabilities (a course designed to serve persons with substantial disabilities)
- Citizenship for Immigrants (a course designed to provide instruction and services in citizenship)

18. District Governing Board Approved (yes/no) – By selecting “yes,” the college certifies that the course was approved by the governing board of the district, pursuant to Title 5 sections 55002 and 55150.

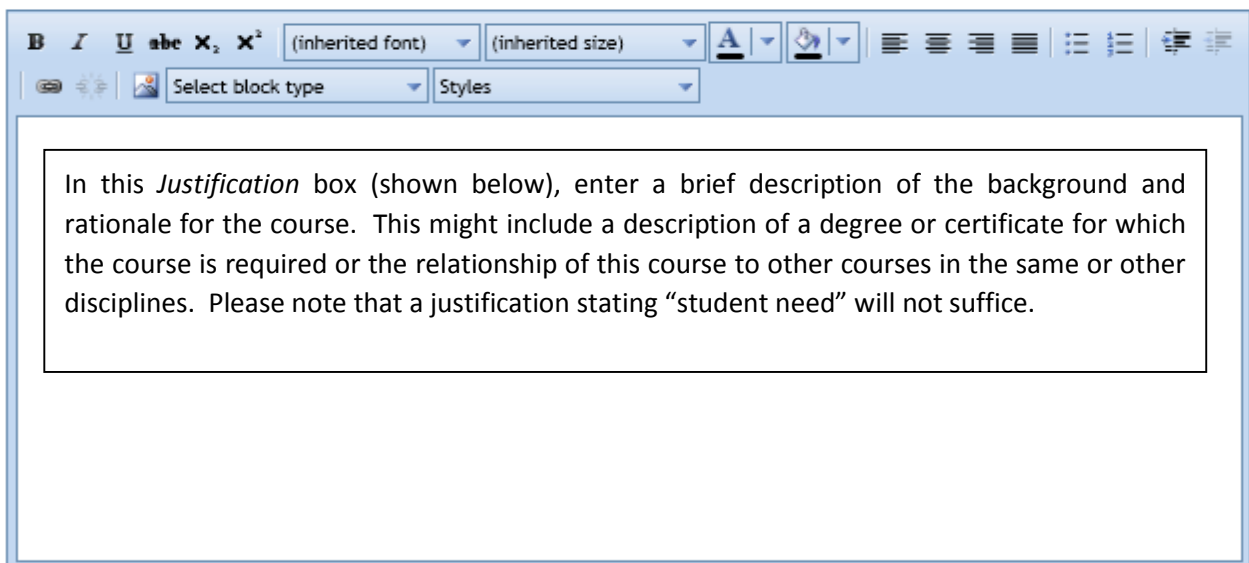
19. District Governing Board Approval Date – Enter the corresponding historical date in which the governing board of the district approved the course, pursuant to Title 5 sections 55002 and 55150.

20 Catalog Description



In this *Catalog Description* box, enter the catalog description exactly as it will appear in the college catalog and in the Course Outline of Record (COR). 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 additional information about catalog descriptions.

21 Justification



In this *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.

22 Save

Save & Exit

22. After completing the aforementioned fields, click the *Save* button at the bottom of the page. Next, the *Supporting Documentation* box will appear (shown on the following page).



SUPPORTING DOCUMENTATION

A noncredit course proposal requires only one item as supporting documentation – the **Course Outline of Record (COR)**. To attach the COR to the proposal, click on the *Add/Remove (+/-)* icon shown at the top right corner of the *Supporting Documentation* box (shown above).

Pursuant to Title 5 section 55002(c)(3), a “course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor.”

Respectively, the course outline of record shall specify:

8. Number of contact hours normally required for a student to complete the course
 - Ensure the stated hour values on the COR reflects the hour values entered into the CCC Curriculum Inventory fields.
9. catalog description
10. objectives
11. content in terms of a specific body of knowledge
12. types or provide examples of required reading and writing
 - c. assignments
 - d. other outside-of-class assignments
13. instructional methodology and methods of evaluation for determining whether the stated objectives have been met by students (note: grades are optional)

Inclusion of advisories or course entry expectations are recommended but not required (optional). Refer to the ASCCC document titled, *The Course Outline of Record: A Curriculum Reference Guide* (2008) available at www.asccc.org for a detailed discussion with examples of each required COR component listed above. The ASCCC document also provides information regarding additional components (such as required text) which are not part of the Chancellor's Office review of courses yet are essential to the development of a model COR and related curricular considerations.

SUBMISSION CHECKLIST

This submission checklist provides a quick reference check for a noncredit course proposal submission; please refer to the detailed discussion of each field in this guide to ensure all requirements are met.

✓ **Proposal fields #1-21** – All fields are complete, no fields are left blank.

1. CB04: Credit Status – The selected credit status is “N.”

2. CB01: Department Number – The Department Number is entered.

3. CB02: Course Title – The Course Title entered is different from CB01 and does not exceed 68 characters including punctuation and spaces.

4. CB03: TOP Code – The selected TOP code is appropriate. Note: The Chancellor’s Office may change the proposed TOP code, if necessary, and will notify the college.

5. CB05: Transfer Status – The CB05: Transfer Status is auto filled to equal “C – Not transferable” and corresponds with the previously selected CB04: Credit Status (equaling N).

6. Total Hours of Instruction (min) – The total number of regularly scheduled hours of instruction that are normally required for a student to achieve the course objectives (sufficiently covering the course scope and breadth of topics) is entered as a decimal – for example, ten and one-half hours would be entered as 10.5.

7. If variable hours, indicate the max hours – If applicable, the maximum number of regularly scheduled hours of instruction that are normally required for a student to achieve the course objectives (sufficiently covering the course scope and breadth of topics) is entered as a decimal – for example, ten and one-half hours would be entered as 10.5. This number is greater than or equal to the number entered for the “Total Hours of Instruction (min)” field #6 discussed above. This field is left blank if the total hours of instruction do not vary.

8. CB08: Basic Skill Status – The basic skills status is indicated as either B (basic skills course) or N (not a basic skills course).

9. CB09: SAM Priority Code – The SAM Priority Code selected corresponds with the CB03: TOP Code selected (for example, if a vocational TOP code is selected as denoted by an asterisk (*), then CB09: SAM Priority Code must equal A (Apprenticeship), B (Advanced Occupational), C (Clearly Occupational), or D (Possibly Occupational) and respectively cannot equal E (Non-occupational).

10. CB10: Cooperative Work Experience – “N” (not part of a cooperative work experience educational program) is selected.

11. CB11: Course Classification Status - A value of J (Workforce Preparation Enhanced Funding) or K (Other Noncredit Enhanced Funding) is selected if the course is part of an approved Career Development and College Preparation (CDCP) program. If the course is not part of an approved CDCP program, a value of L (Non-Enhanced Funding) is selected (until the program is approved).

12. CB13: Approved Special Class – Either “S” (designated as an approved special class for disabled students) or “N” (not a special class), pursuant to Title 5 section 56028, is selected.

13. CB21: Prior Transfer Level – The relationship of the course to college level is selected and corresponds with the CB03 Top Code and CB08 Basic Skills Status selected. In addition, refer to the processing edits (fidelity and integrity checks) referenced in the MIS Data Element Dictionary (DED) for this element.

14. CB22: Noncredit Category - The category for which the course is eligible for state apportionment is selected (from ten options) and corresponds with values selected for CB03 and CB08 as well as with processing edit checks in the MIS Data Element Dictionary (DED).

15. CB23: Funding Agency Category – The funding agency for the course development is selected.

16. CB24: Program Status – The program status for the course is selected.

17. Special Characteristics Code Descriptor (if applicable) – If applicable, one or more of the seven the characteristics is selected.

18. District Governing Board Approved (yes/no) – “Yes” is selected, indicating the college certifies that the course was approved by the governing board of the district, pursuant to Title 5 sections 55002 and 55150.

19. District Governing Board Approval Date – The corresponding historical date in which the governing board of the district approved the course, pursuant to Title 5 sections 55002 and 55150, is provided.

20. Catalog Description – The catalog description for the course is entered in the box.

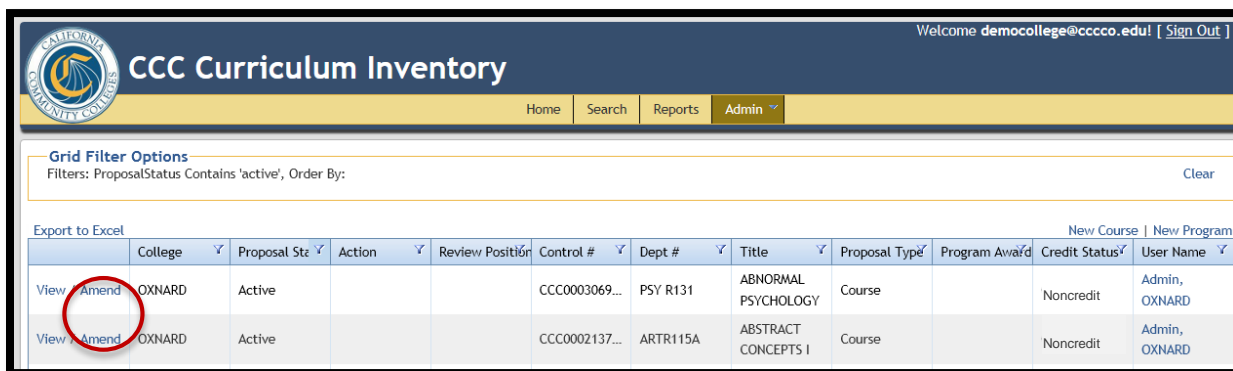
21. Justification – The justification for the course is entered in the box.

✓ **Supporting Documentation – the Course Outline of Record (COR)** is attached and pursuant to Title 5 section 55002 (Standards and Criteria for Courses), specifies the following:

1. Number of contact hours normally required for a student to complete the course
 - Ensure the stated hour values on the COR reflects the hour values entered into the CCC Curriculum Inventory fields.
2. catalog description
3. objectives
4. content in terms of a specific body of knowledge
5. types or provide examples of required reading and writing
 - e. assignments
 - f. other outside-of-class assignments
6. instructional methodology and methods of evaluation for determining whether the stated objectives have been met by students (note: grades are optional)

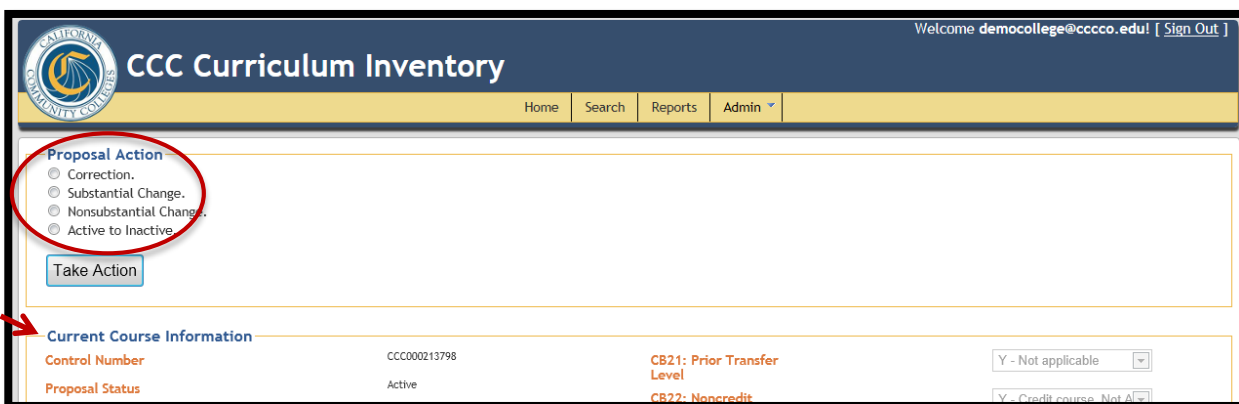
Amending an Existing Noncredit Course Proposal

To amend an existing noncredit course proposal, 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 record (red circle shown below).



The screenshot shows the 'CCC Curriculum Inventory' interface. At the top, there is a navigation bar with 'Home', 'Search', 'Reports', and 'Admin'. Below this is a 'Grid Filter Options' section with a 'Clear' button. The main area contains a table with columns: 'College', 'Proposal Stz', 'Action', 'Review Position', 'Control #', 'Dept #', 'Title', 'Proposal Type', 'Program Award', 'Credit Status', and 'User Name'. Two rows are visible, both for 'OXNARD' college and 'Active' status. The first row has 'Control #' CCC0003069... and 'Title' ABNORMAL PSYCHOLOGY. The second row has 'Control #' CCC0002137... and 'Title' ABSTRACT CONCEPTS I. In the first row, the 'Amend' link in the 'Action' column is circled in red.

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 under the section titled Current Course Information (red arrow shown below).



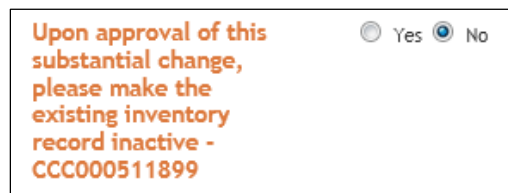
The screenshot shows the 'CCC Curriculum Inventory' interface. The 'Proposal Action' section is highlighted with a red oval and contains four radio button options: 'Correction', 'Substantial Change', 'Nonsubstantial Change', and 'Active to Inactive'. Below these options is a 'Take Action' button. Below the 'Proposal Action' section is the 'Current Course Information' section, which is pointed to by a red arrow. This section displays the following information: 'Control Number' CCC000213798, 'Proposal Status' Active, 'CB21: Prior Transfer Level' Y - Not applicable, and 'CB22: Noncredit' Y - Credit course, Not Al...

Depending upon the action selected, 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. Amend action choices include: *Correction*, *Substantial Change*, *Nonsubstantial Change*, or *Active to Inactive* (note: if the selected proposal was previously made *Inactive* then the option *Inactive to Active* would appear). Amend action definitions are provided in Section One, Table Six of the *Handbook* and discussed below.

Amend: Correction – An action to correct a value previously reported in error. This action will **not** issue a new control number. A correction will allow editing to all fields. Correct the proposal fields (and if needed supporting documentation) in the record. After desired correction(s) are made, click *Save*. 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.

Amend: Substantial Change – An action to create a new course record based upon an active course record. This action involves a change to the Total Hours of Instruction or any of the following MIS Course Data Elements: CB03, CB08, CB09, CB21, CB22, and/or noncredit – Total Hours of Instruction (min)/Variable Hours (max). **This action will initiate a new control number.** Upon approval, the submitted proposal will be assigned a new course control number.

Some colleges choose to keep both course proposals active. Unless requested as part of the substantial change, the CCC Curriculum Inventory does not automatically inactivate the original (old) course record after a (new) substantial change proposal is approved (and a new, second course control number is assigned). To request that the original record is made inactive immediately upon approval of the substantial change – select *Yes* for the radio button corresponding to the option shown in the CCC Curriculum Inventory proposal fields (sample shown below – note the original record control number that will be made inactive is provided in the field).



Upon approval of this substantial change, please make the existing inventory record inactive - CCC000511899

Yes No

It is critical to use this feature with caution as prematurely inactivating a record may cause issues with local college MIS data needs for statewide reporting.

For a substantial change, all proposal fields will be unlocked for editing. Make desired changes to the proposal fields and/or supporting documentation (course outline of record). Describe the change(s) and rationale for the changes in the *Justification* box on 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.

After submission, notations will appear in the proposal (shown in green brackets) indicating the old or former course record data. This distinction will enable Chancellor's Office staff to expedite review of the proposed change(s).

Amend: Nonsubstantial Change – An action to change an active course record that will not initiate a new control number. This action involves a change to any of the following MIS Course Data Elements: CB01, CB02, CB05, CB10, CB11, CB13, CB23, and/or CB24.

For a nonsubstantial change, select proposal fields will be unlocked for editing. Make desired changes to the proposal fields and/or supporting documentation (course outline of record). Describe the change(s) and rationale for the changes in the *Justification* box on 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.

After submission, notations will appear in the proposal (shown in green brackets) indicating the old or former course record data. This distinction will enable Chancellor's Office staff to expedite review of the proposed change(s).

Amend: Correction vs. Substantial Change vs. Nonsubstantial Change for Qualitative COR Data?

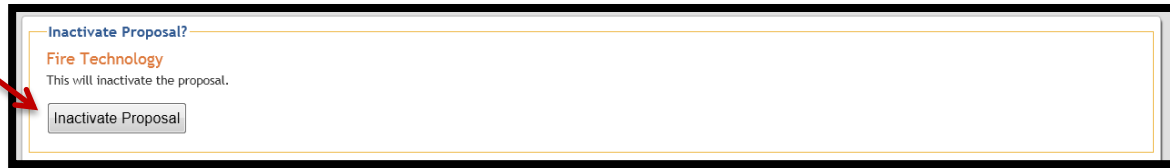
Qualitative changes to the Course Outline of Record (COR) may or may not include changes to MIS Course Data Elements. When no changes to MIS Course Data Elements (such as CB03 title, etc.) are made, determining which type of amend action to select is subjective. The following provides a general framework for a college to use when making this determination.

Correction – Changes include no substantive changes to the COR. Changes typically include grammar, updates to department/division naming conventions, clarification to examples of required reading and writing assignments, etc. In addition, with the migration of curriculum records from a paper-based system to an online repository, some records are incomplete – thus the correction feature may be used to update or complete the record. For example, an active course record in the CCC Curriculum Inventory that does not have a COR attached as supporting documentation may be updated using the correction feature (clicking on *Amend* > *Take Action* > *Correction*, adding the COR as supporting documentation, and clicking on *Save*).

Substantial Change – If the qualitative content of a course has substantially changed, a new course control number is required. Put differently, this substantially changed course is in essence a “new course” and requires its own unique control number. Either a proposal for a substantial change to an existing course or a proposal for a new course may be submitted to the Chancellor's Office – the college may decide which type of submission is made via the CCC Curriculum Inventory. What matters most is to ensure a control number is assigned and the college retains active control numbers for MIS reporting of course enrollment. The interpretation of “substantially changed” qualitative content refers to the extent to which college faculty deem changes as substantially or fundamentally changing the COR content required in accordance with Title 5 section 55002 (Standards and Criteria for Courses).

Nonsubstantial Change – If the qualitative content required in Title 5 section 55002 (Standards and Criteria for Courses) for a COR is beyond the scope of a correction but has not substantially changed, then a new course control number is not required.

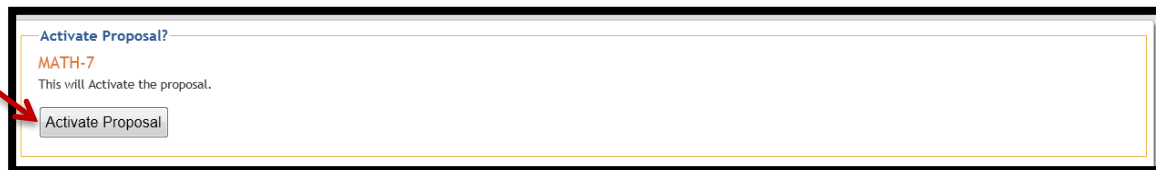
Amend: Active to Inactive – An action to make an active course inactive. This action will not issue a new control number. No validation process is required for this action prior to submitting the proposal to the Chancellor's Office. After selecting *Amend* and *Active to Inactive* as the desired Proposal Action, the confirmation screen (shown on the following page) will appear. Click the *Inactive Proposal* button (red arrow shown on the following page).



Important Note: A proposal to make course inactive is made effective in the CCC Curriculum Inventory system immediately upon submission (no Chancellor's Office review or approval is required). Respectively, when a course is inactive in the CCC Curriculum Inventory, the course record will not appear in the Public Search Tool results; however, the course record will remain in the Inventory for historical reference and use.

Amendment: Inactive to Active – An action to reactivate an active course which was previously made inactive. This action will not initiate a new control number. No validation process is required for this action prior to submitting the proposal to the Chancellor's Office.

After selecting *Amend* and *Inactive to Active* as the desired Proposal Action, the confirmation screen (shown below) will appear. Click the *Activate Proposal* button (red arrow shown below).



Important Note: A proposal to make course active is effective in the CCC Curriculum Inventory system immediately upon submission. Respectively, when a course is active in the CCC Curriculum Inventory, the course record will appear in the Public Search Tool results.

Appendix F:

Proposal Development Guide for a Certificate of Competency (Noncredit)

BACKGROUND

This guide outlines requirements specific to submitting a noncredit Certificate of Competency (referred herein as “certificate”) to the California Community Colleges Chancellor's Office for review. Pursuant to 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.

Please note:

- Special instructions and items are required for a certificate with a CDCP Eligibility Category equal to (I) Short-Term Vocational.
- Refer to section four (Noncredit Curriculum) of this *Handbook* for an overview of Career Development and Career Preparation (CDCP).

This guide is divided into the following sub-sections related to submitting a new certificate proposal:

- **Curriculum Inventory Proposal Fields** – items you enter directly into the CCC Curriculum Inventory. Fields entail the first step in developing a curriculum proposal. Please note: Forms are no longer used for curriculum submissions.
- **Supporting Documentation** – items you attach to the curriculum proposal.
- **Submission Checklist** – a summary of proposal requirements in a checklist format for review prior to submitting a proposal to the Chancellor's Office.

In addition, the final sub-section describes how to amend an existing certificate proposal:

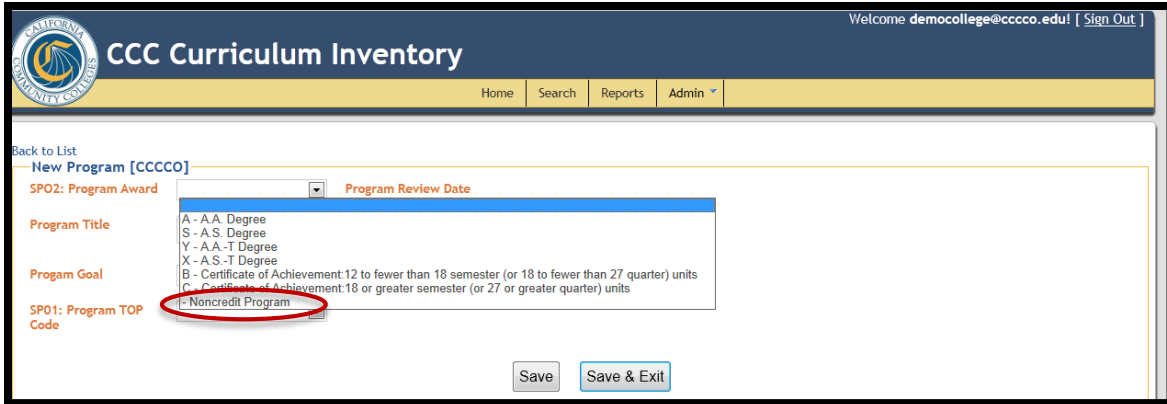
- **Amend** – taking action to make a correction, substantial change, nonsubstantial change, or change in active/inactive status of a proposal.

For related curriculum topics and technical guidance on using the CCC Curriculum Inventory, please refer to preceding sections of this *Handbook*.

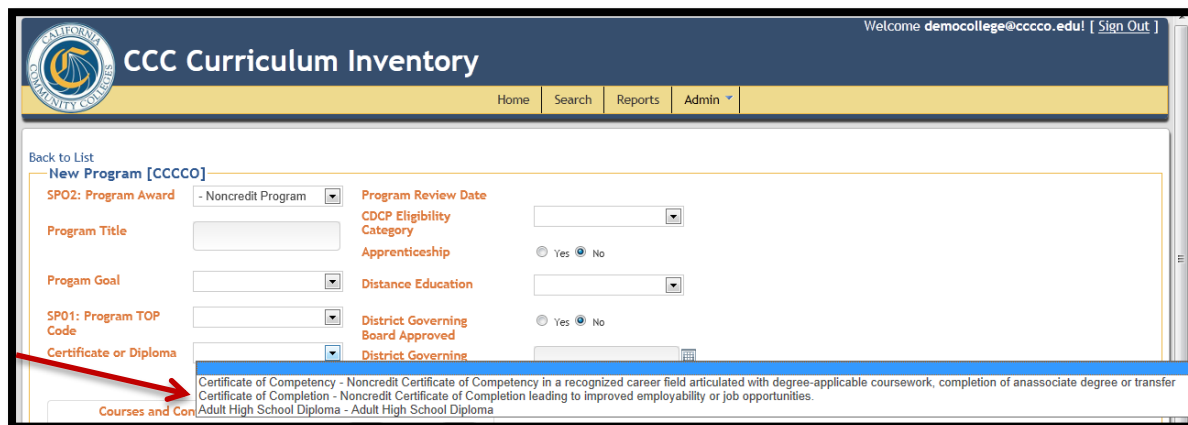
CCC Curriculum Inventory PROPOSAL FIELDS

Proposal information is entered directly into each CCC Curriculum Inventory proposal field by typing, selecting from a drop-down menu, or clicking on a yes/no radio button. Proposal fields marked with [SPXX] refer to the MIS Student Program (SP) Data Elements in the Data Element Dictionary. Appropriately coding data during the program development process is essential to properly tracking, reporting, and funding program 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.

After signing into the CCC Curriculum Inventory, click on the *New Program* hyperlink at the top right of the proposals queue. Next, select the desired **SP02: Program Award** as shown below (for noncredit, there is only one program option titled, “Noncredit Program” – see red oval below).



The proposal screen will recalibrate showing additional noncredit program CCC Curriculum Inventory proposal fields. Click on the *Certificate or Diploma* drop-down menu and select *Certificate of Competency* (red arrow shown below).



The proposal will again automatically recalibrate and the following fields are shown:

Back to List

1 **New Program [CCCCO]** 6

2 **SPO2: Program Award** - Noncredit Program 7 **CDCP Eligibility Category**

3 **Program Title** 8 **Distance Education**

4 **Program Goal** O - Other - Designed to 9 **District Governing Board Approved** Yes No

5 **SPO1: Program TOP Code** **District Governing Board Approval Date**

7/8/2013

10

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 Elective Courses and Hours	<input type="text"/>	<input type="text"/>

11

1. **SPO2: Program Award:** The previously selected program award (Noncredit Program) is shown.

2. **Program Title:** Enter the exact title that is proposed for the catalog. The title must clearly and accurately reflect the scope and level of the program. Do not include descriptors, such as “with an emphasis,” “degree,” “certificate,” “transfer” or “for transfer” in the program title.

3. **Program Goal:** The selection “Other – designed to meet community needs” is preselected as the program goal for this certificate. Refer to the section two (Comprehensive Curriculum Topics) of this *Handbook* for a detailed discussion of each program goal type.

4. **SPO1: Program TOP Code:** Select an appropriate TOP code using the drop-down menu. An asterisk (*) denotes a vocational TOP code. The *Taxonomy of Programs (TOP) Code Manual, 6th Edition* may be accessed under the *Admin > Resources* tab in the *CCC Curriculum Inventory*.

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, thus the program top code will reflect the majority of required certificate courses.

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 should contact the

Chancellor’s Office. The Chancellor’s Office may change the proposed TOP code, if necessary, and will notify the college.

5. Certificate or Diploma: Select “Certificate of Competency” using the drop-down menu.

6. CDCP Eligibility Category: Select the appropriate noncredit category from among four options, (A) English as a Second Language (ESL), (C) Elementary or Secondary Basic Skills, (I) Short-Term Vocational or (J) Workforce Preparation. Note: While this field is related to MIS Data Element Dictionary (DED) course (CB22: Noncredit Category) coding, this program code is only used by the CCC Curriculum Inventory and is not a recognized DED student program code. Refer to section three (Noncredit Curriculum) in this *Handbook* for a detailed discussion of this relationship.

After a *CDCP Eligibility Category* is selected, an employment potential box will appear at the bottom of the screen. Select from among the following two options (6a or 6b).

6a. Employment Potential: If the program *CDCP Eligibility Category* selected equals (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
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.

6b. Employment Potential: If the program *CDCP Eligibility Category* selected equals (I) Short-term Vocational, then evidence of high employment potential is required and can be demonstrated in one of two ways:

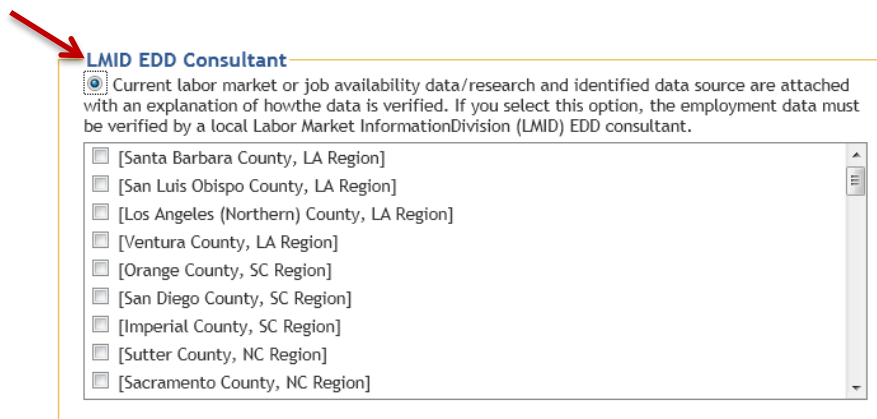
Option 1: In the *Employment Potential* box (shown below) select *EDD* and identify the area of instruction on the provided list of occupational titles with high employment potential (www.labormarketinfo.ca.gov).



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

Option 2: In the *Employment Potential* box (shown below) select *LMID EDD Consultant* and a corresponding *region*. Additionally, 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]

7. Distance Education: Indicate the extent to which the courses associated with the certificate are conducted via distance education; four choices are available, 0%, 1-49%, 50-99%, or 100%. Refer to Section Two (Comprehensive Curriculum Topics) of this *Handbook* for a detailed discussion of distance education.

8. District Governing Board Approved (yes/no) – By selecting “yes,” the college certifies that the certificate was approved by the governing board of the district (including delegated authority), pursuant to Title 5 section 55150.

9. District Governing Board Approval Date – Enter the corresponding historical date in which the governing board of the district (or delegated authority) approved the certificate, pursuant to Title 5 section 55150.

10. Course and Contact Hours: Enter the number of courses and minimum hours for both core requirements and elective requirements. The third row titled, Total Core and Elective Courses and Hours will automatically calculate a total for each column.

11. After completing the aforementioned fields, click the *Save* button at the bottom of the page. Next, the required *Course Report* box and section for adding *Supporting Documentation* will appear (shown below).



Course Report: In the *Course Report* box, click on the *Add/Remove (+/-)* icon shown at the top right corner. Add all courses required for the certificate. As each course is added, the CCC Curriculum Inventory will automatically generate a dynamic *Course Report* shown within the proposal. This report must reconcile with the courses listed in the Narrative Item 3. Program Requirements.

In addition, after saving the proposal, the *Supporting Documentation* box will appear (shown below).



SUPPORTING DOCUMENTATION

All noncredit certificate proposals require the following supporting documentation:

- **Narrative** - describing the development of the certificate, addressing items outlined in the following sub-section.
- **Course Outlines of Record** (for each course listed on the Course Report and Narrative Item 3. Program Requirements).
- **LMID Verified Data** (required for noncredit programs with a selected *CDCP Eligibility Category* equal to Short-Term Vocational only).

NARRATIVE TEMPLATE for a Certificate of Competency

Please adhere to the following format conventions:

- Use the heading (item) and numbering convention (for example: Item 1. Program Goals and Objectives).
- Ensure the description provided under each item is removed from the narrative prior to submission.

- Note: Only items #1-4 are required for noncredit certificate proposals.

Item 1. Program Goals and Objectives

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

Based upon the 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. For example, a program must be directed at the appropriate level for community colleges—that is, it must not be directed at a level beyond the certificate or the first two years of college. Similarly, a program must address a valid transfer, occupational, basic skills, civic education, or lifelong learning purpose. The program may not be primarily avocational or recreational. The statement of goals and objectives serves to define the degree over time and is one of the major factors in determining whether future changes to the degree are considered substantial or nonsubstantial for Chancellor’s Office review purposes.

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. If the certificate program goal selected is “**Other – Designed to Meet Community Needs,**” then the statement must, at a minimum, explain in detail how the degree was designed to meet community needs in accordance with the community college mission. Describe how the degree embodies a pattern of learning experiences that are focused on specific capabilities or knowledge areas.

Student Selection and Fees: **If the program is selective,** describe relevant entry criteria, the selection process for admission to the program, and compliance with provisions of Title 5, sections 55201 and 58106. Similarly, **specify all mandatory fees** (for materials, insurance, travel, and/or uniforms) 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.

Item 2. Catalog Description

The catalog description must be entered exactly as it will appear in the college catalog. The description must also:

- Convey the certificate’s goal(s) and objectives; suggest how they differ from the goals and objectives of other programs
- Provide an overview of the knowledge and skills that students who complete the requirements must demonstrate (student learning outcomes)
- List all prerequisite skills or enrollment limitations

- 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.
- If applicable, reference accrediting and/or licensing standards including an explanation of any departures from the standards. 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 description will specify whether the program will fully prepare completers for the recognized professional certification.

The description must also convey 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.

Item 3. Program Requirements

The program requirements must be consistent with the catalog description (as entered in Item 2 above). 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 and required or restricted electives), subtotal of core units, and total program units. For each course, indicate the course department number, course title, and unit value.

Course Sequence – ensure the program requirements demonstrate how the required courses must be completed in sequence by term (semester or quarter), including prerequisite courses if applicable. The program requirements table may include the course sequence (as shown in the sample below) or the course sequence may be shown separate from the program requirements table, so long as both are addressed in item three of the narrative.

A **sample** table format (with program requirements and course sequence combined) is shown below (for illustration purposes only):

Certificate of Competency: Language Development

Requirements	Dept. Name/#	Name	Units	Sequence
Required Core (3 units)	ADMJ 50	Introduction to Language Development	3	Yr 1, Fall
Two Electives (6 units)	ADJ 40	Group Dynamics	3	Yr 1/2, Fall
	ADJ 55	Conversation	3	Yr 2, Spring
	ADJ 61	Formal Settings	3	Yr 1, Summer
	ADJ 63	Motivational Speaking	3	Yr 1, Fall/Spring
	ADJ 70	Nonverbal Communication	3	Yr 2, Fall/Spring

Required Core Total: 3 units
TOTAL UNITS: 9 units

Proposed Sequence:
Year 1, Fall = 3 units
Year 1, Spring = 6 units

Or

Year 1, Fall = 3 units
Year 1, Spring = 3 units
Year 1, Summer = 3 units
TOTAL UNITS: 9 units

Item 4. Master Planning

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

This discussion may include some history of the program proposal origins, a description of the program purpose, and/or the program’s relevancy for the region and college including related community support.

The proposal must demonstrate a need for the program that meets the stated goals and objectives in the region the college proposes to serve with the degree. Furthermore, a proposed new degree must not cause undue competition with an existing program at another college. Need is determined by multiple factors, including the master plan of the college or district and accreditation standards. Finally, if the selected program goal is “Other – Designed to meet local community needs,” then a description of the community or other need leading to the program development is required.

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.

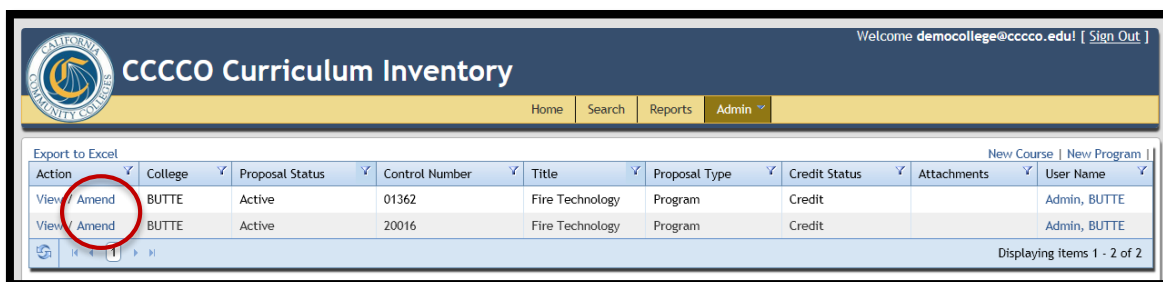
SUBMISSION CHECKLIST

This submission checklist provides a quick reference check for certificate proposal requirements; please refer to sections 1-3 of this guide for a detailed discussion of each requirement.

- ✓ **Proposal fields #1-10** – All fields are complete, no fields are left blank. Please refer to section one of this Guide for a detailed description of requirements unique to each field.
- 1. SP02: Program Award:** Noncredit Program is selected as the program award.
- 2. Program Title:** Entered as it will appear in the catalog; does not include descriptors, such as “with an emphasis,” “certificate,” “transfer,” etc.
- 3. Program Goal:** Other – Designed to meet community needs is selected.
- 4. SP01: Program TOP Code:** An appropriate TOP code is selected.
- 5. Certificate or Diploma:** Certificate of Competency is selected.
- 6. CDCP Eligibility Category:** The appropriate noncredit category is selected. After a *CDCP Eligibility Category* is selected, the employment potential box is completed.
- 7. Distance Education:** The extent to which the courses associated with the certificate are conducted via distance education is indicated.
- 8. District Governing Board Approved (yes/no):** “Yes” is selected.
- 9. District Governing Board Approval Date:** A historical date is entered.
- 10. Courses and Contact Hours:** The number of courses and corresponding minimum number of contact hours is entered for core and elective requirements.
- ✓ **Course Report** – The course report reflects all courses listed in the Narrative Item 3. Program Requirements.
- ✓ **Supporting Documentation – Course Outlines of Record (CORs);** a COR is attached for each course listed in the Narrative Item 3. Program Requirements.
- ✓ **Supporting Documentation – Narrative Items #1-4** are complete; refer to the aforementioned discussion for details.
- ✓ **Supporting Documentation – LMID Verified Data** – required only for noncredit programs with a selected CDCP Eligibility Category equal to Short-Term Vocational only.

Amending an Existing Proposal

To amend an existing certificate proposal, 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 record (red circle shown on the following page).



CCCCO Curriculum Inventory

Welcome democollege@cccco.edu! [Sign Out]

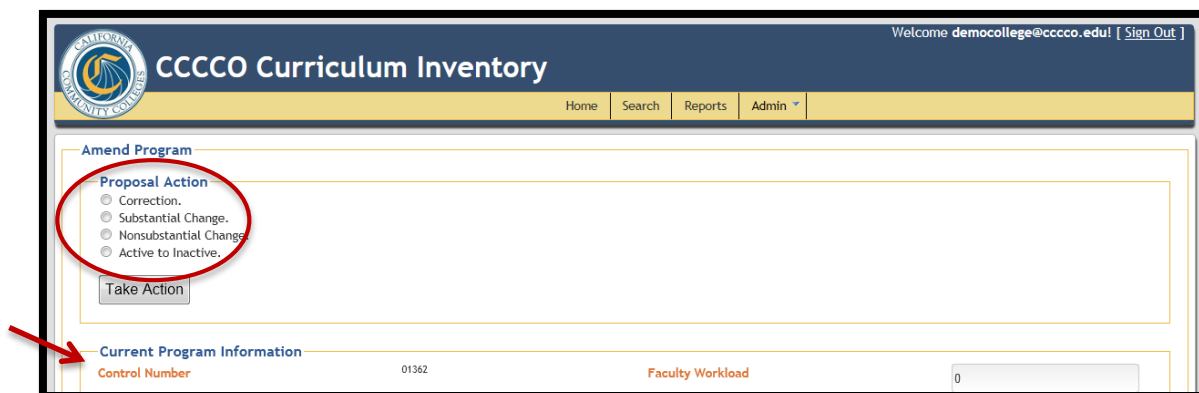
Home Search Reports Admin

Export to Excel

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

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 under the section titled *Current Program Information* (red arrow shown below).



CCCCO Curriculum Inventory

Welcome democollege@cccco.edu! [Sign Out]

Home Search Reports Admin

Amend Program

Proposal Action

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

Take Action

Current Program Information

Control Number 01362 Faculty Workload 0

Depending upon the action selected, 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. Amend action choices include: *Correction*, *Substantial Change*, *Nonsubstantial Change*, or *Active to Inactive* (note: if the selected proposal was previously made *Inactive* then the option *Inactive to Active* would appear). Amend action definitions are provided in Section One, Table Six of the *Handbook* and discussed below.

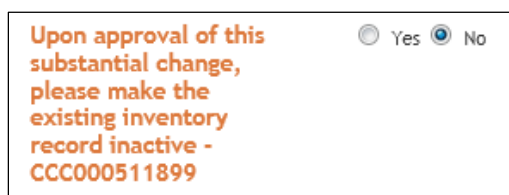
Amend: Correction – An action to correct a value previously reported in error. This action will **not issue a new control number**. A correction will allow editing to all fields. Correct the proposal fields (and if needed supporting documentation) in the record. After desired correction(s) are made, click *Save*. 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.

Amend: Substantial Change – An action to create a new program record based upon an active program record.

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 or major/area of emphasis using an active proposal. For example, a college may decide to create another certificate in the same four-digit TOP code as an existing certificate offered by the college.

This action will initiate a new control number. Upon approval, the submitted proposal will be assigned a new program control number. Some colleges choose to keep both program proposals active. Unless requested as part of the substantial change, the CCC Curriculum Inventory does not automatically inactivate the original (old) program record after a (new) substantial change proposal is approved (and a new, second program control number is assigned). To request that the original record is made inactive immediately upon approval of the substantial change – select *Yes* for the radio button corresponding to the option shown in the CCC Curriculum Inventory proposal fields (sample shown below – note the original record control number that will be made inactive is provided in the field).



Upon approval of this substantial change, please make the existing inventory record inactive - CCC000511899

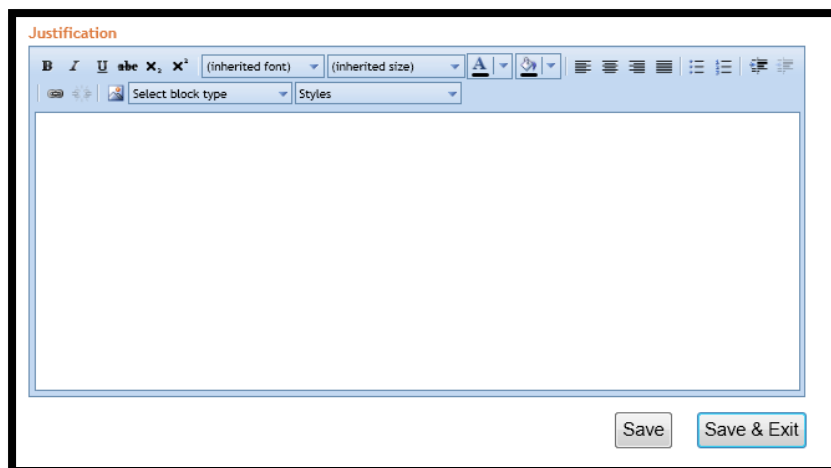
Yes No

It is critical to use this feature with caution as prematurely inactivating a record may cause issues with local college MIS data needs for statewide reporting.

For a substantial change, all proposal fields will be unlocked for editing. Make desired changes to the proposal fields and/or supporting documentation. For all substantial change proposals, a revised Narrative (items 1-4) is required as supporting documentation. For each Narrative Item, please provide the context, justification and details of the proposed change(s) where appropriate in the document.

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 and attached Course Outlines of Record (CORs) 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).

Next, describe the change(s) and rationale for the changes in the *Justification* box (shown on the following page) 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.

After submission, notations will appear in the proposal (shown in green brackets) indicating the old or former program record data. This distinction will enable Chancellor's Office staff to expedite review of the proposed change(s).

Amend: Nonsubstantial Change – An action to change an active course record that will not initiate a new 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 hour changes
- Addition to or removal of courses from an existing approved program

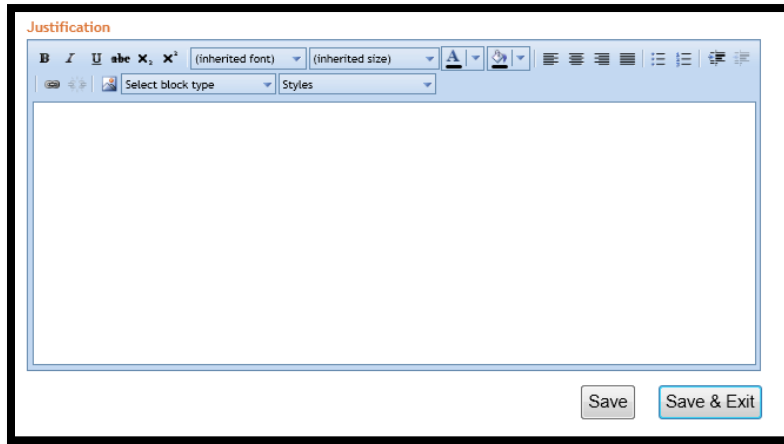
For a nonsubstantial change, select proposal fields will be unlocked for editing. Make desired changes to the proposal fields and/or supporting. Unless revised as a component of the desired nonsubstantial change, original supporting documentation (such as the program narrative, transfer documentation, CORs, etc.) should remain attached to the proposal.

If the nonsubstantial change entails adding or removing courses from an existing program and/or the total number of required 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).

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

Next, describe the changes in the box and rationale for the change(s) in the *Justification* (shown below) in the proposal.



describe the change(s) and rationale for the change(s) in the *Justification* (shown below) 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.

After submission, notations will appear in the proposal (shown in green brackets) indicating the old or former course record data. This distinction will enable Chancellor's Office staff to expedite review of the proposed change(s).

Amend: Correction vs. Substantial Change vs. Nonsubstantial Change for Qualitative Program Data?

Qualitative changes to a program may or may not include changes to MIS Course Data Elements. When no changes to MIS Student Program Data Elements (such as SP01 or SP02) are made,

determining which type of amend action to select is subjective. The following provides a general framework for a college to use when making this determination.

Correction – Changes include no substantive changes to the program. Changes typically include grammar, updates to department/division naming conventions, clarification to narrative items. In addition, with the migration of curriculum records from a paper-based system to an online repository – some records are incomplete – thus the correction feature may be used to update or complete the record. For example, an active program record in the CCC Curriculum Inventory that does not have program CORs or a Narrative attached as supporting documentation may be updated using the correction feature (clicking on *Amend > Take Action > Correction*, adding the CORs and/or Narrative as supporting documentation, and clicking on *Save*).

Substantial Change – If the qualitative content of a program has substantially changed, a new program control number is required. Put differently, this substantially changed program is in essence a “new program” and requires its own unique control number. Either a proposal for a substantial change to an existing program or a proposal for a new program may be submitted to the Chancellor's Office – the college may decide which type of submission is made via the CCC Curriculum Inventory. What matters most is to ensure a control number is assigned and the college retains active control numbers for MIS reporting of student enrollment. The interpretation of “substantially changed” qualitative content refers to the extent to which college faculty deem changes as substantially or fundamentally changing the program design and course content required in accordance with Title 5.

Nonsubstantial Change – If the qualitative content required in Title 5 sections 55150 (Approval of Noncredit Courses and Programs) is beyond the scope of a correction but has not substantially changed, then a new program control number is not required.

Amend: Active to Inactive – An action to make an active degree inactive. This action will not issue a new control number. No validation process is required for this action prior to submitting the proposal to the Chancellor's Office. After selecting *Amend* and *Active to Inactive* as the desired Proposal Action, the confirmation screen (shown below) will appear. Click the *Inactive Proposal* button (red arrow shown below).

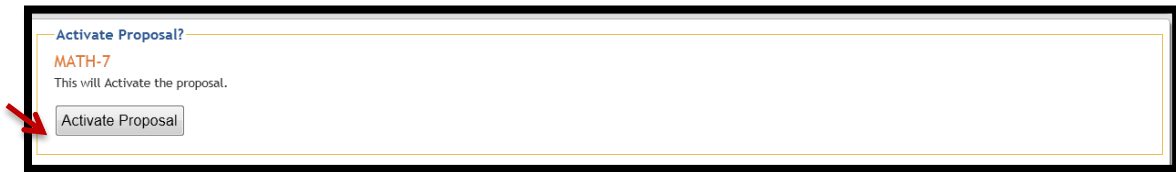


Important Note: A proposal to make a program inactive is made effective in the CCC Curriculum Inventory system immediately upon submission (no Chancellor's Office review or approval is required). Respectively, when a program is inactive in the CCC Curriculum Inventory, the program

record will not appear in the Public Search Tool results; however, the program record will remain in the Inventory for historical reference and use.

Amendment: Inactive to Active - An action to reactivate an active program which was previously made inactive. This action **will not** initiate a new control number. No validation process is required for this action prior to submitting the proposal to the Chancellor's Office.

After selecting *Amend* and *Inactive to Active* as the desired Proposal Action, the confirmation screen (shown on the following page) will appear. Click the *Activate Proposal* button (red arrow shown on the following page).



Important Note: A proposal to make a program active is effective in the CCC Curriculum Inventory system immediately upon submission. Respectively, when a program is active in the CCC Curriculum Inventory, the program record will appear in the Public Search Tool results.

Appendix G:

Proposal Development Guide for a Certificate of Completion (Noncredit)

BACKGROUND

This guide outlines requirements specific to submitting a noncredit Certificate of Completion (referred herein as “certificate”) to the California Community Colleges Chancellor's Office for review. Pursuant to 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.

Please note:

- Proposal requirements unique to a certificate with a program goal of “Career Technical Education (CTE)” are shown in red.
- Special instructions and items are required for an Apprenticeship proposal.
- Special instructions and items are required for a certificate with a CDCP Eligibility Category equal to (I) Short-Term Vocational.
- Refer to section four (Noncredit Curriculum) of this *Handbook* for an overview of Career Development and Career Preparation (CDCP).

This guide is divided into the following sub-sections related to submitting a new certificate proposal:

- **Curriculum Inventory Proposal Fields** – items you enter directly into the CCC Curriculum Inventory. Fields entail the first step in developing a curriculum proposal. Please note: Forms are no longer used for curriculum submissions.
- **Supporting Documentation** – items you attach to the curriculum proposal.
- **Submission Checklist** – a summary of proposal requirements in a checklist format for review prior to submitting a proposal to the Chancellor's Office.

In addition, the final sub-section describes how to amend an existing certificate proposal:

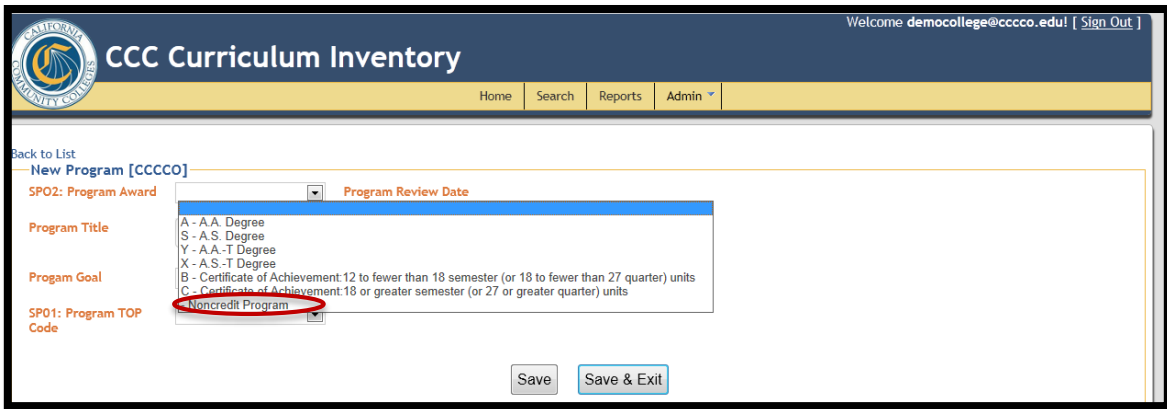
- **Amend** – taking action to make a correction, substantial change, nonsubstantial change, or change in active/inactive status of a proposal.

For related curriculum topics and technical guidance on using the CCC Curriculum Inventory, please refer to preceding sections of this *Handbook*.

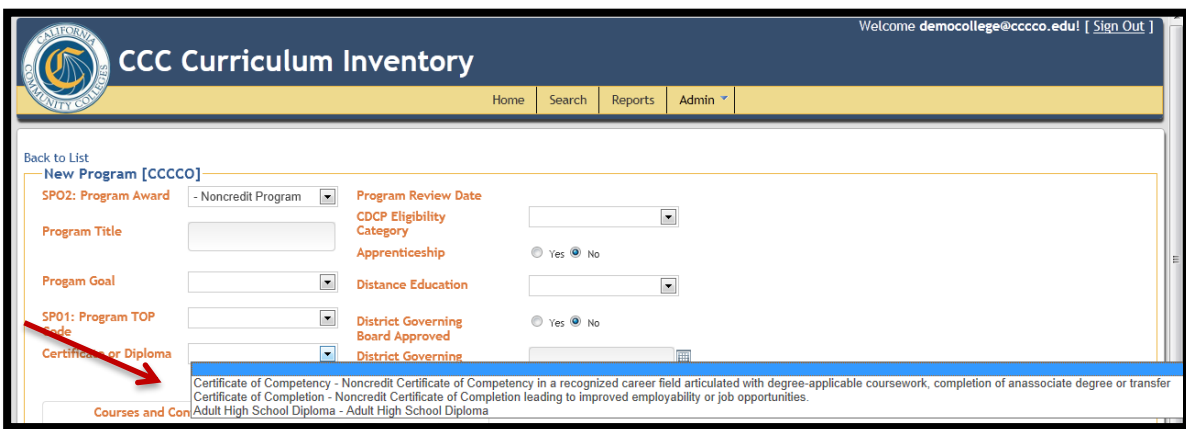
CCC Curriculum Inventory PROPOSAL FIELDS

Proposal information is entered directly into each CCC Curriculum Inventory proposal field by typing, selecting from a drop-down menu, or clicking on a yes/no radio button. Proposal fields marked with [SPXX] refer to the MIS Student Program (SP) Data Elements in the Data Element Dictionary. Appropriately coding data during the program development process is essential to properly tracking, reporting, and funding program 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.

After signing into the CCC Curriculum Inventory, click on the *New Program* hyperlink at the top right of the proposals queue. Next, select the desired **SP02: Program Award** as shown below (for noncredit, there is only one program option titled, “Noncredit Program” – see red oval below).



The proposal screen will recalibrate showing additional noncredit program CCC Curriculum Inventory proposal fields. Click on the *Certificate or Diploma* drop-down menu and select *Certificate of Completion* (red arrow shown below).



The proposal will again automatically recalibrate and the following fields are shown:

1

6

Back to List

2 **New Program [CCCCO]**

3 **SPO2: Program Award** - Noncredit Program

4 **Program Title**

5 **Program Goal**

8 **CDCEP Eligibility Category**

9 **Apprenticeship** Yes No

10 **Distance Education** Yes No

District Governing Board Approved

District Governing Board Approval Date

11 **Effective Date** 7/8/2013

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 Elective Courses and Hours	<input type="text"/>	<input type="text"/>

12

1. SPO2: Program Award: The previously selected program award (Noncredit Program) is shown.

2. Program Title: Enter the exact title that is proposed for the catalog. The title must clearly and accurately reflect the scope and level of the program. Do not include descriptors, such as “with an emphasis,” “certificate,” “transfer,” etc. in the program title.

3. Program Goal: Select the appropriate program goal from the following two options: **Career Technical Education (CTE)** or Other – Designed to meet community needs. For a proposed program that is categorized by a TOP code that is designated as vocational or Career Technical Education (CTE) as denoted with an asterisk (*), the program goal selected must be “**Career Technical Education (CTE).**” In addition, a noncredit apprenticeship (Certificate of Completion) must have a corresponding program goal equal to Career Technical Education (CTE).

Refer to the section two (Comprehensive Curriculum Topics) of this *Handbook* for a detailed discussion of each program goal type.

4. SPO1: Program TOP Code: Select an appropriate TOP code using the drop-down menu. An asterisk (*) denotes a vocational TOP code. The *Taxonomy of Programs (TOP) Code Manual, 6th Edition* may be accessed under the *Admin > Resources* tab in the *CCC Curriculum Inventory*.

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, thus the program top code will reflect the majority of required certificate courses.

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 should contact the Chancellor's Office. The Chancellor's Office may change the proposed TOP code, if necessary, and will notify the college.

5. Certificate or Diploma: Select "Certificate of Completion" using the drop-down menu.

6. CDCP Eligibility Category: Select the appropriate noncredit category from among four options, (A) English as a Second Language (ESL), (C) Elementary or Secondary Basic Skills, (I) Short-Term Vocational or (J) Workforce Preparation. Note: While this field is related to MIS Data Element Dictionary (DED) course (CB22: Noncredit Category) coding, this program code is only used by the CCC Curriculum Inventory and is not a recognized DED student program code. Refer to section three (Noncredit Curriculum) in this *Handbook* for a detailed discussion of this relationship.

After a *CDCP Eligibility Category* is selected, an employment potential box will appear at the bottom of the screen. Select from among the following two options (6a or 6b).

6a. Employment Potential: If the program *CDCP Eligibility Category* selected equals (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

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.

6b. Employment Potential: If the program *CDCP Eligibility Category* selected equals (I) Short-term Vocational, then evidence of high employment potential is required and can be demonstrated in one of two ways:

Option 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

Option 2: In the *Employment Potential* box (shown below) select *LMID EDD Consultant* and a corresponding *region*. Additionally, 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]

7. Apprenticeship (yes/no): Select “No” if the program is not an apprenticeship. Select “Yes” if the program is an apprenticeship with approval from the Division of Apprenticeship Standards. If “Yes” is selected, the following additional proposal fields will appear and are required:

Employer or Joint Apprenticeship Committee (JAC) Sponsor: Enter the Name, Address, and Telephone Number of the Sponsor.

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]

It is important to note that a noncredit apprenticeship proposal must also have a corresponding program goal (selected in field #3 above) of “**Career Technical Education (CTE).**”

8. Distance Education: Indicate the extent to which the courses associated with the certificate are conducted via distance education; four choices are available, 0%, 1-49%, 50-99%, or 100%. Refer to Section Two (Comprehensive Curriculum Topics) of this *Handbook* for a detailed discussion of distance education.

9. District Governing Board Approved (yes/no) – By selecting “yes,” the college certifies that the certificate was approved by the governing board of the district (including delegated authority), pursuant to Title 5 section 55150.

10. District Governing Board Approval Date – Enter the corresponding historical date in which the governing board of the district (or delegated authority) approved the certificate, pursuant to Title 5 section 55150.

11. Course and Contact Hours: Enter the number of courses and minimum hours for both core requirements and elective requirements. The third row titled Total Core and Elective Courses and Hours will automatically calculate a total for each column.

12. After completing the aforementioned fields, click the *Save* button at the bottom of the page. Next, the required *Course Report* box and section for adding *Supporting Documentation* will appear (shown below).

Course Report
Add / Remove (+/-)



Course Report: In the *Course Report* box, click on the *Add/Remove (+/-)* icon shown at the top right corner. Add all courses required for the certificate. As each course is added, the CCC Curriculum Inventory will automatically generate a dynamic *Course Report* shown within the proposal. This report must reconcile with the courses listed in the Narrative Item 3. Program Requirements.

In addition, after saving the proposal, the *Supporting Documentation* box will appear (shown on the following page).



SUPPORTING DOCUMENTATION

All noncredit certificate proposals require the following supporting documentation:

- **Narrative** - describing the development of the certificate, addressing items outlined in the following sub-section.
- **Course Outlines of Record** (for each course listed on the Course Report and Narrative Item 3. Program Requirements).
- **LMID Verified Data** (required for noncredit programs with a selected *CDCP Eligibility Category* equal to Short-Term Vocational only).

SUPPORTING DOCUMENTATION – APPRENTICESHIP

Note: Advisory Committee and Regional Consortia approval meeting minutes are NOT required for an apprenticeship proposal.

If the proposed program is an apprenticeship, then the following item is required as additional supporting documentation:

- **California Division of Apprenticeship Standards (DAS) Approval Letter** – Ensure the approval letter includes the “file number” assigned to the apprenticeship by the DAS.

NARRATIVE TEMPLATE for a Certificate of Completion

Please adhere to the following format conventions:

- Use the heading (item) and numbering convention (for example: Item 1. Program Goals and Objectives).
- Ensure the description provided under each item is removed from the narrative prior to submission.
- Note: Only items #1-4 are required for noncredit certificate proposals.

Item 1. Program Goals and Objectives

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

Based upon the 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. For example, a program must be directed at the appropriate level for community colleges—that is, it must not be directed at a level beyond the certificate or the first two years of college. Similarly, a program must address a valid transfer, occupational, basic skills, civic education, or lifelong learning purpose. The program may not be primarily avocational or recreational. The statement of goals and objectives serves to define the degree over time and is one of the major factors in determining whether future changes to the degree are considered substantial or nonsubstantial for Chancellor’s Office review purposes.

If the certificate program goal selected is “**Career Technical Education (CTE)**,” then the statement must include the main competencies students will have achieved that are required for a specific occupation. The 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.

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. If the certificate program goal selected is “**Other – Designed to Meet Community Needs**,” then the statement must, at a minimum, explain in detail how the degree was designed to meet community needs in accordance with the community college mission. Describe how the degree embodies a pattern of learning experiences that are focused on specific capabilities or knowledge areas.

Student Selection and Fees: **If the program is selective**, describe relevant entry criteria, the selection process for admission to the program, and compliance with provisions of Title 5, sections 55201 and 58106. Similarly, **specify all mandatory fees** (for materials, insurance, travel, and/or uniforms) 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.

Item 2. Catalog Description

The catalog description must be entered exactly as it will appear in the college catalog. The description must also:

- Convey the certificate’s goal(s) and objectives; suggest how they differ from the goals and objectives of other programs
- Provide an overview of the knowledge and skills that students who complete the requirements must demonstrate (student learning outcomes)
- List all prerequisite skills or enrollment limitations
- 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.

- If the certificate program goal selected is “**Career Technical Education (CTE),**” then the description must list the potential careers students may enter upon completion.
- If applicable, reference accrediting and/or licensing standards including an explanation of any departures from the standards. 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 description will specify whether the program will fully prepare completers for the recognized professional certification.

The description must also convey 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.

Item 3. Program Requirements

The program requirements must be consistent with the catalog description (as entered in Item 2 above). 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 and required or restricted electives), subtotal of core units, and total program units. For each course, indicate the course department number, course title, and unit value.

Course Sequence – ensure the program requirements demonstrate how the required courses must be completed in sequence by term (semester or quarter), including prerequisite courses if applicable. The program requirements table may include the course sequence (as shown in the sample below) or the course sequence may be shown separate from the program requirements table, so long as both are addressed in item three of the narrative.

A **sample** table format (with program requirements and course sequence combined) is shown below (for illustration purposes only):

Certificate of Competency: Language Development

Requirements	Dept. Name/#	Name	Units	Sequence
Required Core (3 units)	ADMJ 50	Introduction to Language Development	3	Yr 1, Fall
Two Electives (6 units)	ADJ 40	Group Dynamics	3	Yr 1/2, Fall
	ADJ 55	Conversation	3	Yr 2, Spring
	ADJ 61	Formal Settings	3	Yr 1, Summer
	ADJ 63	Motivational Speaking	3	Yr 1, Fall/Spring
	ADJ 70	Nonverbal Communication	3	Yr 2, Fall/Spring

Required Core Total: 3 units
TOTAL UNITS: 9 units

Proposed Sequence (for Chancellor's Office review purposes):

Year 1, Fall = 3 units
Year 1, Spring = 6 units

Or

Year 1, Fall = 3 units
Year 1, Spring = 3 units
Year 1, Summer = 3 units
TOTAL UNITS: 9 units

Item 4. Master Planning

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

This discussion may include some history of the program proposal origins, a description of the program purpose, and/or the program's relevancy for the region and college including related community support.

The proposal must demonstrate a need for the program that meets the stated goals and objectives in the region the college proposes to serve with the degree. Furthermore, a proposed new degree must not cause undue competition with an existing program at another college. Need is determined by multiple factors, including the master plan of the college or district and accreditation standards. If the selected program goal is "Other – Designed to meet local community needs," then a description of the community or other need leading to the program development is required.

Similarly, for a program with a selected goal of "Career Technical Education (CTE)," 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.

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.

SUBMISSION CHECKLIST

This submission checklist provides a quick reference check for certificate proposal requirements; please refer to sections 1-3 of this guide for a detailed discussion of each requirement.

✓ **Proposal fields #1-11** – All fields are complete, no fields are left blank. Please refer to section one of this Guide for a detailed description of requirements unique to each field.

1. SP02: Program Award: Noncredit Program is selected as the program award.

2. Program Title: Entered as it will appear in the catalog; does not include descriptors, such as “with an emphasis,” “certificate,” “transfer,” etc.

3. Program Goal: **Career Technical Education (CTE)** or Other – Designed to meet community needs is selected.

For a proposed program that is categorized by a TOP code that is designated as vocational or Career Technical Education (CTE) as denoted with an asterisk (*), the program goal selected must be “**Career Technical Education (CTE).**”

4. SP01: Program TOP Code: An appropriate TOP code is selected.

5. Certificate or Diploma: Certificate of Completion is selected.

6. CDCP Eligibility Category: The appropriate noncredit category is selected. After a *CDCP Eligibility Category* is selected, the employment potential box is completed.

7. Apprenticeship (yes/no): “No” is selected if the program is not an apprenticeship. “Yes” if the program is an apprenticeship with approval from the Division of Apprenticeship Standards and the following additional proposal fields are complete:

Employer or Joint Apprenticeship Committee (JAC) Sponsor: The Name, Address, and Telephone Number of the Sponsor are entered.

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

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

It is important to note that a noncredit apprenticeship proposal must also have a corresponding program goal (selected in field #3 above) of **“Career Technical Education (CTE).”**

8. Distance Education: The extent to which the courses associated with the certificate are conducted via distance education is indicated.

9. District Governing Board Approved (yes/no): “Yes” is selected.

10. District Governing Board Approval Date: A historical date is entered.

11. Courses and Contact Hours: The number of courses and corresponding minimum number of contact hours is entered for core and elective requirements.

- ✓ **Course Report** – The course report reflects all courses listed in the Narrative Item 3. Program Requirements.
- ✓ **Supporting Documentation – Course Outlines of Record (CORs);** a COR is attached for each course listed in the Narrative Item 3. Program Requirements.
- ✓ **Supporting Documentation – Narrative Items #1-11** are complete; refer to the aforementioned discussion for details.
- ✓ **Supporting Documentation – LMID Verified Data** – required only for noncredit programs with a selected CDCP Eligibility Category equal to Short-Term Vocational only.
- ✓ **Supporting Documentation – Apprenticeship ONLY – California Division of Apprenticeship Standards (DAS) Approval Letter** is attached indicating the “file number” assigned to the program by the DAS.

Amending an Existing Proposal

To amend an existing certificate proposal, 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 record (red circle shown on the following page).

The screenshot displays the CCCCO Curriculum Inventory interface. At the top, there is a header with the CCCCO logo and the text "Welcome democollege@cccco.edu! [Sign Out]". Below the header is a navigation bar with buttons for "Home", "Search", "Reports", and "Admin". The main content area features a table with the following columns: Action, College, Proposal Status, Control Number, Title, Proposal Type, Credit Status, Attachments, and User Name. Two rows of data are shown, both for BUTTE College and Fire Technology Program. The "Amend" link in the first row is circled in red. The footer of the page indicates "Displaying items 1 - 2 of 2".

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

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 under the section titled *Current Program Information* (red arrow shown below).



Depending upon the action selected, 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. Amend action choices include: *Correction*, *Substantial Change*, *Nonsubstantial Change*, or *Active to Inactive* (note: if the selected proposal was previously made *Inactive* then the option *Inactive to Active* would appear). Amend action definitions are provided in Section One, Table Six of the *Handbook* and discussed below.

Amend: Correction – An action to correct a value previously reported in error. This action will not issue a new control number. A correction will allow editing to all fields. Correct the proposal fields (and if needed supporting documentation) in the record. After desired correction(s) are made, click *Save*. 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.

Amend: Substantial Change – An action to create a new program record based upon an active program record.

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 or major/area of emphasis using an active proposal. For example, a college may decide to create another certificate in the same four-digit TOP code as an existing 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.

This action will initiate a new control number. Upon approval, the submitted proposal will be assigned a new program control number. Some colleges choose to keep both program proposals active. Unless requested as part of the substantial change, the CCC Curriculum Inventory does not automatically inactivate the original (old) program record after a (new) substantial change proposal is approved (and a new, second program control number is assigned). To request that the original record is made inactive immediately upon approval of the substantial change – select *Yes* for the radio button corresponding to the option shown in the CCC Curriculum Inventory proposal fields (sample shown below – note the original record control number that will be made inactive is provided in the field).

Upon approval of this substantial change, please make the existing inventory record inactive - CCC000511899

Yes No

It is critical to use this feature with caution as prematurely inactivating a record may cause issues with local college MIS data needs for statewide reporting.

For a substantial change, all proposal fields will be unlocked for editing. Make desired changes to the proposal fields and/or supporting documentation. For all substantial change proposals, the same supporting documentation is required for the substantial change proposal as would be required of a new program submission.

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 and attached Course Outlines of Record (CORs) 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). If the program goal includes Transfer, then new transfer documentation should also be included in the proposals.

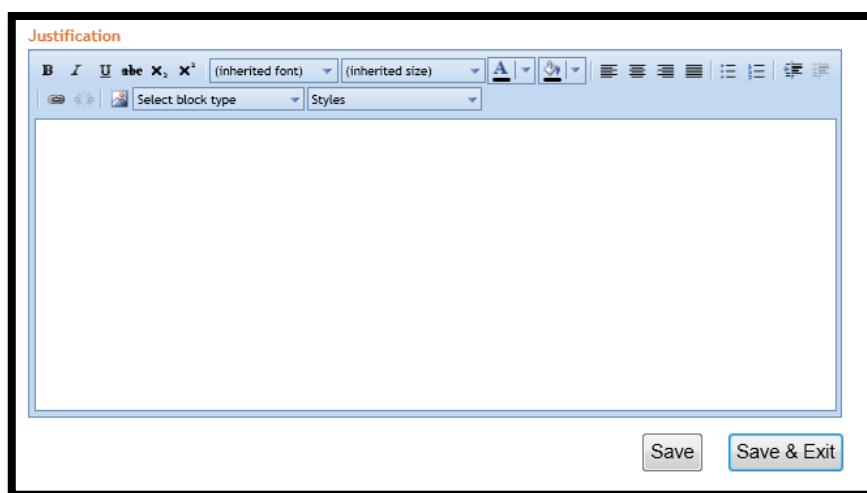
A revised Narrative (items 1-4) is required (refer to the aforementioned discussion for details) as supporting documentation. For each Narrative Item, please provide the context, justification and details of the proposed change(s) where appropriate in the document.

If the program is an **apprenticeship**, then the following additional supporting documentation is required for a substantial change:

- ✓ **Supporting Documentation – Labor Market Information (LMI) & Analysis** is complete and demonstrates 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.
- ✓ **Supporting Documentation – California Division of Apprenticeship Standards (DAS) Approval Letter** is attached indicating the “file number” assigned to the program by the DAS.

Finally, describe the change(s) and rationale for the changes in the *Justification* box (shown below) 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.

After submission, notations will appear in the proposal (shown in green brackets) indicating the old or former program record data. This distinction will enable Chancellor's Office staff to expedite review of the proposed change(s).



Amend: Nonsubstantial Change – An action to change an active course record that will not initiate a new 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 hour changes
- Addition to or removal of courses from an existing approved program

For a nonsubstantial change, select proposal fields will be unlocked for editing. Make desired changes to the proposal fields and/or supporting. Unless revised as a component of the desired

nonsubstantial change, original supporting documentation (such as the program narrative, transfer documentation, CORs, etc.) should remain attached to the proposal.

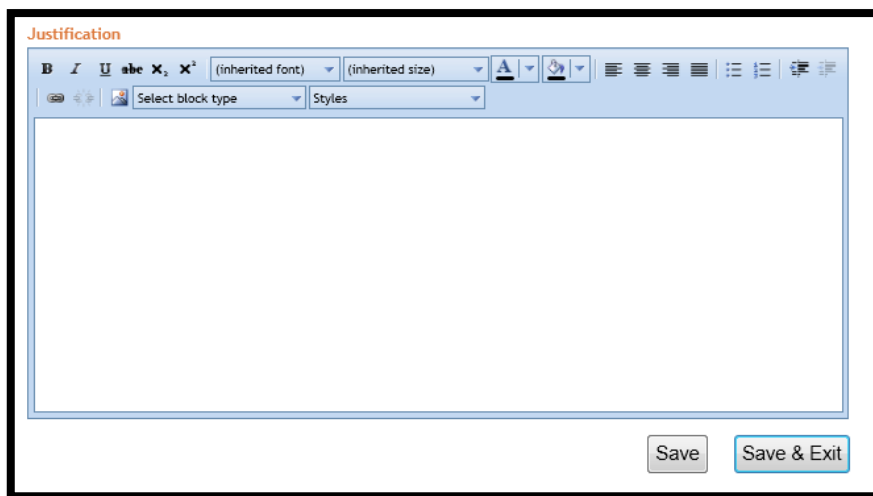
If the nonsubstantial change entails adding or removing courses from an existing program and/or the total number of required hour changes, the following is required:

- 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).

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.

Next, describe the change(s) and rationale for the changes in the *Justification* box (shown below) 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.



After submission, notations will appear in the proposal (shown in green brackets) indicating the old or former course record data. This distinction will enable Chancellor's Office staff to expedite review of the proposed change(s).

Amend: Correction vs. Substantial Change vs. Nonsubstantial Change for Qualitative Program Data?

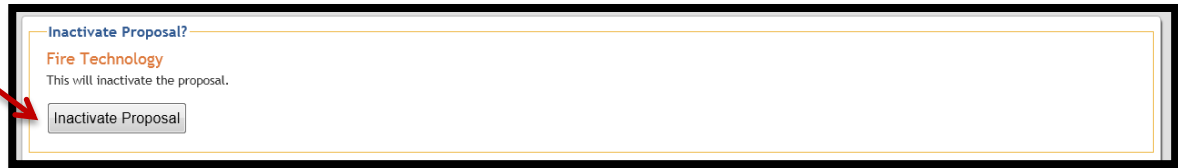
Qualitative changes to a program may or may not include changes to MIS Course Data Elements. When no changes to MIS Student Program Data Elements (such as SP01 or SP02) are made, determining which type of amend action to select is subjective. The following provides a general framework for a college to use when making this determination.

Correction – Changes include no substantive changes to the program. Changes typically include grammar, updates to department/division naming conventions, clarification to narrative items. In addition, with the migration of curriculum records from a paper-based system to an online repository – some records are incomplete – thus the correction feature may be used to update or complete the record. For example, an active program record in the CCC Curriculum Inventory that does not have program CORs or a Narrative attached as supporting documentation may be updated using the correction feature (clicking on *Amend* > *Take Action* > *Correction*, adding the CORs and/or Narrative as supporting documentation, and clicking on *Save*).

Substantial Change – If the qualitative content of a program has substantially changed, a new program control number is required. Put differently, this substantially changed program is in essence a “new program” and requires its own unique control number. Either a proposal for a substantial change to an existing program or a proposal for a new program may be submitted to the Chancellor's Office – the college may decide which type of submission is made via the CCC Curriculum Inventory. What matters most is to ensure a control number is assigned and the college retains active control numbers for MIS reporting of student enrollment. The interpretation of “substantially changed” qualitative content refers to the extent to which college faculty deem changes as substantially or fundamentally changing the program design and course content required in accordance with Title 5.

Nonsubstantial Change – If the qualitative content required in Title 5 sections 55150 (Approval of Noncredit Courses and Programs) is beyond the scope of a correction but has not substantially changed, then a new program control number is not required.

Amend: Active to Inactive – An action to make an active degree inactive. This action **will not issue a new control number**. No validation process is required for this action prior to submitting the proposal to the Chancellor’s Office. After selecting *Amend* and *Active to Inactive* as the desired Proposal Action, the confirmation screen (shown on the following page) will appear. Click the *Inactive Proposal* button (red arrow shown on the following page).



Important Note: A proposal to make a program inactive is made effective in the CCC Curriculum Inventory system immediately upon submission (no Chancellor's Office review or approval is required). Respectively, when a program is inactive in the CCC Curriculum Inventory, the program record will not appear in the Public Search Tool results; however, the program record will remain in the Inventory for historical reference and use.

Amendment: Inactive to Active – An action to reactivate an active program which was previously made inactive. This action will not initiate a new control number. No validation process is required for this action prior to submitting the proposal to the Chancellor's Office.

After selecting *Amend* and *Inactive to Active* as the desired Proposal Action, the confirmation screen (shown below) will appear. Click the *Activate Proposal* button (red arrow shown below).



Important Note: Depending upon the amount of time since the program record was previously made inactive; a proposal to make a program active is effective in the CCC Curriculum Inventory system immediately upon submission. Respectively, when a program is active in the CCC Curriculum Inventory, the program record will appear in the Public Search Tool results.

Appendix H:

Proposal Development Guide for an Adult High School Diploma (Noncredit)

BACKGROUND

This guide outlines requirements specific to submitting a noncredit Adult High School Diploma (AHSD) program to the California Community Colleges Chancellor's Office for review. An 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.

Please note:

- Title 5, section 55154, authorizes a college to offer a noncredit AHSD and receive enhanced funding for courses that are part of the program. Refer to section four (Noncredit Curriculum) of this *Handbook* for an overview of Career Development and Career Preparation (CDCP).
- An AHSD program has separate and distinct proposal requirements.

This guide is divided into the following sub-sections related to submitting a new AHSD proposal:

- **Curriculum Inventory Proposal Fields** – items you enter directly into the CCC Curriculum Inventory. Fields entail the first step in developing a curriculum proposal. Please note: Forms are no longer used for curriculum submissions.
- **Supporting Documentation** – items you attach to the curriculum proposal.
- **Submission Checklist** – a summary of proposal requirements in a checklist format for review prior to submitting a proposal to the Chancellor's Office.

In addition, the final sub-section describes how to amend an existing AHSD program proposal:

- **Amend** – taking action to make a correction, substantial change, nonsubstantial change, or change in active/inactive status of a proposal.

For related curriculum topics and technical guidance on using the CCC Curriculum Inventory, please refer to preceding sections of this *Handbook*.

CCC Curriculum Inventory PROPOSAL FIELDS

Proposal information is entered directly into each CCC Curriculum Inventory proposal field by typing, selecting from a drop-down menu, or clicking on a yes/no radio button. Proposal fields marked with [SPXX] refer to the MIS Student Program (SP) Data Elements in the Data Element Dictionary. Appropriately coding data during the program development process is essential to properly tracking, reporting, and funding program 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.

After signing into the CCC Curriculum Inventory, click on the *New Program* hyperlink at the top right of the proposals queue. Next, select the desired **SPO2: Program Award** as shown below (for noncredit, there is only one program option titled, “Noncredit Program” (see red oval below).

The proposal screen will recalibrate showing additional noncredit program CCC Curriculum Inventory proposal fields. Click on the *Certificate or Diploma* drop-down menu and select *Adult High School Diploma* (red arrow shown below).

Again, the proposal screen will recalibrate showing all required program proposal fields. In addition, fields designated with required AHSD selections (title, goal, TOP code, and diploma) are automatically populated (shown on the following page).

New Program

1 **SP02: Program Award** - Noncredit Program

2 **Program Title** Adult High School Diploma

3 **Program Goal** O - Other - Designed to

4 **SP01: Program TOP Code** 493062 - Secondary Ed

5 **Certificate or Diploma** Adult High School Diploma

6 **District Governing Board Approved** Yes No

7 **District Governing Board Approval Date**

8 **CORE AND ELECTIVE CREDITS**

	Core	Elective
Natural Sciences	0	0
Social and Behavioral Sciences	0	0
Humanities	0	0
English	0	0
Mathematics	0	0
Other Core/Elective(s)	0	0
Total	0	0

9 Save Save & Exit

1. **SP02: Program Award:** The previously selected program award (Noncredit Program) is shown.

2. **Program Title:** The program title is prepopulated to equal “Adult High School Diploma.”

3. **Program Goal:** The program goal is prepopulated to equal “Other – Designed to meet community needs.” Refer to the section two (Comprehensive Curriculum Topics) of this *Handbook* for a detailed discussion of each program goal type.

4. **SP01: Program TOP Code:** The program TOP code is prepopulated to equal 493062.

5. **Certificate or Diploma:** The previously selected “Adult High School Diploma” is shown.

6. District Governing Board Approved (yes/no) – By selecting “yes,” the college certifies that the AHSD program was approved by the governing board of the district (including delegated authority), pursuant to Title 5 section 55150.

7. District Governing Board Approval Date – Enter the corresponding historical date in which the governing board of the district (or delegated authority) approved the AHSD program, pursuant to Title 5 section 55150.

8. Core and Elective Credits: Enter the number of core and elective credits for each discipline. The final “Total” row will automatically calculate a total for each column.

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.

9. After completing the aforementioned fields, click the *Save* button at the bottom of the page. Next, the required *Course Report* box and section for adding *Supporting Documentation* will appear (shown below).



Course Report: In the *Course Report* box, click on the *Add/Remove (+/-)* icon shown at the top right corner. Add all courses required for the certificate. As each course is added, the CCC Curriculum Inventory will automatically generate a dynamic *Course Report* shown within the proposal. This report must reconcile with the courses listed in the Narrative Item 3. Program Requirements.

In addition, after saving the proposal, the *Supporting Documentation* box will appear (shown on the following page).



SUPPORTING DOCUMENTATION

All noncredit certificate proposals require the following supporting documentation:

- **Narrative** - describing the development of the AHSD program, addressing items outlined in the following sub-section.
- **Course Outlines of Record** (for each course listed on the Course Report and Narrative Item 3. Program Requirements).

NARRATIVE TEMPLATE for an Adult High School Diploma

Please adhere to the following format conventions:

- Use the heading and numbering convention (for example: I. Demonstration of Need).
 - Ensure the description provided under each item is removed from the narrative prior to submission.
- 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/.

SUBMISSION CHECKLIST

This submission checklist provides a quick reference check for AHSD program proposal requirements; please refer to sections 1-3 of this guide for a detailed discussion of each requirement.

- ✓ **Proposal fields #1-8** – All fields are complete, no fields are left blank. Please refer to section one of this guide for a detailed description of requirements unique to each field.
- 1. SP02: Program Award:** Noncredit Program is selected as the program award.
- 2. Program Title:** The pre-populated title of “Adult High School Diploma” is entered.
- 3. Program Goal:** The pre-populated goal of Other – Designed to meet community needs is selected.
- 4. SP01: Program TOP Code:** The pre-populated TOP Code of 493062 is selected.
- 5. Certificate or Diploma:** Adult High School Diploma is selected.
- 6. District Governing Board Approved (yes/no):** “Yes” is selected.
- 7. District Governing Board Approval Date:** A historical date is entered.

8. Core and Elective Credits: The number of core and elective credits is entered for each discipline area.

- ✓ **Course Report** – The course report reflects all courses required for the diploma.
- ✓ **Supporting Documentation – Course Outlines of Record (CORs);** a COR is attached for each course listed in the course report.
- ✓ **Supporting Documentation – Narrative Items #I - X** (one through ten) are complete; refer to the aforementioned discussion for details.

Amending an Existing Proposal

To amend an existing AHSD program proposal, 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 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

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 under the section titled *Current Program Information* (red arrow shown below).

Amend Program

Proposal Action

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

Take Action

Current Program Information

Control Number: 01362 Faculty Workload: 0

Depending upon the action selected, 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. Amend action choices include: *Correction*, *Substantial Change*, *Nonsubstantial Change*, or *Active to Inactive* (note: if the selected proposal was previously made *Inactive* then the option *Inactive to Active*

would appear). Amend action definitions are provided in Section One, Table Six of the *Handbook* and discussed below.

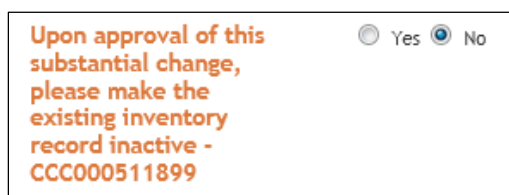
Amend: Correction – An action to correct a value previously reported in error. This action will not issue a new control number. A correction will allow editing to all fields. Correct the proposal fields (and if needed supporting documentation) in the record. After desired correction(s) are made, click *Save*. 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.

Amend: Substantial Change – An action to create a new program record based upon an active program record.

A typical substantial change for an AHSD program is:

- The goals and objectives of the program are substantially changed.

This action will initiate a new control number. Upon approval, the submitted proposal will be assigned a new program control number. Some colleges choose to keep both program proposals active. Unless requested as part of the substantial change, the CCC Curriculum Inventory does not automatically inactivate the original (old) program record after a (new) substantial change proposal is approved (and a new, second program control number is assigned). To request that the original record is made inactive immediately upon approval of the substantial change – select *Yes* for the radio button corresponding to the option shown in the CCC Curriculum Inventory proposal fields (sample shown below – note the original record control number that will be made inactive is provided in the field).



Upon approval of this substantial change, please make the existing inventory record inactive - CCC000511899

Yes No

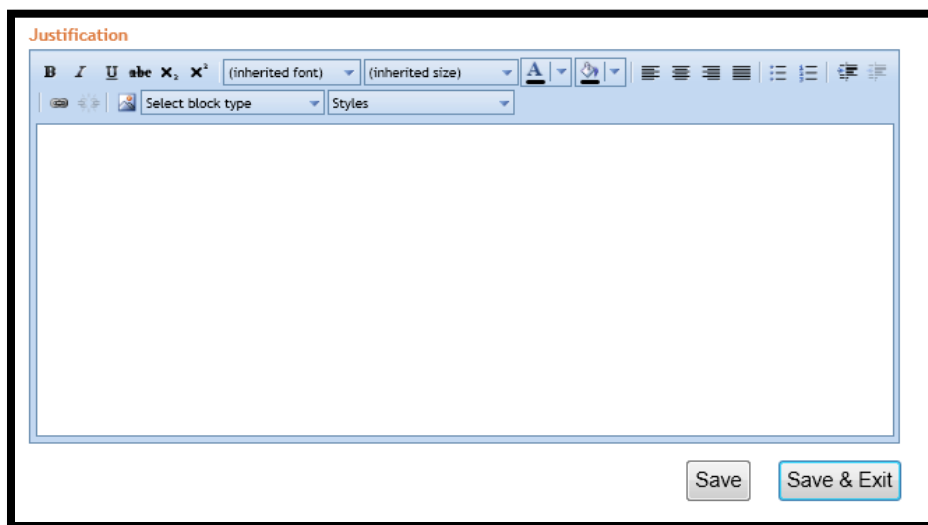
It is critical to use this feature with caution as prematurely inactivating a record may cause issues with local college MIS data needs for statewide reporting.

For a substantial change, all proposal fields will be unlocked for editing. Make desired changes to the proposal fields and/or supporting documentation. For all substantial change proposals, a revised Narrative is required as supporting documentation. For each Narrative Item, please provide the context, justification and details of the proposed change(s) where appropriate in the document.

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 and attached Course Outlines of

Record (CORs) 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).

Next, describe the change(s) and rationale for the changes in the *Justification* box (shown below) in the proposal.

The image shows a screenshot of a web-based text editor titled "Justification". The interface includes a top toolbar with various text formatting options such as bold (B), italic (I), underline (U), text color (abc), and background color (X²). There are also dropdown menus for font type and size, both labeled "(inherited)". Below the toolbar are two dropdown menus: "Select block type" and "Styles". The main area of the editor is a large, empty white rectangular box. At the bottom right of the editor, there are two buttons: "Save" and "Save & Exit".

After desired change(s) are made, save the proposal, complete the validation process, and submit the proposal to the Chancellor's Office for review.

After submission, notations will appear in the proposal (shown in green brackets) indicating the old or former program record data. This distinction will enable Chancellor's Office staff to expedite review of the proposed change(s).

Amend: Nonsubstantial Change – An action to change an active course record that will not initiate a new control number.

Examples of nonsubstantial changes include:

- Diploma hour changes
- Addition to or removal of courses from an existing approved program

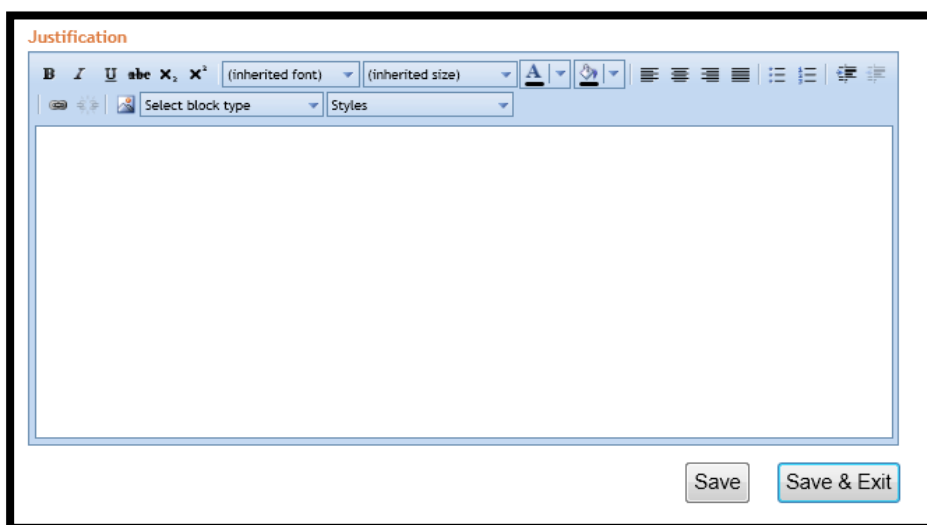
For a nonsubstantial change, select proposal fields will be unlocked for editing. Make desired changes to the proposal fields and/or supporting. Unless revised as a component of the desired nonsubstantial change, original supporting documentation (such as the program narrative, transfer documentation, CORs, etc.) should remain attached to the proposal.

If the nonsubstantial change entails adding or removing courses from an existing program and/or the total number of required 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.
- Revise the *Core and Elective Credits* box.

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.

Next, describe the change(s) and rationale for the changes in the *Justification* box (shown below) 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.

After submission, notations will appear in the proposal (shown in green brackets) indicating the old or former course record data. This distinction will enable Chancellor's Office staff to expedite review of the proposed change(s).

Amend: Correction vs. Substantial Change vs. Nonsubstantial Change for Qualitative Program Data?

Qualitative changes to a program may or may not include changes to MIS Course Data Elements. When no changes to MIS Student Program Data Elements (such as SP01 or SP02) are made,

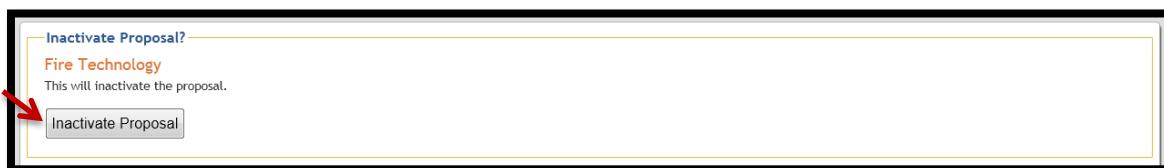
determining which type of amend action to select is subjective. The following provides a general framework for a college to use when making this determination.

Correction – Changes include no substantive changes to the program. Changes typically include grammar, updates to department/division naming conventions, clarification to narrative items. In addition, with the migration of curriculum records from a paper-based system to an online repository – some records are incomplete – thus the correction feature may be used to update or complete the record. For example, an active program record in the CCC Curriculum Inventory that does not have program CORs or a Narrative attached as supporting documentation may be updated using the correction feature (clicking on *Amend > Take Action > Correction*, adding the CORs and/or Narrative as supporting documentation, and clicking on *Save*).

Substantial Change – If the qualitative content of a program has substantially changed, a new program control number is required. Put differently, this substantially changed program is in essence a “new program” and requires its own unique control number. Either a proposal for a substantial change to an existing program or a proposal for a new program may be submitted to the Chancellor's Office – the college may decide which type of submission is made via the CCC Curriculum Inventory. What matters most is to ensure a control number is assigned and the college retains active control numbers for MIS reporting of student enrollment. The interpretation of “substantially changed” qualitative content refers to the extent to which college faculty deem changes as substantially or fundamentally changing the program design and course content required in accordance with Title 5.

Nonsubstantial Change – If the qualitative content required in Title 5 sections 55150 (Approval of Noncredit Courses and Programs) is beyond the scope of a correction but has not substantially changed, then a new program control number is not required.

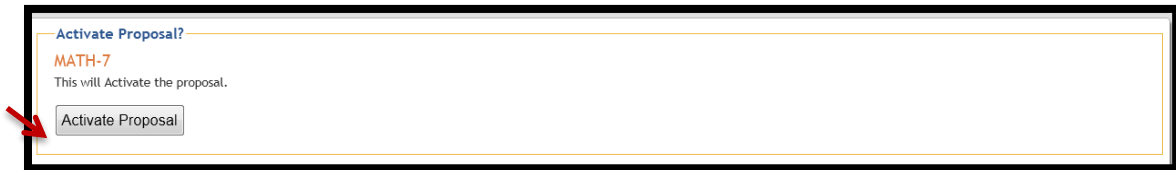
Amend: Active to Inactive – An action to make an active degree inactive. This action will not issue a new control number. No validation process is required for this action prior to submitting the proposal to the Chancellor's Office. After selecting *Amend* and *Active to Inactive* as the desired Proposal Action, the confirmation screen (shown below) will appear. Click the *Inactive Proposal* button (red arrow shown below).



Important Note: A proposal to make a program inactive is made effective in the CCC Curriculum Inventory system immediately upon submission (no Chancellor's Office review or approval is required). Respectively, when a program is inactive in the CCC Curriculum Inventory, the program record will not appear in the Public Search Tool results; however, the program record will remain in the Inventory for historical reference and use.

Amendment: Inactive to Active – An action to reactivate an active program which was previously made inactive. This action **will not** initiate a new control number. No validation process is required for this action prior to submitting the proposal to the Chancellor’s Office.

After selecting *Amend* and *Inactive to Active* as the desired Proposal Action, the confirmation screen (shown below) will appear. Click the *Activate Proposal* button (red arrow shown below).



Important Note: A proposal to make a program active is effective in the CCC Curriculum Inventory system immediately upon submission. Respectively, when a program is active in the CCC Curriculum Inventory, the program record will appear in the Public Search Tool results.